The Effect of Resonant Leadership and Work Environment on Teacher Performance with Job Satisfaction as an Intervening Variable in Lhoksumawe City

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ABSTRACT:
Weak school management significantly reduces the quality of education today. Therefore, it is important to examine the influence of resonant leadership and the work environment on teacher performance, with job satisfaction as an intervening variable. Data collection in this study used an explanatory verification method and was processed using a structural equation model analysis with a partial least squares approach, processed in SmartPLS 3.0 software. The population in this study were high school teachers (SMA) in Lhoksumawe City, Aceh, with a sample of 95 respondents. The results showed that resonant leadership and the work environment can boost work enthusiasm and significantly improve teacher performance. Resonant leadership style and the work environment also significantly increase teacher job satisfaction. Furthermore, job satisfaction has a strong and significant effect on teacher performance. The indirect variable, resonant leadership, significantly influences teacher performance through job satisfaction. Finally, it was concluded that the work environment also significantly influences teacher performance, mediated by job satisfaction in Lhoksumawe City.

Keywords: Resonant Leadership, Work Environment, Teacher Performance, Satisfaction, Lhoksumawe City.

1. Introduction

One of the goals of teachers is to create quality human resources, which can be managed through education. Teachers play a crucial role in education, namely teaching and educating. Teachers aim to teach students more than just various sciences and technologies. Resonant leadership is essential to achieving this. Through understanding and managing themselves and others, school leaders who practice resonant leadership are expected to create a sense of harmony with their communities. Leaders build strong, trusting relationships with their subordinates in an empathetic, inspiring, and compassionate manner. Furthermore, leaders possess the ability to combine financial, human, intellectual, and social resources and create a positive work environment to achieve synergy that can improve educational efficiency (Boyatzis & McKee, 2009). Therefore, it is clear that the work environment is also a crucial factor in a teacher's performance in schools.

Teachers in educational institutions in Lhoksumawe City are perceived as underperforming. A common finding is that teachers tend to be monotonous in their duties. They lack goals or objectives to achieve optimally. Teacher performance will also meet expectations if each teacher receives satisfaction from the resources they need to support their performance. As Fattah (2017) stated, job satisfaction can be defined as how happy or unhappy an employee is with their work. Similarly, Handoko (2015) stated that job satisfaction can be defined as an emotional state of pleasant or unpleasant feelings employees have about their work.

Meanwhile, improving teacher performance is one of the efforts needed to improve the quality of education in schools. Improving teacher performance is the most important factor determining the future quality of education. Teachers are one of the factors that determine whether the quality of education in schools is high or low. The many issues that arise related to teacher needs and performance certainly indicate numerous issues that must be resolved to support the improvement of educational programs in Lhoksumawe City. Therefore, this study will examine the influence of resonant leadership and the work environment on high school teacher performance, with job satisfaction as an intervening variable.

2. Literature Review

2.1 Resonant Leadership

According to research conducted by Laschinger et al. (2014), resonant leadership has a direct and indirect effect on job satisfaction. This occurs because this leadership makes employees feel more empowered as their coworkers, which in turn can reduce burnout behavior. Leaders who intrinsically understand or have developed emotional intelligence, which includes self-awareness, self-management, social awareness, and relationship management, are known as leaders who can create resonance. Resonant leaders act based on mental clarity, not just impulse or desire (Boyatzis & Mckee, 2010). The next section will discuss three dimensions of resonant leadership style: awareness (awareness), expectation (expectation), and concern.

In essence, every leader should have resonance with their subordinates. However, their ability to use this resonance through their emotional intelligence sets them apart (Lutzo, 2005). Perceived leadership resonance is the subordinates' assessment of how the manager manages (Puspitasari & Nurtjahjanti, 2015). Subordinates perceive that the leader is personally involved in every aspect of the organization's operations. Through positive thinking and clear vision, they generate strong emotions and direct the individual.

2.2 Work environment

The work environment is all the conditions in which workers work, both directly and indirectly, that affect how they perform company tasks. A good and pleasant workplace can increase morale and work enthusiasm, while an unpleasant workplace can reduce morale and work enthusiasm. The work environment, according to Nitisimito (2006), is everything around a worker that can affect how they perform the tasks assigned to them. According to Hadari Nawawi (2003), the work environment is a relatively consistent internal operational quality perceived by its members. All elements of the work environment, including work regulations, work psychology, and work physics, can affect productivity and job satisfaction (Mangkunegara & Puspitasari, 2005).

