

# The Principal's Leadership Endeavor Improves Teacher Performance With An Emphasis On Teacher Well-Being

Efi Miftah Faridli<sup>1\*</sup>, Sabar Narimo<sup>2</sup>, Endang Fauzati<sup>3</sup>, Harsono<sup>4</sup>, Sutama<sup>5</sup>

<sup>1</sup> University of Muhammadiyah Purwokerto, Indonesia  
<sup>2,3,4,5</sup> University of Muhammadiyah Surakarta, Indonesia

\*Corresponding Author:

Email: [efimiftahfaridli@gmail.com](mailto:efimiftahfaridli@gmail.com)

---

## Abstract.

*A dedicated and hardworking teacher consistently achieves better results in overcoming challenges and achieving educational goals. It is also important to consider ways to improve the effectiveness of education as well as teacher well-being in schools and educational institutions. The purpose of this study was to understand the role of teacher well-being as a mediating factor between principal leadership, and teacher commitment in relation to teacher performance. The population of this study was teachers of SMP Karasidenan Banyumas and the sample was collected using axial sampling techniques and open questionnaires and the sample used was 240 respondents. The findings of the study indicate that there is an influence of principal leadership, teacher commitment, and teacher well-being that have a positive and significant effect on teacher performance. In addition, principal leadership has a positive and significant effect on teacher well-being, but is different from the results of teacher commitment which has a negative but significant effect on teacher well-being. This study also shows that teacher well-being can be a mediating factor in the influence of principal leadership but is not significant, while teacher commitment itself has a negative and insignificant effect.*

**Keywords:** *Principal Leadership, Teacher Commitment, Teacher well-being and Teacher Performance.*

---

## I. INTRODUCTION

Education is one way to bring humans to acquire knowledge and develop talents towards a better standard of living so that they can get changes that will be undergone by quality education, potentially creating quality products (Werang et al., 2023). Law No. 20 of 2003 "Regarding the national system of education, which reads: National education aims to form pupils to develop into human beings who respect and revere God Almighty, possess moral qualities, and grow into a responsible and democratic society". "In relation to teachers and lecturers, it is about planning learning, implementing a quality learning process, and evaluating and evaluating learning," states Law of the Republic of Indonesia Number 14 of 2005, Article 20(a). Law No. 14 of 2005 Article 4 "Regarding teachers and teachers, this regulation is designed to create space and facilitate the implementation of the duties and roles of teachers for professional teachers. This change in regulations is expected to increase teachers' assessment, creativity, and productivity" (Latifah, Nur., Supena, 2020). After changing the previously more administrative teacher performance assessment system, teachers are encouraged to work harder to improve their performance and reputation, this is the only important aspect of the new regulation (Zulmanjaya, 2023). Through the process of improving teacher achievement, which is a top priority for school principals, if teachers can provide knowledge, organize classroom dynamics, and increase respect for students, then teachers' duties will be successful (Ingarianti et al., 2022). Principals promote the improvement of teacher performance, if principals can provide guidance and can manage and integrate teaching resources, then the level of teacher activity will be successful (Adelia et al., 2021).

Updating the data of school principals and school supervisors can no longer be done manually through Dapodik and SIMTENDIK. This determination is carried out to support the process of appointing school principals and school supervisors who are accountable and integrated so that they can select qualified school principals and school supervisors in compliance with the relevant standards and laws. The success of this school must of course have qualified leaders and be able to manage all activities and also school development, both in both scholarly and non-scholarly domains (Zulmanjaya, 2023). A leader is a person who has a crucial part in moving the wheels of a company or system of an institution. Leaders are greatly influenced by the leadership style or process in the act of leading. Hamdan (2014) explained that leadership

will focus on the functional aspects and nature of the act of leadership so that in carrying out leadership it is always done to provide guidance, motivation, and support to all members in this case in a school system. The purpose of education is highly dependent on the ability and the principal's leadership acumen. Leadership in an organization plays a very important role. In fact, The effectiveness of a leader has a significant impact on whether an organization succeeds or fails (Alzoraiki et al., 2023). If a leader is honest, accountable, transparent, intellectual, understands his responsibilities and duties, knows his members, and inspires them, among other positive traits, leadership will function effectively and efficiently (Suryadi, 2018). Leadership is also said to be one of the most important management functions to successfully and efficiently accomplish an organization's or institution's objectives (Zuhri et al., 2023).

As the highest ranking official in an educational institution, the principle is in charge of all matters pertaining to the efficient operation of the school and the achievement of its objectives (Herry et al., 2020). So that the key is the principal developing and improving the quality of a school, because the function as A leader has a lot of power for the sustainability of the teaching and learning process. The main function of a school principal as an education leader is to create a teaching and learning environment in order for teachers to instruct and for students to learn effectively. In performing these functions, The principle is responsible for two things, namely implementing supervision and school administration to establish a favorable teaching and learning environment to improve the quality of teachers in carrying out teaching duties and being able to guide students (Munajat, 2021). Currently, there is a policy that allows school principals to come from driving teachers which is part of Indonesia's education policy which aims to raise the standard of education leadership. This is mentioned in the Minister of Education and Culture's Regulation Number 40 of 2021 which allows the appointment of school principals from among the driving teachers who have undergone special training. The principal of this driving teacher is expected to bring positive changes in learning at school, must be able to build good cooperative relationships with all parties involved in the school, and together must create good learning outcomes for students (Ministry of Education and Culture, 2021).

The expectations of the driving teacher program who become school principals are very high, they are expected to accelerate the transformation in education management. However, the phenomenon that occurred was found that school principals were still not able to have managerial skills and could not improve the welfare and performance of teachers, especially school principals who were appointed through the teacher driving program. This is evidenced by the findings of an initial investigation that we carried out on teachers who have principals who are appointed through the driving teacher program. The findings of a first investigation into driving teachers found that the principals of the driving teachers felt that they did not have good managerial skills, this was due to the lack of experience in managing the system and becoming a school leader. The principal of the driving teacher also feels that the ability for the school managerial level is still not trained, the ability that is still mastered is limited to classroom management and students. In addition, the change in the learning paradigm is a challenge experienced by the principal of the driving teacher, especially the ability to educate senior teachers who are familiar with the LAAM method is also a challenge that is quite heavy. Apart from the above findings, A number of issues were also discovered in the principal's managerial responsibilities that resulted in the principal's managerial responsibilities not being performed as best they could. The low managerial ability of school principals will affect the ability to manage teachers (Amrullah et al., 2019). School principals are expected to possess strong abilities in managing teachers so that teachers can provide optimal performance. In addition, teacher commitment is also needed to improve school performance (Meidelina et al., 2023).

