The Influence of Leader-Member Exchange (LMX), Job Satisfaction, and Organizational Commitment on the Performance of Vocational High School Teachers in Palangka Raya

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KEYWORDS	ABSTRACT
Leader-Member Exchange (LMX), Job Satisfaction, Organizational Commitment	This study explores the influence of Leader-Member Exchange (LMX), job satisfaction, and organizational commitment on the performance of vocational high school teachers in Palangka Raya. Teacher performance is a critical factor in the quality of education, with intrinsic and extrinsic motivational factors playing significant roles. Based on Leader-Member Exchange (LMX) theory, the relationship between school principals and teachers significantly impacts teacher motivation, job satisfaction, and ultimately performance. In addition to LMX, job satisfaction, defined as the emotional and evaluative responses of teachers to their work, is a key contributor to teacher performance. Organizational commitment, which encompasses responsibility, loyalty, and dedication to the institution, further influences teacher outcomes. Using a quantitative approach and path analysis, this study analyzes how these variables interconnect and affect teacher performance. The results provide valuable insights into how enhancing LMX, improving job satisfaction, and fostering organizational commitment can contribute to better teacher performance in vocational schools.

INTRODUCTION

Education is an essential foundation for a country, aiming to shape a dignified national character and enlighten the people's lives(NOR & SURIANSYAH, 2024). Moreover, education plays a central role in building moral values and the character of a society with integrity. Quality education does not only focus on academic achievements but also on shaping individuals who can understand and apply noble values in their daily lives(Suriansyah, 2014). A developed nation heavily relies on a future generation that is intelligent, creative, and has strong character, and this can only be realized through a well-structured education system.

However, quality education cannot be achieved in a short time. The results of an educational process require time to show its impact because education must touch various aspects of people's lives, including social, economic, and cultural dimensions (Cinantya et al., 2024). In this regard, the role of all parties in the education ecosystem becomes crucial, from the government, educational institutions, parents, to the broader community. Good education requires the cooperation of all parties to create

an environment that supports effective teaching and learning. Without strong support, education will lose direction and fail to provide maximum benefits to the younger generation.

As one of the formal educational institutions, schools bear a great responsibility in preparing students to become individuals who are not only intellectually smart but also morally upright and competent in various fields. Schools play a strategic role in shaping the future generation that can face the challenges of the times. However, the success of schools in carrying out their duties is highly dependent on the role of teachers. Teachers do not only function as educators who transfer knowledge but also as motivators, inspirers, and role models for students. In the learning process, teachers are agents of change who have direct interaction with students, making their performance a key factor in educational success. Teachers are the most important and dominant factor in education because they are the education service providers who have direct relationships with students and are also members of the school organization (Normianti et al., 2019). The success of a school is greatly dependent on the performance of its teachers, which is directly related to student achievement. Teacher performance not only covers the quality of teaching but also the quantity of output produced and the factors influencing their reliability in supporting student learning achievements.

High-performing teachers can produce good results that contribute to achieving educational goals(Purwanti et al., 2024). Conversely, if teachers do not perform well, the achievement of school objectives will be hindered. Quality education depends heavily on teacher productivity and their ability to adapt and change. Teachers are expected to have performance that meets the expectations of all stakeholders in education. Therefore, teacher performance significantly influences the quality of education, making it an essential requirement for success in the educational world. This indicates that improving teacher performance is an essential step toward achieving effective education(Halimatussa'diyah et al., 2024).

Teacher performance is one of the crucial factors in determining the quality of education at a school. Robbins(Suriansyah et al., 2019) adds that performance is the optimal achievement in accordance with the potential possessed by an employee, which is always the focus of organizational leaders. This performance reflects how far an individual's activities in carrying out their tasks and striving to achieve set goals have been. Robbins views performance based on five main aspects: work quality, work quantity, timeliness, effectiveness, and independence. Teacher performance is defined as the ability of a teacher to carry out teaching tasks at school and be responsible for the students under their guidance (Novitawati et al., 2018).

