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The Effect of Professional Competence and Perceived Organizational Support on Teacher Performance Through Job Satisfaction as a Mediation Variable on Certified Vocational School Teachers in Makassar City

A. Faisal Husain[1*], Muh. Akob[2], Yana Fajriah[3], Rezki Arianty Akob[4]
[1*234] Sekolah Tinggi Ilmu Ekonomi Makassar Bongaya, Indonesia

**Corresponding Author :* ichalvixion@gmail.com yana*.fajriah@stiem-bongaya.ac.id rezki.akob@stiem-bongaya.ac.id

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ABSTRACT

This study aims to analyze the influence of Professional Competence and Perceived Organizational Support on Teacher Performance through Job Satisfaction as a mediating variable in certified vocational high school teachers in Makassar City. The study used a quantitative approach involving 89 certified teachers as respondents. Data were collected through questionnaires and analyzed using the Structural Equation Modeling–Partial Least Squares (SEM-PLS) method. The results showed that Professional Competence had a positive but insignificant effect on Teacher Performance. Perceived Organizational Support also had a positive but insignificant effect on Teacher Performance. Conversely, Job Satisfaction had a positive and significant effect on Teacher Performance. Professional Competence had a positive and significant effect on Job Satisfaction, and Perceived Organizational Support had a positive and significant effect on Job Satisfaction. Furthermore, Job Satisfaction was proven to be able to positively and significantly mediate the influence of Professional Competence on Teacher Performance and the influence of Perceived Organizational Support on Teacher Performance. In both relationships, Job Satisfaction acts as a full mediator because the direct influence of Professional Competence and Perceived Organizational Support on Teacher Performance is insignificant, while the indirect influence through Job Satisfaction is proven to be significant. This finding confirms that Job Satisfaction is an important mechanism linking individual resources and organizational support to improved Teacher Performance.

INTRODUCTION

Education is a strategic sector in human resource development because it plays a role in shaping the knowledge, skills, values, and adaptability of individuals to social and workplace changes. Educational success is influenced not only by the curriculum, facilities and

infrastructure, learning technology, and government policies, but also depends heavily on the quality of teachers as the primary implementers of the educational process. Teachers play a role in planning lessons, implementing the teaching and learning process, conducting assessments and evaluations, guiding students, and developing their potential. Therefore, improving the quality of education must be accompanied by improvements in teacher competence, well-being, job satisfaction, and performance.

The importance of teacher quality is also a global concern. UNESCO and the International Task Force on Teachers for Education 2030 (2024) reported that the world still needs approximately 44 million primary and secondary teachers by 2030 to achieve the target of universal education. The challenges faced relate not only to the number of teachers, but also to the ability of the education system to retain competent, motivated teachers, provide them with professional development opportunities, and provide adequate working conditions. This demonstrates that competency development and a supportive work environment are crucial for maintaining the quality and sustainability of the teaching profession.

The Teaching and Learning International Survey also shows that job satisfaction and support for the teaching profession remain important issues. The OECD (2020) indicates that most teachers are satisfied with their jobs, but only a small proportion feel that their work is valued by society. TALIS 2024 findings also indicate that job satisfaction, working conditions, school support, professional development opportunities, self-confidence, and professional relationships are related to teachers' professional sustainability and ability to carry out their duties (OECD, 2025). Thus, teacher performance is determined not only by individual abilities but also by psychological experiences and support received from the organization.

In the Indonesian context, attention to teacher quality is increasingly important, particularly in vocational education. Presidential Instruction No. 9 of 2016 concerning the revitalization of vocational high schools (SMK) emphasizes improving the quality and competitiveness of human resources by strengthening synergies, improving teacher quality, and aligning education with the needs of the business and industrial world. This policy is reinforced by Presidential Regulation No. 68 of 2022 concerning the Revitalization of Vocational Education and Vocational Training, which emphasizes improving access, quality, relevance, and the alignment of vocational education with labor market needs.

Vocational high school teachers face more specific professional demands than teachers in general secondary education. Vocational high school teachers are not only required to master learning materials conceptually, but also to be able to connect theory with practice, keep abreast of technological developments, understand work competency standards, and adapt learning materials to industry needs. Technological changes and job characteristics cause the skills competencies in vocational high schools to continuously evolve, requiring teachers to update their skills through training, industrial internships, learning communities, skills certification, and collaboration with the business and industrial world.

