

The Influence of Principal Authentic Leadership and Organizational Communication on Teacher Performance Through Job Satisfaction Among Teachers in State Vocational High Schools in Serang Regency

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ABSTRACT

This study aimed to analyze the effects of principal authentic leadership and organizational communication on teacher performance through job satisfaction as a mediating variable in state vocational high schools in Serang Regency. The study employed a quantitative approach with a survey design involving 172 teachers from six state vocational high schools. Data were collected through an electronic questionnaire using Likert and Guttman scales. Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS version 4.0. The results showed that organizational communication had a significant effect on job satisfaction, with a path coefficient of .660 ($p < .001$), and on teacher performance, with a path coefficient of .378 ($p < .05$). Job satisfaction had a significant effect on teacher performance, with a path coefficient of .384 ($p < .001$). Organizational communication also had an indirect effect on teacher performance through job satisfaction, with a path coefficient of .253 ($p < .001$). However, authentic leadership did not have a significant effect on either variable. The research model explained 66.5 percent of the variance in teacher performance. These findings indicate that, in the context of state vocational high schools in Serang Regency, organizational communication and job satisfaction are key determinants of improved teacher performance.

Article information

Keywords:

kepemimpinan autentik; komunikasi organisasi; kepuasan kerja; kinerja guru; SMK Negeri.

ABSTRAK

Tujuan penelitian ini adalah menganalisis pengaruh kepemimpinan autentik kepala sekolah dan komunikasi organisasi terhadap kinerja guru melalui kepuasan kerja sebagai variabel mediasi di SMK Negeri Kabupaten Serang. Metode penelitian menggunakan pendekatan kuantitatif dengan desain survey kepada 172 guru dari enam sekolah menengah kejuruan negeri. Pengumpulan data dilakukan melalui kuesioner elektronik dengan skala Likert dan Guttman. Analisis data menggunakan Partial Least Square Structural Equation Modeling (PLS-SEM) melalui software SmartPLS versi 4.0. Hasil penelitian menunjukkan bahwa komunikasi organisasi berpengaruh signifikan terhadap kepuasan kerja dengan koefisien jalur 0,660 ($p < 0,001$) dan terhadap kinerja guru dengan koefisien jalur 0,378 ($p < 0,05$). Kepuasan kerja berpengaruh signifikan terhadap kinerja guru dengan koefisien jalur 0,384 ($p < 0,001$). Secara tidak langsung, komunikasi organisasi berpengaruh terhadap kinerja guru melalui kepuasan kerja dengan koefisien jalur 0,253 ($p < 0,001$). Namun kepemimpinan autentik tidak menunjukkan pengaruh signifikan terhadap kedua variabel tersebut. Model penelitian mampu menjelaskan 66,5 persen variasi kinerja guru. Temuan ini mengindikasikan bahwa dalam konteks SMK Negeri Kabupaten Serang, komunikasi organisasi dan kepuasan kerja merupakan faktor penentu utama peningkatan kinerja guru.

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1. Introduction

Vocational education occupies a strategic position in Indonesia's human resources development. Vocational high schools are expected to produce graduates who not only master technical skills but are also able to adapt to changing circumstances. In achieving educational quality targets, teacher performance is a fundamental factor that cannot be overlooked. Teachers are not merely conveyors of information; they are agents of change who shape students' character and competencies to prepare them for entry into the workforce.

Data from the Indonesian Education Report Card show that the quality of educational services in state vocational high schools in Serang Regency has remained at a moderate level over the past three years. Although inclusion and graduate employment absorption have shown positive trends, challenges remain in students' mastery of literacy and numeracy. This condition indicates the need to improve the quality of learning, beginning with the optimization of teacher performance. In the context of school management, two key factors influence teacher performance: the principal's leadership style and the organizational communication system within the school. Authentic leadership is viewed as a contemporary approach that emphasizes self-awareness, transparency, and moral integrity in leadership. Meanwhile, effective organizational communication facilitates the smooth flow of information and fosters a work climate that supports productivity.

Nevertheless, previous studies have reported mixed findings regarding the mechanisms underlying the relationships among leadership, communication, job satisfaction, and teacher performance. Some studies have found significant effects of authentic leadership on job satisfaction and teacher performance, whereas others have reported contradictory results. Similarly, although many studies have demonstrated the positive effects of organizational communication, relatively few have explored the role of job satisfaction as a mediating mechanism. This research gap provides an important basis for conducting a more in-depth empirical study in the specific context of state vocational high schools in Serang Regency.

