

The Effect Of Leadership Style, Motivation And Training On The Performance Of Asn Teachers In All State Vocational Schools In Situbondo Regency With Satisfaction Work As An Intervining Variable

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Abstract

The purpose of this study is to analyze the influence of variables Leadership Style, Motivation and Training on the Performance of ASN Teachers in All State Vocational Schools in Situbondo Regency with Job Satisfaction as an Intervening Variable. By using the Partial Least Square (PLS) Structural equation model.

Results of direct influence hypothesis testing using the Smart PLS 3.0 application Leadership style has a positive but insignificant effect on Job Satisfaction. Motivation has a significant positive effect on Job Satisfaction. Training has a significant positive effect on Job Satisfaction. Leadership style has a significant positive effect on Performance. Motivation has a positive but insignificant effect on Performance. Training has a positive but insignificant effect on Performance. Job satisfaction has a significant positive effect on Performance. Leadership style has a positive but insignificant effect on Performance through Job Satisfaction. Motivation has a significant positive effect on Performance through Job Satisfaction. Training has a significant positive effect on Performance through Job Satisfaction.

Keywords: Leadership style, Motivation, Training, Job satisfaction and Performance.



INTRODUCTION

Human resources (HR) are a crucial factor in development. At a macro level, development input factors, such as natural, material, and financial resources, will not provide optimal benefits for improving people's welfare without the support of adequate human resources, both in quality and quantity. HR development is essentially directed at improving quality, which in turn can increase productivity. Human resources are essential for every social institution and organization. The quality of human resources is determined by various interrelated factors, including health and ability. Ability, as one of the determinants of HR quality, can be developed through education, which is an effort in the HR development process.

A leader has a strategic role, namely as a manager, should have competencies in accordance with the demands of development and excellent service in the present and future in order to better understand the main tasks and functions as a leader. Leadership style can basically be seen from various perspectives. Leader behavior forms a continuum from autocratic to democratic nature. Leadership style is a way of certain ability patterns used by a leader in behaving, communicating and interacting to influence, direct, encourage and control other people or subordinates to be able to do a job so as to achieve a goal. Leadership style according to Kartono (2016:87) defines "Leadership style is the behavioral patterns applied by a leader in working with other people as perceived by people".

Motivation is input provided to all human resources within an organization. This input can be verbal or written, and can also be in the form of goods. According to Steiner in Fahmi (2021:190), "Motivation is all those inner motivating conditions variously described as wishes, desires, needs, drives, and the like." Motivation is a psychological state and mental attitude that energizes activities and moves and directs or channels behavior toward achieving needs that provide satisfaction or reduce imbalance. An employee's motivation will have an impact on the work they do during their work, such as the feeling of job satisfaction in doing that work.

This training is more practical than theoretical, and it is also a key factor for human resources in performing their work effectively and correctly. According to Chan in Priansa (2021:175), "Training is learning provided to improve performance related to current work." Training enables human resources to acquire additional skills so that they can carry out actual tasks or work well, faster, easier, with high quality work, and will also increase job satisfaction and the performance of existing human resources. Previously, there was research on training conducted by Umar et al (2024) with results showing that

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training had a significant and positive effect on employee performance. Robbins in Badriyah (2022:228) said, "Job satisfaction is a general attitude towards one's work, the difference between the amount of reward a worker receives and the amount of reward they believe they should receive." Job satisfaction also influences the quality of the work itself and determines the high level of a worker's performance. Organizational work results are obtained and achieved through a series of activities carried out by all human resources within the organization. According to Gibson in Sukrispiyanto (2019:102) "Performance refers to the level of success in carrying out tasks and the ability to achieve predetermined goals, performance is declared good and successful if the desired goals can be achieved well."

Seeing the existing phenomenon, the management of vocational schools needs to be changed so that it can be better, where graduates can be absorbed in the world of work, whether as workers, entrepreneurs, or college. To make changes, management of teachers and educational staff within the school is necessary. Therefore, the progress of a school can be seen from how effectively the management of human resources, especially the performance of ASN teachers in the school, is to make better performance changes so that school services are better. Human resource management for ASN teachers, GTT and school administrative staff is very necessary in schools to improve services in managing learning in schools. Human resources with good performance greatly supports a school in facilitating its students to achieve academic and non-academic achievements. In addition, excellent service by human resources in a school is an indicator of the school's trust in the community and becomes a reference for how the community enrolls their children in that school.

