

PERFORMANCE OF SCHOOL EMPLOYEES AT SMAN 2 CADET BHAYANGKARA EAST JAVA

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ABSTRACT

This study aims to analyze the influence of discipline, competence, and creativity on employee performance, with job satisfaction serving as an intervening variable at SMAN 2 Taruna Bhayangkara, East Java. A quantitative approach was employed, utilizing Partial Least Squares analysis (WarpPLS 8.0) based on data collected from 107 respondents, including teachers, administrative staff, and police supervisors. The findings revealed that discipline and competence had a positive and significant effect on job satisfaction, whereas creativity did not. Both discipline and competence also significantly impacted employee performance, while creativity showed no immediate effect. Additionally, job satisfaction partially mediates the relationship between discipline and competence and employee performance but does not mediate the influence of creativity on performance. Thus, competence is the most dominant factor affecting employee performance, while job satisfaction strengthens the effects of discipline and competence. This research highlights the importance of competency development, strict enforcement of discipline, and innovation mechanisms to continuously improve employee performance.

INTRODUCTION

Performance is the level of achievement of results for the implementation of work behavior tasks that have been achieved in completing tasks and responsibilities given in a certain period. Performance as the achievement of results in order to realize the goals of an organization. Performance according to (Mangkunegara, 2015) is the result of work in terms of quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him (Agustina et al., 2022) states that

performance is the level of achievement of results for the implementation of certain tasks. Company performance is the level of achievement of results in order to realize the company's goals. (Mone et al., 2022) states that performance is the result of the work function of a person or group in an organization in a certain period of time that reflects how well that person or group meets the requirements of a job in an effort to achieve organizational goals (Sudarmanto et al., 2024).

Discipline work according to (Maharani, 2025) explained that work discipline is very important for the company with the aim of achieving the company's mission. Thus, work discipline is a tool that leaders use to communicate with employees so that they are willing to change their behavior according to the set rules of the game (Awaliya & Endratno, 2023). Discipline must be upheld in an organization. This means that without the support of good employee work discipline, it is difficult for the organization to realize its goals. So, discipline is the key to the success of an organization in achieving its goals (Sulaiman et al., 2025).

Competency is an important factor in influencing a person's performance and a key requirement in performance. Competencies allow a person to realize work-related tasks that are necessary to achieve the goals of an organization or company (Widyatmojo et al., 2023). Employee competencies consisting of knowledge (*Knowledge*), skills (*Skills*) and behavior (*Behavior*) adjusted to the field of work needed by the organization or company, so that it can produce outstanding employee performance. According to (Khatami et al., 2025) declaring that competence is the knowledge, skills, abilities, and behaviors that an employee applies in doing his job with knowledge supported by his work attitude and application in carrying out tasks and work that refers to the set work requirements (Dewi et al., 2024).

Job satisfaction as an effectiveness or emotional response to various aspects of work. (Patras et al., 2017) Defining job satisfaction as the employee's income that is pleasant or unpleasant about his job, that feeling can be seen from the employee's good behavior towards work and all the things experienced by the work environment. (Mawardah & Prawitowati, 2023) defines job satisfaction as a person's emotional state about the surrounding situation and gives happy or unhappy reactions Thus, job satisfaction is a positive attitude that employees have towards their work.

Research confirms *Research gaps* On the influence of discipline on satisfaction has been butchered by (Affan et al., 2024; Amelia Cindy Cahya Adisty & M. Farid Wajdi, 2024; Aulia & Trianasari, 2021; Maharani, 2025; Purnomo & Hasanah, 2023; Rukoyah & Susilawati, 2025; Tanjung & Rasyid, 2023, 2023) which shows that discipline has a significant effect on satisfaction. However, the results of the study are different from (Tanjung & Rasyid, 2023) and (Ananda & Hadi, 2023) which shows that discipline has no significant effect on job satisfaction. While The influence of discipline on performance has been proven by (Affan et al., 2024; Ananda & Hadi, 2023b, 2023; Tanjung & Rasyid, 2023) which shows that discipline has a significant effect on performance. However, the results of the study are different from the research conducted by (Purnomo & Hasanah, 2023) which proves that discipline does not have a significant effect on performance. The study uses satisfaction as a variable *Intervention* to mediate the variables of discipline, competence and creativity on employee performance. In this study, the (Dewi et al., 2022; Ekobelawati et al., 2023; Raymond, 2024; Roni & Putri, 2024; Yerisva et al., 2024), in

particular, there are several factors that can affect student satisfaction, namely disciplinary attitudes, competence and creativity of teachers or other educators who can create a conducive and professional learning environment. Research using three variables on discipline towards performance through job satisfaction has been proven by (Awaliya & Endratno, 2023; Work Discipline et al., 2024; Firdausyi, 2022; Madyoningrum, 2022; Mohamad, 2021; Rachmadani, 2024; Sapu et al., 2023) which proves that satisfaction is able to mediate the influence of discipline on performance. The results of the study are different from the research conducted by (Devinta & Santosa, 2022; Nurmayunita et al., 2021; Sapu et al., 2023; Surung et al., 2023) which explains that satisfaction cannot mediate the influence of discipline on performance. The research using three variables, including competence to performance through satisfaction, is evidenced by (Damayanti et al., 2023) which proves that satisfaction can mediate the influence of competence on performance.

