



Leadership, Discipline, and Organizational Culture on Job Satisfaction and Teacher Performance at State Junior High Schools in Bandar Petalangan District, Pelalawan Regency

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Abstract

This study aims to determine and analyze the influence of leadership, discipline, and organizational culture on job satisfaction and teacher performance at SMP Negeri Bandar Petalangan. The number of samples in this study was the entire research population of 48 junior high school teachers in Bandar Petalangan District. Data analysis using Structural Equation Modeling (SEM) using SmartPLS 3.0 application. The results of this study indicate that leadership has a positive and insignificant effect on job satisfaction, discipline has a positive and significant effect on job satisfaction, organizational culture has a positive and insignificant effect on job satisfaction, leadership has a positive and insignificant effect on teacher performance, discipline has a positive and not significant effect on job satisfaction. significant effect on teacher performance, organizational culture has a positive and insignificant effect on teacher performance and job satisfaction has a positive and insignificant effect on teacher performance.

Keywords: Leadership, Discipline, Organizational Culture, Job Satisfaction, Performance

1.0 INTRODUCTION

Education is a learning process that must be lived by someone in order to change behavior (Panjaitan et al., 2022) and produce better character. The result of education is quality human resources and in accordance with development needs. Through education a person does not only master lesson theory and expertise in a field, but education also teaches values and ethics which have an important role and become a reference for the success of an education in creating quality human resources.

Performance is the result or level of success of a person as a whole during a certain period in carrying out tasks compared to various possibilities, such as work standards, targets or goals or criteria that have been determined in advance and have been mutually agreed upon. If you look at the origin of the word performance, it is a translation of the word performance, with several "entries", namely: 1) doing, carrying out, carrying out; 2) fulfill or carry out the obligation of an intention or vow; 3) carrying out or perfecting responsibilities; and 4) do something that is expected by someone.

The ability of teacher performance (Asl & Osam, 2021; Elfita et al., 2022) in general can be seen from the preparation of lesson plans (RPP), implementation of lesson plans and evaluation of learning through lesson plans. The preparation of lesson plans for junior high school teachers in Bandar Petalangan District, Pelalawan Regency, experienced fluctuations in the 2019/2020 academic year, which were relatively stable because the average number of junior high schools in Bandar Petalangan District, Pelalawan Regency did not experience significant problems with the lesson plans, namely 86%, there were 43 people, while in the 2020/2021 school year the number of teachers making lesson plans has decreased, namely only 80% or around 40 people, and teachers making lesson plans for the 2021/2022 school year has increased compared to the previous 2 years, namely as many as 90%, there are 45 people. When viewed from the results of the average percentage, it can be seen that the preparation of lesson plans is higher, namely 85.33%, while the average percentage of implementation is 76% and the average evaluation of lesson plans is only 69.67%. The RPP is one of the learning tools that must be made by the teacher to support the learning process regardless of whether the quality and content of the lesson plan are in accordance with the implementation of learning in class or not. Then during the implementation of the

lesson plans, the school principal encountered obstacles because some teachers were unable to adapt the contents of the lesson plans to the needs of students in the class. One of the main reasons is because the lesson plan is not fully made by the teacher and still takes general references from various sources. The teacher's limited time to make lesson plans every day is also a problem because teachers not only have to focus on administrative matters but are actually more important to follow up on student problems that occur every day. And finally, in evaluating the RPP so that it can become material for revision in the next lesson, in terms of implementation in the field it can be done but in terms of administrative writing, the RPP is not continuously revised as needed due to time constraints. That's why it is not easy for schools to improve the quality of teacher performance.

The level of teacher job satisfaction (Asl & Osam, 2021; Habibi et al., 2022) must be improved continuously. If a teacher is happy with his work, then the teacher is satisfied with his work. According to Wibowo, (2013), job satisfaction is the level of a person's feelings of pleasure as a positive assessment of his work and the environment in which he works. Robbins (2003) also defines job satisfaction as an individual's general attitude towards work where a person with a high level of job satisfaction shows a positive attitude towards work. that based on the results of a preliminary survey on teacher satisfaction at SMP Bandar Petalangan District, Pelalawan Regency in 2022 with an average value obtained of 3.57 in the Fairly Satisfied category. These results indicate that the satisfaction of junior high school teachers in Bandar Petalangan District, Pelalawan Regency, with the assessment of indicators according to the ability of the teacher, the variety of tasks carried out, the suitability of the salary received, the accuracy of receiving salary, the opportunity to advance, the sense of concern felt, the existence of leadership (Putra & Renaldo, 2020) supervision, the application of supervision methods, the existence of problem solutions from colleagues and the cooperation of teachers, are in the unsatisfied category. So that the feeling of dissatisfaction felt by the majority of junior high school teachers in Bandar Petalangan District, Pelalawan Regency is indicated to have an impact on performance.

