



Competence, Work Motivation, and Work Environment on Job Satisfaction and Teacher Performance at Yayasan Pondok Pesantren Darul Hikmah Koto Baru Kabupaten Dharmasraya

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Abstract

The purpose of this study was to determine the effect of competence, motivation, work environment, and teacher performance on job satisfaction at Darul Hikmah Koto Baru Foundation, Dharmasraya Regency. The method used in collecting data in this research is a questionnaire. The population in this study were all teachers at the Darul Hikmah Koto Baru Foundation, Dharmasraya Regency, with a total of 50 teachers. The sample of this study used the census method with the analysis of the Structural Equation Model (SEM) method with the Partial Least Square (PLS) method. The results showed that performance had a non-significant negative effect on job satisfaction, competence had a positive and non-significant effect on performance and job satisfaction, work environment had a non-significant negative effect on job satisfaction, work environment had a non-significant positive effect on performance, and motivation had a significant positive effect on job satisfaction, and motivation has a non-significant positive effect on teacher performance at Yayasan Pondok Pesantren Darul Hikmah Koto Baru Kabupaten Dharmasraya.

Keywords: Competence, Motivation, Work Environment, Employee Performance, Job Satisfaction

1.0 INTRODUCTION

Human resources are a valuable asset that is very important to continue to develop. In the context of the development of human resources, education is basically a process of educating the life of the nation and the development of the Indonesian human being as a whole, as explained in the National Education System article 3 Chapter 3 (2003: 5) "That national education functions to develop capabilities and form a dignified forum and national civilization in the context of educating the life of the nation, aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible country. Schools as formal educational institutions play an important role in improving the quality of education through learning to support the smooth running of development in Indonesia as a whole.

Learning is the main activity of the school as a form of educational service for the community. Schools are given the freedom to choose learning strategies, methods and techniques according to the characteristics of the subjects, students, teachers and the real conditions of the resources available in schools. In general, student-centered learning strategies or techniques are capable of empowering student learning. In this case the role of a teacher is expected to create a learning process that directs the achievement of educational goals as a reference for achieving teacher performance. Teacher performance (Bastian et al., 2017) can be described in all activities related to their professional duties, where the role will continue to have a positive impact if the teacher's personal development does not stop. Thus the teacher has educational understanding and insight, an understanding of students so that they are able to develop the potential of their students.

Teacher performance at the Darul Hikmah Koto Baru foundation can still be optimized by examining abilities, skills, interactive relationships in various aspects of work, such as equipment, methods or ways of working, relationships with colleagues, and other things that can support improving teacher performance. It is very important to study in more depth the performance of teachers within the Darul Hikmah foundation because

it is a school that has two levels of education, namely the Tsanawiyah and Aliyah levels. And until now we are still trying to show the best achievements in the academic and non-academic fields because there are other Madrasah schools in Dharmasraya Regency as competitor schools. The results of a pre-survey conducted at the Darul Hikmah Koto Baru Foundation obtained the following data.

Table 1. Teacher Performance Assessment at the Darul Hikmah Koto Baru Islamic Boarding School Foundation, Dharmasraya Regency

No	Score	Category	2019 year	2020 year	Year 2021	Percentage in 2021
1	91- 100	Very good	5 people	10 people	15 people	25%
2	76–90	Well	20 people	22 people	25 people	42%
3	61–75	Enough	20 people	15 people	18 people	30%
4	51–60	Not enough	5 people	3 people	2 persons	3%
5	Below a value of 50	Bad	No one	No one	No one	0%

Source: Darul Hikmah Foundation, 2022

Table 1 illustrates that the Teacher Performance Assessment (PKG) in 2021 the teacher performance scores at the Hikmah foundation for category A scores are only 25%, while B scores are around 42% and C values are around 30%, and D values are around 3%, (Hasibuan, 2009:10) explains that humans become active actors in every organization. Goals cannot be realized without the active role of employees even though the equipment owned by an organization is so sophisticated. Likewise with the Darul Hikmah Koto Baru Foundation, the Darul Hikmah Foundation cannot run perfectly if one factor cannot support the other factors. The human resources owned by the Darul Hikmah Koto Baru foundation in Dharmasraya Regency must be able to support the use of technology or supporting facilities and infrastructure that can help the organizational system run so that the vision and mission to be achieved can be realized. The success of educators can also be seen from the output which is measured by the success of educators in providing learning and assessment. One of the assessments that becomes a benchmark for school success is the value of the school's final exam or school exam. The following is the results of the Tsanawiyah and Aliyah level school examinations at the Darul Hikmah Koto Baru foundation.

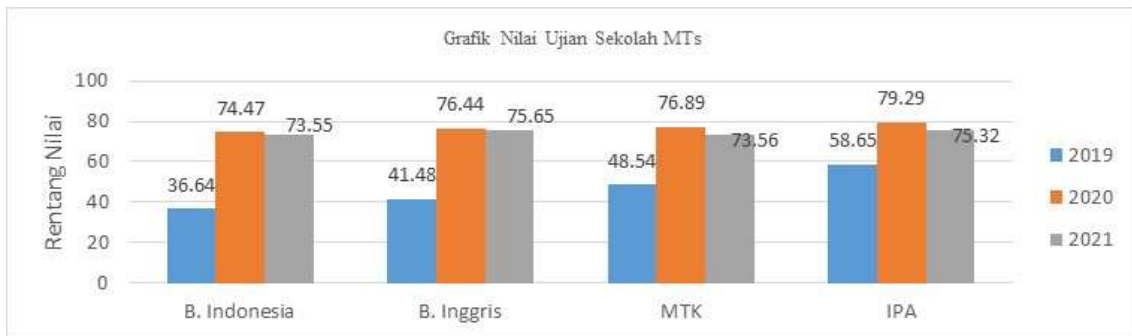


Figure 1. Graph of the average school exam scores at MTs Koto Baru
Source: Darul Hikmah Foundation Administration, 2022

From Figure 1 above, it can be seen that the scores for each subject B. Indonesian, B. English, MTK and Natural Sciences from year to year have not increased, in fact, for subject B. Indonesian it has decreased from 2020 to 2021, as well as with subjects B. English, Mathematics and Science, this can be an illustration of a teacher's performance. The same is true for the results of the MA level school exam scores as illustrated in the graph below.

