



Leadership, Discipline, and Motivation on Job Satisfaction and Teacher Performance at Public Elementary School, Bangko District, Rokan Hilir Regency

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Abstract

This study aims to determine and analyze the influence of leadership, discipline, and motivation on job satisfaction and teacher performance at the Bangko District Elementary School. The number of samples in this study was the entire population of the study as many as 71 civil servant teachers at the Bangko District Elementary School. Data analysis using Structural Equation Modeling (SEM) using SmartPLS 3.0 application. The results of this study indicate that leadership has a significant positive effect on job satisfaction, discipline has a significant negative effect on job satisfaction, work motivation has no significant effect on job satisfaction, leadership has no significant effect on teacher performance, discipline has a positive and insignificant effect on teacher performance, work motivation does not have a significant effect on teacher performance, organizational commitment does not have a significant effect on teacher performance and job satisfaction does not have a significant negative effect on teacher performance.

Keywords: Leadership, Discipline, Work Motivation, Job Satisfaction, Performance

1.0 INTRODUCTION

Education is a phenomenon of human culture while the process of education means the work and action of humans. Educational activities originating from creativity that is entrenched in human life to humanize human children so that education must be sustainable and become a necessity that cannot be denied as a human need for education. In other words, the age of education is the same as the age of human life, even life itself is an actual process of lifelong education experienced by humans through various life experiences, the ups and downs of a human child's life, which encourages the growth and development of his soul towards life and maturity.

Bangko sub-district is a sub-district located in Rokan Hilir district. The Bangko sub-district government has always tried to improve (Renaldo et al., 2020) the quality of its population by increasing formal education. The teacher plays an important role in a school because his performance contributes to the progress of the school. Therefore, schools demand that teachers have high morale. One way to assess teacher competence is to look at graduate competency (Andi et al., 2022) standards. The quality of good and superior student graduates is a reflection of the quality of teachers in schools. Data on achievement at SDN Bangko Sub-District and school final exam scores (UAS) at the SD level. Based on the data, it can be seen that the results of the Final School Examination (UAS) at SD Negeri Bangko District, Rokan Hilir Regency, if the percentage is as follows; The UAS results for the 2018/2019 school year were 71.81, the UAS results for the 2019/2020 school year were 69.84, and the UAS results for the 2020/2021 school year were 73.97. It can be concluded that the UAS results at SD Negeri Bangko District, Rokan Hilir Regency in the 2018/2019 school year were relatively stable, namely above 70, while the UAS scores at SD Negeri Bangko District, Rokan Hilir Regency for the 2019/2020 academic year can be said to have decreased because the UAS score in this academic year is below 70. And the UAS score at SD Negeri Bangko District, Rokan Hilir Regency, for the 2020/2021 academic year has relatively increased because it is above 73. This shows that there is a movement in fluctuations in the average school final exam (UAS) score in elementary school level, Bangko District, Rokan Hilir Regency.

The general ability of the teacher's work can be seen from the preparation of the Lesson Plans (RPP), the implementation of the RPP and the evaluation of learning through the RPP. From table 1.1 it can be seen that the

preparation of lesson plans for teachers at SD Negeri Bangko District, Rokan Hilir Regency in the 2019/2020 academic year in each school was relatively stable because the average number of teachers at SD Negeri Bangko District, Rokan Hilir Regency, which made lesson plans did not experience problems, namely 87.32%, while in the 2019/2020 school year the number of teachers making lesson plans has decreased, namely at 81.69%, and teachers making lesson plans in the 2020/2021 school year has increased compared to the previous 2 years, namely 95.78%, because 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 RPP there was a decrease in performance in 2018/2019 the teacher's implementation of the RPP he had made was 84.51%, and in 2019/2020 there was a decrease in the implementation of the RPP only by 77.46% and in 2020/2021 it experienced the increase in the implementation of the lesson plan was 88.73%. In the implementation of the lesson plan by the teacher, here the principal found an obstacle because some teachers were unable to adjust the contents of the lesson plan 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. And finally, in the 2018/2019 RPP evaluation it was 77.64%, in 2019/2020 there was a decrease in the RPP evaluation, namely 69.01% and in 2020/2021 there was an increase in the RPP evaluation by 84.51%. The evaluation of the RPP is carried out with the aim that it can become material for revision in subsequent lessons, in terms of implementation in the field it can be carried out 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.

