

## **Mediation Effect of Job Satisfaction on The Effect of Participatory Leadership Style and Individual Creativity on Senior High School Teacher Performance in Kerinci District**

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**Abstract:** This research examined the effect of participatory leadership style and individual creativity on teacher performance. In addition, this research also examines whether the existence of the variable job satisfaction mediates the relationship between participatory leadership style and individual creativity on teacher performance. This research was conducted on 80 respondents who were high school teachers in Kerinci Regency. The research data was collected using an online questionnaire (google form). The data analysis technique of this research is Structural Equation Model (SEM) analysis with the help of the SmartPLS 3.0 application. This study found that the participatory leadership style positively and significantly affects job satisfaction and teacher performance. While individual creativity does not significantly affect job satisfaction, it significantly affects teacher performance. Job satisfaction does not affect teacher performance. Job satisfaction is also not proven to be able to mediate the relationship between participatory leadership style and individual creativity on the performance of high school teachers in the Kerinci District.

**Keywords:** Individual Creativity, Job Satisfaction, Participatory Leadership Style, Performance

### **A. Introduction**

To face the challenges of an increasingly advanced world that demands individual creativity in the technological and digital era as it is today, the world of education holds a substantial stake. Whether or not a nation can keep up with the times is guided by the capabilities of human resources (HR) in the country itself. Developed countries such as the United States, Japan, China, Russia, Britain, Singapore, and others do not only depend on the natural resources they have but more than that are human resources which have been designed from an early age to be able to survive in keeping with the times. Suppose you look at poor countries such as some countries on the African continent.

In that case, it is not only natural wealth or natural resources that cause their economies to be underdeveloped but also influenced by the low ability of human resources to map out plans and look for opportunities to be at least able to survive in facing changing times, likewise with countries in the developing category such as countries in the ASEAN region or Southeast Asia such as Indonesia. The quality of human resources must undoubtedly be improved to survive and catch up with developed countries. When you look at the natural resources contained in the body of the motherland, there isn't anything lacking. However, if one looks at who has power over Indonesia's natural resources, the Indonesian government does not hold it. Indonesia's dependence on developed countries such as America and China making Indonesia look as if it is just a guest in its own house. The large amount of raw natural wealth exported abroad and then imported again as finished goods is a sign that Indonesia's human resource capacity is still fragile and far behind the abovementioned superpowers.

Based on statistical data compiled from BPS, in 2019, as many as 4.10% of Indonesians aged 15 were still illiterate. Then in 2020, there was a decline. Namely, only 4% of people indicated were still illiterate, while in 2019, 2021, drops to 3.96%. As for the 15-44 years age group, in 2019, as much as 0.76% was still in the illiterate category, then in 2020, it increased to 0.80%, then in 2021, it decreased again to 0.73%. The illiteracy rate is still very high in the age group above 45 years. In 2019, as many as 9.92% of people in that age range were still illiterate, then in 2020, it decreased to 9.46%, while in 2021, drops to 9.24 (BPS, 2022).

Overall, the percentage of illiterate Indonesian people in 2019 was 3,081,136 people (1.78%), while in 2020, there were 2,961,060 people (1.71%). The efforts made by the Indonesian government to eradicate illiteracy have been optimal, starting with the family literacy movement, community literacy, and the development of national literacy. But what is more important is, as stated (Makarim, 2021), "What must be demanded of students is not memorization, but how they can have the capability to understand and be able to process the various information obtained critically".

As stated by the Minister above, creating human resources with capabilities cannot be done by simply applying the rote method but with more emphasis on the ability of the individual to have analysis to understand and process information that is more critical. Therefore, the role of the world of education is significant in this regard, especially the formal education that students take from elementary to high school. Senior High School is the gateway to determining the quality of human resources.

The phenomenon of the search for adolescent identity is unavoidable in high school ages. Many cases of immorality and promiscuity are often found in high school youth. The presence of the world of globalization and digitalization seems to add to the standards that must be achieved by these high school-age youth who must be able to compete in new and up-to-date competencies and thinking according to the demands of the times. If these demands cannot be met, then the Indonesian state may never be free from the shackles of attachment to foreign countries simply because of its inability to produce human resources with standard international competitiveness.

That's why the world of education plays a very vital role in producing human resources that have good quality and quality. The quality or quality of human resources can be determined through the excellent performance of teaching staff, one of which can be determined by the implementation of high-quality education by professional educators (Hanushek et al., 2004).