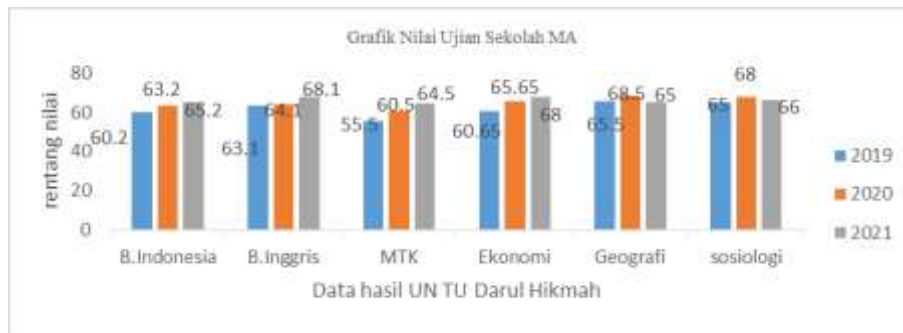


Figure 2. Graph of MA level school exam results
Source: Darul Hikmah Foundation Administration, 2022

Figure 2 shows that the scores for the subjects B. Indonesian, B. English, MTK and Economics achieved by students over the last three years have increased although not too significant, but it is different from the subjects of Geography and Sociology which have decreased in 2021. This is becomes a problem that needs to be explored and needs to be sought for the cause of the decrease in the acquisition of grades in these subjects.

According to PP 74 article 1 of 2008 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Based on Government Regulation no. 19 of 2005 concerning National Education Standards, educational staff must have the qualifications, competencies and certifications in accordance with their field of work. So that the work results can be shown to the fullest. Based on observations at the Madrasah, the results showed that the performance of teachers at the Darul Hikmah koto Baru Foundation, Dharmasraya district, was still weak. This can be seen from 45% of teachers who are not used to making preparations before teaching, in the implementation of learning they also have not used various learning strategies so that what happens is learning feels boring for students and there are 35% of teachers who are less disciplined (Sukmawaty et al., 2021) when the teacher is not present and does not give assignments to students. picket teachers for student learning. According to Wirawan (2009: 9), performance (Mairia et al., 2021) has a causal relationship with competence (competency or ability). Performance is a function of competence (Barasa et al., 2018), attitudes and actions. To create high performance, it is necessary to increase work optimally and be able to utilize the human resources owned by teachers at the Darul Hikmah Foundation in Dharmasraya Regency.

Teacher performance (Asl & Osam, 2021) is relevant to job satisfaction (Rosenberg & Bonsaksen, 2022), and is an important phenomenon in an institution or organization, because job satisfaction is related to employee attitudes or one's feelings towards the job at hand. High job satisfaction (Heimerl et al., 2020) is believed to be able to encourage increased employee work, which will ultimately increase the effectiveness of an institution or organization as a whole. Low job satisfaction can have negative impacts such as skipping work, working slowly, striking, and often leaving work for reasons that sometimes don't make sense. Employees who have high job satisfaction will view their work as fun, in contrast to employees who have low job satisfaction, they will see their work as boring so that these employees work under pressure and tend to be insincere and lazy.

Based on the previous explanation, to see the actual conditions regarding teacher job satisfaction at the Darul Hikmah Koto Baru foundation, a pre-survey was carried out by distributing temporary questionnaires, which consisted of indicators regarding teacher job satisfaction to 20 teachers. Based on the distribution of the questionnaire, the data is obtained in table 2.

Table 2. Results of the pre-survey questionnaire regarding teacher job satisfaction at the Darul Hikmah Koto Baru Foundation

No	Statement	Answer (%)		Total number of teachers	Target in %
		Yes	No		
1	The salary received is in accordance with the agreement	60	40	20	100
2	Providing opportunities in carrying out the learning process	50	50	20	100
3	Good working atmosphere and family	65	35	20	100
4	Treat superiors who always provide guidance and direction	45	55	20	100
5	The madrasa environment is good and comfortable	70	30	20	100
6	Availability of adequate learning facilities	30	70	20	100
7	Availability of rooms according to Job Description	40	60	20	100

Source: Data from the Darul Wisdom Foundation for 2021, 2022

Table 2 shows that teacher job satisfaction at the Darul Hikmah foundation as a whole has not been as expected. This can be seen from the number of teachers who give a tendency to answer no. Based on the pre-survey data, it can be seen that the salary provided by the Foundation is not the only factor that can provide job satisfaction for teachers. In addition, there are still many teachers who do not like the facilities available at Madrasahs, because they are not adequate. Likewise, there are still no facilities in accordance with the rooms for each position.

Competence describes the characteristics of knowledge, skills, behavior, and experience to perform a particular job or role effectively. By using human resources as a determining factor for success, competence is a critical aspect for success. Competence is a strategic study because it will support the organization to focus, mobilize and direct all human resource activities that affect the existence of the organization. According to Draganidis & Mentzas in Marwansyah (2010: 35) competency grouping consists of knowledge, skills, abilities and or other characteristics such as attitudes, behavior and physical abilities. According to Law (Ansorial et al., 2022) no. 14 of 2005, competence is a set of knowledge, skills, and behaviors that must be owned, internalized, and mastered by teachers in carrying out professional tasks. According to PP 74 of 2008 concerning Teachers article 3 teacher competence includes pedagogic competence, personal competence, social competence and professional competence obtained through professional education. Teacher competence affects its performance. Professional teachers are teachers who have four competencies, according to Law no. 14 of 2005 concerning teachers and lecturers' competence, namely pedagogical competence, personality competence, professional competence, and

social competence. Teacher competence is the ability and authority of teachers in carrying out the teaching profession. Teacher competence is important in relation to student learning activities and outcomes. The learning process and student learning outcomes are not only determined by the school, its pattern, structure, and content of the curriculum, but are largely determined by the competence of the teachers who teach and guide them.

