The Role of Teacher Health and Work Environment on Teacher Certification Through Leader Image

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Abstract

Purpose: This study aims to develop a new model identifying factors that directly or indirectly influence teacher certification, focusing on the roles of teacher health, work environment, and leader image.

Research methodology: A quantitative research approach was employed by distributing questionnaires to certified ASN teachers. The study population comprised 388 certified teachers in Serang City, with a sample of 80 respondents selected through purposive sampling. Data were analyzed using the Structural Equation Model with Partial Least Squares (SEM/PLS) to test both direct and indirect effects among variables.

Results: Findings revealed: (1) Teacher health has no direct effect on teacher certification; (2) Work environment significantly influences teacher certification; (3) Teacher health does not significantly affect leader image; (4) Work environment significantly affects leader image; (5) Leader image significantly influences teacher certification; (6) Teacher health significantly affects teacher certification indirectly through leader image; and (7) Work environment significantly affects teacher certification indirectly through leader image.

Conclusions: Teacher certification is strongly influenced by the work environment and leader image, both directly and indirectly, while teacher health exerts an indirect effect through leader image. This highlights the central role of organizational conditions and leadership perception in improving teacher certification outcomes.

Limitations: The study is limited by a small sample size and restricted to certified teachers in Serang City, limiting the generalizability of the findings.

Contribution: This research underscores the importance of improving the work environment and leader image to strengthen teacher certification programs.

Keywords: *Leader Image, Teacher Certification, Teacher Health, Work Environment.*

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1. Introduction

The role of the principal has a broad influence on the quality and quality of human resources, both teachers and students. The principal as a *leader* functions to manage school equipment into valuable ones that can be accounted for to the central government and local governments, the school committee, and the school environment (Mokodompit & Sarkawi, 2025; Sharif, 2020; Sothy, 2019). The form of the principal's function is divided into two parts, including functioning to improve the quality of school teachers through increasing the standardization of professional educators (teacher certification), and functioning to implement the independent curriculum as mandated by the Minister of Education and Culture of the Republic of Indonesia. Second, it functions to oversee the Implementation of the Independent Curriculum, and the achievement of student achievement that illustrates the success of the

Education process (Fitria Desy Dwi Kisardi & Kalstum, 2022; Mahfirah, Rosani, & Mahasir, 2025; Syarifuddin, Niswanto, & Ismail, 2024).

The principal plays a role in obtaining teacher certification because teacher certification can improve welfare, competence, and professionalism. The results of the study Doni and Janata (2024) indicate that teacher certification has great potential to improve the quality of education if integrated with comprehensive policies, ongoing training, and effective motivational strategies. Teacher certification is the process of granting teacher certificates to teachers. Teacher certificates are given to teachers who have met professional teacher standards. Professional teachers are an absolute requirement for creating a quality education system and practice. While a teacher certificate is a certificate signed by a college that organizes certification as formal evidence of recognition of teacher professionalism given to teachers as professional staff. In the Teacher and Lecturer Law, the legality obtained from the competency test is called a teacher certificate. The educators referred to here are teachers and lecturers. The process of granting teacher certificates to teachers is called teacher certification and for lecturers it is called lecturer certification.

The implementation of a major national activity such as teacher certification certainly has goals and benefits for teachers. Teacher certification aims to determine the eligibility of teachers in carrying out their duties as learning agents and realizing national education goals, improving the process and quality of education outcomes, increasing teacher dignity, and increasing teacher professionalism (Inan, Jozwiak, Inan, & Sarac, 2024). In other words, the purpose of certification is to improve the quality and determine the eligibility of teachers in carrying out their duties as learning agents and realizing national education goals (Hordern, 2024). The benefits that will be felt after teacher certification is implemented can be detailed as protecting the teaching profession from incompetent practices, which can damage the image of the teaching profession, protecting the community from unqualified and unprofessional educational practices, becoming a means of quality assurance for LPTK, and quality control and the number of teachers for users of educational services. Protecting educational institutions (LPTK) from internal desires and external pressures that deviate from applicable provisions, and can improve teacher welfare with professional allowances (Mallik, 2024; Salehuddin, Putra, Arifin, Aisyah, & Pramono, 2024; Suhuyini, Akwotajie, & Yahaya, 2024).

