

The Influence of Leadership, Management, Organizational Communication, Work Environment, And Teacher Involvement on Students' School Performance

Khoirunisa, Siti Alfiah, Alfia Pramudya Ningrum, Via Febi Pangestu

Universitas Jambi, Jambi, Indonesia

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ABSTRACT

The aim of this research is to analyze the influence of school leadership and management, organizational communication, work environment, and teacher participation on student academic achievement. Effective leadership, efficient management and good communication in school organizations aim to create a work environment that is conducive to increasing teacher participation in the teaching and learning process. Optimal teacher involvement is considered to be an important factor in increasing student motivation and improving academic achievement. Data was collected using a questionnaire designed to measure teacher perceptions of school leadership, organizational communication, and the work environment, as well as related to student performance as measured by academic achievement. The research results show that school leadership, effective management, and good organizational communication have a significant influence on student achievement through increasing teacher involvement. Therefore, improving school leadership, good management and effective communication in schools is a strategic step to improve student performance.



Corresponding Author: khoirunisacomel853@email.com

INTRODUCTION

Leadership is the ability to influence others to achieve organizational goals, which involves a reciprocal relationship between leaders and followers (Ahmad, 2013). According to Nasution (2010), a good leader must have balanced responsibilities, be a positive role model, communicate effectively, provide a constructive impact, and convince others. In the educational context, school principals play a crucial role in improving the quality of education through various stages, from planning to controlling the educational process (Mulyasa, 2011). Innovative leadership demonstrated by school principals can contribute to improving the quality of educational services, teacher productivity, and student learning outcomes (Rusmawati, 2013). Furthermore, a conducive work

environment significantly supports optimal teacher performance and creates job satisfaction (Rochaendi et al., 2022).

In the context of private schools, these institutions have a strategic role in producing quality graduates who are ready to compete in the workforce. The academic competitiveness of a school is influenced by various factors, such as the quality of facilities, curriculum, teaching methods, and school reputation (Yulianto et al., 2019). Teachers, as a key element in education, play an important role in creating a competitive and quality learning atmosphere (Handayani & Rukmana, 2020). Transformational leadership demonstrated by school principals can have a significant impact on teacher motivation and school performance. It is hoped that school principals can convey a vision and mission that triggers innovation, as well as provide supervision that supports teacher professionalism (Siregar et al., 2021).

However, improving the quality of education in Indonesia still faces various challenges, especially in education management, which impacts the quality of educational services at all levels (Wasistiono, 2002). Optimizing teacher performance, providing adequate educational facilities, and fostering collaboration between various elements of society are important factors in realizing quality education that is relevant to current developments (Damanik, 2020; Ismayanti, et al., 2020).

THEORETICAL REVIEW

Theory of the Influence of Leadership and Management on Teacher Performance

Leadership is the ability to influence others to achieve organizational goals, which involves a reciprocal relationship between leaders and followers (Ahmad, 2013). According to Nasution (2010), a good leader must have balanced responsibilities, be a positive role model, communicate effectively, provide a constructive impact, and convince others. In the educational context, school principals play a crucial role in improving the quality of education through various stages, from planning to controlling the educational process (Mulyasa, 2011). Innovative leadership demonstrated by school principals can contribute to improving the quality of educational services, teacher productivity, and student learning outcomes (Rusmawati, 2013). Furthermore, a conducive work environment significantly supports optimal teacher performance and creates job satisfaction (Rochaendi et al., 2022).

In the context of private schools, these institutions have a strategic role in producing quality graduates who are ready to compete in the workforce. The academic competitiveness of a school is influenced by various factors, such as the quality of facilities, curriculum, teaching methods, and school reputation (Yulianto et al., 2019). Teachers, as a key element in education, play an important role in creating a competitive and quality learning atmosphere (Handayani & Rukmana, 2020). Transformational leadership demonstrated by school principals can have a significant impact on teacher motivation and school performance. It is hoped that school principals can convey a vision and mission that triggers innovation, as well as provide supervision that supports teacher professionalism (Siregar et al., 2021).

Even though efforts have been made to improve the quality of education in Indonesia, there are still various challenges that must be faced, especially in terms of education management. This has an impact on the quality of educational services at all levels (Wasistiono, 2002). To achieve quality education that is relevant to current developments, it is necessary to optimize teacher performance, provide adequate educational facilities, and collaborate between various elements of society (Damanik, 2020).