These conditions indicate that the success of vocational high school teachers in carrying out their duties is greatly influenced by two main resources. First, personal resources derived

from within the teacher, such as knowledge, skills, experience, and professional competence. Second, organizational resources in the form of facilities, leadership support, development opportunities, rewards, fair treatment, and attention to teacher welfare. The availability of these two resources can help teachers cope with job demands, create positive work experiences, and ultimately improve performance.

Makassar City holds a crucial position as a center of education and economic activity in South Sulawesi, making the existence of vocational high schools (SMK) strategic in providing graduates with competencies needed by the workforce. In 2026, there were 920 teachers in 10 public vocational high schools in Makassar City, consisting of 786 certified teachers and 134 uncertified teachers. This indicates that approximately 85.43% of teachers had obtained teaching certification. The high proportion of certified teachers indicates that the majority of teachers have received formal recognition as professionals.

However, possessing a teaching certificate cannot be used as the sole indicator of optimal teacher performance. Certification is a formal form of professional recognition, while performance reflects the actual application of a teacher's knowledge, skills, attitudes, and responsibilities in carrying out their duties. Limbong and Lumbantoruan (2022) showed that teacher certification influences teaching performance, but the performance difference between certified and uncertified teachers is not significant. These findings indicate that certified teachers still require actual competency, development opportunities, organizational support, and working conditions that enable optimal use of their professional abilities.

Teacher performance is the result of work demonstrated in the implementation of professional duties and responsibilities. In the context of vocational schools, performance is reflected not only in the planning and implementation of learning, classroom management, use of methods and media, and assessment of learning outcomes, but also in the ability to integrate theory and practice, implement competency-based learning, utilize technology, and adapt learning to developments in the field of expertise. This performance is formed through the interaction between individual abilities, work experience, attitudes toward work, and the organizational environment.

One individual factor thought to influence teacher performance is professional competence. Professional competence describes a teacher's ability to master learning materials broadly and deeply, understand scientific structures and concepts, develop materials creatively, utilize technology, and develop professionalism continuously. For vocational high school teachers, this competence is increasingly important because they must understand developments in equipment, technology, work procedures, safety standards, and the competencies required by industry.

Werdiningsih et al. (2023) found that professional competence influences the performance of vocational high school teachers, while Sulaeman et al. (2024) also showed a significant influence of professional competence on improving teacher performance. However, Antara et al. (2025) found that professional competence partially had no significant effect on teacher performance. These differences in results indicate an empirical gap regarding the

influence of professional competence on teacher performance. In certain environments, competence can directly improve performance, while in other environments, this influence may depend on other factors such as facilities, motivation, organizational support, and job satisfaction.

In addition to Professional Competence, another organizational factor thought to influence Teacher Performance is Perceived Organizational Support. Perceived Organizational Support describes the extent to which teachers believe that the school values their contributions, cares about their well-being, provides assistance when facing difficulties, and provides necessary resources and development opportunities. In the context of vocational schools, organizational support can be manifested in the form of providing practical facilities, support from the principal, fair distribution of tasks, rewards, opportunities to participate in industrial training and internships, and attention to professional development needs.

Winola and Raharja (2023) found that Perceived Organizational Support had a positive and significant effect on Teacher Performance. Similar results were found by Hennyta and Sudibjo (2024). However, Harahap et al. (2025) found that Perceived Organizational Support had a positive but insignificant effect on Teacher Performance directly and instead exerted influence through certain psychological mechanisms. This inconsistency suggests that organizational support does not necessarily directly improve performance but may work through teachers' psychological attitudes and experiences.

One psychological mechanism thought to explain this relationship is job satisfaction. Job satisfaction is a positive emotional state formed from the evaluation of one's work and work experiences. Satisfaction can be related to job characteristics, success in carrying out tasks, rewards received, development opportunities, leadership supervision, relationships with coworkers, environmental conditions, and the match between expectations and job reality.

Teachers who are satisfied with their work tend to have higher levels of enthusiasm, discipline, engagement, and responsibility. Ahiri et al. (2023) found that job satisfaction has a positive and significant effect on teacher performance, while Agustina et al. (2024) also found similar results. However, Murwaningsih (2022) found that job satisfaction did not significantly influence the performance of certified vocational high school teachers. These differences in results further demonstrate that the relationship between work attitudes and teacher performance still requires further testing in the context of certified vocational high school teachers.