Job satisfaction is a pleasant or unpleasant emotional state in which a person will look at it from the point of view of their respective jobs because a person's level of satisfaction (Lukman et al., 2022) is of course different. Preliminary survey results on 30 respondents. it can be seen that based on the results of a preliminary survey on the satisfaction of public elementary school civil servant teachers in Bangko District, Rokan Hilir Regency in 2021 with an average value obtained of 3.12, in the Fairly Good category. These results indicate that the satisfaction of public elementary school civil servant teachers in Bangko District, Rokan Hilir Regency with the assessment of indicators according to the ability of PNS teachers, 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 supervisory leadership, the application of the monitoring method, 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 PNS teachers is indicated to have an impact on performance.

Desi Saputra Rafiie et al (2018), Putra, Rizaldi, 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 then employee job satisfaction will also increase, conversely if leadership (Hafni et al., 2022) decreases then employee job satisfaction will also decrease. However, the research results of Rivaldo et al (2020) in his research 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 (Atika et al., 2022; Imarni et al., 2022) 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.

Syaiful et al (2018), concluded that work motivation has proven to have an effect on job satisfaction, the results of this study explain that if work motivation increases, employee job satisfaction will also increase, conversely if work motivation decreases, employee job satisfaction will also decrease. Whereas Anak Agung et al (2014), concluded that work motivation proved to have no effect on job satisfaction, the results of this study explained that high or low work motivation did not affect 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 Siegar 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.

Azhari Samsudin (2018), concluded that work motivation has proven to influence employee performance. The results of this study explain that if work motivation increases, employee performance will also increase, conversely if work motivation decreases, employee performance will also decrease. Meanwhile, the results of Danila's research (2019) concluded that work motivation has proven to have no effect on employee performance. The results of this study explain that high or low work motivation does not affect employee performance.

Frengky Basna (2016), 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 motivation on job satisfaction and teacher performance at SD Negeri Bangko District, Rokan Hilir Regency.

2.0 LITERATURE REVIEW

Performance

Performance (Asl & Osam, 2021; Rafizal et al., 2022; Yarmanelis et al., 2022) also plays a major role in personal decisions related to merit-based payments, promotions and employee appointments that enable them to build positive work relationships, work effectively in teams and build social capital (Mohamad&Jais, 2016). Performance also plays a major role in personal decisions regarding payment. based on achievement, promotion and appointment of employees that enable them to build positive working relationships, work effectively in teams and build social capital (Mohamad & Jais, 2016).

Teacher performance can be measured through teaching achievement ratings, material preparation, material presentation, work commitment (Jeon, 2020; Renaldo et al., 2022), extracurricular activities, supervision/supervision, leadership effectiveness, motivation and morale among peers (Adejumobi & Ojikutu, 2013). 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

Moh. As'ad, 2004 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. Judge, 2009 Job satisfaction (Juprizon et al., 2022; Ngatno et al., 2022) 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.

According to Robbins (Wibowo, 2014), job satisfaction indicators consist of: (1) The work itself is the work faced by teachers on a daily basis. 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 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 (Gusriani et al., 2022; Sirait et al., 2022) 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). Leadership involves multidirectional and non-coercive influence among a number of people who expect significant change. Influence is the power to change attitudes, behavior (Nyoto et al., 2021), 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).

The following are the dimensions and indicators of school leadership (Edison, et al. 2018): (1) Having a clear and well-communicated strategy; Have a clear and realistic business strategy, business strategy is well communicated to subordinates, subordinates believe in leaders in making changes for the better. (2) Concern for subordinates and work environment; Giving attention and motivating the work of subordinates, caring about any problems faced by subordinates, Paying attention to the work environment and comfort for work. (3) Motivating subordinates; Motivate subordinates to equip themselves with knowledge and expertise in an effort to improve competence, motivate subordinates to have the determination to complete tasks thoroughly, Invite all quality-oriented subordinates. (4) Maintain team cohesiveness; Invite subordinates to work in a solid and harmonious team, Resolve any conflicts between subordinates properly. (5) Respect differences and beliefs; Appreciate any differences of opinion for a better cause. Invites all of his subordinates to respect differences and beliefs.

