



## Strategies for Improving Teacher Performance Using a Local Expertise Approach: A Study Using POP-SDM

Rahmawati\*, Bibin Rubini, Lina Novita

Universitas Pakuan, Indonesia

DOI: <https://doi.org/10.61987/bamj.v3i2.1635>

### Article History:

Received: 04 July 2025

Revised: 19 September 2025

Accepted: 21 November 2025

### Keywords:

Knowledge Management,  
Interpersonal Communication,  
Mutual Cooperation, Job  
Satisfaction

### \*Correspondence Address:

rhmarisma10@gmail.com

### Abstract :

This study explores strategies to enhance teacher performance using a local-expertise variable approach, with a focus on the local tradition of gotong royong (cooperation). Previous research has overlooked the impact of local customs on teacher performance. The research applies Human Resource Strengthening Modeling and Optimization (POP-SDM) and a multi-stage random sampling technique, involving 124 teachers from 9 private vocational schools in Bekasi Regency. Data analysis employs SEM-PLS 3 for path analysis, testing 7 direct and 3 indirect influences. The study integrates local expertise to improve teacher productivity by accounting for local customs. SITOREM analysis identifies the following prioritized areas for improvement: Salary/Income, Working Conditions, Promotion Opportunities, and Supervision, among others. The results show that 4 direct-effect hypotheses were accepted and 3 rejected, while 2 indirect effects were accepted and 1 rejected. The findings suggest that enhancing teacher performance requires focusing on job satisfaction, knowledge management, communication, and cooperation. By addressing the order of indicators identified through SITOREM, optimal solutions for improving teacher performance can be developed. This research emphasizes the importance of integrating local traditions into modern educational practices.

## INTRODUCTION

Teacher performance is a crucial determinant of educational quality and societal development, as it reflects teachers' professional achievements in fulfilling their responsibilities with a high level of commitment (Huda & Habibu, 2025; Sholihah & Imam, 2025). In a broader context, education plays a strategic role in shaping human resources capable of supporting sustainable development. Therefore, improving teacher performance is essential not only for individual success but also for national progress. However, global evidence indicates that teacher performance remains a challenge in many developing countries. UNESCO reported that Indonesia ranks fourteenth out of fourteen developing countries in terms of teacher performance quality, highlighting a significant gap that needs to be addressed. This condition emphasizes the urgency of strengthening teacher performance through effective strategies. Consequently, enhancing teacher performance is not only an educational priority but also a societal necessity, as it directly contributes to the development of competent human resources

and the achievement of Sustainable Development Goals (SDGs), particularly in ensuring quality education for all.

Teacher performance is influenced by various theoretical constructs, including pedagogical competence, professional development, organizational support, and the effective use of educational technology (OECD, 2023). In organizational theory, knowledge management is considered a key factor in improving performance, as it facilitates knowledge acquisition, sharing, and utilization within institutions, thereby enhancing innovation and efficiency. Additionally, interpersonal communication theory explains how effective communication fosters mutual understanding, collaboration, and organizational cohesion, which ultimately contribute to improved performance outcomes (Sunaryo, Yusnita, et al., 2020; Mawarto et al., 2020). Job satisfaction theory also plays a central role, emphasizing that employees with higher satisfaction levels tend to demonstrate greater motivation and performance. Furthermore, the concept of local wisdom, particularly cooperation, reflects cultural values that promote collaboration and collective responsibility, thereby strengthening organizational performance. These theoretical perspectives provide a comprehensive framework for analyzing the factors influencing teacher performance.

Despite the importance of teacher performance, several challenges continue to hinder its optimal development, particularly in vocational education settings. In Bekasi Regency, private vocational schools still face persistent issues, including a shortage of teachers, uneven distribution of qualifications and competencies, and varying levels of professionalism. These problems contribute to inconsistencies in teaching quality and learning outcomes. Moreover, teachers' ability to adapt to technological advancements and modern pedagogical approaches remains limited in some cases. Such conditions indicate a gap between expected and actual performance levels, which may affect the overall quality of education. Given that vocational education is closely linked to workforce readiness, these challenges can have broader implications for economic development. Therefore, it is necessary to identify and analyze the key factors influencing teacher performance in this context. Addressing these problems requires a comprehensive approach that considers not only organizational and individual factors but also cultural and contextual elements.

Previous studies have highlighted the significant role of organizational and interpersonal factors in influencing teacher performance. Knowledge management has been found to enhance affective commitment by fostering emotional attachment, identification, and organizational involvement, thereby improving performance (Mawarto et al., 2020). Similarly, interpersonal communication has shown a significant positive correlation with performance ( $r = 0.447$ ,  $p < 0.05$ ), indicating that better communication is associated with higher performance (Sunaryo et al., 2020). Furthermore, interpersonal communication is strongly correlated with job satisfaction, as evidenced by a high positive relationship ( $r(60) = 0.000$ ,  $p < 0.05$ ), suggesting that effective communication contributes to higher job satisfaction (Lemma Lodisso & Author, 2019). These findings demonstrate that both knowledge management and interpersonal communication play important roles in enhancing teacher performance. However, most of these studies focus on general organizational contexts and do not consider the influence of local cultural values.