2.3 Teacher Performance

Performance is the results achieved by an individual in carrying out assigned tasks, based on expertise, experience, dedication, and time (Ghozali, 2017). According to Sobandi (2010), teacher performance is defined as a condition that demonstrates an employee's ability to complete tasks according to the standards set by the organization for employees, as outlined in their job description. Based on the description above, the work results achieved by an employee in carrying out their work duties can be used to determine teacher performance.

Performance is the result or overall level of success of an individual in completing tasks during a certain period compared to various possibilities or pre-agreed criteria (Rivai and Basri, 2005). Based on the previous definition, teacher performance can be defined as the ability demonstrated by a teacher in carrying out their duties or responsibilities. If goals are achieved according to established standards, performance is considered good and satisfactory. Teacher performance can be observed and measured based on teacher competency standards. The behavioral manifestations referred to are teacher actions during the educational process, which include lesson planning and implementation, lesson evaluation, and establishing interpersonal relationships with students.

2.4. Job satisfaction

Job satisfaction is the level of effectiveness or emotional response to various aspects of one's job. It is a set of feelings employees have about whether their work is enjoyable or not. It is a general perspective on one's job that indicates the difference between the amount of compensation an employee receives and the amount of compensation they expect (Afandi, 2018).

Job satisfaction is an employee's attitude toward their job related to the work environment, cooperation, compensation received, and physical and psychological factors (Sutrisno, 2019). Handoko (2015) explains job satisfaction as an employee's positive attitude toward their job, which includes feelings and behaviors toward their job, as well as other things experienced in their work environment. In conclusion, job satisfaction is a positive attitude toward their job, which includes pleasant or unpleasant experiences regarding their work. This feeling arises when employees view their work as something that is valued and allows them to achieve their goals.

3. Research Method

Data collection in this study used the explanatory verification research method. This research was used to find and limit the research to be relevant and can be studied (Zikmund et al., 2000). In addition, they tested the causal relationship, or cause and effect relationship, between variables using statistical calculations. The variables used were the Influence of Resonant Leadership and Work Environment on High School Teacher Performance with Job Satisfaction as an Intervening Variable. All data from the variables were processed using structural equation model analysis with a partial least square approach processed in SmartPLS 3.0 software. The population in this study were high school teachers in Lhoksumawe City, Aceh. The number of samples using the maximum likelihood estimation method was 95 respondents. The types and sources of data used in this study were Primary Data and Secondary Data. This questionnaire used a Likert cumulative value scale.

3.1 Validity and Reliability Test

One type of validity test is construct validity. Testing the validity of an indicator model or reflective dimension can be done by analyzing convergent validity and discriminant validity. Based on convergent validity, factor loadings and AVE values of 0.50 to 0.60 are considered sufficient, while discriminant validity suggests that the root value of the AVE should be greater than 0.50 (Ghozali, 2018). Furthermore, reliability testing for the indicator model or formative dimension is performed using the average outer weight value. If the average outer weight value is >0.70, the indicator or dimension can be declared to have good reliability. Furthermore, the research will conduct a Measurement Model test (Outer Model and Structural Model (Inner Model) as well as Hypothesis Testing. Testing of all hypotheses proposed in this research is done by analyzing the t-value and probability (P) values from the results of data processing obtained and then compared with the required statistical limits, which are above 1.96 for the t-value and below 0.05 for the P value. If the results of data processing show values that meet these requirements, then the proposed research hypothesis can be accepted. The discussion on hypothesis testing is carried out in stages according to the order of the proposed hypotheses. In partial testing (t-test) it

is carried out using a t-value > 1.96. Meanwhile, for joint testing (F-test) it can be done by using the loading factor value in the full model fit with a value > 0.5. The hypothesis in this problem is :

1. Does resonant leadership have a positive effect on teacher performance in Lhoksumawe City State Senior High Schools?
2. Does the work environment have a positive effect on teacher performance in Lhoksumawe City State Senior High Schools?
3. Does resonant leadership have a positive effect on job satisfaction in Lhoksumawe City State Senior High Schools?
4. Does the work environment have a positive effect on job satisfaction in Lhoksumawe City State Senior High Schools?
5. Does job satisfaction have a positive effect on teacher performance in Lhoksumawe City State Senior High Schools?
6. Does resonant leadership have a positive effect on teacher performance in the Job Satisfaction intervention in Lhoksumawe City State Senior High Schools?
7. Does the work environment have a positive effect on teacher performance in the Job Satisfaction intervention in Lhoksumawe City State Senior High Schools.