Teacher certification is a strategic policy implemented by the Indonesian government in order to improve the quality of national education. This certification program aims to ensure that every teacher has the competence and professionalism needed to educate the next generation of the nation. Previous researchers have studied variables related to certification. The results of the study Djalali (2024) indicate that certification affects work performance and motivation. This situation strengthens the importance of certification evidence as a measuring tool but the factors that influence teacher certification still need to be re-examined. Researchers believe that obtaining teacher certification is not easy, and many factors influence it. This view is in line with the results of the study, Fadli, Fitrawahyudi, and Aryanti (2023) many teachers who have not been certified are caused by work environment factors such as many teacher educations are still not in line with the provisions of the law, and many teachers have not participated in teacher competency assessments (Hidayat & Adri, 2024). Educational backgrounds above D4/S1 are relatively minimal in West Java province, and distribution below D4/S1 still dominates (Munawir, Aisyah, & Rofi'ah, 2022). To obtain teacher certification, it can be done by providing a direct teacher certificate (PSPL), the Teacher Professional Education and Training (PLPG) pattern, and the Portfolio Pattern.

Researchers assume that the role of the principal's image can mediate the influence of the relationship between teacher health and the work environment on teacher certification (Sari, Sutarto, & Utama, 2022; Sumule, Sihaloho, Pangaribuan, & Fathurohman, 2025). The form of the principal's image varies as the results of the study show that Amal and Cahyono (2024), the principal's image can be realized if the principal is able to improve the teacher's work ethic and improve school facilities and infrastructure (work environment). In addition, the principal's image increases if he is able to position himself as a servant as the ultimate goal of leadership. This view is in line with the findings of Weruin and Kainama (2024), the leader's responsibility is irreplaceable and unlimited for the good of others, and not for the

personal interests of the leader. Therefore, the leader's image can be observed if he is able to improve teacher health, the work environment and teacher certification (Kasmahidayat & Hasanuddin, 2022; Ulfa, Agustiani, Qodariah, & Jatnika, 2023).

2. Literature Review

By understanding the role of teacher health, work environment, and leader image in the certification process, it is hoped that more appropriate steps can be taken to improve the quality of education in Serang District. These improvement efforts will not only have an impact on achieving certification, but also on the quality of teaching and student learning outcomes as a whole (Z & A, 2025). Teacher certification is the process of granting teacher certificates to teachers. Teacher certificates are granted to teachers who have met the professional standards of teachers. Professional teachers are an absolute requirement to create a quality education system and practice. Meanwhile, a teacher certificate is a certificate signed by a college that organizes certification as formal evidence of recognition of teacher professionalism given to teachers as professional staff. In the Law on Teachers and Lecturers, the legality obtained from the competency test is called a teacher certificate. The educators referred to here are teachers and lecturers. The process of granting teacher certificates to teachers is called teacher certification and for lecturers it is called lecturer certification. The implementation of a major national activity such as teacher certification certainly has goals and benefits for teachers. Teacher certification aims to determine the eligibility of teachers in carrying out their duties as learning agents and realizing national education goals (Nson & Abimaje, 2024; Raharjo, Yuliana, & Yudha, 2018; Restu, Gamayuni, & Yuliansyah, 2024).

Teachers are also a rare breed. Being fit and healthy after forty years of school work is no easy feat as the retirement age for teachers is to be raised to 65, almost certainly in an effort to prevent teachers from retiring early, not at a retirement age based on age or length of service, but because their health conditions clearly make them unable to continue teaching. In keeping with the current trend in the world of education which targets those at the bottom of the ladder (Amanah, Sena, Suhendra, Yatim, & Zaki, 2024; Anzari, Ikhwan, & Syukriah, 2024; Riani et al., 2024). In fact, the term 'health problem' when applied to teachers, is almost entirely equated with severe and prolonged depression, as it has been found. Depression is often associated with stress: not the everyday stress that everyone needs to survive (although everyone is different in how much stress they need), but rather 'chronic stress' caused by demands that are consistently too much for them to cope with or 'traumatic stress' associated with one or more very challenging events in a person's life (Mayasari, Evanjeli, Anggadewi, & Purnomo, 2022).

Figure 1
Information
X1   teacher health
X2   work environment
Z   image of leader
Y   Teacher certification

Hypothesis
H1:   It is suspected that there is a significant influence of teacher health on teacher certification.
H2:   It is suspected that there is a significant influence of the work environment on teacher certification.
H3:   It is suspected that there is an influence of teacher health on the image of leaders.
H4:   It is suspected that there is a significant influence of the work environment on the image of the leader.
H5:   It is suspected that there is a significant influence of leader image on teacher certification.
H6:   It is suspected that there is a significant influence of teacher health on teacher certification through the image of the leader.
H7:   It is suspected that there is a significant influence of the work environment on teacher certification through the image of the leader.

