The Effect of Professional Commitment, Organizational Communication and Knowledge Sharing on Teacher Performance with Teacher Work Satisfaction as Mediation at Private Vocational Schools in Bulakamba District, Brebes Regency

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Abstract. The purpose of this study was to analyze 1) The effect of professional commitment on teacher performance; 2) The effect of organizational communication on teacher performance; 3) The effect of knowledge sharing on teacher performance; 4) The effect of professional commitment on teacher job satisfaction; 5) The effect of organizational communication on teacher job satisfaction; 6). The effect of knowledge sharing on teacher job satisfaction; 7). The effect of teacher job satisfaction on teacher performance; 8). The effect of professional commitment on teacher performance with teacher job satisfaction as a mediator; 9). The influence of organizational communication on teacher performance with teacher job satisfaction as a mediator; 10). The effect of knowledge sharing on teacher performance with teacher job satisfaction as a mediator.The subjects of this study were all teachers at private vocational schools in Bulakamba District, Kab. Brebes with a total of 177 teachers. The data collection method used in this study is the questionnaire method. The research data analysis method is to test the validity and reliability of the instrument, descriptive statistics, quantitative analysis.

Keywords: Professional Commitment, Organizational Communication, Knowledge Sharing, Teacher Job Satisfaction, Teacher Performance.

1. Introduction

The era of globalization is marked by increasingly rapid developments in all fields of activity, as well as in educational activities. This globalization has had a major impact on the development of education in Indonesia so that quality human resources (HR) are needed [1]. The field of education is faced with the task of being able to respond to a wide range of regional issues as well as the fast accelerating global developments. Teachers play a significant role in educational development, particularly in regard to the teaching and learning process, making them the most important element of the educational system as a whole.

Through its performance, the teacher's job becomes a crucial and strategic element. The achievement of national education goals and the degree of educational quality are directly correlated with teacher performance, but this outcome is also greatly influenced by a variety of internal and external factors. Because instructors conduct professional duties, which require

specialized competences acquired via educational programs to complete assignments, teacher performance is crucial to monitor and assess. The effectiveness of the teacher can be seen from their capacity to accomplish their duties and obligations, which, of course, might represent a work style that can increase the quality of education.[2].

Assessment of a teacher's performance is seen in the mastery of knowledge and skills in conveying material during the teaching and learning process. A teacher is said to be professional if he has 3 main things, namely skills, knowledge, and attitude. Teacher professional competence describes the teacher's ability to master material concepts, develop material, master competency standards, core competencies, and be able to utilize science and technology in carrying out the learning process according to skills. Teachers must have a commitment to improve the quality of education, faith and piety and noble character. A teacher who has high professional commitment will complete his assignments well until they are finished [3].

One component that determines the success or failure of education is the need for communication between school personnel, both internal and external. Communication plays a very important role in a social interaction, therefore influential in the world of work. The workplace is a social community that focuses on the role of communication, so that work activities can be optimized. The use of both verbal and non-verbal communication has a significant effect on the work environment which is manifested in the vision and mission of the organization. Indirectly, effective communication is needed in driving the running of the organization [4].

The performance of teachers may be impacted by a number of factors, including organizational communication. Downward and lateral channels of communication must be established between principals and teachers. Thus, an open environment, mutual synergy, the establishment of verbal and nonverbal communication, and the teachers' enthusiasm for carrying out performance can all be attributed to the organizational communication created in the school, which encourages teachers to perform to the best of their abilities. Accordingly, communication organization is a supporting factor for teacher performance.[5].

Improving knowledge is a matter of process in teacher development. Every teacher must have sufficient knowledge so that he can do his job well. Knowledge can be obtained in various ways, one of which is by sharing knowledge. Knowledge sharing can be done with co-workers in an organization and it is hoped that knowledge sharing can exchange knowledge between teachers and can help teachers who have difficulty doing their jobs. Knowledge sharing can also distribute the knowledge or experience of senior teachers to inexperienced teachers [6].

A person's performance can be triggered by the satisfaction he feels at work. Job satisfaction expresses a number of matches between one's expectations about his work which can be in the form of work performance provided by the organization and the rewards given for his work. In essence, a person is encouraged to move because he hopes that this will bring a better satisfying state than the current situation. Dissatisfied teachers show that their needs have not been met. If this condition occurs protractedly, frustration, sadness and deep disappointment will occur within him. As a result, performance will decrease, either due to low enthusiasm or high absenteeism, thus there is a close link between performance and job satisfaction [7].