4. Result and Discussion

4.1 Resonant leadership

Percentage of respondents' answers according to score level classification and the number of respondents' answers chosen for each statement about resonant leadership. A description of the performance indicators can be seen in the following table.

Table 1. Description of Resonant Leadership

Question	Strongly agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly Disagree (1)	
	F	%	F	%	F	%	F	%	F	%
I believe that school leaders have carried out their roles well.	0	0.00	35	36.84	50	52.63	8	8.42	2	2.11
I am confident that every principal has been honest in distributing the school budget.	1	1.05	31	32.63	48	50.53	12	12.63	3	3.16
I believe that every principal is capable of creating a positive environment in the school.	0	0.00	43	45.26	44	46.32	6	6.32	2	2.11
The principal provides facilities that meet the needs of teachers and students.	0	0.00	38	40.00	50	52.63	6	6.32	1	1.05
I see that the principal's role is very significant in organizing the learning process.	0	0.00	39	41.05	48	50.53	7	7.37	1	1.05
I saw the principal making it easier for every teacher in the process of developing learning media.	0	0.00	42	44.21	44	46.32	6	6.32	3	3.16

Based on the results of data analysis on the resonant leadership variable, it appears that the majority of respondents have a neutral perception of the role of the principal. Regarding the statement regarding the belief that school leaders have carried out their roles well, 52.63% of respondents chose neutral, while 36.84% stated they agreed, and only a small portion disagreed (8.42%) and strongly disagreed (2.11%). A similar finding was also found in the statement regarding the honesty of the principal in distributing the school budget, where 50.53% of respondents

stated they were neutral and 32.63% agreed, while the rest showed doubt by choosing disagree (12.63%) and strongly disagree (3.16%).

Furthermore, regarding the statement that the principal is able to create a positive environment in the school, the majority of respondents were again neutral (46.32%) and agreed (45.26%), while the responses to disagree and strongly disagree were relatively low, at 6.32% and 2.11%, respectively. A similar trend was also seen in perceptions of the provision of facilities by the principal, with 52.63% of respondents choosing neutral and 40% agreeing. Only 6.32% disagreed and 1.05% strongly disagreed.

Furthermore, regarding the principal's role in organizing the learning process, the majority of respondents were again neutral (50.53%) and agreed (41.05%), with only a small portion expressing disagreement. Similarly, regarding the statement regarding the ease provided by the principal in developing learning media, 46.32% of respondents chose neutral, 44.21% agreed, and the remainder expressed negative perceptions.

4.2 Work environment

Percentage of respondents' answers according to score level classification and the number of respondents' answers selected for each statement about the work environment. A description of the performance indicators can be seen in the following table.

Table 2. Description of Work Environment Variables

Question	Strongly agree (5)		Agree (4)		Neutral (3)		Don't agree (2)		Strongly Disagree (1)	
	F	%	F	%	F	%	F	%	F	%
The school environment really supports every teacher to be more creative in teaching.	20	21.05	45	47.37	20	21.05	7	7.37	4	4.21
Each teacher always motivates each other in developing learning media.	18	18.95	50	52.63	23	24.21	4	4.21	1	1.05
The school frequently organizes training sessions for teachers on the use of learning media.	25	26.32	43	45.26	22	23.16	4	4.21	2	2.11
The principal and teachers frequently organize community service and mutual cooperation activities at the school.	15	15.79	48	50.53	25	26.32	5	5.26	3	3.16
I feel that the school pays attention to and truly cares about the well-being of the teaching staff and staff.	16	16.84	43	45.26	30	31.58	5	5.26	2	2.11
I feel that the school's current vision and mission align with the needs of teachers and students.	12	12.63	40	42.11	35	36.84	7	7.37	2	2.11
As a teacher, I feel that every teacher plays an active role and is treated fairly in all school activities.	10	10.53	38	40.00	37	38.95	6	6.32	5	5.26

Based on the analysis of respondents' perceptions of the work environment, they generally showed a more positive trend compared to other variables. Regarding the statement that the school environment supports teachers' creativity in teaching, the majority of respondents agreed (47.37%) and strongly agreed (21.05%), although 21.05% remained neutral and a small number disagreed. Furthermore, regarding the statement that teachers motivate each other in developing learning media, the majority of respondents also agreed (52.63%) and strongly agreed (18.95%), indicating a fairly collaborative work environment within the school.

