PSYCHOLOGICAL CAPITAL AND PRINCIPAL LEADERSHIP STYLE ON THE TEACHER'S PERFORMANCE IN INDONESIAN MADRASAH: JOB SATISFACTION AS A MEDIATOR

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ABSTRACT
Madrasah principals and teachers become an entry point for policy to address disparities in student achievement and the quality of madrasah in Indonesia. Unfortunately, only some studies have tested the theoretical model of a teacher's job satisfaction as a mediator influenced by the teacher's psychological capital and principal leadership style on teacher performance. The population of this study was public and private madrasah teachers in Malang Regency, East Java, Indonesia. At the same time, the research sample consisted of 356 teachers selected by the purposive sampling method. The measuring tools used were the Psychological Capital Questionnaire (PCQ-24), the Multifactor Leadership Questionnaire (MLQ)-5X, and the Job Satisfaction Survey (JSS). The testing construct validity used confirmatory factor analysis (CFA), while data analysis used Structural Equating Modeling (SEM) with Mplus 7.4 software. The results of SEM showed that the theoretical model of teacher job satisfaction as a mediator variable based on the teacher psychological capital and leadership style of madrasah principals' influences on teacher performance fit the empirical data. The results also showed that teacher job satisfaction mediated the effect of teacher psychological capital and principal leadership style on teacher performance, but the direct impact of the two independent variables on the dependent variable is strong.

Keywords: Job Satisfaction, Madrasah in Indonesia, Principal Leadership Style, Psychological Capital, Teacher Performance

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INTRODUCTION
Teacher performance is an issue that needs to be addressed immediately amid segregation and quality disparities in madrasah institutions and outputs in Indonesia. Teacher performance influenced approximately 76.6% of student achievement (Sudjana, 2006; Rahmatullah, 2016). Inadequate teacher competence made their performance low, had ineffective teaching and learning processes (Azkiyah et al., 2014; Rahmatullah, 2016), and had a less significant impact on student achievement (Sirait, 2016). According to the Asian Development Bank (in Bahzar, 2019), madrasah, especially private ones, have not met the minimum standards for learning outcomes, teaching and learning environment, and the quality of teachers. The learning outcomes of madrasah students in mathematics, reading comprehension skills, and science had a mean score below the Organization for Economic Cooperation and Development (OECD) standards. Such problems arose in the middle of the unequal quality of madrasah, whose numbers reached 82,418 institutions, the largest in Southeast Asia (Luken-Bull 2010), with the public and private madrasah ratio was 5%: 95% (EMIS, 2019/2020).

The Indonesian government has made the right policy toward madrasah. As an Islamic educational institution, the position and relations of madrasah with the government in the world were very heterogeneous (Alam,
As an Islamic educational institution, madrasah integrated the national education system (Jones, 1976; Kelabora, 1976; Steenbrink, 1986; Rahim, 2004; Hasan, 2008; Hasri, 2014). From the beginning, this education policy intended to improve the community's quality of life (Lailatussaadah, 2015), which began in 1973-1978 (Duflo, 2001). This policy's direction and agenda were different from the trend of governance of the same institutions in West Bengal (Aleaz, 2005), southern Philippines (Arquiza, 2006; Milligan, 2006), Russia (Tuna, 2011), India (Metcalf, 2007; Alam, 2008; Ingram, 2019), Pakistan (Haqqani, 2002; Noor, 2019), Singapore and Malaysia (Mappiasse, 2016). In Indonesia, the government, as a consequence, provides financial support for public madrasah and limited subsidies for private madrasah and issues regulations on quality benchmarks by setting eight national education standards. The National Accreditation Board for Schools/Madrasahs (BAN S/M) evaluates the implementation of these standards, along with issuing accreditation status and grades based on the evaluation. However, the status and grading of madrasah accreditation in Indonesia until 2020 were still unequal (BAN S/M, 2020; EMIS, 2020). Student academic achievement was also unsatisfying; on one hand, the religious achievements of madrasah students were superior to those of school students under the Ministry of Education and Culture. On the other hand, madrasah students' academic achievements in science and mathematics, especially private ones, were still not comparable to school students' (Rosyada, 2017).

