



# Work Environment, Compensation, and Supervision on Job Satisfaction and Teacher Performance at SMA Negeri 1 Kampar

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## Abstract

This study aims to analyze the work environment, compensation, and supervision effect on job satisfaction and teacher performance at SMA Negeri 1 Kampar. This research is quantitative research by distributing questionnaires to respondents. The sample in this study were all teachers of SMA Negeri 1 Kampar totaling 63 people. The sample selection method in this study used the census, so the sample in this study amounted to 63 respondents. Data analysis using Structural Equation Modeling (SEM) using the SmartPLS 3 application. The results of this study indicate that the work environment has a positive and significant effect on job satisfaction, compensation has no significant effect on job satisfaction, supervision has a positive and significant effect on job satisfaction, and work environment has a positive and significant effect on teacher performance, compensation has no significant effect on teacher performance, supervision has no significant effect on teacher performance, and job satisfaction has a positive and significant effect on teacher performance.

**Keywords:** Work Environment, Compensation, Supervision, Job Satisfaction, Teacher Performance

## 1.0 INTRODUCTION

Education is a learning process that must be lived by someone in order to change behavior and produce better character. Quality education is very important to improve the quality of human resources. Teachers are the main component that must be a concern in improving the quality of education starting from the level of education in Kindergarten, Elementary School (*Sekolah Dasar / SD*), Junior High School (*Sekolah Menengah Pertama / SMP*) and Senior High School (*Sekolah Menengah Atas / SMA*). Teachers who have good quality will have an impact on the quality of the students produced. Teacher performance needs to be evaluated periodically in order to maintain teacher quality consistency.

SMA Negeri 1 Kampar is one of the providers of education at the senior high school (SMA) level which always strives to improve teacher performance on an ongoing basis. Therefore SMA Negeri 1 Kampar conducts teacher performance evaluations periodically every year. From the results of the performance assessment as outlined in the Employee Performance Targets (SKP), there has been a decline in the performance of the Kampar 1 Public High School teachers from 2020 to 2021. This means that there are performance problems for Kampar 1 Public High School teachers. The average performance of Kampar 1 Public High School teachers in the last four years was 87.66 and was included in the good category and had not yet achieved the highest score as expected, namely the very good category.

One of the causes of the decline in teacher performance at SMA Negeri 1 Kampar is due to the low level of job satisfaction. To find out the teacher's job satisfaction at SMA Negeri 1 Kampar, a pre-survey was conducted. From the results of the pre-survey it is known that the level of job satisfaction of teachers at SMA Negeri 1 Kampar is still in the Fairly Satisfied category with an average score of 3.08 and has not yet reached the Satisfied category. Teachers who are not satisfied with their work will cause ineffective work and will have an impact on decreasing teacher performance (Sunarsi, 2020). Teachers who have a high level of satisfaction can improve the teacher's performance. Werang (2014) explained that job satisfaction has a positive and significant effect on teacher performance. Yusuf (2016) also explained that teacher performance is positively and significantly influenced by job satisfaction. Widayati et al. (2020) also proves that there is a positive and significant influence between job satisfaction on teacher performance. Different results were put forward by Pala'langan, (2020) that job satisfaction

has no significant effect on teacher performance. Ratnasari et al. (2021) also explains that job satisfaction has no significant effect on teacher performance.

Teacher performance and job satisfaction (Gopalan, 2019; Younis et al., 2016) are influenced by the work environment. A good work environment will increase job satisfaction and will have an impact on improving teacher performance. Imrotun and Sukirman (2016) explain that teacher performance is positively and significantly influenced by the work environment. Handayani (2017) put forward different results which prove that the work environment does not significantly affect teacher performance. A good work environment can also increase job satisfaction. Putrayana et al. (2018) explains that job satisfaction is positively and significantly influenced by the work environment. Iskandar & Juhana (2014) also explained that the work environment has a positive and significant influence on job satisfaction. Rasyid & Tanjung (2020) put forward different results, namely the work environment has no significant effect on job satisfaction. Haryanto et al., (2020) also explained that the work environment has no significant effect on job satisfaction.

Teacher performance and job satisfaction are also affected by compensation (Renaldo et al., 2022). Imrotun and Sukirman (2016) explain that compensation has a positive and significant effect on teacher performance. Different results were put forward by Amir (2018) which explained that compensation had no significant effect on teacher performance. Contrary to the results of research conducted by Sari (2019) which proves that compensation has a negative effect on teacher performance. Compensation also affects job satisfaction, good compensation will increase job satisfaction. Hulmawiyah, Hariani, and Yudiono (2018) explained that compensation has a positive and significant effect on job satisfaction. Contrary to the results of research by Hermingsih and Purwanti (2020), which explains that compensation has a significant negative effect on job satisfaction. Different results were put forward by Damayanti and Ismiyati (2020) and Meilasari et al. (2020) which states that compensation has no significant effect on job satisfaction. Pioh and Tawas (2016) also prove that compensation has no significant effect on job satisfaction.

Teacher performance and job satisfaction are also influenced by supervision. Rismawan et al. (2015) explains that teacher performance is positively and significantly influenced by supervision. Amir (2018) also explains that supervision has a positive and significant effect on teacher performance. Different results were put forward by Muslih (2017) which explained that supervision had no significant effect on performance. Supervision also affects job satisfaction. Firdausi (2018) explains that supervision has a positive and significant influence on job satisfaction. Different results were put forward by Wolo, Trisnawati, and Wiyadi (2015) which explained that supervision had no significant effect on job satisfaction.

The purpose of this study was to analyze the effect of the work environment, compensation and supervision on job satisfaction and teacher performance at SMA Negeri 1 Kampar.

## 2.0 LITERATURE REVIEW

### Teacher Performance

According to Ruky (2006) performance is a visible result of a job or activity, over a certain period of time. Mangkunegara (2016) defines performance or work performance as the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to the employee.