A similar trend was observed regarding the frequency of training on the use of learning media, where 45.26% of respondents agreed and 26.32% strongly agreed, with only a small number disagreeing. This indicates that the school is relatively active in improving teacher competency through training. Furthermore, participation in social activities such as community service and mutual cooperation (gotong royong) also received a positive response, with 50.53% agreeing and 15.79% strongly agreeing, although 26.32% were neutral.

Regarding the school's concern for the well-being of teachers and staff, 45.26% of respondents agreed, and 16.84% strongly agreed. However, 31.58% remained neutral, indicating that some teachers have not yet fully experienced this concern. A similar sentiment was evident in the statement regarding the alignment of the school's vision and mission with the needs of teachers and students. 42.11% agreed, 12.63% strongly agreed, but 36.84% were neutral, and 9.48% disagreed or strongly disagreed.

Finally, regarding the statement that every teacher plays an active role and is treated fairly in school activities, 40% of respondents agreed, 10.53% strongly agreed, although a significant number were neutral (38.95%), and 11.58% disagreed. This indicates that there are still challenges in achieving a sense of fairness and equitable participation in the workplace.

4.3 Teacher Performance

Percentage of respondents' answers according to score level classification and the number of respondents' answers selected for each statement regarding teacher performance. A description of the performance indicators can be seen in the following table.

Table 3. Description of Teacher Performance Variables

Question	Strongly agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly Disagree (1)	
	F	%	F	%	F	%	F	%	F	%
As a teacher, I feel that the ability to prepare a good lesson plan is very important.	0	0.00	37	38.95	53	55.79	4	4.21	0	0.00
I feel that the ability to implement learning is challenging.	0	0.00	40	42.11	50	52.63	4	4.21	0	0.00
I feel that in teaching, the ability to build interpersonal relationships with fellow teachers and students is crucial.	0	0.00	21	22.11	73	76.32	0	0.00	0	0.00
The facilities at this school meet my expectations.	0	0.00	34	35.79	60	63.16	0	0.00	0	0.00
As a teacher, I regularly conduct research on learning outcomes as part of the learning process.	9	9.47	38	40.00	47	49.47	0	0.00	0	0.00

I feel that the ability to implement enrichment activities is crucial for every teacher.	0	0.00	38	40.00	53	55.79	3	3.16	0	0.00
The school frequently awards high-performing teachers.	10	10.53	36	37.89	48	50.53	0	0.00	0	0.00

The analysis of teacher performance variables indicates that the majority of respondents tended to have neutral perceptions of various aspects of performance, with moderate levels of agreement and almost no significant disagreement. Regarding the statement that the ability to develop lesson plans is very important, 55.79% of respondents chose neutral and 38.95% agreed, with no one strongly agreeing or disagreeing. This indicates recognition of the importance of planning, but most teachers have not demonstrated sufficient confidence or experience to provide a more definitive assessment.

Furthermore, regarding the question regarding the level of difficulty in implementing learning, 52.63% of respondents chose neutral and 42.11% agreed. This reflects that while some teachers acknowledge challenges in implementing learning, they tend to be uncertain about the extent of the difficulties they face. Regarding interpersonal relationships between teachers and students, a very strong perception of the importance of this skill was evident, with 76.32% of respondents stating neutral and 22.11% agreeing, although none chose the extreme category. This demonstrates a general awareness of the importance of social interaction in supporting teaching effectiveness. "The facilities that this school has are in accordance with my expectations," the majority of respondents still answered neutrally (63.16%) and agreed (35.79%), which could indicate an interpretation of the school facilities in general.

Regarding the implementation of learning outcome research, the majority of respondents chose neutral (49.47%) and agree (40%), while only 9.47% stated they strongly agree. This indicates that research activities have not yet become a fully ingrained culture in the learning process. Regarding the statement regarding the importance of the ability to carry out enrichment, the majority of respondents again chose neutral (55.79%) and agree (40%), with a small number disagreeing. Finally, regarding appreciation for teacher performance, 50.53% were neutral, 37.89% agreed, and 10.53% strongly agreed, indicating that appreciation for high-achieving teachers is still not felt equally by all respondents.