Job satisfaction is also thought to act as a mediating mechanism. Teachers with high professional competence are better able to master material, develop teaching materials, utilize technology, and overcome various learning challenges. This success can foster a sense of competence, pride, and a positive assessment of work, thereby increasing job satisfaction. Mustaqim et al. (2023) found that job satisfaction mediated the relationship between competence and teacher performance, while Ikram et al. (2025) showed that job satisfaction mediated the effect of competence on performance.

Job satisfaction is also thought to mediate the effect of perceived organizational support on teacher performance. When schools value teachers' contributions, provide facilities, care about their well-being, and provide development opportunities, teachers will form more positive assessments of their work and organization. Li et al. (2025) showed that job satisfaction positively and significantly mediated the effect of perceived organizational support on teacher performance. Similar findings were also demonstrated by Umamy (2021).

Theoretically, the relationship between variables in this study is explained through Job Demands–Resources Theory. This theory explains that an individual's ability to cope with job demands is influenced by the availability of personal resources and job resources (Bakker et al., 2023). In this study, Professional Competence is positioned as a personal resource, while Perceived Organizational Support is positioned as an organizational resource. Both resources are expected to increase Job Satisfaction, which in turn encourages teachers to exert greater abilities and effort to produce better Teacher Performance.

Based on this study, several research gaps exist. First, there is an empirical gap because research results regarding the influence of Professional Competence, Perceived Organizational Support, and Job Satisfaction on Teacher Performance still show inconsistent findings. Second, there is a mechanism gap because the influence of individual and organizational resources on performance is suspected to occur through Job Satisfaction as a psychological mechanism. Third, there is a contextual gap because previous research has mostly been conducted on elementary school teachers, junior high school teachers, senior high school teachers, universities, and education personnel, while the characteristics of certified vocational high school teachers have more specific professional demands.

The novelty of this research lies in testing Job Satisfaction as a mediating variable in two pathways simultaneously, namely the relationship between Professional Competence and Teacher Performance and the relationship between Perceived Organizational Support and Teacher Performance. The research also specifically integrates personal resources and organizational resources in one model based on Job Demands–Resources Theory for certified state vocational high school teachers in Makassar City.

The study used a quantitative approach and Structural Equation Modeling–Partial Least Squares (SEM-PLS) analysis to test direct and indirect relationships between variables. Based on the description, this study aims to analyze the influence of Professional Competence and Perceived Organizational Support on Teacher Performance, the influence of Job Satisfaction on Teacher Performance, the influence of Professional Competence and Perceived Organizational Support on Job Satisfaction, and the role of Job Satisfaction in mediating the influence of Professional Competence and Perceived Organizational Support on Teacher Performance in State Vocational High School teachers with educator certificates in Makassar City.

RESEARCH METHODS

This study uses a quantitative approach with an explanatory research method to examine the causal relationship between Professional Competence, Perceived Organizational Support, Job Satisfaction, and Teacher Performance. The study employed a cross-sectional design, meaning all variables were measured within a single research period. The unit of analysis was the individual, namely certified state vocational high school teachers in Makassar City.

The study was conducted at 10 state vocational schools in Makassar City, namely State Vocational Schools 1 to 10 Makassar, in July–August 2026. The study population consisted of 786 state vocational school teachers who had obtained teaching certificates. The sample size was determined using the Yamane formula with a precision level of 10%, resulting in 89 respondents. The sampling technique used proportionate stratified random sampling. Each school was treated as a stratum, while the number of respondents in each school was determined proportionally based on the number of certified teachers.

Data collection was conducted through questionnaires and documentation. The questionnaire was used to obtain primary data on Professional Competence, Perceived Organizational Support, Job Satisfaction, and Teacher Performance. Respondents' answers were measured using a five-level Likert scale, with a score of 1 for strongly disagree, a score of 2 for disagree, a score of 3 for neutral, a score of 4 for agree, and a score of 5 for strongly agree. Documentation was used to obtain supporting data on the number of teachers, teacher certification status, and characteristics of educational units.