Putra, Rizaldi, et al (2019), Marjaya et al (2019) concluded that leadership has proven to have an effect on job satisfaction, the results of this study explain that if leadership increases, employee job satisfaction will also increase, conversely if leadership decreases, employee job satisfaction will also decrease. However, the results of Matalia's research (2012) concluded that leadership style proved to have no effect on job satisfaction. The results of this study explained that high or low leadership style did not affect job satisfaction. Rivaldo et al (2020) in his research also concluded that leadership has no effect on job satisfaction.

Hasanah et al (2020), concluded that discipline has proven to have an effect on job satisfaction, the results of this study explain that if discipline increases, employee job satisfaction will also increase, conversely if discipline decreases, employee job satisfaction will also decrease. Meanwhile, Sakartini, Ni Luh (2016), concluded that discipline has no effect on job satisfaction, the results of this study explain that high or low discipline has no effect on employee job satisfaction.

Syakir & Pardiono (2015), Soetopo (2016), Xaverius Steven Set (2016), concluded that organizational culture has proven to have an effect on job satisfaction, the results of this study explain that if the organizational culture is strong then employee job satisfaction will also increase, conversely if the organizational culture decreases, employee job satisfaction will also decrease. Meanwhile, Indajang (2020), concluded that organizational culture has proven to have no effect on job satisfaction. The results of this study explain that organizational culture has no significant effect on employee job satisfaction.

Indajang (2020), Arisandi et al. (2017), Sampurno & Wibowo (2017), Handayani & Rasyid (2015) concluded that leadership proved to have a significant positive effect on performance. However, the results of Yusuf's research (2016) concluded that leadership proved to have no significant effect on performance.

Primandaru et al (2018), Setianingsih et al (2019) and Siregar et al (2022) concluded that discipline affects employee performance. The results of this study explain that if discipline increases, employee performance will also increase, conversely if discipline decreases, employee performance will also decrease. While the research results of Munir et al (20201) concluded that discipline has proven to have no effect on employee performance, the results of this study explain that high or low discipline has no effect on employee performance.

Research by Handayani (2015) and Arifin (2014) proves that there is a significant influence between leadership and organizational culture on performance. Putra & Renaldo (2020), Putra, Ernila, et al. (2019), Putra, Nyoto, et al. (2019) also shows that organizational culture influences teacher performance. On the other hand, Yusuf (2016) proved that leadership and organizational culture have a negative effect on performance. Putra, Ernila, et al. (2019) proves that leadership has no significant effect on performance, while Indajang (2020) also proves that organizational culture has no significant effect on teacher performance.

Frengky Basna (2016), Priambudi. M. D, et al (2022), concluded that job satisfaction has proven to have an effect on employee performance, the results of this study explain that if job satisfaction increases, employee performance also increases, but if job satisfaction decreases, employee performance will decrease. Meanwhile, Ekawati et al (2019), concluded that job satisfaction has proven to have no effect on employee performance. These results explain that high or low job satisfaction does not affect employee performance.

The purpose of this study was to analyze the influence of leadership, discipline, and organizational culture on job satisfaction and performance of junior high school teachers in Bandar Petalang District, Pelalawan Regency.

2.0 LITERATURE REVIEW

Performance

Performance results refer to organizational outcome measures. The success of every organization in achieving its goals is largely determined by the performance of its employees (Bukit et al., 2017). According to Mathis and Jackson (2002) performance is what influences how much employees contribute to the organization. Indicators in this performance variable include: quality, quantity, time period, attendance at work and cooperative attitude. Performance also plays a major role in personal decisions related to merit-based payments, promotions and employee assignments that enable them to build positive work relationships, work effectively in teams and build social capital (Mohamad&Jais, 2016).

According to the Regulation of the state minister for Administrative Reform and Bureaucratic Reform No. 16 2009 to measure teacher performance consists of: (1) Pedagogic, (2) Personality, (3) Social, (4) Professional.

Job satisfaction

According to Robbins, S.P., and T.A., Judge, 2009 Job satisfaction at work will prioritize work over remuneration even though remuneration is important. Job satisfaction is an attitude or emotional response to various aspects of one's work. Job satisfaction is "a person's feelings towards work" this means that this kind of conception of job satisfaction sees job satisfaction as the result of human interaction with their work environment. (Moh, As'ad, 2004).