Discipline

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

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

Motivation

Work motivation can be formed on one's own will to be better, work motivation can come from superiors or other people. Teacher work motivation is a condition that influences arousing and directing the behavior or desire of teachers to do work or activities at school. These activities include planning the learning process, managing classes, directing students, and so on. Malthis and Jackson (2006:114). Rivai (2015: 609) states that "Several known and applicable motivational theories in organizations are described as follows: Herzberg's two-factor theory and Maslow's theory of motivation needs."

Two-factor theory, this theory is based on interviews that have been conducted by Herzberg. Research conducted by interviewing a number of people. Herzberg arrived at a belief that two groups of factors that influence behavior are: Hygiene Factor and Satisfier Factor. According to the theory of Maslow, Robbins and Jugde, 2008. Motivation indicators consist of: (1) Physiology. Physiological needs are needs to sustain life, such as the need to eat, drink, housing and so on. (2) Feeling safe.

The need for security is the need for freedom from threats, namely feeling safe from the threat of accidents and safety in carrying out work. (2) Social. Social needs or a sense of belonging are the needs for social, friends, affiliation, interaction, to be loved and loved, and to be accepted in group association. workers and their environment. (3) Appreciation. The need for appreciation is the need for self-esteem and recognition and prestige awards from the workplace, colleagues and the surrounding community. (4) Self-actualization.

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 stated that there was a positive relationship and a significant influence between the variables of leadership style and the 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 complaints and views of workers 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 significant effect on job satisfaction in SD Negeri Bangko, Rokan Hilir Regency

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 an act of worship performed by a person with sincerity, obedience, following and submission. 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 (Elfita et al., 2022; Habibi et al., 2022) 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 Sudyanto, 2015).

H2: Discipline has a significant effect on job satisfaction at SD Negeri Bangko, Rokan Hilir Regency

Relationship of Motivation to Job Satisfaction

Job satisfaction is an important aspect of an employee in the organization because the presence of job satisfaction in an employee at work will motivate him more in every activity to achieve organizational goals. That the work aspects that influence job satisfaction are communication and co-workers, promotion, job security, salary, company and supervisory management, intrinsic factors of work working conditions, social aspects in work. While the influencing factors are that the work aspects that influence job satisfaction are salary promotions, the job itself, supervision, co-workers, job security, working conditions, administration/policy, communication, responsibility, recognition, work performance (Tohan et al., 2022), and opportunities to develop (Robbin, 2001).

Based on previous research by Gunawan Dwi Nugroho (2012), the test results showed that there was a very significant positive relationship between job satisfaction and employee motivation, meaning that the higher the job satisfaction an employee has, the higher his work motivation. Thus, based on the theory above and the results of previous research, it can be said that competence has a positive and significant effect on job satisfaction of teachers of SMP Negeri Rimba Melintang District, Kampar Regency.

H3: Motivation has a significant effect on job satisfaction in SD Negeri Bangko, Rokan Hilir Regency

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 significant effect on performance in SD Negeri Bangko, Rokan Hilir Regency

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 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: 825) states "Through discipline will reflect strength, because usually someone who is successful in his work and studies are those who have high discipline".

H5: Discipline has a significant effect on performance at SD Negeri Bangko, Rokan Hilir Regency

The relationship between motivation and performance

Suharto and Cahyono (2005) and Hakim (2006) state that there is one factor that influences performance, namely the motivational factor, where motivation is a condition that moves a person to try to achieve goals or achieve the desired results. Rivai (2004) shows that the stronger the work motivation, the higher the employee's performance. This means that any increase in employee motivation will provide a very significant increase in improving employee performance in carrying out their work.

H6: Motivation has a significant effect on performance at SD Negeri Bangko, Rokan Hilir Regency.

Relationship of Job Satisfaction to Performance

Job satisfaction is a general attitude and level of one's positive feelings towards (Robbins, 2003). Furthermore, Greenberg and Baron (2002) define job satisfaction as a positive or negative attitude that a person has towards his job. The reality is that 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 motivated to work as they please, perform soberly, arrive late, be absent/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 significant effect on performance at SD Negeri Bangko, Rokan Hilir Regency.

3.0 METHODOLOGY

This research was conducted at 5 public elementary schools in Bangko District, Rokan Hilir Regency, Riau. Namely SD Negeri 001 Bangko, SD Negeri 002 Bangko, SD Negeri 003 Bangko, SD Negeri 008 Bangko and SD Negeri 010 Bangko. The time of research is from June to August 2022.

