



# The Influence of Leadership, Competence, and Organizational Culture in Improving Job Satisfaction and Performance of School Superintendents

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**ABSTRACT:** Professional and high-quality human resources tend to have better performance, this study analyzes the direct or indirect influence of leadership, competence, and organizational culture on job satisfaction in improving the performance of school supervisors at the South Sulawesi Provincial Education Office, research using explanatory survey methods with a descriptive quantitative approach using primer and secondary data sources Employees Civil Service Supervisors of High Schools/ Equivalents totaling 130 school supervisors with quantitative analysis of some (Structural Equation Modeling) models.

The results of the study found that the performance of school superintendents was influenced by negative and insignificant job satisfaction. Meanwhile, job satisfaction has succeeded in becoming a mediating variable between the leadership, the organizational culture of school superintendents, and the performance of supervisors.

**KEYWORDS:** Leadership, competence, organizational culture, job satisfaction, and supervisory performance

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## I. INTRODUCTION

In the era of globalization, which is characterized by changes so quickly, an organization or institution is required to make adjustments in all aspects of the organization, where technology and civilization are very advanced, demanding competent human resources who have high enthusiasm and discipline in carrying out their roles and functions both for individuals and organizational goals so that the progress of an organization or institution depends on its human resources.

Professional and high-quality human resources tend to have better performance, so efforts to improve the quality of human resources are important factors that need to be considered by organizational leaders. Effective leadership will have no impact unless employees are allowed to participate in organizational decision-making, [1], [2], [3], [4], [5].

Employee performance is the result that an employee achieves at work, according to certain criteria applicable to a particular job. [6], believes that employee performance is a function of the interaction between ability and motivation. Efforts to improve the performance of qualified and professional executives can certainly be influenced by good leadership. The role of organizational management can be identified as setting policies in the organization, setting and disseminating policy objectives, providing resources, providing problem-oriented training, and stimulating the development or improvement of the organization.

Capabilities have a significant impact on an organization. The higher the competence in the work environment, the higher the development of the organization itself, making it easier for the organization to achieve its goals, helping the organization to know the extent to which employees can contribute following the company's vision and mission. Predetermined organization. [7], Competence can be described as the ability to perform tasks, roles, or tasks, the ability to integrate knowledge, skills, attitudes, and personal values, and the ability to build knowledge and skills based on experience and lessons. Educated. The competence of an employee is very influential on the performance of good employees. [8], [9], [10], [11], [12].

Capacity-building efforts that focus on developing employee skills to improve the quality of employee performance are inseparable from the organizational culture embraced and can help employee performance

because it creates a tremendous impetus for employees to make the best use of it the opportunities offered by the organization. Implementing a good organizational culture requires the support and participation of all members of the organization, including good leadership. Organizational culture is an organizational value system that affects how work is done and how employees behave. [13]. [6] defines organizational culture as a system of shared meanings embraced by members that distinguish one organization from another.

[14] explain that job satisfaction is a one-dimensional building, where a person has general satisfaction or dissatisfaction with his work. A person's job satisfaction is not only based on satisfaction with the compensation he receives. Someone who has high job satisfaction will show a positive attitude towards their work, while someone dissatisfied will show a negative attitude towards the work itself. (Robbins, 2003). According to [15], job satisfaction is the feeling that employees have about the current state of the workplace. Job satisfaction is the result of various kinds of attitudes (attitudes) that an employee has. Job satisfaction is a general attitude towards a person's work that shows the difference between the number of awards a worker receives and the amount they believe they should receive. [6]. [16] describes job satisfaction as a positive or negative attitude that individuals take towards their work. In addition [17] state that job satisfaction is the attitude that workers have about their work and that good job satisfaction from the organization will improve employee performance. [9], [18], [10], [11].

Supervisors are the educational personnel, who are in charge of providing supervision so that educational personnel (teachers, principals, and other personnel in schools) can carry out their duties properly. [19] stated: high school and vocational supervisors are educational personnel whose role is very important in fostering the professional abilities of educators and principals in improving school performance. School Superintendent is in a strategic position in the implementation of the national education system which has the main task of assessing and fostering the implementation of education in certain schools for which he is responsible. As stated [20] that a supervisor must help, provide support and invite (Sharing). Based on the above understanding, it can be concluded that supervisors are one of the components that have an important role in improving the quality of education. The supervision carried out by the supervisor will foster enthusiasm and motivation in personnel and educational institutions.