Aspects of performance according to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014, which is used as a reference for evaluating teacher performance, there are 4 competencies that must be possessed by educators, namely: (1) Pedagogic, pedagogic competence (Istiana et al., 2022) is the teacher's ability to manage learning. (2) Personality, personality is an abstract problem that can only be seen through one's appearance, actions, speech, and way of dressing. Every person has a different personality. Personal competence (Fadhli et al., 2022) is a personal performance (traits) that must be owned by a teacher. (3) Social, social competence is a teacher's ability to communicate and socialize effectively. (4) Professional, professional competence is the use of extensive and in-depth learning materials that enable them to guide students to meet competency (Sari et al., 2022) standards determined by the National Education Standards Agency (BNSP). This is a teacher's ability in accordance with his expertise in conveying something to students in the context of carrying out his duties and profession.

### Job Satisfaction

According to Hasibuan (2019) Job satisfaction is an emotional attitude that is pleasant and loves his job. Basically job satisfaction is an individual thing. Each individual will have a different level of satisfaction according to the value system that applies to him. Usually people will feel satisfied with the work that has been or is being carried out, if something that is done is deemed to have met expectations, in accordance with the purpose of work. If someone wants something, it means that the person concerned has a hope and thus is motivated to take action towards achieving that hope. If these expectations are met, then satisfaction will be felt. Job satisfaction shows the compatibility between one's expectations that arise and the rewards provided by the job, so that job satisfaction is also closely related to the theory of justice, psychological agreement and motivation (Latifah, 2015).

Luthans (2006) and Nurwati (2021) put forward indicators of job satisfaction, namely: (1) The work itself, a job requires certain skills and abilities according to their respective fields. Whether or not a job is difficult and a person's feeling that his skills are needed in doing the job, will increase or decrease job satisfaction. (2) Boss, a

good boss means willing to appreciate the work of his subordinates. For subordinates, superiors can be seen as a father/mother/friend figure and at the same time their boss. (3) Co-workers, co-workers are related factors related to the relationship between employees and their superiors and with other employees, both the same and different types of work. (4) Promotion, is a factor related to whether there is an opportunity to gain career advancement while working.

### **Work Environment**

According to Hasibuan (2019) the work environment is something that exists in the environment of workers who can influence themselves in carrying out tasks such as temperature, humidity, ventilation, lighting, noise, cleanliness of the workplace and the adequacy of work tools and equipment. The work environment can be interpreted as the overall tools faced, the surrounding environment where a person works, and work methods, as a result of work both as individuals and as a group. According to Sedarmayanti (2001) the work environment is the whole of the tools and materials encountered, the environment in which a person works, his work methods, and work arrangements both individually and as a group. Good or suitable working environment conditions if humans can carry out activities optimally, healthy, safe and comfortable.

According to Sedarmayanti (2001) work environment indicators are: (1) Lighting, lighting is one of the benchmarks for obtaining a safe and comfortable environment that is closely related to human productivity, brighter lighting in employee workspaces plays a very important role in improve employee morale so that they will be able to show good work results. (2) Air temperature, air temperature is the condition of the air at a certain time and place such as the work space or the environment around the work place. (3) Noise, sound or noise is sound that can damage the concentration of employees' work and can cause wrong communication in the workplace environment so that employee performance is not optimal. (4) The use of color, color is part of the work environment can affect employees in carrying out work, thus setting bright and soft colors in the work space can increase employee morale. (5) Space, space for movement required is a situation where the condition of the room or environment is wide so that employees can move freely in doing work. (6) Job security, job security is the feeling or desire to be safe for every employee in doing work. Both materially and morally. (7) Employee relations, good reciprocal relations between employers and employees as well as employees and leaders.

### **Compensation**

According to Indrastuti (2022) compensation is remuneration provided by the company to employees who have contributed their energy and thoughts to the company so that the company can be successful and competitive. Compensation consists of three main components, namely direct compensation, indirect compensation and non-financial compensation. Direct compensation (Ahmad & Scott, 2015; Wulandari & Nawangsari, 2021) takes the form of wages, salaries, incentives, bonuses and commissions. Indirect compensation consists of various benefits provided by the employer, and non-financial compensation includes employee recognition programs, rewarding work, organizational support, work environment, and flexible working hours to accommodate personal needs. According to Hasibuan (2019) compensation is all income in the form of money, direct or indirect goods received by employees as compensation for services provided to the company. Establishing an effective compensation system is an important part of human resource management because it helps attract and retain talented jobs. In addition, the company's compensation system has an impact on strategic performance.

According to Simamora (2004) there are 4 indicators to measure compensation, namely: (1) Wages and Salaries, wages are payments that are often used for production and maintenance workers. Wages are generally linked to hourly pay rates and wages are usually applied to annual, monthly or weekly pay rates. (2) Incentives, incentives are additional compensation above or beyond the salary or wages provided by the company. (3) Allowances, benefits are health and life insurance, pension programs, holidays borne by the company and other benefits related to employment. (4) Amenities, facilities are generally related to enjoyment such as company cars or access to company aircraft that are obtained by employees.

### **Supervision**

According to Firdausi (2018) supervision is a service activity to help teachers teach better. Supervision is an activity to help teachers develop their abilities, manage the learning process for the achievement of learning objectives. Therefore, a supervisor must be an expert in solving problems, able to help build communication, help people hear each other, serve to get the right people to help people who have problems or with resource persons who can help, must be able to stimulate staff members to see the extent of ideas and resources being tackled, and the extent to which people are encouraged and supported when they try new things. The supervisor's role is more to support, assist, and share, not to direct.

According to Firdausi (2018), the indicators used to measure supervision are: (1) Intensity of coaching, (2) Frequency of observation, (3) Conformity of evaluation of supervision results, (4) Improvements and follow-up.

**Relations between Variables****Effect of the Work Environment on Job Satisfaction**

A good work environment will provide comfort to teachers in teaching and a good work environment can also increase job satisfaction. The better the work environment, the higher the job satisfaction, and vice versa, a work environment that cannot provide comfort and security will have an impact on low job satisfaction.

