

# THE ROLE OF JOB CRAFTING IN MEDIATING THE EFFECTS OF LEADERSHIP STYLE AND WORK ENVIRONMENT ON TEACHER PERFORMANCE IN HIGH SCHOOLS OF MEDAN CITY, INDONESIA

FAJAR REZEKI ANANDA<sup>1</sup>, NASIB<sup>2</sup>, YUSNIAR LUBIS<sup>3</sup> and SYAIFUDDIN<sup>4</sup>

<sup>1</sup>Management doctoral study program students, Faculty of Economics and Business, University of Prima Indonesia.

<sup>2</sup>Lecturer in University of Mahkota Tricom Unggul.

<sup>3</sup>Lecturer in Magister Program, University of Medan Area.

<sup>4</sup>Lecturer in the Study Program of Doctor in Management, Faculty of Economics and Business, University of Prima Indonesia.

Email: <sup>1</sup>fajarezekiananda@gmail.com, <sup>2</sup>nasibwibowo02@gmail.com, <sup>3</sup>lubistusniar@gmail.com,

<sup>4</sup>drsyaifuddin@unprimdn

## ABSTRACT

The purpose of this study was to determine the direct and indirect effects of leadership style and work environment on teacher performance through job crafting. This study uses quantitative analysis. The sample used in this study consisted of 540 high school teachers in Medan City who came from schools with accreditation A. This sample was obtained from the results of filling out a questionnaire through the Googleform application. The data analysis used is SEM-PLS. The results of the study show that leadership style, work environment, and job crafting directly have a significant effect on teacher performance in high schools of Medan City. It is also shown that leadership style and work environment have a significant effect on job crafting for high school teachers in Medan City. In addition, job crafting is indirectly able to mediate the effects of the two variables, i.e. leadership style and work environment on teacher performance in high schools of Medan City.

**Keyword:** teacher performance, leadership style, work environment, job crafting

## 1. INTRODUCTION

In any country in the world, if the nation wants to progress, it cannot be separated from the world of education. Therefore human resources must be taken seriously. Without fostering or educating the people to produce reliable human resources, the country concerned will continue to be left behind. At present Indonesia is or has begun to make changes and developments in the economic, social, cultural and political aspects, especially in the field of education. A strong nation and state must be built through educational development that prepares people to face and respond to existing challenges. Chapter 1 Article 1 Paragraph 1 of the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System defines that: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students can develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills they need." As part of efforts to achieve national education goals, Bangun (2016) explains that education is becoming more relevant both in terms of the number of graduates and the talent needed for development. Changes to educational institutions (schools) must be carried out in accordance with the policies above them. These policies can be macro- or micro-management in nature. Whether

for macro- or micro-management, there should be an organic managerial function at the top of the organizational hierarchy. These functions include planning, organizing, leading, and controlling. All this must be done in order to achieve its main goal. The following table shows the number of high schools in 10 provinces on Sumatra Island (Even Semester Academic Year).

**Table 1: The Number of High Schools in 10 Provinces on Sumatra Island (Even Semester Academic Year)**

Province	AY 2016/2017	AY 2017/2018	AY 2018/2019	AY 2019/2020	AY 2020/2021
<b>Aceh</b>	535	524	530	527	532
<b>North Sumatra</b>	1.081	1.076	1.090	1.061	1077
<b>West Sumatra</b>	331	326	330	330	330
<b>Riau</b>	459	447	447	453	456
<b>Jambi</b>	237	225	234	236	236
<b>South Sumatra</b>	612	597	591	594	603
<b>Lampung</b>	513	489	503	507	513
<b>Bengkulu</b>	144	139	141	141	142
<b>Bangka Belitung Islands</b>	70	68	70	71	70
<b>Riau Islands</b>	158	138	145	150	152

Source: <http://statistik.data.kemdikbud.go.id/> (2021)

Particularly in Medan City, the growth in the number of private high schools has fluctuated from year to year, while the number of public high schools has always remained the same as can be seen in the table below.

**Table 2. The Number of High Schools in Medan City**

Academic Year		Public	Private
<b>2016/2017</b>	Odd	21	196
	Even	21	194
<b>2017/2018</b>	Odd	21	196
	Even	21	197
<b>2018/2019</b>	Odd	21	199
	Even	21	200
<b>2019/2020</b>	Odd	21	196
	Even	21	194
<b>2020/2021</b>	Odd	21	200
	Even	21	200

Source: <https://dapo.dikdasmen.kemdikbud.go.id/sp/1/070000> (2021)

Teachers are expected to have four competencies, namely pedagogic, personality, professional, and social competencies, in order to fulfill their role as learning agent teachers whose main responsibility is to improve the quality of national education (Article 3 of Government

Regulation No. 74 of 2008). According to Government Regulation no. 32 of 2013, educators must have academic qualifications and competencies as learning agents, physically and mentally healthy, and able to contribute to achieving national education development goals.

Medan, as the 3rd largest city in Indonesia after Jakarta and Surabaya, shows statistics on the pedagogic and professional competence of teachers as shown in the following table.

**Table 3. Pedagogic and Professional Competencies Test of Teachers in 5 Big Cities in Indonesia**

City	Pedagogic Competency	Profesional Competency
<b>DKI Jakarta</b>	56.74	65.09
<b>Surabaya</b>	57.85	65.90
<b>Medan</b>	50.83	58.66
<b>Bandung</b>	58.79	65.97
<b>Makassar</b>	51.69	58.76

Source: Regional Education Balance

Purwanto (2010) emphasized that the teacher is the most important factor in the world of education. Therefore, the teacher's work environment must be evaluated seriously because the teacher's work environment will be associated with various elements, including job satisfaction, morale, and motivation. According to Hasibuan (2014), based on data from the Ministry of Education and Culture, the number of high school teachers in Medan City tends to increase from year to year, especially in private high schools. Meanwhile, public high school teachers tend to be stable over the last five years. The total number of high school teachers can be seen in the table below.

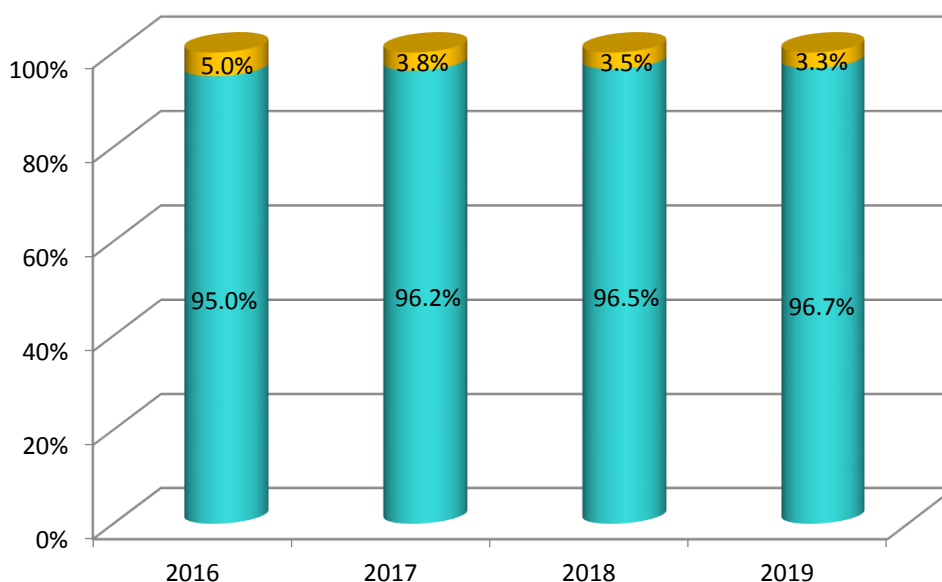
**Table 4. The Number of High School Teachers in Medan City**

Academic Year	Public	Private	Total
<b>2016/2017</b>	1,353	2,444	3,797
<b>2017/2018</b>	1,350	2,657	4,007
<b>2018/2019</b>	1,360	2,658	4,018
<b>2019/2020</b>	1,290	2,808	4,098
<b>2020/2021</b>	1,398	3,090	4,488

Source: <https://dapo.dikdasmen.kemdikbud.go.id/sp/1/070000> (2021)

From Table 4 above, it can be concluded that in general the number of high school teachers has increased per academic year in Medan City.

Furthermore, it can be seen in the image below that the qualifications of high school teachers in Medan City from 2016 to 2019 are relatively stable. Approximately 96% are dominated by teachers with educational backgrounds above D4 or S1.



**Figure 1. Diagram of the Qualifications of Educators in High Schools of Medan City**  
(Source: Regional Education Balance)

The diagram above shows that the number and educational qualifications of teaching staff in Medan City are relatively stable, where educators with educational levels below D4/S1 are only around 4%. However, the condition of this educational qualification is in contrast to the pedagogic competence and professionalism of teaching staff, which is still far from what was expected.

## 2. LITERATURE REVIEW

### 2.1 Teacher Performance

According to Mangkunegara (2019: 31), the term performance comes from the word job performance or actual performance (work achievement or actual achievement achieved by a person), namely the work results in quality and quantity achieved by an employee in carrying out his duties according to the responsibilities assigned to him. Furthermore, according to Tannady (2017: 154) performance is the result of work in quality and quantity achieved by an employee or a department or an organization in carrying out its tasks and targets according to the responsibilities assigned to it within a certain evaluation period. Employee performance is the result of implementing an organization's goals, therefore good performance is an important thing for all employees to do. Employee performance is the result in quality and quantity that is achieved by an employee in carrying out tasks in accordance with the responsibilities that have been assigned (Mangkunegara, 2017: 67). Furthermore, according to Bernadin and Russel

(in Sapitri, 2016: 5), performance is a record of the outcomes resulting from the function of a particular job or activity during a certain period of time.

Employee performance dimensions and indicators according to Sedarmayanti (2010: 263) are as follows:

1. Work achievement. The indicators are working skills, the potential for knowledge development through training, and the right completion of work in accordance with the time.
2. Skill. The indicators are the ability of the employee and his educational background.
3. Behavior. The indicators are employee attitudes at work, employee loyalty, and relationships with fellow employees.

## **2.2 Leadership**

Leadership is the process of getting people to do their best to achieve the desired results. It can be described as the ability to convince others to behave differently. Leadership also involves developing and communicating a vision for the future.

According to Robbins & Coulter (2012), leadership is the process of influencing a group towards achieving goals, whereas according to Armstrong (2016), leadership is the process of getting people to do their best to achieve the desired results. Another definition according to Schermerhorn (2013) is that leadership is the process of inspiring others to work hard to complete important tasks.

Yuki in Gunawan (2015) says that leadership is a process to influence others to understand and agree with what needs to be done and how the task is done effectively, as well as a process to facilitate individual and group efforts to achieve common goals.

Based on some of the opinions of the experts stated above, it appears that leadership is the behavior of an individual who leads an activity where the leader tries to influence other people so that they are willing to work together to achieve organizational goals.

The broad definition of leadership includes the process of influencing in determining organizational goals, motivating the behavior of followers to achieve goals, influencing the interpretation of events faced by followers, maintaining cooperative relationships and group work, and obtaining support and cooperation from people outside the group or organization. From the definitions above, it can be seen that leadership is an important part of management, where a leader must be able to create harmonious integration with his subordinates as well as fostering cooperation, directing and encouraging the work passion of subordinates, influencing and providing attitudes and behavior of individuals and groups, thus forming the leadership style that the leader applies (Kamal, Winarso, and Sulistio, 2019).