## **II. THEORETICAL REVIEW**

### **2.1 Leadership.**

[21] states that leadership is the ability to influence a group towards achieving a vision or set of goals. [22] defines leadership as the process by which an individual influences others to achieve a common goal. [22] states leadership is about influencing, motivating, and enabling others to contribute towards the effectiveness and success of the organization of which they are a member. Leadership is the process of influencing and supporting others to work enthusiastically towards achieving goals. [23]. Leadership is an important factor that helps the individual or group identify his goals, and then motivate from within to achieve the goals that have been set.

According to [24] leadership is the ability of a leader to influence others by provoking the growth of positive feelings in the people he leads to achieving the desired goals. Meanwhile, according to [25] leadership is an activity to influence people so that they like to try to achieve group goals. Furthermore, [26] leadership is an activity to influence the behavior of others, or art influences human behavior, both individually and in groups, it can be concluded that leadership is the nature or character, or way of a person to fostering and influence a person or group of people to be willing to cooperate, committed and loyal to carry out all activities following the duties and responsibilities to achieve organizational goals.

### **2.2 Competence**

Competence is the ability and characteristics possessed by a Civil Servant in the form of knowledge, skills, and behavioral attitudes needed in the implementation of the duties of his position, so that the Civil Servant can carry out his duties professionally, effectively, and efficiently (Decision Head of State Civil Service Agency Number 46A of 2003), [7] defines competence can be described as the ability to carry out one task, roles or tasks, the ability to integrate knowledge, skills, personal attitudes and values, and the ability to build knowledge and skills based on experience and learning carried out, indicators of competence used in research according to Gordon in [27]. Employee competence is a way to carry out work or tasks that are based on skills and knowledge and are supported by the work attitude required by the job. The necessary skills or abilities of employees are demonstrated by the ability consistently provide an adequate or high level of performance in a job function.

Competence is a terminology that many people often hear and pronounce. We also often hear or even pronounce the terminology in various uses, especially related to human resource development. Some interpret competently as commensurate with ability or proficiency, others interpret it as commensurate with skills, knowledge, and higher education. For more details, several understandings of competence will be presented.

Competence according to Spencer cited by [28] is an underlying characteristic of a person concerning the effectiveness of the individual's performance in his work or the basic characteristics of individuals who have a causal relationship or as a cause and effect with the criteria to which they are referred to. According to this Spencer, competence lies in the interior of every human being and is forever in the personality of a person who can predict behavior and performance broadly in all situations and job tasks.

Whereas in the opinion [29] two terms arise from two different schools regarding the concept of conformity in work. The term is Competence which is a description of behavior, and "Competence" which is a description of the task or work result. According to [30] competence is knowledge of expertise, abilities, or personal characteristics of individuals that directly affect job performance. Competence is mastery of the tasks, skills, attitudes, and appreciation needed to support success.

Meanwhile, according to [31] competence is an ability to carry out or perform a job or task that is based on skills and knowledge and is supported by the work attitude required by the job. Competencies also indicate the characteristics of knowledge and skills possessed or required by each individual that enables them to perform their duties and responsibilities effectively and raise the standard of professional quality in their work, it can be concluded that competence is an inherent characteristic of a person that causes that person to be able to predict his surroundings in a job or situation.

### **2.3 Organizational Culture**

Organizational culture is a series of values and strategies, leadership styles, vision, and mission as well as norms of trust and understanding embraced by members of the organization and considered true for new members which will later become a guide for each element of the organization of a company to form attitudes and behaviors. [32] define organizational culture as a system of shared values and beliefs that interact with the people, structures, and systems of an organization to generate behavioral norms. Organizational culture is a code of conduct for people in the company. Organizational culture is a system of spreading beliefs and values that develop in an organization and direct the behavior of its members. Organizational culture can be the main instrument of competitive advantage, which is if the organizational culture supports the organizational strategy. Based on this understanding, it is concluded that the notion of organizational culture is a set of values or norms that have been in force for a relatively long time, jointly adopted by members of employee organizations as norms of behavior in solving organizational problems.