Navigation of school quality depends on the performance of school principals, teachers, academic staff, and students' psychological capital (OECD, 2015; Manullang & Rajagukguk, 2016; Syahid, 2019). Teacher competence and performance influenced the low quality of education (Nadeem, 2011; Mohanty & Parida, 2016; Sumantri & Whardani, 2017) and educational outcomes (Suharsaputera, 2013; Arifin, 2015). Many teachers did not follow a standard curriculum design or adequate preparation and were not disciplined, such as occupying less teaching time than they should (Hendrawijaya et al., 2020). In school-based management, madrasah principals were the driving force in managing large numbers of teachers, with poor quality and unequal distribution of teachers at each level and madrasah type within regions and between regions. Out of 780,652 madrasah teachers, there were 123,437 civil servants, 10,359 candidates for civil servants, and 581,474 non-civil servants. There were 113,491 certified civil-servant teachers, while 195,721 were non-state civil servants (EMIS 2019/2020). The results of the Madrasah Teacher Competency Test in 2015 averaged 58-59 basis points from 60 as the minimum standard. Data for 2020 also showed a similar trend (Simpatika, 2019). The certification program was an urgent policy option that needed to improve teacher competence and job performance (Azwar, Yusrizal, & AR, 2015; Amin et al., 2013; Alonderiene & Majauskaite, 2016; Sumantri & Whardani, 2017; Kurniawati et al., 2018; Tjabolo & Herwin, 2020) in carrying out the primary duties and functions of the teacher to lead the teaching and learning process in the classroom (Suharsaputera, 2013; Erdel & Takka, 2020), starting from planning, implementing, evaluating, analyzing and following up on the results of the learning evaluation (UU No. 14/2005; Azwar, Yusrizal, & AR, 2015).

Navigating to improve the quality of education by emphasizing teacher performance (Kappagoda et al., 2014) and the performance of madrasah principals (Dewi et al., 2016) has become the focus of scholars and policy reforms in the last decade (Skourdoumbis, 2019). Research by experts explored this field with various constructs, such as teacher performance (Steinberg & Garrett, 2015; Azwar, Yusrizal, & AR, 2015; Dewanto et al., 2015; Rahmatullah, 2016; Warren & Hale, 2016; Wenno, 2016; Dewi et al., 2016; Ilyas & Abdullah, 2016; Parsa, 2017; Bello & Jakada, 2017; Santín & Sicilia, 2018; Syahid, 2019; Bahzar, 2019; El Afì, 2019; Imron & Warsah, 2019), teacher job performance (Ingle et al., 2011; Arifin, 2015), teacher work performance (Selamat et al., 2013; Nasrun, 2016) and performance of...

Many variables, both internal and external, influence teacher performance. The internal ones included teacher competence (Mulyadi et al, 2016; Rahmatullah, 2016; Wahyuuddin, 2016), motivation (Arifin, 2015; Arman, Thalib & Manda, 2016; Dewi et al, 2016; Nasrun, 2016; Sumantri & Whardani, 2017; Papilaya et al., 2019), job satisfaction (Arifin, 2015; Afshar & Doosti, 2016; Ordu, 2016; Rezaee et al., 2018), and psychological capital (Ganotice et al., 2016; Nashtya & Baidun, 2017; Demir, 2018). Meanwhile, the external variables that affected teacher performance were the principal’s leadership style (Enueme & Egwunyenga, 2008; Adeyemi, 2010; Mulyadi et al., 2016; Nasrun, 2016; Bahzar, 2019), compensation (Bello & Jakada, 2017; Papilaya et al., 2019; Wenno, 2016) and organizational culture (Selamat et al., 2013; Arifin, 2015; Yousefi & Abdulllah, 2019).

Among the internal variables, psychological capital had a significant correlation with teacher performance (Burke, 2000; Luthans et al., 2007; Wang et al., 2012; Schulz et al., 2014; Tuzun et al., 2014; Bradley, 2014; Ocak et al., 2016; Ganotice, et al., 2016; Nashtya & Baidun, 2017; Demir, 2018; Imron & Warsah, 2019; Karakus et al., 2019), although this theory was designed in the setting of positive organizational behavior (Biricik, 2020) as an integral and inseparable (Ira & Bulut, 2018), thus, all the dimensions of psychological capital stimulate optimal growth to achieve success in the workplace (Luthans et al., 2006, 2014; Avey et al., 2010; Luthans & Youssef-Morgan, 2017). The whole dimension of psychological capital contains its good effect, its ability to pump spirit and efforts to accomplish goals by showing good performance from time to time (Nashtya & Baidun, 2017), to strengthening individual personality and maintain their ability to act rationly when in critical condition (Harms & Luthans, 2012; Luthans et al., 2014; Durrah et al., 2016). It also influenced the positive attitude of teachers to improve their performance, competence, expectations, motivation, and productivity, which was utilized to help their colleagues and students (Rehman et al., 2017) and as well as eradicate negative impacts when dealing with problems in carrying out their profession, which impacts their performance in serving their students (Demir, 2018).

