

Competence, Work Discipline, and Teacher Performance: The Mediating Role of Job Satisfaction in Schools

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KEYWORDS	ABSTRACT
Keywords: competency, work discipline, job satisfaction, teacher performance, private vocational schools. Conflict of Interest Statement: The author(s) declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest. Copyright ©2026 Vifada Management and Digital Business. All rights reserved.	Teacher performance is a key factor in determining the quality of education, particularly at the Vocational High School (SMK) level, which demands an integration of pedagogical, professional, and work discipline competencies. Low teacher performance can impact the quality of learning and the achievement of educational goals. Various studies have shown that competence and work discipline are important factors influencing teacher performance, both directly and indirectly through job satisfaction. Therefore, this study aims to analyze the influence of competence and work discipline on teacher performance, with job satisfaction as a mediating variable at private vocational high schools in the Pancoran area, South Jakarta. This research employed a quantitative approach with a survey method. The study population comprised all teachers at SMK Cyber Media Jakarta, SMK Wali Songo, and SMK Karya Teladan in the Pancoran area of South Jakarta. Data collection used a questionnaire structured based on the indicators of each variable. The data were analyzed using path analysis to examine the direct and indirect effects between variables. The results of this study are expected to provide theoretical contributions to the development of human resource management studies in education and practical contributions for school administrators in improving teacher performance by strengthening competency, work discipline, and job satisfaction.

Introduction

Education is a key factor in improving the quality of human resources. Vocational High Schools (SMK) play a strategic role in preparing graduates with competencies needed by the workforce. Therefore, the performance of vocational high school teachers is a key element in the success of the learning process and the achievement of vocational education goals. At the vocational high school level, the role of teachers becomes increasingly complex, as they are required to master not only pedagogical aspects but also professional competencies relevant to the needs of the workforce and industry.

Improving the quality of education is a top priority in national development. In Indonesia, vocational education plays a crucial role in preparing a workforce ready to face the demands of the industrial world. Vocational High Schools (SMK), as educational institutions focused on developing students' technical skills, bear a significant responsibility in producing competent and competitive graduates. One factor that significantly influences the quality of education in vocational schools is teacher performance. Therefore, it is important to examine the factors that influence the work performance of vocational school teachers, particularly in the Pancoran area of South Jakarta.

Teacher performance is not solely determined by pedagogical and professional abilities, but is also influenced by internal factors such as competence and work discipline. Teachers with high competence and strong work discipline tend to be able to perform their duties optimally. Furthermore, job satisfaction is a psychological factor that can strengthen or weaken the influence of competence and work discipline on teacher performance.

Teacher performance is a key indicator of the success of a teacher's professional duties. Teacher performance is reflected in their ability to plan lessons, implement them, evaluate learning outcomes, and carry out other administrative and professional responsibilities. According to Mangkunegara (2020:67), performance is the quality and quantity of work achieved by an individual in carrying out their assigned duties in accordance with their responsibilities.

However, teacher performance does not stand alone; it is influenced by various factors, including competence, work discipline, and job satisfaction. Teacher competence reflects the abilities, knowledge, skills, and professional attitudes that teachers must possess in carrying out their duties. Wibowo (2021:324) states that competence is a basic individual characteristic that is causally related to effective or superior performance in a job.

Besides competence, work discipline is also a crucial factor in improving teacher performance. Work discipline reflects a teacher's adherence to school regulations, punctuality, responsibility, and consistency in carrying out tasks. According to Hasibuan (2020:193), work discipline is a person's awareness and willingness to comply with all applicable regulations and social norms within an organization.

Job satisfaction is seen as an important variable that can mediate the influence of competence and work discipline on teacher performance. Teachers with high competence and good work discipline tend to feel satisfied with their jobs, which impacts performance improvement. Robbins and Judge (2022:79) state that job satisfaction is an individual's positive attitude toward their job, which is the result of an evaluation of their job characteristics.