### **2.4 Job Satisfaction**

Job satisfaction is a perception that individuals feel about the work they do. Job satisfaction is individual. Each individual has a different level of satisfaction, according to the value system that applies to him. The higher the assessment of the activities felt according to the wishes of the individual, the higher the satisfaction with the activity. Rue and Byars [33] state that high job satisfaction will encourage the effective realization of organizational goals. Meanwhile, low levels of job satisfaction are a threat that will bring destruction or setbacks to the organization, quickly or slowly.

Robbins in [33] posits that job satisfaction is a general attitude of an individual towards his work. Likewise Gibson, Ivancevich, and Donnely [33] state, that job satisfaction is a person's attitude towards their service, that attitude comes from their perception of their work. Similarly, to George and Jones [33] job satisfaction is a set of feelings, beliefs, and thoughts about how to respond to his work. The cognitive aspect of job satisfaction is the worker's belief in the job and the job situation. Job satisfaction shows the compatibility between a person's expectations that arise and the rewards provided by the company.

Similarly, Davis and Newstrom [34] say that some managers assume that high job satisfaction will forever lead to high achievements, but this assumption is not true, the evidence that gives the impression of being more accurate than productivity allows for Robbin's satisfaction to arise in [34]. Satisfaction is something that can affect work behavior, work in action, absence, and the entry and exit of employees. Furthermore, it is sourced from resources and causes of satisfaction because satisfaction is very important to improve individual performance.

Job satisfaction is a set of feelings of employees or employees towards their work, whether happy / like or unhappy / disliked as a result of employee interaction with their work environment or as a perception of mental attitudes, as well as the result of employee assessment of their work. Furthermore, from the definition above, the researcher refers to job satisfaction proposed by George and Jones [35] which defines job satisfaction as a set of feelings, beliefs, and thoughts about how a person responds to his work.

### **2.5 Supervisory Performance**

Every employee in the organization is required to make a positive contribution through good performance, considering that the performance of the organization depends on the performance of its employees. [17]. Performance is the level at which employees achieve job requirements efficiently and

effectively [36]. Employee performance is work performance, which is a comparison between work results that can be seen in real terms with work standards that have been set by the organization. Then [37] defines performance, which is a result achieved by an employee in his job, according to certain criteria that apply to a job.

Then [38] that performance is the result of work both in quality and quantity achieved by an employee in carrying out duties following the responsibilities given to him. While [39] performance means the willingness of a person or group of people to carry out an activity and perfect it according to its responsibilities with the expected results. [27], stated that employee performance is an achievement obtained by a person in performing tasks. The success of the organization depends on the performance of the actors of the organization concerned. Therefore, each work unit in an organization must be assessed for its performance, so that the performance of human resources can be assessed objectively. The performance of an employee will be good if he has high skills, is willing to work hard, is given a salary following the agreement, and has hopes for a better future.

### III. RESEARCH METHODS

In this study, the development of research methods was carried out using the explanatory survey method approach. Explanatory survey methods are used to obtain data from certain natural (not artificial) places, [40], but researchers carry out the treatment in data collection, for example by circulating questionnaires, observations, structured interviews, and so on. The maximum sample in this study was 130 school superintendent respondents. This study is a quantitative analysis using the SEM (Structural Equation Modeling) model or the Structural Equation Model with the AMOS 24 program. Sem.

### IV. RESULT AND DISCUSSION

#### 4.1 Validity and Reliability Test

The validity test is carried out by comparing the calculated r-value with the table r for the degree of freedom (DF) = n-2, in this case, n is the number of samples. Large (DF) = 158 -2 then the number 156 is obtained, and alpha = 0.05 is obtained r table 0.1562, corrected the total item of the provision if the value of r count is greater than r table then the indicator/questionnaire is valid.

The reliability test is used to see the level of consistency of answers in the questionnaire by comparing the value of the Cronbach's alpha variable with the alpha standard of 0.60, that is, if the value of Cronbach's alpha is 0.60 then the indicator/questionnaire is declared reliable. The following are the results of validity and reliability tests conducted on the variables of leadership, competence, organizational culture, motivation towards job satisfaction, and the performance of supervisors of high schools, vocational schools, and Special Services Special Education, based table 1, it can be seen that each variable has a Cronbach's alpha > 0.60. The reliability test results against the entire variable are reliable.