According to Robbins in (Wibowo, 2014) indicators of job satisfaction consist of: (1) The work itself is the work faced by teachers every day. The work in question can be in accordance with the field of study he is studying, according to his expertise, as well as his interests and skills, (2) Payment, in this case related to salary/wages which is a real form of remuneration in the form of money. The size of the salary/wages, as well as the timeliness in paying the salaries/wages, will be able to have an impact on achievement and also affect performance. (3) Promotion opportunities, are factors related to whether there is an opportunity to gain career advancement while working. (4) Supervision, in this case the principal's supervision of teachers should not only focus on work but also on the psychological state of teachers, for example providing direct motivation (Bakhroini et al., 2022; Marliza et al., 2022; Sari et al., 2022) to teachers while working, listening to their complaints and trying to solve them, so that they can good personal relationships are also built between teachers, thereby making them more comfortable at work. (5) Colleagues, are related factors related to the relationship between employees and their superiors and with other employees, both the same and different types of work his.

Leadership

Leadership involves multidirectional and non-coercive influence among a number of people who expect significant change. Influence is the power to change attitudes, behavior, opinions, goals, needs, values, abilities and actions to get to the expected target in which there is a process of social interaction of two parties to influence each other (Syafaruddin, 2015). Leadership is the ability to influence a person or a unit to have the will to work effectively and efficiently to achieve specified goals in certain situations (Chandra, 2016).

According to Edison, et al. 2018 dimensions and indicators of school leadership: (1) Having a clear and well-communicated strategy; (2) Concern for subordinates and work environment; (3) Motivating subordinates; (4) Maintain team cohesiveness; Invite subordinates to work in a solid and harmonious team, (5) Respect differences and beliefs; Appreciate every difference of opinion for a better cause,

Discipline

Discipline (Ngatno et al., 2022; Saputri & Widyasari, 2022) is a condition that is created and formed through a process of behavior, through learning, obedience, loyalty and respect for the provisions/regulations of the norms that apply" (Suradinata, 2002). Discipline is the action or activity of the leadership (Gusriani et al., 2022; Su et al., 2020) to meet organizational standards. Discipline is a type of training to improve and shape the knowledge and behavior of employees so they want to try and work together and perform better (Werther and Davis, 2003).

According to Singodimejo in Edy Sutrisno (2011), indicators of work discipline include: (1) Obey the rules of time. This can be seen from the hours of work, hours of going home, hours of rest which are on time according to what is in force in the company. (2) Obey company regulations. Basic rules on how to dress and behave at work. (3) Obey the rules of conduct at work. Demonstrated by ways of doing jobs in accordance with position, duties and responsibilities as well as how to relate to other work units. (4) Comply with other regulations in the company. Comply with laws and regulations and company procedures in work agreements or work contracts

Organizational culture

Every organization has a different culture. Each has its own philosophy and business principles, ways of solving problems and making decisions, as well as having its own beliefs, attitudes and patterns of thinking, business practices and personality. Beliefs and practices that exist in the culture of an organization can come from an influential person, work group, department, or division (Sri Indrastusi, 2022). Good culture basically has no

comparison benchmarks with one another but only if its implementation can be relevant and helps provide benefits at work and does not hinder the development of performance in the organization (Armstrong, 2014)

The indicators of organizational culture (Robbins, 2013) are: (1) Innovation and risk taking; Innovation and risk taking are related to the extent to which members of the organization are encouraged to be innovative and dare to take risks. (2) Attention to detail; detailed (detail). (3) Outcome orientation; Result orientation relates to the extent to which management focuses on results or achievements, not on the techniques and processes used to achieve these results. (4) People orientation; Individual orientation relates to the extent to which management decisions take into account the effects of the decisions on members of the organization. (5) Team orientation; Team orientation relates to the extent to which organizational work activities tend to be carried out in work teams, not by individuals. (6) Aggressiveness; Aggressiveness relates to the extent to which members of the organization show aggressiveness and a competitive spirit, not relaxed. (7) Stability; Stability relates to the extent to which organizational activities are maintained at the status quo, in an effort to grow.

Relations Between Variables

Relationship of Leadership to Job Satisfaction

Leader behavior is one of the important factors that can affect job satisfaction. According to Miller et al. (1991) showed that leadership style has a positive relationship to employee job satisfaction. The results of Gruenberg's research (1980) found that close and mutually helpful relationships with colleagues and supervisors are very important and have a strong relationship with job satisfaction and have nothing to do with workplace conditions and type of work.

Ramlan Ruvendi (2005) in his research, states that there is a positive relationship and a significant influence between the variables of leadership style and job satisfaction of employees at the Bogor Agricultural Product Industry Center. It was also revealed that an effective leadership style is leadership that is adapted to the situation and conditions (contingency). An indication of a decline in work enthusiasm and enthusiasm is shown by the high rate of absenteeism and employee turnover. It arises as a result of unpopular leadership.