4.4 Job satisfaction

Percentage of respondents' answers according to score level classification and the number of respondents' answers selected for each statement regarding job satisfaction. A description of the performance indicators can be seen in the following table.

Table 4. Description of Job Satisfaction Variables

Question	Strongly Agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly Disagree (1)	
	F	%	F	%	F	%	F	%	F	%
I'm pleased with the facilities the school provides to teachers to support the learning process.	0	0.00	37	38.95	53	55.79	4	4.21	0	0.00
I'm even more enthusiastic about teaching and research because the school consistently rewards outstanding and disciplined teachers.	0	0.00	40	42.11	50	52.63	4	4.21	0	0.00

I am happy because at our school, fellow teachers and staff support each other in designing the learning process.	0	0.00	21	22.11	73	76.32	0	0.00	0	0.00
I am very pleased with the programs the school offers to teachers and students.	0	0.00	34	35.79	60	63.16	0	0.00	0	0.00
I am happy that there are always competitions between teachers and students at school.	9	9.47	38	40.00	47	49.47	0	0.00	0	0.00
I feel that the school always plays an active role when someone experiences a disaster, whether a teacher, student, or other community member.	0	0.00	38	40.00	53	55.79	3	3.16	0	0.00
I am pleased that the principal always acts fairly and transparently in addressing problems at school.	10	10.53	36	37.89	48	50.53	0	0.00	0	0.00

Based on the data analysis on the job satisfaction variable, it can be concluded that the majority of respondents showed a neutral perception of various aspects related to teacher job satisfaction in the school environment. Regarding satisfaction with the facilities provided by the school to support the learning process, 55.79% of respondents stated they were neutral and 38.95% agreed, while none strongly agreed or disagreed. This indicates that while some teachers were quite satisfied, the majority did not fully perceive these facilities as a significant factor in increasing job satisfaction.

Regarding rewards for outstanding and disciplined teachers, 52.63% of respondents chose neutral, 42.11% agreed, and 4.21% disagreed. This indicates that while there is appreciation for the awards given by schools, their impact on teaching and research enthusiasm has not been fully felt. Furthermore, regarding collaboration between teachers in designing the learning process, the majority of respondents again chose neutral (76.32%) and 22.11% agreed, reflecting that a collaborative culture among educational staff has not yet been fully established in most schools.

Regarding school programs for teachers and students, 63.16% of respondents were neutral and 35.79% agreed, indicating that existing programs are not yet a strong source of satisfaction for teachers. A similar sentiment was observed regarding competitions between teachers and students, where 49.47% of respondents were neutral, 40% agreed, and only 9.47% strongly agreed. This means that despite the existence of these activities, their impact on job satisfaction is still not dominant.

Regarding the aspect of school social responsibility, such as involvement in assisting those experiencing disasters, teacher perceptions also tended to be neutral (55.79%) and agree (40%). This indicates that the school's social role is beginning to be felt, although it has not yet been fully recognized as a major factor in shaping job satisfaction. Finally, regarding the statement regarding the principal's fairness and transparency in resolving problems, 50.53% of respondents were neutral, 37.89% agreed, and only 10.53% strongly agreed, indicating that some teachers still doubt fair and open leadership in the school environment.

4.5 SEM Test Results

4.5.1 Evaluation of Measurement Model (Outer Model)

Based on the findings, it was discovered that one indicator did not meet the validity requirements. The validity requirement in this study is that the loading factor of all reflective indicators must be greater than 0.6, a criterion for convergent construct validity testing. However, if any indicator has a loading factor value of <0.6, the initial model must be recalculated to produce a valid model. The model in this study, as shown in Table 1, contains indicators with loading factors of <0.6, namely X21 and X22. Therefore, these indicators must be removed from the model and recalculated.

The results indicate that all variables meet the validity requirements, with loading factors for all reflective indicators exceeding 0.6. Good model validity is also demonstrated if each latent variable and its reflective indicators have an AVE of >0.5. The analysis results shown in the table below indicate that the AVE value for each latent variable is greater than 0.5, thus confirming that the SEM PLS model meets the requirements for good convergent validity.