Teachers that are happy in their jobs will always perform better. The level of job happiness may have an effect on meeting deadlines and maximizing quality. Meanwhile, unsatisfied teachers typically lack the motivation to perform at their highest level. in order for teachers to feel unmotivated to complete their work [8].

The problem faced by Vocational Schools as vocational schools in general is that SMK graduates have not been maximally absorbed. According to a report from the Central Statistics Agency (BPS), 7.24 million persons in Indonesia had open unemployment rates (TPT) in 2021. Vocational high school graduates (SMK) are the most unemployed in terms of educational status. 813,776 people, or 11.24 percent of the overall open unemployment rate, were involved. One of the reasons is that the SMK curriculum used is not aligned with the competencies according to graduate users (link and match) so that it has not been able to meet the demands of the world of work, industry and the business world. Due to graduates' lack of competence, the incompatibility between the competencies taught in SMK and the needs of businesses in the industrial or business worlds, and graduates' lack of mental readiness to work for SMK graduates, there are a significant number of SMK graduates who are not absorbed in the business world or the industrial world.

The establishment of SMK pays little attention to and does not pay attention to the potential, skills needs and local wisdom in their respective regions. The establishment of vocational competence skills tends to be based on the current "trendy" and namely the Digital Age so that SMKs in the Information and Communication Technology Expertise field are mushrooming because they are in demand by people from urban areas to rural areas which creates irrelevance of the competencies of SMK graduates with the competencies needed by the business world and the world industry in the area. So that many of the graduates are not needed, while the graduates needed by the regions are reduced. In the end, many graduates are unemployed or have moved to find work in other cities and this will collaborate at a high level of urbanization.

Bulakamba is a sub-district in Brebes Regency, Central Java, Indonesia. This sub-district is on the north coast of Brebes Regency, and is passed by the Pantura route. There are several private SMKs in Bulakamba District, namely Syafaatul Ummah Banjaratma Vocational School, Maarif Bulakamba Vocational School and Manbaul Hikmah Luwungragi Vocational School.

The teacher is the spearhead of education, because the teacher directly influences, fosters and develops students' abilities in the learning process so that they become intelligent, skilled and highly moral human beings. Education is an effort to make children mature human beings both physically and spiritually. The problem faced by SMKs in Bulakamba Regency is that some teachers teach in class without preparation. This preparation starts from the preparation of lesson plans (RPP), learning tools or media, to material evaluation materials. The following is pre-survey data collected by researchers for the purposes of this study:

Table 1. Performance of Private Vocational School Teachers in Bulakamba District, Brebes Regency

Teacher Performance Indicators	SMK Syafaatul Ummah			SMK Maarif Bulakamba			SMK Manbaul Hikmah Luwungragi		
	B	C	K	B	C	K	B	C	K
Planning learning activity program	√			√			√		
Implementation of learning activities	√			√			√		
Class management	√				√		√		

Using media and learning resources	√	√	√
Using learning methods	√	√	√
Evaluation/assessment of learning	√	√	√

From the pre-survey data that the researchers conducted in the table above, it shows that private vocational school teachers in Bulakamba District, Brebes Regency, in general, have been good at planning learning activity programs, using media learning resources, carrying out learning activities, using learning methods and evaluating/assessing learning. it's just that there are still some things that must be considered by the teacher in the teaching and learning process, such as in class management, using media and learning resources and using learning methods. The use of learning media in the student learning process is important because the existence of learning media in the delivery of material in the classroom will increase students' interest in learning.

Based on the explanation on the background above, it is interesting to conduct research with the title "The Influence of Professional Commitment, Organizational Communication and Knowledge Sharing on Teacher Performance with Teacher Job Satisfaction as Mediator at Private Vocational Schools in Bulakamba District, Brebes Regency"

2 Method

This research is included in the survey research design. The subjects of this study were all teachers at private vocational schools in Bulakamba District, Kab. Brebes with a total of 177 teachers. The data collection technique used to demonstrate systematic scientific activity is a questionnaire.