Teachers are one of the many essential factors that will bring glory to the world of education in a country where the existence and sensitivity of the school's teaching staff greatly influence the glory of school reform. It follows that an educator is a leader in learning activities in schools. For this reason, an educator should hone their skills independently and not only depend on the school principal. So that teacher professionalism will be created with self-development independently without depending on anyone.

The performance of educators or teachers will directly affect the quality of learning outcomes from students or students. The excellent performance of teaching staff will encourage the quality of education achieved. In other words, good learning outcomes depend on the excellent performance of the teaching staff. So that it can be said that the performance of teachers or educators has a large and significant contribution to the process of achieving learning objectives that have previously been mutually agreed upon, so, with the critical role of the performance of teaching staff as a successor to the advancement of the world of education, therefore the school should improve the performance of teaching staff so that agreement in terms of school goals that have been formulated together beforehand will be achieved well and maximally.

Various variables can drive good performance, such as from within and outside the individual. Internal factors can determine a person's performance, such as the individual's ability. In contrast, external determinants of a person's performance can be the organizational culture and leadership style of the superior where the

individual works. In addition, several factors can mediate the correlation between factors within a person (internal) and those outside a person's self (external) on individual performance. This factor is job satisfaction. As an illustration, when the organizational culture, leadership style, and individual abilities of a person are in good condition, this will increase their motivation to work, as well as their job satisfaction will also increase. With an increase in job satisfaction, it will have promising implications for the individual's performance.

Kerinci Regency is an area that is part of Jambi Province. Where based on statistical data, it is known that Kerinci Regency has 33 active public and private high schools. With so many high schools in Kerinci Regency, it will undoubtedly create quality competition to attract prospective students every year. The quality competition referred to is not only the quality of the facilities, but what is most important is the quality of the teaching staff. One of the factors driving students' interest in continuing their studies is the quality of excellent and professional educators or teachers. The quality of the teaching staff is reflected in their excellent performance. With good performance from these teaching staff, it will impact the interest of prospective students to continue their studies at the school.

However, the fact is that, according to Mr. Murison, the Head of the Kerinci Education Office, often gets reports that there are still many teachers who are often late for teaching assignments (Sanjaya, 2021). A negative note for the world of education, where the demands of the times like today require that the future successors of the nation have high sensitivity and intellect towards technological developments. However, this phenomenon is undoubtedly one of the obstacles to education development in Kerinci Regency. So, it is not surprising that it is infrequent to hear of student representatives from high schools in Kerinci Regency taking part in various Olympiads or competitions at national and international levels.

At present, Kerinci Regency cannot be used as a center for the education system in Jambi Province, which can produce the best graduates, as has been done before. It is because there is a tendency for the world of education to be no longer seen as an asset but only operate like other non-educational institutions. In previous years, the Kerinci Regency absorbed many students from outside the Kerinci Regency, but now it is the opposite. Many students continue their studies outside the Kerinci Regency (Muis, 2017). The world of education in Kerinci Regency seems to have experienced degradation over the past decade. Contributing factors include the lack of government support, declining student motivation to study, and even the unprofessional teaching staff. However, the climax was the mixing of the world of

education with practical politics which led to the collapse of the professionalism and integrity of the teaching staff (Ikhsan, 2017). In fact, in September 2018, it was discovered that for days students at a school in Kerinci Regency had no teaching and learning activities. It was because no teachers, both government employees' teachers and teachers with honorary status, came to school. It was triggered because there was a change in school principals who had just been appointed by the Regent of Kerinci (Pirmando, 2018).

## **B. Methods**

### **Types and Research Approaches**

Research is a method to find answers to phenomena or problems that become a concern for a person or a group of people. So that in terms of seeking answers, a scientific approach is needed to prove whether the allegations regarding the problems causing concern are true. This research is designed to answer phenomena in the education management field with concerns previously outlined in the problem's background. That's why it is necessary to know the type of research that will be carried out to prove the hypotheses that have been built so that the type and approach of this research are known, namely causality research. Causality research is research with a quantitative approach to looking for the effect of one or more independent variables on the dependent variable.

### **Data and Data Sources**

In conducting research, data is the key to answering the problems that the truth is to be sought, this study uses primary data obtained directly from the respondents. The primary data is collected using a questionnaire or questionnaire, where the output will be quantitative data in the form of numbers or numbers, which will then be processed with statistical tools to answer each problem formulation.