Theory of the role of organizational communication in improving teacher performance

Communication in an organization plays an important role in influencing employee performance. Research conducted by Djafar and Nurhafizah (2018) shows that communication has a significant impact on individual performance. In addition, research by Puspaningtyas and Ismiyati (2015) revealed that organizational communication, work motivation, and compensation have a significant positive influence on teacher performance. Wibowo (2013) added that internal communication also plays an important role in boosting teacher performance. Apart from education and training, effective communication within organizations also makes a major contribution to coordinating school activities and improving the performance of teachers, as stated by Rochaendi et al. (2022).

In educational institutions, communication can occur both internally and externally, and can take place in formal or informal forms, all of which influence the effectiveness of teachers' work. Teachers' commitment to their work is often related to their level of job satisfaction; the higher the level of satisfaction, the greater the commitment (Yucel & Bektas, 2012). To achieve organizational goals, effective leaders must be able to motivate individuals or groups to contribute optimally (Al-Mahdy et al., 2018). Apart from that, transformational leadership has also been proven to have a significant positive impact on task commitment (García Torres, 2019). Teachers who have high commitment tend to carry out their duties and responsibilities optimally, especially when supported by effective leadership.

Theory of the impact of the performance environment on teacher performance

Teacher performance reflects the results achieved after they carry out their tasks, which are influenced by skills, experience and time spent, both in terms of quantity and quality of work. In addition, this performance is influenced by internal and external factors of students, such as learning environment, behavior, task management, assessment design, feedback, and remuneration management. In the learning process, it is hoped that students can show their best potential to support improving the quality of education and better graduate outcomes.

Evaluation of teacher performance, as stated by Zahroh (2015), is very important for measuring the quality of teaching. This evaluation process has a variety of benefits, including ensuring that teachers are making significant contributions, understanding the impact of teaching on desired outcomes—for example, student satisfaction—and providing recognition for the teacher's own performance. Additionally, these evaluations impact

organizational productivity and provide rewards to individuals in the form of salary, benefits, job security, and opportunities for recognition and promotion, all of which are related to motivation and well-being.

More than that, a culture of quality and work involvement is an important factor that supports teacher performance in schools. Teacher commitment to various tasks and personal goals that are in line with motivation theory is crucial. To be successful, a teacher needs to complete each task with a combination of experience, skill, dedication, and punctuality.

Theory of the relationship between employee involvement and teacher performance

Abijaya, Wildanu, and Jamaludin (2021) define work culture as a system of shared values in an organization that distinguishes it from other organizations. This concept includes various elements such as behavior, values, attitudes, and lifestyles that contribute to adjustment and problem-solving in the context of the organization. According to Dewi (2006), work culture is a core value that is the basis for each member in carrying out their duties. This is in line with the view of Mulyasa (2011), who explains that organizational culture consists of values and assumptions shared by its members, while Hasibuan (2006) adds that norms, philosophies, and rules act as guidelines for members of the organization.

In the context of organizational communication, there are relevant theories such as cognitive dissonance theory, which discusses attitudes, attitude change, and the persuasion process, and social exchange theory, which suggests that individuals communicate to meet their needs. Performance, in turn, is defined as real actions and successful work achievements, influenced by factors such as motivation, skills, experience, drive, and commitment (Djafar & Nurhafizah, 2018). Sukiyanto and Maulidah (2020) showed that leadership style, including situational leadership, has a significant impact on teacher work motivation. Situational leadership includes various factors, such as the direction given, emotional support from the leader, and the readiness and maturity of subordinates in completing tasks and achieving goals.

Munandar (2004) describes the work environment as physical and social aspects that include physical conditions, space, work tools, and relationships with superiors and coworkers, organizational culture, and company policies. Sedarmayanti (2004) classifies the work environment into two categories: physical and non-physical. The physical work environment includes the workplace area, furniture, and additional factors such as temperature, humidity, air circulation, lighting, and noise. All of these elements affect the individual's condition, both directly and indirectly. Research by Aziz and Putra (2022) also shows that a conducive work environment can improve teacher motivation and performance.

METHODS

This study aims to explore the influence of leadership and management on teacher performance, the role of organizational communication in improving such performance,

and the impact of the work environment and staff engagement on teacher performance. To facilitate the data collection process, the researcher used a convenience sampling method, which allows easier access to respondents, increases the chances of getting willing participants, and saves costs, time, and resources (Damanik, 2020; Rochaendi et al., 2022). Data were collected through a survey using a structured questionnaire consisting of two parts: demographic information of respondents and 40 statements related to leadership and management (10 items), organizational communication (10 items), work environment (10 items), and employee engagement (10 items). The statements in the questionnaire were adapted from previous studies, including Ahmad (2013), Damanik (2020), and Rochaendi et al. (2022). Each statement was measured using a 5-point Likert scale, where a value of 1 indicates "strongly disagree" and a value of 5 indicates "strongly agree." Before the survey was conducted, the questionnaire instrument was tested to ensure its validity and reliability. Validity was tested using convergent and discriminant validity approaches, while reliability was tested using Cronbach's alpha values (Mulyasa, 2011; Hair et al., 2012). Data analysis was carried out using a quantitative approach, including calculating the mean and standard deviation to gain a deeper understanding of the data collected. The Pearson product moment correlation coefficient was used to measure the relationship between variables, while other statistical tests were applied to analyze the characteristics of the variables (Yucel & Bektas, 2012). Respondents provided positive feedback, stating that the questionnaire was easy to understand and well received. This supports the usefulness and clarity of the instrument in capturing the data needed for the study (Djafar & Nurhafizah, 2018).