3. Result and Discussion

Analysis of the answer index per variable aims to find a descriptive picture of the answers to the question items asked to respondents. The scoring technique used in this study is with a maximum score of 7 and a minimum of 1 with an interpretation of the score 10.00 - 40.00 low score level, 40.01 - 70.00 medium score level, and a score of 70.01 - 100 means the level score tall. The following will describe the results of the analysis of the description of the respondents' answers using index analysis:

The professional commitment variable in this study is measured by 8 statement items. The results of answers and analysis of the score index of answers to the professional commitment variable are presented in the following table:

Table 2 Analysis of Respondents Answer Index Variable Profession Commitment

Indicator	Frequency of Respondents' Answers					INDEX (%)
	1	2	3	4	5	
Improve self quality	0,00	0,41	3,71	32,16	52,58	88,87

Indicator	Frequency of Respondents' Answers					INDEX (%)
	1	2	3	4	5	
Applicable ability	0,00	0,82	1,86	43,71	40,21	86,60
Curriculum implementer	0,00	1,24	3,09	42,89	38,14	85,36
Implementing academic activities	0,00	1,24	3,09	45,36	35,05	84,74
Student talent knowledge	0,00	1,24	9,28	38,76	32,99	82,27
Knowledge of student abilities	0,00	0,82	5,57	47,84	28,87	83,09
Quality learning	0,21	1,24	2,47	45,36	35,05	84,33
Respond to change	0,21	1,24	2,47	41,24	40,21	85,36
Average Index						85,08

The average score for the answer to the professional commitment variable is 85.08%. Based on the three box method score index category, the average is at the high score level.

The organizational communication variable in this study was measured by 6 statement items. The results of the answers and analysis of the organizational communication variable answer score index are presented in the following table:

Table 3. Analysis of Respondents' Answer Index of Organizational Communication Variables

Indicator	Frequency of Respondents' Answers					INDEX (%)
	1	2	3	4	5	
Upward communication	0,00	1,65	4,95	47,01	28,87	82,47
downward communication	0,00	2,06	4,95	48,66	25,77	81,44
Horizontal communication	0,00	2,06	2,47	42,06	38,14	84,74
Facial expressions	0,21	2,06	7,42	46,19	23,71	79,59
Body movement	0,00	0,82	6,80	47,01	27,84	82,47
Voice intonation	0,00	0,82	3,71	42,89	38,14	85,57
Average Index						82,71

The average score for organizational communication variable answers was 82.71%. Based on the three box method score index category, the average is at the high score level.

The knowledge sharing variable in this study is measured by 4 statement items. The results of the answers and analysis of the answer score index on the knowledge sharing variable are presented in the following table:

Table 4. Analysis of Respondents Answer Index Variable Knowledge sharing

Indikator	Frequency of Respondents' Answers					INDEX (%)
	1	2	3	4	5	
Knowledge of work	0,00	0,41	4,95	48,66	29,90	83,92
Information about jobs	0,00	1,24	6,19	43,71	31,96	83,09
Work procedures	0,00	0,41	3,09	50,31	30,93	84,74
Technology	0,00	0,82	4,95	45,36	32,99	84,12
					Average Index	83,97

The average score for the answer to the knowledge sharing variable was 83.97%. Based on the three box method score index category, the average is at the high score level.

The job satisfaction variable in this study was measured by 10 statement items. The results of the answers and analysis of the answer score index on the job satisfaction variable are presented in the following table:

Table 5. Analysis of the Variable Respondents Answer Index Job satisfaction

Indicator	Frequency of Respondents' Answers					INDEX (%)
	1	2	3	4	5	
Responsibility	0,21	0,00	9,28	40,41	32,99	82,89
Work method control	0,21	0,41	8,04	46,19	26,80	81,65
Salary standard	0,21	0,82	16,70	44,54	13,40	75,67
Salary based on work	0,21	0,82	14,85	41,24	20,62	77,73
Workspace	0,21	1,24	9,28	47,84	20,62	79,18
Work equipment	0,41	0,41	9,28	51,96	16,49	78,56
Team work	0,21	1,24	2,47	45,36	35,05	84,33
Compactness	0,41	0,41	3,71	46,19	32,99	83,71
Interest suitability	0,62	2,06	4,95	45,36	26,80	79,79
Personal interest	0,62	1,24	5,57	45,36	27,84	80,62
					Average Index	80,41

The average score for the answer to the job satisfaction variable was 80.41%. Based on the three box method score index category, the average is at the high score level. This condition illustrates that teachers at private vocational schools in the Bulakamba District have high job satisfaction.