Table 1. Operationalization of research variables

Variables	Definition Operational	Indicator
Competence Professional (X1)	The ability of state vocational school teachers certified educator in control material And field skill in a way broad , deep , and contextual as well as use mastery the in development And implementation learning	Knowledge content learning And method teach it ; knowledge about characteristics And method Study participant educate ; knowledge about curriculum And method use it
Perceived Organizational Support (X2)	Teachers' beliefs about how far is the school value contribution , paying attention well-being , listening opinion , acknowledge achievements , as well as give help in implementation task professional	Award to contribution And teacher's efforts ; attention to welfare And satisfaction work ; willingness give help ; attention to opinion And complaint ; confession to performance
Satisfaction Work (Z)	Condition psychological And evaluation positive attitude of teachers towards work , awards , opportunities development , supervision , and connection Work	Satisfaction to work That own ; income And award ; opportunity development And promotion ; supervision head school ; colleagues Work
Performance (Y)	The level of teacher success in planning , implementing , managing , evaluating , and develop learning	Planning learning ; implementation learning ; management environment

	as well as operate not quite enough answer professional	learning ; assessment And action carry on learning ; innovation And not quite enough answer professional

Professional Competence Indicators refer to the Directorate General of Teachers and Education Personnel (2023), Perceived Organizational Support refers to Eisenberger et al. (2020), Job Satisfaction refers to Mehrad (2021), while Teacher Performance refers to Hermanto (2022).

Data were analyzed using descriptive statistical analysis and Structural Equation Modeling–Partial Least Squares (SEM-PLS) with the help of SmartPLS 4. Descriptive analysis was used to describe the characteristics of respondents and the tendency of answers to each research variable. SEM-PLS analysis was used to test the measurement model, structural model, direct influence, and indirect influence through Job Satisfaction as a mediating variable.

Evaluation of the measurement model or outer model was conducted through convergent validity, discriminant validity, and construct reliability testing. Convergent validity was assessed based on outer loading and Average Variance Extracted (AVE). An indicator was declared to meet convergent validity if the outer loading ≥ 0.70 and AVE ≥ 0.50. Construct reliability was evaluated using Cronbach's Alpha, rho_A, and Composite Reliability with a minimum value of 0.70. Discriminant validity was tested using the Heterotrait-Monotrait Ratio (HTMT) with a value criterion of <0.90.

Evaluation of the structural model or inner model was carried out by testing the Variance Inflation Factor (VIF), coefficient of determination (R^2), effect size (f^2), and Q^2predict. The VIF value is used to detect collinearity between predictor variables. The R^2 value is used to assess the ability of exogenous variables to explain variations in Teacher Job Satisfaction and Performance. Furthermore, f^2 is used to determine the contribution of each exogenous variable to the endogenous variable, while Q^2predict is used to assess the predictive relevance of the model. The model is declared to have predictive relevance if Q^2predict > 0.

Hypothesis testing was conducted using a bootstrapping procedure on 5,000 subsamples with a 5% significance level and two-tailed testing. The hypothesis was accepted if the direction of the coefficient was consistent with the hypothesis, the t-statistic was > 1.96, the p-value was < 0.05, and the 95% confidence interval did not include the zero value.

Testing for mediation effects is conducted by examining the significance of specific indirect effects. Job satisfaction is considered a mediator if the indirect effect has a p-value <0.05 and the confidence interval does not include zero. If the indirect effect is significant while the direct effect is insignificant, then full mediation or indirect-only mediation occurs. Conversely, if the direct and indirect effects are both significant in the same direction, then complementary partial mediation occurs.

RESULTS AND DISCUSSION

This study involved 89 certified state vocational high school teachers in Makassar City. Based on the characteristics of the respondents, 57 (64.04%) were female and 32 (35.96%) were male. The respondents were predominantly in the 40–49 age group (46.07%), with less than 10 years of service (42.70%), and with a bachelor's degree (68.54%). This composition indicates that respondents have a fairly diverse background in age, work experience, and educational level in carrying out their professional duties as teachers.

Descriptive Analysis Results

Descriptive analysis shows that all research variables received high ratings. A summary of the average scores for each variable is presented in Table 2.

Table 2. Results of descriptive analysis of research variables

Variables	Mean	Category	Highest Mean	Lowest Mean
Competence Professional	4.41	Very Good	4.52	4.34
Perceived Organizational Support	4.30	Very Good	4.39	4.18
Satisfaction Work	4.41	Very Good	4.61	4.16
Teacher Performance	4.44	Very Good	4.48	4.36

Professional Competence achieved an average score of 4.41. The highest score relates to teachers' ability to master learning materials according to their field of expertise, with a score of 4.52. The lowest score, 4.34, relates to understanding student characteristics. Nevertheless, all aspects of Professional Competence remained in the very good category.