In addition to teacher motivation (Isik et al., 2018) and competence, the work environment (Islam et al., 2020) also influences teacher performance. The work environment referred to here is everything that exists inside or outside the school, both the physical and social environment. Through observation, that the work environment in this place is not conducive, especially the social environment. The following is survey data regarding the working environment of teachers at the Darul Hikmah Foundation. One of the educational problems faced by the Indonesian people is the low quality of education at every level and educational unit, especially at the Darul Hikmah Koto Baru foundation in Dharmasraya Regency. The fact that was found at the Darul Hikmah foundation is that there are still differences in teacher competence that are influenced by the level of education, namely that there are still teachers who have D-I graduates, and this has an impact on teacher performance and then has an effect on improving the quality of education as expected.

However, in reality the teachers at the Darul Hikmah foundation do not always work with high motivation. Teachers in the school environment are still found to work with low motivation. Work motivation is a force that encourages someone to do work, in work psychology work motivation is referred to as a morale booster. Some relevant previous research on the effect of competence, work motivation, work environment on job satisfaction and teacher performance, namely the results of research conducted by Sulastrri (2014) showed that motivation, competence, work environment have a significant effect on the performance of employees of PT. poor branch. In contrast to the results of research conducted by Fajar Mayang Sari (2013) where the results of his research show that work motivation has no significant effect on teacher performance. The results of Nurul Azmi's research (2019) show that the variables of motivation, competence, and work environment have a simultaneous positive and significant influence on employee performance in the Soppeng sub-district. It was found that partially the competency factor also had the most dominant significant influence on employee performance in the Lala Bata sub-district, Soppeng Regency. Next is the research by Muskadi Sembiring¹, Jufrizen², Hasrudny Tanjung (2021). The results show that directly, work motivation has a positive and significant effect on employee job satisfaction. Work ability has a negative and insignificant effect on employee job satisfaction. Work motivation has a positive and significant effect on employee performance. , work ability has a positive and significant effect on employee performance, job satisfaction has a positive and insignificant effect on employee performance. Indirectly, job satisfaction does not mediate the relationship between motivational variables and employee performance variables. Furthermore, research conducted by Ni Ketut Kardiasih, Putu Ngurah Suyatna Yasa, Ni Wayan Sitiari (2017) states that motivation and the physical work environment have a positive and significant effect on job satisfaction, job satisfaction has a positive effect on employee performance, motivation and the physical environment have a positive and not significant to performance. From the various phenomena and research gaps that have been described previously, this is the background for conducting research on the factors that influence job satisfaction and teacher performance at the Darul Hikmah Koto Baru Foundation.

2.0 LITERATURE REVIEW

Teacher Performance

Performance is the result of work that can be achieved by a person or group of people in an organization both qualitatively and quantitatively, in accordance with the respective authorities, duties and responsibilities in an effort to achieve the goals of the organization concerned legally, not violating the law and in accordance with morals or ethics Moeheriono (2012). Performance or performance is a description of the level of achievement of an implementation of an activity program or policy in realizing the goals, objectives, vision and mission of the organization which are poured through the planning of an organizational strategy. Edy Sutrisno (2010) concluded that performance is the result of employee work seen from the aspects of quality, quantity, working time, and cooperation to achieve the goals set by the organization. Teacher performance is the teacher's ability and effort to carry out learning tasks as well as possible in planning teaching programs, implementing learning activities and evaluating learning outcomes (Depdiknas, 2008: 21).

Teacher Performance Indicators

In the Regulation of the Minister of State for Empowerment of State Apparatuses and Bureaucratic Reform No.16/2009 there are several indicators of teacher performance as follows:

1. Pedagogic, namely Pedagogic Competence is the ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize their various potentials
2. Personality, namely personal abilities that reflect a solid, stable, mature, wise and authoritative personality, being a role model for students, and having noble character.
3. Social, namely social competence is the teacher's ability to communicate and interact effectively with students, education staff, parents/guardians of students, and the surrounding community.

4. Professional, namely Professional Competence is mastery of learning material in a broad and in-depth manner, which includes mastery of curriculum subject matter in schools and the scientific substance that covers the material, as well as mastery of the scientific structure and methodology.

Job Satisfaction

Job satisfaction is the result of employees' perceptions of how well their work provides things that are considered important. Job satisfaction is a person's feelings toward work based on evaluation of different aspects of work (Wexley and Yuki in Suwanto (2011)). A person's attitude towards his work describes pleasant or unpleasant experiences and expectations about future experiences. Hasibuan (2010) defines job satisfaction as a pleasant emotional attitude and loves his job. This attitude is reflected by work morale. According to Danang (2011) that each individual's job satisfaction is different according to the values that apply to him, the more aspects that are in accordance with the wishes of the individual, the higher the level of satisfaction felt and vice versa.

Job Satisfaction Indicator

According to Hedissa (2015) to measure the level of Job Satisfaction in research subjects, the JSS (Job Satisfaction Survey) measuring tool from Spector is used, which consists of 9 facets as follows: Salary or Wages (pay), Promotion Opportunities, Supervision/Supervisors, Fringe Benefits (Ex-salary benefits), Contingen Rewards, Company Conditions, Colleagues, the Work Itself or Type of Work and Communication.