The selection of SMAN 2 Taruna Bhayangkara as the location of the research was based on the unique characteristics of the school that implements a semi-military system with a high level of discipline. This character makes the school an ideal place to research the influence of discipline, competence, and creativity on employee performance. In addition, this school is growing rapidly in management and educational services, so that employee performance is a crucial factor in supporting the school's vision and mission. A challenging work environment demands high competence and creativity from all education staff and support staff. This research was conducted at SMAN 2 Taruna Bhayangkara because of the ease of access to data, support from the school, and the diversity of employees who are considered representative. This school has a semi-military character, where the National Police plays an important role through leadership programs, discipline training, and character building. The program has been successful in improving student achievement, including the number of graduates admitted to military academies and national selection pathways. In terms of the performance of National Police employees and caregivers, data shows that the 100% performance target has not been achieved in the last three years. At MTs Negeri 2 Jember, employee performance has dropped from 95% (2022) to 90% (2023–2024). Meanwhile, the performance assessment of the National Police caregivers at SMAN 2 Taruna Bhayangkara is also below the target, with an average of 81–82% in 2022–2024. This condition shows that internal factors such as work discipline, competence, and creativity greatly affect the optimization of employee performance. In the context of semi-military schools, the demands on discipline and responsibility are very high, but there are still challenges in maintaining stability and improving performance. In addition, job satisfaction also plays a role as a factor that mediates the relationship between these variables, because satisfied employees tend to work more effectively and productively.

Explicitly, this research makes an important contribution both theoretically and practically. From the theoretical side, this study enriches the empirical study of the relationship between discipline, competence, and creativity to performance and job satisfaction as a mediating variable in the context of semi-military educational organizations, a field that is still rarely explored in Indonesia. The study also strengthens the theory of organizational behavior and human resource management by showing that individual factors such as discipline and competence not only have a direct impact on

performance, but also indirectly through job satisfaction. From a practical perspective, the results of this study provide strategic direction for school management, especially institutions with a semi-military character, in formulating policies to improve employee performance through the implementation of discipline, competency-based management, as well as a system of rewards and coaching oriented towards job satisfaction. In addition, this finding can be a reference for the National Police and the Education Office in developing performance-based human resource management policies that are adaptive to the culture of discipline and the needs of character education, so that this research not only provides academic contributions but also offers a relevant human resource management model for semi-military schools to improve work effectiveness and quality of education in a sustainable manner.

HYPOTHESIS DEVELOPMENT

The Effect of Discipline on Job Satisfaction

Agustini (2019:89) explained that work discipline is an attitude of obedience to the rules and norms that apply in a company in order to increase employee determination in achieving the company/organization's goals. Discipline in carrying out work can increase job satisfaction because it creates a structured, productive, and fair work environment. By following clear rules and standards, employees feel safe and comfortable and can focus on their work. This can also increase confidence and professionalism which ultimately increases job satisfaction and satisfaction on the other side related to the employee's performance.

This explanation is supported by research by Yumhi (2021), Rahayu (2023), Windi and Lahamid (2024) and Purnomo Dan Hasanah (2023) showing that discipline has a significant effect on satisfaction, so the hypotheses in this study are:

The Effect of Competency on Job Satisfaction

Competency shows skills or knowledge that are characterized by professionalism in a certain field as something most important, as the excellence of that field. According to Handoko (2016) said that there are various reasons and benefits of competence including clarifying work standards and directions to be achieved, selection tools, maximizing productivity, the basis for developing a remuneration system, facilitating adaptation to changes, completing work behavior with organizational values. Every employee who has competence will be able to increase their sense of ability and confidence, increase productivity and efficiency, increase motivation and morale and increase satisfaction with work results. A person is able to complete tasks well because he has adequate competence, so he will feel satisfied with the results of his work. This sense of satisfaction can be a motivation to continue to improve the quality of work in the future. Overall, competence is an important factor that can increase satisfaction in various aspects of life, including work, study, and other activities.

This explanation is supported by research by Yumhi (2021), Palupiningtyas (2022), Wiranata (2021), Toreh (2022) and Permatasari (2023), showing that competence has a significant effect on satisfaction, so the hypotheses in this study are:

The Influence of Creativity on Job Satisfaction

Drevdahl (in Hurlock, 1978: 4) defines creativity as follows: Creativity is a person's ability to produce compositions, products, or ideas that are fundamentally new, and previously unknown to their creators. It can be in the form of imaginative activities or synthesis of thoughts whose results are not just summarizing. It may include the formation of new patterns and the incorporation of information gained from previous experiences and the grafting of old relationships into new situations and may include the formation of new correlations. Creativity plays an important role in increasing satisfaction because it allows employees to explore interests, talents, and passions, as well as provide satisfaction in the process of learning and generating new things. In addition, creativity can improve mental well-being and build problem-solving skills.

The Effect of Job Satisfaction on Performance

According to Kotler and Keller (2016), explaining satisfaction is a person's feeling of happiness or disappointment that arises after comparing the perception of performance (or results) and their expectations. This means that the higher the level of satisfaction that service users feel, the more likely they are to judge that the caregiver is performing well. In line with that, research by Zeithaml et al. (2018) shows that service user satisfaction has a significant effect on the perception of service provider performance. This explanation is supported by research conducted by Adeng Supriatna, et. al. , 2024, Tafonao, E, 2023, and Juniarti , et.al. 2023 which proves that satisfaction affects performance, the hypothesis in this study is:

The Effect of Discipline on Performance

Yuwono (2015: 93) explained that discipline is the psychological attitude of a person or group of people who always want to follow or fulfill a decision that has been set. Good discipline can improve employee performance. Disciplined employees tend to be more productive, can handle distractions well, and are committed to achieving organizational goals. Work discipline that must be possessed by an employee or employee includes arriving on time, carrying out work in accordance with the provisions of the company, obeying company regulations, being responsible for work to realize company goals and implementing work effectiveness and efficiency. This explanation is supported by the research of Khasanah, et.al . (2024), Sahira, et.al . (2024), Mufidah, et.al . (2024), Affandy and Hajar (2024) and Siata and Sasono (2024) which prove that discipline has a significant effect on employee performance.