Perceived Organizational Support received an average score of 4.30. The highest score was for school recognition of teachers' efforts in carrying out their duties, with a score of 4.39. Meanwhile, the school's recognition of teacher achievement received the lowest score, at 4.18. These findings indicate that organizational support is generally perceived as very good, although recognition of achievement remains relatively low compared to other support aspects.

Job satisfaction received an average score of 4.41. Satisfaction with the job itself received the highest score, at 4.61. Conversely, satisfaction with income and rewards received the lowest score, at 4.16. This indicates that teachers are generally very satisfied with their profession and work, but the aspects of income and rewards could still receive greater attention.

Teacher performance had the highest average score of all variables, at 4.44. The ability to deliver material clearly and in accordance with the competencies students must achieve received the highest score, at 4.48. Meanwhile, the ability to develop better learning methods tailored to student needs received the lowest score, at 4.36. While still in the very good category, learning innovation is an aspect with relative room for improvement.

Evaluation of Measurement Model

The outer model evaluation was conducted through outer loading, Average Variance Extracted (AVE), discriminant validity, and construct reliability tests. The outer loading values

for Professional Competence ranged from 0.865 to 0.921, Perceived Organizational Support from 0.678 to 0.807, Job Satisfaction from 0.684 to 0.798, and Teacher Performance from 0.714 to 0.818. Most indicators had values above 0.70. Several indicators slightly below 0.70 were retained because these values were still acceptable and the construct as a whole met the AVE and reliability criteria.

Table 3. Convergent validity and construct reliability

Variables	AVE	Cronbach's Alpha	rho_A	Composite Reliability	Information
Competence Professional	0.782	0.860	0.860	0.915	Valid and Reliable
Perceived Organizational Support	0.565	0.807	0.816	0.866	Valid and Reliable
Satisfaction Work	0.539	0.786	0.792	0.854	Valid and Reliable
Teacher Performance	0.578	0.817	0.820	0.872	Valid and Reliable

All constructs had an AVE greater than 0.50, thus meeting convergent validity. Cronbach's Alpha, rho_A, and Composite Reliability values were also all above 0.70, indicating that the instrument had good internal consistency.

Discriminant validity based on HTMT was also met. HTMT values ranged from 0.524 to 0.806, all less than 0.90. The highest value was found in the relationship between Job Satisfaction and Teacher Performance at 0.806, but still within the required limits. Thus, each construct has adequate empirical differences.

Structural Model Evaluation

The VIF test results showed values ranging from 1.413 to 1.965. All values were below 3, indicating that the model did not exhibit significant collinearity issues.

Table 4. Results of structural model evaluation

Testing	Relationship / Variable	Mark	Information
R^2	Teacher Performance	0.461	Currently
R^2	Satisfaction Work	0.491	Currently
f^2	Competence Professional → Teacher Performance	0.001	Very small
f^2	Competence Professional → Satisfaction Work	0.154	Currently
f^2	POS → Teacher Performance	0.045	Small
f^2	POS → Satisfaction Work	0.297	Currently
f^2	Satisfaction Work → Teacher Performance	0.237	Currently

The R^2 value of Teacher Performance of 0.461 indicates that 46.1% of the variation in Teacher Performance can be explained by Professional Competence, Perceived Organizational Support, and Job Satisfaction, while the remaining 53.9% is influenced by factors outside the model. Meanwhile, the R^2 of Job Satisfaction of 0.491 indicates that 49.1% of the variation can be explained by Professional Competence and Perceived Organizational Support.

Based on the f^2 value, the largest contribution is from Perceived Organizational Support to Job Satisfaction at 0.297, followed by Job Satisfaction to Teacher Performance at 0.237 and Professional Competence to Job Satisfaction at 0.154. Conversely, the direct influence of Professional Competence to Teacher Performance has a very small effect size of 0.001.

The Q^2predict test shows that the model has predictive relevance because the Q^2predict value for Teacher Performance is 0.251 and for Job Satisfaction is 0.456, both of which are greater than zero. Relatively, the model's predictive ability for Job Satisfaction is higher than for Teacher Performance.

Hypothesis Testing

The results of the direct influence test are presented in Table 5.