Putrayana et al. (2018) explains that job satisfaction is positively and significantly influenced by the work environment. Iskandar & Juhana (2014) also explained that the work environment has a positive and significant influence on job satisfaction. Winaliyah, Harapan, and Kesumawati (2021) also proved that the work environment has a positive and significant effect on teacher job satisfaction. Rasyid & Tanjung (2020) put forward different results, namely the work environment has no significant effect on job satisfaction. Haryanto et al., (2020) also explained that the work environment has no significant effect on job satisfaction.

H1: The work environment has a positive effect on job satisfaction for teachers of SMA Negeri 1 Kampar

**Effect of Compensation on Job Satisfaction**

Compensation is the reward received by the teacher. These rewards can be financial or non-financial. Compensation can be in the form of basic salary, benefits, health insurance and awards given to teachers. Good compensation will increase job satisfaction, and vice versa, if compensation is low then job satisfaction will also be low. Hulmawiyah, Hariani, and Yudiono (2018), Permana et al. (2021) and Pertiwi and Supartha (2021) prove that compensation has a positive and significant effect on job satisfaction. Contrary to the results of research by Hermingsih and Purwanti (2020), which explains that compensation has a significant negative effect on job satisfaction. Different results were put forward by Damayanti and Ismiyati (2020) and Meilasari et al. (2020) and Pioh and Tawas (2016) prove that compensation has no significant effect on job satisfaction.

H2: Compensation has a positive effect on job satisfaction for teachers of SMA Negeri 1 Kampar

**Effect of Supervision on Job Satisfaction**

Supervision of teachers aims to improve the ability of teachers to prepare students to become effective members of society. Supervision can help teachers make a critical diagnosis of teaching and learning activities and difficulties. Good supervision or supervision can increase job satisfaction, because supervision can make teachers better understand their strengths and weaknesses in teaching. The better the supervision carried out, the higher the job satisfaction. Firdausi (2018) and Sherly et al. (2021) and Winaliyah, Harapan, and Kesumawati (2021) explain that job satisfaction is positively and significantly influenced by supervision. Supervision carried out by superiors optimally and programmed will foster teacher job satisfaction in carrying out their duties. Supervision that has been carried out by superiors properly and continuously will affect teacher job satisfaction. Different results were put forward by Wolo, Trisnawati, and Wiyadi (2015) which explained that supervision had no significant effect on job satisfaction.

H3: Supervision has a positive effect on job satisfaction of teachers at SMA Negeri 1 Kampar

**Effect of the Work Environment on Teacher Performance**

A good work environment will make the teacher comfortable in providing learning to students so that the teaching and learning process can run according to the learning objectives. The achievement of learning objectives is an indication of good teacher performance. A good work environment will have an impact on improving teacher performance. The better the work environment, the higher the teacher's performance. Imrotun and Sukirman (2016), Sugiono, Efendi, and Jojong (2021), and Chrisman.Z, Lian, and Putra (2021) explain that teacher performance is positively and significantly influenced by the work environment. Handayani (2017) put forward different results which prove that the work environment does not significantly affect teacher performance.

H4: The work environment has a positive effect on teacher performance at SMA Negeri 1 Kampar

**Effect of Compensation on Teacher Performance**

Teacher performance is affected by compensation. Compensation is given as encouragement so that teachers can improve performance in accordance with educational goals. The better the compensation given, the impact on improving teacher performance, and vice versa, low compensation can reduce teacher performance. Imrotun and Sukirman (2016), Sherly et al. (2021), and Suryani, Hubeis, and Sunaryo (2021) explain that compensation has a positive and significant effect on teacher performance. Different results were put forward by Amir (2018) which explained that compensation had no significant effect on teacher performance. Contrary to the results of research conducted by Sari (2019) which proves that compensation has a negative effect on teacher performance. Compensation also affects job satisfaction, good compensation will increase job satisfaction.

H5: Compensation has a positive effect on teacher performance at SMA Negeri 1 Kampar

**Effect of Supervision on Teacher Performance**

Teacher performance is influenced by supervision. Supervision is a form of supervising superiors to subordinates in order to evaluate the work performed. Teachers who get proper and proper supervision will have good performance. Because with supervision, the teacher can evaluate his performance. Rismawan et al. (2015), Amir (2018) and Sherly et al. (2021) explains that teacher performance is positively and significantly influenced by

supervision. Different results were put forward by Muslih (2017) which explained that supervision had no significant effect on teacher performance.

H6: Supervision has a positive effect on teacher performance at SMA Negeri 1 Kampar.

### **Effect of Job Satisfaction on Teacher Performance**

Job satisfaction can be achieved if a teacher's needs and expectations for work are met. By achieving job satisfaction, the teacher will encourage teachers to improve their performance. Teachers who have a high level of job satisfaction will have good performance, and vice versa, low job satisfaction will have an impact on decreasing teacher performance. Werang (2014), Yusuf (2016), Widayati et al. (2020) and Sherly et al. (2021) explains that job satisfaction has a positive and significant effect on teacher performance. Different results were put forward by Pala'langan, (2020) that job satisfaction has no significant effect on teacher performance. Ratnasari et al. (2021) also explains that job satisfaction has no significant effect on teacher performance.

H7: Job satisfaction has a positive effect on teacher performance at SMA Negeri 1 Kampar

## **3.0 METHODOLOGY**

This research is a quantitative research by distributing questionnaires to respondents. Respondents were asked to respond by giving answers to one of the answer choices provided. Qualitative answers are then quantified. Each answer is given a numerical score to reflect the degree of conformity of the respondent as measured by a Likert scale. This research was conducted at SMA Negeri 1 Kampar. The time of research is from May to August 2022.

### **Population and Sample**

The population in this study were all 65 teachers at SMA Negeri 1 Kampar. In this study the selection of samples using the census method, so the entire population will be sampled in this study. The number of samples in this study were 63 respondents, because researchers and school principals were not included as samples.