In addition to communication and knowledge management, job satisfaction has been identified as a major determinant of teacher performance. Empirical evidence

shows that job satisfaction significantly influences performance, contributing up to 53% to performance outcomes. Another study reported a regression coefficient of 0.565 with an  $R^2$  value of 0.446, indicating that job satisfaction accounts for 44.6% of performance variance. While these findings provide valuable insights, they primarily focus on linear relationships between variables, neglecting contextual and cultural influences. As a result, there is a research gap in integrating local wisdom into performance models. Specifically, the role of cooperation as a cultural value has not been sufficiently explored in relation to teacher performance. This gap highlights the need for research that combines organizational, interpersonal, and cultural factors to develop a more comprehensive understanding of teacher performance.

This study introduces a novel approach by integrating local wisdom, particularly cooperation, with organizational variables such as knowledge management, interpersonal communication, and job satisfaction in analyzing teacher performance. The research problem addressed in this study is how these variables interact to influence teacher performance in vocational schools and how they can be optimized to improve educational quality. The study hypothesizes that knowledge management, interpersonal communication, and cooperation have both direct and indirect effects on teacher performance, with job satisfaction acting as a mediating variable. This approach aims to provide a more comprehensive model that reflects both modern management practices and local cultural values. Using path analysis, this study seeks to identify effective strategies to improve teacher performance and offer practical recommendations for policymakers and educational institutions. Ultimately, this research contributes to the development of a culturally grounded framework to enhance teacher performance and achieve sustainable educational outcomes.

## RESEARCH METHODS

POP-SDM, or Modeling and Optimization of Management Resource Strengthening, is a research concept that begins with a qualitative, exploratory approach, which is then combined with a quantitative, descriptive, or causal approach (Hermawan et al., 2022). The basic idea of POP-SDM is to develop modeling and optimization to strengthen management resources, the theme of the research, by exploring other variables that have a positive and dominant influence on the theme of the research (Hermawan et al., 2021).

The POP-SDM research method is a mixed methods approach that opens up new thinking about comprehensive research, namely conducting exploratory activities to generate research hypotheses, develop research models, test hypotheses, and formulate recommendations for optimizing research variable indicators so that the novelty of this research is easier to find (Sunaryo, Yusnita, et al., 2020). Meanwhile, good research recommendations will emphasize the importance of optimizing the management resources being studied, including efforts to improve, refine, and/or maintain them by taking into account their actual conditions within the organization (Hermawan et al., 2022). The sampling technique used a multistage random sampling method, starting at the district level, with each subdistrict represented by one school; a sample was then drawn from the vocational high school teachers at each school, resulting in a final sample of 124 permanent teachers employed by the foundation.

Table 1. Sample Distribution

No	School Name	Number of Teachers	Sample Size Calculation	Sample Size
1	SMK Teknologi Pembangunan	7	$7/180 \times 124 = 4.8$	5
2	SMK Farmasi Bintang Harapan	20	$20/180 \times 124 = 13.7$	14
3	SMK Laboratorium Global	33	$33/180 \times 124 = 22.7$	23
4	SMK Citra Karya	21	$21/180 \times 124 = 14.4$	14
5	SMK Puja Bangsa	35	$35/180 \times 124 = 24.1$	24
6	SMK Pertanian At-Taufiq	13	$13/180 \times 124 = 8.9$	9
7	SMK Tridaya	15	$15/180 \times 124 = 10.3$	10
8	SMk Alam Karya	25	$25/180 \times 124 = 17.2$	17
9	SMK Dewantara 2	11	$11/180 \times 124 = 7.5$	8
<b>Total</b>		<b>180</b>		<b>124</b>

As shown in Table 1, the sample distribution was determined proportionally to the number of teachers in each school, resulting in a total sample of 124 respondents from a population of 180 teachers, ensuring adequate representation across institutions. Following this stage, the research proceeded to the quantitative phase to test the proposed model constellation and research hypotheses using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS version 3.0, a software suitable for analyzing complex relationships among variables. Furthermore, this study employed the Resource Management Strengthening Modeling and Optimization (POP-SDM) method, comprising seven systematic stages to identify, analyze, and optimize key factors influencing teacher performance, thereby generating effective strategies to improve educational quality. (Sunaryo, Setyaningsih, et al., 2020). The stages of the POP-SDM are shown in Figure 1.

