

## **Improving Teacher's Performance through Change Leadership: Mediated by Job Satisfaction**

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**Abstract:** The purpose of this study is to see the effect of change leadership on teacher's performance through job satisfaction on the performance of Junior High School (SMP) teachers in Cilegon City. The method was ex post facto and uses a questionnaire and research data analysis using path analysis to understand the causal relationship between variables in a model. The results of the study indicate that change leadership has an indirect effect on teacher's performance through job satisfaction. The results of this study present novelty by exploring the role of job satisfaction as a mediator in the relationship between change leadership and teacher's performance. The findings of this study offer new insights into the importance of job satisfaction in strengthening the positive effects of change leadership on teacher's performance.

**Keywords:** Change Leadership, Job Satisfaction, Teacher's Performance

### **A. Introduction**

Teachers or educators are one of the main factors in the education process, and their job is to educate and transfer knowledge and experience and instil values, culture, and religion in students. The performance of a teacher or educator can be seen from how the teacher develops and improves the quality of himself so that he can produce quality educational output as a form of devotion to the institution. As expressed by Glickman (Bafadal, 2003), "a person will work professionally if the person has a high level of abstraction and high level of commitment." Considering that the role of teachers is vital in the learning process in schools, teachers as educators are expected to be able to carry out their primary tasks, functions and obligations in accordance with their profession. As a profession, the professionalism of a teacher is something that must be fulfilled. This means that a teacher must be able to serve students as learning subjects, treat them fairly, and be able to see various potentials that must be developed. Constitution of the Republic of Indonesia No. Article 1 of Law No. 14 of 2005 concerning Teachers and Lecturers states that "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education,

basic education, and secondary education.”

The role of teachers in achieving quality educational success is essential in improving and developing human resources. Quality Human Resources (HR) who are able to compete in all aspects of life greatly determine the success of national education goals and the progress of the Republic of Indonesia, the existence of competent and qualified teacher human resources in education can help realize student learning achievements and achievements and improve the overall quality of education. There are many variables that can be indicators of increasing school quality, including school facilities and infrastructure, education costs, teachers, education personnel, parental support, student input factors, and school management in organizing education in schools (Irwansyah, 2021).

Teachers with good performance quality will be able to improve the quality of education sustainably, conversely teachers who have performance quality below the minimum standard will hinder the improvement and development of the quality of education. Teachers will perform well if the principal always provides coaching and supervision of teacher's performance. As we know, teachers are one of the most determining variables in the overall education system in an effort to improve student achievement. Therefore, any improvement efforts made to improve the quality of education will only make a significant contribution if they are supported by professional and qualified teachers. Teacher's performance must continue to improve its competence in order to be able to achieve the educational goals that have been set by using various efforts and strategies to achieve them (Zhahira, 2022). Based on data from the results of the 2022 Teacher Competency Examination (UKG), the average score for Cilegon City was 59.03 for pedagogical competence ([npd.kemdikbud.go.id](http://npd.kemdikbud.go.id)). With the pedagogical competence test data in Cilegon City of 59.03, the pedagogical competence of teachers in Cilegon City can be considered low. Pedagogical competence itself is the teacher's ability towards students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (Putra et al., 2023).

This low pedagogical competence can illustrate that there are a number of teachers who need to improve their qualifications and abilities in providing education to students. The impact of low pedagogical competence of teachers can be felt in the learning process, where the quality of teaching and understanding of the material by teachers may need to be improved. This can also have an impact on students' ability to understand and master the subject matter well. In addition, the low pedagogical competence of teachers will have an impact on the low quality of learning carried out by teachers, which will ultimately result in low quality of school education and, in general, will have an impact on the low quality of national education.

