

Paternalistic Leadership Style and Infrastructure as Determinants of Teacher Performance: The Mediating Effect of Teaching Enthusiasm

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Abstract: Organizations generally refer to entities or structures that are organized to achieve certain goals. Organizations can be business entities, government agencies, or non-profit organizations that have clear goals and hierarchical structures. One of them is the leadership style applied by the principal. A paternalistic leadership style, which emphasizes a fatherly approach and attention to teacher welfare, can improve teacher motivation and performance. SMK Negeri Kota Cilegon is a State Vocational High School located in the Cilegon City area, Banten. This educational institution is under the auspices of the Education Foundation. Based on the data obtained, the phenomenon of teacher performance at SMK Negeri Kota Cilegon in 2023 was on average in the good category. Therefore, this study aims to fill this gap by providing new insights into how paternalistic leadership and infrastructure influence and contribute to teacher performance through teaching enthusiasm, which is expected to make a significant contribution to academic literature and educational practice using qualitative method. Hypotheses test used partial least square technique. Result Shown to improve teacher performance, schools need to pay more attention to the factors that influence that performance. Although there are several variables in this study that show a positive but insignificant influence, as well as a negative influence that is also insignificant on teacher performance, this should not be ignored. This can be done through the development of facilities and infrastructure, improving the quality of leadership, and supporting the teaching enthusiasm of teachers.

Keywords: Teaching Enthusiasm, Performance, Paternalistic Leadership, Infrastructure, Indonesian

I. Introduction

Teachers play a crucial and strategic role within the education system. Teacher performance in a school is a decisive factor in achieving institutional educational objectives. According to Law of the Republic of Indonesia No. 14 of 2005, Chapter IV Article 20(a) concerning Teachers and Lecturers, professional teacher performance standards include the obligation to plan learning activities, implement high-quality instructional processes, and assess and evaluate learning outcomes. High-quality teachers make a substantial contribution to the development of students and society. This is because teachers are not only responsible for delivering subject matter but also for shaping students' character and attitudes.

Strong teacher performance fosters a positive and inspiring learning environment, enabling students to reach their full potential. Professional teaching duties serve as the primary indicators used to assess teacher performance. These indicators encompass various aspects, including lesson planning and classroom management skills, the effective use of teaching methods, and the ability to conduct objective and comprehensive evaluations. Consequently, improving teacher performance quality has a direct impact on enhancing overall educational quality.

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The Indonesian Ministry of Education and Culture has made efforts to standardize teacher competence through the Teacher Competency Test (UKG) conducted in 2015. This assessment measured two main domains: pedagogical and professional competence. The national average score in 2015 was 53.05, which remains below the minimum national competency standard of 55. These results reflect the broader condition of teacher competence and educational quality in Indonesia. The relatively low UKG scores indicate the need for more serious and sustained efforts to improve teacher professionalism and competence. Government agencies and education stakeholders must collaborate to address this issue through enhanced training programs, adequate resource provision, and improved educational facilities. Teacher performance is influenced by multiple factors. According to Gibson et al. (2020), performance determinants can be classified into three categories:

- a. Individual variables, including abilities, skills, mental and physical conditions, family background, social status, experience, and demographic factors such as age and gender;
- b. Organizational variables, encompassing resources, leadership, rewards, and job design structures; and
- c. Psychological variables, such as perceptions, attitudes, personality traits, knowledge, and motivation.

Previous studies have examined teacher performance and its influencing factors. Syamsul Bahri (2017) found a significant relationship between teaching ability, facilities and infrastructure, teaching enthusiasm, and teacher performance. Similarly, Sri Setiyati (2019) demonstrated that paternalistic leadership, teaching enthusiasm, and school culture exert a positive and significant influence on teacher performance.

In general, teacher performance at State Vocational High Schools (SMK Negeri) in Cilegon City is categorized as good, as reflected in ongoing teaching and learning processes. However, despite this overall positive assessment, some teachers have not yet performed optimally. This condition suggests that certain teachers lack sufficient motivation to work competitively, which ultimately affects their performance. Addressing this issue requires increased motivation and institutional support from schools and government authorities. Providing adequate facilities, applying appropriate leadership styles, and offering continuous professional development are essential strategies to enhance teacher performance.