**Table. 1**  
**Validity and Reliability Test Results**

Variable	Indicator	Coefficient r (Correlation)	Description	Alpha Coefficient	Description
Leadership	X1.1	0.846	Valid	0,782	Reliable
	X1.2	0.870			
	X1.3	0.817			
Competence	X2.1	0.856	Valid	0,812	Reliable
	X2.2	0.876			
	X2.3	0.828			
Organization Culture	X3.1	0.803	Valid	0,778	Reliable
	X3.2	0.897			
	X3.3	0.815			
Job Satisfaction	Y1.1	0.819	Valid	0,748	Reliable
	Y1.2	0.829			
	Y1.3	0.811			
Supervisory Performance	Y2.1	0.528	Valid	0,670	Reliable
	Y2.2	0.611			
	Y2.3	0.589			
	Y2.4	0.628			
	Y2.5	0.439			

Source: Primary data processing results, 2022.

#### 4.2 Variable Confirmatory Factor Analysis

Confirmatory Factor Analysis is used to examine variables that define a construct that cannot be measured directly. The analysis of the indicators used gives meaning to the labels given to latent variables or

other confirmed constructs. The proposed observation variables are leadership, competence, organizational culture, job satisfaction, and supervisory performance with CFA (Confirmatory Factor analysis).

The results of the construct test variables of leadership, competence, organizational culture, job satisfaction, and supervisory performance are evaluated based on goodness of fit, with model criteria and critical values. From the evaluation of the two models, it is shown that the evaluation of the construct as a whole produces a probability value below 0.05 or a critical ratio value greater than the t table. So that the variables used can be observed from the value of the loading factor or lambda coefficient ( $\lambda$ ) and its significant level, which reflects each variable for the variables of leadership, competence, organizational culture, job satisfaction, and supervisory performance, the evaluation of the model used in this study has met the criteria both in the following table:

**Table. 2**  
**Confirmatory Factor Analysis**

Indicator Variables	Loading Factor ( $\lambda$ )	Critical Ratio	Probability (p)	Description
Leadership				
X1.1	0.845	FIX	0.000	Significant
X1.2	0.870	10.547	0.000	Significant
X1.3	0.585	7.372	0.000	Significant
Competence				
X2.1	0.807	9.501	0.000	Significant
X2.2	0.829	FIX	0.000	Significant
X2.3	0.683	8.339	0.000	Significant
Organizational Culture				
X3.1	0.677	8.009	0.000	Significant
X3.2	1.013	FIX	0.000	Significant
X3.3	0.594	7.109	0.000	Significant
Job Satisfaction				
Y1.1	0.737	7.027	0.000	Significant
Y1.2	0.816	FIX	0.000	Significant
Y1.3	0.600	6.366	0.000	Significant
Employee Performance				
Y2.1	0.625	6.770	0.000	Significant
Y2.2	0.800	FIX	0.000	Significant
Y2.3	0.588	6.421	0.000	Significant
Y2.4	0.659	7.062	0.000	Significant
Y2.5	0.211	2.361	0.018	Significant

Source: Processed data, 2022.

Based on the table above, it can be seen that the dimensions used as a measuring tool for latent variables have a loading factor value, or the lambda coefficients of each have met the requirements.

#### 4.3 Structural Model Test (Goodness of Fit)

There is no single statistical test tool for measuring or testing hypotheses in SEM. Testing by using some goodness of fit index to measure whether or not it is good or "correct" the proposed model [41]. The following will be reviewed some of the goodness of fit indexes and their cutoff values used in this study, which will later be used in testing whether a model can be accepted or rejected.

**Table. 3**  
**Evaluation of criteria Goodness of Fit Indices Overall Model**

The goodness of fit index	Cutoff Value	Model Results	Description
Chi_Square	Expected small	150.090 (0.05:144 =173.004)	Good
Probability	$\geq 0.05$	0.232	Good
CMIN/DF	$\leq 2.00$	1.084	Good
RMSEA	$\leq 0.08$	0.023	Good
GFI	$\geq 0.90$	0.914	Good
AGFI	$\geq 0.90$	0.874	Marginal
TLI	$\geq 0.94$	0.987	Good
CFI	$\geq 0.94$	0.990	Good

Source: Processed data, 2022.