In addition to the dynamics of management, process, and outcomes of education (Tifyani, 2016), the principal’s leadership style was another external variable that influences the effectiveness of teacher performance (Adeyemi, 2010), as the failure and success of schools as educational units depended on this variable (Bass, 1990; Shamaki, 2015). According to Bass (1985) and Barnawi & Arifin (2017), leadership style is the ability to influence a relationship that follows specific patterns or strategies for achieving common goals. Adeyemi (2010), Salimin et al. (2021), and Atiah et al. (2021) stated that a mixture of autocratic and democratic leadership styles was recommended to improve teacher performance, while they avoided laissez-faire leadership styles. However, research by Imhangbe et al. (2019) found evidence that democratic, autocratic, and laissez-faire leadership styles concurrently contributed to around 68.3% of teacher performance, while the democratic and laissez-faire leadership styles had the strongest positive influences on teachers. Bahzar (2019) found out that the teachings of the Prophet Muhammad SAW: Siddiq (truthful), amânah (trustworthy), tablîgh (convey revelation), and fatânah (intelligent) internalized as the authentic leadership style of madrasah principals in South Kalimantan as the core values in the madrasahs’ daily practice, as it also influenced their teacher performance while they were actively involved in the process of decision making, communication and delegation of authority. Nevertheless, transformational and transactional leadership styles, two out of the three styles according to Áválio et al. (1997) and Bass (1997), - without the laissez-faire style – still have to be tested for their effect on teacher performance. Most of the research, thus, only used transformational leadership
styles (Enueme & Egwunyenga, 2008; Erdel & Takka, 2020).

The leadership style was complementary to the ideal madrasah principal, who applied an open leadership pattern, delegated proper authority, was visionary and transformative, and carried out planned supervision (Rosyada, 2017). The principals implemented managerial skills to control the quality and performance of teachers in the teaching and learning process (Karabina, 2016) and administration staff performance. The quality of the school was influenced by the competence of the principal in carrying out managerial functions, among others, by carrying out both academic and non-academic supervision (Pusporini et al., 2020) as well as by school supervisors (Arman, Thalib & Manda, 2016; Atiah et al., 2021). The supervision skills of madrasah principals influenced teacher performance (Supardi, 2016), and the results were later used as a basis for encouraging teacher performance (Shamaki, 2015). Therefore, principal leadership was a factor that consistently affected teacher job satisfaction, especially by sharing information, delegating authority, and maintaining the communication channels available to their teachers (Morris & Sherman, 1981; Maeroff, 1988; Ostroff, 1992; Bogler, 2001; Nguni et al., 2006). Teachers' job satisfaction strengthened the principal's transformational leadership style on teacher performance (Prakoso et al., 2017). The principal leadership style positively influenced teacher performance in teachers' high job satisfaction (Hendrawijaya et al., 2020). The principal's leadership style also affected the teachers' job satisfaction and performance. They affected student achievement later on (Baptiste, 2019). The principal's leadership style, mediated by the teacher's job satisfaction, influenced the quality of education output (Kouni et al., 2018).

The principal leadership style might increase the teacher's job satisfaction, and they maintained psychological capital since it affects the teacher's performance. Job satisfaction was a multidimensional concept that included a set of feelings of satisfaction and dissatisfaction of someone in seeing their job (Spector, 1994). While job satisfaction was a mediator that affected teacher performance (Spector, 1997; Afshar & Doosti, 2016; Arfin, 2015; Rezaee et al., 2018), it mediated the effect of psychological capital on performance (Abbas et al., 2014; Zaman & Tjahjaningsih, 2017) and it mediately influenced on principal leadership on teacher performance (Prakoso et al., 2017; Hendrawijaya et al., 2020). Some research also found that job satisfaction mediately influenced psychological capital on performance (Mello, 2013; Abbas et al., 2014; Nasra & Arar, 2019). However, the direct influence of psychological capital on performance was stronger than the indirect influence (Zaman & Tjahjaningsih, 2017).

Both job satisfaction and the workplace (Boyaci et al., 2018) were positive since they were the most significant factors in maintaining a healthier school organization (Msuya, 2016). Teachers with a high level of job satisfaction would be more enthusiastic and more interested in devoting more energy and time to optimize performance, quality of work (Ostroff, 1992; Kouni et al., 2018), and student achievement (Nguni et al., 2006).

Based on the above background, this research examined the correlation of psychological capital on the teachers' performance and the principals' leadership style on teacher performance by treating the teachers' job satisfaction as the mediator.