Competence

Teacher competence is knowledge, skills, and abilities in carrying out his work. Competence is a unanimity of mastery of knowledge, skills, and attitudes displayed through performance achieved after completing an educational program (Situmorang, 2008, p. 107), also knowledge, behavior and skills that must be possessed by teachers to achieve learning and educational goals. Competence is obtained through education, training and independent learning by utilizing learning resources. Competence is basically a description of what a person can do at work, as well as what the visible form of the job is. In order to be able to do a job, a person must have the ability in the form of knowledge, attitudes and skills that are relevant to the field of work (Suyanto and Jihad, 2013, p.72). According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers it is explained that competence is a set of knowledge, skills, and attitudes. According to Echols and Shadly (Supratinjrum, 2014, p. 58), competence is a set of behaviors that must be owned, internalized, and mastered by teachers or lecturers in carrying out their professional duties (Mulyasa, 2013, p. 48).

Competency Indicator

Regulation of the Minister of Administrative Reform and Bureaucratic Reform Number 38, 2007, explains that in carrying out human resource management based on a merit system, government agencies must develop competency standards. One of the competency standards is job competency. The indicators to measure competency are:

1. Integrity, namely consistently behaving in harmony with organizational values, norms and/or ethics, and being honest in relationships with management, colleagues, direct subordinates, and stakeholders, creating a high ethical culture (Bakhroini et al., 2022), being responsible for actions or decisions and the risks that accompany them.
2. Collaboration, namely the ability to establish, foster, maintain effective working relationships, have a commitment (Putra & Renaldo, 2020) to helping each other in completing tasks, and optimizing all resources to achieve the organization's strategic goals.
3. Communication, namely the ability to explain views and ideas clearly, systematically accompanied by logical arguments in appropriate ways both orally and in writing; ensure understanding; listen actively and effectively; persuade, convince and persuade others in order to achieve organizational goals.
4. Result Orientation, namely the ability to maintain high personal commitment (Fadhli et al., 2022) to completing tasks, reliable, responsible, able to systematically identify risks and opportunities by paying attention to the link between planning and results, for organizational success.
5. Public Service, namely the ability to carry out governmental tasks, development and activities to meet the needs of public services in a professional, transparent manner, following service standards that are objective, neutral, impartial, non-discriminatory, and not affected by personal/group/group/party interests political
6. Development of Self and Others, namely the ability to increase knowledge and improve self-skills; inspire others to develop and refine knowledge and skills relevant to work and long-term career development, encourage a willingness to learn throughout life, provide advice/assistance, feedback, guidance to help others to develop their potential.
7. Managing Change, namely the ability to adapt to new or changing situations and not rely excessively on old methods and processes, take action to support and implement change initiatives, lead change efforts, take personal responsibility to ensure changes are successfully implemented effectively .
8. Decision Making, namely the ability to make good decisions in a timely and confident manner after considering the precautionary principle, formulated in a systematic and thorough manner based on various information

(Chandra et al., 2018), alternative solutions to problems and their consequences, and being responsible for the decisions taken.

Work Motivation

Work motivation is an encouragement that grows within a person, both from within and outside of himself to do a job with high enthusiasm using all the abilities and skills he has that aims to get work results so as to achieve satisfaction according to his wishes. To be able to provide quality and quantity work results, an employee/teacher needs work motivation within himself which will affect his morale so as to improve his performance. Motivation is a process that explains the intensity, direction and persistence of an individual to achieve his goals. There are three main keys to motivation, namely intensity, direction and persistence. Intensity describes how hard a person is trying. Intensity if it is directed to a goal that benefits the organization is called the direction dimension, motivation also has a persistence dimension, which can be measured by how long a person can maintain his business (Robbins and Judge (2013). Individuals who have high motivation will stay at work for achieve goals. According to Sidanti (2015) in Ahmad Anies Rukhan (2020), states that motivation is an impulse that arises in a person to perform an action towards a certain direction or goal. Meanwhile, motivation according to Maslow's theory is that human needs are composed of a hierarchy. The lowest level of needs is physiological needs and the highest is self-actualization needs.

Work Motivation Indicator

According to (Theory of Maslow, Robbins and Jugde; 2008) there are several indicators of teacher performance as a measure of motivational variables in this study as follows:

1. Physiological needs, is a hierarchy of the most basic human needs which are the needs to be able to live such as eating, drinking, housing, oxygen, sleep and so on,
2. The need for a sense of security, if the physiological needs are relatively satisfied, then the second need arises, namely the need for a sense of security, this need for security includes security for protection from the dangers of work accidents, guarantees for the continuity of work and guarantees for old age when they are no longer working.
3. Social needs, namely the need for friendship, affiliation and closer interaction with others. in the organization will be related to the need for a compact work group, good supervision, joint recreation and so on.
4. The need for appreciation, this need includes the desire to be respected, appreciated for one's achievements, recognition of one's abilities and expertise and the effectiveness of one's work.
5. The need for self-actualization, is the highest hierarchy of Maslow's needs. Self-actualization is related to the process of developing one's real potential. The need to demonstrate one's abilities, skills and potential. According to Maslow, when the first level needs are met, the next level needs become dominant. And so on hierarchically.

Work Environment

The work environment is a place where someone works. A comfortable work environment will make the teacher comfortable at work. When you feel comfortable, of course, performance will be maximized. When performance is maximized, organizational progress will also improve. Therefore it is necessary to have a good work environment. According to (Sedarmayati, 2011, p. 45), the work environment is the overall tools and materials encountered, the surrounding environment in which a person works, his work methods, and his work arrangements both individually and as a group. The work environment in question includes clear job descriptions, challenging work targets, effective communication patterns, adequate work climate and work facilities (Mangkunegara, 2012, p. 17). Meanwhile, according to (Kasmir, 2016, p. 192) explains that the work environment is the atmosphere or conditions around the work environment which can be in the form of rooms, layouts, facilities and infrastructure as well as working relationships with fellow co-workers.