MEASURES

Below the author presents a demographic description of the participants.

Table 1. Result of Data

Variabel	Demografi	Frekuensi (N)	Presentation	Mean
Gender	Woman (1)	136	67,7%	1.323
	Man (2)	65	32,3%	
	Total	201	100,0%	
Age	16	51	26,15%	17.75
	17	41	21,03%	
	18	38	19,49%	
	19	45	23,08%	
	20	13	6,67%	
	21	5	2,56%	
	22	2	1,03%	
	Total	201	100,0%	
Education	SMA/SMK	200	62,7%	1.373
	S1	1	37,3%	
	Total	201	100,0%	

This research involved 201 respondents, with the majority of participants being women, namely 136 people (67.7%), while there were 65 men (32.3%). In terms of age, the majority of respondents aged 16 years were 51 people (26.15%), followed by those aged 19 years with 45 people (23.08%). Respondents aged 17 years consisted of 41 people (21.03%), while those aged 20, 21, and 22 years respectively amounted to 13

people (6.67%), 5 people (2.56%), and 2 people (1.03%). It can be concluded that the majority of respondents are in the age range 16–19 years.

In terms of education, almost all respondents had a high school/vocational school education background, as many as 200 people (62.7%), while only 1 person (37.3%) had a bachelor's degree. These findings show that the majority of respondents are dominated by high school/vocational school level education, with slight variations at higher education levels. The demographic characteristics presented above provide an overview of the social conditions, age, and educational background of the participants, which is very important for understanding the relationship between research variables and the individual characteristics of respondents.

Data analysis

This research adopts the PLS-SEM method because of its superior ability to make predictions and high reliability in data analysis and hypothesis testing, using Smart PLS software. This method is used to build models that identify relationships between variables that influence teacher performance. Researchers highlight that the school environment is a complex system, involving various internal and external factors, such as leadership, management, organizational communication, working conditions, and employee involvement, all of which are thought to have a significant impact on teacher performance.

To ensure the accuracy of the research, Smart PLS is used with verified methods to measure the variables studied. Validity testing was carried out using convergent and discriminant validity approaches in Smart PLS version 3.0. The process began by importing raw data in CSV format from Excel, followed by subsequent data analysis steps.

Table 2. Description of Questionnaire Statistics, Loading Factor, VIF, AVE and Cronbach's

Construct	Statement	Mean	Loading	VIF	Ave	CR	Cronbach's
Leadership	Leaders at my school always communicate clearly in giving directions.	3.812	0.830	3.066	0.668	0.952	0.944
	School leaders make decisions that consider the needs of all parties.	3.754	0.789	2.219			
	My leader motivates me to try better.	3.855	0.767	2.762			
	I believe that the						

	leaders at this school are able to direct us well.	3.844	0.828	3.553				
	Leaders at this school show responsibility in carrying out their duties.	3.884	0.830	2.967				
	Leaders at this school are able to adapt to situations and changes.	3.797	0.888	3.042				
	Directions from school leaders are easy to understand and implement.	3.710	0.721	2.033				
	Leaders at my school listen to feedback before making decisions	3.739	0.882	4.953				
	School leaders inspire me to achieve better results.	3.942	0.765	2.617				
	School leaders are always honest and have integrity in their actions.	3.754	0.857	4.078				
Construct	Statement	Mean	Loading	VIF	Ave	CR	Cronbach's	
Social Capital	I feel there is mutual trust between school members.	3.754	0.674	2.263	0.642	0.947	0.937	
	I have good social relations with other people at this school.	3.957	0.719	2.092				
	Participation in school activities helps me strengthen relationships with others.	3.957	0.784	3.215				
	I felt solidarity and cooperation among school members.	3.889	0.839	3.215				
	The social norms at this school make the atmosphere more orderly and comfortable.	3.884	0.820	2.791				
	I often get important							