Competence is a fundamental characteristic possessed by an individual that is causally related to effective or superior performance in a job. According to Spencer and Spencer (2020: 9), competence encompasses the knowledge, skills, attitudes, and personal characteristics that enable a person to perform their work effectively. In the educational context, teacher competence encompasses pedagogical, professional, personality, and social competencies, which form the basis for producing quality teacher performance.

Work discipline is an individual's willingness and awareness to comply with applicable regulations and norms within an organization. Hasibuan (2020: 193) states that work discipline is an individual's awareness and willingness to comply with all company regulations and applicable social norms. Teachers with high work discipline will demonstrate punctuality, adherence to school rules, and responsibility in carrying out learning tasks.

Research Method

This research uses a quantitative approach with a causal research design (explanatory research). Quantitative research aims to examine causal relationships between variables through numerical measurements and statistical analysis. According to Creswell and Creswell (2021: 18), quantitative research is an approach to testing objective theories by examining relationships between variables measured using instruments, allowing numerical data to be analyzed statistically. A causal design is used to determine the influence of independent variables on dependent variables, both directly and indirectly through mediating variables.

This study examines: The influence of competence (X_1) and work discipline (X_2) on teacher performance (Y) with job satisfaction as a mediating variable (Z). This research model is in accordance with the mediation model, as stated by Hayes (2021: 102), that mediating variables are used to explain the mechanism of the relationship between independent variables and dependent variables.

Results And Discussion

This study has three variables: independent variables consisting of Competence (X_1) and Work Discipline (X_2), a mediating variable, Job Satisfaction (Z), and a dependent variable, Teacher Performance (Y). Based on the research results of these constructs, which were processed using the SmartPLS application, the following results are obtained:

a. **Measurement Model Test (Outer Model)**

Outer model analysis is conducted to ensure that the *measurement*/model used is (*valid and reliable*). This *Outer Model* analysis aims to determine the relationships between latent variables, or in other words, the outer model defines how each analysis relates to its latent variables. Three measurement criteria are used in data analysis using SmartPLS to assess the model: *Convergent Validity*, *Reliability*, and *Discriminant Validity*.

1) **Test Convergent Validity**

The convergent validity test is the latent variable's loading factor value relative to its indicator, which serves to determine the validity of a construct. According to theory, a loading factor value ≥ 0.7 is considered valid if the factor loading value is between 0.5 and 0.6, which is still tolerable (Hair; 2021). In this study, a limit of 0.6 was used, so indicators with loading factor values above 0.6 are declared valid. The results of the validity test are as follows:

Table 4.4
Test Results *Convergent Validity Outer Loading*

Variabel	Statement	Outer Loading	Job Satisfaction (Z)	Performance (Y)
Competence	KP1	0.811	0.600	Valid
	KP2	0.854	0.600	Valid
	KP3	0.812	0.600	Valid
	KP4	0.843	0.600	Valid
	KP5	0.841	0.600	Valid
	KP6	0.845	0.600	Valid
	KP7	0.818	0.600	Valid
	KP8	0.833	0.600	Valid
	KP9	0.857	0.600	Valid
	KP10	0.848	0.600	Valid
Work Discipline	DK1	0.733	0.600	Valid
	DK2	0.642	0.600	Valid
	DK3	0.751	0.600	Valid
	DK4	0.696	0.600	Valid
	DK5	0.756	0.600	Valid
	DK6	0.753	0.600	Valid
	DK7	0.666	0.600	Valid
	DK8	0.728	0.600	Valid
	DK9	0.752	0.600	Valid

	DK10	0,718	0,600	Valid
Job satisfaction	KK1	0.710	0.600	Valid
	KK2	0.734	0.600	Valid
	KK3	0.675	0.600	Valid
	KK4	0.824	0.600	Valid
	KK5	0.826	0.600	Valid
	KK6	0.840	0.600	Valid
	KK7	0.679	0.600	Valid
	KK8	0.811	0.600	Valid
	KK9	0.840	0.600	Valid
	KK10	0.683	0.600	Valid
	KK11	0,675	0.600	Valid
Performance	KI1	0.796	0.600	Valid
	KI2	0.806	0.600	Valid
	KI3	0.742	0.600	Valid
	KI4	0.772	0.600	Valid
	KI5	0.828	0.600	Valid
	KI6	0.843	0.600	Valid
	KI7	0.811	0.600	Valid
	KI8	0.659	0.600	Valid
	KI9	0.731	0.600	Valid
	KI10	0.804	0.600	Valid

Based on Table 4.4, the Convergent Validity Test values show that all variables competence, work discipline, job satisfaction, and performance have loading factor values above 0.6, meeting the established criteria. This means that all variables are considered valid.