3. Research Methodology

This research is a quantitative research. The researcher used a survey approach to obtain data. The questionnaire was a survey tool used and distributed to 388 ASN teacher respondents who received certification until 2023. For sampling, the researcher used the Slovin formula

$$n = \frac{N}{1 + Nd^2}$$

$$n = \frac{388}{1 + (388 \ x \ 0.1)^2}$$

$$n = 80$$

Equality statistics

a) The role of teacher health and work environment in teacher certification

$$Y = a + \beta X_1 + \beta X_2 + \varepsilon$$

Information

Y   = teacher certification
X1   = Teacher health
X2   = work environment

b) The role of teacher health and work environment in teacher certification through leader image

$$Y = a + \beta X_1 + \beta Z + \varepsilon$$

Information

Y   = teacher certification
X1   = Teacher health
X2   = work environment
Z   = leader image

Test Sobel Test Sobel

used to test the strength of the indirect influence of X on Y through the mediating variable Z. Indirect influence calculated by multiplying the path from X to Z (a) and the path from Z to Y (b), so that the result is labeled (ab).

Formula Test Sobel:

$$Z = \frac{a.b}{\sqrt{(b^2 SE_a^2) + (a^2 SE_b^2)}},$$

Information:

a : Path coefficient from the independent variable (X) to the dependent variablemediation (Z)

b : Path coefficient from the mediating variable (Z) to the dependent variabledependent (Y)

SE $_a$: Standard deviation of the path coefficients

aSE $_b$: Standard deviation from coefficient track b

4. Results and Discussions

4.1 Convergent Validity

convergent validity value is the *loading factor value* on the *latent variable* with its manifest and based on the convergent validity of all indicators, the loading factor figure is > 0.7.
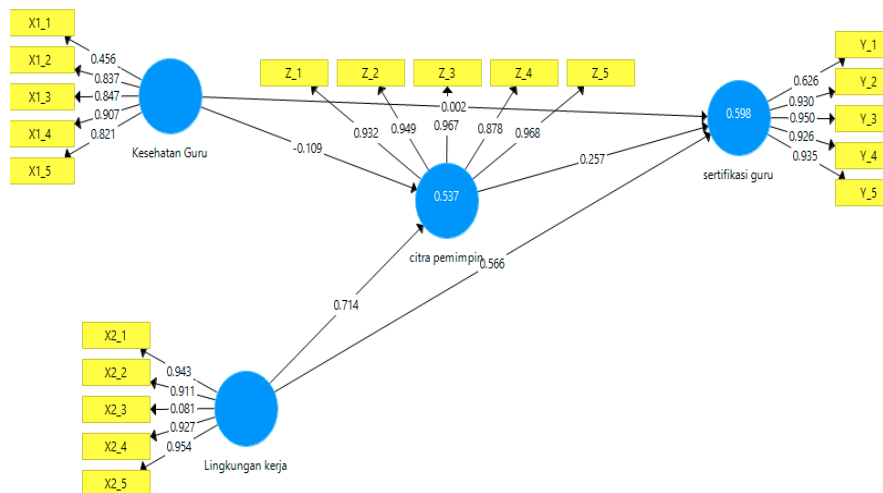
Outer Model Result Image

4.2 Discriminant Validity

Mark This is mark *cross loading* useful *factors* For know whether construct own discriminant adequate way is by comparing the *loading values* on the construct the target value must be greater than the *loading value* with the construct that others. This section will describe the results of the *discriminant validity test*. The *discriminant validity test* uses the *cross loading value*. A reflective manifest will be declared to meet *discriminant validity* if the *cross loading value* of the manifest on its variable is the largest compared to other variables. The following are the *cross loading values* of each manifest.

Figure 2. *Discriminant Validity*

	Kesehatan Guru	Lingkungan ke...	citra pemimpin	sertifikasi guru
Kesehatan Guru	0.790			
Lingkungan ke...	-0.097	0.836		
citra pemimpin	-0.179	0.724	0.939	
sertifikasi guru	-0.099	0.752	0.667	0.882

4.3 Average Variance Extracted (AVE)

AVE Value Which > 0.5, then it is said to have a good *discriminant validity value*. The validity of the construct by looking at the AVE value > 0.5 indicates that it is worthy of being used as a model.
Table 1. *Average Variance Extracted* (AVE)

Variables	Average variance extracted (AVE)
Teacher health	0.625
Work environment	0.699
Image of a leader	0.882
Teacher certification	0.778

4.4 Composite Reliability

Data Which own *composite reliability* > 0.7have reliability Which high. Based on the presentation of the output data, it can be seen that the *composite reliability* value for all research variables is > 0.7. This result shows that each variable has met *the composite reliability* so that it can be concluded that all variables have a high *level of internal consistency reliability*.
Table 2. *Composite Reliability*

Variables	Composite Reliability
Teacher health	0.889
Work environment	0.906
Image of a leader	0.974
Teacher certification	0.945

4.5 Overall Outer Model Testing Results

Based on the outer model test table, it can be seen that all questionnaire items have met the convergent validity test standards, namely AVE above 0.5 and factor loading above 0.5, which means that all items are declared valid, and have met the composite reliability test standards, namely greater than 0.7, which means that all items are declared reliable.