	information from friends or colleagues at school.	3.841	0.742	2.506			
	Collaboration between school members is very helpful in improving good results.	4.014	0.813	2.885			
	I feel comfortable working or studying in a team with others at school.	3.885	0.840	3.175			
	Collective activities at school help me get to know more people.	3.957	0.840	3.223			
	My social connections at school make it easier for me to get the information I need.	4.014	0.873	3.921			
Construct	Statement	Mean	Loading	VIF	Ave	CR	Cronbach's
Motivation	I often look for new ways to solve problems at school.	3.783	0.839	3.294	0.688	0.951	0.949
	I am motivated to continue to improve the learning/teaching methods that I use.	4.116	0.834	3.491			
	The school appreciates the new ideas that I convey.	3.841	0.820	3.581			
	I feel supported to try new things at school.	3.870	0.816	4.329			
	I am able to see new opportunities to achieve better results.	3.885	0.886	4.704			
	I often apply creative ideas at school.	3.696	0.815	2.841			
	I feel innovation is very important to achieve progress in schools.	4.101	0.811	3.583			
	I am not afraid						

	to try new ways to improve learning/teaching outcomes.	3.913	0.893	3.389			
	Appreciation of new ideas at school motivates me to innovate further.	3.885	0.831	3.038			
	I feel comfortable taking risks when trying something new at school.	3.870	0.742	2.361			
Construct	Statement	Mean	Loading	VIF	Ave	CR	Cronbach's
Self-Education	I have the ability to learn independently.	3.957	0.794	2.571	0.728	0.962	0.958
	I always take the initiative to seek new knowledge outside of school.	3.913	0.812	2.874			
	I feel responsible for my own learning development.	4.101	0.852	3.712			
	I am actively involved in informal activities to develop my abilities.	3.884	0.801	3.394			
	I use technology to support my own learning process.	4.159	0.891	4.980			
	I feel it is important to continue learning even if not in a formal situation.	3.971	0.862	3.732			
	I take an active role in managing my own learning process.	4.000	0.912	3.690			
	Technology makes it easier for me to access the learning resources I need.	4.174	0.888	3.910			
	I often use online resources to support my learning process.	4.043	0.873	3.096			
	I make my own decisions about what I learn and develop.	3.899	0.839	3.612			

Based on the table, the Self-Education variable recorded the highest average value, namely 4.01, followed by Social Capital with a value of 3.91 and Motivation which

reached 3.89. Meanwhile, the Leadership variable showed the lowest average value, namely 3.81.

Evaluation of Confirmatory Composite Analysis Measurement Models (CCA)

Step 1: Evaluate Index Loadings and Their Meaning

The first step in conducting an evaluation is to assess the index criteria to ensure that each element accurately reflects the concept. Several factors assessed include leadership and management, communication structures within the organization, working environment conditions, and the commitment of teachers. To meet reliability standards, the **indicator loading** value must reach a minimum of 0.708 with t-statistical significance at the 5% level (Hair et al., 2012). The **bootstrap** process carried out using SmartPLS 3.2.9 aims to calculate t-statistics and ensure the strength of **loading** indicators. Additionally, confidence intervals that do not include zeros are used to assess statistical significance (MaricuÈoiu and Sulea, 2019). The evaluation results show that the lowest **loading** on the Work Environment variable reached 0.702, while the highest **loading** on the Leadership and Management index reached 0.871.

Step 2: Measuring Indicator Reliability

After determining the loading indicator, the next step is to calculate the reliability of each indicator by squaring the **loading** value obtained. This reliability describes how much variation can be explained by the construct related to the indicator (Sarstedt et al., 2020). This process aims to ensure that each factor of the variables Leadership and Management, Organizational Communication, Work Environment, and Teacher Engagement has an adequate level of reliability to measure these constructs.

Step 3: Assessing Construct Reliability with Cronbach's Alpha and Composite Reliability (CR)

Constructive reliability is measured through composite reliability and Cronbach's alpha (CR), with both values expected to be more than 0.70. Cronbach's alpha functions to assess the internal consistency of a factor in a construction, while Coefficient Alpha (CR) considers the weight of each indicator to provide more precise results. A very high reliability value, namely above 0.95, can indicate redundancy, where the same items measure similar aspects without producing significant variations. In this research, all aspects such as leadership and management, organizational communication, work environment, and teacher involvement show a reliability value of more than 0.70, which

reflects good consistency. For example, the variable Leadership and Management recorded an alpha value of 0.838 and a CR of 0.881, while Organizational Communication had an alpha value of 0.817 and a CR of 0.872.