### **Population and Sample**

One of the most essential parts of a study is the population and sample because it is from them that research data can be collected. The population of this research is all high school teachers in Kab. Kerinci. While the research sample is part of the high school teachers in Kerinci Regency, who are willing to be respondents. This study's sample was 80 high school teachers in Kab. Kerinci. This number refers to the opinion Sekaran (2006) that if the population size is unknown, it is assumed to determine the sample size, namely  $10-20 \times$  the number of variables. The number of

variables in this study is 4 (five); therefore, the number of samples obtained is 80 (20 x 4) respondents.

### **Data collection technique**

In this study, researchers used an approach in collecting research data, namely the questionnaire technique, a data collection method carried out by dividing a list of questions among respondents so that the respondents provide answers.

### **Data Analysis**

This research uses component-based or variant-based SEM (Structural Equation Modeling) data analysis, operated through the PLS Senior High School program. According to Ghozali (2014), PLS is an alternative approach that shifts from a covariance-based SEM approach to a variant-based one. SEM based on covariance tests causality/theory, while PLS is more of a predictive model. PLS is a powerful analytical method because it is not based on many assumptions. For example, the data must be normally distributed, and the sample must not be significant. Besides confirming the theory, PLS can also be used to explain whether there is a relationship between latent variables. PLS can simultaneously analyze constructs formed with reflective and formative indicators. Assessing the model with PLS begins by looking at the R-square for each latent dependent variable. The interpretation is the same as the interpretation of the regression. Changes in the R-square value can be used to assess the effect of certain independent latent variables on the latent dependent variable and whether it has a substantive effect.

The convergent validity of the measurement model with the reflective indicator model is assessed based on the correlation between the item component score and the PLS calculated construct score. The reflective measure is considered high if it correlates more than 0.70 with the construct you want to measure. However, for research in the early stages of developing a measurement scale, a loading value of 0.5 to 0.60 is considered sufficient (Ghozali, 2014). The discriminant validity of the measurement model with reflective indicators is assessed based on the cross-loading of measurements with constructs. Suppose the construct's correlation with the measurement item is more significant than the other measures. In that case, it will indicate that the latent construct predicts the block's size better than the others.

Another method for assessing discriminant validity is to compare the square root of the Average Variance Extracted (AVE) value of each construct with the correlation between other constructs in the model. If the AVE root value of each construct is

greater than the correlation value between the constructs and the other constructs in the model, then it is said to have good discriminant validity. This measurement can be used to measure the reliability of latent variable component scores, and the results are more conservative than composite reliability. It is recommended that the AVE value should be greater than 0.50 (Ghozali, 2014). Composite reliability that measures a construct can be evaluated with two kinds of measures, namely internal consistency and Cronbach's Alpha (Ghozali, 2014).

## C. Result and Discussion

### 1. Evaluation of Measurement Model

#### a. Convergent Validity

##### 1) Loading Factor

**Table 1. Outer Loading Results from Job Satisfaction Variable (Z)**

Variable	Indicators	Outer Loading	Information
Satisfaction	KP1	0.729	Valid
	KP2	0.853	Valid
	KP3	0.755	Valid
	KP4	0.816	Valid
	KP5	0.819	Valid
	KP6	0.702	Valid

*Source: Data processed with SMARTPLS.3.0*

Table 1 shows that all the question items used to measure the Teacher Job Satisfaction variable (Z) are declared valid because the outer loading value is above 0.600. Therefore, these items are feasible for further testing.

**Table 2. Outer Loading Results from Teacher Performance Variable (Y)**

Variable	Indicators	Outer Loading	Information
Teacher Performance	KG1	0.678	Valid
	KG2	0.608	Valid
	KG3	0.654	Valid
	KG4	0.769	Valid
	KG5	0.681	Valid
	KG6	0.782	Valid
	KG7	0.803	Valid

*Source: Data processed with SMARTPLS.3.0*

Table 2 shows that all question items used to measure the Teacher Performance variable (Y) are valid because the outer loading value is more significant than 0.600. Therefore, these items are feasible for further testing.

**Table 3. Outer Loading Results from Participatory Leadership Style Variable (X1)**

Variable	Indicators	Outer Loading	Information
Participative Leadership Style	GKP1	0.684	Valid
	GKP2	0.704	Valid
	GKP3	0.674	Valid
	GKP4	0.668	Valid
	GKP5	0.621	Valid
	GKP6	0.770	Valid
	GKP7	0.656	Valid
	GKP8	0.761	Valid

Source: Data processed with SMARTPLS.3.0

Table 3 shows that all question items used to measure the Participatory Leadership Style variable (X1) are declared valid. Therefore, these items are feasible for further testing.