Table 3. Outer Model Testing Table

Variables	Indicator	Factor loading	AVE	Composite Reliability
Teacher health	X1_1	0.456	0.625	0.889
	X1_2	0.837		
	X1_3	0.847		
	X1_4	0.907		
	X1_5	0.821		
Work environment	X2_1	0.943	0.699	0.906
	X2_2	0.911		
	X2_3	0.081		
	X2_4	0.927		
	X2_5	0.954		
Leader Image	Z_1	0.932	0.882	0.974
	Z_2	0.949		
	Z_3	0.967		
	Z_4	0.878		
	Z_5	0.968		
Teacher Certification	Y_1	0.626	0.778	0.945
	Y_2	0.930		
	Y_3	0.950		
	Y_4	0.926		
	Y_5	0.935		

4.6 Inner Model Testing
4.6.1 Colinearity

Is a test of strong or weak relationships between variables through the assessment of the Variance Inflation Factor (VIF). If the VIF value is greater than 5.00, it means that there is a collinearity problem, and vice versa, there is no collinearity problem if the VIF value. The results of data processing indicate that there is no collinearity, meaning there is no potential for a strong relationship between variables. The part that needs to be analyzed in the structural model is the coefficient of determination (R Square) with hypothesis testing. Collinearity testing is to prove whether the correlation between latent variables/constructs is strong or not. If there is a strong correlation, it means that the model contains problems when viewed from a methodological perspective, because it has an impact on the estimation of its statistical significance. This problem is called collinearity. The value used to analyze it is by looking at the Variance Inflation Factor (VIF) value. If the VIF value is greater than 5.00, it means that there is a collinearity problem, and vice versa, there is no collinearity problem if the VIF value.

Table 4. *Colinearity*

Variables	Leader Image	Teacher certification
Teacher health	1,010	1,035
Image of a leader	1,010	2.109
Teacher certification		2.158

4.6.2 R-Square Test

R^2 value indicates the level of determination of exogenous variables towards their endogenous ones. The greater the R2 value · the better the level of determination. According to Hair (Latan & Ramli, 2013), a model is said to be strong if the *R-square value* is 0.75, a moderate model if the *R-square value is 0.50, and a weak model if the R-square* value is 0.25.

Table 5. R-square

Variables	R Square	R Square Adjusted
Leader Image	0.537	0.528
Teacher certification	0.598	0.586

4.6.3 Goodness of Fit (GoF) Test

The GoF test results are obtained from multiplying the mean root value of AVE by the mean root value of R-Square. From the calculation results, the GoF value is 0.618 so it can be concluded that the model has a high GoF, the greater the GoF value, the more appropriate it is in describing the research sample. The formula for calculating the GoF value is as follows:

$$GoF = \sqrt{AVE\ X\ R^2}$$
$$GoF = \sqrt{0,746\ X\ 0,567}$$
$$GoF = \sqrt{0,423}$$
$$GoF = 0,650$$

4.6.4 Q-Square

The Q-square value of structural model testing is done by looking at the Q2 value (predictive *relevance*), where the higher *the Q-Square* , the more the model can be said to fit the data. The results of the Q2 calculation [show] a Q2 value [of] 0.808. According to Riyanto and Widyaningsih (2022), the Q2 value [can] be used to measure how well the observation value is generated by the model and also its parameter estimates. A Q2 value [greater] than 0 indicates that the model is said to be good so that the predictions made by the model are considered relevant. The results of the *Q-Square value calculation* are as follows.

$$QSquare = 1 - \{(1 - 0.537)\ X\ (1 - 0.598)\}$$
$$QSquare = 1 - \{(0,463)\ X\ (0,402)\}$$

$$QSquare = 1 - \{0,186\}$$
$$QSquare = 0.814$$

4.6.5 F-Square

f square model value is used to determine the magnitude of *the effect size of* the endogenous latent variable on the exogenous latent variable. If the *f square value* is equal to 0.35, it can be interpreted that the latent variable predictor has a large influence, if it is equal to 0.15, it has a medium influence and if it is equal to 0.02, it has a small influence (Riyanto & Widyaningsih, 2022).