The leadership of school principals can affect teacher performance (Hattari & Ariyanto, 2023; Zulmanjaya, 2023), because The effectiveness of instruction in classrooms is highly based on how well the principal has managed the available education staff in schools. One element of education that has an impact on raising teacher performance is school leaders (Suyatno et al., 2022). The principal is in charge of carrying out instructional activities, managing the school, training additional teaching staff, and making use of and maintaining the infrastructure and amenities (Latifah, Nur., Supena, 2020). This is in keeping with school principals' increasingly complicated need for more effective and efficient performance assistance so that the role of leadership in raising the standard of instruction in schools is very important (Amrullah et al., 2019;

McCallum, 2020; Zuhri et al., 2023). The principal serves as the school's head, there are many things that he must do, this will be seen from various leadership models and styles that can be applied and modified by the principal in carrying out managerial activities (Romadhon & MS, 2021). Leadership style is part of the behavioral norms used by leaders when trying to influence the behavior of others. So there needs to be an adjustment between leadership styles, norms that exist in an organization so that the objectives of The organization is attainable.

This leadership style is part of the concept of leadership which is an unbound rule related to the attitude of a leader and must be applied well to achieve organizational goals, in this case the school (Hamdan, 2014). The role of the principal in overseeing the educational institution will affect every element in the school in an effort to perform the primary duties and responsibilities of each. According to Gistituati (2021), all leadership styles will be effective or not depending on the situation in which the leadership style is applied. In other words, the effectiveness of a leadership style is greatly influenced by the situational context. There have been Numerous earlier studies have demonstrated that the leadership of school principals affects teacher performance (Adelia et al., 2021; Alamsyah & Effendi, 2022; Gazali et al., 2023; Sumayanti et al., 2021). The research was conducted on different subjects and objects of problems. Research was conducted to determine the leadership role List principals of schools associated with the competence and performance of teachers in elementary schools after and before joining the teaching profession (Adelia et al., 2021). The phenomenon of MI teachers' performance that has not been optimized in the execution of their duties is due to the principal's position of leadership (Alamsyah & Effendi, 2022). A similar study was conducted to ascertain the impact of school principals' leadership on vocational school teachers' performance (Gazali et al., 2023). However, it was also found that The study's findings demonstrated that the principal's leadership had no effect on teacher performance (Nurdin, 2017; Syahriwati et al., 2021; Syaifuddin, 2023). Among the elements that may influence an employee welfare, especially in the workplace, is leadership style (Suleman et al., 2021), leaders will instruct staff members on appropriate behavior and actions, and decide the course of an institution. School principals' leadership has an important role in influencing teacher behavior (Hoque & Raya, 2023).

The connection between teachers and principal leadership welfare is important in achieving the main goal, which is to improve teacher performance (Song, 2022). The organization's commitment to achieving teacher well-being is through the development of programs that assist teachers in improving their performance, through education, development, and teaching. If school principals have a strong commitment to achieving teacher well-being, then teachers can be more effective and efficient in teaching and developing students (Werang et al., 2023). This will help in improving teacher performance, so that teachers can help students in achieving educational goals.

## II. LITERATUR REVIEW

### Stimulus Organism Response (SOR) Theory

This research is theoretically based on the Stimulus Organism Response (SOR) Theory, which is adapted to be associated with teacher behavior. The S-O-R (Stimulus Organism Response) theory proposed by (Hovland, Carl I., Irving K. Janis, and Harold H., 1953) was created as a result of psychology's influence on communication science. This is possible because the human soul—which encompasses attitudes, beliefs, behaviors, cognition, affection, and conation—is the subject of both psychology and communication. The S-O-R theory's fundamental premise is that the quality of the stimulus that an organism receives determines the reason for a change in behavior. The Mehrabian and Russell were the first to propose SOR theory (1974). who affirmed that when a person is instigated by an external stimulus (Stimulus), An individual's reaction (Response) will be triggered by specific physical and internal situations (Organism). A person's internal state, which can be either cognitive or emotional, is triggered by external stimuli, after which the person chooses what to do. Stimulus is a factor that influences the internal and external situation of an organism, which can affect the mental state of the organism's state of cognitive identification. After a series of psychological activities or identification, the organism will adopt internal and external behavior towards the

stimulus. Internal responses are reflected in individual attitudes and external responses are reflected in individual behavior towards stimuli.

### **State of The Art Martin Seligman's Positive Psychology Theory**

Martin E. P. Seligman (2011), the honored and largest president of the American Psychological Association (APA) is psychologist Martin Seligman. Seligman presented a novel area of psychology called positive psychology. focused on the study of positive emotions, character strengths, and building a thriving life, after spending most of the early part of his career researching the concept of helplessness he studied. According to Seligman's early theory, everyone has three basic psychological needs: feeling positive emotions, engaging in activities that provide purpose and meaning in life, and having wholesome connections with other people. Two additional needs then arise, namely seeking and enjoying what we do, and finding meaning and satisfaction in what we do. Overall, pursuing them improves well-being and opportunities for growth. According to Seligman (2011), People are able to enhance and strengthen own personal qualities, such fortitude, resilience, and gratitude. It can improve a person's well-being and happiness. Positive Psychology, created by Martin Seligman in 1998, restores three main goals of psychology. At the time, Seligman, along Positive psychology was created by Ed Diener, Kathleen Hall Jamieson, Chris Peterson, George Vaillant, and Mihály Csikszentmihalyi. The Psychology of Positive was founded with the goal of wanting everyone to have a good, fun, and meaningful life. According to Positive Psychology, flourishing is the highest form of well-being, as it encompasses all aspects of life directly and indirectly. The four concepts of prosperity were coined by Hupert & So, Keyes, Ed Diener, and Seligman. Every concept has a tool to measure prosperity.

