



# Motivation, Organizational Culture, and Organizational Commitment on Job Satisfaction and Teacher Performance at State Junior High School, Bangko Rokan Hilir, Riau

Kersiati<sup>a</sup>, Evelyn Wijaya<sup>b</sup>, Sudarno<sup>b\*</sup>

<sup>a</sup>Bangko 2 Public Junior High School, Riau, Indonesia

<sup>b</sup>Business Faculty, Institut Bisnis dan Teknologi Pelita Indonesia, Riau, Indonesia

## Article History

Received

20 December 2022

Received in revised form

2 January 2023

Accepted

15 January 2023

Published Online

31 January 2023

\*Corresponding author

[sudarno@lecturer.pelitaindonesia.ac.id](mailto:sudarno@lecturer.pelitaindonesia.ac.id)

## Abstract

This study aims to analyze the effect of motivation, organizational culture, and commitment on job satisfaction and teacher performance at SMP Negeri BangkoRohil, Riau. This study took a sample of 78 civil servant teachers at SMP Negeri Bangko District, Rohil, Riau. Data were collected by using a questionnaire or questionnaire and then statistically analyzed using smart PLS. The results of the hypothesis test state that work motivation have a positive and significant effect on job satisfaction but is not significant positive on teacher performance, organizational culture has a positive and significant effect on job satisfaction but is negative and not significant on teacher performance, organizational commitment has a positive and insignificant effect on teacher performance. But job satisfaction is negative and not significant on teacher performance, then job satisfaction has a positive and significant effect on teacher performance at SMP Negeri Bangko, Rohil District.

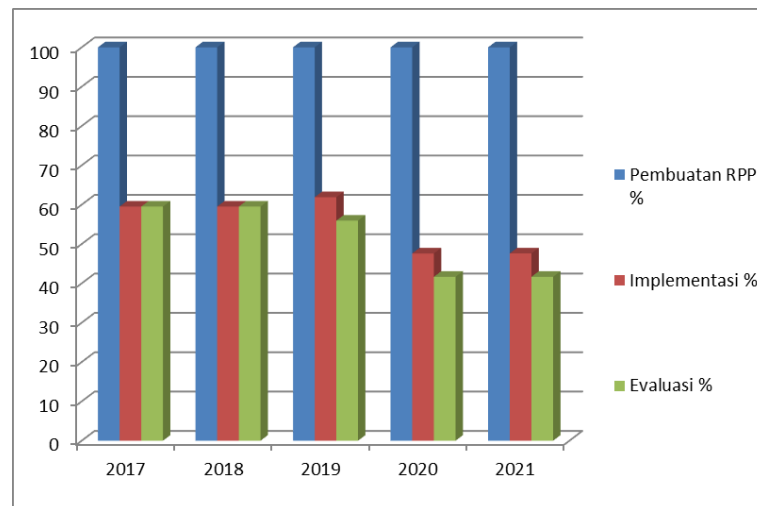
**Keywords:** Motivation, Organizational Culture, Organizational Commitment, Job Satisfaction, Performance

## 1.0 INTRODUCTION

Education is a form of human capital investment that determines the Human Resources of a nation. As professional educators, teachers with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (UU No. 14 of 2005).

Teacher performance (Asl & Osam, 2021; Atika et al., 2022; Imarni et al., 2022) measures can also be seen from their sense of responsibility in carrying out the tasks they carry out. The profession as a teacher he bears and the moral responsibility he bears will be seen in whether or not a teacher is satisfied with his work, both in the classroom and outside the classroom. However, teacher performance (Rafizal et al., 2022; Yarmanelis et al., 2022) is also determined by the environment in which they learn. School as a formal educational institution can be interpreted as an instrument of society entrusted with the obligation to provide education. A nation is said to be a developed nation which can be seen from the level of education in that country. The higher the level of education in a country, the more advanced the country will be. So, schools play a very important role in improving the education of a nation.