Table 6. *Effect Size*

Variables	Image of a leader	Teacher certification
Teacher health	0.026	0.000
Work environment	1,089	0.378
Image of a leader		0.075

Based on the effect size table, the results of *the effect size* are interpreted as follows:
1. The relationship between teacher health and leader image has an *effect size value* of 0.026, which is a small influence.
2. The relationship between teacher health and teacher certification has an *effect size value* of 0.000, which means the influence is very small.
3. The relationship between the work environment and the leader's image has an *effect size value* of 1,089, which is a very strong influence.
4. The relationship between the work environment and teacher certification has an *effect size value* of 0.378, which is a strong influence.
5. The relationship between leader image and teacher certification has an effect size value of 0.075, which has a small influence.

4.6.6 Bootstrapping Results

In SmartPLS, testing of each relationship is done using simulation with the *bootstrapping method* on the sample. This test aims to minimize the problem of abnormality of research data. The results of testing with the *bootstrapping method* using SmartPLS software are as follows:
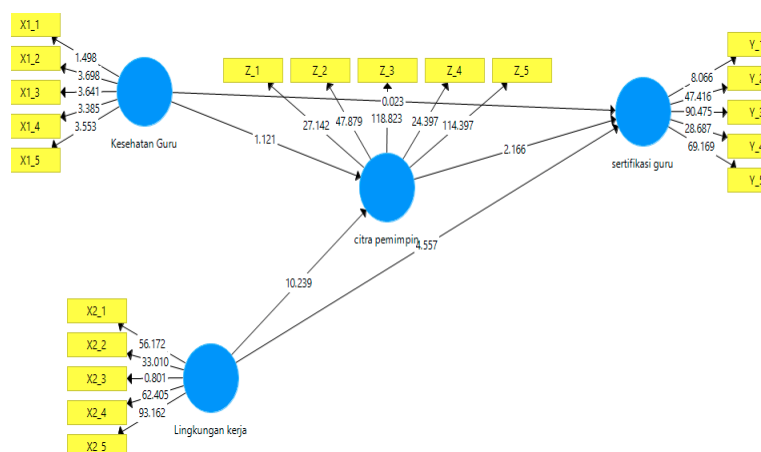

Figure 3. Bootstrapping Inner Model Image

4.6.7 Path Coefficients Evaluation

Path coefficient evaluation is used to show how strong the effect or influence of the independent variable is on the dependent variable. From the image it can be explained that the largest *path coefficient value* is shown by

The role of teacher health in teacher certification is 0.023

The work environment for teacher certification is 4,557
The role of teacher health in the image of leaders is 1,121
The work environment on the image of the leader is 10,239
The image of leaders towards teacher certification is 2,166

Based on the description of the results above, it shows that all variables in this model have *path coefficients* with positive and negative numbers. This shows some variables (positive) if the greater the value of *the path coefficient* on one independent variable to the dependent variable, the stronger the influence between the independent variable and the dependent variable.

4.6.8 Hypothesis Testing
To measure the significance value of accepting a hypothesis is done by looking at the P-Values. The research hypothesis can be declared accepted if the P-Values <0.05. To see the P-value in SmartPLS is done through the *bootstrapping process* on a model that is valid and reliable and meets the feasibility of the model. The results of *bootstrapping* can be seen in the Path Coefficients Table .
Table 7. *Path Coefficients*

	Original Sample (O)	Sample Mean (M)	T Statistics (| O/STDEV |)	P Values
Teacher Health -> leader image	0.109	0.108	1,086	0.278
Teacher Health -> teacher certification	0.002	0.009	0.023	0.981
Work environment -> leader image	0.714	0.716	10,998	0.000
Work environment -> teacher certification	0.566	0.547	4.428	0.000
leader image -> teacher certification	0.257	0.270	2,087	0.037

Based on the results of the hypothesis test, the teacher health variable on teacher certification obtained a t-statistic value of 0.023 <1.96 and a p-value of 0.981> 0.05, so it can be stated that teacher health on teacher certification does not have a significant effect. Furthermore, the work environment variable on teacher certification has a t-statistic of 4.428> 1.96 and a p-value of 0.000 <0.05, so it can be stated that the work environment has a significant effect on teacher certification. Furthermore, teacher health on the image of a leader has a t-statistic value of 1.086 <1.96 and a p-value of 0.278> 0.05, so it can be stated that teacher health on the image of a leader does not have a significant effect. Furthermore, the work environment variable on the image of a leader has a t-statistic of 10.998> 1.96 and a p-value of 0.000 <0.05, so it can be stated that the work environment has a significant effect on the image of a leader. Furthermore, the results of the hypothesis test of the leader's image on teacher certification have a t-statistic value of 2.087 > 1.96 and a p-value of 0.037 < 0.05, so it can be stated that the leader's image has a significant effect on teacher certification.