## **2.3 Work Environment**

A conducive work environment greatly influences the teacher in working where with a safe and good environment he can work in peace. This is in accordance with what was stated by

Sudrajat (2014) that the work environment is everything that is around the worker and that can affect him in carrying out the tasks assigned to him. So that in this way the teacher can be safe and secure in carrying out his duties and this is also in accordance with what was stated by Alrub (2015) who argued that the work environment is a variable that predicts the level of intention to keep working. The work environment will affect employee performance which is in line with what McCoy & Evans (2015) stated that the physical environment provides a potentially powerful intervention tool for improving organized work.

Thus the work environment is a variable that is an integral part of comfortable and regular work when employees carry out their work activities. The definition of the work environment according to Nawawi (2012) is everything that is around the workers and that can affect them in carrying out the tasks assigned, for example cleanliness, music, lighting, and others.

The work environment that describes the good or bad of an organization in the field of government can be interpreted as everything that is around employees that directly or indirectly influences the implementation of their work. According to Sutrisno (2012), the work environment is the overall work facilities and infrastructure that exist around employees that can influence the implementation of work. Maryati (2014) explained that a healthy and good work environment will affect the comfort of employees' work. If the work or employees feel comfortable at work, productivity will certainly increase.

From the description above, it can be concluded that the work environment cannot be considered trivial or mediocre if you really want the employee or worker to do their job well and perfectly.

## **2.4 Job Crafting**

If someone works, so that his work runs smoothly and better, he tries or takes the initiative to do it so that he can carry out his duties more quickly and precisely. This is in accordance with what was stated by Tims, Bakker, and Derks (2012) who argued that job crafting is a form of change made by employees on their own initiative to balance demands and resources at work. According to Berg and Dutton (Tims, Bakker, and Derks, 2012), job crafting is changing jobs in such a way according to preferences, skills, and abilities of employees so as to increase job satisfaction. Furthermore, according to Kirkendall (2013), job crafting is a way in which an individual changes aspects and perceptions of work to adapt it to the characteristics of the job and the needs of the employees themselves.

According to Slemp and Brodrick (2014), job crafting is a way in which employees have an active role at work by making changes both physically and cognitively. Job crafting is informal, namely focusing on changes in a positive direction. Employees create initiatives based on their interests, values, and satisfaction. Job crafting is also a form of individual wisdom from work experience to fulfill needs and desires. This is almost the same as what was conveyed by Grant and Ashford (in Slemp and Bodrick, 2014), which is a form of proactive behavior that encourages employees to do better.

Petrou, Demerouti and Schaufeli (2015) define job crafting as the initiative and willingness of employees to reconstruct aspects of their work with the aim of improving their working conditions. This is done by exploring sources of information (asking superiors or colleagues for advice), seeking challenges (asking for more responsibility), and reducing demands (removing the emotional, mental, or physical pressure or demands from work).

### 3. RESEARCH METHODOLOGY

The approach used in this study is the Structured Equation Model (SEM). The population in this study consisted of all high school teachers in Medan City totaling 4,845, consisting of 1,381 public high school teachers and 3,464 private high school teachers. The sample locations, namely schools, were determined using the non-probability sampling method, specifically the purposive sampling technique. In this case, a school was determined to be the sample provided that it had achieved Accreditation A. Using the Slovin formula, 369 teachers were obtained as a sample which was confirmed based on the results of filling out the questionnaire through the Google form application.

### 4. RESULTS AND DISCUSSION

#### 4.1 Respondents' Description

##### a. Description of Respondents by Gender

The general description of the respondents in this study were high school teachers, both public and private, in Medan City, obtained from the results of filling out a questionnaire through the Googleform application. The general description of the respondents in this study were high school teachers, both public and private, in Medan City, obtained from the results of filling out a questionnaire through the Googleform application.

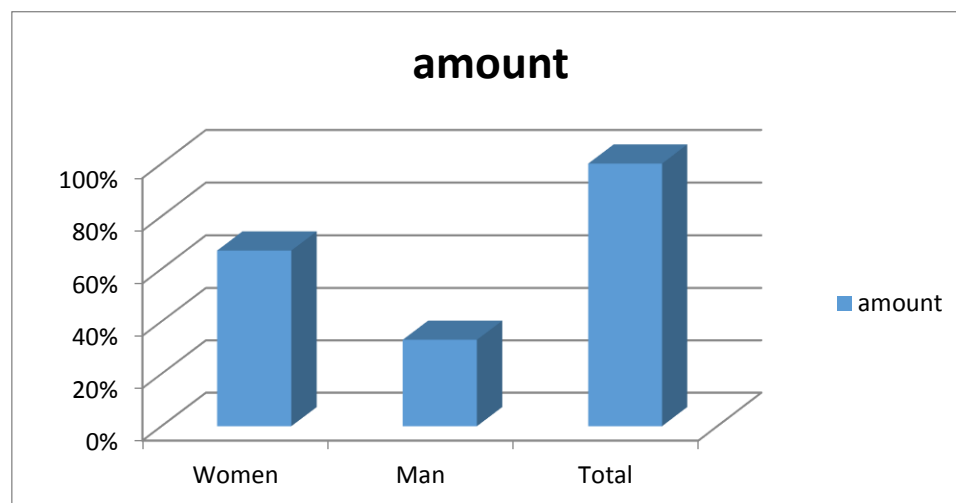
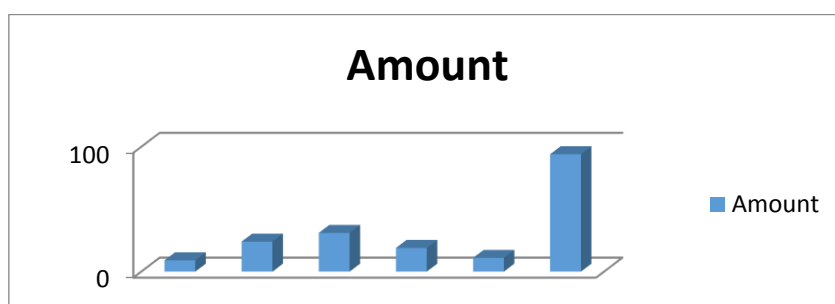


Figure 2. Characteristics of Respondents by Gender

From Figure 2 above it can be seen that of the 369 respondents, 247 respondents (67%) were women, while 122 respondents were men (33%). This shows that in Medan City there are more female teachers than male teachers. It shows that the maternal nature of female teachers emerges in educating their students at school.

**b. Description of Respondents by Education Level**

The general description of the respondents in this study were high school teachers, both public and private, in Medan City, obtained from the results of filling out a questionnaire through the Googleform application, and a schematic diagram of their distribution by education level is shown in the following figure.

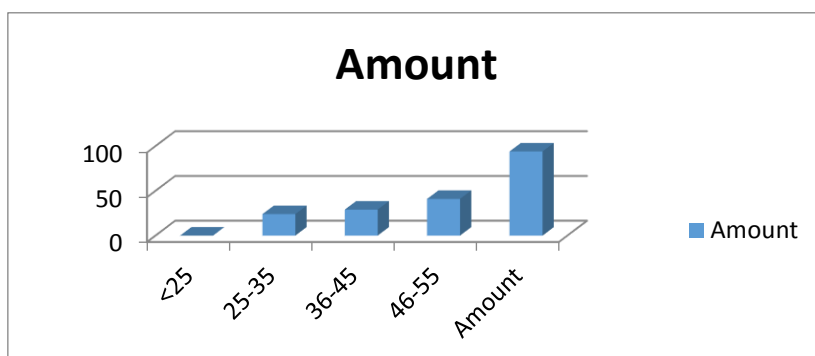


**Figure 3. Characteristics of Respondents by Education Level**

From Figure 3 above it is known that among high school teachers in Medan City none have a high school education level or 0%, 66 or 18% are diploma graduates, 221 or 60% are bachelor (S1) graduates, 52 or 14% are magister (S2) graduates, and 30 or 8% are doctoral (S3) graduates..

**c. Description of Respondents by Age**

The general description of the respondents in this study were high school teachers, both public and private, in Medan City, obtained from the results of filling out a questionnaire through the Googleform application, and a schematic diagram of their distribution by age is shown in the following figure.



**Figure 4. Characteristics of Respondents by Age**



Based on Figure 4 above, it is known that out of the high school teachers as many as 73 (20%) are aged <25 years, 58 (16%) are aged 25-35 years, 129 (35%) are aged 36-45, and 108 (29 %) are aged 46-59 years. This can be interpreted that more teachers at the age of 35-45 years carry out their profession as teachers in high schools in Medan City.

## 4.2 Measurement Model Analysis (Outer Model)

### a. Convergent Validity Test

The results of the convergent validity test of the data instruments in this study are shown in the following table:

**Table 5. Loading Factor**

The image displays two screenshots of the SmartPLS software interface, showing the 'Outer Loadings' section for a PLS Algorithm. The top screenshot shows the loading factors for a model with 7 latent variables (EP1-EP7 and JE1-JE6) and 4 indicators (Employee..., Job Erafti..., Leadershi..., Work Env...). The bottom screenshot shows the loading factors for a model with 6 latent variables (LS1-LS6 and WE1-WE7) and 4 indicators (Employee..., Job Erafti..., Leadershi..., Work Env%).

Latent Variable	Employee...	Job Erafti...	Leadershi...	Work Env...
EP1	0.745			
EP2	0.832			
EP3	0.799			
EP4	0.797			
EP5	0.733			
EP6	0.760			
EP7	0.779			
JE1		0.822		
JE2		0.762		
JE3		0.754		
JE4		0.831		
JE5		0.744		
JE6		0.796		

Latent Variable	Employee...	Job Erafti...	Leadershi...	Work Env...
LS1			0.752	
LS2			0.820	
LS3			0.745	
LS4			0.781	
LS5			0.743	
LS6			0.856	
WE1				0.751
WE2				0.751
WE3				0.759
WE4				0.772
WE5				0.780
WE6				0.738
WE7				0.761

From the table above it appears that the loading factor value is more significant than 0.7, so that all existing items can be declared valid.

### b. Discriminant Validity Test

The results of the discriminant validity test of the data in this study are shown in the following table.

**Table 6. Discriminant Validity**

Sampel bisa 369, var 4 kues 7,7,7,7 =28.txt *SAMPEL 369, VAR 4.splsm PLS Algorithm (Run No. 3)				
Discriminant Validity				
Fornell-Larcker Criter...	Cross Loadings	Heterotrait-Monotrait ...	Heterotrait-Monotrait ...	Copy to Clipboard:
	Job Erafting_	Leadership Style_	Teacher Performance_	Work Env...
Job Erafting_	0.780			
Leadership Style_	0.923	0.784		
Teacher Performance_	0.946	0.932	0.779	
Work Environment_	0.949	0.920	0.932	0.759

From table 6 above, the model has good discriminant validity if each loading indicator value of a latent variable is greater than that of other correlated variables. The cross-loading value in this study for each indicator is greater than the other latent variables. This shows that each variable has good discriminant validity.

### c. Construct Reliability Test

The results of the construct reliability test of data in this study are as shown in the following table.