To see the success of a teacher's performance (Andi et al., 2022; Pernando et al., 2022) in a school, one of which is by measuring the value or percentage of the teacher's performance achievement by carrying out the obligations of a teacher in Learning Implementation Planning (RPP), which is a form of evaluation carried out by schools and the education office for teachers at school. For more details, it can be described in the form of a percentage graph in the preparation of lesson plans, implementation and evaluation of lesson plans as a form of achieving teacher performance in Bangko District, Rokan Hilir, Riau as follows:



Source: Processed Data, 2022

Figure 1. Graph of Percentage of Teacher Performance Achievers Bangko District, Rokan Hilir, Riau

From Figure 1 it can be seen that making lesson plans every year does not experience problems because lesson plans are basically one of the learning tools that must be made by teachers to support the learning process regardless of whether the quality and content of lesson plans 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. 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. Based on the information submitted by SMP Negeri Bangko District, there were teachers who taught at other schools to meet weekly teaching hours and teachers were also found to teach more than one subject so that the time for evaluating devices was neglected.

If the Learning Device Plan is implemented and evaluated, it can be continued with PTK. Classroom action research or PTK (*Penelitian Tindakan Kelas*) has a very important and strategic role in improving the quality of learning if implemented properly and correctly. Implemented correctly, meaning that the parties involved in PTK, namely the teacher try to consciously develop skills in detecting and solving problems that occur in classroom learning through meaningful actions that are calculated to solve problems or improve situations and then carefully observe their implementation to measure the level of success. The main basis for implementing class action is for improvement. Improvements are related and have context with the learning process.

Based on the information obtained from the State Junior High School (SMP) in Bangko District, data on the ability level of teachers who carry out Classroom Action Research activities are found in table 1 below:

Table 1. The Level of Teacher Ability to Conduct Classroom Action Research (CAR) at State Middle Schools in Bangko District, Rokan Hilir, Riau

No	School year	Number of PNS Teachers	Making PTK	%
1	2017	84	20	23.81%
2	2018	84	20	23.81%
3	2019	84	19	22.62%
4	2020	84	10	11.90%
5	2021	84	10	11.90%

Source: Bangko District Public Middle School 2022

Table 1 illustrates that the level of ability of teachers who carry out CAR at SMP Negeri Bangko sub-district, Rokan Hilir, Riau has also decreased. High performance will result in good work performance, conversely if low performance will result in poor work performance.

Job satisfaction (Asl & Osam, 2021; Istiana et al., 2022; Juprizon et al., 2022) is a pleasant or unpleasant teacher's emotional state where teachers look at it from the point of view of their respective jobs because the level of teacher satisfaction (Tohan et al., 2022) varies. The results of the preliminary survey on 30 respondents by looking at the scales of Very Satisfied (SP), Satisfied (P), Less Satisfied (KP), Not Satisfied (TP) and Very Dissatisfied (STP) in Bangko District, Rokan Hilir Regency, Riau were considered not optimal.

Based on the results of a preliminary survey on Job satisfaction for Bangko District Teachers, Rokan Hilir Regency, Riau in 2022 with an average value obtained of 3.10. These results indicate that teacher job satisfaction

(Fadhli et al., 2022; Ngatno et al., 2022) with assessment statements is satisfied and comfortable with work, satisfied with the work environment, teachers are given equal opportunities for promotion, promotion policies (raise or position) are appropriate, satisfied with the salary received, benefits given, superiors participating in determining assignments, the tolerant attitude of fellow teachers and a well-developed work atmosphere are in the unsatisfied category. So it can be concluded that the teacher's job satisfaction at SMP Negeri Bangko District, Rokan Hilir Regency, Riau is not satisfied. The level of teacher job satisfaction (Gusriani et al., 2022; Wardana et al., 2022) has an impact on teacher performance (Bakhroini et al., 2022; Mairia et al., 2021; Ramadona et al., 2021; Setiawan et al., 2021; Sukmawaty et al., 2021).

This research is also supported by the research gap which is an illustration of the gaps that occur in some of the results of previous studies. Motivation is the reason behind the actions carried out by individuals. A person is said to be highly motivated if he has a strong reason to achieve what he wants and do the work he is currently doing. If the teacher has high motivation, it will encourage an increase (Renaldo et al., 2021) in job satisfaction, this is in line with research (Firmani, 2017) which states that motivation has a positive effect on job satisfaction but is not in line with research (Komara and Junaedi, 2018) which states that motivation has no effect on job satisfaction. In addition, one of the factors that influence teacher performance (Sudarno et al., 2022) is the teacher's motivation. High motivation will encourage someone to have a strong desire to succeed. The results of research conducted by Astuti, (2017) said that motivation has an influence on teacher performance, but this is contrary to research conducted by Hadi Sumarsono & Sriwidodo, (2010) which said that motivation has no significant effect on teacher performance.