The teacher performance variable in this study was measured by 7 statement items. The results of the answers and analysis of the answer score index on teacher performance variables are presented in the following table:

Table 6. Analysis of Respondents Answer Index Variable Teacher performance

Indicator	Frequency of Respondents' Answers					INDEX (%)
	1	2	3	4	5	
Develop syllabus	0,00	2,47	2,47	37,94	42,27	85,15
Make lesson plans	0,21	1,24	5,57	32,16	46,39	85,57
Class management	0,21	0,41	6,19	37,94	40,21	84,95
Use of learning resources media	0,21	0,41	2,47	38,76	45,36	87,22
Learning methods	0,00	0,82	4,33	41,24	39,18	85,57
Develop evaluation tools	0,21	0,41	2,47	36,29	48,45	87,84
Use of evaluation results	0,21	0,82	2,47	40,41	42,27	86,19
Average Index						86,07

Source: Primary Data Processed, 2023

The average score for answering the teacher's performance variable was 86.07%. Based on the three box method score index category, the average is at the high score level. This condition illustrates that teachers at private vocational schools in Bulakamba District have high performance, which means the quality of work done by the teacher in carrying out their duties as educators is good..

3.2. Inferential Statistical Analysis

Partial Least Squares is used for analysis of the study data (PLS). PLS is a structural equation modeling (SEM) model that is based on components or variants. The outcomes of reviewing this study's measurement model are as follows:

If the loading factor value is between 0.5-0.6 then it is said to be sufficient, whereas if the loading factor value is ≥ 0.7 it is said to be high [9]. Based on the results of the analysis, information is obtained about the convergent validity of the measurement model for each variable as follows:

Table 7. Outer Loading Convergent Validity

No.	Item Code	Outer Loading	Criteria
1	KPL1	0,723	Qualify
2	KPL2	0,831	Qualify
3	KPL3	0,859	Qualify
4	KPL4	0,857	Qualify

No.	Item Code	Outer Loading	Criteria
5	KPL5	0,733	Qualify
6	KPL6	0,787	Qualify
7	KPL7	0,838	Qualify
8	KPL8	0,851	Qualify
9	KOI1	0,862	Qualify
10	KOI2	0,821	Qualify
11	KOI3	0,809	Qualify
12	KOI4	0,836	Qualify
13	KOI5	0,598	Qualify
14	KOI6	0,719	Qualify
15	KSG1	0,816	Qualify
16	KSG2	0,836	Qualify
17	KSG3	0,913	Qualify
18	KSG4	0,789	Qualify
19	KKG1	0,768	Qualify
20	KKG2	0,734	Qualify
21	KKG3	0,719	Qualify
22	KKG4	0,669	Qualify
23	KKG5	0,685	Qualify
24	KKG6	0,658	Qualify
25	KKG7	0,769	Qualify
26	KKG8	0,744	Qualify
27	KKG9	0,869	Qualify
28	KKG10	0,879	Qualify
29	KIG1	0,815	Qualify
30	KIG2	0,808	Qualify
31	KIG3	0,803	Qualify
32	KIG4	0,798	Qualify
33	KIG5	0,827	Qualify
34	KIG6	0,854	Qualify
35	KIG7	0,863	Qualify

Based on the research results, it is known that the results of the outer loading of the professional commitment variable with item codes KPL1 to KPL8 have an outerloading value above 0.500 so that none of the 8 statements regarding the professional commitment variable

are excluded from the model. The results of outer loading of organizational communication variables with item codes KOI1 to KOI6 have outerloading values above 0.500 so that none of the 6 statements regarding organizational communication variables are excluded from the model.

Based on the research results, it is known that the results of the outer loading of the knowledge sharing variable with item codes KSG1 to KSG4 have an outer loading value above 0.500 so that none of the 4 statements regarding the knowledge sharing variable are excluded from the model. The results of the outer loading of the teacher's job satisfaction variable with the item codes KKG1 to KKG10 have an outerloading value above 0.500 so that none of the 10 statements regarding the teacher's job satisfaction variable are excluded from the model. The results of outer loading of teacher performance variables with item codes KIG1 to KIG7 have outer loading values above 0.500 so that none of the 7 statements regarding teacher performance variables are excluded from the model.
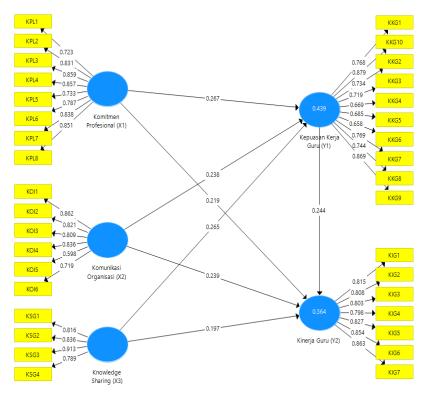
Figure 1. Research Model After Passing the Convergent Validity Test

[9] suggests using AVE as a measure of discriminant validity, where a minimum AVE value of 0.5 indicates a good measure of convergent validity.