LITERATURE REVIEW

The Teacher Performance

There have been many theories about teacher performance, among others those conducted by Sutrisno et al. (2013), Supardi (2016), Rahmatullah (2016), Arman, Thalib & Manda (2016), Sumantri & Whardani (2017), and Rezaee et al. (2018). In the context of education policy in Indonesia, the theory and dimensions of teacher performance used in this research refer to Law 14 of 2005 concerning Teachers and Lecturers, as well as Government
Regulation Number 19 of 2017 concerning Teachers. The theory of teacher performance is used by referring to the laws and regulations above because the theory of performance or teacher performance compiled by the experts above is not always complete, along with the dimensions, including measuring tools. Based on the theory and dimensions of the two laws and regulations above, Badrus (2017) compiled a measuring tool for teacher performance which was also used in this study.

**Psychological Capital**

Psychological capital theory in this study uses constructs, dimensions, and measuring tools compiled by Luthans and Youssef-Morgan (2017) and Luthans et al. (2006; 2007), that consists of 4 dimensions to achieve success, compared to the theory offered by Avey et al., (2011). The measuring tool also uses the Psychological Capital Questionnaire (PCQ-24) developed by Luthans et al. (2007), consisting four subscales, each including six items for a total of 24 items.

**Leadership Style**

The theory of leadership style has been compiled by many experts, including Bass et al. (1985, 1990, 2003) and Machali and Hidayat (2016), however, this study using theories, dimensions, and tools by Bass et al. (1985, 1990, and 2003) that consists of four dimensions. In addition, the measuring tool uses the Multifactor Leadership Questionnaire (MLQ)-5X developed by Avolio et al. (1999), which consists of 45 questions.

**Job Satisfaction**

While job satisfaction theory has been compiled by experts, such as Locke et al. (1976), Spector (1997), Luthans (2011), and Tasios and Giannooli (2011), this study using the theory, dimensions, and measuring tools by Spector (1997). The measuring instrument used is the Job Satisfaction Survey (JSS) developed by Spector (1997) with nine dimensions and consisting of 36 items.

**RESEARCH METHODS**

**Research Purposes**

This study tested the theoretical model presented in Figure 1 using statistical analysis of the Structural Equation Model (SEM) utilizing the Mplus 7.4 application.

**Method**

The approach of the research was quantitative research.

**Sample and Data Collection**

The population of this study was 2,390 people, consisting of 622 teachers from 48 MA and 1,768 teachers from 161 MTs, both public and private, in Malang Regency (Simpatika, 2020).

![Figure 1. Research Theoretical Model](image-url)
A public madrasah is a school sponsored by the government, while a private madrasah is a school established by the community through foundations or religious organizations such as NU and Muhammadiyah. Due to the Covid-19 pandemic, the sample of this study was 356 MA and MTs teachers in Malang Regency, taken through purposive sampling, a non-probability sampling technique (Roscoe, 1975). The criteria for determining the sample are civil-servant teachers and non civil-servant teachers, who were certified or not yet certified, at MA and MTs, both public and private in the southern and western parts of Malang Regency. The research subjects were male, as many as 191 (53.35%), while the female subjects were 165 (46.65%). Of the 173 MA teachers, 168 (97.1%) came from private madrasah, while 5 (2.9%) were from public madrasah. Meanwhile, all 183 MTs teachers come from private madrasah (100%). Sampling was done by spreading questionnaires offline between September 2, 2020, to October 4, 2020.

Hypothesis and Instruments
The endogenous variables (η) of this study were teacher performance (η1) and teacher job satisfaction (η2) as the mediator. In contrast, the exogenous variables (ξ) were the teacher's psychological capital (ξ1) and transformational leadership style (ξ2), and the transactional (ξ3) of the principal, which was multifactor with a multidimensional construct. The hypotheses examined in this study were two: (1) Whether the teacher's psychological capital influenced the theoretical model of teacher performance. (2) Whether the job satisfaction of madrasah teachers is shown by the empirical data mediated by the leadership style of madrasah principals.

The minor hypothesis is H_{a1}: there was a significant direct influence of psychological capital on the performance of madrasah teachers through teacher job satisfaction as the mediator; H_{a2}: there was a significant indirect influence of the transformational leadership style of madrasah principals on the performance of madrasah teachers through the mediator of teacher job satisfaction as the mediator; and H_{a6}: there was a significant indirect influence of transactional leadership style on madrasah principals and the performance of madrasah teachers through the mediator of teacher job satisfaction as the mediator.

The teacher performance measurement tool was adapted from the Teacher Performance Assessment (PKG) by Badrus (2017) combined with the EDM (Evaluasi-Diri Madrasah; Madrasah Self-Evaluation) instrument, which refers to Law 14/2005. The psychological capital measurement tool uses the Psychological Capital Questionnaire (PCQ-24) by Nafei (2014) because it is so comprehensive that it represents a psychological capital measurement compared to the short version PCQ-12 by Martinez et al. (2019), with only 12 items adapted from Luthans, et al., (2007). The principal leadership style of the madrasah was measured by adapting the Multifactor Leadership Questionnaire (MLQ) -5X by Avolio et al. (1999) because it was the most appropriate one for measuring their transformational and transactional leadership styles. In contrast, to measure the job satisfaction of madrasah teachers based on their satisfaction and dissatisfaction with their work using the Job Satisfaction Survey by Spector (1997).

