

# The Effect of Principal Managerial Ability and Motivation on Teacher Performance with Job Satisfaction as Moderating Variable

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## Abstract

There must be a high level of focus on principals' quality of human resources in education. This focus must be demonstrated by a commitment and capacity to optimally strengthen managerial abilities and motivate their subordinates, mainly teachers and education professionals, to better their work. Based on this research, the impact of principal managing skills on teacher performance, motivational factors, job satisfaction on teacher performance, and the influence of job satisfaction on principals' managerial skills and teacher performance. Descriptive verification with a quantitative approach—sampling utilizing non-probability sample type—is used in this study.  $t_{count} > t_{table}$  ( $6.094 > 1.666$ ),  $t_{count} > t_{table}$  ( $9.366 > 1.666$ ) and  $r_{count} > t_{table}$  ( $0.000$ ). The results of this study indicate that (1) the principal's managerial skills have an impact on teacher performance, (2) there is a significant and also influence between motivation and teacher performance, and (3) there is an influence between Job Satisfaction on Teacher Performance because the  $r_{count} > t_{table}$  ( $0.000$ ). There is no significant effect of Job Satisfaction interaction moderating the effect of Skills managerial principal to teacher performance, as the results of  $t_{count} > t_{table}$  ( $0.769 > 1.666$ ) with a significance value of  $0.444 > 0.05$  and  $t_{count} > t_{table}$  ( $0.161 > 1.666$ ) with a significance value of  $0.872 > 0.05$  show. Systems audit materials require direct skills and in-depth knowledge of the subject matter.

## Abstrak

Kepala sekolah harus memiliki perhatian yang cukup tinggi terhadap peningkatan kualitas sumber daya manusia di bidang pendidikan. Perhatian tersebut harus ditunjukkan dengan kemauan dan kemampuan untuk secara optimal meningkatkan kemampuan manajerial dan memberikan motivasi agar bawahannya yaitu guru dan tenaga kependidikan dapat meningkatkan kinerjanya. Penelitian ini bertujuan untuk mengetahui pengaruh keterampilan manajerial kepala sekolah terhadap kinerja guru, pengaruh motivasi terhadap kinerja guru, pengaruh kepuasan kerja terhadap kinerja guru, pengaruh kepuasan kerja memoderasi keterampilan manajerial kepala sekolah terhadap kinerja guru, dan pengaruh pekerjaan. Kepuasan memoderasi motivasi terhadap kinerja guru. Metode penelitian yang digunakan adalah deskriptif verifikatif dengan pendekatan kuantitatif—pengambilan sampel menggunakan tipe non-probability sampling. Hasil penelitian ini menunjukkan bahwa: (1) terdapat pengaruh antara keterampilan manajerial kepala sekolah terhadap kinerja guru karena hasil thitung  $>$  ttabel ( $6,094 > 1,666$ ) dengan signifikansi  $0,000$ , ada pengaruh yang signifikan dan juga antara motivasi terhadap kinerja guru karena hasil thitung  $>$  ttabel ( $9,366 > 1,666$ ) dengan nilai signifikansi

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0,000 terdapat pengaruh antara Kepuasan Kerja terhadap Kinerja Guru karena hasil thitung > ttabel ( $4,298 > 1,666$ ) dengan nilai signifikansi 0,000, (2) secara moderat tidak terdapat pengaruh yang signifikan interaksi Kepuasan Kerja yang memoderasi pengaruh Keterampilan manajerial kepala sekolah terhadap kinerja guru karena hasil thitung < ttabel ( $0,769 < 1,666$ ) dengan nilai signifikansi  $0,444 > 0,05$  dan tidak memoderasi pengaruh motivasi terhadap kinerja guru karena hasil thitung < ttabel ( $0,161 < 1,666$ ) dengan nilai signifikansi  $0,872 > 0,05$ .

## INTRODUCTION

Arriving in the digital era confronts the nation with various challenges. One of them is in terms of education. In this developing era, the quality of education has become a mandatory topic of conversation because the quality of education dramatically determines the pace of development. The quality of education is considered very important (Purwanto, 2006). Therefore, all elements of state society in the world are competing to improve the quality of their education to enhance the quality of human resources (Primayana, 2016). In addition, the quality of education cannot be separated from the teachers involved in improving the quality of education itself. Thus, teachers have an important position and role in strategies for improving the quality of teaching and all efforts to improve the quality of education (Anantadjaya et al., 2017). Another study stated that teachers are the spearhead of the determinants in the education system that must receive important and primary attention.