### **Data Analysis Techniques**

#### **Descriptive Analysis**

The descriptive analysis in this study contains a discussion of the characteristics of the respondents associated with the responses of the respondents. (1) Analysis of Respondent Characteristics, analysis of respondent characteristics consists of respondent's age, respondent's gender, class, length of work and education. (2) Analysis of Respondents' Responses, the analysis of respondents' responses contains a discussion of the respondents' responses associated with the characteristics of the respondents.

#### **PLS Model Test**

The PLS model test carried out in this study, namely: (1) 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 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, the reliability test 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 is  $\geq 0.70$  (Ghozali, 2011). (3) Multicollinearity Test (VIF), the multicollinearity test is carried out by looking at the VIF value. The VIF value must be less than 5, because if it is more than 5 it indicates multicollinearity between constructs (Ghozali and Latan 2015). (4) R Square test, the coefficient of determination (R Square) is a way to assess how much endogenous constructs can be explained by exogenous constructs. The value of the coefficient of determination (R Square) is expected to be between 0 and 1. R Square values of 0.75, 0.50, and 0.25 indicate that the model is strong, moderate, and weak.

### **Analysis of Structural Equations and Hypotheses**

To help processing structural equations Smart PLS is used. The stages of structural equation analysis are as follows: (1) Development of a model based on theory. The model that has been designed must be based on causality and this relationship must be supported by existing theory. This stage has been discussed in the framework of thinking and hypotheses. (2) Prepare path diagrams and structural equations. (3) Model evaluation in PLS-SEM, model evaluation in PLS consists of two stages, namely evaluating the outer model or measurement model and evaluating the inner model or structural model (structural measurement). (4) Hypothesis Testing. After the data meets the measurement requirements, it will proceed with the bootstrapping method on SmartPLS. The bootstrapping method is a procedure for taking new samples repeatedly as many as N new samples from the original data size n. For the partial test, the P-value is used. The P value is a value that indicates the probability of incorrectly rejecting  $H_0$  from the research data. P-values are a significance value obtained in testing a hypothesis that represents the probability of an event or hypothesis occurring. P-values are used as an alternative for determining whether the null hypothesis is accepted or rejected. The smaller the p-value, this indicates that the opportunity to reject the null hypothesis is greater. Criteria for testing the hypothesis: (a) P-values  $< \alpha = 0.05$  then the hypothesis is

accepted. This means that partially the independent variables have a significant influence on the dependent variable, (b) P-values  $> \alpha = 0.05$ , the hypothesis is rejected. This means that partially the independent variables do not have a significant influence on the dependent variable.

## 4.0 RESULTS AND DISCUSSION

### Descriptive Analysis Results

#### Respondent Profile

The results of the analysis of the respondent's profile are shown in table 1.

**Table 1. Results of Respondent Profile Analysis**

Profile	Category	Amount	Percentage
Gender	Man	22	34.92%
	Woman	41	65.08%
Age	< 25 years	3	4.76%
	25-40 years	19	30.16%
	41-57 years	36	57.14%
	>57 years	5	7.94%
Education	Diploma	2	3.17%
	S1	55	87.30%
	S2-S3	6	9.52%
Years of service	1-2 Years	3	4.76%
	3-5 Years	9	14.29%
	6-10 Years	5	7.94%
	11-20 Years	22	34.92%
	>20 yrs	24	38.10%
Employment status	PNS	42	66.67%
	P3K	2	3.17%
	GTT	19	30.16%
<b>Total</b>		<b>63</b>	<b>100%</b>

Source: Processed Data, 2022

From table 1 it can be seen that the majority of respondents are female. This means that there are more female teachers than male teachers at SMA Negeri 1 Kampar. This is due to the paradigm that has developed in society that women are seen as the right person to become a teacher because of their instincts as a mother. Society in general believes that women are responsible for educating, caring for, and looking after children. Meanwhile, men are not nannies and educators of children, but hard workers who have the obligation to make a living. The majority of teachers at SMA Negeri 1 Kampar are aged in the range of 41-57 years. This age range is the X generation. Generation X has a tendency to be independent and willing to adapt in the work environment. Generation X likes to work smart, namely efficient in terms of method and time to get maximum results. They also like a clear structure, but with a work atmosphere that is not rigid or informal and need information (Chandra et al., 2018) related to organizational management. This is necessary because Generation X tends to want clarity in their career path and has the principle that they need to be rewarded based on their productivity, not just the number of hours of work attendance. On the other hand, there are still many of this generation who stutter with the latest technology, because this generation has grown up in changes from manual methods to using technology, so most do not understand technology well. Teachers at SMA Negeri 1 Kampar have an undergraduate degree (S1). This is in accordance with applicable laws and regulations, namely Law No. 14 of 2005 concerning teachers and lecturers which explains that teacher qualifications must have a D-IV or S1 education. The majority of teachers at SMA Negeri 1 Kampar have worked for more than 10 years. This means that most of the teachers at SMA Negeri 1 Kampar already have experience in teaching and understand their duties and functions as a teacher. On the other hand, teachers who have worked for a long time will experience burnout in carrying out their work if they do the same routine every day. The majority of teachers at SMA Negeri 1 Kampar are Civil Servants (PNS). Teachers with PNS status are expected to be able to provide high performance because in terms of welfare and status they are better than honorary teachers. With the high number of teachers with PNS status, it is also easier for SMA Negeri 1 Kampar to control (Napitupulu et al., 2021; Renaldo et al., 2020, 2021) teacher performance because of periodic performance appraisals according to standards set by the Ministry of Education and Culture (Wardana et

al., 2022). The portion of Non-Permanent Teachers (GTT) or honorary teachers is still quite large, namely 30.16%. The phenomenon of salary that is not in accordance with the UMR for honorary teachers tends to make honorary teachers not yet highly committed to the organization or school and school management is also unable to demand more responsibility from these honorary teachers.