By achieving scientific knowledge and practical measures to develop the growth of individuals, families, and communities, positive psychology promotes positive human functioning (Seligman, 2002). Positive Psychology includes two parts (Csikszentmihalyi, 2000; M. Seligman, 2005): 1) Positive beliefs, or benefits of emotions (such as joy, laughter, etc.); 2) Individual Level, which emphasizes constructive personal qualities, such as courage, open-mindedness, courage, perseverance, honesty, or wisdom. It combines the positive strengths of character and develops potential and a desire to pursue success. Positive Psychology seeks to achieve well-being through the formation of positive emotions and an emphasis on individual strengths (Seligman, 2013). According to positive psychology, the first goal is well-being, which includes hedonic and eudaimonic well-being. Cognitive happiness (i.e., satisfaction), hedonistic happiness (i.e., feelings), and eudaimonia are the components that make up well-being according to Seligman (2011). Five components predict well-being: positive emotions (a), engagement (b), relationships (c), meaning, and (e) achievement. PERMA is an abbreviation that represents these five components. Each component aids well-being, can be used for personal gain, and can be independently defined and measured. With a combination of PERMA components, the functions of individuals, groups, communities, nations, and societies develop optimally (Seligman, 2011).

### **Principal Leadership**

All school resources are managed by the principal. Management is responsible for keeping the organization functioning properly, while leadership is responsible for bringing about change and movement (Amrullah et al., 2021). With education systems around the world prioritizing school leadership, it has been proven that effective leadership is key to creating an effective and successful learning environment (Werang et al., 2023). Here, The principal's leadership is referred to as "leadership" since it is a type of leadership that focuses on managing and directing. the school towards the desired outcomes. This includes the ability to motivate and uplift teachers, pupils, parents, and other participants, as well as the capacity to effectively handle issues and establish a setting that encourages learning and development. School officials have played a role and will continue to do so an important role in improving teachers' performance and increasing their motivation (Wu, 2017). The principal's decision-making style contributes to the motivation, contentment, and performance of teachers (Hariri et al., 2014).

Leaders play an important role in the workplace, including in schools. Today's principals have a more complex role, where they are expected to be student leaders and teachers and be involved in many things, such as finances, community, academic performance, or even parent-child relationships (Meidelina et

al., 2023). The seven principles of principal behavior can be considered effective leadership: a) effective school leadership; b) instructional leadership; c) maintaining a student-centered learning climate; d) professional development and human resource management; e) involving parents and partnerships with the community; f) manage the school and day-to-day programs effectively; and g) implementing effective interpersonal relationships (Ministry of National Education, 2007). The leadership of school principals has several indicators that are often used such as planning school programs, organizing, implementing, evaluating, appreciating, information management, cooperation with other parties, implementing provincial service programs, involving committees in public meetings, and implementing health protocols (Zuhri et al., 2023).

### **Teacher Commitment**

To gain a better understanding of organizational commitment, the degree and constancy of employees' devotion to the company has attracted enormous attention (Werang et al., 2023). The circumstances wherein an employee supports a specific organization, together with its objectives and the wish to keep members, is called organizational commitment (Nursyifa et al., 2023). By being part of the organization's commitment in the workplace, the quality of a person's work can be improved, the effectiveness of work is influenced by a person's abilities and skills and the psychological factors of teachers in schools reflect their organizational commitment (Hartini et al., 2020). Commitment to the organization tells people that they agree with the organization's goals, principles, and values and encourages them to remain members (Siregar, 2023).

In the world of work, employee commitment to the organization is very important because by having commitment, employees can be more effective. Teachers' commitment can reduce the desire to let go of work, they want to show high engagement through their attitudes and actions (Kusumawardani, 2024). According to Luthans, quoted by Priansa (2016:76), A common definition of organizational commitment is (1) a strong desire to join a particular organization, (2) a willingness to work toward hard to achieve organizational goals and values, and (3) a certain acceptance and belief in organizational goals and principles. There are several dimensions in teacher commitment, namely, affective commitment, normative commitment, and follow-up commitment (Busro, 2018).

### **Teacher Well-Being**

In this Research defines well-being as contentment in daily life, which means having access to positive psychological conditions and avoiding negative psychological conditions (Tsuyuguchi, 2023). Against the theoretical background of "well-being psychology", this is the basic concept of well-being (Deci & Ryan, 2002; Diener et al., 1985; Ryff, 1989; Ryff & Keyes, 1995). Among teacher well-being studies, the "psychology of well-being" approach is the most widely practiced (Hascher & Waber, 2021). In addition, teacher well-being can be defined as diversity and change that occurs throughout time and changes the values, beliefs, experiences, cultures, opportunities, and contexts of individuals, families, and communities (Meidelina et al., 2023).