**Table 4. Outer Loading Results of Individual Creativity Variables (X2)**

Variable	Indicators	Outer Loading	Information
Individual Creativity	KI	0,915	Valid
	KI	0,928	Valid
	KI	0,878	Valid
	KI	0,908	Valid
	KI	0,900	Valid

Source: Data processed with SMARTPLS.3.0

Table 4 shows that all question items used to measure the Individual Creativity variable (X2) are declared valid. Therefore, these items are feasible for further testing.

## 2) Construct Validity and Reliability

**Table 5. Construct Validity and Reliability Result**

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
X1	0.845	0.851	0.881	0.581
X2	0.878	0.889	0.912	0.674
Y	0.871	0.876	0.903	0.610
Z	0.840	0.853	0.878	0.510

Source: Data processed with SMARTPLS.3.0

Table 5 shows that each variable's Cronbach's Alpha value is above 0.7, then the Average Variance Extracted (AVE) value is above 0.5. So, it can be said that based on these tests, the question items in this study are valid and reliable. Therefore, it is feasible to proceed with the following process.

## 2. Evaluation of Structural Model

### a. R Square

The R Square value describes the magnitude of the influence exerted by exogenous variables (X) on endogenous variables (Y and Z). In this study, there are 3 (three) variables belonging to the endogenous variables, namely Teacher Job Satisfaction (Z) and Teacher Performance (Y). Therefore, the output generated by data processing with SmartPLS 3.0 software is as many as 3 (three) R Square values, as shown in the table below

**Table 6. R Square**

	R Square	R Square Adjusted
Teacher Job Satisfaction	0.284	0.264
Teacher Performance	0.707	0.695

*Source: Data processed with SMARTPLS.3.0*

Test the R Square value of the Teacher Performance variable (Y) equal to 0.707. Its meaning is the magnitude of the influence that arises from the variables Participatory Leadership Style (X1), Individual Creativity (X2), and Job Satisfaction (Z) on Teacher Performance (Y) in High Schools in Kerinci Regency, namely 70.7%. At the same time, the rest is influenced by other factors not included in this research model.

While the R Square value test of the Job Satisfaction variable (Z) equals 0.284, its meaning is the magnitude of the influence that arises from the Participatory variables (X1) and Individual Creativity (X2) on the Job Satisfaction of High School Teachers (Z) in Kerinci Regency, which is equal to 28.4%. In contrast, the rest is influenced by other factors not included in this research model

### a. T-Statistics (Bootstrapping)

The t-statistics test is carried out to test the research hypothesis to see whether the exogenous variable (X) significantly influences the endogenous variable (Y)

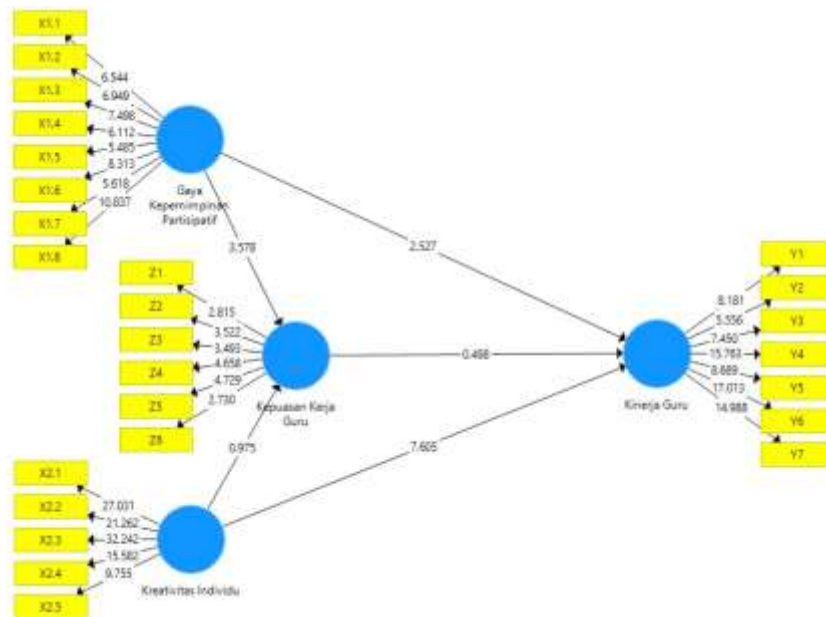


Figure 1. Bootstrapping

1) Direct Effect

Table 7. Direct Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-Statistics ( O/STDEV )	P Values
Participative Leadership Style -> Teacher Job Satisfaction	0.585	0.563	0.163	3.578	0.000
Participative Leadership Style -> Teacher Performance	0.253	0.267	0.100	2.527	0.012
Teacher Job Satisfaction -> Teacher Performance	0.054	0.049	0.109	0.498	0.619
Individual Creativity -> Teacher Job Satisfaction	-0.281	-0.289	0.289	0.975	0.330
Individual Creativity -> Teacher Performance	0.695	0.666	0.091	7.605	0.000