The Influence of Competency on Performance

Armstrong (2019) defines competence as a characteristic of a person who produces effective and superior performance. Competence according to Dessler (2013) is the behavior of a person that can be observed and measured to produce the maximum possible work. In contrast to Dessler, Stewart and Brown (2011) explain that competence is a person's knowledge, skills and abilities needed to display behavior at work.

In human resource management, competence plays a role as a common language in integrating practices as a way to achieve organizational goals such as maximizing human resource performance and subsequently organizational performance (Wood & Payne, 1998). More specifically, Spencer and Spencer (2017) say that Competence as a basic

characteristic related to the effectiveness of individual performance in their work, is in accordance with what the organization expects in achieving its goals. This explanation is supported by research by Mulsiansyah (2023), Syahputra (2020), Aditya (2024), Nursaid (2023), Haryoto, C, et al., (2024) and Mulia (2021) which states that competence has a positive and significant effect on employee performance

The Influence of Creativity on Creativity

The definition of employee creativity according to Zhou and George (2001) is the ability of employees to be able to produce something new such as ideas, products, services, methods, and administrative processes. Ibrahim et al. (2016) explain that when organizations view employee creativity as a source of competitive advantage, it is likely that employees will improve organizational performance and investigate new processes, techniques, or products. The creativity possessed by employees also needs an environment that can support them to develop their creative ideas. Creativity helps employees generate new ideas, find more efficient ways to work, and even produce more innovative products or services. In addition, the creative process can increase employee motivation and confidence, which has a positive impact on their performance and satisfaction as well as satisfying those involved, such as customers, co-workers, and even the wider community.

The Influence of Discipline on Performance through Job Satisfaction

Yasin (2018) explained that discipline is an action that shows obedience and obedience because of the awareness of one's own encouragement to the rules and not violating them. According to him, discipline is an obedient act because of one's inner desire without any coercion from the outside and the activities carried out do not violate the rules. According to Ningrum (2020), discipline is a person's obedience to an applicable rule. Strong discipline can significantly improve individual and organizational performance. If the attitude of discipline has been embedded in an employee, it can cause a sense of satisfaction and job satisfaction. Discipline allows employees to work more efficiently, productively and on time leading to improved quality of work and the achievement of targets. This explanation is supported by the research of Windi and Lahamid (2024) and Purnomo Dan Hasanah (2023) showing that discipline has a significant effect on performance through satisfaction, so the hypothesis in this study is:

The Influence of Competency on Performance through Job Satisfaction

Spencer and Spencer (1993), competence is the character of attitudes and behaviors, or the willingness and ability of individuals who are relatively stable when facing situations and workplaces formed from the synergy between disposition, self-concept, internal motivation, and conceptual knowledge capacity. Employee competence is very influential in improving performance. These competencies can be in the form of the ability to carry out tasks, efficiency and productivity, work quality, achievement of organizational goals and increased professionalism. Employees who have high competence tend to have a higher level of job satisfaction. This makes employees feel more capable and confident in doing their work, so that they enjoy their work more and feel satisfied with their achievements. High competence in an employee can result in a

better quality of work, thereby increasing the satisfaction of other parties who interact with the employee. This explanation is supported by the research of Ratnasari, SL.et.al., (2021), Ratnasari, (2021), Ismail, R (2021) and Suristya and Rasmien Adi (2021) showing that competence has a significant effect on performance through satisfaction, so the hypothesis in this study is:

The Influence of Creativity on Performance through Job Satisfaction

The definition of employee creativity according to Zhou and George (2001) is the ability of employees to be able to produce something new such as ideas, products, services, methods, and administrative processes. Ibrahim et al. (2016) explain that when organizations view employee creativity as a source of competitive advantage, it is likely that employees will improve organizational performance and investigate new processes, techniques, or products. The creativity possessed by employees also needs an environment that can support them to develop their creative ideas. Creativity helps employees generate new ideas, find more efficient ways to work, and even produce more innovative products or services. In addition, the creative process can increase employee motivation and confidence, which has a positive impact on their performance and satisfaction as well as satisfying those involved, such as customers, co-workers, and even the wider community.

RESEARCH METHODS

This study uses a quantitative method based on the philosophy of positivism. According to (Scott, 2018), quantitative methods are a method of research that aims to test hypotheses by systematically and objectively examining a specific population or sample. The population in this study consisted of 107 employees of SMAN 2 Taruna Bhayangkara East Java, which included 63 teachers, 30 administrative staff, and 14 caregivers of the National Police. Sampling was done using the saturated sample method, where all members of the population were sampled, so that 107 respondents were obtained. In addition, the determination of informants is carried out by the non-probability sampling method through the determination of special characteristics that are in accordance with the research objectives. Data were collected using structured research instruments. Data analysis was carried out quantitatively with the aim of testing hypotheses using *Structural Equation Modeling* (SEM) based *Partial Smallest Square* (PLS) with the help of analysis tools *Smart-PLS*. The data processing process is carried out with SmartPLS software to obtain valid and reliable results.