Work Environment Indicators

According to Sedarmayanti (2009) the indicators of the work environment are as follows:

1. Lighting, namely if there is not enough lighting, then the atmosphere of the room will look gloomy. In addition, employees can get carried away and even be lazy. Under these conditions, it is better to prepare the best possible lighting so that it can make employees more optimal at work.
2. Air temperature, namely good air circulation is necessary in order to be able to physically support employees. In addition, the air temperature in the room must also be considered. Don't get it too hot or too cold because of course it can affect employee performance as well.
3. Noise, that is, there should be no noise that can disturb employees while working. Therefore, a calm atmosphere must be highlighted in the room. Noise disturbance from outside the room can also occur. That's what the company should pay attention to by controlling the noise.
4. Use of Color, namely the color in a room must affect the atmosphere in it. In order to get the right atmosphere, the use of soft colors in the work environment is mandatory, especially in the color of the walls of the work space

5. The required space for movement is that one must be able to have good space for movement in the work space. Do not let too much space in the room. If there are too many, then the space for movement will be limited and cannot provide comfort either.

The Effect of Competence on Teacher Performance

Byars and Rue (2000) explain that competency is defined as a trait or characteristic needed by an office holder in order to be able to carry out a position properly, or it can also mean the characteristics/characteristics of someone who is easy to see including knowledge, skills, and behaviors that enable to perform. As a consequence of this competency definition, the notion of competency refers to a person's ability to fulfill the requirements of his current or future role. Thus, competence (Wardana et al., 2022) can also be used to predict future performance because competence is an ongoing characteristic that generally cannot be lost (Armstrong, 2005). Several research results regarding the effect of employee competence on job satisfaction, as research conducted by Ade chintya (2021), Prapti Nengsih (2016), Bachtiar (2012), show that work competence has a significant effect on performance. In contrast to the results of research conducted by Hakim A. F. et al., (2019) and M. Umar et al., (2015) where the results of their research show that work competence has no significant effect on performance.

The Effect of Motivation on Teacher Performance

According to Hasibuan (2014: 219), motivation is the giving of the driving force that creates the excitement of one's work, so that they want to work together, work effectively and integrate with all their resources and efforts to seek satisfaction. Goals motivate employees to create morale and increase productivity. The higher the level of work motivation possessed by employees, the positive effect it will have on improving performance. Some research results regarding the effect of motivation on job satisfaction, as research conducted by Ade chintya (2021), Prapti Nengsih (2016), Bachtiar (2012), show that work motivation has a significant effect on performance. In contrast to the results of research conducted by Intan Purnama, Nyoto and Asmara Hendra Komara (2019), where the results of their research show that work motivation has no significant effect on employee performance.

The Effect of the work environment on teacher performance

The work environment is everything that exists in the worker's environment that can influence him in carrying out the assigned tasks (Robbins, 2002). According to Sedarmayanti (2007) work environment indicators used include: lighting, air temperature, air circulation, work space size, work space layout, work space privacy, cleanliness, noise, use of color, office equipment, work safety, peer relations work and work relations between superiors and subordinates. Some of the results of research on the influence of the work environment on performance as research conducted by Dwi Agung Prihanto (2017), Ahmad Salahuddin (2013) the results of his research show that the work environment has a significant effect on performance. A pleasant work environment for employees through increased harmonious relations with superiors, colleagues and subordinates, and supported by adequate facilities and infrastructure in the workplace will have a positive impact on employees, so that employee performance can increase.

The Effect of Competence on Teacher Satisfaction

Competence is a characteristic related to performance effectiveness that makes the person able to fulfill what is implied by work in an organization. The higher the competence of employees and in accordance with the demands of the job, the performance of employees will increase. Competent employees usually have relatively stable character attitudes and behaviors or willingness and ability to work so that they are able to do a good job, are responsible and want to improve (Renaldo et al., 2020) their quality so that they feel satisfied with what they are doing which is formed between character, self-concept, motives and knowledge, so that employees can do work with confidence and see a job as an obligation that must be done. This will provide a strong incentive for employees to carry out the tasks that have been given efficiently and effectively which will then provide work experience and a sense of responsibility for the results of the work they do. Some research results regarding the influence of employee competence on job satisfaction, as research conducted by Riesminingsih (2013), Septiana Zulaikha (2013), Siti Markonah (2015), Diah (2017) show that work competence has a significant effect on job satisfaction. In contrast to the results of research conducted by Hakim A. F. et al., (2019) and M. Umar et al., (2015) where the results of their research stated that work competence has no significant effect on job satisfaction. Research results that are not significant means that it shows how well the employee's competence has no significant meaning for the employee's satisfaction.

The Effect of Motivation on Teacher Satisfaction

In the previous description, it has been stated that motivation is a person's ability to motivate himself without requiring the help of others. A person has the ability to find reasons or incentives to act. This process of getting the urge to act is basically a process of becoming aware of one's own desires that are usually buried. Everyone has a desire, which is an impulse to act, but often this impulse is weakened by external factors. The weakening of this drive can be seen in the loss of hope and helplessness. Mangkunegara (2012) says that work motivation is formed from attitude of an employee in dealing with a situation (situation) work. Work motivation is a condition that drives employees directed to achieve organizational goals (work goals). Work motivation is very closely related to

performance, where the high motivation of a person will affect a person's performance both the better the performance and the lower the performance. The results of research conducted by Dwi Agung Prihanto (2017), Riesminingsih (2013), Septiana Zulaikha (2013), Anton Wibowo (2019), Hakim A. F. et al., (2019) where the results of his research show that motivation has a significant effect on teacher satisfaction. But in contrast to the results of research conducted by Yuyuk Liana and Rina Irawati (2014), the results of their research show that motivation has no significant effect on job satisfaction.

The Effect of the Work Environment on Teacher Satisfaction

The work environment is a place where someone works. A comfortable work environment will make the teacher comfortable at work. When you feel comfortable, of course, performance will be maximized. When performance is maximized, organizational progress will also improve. Therefore it is necessary to have a good work environment. According to (Sedarmayati, 2011, p. 45), the work environment is the overall tools and materials encountered, the surrounding environment in which a person works, his work methods, and his work arrangements both individually and as a group. Some of the results of research conducted by Ahmad Salahuddin (2013) and Gerry J. Jr. Wowor, Sontje M. Sumayku, and M. O. Siwi (2014) show that the work environment influences job satisfaction.