One of the problems in education is the lack of absorption of students and the low quality of education in Indonesia due to teachers who still do not master technology (Indubri et al., 2013). The low rate of the teaching staff also causes the low quality and relevance of education in Indonesia. One of the factors is that educators do not explore students' potential and develop student potential. But educators force students to follow the learning and hope that students can understand everything taught (Santhi & Rahayu, 2014). Teachers are the key to the success of education because the core of education is learning and teaching. The factor that is also the cause of the low quality of education is teacher job satisfaction, where symptoms such as absenteeism, lazy work, many teacher complaints, low work performance, low teaching quality, and other negative symptoms (Santy et al., 2017). Therefore, without the support of professional and qualified teachers, any improvement efforts will not provide significant changes in improving the quality of education. In other words, improving the quality of education must start from improving teachers' performance (Taruno et al., 2012).

Each level of education has a principal as a policy leader in the school. The principal must know his role to the maximum. As a school leader wisely and be able to direct it to the maximum achievement of goals by improving the quality and quality of education in schools to influence the quality of students' graduates so that they can be proud and make a bright future (Nur, 2015). (Ike, 2008) revealed that human resource management is an action to form an effective work unit in an organization. So that teachers can manage and carry out their duties to improve teacher performance. This shows that principals in the national education environment are given training hoping that human resources (HR) will increase and lead schools (Ongkorahardjo et al., 2008). As managers of academic unit institutions, school principals must constantly improve quality performance for their subordinates. To make the teacher's role effective in his duties, the principal must understand the characteristics of each teacher he leads and realize that it cannot be separated from his managerial function (Dipang, 2013).

In terms of improving teacher performance, the process also involves the managerial skills of the principal (Ariyanti, 2020). This skill is something that a school principal must master. Activities in this skill are generally in the form of planning, organizing, leadership, monitoring which falls into three essential categories, significantly if the principal will demonstrate his function on good rules such as (1) conceptual ability, (2) human relations, and (3) ability technical (Arman, 2017). With good managerial skills, the principal will become a driver and driver of discipline for teachers to

improve their performance productivity. The principal's organizational leadership is one of the determining factors in the sustainability and development of educational organizations (Fitrah, 2017). Achieving school goals is not easy because a leader's effectiveness is measured by the organization's performance and growth and teacher satisfaction with his leadership. Therefore, a leader must influence his subordinates to perform the tasks ordered without coercion so that subordinates will voluntarily behave and perform according to the organization's demands (Trimono, 2019). The managerial skills of good principals must seek to improve teacher performance through a program for developing the ability of education personnel. Therefore, the principal must have the personality, abilities, and skills to manage an educational institution. In his role as a manager, the principal must be able to pay attention to the needs and feelings of the people who work so that teacher performance is consistently maintained (Lisnawati, 2018).

Improving teacher performance can be done through motivation. Motivated teachers will be proactive in their work so that it will lead to job satisfaction because meeting the needs of teachers will help them improve their performance (Manik & Siahaan, 2021). Motivation needs to be maintained and fostered to achieve the expected organizational goals. The hope is that through the inspiration of teachers, teachers will continue to grow, develop and work hard to achieve maximum results. Likewise, work motivation will add colour to a teacher's performance (Handayani, 2019). Work motivation reflects the desires, hopes, and aspirations to achieve work-related results through the means to achieve the best results. If he has high work motivation, a teacher will produce high performance, and vice versa (Kartini & Kristiawan, 2019). From direct observations to several schools through the interview method, researchers found that the level of teacher work motivation was low due to a lack of appreciation for teacher achievements such as teachers who won prizes in making scientific papers and teachers who succeeded in guiding their students to participate in competitions so that it had an impact on motivation. Decreased work and self-development in teaching are not in line with school expectations (Wahyudi et al., 2012). In this case, the teacher, as the leading factor in education, must work hard to produce and bring students to the gates of success and success.

Job satisfaction is an essential thing that individuals have in their work. Each teacher has different characteristics, so job satisfaction is also different. The story of job satisfaction can have an unequal impact (Tobing, 2009). This affects the individual's mentality, as Roe and Byars (in Priansa 2014) say that high job satisfaction can effectively realize organizational goals. But a low level of job satisfaction can destroy an organization, quickly or slowly. Job satisfaction is a feeling of satisfaction, pleasure, and comfort in completing work. Teachers are motivated to carry out their duties and create a productive and fun learning environment (Nabawi, 2020).