4.5.2 AVE Validity Test

Table 5. AVE Validity Test

Variable laten	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
KG	0.902	0.908	0.923	0.633
KK	0.881	0.885	0.908	0.585
KR	0.759	0.827	0.854	0.667
LK	0.933	0.779	0.932	0.663

Next, construct reliability testing was conducted by examining the composite reliability and Cronbach's alpha values for each latent variable. If the composite reliability and Cronbach's alpha values for each latent variable are greater than 0.7, the model can be considered reliable. The table shows that all latent constructs have good reliability, accuracy, and consistency, as they meet the requirements with composite reliability and Cronbach's alpha values for each latent construct exceeding 0.7.

4.6 Structural Model Evaluation (Inner Model)

The inner model or structural model test was conducted to examine the relationship between variables, the significance value, and the R-square of the research model. The structural model was evaluated using the R-square for the dependent variable and the t-test, as well as the significance of the structural path parameter coefficients. The R-square value is used to measure the degree of variation in changes in the independent (exogenous) variable with respect to the dependent (endogenous) variable. The estimated R-square data can be seen in the following table.

Table 6. R-Square Value

	R-square	R-square adjusted
Teacher Performance	0.964	0.959
Job Satisfaction	0.061	0.030

Based on Table 6, the R-Square value for performance was 0.964, meaning that resonant leadership (X1), work environment (X2), and job satisfaction (Z) were able to explain teacher performance (Y) by 96.4%. This indicates that the variables, meaning resonant leadership and work environment, are very important variables for teacher performance.

4.7 Hypothesis Testing

The bootstrapping method in this study was carried out by resampling 500 times. After bootstrapping, the t-value and p-value were obtained. Bootstrapping 500 times was carried out to ensure more stable results and consistent statistical significance. Hypothesis decisions were obtained by comparing the t-value with the t-table or probability value (p-value) while taking into account the confidence level. In this study, the confidence level used was $\alpha = 0.05$ with a t-table value of 1.96. Testing for direct and indirect effects is necessary to determine the direct influence between exogenous variables on endogenous variables in this study. The results of the direct effect can be seen through the path coefficient obtained based on testing using SmartPLS. The following results of the path coefficient obtained are presented in the following table.

Table 7. Results of Hypothesis Testing of Direct and Indirect Effects

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
KK -> KG	0.795	0.794	0.042	19.027	0.000
KR -> KG	0.692	0.707	0.235	2.949	0.003
KR -> KK	0.965	0.712	0.284	3.396	0.001
LK -> KG	0.662	0.677	0.243	2.720	0.007
LK -> KK	0.720	0.718	0.248	2.902	0.004
KK x KR -> KG	0.818	0.817	0.045	17.994	0.000
KK x LK -> KG	0.759	0.755	0.057	13.289	0.000

Based on the table above, the researcher describes the path analysis as follows:

1. The Effect of Job Satisfaction on Teacher Performance (KK → KG). Job satisfaction significantly influences teacher performance with a coefficient of 0.795 and a p-value of 0.000. This indicates that teachers who are satisfied with their jobs tend to demonstrate better performance. Job satisfaction can foster intrinsic motivation, work enthusiasm, and loyalty, all of which contribute to improved overall performance.

2. The Effect of Resonant Leadership on Teacher Performance (KR → KG). Resonant leadership also significantly influences teacher performance with a coefficient of 0.692 and a p-value of 0.003. This indicates that a leadership style that fosters positive emotional relationships between leaders and teachers can increase work enthusiasm and productivity, thus directly impacting teacher performance.

3. The Effect of Resonant Leadership on Job Satisfaction (KR → KK). The effect of resonant leadership on job satisfaction is very strong and significant, with a coefficient of 0.965 and a p-value of 0.001. This shows that a positive, empathetic leadership style and building good relationships have a significant impact on teacher satisfaction in carrying out their duties. When teachers feel appreciated and supported by their

leaders, their job satisfaction increases significantly.

4. The Influence of the Work Environment on Teacher Performance (LK → KG). The influence of the work environment on teacher performance is also significant, with a coefficient of 0.662 and a p-value of 0.007. This indicates that a supportive work environment positively contributes to improving teacher performance. When teachers feel comfortable, safe, and supported by their work environment, their motivation and performance increase.

5. The Influence of the Work Environment on Job Satisfaction (LK → KK). Finally, the work environment has a significant effect on job satisfaction, with a coefficient of 0.720 and a p-value of 0.004. This means that teachers who work in a conducive environment tend to feel more satisfied in carrying out their duties. A positive work environment fosters a sense of belonging, comfort, and happiness, all of which are important elements in shaping job satisfaction.