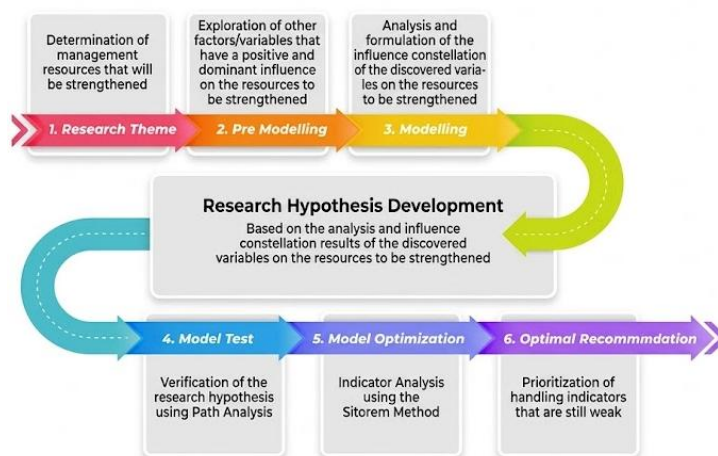


Figure 1. Figure 1. POP-SDM Research Stages

Structural equation modeling (SEM) is a statistical analysis technique used to test and estimate causal relationships by integrating factor analysis (confirmatory factor analysis), regression analysis, and path analysis. This technique emerged from the need to analyze research models involving multiple independent and dependent variables, as well as multiple regression paths simultaneously. SEM is also a multivariate analysis method designed to measure latent variables, which cannot be observed directly and therefore require manifest variables (indicators) for their measurement. As illustrated in Figure 1, SEM enables researchers to examine complex models in the social sciences by analyzing multiple relationships within a single integrated framework, making it a

powerful tool for testing comprehensive research models. (Hair et al., 2022). Partial least squares (PLS) is a non-parametric method that does not require assumptions about the distribution of data. The purpose of using PLS is to predict relationships between constructs. Meanwhile, CB-SEM is more intended as a method for confirming theory. In summary, it can be said that PLS is more oriented towards prediction because it is Exploratory Factor Analysis (EFA), while CB-SEM is oriented towards theory or Confirmatory Factor Analysis (CFA). However, other sources mention that the confirmatory factor analysis (CFA) model is a natural extension of the exploratory factor analysis (EFA) model.

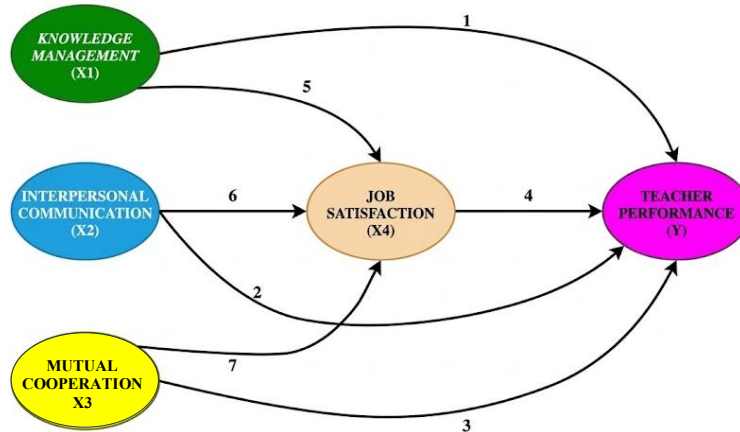


Figure 2. Research Variable Constellation Model

Table 2. Instruments in Research Variables

Variable	Indicators	Validity	Reliability
Teacher Performance (Y)	<ol style="list-style-type: none"> <li>1. Achievement of Work Targets</li> <li>2. Time Management</li> <li>3. Assessment of Learning Outcomes</li> <li>4. Technology Utilization</li> <li>5. Achievement of Work Quality</li> </ol>	34	0.907
Knowledge Management (X1)	<ol style="list-style-type: none"> <li>1. Knowledge Acquisition</li> <li>2. Knowledge Refinement</li> <li>3. Knowledge Storage</li> <li>4. Knowledge Evaluation</li> <li>5. Knowledge Distribution</li> </ol>	34	0.894
Interpersonal Communication (X2)	<ol style="list-style-type: none"> <li>1. Ability to understand others.</li> <li>2. Providing support to others.</li> <li>3. Openness to receiving feedback from others.</li> <li>4. Ability to interpret every word, sentence, information, and behavior of others.</li> <li>5. Providing insights, ideas, and suggestions for organizational progress.</li> </ol>	36	0.858
Mutual Cooperation (X3)	<ol style="list-style-type: none"> <li>1. Collaboration</li> <li>2. Togetherness</li> <li>3. Family spirit</li> <li>4. Mutual trust</li> <li>5. Caring</li> </ol>	36	0.869
Jobs Satisfaction (X4)	<ol style="list-style-type: none"> <li>1. Working Conditions</li> <li>2. Salary/Income</li> <li>3. Job Quality</li> <li>4. Promotion Opportunities</li> <li>5. Supervision</li> </ol>	37	0.890

Figure 1 shows the research variable constellation model, illustrating the relationships between knowledge management (X1), interpersonal communication (X2), mutual cooperation (X3), and job satisfaction (X4) on teacher performance (Y). Meanwhile, Table 2 presents the research instruments, including indicators, validity, and reliability values for each variable. All variables have high reliability coefficients (above 0.85), indicating that the instruments used are valid and reliable for further analysis.

## RESULTS AND DISCUSSION

### Results

The results of this study begin with a descriptive statistical analysis to provide an initial overview of the data distribution and characteristics of each research variable, followed by structural model testing to examine the relationships between variables in the proposed research model.