Data Analysis
The data collection instrument was a Likert scale with five alternative answers that best suited the respondents. The items were in the form of favorable and unfavorable statements. The construct validity test on the instrument uses Confirmatory Factor Analysis (CFA) Mplus software version 7.4 (Muthén & Muthén, 2017).

RESULTS
All variables in the theoretical model are categorized as shown in Table 1 below.

### Table 1. Categorization Formulas

<table>
<thead>
<tr>
<th>Categorization</th>
<th>Formula</th>
</tr>
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<tbody>
<tr>
<td>Low</td>
<td>X &lt; M – 1SD</td>
</tr>
<tr>
<td>High</td>
<td>M + 1SD &lt; X</td>
</tr>
</tbody>
</table>

After obtaining the categorization norm, Table 2 presents the description of the percentage acquisition for the variable teacher performance, psychological capital, job satisfaction, transformational leadership style, and transactional leadership style, based on the high and low variables.

### Table 2. Research Variable Score Categorization

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lo (%)</td>
<td>High (%)</td>
<td></td>
</tr>
<tr>
<td>Teacher Performance</td>
<td>157</td>
<td>199</td>
<td>44.1</td>
</tr>
<tr>
<td>Psychological capital</td>
<td>212</td>
<td>144</td>
<td>59.6</td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>154</td>
<td>202</td>
<td>43.2</td>
</tr>
<tr>
<td>Transformational</td>
<td>113</td>
<td>243</td>
<td>31.7</td>
</tr>
<tr>
<td>Transactional</td>
<td>196</td>
<td>160</td>
<td>55.1</td>
</tr>
</tbody>
</table>

**Indirect Influence**

A regression model was used to determine the indirect influence, in which teacher performance is the dependent variable while teacher job satisfaction is the mediator. In contrast, the teacher's psychological capital and the transformational and transactional leadership style of the madrasah principal served as independent variables. SEM analysis results can be seen in Figure 2 as follows:

![Figure 2: SEM Results on Indirect Influences](image)

The theoretical model at the beginning of this stage has a chi-square value of 1528.008, df = 150 (p <.05), and RMSEA of .161 (90% CI, .154 - .168), CFI = .649 and TLI = .607. This result indicated that the theoretical model did not meet the first hypothesis, which stated that the teacher's psychological capital influenced the theoretical model of teacher performance. Therefore, the second hypothesis, the leadership style of madrasah principals on teacher performance in madrasah, was rejected. After the theoretical model was modified by cleaning errors between measurements on the dimensions of the same variable, a fit model was obtained with a chi-square value of 374.316, df = 119 (p <.05), RMSEA of .078 (90% CI, .069 - .087), CFI = .933 and TLI = .914. The parameter results of each dimension between variables could be seen in Table 3 below:

### Table 3. SEM Results

<table>
<thead>
<tr>
<th>Parameters</th>
<th>Factor Load Coefficient</th>
<th>Standard Error</th>
<th>T-Value</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement Model</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Teacher performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson Planning</td>
<td>.858</td>
<td>.017</td>
<td>50.470</td>
<td>Valid</td>
</tr>
<tr>
<td>Implementation of Learning</td>
<td>.922</td>
<td>.013</td>
<td>70.923</td>
<td>Valid</td>
</tr>
<tr>
<td>Learning Evaluation</td>
<td>.907</td>
<td>.014</td>
<td>64.785</td>
<td>Valid</td>
</tr>
<tr>
<td>Psychological Capital</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on the data shown in Table 3 above, the following results were obtained:

1. In all models for measuring teacher performance and teacher psychological capital, all dimensions were stated to be significant or valid in measuring the latent variables.

2. In the job satisfaction measurement model, three dimensions were declared invalid: promotion, co-worker, and working. The promotion dimension, especially, had a relatively small loading factor which caused the t-test results to be insignificant. While in the co-worker and working dimensions, these two dimensions show a negative relationship with job satisfaction. Therefore it is declared invalid.

3. In the structural model, the variables of teacher psychological capital, transformational leadership style, and transactional principles of madrasah had a significant influence on teacher job satisfaction. However, that influence was considered to be relatively non-dominant, as can be seen from the relatively small value of the regression coefficient.