Population and Sample

In this study, the population consisted of all PNS teachers who worked at SD Negeri 001 Bangko, SD Negeri 002 Bangko, SD Negeri 003 Bangko, SD Negeri 008 Bangko and SD Negeri 010 Bangko. Altogether 76 people. The sampling technique used in this study was purposive sampling, which is a technique for taking data sources by determining the sample with certain considerations (Sugiyono, 2010). The sampling technique is a technique in collecting data from a population based on the existence of a specific target or purpose in a study. The samples in this study were all PNS teachers who taught at SD Negeri 001 Bangko, SD Negeri 002 Bangko, SD Negeri 003 Bangko, SD Negeri 008 Bangko and SD Negeri 010 Bangko. Bangko District, Rokan Hilir Regency, totaling 71 respondents.

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 the most respondents in this study, namely the origin of respondents from SDN 003 as many as 17 respondents with a percentage of 23.90%. While the fewest respondents were respondents from SDN 008, namely 12 respondents or 16.90%. Profile of respondents based on gender, namely male respondents as many as 9 respondents with a percentage of 12.70%. Meanwhile, there were 62 female respondents with a percentage of 87.30%. Respondent profiles based on age, namely respondents aged < 35 years, were 1 respondent with a percentage of 1.40%. Respondents aged 35-40 years were 18 respondents with a percentage of 25.40%. Respondents > 40 years were 52 respondents with a percentage of 73.20%. The profiles of respondents based on education in this study were at least 1 respondent with a high school education level or 1.40%. While the most respondents were respondents with an undergraduate level of education (S1), namely 62 respondents with a percentage of 87.30%. Profiles of respondents based on the least years of service in this study were respondents with years of service > 25 years, 6 respondents with a percentage level of 8.45% of respondents. While the most respondents are respondents > 5 years of service with a frequency of 43 respondents or 60.56%. Respondent profiles based on income levels are the most dominant in this study, namely respondents with income levels $> 5-7$ million with a frequency of 55 respondents with a percentage of 77.50%. Profile of respondents based on teacher certification, namely respondents who have not been certified as many as 16 respondents or 22.54%. While the respondents who have been certified as many as 55 respondents or 77.46%.

Respondents' Responses

The average respondent responds to the teacher's performance variable with an average value of 4.56. It can be concluded that the average respondent gave a very high response to the statements to measure the performance variable of SD Negeri Bangko District Rokan Hilir teachers. Then, the average respondent gave a response to the job satisfaction variable with an average value of 4.15. It can be concluded that the average respondent gave a very high response to statements to measure job satisfaction variables in SD Negeri Bangko District, Rokan Hilir Regency.

The average respondent responds to the leadership variable with an average value of 4.35. It can be concluded that on average the respondents gave very good responses to the statements to measure the leadership variables in SD Negeri Bangko District, Rokan Hilir Regency. Then, the average respondent gave a response to the work discipline variable with an average value of 4.48. It can be concluded that the average respondent gave a very good response to the statements to measure work discipline variables in SD Negeri Bangko District, Rokan Hilir Regency. Then, the average respondent gave a response to the work motivation variable with an average value of 4.35. It can be concluded that the average respondent gave a very good response to statements to measure work motivation variables in SD Negeri Bangko 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	0.790	0.803	Valid	0.917	0.942	Reliable
	Y2.2	0.959		Valid			
	Y2.3	0.905		Valid			
	Y2.4	0.922		Valid			
Job Satisfaction (Y1)	Y1.1	0.816	0.605	Valid	0.836	0.884	Reliable
	Y1.2	0.715		Valid			
	Y1.3	0.869		Valid			
	Y1.4	0.794		Valid			
	Y1.5	0.681		Valid			
	Y1.6	0.816		Valid			
Leadership (X1)	X1.1	0.843	0.688	Valid	0.889	0.917	Reliable
	X1.2	0.835		Valid			
	X1.3	0.808		Valid			
	X1.4	0.870		Valid			
	X1.5	0.789		Valid			
Work Discipline (X2)	X2.1	0.877	0.779	Valid	0.906	0.934	Reliable
	X2.2	0.824		Valid			
	X2.3	0.915		Valid			
	X2.4	0.911		Valid			
Work Motivation (X3)	X3.1	0.883	0.594	Valid	0.829	0.878	Reliable
	X3.2	0.685		Valid			
	X3.3	0.697		Valid			
	X3.4	0.797		Valid			
	X3.5	0.855		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	2.406	There is no multicollinearity
X2: Work Discipline		3.057	There is no multicollinearity
X3: Work Motivation		2.336	There is no multicollinearity
X1: Leadership	Y2: Teacher performance	3.207	There is no multicollinearity
X2: Work Discipline		2.952	There is no multicollinearity
X3: Work Motivation		2.474	There is no multicollinearity