Effect of Teacher Performance on Teacher Satisfaction

Performance is the result of work achieved by employees or groups of employees in an organization in accordance with their respective authorities and responsibilities in order to achieve organizational goals legally, in accordance with morals and ethics (Setiawan et al., 2021). While satisfaction is a description of one's feelings towards work and the state of the workplace environment. Some research results regarding the effect of performance on satisfaction as research conducted by Rahmah Zamzami (2018), Anis Yasinta (2018), and Ahmad Shalahuddin (2013) show the results that teacher performance has a significant effect on job satisfaction. In contrast to the results of research conducted by Yuyuk Liana and Rina Irawati (2014) where the results of their research show that performance does not have a significant effect on satisfaction.

3.0 METHODOLOGY

Place and time of research

This research was conducted at the Darul Hikmah Koto Baru Islamic Boarding School Foundation, Dharmasraya Regency, the Sumatran highway kilometer 2. The time of the research was conducted from January 2022 to June 2022.

Population and Sample

The population in this study were all teachers at the Darul Hikmah Koto Baru Islamic Boarding School Foundation, Dharmasraya District, the Sumatran highway kilometer 2, totaling 50 people. The sampling technique in this study used a saturated sample, namely using all members of the population as samples. Based on the sampling technique, the sample in this study was determined by 50 respondents.

Table 3. Variable Operationalization

Variable	Indicator	Statement	Source	Scale
Teacher Performance (Y1)	Pedagogic	Know the characteristics of students	Regulation of the State Minister for Administrative Reform and Bureaucratic Reform No. 16/2009	Interval
		Mastering learning theory and educational learning principles		
		Curriculum development		
Personality	Social	Educational Learning Activities	Regulation of the State Minister for Administrative Reform and Bureaucratic Reform No. 16/2009	Interval
		Understanding and developing potential		
		Communication with students		
Social	Social	Assessment and evaluation	Regulation of the State Minister for Administrative Reform and Bureaucratic Reform No. 16/2009	Interval
		Act in accordance with the religious, legal, social, and national cultural norms of Indonesia		
		Shows a mature and exemplary personality		
Social	Social	Work ethic, high responsibility, and pride in being a teacher	Regulation of the State Minister for Administrative Reform and Bureaucratic Reform No. 16/2009	Interval
		Be inclusive, act objectively, and not discriminate		
		Communication with fellow teachers, educational staff, parents of students, and the community		

Variable	Indicator	Statement	Source	Scale
	Professional	Mastery of material structure concepts and scientific mindsets that support the subjects being taught Developing professionalism through reflective action		
Job Satisfaction (Y2)	Opportunity to advance	In this case, whether there is an opportunity to gain experience and improve skills during work.	According to Edy Sutrisno (2019, P.77)	Interval
	Job security	This factor is referred to as supporting Job Satisfaction, both for employees. Safe conditions greatly affect how employees feel at work		
	Wages	More salary causes dissatisfaction, and rarely do people express job satisfaction with the amount of money they earn.		
	Company and Management	Good companies and management are those that are able to provide stable working situations and conditions, these factors determine employee job satisfaction.		
	Oversight and superiors	Poor supervision can result in absenteeism and Turn Over.		
	Intrinsic factors of work	Attributes that exist in the job require certain skills. The difficulty and ease and pride of the task can increase or decrease		
	Social aspects of work	Is one attitude that is difficult to describe but is seen as a factor that supports satisfaction or dissatisfaction or dissatisfaction at work.		
	Communication	Smooth communication between employees and management is often used as a reason to like their position. In this case the willingness of superiors to want to hear, understand and acknowledge the opinions or achievements of their employees plays a very important role in creating a sense of satisfaction with work		
	Facility	Hospital facilities, leave, retirement funds, or housing are standard for a position and if they can be fulfilled, it will create a feeling of satisfaction.		
Teacher Competency (X1)	Integrity	Act according to words; say according to the facts Implementation of regulations, organizational code of ethics in the daily work environment, at the individual/personal level; Do not promise/give anything contrary to the rules of the organization. Participate as a good team member, perform their duties/parts, and support team decisions;	Regulation of the Minister of Empowerment of State Apparatuses and Bureaucratic Reform Number 38, 2007	Interval
	Cooperation	Listen and appreciate input from others and provide suggestions for the benefit of the team; Able to establish social interaction for task completion		

Variable	Indicator	Statement	Source	Scale
	Communication	Convey information (data), thoughts or opinions clearly, concisely and precisely by using the appropriate method/media and following a logical flow Ensuring the same understanding of the instructions received/given Able to carry out correspondence activities according to organizational scripts.		
	Results Orientation	Able to carry out correspondence activities according to organizational scripts. Work carefully and carefully to minimize errors with reference to quality standards (SOP). Willing to receive input, follow examples of how to work more effectively, efficiently in the work environment		
	Public service	Able to carry out tasks by following service standards that are objective, neutral, impartial, non-discriminatory, transparent and not influenced by personal interests/groups/political parties; Serving the needs, requests and complaints of stakeholders; Solving problems appropriately without acting defensively in a capacity as a public service executor.		
	Development of Self and Others	Identifying self-development needs and selecting the necessary learning resources and methodologies Demonstrate an independent effort to learn new skills or abilities from various learning media; Seek to improve by learning from other insightful people in the organization. improve self-ability through training in accordance with competence		
	Managing Change	Be aware of the changes that occur in the organization and try to adapt to these changes; Follow changes openly according to instructions/guidelines; Adapting old ways of working by implementing new methods/processes with the guidance of others.		
	Decision-making	Gather and consider the information needed in finding a solution. Recognize the situation/right choice to act within authority. Considering possible solutions that can be implemented in routine work based on predetermined policies and procedures.		
	<i>Perekat Bangsa</i>	Able to understand, accept, be sensitive to individual/group differences; Open, willing to learn about differences/diversities in society; Able to work with individuals with different backgrounds		