This study aims to analyze the direct and indirect effects of principal authentic leadership and organizational communication on teacher performance through job satisfaction as a mediating variable. The selection of job satisfaction as a mediating variable is based on the theory that satisfaction serves as a psychological bridge that transforms external organizational conditions into internal motivation to perform. In the context of state vocational high schools in Serang Regency, which have complex organizational structures and diverse skills programs, understanding the dynamics of the relationships among these variables is crucial for formulating appropriate and effective management strategies.

The novelty of this study lies in positioning job satisfaction as a mediating nexus linking two antecedents with different

characteristics—namely, relational-interpersonal authentic leadership and systemic-structural organizational communication—within a single structural model tested simultaneously among teachers at state vocational high schools. This approach differs from most previous studies, which have tended to examine the effects of leadership or communication separately without considering the psychological mechanism that connects them. Accordingly, this study is expected to enrich research on educational leadership while providing more targeted recommendations for administrators of state vocational high schools in designing policies to improve teacher performance.

2. Literature review

2.1 Teacher job satisfaction

Job satisfaction is a complex psychological construct that reflects teachers' emotional and cognitive evaluations of their work, work environment, and various related aspects. Operationally, job satisfaction refers to the extent to which teachers feel pleased and satisfied with their profession and work situation at school. Herzberg's theory explains that satisfaction is shaped by two types of factors: motivators, such as recognition, responsibility, and achievement, and hygiene factors, such as salary, administrative policies, and working conditions.

Studies in school settings indicate that teacher job satisfaction is strongly influenced by the quality of relationships with colleagues and supervisors, the balance between workload and reward systems, opportunities for professional development, and supportive physical facilities. Teachers who are satisfied tend to demonstrate greater dedication, strong loyalty, and full commitment to the institutions they serve. The positive effects of teacher job satisfaction are reflected in improved teaching effectiveness, the creation of a conducive classroom climate, and enhanced student academic achievement.

In addition to Herzberg's two-factor theory, several other theoretical frameworks enrich understanding of the mechanisms through which teacher job satisfaction is formed. Adams's equity theory emphasizes that satisfaction arises when teachers perceive the ratio of their contributions to the rewards they receive as equivalent to that perceived by their colleagues (Sun, 2016). Vroom's expectancy theory explains satisfaction as a consequence of the belief that invested effort will produce a particular level of performance that will subsequently receive valued rewards (Anatan, 2010). These two perspectives complement Herzberg's theory by emphasizing that teacher job satisfaction is determined not only by the types of factors encountered but also by perceptions of fairness and expectations regarding the outcomes of the effort expended.

Operationally, teacher job satisfaction in this study is conceptualized in terms of three main dimensions, as summarized in Table 1: intrinsic satisfaction derived from the

work itself; extrinsic satisfaction derived from the work environment and relationships; and rewards, which reflect evaluations of the alignment between compensation and contributions.

Table 1. Dimensions and indicators of teacher job satisfaction

Dimension	Indicator
Intrinsic satisfaction	Sense of achievement and work accomplishment; recognition for hard work; challenges and variety in teaching tasks
Extrinsic satisfaction	Relationships with supervisors and colleagues; school policies and administration; working conditions and supporting facilities
Rewards	Alignment of salary with workload; fairness in promotion and recognition

Source: Adapted from Harapan et al. (2020); Lakshmi et al. (2022); Saudagar & Pradana (2020); Umam et al. (2025)

2.2 Authentic leadership

Authentic leadership is a modern approach that focuses on a leader's genuineness, transparency, and moral integrity. In educational settings, principal authentic leadership is characterized by a deep awareness of personal values, the ability to communicate a vision honestly, objective consideration of information before making decisions, and behavior consistent with ethical principles despite pressure. Authentic leaders create psychologically safe work environments in which teachers feel able to express themselves without fear of negative consequences. Research indicates that authentic leadership is associated with increased subordinate trust, motivation, and commitment. Authentic principals can foster an open, collaborative organizational culture that encourages innovation. The concept of authentic leadership was first systematically developed by Avolio and Gardner (2005) as a leadership pattern that draws on positive psychological capacities and an ethically grounded climate consciously developed within an organization. Walumbwa et al. (2007) subsequently operationalized this concept into four measurable dimensions: self-awareness, relational transparency, balanced information processing, and an internalized moral perspective. In school settings, Begley (2006) emphasized that the implementation of authentic leadership by principals requires self-awareness, reflective capacity, and sensitivity to the social context surrounding the school organization as essential prerequisites for such leadership to effectively influence subordinates.