Source: Data processed with SMARTPLS.3.0

a) The Effect of Participatory Leadership Style (X1) on Teacher Job Satisfaction (Z) for Senior High Schools in Kerinci Regency

Table 7 shows that This value is more significant than 1.96 with a P value of 0.000. Then H1 is accepted, meaning that Participatory Leadership Style (X1) positively and significantly affects Teacher Job Satisfaction (Z) for Senior High Schools in Kerinci Regency

**b) The Effect of Participatory Leadership Style (X1) on Teacher Performance (Y) of Senior High Schools in Kerinci Regency**

From Table 7, it can be seen that the T Statistics value of the test results for the Effect of Service Quality (X1) on Teacher Performance (Y) for High Schools in Kerinci Regency is 2.527, where the value is more significant than 1.96 with a P- Value of 0.012 which is smaller than 0.05. Then H2 is accepted, meaning that Service Quality (X1) positively and significantly affects Teacher Performance (Y) for Senior High Schools in Kerinci Regency.

**c) The Effect of Individual Creativity (X2) on Teacher Job Satisfaction (Z) for Senior High Schools in Kerinci Regency**

From Table 7, it can also be seen that the T Statistics value of the results of testing the effect of Individual Creativity (X2) on Teacher Job Satisfaction (Y) for High School Kerinci Regency is 0.975 where the value is smaller than 1.96 with a P- Value of 0.330 greater than 0.05. Then H3 is rejected, meaning that Individual Creativity (X2) does not affect Teacher Performance (Y) for Senior High Schools in Kerinci Regency.

**d) The Effect of Individual Creativity (X2) on Teacher Performance (Y) for High Schools in Kerinci Regency**

From Table 7, it can also be seen that the T Statistics value of the results of testing the effect of Individual Creativity (X2) on Teacher Performance (Y) for Senior High Schools in Kerinci Regency is 7.605, where the value is more significant than 1.96 with a P-Value of 0.000 less than 0.05. Then H4 is accepted, meaning that Individual Creativity (X2) positively and significantly affects Teacher Performance (Y) for Senior High Schools in Kerinci Regency.

**e) The Effect of Teacher Job Satisfaction (Z) on Teacher Performance (Y) for Senior High Schools in Kerinci Regency**

Based on Table 7, it can also be seen that the T Statistics value of the effect of Teacher Job Satisfaction (Z) Teacher Performance (Y) for Senior High Schools in Kerinci Regency is 0.498, which value is smaller than 1.96 with a P-Value of 0.619 > 0.05. Then H5 is rejected, meaning that teacher job satisfaction (Z) does not affect teacher performance (Y) for senior high schools in the Kerinci Regency.

**2) Indirect Effect**

**Table 8. Indirect Effect**

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
Participative Leadership Style -> Teacher Job Satisfaction -> Teacher Performance	0.032	0.031	0.055	0.581	0.561

**Table 8. (Continue)**

	<b>Original Sample (O)</b>	<b>Sample Mean (M)</b>	<b>Standard Deviation (STDEV)</b>	<b>T Statistics ( O/STDEV )</b>	<b>P Values</b>
Individual Creativity -> Teacher Job Satisfaction -> Teacher Performance	-0.015	0.004	0.050	0.303	<b>0.762</b>

Source: Data processed with SMARTPLS.3.0

**a) The Effect of Participatory Leadership Style (X1) on Teacher Performance (Y) of Kerinci Regency Senior High School Mediated by Job Satisfaction (X2)** Based on the table above, it can be seen that the T Statistics value of the Influence of Participatory Leadership Style (X1) on Teacher Performance (Y) for High Schools in Kerinci Regency, which is mediated by Job Satisfaction (Z) is 0.581 where this value is smaller than 1.96 with P-Values of 0.561 which is more significant than 0.05. Then H6 is rejected, meaning that Job Satisfaction (Z) does not have a mediating effect on the relationship between Participatory Leadership Style (X1) on Teacher Performance (Y) for Senior High Schools in Kerinci Regency.