Variable	Indicator	Statement	Source	Scale
Work Motivation (X2)	Physiology	I feel satisfied with my salary now, can meet the needs of family life I am satisfied with the benefits provided. Schools provide adequate facilities to support activities in schools. The school provides enough rest hours.	Theory of Maslow, Robbins and Jugde; 2008)	Interval
	Sense of secure	I feel safe working at this school. School safety is guaranteed for all teachers and students		
	Social	I have many friends in this school. My colleagues and I always help each other, if there is a problem		
	Award	The school always gives awards to outstanding teachers My opinion is always valued by superiors		
	Self-actualization	Suggestions and criticisms given by the leadership (Marliza et al., 2022) made me more advanced The motivation (Sari et al., 2022) given by my superiors made me more disciplined at work		
	Work Environment (X3)	Lighting		
Air temperature		Oxygen is a gas needed by living things to maintain life, namely for metabolic processes.		
Noise		One of the pollution that is quite busy for experts to deal with is noise, namely sound that is not wanted by the ear		
Use of Color		Managing color in the workplace needs to be studied and planned as well as possible		
Required space		The space for movement in question is the placement of people in a room that does not create a cramped feeling.		
Job Security		In order to keep the place and working environment in a safe condition, it is necessary to pay attention to its existence.		
Employee Relations		Employee relations in question are all conditions that occur related to work relations, both relations with superiors, as well as relations with fellow co-workers or relations with subordinates.		

Data analysis technique

Data analysis techniques in this study used descriptive analysis and Structural Equation Model (SEM) with the help of Microsoft Excel, SPSS 21 and Smart PLS software (Yusrizal et al., 2021).

Descriptive Analysis

The discussion of the characteristics of the respondents is associated with the responses of the respondents as a descriptive analysis in this study. Analysis of Respondent Characteristics (An analysis of the characteristics of the respondents is described based on gender, age, level of education. The analysis will be carried out in the form of an analysis using a mode with grouping based on the highest rank and comparing with the lowest. Next is an analysis of the responses of the respondents (containing a discussion of the responses of the respondents associated with the characteristics respondents, to determine the level of respondents' perceptions of competency, work motivation, work environment on teacher performance and teacher job satisfaction) using the intervals described above Mapping the influence of independent variables on the dependent variable (the effect of variable X on variable Y) (Renaldo et al., 2021).

Validity test

Validity Test is a test conducted to measure the accuracy of research instruments or questionnaires. The questionnaire is said to be valid if the questions or statements from the questionnaire are able to reveal something that will be measured by the questionnaire. The size of the accuracy of the questionnaire can be measured using the correlation coefficient. The questionnaire is said to be good and valid if the correlation coefficient is significant or $r \text{ count} > r \text{ table}$. Where $df = n - 2$ with a 2-tailed test (Ghozali 2016) or $r \text{ count} > 0.30$ (Sugiyono 2019).

Reliability Test

The reliability test is a questionnaire test conducted with the intention of measuring the consistency of the respondents' answers. The reliability test was carried out with the cronbach alpha statistical test. The limit for the Cronbach alpha test is ≥ 0.70 (Ghozali 2016).

Multicollinearity Test

The multicollinearity test aims to test whether the regression model used has a correlation between the independent (independent) variables. A good regression model should not have a correlation between the independent variables. A low tolerance value is the same as a high variance inflation factor (VIF) value (because $VIF=1/\text{tolerance}$). The cut off value that is commonly used to indicate the presence of multicollinearity is a tolerance value < 0.10 or the same as a VIF value > 10 (Ghozali 2016).

The multicollinearity test is carried out with the tolerance value and Variance Inflation Factor (VIF) with the formula:

$$VIF = 1/((1 - r^2))$$

where: r^2 = multiple regression coefficient

if: tolerance value < 0.10 or $VIF > 10$ = multicollinearity occurs

tolerance value > 0.10 or $VIF < 10$ = no multicollinearity

Determination Coefficient Test (R2)

The coefficient of determination test (R2) aims to measure how far the model's ability to explain the variation of the dependent variable. The value of the coefficient of determination is between zero and one. The small R2 value indicates that the ability of the independent variable to explain the dependent variable is very limited (Ghozali 2016).

Path Analysis Hypothesis Test with Smart PLS

Path analysis, known as path analysis, was first developed in the 1920s by a geneticist, namely Sewall Wright. The path analysis model is used to analyze the pattern of relationship between variables with the aim of knowing the direct or indirect effect of a set of independent variables (variable X) on the dependent variable (variable Y).

Testing Assumptions in Structural Equation Modeling

Before arriving at the results of the analysis in the form of goodness of fit, it is necessary to first check the assumptions underlying the validity of the model that has been made. The assumptions in SEM are divided into two parts, namely assumptions related to the model and assumptions related to parameter presumptions and hypothesis testing.

4.0 RESULTS AND DISCUSSION

Data Processing Process and Hypothesis Testing

The next step is to process the data using SPSS 21, Smart PLS. The results obtained can be directly used to test the hypothesis.