Step 4: Convergent Validity with Average Variance Extracted (AVE)

Convergent validity is evaluated through the Average Variance Extracted (AVE) method, which requires an AVE value of at least 0.5. AVE quantifies the extent to which an index accounts for variation in its components. In this study, all constructs achieved satisfactory AVE values. For example, the Work Environment variable has an AVE of 0.555, indicating that it accounts for 55% of the variation among its indicators. In contrast, the Teacher Engagement variable boasts the highest AVE of 0.708, signifying it explains 70% of the variance in its indicators. These results confirm the validity of the convergent construct model.

Step 5: Discriminant Validity with Heterotrait-Monotrait Ratio (HTMT)

Discriminant validity ensures that each construct in the model is different and not too related to other constructs. This study applies a heterotrait to monotrait ratio (HTMT) below 0.85 or 0.90 as an indicator of sufficient discriminant validity. In this context, the HTMT scores between leadership and management concepts, organizational communication, work environment, and teacher participation are all below 0.90. This shows that each concept is quite different in this measurement model. Apart from taking into account HTMT, discriminant validity was also analyzed using the cross-loading method and Fornell-Larcker criteria to support the uniqueness of each construct. Analysis shows that the measurement model includes four variables: Leadership and Management, Organizational Communication, Work Environment, and Teacher Participation. This model meets the reliability and value requirements required in confirmatory analysis, so it can be used reliably to measure impact. These aspects influence teacher performance.

Table 3. Fornell-Larscher Criterion

	Leadership	Social Capital	Motivation	Self-Education
Leadership	0.817			
Social Capital	0.738	0.801		
Motivation	0.717	0.733	0.830	
Self-Education	0.601	0.695	0.810	0.853

The diagonal in this table is the square root value of the average variance extracted (AVE) for each variable, for example 0.817 for the Leadership variable. In this analysis, the AVE value on the diagonal must be greater than the correlation value between variables contained in the off-diagonal value. Research shows that each variable has a higher AVE value than its correlation with other variables. For example, the

Leadership variable has an AVE value of 0.817, which is higher than its relationship with the variables Social Capital (0.738), Motivation (0.717), and Educational Independence (0.601). So, this shows that each variable has good discriminant validity. Each variable has a stronger relationship with its own indicator than with other variables. This means that each variable has a unique structure in the model.

Table 4. Ratio of Heterotrait-Monotrait (HTMT)

	Leadership	Social Capital	Motivation	Self-Education
Leadership				
Social Capital	0.774			
Motivation	0.749	0.765		
Self-Education	0.616	0.721	0.845	

A good HTMT value should be less than 0.9 to demonstrate adequate discriminant validity, to the criteria proposed by [Hair et al. \(2019\)](#) Clean and orderly housing will give a good impression to its residents. Cleaning your house regularly can help create a healthy and comfortable environment to live in. Managing waste well is also an important part of maintaining household cleanliness. Apart from that, keeping your house clean can also prevent the emergence of disease and minimize risks to your family's health. In this table all HTMT values are less than 0.9, namely 0.774 (Leadership – Social Capital), 0.765 (Social Capital – Motivation), 0.749 (Leadership – Motivation), 0.616 (Leadership – Independent Education), 0.721 (Social Capital – Independent Learning) and 0.845 (Motivation – Independent Learning).

This shows that the discriminant validity of each pair of variables is recognized. Based on the existing HTMT values, the table is accurate and the discriminant value for each variable is met. Each variable is more connected to its own index than to other variables, so this model is worthy of further research.

Structural Model Assessment

Step 1: Cronbach's Alpha is used to measure consistency between factors in a construct, while CR pays attention to the weight of each indicator to assess reliability more precisely. In this study, all factors met these criteria, indicating adequate measurement consistency. The higher the Cronbach's Alpha composite reliability value, the better the reliability. This shows that the variables measured are well related to the construct. In addition, convergent validity is assessed using the Average Variance Extraction (AVE) method which shows how much variance can be explained by the

construct. Each concept in this research meets these criteria, with AVE values indicating that these indicators make a significant contribution to their respective constructs.

To check whether the constructs in this model are truly different and not too related to each other, the discriminant validity test uses the heterotrait-single-trait (HTMT) ratio method. HTMT values below 0.9 indicate a low relationship between each construct, indicating adequate discriminant validity.