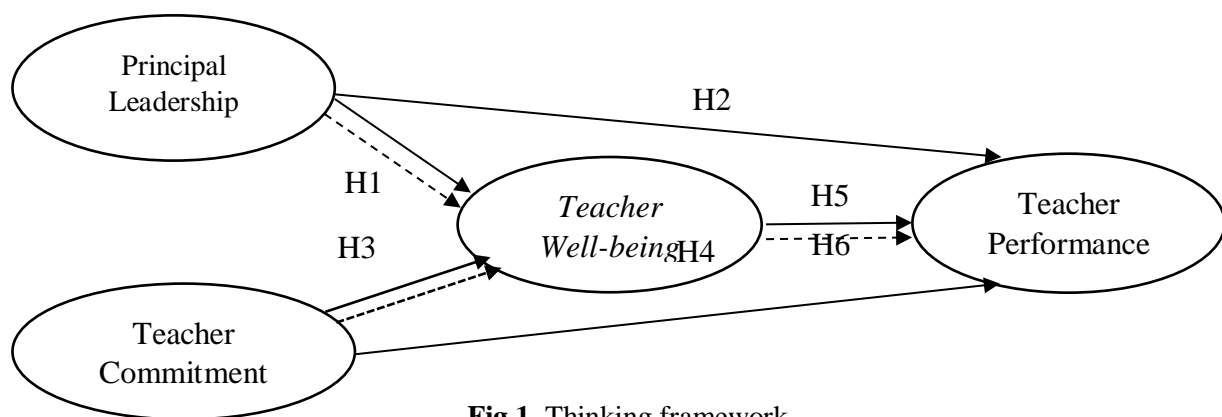
"A teacher's response to cognitive, emotional, health, and social conditions related to their work and profession" is what Viac and Fraser (2020) define as teacher well-being. Higher levels of achievement and job satisfaction are typically reported by teachers who are in good health. They also tend to have a greater drive to continue working at work and are more committed to keeping their jobs (Dreer, 2023). According to Viac & Fraser (2020), there are several indicators of teacher well-being, including 1) Cognitive dimension of teacher work well-being (capacity to concentrate at work, self-efficacy), 2) Subjective dimension of teacher work well-being (job satisfaction, life satisfaction, Knowing, Purpose), 3) Physical and mental dimension of teacher work well-being (psychosomatic symptoms and frequency of psychosomatic symptoms), 4) Social dimension of teacher work well-being (Social function in relationships (colleagues work), teacher-student relationship, and Feeling of trust).

### **Teacher Performance**

Teachers have an important part to play in enhancing and guaranteeing sustainable educational performance in educational institutions (Viac & Fraser, 2020). As a professional, teachers risk the caliber of their work, hence a teacher's professional caliber will be characterized by their performance, and Conversely,

substandard performance indicates the teacher's unsuccess in respecting his or her own profession (Siregar et al., 2023). Teachers' behavior in the teaching process is closely related to their performance, which is measured based on knowledge of the subject matter and the ability to build content structure planning (Alzoraiki et al., 2023). Teacher performance can be seen from student learning (Che Abdullah et al., 2023). If teachers can provide knowledge, improving teacher achievement must be a top priority for school principals.

Teachers' tasks will be successful if they improve classroom dynamics and increase student respect (Zulmanjaya, 2023). Teachers' ability to lead themselves and their understanding of training and self-development needs also contribute to improved teacher performance (Slameto, 2017). In teacher performance, there are several indicators that are used as measurement materials, namely, 1) Planning curriculum learning programs, 2) Mastering and developing teaching materials, 3) Developing teaching materials based on their own innovations, 4) Taking the initiative, 5) Routine evaluation, 6) Discipline in teaching, 7) Communication between maple teachers and homeroom teachers and 8) Communication between maple teachers and school principals (Zuhir, 2024).



**Fig 1.** Thinking framework

H1 : The leadership of the principal has a positive and significant influence on teacher well-being

H2 : The leadership of the principal has a positive and significant effect on teacher performance

H3 : Teacher commitment has a positive and significant effect on teacher well-being

H4 : Teacher commitment has a positive and significant effect on teacher performance

H5 : Teacher well-being has a positive and significant effect on teacher performance

H6 : Teacher well-being has a mediating effect on the influence of the principal's leadership and commitment to teacher performance

### III. RESEARCH METHODS

This research is a study that uses a qualitative analysis method where an approach that uses numbers as data from the measurement or calculation of the variables studied (Ghozali, 2018). In this study, the leadership of the principal and teacher commitment are exogenous variables that will affect teacher performance as an endogenous variable, then *teacher well-being* as a mediating variable. Teachers of Karasidenan Junior High School Banyumas were used as the population in this study with a sample of 450 respondents. The sampling techniques used are *probability sampling and non-probability sampling*. The leadership of school principals is measured by ten indicators, namely planning school programs, organizing, implementing, evaluating, appreciating, information management, cooperation with other parties, implementing provincial service programs, involving committees in general meetings, and implementing health protocols (Zuhri et al., 2023). Teacher commitment is measured by three indicators, namely affective commitment, normative commitment, and follow-up commitment (Busro, 2018).

Teacher well-being is measured by four indicators, namely 1) Cognitive dimension of teacher work welfare (capacity to concentrate at work, self-efficacy), 2) Subjective dimension of teacher work welfare (job satisfaction, life satisfaction, Knowing, Purpose), 3) Physical and mental dimension of teacher work welfare

(psychosomatic symptoms and frequency of psychosomatic symptoms), 4) Social dimension of teacher work welfare (social function in colleague relationships), Teacher-student relationships, and feelings of trust (Viac & Fraser, 2020). Meanwhile, teacher performance is measured by eight indicators, namely 1) Planning curriculum learning programs, 2) Mastering and developing teaching materials, 3) Developing teaching materials based on their own innovations, 4) Taking the initiative, 5) Routine evaluation, 6) Discipline in teaching, 7) Communication between maple teachers and homeroom teachers and 8) Communication between maple teachers and school principals (Zuhir et al., 2023). The proposed research model is analyzed in this work using PLS-SEM, which is modeling partial similarity based on smaller squares based on variance and smaller squares (Hair et al., 2017). The evaluation of the research model consists of two stages: the measurement model and the structural model. Because PLS-SEM can assess the structural model and measurement simultaneously and produce the right estimation value, this method was chosen as a statistical method (Hair et al., 2019).

#### IV. RESULTS & DISCUSSION

##### Result

To understand the relationship between factors and the impact of other variables on the relationship, the researchers processed the data using SEM PLS. It is hoped that the findings of the analysis will help in improving decisions and recommendations. Furthermore, SEM PLS can generate data that is impossible to obtain from direct studies. A total of 450 respondents were used in this study and were collected from two different types of junior high schools (SMP), namely public and private. According to the findings of the respondents' analysis, the majority of respondents are between the ages of 30 and 35, and 71% of respondents are women. Furthermore, the majority of respondents are permanent instructors in terms of job positions and education levels, the majority of whom have a S1 Bachelor's degree.