RESULTS AND DISCUSSION

1. Validity Test

Convergent *validity* is the value of the loading factor of a latent variable and its associated indications. The following are the results of using convergent validity tests to test data quality:

Table 1. Value of *Leading Factors*

Construct	Indicator	Loading Factor	Standard Errors	P-Value	Status
Discipline	X1.1	0.789	0.079	< 0.001	Applicable
	X1.2	0.803	0.078	< 0.001	Applicable
	X1.3	0.775	0.079	< 0.001	Applicable
	X1.4	0.805	0.078	< 0.001	Applicable
	X1.5	0.808	0.078	< 0.001	Applicable
Competencies	X2.1	0.808	0.078	< 0.001	Applicable
	X2.2	0.818	0.078	< 0.001	Applicable
	X2.3	0.760	0.079	< 0.001	Applicable
	X2.4	0.820	0.078	< 0.001	Applicable
Creativity	X3.1	0.796	0.078	< 0.001	Applicable
	X3.2	0.755	0.079	< 0.001	Applicable
	X3.3	0.750	0.079	< 0.001	Applicable
	X3.4	0.766	0.079	< 0.001	Applicable
	X3.5	0.714	0.080	< 0.001	Applicable
	X3.6	0.749	0.079	< 0.001	Applicable
	X3.7	0.746	0.079	< 0.001	Applicable
Employee Performance	Y1.1	0.808	0.077	< 0.001	Applicable
	Y1.2	0.801	0.077	< 0.001	Applicable
	Y1.3	0.761	0.078	< 0.001	Applicable
	Y1.4	0.747	0.078	< 0.001	Applicable
	Y1.5	0.789	0.078	< 0.001	Applicable
Job Satisfaction	Z1.1	0.843	0.078	< 0.001	Applicable
	Z1.2	0.842	0.079	< 0.001	Applicable
	Z1.3	0.837	0.079	< 0.001	Applicable
	Z1.4	0.836	0.079	< 0.001	Applicable

Source : WarpPLS Output (Appendix), processed 2025

Based on the information in Table 1. above, the value of factor loading shown in the green column for each variable indicator used in this study, namely Discipline (X1), Competency (X2), Creativity (X3), Employee Performance (Y) and Job Satisfaction (Z) is greater than 0.5. According to Ghozali (2015), the loading factor limit is 0.5. The convergent validity is fulfilled if the value of the *loading factor* is greater than 0.5 and if it is less than 0.5, then the construct needs to be eliminated from the study. Therefore, these indicators are considered genuine and can be used to measure any variable.

2. Reliability Test

Table 2. Reliability Test

Variable	Composite Reliability	Alpha Cronbach	AVE	Status CR	Status CA	Status AVE
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Discipline (DP)	0.896	0.856	0.634	Highly Reliable	Highly Reliable	Valid (AVE>0.5)
Competence (KN)	0.878	0.815	0.643	Highly Reliable	Highly Reliable	Valid (AVE>0.5)
Creativity (KS)	0.902	0.873	0.569	Highly Reliable	Highly Reliable	Valid (AVE>0.5)
Performance (KP)	0.905	0.861	0.705	Highly Reliable	Highly Reliable	Valid (AVE>0.5)
Job Satisfaction (KP)	0.887	0.840	0.611	Highly Reliable	Highly Reliable	Valid (AVE>0.5)

Source: WarpPLS output (Appendix), processed 2025

Several conclusions can be drawn from the information in Table 4.12 above, including the following:

- The value of the Composite Reliability Coefficient is more than 0.70, thus the *Composite Reliability* is met. As a result, the questionnaire met the composite reliability for the variables Discipline (X1), Competency (X2), Creativity (X3), Performance (Y) and Job Satisfaction (Z) in this study.
- Cronbach's *alpha value* was put forward by Gliem and Gliem (2003) in Solimun et.al. (2017) shows an internal consistency dependence of 0.60. With an *alpha Cronbach value* of 0.856 in the indicator of the Discipline variable (X1) is included in the category of very reliable dependency (excellent), Competency (X2) with an *alpha Cronbach value* of 0.815 is included in the category of very reliable (excellent), Creativity (X3) with an *alpha Cronbach value* of 0.873. Meanwhile, Performance (Y) with an *alpha Cronbach value* of 0.861 is included in the very reliable (excellent) category and Job Satisfaction (Z) with an *alpha Cronbach value* of 0.840 is included in the very reliable (*excellent*) category. As a result, the questionnaire met the reliability of internal consistency for each variable in this study.

3. Direct Influence Path Coefficient Calculation

Table 3. Results of Direct Influence Hypothesis Testing

Hypothesis	Pathway	Direct Effects	Indirect Effects	Total Effect	P-Value
H1	DP→KK	0.440	0.141	0.581	<0.001
H2	KN→KK	0.405	0.129	0.534	<0.001
H3	KS→KK	0.032	0.010	0.042	0.368
H4	DP→KP	0.206	-	0.206	0.013
H5	KN→KP	0.463	-	0.463	<0.001
H6	KS→KP	0.004	-	0.004	0.485
H7	CD→KP	0.320	-	0.320	<0.001

Source : WarpPLS Output (Appendix), processed 2025

Direct effect testing was carried out using *the bootstrapping method* in WarpPLS software version 8.0. The results of the direct influence test produced a path coefficient