It is hoped that the performance of teachers, especially civil servants (ASN), will improve so that customers, especially students, parents, and the business world, as well as the workforce, will benefit from the graduates produced by a school. Teachers are the main pillars of successful learning management in schools, and they also serve as role models for their students. The public views teachers as being respected and emulated by their students. A teacher's performance significantly impacts educational progress in a school. Teachers in a school are classified as civil servants (ASN) and non-permanent teachers (GTT). However, this study will focus on ASN teachers, whose salaries and performance are regulated by the state. ASN teachers' performance is also monitored and assessed annually by the principal, the school's top manager. Non-permanent teachers are also assessed by the principal and are easier to manage. If their



performance is not satisfactory, their employment contract can be terminated according to the employment contract signed by the person concerned.

From the background above, researchers are interested in conducted research entitled **The Influence of Leadership Style, Motivation and Training on the Performance of ASN Teachers in All State Vocational Schools in Situbondo Regency with Job Satisfaction as an Intervening Variable.**

Objectives

The purpose of this research is to find out:

1. Leadership style has a significant influence on satisfaction;
2. Motivation has a significant effect on satisfaction;
3. Training has a significant impact on the Papacy;
4. Leadership style has a significant influence on performance
5. Motivation has a significant influence on performance;
6. Training has a significant impact on performance;
7. Satisfaction has a significant effect on performance;
8. Leadership style has a significant influence on performance through satisfaction;
9. Motivation has a significant influence on Performance through Satisfaction;
10. Training has a significant effect on Performance through Satisfaction;

The conceptual framework in this study is described as follows:

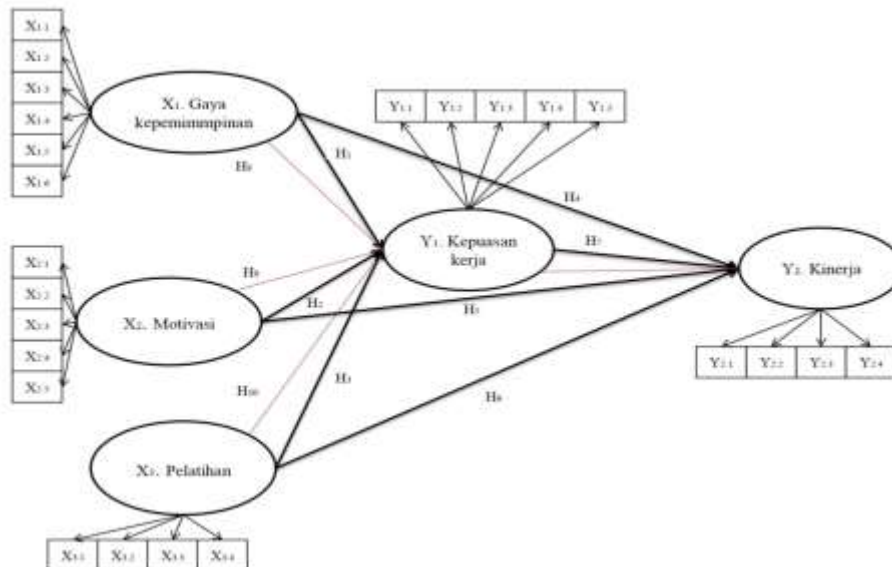


Figure 1: Conceptual Framework

DISCUSSION

The Influence of Leadership Style on Job Satisfaction

The results of the hypothesis test with reference to the original sample value, namely (0.041), are positive. The T-Statistic value is 0.176 (<1.964) and the P Value is **0.860** (>0.05) it can be concluded that Leadership Style (X1) has a positive but not significant effect on Job Satisfaction (Y1) thus Hypothesis 1 is rejected. According to Sagala (2018:43) "Leadership can be interpreted as a collection of abilities and personality traits that exist within the leader himself". Leadership style does not have a direct influence on ASN job satisfaction. This can happen because the organizational culture in the school organization is still the old culture used, all the abilities applied by a school leader cannot increase the job satisfaction of an ASN teacher, and lack of good communication and cannot solve problems, then the leadership style will not influence and cannot increase job satisfaction. The results of the above study reject the results of empirical studies that have been conducted by other researchers by Arafah et al (2024).

The Influence of Motivation on Job Satisfaction

The results of the hypothesis test with reference to the original sample value, namely (0.422), are positive. The T-Statistic value is 2.582 (>1.964) and the P Value is **0.010** (<0.05) it can be concluded that Motivation (X2) has a significant positive effect on Job Satisfaction (Y1) thus Hypothesis 2 is accepted. Rivai (2011:848) states that "motivation is a series of attitudes and values that influence individuals to achieve specific things according to individual goals". The results of the study show that motivation given to ASN both verbally and non-verbally can increase Job Satisfaction, This motivation is a support system obtained by ASN with the aim of the work and responsibilities given being carried out well and in accordance with applicable provisions. The results of an empirical study that was previously conducted by Bunga, Hadi, & Susanta (2023).