Table 3. Statistic Descriptive

Score	Teacher Performance (Y)	Knowledge Management (X1)	Interpersonal Communication (X2)	Mutual Cooperation (X3)	Jobs Satisfaction (X4)
Average	132.17	129.41	140.39	137.54	137.77
Median	138.00	137.50	142.00	144.00	143.00
Most frequently occurring value	137.00	141.00	142.00	144.00	142.00
Standard deviation	22.33	23.86	19.22	28.19	22.39
Variance	498.91	569.77	369.67	795.06	501.67
Skewness	-1.00	-0.67	-0.397	-0.853	-0.427
Kurtosis	0.102	-0.66	-0.388	-0.310	-0.709
Smallest value	78.00	74.00	90.00	75.00	84.00
Largest value	169.00	186.00	174.00	180.00	177.00
Total score	16,390	16,047	17,409	17,056	17,084

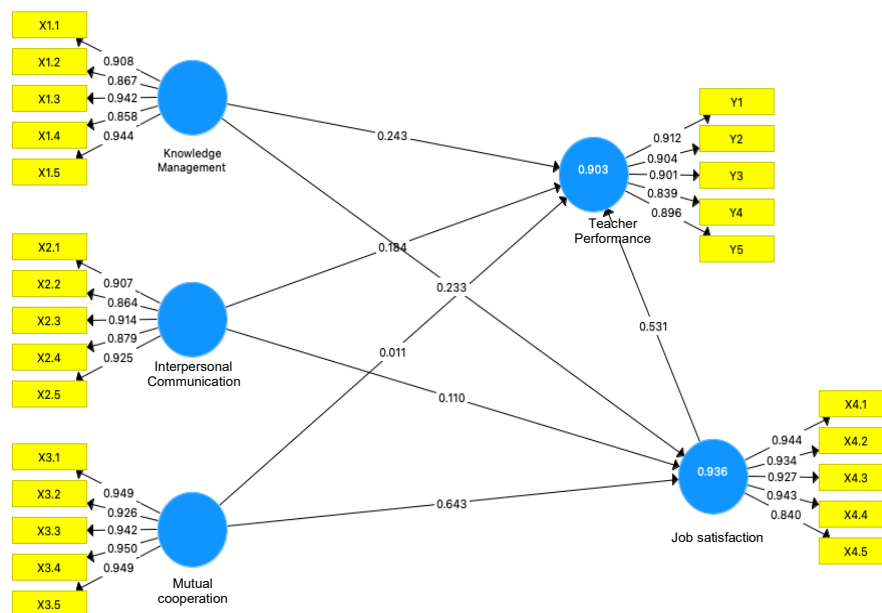


Figure 3. Structural Model of Indicator Testing Results on Latent Variables

Figure 3 shows the results of the loading factor values for each latent variable indicator, all of which meet the requirement of a loading factor value  $>0.70$ . Based on this, it can be concluded that the indicators for each latent variable show good convergent validity, meaning that these indicators can be accepted to reflect the latent variables in the structural model. Thus, no indicators were removed from the tested model.

**Table 4. Recapitulation of Loading Factor Values of Indicators on Latent Variables of Structural Models**

Indicator	Loading Factor	Composite Reliability (CR)	Average Variance Extracted (AVE)
X1.1/ Knowledge Acquisition	0.908	0.957	0.819
X1.2/ Knowledge Refinement	0.867		
X1.3/ Knowledge Storage	0.942		
X1.4/ Knowledge Evaluation	0.858		
X1.5/ Knowledge Distribution	0.944		
X2.1/ Ability to understand others	0.907	0.954	0.806
X2.2/ Providing support to others	0.864		
X2.3/ Openness to receiving feedback from others	0.914		
X2.4/ Ability to interpret every word, sentence, information, and behavior of others	0.879		
X2.5/ Providing insights, ideas, and suggestions for organizational progress	0.925		
X3.1/ Collaboration	0.949	0.976	0.890
X3.2/ Togetherness	0.926		
X3.3/ Family spirit	0.942		
X3.4/ Mutual trust	0.950		
X3.5/ Caring	0.949		
X4.1/ Working Conditions	0.944	0.964	0.844
X4.2/ Salary/Income	0.934		
X4.3/ Job Quality	0.927		
X4.4/ Promotion Opportunities	0.943		
X4.5/ Supervision	0.840		
Y1/ Achievement of Work Targets	0.912	0.950	0.793
Y2/ Time Management	0.904		
Y3/ Assessment of Learning Outcomes	0.901		
Y4/ Technology Utilization	0.839		
Y5/ Achievement of Work Quality	0.896		

Based on Table 4, it is known that all measurement items have a Loading Factor value  $>0.7$ , which means that they meet the criteria, indicating that all indicators are valid. Similarly, the Average Variance Extracted (AVE) value of all indicators is  $>0.5$ , which means that they meet the validity requirements. In addition, the Composite Reliability (CR) value of all indicators is  $>0.7$ , which means that they also meet the reliability requirements. Next, here are the Heterotrait-Monotrait Ratio (HTMT) values for each latent variable.