### Respondents' Responses

On the teacher's performance variable, the highest respondent's response was in the statement, I present myself as a virtuous person, meaning that teachers at Kampar 1 Public High School have a personal attitude of virtuous character. While the lowest respondent's response is in the statement, "I am able to understand the character of students and able to communicate with students well, meaning that there are still some teachers at SMA Negeri 1 Kampar who have not been able to understand the character of students and have not been able to communicate well with students. On the job satisfaction (Putra & Renaldo, 2020) variable, the highest respondent's response is in the statement, I am happy with my current job, while the lowest respondent's response is in the statement, every teacher in my school has the same opportunity for promotion. That is, not all teachers are given the same opportunity for promotion.

In the work environment variable, the highest respondent's response is to the statement, the relationship between teachers and employees is harmonious, mutual respect and respect, while the lowest respondent's response is to the statement, the air temperature in the teaching and learning room is as needed. This means that the temperature in the teaching and learning room at SMA Negeri 1 Kampar has not met the needs or has not met the standards of comfort in the teaching and learning process. In the compensation variable, the highest respondent's response is in the statement, the salary I receive is in accordance with my expectations and can meet my daily needs, while the lowest respondent's response is in the statement, the school provides incentives (other than salary) to me. This means that some respondents think that school management has not provided incentives to teachers at SMA Negeri 1 Kampar. In the variable of supervision, the highest respondent's response is to the statement, the supervision results are used as a reference in making further improvement programs, while the lowest respondent's response is to the statement, I always get guidance from superiors. This means that some respondents think that superiors have not provided guidance or supervision to teachers at SMA Negeri 1 Kampar.

### PLS Model Test Results

#### Validity and Reliability Test

The results of the validity and reliability tests in this study are shown in table 2.

Table 2. Validity and Reliability Test Results

Variable	Statement Items	Corrected Item-Total Correlation (>0.3)	Average Variance Extracted (AVE) (>0.50)	Validity	Cronbach's Alpha (>0.70)	Composite Reliability (CR) (>0.70)	Reliability
Teacher Performance (Y2)	Y211	0.812	0.833	Valid	0.949	0.952	Reliable
	Y212	0.787		Valid			
	Y213	0.908		Valid			
	Y221	0.722		Valid			
	Y222	0.876		Valid			
	Y223	0.797		Valid			
	Y231	0.834		Valid			
	Y232	0.792		Valid			
	Y241	0.638		Valid			
	Y242	0.699		Valid			
Job Satisfaction (Y1)	Y111	0.872	0.833	Valid	0.953	0.952	Reliable
	Y112	0.726		Valid			
	Y121	0.874		Valid			
	Y122	0.863		Valid			
	Y131	0.795		Valid			
	Y132	0.874		Valid			
	Y141	0.803		Valid			
	Y142	0.839		Valid			

Variable	Statement Items	Corrected Item-Total Correlation (>0.3)	Average Variance Extracted (AVE) (>0.50)	Validity	Cronbach's Alpha (>0.70)	Composite Reliability (CR) (>0.70)	Reliability
Work Environment (X1)	X111	0.566	0.746	Valid	0.960	0.953	Reliable
	X112	0.870		Valid			
	X121	0.809		Valid			
	X122	0.812		Valid			
	X131	0.791		Valid			
	X132	0.774		Valid			
	X141	0.689		Valid			
	X142	0.813		Valid			
	X151	0.840		Valid			
	X152	0.761		Valid			
	X161	0.801		Valid			
	X162	0.798		Valid			
	X171	0.885		Valid			
X172	0.762	Valid					
Compensation (X2)	X211	0.833	0.822	Valid	0.957	0.948	Reliable
	X212	0.885		Valid			
	X221	0.807		Valid			
	X222	0.799		Valid			
	X231	0.884		Valid			
	X232	0.829		Valid			
	X241	0.837		Valid			
X242	0.831	Valid					
Supervision (X3)	X311	0.880	0.906	Valid	0.975	0.975	Reliable
	X312	0.901		Valid			
	X321	0.906		Valid			
	X322	0.939		Valid			
	X331	0.936		Valid			
	X332	0.900		Valid			
	X341	0.852		Valid			
X342	0.897	Valid					

Source: Processed Data, 2022

Table 2 shows that the correlation coefficient for each statement in this study is greater than 0.30 (Corrected Item-Total Correlation > 0.30), meaning that all statements in this study are valid. The validity of the statement or questionnaire is also indicated by the Average Variance Extracted (AVE) value which is overall greater than 0.50 (AVE > 0.50).

Reliability in this study is indicated by a Cronbach Alpha value that is greater than 0.70 (CA > 0.70). Then, reliability is also indicated by the Composite Reliability value which is greater than 0.70 (CR > 0.70). From table 2 it can be seen that all variables have Cronbach Alpha and CR values greater than 0.70. That is, all variables in this study are reliable.

### Multicollinearity Test and Coefficient of Determination (R<sup>2</sup>)

The results of the Multicollinearity Test and the Coefficient of Determination (R<sup>2</sup>) are shown in table 3.

Table 3. Multicollinearity Test Results and Coefficient of Determination (R<sup>2</sup>)

Variable	Indicator	Multicollinearity		Coefficient of Determination		Relationship
		VIF	Information	R Square	R Square Adjusted	
Job Satisfaction (Y1)	Y11	4.271	No Multicollinearity	0.888	0.882	Strong
	Y12	4.364	No Multicollinearity			
	Y13	3.716	No Multicollinearity			
	Y14	2.845	No Multicollinearity			