One of the factors that causes job dissatisfaction is the nature of supervisors who do not want to hear workers' complaints and views and are willing to help when needed (Pinder, 1984). This is evidenced by Blakely (1993) where workers who receive rewards from supervisors that are higher than their own judgment will be more satisfied, but supervision that is too strict will lead to a low level of satisfaction (King et al., 1982).

H1: Leadership Has a Positive Influence on Job Satisfaction

Discipline Relationship to Job Satisfaction

Work discipline is a tool used by managers to change behavior as well as an effort to increase one's awareness and willingness to comply with all applicable company regulations and social norms. (Veithzal Rivai, 2004, p. 77).

Work discipline in an Islamic perspective is a worship. Worship is carried out by someone with a sincere, obedient, following and submissive feeling, this is in accordance with the statement from Ash-shieddieqy. Worship is an attitude of obedience, obedience, following, and submission. (As-Shiddieqy, T.M.H, 2011).

Discipline is a person's awareness and willingness to comply with all applicable company regulations and social norms. Discipline must be upheld in a company organization. Without the support of good employee discipline, it is difficult for companies to realize their goals. So, discipline is the key to the success of a company in achieving its goals. (Hasibuan, M., 2013).

Work Discipline is a tool used by managers to communicate with employees so that they are willing to change a behavior as well as an effort to increase one's awareness and willingness to comply with all company regulations and applicable social norms. (Rivai, V., & Sagala, D. E., 2013).

Discipline is the most important HRM operative function because the better the employee discipline, the higher the performance that can be achieved. Without good employee discipline, it is difficult for corporate organizations to achieve optimal results. (Hasibuan, Malayu S.P, 2016). Research shows that there is a positive and significant effect of work discipline on employee job satisfaction at the Faculty of Economics, Palembang PGRI University, meaning that if there is an increase in work discipline, employee job satisfaction also increases (Totok Sudiyanto, 2015)

H2: Discipline Has a Positive Influence on Job Satisfaction

The relationship between Organizational Culture and job satisfaction

Organizational culture is a philosophy created by the founders of the organization as a guideline for action and for all employees. Organizational culture is the lifeblood of the organization because there is a philosophy, vision and mission of the organization which is adhered to and formed from the organizational philosophy and values adhered to by human resources within it (Azim, 2019). Every organization has a culture that has an important influence on the behavior and attitudes of members (Lunenburg, 2011).

Organizational Culture, leadership style has a direct effect on job satisfaction (Sutji Harijanto, 2008). Leadership Style and Organizational Culture have a significant effect on job satisfaction

H3: Organizational Culture Has a Positive Influence on Job Satisfaction

The Relationship of Leadership to Performance

Leadership affects teacher performance (Soetopo, 2016). Good leadership can improve the performance of subordinates to maximize quality so that the achievement of goals can be realized effectively and efficiently and organizational culture plays an important role in it (Azim, 2019). Teacher performance can be achieved well if the principal carries out his main duties, functions and responsibilities. There is a significant influence of the principal's participatory leadership style on teacher performance (Handayani & Rasyid, 2015). This shows that both transactional and transformational leadership are significantly positively associated with performance (Paracha et al., 2012). Sri Raharjo (2014) shows that leadership affects performance. On the other hand, Putra, Ernila, et al. (2019) and Yusuf (2016) in their research proved that leadership has no significant effect on performance.

H4: Leadership Has a Positive Effect on Performance

Discipline Relationship to Performance

Research conducted by Nur Ida Iraini (2010) concluded that work discipline has a significant effect on employee performance at the Sambas District Education Office. Also, research conducted by Hernowo Narmodo and M. Farid Wajdi (2011) concluded that work discipline has a positive influence on employee performance at the Wonogiri Regional Personnel Agency.

Based on these two studies, it was concluded that discipline is a system (Renaldo et al., 2021) for assessing the work of employees so that the company can determine the quality and quantity of employees as a whole. With good discipline, the company can evaluate the strengths and weaknesses of its employees to carry out development as the basis for the company's strategic decisions. The relationship between work discipline and performance refers to the theory of Veitzal Rivai (2011) which states that through discipline will reflect strength, because usually someone who is successful in his work and studies is someone who has high discipline.