To overcome these problems, the critical role of the principal is vital in change

leadership and improving the quality of teacher pedagogy. The role of the principal as a leader in the school environment is vital because he has a full role in developing human resources for teachers and education personnel so that they are able to perform well, which has an impact on improving student learning outcomes. Achieving (Mangundjaya, 2019) educational goals indeed require synergy between the roles of the principal and teachers. A principal who is able to manage the human resources available in the school well and create a work climate and culture effectively and efficiently will be able to facilitate the organization, in this case, the school, to achieve the expected goals (Richard & Gorton, 1976).

Based on this, the principal's leadership plays a vital role in the educational process. As a leader in an educational institution who has full authority over the educational process, including mobilizing and utilizing existing human resources to improve teacher's performance, especially for performance in the field of pedagogical competence (Masruroh et al., 2022). One leadership model that is considered capable of improving teacher's performance is change leadership (Kusumaningrum et al., 2020). Change leadership is an effort made by a leader in an organization to bring about change for the better so that each member of the organization is able to work together to implement the change. According to Sufyanah (2023), Change Leadership is the ability of a leader to initiate, encourage, and supervise a change process in an organization; this ability also involves the planning process to evaluate each change process carried out. Change leadership is a style or way of a change leader who has a passion for making changes and accompanying the change process so that it can produce better conditions (Mangundjaya, 2019). According to Engida et al., (2022) Change leadership is defined as the behavior of direct superiors, which aims to frame and shape organizational change, and create capacity among change recipients to implement change.

Based on the results of Gebretsadik's research (2022) entitled "An Exploration of Change Leadership at Public Higher Education Institutions in Ethiopia," it was found that there is a significant relationship between change leadership and the readiness for change in university academic staff. Furthermore, based on research conducted by Kusumaningrum et al. (2020) entitled "The Influence of Instructional Leadership, Change Leadership, Spiritual Leadership, School Culture, and Professional Ethics on Teacher Teaching Performance," it was found that leadership changes can improve teacher's performance in the teaching and learning process at Islamic Boarding Schools in East Java Province. Then, based on the results of research by Thasbikha et al. (2022) entitled "The Influence of Instructional Leadership, Change Leadership, and Spiritual Leadership Applied at Schools to Teachers' Performance Quality," it was stated that there is a significant influence of leadership changes on the quality of teacher's performance.

Another factor that is considered capable of improving teacher's performance is job

satisfaction. According to Luthans (2011), Job satisfaction is a positive emotional state resulting from an appreciation for one's work or one's work experience. It is further explained that job satisfaction is the result of employees' perceptions of how well a person's work is in providing everything that is seen as necessary through their work results. The term job satisfaction refers to an individual's attitude (emotional reaction) towards their work. Job satisfaction is an effectiveness or emotional response to various aspects of work. A set of employee feelings about whether or not their work is enjoyable. A general attitude towards one's work that shows the difference between the number of rewards workers receive and the amount they believe they should receive.

Job satisfaction is an employee's attitude towards work related to work situations, cooperation between employees, rewards received in work, and matters relating to physical and psychological factors (Loan, 2020). Robbins & Judge (2012) defines job satisfaction as an employee's pleasant or unpleasant income regarding his/her work; this feeling is seen from the employee's good behavior towards work and all things experienced in the work environment. So, it can be concluded that the definition of job satisfaction is a positive attitude from the workforce, including feelings and behavior towards their work through the assessment of one of the jobs as a sense of appreciation in achieving one of the essential values of the job.

Based on the research results of Meidiana et al. (2020) entitled "The Influence of Principal Managerial Competence and Academic Supervision on Teacher's Performance," it was found that the academic supervision variable has a significant effect on teacher's performance, in this case, academic supervision must also be able to increase the potential of teacher's performance and also increase responsibility and make teachers professional. Furthermore, based on the research results of Yuliza et al., (2021) entitled "The Influence of Principal Academic Supervision and Teacher Professional Competence on Quality of Learning" it was found that academic supervision has a strong effect on teacher's performance. Meanwhile, based on the research results of Muttaqin et al. (2023) entitled "The Effect of Academic Supervision, Managerial Competence, and Teacher Empowerment on Teacher's Performance: The Mediating Role of Teacher Commitment," it was found that teacher commitment can be increased through academic supervision from the principal and supervisor, managerial competence from the principal, and teacher empowerment and these three factors, directly and indirectly, affect teacher's performance. Based on the above explanation, the purpose of this study is to see the influence of change leaderships on teacher's performance through job satisfaction.