**Table 7. Construct Reliability**

Sampel bisa 369, var 4 kues 7,7,7,7 =28.txt *SAMPEL 369, VAR 4.splsm PLS Algorithm (Run No. 3)					
Construct Reliability and Validity					
Matrix	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extract...	Copy to Cliq
	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracte...	
Job Erafting_	0.892	0.894	0.916	0.609	
Leadership Style_	0.874	0.875	0.905	0.615	
Teacher Performance_	0.891	0.892	0.915	0.606	
Work Environment_	0.877	0.878	0.905	0.576	

Based on Table 7 above, it can be seen that the average value is  $> 0.5$ , then the composite reliability value is  $> 0.905$ . So it can be concluded that the indicators in the study can measure well.

### 4.3 Measurement Model Analysis (Inner Model)

#### Coefficient of Determination ( $R^2$ )

The calculation results for the R-Square value are as shown in the following table.

**Table 8. R-Square Value**

Matrix	R Square	R Square Adjusted
Job Crafting_	0.917	0.917
Teacher Performance_	0.921	0.921

Based on Table 8 above, it was found that the value of R-Square Adjusted for the job crafting variable was 0.917 or 91.7%, while the remaining 8.3% was not examined in this study, while for teacher performance variables the value of R-Square Adjusted is 0.921 or 92.1%, the remaining 7.9% is not examined in this study.

#### 4.4 Predictive Relevance ( $Q^2$ )

The value of  $Q^2$  has the same meaning as the coefficient of determination R-Square. The value of Q-square ( $Q^2$ ) is greater than 0 indicating the model has predictive relevance. On the other hand, the value of  $Q^2$  is less than 0 indicating that the model has less predictive relevance or in other words, if all the values of  $Q^2$  are higher, the model is considered to be more compatible with the data. Calculation of the value of  $Q^2$  can be done as follows.

$$Q^2 = 1 - (1 - R^2_1)(1 - R^2_2) \dots (R_n^2)$$

$$Q^2 = 1 - (1 - 0.917)(1 - 0.921)$$

$$Q^2 = 1 - (0.083)(0.079)$$

$$Q^2 = 1 - 0.0066$$

$$Q^2 = 0.9934$$

Based on the results of the analysis, it was found that the value of  $Q^2$  was 0.9934. So it can be concluded that all the variables in this study, namely teacher performance, leadership style, work environment, and job crafting contributed 99.34% to the original data in the existing

structural model. Then the remaining 0.66% needs to be developed apart from this research variable.

#### 4.5 Effect Size (F2)

Effect size (F2) is determining the kindness of the model and also to find out whether the predictor variable has a weak, sufficient or strong effect at the structural level.

#### 4.6 Hypothesis Test

**Table 9. Direct Effect between Variables**

Sampel bisa 369, var 4 kues 7,7,7,7 =28.txt \*SAMPEL 369, VAR 4.splsm PLS Algorithm (Run No. 3) Bootstrapping (Run No. 2)

**Path Coefficients**

	Original Sample (O)	Sample ...	Standard Deviation (STDEV)	T Statistic...	P Values
Job Erafting_ -> Teacher Performance_	0.452	0.450	0.052	8.769	0.000
Leadership Style_ -> Job Erafting_	0.321	0.319	0.041	7.849	0.000
Leadership Style_ -> Teacher Performance_	0.342	0.344	0.038	8.990	0.000
Work Environment_ -> Job Erafting_	0.654	0.656	0.039	16.701	0.000
Work Environment_ -> Teacher Performance_	0.188	0.188	0.044	4.275	0.000

#### 4.7 The Effect of Job Crafting on Teacher Performance

Job crafting has a positive and significant effect on teacher performance, this can be seen from the P value of 0.000 which is smaller than 0.05. This is in accordance with a study conducted by Svicher and Di Fabio (2021) which states that job crafting involves changes in the design of one's work, so that teacher performance will also change. These results are in line with the study of Setyawati and Nugrohoseno (2019) which states that if job crafting is implemented properly it will have a positive impact on increasing employee performance. Similar results were found in a study conducted by Sudibjo and Widiastuti (2021) which showed that job crafting had a positive relationship with teacher performance, and also a study conducted by Lee and Lee (2018) which indicated that job crafting showed a positive relationship with performance. The results of this study are also in line with the study of Lichtenthaler and Fischbach (2018) which shows that job crafting which focuses on promotion has a positive effect on employee performance, and is also in line with the study of Nguyen et al (2019). Based on the results of several studies from several journal references mentioned above, it was found that job crafting plays a role in performance.

#### 4.8 The Effect of Leadership Style on Job Crafting

Leadership style has a positive and significant effect on job crafting. This can be seen from the P value of 0.000 which is smaller than 0.05. These results are consistent with a study conducted by Stevi Becher Sengkey ed al. (2016) which states that leadership style has an effect on job

crafting and with a study conducted by LATHIFATUL AZMI (2022) which indicates that there is an effect of leadership style on job crafting. Similar results were also found in a study conducted by MA Marcellino (2022) and a study conducted by Stevi Becher Sengkey (2016).

#### **4.9 The Effect of Leadership Style on Teacher Performance**

Leadership style has a positive and significant effect on teacher performance. This can be seen from the P value of 0.000 which is smaller than 0.05. These results are consistent with studies conducted by Lange and Alina (2020), Mahfud et al. (2021), and Mariatie et al (2021). The results of the study by Pawirosumarto et al (2017) show that leadership style has a significant effect on employee performance, and the study by Lutfiyanto et al (2020) states that leadership style has a significant effect on teacher performance. Widiastuti (2021) shows that empowering leadership has a positive relationship with teacher performance. The results of the research showing that leadership style has a significant effect on employee performance are found in the study of Mahfud et al, Safiri and Zaidin (2021). The results of the several journal references mentioned above confirm that leadership plays a role in performance, but different results are shown by the study of Giantoro et al. (2019) where it is stated that the leadership of the school principal has no influence on teacher performance.

#### **4.10. The Effect of Work Environment on Job Crafting**

Work Environment has a positive and significant effect on job crafting. This can be seen from the P value of 0.000 which is smaller than 0.05. These results are consistent with research conducted by Schoeman (2019) which shows that an active work environment can support or limit the job crafting process by providing detailed insight into the underlying dimensions of work pressure, autonomy and social climate, and their relationship to some job crafting processes. Mukhtar (2018) states that partially the work environment has a positive and significant effect on teacher performance, findings that are in line with a study conducted by Pawirosumarto et al (2017). and also a study by Sri Haryanti (2020). The research results from several reference journals are convergent to the finding that the work environment plays a role in performance. However, it is different from the results of the study by Pawirosumarto et al (2017) where it was found that the work environment had no effect on teacher performance, which is in line with the study conducted by Chang et al (2020) which shows that the work environment has no significant association with job crafting. From the description above, some say that the work environment has an effect on job erasing and some say it has no effect, but the present study shows a finding that the work environment has a significant effect on job crafting.

#### **4.11 The Effect of Work Environment on Teacher Performance.**

The work environment has a positive and significant effect on teacher performance. This can be seen from the P value of 0.000 which is smaller than 0.05. These results are in accordance with a study conducted by Al-Omari and Okasheh (2017) which states that the work environment can be anything that is around the employee and can influence how the employee performs his duties because the work environment is a space where people can gather to do their job and achieve results. This result is also in accordance with the study of Massoudi and

Hamdi (2017) which states that the work environment can be shaped by physical conditions, such as office temperature, and equipment, such as personal computers, also it can be related to things such as work methods or procedures. Similar results were also found in a study conducted by Mukhtar (2018) which stated that partially the work environment had a positive and significant effect on teacher performance. Similar findings were also shown by several other studies, including the study of Anggrayni, Sawiji and Susantiningrum (2018) with the finding that there was a significant positive effect of the work environment on teacher performance, and Prihanto (2017) which showed that there was a significant influence of the work environment on teacher performance. In contrast to these studies, Nugraha (2020) shows that there is no effect of the work environment on teacher performance. The same results were obtained by Pawirosumarto et al (2017) indicating that the work environment has no significant effect on employee performance.

**Table 10. Indirect Effect between Variables**

The screenshot shows the 'Specific Indirect Effects' table from the SmartPLS software. The table includes columns for the path, Original Sample Mean, Sample Mean, Standard Error, T-Statistic, and P-Value. Two paths are listed: Leadership Style -> Job Crafting -> Teacher Performance and Work Environment -> Job Crafting -> Teacher Performance, both with P-values of 0.000.

	Original ...	Sample ...	Standard ...	T Statistic...	P Values
Leadership Style -> Job Crafting -> Teacher Performance_	0.145	0.144	0.025	5.712	0.000
Work Environment_ -> Job Crafting -> Teacher Performance_	0.296	0.295	0.037	7.908	0.000

**4.12 Job Crafting can Mediate the Effects of Leadership Style on Teacher Performance**

This can be seen from the P value of 0.000 which is smaller than 0.05. This means that job crafting as an intervention variable allows teacher performance to encourage teachers to make voluntary changes either on their own initiative or involving management who can create decent jobs. These results are in accordance with a study conducted by Svicher and Di Fabio (2021) which indicates that job crafting involves changes in the design of one's work, so that thereby the teacher's performance will also change. In addition, if job crafting is implemented properly, it will have a positive impact on increasing employee performance (Setyawati and Nugrohoseno, 2019). The findings in this study are also in line with the study conducted by Sudibjo and Widiastuti (2021) which shows that job crafting has a positive relationship with teacher performance and is also in line with the study of Lee and Lee (2018) which indicates that job crafting shows a positive relationship with performance. Similar results were also found in the study of Lichtenthaler and Fischbach (2018) which stated that job crafting which focuses on promotion has a positive effect on employee performance which is also in line with the study of Nguyen et al (2019). The results of the research from the several journal references

mentioned above confirm that job crafting plays a role in mediating the effect of leadership style on teacher performance.

#### **4.13 Job Crafting can Mediate the Effect of Work Environment on Teacher Performance**

This can be seen from the P value of 0.000 which is smaller than 0.05. This means that job crafting as an intervention variable on the effect of teacher performance allows teachers to make voluntary changes either on their own initiative or involving management which can create decent jobs. These results are in accordance with the study conducted by Sudibjo and Widiastuti (2021) and with the study of Svicher and Di Fabio (2021). Furthermore, the results of a study by Moon et.al (2018) and also a study by Nguyen et al (2019) state that job crafting has an effect on employee performance. The results of the several journal references above confirm the finding that job crafting plays a role in mediating the effect of the work environment on teacher performance.

### **5. CONCLUSIONS**

The conclusion that the researchers could find was that the variables of leadership style, work environment, and job crafting directly had a positive and significant effect on teacher performance, and indirectly job crafting could mediate the effect of the variables of leadership style and work environment on the performance of high school teachers in Medan City, North Sumatra, Indonesia.