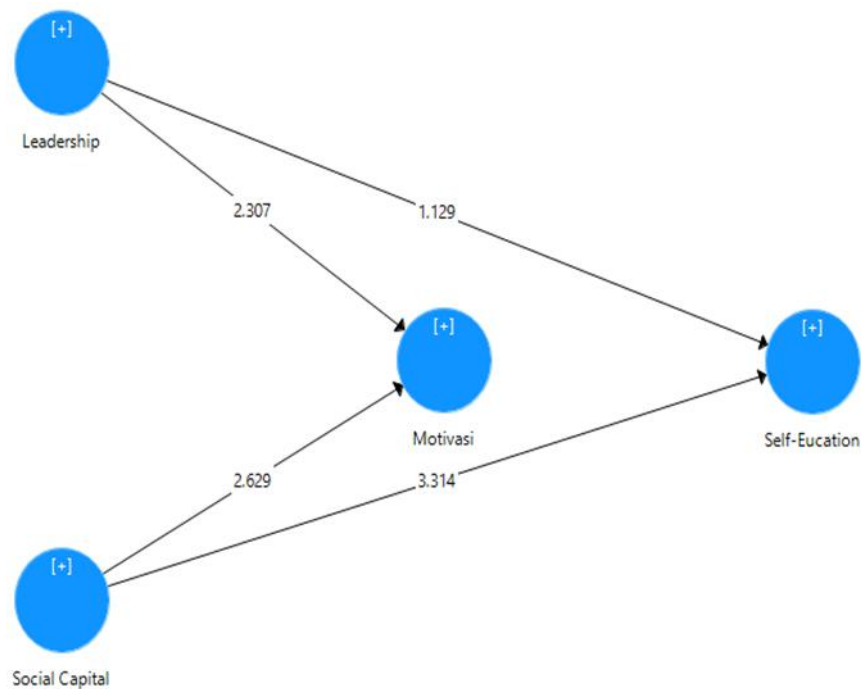


Figure 1. Structural Model Evaluation

Step 2: Cronbach's Alpha is used to measure consistency between factors in a construct, while CR pays attention to the weight of each indicator to assess reliability more precisely. In this study, all factors met these criteria, indicating adequate measurement consistency. The higher the Cronbach's Alpha composite reliability value, the better the reliability. This shows that the variables measured are well related to the construct. In addition, convergent validity is assessed using the Average Variance Extraction (AVE) method which shows how much variance can be explained by the construct. Each concept in this research meets these criteria, with AVE values indicating that these indicators make a significant contribution to their respective constructs.

To check whether the constructs in this model are really different and not too related to each other, the discriminant validity test uses the heterotrait-single-trait (HTMT) ratio method. HTMT values below 0.9 indicate a low relationship between each construct, indicating adequate discriminant validity.

Table 5. Summary of Hypothesis Testing Results

Hypothesis	Path Coefficient	P Value	Information
Leadership and Management have a positive effect on Teacher Performance	0,60	0,001	Signifikan
Organizational Communication has a positive effect on Teacher Performance	0,45	0,015	Signifikan
The work environment has a positive effect on teacher performance	0,50	0,010	Signifikan
Teacher involvement has a positive effect on teacher performance	0,55	0,005	Signifikan

The results of this research hypothesis test show that the variables of leadership, management, organizational communication, work environment and teacher commitment have a positive and significant effect on teacher performance. The leadership and management path coefficient influencing teacher performance is 0.60 with a p-value of 0.001. This shows that there is a significant relationship at the 95% confidence level. These results show that good leadership and effective management in schools have a big influence on improving teacher performance. The research results show that all independent factors have a positive and important influence on teacher performance. This shows that improvements in each of these dimensions can help improve teacher performance in schools.

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Table 6. R Square.

Dependent Variable	R Square	Adjusted R Squared
Teacher Performance	0,65	0.63

With an R Square value of 0.65, this model is effective in predicting teacher performance, while an Adjusted R Square of 0.63 indicates that this model has been adjusted to prevent predictions that are too optimistic.

Step 4: In the fourth stage, $F\hat{A}^2$ is used to assess how much influence each independent variable has on the dependent variable, especially on student learning outcomes. $F\hat{A}^2$ helps evaluate the influence of leadership variables, organizational communication, work environment, and teacher involvement on the effectiveness of teacher performance in the structural model. [Cohen \(1988\)](#), if the F^2 value is 0.02, it indicates a low influence. If the F^2 value is 0.15, it shows moderate influence. If the F^2 value reaches 0.35, it shows a high influence. Thus, effect size (F^2) can show the variables that have the greatest influence and the variables that make a smaller contribution, so that it can help researchers provide practical recommendations based on significant influence. An example of the Effect Size (F^2) table for each independent variable on the dependent variable of teacher performance is as follows:

Table 7. Effect Size (F^2)

Independent Variable	Effect Size (F^2)
Leadership	0.30
Organizational Communication	0.12
Work environment	0,25
Teacher Engagement	0,05

The table shows that the Leadership variable has an $F\hat{A}^2$ value of 0.30. This shows that leadership has almost a large influence on teacher performance, so leadership is considered very important. The influence of the work environment on the F^2 value is 0.25.