In this context, performance assessment indicators include the quality of work, the available quantity of effort, time utilization, and collaboration with other teachers. Success is considered when meeting certain criteria such as good quality and quantity of work, timeliness, effective use of time, and the ability to work independently while adhering to ethical standards (Cinantya et al., 2025). The importance of performance in education cannot be separated from the abilities and expertise of teachers in fulfilling their tasks. Therefore, awareness of the factors affecting teacher performance needs to be addressed to improve the overall educational condition.

However, the reality on the ground shows that teacher performance still faces significant problems. Based on initial observations, several major obstacles reflect low teacher performance. First, many teachers are not optimal in preparing lesson plans. This can be seen from the lack of thorough teaching preparation and the tendency to use monotonous teaching methods(Nisa et al., 2024). For example, some teachers still rely on lectures as the main method, without involving students in more interactive and engaging learning activities. Furthermore, teachers often face challenges in conducting comprehensive assessments. For instance, a teacher may focus more on test scores or grades rather than implementing a holistic and process-oriented evaluation.

The work quality indicator states that teachers should be able to deliver material effectively using innovative teaching methods. The lack of optimal lesson planning and the use of monotonous methods indicate poor teacher work quality. The inability of teachers to create an interactive and engaging environment for students significantly impacts the quality of education students receive(Jannah et al., 2025). This also suggests that teachers fail to meet one of the key aspects of work quality, which is creating meaningful learning experiences and enhancing student engagement.

The teacher's independence indicator includes the ability to make decisions without always relying on instructions from the school principal(Hairiyati, n.d.). Teachers' inability to innovate and adapt teaching methods that are suitable for students shows a lack of professionalism. This also predicts that an unsupportive work environment may lower teachers' self-confidence, thus hindering collaboration and innovation in teaching.

The quantity indicator emphasizes that teacher performance is assessed based on how many tasks they can complete and how quality those tasks are within a given time. The inability to conduct comprehensive assessments suggests that teachers may not complete as many tasks as they should, reducing the quality of the evaluations conducted(Novitawati et al., 2025). This may also affect the productivity of teachers' work and lower their job satisfaction, which, in turn, can create a negative cycle in performance.

Second, the discipline level of some teachers is still low. Field observations show that many teachers arrive late to school or only show up when they have scheduled teaching sessions. The phenomenon of teacher absenteeism is still a challenge in the education sector. This is evident from the declining attendance of teachers, reflected in cases of teachers skipping duties, which affects the quality of education. This lack of discipline not only reflects low responsibility but also has the potential to lower students' enthusiasm for learning. When students see undisciplined teachers, they tend to imitate this behavior, which ultimately impacts their motivation and academic performance.

This lack of discipline directly impacts the punctuality indicator. Unfinished assignments and the inability to create systematic lesson plans show that many teachers have not fully performed their duties with discipline. The punctuality indicator links discipline to teacher productivity, and this phenomenon reflects that low discipline can result in students' misunderstanding and a decline in learning quality(Maulana et al., 2025).

Third, there is minimal utilization of available learning resources at the school. Media and

technology that have been provided are often not utilized optimally, making the learning process less effective and engaging for students. For example, even though the school has provided computer labs and multimedia equipment, many teachers are reluctant to use these facilities in the learning process. As a result, students miss out on opportunities to learn in more innovative and enjoyable ways.

The effectiveness indicator refers to how well the learning objectives are achieved. Teachers' inability to utilize learning resources such as computer labs and multimedia equipment significantly hinders effective teaching and learning. If teachers do not use the available technology and media, then broader learning goals will not be achieved, and this can negatively impact students' critical thinking and problem-solving skills.

Overall, these three main obstacles are highly relevant and align with existing teacher performance indicators. Each point in the challenges faced by teachers clearly reflects deficiencies in work quality, quantity, timeliness, effectiveness, and independence, which are all expected qualities for teachers to possess.