### **REFERENCES**

1. Abbas, M., Raja, U., Anjum, M., & Bouckennooghe, D. (2019). Perceived competence and impression management: Testing the mediating and moderating mechanisms. *International Journal of Psychology*, 54(5). <https://doi.org/10.1002/ijop.12515>
2. Abdullah La Tunrung, H. H., Umar, F., & Sumardi, S. (2019). The Effect of Competence, Organisational Culture, and Organisational Commitment on Job Satisfaction and Its Impact on Employee Performance at PT. Haji La Tunrung A.M.C in Makassar. *Hasanuddin Journal Of Business Strategy*, 1(2). <https://doi.org/10.26487/Hjbs.V1i2.222>
3. Adripen, Rafli, D., & Amra, A. (2021). Pengaruh Pelaksanaan Supervisi Akademik Kepala Sekolah dan Gaya Kepemimpinan Terhadap Kinerja Guru. *Al-Ikhtibar: Jurnal Ilmu Pendidikan*, 8(2). <https://doi.org/10.32505/ikhtibar.v8i2.628>
4. Afsar, B., Masood, M., & Umrani, W. A. (2019). The role of job crafting and knowledge sharing on the effect of transformational leadership on innovative work behavior. *Personnel Review*, 48(5), 1186–1208. <https://doi.org/10.1108/PR-04-2018-0133>
5. Anam, C. (2018). Pengaruh Motivasi, Kompetensi, Kepemimpinan, Lingkungan Kerja dan Disiplin Kerja Terhadap Kinerja Guru di Sekolah Menengah Kejuruan. *Dirasat: Jurnal Manajemen Dan Pendidikan Islam*, 4(1).
6. Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The Influence Of The Transformational Leadership And Work Motivation On Teachers Performance. *International Journal Of Scientific And Technology Research*, 7(7).

7. Anggrayni, Dita; Sawiji, Hery dan Susantiningrum. (2018). Pengaruh Motivasi Kerja dan Lingkungan Kerja Terhadap Kinerja Guru Smk Pancasila 6 Jatisrono Kecamatan Jatisrono Kabupaten Wonogiri. *Jurnal Informasi dan Komunikasi Administrasi Perkantoran*. Volume 2, No 2, Februari 2018. Online: <http://jurnal.fkip.uns.ac.id/index.php/jikap>.
8. Ardiansyah, Ferdy dan Purba, Sylvia Diana. (2015). Pengaruh Kepuasan Kerja terhadap Kinerja Guru dengan Motivasi Karier sebagai Moderasi dan Kepuasan Karier sebagai Variabel Mediasi pada YP IPPI. *DeReMa Jurnal Manajemen*, Vol. 10, No. 1 (2015).
9. Ardiyani, N. A., & Nugrahaeni, R. (2017). Analisis Pengaruh Lingkungan Kerja, Kualitas Kepemimpinan, Dan Motivasi Kerja Terhadap Kinerja Karyawan (Studi Pada Pt. Pln (Persero) Kantor Distribusi Jateng Dan D.I.Yogyakarta). *Diponegoro Juernal Of Management*, 6(4).
10. Arianindita, & Dhea, T. (2018). Pengaruh Motivasi Kerja, Disiplin Kerja Lingkungan Kerja Terhadap Kinerja Karyawan Hotel Grand Sae Di Surakarta. *Jurnal Of Business And Management*, 5(2).
11. Arlita, S. E., Ahyani, N., & Missriani, M. (2020). Pengaruh Kompetensi Akademik Dan Motivasi Guru Terhadap Kinerja Guru. *Attractive : Innovative Education Journal*, 2(3). <https://doi.org/10.51278/Aj.V2i3.70>
12. Augustsson, G., Ekelund-Book, T., & Landstad, B. J. (2017). Utilization of Consultant Doctors' Competence and Impact on Perceived Psychosocial Work Environment: A Pilot Study. *Health*, 9(1), 189–207. <https://doi.org/10.4236/health.2017.91013>
13. Augusty, Ferdinand. (2006). *Metode Penelitian Manajemen: Pedoman Penelitian untuk skripsi, Tesis dan Disertai Ilmu Manajemen*. Semarang: Universitas Diponegoro.
14. Azmi, Lathifatul dan Fajrianti. (2018). Hubungan antara Kepemimpinan Transformasional dengan Job Crafting pada Pegawai Generasi Y di Sektor Industri Kreatif. *Jurnal Psikologi Industri dan Organisasi*. Vol. 7, No. 5 (2018).
15. Azulaidin, A., & Rosmika, E. (2021). PENGARUH KOMPETENSI GURU, MOTIVASI DAN LINGKUNGAN KERJA TERHADAP KINERJA GURU. *Juripol*, 4(2). <https://doi.org/10.33395/juripol.v4i2.11119>
16. Bangun, Wilson. (2012), *Manajemen Sumber Daya Manusia*, Penerbit Erlangga.
17. \_\_\_\_\_. (2016). Human Resource: to Increasing Indonesian Competitiveness on Asean Economic Community. *IJABER*, Vol. 14, No. 11, (2016): 7997-8003.
18. Bayu, K. (2017). Kepuasan Kerja Memoderasi Pengaruh Lingkungan Kerja Dan Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Smk Negeri 1 Pati. *Bima Bingkai Manajemen*, 1(20).
19. Benton, J. E., Swami, P., & Instruction, W. C. For C. And. (2007). *Creating Cultures Of Peace: Pedagogical Thought And Practice. Selected Papers From The 10th Triennial World Conference (September 10-15, 2001, Madrid, Spain)*. In *World Council For Curriculum And Instruction*.
20. Birks, D. F. (2016). *Marketing research*. In *The Marketing Book: Seventh Edition*.
21. Bhutta, Zahra Masood; Hussain, Khadim; and Zhao, Minjua. (2018). Job Crafting Practices and Work Satisfaction: Evidence from Higher Education Sector in Shaanxi, China. *The Educational Review*. DOI: 15804/tner.2018.52.2.05.
22. Bua, P. T., Kristianto, T., & Daengs Gs, A. (2020a). The Impact Of Work Environment, Communication And Leadership On Performance Of Employees In Tarakan City Education Office. *Jmm17: Jurnal Ilmu Ekonomi Dan Manajemen*, 7(01). <https://doi.org/10.30996/Jmm.V7i01.3544>



23. Bua, P. T., Kristianto, T., & Daengs Gs, A. (2020b). The Impact Of Work Environment, Communication And Leadership On Performance Of Employees In Tarakan City Education Office. *Jmm17*, 7(01). <https://doi.org/10.30996/Jmm17.V7i01.3544>
24. Chandra, J. A., G, N. N. P. M., & Qomariah, N. (2021). Impact Of Organizational Citizenship Behavior, Leadership, Individual Characteristics And Competence On Teacher Performance. *Jurnal Manajemen Dan Bisnis Indonesia*, 6(2). <https://doi.org/10.32528/Jmbi.V6i2.4091>
25. Chang, Sujin; Han, Kihye and Cho, Yongae. (2020). Association of Happiness and Nursing Work Environments with Job Crafting among Hospital Nurses in South Korea. *Int. J. Environ. Res. Public Health* 2020, 17.
26. Civelek, Mustafa Emre. (2018). Essentials of Structural Equation Modeling. In Zea Books. <http://dx.doi.org/10.13014/K2SJ1HR5>
27. Čulibrk, J., Delić, M., Mitrović, S., & Čulibrk, D. (2018). Job Satisfaction, Organizational Commitment and Job Involvement: The Mediating Role of Job Involvement. *Frontiers in psychology*, 9, 132. <https://doi.org/10.3389/fpsyg.2018.00132>
28. Dan, C. I., Roşca, A. C., & Mateizer, A. (2020). Job Crafting and Performance in Firefighters: The Role of Work Meaning and Work Engagement. *Frontiers in Psychology*, 11(May), 1–12. <https://doi.org/10.3389/fpsyg.2020.00894>.
29. Dash, Sanket Sunand and Vohra, Neharika, (2017). The Leadership of The School Principal: Impact on Teachers' Job Crafting, Alienation and Commitment. *Management Research Review*, Vol. 42 Issue: 3. <http://DOI:10.1108/MRR-11-2017-0384>
30. Dessler, Gary. (2015). *Manajemen Sumber Daya Manusia*. Salemba Empat, Jakarta.
31. Dian, D., Suhendar, R., & Sovian, S. (2021). The Influence Of Principal's Leadership On Teacher Performance. *Al-Ishlah: Jurnal Pendidikan*, 13(3). <https://doi.org/10.35445/Alishlah.V13i3.697>
32. Djou, L. D. G., & Lukiastuti, F. (2021). The Influence Of Competence And Locus Of Control On Government Internal Auditor Performance: The Role Of Job Satisfaction. *Quality - Access To Success*, 22(182).
33. Eliza, M., & Pratiwi, N. A. (2021). Implications Of Organizational Culture, Servant Leadership, Competence On Quality Of Work Life And Employee Performance Syar'i Garment. *Laa Maisyir : Jurnal Ekonomi Islam*, 8(1). <https://doi.org/10.24252/Lamaisyir.V8i1.18674>
34. Elsayed, Reda Shehata. (2019). Nurses' Job Crafting and its' relationship with their Job Demands, Job Resources, and Career Competencies. *International Journal of Novel Research in Healthcare and Nursing* Vol. 6, Issue 2, pp: (1459-1474).
35. Engkoswara (1987). *Dasar-dasar Administrasi Pendidikan*. Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, Depdikbud, Jakarta.
36. Fachmi, M., Mustafa, M., & Ngandoh, A. M. (2021). The Role Of Motivation And Professional Competence In Improving Teacher Performance. *Journal Of Digital Learning And Education*, 1(01). <https://doi.org/10.52562/Jdle.V1i01.14>
37. Fajrian, A., Musnadi, S., & Nadirsyah. (2020). The Effect Of Competence, Professionalism And Work Environment On Job Satisfaction And Its Impact On Internal Auditor Performance Of Pt Bank Negara Indonesia. *International Journal Of Business Management And Economic Review*, 03(04). <https://doi.org/10.35409/Ijbmer.2020.3190>
38. Faradila, N., Heksarini, A., & Darma, D.C. (2020). Antecedents That Affect Job Satisfaction and Employee Performance. *Saudi Journal of Business and Management Studies*.