Table 5. Results of direct influence testing

Hypothesis	Connection Intervariable	Coefficient	T Statistics	P Values	Decision
H1	Competence Professional → Teacher Performance	0.036	0.215	0.830	Rejected
H2	*Perceived Organizational Support* → Teacher Performance	0.211	1,319	0.187	Rejected
H3	Satisfaction Work → Teacher Performance	0.501	2,834	0.005	Accepted
H4	Competence Professional → Satisfaction Work	0.333	3,524	0,000	Accepted
H5	*Perceived Organizational Support* → Satisfaction Work	0.462	5,993	0,000	Accepted

These results indicate that Professional Competence and Perceived Organizational Support have not been able to provide a significant direct influence on Teacher Performance. Conversely, Job Satisfaction has a positive and significant effect on Teacher Performance. Professional Competence and Perceived Organizational Support have also been shown to have a positive and significant influence on Job Satisfaction. CHAPTER IV

Further indirect effect testing shows that Job Satisfaction has a mediating role in both tested relationships.

Table 6. Results of indirect influence testing

Hypothesis	Connection No Direct	Coefficient	T Statistics	P Values	Decision
H6	Competence Professional → Satisfaction Work → Teacher Performance	0.167	2,329	0.020	Accepted
H7	POS → Satisfaction Work → Teacher Performance	0.231	2,472	0.013	Accepted

Both indirect effects were proven to be positive and significant. Because the direct effect of Professional Competence and Perceived Organizational Support on Teacher Performance

was insignificant, while the indirect effect through Job Satisfaction was significant, Job Satisfaction acted as a full mediator or indirect-only mediator in both relationships.

Discussion

The Influence of Professional Competence on Teacher Performance

The results of the study indicate that Professional Competence has a positive but insignificant effect on Teacher Performance with a coefficient of 0.036, t-statistics of 0.215, and p-values of 0.830. Thus, H1 is rejected. The f^2 value of 0.001 also indicates that the direct contribution of Professional Competence to Teacher Performance is very small.

These findings indicate that high levels of professional competence do not automatically result in significant differences in teacher performance. This is understandable, as all respondents were certified teachers and, descriptively, had excellent professional competence. The relatively high and homogeneous levels of competence mean that competence is no longer the primary factor differentiating performance levels.

For vocational high school teachers, professional competence remains the basic ability to master material, understand students, and implement the curriculum. However, the actualization of this competence into performance also depends on working conditions, facilities, school support, awards, and job satisfaction. This finding is in line with Antara et al. (2025) who found that professional competence partially had no significant effect on teacher performance. However, these results differ from Werdiningsih et al. (2023) and Sulaeman et al. (2024) who showed a significant influence of professional competence on teacher performance.

From the perspective of Job Demands–Resources Theory, Professional Competence is a personal resource that helps teachers cope with the demands of their jobs. However, this resource does not always directly translate into performance; instead, it can work through positive psychological states. This is evident in the significant influence of Professional Competence on Job Satisfaction, and the subsequent significant influence of Job Satisfaction on Teacher Performance.

The Influence of Perceived Organizational Support on Teacher Performance

Perceived Organizational Support has a positive but insignificant effect on Teacher Performance with a coefficient of 0.211, t-statistics of 1.319, and p-value of 0.187. Thus, H2 is rejected. The f^2 value of 0.045 indicates that the direct contribution of organizational support to Teacher Performance is relatively small.

School support in the form of appreciation, attention to well-being, assistance with work, openness to opinions and complaints, and recognition of achievements are not yet direct determinants of teacher performance. Certified teachers still have professional responsibilities that must be carried out according to educational standards, so that performance can remain high even if perceptions of organizational support differ.

This finding aligns with Harahap et al.'s (2025) findings that Perceived Organizational Support had a positive but insignificant direct effect on teacher performance. However, the

study's findings differ from those of Winola and Raharja (2023) and Hennyta and Sudibjo (2024), who found a positive and significant effect of organizational support on teacher performance.

These results indicate that organizational support requires psychological mechanisms before it can be translated into performance. School support must first foster a sense of appreciation, comfort, and job satisfaction. This is supported by the finding that Perceived Organizational Support has a strong influence on Job Satisfaction.