Table 8. Discriminant Validity Test Results

Variable	Average Variance Extracted (AVE)	Criteria

Professional Commitment	0,659	Qualify
Organizational Communications	0,608	Qualify
Knowledge sharing	0,705	Qualify
Job satisfaction	0,567	Qualify
Teacher Performance	0,80	Qualify

Based on the table above, it can be seen that all variables have high discriminant validity values, namely above 0.5, so it is concluded that the data model tested in this research meets the requirements of discriminant validity.

Reliability testing was carried out to test whether the data obtained from the research instrument showed adequate internal consistency. Composite reliability is considered better in estimating the internal consistency of a construct. Rule of thumb used for composite reliability values greater than 0.7:

Table 9. Composite Reliability Test Results

Variable	*Composite Reliability*	**Criteria**
Professional Commitment	0,939	Reliable
Organizational Communications	0,902	Reliable
Knowledge sharing	0,905	Reliable
Job satisfaction	0,928	Reliable
Teacher Performance	0,937	Reliable

Based on the data presented in the table above, it can be seen that the composite reliability value for all research variables is > 0.70, this indicates that all research variables have met composite reliability and have a high reliability value, because the composite reliability value is > 0.7.

After testing the outer model, the next step is to test the structural model (inner model). The following presents the adjusted R-square value of this research construct:

Table 10. Adjusted R-Square Test Results

Variable	*Adjusted R-Square*
Teacher job satisfaction	0,421
Teacher performance	0,545

The adjusted r-square value of the research results on the teacher job satisfaction variable is 0.421, which means that the variability of the teacher job satisfaction construct can be explained by the constructs of professional commitment, organizational communication, and knowledge sharing of 42.1% or it can be said that the magnitude of the influence of professional commitment, communication organization, and knowledge sharing on teacher job satisfaction is 42.1%.

The adjusted r-square value of the research results on teacher performance variables is 0.545 which means that the variability of employee performance constructs can be explained by the constructs of professional commitment, organizational communication, knowledge sharing and teacher job satisfaction of 54.5% or it can be said that the magnitude of the influence of professional commitment, organizational communication, knowledge sharing and teacher job satisfaction on teacher performance is 54.5%.

Once the modified r-square is determined, the inner model is also evaluated to determine the correlation between potential constructs by examining the estimated coefficients of the path parameter findings and their level of significance. The P-value can be used to determine the upper and lower limits of acceptance and rejection of a suggested hypothesis. If the P-value is less than 0.05, the hypothesis is accepted and indicates impact. The results of the path coefficients are shown in the table below, and they can be used to determine the inner model's calculation results:

Table 11. Results of Output Path Coefficients

Information	Original Sample (O)	ρ-value	Decision
Professional Commitment (X_1) ☐ Teacher Performance (Y)	0.219	0,035	Influenced
Organizational Communications (X_2) ☐ Teacher Performance (Y)	0,239	0,026	Influenced
Knowledge sharing (X_3) ☐ Teacher Performance (Y)	0,197	0,027	Influenced
Professional Commitment (X_1) ☐ Teacher Job Satisfaction (Z)	0,267	0,034	Influenced
Organizational Communications (X_2) ☐ Teacher Job Satisfaction (Z)	0,238	0,033	Influenced
Knowledge sharing (X_3) ☐ Teacher Job Satisfaction (Z)	0,265	0,010	Influenced
Teacher Job Satisfaction (Z) ☐ Employee Performance (Y)	0,244	0,024	Influenced
Professional Commitment (X_1) ☐ Teacher Job Satisfaction (Z) ☐ Employee Performance (Y)	0,065	0,125	Not mediating
Organizational Communications (X_2) ☐ Teacher Job Satisfaction (Z) ☐ Teacher Performance (Y)	0,058	0,121	Not mediating
Knowledge sharing (X_3) ☐ Teacher Job Satisfaction (Z) ☐ Teacher Performance (Y)	0,065	0,134	Not mediating

1) The effect of professional commitment on teacher performance.
   The results of the study with PLS showed a coefficient of 0.219 and at a significant 0.05 it had a ρ-value of 0.035 <0.05 so that it can be interpreted that professional commitment has a positive effect on teacher performance.
2) The effect of organizational communication on teacher performance.
   The results of the study with PLS showed a coefficient of 0.239 and a significant 0.05 had a ρ-value of 0.026 <0.05 so that it could be interpreted that organizational communication had a positive effect on teacher performance.
3) The effect of knowledge sharing on teacher performance.
   The results of the study with PLS show a coefficient value of 0.197 and at a significant 0.05 it has a ρ-value of 0027 <0.05 so that it can be interpreted that knowledge sharing has a positive effect on teacher performance

4) The effect of professional commitment on teacher job satisfaction.