Table 2. Dimensions of principal authentic leadership

Dimension	Description
Self-awareness	The ability to understand one's strengths, weaknesses, and impact on others
Relational transparency	Openness and honesty in building relationships with teachers

Balanced information processing	Objectivity in considering multiple perspectives before making decisions
Internalized moral perspective	Consistency between values, words, and actions based on ethical principles

Source: Adapted from Avolio & Gardner (2005); Walumbwa et al. (2007)

2.3 Organizational communication

Organizational communication in schools is the process of exchanging messages, information, and meaning among principals, teachers, education personnel, and students to achieve educational objectives effectively. Organizational communication encompasses two primary channels: formal communication, which follows the organization's hierarchical structure, and informal communication, which occurs spontaneously in everyday interactions. The effectiveness of organizational communication depends on message clarity, timeliness of delivery, information accuracy, openness of communication channels, and the quality of feedback provided. In dynamic school settings, effective organizational communication serves as essential infrastructure for coordinating activities, disseminating policies, providing direction, and building teamwork.

Operationally, the effectiveness of organizational communication in schools can be described in four dimensions: communication openness, reflected in the smooth flow of two-way information; information accuracy, which indicates the precision and reliability of conveyed messages; communication regularity, which relates to the frequency and consistency of meetings or information dissemination; and feedback quality, which reflects the extent to which teachers' input is addressed and constructively acted upon (Surilowati & Soedjono, 2025; Syahputra et al., 2024).

Table 3. Dimensions of organizational communication

Dimension	Description
Communication openness	The smooth flow of two-way information among principals, teachers, and staff
Information accuracy	The precision and reliability of information conveyed, with minimal distortion
Communication regularity	The frequency and consistency of meetings and the dissemination of important information
Feedback quality	The availability of responsive, solution-oriented follow-up to teachers' input

Source: Adapted from Surilowati & Soedjono (2025); Syahputra et al. (2024).

2.4 Teacher performance

Teacher performance is the level of success with which teachers carry out their instructional duties and professional

responsibilities in accordance with established standards. From a holistic perspective, teacher performance encompasses four main dimensions: pedagogical competence in designing and implementing instruction, personal competence in demonstrating exemplary conduct and positive character, professional competence in mastering subject matter and innovative methods, and social competence in communicating and interacting with various stakeholders. Indicators of teacher performance include orderly classroom management, the implementation of positive discipline, the provision of constructive feedback, attention to student development, communication of high expectations, facilitation of collaborative activities, adaptation of teaching methods, and the quality of instructional delivery.

Huda (2022) enriches the understanding of teacher performance through the concept of professional self-understanding, which explains that superior performance originates in teachers' belief that they are agents of change for their students. When teachers believe that their teaching efforts have a tangible impact, the motivation to perform optimally naturally emerges through the selection of appropriate learning strategies, communication approaches, and emotional support for each student. This perspective emphasizes that teacher performance is not merely the fulfillment of administrative targets but rather an expression of professional meaning experienced personally and contextually in accordance with the characteristics of each school environment.

2.5 Conceptual framework and research hypotheses

Based on the theoretical review above, this study develops a conceptual framework that positions principal authentic leadership and organizational communication as exogenous variables, job satisfaction as a mediating variable, and teacher performance as an endogenous variable. Authentic leadership and organizational communication are posited to influence teacher performance both directly and indirectly through job satisfaction. This framework reflects the assumption that external organizational conditions, whether arising from leadership relationships or communication systems, need to be internalized as psychological satisfaction before being manifested in optimal performance. Based on this conceptual framework, seven research hypotheses are formulated as follows:

H1: Principal authentic leadership has a significant effect on teacher job satisfaction.

H2: Organizational communication has a significant effect on teacher job satisfaction.

H3: Principal authentic leadership has a significant effect on teacher performance.

H4: Organizational communication has a significant effect on teacher performance.

H5: Job satisfaction has a significant effect on teacher

performance.

H6: Principal authentic leadership has a significant effect on teacher performance through job satisfaction.