Teacher performance cannot be separated from leadership. According to Mulyasa, school principals play roles as educators, managers, administrators, supervisors, leaders, innovators, and motivators. These roles are primarily aimed at improving teaching and learning conditions by enhancing teacher performance. Effective paternalistic leadership fosters a supportive environment in which teachers feel encouraged and motivated to perform optimally, ultimately improving educational quality.

Paternalistic leadership is a leadership style commonly applied in school settings. It combines authoritative direction with genuine concern for teachers' and students' welfare (Chen & Farh, 2021). Principals who adopt this leadership style tend to provide clear guidance while offering moral support to teachers. Adequate facilities and infrastructure also play a vital role in improving teacher performance through increased teaching enthusiasm, particularly in State Vocational High Schools in Cilegon City, Banten Province. Supportive facilities include sufficient physical resources, a positive organizational culture, effective communication, inclusive leadership, and opportunities to foster teaching enthusiasm. According to Ahmadi et

al. (2020) and Asnah et al. (2021), facilities and infrastructure significantly contribute to organizational success and human resource performance.

Achieving organizational goals largely depends on the availability of supportive infrastructure and high levels of teacher work enthusiasm. Adequate facilities positively influence performance outcomes (Utami et al., 2020). Furthermore, Vizano et al. (2020) explain that teachers with strong intrinsic motivation demonstrate greater awareness in fulfilling their duties and improving their skills. High work enthusiasm drives teachers to consistently achieve performance targets and enhances teaching effectiveness and efficiency.

Teacher enthusiasm is not solely an individual responsibility but also a leadership concern. Enthusiasm acts as a primary driver that encourages teachers to work diligently, achieve institutional goals, maintain discipline, and improve work morale. By providing supportive facilities and infrastructure, schools can stimulate teacher enthusiasm, which in turn enhances performance and teaching quality.

Room / Facility	Unit 1	Unit 2	Unit 3	Unit 4	Condition	
Principal's Office	1	1	1	1	Good condition	
Vice Principal's Offices	3	3	3	3	Good condition	
Teachers' Room	1	1	1	1	Good condition	
Laboratory Room	1	2	2	1	Good condition	
School Health Unit (UKS)	1	1	1	1	Good condition	
Library 1	1	1	1		Good condition	
Prayer Room and Ablution Area			1	1	1	Good condition
Toilets 2	2	1	2		Good condition	

SMK Negeri in Cilegon City is a public vocational education institution located in Banten Province. Based on 2023 data, teacher performance at these schools is generally categorized as good. This assessment is derived from performance evaluations conducted in June 2023, which covered teaching ability, discipline, participation in school activities, and innovation in instructional methods. Most teachers received high scores, reflecting strong dedication and competence. The evaluation process incorporated feedback from students, colleagues, and school leadership, offering a comprehensive overview of teacher performance.

Despite these positive results, areas requiring improvement remain, particularly in the integration of educational technology and the development of interpersonal skills. Continuous professional development and training are therefore essential to ensure sustained improvement in teaching quality. Through these efforts, SMK Negeri in Cilegon City can continue to deliver high-quality education and prepare students to meet workforce challenges effectively.

Table 1.1 Teacher Performance Evaluation Results

No.	Evaluated Elements	Average Score	Very Good	Good	Less Good
1	Loyalty	86.00	✓	–	–
2	Work Achievement	86.31	✓	–	–
3	Responsibility	86.26	✓	–	–
4	Compliance	86.31	✓	–	–
5	Honesty	86.69	✓	–	–
6	Teamwork	85.95	✓	–	–
7	Initiative	85.45	✓	–	–
8	Leadership	86.38	✓	–	–

Source: DP3 Data (Employee Performance Evaluation List), processed by the authors, 2024.