**b) The Effect of Individual Creativity (X2) on Teacher Performance (Y) for High Schools in Kerinci District, mediated by Job Satisfaction (X2)**

Based on the table above, it can be seen that the T Statistics value of the Influence of Individual Creativity (X2) on Teacher Performance (Y) for High Schools in Kerinci Regency, which is mediated by Job Satisfaction (Z) is 0.303, where the value is smaller than 1.96 with a P-Value of 0.762 which is more significant than 0.05. Then H7 is rejected, and it can be said that Job Satisfaction (Z) does not have a mediating effect on the relationship between Individual Creativity (X2) on Teacher Performance (Y) for Senior High Schools in Kerinci Regency.

The results of this study indicate that the participatory leadership style has a positive and significant effect on the job satisfaction of high school teachers in Kerinci Regency. The results of this study prove that based on the Motivation-Hygiene theory, an employee will feel satisfied in terms of work due to the fulfillment of extrinsic conditions such as the influence of leadership. It means that the involvement of the leadership, in this case, the principal and deputy principal, such as: taking the opportunity to participate with subordinates, receiving input and advice from subordinates, working actively with subordinates, and involving teachers in making decisions, has proven to be able to create satisfaction for District High School teachers. Kerinci.

Participatory Leadership Style has also proven to have a positive and significant effect on the performance of high school teachers in Kerinci Regency. According to

the Motivation-Hygiene theory, performance will be formed if the extrinsic factors of the employees are fulfilled, such as the existence of awards (achievement) and recognition from the leadership. It is the condition that occurs in high school teachers in Kerinci Regency, where the involvement of elements of the leadership can improve the performance of the teacher concerned so that the teacher feels cared for and valued for every job he carries out.

The results of this study found that individual creativity was not proven to be able to create job satisfaction for high school teachers in Kerinci Regency. The results of this study indicated that the intrinsic factors of the Kerinci Regency High School teachers were not maximally fulfilled as expected by the teachers concerned. Hence, this condition gave rise to dissatisfaction with "dissatisfiers.". The extrinsic element is the teacher's creativity in the form of the ability to think fluently, the Skills to think flexibly, the ability to think rationally, the Ability to detail or elaborate, and the Skills to assess or evaluate.

It is statistically proven that individual creativity can improve the performance of high school teachers in the Kerinci Regency. As stated in the Motivation-Hygiene theory, high motivation will also increase performance despite low job satisfaction. It happened because the teachers were motivated but had many complaints. A situation where the work is exciting and challenging, but the working conditions are unsatisfactory.

Job satisfaction is proven to have no significant effect on teacher performance. This condition indicates that there is Low Hygiene and Low Motivation. This condition is the worst situation, where the teacher is unmotivated and has many complaints. In addition, job satisfaction cannot mediate the relationship between participatory leadership style on the performance of high school teachers in Kerinci Regency. Likewise, the existence of job satisfaction variables is also not proven to be able to mediate the relationship between individual creativity on the performance of high school teachers in Kerinci Regency. Thus, it can be concluded that the existence of job satisfaction is perfect mediation, namely a condition where after entering the mediating variable in the previous regression model, there is an influence from the independent variable on the dependent variable so that the relationship becomes insignificant after being mediated by the intervening variable. The results of this study support the results of previous research conducted by (Mukhtar et al., 2019; Kayoi et al., 2021; Damanik et al., 2021; Joo et al., 2022). However, contrary to the results of research conducted by (Hamsal et al., 2022).

#### D. Conclusion

1. Participatory leadership style positively and significantly affects the job satisfaction of high school teachers in Kerinci Regency.
2. Participatory Leadership Style has also proven to have a positive and significant effect on the performance of high school teachers in Kerinci Regency.
3. The results of this study found that individual creativity was not proven to be able to create job satisfaction for high school teachers in Kerinci Regency.
4. It is statistically proven that individual creativity can improve the performance of high school teachers in the Kerinci Regency.
5. Job satisfaction has not significantly affected the performance of high school teachers in Kerinci Regency.
6. Job satisfaction is also unable to mediate the relationship between participatory leadership style on the performance of high school teachers in Kerinci Regency.
7. Likewise, the existence of job satisfaction variables is also not proven to be able to mediate the relationship between individual creativity on the performance of high school teachers in Kerinci Regency.

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