Table 4. Hypothesis Test

Influence between Variables	T Statistics (O/STDEV)	P Values	Conclusion
Performance -> Job satisfaction	0.139	0.379	Not significant
Competence -> Satisfaction	0.544	0.738	Not significant
Competence -> performance	0.652	0.747	Not significant
Work environment -> Job satisfaction	0.545	0.357	Not significant
Work environment -> Performance	0.595	0.483	Not significant
Motivation -> Job satisfaction	0.195	0.012	Significant Positive
Motivation -> Teacher Performance	0.247	0.799	Not significant

Source: Processed data, 2022

The effect of performance on job satisfaction

Based on the results of the respondents' responses, it was shown that on average the respondents had a good perception of the performance variables in the Darul Hikmah Koto Baru Foundation. This result is in line with the respondents' responses to teacher performance, where on average they have a good perception of the teacher performance variable at the Darul Hikmah Koto Baru Foundation. Based on the results of the regression weights test on the original sample it was negative. This indicates that high teacher performance actually decreases teacher job satisfaction at the Darul Hikmah Koto Baru Foundation. Based on the results of hypothesis testing, it shows that the performance variable does not have a significant impact on job satisfaction. It can be concluded that not always teachers who have high performance will have an impact on job satisfaction in the Darul Hikmah Koto Baru Foundation. The results of this study are in line with research conducted by Rahmah Putri Lubis (2018), and Hakim A. F. et al., (2019) where the results of their research show that performance has a significant influence on job satisfaction.

The effect of competence on performance

From this study it was found that the effect of competence on performance is negative and not significant with a value of -0.211 and P-Values 0.747. This means that competence does not affect performance, because teachers who have high competence do not always produce good performance. This is because the competence (Gazali et al., 2022) possessed by teachers at the Darul Hikmah foundation is still low. This is due to the large number of teachers who do not have educator certificates, and the lack of support from foundations. This is in accordance with research conducted by Hakim A. F. et al. (2019). The result of his research is that competence has no significant effect on performance.

The Effect of Motivation on Performance

From this study it was found that the effect of work motivation on performance was positive but not significant with a value of 0.063 and a P-Value of 0.799 where if work motivation increased, the teacher's performance would be better. This is in accordance with research by (Sukanto & Pardjono, 2016) which concluded that work motivation has no significant positive effect on teacher performance. Motivation is related to the driving factors in each individual. Everyone has different reasons for working and by fulfilling these reasons (needs), the teacher will further improve his performance. Motivation is the result of an outcome to be achieved by a person and the assumption concerned that his actions will lead to the desired result. Likewise with the performance of teachers at the Darul Hikmah Foundation, work motivation is an important thing that must be needed to improve the quality of better teacher performance.

The Effect of the Work Environment on Performance

From this study it was found that the effect of the work environment on performance was positive but not significant with a value of 0.417 and a P-Value of 0.483 where if the work environment is good, the teacher's performance will be better. This is in accordance with research (Armani, 2017) which concluded that the work environment has a positive effect on performance. The work environment is one of the determining factors for good or bad teacher performance. This is because with a work environment that is well established between foundations, principals, teachers, students and the community around the school, indirectly teachers will feel happy to come to school which of course indirectly can improve performance. According to (Sedarmayati, 2011) the work environment is the whole tools and materials encountered, the surrounding environment in which a person works, work methods, and work arrangements both individually and as a group.

The Effect of competence on Job Satisfaction

From this study it was found that the effect of competence on job satisfaction was positive and insignificant with a value of 0.182 and P-Values of 0.738. This means that competence affects job satisfaction, because teachers who have high competence will produce high job satisfaction. This is in accordance with research conducted by Fajar Maya Sari (2013). The results of the study show that competence has a significant effect on job satisfaction, so it can be concluded that if a teacher has high competence, it will affect job satisfaction at the institution.

The Effect of Motivation on Job Satisfaction

From this study it was found that the influence of work motivation on job satisfaction has a significant positive effect with a value of 0.489 and a P-Values of 0.012 where if work motivation is high then teacher job satisfaction will be better. This is consistent with research by Sulastri (2014) and Ni Ketut Kardiasih, Putra Ngurah Suyatna Yasa, Ni Wayan Sitiari (2017) that work motivation has a positive and significant effect on teacher satisfaction.

The Effect of the Work Environment on Job Satisfaction

From this study it was found that the effect of the work environment on job satisfaction was negative and insignificant with a value of -0.503 and P-Values 0.357. In this case it can be concluded that a good work environment does not determine an increase in job satisfaction. This is in accordance with research by Munandar Aji, 2019 which concluded that the work environment has no significant effect on job satisfaction, so there is a need for an increase in the work environment.

5.0 CONCLUSION

Conclusion

Based on the results of the analysis and hypothesis testing that has been done, it can be concluded that the performance variable shows no significant effect on job satisfaction. This means that the proposed hypothesis is rejected. It can be said that good performance has no impact on job satisfaction at Darul Hikmah Koto Baru foundation teachers, competency variables are not significant on job satisfaction. This means that the proposed hypothesis is rejected. This means that high competence will not have a significant impact on Job Satisfaction at the Darul Hikmah Foundation, the Competency variable will not have a significant impact on performance. It can be concluded that good competence will not always have an impact on performance. This means that the hypothesis is rejected, the work environment variable has no impact on job satisfaction. This means that the proposed hypothesis is rejected. This shows that a high work environment has no impact on job satisfaction at the Darul Hikmah foundation, the work environment variable has no impact on teacher performance. This means that the proposed hypothesis is rejected. It can be concluded that a good work environment does not necessarily have a positive impact on the performance of teachers at the Darul Hikmah Koto Baru Foundation, motivational variables have a significant impact on job satisfaction. This means that the proposed hypothesis is accepted. It can be concluded that high motivation has a positive impact on job satisfaction. At the Darul Hikmah foundation, the motivation variable does not have a significant impact on teacher performance. This means the hypothesis is rejected. So it can be concluded that not always high motivation will have a good impact on the performance of teachers at the Darul Hikmah foundation.

Recommendation

Based on the results of research and discussion, it can be suggested for agencies, if you want to improve employee performance, you should pay more attention to job satisfaction. Agencies must always create job satisfaction for good employees who support by improving employee performance, providing supportive work environment facilities, and providing benefits or incentives in accordance with the workload carried out by employees, so that employees are more enthusiastic in carrying out official duties. For Academics/Researchers Furthermore, if interested in the same theme, with this research it is advisable to use another sampling method with a larger sample size so that the influence of the independent and dependent variables is more measurable, stronger, better.

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