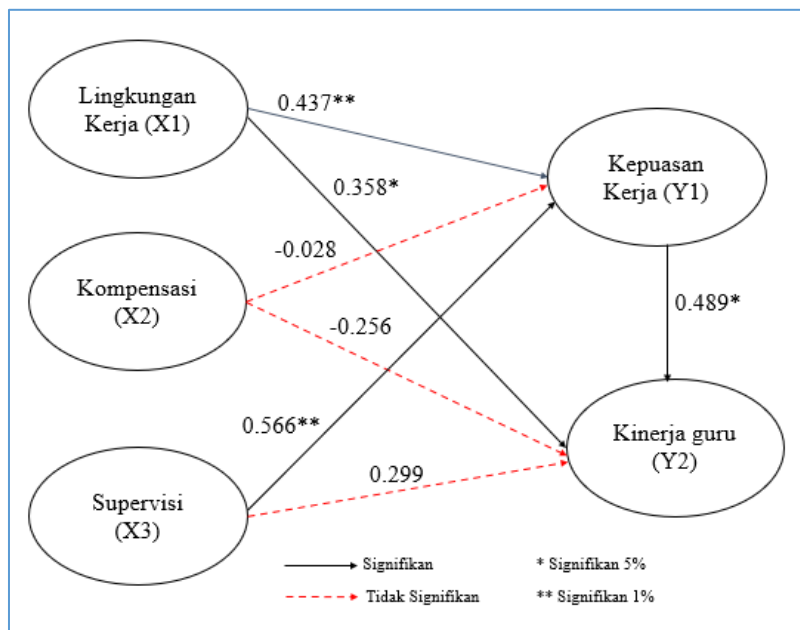
Variable	Indicator	Multicollinearity		Coefficient of Determination		Relationship
		VIF	Information	R Square	R Square Adjusted	
Teacher Performance (Y2)	Y21	5.589	No Multicollinearity	0.798	0.784	Strong
	Y22	4.443	No Multicollinearity			
	Y23	3.858	No Multicollinearity			
	Y24	2.670	No Multicollinearity			
Work Environment (X1)	X11	3.511	No Multicollinearity			
	X12	4.549	No Multicollinearity			
	X13	2.799	No Multicollinearity			
	X14	3.320	No Multicollinearity			
	X15	3.733	No Multicollinearity			
	X16	3.244	No Multicollinearity			
	X17	3.620	No Multicollinearity			
Compensation (X2)	X21	4.211	No Multicollinearity			
	X22	2.731	No Multicollinearity			
	X23	5.100	No Multicollinearity			
Supervision (X3)	X24	2.947	No Multicollinearity			
	X31	6.768	No Multicollinearity			
	X32	9.287	No Multicollinearity			
	X33	8.502	No Multicollinearity			
	X34	5.155	No Multicollinearity			

Source: Processed Data, 2022

From table 3 it can be seen that the VIF values of all indicators are less than 10 (VIF <10), meaning that there is no multicollinearity in this study. The results of the test for the coefficient of determination or R square shown in table 3 show that the R2 value of all endogenous variables is greater than 0.75. These results indicate a strong influence of exogenous variables on the endogenous variables of job satisfaction and teacher performance.

**Hypothesis Test Results**

The results of hypothesis testing with Structural Equation Modeling (SEM) using SmartPLS are shown in Figure 2 and Table 4.



Source: Processed Data, 2022  
**Figure 1. Hypothesis Test Results**

Table 4. Hypothesis Test Results

Hypothesis	Variable Relations	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values	Hypothesis Results
H1	Work Environment_X1 -> Job Satisfaction_Y1	0.437	0.438	0.114	3.821	0.000	Significant Positive
H2	Compensation_X2 -> Job Satisfaction_Y1	-0.028	-0.032	0.095	0.295	0.768	Not significant
H3	Supervision_X3 -> Job Satisfaction_Y1	0.566	0.565	0.119	4.735	0.000	Significant Positive
H4	Work Environment_X1 -> Teacher Performance_Y2	0.358	0.334	0.161	2.220	0.027	Significant Positive
H5	Compensation_X2 -> Performance Guru_Y2	-0.256	-0.265	0.158	1.623	0.105	Not significant
H6	Supervision_X3 -> Teacher Performance_Y2	0.299	0.344	0.202	1.480	0.139	Not significant
H7	Job Satisfaction_Y1 -> Teacher Performance_Y2	0.489	0.480	0.199	2.459	0.014	Significant Positive

Source: Processed Data, 2022

## Discussion

### The Effect of the Work Environment on Job Satisfaction

The work environment has a positive and significant impact on job satisfaction of teachers at SMA Negeri 1 Kampar. The better the work environment, the higher the job satisfaction (Habibi et al., 2022) of teachers in SMA Negeri 1 Kampar. Vice versa. An uncomfortable work environment will have an impact on the low job satisfaction of teachers at SMA Negeri 1 Kampar. This is supported by a descriptive analysis of the respondents' responses with the highest score in the statement, the relationship between teachers and employees is harmonious, mutual respect, and respect. This condition causes teachers to feel comfortable working among teachers and employees at SMA Negeri 1 Kampar. This harmonious environment, mutual respect and respect must be maintained by the leadership (Gusriani et al., 2022) and all teachers in order to increase teacher job satisfaction at SMA 1 Kampar.

In addition, the cause of the work environment having a positive and significant effect on job satisfaction at Kampar 1 Public High School is the tenure of the teachers, the majority of whom have worked for more than 10 years, causing these teachers to be used to the work environment at Kampar 1 Public High School and feel comfortable with the environment. the work.

The work environment at SMA Negeri 1 Kampar is the entire school area that supports teachers in carrying out their duties and responsibilities as teachers. Work environment includes physical and non-physical work environment. Even though the teacher feels comfortable with the current work environment, based on the descriptive analysis there are still a number of things that need to be considered and need to be improved so that teacher job satisfaction at SMA Negeri 1 Kampar will be higher, namely: Air temperature in classrooms and classrooms the teacher assembly which still feels hot, the light in the classroom which is still not as needed, the security officers who have not carried out their duties properly, there is still noise in the school environment and classrooms and the teacher assembly room which still feels cramped.

The results of this study are in line with the results of research conducted by Putrayana et al. (2018) and Iskandar & Juhana (2014) which prove that the work environment has a positive and significant effect on job satisfaction. However, the results of this study do not support the results of research conducted by Rasyid & Tanjung (2020) and Haryanto et al., (2020) which prove that the work environment does not have a significant effect on work satisfaction.