(β) and p-value, which showed the strength and significance of the relationship between variables. The summary of the results of the direct influence test between constructs in the structural model is shown in the following table:

- a. The statistically positive relationship between Discipline (X1) and Job Satisfaction (Z) is shown by the positive path coefficient (0.440) and the p-value of less than 0.001 and both less than 0.05. The positive path coefficient indicates that as Discipline (X1) increases, then Job Satisfaction (Z) increases. Therefore, it can be stated that: **H1 : Accepted.**
- b. The statistically positive relationship between Competency (X2) and Job Satisfaction (Z) is shown by the positive path coefficient (0.405) and the p-value of less than 0.001 and both less than 0.05. The positive path coefficient indicates that when Competency (X2) increases, then Job Satisfaction (Y) will increase. Therefore, it can be stated that **H2 : Accepted.**
- c. The statistically positive relationship between Creativity (X3) and Job satisfaction (Z) is shown by the positive path coefficient (0.032) and a p-value of 0.368 or more than 0.00 and greater than 0.05. The positive path coefficient shows that when Creativity (X3) decreases, then Job Satisfaction (Z) decreases. Therefore, it can be stated that **H3 : Refused.**
- d. The statistically positive relationship between Discipline (X1) and Performance (Y) is shown by the positive path coefficient (0.206) and the p-value of less than 0.001 and both less than 0.05. The positive path coefficient indicates that when the Discipline (X1) increases, then the Performance (Y) increases. Therefore, it can be stated that **H4 : Accepted.**
- e. The statistically positive relationship between Competency (X2) and Performance (Y) is shown by the positive path coefficient (0.463) and the p-value of less than 0.001 and both less than 0.05. The positive path coefficient indicates that as the Competency (X2) increases, then the Performance (Y) increases. Therefore, it can be stated that **H5 : Accepted.**
- f. The statistically positive relationship between Creativity (X3) and Performance (Y) is shown by the positive path coefficient (0.004) and a p-value of 0.485 and both are less than 0.05. The positive path coefficient indicates that when Creativity (X3) decreases, then Performance (Y) decreases. Therefore, it can be stated that **H6 : Refused.**
- g. The statistically positive relationship between Job Satisfaction (Z) and Performance (Y) is shown by the positive path coefficient (0.320) and a p-value of less than 0.001 and both less than 0.05. The positive path coefficient indicates that when Job Satisfaction (Z) increases, then Performance (Y) will increase. Therefore, it can be stated that **H7 : Accepted.**

4. Indirect Influence Path Calculation

Table 4. Indirect Effects

Hypothesis	Pathway	Coefficients	Std. Error	P-Value	Effect Size
H8	DP → KK → KP	0.141	0.018	0.066	0.069
H9	KN → KK → KP	0.129	0.027	0.066	0.088

H10	KS → KK → KP	0.010	0.440	0.068	0.002
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Data source: WarpPLS output (Appendix), 2025

- The statistically positive relationship between Discipline (X1) and Performance (Y) through Job Satisfaction (Z) is shown by a positive path coefficient of 0.141 and a p value of 0.066 and less than 0.05. According to the positive path coefficient, Job Satisfaction (Z) increases along with the increase in Discipline (X1) to Performance (Y). Therefore, it can be stated that **H8 : Accepted**
- The statistically positive relationship between Competency (X2) and Performance (Y) through Job Satisfaction (Z) is shown by a positive path coefficient of 0.129 and a p value of 0.066 and approximately 0.05. According to the positive pathway coefficient, Job Satisfaction (Z) increases along with the increase in Competence (X2) to Performance (Y). Therefore, it can be stated that **H7 : Accepted**.
- The statistically positive relationship between Creativity (X3) and Performance (Y) through Job Satisfaction (Z) is shown by a positive path coefficient of 0.010 and a p-value of 0.066 and greater than 0.05. According to the positive path coefficient, it shows that Job Satisfaction (Z) cannot mediate Creativity (X3) against Performance (Y). Therefore, it can be stated that **H7 : Refused**.

5. Determinant Coefficients

The coefficient of determination in this study shows the extent to which *independent* (exogenous) variables are able to influence *dependent* (endogenous) variables. The results of the analysis show that the value of the determination coefficient for Performance (Y) is 0.626 or 62.6%, which means that the performance variable can be explained by the factors studied by that percentage. Meanwhile, Job Satisfaction (Z) is shown with a determination coefficient value of 0.454 or 45.4%.

DISCUSSION

1. The Influence of Discipline on Job Satisfaction

The results of the study show that Discipline (X1) has a positive and significant influence on Job Satisfaction (Z). These findings are in line with previous research conducted by (Ananda & Hadi, 2023; Maharani, 2025; Purnomo & Hasanah, 2023; Rukoyah & Susilawati, 2025; Tanjung & Rasyid, 2023) which shows that discipline has a significant effect on satisfaction. However, the results of this study are different which shows that discipline does not have a significant effect on job satisfaction.

At the research location, discipline is reflected in the regularity of the work schedule and compliance with applicable rules so as to foster a sense of comfort at work. The existence of a sense of discipline that is always applied by the employees of SMAN 2 Taruna Bhayangkara East Java creates a sense of security, order, and reduces conflicts at work, so that employees feel satisfied because they work in a structured work environment. Thus, SMAN 2 Taruna Bhayangkara East Java as an organization needs to strengthen the disciplinary system through clear rules, consistent enforcement, and enforcing fair rewards and punishments. This will create an orderly and comfortable work environment, so that job satisfaction increases.