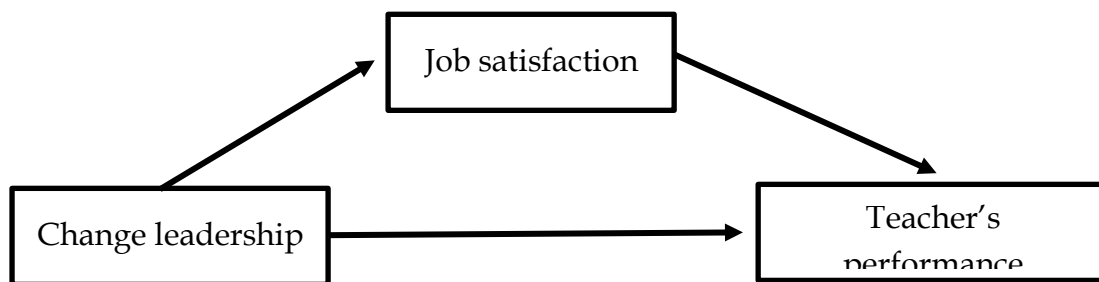
Until now, no research has been done on change leadership and job satisfaction on teacher's performance. So, based on the description above, the problem in this study is as follows: (1) Is there a direct influence of change leadership on job satisfaction? (2) is there a direct influence of job satisfaction on job satisfaction? (3) is there a direct

influence of change leadership on teacher's performance? (4) is there an indirect influence of change leadership on teacher's performance through job satisfaction?

## **B. Methods**

This study uses a quantitative approach. Quantitative study relies on objective measurements and statistical analysis of data from instruments such as questionnaires or tests. The study method in this study uses ex post facto study to trace the possibility of a causal relationship from a phenomenon that has occurred, namely the influence of change leadership on teacher's performance through job satisfaction (Figure 1). The population of this study were all junior high school teachers in Cilegon City. The sampling technique in this study used purposive sampling so that the samples obtained in this study were all teachers of Junior High School 6 Cilegon City. The number of teachers at Junior High School (SMP) Negeri 6 Cilegon is 36, and the entire population in this study was used as a sample, also called total sampling.

The data collection technique in this study used a questionnaire about change leadership, job satisfaction, and teacher's performance. Before the questionnaire was used, the questionnaire was validated by experts and tested for validity using Pearson product-moment and reliability using Cronbach's alpha. This study uses three instruments, namely instruments to measure change leadership, job satisfaction, and teacher's performance, using a Likert scale with answer choices and scores strongly agree (5), agree (4), sometimes (3), disagree (2), and strongly disagree (1). The data analysis technique in this study used correlational analysis with the Path analysis statistical method, which allows researchers to evaluate the direct and indirect effects of one or more independent variables (exogenous), namely change leadership and satisfaction, on the dependent variable (endogenous), job satisfaction.



**Figure 1. Path Analysis Research Design**

## **C. Results and Discussion**

Before data collection, researchers determined the indicators of change leadership variables, job satisfaction, and teacher's performance (table 1). The indicators that

have been compiled are then tested for expert assessment validity with the expert validity test assessment criteria in the table, and the results of the expert assessment scores are presented in Table 3.