The results of the study with PLS showed a coefficient of 0.267 and at a significant 0.05 it had a ρ-value of 0.034 <0.05 so that it can be interpreted that professional commitment has a positive effect on teacher job satisfaction.

5) The effect of organizational communication on teacher job satisfaction.

The results of the study with PLS showed a coefficient of 0.238 and at a significant 0.05 it had a ρ-value of 0.033 <0.05 so that it can be interpreted that organizational communication has a positive effect on teacher job satisfaction.

6) The effect of knowledge sharing on teacher job satisfaction.

The results of the study with PLS showed a coefficient value of 0.265 and at a significant 0.05 it had a ρ-value of 0010 <0.05 so that it could be interpreted that knowledge sharing had a positive effect on teacher job satisfaction.

7) The effect of teacher job satisfaction on teacher performance.

The results of the study with PLS showed a coefficient value of 0.244 and at a significant 0.05 it had a ρ-value of 0.024 <0.05 so that it can be interpreted that teacher job satisfaction has a positive effect on teacher performance.

8) The effect of professional commitment on teacher performance with teacher job satisfaction as a mediator.

The results of the study with PLS showed a coefficient of 0.065 and at a significant 0.05 it had a ρ-value of 0.125 > 0.05 so that it can be interpreted that teacher job satisfaction has not been able to mediate the effect of professional commitment on teacher performance.

9) The effect of organizational communication on teacher performance with teacher job satisfaction as a mediator.

The results of the study with PLS show a coefficient value of 0.058 and at a significant 0.05 it has a ρ-value of 0.121 > 0.05 so that it can be interpreted that teacher job satisfaction has not been able to mediate the effect of organizational communication on teacher performance

10) The effect of knowledge sharing on teacher performance with teacher job satisfaction as a mediator

The results of the study with PLS showed a coefficient value of 0.065 and at a significant 0.05 it had a ρ-value of 0.134 > 0.05 so that it can be interpreted that teacher job satisfaction has not been able to mediate the influence of knowledge sharing on teacher performance

4. Conclusion

Based on the results of the analysis that has been done, it can be concluded in this study, namely:

1. Professional commitment has a positive effect on teacher performance as evidenced by the research results showing a coefficient value of 0.219 and a significant 0.05 has a ρ-value of 0.035 <0.05.

2. Organizational communication has a positive effect on teacher performance as evidenced by the research results showing a coefficient value of 0.239 and at a significant 0.05 it has a ρ-value of 0.026 <0.05.

3. Knowledge sharing has a positive effect on teacher performance as evidenced by the research results showing a coefficient value of 0.197 and at a significant 0.05 it has a ρ-value of 0.027 <0.05.
4. Professional commitment has a positive effect on teacher job satisfaction as evidenced by the research results showing a coefficient value of 0.267 and at a significant 0.05 it has a ρ-value of 0034 <0.05.
5. Organizational communication has a positive effect on teacher job satisfaction as evidenced by the research results showing a coefficient value of 0.238 and at a significant 0.05 it has a ρ-value of 0033 <0.05.
6. Knowledge sharing has a positive effect on teacher job satisfaction as evidenced by the research results showing a coefficient value of 0.265 and at a significant 0.05 it has a ρ-value of 0010 <0.05.
7. Teacher job satisfaction has a positive effect on teacher performance as evidenced by the results of the study showing a coefficient value of 0.244 and at a significant 0.05 it has a ρ-value of 0.024 <0.05.
8. Teacher job satisfaction has not been able to mediate the effect of professional commitment on teacher performance as evidenced by the research results showing a coefficient value of 0.065 and at a significant 0.05 it has a ρ-value of 0125 > 0.05.
9. Teacher job satisfaction has not been able to mediate the effect of organizational communication on teacher performance as evidenced by the research results showing a coefficient value of 0.058 and at a significant 0.05 it has a ρ-value of 0.121 > 0.05.
10. Teacher job satisfaction has not been able to mediate the effect of knowledge sharing on teacher performance as evidenced by the research results showing a coefficient value of 0.065 and at a significant 0.05 it has a ρ-value of 0.134 > 0.05.

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