H7: Organizational communication has a significant effect on teacher performance through job satisfaction.

3. Research methods

3.1 Research design and sample

This study employed a quantitative approach with a cross-sectional survey design. The study population comprised all teachers at state vocational high schools across six subdistricts in Serang Regency classified as areas with emerging development potential. The population consisted of 303 teachers who had worked for a minimum of two years. The sample size was determined using the Slovin formula $n = N / (1 + N.e^2)$, with $N = 303$ teachers and an error rate (e) of five percent, resulting in a minimum sample size of 172 teachers. The sample was proportionally distributed using stratified random sampling according to the proportion of teachers at each school, thereby enabling the findings to be generalized methodologically to the population of teachers at state vocational high schools across Serang Regency.

3.2 Instruments and data collection

Data were collected through an electronic questionnaire using Google Forms, which was distributed to respondents from June to July 2026. The questionnaire consisted of 60 items grouped into four sections: authentic leadership (16 items), organizational communication (16 items), job satisfaction (15 items), and teacher performance (15 items). The authentic leadership, organizational communication, and job satisfaction variables were measured using a five-category Likert scale ranging from strongly disagree to strongly agree. Teacher performance was measured using a five-category frequency (Guttman) scale ranging from never to always. A summary of the operational definitions of the four variables is presented in Table 4.

Table 4. Summary of operational definitions of variables

Variable	Number of dimensions	Number of indicators	Number of items
Authentic leadership (X1)	4	8	16
Organizational communication (X2)	4	8	16
Job satisfaction (Y)	3	9	15
Teacher performance (Z)	4	13	15

Source: Processed primary data (2026)

3.3 Data analysis techniques

Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS version 4.0 software. The analysis consisted of two main stages: evaluation of the measurement model (outer model) and evaluation of the structural model (inner model). The outer model was assessed for convergent validity using outer loadings and average variance extracted (AVE), discriminant validity using cross-loadings and the Fornell–Larcker criterion, and reliability using Cronbach's alpha and composite reliability. The inner model assessment included model fit testing, calculation of R-squared and effect sizes, and hypothesis testing using bootstrapping to obtain path coefficients and p-values. A summary of the model evaluation criteria is presented in Table 5.

Table 5. Model evaluation criteria in PLS-SEM

Criteria	Measure	Threshold
Convergent Validity	Outer Loading	> 0.60 (acceptable); > 0.70 (ideal)
Convergent Validity	Average Variance Extracted (AVE)	> 0.50
Discriminant Validity	Fornell-Larcker Criterion	Square root of AVE > correlations among constructs
Reliability	Cronbach's alpha and composite reliability	> 0.70
Structural Model	R-Square	0.75 strong; 0.50 moderate; 0.25 weak
Structural Model	Q-Square	> 0
Goodness of Fit	GoF	0.36 strong; 0.25 moderate; 0.10 weak

Source: Adapted from Basrowi & Nuryanto (2024b)

4. Results and discussion

4.1 Respondent characteristics

Of the 172 questionnaires distributed, all were returned and could be analyzed, yielding a response rate of 83 percent. Respondents comprised 58 percent women and 42 percent men, with a mean age of 45 years. In terms of educational attainment, 75 percent of respondents held a bachelor's degree (S1), and 25 percent held a master's degree or higher. Respondents' length of service varied, with a mean of 14 years, indicating substantial experience in vocational education. A summary of respondent characteristics is presented in Table 6.

Table 6. Respondent characteristics

Characteristic	Category	Percentage/Mean
Gender	Female	58%
Gender	Male	42%
Age	Mean	45 years
Education	Bachelor's degree (S1)	75%
Education	Master's degree (S2) or higher	25%
Years of service	Average	14 years

4.2 Measurement model testing results

Convergent validity testing showed that, after three iterations involving the removal of items with outer loading values below 0.6, all remaining indicators had loading values ranging from 0.621 to 0.905, indicating good convergent validity. Discriminant validity testing using the Fornell-Larcker criterion showed that the square root of the AVE for each construct was greater than its correlations with other constructs, demonstrating that each construct measured a distinct aspect. Cronbach's alpha values for all variables ranged from 0.731 to 0.932, whereas composite reliability values ranged from 0.847 to 0.941; both exceeded the 0.70 threshold, indicating good reliability. A summary of the AVE values for each variable is presented in Table 7.