Table 8. Mediation Test Table

Variables	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Teacher health towards certification through leader image	0.028	0.027	0.029	2,959	0.038
Work environment towards teacher certification through leader image	0.184	0.190	0.091	2.025	0.043

Based on the results of the hypothesis test of the indirect influence of teacher health on teacher certification through the image of the leader, the t-statistic value is 2.959> 1.96 and the p-value is 0.038 <0.05, so it can be stated that teacher health on teacher certification through the image of the leader has a significant effect. Based on the results of the hypothesis test of the indirect influence of the work environment on teacher certification through the image of the leader, the t-statistic value is 2.025> 1.96 and the p-value is 0.043 <0.05, so it can be stated that the work environment on teacher certification through the image of the leader has a significant effect.

4.7 Discussion
H1: There is no influence of teacher health on certification.
Based on the results of the hypothesis test of the teacher health variable on teacher certification, the t-statistic value was 0.023 <1.96 and the p-value was 0.981>0.05, so it can be stated that teacher health on teacher certification does not have a significant effect. Routine health checks at school can provide an understanding i about status health both teachers and students. For for teachers as a form of healthy behavior that improves well-being physical and mental. Health is a special concern with the hope that teachers can apply program And behavioral initiative And habit Healthy, like wash hand. activity physique, And Eat Healthy, school can create culture Healthy And prosperous. OnFinally, regular health checks for teachers can create environment healthier, safer, and more productive learning. However, the results of this study indicate that there is no influence of teacher health on certification.

This is supported by the opinion of Riani et al. (2024), The problems that arise hereis that teachers do not know: 1) what foods trigger high blood sugar levelsand gout, 2) conditions that pose a risk of emergency conditions due to high levels of sugar blood And sour tendon. 3) part Teacher reluctant For consume stabilizer drug sugarblood And sour tendon they worry become dependence And realize that long-term drug use can affect kidney health. 4) teachers do not Once check condition his health in a way routine, they assume If know his illness will make they the more thought of with condition health the.

H2: There is a significant influence of the work environment on teacher certification.
Furthermore, the work environment variable on teacher certification t-statistic 4.428> 1.96 and p-value 0.000 <0.05, it can be stated that the work environment has a significant influence on teacher certification. Teachers are once again faced with the challenge of changing education towards

digitalization when they feel uncomfortable because their financial needs are not met. It is undeniable that the teaching profession cannot ignore the dynamics of the world of education. Therefore, educators need develop into a learner throughout life that No Once stop honing their skills. The government has created a program that allows teachers to become professional educators to help with this. This program is important to accredit educators so that their professionalism is recognized by the state and to provide additional funds to meet the needs of families that support the teaching profession (economic welfare).

Giving opportunities certification for educators professionals give encouragement to the educators, both volunteers and the state. Efforts to realize teacher certification are programmed throughout the country, with the aim of providing opportunities for teachers so that it can be implemented properly, then related elements both central and regional must have the same understanding so that teachers can be involved in its implementation. This view is in line with the results of research that there is an influence Work environment towards teacher certification . This is in accordance with the findings of (Zaqiah, Hasanah, Heryati, & Rohmatulloh, 2024). The implementation of teacher certification ultimately has an impact on improving the quality of education , and teachers should be able to fulfill the four elements as stated in the Teachers and Lecturers Law, Article 10 and the government regulation regarding national education standards, Article 28, namely pedagogical, character, professional and social competencies.

H3: There is no influence of teacher health on leader image.
Furthermore, teacher health towards the image of the leader gets a t-statistic value of 1.086 <1.96 and p-Value 0.278> 0.05 so that it can be stated that teacher health towards the image of the leader does not have a significant effect. One effort to enrich the conceptual understanding of leadership as a servant is to show the philosophical basis of the model. *servant leadership* from the treasury of philosophy. Michel Dion in *Are ethical theories relevant for ethical leadership?* (2012) shows that Ethical theories are relevant in discussing types of leadership. Ethical theories that developed in western philosophy such as philosophical egoism, utilitarianism, Kantianism, ethics *of virtue* , and ethics *of responsibility* have basic concepts related to the leadership approach.