The results of the performance evaluation indicate that teachers at State Vocational High Schools (SMK Negeri) in Cilegon City demonstrate generally strong performance, as reflected by high average scores across all assessed dimensions. These findings highlight teachers' commitment and professionalism in carrying out their duties and their contribution to improving educational quality within the school. The highest average score was observed for honesty (86.69), indicating that teachers exhibit a high level of integrity and responsible use of authority in their professional roles. Conversely, the lowest average score was recorded for initiative (85.45), suggesting that teachers still require guidance from school principals when making independent decisions.

The evaluation results further reveal that a key weakness in teacher performance at SMK Negeri Cilegon City lies in limited autonomy in decision-making when addressing workplace challenges. This finding is supported by interview data from an administrative teacher in the Office Administration department, who stated: "The main shortcoming is that some teachers have not fully paid attention to their students, such as addressing students' problems or learning difficulties, and teachers have not maximized the use of available facilities and infrastructure." This qualitative insight reinforces the quantitative findings, emphasizing the need for stronger leadership support and improved utilization of educational resources to enhance teacher initiative and overall performance.

Table 1.2 Data on Buildings and Supporting Facilities and Infrastructure

Principal's Office	1	1	1	1	Good condition
Vice Principal's Offices	3	3	3	3	Good condition
Teachers' Room	1	1	1	1	Good condition
Laboratory Room	1	2	2	1	Good condition
School Health Unit (UKS)	1	1	1	1	Good condition
Library 1	1	1	1		Good condition
Prayer Room and Ablution Area	1	1	1	1	Good condition
Toilets 2	2	1	2		Good condition

Source: School Facilities and Infrastructure Records, processed by the authors, 2024.

Based on interviews with an accounting teacher at one vocational high school, the teacher stated: "The environment here is comfortable, but once the work is finished, we usually go home. We are required to clock out using the fingerprint system at 4:00 p.m., but if the work is not yet completed, we must finish it first. Sometimes this extends until

5:00 p.m. because we have to work overtime. Meanwhile, an office administration teacher explained: *“Alhamdulillah, the environment is comfortable, but it is not optimal because the teachers’ rooms are separated, so we do not communicate frequently. Every Friday, there is a cooking and communal dining session with other teachers, but sometimes not everyone participates”* These interview findings indicate that the separation of teachers’ rooms reduces the frequency of communication among teachers, while excessive workload often causes delays in departure time. Furthermore, an initial interview with an Office Administration teacher revealed: *“Whether one feels satisfied or not really depends on the individual. Personally, I am less satisfied because everyone’s needs are different, especially since I already have a family, which naturally increases my responsibilities.”* Overall, the interview results suggest several issues at State Vocational High Schools (SMK Negeri) in Cilegon City that may affect teacher performance, including workload pressure, limited communication among teachers, and varying levels of job satisfaction.

II. Review of Literatures

2.1 Research Gap

Previous studies have largely focused on the influence of individual factors on teacher performance in isolation, without adequately considering how the interaction between paternalistic leadership and infrastructure affects teacher performance through teaching enthusiasm. Moreover, limited research has explored the mediating role of teaching enthusiasm in this relationship, particularly within the context of vocational education. Therefore, this study seeks to address this gap by providing new insights into how paternalistic leadership and infrastructure influence and contribute to teacher performance through teaching enthusiasm. The findings are expected to make a meaningful contribution to both academic literature and educational practice.

Leadership-related studies by Achmad Sani Supriyanto and Vivin Maharani (2019) indicate that transformational leadership and organizational commitment positively influence lecturers’ job performance. Research on paternalistic leadership and teacher performance has also been conducted by Irlan (2020), Yulia Rachmawati (2018), and Sulaiman (2019), all of whom found that paternalistic leadership has a significant effect on teacher performance. Similarly, Happy Fitria, Mukhneri Mukhtar, and Makruf Akbar (2020) reported a direct positive influence of leadership on teacher performance.