Table 7. Summary of convergent validity test results

Variable	Outer loading range	AVE
Authentic leadership	0.621–0.905	0.566
Organizational communication	0.621–0.905	0.516
Job satisfaction	0.621–0.905	0.482
Teacher performance	0.621–0.905	0.632

The AVE value for job satisfaction was 0.482, slightly below the ideal threshold of 0.50. However, it was generally considered acceptable because it approached this threshold and was supported by a high composite reliability value, in accordance with the criterion that an AVE approaching 0.50 with strong composite reliability still indicates adequate convergent validity.

4.3 Structural model testing results

The R-square value for job satisfaction was 0.547, indicating that the independent variables in the model explained 54.7% of the variance in job satisfaction, which falls within the moderate category. The R-square value for teacher performance was 0.665, indicating that the variables in the model explained 66.5% of the variance in teacher performance, approaching the strong category. The Q-square values were 0.319 for job satisfaction and 0.386 for teacher performance; both were greater than zero, indicating strong predictive relevance. The Goodness of Fit test

produced a GoF value of 0.610, which falls within the strong category, indicating good overall model fit to the data.

4.4 Hypothesis testing

The direct effect hypothesis testing results showed that authentic leadership did not have a significant effect on job satisfaction ($\beta = 0.091$, $p = 0.452$) or teacher performance ($\beta = 0.125$, $p = 0.299$). This indicates that, in the context of this study, the authentic leadership style implemented was not sufficiently strong to directly influence teachers' job satisfaction and performance. In contrast, organizational communication had a significant effect on job satisfaction ($\beta = 0.660$, $p < .001$) and teacher performance ($\beta = 0.378$, $p < .05$). Job satisfaction also had a significant effect on teacher performance ($\beta = 0.384$, $p < .001$). In the indirect effect testing, authentic leadership did not have a significant effect on teacher performance through job satisfaction ($\beta = 0.035$, $p = 0.460$), whereas organizational communication had a significant effect on teacher performance through job satisfaction ($\beta = 0.253$, $p < .001$), indicating that job satisfaction served as a partial mediator. The total effect of organizational communication on teacher performance reached 0.631 (0.378 direct effect plus 0.253 indirect effect), making organizational communication the most influential factor in this research model. A summary of the testing of the seven hypotheses is presented in Table 8.

Table 8. Summary of hypothesis testing

Hypothesis	Path	β	p-value	Description
H1	Authentic Leadership $\rightarrow$ Job Satisfaction	0.091	0.452	Not Significant
H2	Organizational Communication $\rightarrow$ Job Satisfaction	0.660	<0.001	Significant
H3	Authentic Leadership $\rightarrow$ Teacher Performance	0.125	0.299	Not Significant
H4	Organizational Communication $\rightarrow$ Teacher Performance	0.378	<0.05	Significant
H5	Job Satisfaction $\rightarrow$ Teacher Performance	0.384	<0.001	Significant
H6	Authentic Leadership $\rightarrow$ Teacher Performance	0.035	0.460	Not Significant

	(via Job Satisfaction)			
H7	Organizational Communication $\rightarrow$ Teacher Performance (via Job Satisfaction)	0.253	<0.001	Significant

4.5 Discussion of findings

4.5.1 The effects of organizational communication on job satisfaction and teacher performance

The finding that organizational communication is the strongest predictor of job satisfaction and teacher performance aligns with contemporary organizational perspectives that emphasize the importance of transparency and involvement in decision-making. When teachers receive clear and timely information, feel heard in organizational communication forums, and can provide input without fear of negative consequences, their job satisfaction increases. This increased satisfaction subsequently encourages teachers to demonstrate greater commitment and work effort, as reflected in the quality of lesson planning, interactive teaching practices, constructive feedback, and the creation of a classroom climate that supports student learning. These findings are consistent with the study by Djazilan and Darmawan (2022), which found that communication at work, together with principal leadership style, can foster teacher motivation and performance, and with the study by Munir and Kurniawan (2021), which affirmed the role of principal interpersonal communication in teacher job satisfaction.

4.5.2 The mediating role of job satisfaction

The important role of job satisfaction as a partial mediator between organizational communication and teacher performance indicates that efforts to improve performance cannot rely solely on improving communication but must ensure that such communication enhances teacher job satisfaction. This finding reinforces the results of Murwaningsih (2022), which demonstrated the effect of job satisfaction on the performance of vocational high school teachers, as well as the study by Widayati, Fitria, and Fitriani (2020), which showed that job satisfaction and work loyalty jointly improve teacher performance. The implication is that school management must design communication systems not only to convey information but also to foster teachers' sense of appreciation, involvement, and support so that the resulting job satisfaction can translate into tangible performance improvements in the classroom.

