



Discipline, Service Orientation, Integrity, and Leadership Style on Job Satisfaction and Performance of High School Teachers in Tanah Putih District

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Abstract

This study aims to analyze the effect of discipline, service orientation, integrity, and leadership style on the job satisfaction of state high school teachers in Tanah Putih District, Rokan Hilir Regency. Then this study also aims to analyze the effect of discipline, service orientation, integrity, and leadership style on the teacher performance of the public high schools in Tanah Putih District, Rokan Hilir Regency. The population of this study was all public high school teachers in the Tanah Putih sub-district and a sample of 138 respondents. Data processing and hypothesis testing using Structural Equation Modeling (SEM) using SmartPLS. The results of this study indicate that discipline has a positive and significant effect on job satisfaction, service orientation has no significant effect on job satisfaction, integrity has no significant effect on job satisfaction and leadership style has no significant effect on job satisfaction. Then discipline has no significant effect on teacher performance, service orientation has no significant effect on teacher performance, integrity has a significant effect on teacher performance, leadership style has no significant effect on teacher performance and job satisfaction has a significant effect on teacher performance.

Keywords: Discipline, Service Orientation, Integrity, Leadership Style, Job Satisfaction, Teacher Performance

1.0 INTRODUCTION

Performance (Asl & Osam, 2021) is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Teacher performance is something that needs and deserves to be examined in depth. Many factors cause the emergence of problems related to the teacher's performance. Therefore, by understanding the factors that influence teacher performance, alternative solutions to problems related to teacher performance can be sought, so that these factors are not obstacles but are able to improve and encourage teacher performance in a better direction.

In addition to teacher performance, the teacher's commitment to the school institution as an organization is basically a condition that is felt by the teacher which can lead to strong positive behavior (Renaldo, Andi, Nur, Junaedi, & Panjaitan, 2021) towards the work organization that is owned and related to identification and loyalty to the organization and its goals. Commitment to work is a multidimensional perspective in the form of development from organizational commitment theory. In a multidimensional approach, commitment to work as well as organizational commitment provides a complex understanding of one's attachment to one's work.

All the teacher's efforts to deliver the learning process to achieve educational goals are called teacher performance. The teacher's performance can be described in all activities related to his professional duties as a teacher and the task of developing the teacher's personal development. In addition, teachers are also required to have an understanding of educational insights, an understanding of students and must be able to develop the potential of students.

To create high performance, it is necessary to increase work optimally and be able to utilize the Human Resources owned by teachers in Tanah Putih District. In order to achieve educational goals. The success of the teacher's performance in his work because he has the ability and skills for it, and the interactive relationship of various aspects of work, such as tools (Napitupulu, Sudarno, & Junaedi, 2021), methods or ways of working, relationships with colleagues, and others. The performance of teachers in State Senior High Schools in the Tanah Putih sub-district is shown in table 1 below:

Table 1. Average Performance Scores of Public High School Teachers in Tanah Putih District

No	Performance Indicators (SKP)	Performance Value (SKP)			
		2017	2018	2019	2020
1	Discipline	82.75	82.60	82.40	82.80
2	Service Orientation	83.50	84.00	83.75	83.00
3	Integrity	83.20	83.00	83.70	83.00
4	Leadership	84.00	83.50	83.00	83.40
	Average	83.36	83.28	83.21	83.05

Description: Value <=50: Bad, 51-60: Fair, 61-75: Fair, 76-90: Good, >90: Very good

Source: SKP of High School Teachers in Tanah Putih District, 2022

From table 1 it can be seen that the performance of high school teachers in the Tanah Putih sub-district on average is still in the good category and has not met the government's expectations of achieving very good performance. Teacher performance is influenced by job satisfaction. High job satisfaction will be able to improve teacher performance. Werang (2014), Yusuf (2016) and Widayati et al. (2020) explained that job satisfaction has a positive and significant influence on teacher performance. Different results were put forward by Pala'langan (2020) and Ratnasari et al. (2021) which suggests that job satisfaction has no significant effect on job satisfaction.

Teacher performance is also influenced by discipline (Nisar et al., 2021). (Sukmawaty, Sudarno, & Putra, 2021), Purwoko (2018) and Alhusaini, Kristiawan, and Eddy (2020) explain that there is a positive and significant influence of discipline on teacher performance. However, different results were put forward by Hasibuan and Munasib (2020) which explained that discipline had no significant effect on teacher performance. Discipline also affects job satisfaction. Djari and Sitepu (2017) and Saptarini (2018) explain that discipline has a positive and significant effect on job satisfaction. Different results were put forward by Hakim, Anhar, and Sampurna (2020) which proved that discipline had no significant effect on job satisfaction.