Further evidence from Ni Luh Kade Suartini, I Ketut Setia Sapta, and I Wayan Sujana demonstrates that school principals’ leadership strongly influences working conditions. Policies, social influence among teachers and students, and principals’ decision-making actions significantly affect teacher performance. As noted in their study, *“Paternalistic leadership strongly shapes working conditions. Policies, social influence with teachers and students, and decision-making actions also have a substantial impact on teacher performance.”* Suharsaputra further emphasized that leadership functions as a driving force in cooperative processes within organizations, including educational institutions (Suartini et al., 2020).

Overall, these findings reinforce the notion that leadership—particularly paternalistic leadership—plays a critical role in shaping working conditions, social relationships, and ultimately teacher performance. Effective leadership not only creates a conducive work environment but also motivates teachers and strengthens relationships among teachers, students, and school leaders.

2.3 Infrastructure and Teaching Enthusiasm

In addition to paternalistic leadership, teachers also seek facilities and infrastructure that are safe, comfortable, and supportive. According to Alex S. Nitisemito (2021), facilities and infrastructure encompass all environmental elements surrounding employees that may influence their ability to perform assigned tasks. These factors shape employee behavior and can be categorized into physical and psychological aspects.

Physical infrastructure includes building conditions, availability of facilities, and the strategic location of workplaces. Psychological aspects involve feelings of safety, vertical and horizontal loyalty, and interpersonal satisfaction among employees (Wursanto, 2013). A safe, comfortable, and supportive environment encourages individuals to remain committed to their workplace. Moreover, positive relationships with colleagues and adequate school facilities significantly influence teachers' ability to perform their duties effectively. However, findings by Sampurno (2019) suggest that teaching enthusiasm does not always have a positive and significant effect on teacher performance. These inconsistent results indicate that the influence of teaching enthusiasm may vary depending on contextual and individual factors. Based on the discussion above, teacher performance is influenced by multiple factors, particularly paternalistic leadership, infrastructure, and teaching enthusiasm. These three variables play a vital role in determining the extent to which teachers can effectively fulfill their professional responsibilities.

2.4 Research Objectives and Hypotheses

This study aims to further examine teacher performance in State Vocational High Schools, with the expectation that its findings will contribute positively to improving teacher performance. Given the critical role of education in shaping future generations, this research investigates the relationships among paternalistic leadership (X1), infrastructure (X2), teaching enthusiasm as a mediating variable (Z), and teacher performance as the dependent variable (Y).

III. Research Methods

This research was conducted at State Vocational High Schools (SMK Negeri) in Cilegon City, Banten Province. The location was selected due to its strong relevance to the research focus on the influence of paternalistic leadership and infrastructure on teacher performance, with teaching enthusiasm serving as a mediating variable. These schools are equipped with adequate facilities to support both teaching activities and research implementation.

The availability of representative infrastructure enables teachers to perform their duties optimally and allows researchers to examine how paternalistic leadership strategies are applied in daily teaching practices. Additionally, the diversity of subject teachers with varied backgrounds provides a comprehensive perspective for assessing leadership effectiveness, communication, and professional development in enhancing teacher creativity and performance. The study employed a correlational research design, aiming to identify relationships among variables without manipulating existing data (Arikunto, 2019). The objectives of correlation analysis include:

1. Identifying empirical evidence based on collected data;
2. Determining the strength of relationships among variables; and
3. Assessing the statistical significance of these relationships (Sudijono, 2014).

Four variables were analyzed: paternalistic leadership and infrastructure as independent variables, teaching enthusiasm as a mediating variable, and teacher performance as the dependent variable. Measurement indicators were operationalized into questionnaire items using a Likert scale, and data were analyzed using Partial Least Squares (PLS) through SmartPLS software. The research was conducted over eight months, from January 1 to August 31, 2024.

IV. Results and Discussion

The first step of the analysis involved testing the second-order constructs of the main variables, namely paternalistic leadership, facilities and infrastructure, teaching enthusiasm, and teacher performance. This measurement approach allows for a more in-depth evaluation of the relationships between latent variables and their indicators, thereby enhancing understanding of the overall structure and strength of the research model. The second-order construct assessment ensures that each component of the model is rigorously examined, providing valuable insights into the quality and reliability of the measurement model.