Teacher performance in this study is about the work of teachers in managing and completing educational tasks in teaching, based on professional responsibilities following the rules of each school (Hasnah & Kristiawan, 2019). Teacher performance is closely related to human resource management and education, which gives the principal authority to plan, organize, monitor, and control education in schools (Sakban et al., 2019). Principals must have high enough attention to improving the quality of education. The attention given is following the willingness and ability to develop themselves optimally so that teachers and education staff can improve their performance. (Mulyasa, 2005).

Based on the results of initial observations carried out at private vocational schools in Bandung, it can be seen that various problems arise, including there are teachers who already have an educator certificate using honorary teachers to replace them in filling class hours, for no apparent reason, some teachers are each given responsibility by the principal it is not immediately resolved, or there is a time delay, the managerial leadership of the principal has not been optimal in moving the teachers to carry out the duties and responsibilities mandated by him. This is evident from teachers who are less willing to accept and carry out the tasks assigned to them by the principal. The

observations also found a lack of teacher motivation to provide adequate teaching to students even though the compensation received was unsatisfactory. Therefore, researchers are interested in researching the influence of Principal Managerial Ability and Motivation on Teacher Performance with Job Satisfaction as a Moderating Variable by taking samples from several vocational schools in Bandung.

## **METHODS**

The research method used this time is descriptive verification with a quantitative approach. The population in this study were all teachers at private vocational schools in Bandung, which had students above 100 people, amounting to 858 people. At the same time, the sample in this study amounted to 90 people with a purposeful sampling technique. Using a questionnaire/questionnaire distributed online to all respondents became the research sample. The study used several analyses of research instruments, including descriptive statistics, validity tests, reliability tests and hypothesis testing. The data obtained were analyzed using descriptive tests, validity tests, reliability tests, correlation matrix tests and hypothesis testing with the help of SPSS statistical software version 26. As for testing hypotheses in this study, using hierarchical regression analysis to perform regression analysis and calculate moderating power. Then, to test the strength of the independent and moderating variables' influence on the dependent variable.

## **FINDINGS AND DISCUSSION**

### ***Measurement of Instrument Test Results***

The measurement of whether or not a questionnaire is valid or valid can be determined by using the Validity Test. If the statement items in the questionnaire can reveal something to be measured, then the questionnaire is said to be valid (Ghozali, 2006). The data can be helpful by comparing  $r_{count}$  to  $r_{table}$ , and if  $r_{count} > r_{table}$ , then the questionnaire item can be said to be valid. Meanwhile, if  $r_{count} < r_{table}$ , then the questionnaire item can be said to be invalid. Distribution or Table  $r$  in this study using  $\alpha = 0.05$ . This research instrument was conducted on 90 respondents, and then the  $r_{table}$  value was 0.207 with a significance value of 0.05 with two-tailed (two-sided test) and  $n = 90$ .

The reliability of a scale is defined as the extent to which a measurement process is free from error or error. The purpose of this test is to see whether the research instrument is reliable and trustworthy (Juliandi and Irfan, 2013: 83). It can be said to be reliable if  $r_{Cronbach's\ Alpha} > r_{standard}$  (0.06); it is also said to be unreliable if  $r_{Cronbach's\ Alpha} < r_{standard}$  (0.06). If the statement item in the questionnaire is reliable, it can be used in other similar studies. The Validity Test and Reliability Test results can be seen in table 1.

Looking at the table 1, it can be concluded that all research instruments and statement items used in this study are helpful because they have a  $r_{count}$  value more significant than the  $r_{table}$  value (0.207). So from these acquisitions, it is concluded that all instruments in this study are valuable items. For the reliability test, it is known that the value of Cronbach's alpha obtained in the four variables is above 0.60, so it can be said that the variables used are reliable.