Najib (2021) and Rahayani, Sutardi, and Aprianty (2021) prove that service orientation has a positive and significant effect on teacher performance, in contrast to the results of Ruslihardy's research (2020) which proves that service orientation has no significant effect on teacher performance. Service orientation also affects job satisfaction, good service orientation will increase job satisfaction (Saifudin and Kusumawati 2020).

Teacher performance is also influenced by integrity (Yousaf, Mishra, & Bashir, 2020). Susanti, Kartikowati, and Makhdalena (2019) proved that integrity has a positive and significant influence on teacher performance. Different results were put forward by Sumardi, GW, and Nurhasanah (2022) which proved that integrity had no significant effect on teacher performance. Integrity also affects job satisfaction. Warsa, Mandasari, and Nebi (2020) explained that integrity has a positive and significant effect on job satisfaction. However, it is different from the results of Nadeak's research (2017) which explains that integrity has no significant effect on job satisfaction.

Leadership style (Van Vugt & von Rueden, 2020) also affects teacher performance. Susanty & Baskoro (2012), Guterres & Supartha (2016) and Priyono et al. (2018) explains that leadership style has a positive and significant effect on teacher performance. Different results were put forward by Yusuf (2016) and Hadromi (2017) which proved that leadership style had no significant effect on teacher performance. Leadership style also affects job satisfaction. Yusuf (2016), Aziizah (2018) and Putrayana et al. (2018) explained that leadership style has a positive and significant effect on job satisfaction. In contrast to the results of Arifin et al. (2018) and Kuswoyo et al. (2018) which states that leadership style has no significant effect on job satisfaction.

Based on the background and phenomena and research gaps described above, this research analyzes the influence of discipline, service orientation, integrity and leadership style on job satisfaction and teacher performance in senior high schools in Tanah Putih district.

2.0 LITERATURE REVIEW

Performance

Performance (work achievement) is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Expressing performance (work achievement) is a work result that is achieved by someone in carrying out the tasks assigned to him based on skill, experience and sincerity as well as time. Performance is a result achieved by a person in carrying out the tasks assigned to him in terms of the qualities and effectiveness of work (based on research results). Based on the theory above, it can be concluded that performance is a result achieved by an employee or employees in carrying out their work in accordance with the duties and responsibilities assigned to them which are carried out effectively and efficiently (Renaldo, Hafni, Hocky, Suhardjo, & Junaedi, 2022) with maximum results based on organizational goals.

Indicators for assessing teacher performance are based on Regulation of the Minister of State for Empowerment of State Apparatuses and Bureaucratic Reform No. 16/2009, regarding teacher and professional competencies (Fadhli, Komardi, & Putra, 2022), namely: (1) Pedagogic, Pedagogic is the ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize their various potentials. (2) Personality is a personal ability that reflects a solid, stable, mature, wise and authoritative personality, setting an example for students and having noble character. (3) Professional, professional is mastery

of learning material in a broad and in-depth manner, which includes mastery of curriculum material for school subjects and the scientific substance that covers the material, as well as mastery of the scientific structure and methodology. (4) Social, social is the teacher's ability to communicate and interact effectively with students, education staff, parents/guardians of students, and the surrounding community.

Job Satisfaction

Job satisfaction (Ramadona, Putra, & Komardi, 2021) is a positive feeling about one's job which is the result of an evaluation of its characteristics. Job satisfaction is a person's emotional feelings in assessing the work done in everyday life. A pleasurable or emotionally positive condition that results from evaluating one's work or work experience.

The indicators used to measure job satisfaction according to Hakim & Muhdi (2019) are as follows: (1) Opportunity to develop, is an opportunity to learn, an opportunity to accept greater responsibility and progress for teachers. (2) Trust, based on the belief that the relationship between members of the organization will result in high job satisfaction and high performance (3) The salary/wages earned, the amount of wages/money received by the teacher becomes an assessment for satisfaction, where this can be seen as something that is considered appropriate and worth it. (4) Supervision, supervision is a coaching activity that is planned to assist teachers in carrying out their work effectively. (5) Job security, job security is a guarantee provided by agencies related to health insurance, pension security and social security.

Discipline

According to Thomas Gordon (1996), discipline is behavior and discipline that is in accordance with rules and regulations, or behavior that is obtained from continuous training. It is the same as the attitude of discipline carried out by a person. From the above understanding it can be concluded that discipline is an impulse that causes a person to do an act to achieve a certain goal. Basically, discipline is something that can be trained. Discipline training is expected to foster self-control, character or order, and efficiency. So in short it can be concluded that discipline is related to self-control in order to be able to distinguish between what is right and what is wrong so that in the long run it is expected to foster responsible behavior.