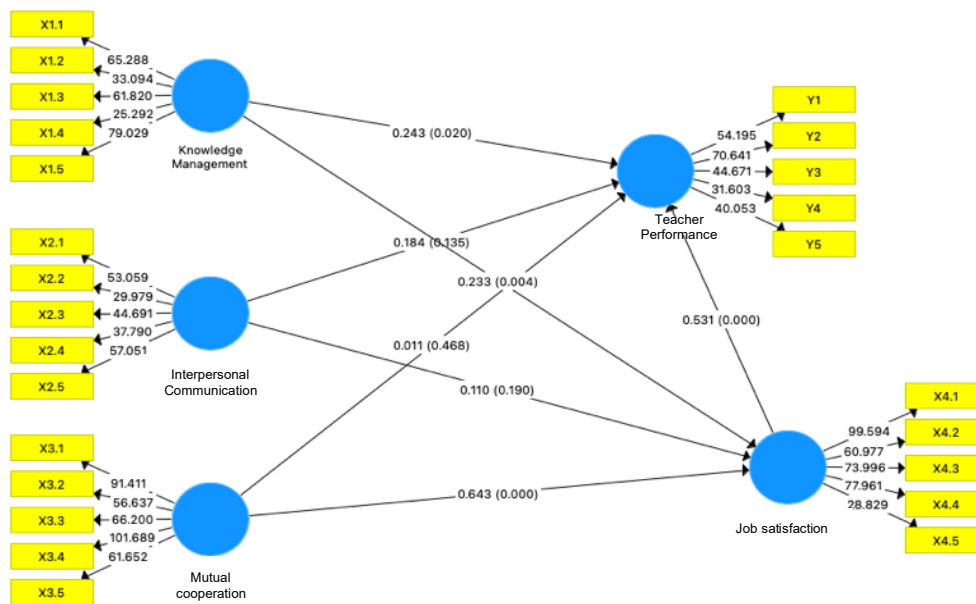


Figure 4. Hypothesis Testing Results and Beta Values

Based on Figure 4, it can be observed that the largest path coefficient influencing the Teacher Performance variable is derived from Job Satisfaction, with a value of 0.531, indicating that this variable has the most dominant and significant contribution compared to other variables in the model. This finding suggests that higher levels of job satisfaction are strongly associated with improved teacher performance. Furthermore, Knowledge Management shows the second-largest effect with a coefficient value of 0.243, highlighting its important role in supporting performance through effective knowledge acquisition, sharing, and utilization. Interpersonal Communication follows with a coefficient value of 0.184, indicating that effective communication among individuals also contributes positively, although to a lesser extent. Meanwhile, Mutual Cooperation has the smallest path coefficient value of 0.011, suggesting that its direct influence on teacher performance is relatively minimal in this model. Overall, these results indicate that while all variables contribute to teacher performance, Job Satisfaction remains the most influential factor, followed by Knowledge Management and Interpersonal Communication.

## Discussion

Knowledge management plays a crucial role in improving job performance, particularly in educational environments where the processes of creating, sharing, and retaining knowledge are essential. Effective knowledge management not only enhances the quality and efficiency of teaching but also encourages educators to innovate and adapt to changing demands. It provides opportunities for teachers to continuously develop and exchange knowledge, which ultimately contributes to better performance outcomes (Awan & Ather, 2024). Empirical studies also confirm that knowledge management positively influences human resources and innovation, thereby improving performance in educational institutions. Furthermore, previous findings indicate a positive relationship between knowledge management and job performance  $\beta=0.119$  and a significant direct effect on employee performance (Khofsah, 2025; Manshur, 2026). This suggests that the more effectively knowledge management is implemented, the higher the educators' job performance.

Interpersonal communication is another important factor influencing job performance in educational settings. Effective communication supports collaboration, enhances understanding among colleagues, and contributes to a more productive work environment. Research findings indicate that improved communication skills can directly enhance job performance, as demonstrated in studies conducted in Wajo Regency (Basir & Basir, 2020). Additionally, interpersonal communication has been shown to contribute significantly to job performance, accounting for 53% of performance variance in Lhokseumawe (Bahri, Nurhayati, et al., 2022), and positively influencing educational outcomes in Banten. Higher levels of interpersonal communication are associated with higher levels of performance (Hefniy & Alwahedi, 2025; Hikmah & Mudarris, 2026). However, this study found no significant effect of interpersonal communication on job performance ( $\beta=0.184$ ;  $p=0.135 > 0.05$ ), which, suggesting that contextual or organizational factors may moderate this relationship.

Cooperation, as a representation of local wisdom, also contributes to job performance by fostering teamwork, trust, and a sense of togetherness among educators. Previous studies demonstrate that teamwork has a strong positive relationship with job performance, with correlation and path coefficients of 0.582 and 0.412, respectively (Muzakar et al., 2024). Additionally, cooperation contributes to job performance by approximately 11.72% (Holidi, 2025; Syafiih, 2025) and has been consistently found to be positively related to employee performance (Phulpoto, 2023; Al-Aziz et al., 2025). The challenges in implementing cooperation persist in practice, such as a lack of engagement and weak interpersonal relationships among individuals. Despite these challenges, integrating local wisdom values, including cooperation, remains important for strengthening and improving performance outcomes ( Sailin et al., 2024).