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)	0.355	0.326	Weak
Teacher Performance (Y2)	0.136	0.084	Very Weak

Based on the table above, it can be concluded that the endogenous variable Job Satisfaction (Y1) shows an adjusted R Square value of 0.326 or 32.6%. This means that the teacher's job satisfaction variable is influenced by exogenous variables (leadership, work discipline, work motivation) of 32.6%. While the remaining 67.4% 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 0.084 or 8.4%. This means that teacher performance variables are influenced by exogenous variables (leadership, work discipline, work motivation) only by 8.4%, while the remaining 81.6% is 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 4.

Table 4. Hypothesis Test Results

Hypothesis	Variable	Original Sample (O)	T statistics (O/STDEV)	P Values	Conclusion
H1	Leadership -> Satisfaction	0.594	3.752	0.000***	Positive and significant influence
H2	Work Discipline -> Satisfaction	-0.311	1.729	0.084*	Negative and significant influence
H3	Work Motivation -> Satisfaction	0.298	1.583	0.113	Positive Influence and not significant
H4	Leadership -> Teacher Performance	0.148	0.739	0.460	Positive Influence and not significant
H5	Work Discipline -> Teacher Performance	0.215	0.869	0.385	Positive Influence and not significant
H6	Work Motivation -> Teacher Performance	0.048	0.222	0.825	Positive Influence and not significant
H7	Satisfaction -> Teacher Performance	-0.018	0.119	0.905	Negative and insignificant influence

Source: Processed Data, 2022

Discussion

The influence of leadership on job satisfaction of teachers at SD Negeri Bangko District, Rokan Hilir Regency

Based on the results of hypothesis testing, it can be concluded that the leadership variable is significant on teacher job satisfaction. So that these results can be explained that the existing leadership can have a significant impact

on increasing teacher job satisfaction in SD Negeri Bangko District, Rokan Hilir Regency. This is because the principal always involves the teacher in making decisions

These results are in line with the results of research conducted by Desi Saputra Rifaiie, et al (2018), Putra, Rizaldi, et al (2019) in research stating that good leadership can have a positive impact on increasing job satisfaction. But contrary to the results research conducted by Rivaldo, et al (2020) where the results of his research stated that good leadership is unable to have a positive impact on job satisfaction.

The effect of discipline on job satisfaction at SD Negeri Bangko District, Rokan Hilir Regency

Based on the results of hypothesis testing, it can be concluded that the work discipline variable is significant for teacher job satisfaction. So that these results can be explained that the existing work discipline is able to have a significant impact on increasing work satisfaction at SD Negeri Bangko District, Rokan Hilir Regency.

These results are in line with the results of research conducted by Sekartini, Ni Luh (2016) in her research stating that good discipline cannot have a positive impact on increasing job satisfaction. However, it is contrary to the results of research conducted by Hasanah, et al (2020) where the results of his research stated that good leadership is able to have a positive impact on job satisfaction.

The influence of motivation on the job satisfaction of teachers at SD Negeri Bangko District, Rokan Hilir Regency

Based on the results of hypothesis testing, it can be explained that work motivation is significantly positive on teacher job satisfaction. So that these results can be explained that the existing teacher's work motivation cannot have a significant impact on job satisfaction at SD Negeri Bangko District, Rokan Hilir Regency. This is because the teacher is not always present at work, according to the schedule set by the school

These results are in line with the results of research conducted by Anak Agung, et al (2018), Putra, Rizaldi, et al (2019) in research stating that good motivation cannot have a positive impact on increasing job satisfaction. research conducted by Syaiful, et al (2018) where the results of his research stated that good work discipline can have a positive impact on job satisfaction.