### Effect of Compensation on Job Satisfaction

Compensation has no significant impact on job satisfaction of teachers at SMA Negeri 1 Kampar. That is, high or low compensation does not have a significant impact on job satisfaction of teachers at SMA Negeri 1 Kampar. This is supported by a descriptive analysis of respondents' responses to the compensation variable with the lowest score in the statement, the school provides incentives (other than salary) to me. This shows that even though the incentives received by teachers have not met expectations, teachers at SMA 1 Kampar have felt job satisfaction (Elfita et al., 2022) which can be seen from the descriptive analysis of respondents' responses on job satisfaction

with the highest score in the statement, I am happy with my current job. That is, by feeling happy working as a teacher, teachers at SMA 1 Kampar do not make compensation the main thing that can affect job satisfaction.

In addition, the cause of compensation has no significant effect on teacher job satisfaction at SMA Negeri 1 Kampar because based on the profile of the respondents, the majority of teachers at SMA Negeri 1 are women and the majority are married. Women are generally not the main earners in the family. In general, the main breadwinners are men. So that the income as a teacher at SMA Negeri 1 Kampar is not the main income in the teacher's family. This is supported by the results of ANOVA which shows that there are significant differences in respondents' responses between men and women on job satisfaction. Women respond to work tyranny by giving them higher scores than men. This shows that women's job satisfaction is higher than men.

The results of this study are in line with the results of research conducted by Damayanti and Ismiyati (2020), Meilasari et al. (2020) and Pioh and Tawas (2016) which explain that compensation has no significant effect on job satisfaction. However, the results of this study are not in line with the results of research conducted by Hulmawiyah, Hariani, and Yudiono (2018), which proves that compensation has a positive and significant effect on job satisfaction. The results of this study are also not in line with the results of research conducted by Hermingsih and Purwanti (2020) which explain that compensation has a negative and significant effect on job satisfaction.

### **The Effect of Supervision on Job Satisfaction**

Supervision has a positive and significant impact on teacher job satisfaction at SMA Negeri 1 Kampar. Supervision that goes well, it will be able to increase job satisfaction. Vice versa, supervision that is not going well will have an impact on decreasing teacher job satisfaction at SMA Negeri 1 Kampar. This is supported by a descriptive analysis of the respondents' responses with the highest scores on the statement, supervision helps me to improve teaching performance. Therefore, school leaders (Ngatno et al., 2022), in this case the principal, need to supervise teachers on a regular basis in order to increase teacher job satisfaction at SMA Negeri 1 Kampar.

Supervision is a form of coaching and evaluation from superiors to teachers. In order to increase job satisfaction, based on the results of the descriptive analysis of respondents' responses, it is necessary to supervise, because supervision can develop the abilities and skills of teachers in teaching and supervision can increase teacher job satisfaction in teaching. In addition, supervision can be used as a reference in making improvement programs for the next. Then, supervision carried out by superiors can make teachers feel more cared for in carrying out their work as teachers, resulting in self-confidence in teaching and a sense of satisfaction with work. Based on the descriptive analysis, supervision that still needs to be improved on Kampar 1 Public High School teachers is coaching from superiors, making a scheduled and periodic supervision program.

The research results are in line with the results of research conducted by Firdausi (2018) which proves that supervision 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 Wolo, Trisnawati, and Wiyadi (2015) which explains that supervision has no significant effect on job satisfaction.

### **The Effect of the Work Environment on Teacher Performance**

The work environment has a positive and significant impact on teacher performance at SMA Negeri 1 Kampar. The better the work environment, the higher the performance of teachers in SMA Negeri 1 Kampar. Vice versa. An uncomfortable work environment will have an impact on the low performance of teachers in SMA Negeri 1 Kampar. This is supported by a descriptive analysis of the respondents' responses with the highest score in the statement, the relationship between teachers and employees is harmonious, mutual respect, and respect. so that it causes teachers to feel comfortable working between teachers and employees at SMA Negeri 1 Kampar. This harmonious environment, mutual respect and respect must be maintained by the leadership (Sirait et al., 2022) and all teachers in order to improve the performance of teachers in SMA 1 Kampar.

In addition, the cause of the work environment having a positive and significant effect on teacher performance at Kampar 1 Public High School is the tenure of teachers, the majority of whom have worked for more than 10 years, causing these teachers to be used to the work environment at Kampar 1 Public High School and feel comfortable with the environment. the work.

Even though the teacher feels comfortable with the current work environment, based on the descriptive analysis there are still a number of things that need attention and need to be improved so that the teacher's performance at SMA Negeri 1 Kampar will be higher, namely: Air temperature in the classroom and assembly room teachers who still feel hot, the light in the classrooms that is still not as needed, security officers who have not carried out their duties properly, there is still noise in the school environment and classrooms and teacher assembly rooms that still feel cramped.

The results of this study support the results of research conducted by Imrotun and Sukirman (2016) which explain that the work environment has a positive and significant influence on teacher performance. However, the

results of this study do not support the results of research conducted by Handayani (2017) which proves that there is no significant effect of the work environment on teacher performance.

### **Effect of Compensation on Teacher Performance**

Compensation has no significant impact on teacher performance at SMA Negeri 1 Kampar. That is, high or low compensation does not have a significant impact on teacher performance at SMA Negeri 1 Kampar. This is supported by a descriptive analysis of respondents' responses to the compensation variable with the lowest score in the statement, "The school provides incentives (other than salary) to me." This shows that even though the incentives received by the teacher are not as expected, the teacher at SMA 1 Kampar Tatap gives good performance. This can be seen from the descriptive analysis of the respondents' responses to the teacher's performance with the highest score in the statement, I present myself as a virtuous person. noble character. This means that teachers at SMA Negeri 1 Kampar always behave according to the rules and norms to give the best performance and do not make compensation the main thing that can affect the teacher's performance.

In addition, the cause of compensation has no significant effect on teacher performance at SMA Negeri 1 Kampar because based on the profiles of the respondents, the majority of teachers at SMA Negeri 1 are women and the majority are married. Women are generally not the main earners in the family. In general, the main breadwinners are men. So that the income as a teacher at SMA Negeri 1 Kampar is not the main income in the teacher's family. This is supported by the results of ANOVA which show that there are significant differences in the responses of male and female respondents to teacher performance. Women respond to teacher performance by giving higher scores than men. This shows that the performance of female teachers is higher than that of men.