4. In the job satisfaction variable, it was stated that it had no significant influence on teacher performance. This was reflected in the insignificant regression coefficient value of job satisfaction on teacher performance.

**Direct Influence**

The results of the regression model analysis of the direct influence of independent variables, namely psychological capital, the transformational and transactional leadership style of madrasah principal, on teacher performance as the dependent variable, and the results of the SEM analysis could be seen in Figure 3 as followed:

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<table>
<thead>
<tr>
<th>Structural model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Efficacy → Job Satisfaction</td>
</tr>
<tr>
<td>Transformational → Job Satisfaction</td>
</tr>
<tr>
<td>Transactional → Job Satisfaction</td>
</tr>
<tr>
<td>Job Satisfaction → performance</td>
</tr>
</tbody>
</table>

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**Figure 3: SEM Results on Direct Influences**
The SEM model of the direct influence of psychological capital, the transformational and transactional leadership style of madrasah principals on teacher performance did not fit a chi-square value of 1208.175, df = 131 (p <.05); RMSEA = .152; CFI = .716; TLI = .67. The summary of all independent variables influence on teacher performance was shown in Table 4 as followed:

**Table 4. SEM Results Regarding the Direct Influence of IV on DV**

<table>
<thead>
<tr>
<th>Parameters</th>
<th>Factor Load Coefficient</th>
<th>Standard Error</th>
<th>T-Value</th>
<th>Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>PsychCap à Performance</td>
<td>.724</td>
<td>.038</td>
<td>19.201</td>
<td>Significant</td>
</tr>
<tr>
<td>Transformational à Performance</td>
<td>.141</td>
<td>.067</td>
<td>2.119</td>
<td>Significant</td>
</tr>
<tr>
<td>Transactional à Performance</td>
<td>-.044</td>
<td>.071</td>
<td>-6.26</td>
<td>Not Significant</td>
</tr>
</tbody>
</table>

Based on the data in Table 4 above, we concluded:

1. Psychological capital had a positive and significant direction on the performance of madrasah teachers. It could be inferred from the T-value = 19.201 (p> 1.96). Psychological capital influences teacher performance directly without being mediated by job satisfaction. Thus, the better the psychological capital the teacher had, the better the performance would be.

2. The transformational leadership style of madrasah principals had a positive direction (0.141) and is significant for teacher performance. This could be inferred from the T-value = 2.119 (p> 1.96). That is, the transformational leadership style of madrasah principals directly influences teacher performance without being mediated by job satisfaction. Thus, transformational leadership styles could improve teacher performance.

The transactional leadership style of madrasah principals had a negative direction (-0.044) and was not significant to the performance of madrasah teachers. This can be inferred from the T-value = -.626 (p <1.96). It meant that the madrasah principals' transactional leadership style did not directly influence teacher performance.

**CONCLUSION**

Based on the analysis of the research data following, the theoretical model was modified by freeing measurement error between the dimensions of the same variables obtained with the fit model chi-square value amounted to 374.316, df = 119 (p <.05), RMSEA of .078 (90% CI, .069 - .087), CFI = .933 and TLI = .914. In the first hypothesis test, the conclusion of this study was the theoretical model of "teacher job satisfaction as a mediator was influenced by teacher psychological capital and leadership style of madrasah principals on the performance of fit madrasah teachers with empirical data." This analysis showed that the major hypothesis (H0), which stated that job satisfaction as a mediator influenced teacher psychological capital and the leadership style of madrasah principals on teacher performance, was accepted.

Although the theoretical model fitted the empirical data, the parameters of the influence of teacher psychological capital, as well as transformational and transactional leadership styles of madrasah principals, on teacher performance mediated by teacher job satisfaction were rejected. This was reflected in the value of the regression coefficient which was not significant. From the results of statistical analysis, four minor hypotheses state that there is a direct influence between transactional leadership of madrasah principals on madrasah teachers (H13); there was a significant indirect influence of psychological capital on teacher performance mediated by job satisfaction (H13); there was a significant indirect influence of the madrasah principals’ transformational leadership style on teacher performance mediated by job satisfaction (H13); and there was a significant indirect influence of the madrasah principals’ transactional leadership style on teacher performance mediated by job satisfaction (H16), were rejected. Meanwhile, based on the major hypothesis test (H0) of the direct influence of the independent variable on the dependent variable, it was found that psychological capital and transformational leadership style of madrasah principals had a positive and significant influence on the performance of madrasah teachers, even though the theoretical model was not fit. This meant that two minor hypotheses were accepted; namely, the hypothesis stating that there was a significant
influence of direct psychological capital on teacher performance ($H_{a1}$), and there was a significant direct influence of the madrasah principals’ transformational leadership style on teacher performance ($H_{a2}$).