**Table 1.** Discriminant Validity

	<b>Principal Leadership</b>	<b>Teacher Commitment</b>	<b>Teacher Performance</b>	<b>Teacher Well-Being</b>
Principal Leadership	0.968			
Teacher Commitmen	0.929	0.981		
Teacher Performance	0.972	0.902	0.974	
Teacher Well-Being	0.284	0.150	0.302	0.865

Based on the results of the validity of the discriminatory test, each indicator in a construction has a different loading value from other indicators in the same construction, which is determined by a loading value that is greater than the constructor's loading value, in accordance with the cross-loading results between the constructor and the indicator in Table 1. This shows that the validity of discriminatory tests is reduced due to research instruments.

**Table 2.** R Square

	<b>R Square</b>	<b>Adjusted R Square</b>
Teacher Performance	0.945	0.944
Teacher Well-Being	0.175	0.172

Table 2. showed the findings of the analysis which showed that the exogenous variables of principal leadership and teacher commitment included 94.5% variation in the mediating variables of teacher performance or endogenous variables. In addition, the level of teacher well-being was influenced by the principal's leadership factors, teacher commitment and teacher performance either separately or in combination by 0.175, or 17.5%.

**Table 3.** Reliability and Validity

	<b>Cronbach's Alpha</b>	<b>rho_A</b>	<b>Reliabilitas Komposit</b>	<b>Rata-rata Varians Dickstrak (AVE)</b>
Principal Leadership	0.993	0.993	0.994	0.937
Teacher Commitment	0.980	0.981	0.987	0.962
Teacher	0.992	0.992	0.993	0.949

Performance				
Teacher Well-Being	0.894	0.999	0.922	0.749

The results of the analysis show that each concept and item is reliable and valid. According to Dijkstra and Henseler (2015), this reliability coefficient is one that often appears. The validity of convergence is calculated using the Variance Extracted (AVE) value of each construct. The measure is considered valid because each of the research variables has a known AVE value greater than 0.5 (Fornell & Larcker, 1981). Furthermore, this figure is acceptable because according to Kaplan & Saccuzzo (2001), the acceptable Composite Reliability (CR) value in this study is greater than 0.70.

**Table 4.** Model\_Fit

	Model Saturated	Model Estimasi
SRMR	0.056	0.056
d_ ULS	1.092	1.092
d_ G	5.279	5.279
Chi-Square	9909.788	9909.788
NFI	0.742	0.742

The PLS model is judged appropriate if the Standardized Root Mean Square Residual (SRMR) value is greater than 0.10; SRMR values in the range of 0.08 to 0.10 are still considered acceptable. Hu & Bentler (1999) said that a value less than 0.08 is generally considered a good match. The PLS model is suitable for the very small category, based on the results of the model conformance measurement in Table 4. A reasonable fit is indicated by a Norm Match Index (NFI) value of 0.742 which means it is less than 0.90, so it is considered a poor fit model.

**Table 5.** Direct hypotheses testing

	Sampel Asli (O)	Rata-rata Sampel (M)	Standar Deviasi (STDEV)	T Statistik (  O/STDEV  )	P Values
Principal Leadership -> Teacher Performance	0.938	0.932	0.037	25.494	0.000
Principal Leadership -> Teacher Well-Being	1.055	1.109	0.243	4.347	0.000
Teacher Commitment -> Teacher Performance	0.026	0.032	0.038	0.696	0.487
Teacher Commitment -> Teacher Well-Being	-0.830	-0.884	0.254	3.271	0.001
Teacher Well-Being -> Teacher Performance	0.031	0.035	0.014	2.300	0.022

The structural model, as presented in Table 5, discusses the relationships between the hypotheses being investigated in detail. With a p-value of  $0.000 < 0.05$  and a sample correlation coefficient of 0.938, the findings show a strong relationship between principal leadership and teacher performance, so that the first hypothesis can be accepted. In addition, given that the sample correlation coefficient is 1.055 and the p-value is  $0.000 < 0.05$ , the second hypothesis is accepted. At the sample correlation coefficient of 0.026 and the p value of  $0.487 > 0.05$ , the third hypothesis was rejected, providing evidence that the relationship between teacher performance and teacher commitment was not significant. Furthermore, at the sample correlation coefficient of -0.830 with a p value of  $0.001 < 0.05$ , the fifth hypothesis was rejected. This explains that there is no meaningful relationship between teacher commitment and teacher well-being . Meanwhile, in the sixth hypothesis, there are results of a sample correlation coefficient analysis of 0.031 and a p-value of  $0.022 < 0.05$ , which states that in the sixth hypothesis it is accepted that there is a relationship between teacher well-being and teacher performance.

**Table 6.** Indirect hypotheses testing

	Sampel Asli (O)	Rata-rata Sampel (M)	Standar Deviasi (STDEV)	T Statistik (  O/STDEV  )	P Values
Principal Leadership -> Teacher Well-Being -> Teacher Performance	0.033	0.041	0.024	1.377	0.169
Teacher Commitment -> Teacher Well-Being -> Teacher Performance	-0.026	-0.034	0.021	1.214	0.225



Correlation values of sample coefficients Table 6. 0.033 and a P value of  $0.169 > 0.05$  showed that the principal leadership variable had a positive impact on teacher well-being through the teacher performance variable, but the impact was not significant. In addition, the value of the sample correlation coefficient of -0.026 with a p value of  $0.225 > 0.05$  indicates that there is a negative and insignificant direction on the impact of the teacher commitment variable on teacher well-being as measured by the teacher performance variable.

### **Discussion**

#### **The influence of principal leadership on teacher well-being**

The analysis's findings indicate that the welfare of teachers is greatly and favorably impacted by the leadership of the principal. It can be concluded that the welfare of teachers is influenced by leadership values both directly and indirectly. School principals can improve teachers' welfare by providing incentives such as job promotions, awards, benefits, and a positive work environment. In order for the instructing and learning process regarding the structure of the organization to run effectively, teacher well-being must be implemented. In this case, administrators or other school officials must know the condition of the school, including the administration, students, teaching standards, and most importantly the teachers. The definition of welfare for teaching staff refers to all forms of compensation, promotion, job security, a positive work environment, certainty of career paths, and positive work relationships, which can be provided directly or indirectly (for example, work groups for education staff).