**Table 1. Instrument Test Results**

Variable	Indicator	r-count	Cronbach's alpha
Managerial Skill	Q1	0.575	0.641
	Q2	0.267	
	Q3	0.501	
	Q4	0.446	
	Q5	0.256	
Motivation	Q1	0.469	0.808
	Q2	0.671	
	Q3	0.559	
	Q4	0.532	
	Q5	0.669	
	Q6	0.360	
	Q7	0.605	
Job Satisfaction	Q1	0.653	0.902
	Q2	0.753	
	Q3	0.810	
	Q4	0.812	
	Q5	0.758	
	Q6	0.611	
	Q1	0.669	
	Q2	0.709	
Performance	Q3	0.671	0.896
	Q4	0.744	
	Q5	0.720	
	Q6	0.686	
	Q7	0.681	
	Q8	0.589	

### **Correlation Matrix Test Results**

The correlation matrix test is a test that aims to measure the degree of the linear relationship between these variables, whether it is positive, which means it has a unidirectional relationship or negative relationship, which means it has an opposite relationship. To measure the degree of connection and show the direction of the relationship between variables, it is possible to know in advance the decision making, namely if the significance value is  $<0.05$ , then there is a correlation, but if the significance value is  $>0.05$ , then there is no correlation.

Based on the results of measurements with SPSS 26, it can be seen that the correlation coefficient values are:

- a. The relationship between managerial ability and motivation has a significance value of  $0.000 < 0.05$ , meaning a correlation between administrative ability and motivation. The correlation result of  $0.615$  indicates a strong relationship level and has a positive correlation, meaning that if managerial ability increases, the motivation increases.
- b. The relationship between managerial ability and teacher performance has a significance value of  $0.000 < 0.05$ , meaning a correlation between managerial ability and teacher performance. The correlation results show a value of  $0.545$ , which explains that the relationship between these variables is moderate and optimistic. If managerial ability increases, then teacher performance increases.
- c. The relationship between motivation and teacher performance has a significant value of  $0.000 < 0.05$ , meaning a correlation between motivation and teacher performance. The correlation result of  $0.707$  indicates a strong relationship level and has a positive correlation, meaning that if motivation increases, then teacher performance increases.
- d. The relationship between job satisfaction and teacher performance has a significant value of  $0.000 < 0.05$ , meaning a correlation between job satisfaction and teacher performance. The

- correlation result of 0.448 indicates a moderate level of relationship and has a positive correlation, meaning that if job satisfaction increases, then teacher performance increases.
- e. The relationship between managerial ability and job satisfaction has a significant value of  $0.073 > 0.05$ , meaning that there is no correlation between job satisfaction and teacher performance. The correlation result of 0.190 shows the level of the relationship is fragile and has a positive correlation, meaning that if job satisfaction increases, then teacher performance increases.
  - f. The relationship between motivation and job satisfaction has a significant value of  $0.002 < 0.05$ , meaning there is a correlation between motivation and job satisfaction. However, the correlation result is only 0.318, which indicates a weak level of relationship, followed by a positive correlation between the variables, meaning that if motivation increases, job satisfaction increases.

### **Hypothesis Test Results**

Moderation regression analysis is the development of a multiple regression model that contains elements of interaction which is carried out by switching the independent variable Job satisfaction as a moderating variable in this study, using moderated regression analysis so that it can determine job satisfaction in strengthening or weakening the direct relationship between managerial ability and motivation with performance Teacher. Before testing the moderating regression, perform a t-test first to test the independent variable affecting the dependent variable. This test compares tcount with ttable or by looking at the significance column for each tcount. The following is the calculation of t table:  $Df = 90 - 3 - 1 = 86$ . So that the resulting df value is 86, the t table value with a significance level of 5% or 0.05 is 1.666.

The results of the moderated regression analysis can be seen in the following table:

#### *Stage 1 Moderation Regression Test*

**Table 2. Moderation Regression Test 1  
Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients		t	sig
	B	Std. Error	Beta			
(Constant)	-8.717	4.386			-1.987	.050
Managerial Skill	1.283	.211	.545		6.094	.000

Based on the research results that have been done, a significance value of 0.000 when viewed from the significance, which is  $0.000 > 0.05$ , then it shows that  $H_0$  is rejected.  $H_a$  is accepted, meaning that managerial ability affects teacher performance with a t-count value obtained on the managerial capacity of 6.094.

Based on the results of these studies, it can be concluded that managerial ability has a positive and significant effect on teacher performance. This study shows that managerial capacity positively impacts teacher performance. If a manager, in this case, the principal, has high and good managerial abilities, the teacher's performance will be increased. This is because a principal with high managerial capacity can improve teachers' performance as subordinates so that the quality of learning in schools will also increase. The results of this study are in line with research conducted by Suhardi & Yunita (2018). Their research results are that the managerial competence of principals has a positive and significant effect on the performance of vocational school teachers in the city of Batam.