The second-order measurement captures each item within the indicators in detail, as specified for the main latent variables. The paternalistic leadership variable consists of seven primary indicators, each comprising a varying number of measurement items. These indicators represent the leader's role as an educator (7 items), manager (6 items), administrator (8 items), supervisor (3 items), leader (4 items), innovator (5 items), and motivator (3 items). The facilities and infrastructure variable is divided into two main indicators, namely physical facilities and infrastructure and non-physical facilities, each measured by four items. The teaching enthusiasm variable comprises three key indicators: good and proper intentions (4 items), devotion in performing work (5 items), and sincerity at work (5 items). Meanwhile, the teacher performance variable is measured using three primary indicators: lesson planning (5 items), implementation of learning activities (7 items), and evaluation of learning outcomes (3 items).

This comprehensive measurement framework enables a more thorough and detailed analysis of each construct examined in the study. After completing the second-order construct assessment, the analysis proceeded to the first-order construct stage. At this stage, the primary focus was on estimating the path diagram between indicators and their respective latent variables. The paternalistic leadership variable includes seven indicators, facilities and infrastructure include two indicators, teaching enthusiasm includes three indicators, and teacher performance includes three indicators. The second-order analysis was conducted because these latent variables cannot be measured directly and therefore require specific indicators and items to ensure accurate measurement.

In SmartPLS, the analytical procedure begins with the estimation of second-order constructs, followed by first-order construct processing. This stepwise approach facilitates a deeper understanding of the structural relationships among variables within the model. By analyzing indicators and items in detail, researchers can obtain a more comprehensive depiction of the phenomenon under investigation and identify the most influential factors within the research context.

Before conducting statistical calculations, it is essential to establish a conceptual framework for the study. This framework serves as a guiding structure that illustrates the relationships among variables and indicators examined in the research. Establishing this framework assists in designing an appropriate methodology and ensures that all critical aspects

of the study are systematically included in the subsequent analysis. The conceptual research framework is presented as follows:

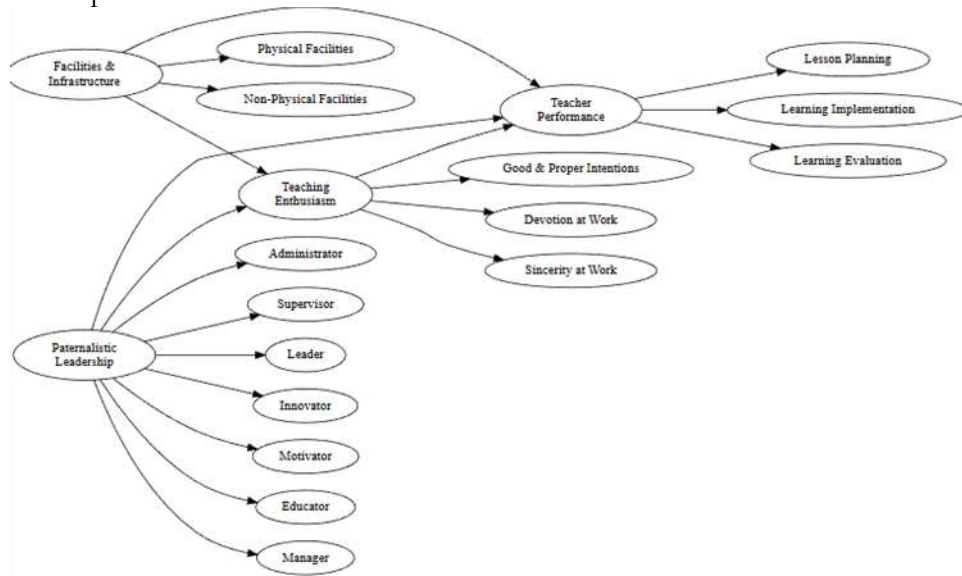


Figure 1. Conceptual Framework

Table 2. Second-Order Outer VIF Values

Indicator	VIF	Indicator	VIF	Indicator	VIF	Indicator	VIF	Indicator	VIF
X1.1.1	3.039	X1.3.8	1.894	X2.1.4	1.779	Y.2.6	2.623	Z.3.2	3.721
X1.1.2	1.765	X1.4.1	2.009	X2.1.4	1.548	Y.2.6	2.193	Z.3.2	2.548
X1.1.2	1.287	X1.4.1	1.416	X2.2.1	1.391	Y.2.7	2.245	Z.3.3	1.465
X1.1.3	2.574	X1.4.2	2.315	X2.2.1	1.271	Y.2.7	1.221	Z.3.3	1.211
X1.1.4	1.859	X1.4.3	1.937	X2.2.2	2.433	Y.3.1	2.549	Z.3.4	2.748
X1.1.5	2.169	X1.5.2	2.626	X2.2.2	1.738	Y.3.1	1.923	Z.3.4	1.452
X1.1.5	2.368	X1.5.2	1.349	X2.2.3	4.154	Y.3.2	4.315		
X1.1.6	2.758	X1.5.3	2.546	X2.2.3	3.109	Y.3.2	1.645		
X1.1.7	2.608	X1.5.3	1.453	X2.2.4	2.806	Y.3.3	2.357		
X1.2.1	1.677	X1.5.4	2.206	X2.2.4	2.558	Y.3.3	1.584		
X1.2.1	1.449	X1.5.4	1.427	Y.1.1	2.951	Z.1.1	2.562		
X1.2.2	1.604	X1.5.1	1.784	Y.1.1	2.325	Z.1.1	1.855		
X1.2.2	1.150	X1.5.1	1.420	Y.1.2	3.049	Z.1.2	3.361		
X1.2.3	1.956	X1.6.1	1.713	Y.1.2	2.503	Z.1.2	2.626		
X1.2.4	1.610	X1.6.2	2.296	Y.1.3	3.280	Z.1.3	3.993		
X1.2.4	1.297	X1.6.3	2.403	Y.1.3	1.848	Z.1.3	2.607		
X1.2.5	1.951	X1.6.4	3.607	Y.1.4	3.169	Z.1.4	2.535		
X1.2.5	1.610	X1.6.5	3.767	Y.1.4	2.206	Z.1.4	2.117		
X1.2.6	1.819	X1.7.1	2.409	Y.1.5	2.957	Z.2.1	2.418		
X1.2.6	1.175	X1.7.1	1.284	Y.1.5	2.071	Z.2.1	1.905		
X1.3.1	2.221	X1.7.2	1.496	Y.2.1	1.365	Z.2.2	3.507		

Indicator	VIF	Indicator	VIF	Indicator	VIF	Indicator	VIF	Indicator	VIF
X1.3.1	1.969	X1.7.2	1.058	Y.2.1	1.058	Z.2.2	2.646	–	–
X1.3.2	2.764	X1.7.3	1.981	Y.2.2	4.507	Z.2.3	2.522	–	–
X1.3.3	3.752	X1.7.3	1.220	Y.2.2	3.498	Z.2.3	1.477	–	–
X1.3.4	1.850	X2.1.1	2.095	Y.2.3	4.170	Z.2.4	2.738	–	–
X1.3.4	1.649	X2.1.1	1.894	Y.2.3	3.974	Z.2.4	2.301	–	–
X1.3.5	2.139	X2.1.2	3.859	Y.2.4	4.061	Z.2.5	3.008	–	–
X1.3.6	1.930	X2.1.2	2.785	Y.2.4	2.576	Z.2.5	1.660	–	–
X1.3.7	2.684	X2.1.3	3.300	Y.2.5	3.188	Z.3.1	3.895	–	–
X1.3.8	2.087	X2.1.3	2.297	Y.2.5	1.886	Z.3.1	2.721	–	–

Source: Processed research data, 2024.

Interpretation (Results & Discussion – Ready to Paste)

The results in Table 2 indicate that all outer VIF values are below the recommended threshold of 5.0, confirming the absence of multicollinearity among indicators within the same second-order construct. This finding demonstrates that each indicator exhibits sufficient independence and contributes uniquely to its respective construct. Consequently, the formative measurement model meets the multicollinearity requirement, ensuring the stability, validity, and reliability of the estimated parameters. These results support the suitability of the measurement model for subsequent structural model analysis.