The results of the data processing analysis show that most of the constructs used to form a research model (Full Model), in the process of analyzing the full SEM model meet the established criteria for the goodness of fit. The results indicate that the model used is acceptable. A CMIN/DF value of 1,084 indicates a good model of structural equations. The RSMEA measurement index is in the range of expected values, namely = 0.08, which is 0.023. Probability levels are 0.232, CFI values are 0.990, and TLI values are 0.987. However, AGFI has a value of 0.874 marginally acceptable.

From the feasibility test of the model, the model is said to be feasible if at least one of the model feasibility test methods is met [41]. In an empirical study, a researcher is not required to meet all the criteria of goodness of fit but depends on the judgment of each researcher. The chi-square value in this study was 173,004. Joreskog and Sobron (Sugiyono 2013) say that Chi-Square cannot be used as the only fit measure of the model's overall, one of the reasons is because chi-square is sensitive to sample size.

### 4.3 Hypothesis Test

The criteria for the goodness of fit structural models that are estimated to be met can be met, then the next stage is the analysis of the relationship of structural models (hypothesis testing). The relationship between the constructs in the hypothesis is indicated by the value of regression weights. [43]. To analyze more clearly the influence of leadership, competence, organizational culture, and motivation towards job satisfaction on the performance of supervisors are seen in Table 4 below:

**Table. 4**  
**Hypothesis Testing Results**

Hip	Variable			Direct	Indirect	Total	P-Value
	Independent	Intervening	Dependent				
1	Leadership	-	Job Satisfaction	0.454	-	0.454	0.001
2	Competence	-	Job Satisfaction	-0.322	-	-0.322	0.019
3	Organizational Culture	-	Job Satisfaction	0.235	-	0.235	0.011
4	Leadership		Employee Performance	-0.209	-	-0.209	0.162
5	Competence		Employee Performance	0.307	-	0.307	0.032
6	Organizational Culture		Employee Performance	0.201	-	0.201	0.041
7	Job Satisfaction	-	Employee Performance	0.390	-	0.390	0.000
8	Leadership	Job Satisfaction	Employee Performance	-0.209	0.177	-0.032	0.020
9	Competence	Job Satisfaction	Employee Performance	0.307	-0.126	0.181	0.053
10	Organizational Culture	Job Satisfaction	Employee Performance	0.201	0.092	0.293	0.043

Source: Processed data, 2022.

Leadership has a positive and significant effect on job satisfaction, Leadership as a form of behavioral interaction between leaders and subordinates can affect job satisfaction, where one of the factors that cause high or low job satisfaction is due to the pattern of relationship between superiors and subordinates. George and Jones [33] define job satisfaction as a set of feelings, beliefs, and thoughts about how a person responds to his work.

Competence has a positive and significant effect on job satisfaction, Competence is the ability of a person to carry out or perform a job or task based on skills and knowledge and supported by the work attitude required by the job. Competence also shows the characteristics of knowledge and skills possessed or needed by each individual that enable them to perform their duties and responsibilities effectively and improve professional quality standards in their work, [31].

Organizational culture has a positive and significant effect on job satisfaction, organizational culture is a system of shared values and beliefs that interacts with the people, structure, and system of an organization to produce norms of behavior. Organizational culture can be the main instrument of competitive advantage, which is if the organizational culture supports the organizational strategy. [32]. The culture or culture contained in the organization is referred to as organizational culture. According to [21], organizational culture refers to a system of sharing meanings carried out by members of an organization that distinguishes the organization from other

organizations. Organizational culture gives a special feature to the organization that distinguishes it from other organizations.

Leadership has a positive and significant effect on supervisory performance, leadership is a pattern of behavior of leaders in directing and controlling subordinates to follow their will in achieving a set goal and objective. In simple terms, it can be said that leadership is a method used by a leader in influencing his subordinates. Quality human resources are only possible to obtain through planned and directed planning and coaching, this can be realized with effective leadership and how provide the right motivation so that it will improve employee performance.

Competence has a positive and significant effect on supervisory performance, competence is the skills, expertise, and attitudes that exist in a person in carrying out obligations following the established performer. Competence affects the performance of supervisors, and the competency variables partially have a positive and significant effect on the performance variables of school superintendents.

These results prove that competency variables have a positive and significant effect on the performance of school superintendents. Competence in science can be improved by attending pieces of training that are following the level so that supervisors can deepen their knowledge and knowledge and can complete the work well and improve their performance.