H5: Discipline has a positive effect on performance

The Relationship between Organizational Culture and Performance

Organizational culture is an important determinant in improving teacher performance towards success and needs to be optimized (Renaldo et al., 2022) in the school environment (Arifin,). Harijanto (2008) proved that organizational culture has a positive effect on performance. Putra & Renaldo (2020) in their research concluded that leadership style and organizational culture have a significant effect on job satisfaction. Motivation has no significant effect on job satisfaction. Motivation and organizational culture have a significant effect on teacher performance. Leadership style and job satisfaction have no significant effect on performance, Putra, Nyoto, et al. (2019) in his research concluded motivation, organizational culture had a significant effect on teacher satisfaction and performance., Putra, Ernila, et al. (2019) in his research concluded that competence (Istiana et al., 2022; Wardana et al., 2022) and organizational culture have a positive and insignificant impact on teacher job satisfaction, Fitria (2018), Handayani (2015), and Arifin (2014) prove that there is a significant influence between organizational culture on performance. However, Arifin (M. Arifin, 2018) proved that organizational culture has a positive and insignificant effect on performance. Indajang (2020) in his research proved that organizational culture has no significant effect on performance.

H6: Organizational Culture Has a Positive Influence on Performance

Relationship of Job Satisfaction to Performance

Job satisfaction is a general attitude and level of one's positive feelings towards his work (Robbins, 2003). Furthermore, Greenberg and Baron (2002) define job satisfaction as a positive or negative attitude that a person has towards his work. In reality, there are many employees who are less satisfied with their work, dissatisfaction at work is a problem that must be taken seriously by the agency. Tiffin (in As'ad, 2004) argues that job satisfaction is closely related to the attitude of employees towards their own work, work situations, cooperation between leaders and fellow employees. This is very important because employees who do not get satisfaction at work will be compelled to work as they please, perform soberly, arrive late for absence/skip work, not love their job, and may not even be able to survive at their workplace. According to Tuhumena (2004), if the level of employee or employee job satisfaction is low, it will result in organizational and production process disruptions due to high levels of tardiness and absenteeism and high levels of employee turnover.

Based on previous research by Fatwa Tentama (2015), the results of data analysis concluded that there was a very significant positive correlation between job satisfaction and performance for teachers at State Middle School, Rimba Melintang District, Rokan Hilir Regency. Thus, based on the theory above and the results of previous research, it can be said that job satisfaction has a positive and significant effect on the performance of teachers of SMP Negeri Rimba Melintang District, Rokan Hilir Regency.

H7: Job Satisfaction Has a Positive Effect on Performance

3.0 METHODOLOGY

This research was conducted at 2 (two) state junior high schools in Bandar Petalangan District, Pelalawan Regency, Riau. Namely SMP Negeri 1 and SMP Negeri 2. The time of the research was carried out from June to August 2022.

Population and Sample

In this study, the population consisted of all teachers working at SMP Negeri 1 and SMP Negeri 2 Bandar Petalangan District, Pelalawan Regency. Altogether 48 people.

The sample used is a saturated sample where all members of the population are 48 respondents. The sampling method uses the probability sampling method. The sampling technique is carried out by census. Census is the process of measuring all the individuals in the population. That is, we take the data we need on each individual in the population. All. No exception. We don't make elections.

Data Analysis Techniques

Data analysis was carried out namely: (1) Descriptive analysis consisting of analysis of the respondent's profile and analysis of the respondents' responses. (2) Questionnaire feasibility test consisting of (a) 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). (b) Reliability Test, 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 ≥ 0.70 (Ghozali 2011). (3) Analysis of Structural Equations and Hypotheses consists of (a) developing a model based on theory, (b) compiling path diagrams and structural equations (c) evaluating the model in PLS-SEM (d) Testing the hypothesis.

4.0 RESULTS AND DISCUSSION

Descriptive Analysis Results

Respondent Profile Analysis

Profile of respondents based on school origin, namely respondents from SMPN 1 as many as 35 respondents with a percentage of 72.9%. Respondents from SMPN 2 were 13 respondents with a percentage of 27.1%. Thus, it can be concluded that the most dominant respondents in this study were teachers from SMPN 1 Bandar Petalangan District, Pelalawan Regency. Respondent profiles based on the gender of the respondents were male as many as 10 respondents with a percentage of 20.8%. Meanwhile, there were 38 female respondents with a percentage of 79.2%. Thus, it can be concluded that the most dominant respondent in this study was a female teacher who was in SMPN Bandar Petalangan District, Pelalawan Regency. This is because the teaching profession is most in demand by female respondents. Profile of respondents based on age of respondents with age < 35 years as many as 20 respondents with a percentage of 41.8%, respondents 35-40 years as many as 19 respondents with a percentage of 39.8%, while > 40 years as many as 9 respondents with a percentage of 18.9%. Thus, it can be concluded that the most dominant respondents in this study were teachers aged < 35 years who were at SMPN Bandar Petalangan District, Pelalawan Regency. Respondent profiles based on income level < 3 million were 36 respondents with a percentage of 75.0%, income of 3-5 million were 6 respondents with a percentage of 12.5%, while > 5 million were 6 with a percentage of 12.5%. Thus, the most dominant in this study, namely respondents with an income level of < 3 million, were honorary teachers at SMPN Bandar Petalangan District, Pelalawan Regency. Profile of respondents based on the type of income Committee honors were 2 respondents with a percentage of 4.2%, regional government honors were 34 with a percentage of 70.8%, while civil servants were 12 with a percentage of 25.0%. Thus, the most dominant in this study were respondents with the type of regional government honorary income in SMPN Bandar Petalangan District, Pelalawan Regency. Respondent profiles were based on teacher certification, namely 34 respondents who had not been certified with a percentage of 70.8%. Meanwhile, there are 14 respondents who have been certified with a percentage of 29.2%. Thus, it can be concluded that the most dominant respondents in this study were respondents who were not yet certified at SMPN Bandar Petalangan District, Pelalawan Regency.