2) Test Discriminant Validity

To determine discriminant validity, look at the AVE value in the PLS algorithm. The AVE results are shown in the following table:

Table 4.5
Average Variance Extracted (Ave)

	Average Variance Extracted (Ave)
Competence	0.699

Work Discipline	0.520
Job Satisfaction	0.563
Performance	0.588

Source: SmartPLS 3 output

In table 4.5 above, it can be seen that the criteria in Average Variance Extracted is that each indicator that measures the construct must have an AVE value > 0.5 so that it fulfills the discriminant validity element.

3) Reliability Test (*Composite Reliability* dan *Cronbach Alpha*)

To measure reliability in this study, there are two ways, namely *Composite Reliability* and *Cronbach's Alpha*.

a) *Composite Reliability*

To meet the *Composite Reliability* criteria, a variable will be declared more accurate and acceptable if the value is greater than 0.7 (Ghozali 2015). Below are the results of the *composite reliability* test:

Table 4.6

Test Results *Composite Reliability*

	Composite Reliability
Competence	0.959
Work Discipline	0.907
Job Satisfaction	0.926
Performance	0.933

Source: SmartPLS 3 output

In table 4.6, it is known that the *composite reliability* value of all variables is above 0.7, so it can be concluded that all variables meet the reliability requirements.

b) *Cronbach's Alpha*

The second method for determining construct reliability is by examining the Cronbach's alpha value, which is considered good if the Cronbach's alpha value is > 0.7 (Hair et al., 2019). The following are the results of the Cronbach's alpha test in this study:

Table 4.7

Test Results *Cronbach's Alpha*

	Cronbach's Alpha
Competence	0.952
Work Discipline	0.884
Job Satisfaction	0.911
Performance	0.919

Source: SmartPLS 3 output

From the results of the Cronbach's Alpha value data in the table above, it can be seen that all variables have a Cronbach's Alpha value above 0.7, which can be interpreted that all research instruments are stated to be reliable.

b. Structural Model Test (*Inner Model*)

Further testing was conducted on the structural model. Testing the structural model included testing the coefficient of determination (R^2) and testing the significance of the influence of exogenous variables on endogenous variables (t-test). The results of the measurement model testing or evaluation are as follows:

1) Coefficient of Determination (R^2)

The results of R-square can be seen in the table below:

Table 4.8
Koefesien Determinasi (R²)

	R Square	R Square Adjusted
Satisfaction	0.220	0.212
Performance	0.503	0.496

Source: SmartPLS 3 output

Based on the table above, the results of the R Square value show that Employee Performance has an Adjusted R Square value of 0.496 so it can be concluded that the variables that shape Employee Performance in this study, namely Competence, work discipline and Job Satisfaction, contribute 49.6% in shaping employee performance, while 50.4% is formed by other variables not examined in this study.

Meanwhile, for the job satisfaction variable, it has an Adjusted R Square value of 0.212 so it can be concluded that the variables that form job satisfaction in this study, namely competence and work discipline, contribute 21.2% in forming employee performance, while 78.8% is formed by other variables not examined in this study.

2) Path Coefficient

The second test then examines the direct influence of Competence (X1) and Work Discipline (X2) and Job Satisfaction (Z) on Employee Performance (Y) partially by examining the statistical significance value of t. The Path Coefficient results can be seen in the following table:

Table 4.9
Results of the Direct Effect Test

	Original Sample (O)	T Statistics (O/STDEV)	P Values
Competence → Satisfaction	0.031	0.445	0.000
Work Discipline → Satisfaction	0.559	8.994	0.000
Competence → Performance	0.187	2.609	0.005
Work Discipline → Performance	0.388	6.700	0.000
Satisfaction → Performance	0.243	4.143	0.000

Source: SmartPLS 3 output

This test is conducted by comparing the probability value of the t-statistic (p-value) to the significance level α (5% or 0.05), with the testing criteria if the probability of the t-statistic (p-value) > α (0.05) then the influence of the exogenous variable is declared significant. The t-table value when α (5% or 0.05) is 1.96.