**Table 1. Indicators of the variables**

No.	Variables		
	Job satisfaction	Teacher's performance	Change leadership
1	Salary	Mastery of knowledge	Pioneer
2	Allowances	Learning planning	Implementer
3	Promotions	Learning implementation	Coach
4	Operational procedures	Learning evaluation	
5	Co-workers	Follow-up on learning evaluation results	
6	Nature of work	Improving student achievement	
7	Communication		

Source: Mangundjaya (2019); Uno & Lamatenggo, (2012); Wirawan (2017)

**Table 2. Validation result criteria**

No.	Score	Category
1	$0,80 < Mean I - CVI < 1,00$	Very high validity (very good)
2	$0,60 < Mean I - CVI < 0,80$	High validity (good)
3	$0,40 < Mean I - CVI < 0,60$	Moderate validity (sufficient)
4	$0,20 < Mean I - CVI < 0,40$	Low validity (less)
5	$0,00 < Mean I - CVI < 0,20$	Very low validity (bad)
6	$Mean I - CVI < 0,00$	Invalid

Source: McLean et al., (1979)

**Table 3. Expert judgment validity test results**

No.	Expert	Variable		
		Change leadership	Job satisfaction	Teacher's performance
1	Expert I	0,89	0,88	0,90
2	Expert II	0,85	0,88	0,89
3	Expert III	0,89	0,87	0,89
4	<b>Average</b>	<b>0,88</b>	<b>0,88</b>	<b>0,89</b>

Furthermore, a validity test was conducted on 30 teachers who were not included in the population, with the results in table 4 and this validity test uses Pearson Product Moment (PPM).

**Table 4. Validity test results**

No.	Correlation	Valid	Invalid	Total
1	Change leadership	25	16	41
2	Job satisfaction	26	14	40
3	Teacher's performance	58	19	77

Based on the data in Table 4, The results for the change leadership instrument were 25 valid statements and 16 invalid statements. The results for the job satisfaction

instrument were 26 valid statements and 14 invalid statements. While on the teacher's performance instrument, the results were 58 valid statements and 19 invalid statements. After the validity test was carried out, the next step was the reliability test using Cronbach's alpha (table 5).

**Table 5. Reliability test results**

No.	Variable	Score reliability	Category
1	Change leadership	0,959	Very high (reliable)
2	Job satisfaction	0,937	Very high (reliable)
3	Teacher's performance	0,940	Very high (reliable)

Based on table 5, the reliability test result score on the variable of change leadership is 0.959, job satisfaction is 0.937, and teacher's performance is 0.940. These results indicate that these three variables have a high level of reliability and are suitable for use in data collection.

**Table 6. The result of the correlation coefficient**

No	Correlation	Correlation Coefficient	R <sup>2</sup>
1	Change leadership on job satisfaction (r12)	0,596**	0,356*
2	Job satisfaction on teacher's performance (r23)	0,793**	0,629*
3	Change leadership on teacher's performance (r13)	0,682**	0,466*

Based on the data in Table 1, the correlation coefficient value of change leadership on job satisfaction is 0.596, which means there is a positive and very significant relationship. The determination coefficient value (R<sup>2</sup>) of change leadership on job satisfaction is 0.356, which means that 35.6% of change leadership contributes to increasing job satisfaction. The correlation coefficient value of job satisfaction on teacher's performance is 0.793, which means there is a positive and very significant relationship. The determination coefficient value (R<sup>2</sup>) of job satisfaction on teacher's performance is 0.629, which means that 62.9% of job satisfaction contributes to increasing teacher's performance.

The correlation coefficient value of change leadership on teacher's performance is 0.682, which means there is a positive and very significant relationship. The determination coefficient value (R<sup>2</sup>) of change leadership on teacher's performance is 0.466, which means that change leadership contributes 46.6% to increasing teacher's performance.

**Table 7. The result of the path analysis**

No.	Path Analysis	Direct effect	Indirect effect
1	Change leadership on job satisfaction (p12)	0,596**	-
2	Job satisfaction on teacher's performance (p23)	0,600**	-
3	Change leadership on teacher's performance of Job satisfaction (p12) (p23)	-	0,358**

Based on Table 7, the score of the direct influence of change leaderships on job satisfaction is 0.596, the direct influence of job satisfaction on teacher's performance is 0.600, and the indirect influence of change leaderships on teacher's performance through job satisfaction is 0.358.