6. Indirect Effect of Resonant Leadership on Teacher Performance through Job Satisfaction (KK x KR → KG). This path shows a coefficient of 0.818 and a p-value of 0.000, indicating a highly significant indirect effect of Resonant Leadership on Teacher Performance through Job Satisfaction. This indicates that a resonant leadership style, which creates job satisfaction, strongly encourages improved teacher performance. In other words, good leadership will increase teacher satisfaction, which then positively impacts their performance.

7. Indirect Effect of Work Environment on Teacher Performance through Job Satisfaction (KK x LK → KG). The coefficient of 0.759 and p-value of 0.000 indicate that the Work Environment has a significant indirect effect on Teacher Performance through Job Satisfaction. This means that a conducive work environment not only increases teacher job satisfaction but also positively impacts their performance. This demonstrates that creating a comfortable and supportive work environment is crucial for improving teacher performance.

4.8 Discussion

4.8.1 The Influence of Resonant Leadership on Teacher Performance

Based on data analysis, resonant leadership has a positive and significant impact on teacher performance. Leaders are now valued not for their power, but for how they can interact with and inspire their employees by managing their emotions and self-management. Leadership style influences employee performance, according to Popa (2012). By using a resonant leadership style, subordinates can become harmonious and in tune with one another. According to Boyatziss and Mckee (2010), leaders who can create this resonance include leaders who understand instinctively or leaders who have worked hard to improve their emotional intelligence. Both types of leaders have the ability to create resonance that drives performance. Resonant leaders, according to Taner and Aysen (2013), use their emotional intelligence to collaborate with others.

According to research conducted by Laschinger et al. (2014), resonant leadership has a direct influence on job satisfaction and an indirect influence because it gives teachers a sense of independence to act as a teaching team. Resonant leadership will significantly impact teacher performance in educational institutions. This is because in implementing an ideal educational structure, the role of resonant leadership is crucial. Therefore, leaders in educational institutions must pay attention to the level of achievement of teacher performance.

4.8.2 The Influence of Work Environment on Teacher Performance

Based on data analysis, the work environment has a positive and significant impact on teacher performance. The work environment is a crucial factor in determining teacher performance because it directly influences how teachers complete their tasks. Ultimately, the work environment will result in improved teacher performance. Creating and establishing a positive work environment is crucial for successfully achieving organizational goals, as a positive work environment enables teachers to perform their duties optimally, healthily, safely, and

comfortably. Conversely, an unfavorable work environment can reduce teacher motivation and enthusiasm, which in turn can lead to decreased teacher performance.

According to Supardi (2013), teacher performance can be assessed by examining aspects of content knowledge mastery, behavioral skills, and human relations skills. According to Barnawi & Mohammad Arifin (2012), teacher performance does not simply materialize but is influenced by certain factors, namely ability, skills, personality, and motivation. To ensure teacher performance assessments are easy to implement and beneficial, guidelines are needed for performance assessment (Supardi, 2013).

4.8.3 The Influence of Resonant Leadership on Job Satisfaction

Based on data analysis, resonant leadership has a positive and significant effect on job satisfaction. Leadership is the task of a high-ranking official to lead his or her team in an activity (Smith & Graves, 2005). This model prioritizes service to subordinates. Previously, other researchers have extensively examined the relationship between organizational change and leadership style. Handoyo (2010) found that resonant leadership can serve as an alternative to educational leadership during organizational change. Coultas (2012) reinforced this idea by stating that resonant leadership is particularly suitable for use during organizational change because it can maintain the emotional commitment of the teacher team.

Resonant leadership in implementing educational programs must certainly consider the level of teacher job satisfaction. According to Wuwungan et al. (2017), job satisfaction is an emotional attitude that is pleasant and loves one's work. This attitude is reflected in work morale. As Sunyoto (2012) stated, job satisfaction is a personal trait, so levels of satisfaction vary according to one's value system. This is because each person is different. The more aspects of a job align with a person's desires, the more satisfied they will be, and vice versa.