Based on the results in Table 4.9, the following results were obtained:

- Competence influences job satisfaction, with a path coefficient (original sample) of 0.031 and is significant, with a P-value of 0.000 < 0.05 (H1 Accepted).
- Work discipline influences job satisfaction, with a path coefficient (original sample) of 0.559 and is significant, with a P-value of 0.000 < 0.05 (H2 Accepted).
- Competence influences teacher performance, with a path coefficient (original sample) of 0.187 and is significant, with a P-value of 0.005 < 0.05 (H3 Accepted).

- d) Work discipline influences teacher performance, with a path coefficient (original sample) of 0.388 and is significant, with a P-value of $0.000 < 0.05$ (H4 Accepted).
- e) Job satisfaction has an effect on employee performance, with a path coefficient value (original sample) of 0.243, and is significant, with a P-Value = $0.000 < 0.05$ (H5 Accepted)

Table 4.10
Mediation Test Results

	Original Sample (O)	T Statistics (O/STDEV)	P Values
Competence → Satisfaction Performance	0.045	2.167	0.015
Work → Discipline Satisfaction → Performance	0.094	3.447	0.000

Source: SmartPLS Output

And based on the results in Table 4.17:

- 1) Competence influences employee performance through job satisfaction, with a P-value of $0.015 < 0.05$ (H6 Accepted).
- 2) Work discipline influences employee performance through job satisfaction, with a P-value of $0.000 < 0.05$ (H7 Accepted).

Discussion

1. The Influence of Competence on Job Satisfaction

Competence has an effect on job satisfaction, with a path coefficient value (original sample) of 0.000, and is significant, with a P-value = $0.000 > 0.05$ so that H1 is accepted.

This result is the same as previous research conducted by Sunarsi and Yuliani (2019) and Sihombing (2017) which found that Competence has a significant effect on job satisfaction. This result is thought to be caused by the characteristics of teacher Competence at Private Vocational High Schools in the Pancoran Area of South Jakarta which can be known based on the results of the questionnaire which found that the Competence of Private Vocational High School teachers in the Pancoran Area of South Jakarta whose main characteristics are team orientation and individual aggressiveness where each individual has the ability to analyze problems effectively and is able to produce creative and innovative solutions and is able to take the initiative to increase job satisfaction, so it can be concluded that teachers at vocational schools are accustomed to being independent and not tied to the conditions of the school organization, the characteristics of respondents can also be a cause of the influence of competence on job satisfaction, because the majority of respondents who have worked for more than 5 years make job satisfaction relatively stable because they are used to the competence of the place they work and will not be affected by existing changes.

2. The Influence of Work Discipline on Job Satisfaction

Work discipline influences job satisfaction, with a path coefficient value (original sample) of 0.559, and is significant, with a P-value = $0.000 < 0.05$, thus H2 can be accepted.

These results support previous research by Efendi (2020) and Batubara (2020), which found that work discipline significantly influences job satisfaction. This result is thought to be due to the match between the work discipline of school leaders and the expectations of teachers from each leader in the workplace. This assumption can be proven by the results of the questionnaire which found that work discipline is the variable with the highest average value compared to other variables. Also, the work discipline indicator found that the majority of respondents agreed with the statement related to participatory work discipline that provides a division of tasks and responsibilities to subordinates, so that each leader in the school does not act authoritarian. This allows teachers to have a clear vision and direction in achieving work goals because they have high involvement in the decision-making process.

3. The Influence of Competence on Teacher Performance.

Competence influences teacher performance, with a path coefficient value (original sample) of 0.187, and is significant, with a P-value = $0.005 < 0.05$, thus H3 can be accepted.