In addition to these technical issues, intrinsic and extrinsic motivation factors also influence teacher performance. In this context, the relationship between the principal and teachers becomes one of the key aspects that determine the quality of the work environment. According to Leader-Member Exchange (LMX) theory, a good relationship between a leader and the members of an organization can foster mutual trust, motivation, and loyalty, which positively impacts individual performance. However, in many schools, this relationship has not been optimally developed, leading to low-quality

teacher performance(Susilawati et al., 2021). Miscommunication between the principal and teachers, as well as a lack of support from the management, can cause teachers to feel isolated and demotivated to perform at their best.

Leader-Member Exchange (LMX) theory emphasizes the importance of the relationship between leaders and members in influencing performance and job satisfaction. From the LMX perspective, these relationships are divided into two groups: the "in-group," where members feel more supported and valued by the leader, and the "out-group," who often feel alienated. Studies show that positive LMX relationships are closely linked to increased motivation and job satisfaction, as found in studies, which explain that good interactions between leaders and members can drive better individual performance(Rahmatullah et al., 2019).

Moreover, the quality of communication between leaders and members is crucial, as effective communication can strengthen these relationships and enhance engagement and motivation, as explained(Hartono, 2019). In the context of education, building a positive relationship between the principal and teachers is essential; unclear communication and lack of support from management can lead to dissatisfaction among teachers, which negatively affects teaching quality. Therefore, it is important to reform these relationship dynamics to create a more productive and inclusive work environment, where the principles of LMX can be applied to improve teacher performance and job satisfaction.

Job satisfaction is a highly important factor and has a significant impact on teacher performance and productivity in schools. In the educational field, where social interactions and relationships

among individuals are key elements, job satisfaction greatly affects how teachers carry out their duties. In this context, job satisfaction can be defined as an emotional state and a positive evaluation of one's work, which includes various aspects such as recognition received, appreciation, and the quality of the work environment(Sakerani et al., 2021).

Teachers who are satisfied tend to show higher motivation levels, which leads to a greater desire to meet the challenges of education. Research indicates that when teachers feel recognized and valued by their superiors, colleagues, and students, they experience greater intrinsic motivation to improve the quality of their teaching and innovate their teaching methods. This increased motivation not only impacts individual performance but also creates a positive classroom atmosphere, which in turn can enhance student achievement.

On the other hand, low job satisfaction can have negative consequences. Job dissatisfaction among teachers can lead to prolonged stress, high absenteeism, and low commitment to tasks. Stress experienced by teachers can affect both their mental and physical health and impact the quality of teaching they provide to students. Continuous dissatisfaction can also lead to indifference or apathy toward their duties, which would negatively affect their work ethic and commitment to the educational institution.

A study conducted found that recognition of teacher performance and appropriate rewards significantly contribute to improving job satisfaction. Rewards are not limited to financial compensation but also include public recognition, expressions of gratitude, and opportunities for professional development. Adequate and consistent recognition sends a positive signal to teachers that their contributions are valued and impactful.

Therefore, it is crucial for school management and educational administrators to create a supportive and positive work atmosphere. A good work environment can involve the development of a professional community within the school, where teachers support each other and share best practices. Additionally, management needs to adjust policies and procedures related to recognition and rewards for teachers, so they feel valued and motivated to continue contributing to educational development. By understanding and applying the principles underlying job satisfaction, it is expected that educators, especially teachers, will be more inspired to give their best in teaching and make a significant contribution to improving the quality of education in schools.

Another factor that plays a significant role in the effectiveness and performance of individuals within an institution, particularly in the educational context, is organizational commitment. According to research, teacher performance cannot be separated from the level of organizational commitment demonstrated by individuals in performing their professional duties. Organizational commitment includes various aspects such as responsibility, concern, and loyalty to the tasks entrusted. These three elements form the foundation of a teacher's dedication to achieving educational goals, where concern for students and the work environment can enhance learning outcomes and foster a positive school climate.

Delving deeper into this concept, Meyer and Allen proposed that organizational commitment is based on three main pillars: desire, responsibility, and individual necessity. These three forms of commitment are known as

affective commitment, continuous commitment, and normative commitment. Each of these commitment types offers a different dimension of how individuals feel bound to the organization they work for.