#### **The influence of principal leadership on teacher performance**

The analysis's findings indicate that the leadership of the principal can affect the performance of teachers. The quality and quantity of schools increase in line with the effectiveness of school principals (Syarifah Nargis et al., 2023). To inspire and achieve organizational goals, a principal must be able to motivate, direct, and influence educators and school personnel as they fulfill their duties and goals.

Principals of schools are one of The most crucial components in the world of instruction to improve the quality of education (Supriyono et al., 2021). Djafri (2017) The author stated the "school principals are responsible for organizing educational activities, school administration, development of educational personnel, as well as the use and maintenance of facilities and infrastructure". Consequently, school principals are crucial in school administration and make decisions in policy-making that ensure school performance and education as a whole (Nurjannah & Junita, 2022).

The results of the study show that School principals' leadership has a favorable influence on teacher performance (Mai & Sari, 2024; Saleem et al., 2019; Syafri et al., 2023). The principle can mobilize and direct the skills of the school community because the principal tries to do everything as effectively as possible. In addition, the poor performance of instructors is greatly impacted by the actions of the principal. To ensure the achievement of classroom learning goals, principals must be able to carry out their roles as supervisors, motivators, and facilitators of professional development, which will continue to encourage teachers to innovate and use more effective teaching methods.

#### **The effect of teacher commitment on teacher well-being**

The findings of the analysis show the detrimental but important effects of teachers' dedication to their own well-being. This shows that teacher dedication still has a big impact on teacher well-being even though it has a negative impact. Highly committed teachers are often under pressure to meet the high standards set by parents and institutions. This can result in increased stress and fatigue, which will be detrimental to their well-being. A strong work ethic can disrupt the balance between work and personal life. Overemphasizing professional devotion can lead teachers to neglect their social and personal needs, which can lower their overall quality of life.

The adverse effects of high commitment can also be exacerbated by an unsupportive work environment or a lack of management assistance. Teachers' dedication to their work can decline when they feel alone or unappreciated, which can impact their mental and emotional health. Therefore, it can be said that although teacher dedication is usually seen as a good thing to improve student achievement and the quality of education, in certain situations, a high level of commitment can lead to stress and decreased well-

being. Therefore, in order for teachers' commitment to have a positive impact on their well-being, it is essential for schools to build a supportive work environment and offer fair compensation and benefits.

### **The effect of teacher commitment on teacher performance**

The findings of the analysis show that teacher dedication significantly and positively affects teacher performance. This indicates that improved teacher effectiveness in carrying out learning activities for students will be realized if teachers are more dedicated in achieving educational goals and loyal to the school where they teach, as well as have competence in developing pedagogic, personality, social, and professional skills (Syafri et al., 2023). According to Syafri et al. (2023), a teacher who has clear and achievable goals will be more motivated to achieve the best results in his teaching. It also includes a commitment to providing high-quality education to students. This will improve performance and motivate individuals to be actively involved in organizational activities if there is a quantifiable commitment. People who have a strong commitment will understand the importance of developing self-competencies that can provide benefits to the organization. A teacher will perform better and be more motivated to stay in school if he has a strong commitment to himself. Thus, it can be said that schools can raise the caliber of teachers and student learning outcomes by increasing commitment through management support, training, and a good work environment (Itsna Fakhria et al., 2023).

### **The influence of teacher well-being on teacher performance**

The findings of the Analysis reveals that teacher performance is influenced by or influenced by teacher well-being . The factor that has the biggest impact on teacher performance is teacher well-being . Teacher performance is improved by promotions, awards, and benefits, and teacher motivation increases in well-equipped schools. This implies that teachers' performance improves along with their level of well-being. Teachers perform better, especially when it comes to presenting information and engaging students, when they feel valued and supported emotionally in the workplace.

Furthermore, a well-maintained instructor will be more professional and attentive in the workplace, which benefits the learning process. The two main components of teacher well-being are the emotional and cognitive dimensions. While the feelings and emotions of being happy or unhappy are part of the affective dimension, the domains of life satisfaction and individual satisfaction are part of the cognitive dimension. This shows how improving teacher well-being can improve satisfaction and quality of activities, which in turn can affect performance improvement. Thus, One may say that the improvement of The performance of teachers is impacted by the psychological, financial, and social aspects of teacher well-being . As a result, improving teacher well-being is an important tactic to improve educational standards in general.

### **Teacher well-being is influential in mediating the principal's leadership and commitment to teacher performance**

The analysis's findings show that The principal's leadership does not have a major impact on the performance of teachers when teacher well-being is used as a mediating variable. In this context, although good leadership is expected to improve teachers' welfare, it doesn't always directly affect their performance. Research also indicates that there are other factors that are more influential on teacher performance, such as job satisfaction and support from peers. This shows that while teacher well-being is important, there are other elements that must be taken into account in order to enhance teacher performance. The school environment and organizational culture also play an important role. In some cases, even if the principal implements good leadership, if the school environment is not supportive or there are other structural problems, then the influence on teacher performance can be minimized. Thus, although principal leadership and teacher well-being have a relevant relationship, their influence on teacher performance is not always significant. Numerous more aspects should be taken into account since they can have an impact on a teacher's overall performance. Further investigation is required to comprehend these dynamics more deeply.

In addition, studies also show that A significant positive association exists between teachers' effectiveness and their well-being. Improving teachers' psychological, financial, and social well-being helps them manage and teach students more effectively. The biggest factor affecting teachers' effectiveness is their psychological well-being. Happy teachers likely to be more involved and motivated in their labor, which improves student performance.

Teachers who have high commitment usually feel happiness at work, which improves their performance. The connection between dedication and performance is mediated by teacher well-being. Teachers tend to show a strong commitment to their work when they feel healthy, which improves performance. Improving educators' financial, social, and psychological well-being can increase their dedication and effectiveness in the classroom. Therefore, improving education standards in general requires measures that improve the welfare of teachers.