These results are consistent with the results found by Xaverius (2016) and Yakup (2017), who found that competence significantly influences teacher performance. This result is suspected to be caused by the good teacher competence in the eyes of respondents, teacher competence that prioritizes cooperation between teachers in line with factors that lead to increased performance of vocational high school teachers, namely the presence of supportive colleagues, and student satisfaction with teacher performance is proven.

4. The Influence of Work Discipline on Teacher Performance

Work discipline influences teacher performance, with a path coefficient value (original sample) of 0.388, and is significant, with a P-value = $0.000 < 0.05$ so that H4 can be accepted.

These results support previous research by Sinurat (2017) and Prasetyo (2017) which found that work discipline significantly influences teacher performance. This result is thought to be because the majority of respondents are teachers, at this level employees are strongly influenced by the quality of the individuals who lead them. Based on the questionnaire, it was found that work discipline in Private Vocational High Schools in the Pancoran area of South Jakarta is a teacher performance which means it will greatly help these teachers to develop because they can be more involved in decision-making and increase their knowledge beyond the knowledge they gain from their daily work. This encourages teachers to feel satisfied with their workplace due to the teachers' excellent work discipline.

5. The Influence of Job Satisfaction on Teacher Performance

Job satisfaction influences teacher performance, with a path coefficient (original sample) of 0.243, and is significant, with a P-value of $0.000 < 0.05$, thus accepting H5.

These results support previous research conducted by Nurohmat and Lestari (2021), which also found that job satisfaction has a positive and significant effect on employee performance. This finding is thought to be due to the perceived high level of employee satisfaction, which is driven by good cooperation among coworkers, which encourages employees to achieve the company's goals, vision, and mission.

6. The Influence of Competence Through Job Satisfaction on Teacher Performance

Competence influences teacher performance through job satisfaction, with a P-value of $0.015 < 0.05$, thus accepting H6.

This finding is inseparable from the strong competence of the Electronic Payment Company, which can influence employee job satisfaction. Therefore, with satisfied employees, organizational culture can be a factor in improving employee performance.

7. The Influence of Work Discipline through Job Satisfaction on Teacher Performance.

Work discipline influences teacher performance through job satisfaction, with a P-value of $0.000 < 0.05$, thus H7 is accepted.

This result is inseparable from the compatibility of work discipline held by managers and senior managers with staff expectations. Work discipline in the company can create satisfaction with the current work situation and can encourage improved employee performance.

Conclusion

Based on the results of data analysis and discussion regarding the influence of competence and work discipline on teacher performance, with job satisfaction as a mediating variable at private vocational high schools in Pancoran District, South Jakarta, the following conclusions can be drawn:

1. Competence has a positive and significant effect on teacher job satisfaction.

- Teachers with strong pedagogical, professional, personal, and social competencies tend to feel more confident, comfortable, and satisfied in carrying out their duties as educators.
2. Work discipline has a positive and significant effect on teacher job satisfaction.
A high level of discipline, such as adherence to rules, punctuality, and responsibility, can create an orderly and conducive work environment, thereby increasing teacher job satisfaction.
 3. Competence has a positive and significant effect on teacher performance.
Teachers with high competence are able to plan, implement, and evaluate learning more effectively, thus improving teacher performance.
 4. Work discipline has a positive and significant effect on teacher performance.
Good work discipline encourages teachers to carry out their duties consistently and responsibly, which ultimately improves the quality of teacher performance.
 5. Job satisfaction has a positive and significant effect on teacher performance.
Teachers who are satisfied with their jobs demonstrate higher motivation and work commitment, resulting in optimal performance.
 6. Competence has a positive and significant effect on teacher performance, with job satisfaction acting as a mediator.
Good competence not only has a direct impact on teacher performance but also has an indirect impact, with job satisfaction acting as a mediator.
 7. Work discipline has a positive and significant effect on teacher performance, with job satisfaction acting as a mediator.
High work discipline can improve teacher performance, which in turn contributes to improved teacher performance indirectly, with job satisfaction acting as a mediator.

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