The influence of leadership on the performance of elementary school teachers in Bangko District, Rokan Hilir Regency

Based on the results of hypothesis testing, it can be concluded that leadership is not significant on teacher performance. So that these results can be explained that the existing leadership cannot have a significant impact on the performance of elementary school teachers in Bangko District, Rokan Hilir Regency. This result is caused because the principal does not respect the differences and beliefs of teachers

These results are in line with the results of research conducted by Yusuf (2016), in research stating that good leadership cannot have a positive impact on improving performance. But contrary to the results of research conducted by Indajang (2020), Arisandi et al (2017), Sampurno & Widodo (2017), Handayani & Rasyid (2015) where the results of their research state that good leadership can have a positive impact on performance.

The influence of discipline on teacher performance at SD Negeri Bangko District, Rokan Hilir Regency

Based on the results of hypothesis testing, it can be concluded that work discipline is not significant on teacher performance. So that these results can be explained that the existing work discipline is not able to have a significant impact on decreasing teacher performance in SD Negeri Bangko District, Rokan Hilir Regency. This is because teachers do not always come to work according to a set schedule so that it does not impact on their performance.

This result is in line with the results of research conducted by Munir, et al (2020) in his research which stated that good discipline cannot have a positive impact on improving performance. But contrary to the results of research conducted by Primandaru, et al (2018), Setianingsih, et al (2019), Siregar, et al (2022) where the results of his research state that good discipline can have a positive impact on performance

The effect of motivation on teacher performance at SD Negeri Bangko District, Rokan Hilir Regency

Based on the results of hypothesis testing, it can be concluded that work motivation is not significant on teacher performance. So that these results can be explained that the existing teacher's work motivation is not able to have a significant impact on the performance of elementary school teachers in Bangko District, Rokan Hilir Regency. This is because schools do not provide adequate facilities to support teacher activities in schools so that it does not impact teacher performance.

These results are in line with the results of research conducted by Danila (2019), in research stating that good work motivation cannot have a positive impact on improving performance. However, it is contrary to the results of research conducted by Azhari Samsudin (2018) where the results of states that good work motivation can have a positive impact on performance.

The influence of job satisfaction on the performance of SD Negeri Bangko teachers, Rokan Hilir District

Based on the results of hypothesis testing, it can be concluded that teacher job satisfaction is not significant to teacher performance. So that these results can be explained that existing teacher job satisfaction is able to have a significant impact on improving the performance of elementary school teachers in Bangko District, Rokan Hilir Regency. This is because the teacher feels unhappy because there is no open opportunity to be promoted.

This result is in line with the results of research conducted by Ekawati, et al (2019), in research stating that good job satisfaction cannot have a positive impact on improving performance. However, it is contrary to the results of research conducted by Frengky Basna (2016) where the results of his research stated that good job satisfaction can have a positive 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 significant for the job satisfaction of teachers of SD Negeri Bangko District, Rokan Hilir Regency. Thus, the hypothesis is accepted. Work discipline is not significant to the job satisfaction of teachers at SD Negeri Bangko District, Rokan Hilir Regency. Thus, the hypothesis is rejected. Work motivation is not significant to the job satisfaction of teachers of SD Negeri Bangko District, Rokan Hilir Regency. Thus, the hypothesis is rejected. Leadership is not significant to the performance of elementary school teachers in Bangko District, Rokan Hilir Regency. Thus, the hypothesis is rejected. Work discipline is not significant to the performance of SD Negeri Bangko District Teachers, Rokan Hilir District. Thus, the hypothesis is rejected. Work motivation is not significant to the performance of SD Negeri Bangko District teachers, Rokan Hilir Regency. Thus, the hypothesis is rejected. Teacher job satisfaction is not significant to the performance of SD Negeri Bangko District teachers, Rokan Hilir Regency. Thus, the hypothesis is rejected.

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 suggested that the Office of Education and Culture should pay attention to the factors of leadership and discipline in the work of teachers in schools, especially at the junior high school level. Because this factor is able to have an impact on teacher satisfaction. It is recommended that school management consider the factor of the teacher's leadership style in schools. In terms of research, it proves that good leadership is able to have a positive impact on increasing teacher job satisfaction. It is recommended for future researchers to be able to add other variables in examining factors that influence teacher satisfaction and performance, because the results of this study were almost entirely insignificant.

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