According to Harlie (2010) indicators of work discipline include the following: (1) always present on time, (2) always prioritizing the percentage of attendance, (3) always complying with the provisions of working hours, (4) always prioritizing efficient working hours and effective, (5) having work skills in their field of work, (6) having high morale, (7) having a good attitude, (8) always being creative and innovative at work.

Service Orientation

Service orientation (Solimun & Fernandes, 2018) is the attitude and work behavior of civil servants in providing the best service to those served, including the community, superiors, colleagues, related work units, and/or other agencies. A state servant must have a soul that can serve. State servants are public servants who must be able to serve the community selflessly. The service orientation aspect tested at the CPNS TKP test aims to measure readiness and alertness for the service assignments provided. A service-oriented person will have indications of: (a) Always prioritizing the public interest over personal interests, (b) Happy to serve especially for the benefit of the people.

Service orientation indicators according to Prayitno and Erman (2007) are as follows: (1) Responsibility. (2) Motivation (Wardana, Putra, & Panjaitan, 2022), (3) Target, (4) Independence.

Integrity

According to Jacobs (2004), integrity emphasizes moral consistency, personal wholeness, or honesty. According to Butler and Cantrell (1984, in Hosmer, 1995) define integrity as a trustworthy and honest reputation from someone to explain the term trust in the organizational context. A teacher with integrity is a teacher who is able to adhere to character values such as honesty, responsibility, discipline, and has a high sense of caring. As a light bearer, the teacher must be a good example for students in behavior with integrity.

Simply put, integrity is consistency and unshakable firmness in upholding noble values and beliefs. Integrity is a concept that refers to consistency between actions and values and principles. Integrity is a key character for a teacher. A teacher who has integrity will gain the trust of other people such as fellow teachers, students and the community. A teacher with integrity is trusted because what he says also becomes his action.

Integrity indicators according to Hasibuan (2019) are as follows: (1) Honesty, (2) Consistency, (3) Responsibility, (4) Commitment (Gazali, Panjaitan, & Chandra, 2022).

Leadership Style

According to Sutrisno (2014), leadership is a process of one's activities to move others by leading, guiding, influencing others, to do something in order to achieve the expected results. Leadership (Bakhroini, Junaedi, & Putra, 2022) is the backbone of organizational development because without good leadership it will be difficult to achieve organizational goals. If a leader (Marliza, Nyoto, & Sudarno, 2022) is trying to influence the behavior of others, then that person needs to think about his leadership style. Leadership style is how a leader carries out his

leadership function and how he is seen by those who are trying to lead him or those who may be observing from the outside (Robert, 1992).

The indicators used to measure leadership style according to Kartono (2008) are as follows: (1) Decision Making Ability. Decision making is a systematic approach to the nature of the alternatives faced and taking action according to calculations is the most appropriate action. (2) Motivating Ability, Motivating ability is the driving force that causes a member of the organization to be willing and willing to mobilize his abilities (in the form of expertise or skills) of energy and time to carry out various activities that are his responsibility and fulfill his obligations, in the context of achieving goals and various predetermined organizational goals. (3) Communication Ability, Communication Ability is the skill or ability to convey messages, ideas, or thoughts to other people with the aim that the other person understands what is meant properly, directly orally or indirectly. (4) Ability to Control Subordinates, A Leader must have the desire to make others follow his wishes by using personal power or position power effectively for the long term benefit of the company. This includes telling others what to do in a tone that varies from assertive to demanding or even threatening. The goal is that tasks can be completed properly. (5) Responsibility, A leader must have responsibility to his subordinates. Responsibility can be interpreted as an obligation that must bear, bear responsibility, bear everything or give responsibility and bear the consequences. (6) Ability to Control Emotional Ability to control Emotional is very important for the success of our life. The better our ability to control emotions, the easier it will be for us to achieve happiness.

Relations Between Variables and Hypotheses

The Effect of Discipline on Job Satisfaction

Discipline is what makes people do something, but the more important meaning of this word is that it is what makes people put effort and energy into what they do. Someone who has high work discipline will always be enthusiastic in trying, working to achieve goals. Applies in society for a specific purpose. Discipline can also be interpreted as self-control so as not to do something that is contrary to the philosophy of a nation/country (Sulistiyanti, 2011). Putu Siti Firmani (2017) proved the results of the study that discipline has a positive and significant effect on job satisfaction. Djari and Sitepu (2017), Saptarini (2018), and Purnamasari (2018) also explain that discipline has a positive and significant effect on job satisfaction. Different results were put forward by Hakim, Anhar, and Sampurna (2020) which explained that discipline had no significant effect on job satisfaction.