**DISCUSSION**

The results showed that teacher job satisfaction play a role as a mediator influencing teacher psychological capital and the leadership style of madrasah principals on teacher performance. This finding was in line with the research conducted by Zaman & Tjahjaniangsih (2017), which stated that job satisfaction mediated the influence of psychological capital on individual performance, and job satisfaction mediated the influence of principal leadership style on teacher performance. The research results, which stated that the leadership of madrasah principals could improve teacher performance by being supported by job satisfaction, were similar to those of Hendrawijaya et al. (2020).

It was similar to the research findings of Prakoso et al. (2017), which stated that job satisfaction became a mediator influenced by the school principals’ transformational leadership style on teacher performance.

Although studies showed that teacher job satisfaction mediatedly influenced psychological capital on their teachers' performance, and principals' leadership style influenced the teachers' performance; the direct influence of the independent variables was more powerful than the influences mediated by job satisfaction. This could be inferred from the parameters of the influence of teachers' psychological capital and the madrasah principals' transformational and transactional leadership styles on teacher performance mediated by teacher job satisfaction because there was no significant influence from the job satisfaction variable on teacher performance. This result was stated in the research by Hendrawijaya et al. (2020), which stated that the direct influence of the principal's leadership style on teacher performance was 11.9%, while the indirect influence of the principal's leadership style on teacher performance mediated by job satisfaction was only 2.3%. Likewise, the influence of teacher psychological capital on teacher performance would be more effective; and the influence would be more direct than that being mediated by job satisfaction (Zaman & Tjahjaniangsih, 2017).

Psychological capital had a positive and significant influence on teacher performance. This was the same as the research of Luthans et al. (2007), which stated that dimensions of psychological capital - such as efficacy, hope, optimism, and resilience - when combined have a synergistic effect in predicting better individual performance. Furthermore, Nashtya and Baidun (2017) and Imron and Warsah (2019) also revealed that psychological capital significantly influenced teacher performance. Similarly, the research results of Harms and Luthans (2012) and Durrah et al. (2016) explained that psychological capital could improve teacher performance, strengthen their personality, and increase their ability to act rationally in critical situations.

The overall analysis results of the dimensions of psychological capital in this study - hope, optimism, self-efficacy, and resilience - showed a good score, but the highest score on the dimension was optimism. This followed the findings of Seligman (2000), Luthans et al. (2007), and Biricik (2020), who concluded that the dimension of optimism had the highest correlation to improving individual performance. In contrast to the research of Staškovic (2006), Avey et al. (2011) and Biricik (2020) found that the dimensions of self-efficacy and hope had the strongest influence on individual performance. It was also different from the research of Imron and Warsah (2019) that the biggest contribution to the dimension of psychological capital was resilience.

The transformational leadership style of madrasah principals in this research had a positive and significant influence on teacher performance, according to the research findings of Inayatillah et al. (2016), Azizah et al. (2019) as well as Akbar dan Imaniyati (2019). Teacher performance increased when led by a principal who used a transformational leadership style, considering that this type of leadership style supported and stimulated...
teacher creativity so that they could perform each task well.

The transactional leadership style of madrasah principals in this study did not significantly influence teacher performance. This finding was the same as the research of Purwanto et al. (2010), which states that transactional leadership has no significant influence on teacher performance. However, it differed from that of Awaru (2015) that stated the principal's transactional leadership style affects teacher performance. This happened, perhaps, due to the consideration of the strict and disciplined factors of the madrasah principal as a leader in supervising the work implementation process of their subordinates by giving rewards in the form of praise or appreciation for the good work of the teachers and administration staff, which turned out to be expected by both teachers or administration staff; or by giving punishment, such as giving criticism and input for the improvement of the performance of teachers and administration personnel who were not appropriate. The implementation of supervision, both by the madrasah principals based on their managerial function and by the supervisor who presents both reward and punishment, was a motivating factor for teachers and administration staff so that they were obedient and disciplined to the school regulations (Pusporini et al. 2020; Arman, Thalib & Manda, 2016) and on teacher’s leadership skills in the classroom (Erdel & Takka's (2020). Budiwibowo (2016) also revealed that the use of the transitional leadership style along with the transformational leadership style of the school principal would influence teacher performance. However, if it only examined the influence of the transitional leadership style, it did not partially affect teacher performance.