Job satisfaction has been widely recognized as one of the most dominant factors influencing job performance. Empirical evidence consistently shows a strong and significant relationship between job satisfaction and performance. For instance, research conducted in Papua found a direct influence with  $\beta=0.584$  and a significance value of 0.000. Similar findings were reported by Nurlaila et al. (2024) ( $\beta=0.396$ ) and by Kumar (2022) ( $\beta=0.127$ ), both indicating a positive relationship. Job satisfaction influences performance by enhancing motivation, commitment, and overall work engagement. Furthermore, regression analysis results indicate a coefficient of 0.565 and an  $R^2$  of 0.446, indicating that job satisfaction explains 44.6% of performance variance. These findings reinforce the conclusion that higher job satisfaction is associated with better job performance among teachers.

In addition to its direct effects, job satisfaction also acts as a mediating variable in the relationship between other factors and job performance. For example, knowledge management has been shown to positively influence job satisfaction, with  $\beta=0.656$  (Onjolo, 2025). However, some studies highlight complex effects that depend on specific dimensions, such as salary and promotion (Kavalić et al., 2023). Other studies confirm a positive relationship between knowledge management and job satisfaction through knowledge sharing and organizational learning processes (Kianto et al., 2016; Khoualdi & Saleh, 2015; Obeng et al., 2024; Fadaie et al., 2023). Similarly, interpersonal communication has a significant positive effect on job satisfaction, as evidenced by  $\beta=0.283$  and correlation coefficients up to 0.643. Cooperation also enhances job satisfaction by fostering supportive relationships and teamwork (Consul & Kola, 2024; Karsim et al., 2023). These findings indicate that improving these variables can indirectly enhance job performance through increased job satisfaction.

Furthermore, the indirect effects of knowledge management, interpersonal communication, and cooperation on job performance through job satisfaction provide important insights into the complexity of performance improvement. Knowledge management has been shown to improve performance indirectly by increasing educators' job satisfaction (Hasballah, 2021; Le et al., 2021). However, this study found that interpersonal communication does not have a significant indirect effect on job performance through job satisfaction, which contrasts with previous findings (Hanum & Hermawan, 2025; Bahri, Situmorang, et al., 2022; Prasetyo et al., 2023). Meanwhile, cooperation contributes to performance by increasing motivation and organizational commitment (Sutisna et al., 2025), though certain conditions may reduce its impact in overly comfortable work environments (Kusumawati, 2025; Rahman, 2026; Shoha, 2026). Overall, these findings highlight the importance of integrating organizational, interpersonal, and cultural factors to improve teacher performance effectively.

## CONCLUSION

The findings of this study highlight that job performance is significantly influenced by knowledge management, interpersonal communication, cooperation, and job satisfaction, with job satisfaction emerging as the most dominant factor. An important insight from this research is that improving teacher performance cannot rely on a single variable, but requires an integrated approach that combines organizational, interpersonal, and cultural dimensions. The results of the SEM analysis confirm that strengthening these variables simultaneously improves performance outcomes. Furthermore, the SITOREM analysis provides practical implications by identifying priority indicators that require improvement, such as salary or income, working conditions, promotion opportunities, supervision, knowledge distribution, communication abilities, teamwork, empathy, time management, and technology utilization. The main strength of this study lies in its contribution to developing a more comprehensive and contextual model by integrating local wisdom, particularly cooperation, into the analysis of teacher performance, thereby enriching existing theoretical perspectives.

However, this study has several limitations that should be considered. The research was conducted only in vocational high schools in Bekasi Regency, which may limit the generalizability of the findings to other regions or educational levels. In addition, the variables examined in this study remain limited, and other potential factors, such as leadership, organizational culture, work motivation, and professional competence, were not included. Therefore, future research is recommended to expand the scope by involving different regions and educational levels, such as elementary schools or higher education institutions, to obtain a more comprehensive understanding of teacher performance. Further studies are encouraged to incorporate additional variables and explore more complex models to strengthen the empirical and theoretical contributions to the field of educational management.

## ACKNOWLEDGMENT

This research would not have been realized without support, guidance, and assistance from various parties. We would like to express our deepest gratitude to the Supervisor, who, with patience and dedication, has provided valuable guidance, direction, and knowledge throughout this research process.