Affective commitment refers to an individual's emotional attachment to the organization, where their sense of identification and involvement with the organization's goals and values provides intrinsic motivation to perform well. Conversely, continuous commitment focuses on practical considerations and cost-benefit analysis that individuals weigh when deciding to remain in the organization. It relates to factors such as job stability and the risk of losing benefits if one leaves the organization.

METHOD

Research Design

This study uses a quantitative approach with correlational methods and path analysis. The selection of quantitative methods with correlational methods and path analysis is based on data processing in the form of numbers and statistical analysis aimed at determining the relationship or influence between two or more variables, as well as testing the causal relationship between these variables, both directly and indirectly (through mediation) between the independent and dependent variables based on the formulated hypothesis.

This research was designed using survey research, namely research conducted on a population but the data studied is data from samples taken from the population, so that it is found in relative events, distributions and relationships between variables.

This study aims to identify the relationship between four variables: Leader-Member Exchange (X1), job satisfaction (X2) and organizational commitment (X3) as independent variables (exogenous), and teacher performance (Y) as dependent variable (endogenous) at SMK Negeri Palangka Raya. The relationship between these variables is the main focus in the analysis conducted, with the research design illustrated as in Figure.
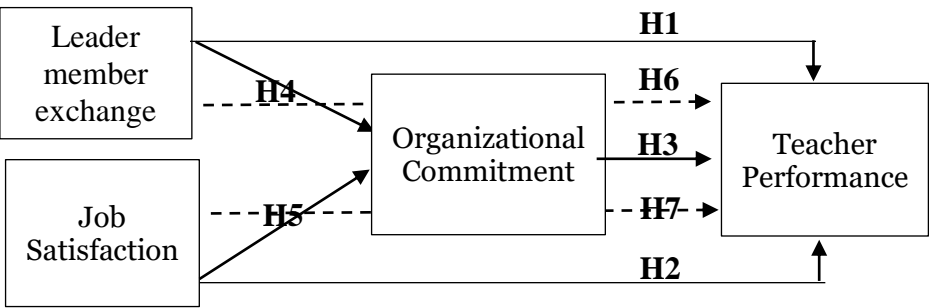

Figure 3.1 Path Model of Three Exogenous Variables

These three exogenous variables (X1, X2, X3) are illustrated as factors that directly influence the endogenous variable, namely teacher performance (Y). This direct influence allows researchers to measure the extent of each exogenous variable's impact on teacher performance independently, and the indirect relationship if there is a mediating influence between these variables(Suriagiri et al., 2022). The path model used allows researchers to examine whether these relationships are

significant, how significant their influence is, and whether there is an interaction between these variables.

Population and Research Sample
Population

The population in this study refers to the entirety of the data that is the focus within a specific scope and timeframe. (Hidayat, 2020) adds that a population is a generalized area that includes objects or subjects with certain qualities and characteristics that are studied to draw conclusions.

Sample

According to, samples must be representative, and in this study the Proportional Random Sampling technique was used, where sampling was based on the proportion of each school.

The sample was determined using random sampling with a simple random sampling technique. Every member of the population has an equal right to be included in the sample. Proportional random sampling is a technique where the sample is drawn proportionally or balanced based on school units and is drawn randomly (not selected but through a lottery).

Data collection technique
The data collection techniques in this study are as follows:

1.   Questionnaire

Questionnaires, which consist of closed-ended or open-ended questions, can be administered directly to respondents or sent via Google Forms. For questionnaires, the data collected is in the form of scores. A Likert scale is used to determine the scores for each answer choice. According to Sugiyono (2014: 136), "the Likert scale is used to measure the attitudes, opinions, and perceptions of an individual or group of people regarding social phenomena."

2.   Documentation

The data collected through documentation studies are data relevant to the research, such as the number of teachers and employees and data regarding personnel at State Vocational Schools in Palangka Raya City.

Data Analysis Techniques

According to Sugiyono (2013), data analysis can be considered as a form of data analysis that involves processing data into information to understand the nature of the data and to answer questions regarding the research.