39. Fatihudin, D., & Firmansyah, M. A. (2018). The Effect of Work Environment on Employee Performance Through the Job Satisfaction in Drinking Water Company Pandaan Indonesia. *International Journal of Management And Economics Invention*, 4(11), 1982-1988. <https://doi.org/10.31142/ijmei/v4i11.01>
40. Fatimah, S. (2017). Pengaruh Motivasi, Disiplin Dan Lingkungan Kerja Fisik Terhadap Kinerja Pegawai Dengan Kepuasan Pegawai Sebagai Variabel Intervening. In *Diponegoro Journal Of Management* (Vol. 4, Issue 4).
41. Febriani, Y., Wahyudi, A., & Suprayitno. (2019). Analisis Pengaruh Kepemimpinan Dan Lingkungan Kerja Terhadap Kinerja Aparatur Sipil Negara Dengan Kepuasan Kerja Sebagai Variabel Mediasi. *Jurnal Manajemen Sumber Daya Manusia*, 13(2).
42. Genaidy, Ash; Karwowski, Waldemar; Succop, Paul; Kwon, Young-Guk; Alhemoud, Ahmed and Goyal, Dev. (2015.) *International Journal of Occupational Safety and Ergonomics*, 6:4, 535-555. <https://doi.org/10.1080/10803548.2000.11076471>
43. Ghozali, Imam. (2014). *Structural Equation Modeling Metode Alternatif dengan Partial Least Square (PLS) Edisi 4*. Universitas Diponegoro, Semarang.
44. \_\_\_\_\_. (2018). *Aplikasi Analisis Multivariate dengan Program IBM SPSS 25*. Badan Penerbit Universitas Diponegoro: Semarang
45. Ghozali, Imam dan Latan, Hengky. (2015). *Partial Least Square Konsep Teknik dan Aplikasi Menggunakan Program SmartPLS 3.0 (2nd Edition)*. Semarang: Badan Penerbit Universitas Diponegoro
46. Giantoro, H. M., Haryadi, H., dan Purnomo, R. (2019). Pengaruh Kompetensi Guru, Kepemimpinan Kepala Sekolah Menurut Persepsi Guru Dan Motivasi Kerja Terhadap Kinerja Guru SMK Negeri di Kabupaten Purbalingga. *Jurnal Ekonomi, Bisnis, dan Akuntansi*, 21(2). <https://doi.org/10.32424/jeba.v21i2.1290>.
47. Gopinath, R. (2020). Influence of Job Satisfaction and Job Involvement of Academicians with special reference to Tamil Nadu Universities. *International Journal of Psychosocial Rehabilitation*. 24. 4296-4306. <http://doi.org/10.37200/IJPR/V24I3/PR2020833>.
48. Guruh, Muhammad. (2018). Pengaruh Kompetensi Terhadap Kinerja Guru Pada SMK Kartika X-2. *Jurnal Ilmiah, Manajemen Sumber Daya Manusia JENIUS*. Vol. 2, No. 1, September 2018.
49. Hair, Black, Babin, dan Anderson. (2010). *Multivariate Data Analysis (7th Edition)*. New Jersey: Pearson Education International.
50. Hanafi, H. M; and Ibrahim, S.B. 2018. Impact of Employee Skills on Service Performance. *International Journal of Science and Research (IJSR)* ISSN: 2319-7064. <http://dx.doi.org/10.21275/ART20193416>
51. Handayani, T., Fitria, H., & Puspita, Y. (2021). The Influence Of Organization Atmosphere And School Leadership On Teacher Performance In Senior High School. *Jpgi (Jurnal Penelitian Guru Indonesia)*, 6(2). <https://doi.org/10.29210/021067jpgi0005>
52. Harahap, V. A., & Hidayat, W. (2016a). Pengaruh Motivasi Dan Lingkungan Kerja Terhadap Kinerja Melalui Kepuasan Kerja Sebagai Variabel Intervening. *Jurnal Ilmu Administrasi Bisnis*, 5(3).
53. Harahap, V. A., & Hidayat, W. (2016b). Pengaruh Motivasi Dan Lingkungan Kerja Terhadap Kinerja Melalui Kepuasan Kerja Sebagai Variabel Intervening (Studi Pada Pt. Taspen (Persero) Kantor Cabang Utama Semarang). *Jurnal Ilmu Administrasi Bisnis*, 5(3).
54. Hari, Lin; Mardi, Nugroho dan Hartati, C. Sri. (2021). Pengaruh Komitmen, Komunikasi dan Kompetensi Terhadap Kinerja Guru Melalui Motivasi Kerja Guru SMK Negeri Dander

55. Hartini, H.-, Rahmawati, R., & Asmin, E. A. (2021). Motivasi, Komitmen Organisasi, Kompetensi dan Dampaknya Terhadap Kinerja Guru. *Jurnal Manajemen*, 12(1). <https://doi.org/10.32832/jm-uika.v12i1.3950>
56. Hartiwi, H., Kozlova, A. Y., & Masitoh, F. (2020). The Effect Of Certified Teacher And Principal Leadership Toward Teachers' Performance. *International Journal Of Educational Review*, 2(1). <https://doi.org/10.33369/Ijer.V2i1.10629>
57. Haryanto, A. T., & Dewi, S. N. (2020). Peran Kepemimpinan Efektif dan Kedisiplinan Terhadap Komitmen Organisasi dan Motivasi Maslow Pada Kinerja Tugas Guru di Sekolah Dasar. *Jurnal Basicedu*, 4(4). <https://doi.org/10.31004/basicedu.v4i4.448>
58. Hetland, J., Hetland, H., Bakker, A. B., & Demerouti, E. (2018). Daily transformational leadership and employee job crafting: The role of promotion focus. *European Management Journal*, 36(6), 746-756. <https://doi.org/10.1016/j.emj.2018.01.002>
59. Hidayah, S. (2021). PENGARUH KARAKTERISTIK INDIVIDU DAN GAYA KEPEMIMPINAN TERHADAP KINERJA GURU SMA NEGERI 3 MUARA BUNGO. *Jurnal Tunas Pendidikan*, 3(2). <https://doi.org/10.52060/pgsd.v3i2.473>
60. Ideswal, I., Yahya, Y., & Alkadri, H. (2020). Kontribusi Iklim Sekolah dan Kepemimpinan Kepala Sekolah terhadap Kinerja Guru Sekolah Dasar. *Jurnal Basicedu*, 4(2). <https://doi.org/10.31004/basicedu.v4i2.381>
61. Ilham, I., & Yaakob, D. (2014). Teacher's Job Satisfaction As A Mediator Of The Relationship Between Ethical Leadership And Organizational Commitment In School. *International Journal Of Scientific Research And Education*, 2(8).
62. Imbron, I., Paeno, P., & Ratnasih, P. (2021). Pengaruh Disiplin Kerja Dan Kompetensi Terhadap Kinerja Guru Pada SMK Negeri 2 Di Kota Tangerang Selatan. *Jurnal Ilmiah PERKUSI*, 1(2). <https://doi.org/10.32493/j.perkusi.v1i2.11035>
63. Immah, F., Sukidin, S., & Kartini, T. (2020). PENGARUH KOMPETENSI PROFESIONAL GURU TERHADAP KINERJA GURU DI SMA NEGERI 01 KALISAT TAHUN PELAJARAN 2018/2019. *JURNAL PENDIDIKAN EKONOMI: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi Dan Ilmu Sosial*, 14(1). <https://doi.org/10.19184/jpe.v14i1.12493>
64. Iskandar. (2017a). Pengaruh Karakteristik Individu, Beban Kerja Dan Lingkungan Kerja Terhadap Kinerja Pegawai Pada Kantor Inspektorat Daerah Provinsi Sulawesi Tengah. *Katalogis*, 5(1).
65. Iskandar. (2017b). Pengaruh Karakteristik Individu, Beban Kerja Dan Lingkungan Kerja Terhadap Kinerja Pegawai Pada Kantor Pelayanan Pajak .... *Jram (Jurnal Riset Akuntansi Multiparadigma)*, 5 No.1(1).
66. Iskandar, R. Z. (2018). PENGARUH MOTIVASI, DAN LINGKUNGAN KERJA TERHADAP KINERJA GURU (Studi Kasus pada Sekolah Madrasah Pembangunan UIN Jakarta Tingkat Ibtidaiyah, Tsanawiyah, dan Aliyah) Skripsi. *Fakultas Ekonomi Dan Bisnis*, 1(January).
67. Ivan Fanani Qomusuddin, & Ubin Bunyamin. (2020). Pengaruh Kepemimpinan Kepala Sekolah dan Kompetensi Guru Terhadap Kinerja Guru. *Jurnal Pendidikan Indonesia*, 1(2). <https://doi.org/10.36418/japendi.v1i2.3>
68. Jajang, J., Supriyanto, S., & Putra, D. E. (2021). Analisis Faktor-Faktor Yang Berpengaruh Terhadap Kinerja Pegawai Pt. Kereta Api Indonesia (Persero) Daop 5 Purwokerto Dengan Partial Least Square. *Jurnal Ilmiah Matematika Dan Pendidikan Matematika*, 12(2). <https://doi.org/10.20884/1.Jmp.2020.12.2.3613>
69. Jaliah, J., Fitria, H., & Martha, A. (2020). Pengaruh Kepemimpinan Kepala Sekolah dan Manajemen Kepala Sekolah terhadap Kinerja Guru. *Journal of Education Research*, 1(2). <https://doi.org/10.37985/joe.v1i2.14>

70. Jalil, A. (2020). Pengaruh Beban Kerja, Stres Kerja dan Lingkungan Kerja Terhadap Kinerja Guru Madrasah Aliyah Negeri 2 Kota Palu. *Jurnal Ilmu Perbankan Dan Keuangan Syariah*, 1(2). <https://doi.org/10.24239/jipsya.v1i2.14.117-134>
71. Juniarti, E., Ahyani, N., & Ardiansyah, A. (2020). Pengaruh Kepemimpinan Kepala Sekolah dan Disiplin Guru terhadap Kinerja Guru. *Journal of Education Research*, 1(3). <https://doi.org/10.37985/joe.v1i3.21>
72. Kandula R. Srinivas. (2013). *Competency Based Human Resource Management: A Complete Text With Case Studies on Competency Mapping, Modelling, Assessing and Applying*. Gtae Corporation. Bangalore, Delhi.
73. Kanya, N., Fathoni, A. B., & Ramdani, Z. (2021). Factors Affecting Teacher Performance. *International Journal Of Evaluation And Research In Education*, 10(4). <https://doi.org/10.11591/Ijere.V10i4.21693>
74. Khan, H., Rehmat, M., Butt, T.H. et al. Impact of transformational leadership on work performance, burnout and social loafing: a mediation model. *Futur Bus J* 6, 40 (2020). <https://doi.org/10.1186/s43093-020-00043-8>
75. Kim, M., & Beehr, T. A. (2018). Can empowering leaders affect subordinates' well-being and careers because they encourage subordinates' job crafting behaviors? *Journal of Leadership & Organizational Studies*, 25(2), 184–196. <https://doi.org/10.1177/1548051817727702>
76. Kotler, P., & Armstrong, G., (2016). *Principles of Marketing Sixteenth Edition: Global Edition*. Pearson Education Limited, England.
77. Kucharska, W., & Erickson, G.S. (2019). The influence of IT-competency dimensions on job satisfaction, knowledge sharing and performance across industries. <https://doi.org/10.1108/VJIKMS-06-2019-0098>
78. Kustanto, H., Muazza, M., & Haryanto, E. (2021). Pengaruh Gaya Kepemimpinan, Motivasi dan Disiplin Kerja terhadap Kinerja Guru. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 4(1). <https://doi.org/10.31004/edukatif.v4i1.1742>
79. Lange, Martin & Hernandez-Bark, Alina. (2020). Leadership Models and Work Behavior: An Empirical Analysis of Consequences of Authentic and Transformational Leadership. [http://doi:10.1007/978-3-030-35918-8\\_6](http://doi:10.1007/978-3-030-35918-8_6)
80. Lichtenthaler, Philipp Wolfgang and Fischbach, Andrea. (2018). Leadership, Job Crafting, and Employee Health and Performance", *Leadership & Organization Development Journal*, <https://doi.org/10.1108/>
81. Lubis, R. P., Pasaribu, F., & Tufty, Z. (2020). Pengaruh Kompetensi, Motivasi Kerja dan Lingkungan Terhadap Kinerja Guru SMA Negeri 15 Medan. *Jurnal AKMAMI (Akuntansi, Manajemen, Ekonomi)*, 2(2).
82. Lumintang, Saskia dan Rufial. (2021). Pengaruh Kompetensi, Kepemimpinan, dan Lingkungan Kerja terhadap Kinerja Karyawan Direktorat Pelayanan Kantor Pusat BPJS Ketenagakerjaan. <https://journals.upi-yai.ac.id/index.php/IKRAITHEKONOMIKA/article/download/1683/1386/>
83. Lustriningsih, L. (2021). Pengaruh Motivasi terhadap Kinerja Guru Dimoderasi Gaya Kepemimpinan Transformasional dan Budaya Organisasional. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 4(1). <https://doi.org/10.54371/jiip.v4i1.202>
84. Maheshwari, G. (2022). Influence Of Teacher-Perceived Transformational And Transactional School Leadership On Teachers' Job Satisfaction And Performance: A Case Of Vietnam. *Leadership And Policy In Schools*, 21(4). <https://doi.org/10.1080/15700763.2020.1866020>
85. Mahfudz, M. (2017). Pengaruh Kepuasan Kerja Dan Beban Kerja Terhadap Kinerja Karyawan Dan Stres Kerja Sebagai Variabel Mediasi Pada Karyawan Divisi Sales Consumer Pt Bank Negara Indonesia (Persero) Tbk. *Jurnal Eksekutif Volume 14 No. 1 Juni 2017 Indonesia*, 14(1).