Organizational culture is a shared meaning held by members that distinguishes an organization from other organizations. Based on the results of previous research by Bintang (2017), organizational culture has a positive relationship to job satisfaction. In addition, research by Ratnawati (2012) shows that organizational culture has no significant effect on job satisfaction. Significance to employee job satisfaction means that there is a contribution of other variables that influence job satisfaction. Organizational Culture has a very close relationship with Teacher Performance. Thus Organizational Culture contributes to improving Teacher Performance. An increase in Organizational Culture will be followed by an increase in Teacher Performance. Organizational Culture is a predictor of teacher performance. Rusmani (2018) says Organizational Culture has a positive effect on teacher performance. But it is different from the results of research conducted by Yusuf, (2016), where he found a negative influence between Organizational Culture on Teacher Performance.

Employee Organizational Commitment is an identification of feelings, involvement, and loyalty shown by employees towards the organization where they serve and work. Employee Organizational Commitment is shown in an attitude of acceptance, a strong belief in the values and goals of the organization, as well as a strong urge to maintain and become an important part of the members of the organization in order to achieve organizational goals. Various research studies show that people who are relatively satisfied with their jobs will be more committed (Putra & Renaldo, 2020; Renaldo, Putra, et al., 2022) to the organization. Employees will have high organizational commitment when they are satisfied with work, supervision, salary, promotion and co-workers. Based on research results (Lilianna, Suhana and Romadi, 2017) Organizational Commitment has a positive effect on job satisfaction but contrary to research (Wardani, 2018) and (Rasmi, MahliaMuis, 2020), committed employees tend to be more responsible in providing services. Based on the results of previous research by Shodiqin (2015), the higher the teacher's organizational commitment to the school, the higher the teacher's performance. But different results were obtained by research conducted by Sunarno & Liana, (2015), where his research resulted in Organizational Commitment having no effect on Teacher Performance.

The purpose of this research is to analyze the effect of motivation, organizational culture and commitment on job satisfaction and teacher performance.

## 2.0 LITERATURE REVIEW

### Teacher Performance

Teacher performance is the result achieved from doing the tasks given according to ability, experience and sincerity as well as time management) (Pujiastuti & Rozi, 2017. Meanwhile, Majid, (2016: 11) provides a definition of teacher performance which is the work that can be achieved by teachers in an organization (school), in accordance with the authority and responsibility given by the school in an effort to achieve the vision, mission and objectives of the school concerned legally, not violating the law and in accordance with morals and ethics.

Indicators of teacher performance evaluation can be seen in Law Number 14 of 2005 concerning Teachers and Lecturers, in article 10 paragraph (1) it states that "Teacher competence as referred to in Article 8 includes pedagogical competence, personal competence, social competence, and professional competence which acquired through professional education.

### Job satisfaction

Priansa, (2018: 291) provides a definition of job satisfaction, which is a collection of employees' feelings about their work, whether they like/like or dislike/dislike as a result of employee interaction with their work environment or as a perception of mental attitude, as well as the result of an employee's assessment of his job. Employees' feelings towards work reflect their attitudes and behavior (Panjaitan et al., 2022) at work. Rivai, Darmansyah, &

Ramli (2014: 246) say job satisfaction is an assessment of workers about how far their work as a whole satisfies their needs. Job satisfaction is also a general attitude which is the result of several specific attitudes towards work factors, adjustment and individual social relations outside of work.

Indicators of job satisfaction according to Edison, Anwar, & Komariah, (2017: 213) are divided into five, namely Work (Work it Self), Wages (Pay), Promotion opportunities, availability of opportunities to advance, Supervisor (Supervision), Co-workers (Co- Worker).

### **Motivation**

Motivation comes from the Latin word "movere" which means encouragement, driving force or force that causes an action or deed. The word "Movere" in English is often equated with "Motivation" which means giving motives, generating motives, or things that give rise to encouragement or circumstances that give rise to encouragement. In general, employee motivation at work is to earn income, develop self-potential, actualization, and the need for appreciation (Priansa, 2018: 200).