H1: There is a positive effect of work discipline on job satisfaction

The Effect of Discipline on Teacher Performance

High discipline will produce high performance (Setiawan, Junaedi, & Chandra, 2021) as well. In Misahan's research (2012), states that Discipline has a significant effect on teacher performance and the results of Ester Manik's research, Kamal Bustami (2011), namely Discipline has a significant effect on Teacher Performance. Purwoko (2018), and Alhusaini, Kristiawan, and Eddy (2020) also prove that discipline has a positive and significant influence on teacher performance. Hasibuan and Munasib (2020) put forward different results which prove that discipline has no significant effect on teacher performance.

H2: There is an influence of Discipline on teacher performance.

The Effect of Service Orientation on Job Satisfaction

Service orientation is a teacher's motivation (Sari, Sudarno, Nyoto, & Suyono, 2022) to serve students in terms of learning. Teachers must have an attitude of wanting to serve for the success of students. An organization really needs employees or employees who have a high service orientation so that the organization can survive, compete in order to increase job satisfaction. Saifudin and Kusumawati (2020) explain that service orientation has a positive and significant influence on job satisfaction. Good service orientation will be able to increase teacher job satisfaction

H3: There is an influence of service orientation on job satisfaction.

The Effect of Service Orientation on Teacher Performance

The Effect of Service Orientation on Teacher Performance. Service orientation is the attitude and work behavior of civil servants in the context of providing the best service to those served, including the community, superiors, colleagues, related work units, and/or other agencies. in his research concluded that Service Orientation influences the performance of employees and Jack Henry Syauta. Eka Afnan Troena. Margono Setiawan. Solimun (2012), research results in Service Orientation having a positive effect on employee performance. Najib (2021), Rahayani, Sutardi, and Aprianty (2021) also explain that service orientation has a positive and significant influence on teacher performance. Ruslihardy (2020) put forward different results which explained that service orientation had no significant effect on teacher performance.

H4: There is an influence of Service Orientation on teacher performance.

The Influence of Integrity on Job Satisfaction

According to Drucker in Tika (2006), Integrity is the subject of solving external and internal (Renaldo, Sudarno, Hutahuruk, Suyono, & Suhardjo, 2021) problems whose implementation is carried out consistently by a group which is passed on to new members as the right way to understand, think and feel about related problems. From

this understanding it can be concluded that integrity is the habits of an organization that are carried out consistently and for generations. Chatcrina Melisa Taurisa, Intan Ramawati (2012), obtained the conclusion from her research, integrity has a positive effect on job satisfaction. Warsa, Mandasari, and Nebi (2020) also prove that there is a positive and significant influence between integrity and job satisfaction. Different results were put forward by Nadeak (2017) which explained that integrity does not have a significant effect on job satisfaction.

H5: There is a positive influence of integrity on job satisfaction.

The Effect of Integrity on Teacher Performance

Integrity emphasizes moral consistency, personal wholeness, or honesty. (Jacobs 2004) defines integrity as a person's trustworthy and honest reputation to explain the term "trust" in an organizational context (Hosmer, 1995). Susanti, Kartikowati, and Makhdalena (2019) explain that integrity has a positive and significant effect on teacher performance. Different results were put forward by Sumardi, GW, and Nurhasanah (2022) which proved that integrity did not have a significant effect on teacher performance

H6: There is a positive effect of integrity on teacher performance.

The Effect of Leadership Style on Job Satisfaction

Leadership style is how a leader carries out his leadership function and how he is seen by those who are trying to lead him or those who may be observing from the outside (Robert, 1992:5). Leadership style is behavior and strategy, as a result of a combination of philosophy, skills, traits, attitudes, which are often applied by a leader when he tries to influence the performance of his subordinates (Tampubolon, 2007:9). Yusuf (2016), Aziizah (2018) and Putrayana et al. (2018) explains that there is a positive and significant influence between leadership styles on job satisfaction. Different results were stated by Arifin et al. (2018) and Kuswoyo et al. (2018) which proves that leadership style has no significant effect on job satisfaction.

H7: There is a positive influence of Leadership Style on Job Satisfaction.

The Effect of Leadership Style on Teacher Performance

Performance (work achievement) is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Put forward performance (work achievement) is a result of work achieved by a person in carrying out the tasks assigned to him based on skill, experience and sincerity as well as time. Appropriate leadership style will be able to improve the performance of subordinates. Susanty & Baskoro (2012), Guterres & Supartha (2016) and Priyono et al. (2018) explained that leadership style has a positive and significant influence on teacher performance. Hadromi (2017) and Yusuf (2016) put forward different results which explained that leadership style has no significant effect on teacher performance.