Respondents' Responses

The average respondent gave a response to the teacher's performance variable with an average value of 4.34. It can be concluded that the average respondent gave a very high response to the statements to measure the performance variables of teachers at SDN Kubu District, Rokan Hilir Regency. Then, the average respondent gave a response to the job satisfaction variable with an average value of 4.27. It can be concluded that the average respondent gave a very high response to statements to measure job satisfaction variables in SDN Kubu District, Rokan Hilir Regency.

The average respondent gave a response to the leadership variable with an average value of 4.43. It can be concluded that the average respondent gave a very good response to statements to measure the leadership variable in SDN Kubu District, Rokan Hilir Regency. Then, the average respondent gave a response to the work

motivation variable with an average value of 3.66. It can be concluded that on average respondents gave very good responses to statements to measure work motivation variables in SDN Kubu District, Rokan Hilir Regency. Then, on average, respondents gave responses to work environment variables with an average value of 4.24. It can be concluded that on average respondents gave very good responses to statements to measure work motivation variables in SDN Kubu District, Rokan Hilir Regency.

PLS Model Test Results

Validity and Reliability Test

The results of the validity and reliability tests in this study are shown in table 1.

Table 1. Validity and Reliability Test Results

Variable	Indicator	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)	Y2.1	0.905	0.673	Valid	0.839	0.891	Reliable
	Y2.2	0.749		Valid			
	Y2.3	0.827		Valid			
	Y2.4	0.793		Valid			
Job Satisfaction (Y1)	Y1.1	0.864	0.676	Valid	0.881	0.911	Reliable
	Y1.2	0.905		Valid			
	Y1.3	0.785		Valid			
	Y1.4	0.876		Valid			
	Y1.5	0.656		Valid			
Leadership (X1)	X1.1	0.701	0.697	Valid	0.889	0.919	Reliable
	X1.2	0.869		Valid			
	X1.3	0.938		Valid			
	X1.4	0.876		Valid			
	X1.5	0.768		Valid			
Work Discipline (X2)	X2.1	0.883	0.734	Valid	0.88	0.917	Reliable
	X2.2	0.817		Valid			
	X2.3	0.878		Valid			
	X2.4	0.848		Valid			
	X2.5	0.767		Valid			
Organizational Culture (X3)	X3.1	0.844	0.802	Valid	0.958	0.966	Reliable
	X3.2	0.924		Valid			
	X3.3	0.943		Valid			
	X3.4	0.943		Valid			
	X3.5	0.935		Valid			
	X3.6	0.856		Valid			
	X3.7	0.815		Valid			

Source: Processed Data, 2022

From table 1 it can be seen that the correlation coefficient value 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

Multicollinearity test results in table 2.

Table 2. Multicollinearity Test Results

Independent Variables (Exogenous)	Dependent Variable (Endogen)	VIF	Information
X1: Leadership	Y1: Satisfaction	2.515	There is no multicollinearity
X2: Work Discipline		2.450	There is no multicollinearity
X3: Organizational Culture		1.049	There is no multicollinearity
X1: Leadership	Y2: Teacher performance	1.084	There is no multicollinearity
X2: Work Discipline		1.060	There is no multicollinearity
X3: Organizational Culture		1.194	There is no multicollinearity
Y1: Job Satisfaction		2.768	There is no multicollinearity

Source: Processed Data, 2022

From table 2 it can be seen that the results of the multicollinearity test of the data using the smart pls application show a VIF value below 10. These results can be concluded that there is no multicollinearity problem in the PLS structural equation model (SEM). So, it can be stated that there is no relationship between the independent variables in this research model.

Determination Coefficient Test (R2)

The results of the Determination Coefficient Test (R2) are shown in table 3.