### **The Direct Influence of Change Leadership on Job Satisfaction**

Based on table 7, change leadership has a direct effect on job satisfaction with a correlation coefficient of 0.596. Change leadership has a direct impact on teacher job satisfaction. The results of this study are in accordance with the opinion Dubey et al., (2023) and Bermama & Frinaldi (2023) that leadership influences employee performance. The results of this study are in accordance with research by and Bermama that leadership influences employee performance. Leaders who apply this leadership style provide clear direction, support, and open communication regarding the vision of change (Hendrawan et al., 2021; Poltak, 1967). This creates a transparent work environment and encourages employees to actively participate in the change process so that they feel valued and recognized for their role. In addition, change leadership also often involves developing employee competencies through training, which increases their self-confidence and career opportunities (Kamaludin, 2023). The combination of effective communication, involvement in decision-making, and opportunities for self-development directly contribute to increased job satisfaction because employees feel the positive benefits of a supportive and appreciative work environment (Aruoren, 2023; Genda et al., 2020).

Change leadership plays a role in creating a clear vision and motivating employees to move towards new goals. Leaders can also inspire teachers with innovative ideas and clear directions so that teachers feel motivated and involved, which increases job satisfaction (Arif, 2020; Firmansyah et al., 2018). In addition, leaders with change leadership can also focus on executing change strategies by providing the resources and support needed to achieve goals. This ensures efficient work processes and reduces obstacles so that employees feel more comfortable and are facilitated in carrying out their duties (Fajar et al., 2022). Finally, leaders with change leadership can play a role in supporting teacher development through guidance and constructive feedback. Leaders as mentors can help improve competence and provide emotional support so that teachers feel cared for and appreciated. It can be concluded that leadership affects job satisfaction.

Leadership is critical in improving teacher job satisfaction because the role of leaders, especially principals, is to create a supportive environment, provide clear direction, and facilitate teachers' professional needs. Influential leaders can motivate teachers by building a shared vision of improving the quality of education, providing the necessary support, and appreciating the contribution of each teacher in the learning process (Silahusada et al., 2022; Suzanna & Fauzan, 2022). When teachers feel heard



and appreciated, they tend to be more motivated and satisfied with their work. In addition, good leadership also provides opportunities for teachers to develop through training and professional development, thereby increasing their competence and confidence in teaching. Emotional support and recognition from leaders create a sense of security and satisfaction, which are essential for maintaining teachers' enthusiasm and commitment to teaching and educating students better (Hanif & Rozi, 2024; Suzanna & Fauzan, 2022).

### **The Direct Influence of Job Satisfaction on Teacher's performance**

Based on table 7, job satisfaction has a direct effect on teacher's performance with a correlation coefficient of 0.793. Job satisfaction has a direct impact on teacher's performance because high levels of satisfaction reflect teachers' positive feelings about their work, which in turn motivates them to deliver the best results in teaching (Burhanuddin, 2022).

The results of this study are in line with Inuwa (2016) opinion, which states the importance of job satisfaction in improving individual performance. When individuals feel satisfied with their work, then individuals will consider it as something fun and not feel bored or forced to do their work. The results of this analysis are also in line with research conducted by Kumari et al., (2021), which found a unidirectional relationship between job satisfaction and performance. Therefore, as a conclusion, the higher the job satisfaction, the higher the employee performance.

Job satisfaction has a significant impact on teacher's performance because it creates a positive environment and supports their motivation and commitment to their work (Jalagat, 2016; Lesmana et al., 2022). Research result Aisyaturrido et al., (2021) shows that teachers who are satisfied with their jobs tend to have higher morale, which has a direct impact on the quality of teaching and interactions with students. When teachers feel appreciated and receive adequate support, they are more motivated to innovate in teaching methods and increase student engagement (Emo, 2015; Sulistyaningsih et al., 2023). In addition, job satisfaction also contributes to reducing stress levels that often interfere with performance (Banata et al., 2023). Satisfied teachers will be more disciplined and responsible in carrying out their duties, thereby increasing productivity and student learning outcomes (Yap et al., 2022).