H8: There is an influence of Leadership Style on Teacher Performance

The Effect of job satisfaction on teacher performance

According to Nelson & Quick (2006), job satisfaction is a positive and pleasant emotional condition as a result of evaluating one's work or work experience. From the description above it can be concluded that job satisfaction is a person's feeling that is positive towards job appraisal with a job satisfaction resulting in high performance. Research conducted by Putu Siti Firmani (2017), Chatenna Melisa Taunsa Intan Ratnawati (2012) states that job satisfaction has a positive effect on employee performance. Werang (2014), Yusuf (2016) and Widayati et al. (2020) also explained that job satisfaction has a positive and significant influence on teacher performance. Different results were put forward by Pala'langan (2020), Ratnasari et al. (2021) which states that job satisfaction has no significant effect on teacher performance.

H9: There is an effect of job satisfaction on teacher performance.

3.0 METHODOLOGY

This research is a quantitative research. This research was conducted in high schools in the Tanah Putih District. The time of research is from February to May 2022.

Population and Sample

The population in this study were teachers at senior high schools in the Tanah Putih District, totaling 200 people. Selection of the sample using the census method, so the sample of this study amounted to 200 respondents. However, in this study, 138 respondents returned questionnaires that met the criteria. So that the processed data is 138.

Data Analysis Technique

Descriptive Analysis

Descriptive analysis in this study is an analysis of the characteristics (Renaldo, Sudarno, Hutahuruk, Junaedi, et al., 2021) of the respondents consisting of the respondent's gender, age of the respondent, education and other characteristics.

Questionnaire Feasibility Test

The feasibility test of the questionnaire was carried out, namely: (1) Validity test, which is a test conducted to measure the accuracy of the research instrument or questionnaire. The questionnaire is said to be valid if the statements or statements from the questionnaire can reveal something that will be measured by the questionnaire. The accuracy value of the questionnaire can be measured using the correlation coefficient. The questionnaire is said to be good and valid if the correlation coefficient is > 0.3 (Ghozali 2011). (2) Reliability test, which is a questionnaire test conducted with the aim of measuring the consistency of respondents' answers. The reliability test was carried out with the Cronbach Alpha statistical test. The questionnaire is said to be reliable if the Cronbach Alpha value ≥ 0.70 (Ghozali 2011).

Path Analysis and Hypothesis Testing

To assist the processing of structural equations, SmartPLS is used. The stages of structural equation analysis are as follows: (1) Development of a model based on theory. (2) Prepare path diagrams and structural equations. (3) Model and hypothesis testing.

4.0 RESULTS AND DISCUSSION

Analysis of Respondent characteristics

The results of the analysis of the characteristics of the respondents are shown in table 2.

Table 2. Profile of Respondents

Profile	Category	Amount	Percentage
Gender	Man	38	27.54%
	Woman	100	72.46%
Education	S1	123	89.13%
	S2	15	10.87%
Years of service	1-10 Years	30	21.74%
	11-20 Years	81	58.70%
	21-30 Years	24	17.39%
	>30 Years	3	2.17%
Age	22-32 Years	22	15.94%
	33-43 Years	57	41.30%
	44-54 Years	42	30.43%
	>55 Years	17	12.32%
Total		138	100.00%

Source: Processed Data, 2022

From table 2 it can be seen that the majority of respondents are women, with bachelor's degree education and more than 10 years of working experience. While the age of the majority of respondents was aged over 33 years. This means that the teachers of SMA Negeri in Tanah Putih District already have experience in working.

Validity and Reliability Test

The results of the validity and reliability tests in this study are shown in table 3.

Table 3. Validity and Reliability Test Results

Variable	Indicator	Corrected Item-Total Correlation	Cronbach's Alpha	Conclusion
Discipline	X1.1	0.720	0.931	Valid and Reliable
	X1.2	0.827		
	X1.3	0.726		
	X1.4	0.758		
	X1.5	0.690		
	X1.6	0.614		
	X1.7	0.733		
	X1.8	0.685		