Based on Table 2, it can be observed that none of the Variance Inflation Factor (VIF) values reach or exceed the threshold of 5.0. This result indicates that no multicollinearity issues exist among indicators within the same construct. In other words, each indicator in the formative measurement model demonstrates an adequate level of independence from the others. This condition ensures that each indicator contributes uniquely to the construct being measured, without excessive correlation that could compromise the validity and reliability of the model. Consequently, the data analysis can be conducted with greater accuracy, without concerns regarding the influence of multicollinearity on the research results.

4.1 Importance and Relevance of Outer Weights

Outer weights are standardized values that enable direct comparison between indicators within the measurement model. These values reflect the relative contribution and relevance of each indicator in forming its latent construct. In essence, outer weights indicate the extent to which each indicator plays a role in shaping the construct being measured, thereby providing an overall understanding of indicator importance within the model. To assess whether an indicator's contribution to its construct is statistically significant, a significance test of the outer weights is required. This test allows researchers to determine whether the contribution of a particular indicator is meaningful or merely incidental from a statistical perspective.

Based on the VIF measurement results presented in Table 3, all VIF values are below the recommended threshold of 5.0, indicating that the formative measurement model does not suffer from multicollinearity issues. This finding confirms that the indicators used in this study are valid and reliable for measuring the intended constructs. Table 3 provides detailed VIF values for each first-order indicator, supporting the consistency and accuracy of the measurement model applied in this study.

Table 3. First-Order Outer VIF Values

Indicator	VIF
X1.1	2.474
X1.2	2.629
X1.3	3.313
X1.4	1.724
X1.5	3.461
X1.6	2.625
X1.7	2.101
X2.1	1.620
X2.2	1.620
Y.1	1.579
Y.2	2.682
Y.3	1.990
Z.1	2.373
Z.2	2.111
Z.3	3.344

Source: Processed research data, 2024.

Hypothesis Testing

Table 4. Hypothesis Testing Results

Hypothesis	Relationship Between Variables	Coefficient	P-value	Result
H1	Paternalistic Leadership (X1) → Teaching Enthusiasm (Z)	0.441	0.000	Positive and Significant
H2	Facilities and Infrastructure (X2) → Teaching Enthusiasm (Z)	0.332	0.002	Positive and Significant
H3	Paternalistic Leadership (X1) → Teacher Performance (Y)	0.630	0.000	Positive and Significant
H4	Facilities and Infrastructure (X2) → Teacher Performance (Y)	-0.154	0.171	Negative and Not Significant
H5	Teaching Enthusiasm (Z) → Teacher Performance (Y)	0.245	0.151	Positive but Not Significant
H6	Paternalistic Leadership (X1) → Teaching Enthusiasm (Z) → Teacher Performance (Y)	0.108	0.227	Not Significant
H7	Facilities and Infrastructure (X2) → Teaching Enthusiasm (Z) → Teacher Performance (Y)	0.081	0.161	Not Significant

The results indicate that paternalistic leadership has a positive and significant effect on teacher performance. This finding suggests that effective implementation of paternalistic leadership can substantially enhance teacher performance. This result aligns with Simamora's framework (as cited in Wardana, 2015), which categorizes performance determinants into individual, psychological, and organizational factors. Leadership is a critical organizational factor that directly shapes teachers' work behavior and outcomes.

The findings of this study are consistent with previous research by Irlan (2018), Yulia Rachmawati (2018), and Sulaiman (2019), all of whom reported a significant influence of paternalistic leadership on teacher performance. These studies confirm that paternalistic leadership is effective in directing educational organizations toward their goals while positively influencing teacher performance. Overall, the results reinforce the importance of paternalistic leadership in improving performance within educational institutions.