86. Mahmud, Misra; Sapiri, Muhtar dan Zaidin, Arifin. (2021). The Influence of Leadership Style, Competence and Organizational Culture on Civil Servent Perfomance Through Waork Motivation and Job Satisfaction at Regional IV Office BKN Makasar. *DIJMS, Dinasti Internasional Journal of Management Science*, Vol. 2, Issue 6, July 2021.
87. Mangkunegara, Anwar Prabu; and Agustine, Rela. (2016). Effect of Training, Motivation and Work Environment on Physicians' Performance. *Academic Journal of Interdisiplinary Studies*. <http://doi:10.5901/ajis.2016.v5n1p173>
88. Mansyur, L., Kamase, J., Mallongi, S., & Chalid, L. (2017). An Examination of the Mediating Role of Employees' Job Satisfaction on the Relations between the Work Motivation, Leadership Style, Competence and Employees' Performance. *IRA-International Journal of Management & Social Sciences (ISSN 2455-2267)*, 7(2), 232-243. <http://dx.doi.org/10.21013/jmss.v7.n2.p13>
89. Marbun, H. S., & Jufrizen, J. (2022). Peran Mediasi Kepuasan Kerja Pada Pengaruh Dukungan Organisasi Dan Lingkungan Kerja Terhadap Kinerja Pegawai Pada Kantor Dinas Ketahanan Pangan Dan Peternakan Provinsi Sumatera Utara. *Jesya (Jurnal Ekonomi & Ekonomi Syariah)*, 5(1). <https://doi.org/10.36778/Jesya.V5i1.617>
90. Mardalena, M., Arafat, Y., & Fitria, H. (2020). Pengaruh Supervisi Akademik dan Kompetensi Profesional Guru terhadap Kinerja Guru di Sekolah Menengah Atas Negeri di Kecamatan Tanjung Raja. *Jurnal Intelektualita: Keislaman, Sosial Dan Sains*, 9(1). <https://doi.org/10.19109/intelektualita.v9i1.5582>
91. Marliya, M., Fitria, H., & Nurkhalis, N. (2020). Pengaruh Sarana Prasarana dan Lingkungan Kerja terhadap Kinerja Guru Di SMP Negeri se-Kecamatan Prabumulih Barat. *Journal of Education Research*, 1(3). <https://doi.org/10.37985/jer.v1i3.23>
92. Martini, Ida Ayu Oka; Supriyadinata, A. A. N. Eddy; Sutrisni, Ketutu Elly and Sarmawa, Wayan Gde. (2020). The dimensions of competency on worker performance mediated by work commitment. *Cogent Business & Management*, 7:1, 1794677. <http://doi:10.1080/23311975.2020.1794677>
93. Marwah Aya Shofia. (2021). The Influence Of Competence And Communication On Employee Performance Of Internal Audit Work Unit At Pt Bank Mandiri (Persero), Tbk With Mediation Variable Job Satisfaction. *Jurnal Dinamika Manajemen Dan Bisnis*, 3(1). <https://doi.org/10.21009/Jdmb.03.1.4>
94. Masoko, F. F., Katuuk, D. A., Rotty, V. N. J., & Lengkong, J. S. J. (2021). Pengaruh Perilaku Kepemimpinan dan Kompensasi terhadap Kinerja Guru SMP Advent di Minahasa Utara. *Jurnal Bahana Manajemen Pendidikan*, 10(1). <https://doi.org/10.24036/jbmp.v10i1.112135>
95. Massoudi, Aram & Hamdi, Sameer. (2017). The Consequence of work environment on Employees Productivity. *IOSR Journal of Business and Management*. 19. 35-42. <http://doi.10.9790/487X-1901033542>
96. May, L. F., Abdurrahman, A., Hariri, H., Sowiyah, S., & Rahman, B. (2020). The Influence Of Principal Managerial Competence On Teacher Performance At Schools In Bandar Lampung. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 5(1). <https://doi.org/10.24042/Tadris.V5i1.5391>
97. Megiati, Y. E., & Pratiwi, N. K. (2021). Persepsi Guru atas Supervisi Kepemimpinan Kepala Madrasah terhadap Kinerja Guru. *SAP (Susunan Artikel Pendidikan)*, 6(1). <https://doi.org/10.30998/sap.v6i1.9357>
98. Melianah, A., Matin, M., & Santosa, H. (2021). The Influence Of Transformational Leadership And Interpersonal Communication On Teachers' Performance. *Al-Ishlah: Jurnal Pendidikan*, 13(1). <https://doi.org/10.35445/Alishlah.V13i1.574>
99. Mouratidis, A., Vansteenkiste, M., Lens, W., & Sideridis, G. (2008). The Motivating Role Of Positive Feedback In Sport And Physical Education: Evidence For A Motivational Model. *Journal Of Sport And Exercise Psychology*, 30(2). <https://doi.org/10.1123/Jsep.30.2.240>

100. Muhammad Arifin, H. (2015). The Influence Of Competence, Motivation, And Organisational Culture To High School Teacher Job Satisfaction And Performance. *International Education Studies*, 8(1). <https://doi.org/10.5539/ies.v8n1p38>
101. Mukhtar, Jazuli. (2018). Pengaruh Lingkungan Kerja dan Motivasi Kerja Terhadap Kinerja Guru pada Pondok Pesantren Asshiddiqiyah Jakarta. *Jurnal Disrupsi Bisnis*, Vol. 1, No.3, November 2018.
102. Mulyani, H., Meirawan, D., & Rahmadani, A. (2020). Increasing School Effectiveness Through Principals' Leadership And Teachers' Teaching Performance, Is It Possible? *Cakrawala Pendidikan*, 39(2). <https://doi.org/10.21831/cp.v39i2.28864>
103. Munandar, Aji. (2021). Kepuasan Kerja Tenaga Pendidik di Lembaga Pendidikan Islam. *Jurnal Tawadhu*, Vol. 5 no. 1, 2021.
104. Munajiyah, S., Raharjo, T. J., & ... (2020). Determinants On Teachers' Performance With Job Satisfaction As A Mediation. ... *Management*.
105. Munir, Ros Intan Safinas; Rahman, Ramlee Abdul. (2016). Determining Dimensions of Job Satisfaction using Factor Analysis. *Procedia Economics and Finance*. Elsevier. [http://dx.doi.org/10.1016/S2212-5671\(16\)30156-3](http://dx.doi.org/10.1016/S2212-5671(16)30156-3)
106. Murkatik, K., Harapan, E., & Wardiah, D. (2020a). The Influence Of Professional And Pedagogic Competence On Teacher's Performance. *Journal Of Social Work And Science Education*, 1(1). <https://doi.org/10.52690/jswse.v1i1.10>
107. Narasuci, W., Setiawan, M., & N. (2018). Effect of Work Environment on Lecturer Performance Mediated by Work Motivation and Job Satisfaction. *Journal of Applied Management*, 16(4), 645–653. <http://dx.doi.org/10.21776/ub.jam.2018.016.04.11>
108. Narayanamma, P. L. (2017). A Study On Impact Of Balance Scorecard Implementation On Job Satisfaction Of Employees In Selescted Public And Privete Sectoc. *Shanlax International Journal Of Arts, Science And Humanities*, 4(3).
109. Nasir, M. J. A., Wiyono, B. B., Supriyono, .. & Supriyanto, A. (2017). The Relationship Between Motivation, Organisational Commitment And Competence With Job Satisfaction And Lecturers Performance. *International Journal Of Learning And Development*, 7(3). <https://doi.org/10.5296/ijld.v7i3.11688>
110. Natsir, U. D., Tangkeallo, D. I., & Tangdialla, R. (2020). Effect Of Principal's Leadership On Teacher Performance In Junior High School: A Case Of Indonesia. *International Journal Of Scientific And Technology Research*, 9(2).
111. Nguyen, Ha Minh; Nguyen, Cuong; Ngo. Trung Thanh, and Nguyen, Luan Vinh. (2019). The Effect of Job Crafting in on Work Enggagement and Work Performance: A Study of Vietnamese Commercial Banks. *Journal of Asian Finance, Economics and Business* Vol 6 No 2 (2019) 189-201.
112. Ningrum, Komang Septia Cahya. (2016). Pengaruh Kompetensi Guru Terhadap Kinerja Guru SMP Negeri 6 Singaraja. *Jurnal Program Studi Pendidikan Ekonomi (JPPE)*. Volume: 7 Nomor: 2 Tahun: 2016.
113. Nugraha, D. A., Nadeak, B., Martini, N., & Suyaman, D. J. (2022). Pengaruh Pengembangan Karir Dan Kompetensi Terhadap Kepuasan Kerja Yang Berdampak Pada Kinerja Pegawai Negeri Sipil Dinas Kelautan Dan Perikanan Provinsi Jawa Barat. *At-Tadbir: Jurnal Ilmiah Manajemen*, 6(1). <https://doi.org/10.31602/atd.v6i1.5886>
114. Nugraha, Andika Pramana. (2020). Pengaruh Lingkungan Kerja dan Kompetensi Terhadap Kinerja Guru. *Psikoborneo*, Vol 8, No 2, 2020:221-227.