To test a hypothesis, there are several steps that need to be done first, namely describing the data, calculating the analysis requirements and testing the hypothesis.

Descriptive Analysis

The discussion in descriptive statistics is more related to data collection, data summarization, and presentation of the summarized results. The data obtained from this study were still random and not well-organized. According to Sugiyono (2015), descriptive statistics are statistics used to analyze data by describing or depicting the collected data as it is without the intention of drawing general conclusions or generalizing.

RESULT AND DISCUSSION

Research Implementation

This research was conducted in all public senior

high schools in Palangka Raya City. The number of schools studied was 8 schools. The research was carried out based on a letter from the Head of the Master of Educational Administration Study Program, Lambung Mangkurat University number: 091/UN8.4.8/DT.01.02/2025 dated April 29, 2025 regarding research/observation permit, Research Permit Letter number: 091/UN8.4.8/DT.01.02/2025 dated May 14, 2025.

Based on the permit, the researcher began the study by randomly distributing 175 questionnaires for the instrument trial to state teachers at state vocational schools in Palangka Raya City who were not included in the research sample. The selection of 175 instrument trial samples was a fairly representative size because it represented variation in the target population to ensure the instrument was validated across a diverse group. Furthermore, 175 instrument trial samples also provided optimal statistical power for validity and reliability analysis. This ensured that the final instrument would be high-quality and ready for the main study(Asmendri et al., 2023).

After the trial data were analyzed for validity and reliability, the research questionnaire was then distributed to state teachers at state vocational schools in Palangka Raya City as the actual research sample on May 23, 2023 to state teachers at state vocational schools in Palangka Raya as presented in the table below:

Table 1 Number of Schools that are Research Objects

No	School name	Address	Number of Teachers
1.	State Vocational School 1 Palangka Raya	Jl. Tambun Bungai No. 77 Palangka Raya RT 2 RW 6 Langkai Postal Code 73111	48
2.	State Vocational School 3 Palangka Raya	Jl. Ra. Kartini No. 25 RT 5 RW 6 Pahandut Postal Code 73111	37
3.	State Vocational School 5 Palangka Raya	Jl. Manduhara RT 3 RW 1 Kereng Bangkirai Postal Code 73113	13
4.	State Vocational School 2 Palangkaraya	Jl. Ra. Kartini Palangka Raya RT 0 RW 0 Langkai Postal Code 73111	36
5.	State Vocational School 8 Palangka Raya	Jalan Tjilik Riwut Km. 31 RT 5 RW 2 Banturung Postal Code 73224	16
6.	State Vocational School 7 Palangkaraya	Jl. Mawar RT 4 RW 4 Kalampangan Postal Code 73113	11
7.	State Vocational School 6 Palangka Raya	Jl. Luther Randau No.61 RT 2 RW 1 Panjehang Postal Code 73228	4
8.	State Vocational School 4 Palangka Raya	Jalan Letkol Seth Adjie Km. 3 Palangka Raya RT 5 RW 14 Langkai Postal Code 73111	31
AMOUNT			**196**

Thus, this research was conducted with a sample of 196 teachers from a population of 386 teachers at State Vocational Schools in Palangka Raya City.

Data Description
Respondent Characteristics

Respondent characteristics observed in this study included gender, education level, length of teaching, class, age, certification status, and subject taught. Respondent characteristics can be summarized based on the following field data:

a.   Respondent Gender

Briefly, the gender data of the respondents studied can be presented in the following table.