Stage 2 Moderation Regression Test

**Table 3. Moderation Regression Test 2  
 Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients		sig
	B	Std. Error	Beta	t	
(Constant)	-17.372	4.484		-3.874	.000
Managerial Skill	1.123	.196	.477	5.734	.000
Job Satisfaction	.420	.098	.357	4.298	.000

Based on the results of this study, a significance value of 0.000, when viewed from the significance of  $0.000 > 0.05$ , indicates that  $H_0$  is rejected and  $H_a$  is accepted, meaning that Job Satisfaction affects teacher performance with the tcount value obtained on Job Satisfaction of 4.298. Based on these results, it can be concluded that Job Satisfaction has a significant and significant effect on teacher performance.

This follows a study by Widayati et al. (2020) regarding the Effect of Job Satisfaction and Job Loyalty on Teacher Performance in Public Junior High Schools in the Sekayu District. The results of this research are to prove the opinion of people who say that high job satisfaction is needed to get good performance. Teacher performance results from teacher job satisfaction obtained through learning activities by measuring and assessing the results of learning activities.

Stage 3 Moderation Regression Test

**Table 4. Moderation Regression Test 3  
 Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients		t	sig
	B	Std. Error	Beta	t		
Constant	.085	23.139		.004	.997	
Managerial Skill	.274	1.122	.065	.244	.808	
Job Satisfaction	-.190	.799	-.161	-.237	.813	
Managerial Skill*	.030	.038	.689	.769	.444	
Job Satisfaction						

Based on the research results that have been carried out, the tcount value on the interaction of managerial ability with job satisfaction is  $0.769 < 1.666$  and a significance value of 0.444 with a significance level of 0.05. This shows that the significance value of the interaction of managerial ability with job satisfaction is more excellent  $0.444 > 0.05$ . The results of this test indicate that managerial capacity with job satisfaction is not significant and does not moderate the effect of managerial ability on teacher performance. In this study, job satisfaction as a moderating variable aims to determine whether job satisfaction can moderate (strengthen or weaken) the effect of managerial ability on teacher performance. From the description of the research results above, it can be concluded that job satisfaction does not moderate the impact of managerial capacity on teacher performance; in this case, teacher job satisfaction does not necessarily affect managerial ability to improve teacher performance.

The Effect of Managerial Skills on Teacher Performance in Moderating Job Satisfaction. This research shows that job satisfaction does not moderate managerial ability on teacher performance. This shows that regardless of the principal's managerial ability, the teachers have understood their responsibility in providing the best for their students. Job satisfaction cannot moderate the principal's managerial ability on teacher performance. This study follows the results of Arifzan's

research (2015) that leadership style has no significant effect on employee performance, moderated by job satisfaction.

#### *Moderation Regression Test stage 4*

**Table 5. Moderation Regression Test stage 4  
Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	sig
	B	Std. Error	Beta		
(Constant)	-10.889	3.095		-3.518	.001
Motivation	1.069	.114	.707	9.366	.000

Based on the research results, a significance value of 0.000, when viewed from the significance is  $0.000 < 0.05$ , then  $H_0$  is rejected, and  $H_a$  is accepted. This means that motivation affects teacher performance with the tcount value obtained on stimulation 9,366. Based on the results of these studies, it can be concluded that motivation has a significant and significant effect on teacher performance. This is following research conducted by Ardiana (2017), which says that the work motivation variable, the independent variable in this study, has a significant influence in improving the performance of vocational accounting teachers in Madiun City. This is due to the growing sense of responsibility and understanding of the purpose or meaning of the work that has been undertaken so far, so that teacher performance is increasing in vocational high schools) in the city of Madiun.

Motivation is a psychological process that generates and directs behaviour towards achieving goals or goal-directed behaviour (Kreitnen and Kinicki, 2009). In this case, the principal, managers need to understand the psychological process if they want to succeed in fostering the work of teachers to lead to the achievement of organizational targets. The teacher is expected to be a person who, because of his profession, can generate and develop motivation for the benefit of the process of learning aspects in the classroom where the existence of students varies individually, for example, differences in interests, talents, needs, abilities, social backgrounds and concepts being studied. The motivation of the teacher is a significant factor in the achievement of learning objectives. Two effective motivators for learning are curiosity and confidence in students' abilities. Every student is interested, so the teacher needs to motivate by asking out of the common questions or giving challenging assignments accompanied by reinforcement that students can do it.