The Effect of Training on Job Satisfaction

The results of the hypothesis test with reference to the original sample value, namely (0.469), are positive. The T-Statistic value is 2.156 (>1.964) and the P Value is **0.032** (<0.05) it can be concluded that Training (X3) has a significant positive effect on Job Satisfaction (Y1) thus Hypothesis 3 is accepted. Priansa (2021:153) states that Training is a systematic and planned effort to change or develop knowledge, skills, new attitudes that are in accordance with organizational needs. Training in this study can increase the job satisfaction of an ASN, training carried out by school organizations

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according to the needs of an ASN teacher, the training is also the basis for ASN teachers in carrying out their responsibilities as educators, with this training ASN teachers can improve their competence as an ASN teacher so that it can increase job satisfaction for the teacher. The results of an empirical study that was previously conducted by Handayani, Echar, & Kitta (2024).

The Influence of Leadership Style on Performance

The results of the hypothesis test with reference to the original sample value, namely (0.323), are positive. The T-Statistic value is 2.399 (>1.964) and the P Value is **0.017** (<0.05) then it can be concluded that Leadership Style (X1) has a significant positive effect on Performance (Y2) thus Hypothesis 4 is accepted. A good leadership style will certainly improve the performance of good ASN teachers as well as the results of this study indicate that Leadership Style can improve performance, what has been done by the leadership towards ASN teachers who work is in accordance with field conditions and what is expected by teachers, both in terms of support, direction, appreciation of comfort in working, and employee welfare in working of course with good and correct communication. The results of an empirical study that was previously conducted by Sembiring & Sitanggang (2022).

The Influence of Motivation on Performance

The results of the hypothesis test with reference to the original sample value, namely (0.031), are positive. The T-Statistic value is 0.294 (<1.964) and the P Value is **0.769** (>0.05) then it can be concluded that Motivation (X2) has a positive but not significant effect on Performance (Y2) thus Hypothesis 5 is rejected. According to Anshory (2023:41) "Motivation is the drive within a person to behave in a certain way to achieve his goals". Motivation is the driving force that creates enthusiasm for work for civil servant teachers, encouraging them to work effectively and integrate their efforts. Insignificant motivation can be caused by a lack of recognition, such as praise or bonuses, from superiors to subordinates, which can lead to low work motivation. This indicates that the need for recognition and self-actualization is not being met properly and is not aligned with the needs of civil servant teachers. The results of the above research reject the results of empirical studies conducted by other researchers by Umar, Remmang & Karim (2024).

The Effect of Training on Performance

The results of the hypothesis test with reference to the original sample value, namely (0.172), are positive. The T-Statistic value is 1.463 (<1.964) and the P Value

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is **0.144** (>0.05) it can be concluded that Training (X3) has a positive but insignificant effect on Performance (Y2) thus Hypothesis 6 is rejected. Priansa (2021:153) states that Training is a systematic and planned effort to change or develop new knowledge, skills, and attitudes that are in accordance with organizational needs. It can be explained that training has not been a variable that affects the performance of ASN teachers. Basically, ASN teachers really need special potential that supports their job descriptions, so competence is considered more important than training. The results of the above study reject the results of empirical studies conducted by other researchers by Umar, Remmang & Karim (2024).

The Influence of Job Satisfaction on Employee Performance

The results of the hypothesis test with reference to the original sample value, namely (0.467), are positive. The T-Statistic value is 5.959 (>1.964) and the P Value is **0.000** (<0.05) then it can be concluded that Job Satisfaction (Y3) has a significant positive effect on Performance (Y2) thus Hypothesis 7 is accepted. According to Umam (2010) "Job satisfaction is a (positive) attitude of workers towards their work, which arises based on an assessment of the work situation". The results of the study show that Job Satisfaction has a significant positive effect on Performance, this proves that job satisfaction is very important for organizations in improving Performance. Job satisfaction here includes wages of an ASN teacher, job promotion, use of supervision in supervising ASN teachers, and giving appreciation to teachers. The results of an empirical study that was previously conducted by Purnamiati (2024).

The Influence of Leadership Style on Performance through Job Satisfaction

The results of the hypothesis test with reference to the original sample value, namely (0.019), are positive. The T-Statistic value is 0.173 (<1.964) and the P Value is **0.863** (>0.05) it can be concluded that leadership style (X1) has a positive but not significant effect on performance (Y2) through job satisfaction (Y1) thus Hypothesis 8 is rejected. The right leadership style will be able to create a conducive work environment for teachers, good working relationships between teachers and superiors, eliminate social gaps between levels within the organization, which will create a comfortable work atmosphere for all parties, including ASN teachers. Teachers will feel satisfied if they work under good conditions or situations according to the ASN Teacher's expectations. Once job satisfaction is well met, it will affect performance. A good leadership style will influence increased job satisfaction and subsequently, after ASN teachers feel satisfied, their

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performance will improve. ASN teachers with a high level of job satisfaction due to the right leadership style will have a positive effect on their performance. Thus, the role of the mediating variable, the Job Satisfaction variable, has a positive but insignificant effect in mediating the influence of Leadership Style on Performance. The results of the above study reject empirical studies that have been conducted by several researchers, including by Adam, Machasin & Efni (2021).