Variable	Indicator	Corrected Item-Total Correlation	Cronbach's Alpha	Conclusion
Service Orientation	X1.9	0.838	0.891	Valid and Reliable
	X1.10	0.732		
	X2.1	0.661		
	X2.2	0.557		
	X2.3	0.707		
	X2.4	0.677		
	X2.5	0.751		
	X2.6	0.663		
	X2.7	0.554		
	X2.8	0.809		
Integrity	X3.1	0.668	0.915	Valid and Reliable
	X3.2	0.629		
	X3.3	0.740		
	X3.4	0.626		
	X3.5	0.811		
	X3.6	0.781		
	X3.7	0.823		
	X3.8	0.719		
Leadership Style	X4.1	0.616	0.897	Valid and Reliable
	X4.2	0.737		
	X4.3	0.684		
	X4.4	0.567		
	X4.5	0.730		
	X4.6	0.742		
	X4.7	0.482		
	X4.8	0.646		
	X4.9	0.738		
	X4.10	0.474		
Job Satisfaction	Y1.1	0.632	0.905	Valid and Reliable
	Y1.2	0.563		
	Y1.3	0.579		
	Y1.4	0.577		
	Y1.5	0.734		
	Y1.6	0.710		
	Y1.7	0.763		
	Y1.8	0.701		
	Y1.9	0.701		
	Y1.10	0.685		
Teacher Performance	Y2.1	0.635	0.912	Valid and Reliable
	Y2.2	0.639		
	Y2.3	0.634		
	Y2.4	0.749		
	Y2.5	0.809		
	Y2.6	0.779		
	Y2.7	0.790		
	Y2.8	0.670		

Source: Processed Data, 2022

Based on table 3 above, it can be explained that the statements or questionnaires used in this study to measure research variables have a Corrected Item-Total Correlation value of > 0.30 . So that these results can be concluded that all statements to measure variables have valid values. This means the use of a questionnaire in collecting research data, namely the statement items prepared are valid statements and what is the aim of this research has fulfilled the testing requirements.

The results of the data reliability test to measure the variables used in this study have a Crobach's Alpha value greater than 0.70. So it can be concluded that all the variables used in this study have a reliable value. Thus the questionnaire test in this study to test the reliability of a variable did not find problems, so that the next testing phase could be carried out.

Hypothesis Test Results

Test the hypothesis using the SmartPLS application with the model shown in Figure 1.

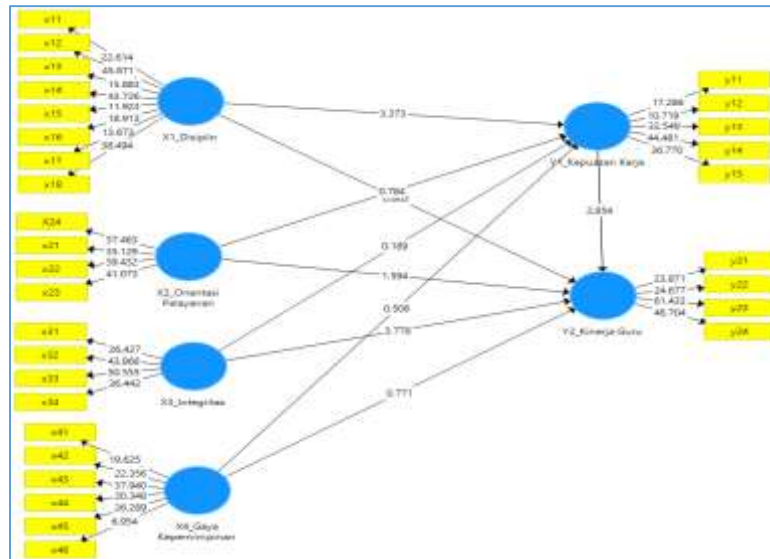


Figure 1. SEM-PLS model

The results of the hypothesis test are shown in table 4 below:

Table 4. Hypothesis Test Results

Hypothesis	Variable Relationship	Original Sample (O)	T Statistics (O/STDEV)	P Values	Conclusion
H1	X1_Discipline -> Y1_Job Satisfaction	0.484	3.373	0.001	Significant
H2	X1_Discipline -> Y2_Teacher Performance	0.131	0.863	0.389	Not significant
H3	X2_Service Orientation -> Y1_Job Satisfaction	0.150	0.784	0.433	Not significant
H4	X2_Service Orientation -> Y2_Teacher Performance	0.214	1.594	0.112	Not significant
H5	X3_Integrity -> Y1_Job Satisfaction	0.026	0.189	0.850	Not significant
H6	X3_Integrity -> Y2_Teacher Performance	0.444	3.778	0.000	Significant
H7	X4_Leadership Style -> Y1_Job Satisfaction	0.076	0.506	0.613	Not significant
H8	X4_Leadership Style -> Y2_Teacher Performance	-0.113	0.771	0.441	Not significant
H9	Y1_Job Satisfaction -> Y2_Teacher Performance	0.238	2.854	0.004	Significant