Table 3. Test Results for the Coefficient of Determination (R2)

Variable	R-square	R-square adjusted	Conclusion
Satisfaction (Y1)	0.578	0.539	Weak
Teacher Performance (Y2)	0.639	0.614	Currently

Source: Processed Data, 2022

Based on the table above, it can be concluded that the endogenous variable Job Satisfaction (Y1) shows an adjusted R Square value of only 0.539 or 53.9%. This means that the teacher's job satisfaction variable is influenced by exogenous variables (leadership, work discipline, organizational culture) of 53.9%. While the remaining 46.1% is influenced by other factors that are not included in the research model. The teacher performance endogenous variable (Y2) obtained an adjusted R Square value of 0.614 or 61.4%. This means that teacher performance variables are influenced by exogenous variables (leadership, work discipline, organizational culture) of 61.4% while the remaining 38.6% are influenced by other factors not examined in this study.

Hypothesis Test Results

The results of hypothesis testing in this study can be seen in table 3.

Table 3. Hypothesis Test Results

Hypothesis	Variables	Original Sample (O)	T statistics (O/STDEV)	P Values	Conclusion
H1	Leadership -> Job satisfaction	0.319	1.320	0.187	Not significant
H2	Work Discipline -> Job satisfaction	0.509	2.411	0.016*	Significant Positive
H3	Organizational Culture -> Job satisfaction	0.079	0.870	0.385	Not significant
H4	Leadership -> Teacher Performance	0.254	1.481	0.139	Not significant
H5	Work Discipline -> Teacher Performance	0.053	0.252	0.801	Not significant
H6	Organizational Culture -> Teacher Performance	0.288	1.784	0.074*	Significant Positive
H7	Job satisfaction -> Teacher Performance	0.386	1.906	0.057*	Significant Positive

Note: P-value <0.10*, <0.50**, and 0.01***

Source: Processed Data, 2022

Discussion

The influence of leadership on teacher satisfaction at SMPN Bandar Petalangan District, Pelalawan Regency

Based on the results of hypothesis testing, it can be explained that leadership is not significant to teacher satisfaction. Thus, the hypothesis is rejected. So that these results can be explained that the existing leadership (Abasilim et al., 2019; Sirait et al., 2022) cannot have a significant impact on teacher satisfaction at SMPN schools in Bandar Petalangan District, Pelalawan Regency. This indicates that the principal does not respect the differences and beliefs of teachers and leaders who have never delegated the authority they make so that teachers feel dissatisfied with the existing promotion system because it is not carried out transparently and based on achievement (not mere closeness).

These results are in line with the results of research conducted by Rivaldo, et al (2008) and Matalia (2012) whose research results state that good leadership is not able to have a positive impact on increasing job satisfaction. But in contrast to the results of research conducted by Putra, Rizaldi, et al. (2019) and Marjaya, et al (2019) where the results of their research state that good leadership can have an impact on job satisfaction.

The effect of work discipline on teacher job satisfaction at SMPN Bandar Petalangan District, Pelalawan Regency

Based on the results of hypothesis testing, it can be explained that work discipline is significant for teacher satisfaction. Thus, the hypothesis is accepted. So that these results can be explained that the existing work discipline can have a significant impact on teacher satisfaction in SMPN schools, Bandar Petalangan District, Pelalawan Regency. This indicates that the teacher is always present at work, according to a set schedule so that the teacher receives a salary according to expectations and in accordance with the competencies they have.

This result is in line with the results of research conducted by Hasanah, et al (2020) where the results of his research state that good discipline can have an impact on job satisfaction. But in contrast to the results of research conducted by Sekartini, Ni Luh (2016) the results of his research stated that good discipline is not able to have a positive impact on increasing job satisfaction.

The influence of organizational culture on teacher job satisfaction at SMPN Bandar Petalangan District, Pelalawan Regency

Based on the results of hypothesis testing, it can be explained that organizational culture is not significant to teacher satisfaction. Thus, the hypothesis is rejected. So that these results can be explained that the existing organizational culture cannot have a significant impact on teacher satisfaction in SMPN schools, Bandar Petalangan District, Pelalawan Regency. This indicates that the school does not provide facilities to support the optimal completion of work and if something goes wrong, the teacher is not ready to bear the risk (Yusrizal et al., 2021) so that the teacher when receiving a salary is not in accordance with his expectations and is not in accordance with his competence.

This result is in line with the results of research conducted by Indajang (2020) whose research results state that a good organizational culture is unable to have a positive impact on increasing job satisfaction. But in contrast to the results of research conducted by Xarverius, Steven Set (2016), Soetopo (2016), Syakir & Pardjono (2015) the results of their research state that good organizational culture can have an impact on job satisfaction.