The practical implications of the results of this study show the importance of the role of school management policies in building a culture of discipline that supports

employee job satisfaction. School management can integrate the value of discipline into human resource development programs, such as discipline training, work ethics coaching, and performance evaluation mechanisms based on compliance with rules. In addition, management policies that are oriented towards a balance between enforcement and rewards will encourage the creation of intrinsic motivation and a sense of belonging to the organization. These measures can be a long-term strategy in improving the professionalism of education personnel while strengthening the school's image as a semi-military institution that excels in governance and employee performance.

2. The Effect of Competency on Job Satisfaction

The results of this study show that Competency (X2) has a positive and significant effect on Job Satisfaction (Y). These results are consistent with the findings of research carried out by (June, 2021) and (Ananda & Hadi, 2023) which shows that competence has an effect on satisfaction. However, the results of this study are different from (Sundari & Putri, 2023) which shows that competence does not have a significant effect on job satisfaction.

This finding can be seen from the mastery of technical skills and problem-solving skills that make school employees at SMAN 2 Taruna Bhayangkara East Java feel more appreciated and satisfied with their work. Competent employees feel confident, valued, and have a greater chance of success, resulting in increased job satisfaction. In improving the competence of SMAN 2 Taruna Bhayangkara school employees, East Java, it is very important for an organization to provide training programs, workshops, self-development opportunities and position promotions. With increased competence, school employees will feel more confident and satisfied with their work.

The practical implications of the results of this study suggest that school management policies should be directed towards a sustainable competency development system. School management needs to instill a culture of learning and innovation through the preparation of training plans based on position needs, the formation of internal learning communities, and the provision of incentives for outstanding employees. In addition, the implementation of a competency evaluation system periodically can help management identify the strengths and needs of employee development. Policies that support competency improvement not only have an impact on employee professionalism, but also strengthen the quality of education services and overall organizational performance.

3. The Influence of Creativity on Job Satisfaction

The results of this study reveal that Creativity (X3) has a positive and significant influence on Job Satisfaction (Z). The findings are in line with the research (Manafe et al., 2022) which explains that creativity has a significant effect on satisfaction. On the other hand, the results of this study are different from (Imbaruddin et al., 2024) and (Manafe et al., 2022) which shows that creativity has no significant effect on job satisfaction.

Based on the results of this study, it shows that the creativity possessed by school employees at SMAN 2 Taruna Bhayangkara East Java has not been accommodated in the formal work system, so even though school employees have new ideas, it does not

directly increase job satisfaction. Thus, SMAN 2 Taruna Bhayangkara as an organization needs to provide space for innovation, for example through idea forums or suggestion systems, so that employee creativity can be channeled. This is because without this support, creative ideas will not have an impact on job satisfaction.

The practical implications of the results of this study confirm that school management policies need to be directed at the creation of a work environment that supports innovation and participation of ideas. Management can implement a reward mechanism for creative ideas, form a school innovation team, and provide opportunities for employees to experiment in improving the quality of educational services and administrative activities. In addition, management needs to design creativity development programs through creative thinking training, learning innovation seminars, and performance appraisal systems that incorporate creativity aspects. This approach not only increases employee job satisfaction, but also strengthens an organizational culture that is adaptive, creative, and oriented towards improving the quality of the school.

4. The Influence of Discipline on Performance

The results of this study show that Discipline (X1) has a positive and significant influence on Performance (Y). These results are consistent with the findings of The Whereas the influence of discipline on performance has been proven by (Amelia Cindy Cahya Adisty & M. Farid Wajdi, 2024; Aulia & Trianasari, 2021) which shows that discipline has a significant effect on performance. However, the results of the study are different from the research conducted by (Ananda & Hadi, 2023; Anjarrini et al., 2024; Maharani, 2025) which proves that discipline does not have a significant effect on performance.

This can be seen in the success of school employees at SMAN 2 Taruna Bhayangkara East Java who were able to complete their assignments on time because of the discipline that has been well established. Discipline forms directed work behavior, suppresses errors, and ensures that tasks are completed according to standards so that it has a positive impact on performance. Thus, the implementation of strict and consistent regulations and work procedures will ensure that tasks and responsibilities run according to the organization's targets. A culture of discipline must also be maintained so that school employees at SMAN 2 Taruna Bhayangkara East Java can be more productive and organizational performance improves.

The practical implications of the results of this study show that school management policies need to be focused on strengthening an integrated discipline management system. Management can set more measurable standard operating procedures (SOPs), implement a performance-based monitoring and evaluation system, and build a transparent reward and punishment mechanism. The consistent implementation of these policies will encourage the creation of a disciplined and professional work culture. In addition, school management can strengthen the role of leadership in setting an example of discipline and creating a work environment that values punctuality, responsibility, and adherence to rules. This effort will increase organizational effectiveness and lead to more optimal and highly competitive school performance.

5. The Influence of Competency on Performance

The results of the study show that Competency (X2) has a significant positive effect on Performance (Y). The findings of this study are consistent with the research that has been conducted by (Ananda & Hadi, 2023; Fauzi & Nugroho, 2024; Purnomo & Hasanah, 2023; Tanjung & Rasyid, 2023) which shows that creativity has a significant effect on performance. But the results of the study are different from (Fauzi & Nugroho, 2024; Idris & Alam, 2024; Muhlisin et al., 2022; Wahyuni & Budiono, 2022) which explains that creativity does not have a significant effect on performance.