The results of this study are in line with the results of research conducted by Amir (2018) which explains that compensation has no significant effect on teacher performance. However, the results of this study are not in line with the results of research conducted by Imrotun and Sukirman (2016) which proves that compensation has a positive and significant effect on teacher performance. The results of this study are also not in line with the results of research conducted by Sari (2019) which proves that compensation has a negative and significant effect on teacher performance.

### **The Effect of Supervision on Teacher Performance**

Supervision has no significant impact on teacher performance at SMA Negeri 1 Kampar. That is, whether or not the supervision carried out on teachers at Kampar 1 Public High School does not have a significant impact on teacher performance. This is supported by a descriptive analysis of respondents' responses with the lowest score on the supervision variable in the statement, I always get coaching from superiors. This means that teachers at SMA Negeri 1 Kampar rarely receive coaching from superiors. Even though teachers at SMA Negeri 1 Kampar rarely receive coaching from superiors, the teachers still provide high performance. This is supported by a descriptive analysis of respondents' responses to the teacher performance variable with the highest score in the statement, I present myself as a virtuous person. This means that teachers at SMA Negeri 1 Kampar always behave according to the rules and norms to provide the best performance and do not make supervision or coaching from superiors the main thing that can affect the teacher's performance.

In addition, supervision does not have a significant effect on teacher performance because the majority of teachers at SMA Negeri 1 Kampar have worked for more than 10 years, so these teachers already understand their duties and functions as teachers and do not need detailed supervision. In addition, the supervision carried out at SMA Negeri 1 Kampar based on the analysis of respondents' responses had not been programmed properly, the observations had not been properly scheduled, then after the supervision was carried out no evaluation notes were given to the teacher. This causes teachers to think that supervision at SMA Negeri 1 Kampar is just a formality and does not have an impact on teacher performance.

The results of this study support the results of research conducted by Muslih (2017) which explains that supervision has no significant effect on teacher performance. However, the results of this study do not support the results of research conducted by Rismawan et al. (2015) and Amir (2018) which explain that supervision has a positive and significant influence on teacher performance.

### **The Effect of Job Satisfaction on Teacher Performance**

Job satisfaction has a positive and significant impact on teacher performance at SMA Negeri 1 Kampar. The higher the job satisfaction, the higher the teacher's performance. Vice versa, low job satisfaction will have an impact on decreasing teacher performance at SMA Negeri 1 Kampar. This is supported by a descriptive analysis of the respondents' responses with the highest score on the statement, I am happy with my current job. Therefore school leaders need to always maintain and increase the pride and joy of teachers at SMA Negeri 1 Kampar in carrying out their duties as teachers so that job satisfaction is high and will have an impact on increasing teacher

performance. In addition, the profile of teachers at SMA Negeri 1 Kampar with civil servant status can form high job satisfaction.

Job satisfaction is achieved when the teacher's expectations can be fulfilled from the work undertaken. Based on the descriptive analysis of respondents' responses, job satisfaction still needs to be improved at SMA Negeri 1 Kampar namely, superiors value the work of teachers and can be used as role models by teachers. Then, fellow teachers must always help each other if there are difficulties in completing work and cooperation between fellow teachers must always be well established. In addition, in order to increase teacher job satisfaction, it is necessary to give equal opportunities to all teachers for promotions and promotions given based on work performance.

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 proves that job satisfaction has a positive and significant effect on teacher performance. However, the results of this study are different from 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.

## 5.0 CONCLUSION

### Conclusion

From the results and discussion, it can be concluded from this study that the work environment has a positive and significant influence on job satisfaction of teachers in SMA Negeri 1 Kampar. The better the work environment, the higher the job satisfaction of teachers in SMA Negeri 1 Kampar. Compensation has no significant effect on job satisfaction of teachers at SMA Negeri 1 Kampar. That is, high or low compensation does not have a significant impact on job satisfaction of teachers at SMA Negeri 1 Kampar. Supervision has a positive and significant effect on teacher job satisfaction at SMA Negeri 1 Kampar. Supervision that goes well, it will be able to increase job satisfaction. The work environment has a positive and significant influence on teacher performance at SMA Negeri 1 Kampar. The better the work environment, the higher the performance of teachers in SMA Negeri 1 Kampar. Vice versa. Compensation has no significant effect on teacher performance at SMA Negeri 1 Kampar. That is, high or low compensation does not have a significant impact on teacher performance at SMA Negeri 1 Kampar. Supervision has no significant effect on teacher performance at SMA Negeri 1 Kampar. That is, whether or not the supervision carried out on teachers at Kampar 1 Public High School does not have a significant impact on teacher performance. Job satisfaction has a positive and significant effect on teacher performance at SMA Negeri 1 Kampar. The higher the job satisfaction, the higher the teacher's performance.

### Recommendation

Suggestions that can be given from this study are that school management is advised to pay attention to the comfort of the work environment to increase job satisfaction and teacher performance at SMA Negeri 1 Kampar. As for the work environment that needs to be improved, namely, the air temperature in the classroom and the teacher assembly room which still feels hot, the light in the classroom is still not as needed, security officers who have not carried out their duties properly, there is still noise in the school environment and classrooms and teacher assembly rooms that still feel cramped. Then, school management is advised to improve the function of supervision to increase teacher job satisfaction at SMA Negeri 1 Kampar. As for the supervision items that need to be improved, namely, coaching from superiors, supervision programs aimed at improving performance, periodic observations and after supervision activities are given notes of improvement from superiors. Then, school management is advised to increase teacher job satisfaction at Kampar 1 Public High School so that teacher performance also increases by providing promotion opportunities for each teacher and promotions proposed based on achievement and performance. Future researchers are advised to review teacher job satisfaction and performance and look for other variables that affect teacher job satisfaction and performance. Then, it is suggested for the Education Office to make policies related to work environment, supervision and teacher job satisfaction in order to improve teacher performance.

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