Teachers who are satisfied with their working conditions, school environment, and relationships with colleagues and leaders show tremendous enthusiasm in carrying out their professional duties. Job satisfaction creates an intrinsic drive that makes teachers more enthusiastic about teaching, more creative in developing learning strategies, and more persistent in helping students achieve optimal learning outcomes (Kristiano & Bernarto, 2015). In addition, high job satisfaction can increase a sense of belonging to the school so that teachers feel responsible for the quality of education

provided. Teachers who are satisfied with their jobs tend to be more disciplined, attend on time, and have low absenteeism rates. They are also more proactive in collaborating with colleagues to improve learning methods and improve the quality of teaching. Job satisfaction also reduces stress and fatigue levels so that teachers are able to maintain consistent teaching quality and focus on student needs (Feri et al., 2020; Soares Yuningsih et al., 2023).

Job satisfaction also improves teacher's performance in non-academic aspects, such as character-building for students and participation in school activities. Satisfied teachers are more enthusiastic about participating in professional development programs and are active in extracurricular activities, which also enrich students' learning experiences (Miyarti et al., 2023). Job satisfaction encourages teachers to take on the role of mentors and leaders in the classroom, which not only has an impact on improving students' academic achievement but also on creating a positive school climate. Thus, job satisfaction becomes an important factor that strengthens teachers' motivation, dedication, and overall performance (Kapitaraw et al., 2023).

### **The Direct Influence of Change Leadership on Teacher's Performance**

Based on table 7, change leadership has a direct effect on teacher's performance with a correlation coefficient of 0.682. Change leadership has a direct influence on teacher's performance because this leadership characteristic focuses on innovation and adaptation in the school environment. Change leaders, such as principals who act as change agents, are able to create a clear vision for educational transformation and inspire teachers to be actively involved in the process (Murwantini, 2017; Rahayu et al., 2022). Teachers led by change leaders feel more motivated because they get clear direction and goals regarding curriculum development, the use of technology in learning, and strategies to improve teaching quality. This motivation encourages teachers to strive to improve their competence and be more effective in delivering material to students (Barnoto, 2021).

Change leadership influences teacher's performance because it is able to create an environment that supports, motivates, and inspires teachers to achieve better educational goals (Hariadi & Muafi, 2022; Ling et al., 2018). This will increase teacher motivation and work discipline so that they are more committed to carrying out their duties and responsibilities well (Abasilim et al., 2019; Mahfouz et al., 2019). In addition, effective leadership can also improve communication and collaboration between teachers and between teachers and school leaders, creating a conducive work atmosphere (Kock et al., 2019). When teachers feel appreciated and supported, they tend to show higher performance, which has a direct impact on the quality of learning and student learning outcomes.

The dimensions of change leadership, namely pioneers, implementers, and coaches, also play an essential role in improving teacher's performance. As pioneers, leaders initiate innovative changes and inspire teachers to think creatively in creating relevant and exciting learning methods (Silitonga et al., 2022). Teachers who feel driven by this innovation are more open to trying new strategies, improving their pedagogical skills, and developing more effective teaching practices. The implementer dimension ensures that planned changes can be realized well through adequate resource support. With this support, teachers have access to better teaching tools and materials, which facilitate more efficient and high-quality teaching (Isa et al., 2022).

Furthermore, the coach dimension in change leadership focuses on professional development and direct guidance to teachers. Leaders who act as coaches provide constructive feedback and support the improvement of teacher competencies through training and mentoring (Andayani, 2021). Teachers who receive this guidance will feel more confident in implementing innovative learning methods and be more prepared to face challenges in the teaching process (Alutu, 2006). Guidance provided by leaders as coaches helps teachers develop new skills and improve teaching effectiveness, which ultimately impacts student learning outcomes (Endarto et al., 2023).