Conversely, the analysis shows that facilities and infrastructure have a negative and non-significant effect on teacher performance. Although Kuncoro and Dardiri (2020) argue that facilities and infrastructure play an important role in supporting teacher performance, the present findings suggest that a favorable physical environment does not automatically lead to higher performance. This outcome indicates that other factors may exert a stronger influence on teacher performance.

Referring to Gibson's model (as cited in Ayu Agustina, 2020), teacher performance is influenced by three groups of variables: individual variables (abilities, skills, background, and demographics), organizational variables (resources, leadership, rewards, structure, and job design), and psychological variables (perceptions, attitudes, personality, learning motivation, teaching enthusiasm, job satisfaction, and work climate). Thus, while facilities and infrastructure are important, teacher performance is shaped by a complex interaction of multiple factors.

This finding is consistent with studies by Dwi Agung Nugroho Arianto (2018) and Supriati (2019), which reported that facilities and infrastructure do not have a significant direct effect on performance. However, the results contradict studies by Anita Anggreini Batubara (2020) and Emmanuel Majekodunmi Ajala (2017), who found a strong positive relationship between facilities and teacher performance. Additionally, Putri et al. (2019) reported that adequate facilities can enhance work motivation and performance. These contrasting findings suggest that the impact of facilities and infrastructure may be context-dependent.

The analysis further reveals that paternalistic leadership has a positive and significant effect on teaching enthusiasm. This indicates that better implementation of paternalistic leadership leads to higher levels of teaching enthusiasm. This finding supports Mulyasa's (2018) view that leadership effectiveness in schools is closely linked to leaders' managerial and leadership competencies. Effective leadership not only enhances teaching enthusiasm but also contributes to overall educational success. This result is consistent with studies by Amas Sari Marthanti (2020) and Nasrum (2020), which demonstrated a significant relationship between leadership and teaching enthusiasm. These findings suggest that paternalistic leadership can motivate teachers to improve their dedication and work spirit.

Furthermore, the results show that facilities and infrastructure have a positive and significant effect on teaching enthusiasm. When teachers have access to adequate physical and non-physical facilities, their teaching enthusiasm tends to increase. This finding supports Sedarmayanti's (2013) classification of facilities into physical (e.g., classrooms, equipment) and non-physical (e.g., work climate, administrative support). Proper management of both aspects creates a supportive environment that enhances teacher motivation and enthusiasm. This result is in line with the findings of Dwi Sampurno and Agus Wibowo (2019), who reported a linear relationship between facilities and teaching enthusiasm. Adequate facilities and a supportive work environment contribute directly to teachers' motivation, which ultimately improves the teaching and learning process.

However, the indirect effect of paternalistic leadership on teacher performance through teaching enthusiasm was found to be positive but not significant. This indicates that teaching enthusiasm does not function as an effective mediating variable in the relationship between paternalistic leadership and teacher performance in this study. This finding contrasts with Manik and Bustomi (2017), who identified teaching enthusiasm as a significant mediator. The discrepancy may be attributed to differences in research context, analytical methods, or sample characteristics. Despite the absence of a significant mediating effect, the study confirms that paternalistic leadership has a strong and significant direct effect on teacher performance. This suggests that the influence of leadership on performance is more substantial when it operates directly rather than through an intervening variable such as teaching enthusiasm.

V. Conclusion

To improve teacher performance, schools must pay close attention to the factors that influence it. Although some variables in this study exhibit positive but non-significant effects or negative non-significant effects, these findings should not be overlooked. Schools should conduct in-depth evaluations to identify the underlying causes and develop appropriate strategies to enhance teacher performance.

For variables that demonstrate positive and significant effects, schools should maintain and strengthen these influences through targeted policies and programs, such as improving leadership quality, enhancing facilities and infrastructure, and supporting teachers' teaching enthusiasm.

Future research is encouraged to expand the scope of investigation by incorporating additional independent and mediating variables that may provide new perspectives on teacher performance. Conducting studies in different school contexts is also recommended, as variations in organizational culture, resources, and challenges may influence research outcomes. By broadening research contexts and variables, future studies can contribute more substantially to the development of theory and practice in education, particularly in efforts to improve teacher performance and teaching enthusiasm.

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