Organizational culture has a positive and significant effect on the performance of supervisors. Organizational culture is a set of assumptions or belief systems, values, and norms developed in an organization that serves as a behavioral guideline for its members to overcome problems of external adaptation and internal integration, [44]. This definition suggests that organizational culture focuses on shared beliefs and feelings, the order in behaving to continue values and norms. The existing organizational culture will make the school superintendent feel comfortable in carrying out every task he carries out. In addition, a good organizational culture will certainly make school supervisors have a high sense of responsibility when carrying out supervision activities of the learning process at school.

Job satisfaction has a positive and significant effect on the performance of supervisors. The aspect of job satisfaction in this study has a significant influence on the performance of school supervisors, statistically, this aspect of job satisfaction has a significant influence on performance. Job satisfaction causes an increase in performance so that satisfied workers will be more productive, on the other satisfaction is caused by the performance so that more productive workers will get satisfaction. The saving is that the more satisfied the employees, the better the result will be and vice versa. To improve and improve performance, knowledge of the interests and tendencies of supervisors in working becomes a meeting point to increase job satisfaction, so that job placement becomes the main thing to achieve targets as expected. Considering the issue of job satisfaction is a dynamic that will be faced by school superintendents.

Leadership has a positive and significant effect on supervisory performance through job satisfaction. Leadership affects the performance of school superintendents through job satisfaction at the South Sulawesi Provincial Education Office. These findings are consistent with the findings [1], that there is a positive and significant influence between leadership on performance through satisfaction. This indicates that leadership has an effective influence in efforts to improve the performance of school superintendents.

Leadership is an activity or activity carried out by a leader in influencing subordinates so that the subordinates are willing to work together to achieve the desired goals without feeling forced. A leader must be able to motivate subordinates so that the performance of the school superintendent will improve, and that, the leader does not get obstacles in building dynamic communicative relationships to produce a good performance. Leadership affects the performance of school superintendents.

Testing indirectly shows that competence to performance through job satisfaction means negative and insignificant, whereas it can be said that good competence is also supported by job satisfaction, it can produce an optimal performance for employees. Of course, it is said that the role of job satisfaction in mediating competence and performance can contribute to the process of optimizing the performance of school supervisors who have planned their work. The findings of this study are different from the results of a study conducted by [10] which said that competence has a positive and significant effect on performance and job satisfaction as a variable intervention.

Job satisfaction did not show a positive and significant influence on mediating competence in the performance of school superintendents. This is because there is still a lack of attention from the leadership to managing and developing the competence of school supervisors in the South Sulawesi Provincial Education Office. In line with the results of research [9], it shows competence that it has a positive and insignificant influence on performance through satisfaction. The higher the competence of the school superintendent, the performance increases negatively and insignificantly through job satisfaction. This is because there are related organizational management problems, including policies, programs, and mechanisms related to competence.

Organizational culture towards performance through job satisfaction has a positive and significant effect. This means satisfaction in positively mediating the organizational culture towards supervisory

performance. School superintendents who have a high organizational culture tend to be more easily satisfied so that their performance improves. This research reinforces the concept of lower values and habits as part of organizational culture increasing satisfaction which ultimately improves performance. These results reinforce that the role of satisfaction as a mediator is evidence that a good organizational culture increases complacency which ultimately improves the performance of school superintendents.

High employee job satisfaction will increase the possibility of achieving high performance as well. According to [45] job satisfaction is a general attitude toward a person's work that shows a difference between the number of awards a worker receives and the amount they believe they should have received. Job satisfaction in school superintendents is relatively satisfied, this shows that the institution has provided various expansionary factors related to indicators of job content, supervision, and relationships between colleagues.

## V. CONCLUSION

This study shows that there is an influence of competency variables on performance mediated by job satisfaction variables in school supervisors. The level of competence possessed by the school superintendent has an important role in the success of school supervision, this can be inferred from competencies that have a positive and significant influence on performance.

Job satisfaction as described in the discussion above is negatively and significantly influenced by the competence of the school superintendent. This means that the higher the competence possessed by the superintendent, the more it will not necessarily increase the job satisfaction of the superintendent. If the level of job satisfaction possessed by the supervisor is high, the better the performance that will be shown by the supervisor in his place of work which indirectly plays an important role in the success of school supervision at the high school, vocational and Special Service Special Education levels at the South Sulawesi Provincial Education Office.

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