The results of the study explain that teacher health does not affect the image of the leader. This finding is in line with the view Weruin and Kainama (2024), Levinas' ethical theory as described above can be used to explain the role of leaders in organizations, including in companies (businesses). Peter McGhee in *The Management Practice of Servant Leadership: A Levinasian Enrichment* (2022) states that there are 4 most basic leadership models, namely transactional leadership, transformational leadership, positive leadership, and relational leadership. Charismatic leadership, for example, is part of transformational leadership. Meanwhile, leadership as a servant, spiritual leadership, and ethical leadership are part of positive leadership. The leadership model as emphasized by Emmanuel Levinas' ethics is a leadership model ethical Where leader must take role as waiter for Which Others , as seen in the following chart:
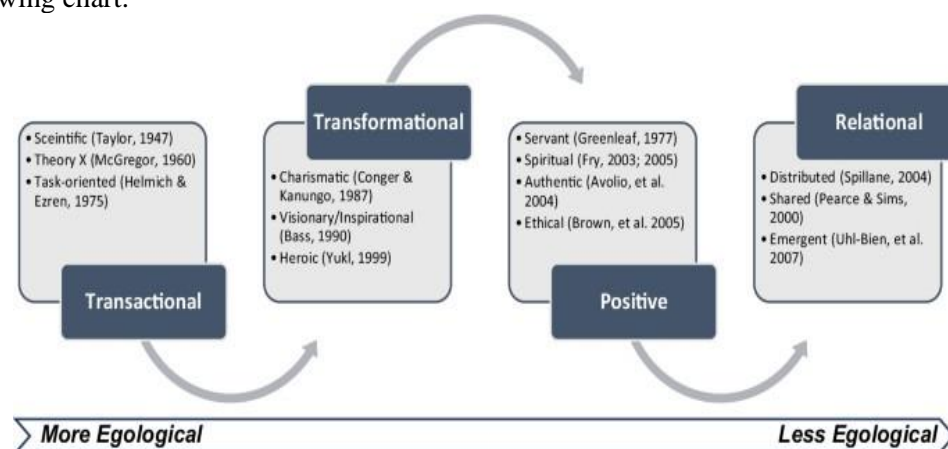
H4: There is a significant influence of the work environment on the image of the leader.

Furthermore, the work environment variable on the leader image t-statistic 10.998 > 1.96 and p-value 0.000 < 0.05, it can be stated that the work environment has a significant influence on the leader image . in A organization, leader have role Which very important. Wrongone of them is the ability to provide a good influence on employees and involving them to achieve goals with the help of proper management system. Connection between superior And subordinate expected can create atmosphere harmonious Whichenable good cooperation to achieve company goals. Therefore, organization need leader with intelligence transformational Which can act as agent transformation For create collaboration Which Good between leader And subordinate. Style leadership Which emphasize importance a leader create vision And environment Which Motivate person For succeed beyond. According to Pranata and Widodo (2024) Transformational leadership style Good in planned and unplanned organizational change, individual change is aspect Which most important. Change No easy for people This And mustthrough the process. Change must start from the top (leader) because the leader is role model for the organization. This condition is in line with the findings that there is an influence of the work environment on the image of the leader .

H5: There is a significant influence of leader image on teacher certification.
Furthermore, the results of the hypothesis test of the leader's image on teacher certification have a t-statistic value of 2.087 > 1.96 and a p-value of 0.037 < 0.05, so it can be stated that the leader's image on teacher certification has a significant effect. The influence of the leader's image on teacher certification is one of the important factors in efforts to improve the quality of education. A positive leader image, such as the ability to motivate, integrity, and commitment to education, can provide encouragement for teachers to participate in the certification program. This certification is a form of professional recognition that can increase the credibility and competence of teachers in the eyes of the community and educational institutions. When leaders have a good image, they tend to be able to create a supportive and conducive work environment for teacher professional development, including in terms of achieving certification.

Furthermore, leaders with a positive image typically have the ability to influence policies and decisions that support teacher certification. With their influence, leaders can advocate for the importance of certification as part of teacher career development and ensure that there is adequate support, both financial and non-financial. This includes providing training, mentoring, and other resources necessary for teachers to meet certification requirements. Such support is critical because certification often requires a significant commitment of time and effort from teachers. Finally, a strong and respected leader image also plays a role in building an organizational culture that values professionalism and high standards in education. When teachers see that their leaders are committed to these standards, they are more motivated to pursue certification as a way to improve the quality of their teaching. Thus, a positive leader image not only encourages teachers to take steps toward certification but also contributes to the overall improvement of the quality of education through the development of better teacher competencies.

H6: There is a significant indirect influence on the influence of teacher health on teacher certification through the image of the leader.
Based on the results of the hypothesis test, the indirect effect of teacher health on teacher certification through the image of the leader obtained a t-statistic value of 2.959> 1.96 and a p-Value of 0.038 <0.05 so that it can be stated that teacher health on teacher certification through the image of the leader has a significant effect. Teacher health has a significant indirect effect on teacher certification through the image of the leader. Good teacher health, both physically and mentally, allows them to work optimally, actively participate in school activities, and focus on their professional development. When teachers feel healthy and fit, they are better able to commit to the certification process which requires significant time and energy. This good health creates a positive image for the leader, because healthy teachers are more likely to respond positively to leadership and see leaders as supporters of their well-being.