Priansa, (2018: 205) put forward an indicator of motivation based on the theory of motivation developed by Maslow, that every human being consists of five levels or a hierarchy of needs, namely: Physiological Needs, Safety Needs, Social needs (Social Needs), Self-Esteem Needs, Self-Actualization Needs.

### **Organizational culture**

Edison et al, (2017: 117) said that organizational culture is the result of the process of fusing the cultural and/or behavioral styles of each individual previously brought into a new set of norms and philosophies, which have group energy and pride in dealing with something and certain goals.

Robbins (2006: 279) argues that organizational culture indicators are contained in the primary characteristics of organizational culture which together capture the nature of organizational culture, namely: Innovation and taking risks, Attention to details, Result orientation, Human orientation, Team orientation, Aggressiveness, Stability.

### **Organizational Commitment**

Organizational commitment is a condition in which an employee takes sides with an organization and its goals, and intends to maintain that membership. A person's high involvement in a job means siding with an individual's particular job, while high organizational commitment means siding with the organization that recruited the individual (Robbin, 2008:69).

As an Indicator of Organizational Commitment Allen and Meyer divide one's organizational commitment into three forms (Priansa, 2018: 239), namely: Affective Commitment, Normative Commitment, Continuous Commitment.

### **Hypothesis**

- H1: There is a positive influence of motivation on job satisfaction of teachers at SMP Negeri Bangko District, Rokan Hilir, Riau
- H2: There is a positive influence of organizational culture on teacher job satisfaction at Bangko District Middle School, Rokan Hilir, Riau
- H3: There is a positive influence of organizational commitment on teacher job satisfaction at Bangko District Middle School, Rokan Hilir, Riau
- H4: There is a positive influence of motivation on teacher performance at SMP Negeri Bangko District, Rokan Hilir, Riau
- H5: There is a positive influence of organizational culture on teacher performance at SMP Negeri Bangko District, Rokan Hilir, Riau
- H6: There is a positive influence of organizational commitment on teacher performance at SMP Negeri Bangko District, Rokan Hilir, Riau
- H7: There is a positive effect of job satisfaction on the performance of Bangko District Public Middle Schools, Rokan Hilir, Riau.

## **3.0 METHODOLOGY**

### **Population and Sample Research**

The population of this study were civil servant teachers at Bangko District Public Middle School, totaling 84 people from 5 school institutions, namely Bangko 1st Middle School, Bangko 2nd Middle School, Bangko 3rd Middle School, Bangko 4th Middle School and Bangko 5th Middle School. The number of samples used was 78 people. The sampling technique used in this study was a census technique where the respondents who were used as the research sample were civil servant teachers at public junior high schools other than the principal and the researchers themselves (Nasution et al., 2022; Sari et al., 2022).

### Variable Operational Definitions

According to Widyoko (2012: 130), the operational definition of a variable is a definition based on defined properties that can be observed (Adrian et al., 2022; Suyono et al., 2022).

#### Work Motivation (X1)

Robbin (2008) defines motivation as a process that describes the intensity, direction, and persistence of an individual to achieve his goals. Indicators of Sense of Security (3) Social (4) Respect, and (5) Self-Actualization.

#### Organizational Culture (X2)

Robbins defines Organizational Culture as a system which is shared by members that distinguishes the organization from other organizations. (2001:510). Organizational Culture indicators: (1) Innovation & Risktaking, (2) Attention to Detail, (3) Outcome Orientation, (4) People Orientation, (5) Team Orientation, (6) Aggressiveness, and (7) Stability.

#### Organizational Commitment (X3)

According to Priansa (2018) Organizational Commitment reflects the extent to which an individual identifies with the organization and its goals. This Organizational Commitment variable is operationally measured by the following indicators: (1) Affective Commitment (2) Continuance Commitment (3) Normative Commitment (4) Indebted Obligation and (5) Moral Imperative

#### Job Satisfaction (Y1)

Job satisfaction is a positive feeling about one's job which is the result of an evaluation of its characteristics. (Robbins & Judge, 2008:107). Job satisfaction indicators: (1) Satisfaction with work, (2) Satisfaction with rewards, (3) Satisfaction with superior supervision, (4) Satisfaction with colleagues and (5) Satisfaction with promotions.