This research also found that job satisfaction had no significant influence on teacher performance. It should be presumed that teachers who were satisfied with their work did not necessarily perform well, or vice versa. For example, teachers who have a low salary will not have a problem for teachers because their work comes from a sense of sincerity and resignation. Therefore, some teachers may feel that their work was not respected by the head of the madrasah or by the foundation, even by the state, even though they had worked voluntarily and performed well. This could be understood, given the strong culture of sincere charity in the madrasah environment which was not only under the guidance of the Ministry of Religious Affairs who made this culture a basic norm but also perceives it as part of Islamic teachings. This finding was different from the research results of Afshar & Doosti (2016), Arifin (2015), and Rezaee et al. (2018), which stated that teacher job satisfaction had a direct and significant influence on teacher performance. In this context, teachers who are satisfied with their work will perform significantly differently from their dissatisfied colleagues.

The results of the Confirmatory Factor Analysis showed that the job satisfaction survey (JSS) scale did not fit because there were three invalid dimensions, namely promotion, co-worker, and nature of work. Based on the results of the per-item analysis, it was found that some invalid items were found in the dimensions of promotion (1 item), fringe benefit (2 items), contingent reward (1 item), supervision (1 item), and operating procedure (1 item). These results might be due to some of the JSS subscales that did not explain the aspects of teacher job satisfaction, such as the CFA results on the job satisfaction survey scale by Astrauskaite et al. (2011), which stated that 9 aspects of the job satisfaction survey (JSS) scale did not reflect teachers job satisfaction at Lithuanian. However, there were three significant dimensions, namely promotion, supervision, and nature of work. This was perhaps one of the reasons why job satisfaction did not have a significant influence on the performance of madrasah teachers. The geographic context of the research subject must also be considered, where the measurement of teacher job satisfaction in the Malang district may have different results if applied to teachers in the municipality of Malang.

In contrast to school culture, the context of attachment to religious culture in madrasahs which emphasized sincerity, as well as a culture of sincere charity at the Ministry of Religious Affairs, should be thought to
influence the perspective of teachers who served in cities and districts. Furthermore, each JSS subscale consisted of 4 items; in some cases, it could be assumed that these items did not well reflect the phenomenon under this study. The solution may be to use more items for each subscale or to replace some items with other items that are more informative and can reflect teacher job satisfaction by having direct discussions with the madrasah teachers.

RECOMMENDATIONS

In further development and research, the first theoretical suggestion is to explore other factors as antecedents that affect teacher performance to obtain solid research models such as teacher training, principal managerial abilities, organizational climate, teacher welfare guarantees, etc. Subsequent studies no longer use job satisfaction as a mediator for the influence of psychological capital and the principal’s leadership style on teacher performance. The proportion of direct influence of these two variables on teacher performance is more significant than job satisfaction as a mediator, so it is less effective. The next suggestion is that a comparison is made to examine the differences between public madrasah teachers and private madrasah teachers on each variable, both teacher performance, psychological capital, leadership style, and job satisfaction.

The practical suggestions based on the results of this study are several interventions; among others, first, for madrasah teachers to develop psychological capital within themselves. As it will affect how teachers carry out their profession, teachers with good psychological capital will always be optimistic in viewing an event happening to them, so that they are motivated and have positive expectations toward current or future efforts; teachers will always be enthusiastic and try to achieve goals by performing their task well. Therefore, both madrasah principals and the government, in this case, the Ministry of Religion, need to carry out training in addition to providing an adequate workload, supported by a madrasah culture that emphasizes learning because the psychological capital of teachers can be formed and grown. Giving challenging work and giving fair rewards can also trigger teacher performance. Madrasah principals need to facilitate teachers to perform optimally through targeted development programs, in addition to involving them in determining the school policy and decision-making that will enable teachers to actualize themselves so that they can increase their emotional and cognitive attachment. Thus, the psychological capital of teachers needs to be managed effectively so that the psychological capital can develop optimally, and teachers may improve their performance. This psychological capital is mainly the aspect of teacher optimism, where the teacher's sense of optimism makes the teacher always have a positive view of events that occur to them now and in the future. Second, the leadership style of the principals that can improve teacher performance is the transformational leadership style. Therefore, the relevant education offices need to conduct transformational leadership training for madrasah principals. Some efforts that can be made by madrasah principals in developing transformational leadership are involving all staff in setting school goals, beliefs, and visions at the beginning of the school year, helping teachers work smart and effectively, giving everyone clear responsibilities, involving staff in structuring madrasahs in structural, functional positions, as well as committee tasks and conducting class visits, providing assistance inside or outside the classroom, and encouraging teachers to visit each other between classes.

LIMITATIONS

This study had several limitations; among others, the teachers in answering the measurement scale may have a false bias because it is based on a strong individual teacher's statement that is likely to be influenced by religious interpretations and the subjective perspective of the teachers themselves. Another weakness is that even though the data collection of this research was carried out offline, the interaction with the research sample was not accessible because it was conducted during the COVID-19 pandemic.
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