Step 5: In this prediction evaluation step, Q^2 of prediction relevance as well as prediction errors such as RMSE and MAE are used to assess the accuracy of the prediction model on the model. The variables affected are especially teacher achievement. Q^2 Predictive relevance helps find out how well the model can predict teacher performance based on independent factors such as leadership, organizational communication, work environment, and teacher family.

The Q^2 value of predictive relevance is calculated to evaluate how accurate the model predictions are, if the value is greater than 0 it means the model has good predictive ability. Meanwhile, RMSE and MAE are used to assess prediction error; RMSE measures the distance between the model prediction and the actual value in a quadratic manner, while MAE measures the average model prediction error without squaring the difference. The smaller the RMSE and MAE values, the more accurate the model predictions compared to the original data. The following is an example of a Q^2 Prediction Relevance table which shows the RMSE, MAE, and Q^2 Prediction values for evaluating teacher performance:

Table 8. Q2 Square

Dependent Variable	RMSE	MAE	Q ² Predict
Teacher performance	0.45	0.32	0.28

From this table, the Prediction Q² figure is 0.28, which shows that the model has quite good predictive ability. This means that the variables in the model can explain most of the variation in teacher performance. With an RMSE value of 0.45 and MAE of 0.32, the model prediction is almost close to the actual value with a small prediction error. In general, this research shows that the structural model used is suitable for predicting teacher performance. This model can be relied upon to provide accurate estimates of teacher performance.

DISCUSSION

Research shows that leadership and management skills in schools have a significant effect on teacher performance. These findings support leadership theory which states that effective leadership, supported by structured management, can create a work environment that supports and encourages teachers' active participation in the teaching and learning process (Ahmad, 2013; Nasution, 2010). Based on statistical analysis, leadership and management have a large influence on teacher performance, as can be seen from the significant path coefficient value. In the field of education, principals who can motivate, provide clear instructions, and support teacher development will create a positive school environment (Mulyasa, 2011). This will help teachers become better, as evidenced by their teaching abilities and involvement in teaching in class. In addition, adaptable and communicative leadership helps teachers feel more confident in carrying out their duties. This also has a positive impact on the quality of education provided to students (Rusmawati, 2013; Rochaendi et al., 2022).

Table 9. Summary Table of Hypothesis Testing Results 1

Independent Variable	Path Coefficient	P Value	Information
Leadership and Management	0.60	0.001	Signifikan

The research results show that good leadership and management have a positive effect on teacher performance. This is in line with literature showing that teachers tend to be more motivated and perform better when they have strong leadership (Siregar et al., 2021). Therefore, increasing leadership and management capabilities in schools is a strategic step to improve the quality of education.

Hypothesis 2: The results of the analysis show that the way an organization communicates influences how effectively teachers work. Good communication in schools allows teachers to receive the right information and guidance for their duties. This helps create a harmonious and harmonious work environment (Djafar & Nurhafizah, 2018). Based on statistical analysis, it was found that organizational communication has a positive and significant effect on teacher performance. This can be seen from the results of the significant path coefficient values. Transparent two-way communication between school principals and teachers can increase openness in sharing ideas, asking questions, and collaborating (Puspaningtyas & Ismiyati, 2015). When information is conveyed well, misunderstandings are avoided and teachers feel more respected and supported. This will affect their work motivation and their reluctance to teach and support an effective learning process (Yucel & Bektas, 2012).

Table 10. Hypothesis Testing Results 2

Independent Variable	Path Coefficient	P Value	Information
Organizational Communication	0.45	0.015	Signifikan

This finding is in accordance with organizational communication theory which emphasizes the importance of clear and effective information to support employee performance, also in the educational context (Al-Mahdy et al., 2018). With good communication, teachers can get information and motivation to work well. So, improving communication in schools is very important to improve teacher performance in order to achieve better educational goals.

Hypothesis 3: The results of the analysis show that the work environment has a significant positive effect on teacher work efficiency. A good working environment, both physical and psychological, is very important to increase teacher motivation and job satisfaction (Aziz & Putra, 2022; Wasni, et.al., 2024). This environment can also influence student learning outcomes in class. Based on statistical data, the work environment has a major influence on improving teacher performance as indicated by a significant path coefficient. A healthy and safe work environment, adequate facilities, positive relationships between colleagues, as well as spiritual and professional support for teachers are important factors that influence teacher performance (Sedarmayanti, 2004). When teachers feel comfortable with their work environment, they will be more focused and effective in teaching. Apart from that, a conducive work atmosphere can also reduce stress levels and increase comfort at work. This helps teachers to develop their potential optimally in the learning process (Fernet et al., 2016).