## REFERENCES

- Al-Aziz, M. F., Bahiroh, E., & Mulyani, A. S. (2025). The Effect of Teamwork and Work Discipline on Employee Performance with Job Satisfaction as an Intervening Variable. *Indonesian Journal of Innovation Multidisipliner Research*, 3(1), 55–62. <https://doi.org/10.69693/ijim.v3i1.286>
- Awan, R.-N., & Ather, T. (2024). The Knowledge Ties That Bind: Mediating Effect of Knowledge Management on Heads' Leadership and Teachers' Performance. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2394740>
- Bahri, S., Situmorang, B., & Darwin, D. (2022). The Impact of Interpersonal Communication, a Creative Mindset, Work Ethics, and Job Satisfaction on the Performance of Junior High School Teachers in Lhokseumawe. *Jurnal As-Salam*, 6(2), 202–213. <https://doi.org/10.37249/assalam.v6i2.448>
- Basir, S., & Basir, M. (2020). The Influence of Interpersonal Communication and Work Culture on Teacher Performance in Junior High School at Wajo Regency. *Revista Espacios*, 41(6), 12–17.
- Consul, S., & Kola, N. (2024). Relationship between Interpersonal Communication and Job Satisfaction. *International Journal for Multidisciplinary Research*, 6(3), 1. <https://doi.org/10.36948/ijfmr.2024.v06i03.19427>
- Fadaie, N., Lakbala, P., & Ghanbarnejad, A. (2023). Impact of Knowledge Management on Job Satisfaction and Organizational Performance among Healthcare Employees: A Structural Equation Modeling Approach. *Health Science Reports*, 6(9). <https://doi.org/10.1002/hsr2.1560>
- Fitriya, N. (2023). Seamless Learning Model: Teachers' Perception of Learning Adaptation in Madrasah. *Jurnal Teknologi Pendidikan: Jurnal Penelitian dan Pengembangan Pembelajaran*, 8(2), 373–382. <https://doi.org/10.33394/jtp.v8i2.6547>
- Hair, J., Hult, G. T., Ringle, C. M., & Sarstedt, M. (2022). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* (3rd ed.). SAGE Publications, Inc.
- Hanum, U., & Hermawan, A. (2025). Optimizing Teacher Engagement: The Role of Self-Efficacy, Interpersonal Communication, Organizational Culture, and Job Satisfaction Using Path and SITOREM Analysis. *Bulletin of Social Studies and Community Development*, 3(1), 19–33. <https://doi.org/10.61436/bsscd.v3i1.91>
- Hasballah, M. A. (2021). The Influence of Knowledge Management on Lecturer Performance through Job Satisfaction. *Management Science Letters*, 959–964. <https://doi.org/10.5267/j.msl.2020.10.001>
- Hefniy, H., & Alwahedi, M. A. A. (2025). Virtual School Tours: Boosting Community Interest and Attracting Prospective Students. *EVALUASI: Jurnal Manajemen Pendidikan Islam*, 9(2), 340–353. <https://doi.org/10.32478/3gtzvf72>
- Hermawan, A., Setyaningsih, S., & Hardhienata, S. (2021). Exploratory Sequential Analysis of Servant Leadership Reviewing from Adversity Intelligence, Proactive Personality, Team Work, Organizational Commitment, and Work Motivation. *Journal of Positive Psychology & Wellbeing*, 5(4), 969–986.
- Hermawan, A., Setyaningsih, S., & Hardhienata, S. (2022). Modeling and Optimization of Strengthening Servant Leadership. *Jurnal Edunity: Kajian Ilmu Sosial dan Pendidikan*, 1(3), 115–129.

- Hikmah, U., & Mudarris, B. (2026). A Strategic Plan for High Quality and Effective Madrasah Management in Realizing Quality Superior Education. *Journal of Education Management and Policy*, 2(1), 39–49.
- Holidi, M. (2025). CBT Exam Implementation Guidance for Students in Facing Digital-Based Assessments. *Communautaire: Journal of Community Service*, 4(3), 297–312. <https://doi.org/10.61987/communautaire.v4i3.820>
- Huda, Z. H. S. (2025). Enhancing Islamic Religious Education through IT-Based Learning: A Qualitative Study. *SSR Journal of Arts, Humanities and Social Sciences*, 2(1), 1–7.
- Karsim, K., & Rijal, S. (2023). The Nurturing Job Satisfaction: Social Interactions and Work Environment via Empowering Motivation. *Jurnal Informatika Ekonomi Bisnis*, 772–778. <https://doi.org/10.37034/infkeb.v5i3.645>
- Kavalić, M., Stanisavljev, S., Mirkov, S., Rajković, J., Terek Stojanović, E., Milosavljev, D., & Nikolić, M. (2023). Modeling Knowledge Management for Job Satisfaction Improvement. *Knowledge and Process Management*, 30(2), 176–190. <https://doi.org/10.1002/kpm.1721>
- Khofsah, S. (2025). Management of the Habit of Reading the Qur'an as an Effective Memorization Strategy for Tahfidz Class Students at Madrasahs. *Journal of Education Management and Policy*, 1(3), 198–207.
- Khoualdi, K., & Saleh, O. (2015). The Impact of Knowledge Management on Job Satisfaction: A Study on Saudi Public Universities. *SSOAR (Social Science Open Access Repository)*.
- Kianto, A., Vanhala, M., & Heilmann, P. (2016). The Impact of Knowledge Management on Job Satisfaction. *Journal of Knowledge Management*, 20(4), 621–636. <https://doi.org/10.1108/JKM-10-2015-0398>
- Kumar, S. P. (2022). Influence of University Teachers' Job Satisfaction on Subjective Well-Being and Job Performance. *Journal of Engineering Education Transformations*, 35(S1), 160–167. <https://doi.org/10.16920/jeet/2022/v35is1/22023>
- Kusumawati, I. (2025). AI-Based Human Capital as a Catalyst for Increasing the Strategic Agility of Educational Organizations. *International Journal of Multidisciplinary Research*, 1(5), 239–245.
- Le, B. D., Do, N. H., Le, T. T., & Pham, V. (2021). The Influence of Knowledge Management on Satisfaction and Job Performance: A Case Study of Lecturers at Vietnam National University, Hanoi. *WSEAS Transactions on Business and Economics*, 18, 1554–1571. <https://doi.org/10.37394/23207.2021.18.142>
- Lemma Lodisso, S., & Author, C. (2019). The Effects of Interpersonal Relationship on Employees' Job Satisfaction: The Case of Education Department, Hawassa City Administration. *IOSR Journal of Business and Management*, 21, 21–27. <https://doi.org/10.9790/487X-2103012127>
- Manshur, U. (2026). Madrasah Vision Management Strategy in Realizing Superior Educational Quality. *EDUCARE: Jurnal Ilmu Pendidikan*, 5(1), 1–15. <https://doi.org/10.71392/ejip.v5i1.122>
- Mawarto, M., Widodo, W., & Sulistasih, S. (2020). The Antecedence of Teacher's Professional Performance: Evidence from Indonesia. *Universal Journal of Educational Research*, 8(10), 4760–4768. <https://doi.org/10.13189/ujer.2020.081047>