115. Nugraha, N. (2019). PENGARUH MOTIVASI BERPRESTASI DAN KOMPETENSI TERHADAP KINERJA GURU. *JURNAL PENDIDIKAN AKUNTANSI & KEUANGAN*, 2(2). <https://doi.org/10.17509/jpak.v2i2.15461>
116. Satisfaction . *Britain International of Humanities and Social Sciences (BIOHS) Journal*, 3(2), 332-346. <https://doi.org/10.33258/biohs.v3i2.454>
117. Nurabadi, A., Irianto, J., Bafadal, I., Juharyanto, Gunawan, I., & Adha, M. A. (2021). The Effect Of Instructional, Transformational And Spiritual Leadership On Elementary School Teachers' Performance And Students' Achievements. *Cakrawala Pendidikan*, 40(1). <https://doi.org/10.21831/Cp.V40i1.35641>
118. Nurhasni, L., Matin, Suryadi, Siti Zulaikha, Sugiarto, & Heru Santoso. (2020). The Effect Of Pedagogic Competency And Competence On Professional Teacher Performance In Padang Pariaman Regency Private Vocational School. *International Journal Of Engineering Technologies And Management Research*, 6(7). <https://doi.org/10.29121/Ijetmr.V6.I7.2019.415>
119. Nurlaili, N. (2020). Pengaruh Budaya Organisasi dan Gaya Kepemimpinan Terhadap Kinerja Guru Dengan Lingkungan Kerja dan Kepuasan Kerja sebagai Variabel Intervening. *J-MIND (Jurnal Manajemen Indonesia)*, 4(2). <https://doi.org/10.29103/j-mind.v4i2.3374>
120. Owan, V. J., & Agunwa, J. N. (2019). Principals' Administrative Competence And Teachers' Work Performance In Secondary Schools In Calabar Education Zone Of Cross River State, Nigeria. *Humanities And Social Sciences Letters*, 7(1). <https://doi.org/10.18488/Journal.73.2019.71.20.28>
121. Perala, E. (2020). PENGARUH LINGKUNGAN KERJA DAN GAYA KEPEMIMPINAN KEPALA SEKOLAH TERHADAP KINERJA GURU SMAS BAHRUL ULUM MAMBAIYYAH NATAR KABUPATEN LAMPUNG SELATAN. *Jurnal Ilmu Manajemen Saburai (JIMS)*, 4(1). <https://doi.org/10.24967/jmb.v4i1.751>
122. Pawirosumarto, Suharno; Sarjana, Purwanto. K; Gunawan, Rachmad. (2017). The effect of work environment, leadership style, and organizational culture towards job satisfaction and its implication towards employee performance in Parador Hotels and Resorts, Indonesia. *International Journal of Law and Management*, <https://doi.org/10.1108/IJLMA-10-2016-0085>
123. Peral, Sergio L and Geldenhuys, Madelyn. (2020). The indirect relationship between personality and performance through job crafting behaviour. *SA Journal of Industrial Psychology Vol 46 a1715* DOI: <https://doi.org/10.4102/sajip.v46i0.1715>
124. Pinasti, Tyas Tunjung dan Sinambela, Frikson C. (2016) Pengaruh Pelatihan Self Leadership Terhadap Peningkatan Job Crafting pada Wiraniaga Auto 2000 Cabang A. Yani Surabaya. *Jurnal Ilmiah Mahasiswa Universitas Surabaya Vol.5 No.1*
125. Philipp Wolfgang Lichtenthaler, Andrea Fischbach. (2018). Leadership, Job Crafting, and Employee Health and Performance. *Leadership & Organization Development Journal*, <https://doi.org/10.1108/LODJ-07-2017-0191>.
126. Poro, S. G., Yiga, A. P., Enon, J. C., Mwosi, F., & Eton, M. (2018). Teacher Competence And Performance In Primary Schools In Nwoya District, Northern Uganda. *International Journal Of Advanced Educational Research*, Accepted..
127. Prasetyo, M. A. M. (2021). The Effects Of Organizational Climate And Transformative Leadership On Islamic Boarding School Teacher Performance. *Jmksp (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 6(2). <https://doi.org/10.31851/Jmksp.V6i2.5595>

128. Prasetyono, H., Ramdayana, I. P., & Estiningsih, W. (2020). Peningkatan Kinerja Guru melalui Lingkungan Kerja dengan Mengoptimalkan Efektivitas Kepemimpinan dan Komitmen Tugas. *Jurnal Manajemen Dan Supervisi Pendidikan*, 4(3). <https://doi.org/10.17977/um025v4i32020p255>
129. Pristyowati, D., Rahayu, S., Wahidmurni, W., & Supriyanto, A. S. (2021). The Education Function Of Effectiveness On Leadership Behavior, School Climate, And Teacher Performance. *Manageria: Jurnal Manajemen Pendidikan Islam*, 6(1). <https://doi.org/10.14421/Manageria.2021.61.03>
130. Priyono, B. H., Qomariah, N., & Winahyu, P. (2018). PENGARUH GAYA KEPEMIMPINAN, MOTIVASI GURU DAN LINGKUNGAN KERJA FISIK TERHADAP KINERJA GURU SMAN 1 TANGGUL JEMBER. *JURNAL MANAJEMEN DAN BISNIS INDONESIA*, 4(2). <https://doi.org/10.32528/jmbi.v4i2.1758>
131. Pujiyanto, P., Arafat, Y., & Setiawan, A. A. (2020). Pengaruh Supervisi Akademik Kepala Sekolah dan Lingkungan Kerja Terhadap Kinerja Guru Sekolah Dasar Negeri Air Salek. *Journal of Education Research*, 1(2). <https://doi.org/10.37985/joe.v1i2.8>.
132. Purwanto, E., & Solichin, M. R. (2020). Pengaruh Kepemimpinan Transformasional, Lingkungan Kerja Fisik, dan Disiplin Kerja Terhadap Kinerja Guru (Studi Kasus Pada Guru PNS di MTS N 5 Kebumen). *Jurnal Ilmiah Mahasiswa Manajemen, Bisnis Dan Akuntansi (JIMMBA)*, 2(6).
133. Raharjaya, I., & Kepramareni, P. (2020). Influence Of Motivation Of Work And Competence On Performance Of Teacher With Job Satisfaction As Variable Mediation At Smk Ti Bali Global Denpasar. *Research*, 11(02).
134. Rahayu, B., Idris, F., & Herawati, T. (2019). Effect Of Principal's Transformational Leadership Style On Teacher Performance. *International Journal For Educational And Vocational Studies*, 1(5). <https://doi.org/10.29103/Ijevs.V1i5.1614>
135. Rahmania, N D Agustin, S. (2020). Pengaruh Kepemimpinan, Disiplin Kerja, Motivasi, Dan Lingkungan Kerja Terhadap Kinerja Guru Smk Dr. Soetomo Surabaya. *Jurnal Ilmu Dan Riset Manajemen*, 3(12).
136. Rahmatullah, M. (2016). The Relationship Between Learning Effectiveness, Teacher Competence And Teachers Performance Madrasah Tsanawiyah At Serang, Banten, Indonesia. *Higher Education Studies*, 6(1). <https://doi.org/10.5539/Hes.V6n1p169>
137. Rakhmawan, M. (2016). Pengaruh Budaya Kerja Dan Lingkungan Kerja Fisik Terhadap Kinerja Karyawan (Studi Pada Karyawan Pt. Semen Indonesia (Persero) Tbk). *Jurnal Administrasi Bisnis S1 Universitas Brawijaya*, 35(2).
138. Renyut, B. C., Modding, H. B., Bima, J., & Sukmawati, S. (2017). The effect of organizational commitment, competence on Job satisfaction and employees performance in Maluku Governor's Office. <https://doi.org/10.31227/osf.io/hnwdt>
139. Rohman, Hendri. (2020). Pengaruh Kompetensi Guru Terhadap Kinerja Guru. *Jurnal MADINASIKA Manajemen dan Keguruan*. Vol. 1 No. 2, April 2020. <https://ejournalunma.ac.id/index.php/madinasika>.
140. Romadhon, M., & MS, Z. (2021). Pengaruh Kepemimpinan Kepala Sekolah terhadap Kinerja Guru Sekolah Dasar. *Jurnal Basicedu*, 5(2). <https://doi.org/10.31004/basicedu.v5i2.711>
141. Roy Wahyuningsih dan Retnaningtyas. (2021). PENGARUH KOMPETENSI PEDAGOGIK DAN KOMPETENSI PROFESSIONAL GURU TERHADAP KINERJA GURU DI MAN 3 JOMBANG. *Jurnal Cahaya Mandalika ISSN 2721-4796 (Online)*, 2(2). <https://doi.org/10.36312/jcm.v2i2.392>



142. Sabuhari, R., Sudiro, A., Irawanto, D & Rahayu, M. (2020). The effects of human resource flexibility, employee competency, organizational culture adaptation and job satisfaction on employee performance. *Management Science Letters*, 10(8), 1775-1786. <https://doi.org/10.5267/j.msl.2020.1.001>
143. Sampurno, D., & Wibowo, A. (2017). KEPEMIMPINAN KEPALA SEKOLAH, LINGKUNGAN KERJA, MOTIVASI KERJA, DAN KINERJA GURU DI SMK NEGERI 4 PANDEGLANG. *Jurnal Pendidikan Ekonomi Dan Bisnis (JPEB)*, 3(2). <https://doi.org/10.21009/jpeb.003.2.5>
144. Saleem, A., Aslam, S., Yin, H. B., & Rao, C. (2020). Principal Leadership Styles And Teacher Job Performance: Viewpoint Of Middle Management. *Sustainability (Switzerland)*, 12(8). <https://doi.org/10.3390/Su12083390>
145. School Performance And Leadership Styles Nexus: Exploring The Mediation Effect Of Teacher Job Satisfaction In The Public Senior High Schools In Ghana. (2020). *Journal Of Education And Practice*. <https://doi.org/10.7176/Jep/11-15-12>
146. Setyanti, Eliana. (2020). Pengaruh Kompetensi dan Motivasi Berprestasi terhadap Kinerja Guru yang Bersertifikasi. *SIKIP: Jurnal Pendidikan Agama Kristen*, Volume 1, No 1, Pebruari 2020.
147. Setyawati, Susi Mega dan Nugrohoseno, Dwiarko, (2019). Praktik Sdm, Job Crafting dan Work Engagement Terhadap Kinerja Karyawan. *Jurnal Ilmu Manajemen Volume 7 Nomor 3 – Jurusan Manajemen Fakultas Ekonomi Universitas Negeri Surabaya*.
148. Sheykhani, Abbas and Saghaee, Abbas. (2011). How physical and non-physical working environment affects creativity: An empirical study. *Management Science Letters*. <http://dx.doi.org/10.5267/j.msl.2011.03.001>
149. Sholihin, U., & Arida, R. W. (2021). Dampak Mediasi Loyalitas Kerja Pada Lingkungan, Motivasi, Kompensasi Dan Kepuasan Kerja Terhadap Kinerja Karyawan. *Jkbn (Jurnal Konsep Bisnis Dan Manajemen)*, 8(1). <https://doi.org/10.31289/Jkbn.V8i1.5532>
150. Siahaan, A., Rafida, T., & Batubara, K. (2020). Influence Of Madrasah Head Leadership, Motivation And Madrasah Culture On Teacher Performance In Madrasah Aliyah Model 2 Medan. *Budapest International Research And Critics Institute (Birci-Journal): Humanities And Social Sciences*, 3(3). <https://doi.org/10.33258/Birci.V3i3.1150>
151. Sinaga, S., Lian, B., & Eddy, S. (2021). The Effect Of Principal Managerial Competence And Teacher Professional Competence On Primary School Teacher Performance. *Proceedings Of The International Conference On Education Universitas PGRI Palembang (Incoep 2021)*, 565. <https://doi.org/10.2991/Assehr.K.210716.163>
152. Singerin, S. (2021). The Impact Of Academic Supervision On Teacher Pedagogical Competence And Teacher Performance: The Role Moderating By Teacher Efficacy. *International Journal Of Elementary Education*, 5(2). <https://doi.org/10.23887/Ijee.V5i3.34072>
153. Siri, A., Supartha, I. W. G., Sukaatmadja, I. P. G., & Rahyuda, A. G. (2020). Does Teacher Competence And Commitment Improve Teacher's Professionalism. *Cogent Business And Management*, 7(1). <https://doi.org/10.1080/23311975.2020.1781993>
154. Sitorus, G. (2018). Pengaruh Budaya Organisasi, Lingkungan Kerja, Terhadap Kinerja Dosen Dan Kepuasan Kerja Sebagai Variabel Intervening Pada Universitas Satya Negara Indonesia (Usni). *Jurnal Manajemen*, 3(1). <https://doi.org/10.54964/Manajemen.V3i1.113>
155. Sitorus, G. (2019). Pengaruh Imbalan, Lingkungan Kerja, Terhadap Kinerja Pegawai Dan Kepuasan Kerja Sebagai Variabel Intervening Pada Apartemen Botanica Jakarta. *Jurnal Manajemen*, 3(2). <https://doi.org/10.54964/Manajemen.V3i2.125>
156. Spector, P. E. (1985). Measurement of human service staff satisfaction. *Development of Job Satisfaction Survey*. *American Journal of Community Psychology*, 13(6), 693-713. <https://doi.org/10.1007/bf00929796>