## V. CONCLUSION

An institution cannot function properly without a leader, without a leader it is impossible to establish and manage an organization. A leader allows an organization to be held accountable and it will be relatively easy to start a big problem, and some people will act independently without guidance. Without the principal's internal awareness, drive, and desire to serve, which will result in a clear school vision and conceptual capacity, efforts to improve the principal's professionalism will not succeed. The ideal principal is the principal who acts as a communication liaison within the school environment he supervises, who is responsible for all activities carried out by staff, teachers, and other school personnel, so that it will have a great impact on the performance of the teachers produced. In addition, the leadership role of the principal is very influential on the level of welfare of each teacher. Every teacher who gets good welfare will produce more professional and good performance. This means that teacher performance will increase if the level of teacher well-being is higher, and will decrease if the level of teacher well-being is lower. In addition, good teacher performance will have a positive impact on commitment in teaching. Without commitment, teachers' performance as educators will not run well. This is because it will be easier for teachers to determine the direction of learning that will be carried out in the classroom if they have a commitment to learning.

The performance of a teacher will improve along with the level of commitment in teaching. An educator must have good performance if he wants to improve the results of the learning process. The teacher's commitment has a great influence on his success. A committed teacher will be aware of his involvement in all school-related activities. To be able to create optimal and consistent performance in every learning process, every educator is required to have a high commitment. Teacher well-being has the potential to act as a mediating factor in the relationship between principal leadership and teacher commitment and performance. To understand the relationship between principal leadership, teacher commitment, and teacher well-being as predictors of teacher performance, we can examine a number of related studies. Thus, More investigation is required to completely comprehend the function of teacher well-being as a mediating variable in The connection between the major commitment and teacher leadership and performance. The study also undoubtedly has limitations, although there are attempts to be as objective as possible. In an attempt to enhance the performance of teachers, further research is needed to investigate the function of teacher well-being as a mediator in relation to other variables. It is hoped that this study will advance the theory of positive psychology, especially as it relates to the application of well-being in an educational setting.

## REFERENCES

- [1] Adelia, A., Putri, S., Hidayat, M. T., & Sukron, M. (2021). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Sekolah Dasar. *Jurnal Basicedu*, 5(5), 3625–3635.
- [2] Alamsyah, M. W., & Effendi, A. (2022). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Di Madrasah Ibtidaiyah Muhammadiyah Gondang Kabupaten Sukoharjo. *Jurnal Inovasi Penelitian*, 3, 6011–6022.
- [3] Alzoraiki, M., Ahmad, A. R., Ateeq, A. A., Naji, G. M. A., Almaamari, Q., & Beshr, B. A. H. (2023). Impact Of Teachers' Commitment To The Relationship Between Transformational Leadership And Sustainable Teaching Performance. *Sustainability (Switzerland)*, 15(5). <https://doi.org/10.3390/Su15054620>
- [4] Amrullah, S., Luthfi Ardiansyah, M., & Sumarto. (2019). Managerial Capabilities Of Headmaster In Improving Teacher Performance. *Acm International Conference Proceeding Series*, June, 278–282. <https://doi.org/10.1145/3345120.3345136>
- [5] Che Abdullah, C. A., Saidi, S., Lee, S. P., & Asha'ari, Z. A. (2023). Process Of Accepting The Disease: A Self-Management Of Patient With Nasopharyngeal Cancer. *International Journal Of Care Scholars*, 6(3), 43–54.