- Muzakar, A. (2024). Collaborative Confidence: Transforming Teacher Performance through Teamwork and Self-Efficacy. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 9(3), 744–755. <https://doi.org/10.31538/ndhq.v9i3.71>
- Nurlaila, H., Setyaningsing, S., & Sunardi, O. (2024). Analysis of the Influence of Servant Leadership, Personality, Work Motivation, and Trust on Professional Commitment Elementary School Teacher. *Journal of Shenyang Jianzhu University (Natural Science)*, 40(1), 5–29.
- Obeng, H. A., Arhinful, R., Mensah, L., & Owusu-Sarfo, J. S. (2024). Assessing the Influence of the Knowledge Management Cycle on Job Satisfaction and Organizational Culture Considering the Interplay of Employee Engagement. *Sustainability*, 16(20), 8728. <https://doi.org/10.3390/su16208728>
- OECD. (2023). *PISA 2022 Results (Volume II): Learning during and from Disruption*. OECD Publishing. <https://doi.org/10.1787/a97db61c-en>
- Onjolo, S. (2025). Knowledge Management Processes Influence on Employee Job Satisfaction in Food Manufacturing Firms in Kenya. *Journal of Human Resource & Leadership*, 9(1), 9–1. <https://doi.org/10.53819/81018102t4312>
- Phulpoto, N. H. (2023). Teamwork and Its Impact on Employee Performance Mediated by Job Satisfaction. *Journal on Innovation and Sustainability RISUS*, 14(3), 21–31. <https://doi.org/10.23925/2179-3565.2023v14i3p21-31>
- Prasetyo, H., Malik, N., & Mohyi, A. (2023). The Role of Job Satisfaction as a Mediator: Exploring the Impact of Communication Quality and Principal Conflict Management on Teacher Performance. *Business Innovation Management and Entrepreneurship Journal (BIMANTARA)*, 2(02), 90–105. <https://doi.org/10.22219/bimantara.v2i02.29281>
- Rahman, M. (2026). Improving the Quality of Education in Madrasah Tsanawiyah through Digital Technology-Based Strategic Management. *JETech: Journal of Education and Technology*, 2(1), 11–19.
- Sailin, M., & Dewi, N. E. C. (2024). Integrating Situational Leadership and Traditional Values: Enhancing Student Discipline in Islamic Boarding Schools through Holistic Training Programs. *Communautaire: Journal of Community Service*, 3(1), 107–122. <https://doi.org/10.61987/communautaire.v3i1.466>
- Shoha, S. I. (2026). Curriculum Renewal Management in Elementary Schools: A Case Study of the Implementation of the Independent Curriculum in Schools. *Journal of Education Management and Policy*, 2(1), 61–71.
- Sholihah, I., & Imam, O. A. (2025). Optimizing the Quality of Anti-Bullying Education Services in Islamic Boarding Schools. *POTENSIA: Jurnal Kependidikan Islam*, 11(1). <https://doi.org/10.24014/potensia.v11i1.35937>
- Sunaryo, W., Yusnita, N., & Mustofa, M. (2020). Improving Job Performance through Strengthening the Organizational Culture and Interpersonal Communication. *Jurnal Konseling dan Pendidikan*, 8(3), 145. <https://doi.org/10.29210/148000>
- Sutisna, D., Hardhienata, S., & Setyaningsih, S. (2025). Enhancing Faculty Organizational Commitment through Local Wisdom and Work Motivation: A Sustainable Development Perspective Using Optimization of Management Resource Strengthening and SITOREM. *International Review of Management and Marketing*, 15(4), 235–248. <https://doi.org/10.32479/irmm.18195>

- Syafiih, M. (2025). The Future of Education in the Digital Era: Between Technological Innovation and Equitable Access. *Proceeding of International Conference on Education, Society and Humanity*, 3(1), 737–741.
- Syarifudin, A., Suriansyah, A., & Ngadimun. (2022). The Influence of Principal Instructional Leadership, Work Environment and Job Satisfaction on Teacher Performance in State Elementary Schools in Cempaka District, Banjarbaru City. *International Journal of Social Science and Human Research*. <https://doi.org/10.47191/ijsshr/v5-i6-34>