#### Teacher Performance (Y2)

Based on Law No. 14 of 2005 concerning Teachers and Lecturers in article 10 paragraph (1). Teacher performance indicators: (1) Pedagogic, (2) Personality, (3) Social, and (4) Professional.

## 4.0 RESULTS AND DISCUSSION

### Preliminary Test

Preliminary test is used to determine the level of validity and reliability of research indicators for each variable (Renaldo et al., 2022; Renaldo & Augustine, 2022). Besides that, the preliminary test can also be carried out with a multicollinearity test which functions to determine the level of error between research variables. The following are the results of the preliminary test produced:

Table 2. Preliminary Test

Variable	Indicator	Loading Factor	Outer VIF	Inner VIF (Y1)	Inner VIF (Y2)	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Motivation	X1.3	0.738	1.661	1.889	2.256	0.713	0.865	0.619
	X1.8	0.783	1.835					
	X1.9	0.905	2.606					
	X1.10	0.706	2.041					
Organizational Culture	X2.10	0.732	1.913	1.615	1.784	0.704	0.863	0.515
	X2.11	0.769	2.442					
	X2.21	0.644	1.893					
	X2.22	0.582	1.790					
	X2.23	0.815	1.873					
Organizational Commitment	X2.26	0.739	1.586	1.294	1.320	0.707	0.801	0.581
	X3.8	0.554	1.997					
	X3.9	0.858	1.041					
Job Satisfaction	X3.10	0.836	1.959	-	2.003	0.693	0.863	0.561
	Y1.3	0.814	1.934					
	Y1.6	0.691	1.433					
	Y1.10	0.830	2.433					
	Y1.11	0.793	2.166					

Variable	Indicator	Loading Factor	Outer VIF	Inner VIF (Y1)	Inner VIF (Y2)	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Teacher Performance	Y1.12	0.589	1.472			0.762	0.919	0.535
	Y2.3	0.567	3.086					
	Y2.4	0.791	3.378					
	Y2.5	0.753	5.344					
	Y2.6	0.670	3.669					
	Y2.7	0.581	1.752					
	Y2.9	0.684	2.442					
	Y2.10	0.748	2.578					
	Y2.11	0.740	1.980					
	Y2.12	0.910	1.780					
	Y2.13	0.808	2.682					

Source: Results of SmartPLS Data Processing, 2022

### Validity test

Convergent validity relates to the principle that the gauges (manifest variables) of a construct should be highly correlated. Testing the convergent validity of reflexive indicators can be seen from the size of the factor loading to find out the correlation between each indicator and the construct (Stieman, 2020: 17). The test results fulfill convergent validity because all factor loadings are  $> 0.5$ . Thus, it can be concluded that the convergent validity of all groups of endogenous constructs is valid.

### Reliability Test

Composite Reliability test as an alternative to the Cronbach Alpha test, to measure the convergent validity of a reflective model. According to the researchers, the composite reliability score is higher than the Cronbach Alpha test result. The AVE test can be used to see convergent and divergent validity. The results of the AVE test will reflect each latent factor in the reflective model (Setiawan, 2020:18-19). Composite reliability is said to be good if it has a value of  $\geq 0.7$ . The AVE value is said to be good if it has a value  $\geq 0.5$ .

The test results show that the variables I Work Motivation, Organizational Culture, Organizational Commitment, Job Satisfaction and Teacher Performance have Cronbach's Alpha ( $\alpha$ ) values above 0.6 and Construct Reliability  $> 0.70$ , so it can be concluded that the indicators related to the research variables are declared reliable. Furthermore, if we pay attention to the AVE value of each variable, it is smaller than Construct Reliability. Because the five variables obtained AVE values  $> 0.50$ , the variance obtained from the indicators is greater for the formation of latent variables.

### Multicollinearity Test

The multicollinearity test is carried out to ensure that there is no perfect correlation between the independent variables or one and the other independent variables by looking at the Variance Inflating Factor (VIF) value. If the VIF value  $> 10$  indicates the presence of multicollinearity symptoms with regression capital. The test results show that the VIF value is below 10. This means that the independent variables used in this study do not indicate any multicollinearity.