Change leadership creates a positive and collaborative school climate where teachers feel valued and encouraged to continue to develop. This climate raises teachers' enthusiasm and commitment to carrying out their duties and spurs long-term performance improvements (Dasor, 2022). With change leadership, teachers are not only motivated to meet minimum performance standards but are also encouraged to exceed expectations and contribute maximally to creating meaningful learning experiences for students (Kristiani et al., 2022).

### **The Indirect Influence of Change Leadership on Teacher's Performance through Job Satisfaction**

Based on table 7, change leadership influences teacher's performance through job satisfaction with a correlation coefficient of 0.358. Change leadership has a direct influence on teacher's performance through job satisfaction because leaders who apply this leadership style tend to create an innovative and supportive work environment (Dania & Yohanna, 2023). Change leaders focus on developing a clear and inspiring vision and encourage active participation from teachers in the change process. This creates a more positive work atmosphere where teachers feel valued and included in decision-making. When teachers feel that their role is vital in achieving school goals, their job satisfaction increases, which in turn motivates them to improve their performance (H Bay & W. Dj. Pomalato, 2021).

Change leadership has an indirect effect on teacher's performance through job satisfaction because effective leaders can create a supportive work environment and

motivate teachers to excel (Hasibuan, 2022). When leaders implement positive change strategies, such as improving communication, providing support, and involving teachers in decision-making, this can increase their job satisfaction (Safrida et al., 2023; Susilawati, 2021). Teachers who are satisfied with their jobs tend to have higher morale and greater involvement in the learning process, which in turn will improve their performance in the classroom (Abha et al., 2022). Research result form Elmazi (2018) shows that job satisfaction serves as a mediator between change leadership and teacher's performance; that is, although change leadership does not directly affect performance, its impact is seen through increased job satisfaction experienced by teachers.

Job satisfaction is an essential mediator in the relationship between change leadership and teacher's performance. Dimensions in change leadership, such as pioneer, implementer, and coach, contribute to increased job satisfaction that has an impact on teacher's performance (Mangundjaya, 2019). As a pioneer, the leader leads change with innovative ideas, inspiring teachers to explore new teaching methods. Teachers who feel supported by this innovation have a greater sense of satisfaction because they get the opportunity to develop and be creative in learning (H. Al Rasyid, 2015). This satisfaction triggers higher work enthusiasm so that they are more committed to providing quality teaching results.

Furthermore, the implementer dimension in change leadership ensures that the initiated changes are implemented effectively through adequate support, such as training and provision of resources (Niviana et al., 2021). When teachers feel well facilitated by the leader, they become more satisfied with the conducive and supportive work environment. This increased job satisfaction directly affects teacher's performance, as they feel more confident and have the tools needed to carry out their teaching duties better. Satisfied teachers also tend to demonstrate proactive work behaviours, such as participating in professional development activities and collaborating with colleagues (Guritno, 2005; Mariani & Subandrio, 2021).

The coach dimension in change leadership plays a vital role in strengthening the relationship between leadership, job satisfaction, and teacher's performance. Leaders as coaches provide emotional support and direct guidance that helps teachers overcome challenges in teaching (Muhammad Latif, 2022). Teachers who receive support and positive feedback feel more appreciated and satisfied with their work. This job satisfaction encourages them to improve their performance in more consistent and innovative ways and focus on achieving better student learning outcomes (Lantu & Irfana, 2019; Murod & Shohib, 2022). Thus, change leadership through increased job satisfaction has been proven effective in significantly influencing teacher's performance.

## D. Conclusions

Change leadership has a significant influence on teacher's performance through job satisfaction. This is by the results of the study change leadership affects teacher's performance through job satisfaction with a correlation coefficient value of 0.358. Effective leaders can create a positive and supportive work environment, increasing teacher job satisfaction. When teachers feel appreciated, listened to, and involved in decision-making, they tend to show higher motivation and commitment to their tasks. This job satisfaction serves as a bridge connecting leadership style with teacher's performance; the higher the job satisfaction, the better the performance shown by teachers in the classroom.

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