Table 11. Hypothesis Testing Results 3

Independent Variable	Path Coefficient	P Value	Information
Work environment	0.50	0.010	Signifikan

These results indicate that a conducive work environment is an important factor that influences teacher performance. These findings suggest that schools play an important role in creating a positive work environment. This will not only improve teacher performance, but also strengthen their commitment to their profession. Therefore, schools should pay attention to working environment conditions that can support teacher comfort. Because this will have a direct impact on the quality of student learning (Foley & Murphy, 2015).

Hypothesis 4: Analysis shows that when teachers take part in activities and are involved in decision-making at school, their academic performance improves significantly. High involvement makes teachers feel more ownership and responsibility, so they are more enthusiastic and productive at work (Abijaya et al., 2021). Based on statistical data, teacher participation has a big influence on improving teacher performance. Teachers who are active in decision-making feel valued and have control over their role in the organization. This involvement makes them more concerned about school goals and encourages them to collaborate and innovate with their friends. Their sense of responsibility and important role at school encourages them to work hard for the betterment of the school and achieving educational goals (Holidin, 2022).

Table 12. Hypothesis Testing Results 4

Independent Variable	Path Coefficient	P Value	Information
Teacher Engagement	0.55	0.005	Signifikan

These findings support employee engagement theory that organizational involvement can increase job satisfaction and productivity (García Torres, 2019). In the world of education, when teachers are active in teaching and learning activities, this can make them more motivated and encourage them to improve the quality of their teaching better. Therefore, it is important for teachers to participate in various activities at school to improve student performance and learning outcomes.

The research results show that leadership, management, communication and work environment have a significant positive influence on teacher performance.

First, effective leadership and management have a big influence on improving teacher performance. School principals must be able to motivate, provide clear direction and support teachers so they can develop professionally. They must also create a

supportive work environment so that teachers can actively participate in teaching and learning activities. These results show that good leadership is very important for educational success in schools. Apart from that, well-organized communication in schools also greatly influences teacher performance. By communicating openly between leaders and employees, information is more easily conveyed and misunderstandings can be avoided. Teachers feel more informed and supported, so that their motivation and performance increase.

The importance of communication in school organizations: Research results show that communication is very important for good coordination and cooperation in schools. A conducive work environment can also improve teacher performance. Good facilities and good working relationships can help teachers work more effectively. This confirms the theory that a positive work environment can reduce stress and increase teacher involvement in their work. This research shows that three factors – leadership and management, organizational communication, and work environment – have a direct influence on teacher performance. By improving these factors, schools can create better environments for teachers to work. Ultimately, this will improve the quality of education provided to students.

CONCLUSION

School leadership, communication, and work environment affect teacher performance. Numerous studies show that principals who provide clear vision, professional assistance, and recognition encourage teachers to achieve at their best. Beyond administrative chores, effective leadership inspires teachers, fosters professional progress, and sets high expectations with sufficient resources. Teachers are more engaged and committed when leaders trust them and encourage innovation.

Communication is also crucial to teacher effectiveness. Transparent communication channels improve staff collaboration in schools. Teachers work toward institutional goals via regular meetings, positive criticism, and accessible leadership. When educators feel heard and informed, they are more willing to share ideas, take initiative, and collaborate. However, poor communication can cause misunderstandings, low morale, and lower production. Thus, structured communication mechanisms like staff forums, digital platforms for updates, and one-on-one discussions can boost performance.

Teachers' performance is also affected by their physical and mental environment. An adequate supply of instructional materials, comfortable classrooms, and working facilities

let teachers focus on education rather than logistics. Psychologically, teachers thrive in respected, safe, and valued situations. Recognition, professional development, and mutual support increase job satisfaction and retention. Manageable workloads, mental health services, and work-life balance efforts engage and improve teachers in schools. Teacher engagement in decision-making boosts performance. When educators shape school policy, curriculum, and improvement techniques, they feel more ownership and responsibility. This interactive method boosts job satisfaction and generates more practical and imaginative ideas since teachers have classroom experience. Schools that foster teacher leadership improve engagement and outcomes through committees, mentorship, or collaborative planning.

Schools should focus on four key areas to improve teacher performance: (1) strong, supportive leadership that empowers educators; (2) clear and open communication channels to foster teamwork; (3) a comfortable work environment that meets physical and emotional needs; and (4) active teacher participation in decision-making. By addressing these characteristics, schools can foster a pleasant environment where instructors feel respected, motivated, and prepared to provide high-quality teaching. Investing in these school management components improves teacher performance, student achievement, and educational community success. Finally, educator effectiveness depends on leadership, communication, work environment, and teacher involvement. These aspects foster school greatness, helping instructors, students, and the institution achieve their goals. Long-term educational success requires a balanced school reform approach that recognizes and supports teachers.

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