- [6] Gazali, H., Ridho, M., & Gistituati, N. (2023). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Di Smk Negeri 1 Singkarak. *Journal Of Education Research*, 4(3), 1193–1201. <https://doi.org/10.37985/Jer.V4i3.354>
- [7] Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When To Use And How To Report The Results Of Pls-Sem. *European Business Review*, 31(1), 2–24. <https://doi.org/10.1108/Ebr-11-2018-0203>
- [8] Hattari, N. S., & Ariyanto, E. (2023). Effect Of Self Leadership And Work Motivation On The Performance Of Private High School Teachers. *Husnayain Business Review*, 3(1), 1–9. <https://doi.org/10.54099/Hbr.V3i1.532>
- [9] Herry, H., Lian, B., & Fitriani, Y. (2020). Pengaruh Kepemimpinan Kepala Sekolah Dan Komitmen Guru Terhadap Kinerja Profesional Guru. *Jurnal Pendidikan Tambusai*, 4(2), 1658–1666. <https://doi.org/10.31004/Jptam.V4i2.630>
- [10] Hoque, K. E., & Raya, Z. T. (2023). Relationship Between Principals' Leadership Styles And Teachers' Behavior. *Behavioral Sciences*, 13(2). <https://doi.org/10.3390/Bs13020111>
- [11] Ingarianti, T. M., Suhariadi, F., Fajrianthi, F., & Kristiana, I. F. (2022). The Effect Of Antecedents Of Teachers' Subjective Career Success. *International Journal Of Environmental Research And Public Health*, 19(17). <https://doi.org/10.3390/Ijerp191711121>
- [12] Itsna Fakhria, Muharomah Ayu Safa'atun, & Rohmatul Amaliyah Al-Fauziah. (2023). Pengaruh Komitemen Mengajar Terhadap Pencapaian Kinerja Optimum Guru Di Sma Yappenda. *Jurnal Pendidikan Dan Ilmu Sosial (Jupendis)*, 1(3), 168–176. <https://doi.org/10.54066/Jupendis.V1i3.391>
- [13] Latifah, Nur., Supena, A. (2020). Jurnal Basicedu. *Jurnal Basicedu*, 3(2), 524–532.
- [14] Mai, L., & Sari, A. (2024). Dampak Kesejahteraan Guru Terhadap Motivasi Dan Kinerja Mengajar Di Sma 11 Surabaya. 2(4), 683–692.
- [15] Mccallum, F. (2020). The Changing Nature Of Teachers' Work And Its Impact Onwellbeing. In M. White & F. Mccallum (Eds.), *Critical Perspectives On Teaching, Learning And Leadership: Enhancing Educational Outcomes*. Springer Singapore. [https://doi.org/10.1007/978-981-15-6667-7\\_2](https://doi.org/10.1007/978-981-15-6667-7_2)
- [16] Meidelina, O., Saleh, A. Y., Cathlin, C. A., & Winesa, S. A. (2023). Transformational Leadership And Teacher Well-Being: A Systematic Review. *Journal Of Education And Learning*, 17(3), 417–424. <https://doi.org/10.11591/Edulearn.V17i3.20858>
- [17] Munajat, J. (2021). Manajemen Kepemimpinan Kepala Sekolah Untuk Pengembangan Profesionalisme Guru. Bintang Pustaka.
- [18] Nurdin, F. (2017). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Honorer Di Sd Negeri 33/5 Mattoangin Kabupaten Pangkep. *Repository Fakultas Tarbiyah Dan Keguruan Uin Alauddin Makassar*, 1–72.
- [19] Romadhon, M., & Ms, Z. (2021). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Sekolah Dasar. *Jurnal Basicedu*, 5(2), 479–489. <https://doi.org/10.31004/Basicedu.V5i2.711>
- [20] Saleem, M. A., Bhutta, Z. M., Nauman, M., & Zahra, S. (2019). Enhancing Performance And Commitment Through Leadership And Empowerment: An Emerging Economy Perspective. *International Journal Of Bank Marketing*, 37(1), 303–322. <https://doi.org/10.1108/Ijbm-02-2018-0037>
- [21] Siregar, M. S., Usman, N., & Niswanto, N. (2023). Implementasi Pendidikan Karakter Melalui Model Pembelajaran Berbasis Masalah (Literature Review Manajemen Pendidikan). *Jurnal Pendidikan West Science*, 1(11), 701–712. <https://doi.org/10.58812/Jpdws.V1i11.762>
- [22] Song, K. (2022). Well-Being Of Teachers: The Role Of Efficacy Of Teachers And Academic Optimism. *Frontiers In Psychology*, 12(January), 2015–2018. <https://doi.org/10.3389/Fpsyg.2021.831972>
- [23] Suleman, Q., Syed, M. A., Shehzad, S., Hussain, I., Khattak, A. Z., Khan, I. U., Amjid, M., & Khan, I. (2021). Leadership Empowering Behaviour As A Predictor Of Employees' Psychological Wellbeing: Evidence From A Cross-Sectional Study Among Secondary School Teachers In Kohat Division, Pakistan. *Plos One*, 16(7 July). <https://doi.org/10.1371/Journal.Pone.0254576>
- [24] Sumayanti, V., Arafat, Y., & Wahidy, A. (2021). Pengaruh Kepemimpinan Kepala Sekolah Dan Komite Sekolah Terhadap Kinerja Guru. *Repository Fakultas Agama Islam, Universitas Islam Sultan Agung Semarang*, 5(1), 1338–1349.
- [25] Suryadi. (2018). Manajemen Mutu Berbasis Sekolah Konsep Dan Aplikasi. Sarana Pancakarya Nusa.
- [26] Suyatno, S., Pambudi, D. I., Wantini, W., Abdurrohman, A., & Mardati, A. (2022). The Mediating Role Of Meaning At Work In Promoting Teacher Commitment And Reducing Burnout. *Frontiers In Education*, 7(September), 1–14. <https://doi.org/10.3389/Feduc.2022.962163>
- [27] Syafri, E., Basem, Z., & Wahyudi, S. (2023). Analisis Komitmen Dan Kompetensi Dan Pengaruhnya Terhadap Kinerja Guru. 5(1).

- [28] Syahriwati, S., Alam, S., & Said, M. (2021). Pengaruh Kepemimpinan Kepala Sekolah, Kemampuan Guru Dan Disiplin Guru Terhadap Kinerja Guru Di Smkn 6 Makassar. *Jurnal Magister Manajemen ...*, 2(4), 528–540.
- [29] Syaifuddin, M. (2023). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Peningkatan Kinerja Guru Pai Di Mi Tarbiyatul Khairat Semarang. Repository Fakultas Agama Islam, Universitas Islam Sultan Agung Semarang.
- [30] Syarifah Nargis, Niswanto, Rm Bambang, Nurul Akmal, & Ibrahim. (2023). Gaya Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Pada Pembelajaran Berbasis Digital Di Smp Negeri Banda Aceh. *Serambi Ilmu*, 24(2), 77–87. [https://ojs.Serambimekkah.Ac.Id/Serambi-Ilmu/Article/View/6264/4943](https://ojs.serambimekkah.ac.id/Serambi-Ilmu/Article/View/6264/4943)
- [31] Viac, C., & Fraser, P. (2020). Teachers' Well-Being: A Framework For Data Collection And Analysis. *Oecd Education Working Papers*, 1–82.
- [32] Werang, B. R., Agung, A. A. G., Pio, R. J., Asaloei, S. I., & Leba, S. M. R. (2023). School Principal Leadership, Teachers' Commitment And Morale In Remote Elementary Schools Of Indonesia. *Multidisciplinary Journal Of Educational Research*, 13(3), 325–347. <https://doi.org/10.17583/remie.9546>
- [33] Zuhir, E. (2024). Cases Report : Benign Paroxysmal Positional Vertigo ( Bppv ). *International Journal Of Medicine And Health*, 3(3), 115–119.
- [34] Zuhri, Z., Fauzi, F., & Bahri, S. (2023). Pengaruh Kepemimpinan Kepala Sekolah, Akreditasi Sekolah Dan Anggaran Pendidikan Sekolah Terhadap Kinerja Guru Sma Negeri Di Kabupaten Pidie Jaya. *Peusangan (Almuslim Journal Of Education Management)*, 1(1), 33–42. <https://doi.org/10.51179/psg.v1i1.2035>
- [35] Zulmanjaya, Z. (2023). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Smkn 3 Sumbawa Besar. *Jiip - Jurnal Ilmiah Ilmu Pendidikan*, 6(3), 1890–1896. <https://doi.org/10.54371/jiip.v6i3.1437>.