157. Sofuan, M., & Setyowati, W. (2014). Pengaruh Kompensasi Dan Lingkungan Kerja Terhadap Kinerja Pegawai Dengan Mediasi Kepuasan Kerja (Studi Pada Unit Pelayanan Pendapatan Dan Pemberdayaan Aset Daerah Koordinator Pati). Tema: Telaah Manajemen, Ii.
158. Spencer, Jr. Lyle M. and Spencer, Signe M. (1993). *Competence at Work: Models for Superior Performance*. Publisher: Wiley. ISBN: 978-0-471-54809-6
159. Stephens, Thomas. (2020). *Antecedents of Job Crafting and the Role of Leadership in Employee Job Crafting*. Universiteit van Amsterdam
160. Sudibjo, Niko dan Widiastuti, Astrid. (2021). The Effects of Empowering Leadership, Job Crafting, and Well-Being on Job Performance. *Educational Management* 10 (1) 2021. <http://journal.unnes.ac.id/sju/index.php/eduman>
161. Suebudin, M. (2021). Pengaruh Kompetensi Profesional Guru Terhadap Kinerja Guru Sekolah Menengah Kejuruan (SMK) Di Kecamatan Krangkeng Kabupaten Indramayu. *Jurnal Pendidikan Indonesia*, 2(4). <https://doi.org/10.36418/japendi.v2i4.128>
162. Sukamto, Yohanes dan Pardjono. (2017). Pengaruh Kompetensi Guru, Komitmen Kerja Dan Motivasi Kerja Terhadap Kinerja Guru SMP Andalan di Sleman. *Jurnal Penelitian Ilmu Pendidikan*, Volume 9, Nomor 2, September 2016. <http://DOI:10.21831/jpipfip.v9i2.12917>
163. Sukarni, S., Lian, B., & Eddy, S. (2021). The Influence Of Principal Leadership And Teacher Performance On Student Learning. *Jpgi (Jurnal Penelitian Guru Indonesia)*, 6(1). <https://Doi.Org/10.29210/021029jpgi0005>
164. Sukatrini, D. (2014). Pengaruh Budaya Organisasi Dan Lingkungan Kerja Terhadap Kinerja Karyawan Dengan Kepuasan Kerja Sebagai Variabel Moderasi Pada Konveksi I Pt. Dan Liris Sukoharjo. *Pontificia Universidad Catolica Del Peru*, 8(33).
165. Sukmawati, S., Jamaluddin, J., Niswaty, R., & Asmanurhidayani, A. (2019). The Influence Of Headmaster Leadership Style On Teacher Performance. *Jurnal Office*, 5(1). <https://Doi.Org/10.26858/Jo.V4i2.9805>
166. Sulantara, I. M., Mareni, P. K., Ketut Setia Saptia, I., & Suryani, N. K. (2020). The Effect Of Leadership Style And Competence On Employee Performance. *European Journal Of Business And Management Research*, 5(5). <https://Doi.Org/10.24018/Ejbm.2020.5.5.494>
167. Sulistiadi, A. (2021). STRATEGI MANAGEMEN SDM UNTUK MENINGKATKAN KINERJA GURU. *JURNAL MANAJEMEN DAN BISNIS SRIWIJAYA*, 18(4). <https://doi.org/10.29259/jmbs.v18i4.9953>
168. Sun, X. (2016). Psychological Empowerment On Job Performance—Mediating Effect Of Job Satisfaction. *Psychology*, 07(04). <https://Doi.Org/10.4236/psych.2016.74060>
169. Suryaningrum, F. P., Haryono, A. T., & Amboningtyas, D. (2019a). Pengaruh Lingkungan Kerja Non Fisik, Kompensasi, Kepuasan Kerja Terhadap Kinerja Karyawan Dan Komitmen Organisasi Sebagai Variabel Mediasi. *Jurnal Ekonomi Bisnis*, 20(2).
170. Suryaningrum, F. P., Haryono, A. T., & Amboningtyas, D. (2019b). Pengaruh Lingkungan Kerja Non Fisik, Kompensasi, Kepuasan Kerja, Terhadap Kinerja Karyawan, Dan Komitmen Organisasi Sebagai Variabel Mediasi (Studi Kasus Di Pt. Bagus Conveksi Branch Paragon Mall Semarang). *Jurnal Ekbis*, 20(2). <https://Doi.Org/10.30736/Ekbis.V20i2.241>
171. Susanto, Ahmad. (2016). *Teori Belajar dan Pembelajaran*. Prenada. Media Group, Jakarta.
172. Susilawati, Y. (2021). Relationship Of Transformational Leadership, Interpersonal Communication With Teacher Performance Through Teacher Discipline. *J Adv Educ Philos*, 5(11).

173. Susilowati, Yunita Henny; Sudrajat, Ajat dan Padillah, Ella. (2021). Pengaruh Kompetensi dan Supervisi Akademik terhadap Kinerja Guru SDN di Kecamatan Pamulang. *Jurnal Studi Guru dan Pembelajaran*, Vol. 4, No. 2, Mei - Agustus 2021.
174. Svicher, A., & Di Fabio, A. (2021). Job Crafting: A Challenge to Promote Decent Work for Vulnerable Workers. *Frontiers in Psychology*, 12.
175. Thun, S., & Bakker, A. B. (2018). Empowering leadership and job crafting: The role of employee optimism. *Stress and Health*, 34(4), 573-581. <https://doi.org/10.1002/smi.2818>
176. Tims, M., Bakker, A. B., & Derks, D. (2012). Development and validation of the job crafting scale. *Journal of Vocational Behavior*, 80(1), 173-186.
177. Tukiyo, T., (2015). Motivasi dan Kepuasan Kerja Guru Sekolah Dasar di Kabupaten Klaten. *Prosiding Seminar Nasional Pendidikan UNS & ISPI Jawa Tengah 2015*, Surakarta, 21 November 2015.
178. Tunrung, H. H. A. La, Sumardi, & Umar, F. (2019). Pengaruh Kompetensi, Budaya Organisasi, Dan Komitmen Organisasi Terhadap Kepuasan Kerja Dan Dampaknya Terhadap Kinerja Karyawan Pada Pt. Haji La Tunrung A.M.C Di Makassar. *Hasanuddin Journal Of Business Strategy (Hjbs)*, 1(2).
179. Voenli, Syarwani Ahmad, H. (2021). Pengaruh Gaya Kepemimpinan Kepala Sekolah dan Lingkungan Kerja Terhadap Kinerja Guru. *Jurnal Pendidikan Tambusai*, 5(1).
180. Warneri, W. (2019). Analysis Of Teacher Competence And Teacher Performance In The Border Area Of Bengkulu District. *Jetl (Journal Of Education, Teaching And Learning)*, 4(2). <https://doi.org/10.26737/Jetl.V4i2.1057>
181. Warni, Nurhayati, R., Judrah, M., & Syarifuddin. (2021). PENGARUH KEPEMIMPINAN KEPALA SEKOLAH TERHADAP KINERJA GURU DI SDN 45 LEMPANGAN SINJAI SELATAN. *Jurnal Pendidikan Dasar Dan Keguruan*, 6(1). <https://doi.org/10.47435/jpdk.v6i1.596>
182. Wibowo. (2017). *Manajemen Kinerja*. Edisi Ke-5. Jakarta. Rajawali Press
183. Wibowo. (2013). *Perilaku dalam Organisasi*. Jakarta: PT. Raja Grafindo Persada.
184. Wibowo, B. A., Suseno, Y. D., & Sutarno. (2019). Efek Mediasi Kepuasan Kerja Pada Pengaruh Lingkungan Kerja Dan Tunjangan Perbaikan Penghasilan Terhadap Kinerja Pegawai Inspektorat Kabupaten Ponorogo. *Jurnal Manajemen Sumber Daya Manusia*, 13(2).
185. Wijaya, C., Kresdianto, D. I., & Remiasa, M. (2021). Pengaruh Lingkungan Kerja Fisik Dan Non-Fisik Terhadap Kinerja Karyawan Dengan Kepuasan Kerja Sebagai Variabel Mediasi Di Restoran Heritage Of Handayani Sidoarjo. *Jurnal Hospital Dan Manajeme Jasa*, 9.
186. Wrzesniewski, A., & Dutton, J. E. (2001). Crafting a Job: Revisioning Employees as Active Crafters of Their Work. *Academy of Management Review*, 26(2), 179–201. <https://doi.org/10.5465/AMR.2001.4378011>.
187. Wote, Alice Yeni Verawati dan Patalatu, Jonherz Stenlly, (2019). Pengaruh Gaya Kepemimpinan Transformasional dan Kepuasan Kerja terhadap Kinerja Guru Sekolah Dasar. *Jurnal Ilmiah Sekolah Dasar* Volume 3, Number 4 Tahun 2019.
188. Yulyanti, S., & Hasanah, E. (2021). Literature Review: Best Practices Of Principal's Leadership In Improving Teacher Performance. *Asian Journal Of Education And Social Studies*. <https://doi.org/10.9734/Ajess/2021/V16i330404>
189. Yusnita, Y., Eriyanti, F., Engkizar, E., Anwar, F., Putri, N. E., Arifin, Z., & Syafril, S. (2018). The Effect Of Professional Education And Training For Teachers (Plpg) In Improving Pedagogic Competence And Teacher Performance. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 3(2). <https://doi.org/10.24042/Tadris.V3i2.2701>

190. Yusuf, R. H., Mas'ud, M., & Daud, A. (2020). Analisis Pengaruh Kualitas Lingkungan Kerja Dan Motivasi Kerja Terhadap Kinerja Pegawai Dengan Kepuasan Kerja Sebagai Variabel Mediasi Pada Badan Kepegawaian Pendidikan Dan Pelatihan Daerah Kab. Kepulauan Selayar. *Nobel Mangement Review*, 1(2).
191. Zhang, Chunyu and Liu, Liping. (2020). The effect of job crafting to job performance. *Journal of Knowledge Management research and Practice*. <https://doi.org/10.1080/14778238.2020.1762517>
192. Zubaidah, R. A., Haryono, S., & Udin, U. (2021). The Effects Of Principal Leadership And Teacher Competence On Teacher Performance: The Role Of Work Motivation. *Quality - Access To Success*, 22(180).
193. Zulfardiansyah, Ratnawati, V., & Basri, Y. M. (2016). Pengaruh Profesionalisme, Gaya Kepemimpinan, Lingkungan Kerja Dan Kecerdasan Emosional Terhadap Kinerja Pengelola Keuangan Pada Satuan Kerja Perangkat Daerah (Skpd) Kabupaten Indragiri Hilir. *Jom Fekon*, 1(2).