4.5.3 Non-significant authentic leadership

The absence of a significant effect of authentic leadership in this model does not imply that this leadership style is unimportant;

rather, it indicates that, in the specific context of state vocational high schools in Serang Regency, the effects of authentic leadership may operate through other mechanisms not examined in this study. The already high mean score for authentic leadership indicates that these schools have effectively implemented authentic leadership principles, resulting in limited variation in respondents' scores and making it difficult to obtain statistically significant effects (the ceiling effect). This finding differs from the results of studies by Ida Suryawati, Dewi, and Widodo (2025) and Dewi, Marsthah, and Rizki (2024), which found significant effects of authentic leadership on teacher performance in different school contexts, indicating that the effectiveness of authentic leadership is contextual and may be moderated by the characteristics of the local organizational culture.

4.6 Theoretical implications

The findings of this study have several theoretical implications. First, this study reinforces the proposition that job satisfaction functions as a psychological mechanism that bridges external organizational conditions and individual performance outcomes, consistent with the social exchange theory framework and Herzberg's two-factor theory. Second, the finding that authentic leadership had no significant effect when tested alongside organizational communication indicates the need to consider contextual effects and potential moderating variables in educational leadership models, thereby enriching academic discourse on the limits of generalizing authentic leadership theory across school organizational contexts with different cultural characteristics. Third, this study confirms that organizational communication merits positioning as an antecedent of equal importance to leadership in studies of educational organizational behavior, rather than merely as a complementary variable.

4.7 Practical implications

In practical terms, the findings of this study suggest that the management of state vocational high schools should prioritize strengthening organizational communication systems as a primary lever for improving teacher performance, including through responsive forums for expressing aspirations, transparent information dissemination, and the provision of constructive and timely feedback. Principals also need to create satisfactory working conditions through fair reward systems, recognition of achievement, and support for continuous professional development. Although authentic leadership did not demonstrate a significant direct effect in this model, authentic leadership principles should continue to be maintained and periodically evaluated, with a focus on aspects most relevant to the local context of vocational schools, given that authentic leadership may indirectly strengthen the effectiveness of organizational communication.

4.8 Study limitations and future research agenda

This study has several limitations that should be considered when interpreting the findings. First, the cross-sectional design captured conditions at only one point in time and therefore cannot explain causal relationships among variables over time. Second, data collection through self-report questionnaires may have introduced perception and social desirability biases, particularly in assessments of the leadership of direct supervisors. Third, this study was limited to the context of state vocational high schools in one regency; therefore, the findings should be generalized cautiously to other educational levels or regions with different sociocultural characteristics. Future research is recommended to use longitudinal or experimental designs, include additional mediating or moderating variables such as work motivation, organizational commitment, or trust, and expand sample coverage across more diverse educational levels and regions to enhance the generalizability of the findings.

5. Conclusion and recommendations

This study identified the critical roles of organizational communication and job satisfaction in improving teacher performance in state vocational high schools in Serang Regency. Organizational communication was shown to be the strongest predictor, with a total effect of 0.631 on teacher performance, both directly and through the mediation of job satisfaction. Job satisfaction also demonstrated a significant direct effect of 0.384 on teacher performance. However, authentic leadership showed no significant effect in this model, suggesting the need for a different approach or additional mediating variables to understand its underlying mechanisms. Overall, the research model explained 66.5 percent of the variance in teacher performance, indicating strong predictive capability.

Recommendations for school management practice include: first, improving the quality of organizational communication through responsive forums for expressing aspirations, transparent information dissemination, and constructive feedback; second, creating satisfying working conditions through fair reward systems, recognition of achievement, and support for professional development; third, evaluating the implementation of authentic leadership with a focus on aspects most relevant to the local context of vocational schools; and fourth, integrating these three elements into a holistic and sustainable management strategy. Future research is recommended to explore other mediating variables, such as work motivation, organizational commitment, or trust, that may be more relevant to explaining the mechanisms of authentic leadership in the context of vocational high schools, while also addressing the methodological limitations outlined in the preceding section.

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