These results show that school employees at SMAN 2 Taruna Bhayangkara East Java with high competence are able to carry out their work better, faster, and more on target. Competence allows school employees to master the work, make informed decisions, and produce high-quality outputs, resulting in significantly improved performance. Thus, SMAN 2 Taruna Bhayangkara East Java as an organization needs to emphasize competency-based recruitment, as well as improve the technical skills of employees through continuous training. This will result in competent school employees who will be faster, more precise, and more effective in working.

The practical implications of the results of this study show that school management policies must be oriented towards a competency-based management system. Management can optimize position analysis to map the competency needs of each position, develop professional training and certification programs, and develop promotion mechanisms based on performance and real expertise. In addition, the application of coaching and mentoring by senior personnel can accelerate the transfer of knowledge and skills between employees. With policies that emphasize strengthening competencies, schools will have apparatus that are adaptive, productive, and ready to face the demands of change in a disciplined and dynamic semi-military education environment.

6. The Influence of Creativity on Performance

The results of the study show that Creativity (X3) does not have a significant effect on Performance (Y). These findings are consistent with studies conducted by (Sukriani, 2022) which explains that which explains that creativity does not have a significant effect on performance. But the results of the study are different from (Ramadhan & Wulandari, 2025), (Sri Harini et al., 2022) and (Imbaruddin et al., 2024) which shows that creativity has a significant effect on performance. Creativity cannot thrive in a bureaucratic or highly rule-bound work environment, so it has no real impact on performance achievement. Thus, the achievement of the performance of school employees at SMAN 2 Taruna Bhayangkara East Java must be followed by an award system, both in the form of financial and non-financial. When the success of the work gets appreciation, the school employee will feel proud, motivated, and more satisfied with their work.

The practical implications of the results of this study show that school management policies need to accommodate more flexible work mechanisms and make room for employee innovation. School management can create an environment that encourages creative ideas by providing internal innovation forums, such as idea development forums, innovative competitions between employees, or work

improvement suggestion systems. In addition, awarding ideas that have been successfully implemented will increase motivation and enthusiasm for contributions. Management can also adopt policies that reduce excessive bureaucratic barriers, without eliminating the disciplinary value typical of semi-military schools. This approach allows creativity to develop in a directional manner and provides tangible results to improving the performance and effectiveness of school organizations.

7. The Effect of Job Satisfaction on Performance

The results of the study show that Job Satisfaction (Z) has a significant effect on Performance (Y). These findings are in line with research conducted by (Agista Ningrum et al., 2022; Handoko et al., 2021; Indrawati, 2017; June, 2021; Murtiningsih et al., 2023; Setiani & Febrian, 2023) which proves that satisfaction affects performance. However, the results of the study are different from the results of the study (Aulia & Trianasari, 2021) explained that satisfaction has no significant effect on performance. The findings of researchers at SMAN 2 Taruna Bhayangkara, East Java, show that school employees who manage to achieve their work targets feel more proud and satisfied with their work. Performance achievements will provide a sense of pride, increase motivation, and create satisfaction because the individual's success is recognized by the organization. Thus, the achievement of the performance of school employees at SMAN 2 Taruna Bhayangkara East Java must be followed by an award system, both in the form of financial and non-financial. When the success of the work is recognized by the organization, the school employees will feel proud, motivated, and more satisfied with their work.

The practical implications of the results of this study show that school management policies need to be focused on creating a fair and transparent reward system, as this has been proven to strengthen the relationship between job satisfaction and employee performance improvement. Management can establish a reward mechanism based on performance achievements, provide non-material recognition such as award certificates or achievement publications, and increase appreciative communication between leaders and employees. In addition, the development of employee engagement programs and workload balance can increase job satisfaction in a sustainable manner. With a management policy that respects the performance and welfare of employees, schools will be able to build a productive, harmonious, and quality-oriented work culture.

8. The Influence of Discipline on Performance through Job Satisfaction

The results showed that Job Satisfaction (Z) could mediate the influence of Discipline (X1) on Performance (Y). These findings are in line with the (Maharani, 2025; Tanjung & Rasyid, 2023, 2023) which proves that satisfaction is able to mediate the influence of discipline on performance. The results of the study are different from the research conducted by (Nurhaliza et al., 2025) which explains that satisfaction cannot mediate the influence of discipline on performance.

The findings of researchers at SMAN 2 Taruna Bhayangkara, East Java, show that this can be seen from school employees who apply discipline are able to improve their performance, for example by completing work on time and according to procedures, so that it can finally cause job satisfaction Discipline forms systematic work behavior, so that the performance of school employees increases. The improvement in the

performance of school employees then creates a sense of achievement and satisfaction at work. Thus, SMAN 2 Taruna Bhayangkara East Java Organizations need to instill discipline as a work culture so that employee performance increases, which in turn encourages job satisfaction. Strengthening the monitoring and evaluation system can be an important instrument.

The practical implications of the results of this study show that school management policies need to integrate aspects of discipline and job satisfaction in the employee development system. Management can apply a discipline-based motivation strategy, which is to associate discipline with rewards or recognition of good performance. In addition, discipline management should not only be controlling, but also motivating and educational, for example through regular coaching, open communication, and providing positive feedback. A humanistic, measurable, and individual development-oriented monitoring policy will strengthen the relationship between employee discipline, satisfaction, and performance. This step will create a productive, harmonious, and in accordance with the semi-military values that are the hallmark of SMAN 2 Taruna Bhayangkara.