The Influence of Motivation on Performance through Job Satisfaction

The results of the hypothesis test with reference to the original sample value, namely (0.197), are positive. The T-Statistic value is 2.349 (>1.964) and the P Value is **0.019** (<0.05) it can be concluded that Motivation (X2) has a significant positive effect on Performance (Y2) through Job Satisfaction (Y1) thus Hypothesis 9 is accepted. From the results above, the Motivation provided by the organization to ASN Teachers is very good where all teachers get good physical needs as well as in accordance with obtaining social needs, self-actualization needs and even a sense of security and safety in carrying out the work assigned to them, with high Performance output results and guaranteed Job Satisfaction. These results are also the same as the direct influence between Motivation on Job Satisfaction also experienced a very high significance, but different results directly between Motivation on Performance did not have a significant influence. Thus the role of the mediating variable Job Satisfaction variable has a significant positive effect in mediating the influence of Motivation on ASN Teacher Performance. The results of the above study are supported by the empirical study of Adam, Machasin & Efni (2021).

The Effect of Training on Performance through Job Satisfaction

The results of the hypothesis test with reference to the original sample value, namely (0.219), are positive. The T-Statistic value is 2.069 (>1.964) and the P Value is **0.039** (<0.05) it can be concluded that Training (X3) has a significant positive effect on Performance (Y2) through Job Satisfaction (Y1) thus Hypothesis 10 is accepted. The results of the above study The training provided to all ASN Teachers is very good and in accordance with the needs of increasing the competence of an ASN Teacher, with this training will certainly increase knowledge and experience as a teacher by applying it to all students when teaching in the classroom. The results are the same as the results of direct analysis where the training can increase the job satisfaction of ASN teachers, in contrast to the results of direct analysis of training on performance with the results of the analysis having an insignificant effect. Thus the role of the mediating variable Job

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Satisfaction variable has a significant positive effect in mediating the influence of Training on ASN Teacher Performance. The results of the above study are supported by the empirical study of Silaban (2024).

CONCLUSION

Based on the results of the research conducted and described previously, several conclusions can be drawn from the overall results of the research as follows::Leadership style has a positive but not significant effect on job satisfaction.,Motivation has a significant positive effect on job satisfaction,Training has a significant positive effect on job satisfaction,Leadership style has a significant positive effect on performance,Motivation has a positive but not significant effect on performance,Training has a positive but not significant effect on performance,Job satisfaction has a significant positive effect on performance,Leadership style has a positive but not significant effect on performance through job satisfaction., Motivation has a significant positive effect on performance through job satisfaction.,Training has a significant positive effect on performance through job satisfaction.

ADVICE

Based on the conclusions that have been described, an explanation can be provided in the form of suggestions below, namely as follows:

1. ForCollege

As an additional literature reference and can be useful as a basis for thinking about the possibility of similar research in the future regarding leadership style, motivation, training, job satisfaction and performance.

2. For Researchers

Further researchers will examine more sources and references related to the theory that will be used which is the same as this research. The researcher further developed the scope of this research, considering that the research conducted could not fully describe the fulfillment of Job Satisfaction and Performance. Further expand the research by using various other variables that can influence the performance itself.

3. ForVocational High Schools in Situbondo Regency

There needs to be an improvement in leadership style by increasing responsibility for all conditions that occur in the organization as well as the ability to communicate well with subordinates in carrying out work so that all work will be completed well in accordance with work targets.given to ASN Teachers.It is necessary to increase organizational

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motivation by increasing the need for self-actualization where a civil servant teacher is given the opportunity for self-development and career advancement as well as providing appreciation/rewards for teacher achievements in carrying out their responsibilities as an educator. This award is also a support for teachers to be more loyal to the organization.

Training needs to be improved by improving the qualifications of trainers in implementing training that is participated by ASN teachers. This can be an assessment of the quality of a trainer or instructor in its implementation. Trainer qualifications are also important to know how high the output that will be produced from the implementation of the training. Increasing job satisfaction by giving appreciation to ASN teachers is given more attention, especially to ASN teachers who give all their loyalty to the organization. This is also a fulfillment of the needs of an ASN from the organization. Improving performance by increasing the quantity or amount of work done by an ASN teacher. This improvement is an obligation that needs to be improved by an ASN teacher.

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