The Influence of Job Satisfaction on Teacher Performance

Job Satisfaction has a positive and significant effect on Teacher Performance with a coefficient of 0.501, t-statistics of 2.834, and p-values of 0.005. Thus, H3 is accepted. The f^2 value of 0.237 indicates a moderate effect and shows that Job Satisfaction has a stronger contribution to Teacher Performance than the direct effect of the two exogenous variables.

Teachers who are satisfied with their work, recognition, development opportunities, principal supervision, and relationships with colleagues tend to exert greater effort in carrying out their duties. Satisfaction can increase enthusiasm, responsibility, discipline, engagement, and a willingness to make improvements in the learning process.

These findings align with Ahiri et al. (2023) and Agustina et al. (2024), who found that job satisfaction has a positive and significant effect on teacher performance. However, these results differ from those of Murwaningsih (2022), who found that job satisfaction did not significantly influence the performance of certified vocational high school teachers.

From the perspective of Job Demands–Resources Theory, job satisfaction is a positive psychological state that can emerge when teachers have adequate personal and organizational resources. This condition encourages teachers to exert greater abilities, energy, and responsibility, resulting in better performance.

The Influence of Professional Competence on Job Satisfaction

Professional Competence has a positive and significant effect on Job Satisfaction with a coefficient of 0.333, t-statistics of 3.524, and p-values of 0.000. Thus, H4 is accepted. The f^2 value of 0.154 also indicates a moderate contribution.

Teachers who master the material, determine teaching methods, understand student characteristics, and effectively implement the curriculum will more easily meet the demands of the job. These skills can enhance a sense of competence, self-confidence, and a sense of professional success. When teachers can complete their work effectively, work pressure can be reduced and their work evaluations more positive.

These results reinforce Job Demands–Resources Theory, which views professional competence as a personal resource. Personal resources help teachers manage job demands and create a more positive work experience. Therefore, developing professional competence is not only necessary to increase learning capacity but also plays a role in improving job satisfaction.

The Influence of Perceived Organizational Support on Job Satisfaction

Perceived Organizational Support has a positive and significant effect on Job Satisfaction with a coefficient of 0.462, t-statistics of 5.993, and p-values of 0.000. H5 is thus accepted. The f^2 value of 0.297 is the largest contribution to Job Satisfaction in the model.

When teachers feel that the school values their contributions, cares about their well-being, provides support when facing difficulties, listens to opinions and complaints, and recognizes their achievements, they will form more positive assessments of their work and the school environment. This support fosters feelings of being valued and cared for as an important part of the organization.

This finding is consistent with the mechanisms proposed by Li et al. (2025) and Umamy (2021), which show that organizational support can shape job satisfaction, which then impacts performance. In the context of vocational schools, organizational support is increasingly important because vocational learning requires practical facilities, technology, training, competency development, and relationships with the business and industrial world.

The Role of Job Satisfaction in Mediating the Effect of Professional Competence on Teacher Performance

Job satisfaction is proven to positively and significantly mediate the influence of professional competence on teacher performance with an indirect coefficient of 0.167, t-statistics of 2.329, and p-values of 0.020. Thus, H6 is accepted.

The direct effect of Professional Competence on Teacher Performance was insignificant, while the indirect effect through Job Satisfaction was significant. This condition indicates that Job Satisfaction acts as a full mediator or indirect-only mediation. Thus, Professional Competence is more effective in improving Teacher Performance when it first improves Job Satisfaction.

Teachers who master the material, determine appropriate learning methods, understand student characteristics, and implement the curriculum will find their jobs easier. This ease increases a sense of competence, self-confidence, and a sense of accomplishment. When these experiences foster job satisfaction, teachers will be more motivated to actualize their competencies through enthusiasm, creativity, discipline, and increased responsibility.

This finding aligns with Mustaqim et al. (2023) who showed that job satisfaction mediates the relationship between competence and teacher performance. Similar results were also found by Ikram et al. (2025). Although these previous studies demonstrated different forms of mediation, the results of this study strengthen the position of job satisfaction as an important mechanism linking professional competence and teacher performance.

The Role of Job Satisfaction in Mediating the Effect of Perceived Organizational Support on Teacher Performance

Job satisfaction is proven to positively and significantly mediate the influence of Perceived Organizational Support on Teacher Performance with an indirect coefficient of 0.231, t-statistics of 2.472, and p-values of 0.013. Thus, H7 is accepted.