Table 2 Respondent Characteristics Based on Gender

No	Gender	Frequency	Percentage (%)
1.	Man	50	25.51
2.	Woman	146	74.49
Amount		196	100

Source: Questionnaire Recapitulation Results, 2025

Based on the data in table 2 above, it is known that there were 196 teacher respondents, consisting of 50 male teachers with a percentage of 25.51% and 146 female teachers with a percentage of 74.49%. Respondent characteristics based on gender are more clearly shown in the following diagram:
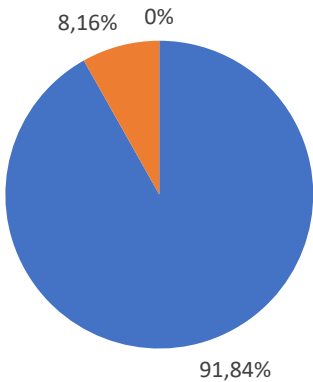

Figure 1, Organizational Commitment Variable Score Groups

Based on Table 4.19 and Figure 4.8 above, it can be seen that there were no organizational commitment assessments in the <149 range, classified as low. In the 149–243 range, 16 students, or 8.16%, were classified as medium, and in the >243 range, 180 students, or 91.84%, were classified as high. Based on these results, it can be concluded that organizational commitment at State Vocational High Schools in Palangka Raya is classified as high.

b.   Respondent Age

Based on the data from the research questionnaire, a brief description of the characteristics of respondents based on age is presented in the following table:

Table 3 Respondent Characteristics Based on Respondent Age

No	Age	Frequency	Percentage (%)
1.	< 30 Years	26	13.27
2.	31-40 Years	78	39.80
3.	41-50 Years	61	31.12
4.	> 50 Years	31	15.82
Amount		196	100

Source: Questionnaire Recapitulation Results, 2025

Based on table 4.3 above, it can be seen that there are 26 respondents aged < 30 years or 13.27%, then there are 78 respondents aged 31-40 years or 39.80%, and there are 61 respondents aged 41-50 years.
or 31.12% and 31 respondents aged > 50 years or 15.82%.

Research Instrument Test Results

a.   Validity Test Results

The following presents the results of the validity test of the research instrument.

The results of the instrument reliability test in this study are presented in the table below:

Table 4 Results of the Reliability Test of the Research Instrument

No.	Variables	*Cronbach Alpha*	Information
1.	Leader member exchange (X1)	0.944	*Reliable*
2.	Job satisfaction (X2)	0.963	*Reliable*
3.	Organizational commitment (X3)	0.969	*Reliable*
4.	Teacher performance (Y)	0.978	*Reliable*

Source: SPSS Output Results, 2025

Referring to table 5, the Cronbach alpha value of each research variable can be seen. The Leader member exchange variable (X1) has a Cronbach Alpha value of 0.944 so it is declared reliable. The Job Satisfaction variable (X2) has a Cronbach Alpha value of 0.963 so it is declared reliable. The Organizational Commitment variable (X3) has a Cronbach Alpha value of 0.969 so it is declared reliable. Likewise, the Teacher Performance variable (Y) has a Cronbach Alpha value of 0.978 so it is declared reliable. Thus, it can be concluded that the questionnaire used as an instrument in this study can be used to measure the influence of Leader member exchange (LMK), job satisfaction, organizational commitment and

teacher performance at State Vocational High Schools in Palangka Raya City.

Description of Research Variables

This study includes four research variables: leader-member exchange, job satisfaction, organizational commitment, and teacher performance. Further details regarding the research variables can be found in the following description:

Leader member exchange (LMX) variable score description

The descriptive statistical results of the following LMX variable data are the average LMX score of each respondent's response, 196. The average LMX score with descriptive statistics is as follows.

Table 5 Descriptive Statistics of Leader Member Exchange (LMX) Variable

Statistics
Leader Member Exchange(LMX)

N	Valid	196
	Missing	0
Mean		186.1327
Standard Deviation		20.27105
Variance		410,916
Range		100.00
Minimum		116.00
Maximum		216.00

Source: SPSS Output Results, 2025.

In table 6, above, it can be seen that the highest

score of the LMX variable is 216, the lowest score is 116, and the average score is 100 with a standard deviation of 20.27 and a variation of 410.92.

The Leader Member Exchange (LMX) variable is measured through three main sub-variables: Respect, Trust, and Obligation. This analysis is based on the average indicator per statement item and the overall average for each sub-variable. The research location was a State Vocational High School in Palangka Raya.