#### *Moderation Regression Test stage 5*

**Table 6 Moderation Regression Test 5  
Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	sig
	B	Std. Error	Beta		
Constant	-13.267	17.200		.771	.443
Motivation	.849	.634	.561	1.338	.184
Job Satisfaction	.194	.614	.165	.316	.753
Motivation*	.004	.022	.123	.161	.872
Job Satisfaction					

Based on the research results that have been carried out, the tcount value on the interaction of motivation with job satisfaction is 0.161 and a significance value of 0.872 with a significance level

of 0.05. > 0.05. The results of this test indicate that the interaction of motivation with job satisfaction is not significant, nor does it moderate the effect of motivation on teacher performance.

These results follow research conducted by Majidah et al. (2020), which states that job satisfaction does not moderate the effect of work motivation on teacher performance. This shows that work motivation is a supporting factor for teacher performance. It can be seen in the dedication of kindergarten teachers in Singaraja City. They are required to have patience and emotional control in educating early childhood. In working, the teachers do not think about job satisfaction because they are motivated to improve their performance continuously. Meanwhile, the study results do not follow Arifzan (2015) research that motivation significantly affects employee performance, moderated by job satisfaction.

**Coefficient of Determination Test (R<sup>2</sup>)**

**Table 7. Results of the Coefficient of Determination**

Model	R	R Square	Adj RSquare	Std Error of The Estimate
1	0.545 <sup>a</sup>	0.297	0.289	4.508
2	0.648 <sup>a</sup>	0.420	0.407	4.118
3	0.651 <sup>a</sup>	0.424	0.404	4.127
4	0.707 <sup>a</sup>	0.499	0.494	3.804
5	0.745 <sup>a</sup>	0.555	0.539	3.628

*Coefficient of Determination Stage 1*

The percentage of managerial ability on teacher performance is 29.7%, while 70.3% is the influence of other variables outside this study. The coefficient of determination that has been calculated is 29.7% which shows these results are included in the weak criteria. So it can be concluded that managerial ability has a weak influence on teacher performance at private vocational schools in Bandung.

*Coefficient of Determination Stage 2*

The result of the percentage of job satisfaction on teacher performance is 42.0%, while 58.0% is the influence of other variables outside this study. The coefficient of determination that has been calculated is 42.0% which indicates that the results are included in the moderate criteria. So it can be concluded that job satisfaction has a moderate influence on teacher performance at private vocational schools in Bandung.

*Coefficient of Determination Stage 3*

The percentage of managerial ability with job satisfaction on teacher performance is 42.4%, while 57.6% is the influence of other variables outside this study. The coefficient of determination that has been calculated is 42.4% which shows that the results are in moderate criteria. So it can be concluded that job satisfaction has a moderate influence on managerial ability on teacher performance at private vocational schools in the city of Bandung.

*Coefficient of Determination Stage 4*

The percentage of motivation on teacher performance is 49.9%, while 50.1% is the influence of other variables outside this study. The coefficient of determination that has been calculated is 49.9% which shows that the results are included in the moderate criteria. So it can be concluded that motivation has a moderate influence on teacher performance at private vocational schools in Bandung.

*Coefficient of Determination Stage 5*

The percentage of motivation with job satisfaction on teacher performance is 55.5%, while 44.5% is the influence of other variables outside this study. The coefficient of determination that has

been calculated is 55.5% which shows that the results are in moderate criteria. So it can be concluded that job satisfaction has a moderate influence on the influence of motivation on teacher performance at private vocational schools in Bandung.

## CONCLUSION

This conclusion is based on the research and discussion that has been described in regard to a private vocational school principal's managerial ability and motivation on teacher performance with job satisfaction as a moderating variable in Bandung private vocational school teachers. Teachers' productivity rises markedly when they are inspired. According to research conducted there, Bandung's vocational school instructors perform better when they are happy in their jobs. The study also found that the principal's managerial abilities did not moderate teacher performance regarding job satisfaction. Teachers at private vocational schools in Bandung, Indonesia, were not motivated by job satisfaction.

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