The influence of leadership on teacher performance at SMPN Bandar Petalangan District, Pelalawan Regency

Based on the results of hypothesis testing, it can be explained that leadership is not significant on teacher performance. Thus, the hypothesis is rejected. So that these results can be explained that the existing leadership cannot have a significant impact on the performance of SMPN teachers in Bandar Petalangan District, Pelalawan Regency. This indicates that the principal does not respect the differences and beliefs of teachers and leaders never delegate the authority they make so that teachers in carrying out actions are sometimes not in accordance with Indonesian national religious, legal, social and cultural norms.

This result is in line with the results of research conducted by Yusuf (2016) whose research results state that good leadership is not able to have a positive impact on improving performance. However, in contrast to the results of research conducted by Indajang (2020), Arisandi et al (2017), Sampurno & Widodo (2017), Handayani & Rasyid (2015) the results of their research state that good leadership can have an impact on performance.

The effect of work discipline on teacher performance at SMPN Bandar Petalangan District, Pelalawan Regency

Based on the results of hypothesis testing, it can be explained that work discipline is not significant on teacher performance. Thus, the hypothesis is rejected. So that these results can be explained that the existing work discipline cannot have a significant impact on the performance of SMPN teachers in Bandar Petalangan District, Pelalawan Regency. This indicates that the teacher in carrying out the work is not in accordance with the work

standards set by the school and the teacher is not always there according to the set schedule so that the teacher in carrying out actions is not in accordance with Indonesian national religious, legal, social and cultural norms

These results are in line with the results of research conducted by Munir, et al (2020) whose research results state that good discipline is unable to have a positive impact on improving performance. However, it is different from the results of research conducted by Siregar, et al (2022), Setianingsih, et al (2019), Primandaru, et al (2018), whose research results state that good discipline can have an impact on performance.

The influence of organizational culture on teacher performance at SMPN Bandar Petalangan District, Pelalawan Regency

Based on the results of hypothesis testing it can be explained that organizational culture is significant on teacher performance. Thus, the hypothesis is accepted. So that these results can be explained that the existing organizational culture can have a significant impact on the performance of teachers in SMPN Bandar Petalangan District, Pelalawan Regency. This indicates that if something goes wrong, the teacher is always ready to take the risk so that the teacher's communication with students goes well

This result is contrary to the results of research conducted by Yusuf, et al (2016) whose research results state that a good organizational culture is not able to have a positive impact on improving performance. But in line with the results of research conducted by Putra & Renaldo (2020), Putra, Nyoto, et al (2019), Putra, Ernila, et al (2019), Handayani & Rasyid (2015) whose research results state that a good organizational culture able to have an impact on performance.

The effect of teacher satisfaction on teacher performance at SMPN Bandar Petalangan District, Pelalawan Regency

Based on the results of hypothesis testing, it can be explained that teacher satisfaction is significantly positive on teacher performance. Thus, the hypothesis is accepted. So that these results can be explained that existing teacher satisfaction can have a significant impact on the performance of SMPN teachers in Bandar Petalangan District, Pelalawan Regency. This indicates that the teacher when receiving a salary is in accordance with expectations and in accordance with the competencies possessed so that communication with students goes well

This result is in contrast to the results of research conducted by Ekawati, et al (2019) whose research results state that good job satisfaction is not able to have a positive impact on improving performance. But in line with the results of research conducted by Priambudi. M. D., et al (2022 and Frengky Basna (2016) whose research results state that good job satisfaction can have an impact on performance.

5.0 CONCLUSION

Conclusion

Based on the results of the research and discussion that have been described, it can be concluded as follows: Leadership is not significant on teacher satisfaction at SMPN, Bandar Petalangan, Pelalawan District. Work discipline has a positive significant effect on teacher satisfaction at SMPN Bandar Petalangan District, Pelalawan Regency. Organizational culture has no significant impact on teacher satisfaction at SMPN Bandar Petalangan District, Pelalawan Regency. Leadership has no significant impact on teacher performance at SMPN Bandar Petalangan District, Pelalawan Regency. Work discipline has a positive significant effect on the performance of SMPN teachers in Bandar Petalangan District, Pelalawan Regency. Organizational culture has a significant positive effect on teacher performance at SMPN Bandar Petalangan District, Pelalawan Regency.

Recommendation

Based on the results of the research and discussion as well as the conclusions that have been described, the following suggestions can be given: It is recommended that the department pay attention to work discipline factors, because the results of research conducted have proven that good work discipline can increase teacher job satisfaction. It is recommended that schools need to pay attention work discipline factor, because the results of the research conducted have proven that good work discipline can increase teacher job satisfaction at school. It is recommended that future researchers add or replace other factors that do not have a significant effect on teacher satisfaction and teacher performance variables at school, for example by adding variables -Other human resource management variables or variables outside of human resource management.

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