Job Satisfaction Variable Score Description

The descriptive statistical results of the following job satisfaction variable data are the average LMX score of each respondent's response, 196. The average LMX score with descriptive statistics is as follows.

Table 6 Descriptive Statistics of Job Satisfaction Variables

Statistics
Job satisfaction

N	Valid	196
	Missing	0
Mean		278.3316
Standard Deviation		26.72859
Variance		714,418
Range		151.00
Minimum		173.00
Maximum		324.00

Source: SPSS Output Results, 2025.

In table 4.9 above, it can be seen that the highest score of the job satisfaction variable is 324, the lowest score is 173, and the average score is 151 with a standard deviation of 26.73 and a variation of 714.42.

Table 7 Frequency Distribution of Job Satisfaction

Interval Class	Middle Value	Frequency (F)	Percentage (%)
306 – 324	213	21	10.71
287 – 305	296	44	22.45
268 – 286	277	65	33.16
249 – 267	258	48	24.49
230 – 248	239	8	4.08
211 – 229	220	8	4.08
192 – 210	201	1	0.51
173 – 191	182	1	0.51
Amount		196	100

Based on this frequency distribution table, the range of scores from the lowest to the highest for the job satisfaction variable can be identified. The lowest score range is in the interval classes 173-191 and 192-210, with 0.51% of respondents, while the highest score range is in the interval class 268-286, with 33.16% of respondents, with 65 respondents.

Description of Organizational Commitment Variable Scores

The descriptive statistical results of the following organizational commitment variable data are the average organizational commitment score from each respondent's response, 196. The average organizational commitment score with descriptive statistics is as follows.

Table 8 Descriptive Statistics of Organizational Commitment Variables

Statistics
Organizational Commitment

N	Valid	196
	Missing	0
Mean		289.3367
Standard Deviation		24.77693
Variance		613,896

Range	148.00
Minimum	188.00
Maximum	336.00

Source: SPSS Output Results, 2025.

In table 8 above, it can be seen that the highest score of the organizational commitment variable is 336, the lowest score is 188, and the average score is 148 with a standard deviation of 24.78 and a variation of 613.90.

Table 9 Frequency Distribution of Organizational Commitment

Interval Class	Middle Value	Frequency (F)	Percentage (%)
321 – 339	330	7	3.57
302 – 320	311	14	7.14
283 – 301	292	51	26.02
264 – 282	273	79	40.31
245 – 263	254	29	14.80
226 – 244	235	7	3.57
207 – 225	216	7	3.57
188 – 206	197	2	1.02
Amount		196	100

Based on this frequency distribution table, the range of scores from the lowest to the highest for the organizational commitment variable can be identified. The lowest score range is in the 188–206 interval class, with 1.02% of respondents, and the highest score range is in the 264–282 interval class, with 40.31% of respondents, representing 79 respondents.

Description of Teacher Performance Variable Scores

The descriptive statistical results of the following teacher performance variable data are the average teacher performance score from each respondent's response, 196. The average teacher performance score with descriptive statistics is as follows.

Table 10 Descriptive Statistics of Teacher Performance Variables

Statistics
Teacher Performance

Statistics

Teacher Performance

N	Valid	196
	Missing	0
	Mean	424.9286
	Standard Deviation	35.03354
	Variance	1227,349
	Range	242.00
	Minimum	250.00
	Maximum	492.00

Source: SPSS Output Results, 2025.

In table 4.17 above, it can be seen that the highest score for the teacher performance variable is 492, the lowest score is 250, and the average score is 242 with a standard deviation of 35.03 and a variation of 1227.35.