Source: Processed Data, 2022

Discussion

The Effect of Discipline on Job Satisfaction

From the results of the hypothesis test, it was found that discipline had a positive and significant effect on job satisfaction for high school teachers in Tanah Putih sub-district. That is, the better the teacher's discipline, the

higher the job satisfaction of high school teachers in Tanah Putih sub-district. Vice versa, low discipline will reduce job satisfaction. This happens because with high discipline the teacher has a high commitment (Putra & Renaldo, 2020) to work. This is caused by superiors often giving assignments of more responsibility to teachers, so that teachers feel valued and feel satisfied. In addition, teachers are often given the opportunity to learn through internal and external training so that teachers become more understanding of the rules and improve discipline and have an impact on job satisfaction. The results of this study are in line with the results of research conducted by Djari and Sitepu (2017), Saptarini (2018), and Purnamasari (2018) which explain that discipline has a positive and significant effect on job satisfaction. However, the results of this study are not in line with the results of research conducted by Hakim, Anhar, and Sampurna (2020) which proves that discipline has no significant effect on work satisfaction.

The Effect of Discipline on Teacher Performance

Based on the results of the hypothesis test, it was found that discipline had no significant effect on teacher performance in high school teachers in Tanah Putih sub-district. That is, high or low discipline has no impact on the rise or fall of teacher performance. This is because the majority of high school teachers in Tanah Putih sub-district have worked for more than 10 years, so all teachers understand their respective duties and responsibilities. In addition, the majority of teachers in Tanah Putih sub-district high school are over 33 years old. This age already has a mindset maturity in working so that it has good performance. The research results support the results of research conducted by Hasibuan and Munasib (2020) which proves that discipline has no significant effect on teacher performance. The results of this study are different from the results of research conducted by Purwoko (2018), Alhusaini, Kristiawan, and Eddy (2020) which explain that discipline has a significant effect on teacher performance.

The Effect of Service Orientation on Job Satisfaction

Based on the results of hypothesis testing, it was found that servant orientation did not have a significant effect on job satisfaction for high school teachers in Tanah Putih sub-district. That is, whether the service orientation is good or not has a significant impact on job satisfaction. This is due to other influences that are greater on job satisfaction such as salaries and allowances received by teachers, the influence of good management, the existence of health insurance and social security also have a greater influence on job satisfaction. The results of this study are in contrast to the results of research conducted by Saifudin and Kusumawati (2020) which proves that service orientation has a positive and significant effect on job satisfaction.

The Effect of Service Orientation on Teacher Performance

Based on the results of hypothesis testing, it was found that servant orientation did not have a significant effect on teacher performance in high school teachers in Tanah Putih sub-district. That is, whether the service orientation is good or not has a significant impact on teacher performance. This is due to other influences that are greater on teacher performance such as the teacher's ability to understand student development, the ability to evaluate and assess student learning outcomes, the ability to adapt to the development of learning methods, and communication skills also have a greater influence on teacher performance. The results of this study are in line with the results of research conducted by Ruslihardy (2020) which explains that service orientation has no significant effect on teacher performance. However, the results of this study are not in line with the results of research conducted by Najib (2021), Rahayani, Sutardi, and Aprianty (2021) which prove that service orientation has a positive and significant effect on teacher performance.

The Effect of Integrity on Job Satisfaction

Based on the results of hypothesis testing, it was found that integrity did not have a significant effect on job satisfaction for high school teachers in Tanah Putih sub-district. That is, whether integrity is good or not has a significant impact on job satisfaction. This is due to other influences that are greater on job satisfaction such as salaries and allowances received by teachers, the influence of good management, the existence of health insurance and social security also have a greater influence on job satisfaction. The results of this study are in line with the results of research conducted by Nadeak (2017) which explains that integrity does not have a direct influence on job satisfaction. However, it is contrary to the results of research conducted by Warsa, Mandasari, and Nebi (2020) which explains that integrity has a positive and significant influence on job satisfaction.

The Influence of Integrity on Teacher Performance

From the results of the hypothesis test, it was found that integrity has a positive and significant influence on teacher performance in SMA Tanah Putih District. That is, the higher the integrity, the higher the teacher's

performance. Vice versa, low integrity will make teacher performance low. This is because teachers who have integrity will always be honest at work, always act professionally, work according to SOPs, and always maintain consistency in doing work. By doing this, the performance of a teacher will increase. The results of this study are in line with Susanti, Kartikowati, and Makhdalena (2019), which explains that integrity has a positive and significant effect on teacher performance. However, the results of this study are not in line with the results of research conducted by Sumardi, GW, and Nurhasanah (2022), which explains that integrity has no significant effect on teacher performance.