4.8.4. The Influence of Work Environment on Job Satisfaction

Based on data analysis, the work environment has a positive and significant influence on job satisfaction. To ensure that teachers can perform their jobs effectively, a positive educational environment must be created. Indeed, a good work environment is one factor that indirectly influences teacher performance. A safe work environment makes teachers feel secure and allows them to perform to the best of their abilities. How employees fulfill their duties for the company is directly influenced by their work environment. If employees feel comfortable in their work environment, they will be more enthusiastic about carrying out activities and completing tasks at work. According to Mardiana (2011), the work environment is where teachers work every day.

Activities carried out by the Lhoksumawe City Education Office must also consider teachers' job satisfaction levels. A teacher's positive or negative feelings related to their work and their own circumstances are known as job satisfaction (Saputra, 2022). A person's general attitude toward their job is called job satisfaction. Work is based on interactions with coworkers and superiors, adhering to company rules and policies, meeting performance standards, and working in a work environment that is often less than ideal. Job satisfaction is defined as the assessment, feelings, or attitude of a person or employee towards his/her work, and in relation to the work environment is fulfilling several desires and needs through work activities or working (Koesmono, 2014).

4.8.5 The Influence of Job Satisfaction on Teacher Performance

It is crucial to address teacher issues, as the success of an educational organization in achieving its goals is largely determined by the skills, expertise, competitiveness, and ability of teachers to handle their respective tasks (Gunawan, 2018). According to Rusman (2013), low institutional loyalty is closely related to teacher job satisfaction. Factors such as job satisfaction directly and indirectly influence

teacher loyalty. Job satisfaction is a positive or negative response to recognition from the situations and conditions experienced by teachers regarding their work. According to Chamundeswari (2013), teachers will feel satisfied with their work if they receive positive feedback, and vice versa.

Therefore, educational institutions must be able to improve teacher job satisfaction by incorporating elements such as the work itself, salary, supervision, promotions, coworkers, and other factors that can enhance job satisfaction (Luthans, 2013). Teacher performance significantly impacts educational outcomes. Therefore, as part of the educational field, teachers must actively participate and position themselves as professionals in accordance with the increasing demands of society. To realize themselves as professional teachers, they must have integrity, loyalty, dedication, and responsibility (Astuti et al., 2019). Teacher job satisfaction has a significant influence on improving teacher performance, so efforts to improve performance are carried out through increasing job satisfaction. The higher the job satisfaction, the higher the teacher's performance, and vice versa (Tentama, 2015).

4.8.6 The effect of resonant leadership on teacher performance in job satisfaction interventions

Resonant leadership serves as a bond that fosters loyalty between all systems, ensuring smooth operation. Strong leaders can motivate themselves and resonate with those around them. Ethics and intelligence are key qualities of a leader (Warisno, 2022). It's unfortunate, then, that our education system lacks concepts that help students develop intelligence. Teacher training programs are crucial for creating an open, democratic, and engaging environment, as everyone needs knowledge to support educational programs and teacher performance.

If teachers have high job satisfaction, they will undoubtedly carry out their roles and positions as teachers and educators in their respective schools with a full sense of responsibility. This is due to the benefits of improved teacher performance. The results of this study indicate that job satisfaction can influence teacher performance and play a crucial role in achieving school goals. The relationship between job satisfaction and teacher performance is certainly very supportive of educational programs, as demonstrated by research by Utami (2007) and research by Kumala et al. (2018). Therefore, teacher satisfaction needs to be considered to ensure optimal teacher performance.

4.8.7 The influence of the work environment on teacher performance in job satisfaction interventions

A conducive work environment significantly supports teacher performance in implementing educational programs. Teachers will be satisfied with the facilities, which will support their performance. Job satisfaction can be defined as an individual's or employee's assessment, feelings, or attitudes toward their work, such as interactions with coworkers and superiors. Job satisfaction can also be related to the work environment, namely fulfilling desires and needs through work activities (Koesmono, 2014). A good work environment will ultimately create an atmosphere that encourages teachers to work well, which will certainly result in job satisfaction.

5. Conclusion

Based on the results of the path analysis, it was concluded that resonant leadership and the work environment can encourage work enthusiasm and significantly improve teacher performance. Resonant leadership style and the work environment also significantly increase teacher job satisfaction. Furthermore, job satisfaction has a strong and significant influence on teacher performance. In the indirect variable, resonant leadership has a significant influence on teacher performance through job satisfaction. Finally, it was concluded that the work environment also has a significant influence on teacher performance, mediated by job satisfaction in Lhoksumawe City.

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