A positive leader image, formed from concern for teacher health, then plays an important role in encouraging teachers to take certification. Leaders who care about teacher well-being, whether through supportive health policies or providing a healthy work environment, will be seen as competent and

responsible leaders. Teachers who feel that their leaders support their well-being will be more motivated to participate in the certification program, because they believe that their leaders value their professional development and overall well-being.

Furthermore, a positive image of leadership formed from support for teacher health can strengthen teachers' commitment to high professional standards. Teachers who feel valued and supported in their health aspects are more likely to strive for certification as a form of appreciation and responsibility for the support given by the leader. This suggests that teacher health, through its influence on the image of leadership, can indirectly increase teacher involvement in the certification process, which ultimately contributes to improving the quality of education in schools.

H7: There is a significant indirect influence of the work environment on teacher certification through the image of the leader.

Based on the results of the hypothesis test, the indirect influence of the work environment on teacher certification through the image of the leader obtained a t-statistic value of 2.025> 1.96 and a p-Value of 0.043 <0.05 so that it can be stated that the work environment on teacher certification through the image of the leader has a significant effect. A conducive work environment has a significant indirect influence on teacher certification through the image of the leader. A good work environment, such as a collaborative atmosphere, support from colleagues, and adequate facilities, can increase teachers' positive perceptions of their leaders. When teachers feel supported in their work environment, they tend to see leaders as figures who are able to create and maintain an atmosphere that supports professionalism and career development. This positive perception, in turn, strengthens the image of the leader in the eyes of teachers.

A positive image of the leader, which is formed from a good work environment, then becomes a motivating factor for teachers to take part in certification. Leaders who are seen as having a commitment to improving the quality of education and who are able to create a supportive work environment are more likely to gain the trust and respect of teachers. Teachers who trust their leaders will be more motivated to participate in the certification program as part of their efforts to meet the expectations and standards set by the leader. Thus, a good work environment indirectly influences teachers' decisions to take part in certification through improving the image of the leader.

In addition, positive work environment support through the image of the leader can also facilitate teachers' access to resources and opportunities needed to achieve certification. When leaders have a strong and positive image, they are more likely to use their influence in providing the necessary training, mentoring, and guidance facilities for teachers. This means that teachers are not only motivated internally, but also receive significant external support in their certification process. Thus, the indirect effect of the work environment on teacher certification through the image of the leader reflects the complex interaction between organizational and individual factors in achieving higher education goals.

5. Conclusion
5.1 Conclusion
Health literacy of providers (teachers) may be as important as health literacy of consumers (students). Maximizing provider-consumer relationships in promoting child and adolescent health will help improve the preparation of teachers and other health professionals, as well as health instruction in schools. The American Association for Health Education adopted a resolution in 1996 outlining "recommended competencies for the professional preparation of teachers in health education." These guidelines can be viewed as the hallmarks of a health-literate educator. The resolution, endorsed by many health and education professional organizations, recommends that all elementary, secondary, and special education teachers be able to apply the National Health Education Standards to existing curricula, have basic knowledge of public health, consumer health, environmental health, family life, mental and emotional health, injury prevention and safety, nutrition, personal health, disease prevention and control, and alcohol and drug prevention, demonstrate awareness of the role of school health education as a component of a comprehensive school health program, integrate the teaching of health concepts throughout the curriculum, apply age-appropriate child development principles to health education methodology, understand how to effectively teach health behavior decision-making skills,

gather and evaluate resources for health instruction, and engage families and communities as partners in the development of healthy behaviors.

5.2 Suggestion

Based on the limitations identified in this study, several recommendations can be made to improve future research on teacher certification and its influencing factors:

1. Expand and diversify the sample to ensure it is more representative of the wider population. Increasing the number of respondents and including participants from various regions and backgrounds can enhance the generalizability of findings.
2. Improve data collection methods by combining surveys or questionnaires with other approaches, such as interviews, focus group discussions, or direct observations. This triangulation of methods can reduce respondent bias and increase the validity and reliability of the collected data.
3. Adopt more comprehensive analytical models that can better capture the complexity of relationships between variables. Including additional relevant factors and applying advanced statistical or mixed-methods approaches can enrich the depth of analysis.
4. Conduct longitudinal studies to observe changes and trends over time. This can provide more robust insights into long-term impacts and minimize temporal limitations present in cross-sectional designs.
5. Anticipate and control external factors by monitoring contextual changes, such as policy shifts or economic conditions, during the research period. In addition, establishing access to more complete and relevant datasets will help strengthen the analysis.

By implementing these suggestions, future research will be better equipped to produce more valid, comprehensive, and generalizable findings, thereby providing stronger contributions to both academic discourse and practical policy recommendations.

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