The Effect of Leadership Style on Job Satisfaction

Based on the results of hypothesis testing, it was found that leadership style did not have a significant effect on job satisfaction for high school teachers in Tanah Putih sub-district. That is, whether the leadership style is good or not has a significant impact on job satisfaction. This is due to other influences that are greater on job satisfaction such as salaries and allowances received by teachers, the influence of good management, the existence of health insurance and social security also have a greater influence on job satisfaction. The results of this study are in line with the results of research conducted by Arifin et al. (2018) and Kuswoyo et al. (2018) which proves that leadership style has no significant effect on job satisfaction. However, the results of this study are not in line with the results of research conducted by Yusuf (2016), Aziizah (2018) and Putrayana et al. (2018) which explains that leadership style has a positive and significant effect on job satisfaction.

The Effect of Leadership Style on Teacher Performance

Based on the results of hypothesis testing, it was found that leadership style did not have a significant effect on teacher performance in high school teachers in Tanah Putih sub-district. That is, whether the leadership style is good or not has a significant impact on teacher performance. This is due to other influences that are greater on teacher performance such as the teacher's ability to understand student development, the ability to evaluate and assess student learning outcomes, the ability to adapt to the development of learning methods, and communication skills also have a greater influence on teacher performance. The results of this study are in line with the results of research conducted by Hadromi (2017) and Yusuf (2016) which prove that leadership style has no significant effect on teacher performance. However, the results of this study are not in line with the results of research conducted by Susanty & Baskoro (2012), Guterres & Supartha (2016) and Priyono et al. (2018) which proves that leadership style has a positive and significant effect on teacher performance

The Effect of Job Satisfaction on Teacher Performance

From the results of hypothesis testing, it was found that job satisfaction has a positive and significant effect on the performance of teachers in SMA in Tanah Putih District. That is, the higher the job satisfaction, the higher the teacher's performance at SMA in Tanah Putih District. Vice versa, low job satisfaction will make teacher performance decrease. The results of this study are in line with the results of research conducted by Werang (2014), Yusuf (2016) and Widayati et al. (2020) which explains that job satisfaction has a positive and significant effect on teacher performance. However, the results of this study are not in line with the results of research conducted by Pala'langan (2020) and Ratnasari et al. (2021) which proves that job satisfaction has no significant effect on teacher performance.

Teacher job satisfaction at high school in Tanah Putih District is related to the fulfillment of teacher expectations for the foundation. To increase job satisfaction, the government or school principals provide opportunities for development to teachers by giving greater responsibility and then also needing to provide salaries and bonuses according to the performance and experience of each teacher. In addition, the government also needs to focus on teacher welfare so that teacher performance is getting better.

5.0 CONCLUSION

Based on the formulation of the problem and research objectives as well as the results and discussion obtained, a conclusion can be made in the research as follows: (1) Discipline has a significant effect on job satisfaction. (2) Service orientation has no significant effect on job satisfaction. It can be concluded that whether the service orientation is good or not has an impact on teacher job satisfaction in SMA in the Tanah Putih sub-district, Rokan Hilir Regency. (3) Integrity has no significant effect on job satisfaction. It can be concluded that good or bad integrity does not have an impact on teacher job satisfaction in SMA in Tanah Putih District, Rokan Hilir Regency. (4) Leadership style has no significant effect on job satisfaction. It can be concluded that the leadership style is good or not, it does not have an impact on teacher job satisfaction in SMA in the Tanah Putih sub-district, Rokan Hilir Regency. (5) Teacher discipline has no significant effect on teacher performance. So it can be concluded that the discipline of a teacher who is good or not has no impact on teacher performance in SMA in the Tanah Putih

District, Rokan Hilir Regency. (6) Service orientation has no significant effect on teacher performance. That the Service Orientation of a teacher who is good or not has no impact on the performance of teachers in SMA in the Tanah Putih Sub-District, Rokan Hilir Regency. (7) Integrity has a significant effect on teacher performance. (8) Leadership style has no significant effect on teacher performance. It can be concluded that the leadership style is good or not, it does not have an impact on the performance of teachers in SMA in the Tanah Putih sub-district, Rokan Hilir Regency. (9) Teacher job satisfaction has a significant effect on teacher performance.

Based on the results and discussion obtained in this study, the following suggestions can be made: (1) It is suggested that SMA in Tanah Putih District, Rokan Hilir Regency pay more attention to the variables of Discipline, Integrity and Job Satisfaction because they have an influence on improving teacher performance. (2) It is suggested to further researchers, who wish to use the same variables in this study, to add other variables so that they have a greater influence on both increasing teacher satisfaction and improving teacher performance.

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