Overview of Leader-Member Exchange, Job Satisfaction, Organizational Commitment, and Teacher Performance

Based on a descriptive analysis of data from 196 public vocational high school teachers in Palangka Raya City, a comprehensive picture reveals that perceptions regarding Leader-Member Exchange (LMX), job satisfaction, organizational commitment, and teacher performance are generally high.

a. Leader-Member Exchange (LMX):
A total of 96.94% of teachers reported a high level of LMX (mean = 5.03). The "Respect" and "Trust" indicators were the highest (mean = 5.17), suggesting that teachers feel respected, trusted, and fairly treated by school leaders. Although the "Obligation" dimension was slightly lower (mean = 4.76), strong support for the principal's programs (mean = 5.40) indicates a solid foundation for collaboration.

b. Job Satisfaction:

Job satisfaction levels were also high (93.88%), with an overall mean of 5.13. The strongest contributor was collegial relationships (mean = 5.26), followed by supervision (5.22) and the nature of the work itself (5.21). However, dissatisfaction was noted in the "Additional Benefits" component (mean = 4.84), indicating room for improvement in compensation and facilities.

c. Organizational Commitment:

A high level of organizational commitment was reported by 91.84% of respondents (mean = 5.16). Normative commitment scored highest (5.22), reflecting a strong sense of moral

obligation, while affective commitment (5.18) indicated strong emotional attachment. Although continuance commitment was slightly lower (5.08), it still reflected practical considerations such as job stability.

d. Teacher Performance:

Teacher performance was rated high by 98.47% of participants (mean = 5.18). The highest scores were in "Work Quality" and "Quantity" (both 5.20), indicating effective and productive teaching practices. Other strong areas included punctuality (5.19), effectiveness (5.16), and independence (5.16). Despite some limitations in adaptability and initiative, overall performance demonstrated strong professional capability and contribution to educational goals.

Table 10 Results of Data Analysis on the Relationships Between Research Variables

No.	Relationship Between Variables	Path Coefficient (Beta)	Significance Value (Sig.)	Influence	Hypothesis Explanation
1.	LMX (X1) on Teacher Performance (Y)	0,33	0	Significant Directly	H1 Accepted
2.	Job Satisfaction (X2) on Teacher Performance (Y)	0,393	0	Significant Directly	H2 Accepted
3.	Organizational Commitment (X3) on Teacher Performance (Y)	0,371	0	Significant Directly	H3 Accepted
4.	LMX (X1) on Organizational Commitment (X3)	0,299	0	Significant Directly	H4 Accepted
5.	Job Satisfaction (X2) on Organizational Commitment (X3)	0,742	0	Significant Directly	H5 Accepted
6.	LMX (X1) on Teacher Performance (Y) through Organizational Commitment (X3)	0,068	0	Significant Directly	H6 Accepted
7.	Job Satisfaction (X2) on Teacher Performance (Y) through Organizational Commitment (X3)	0,129	0	Significant Directly	H7 Accepted

The data requirement test ensures normality (Kolmogorov-Smirnov Sig. > 0.05) and linearity (Sig. > 0.05) for all relationships between variables, as well as homogeneity of variances, which validates the assumptions for linear regression analysis. Path analysis confirms that LMX (Beta=0.330, Sig.=0.000), job satisfaction (Beta=0.393, Sig.=0.000), and organizational commitment (Beta=0.371, Sig.=0.000) directly and significantly affect teacher performance (Y). In addition, LMX (Beta=0.299, Sig.=0.000) and job satisfaction (Beta=0.742, Sig.=0.000) also directly and significantly affect organizational commitment (X3). Furthermore, the Sobel test shows a significant indirect effect: LMX on teacher performance through organizational commitment (effect = 0.06897, p-value = 0.000) and job satisfaction on teacher performance through organizational commitment (effect = 0.129954, p-value =

0.000). All hypotheses of this study are accepted, indicating that LMX, job satisfaction, and organizational commitment have significant effects, both direct and indirect, on teacher performance at the State Vocational School of Palangka Raya.

CONCLUSION

Continuously, the essential conclusion of this study is that job satisfaction is the most influential factor in shaping teachers' organizational commitment, which in turn, along with LMX, significantly and strongly affects teachers' performance. Both direct paths and mediation paths through organizational commitment emphasize the importance of managerial interventions focused on enhancing job satisfaction (especially additional benefits such as allowances and facilities), strengthening LMX relationships, and maintaining organizational commitment to encourage optimal and sustainable teacher performance at the State Vocational School in Palangka Raya.

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