The direct effect of Perceived Organizational Support on Teacher Performance was insignificant, while the indirect effect through Job Satisfaction was significant. Thus, Job Satisfaction acted as a full mediator or indirect-only mediation. This indicates that organizational support is not sufficient to directly improve Teacher Performance, but it becomes effective when it is able to increase Job Satisfaction.

When teachers feel appreciated for their contributions, receive attention for their well-being, receive support when facing difficulties, and receive recognition for their achievements, they feel more comfortable and valued. These feelings create a positive work experience and increase job satisfaction. Satisfied teachers are then more motivated to demonstrate enthusiasm, discipline, engagement, responsibility, and the best effort in implementing learning.

This finding aligns with Li et al. (2025), who found that job satisfaction positively and significantly mediated the effect of perceived organizational support on teaching staff performance. Similar findings were demonstrated by Umamy (2021), who positioned job satisfaction as a mediator in the relationship between organizational support and teaching staff performance.

Overall, the research findings confirm that Job Satisfaction is a central mechanism in the research model. Professional Competence and Perceived Organizational Support have not been able to directly improve Teacher Performance significantly, but both are able to increase Job Satisfaction, which in turn has a positive and significant influence on Teacher Performance. This strengthens the Job Demands–Resources Theory that personal resources and organizational resources will provide more optimal work results when they are able to create a positive psychological condition in individuals.

CONCLUSION AND SUGGESTIONS

Conclusion

The results of the study indicate that Professional Competence has a positive but insignificant effect on Teacher Performance, thus H1 is rejected. Similarly, Perceived Organizational Support has a positive but insignificant effect on Teacher Performance, thus H2 is rejected. These findings indicate that high levels of professional competence and perceived organizational support by teachers have not directly resulted in significant improvements in Teacher Performance.

Job Satisfaction is proven to have a positive and significant effect on Teacher Performance, so H3 is accepted. Professional Competence also has a positive and significant effect on Job Satisfaction, so H4 is accepted, while Perceived Organizational Support has a positive and significant effect on Job Satisfaction, so H5 is accepted. These results indicate that personal resources in the form of Professional Competence and organizational resources in the form of school support first form a positive work experience through increased Job Satisfaction.

Job Satisfaction is proven to be able to positively and significantly mediate the influence of Professional Competence on Teacher Performance, so that H6 is accepted. Job Satisfaction is also able to positively and significantly mediate the influence of Perceived Organizational Support on Teacher Performance, so that H7 is accepted. In both relationships, Job Satisfaction acts as a full mediator or indirect-only mediation because the direct influence of Professional Competence and Perceived Organizational Support on Teacher Performance is not significant, while the indirect influence through Job Satisfaction is significant.

Overall, this study confirms that job satisfaction is a crucial mechanism in linking professional competence and perceived organizational support to teacher performance. Therefore, improving the performance of certified state vocational high school teachers in Makassar City is not sufficient only through increasing competence or providing organizational support, but also requires working conditions that can create a sense of satisfaction, appreciation, development, and comfort in carrying out their work.

Suggestion

Improving teacher performance requires an integrated approach, including developing professional competencies, strengthening perceived organizational support, and enhancing job satisfaction. Teachers need to continuously improve their professional skills, particularly in understanding student characteristics, developing learning methods, utilizing technology, and adapting competencies to the needs of the business and industrial world. This competency development should be directed toward the ability to actualize knowledge and skills in more innovative learning.

Schools need to increase the support teachers truly feel through recognition for contributions and achievements, attention to their well-being, openness to opinions and complaints, assistance with task performance, and opportunities for professional development. Particular attention should also be paid to factors contributing to job satisfaction, particularly pay and recognition, development and promotion opportunities, the quality of the principal's supervision, and conducive working relationships.

The South Sulawesi Provincial Education Office is expected to continue strengthening the professional competency development of vocational high school teachers through ongoing training, industrial internships, digital competency enhancement, project-based learning, and collaboration with the business and industrial sectors. These programs need to be balanced with policies that support teacher welfare, rewards, and career development so that competency enhancement can have a more optimal impact on teacher job satisfaction and performance.

This study was limited to 89 certified state vocational high school teachers in Makassar City. Therefore, further research could expand the sample to include private vocational high schools, other educational levels, or broader regions. The research model could also be developed by incorporating other variables such as work motivation, employee engagement, organizational commitment, principal leadership, self-efficacy, or work environment to gain a more comprehensive understanding of the factors influencing teacher performance.

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