9. The Influence of Competency on Performance through Job Satisfaction

The results of the study show that Job Satisfaction (Z) can mediate the influence of Competency (X₂) on Performance (Y). These findings are in line with the results of research conducted by (Kanaf et al., 2023; Nurjana et al., 2022; Sulistyani et al., 2023) which proves that satisfaction can mediate the influence of competence on performance. However, the results of the study are different from the research conducted by (Ratnasari, et.al 2021) which proves that satisfaction cannot mediate the influence of competence on performance.

The findings of researchers at SMAN 2 Bhayangkara, East Java, show that school employees who have good technical skills and knowledge have an effect on high performance and this success contributes to increasing job satisfaction. Competence makes it easier for school employees to achieve optimal work results. This success triggers a sense of pride and appreciation, so that it will be able to increase job satisfaction. Thus, improving the competence of school employees at SMAN 2 Taruna Bhayangkara East Java must be integrated with fair performance assessments. School employees who successfully demonstrate this ability will feel higher job satisfaction.

The practical implications of the results of this study suggest that school management policies need to emphasize integration between competency development and job satisfaction-based performance management. Management can implement a career development plan program that provides space for employees to improve their competencies in accordance with their field of duty, while ensuring transparent and merit-based performance evaluations. In addition, schools need to create a supportive learning environment, for example with internal workshops, professional mentoring, and promotional opportunities for outstanding employees. In this way, improving competencies not only results in superior performance but also strengthens employee motivation and job satisfaction, which will ultimately have an impact on the effectiveness of the institution and the quality of educational services at SMAN 2 Taruna Bhayangkara East Java.

10. The Influence of Creativity on Performance through Job Satisfaction

The results of the study show that Job Satisfaction (Z) cannot mediate the influence of Creativity (X3) on Performance (Y). These findings are in line with (Ramadhan & Wulandari, 2025), (Imbaruudin et al., 2024) which explains that satisfaction cannot mediate the influence of creativity on performance. The results of the study are different from the research conducted by (Fauziah, 2022) which proves that satisfaction can mediate the influence of creativity on performance.

The findings of researchers at SMAN 2 Taruna Bhayangkara, East Java, show that although employees have creative ideas, they have not been widely implemented in work. This results in an inability to improve performance and job satisfaction. A more procedural work system makes the creativity of school employees not channeled in the form of real performance, so it does not have an impact on job satisfaction. Thus, SMAN 2 Taruna Bhayangkara East Java as an organization needs to create a mechanism for implementing creative ideas into real work. This can make the creativity not stop at ideas, but has an impact on the performance of school employees and ultimately increases job satisfaction.

The practical implication of the results of this study is that school management policies need to be focused on implementing a management system that empowers creativity to be actionable innovation. Management can form an internal innovation management unit, for example through a special team that assesses and follows up on employees' creative ideas so that they can be implemented in education management and school administration. In addition, it is necessary to implement an innovation reward and evaluation program, so that employees are motivated to develop and execute new ideas that have a direct impact on improving efficiency or work quality. This approach will bridge the gap between individual creativity and organizational performance outcomes, while strengthening employees' sense of ownership and satisfaction with their work. Thus, SMAN 2 Taruna Bhayangkara can create an innovative culture that remains in line with the values of discipline and professionalism typical of semi-military institutions.

CONCLUSION

Based on the results of data analysis, hypothesis testing, and indicator descriptions for each variable, several conclusions were obtained as follows: the study shows that employee discipline and competence have a positive and significant effect on job satisfaction and performance, with competence as the dominant factor. Creativity does not have a significant effect because the ideas conveyed have not been widely implemented. Job satisfaction has a significant positive effect on performance, with work comfort as the highest aspect and appreciation for achievements still needs to be improved. Employee performance is more influenced by discipline, competence, and job satisfaction, especially in the accuracy of task completion, while creativity plays a lesser role. Job satisfaction also acts as a mediator between discipline and competence to performance, but not for creativity.

This study has several limitations that need to be considered, including the scope of the research which only includes one school with a semi-military character, so the results cannot be generalized widely in the context of other educational institutions with

different characteristics. In addition, data collection is carried out over a period of time (cross-sectional), so it has not been able to capture changes in behavior and employee performance dynamics in the long term. The research has also not been in-depth in exploring external factors such as leadership style, organizational culture, and institutional support that have the potential to strengthen relationships between variables. The advanced research agenda can be directed at the expansion of research objects in various types of schools, both public, private, and other semi-military-based institutions to compare the dynamics of variables more comprehensively.

Researchers are also advised to use a longitudinal approach to see changes in employee satisfaction and performance over time, as well as add other variables such as motivation, organizational commitment, and transformational leadership style to enrich the research model. A qualitative or mixed-method approach can also be used to understand more deeply the mechanisms by which discipline, competence, and creativity affect performance through employee perception and work experience.

Suggestions

Based on the conclusion description, the author can give suggestions including the following, the main advice for SMAN 2 Taruna Bhayangkara East Java is to strengthen the culture of discipline with consistent rules and a fair reward-punishment system, as well as prioritizing employee competency development through training and promotion. Employee creativity needs to be facilitated through an idea implementation mechanism so that it has a real impact. Increased job satisfaction can be achieved with financial and non-financial rewards for achievements. For further research, it is recommended to expand the object of study to other institutions, add new variables such as motivation and leadership style, and use mixed quantitative and qualitative methods for more comprehensive results.

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