### Determination Coefficient Test (R2)

The Coefficient of Determination Test (R2) is a test that aims to assess the percentage of the influence of the indicators that affect the endogenous variables, while the rest can be influenced by other indicators that are not explained in this study. The results of the test for the coefficient of determination can be seen in the following table.

No	Endogenous Variables	R Square
1	Job Satisfaction (Y1)	0.481
2	Performance (Y2)	0.021

Source: Results of SmartPLS Data Processing, 2022

Based on the table, it shows that the R Square value of the Job Satisfaction variable is 0.481. This means that the Variables of Work Motivation, Organizational Culture and Organizational Commitment have an effect on Job Satisfaction by 48.1% while the remaining 51.9% is explained by other factors that are not included in this research model such as the work environment and other factors.

While the R Square value of the Teacher Performance variable is 0.021. This means that the variables of Work Motivation, Organizational Culture, School Commitment and Job Satisfaction have an effect on Teacher Performance only by 2.1% while 97.9% is explained by other factors not included in the model this research such as training, the situation and condition of the education at that time which was hit by an outbreak of the covid-19 virus and others.

### Hypothesis testing

The hypothesis is used to determine the direct effect of each exogenous variable on the endogenous variable. The following is the result of testing the resulting hypothesis

Table 4. Path Analysis Test (PLS SEM)

No	Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T. Statistics (O/STDEV)	P values	Information
1	X1 -> Y1	0.428	0.424	0.151	2.831	0.002	Significant positive
2	X1 -> Y2	0.24	0.215	0.282	0.852	0.197	Positive not significant
3	X2 -> Y1	0.29	0.305	0.126	2.312	0.011	Significant positive
4	X2 -> Y2	-0.052	-0.019	0.227	0.229	0.409	The negatives are not significant
5	X3 -> Y1	0.114	0.14	0.128	0.891	0.187	Positive not significant
6	X3 -> Y2	-0.026	-0.044	0.227	0.124	0.451	The negatives are not significant
7	Y1 -> Y2	0.33	-0.339	0.233	1.419	0.078	Significant positive

Source: Results of SmartPLS Data Processing, 2022

### Discussion

#### Effect of Work Motivation on Job Satisfaction

Based on the test results using Smart PLS Work Motivation shows that the Loading factor > 0.3 means that it has validation that is strong enough to explain the Latin construct. The indicator that provides the biggest construction on Work Motivation is X1.2. From the results of the descriptive analysis, it is known that one of the indicators of work motivation that has the lowest average score is that schools provide adequate facilities to support activities at school. This means that teachers really need facilities in carrying out teaching activities and improving the quality of learning. Motivation is defined as a condition that encourages other people to be able to carry out tasks according to their function in the organization, (Bangun, 2012: 312). The results of testing using Smart PLS show that Work Motivation has a large and strong influence on job satisfaction. These results indicate that the better the teacher's work motivation, the higher the job satisfaction. These results can be interpreted that increasing a teacher's motivation will have an impact on increasing teacher job satisfaction at SMP Negeri Bangko District, Rokan Hilir, Riau. This is in line with research conducted by Putu SitiFimani (2017) where motivation has a positive and significant effect on job satisfaction.

#### The Effect of Work Motivation on Teacher Performance

Work motivation has a large but weak influence on teacher performance. This describes that both existing teacher work motivation does not necessarily improve teacher performance. The results of the hypothesis test show that work motivation has a large but weak impact on teacher performance. This result means that the proposed hypothesis cannot be accepted. These results can be interpreted that an increase in a teacher's work motivation does not necessarily support an increase in teacher performance at SMP Negeri Bangko District, Rokan Hilir, Riau. This statement is not in line with previous research conducted by titie Eka Ardina (2017 and Ester Manik, Kamal Bustami (2011) where work motivation has a positive and significant effect on teacher performance. But it is in line with research conducted by Hadi Sumarsono & Sriwidodo, (2010) which says that motivation has no significant effect on teacher performance.

#### The Effect of Organizational Culture on Job Satisfaction

Based on the test results using Smart PLS, it was found that Organizational Culture has a large impact on job satisfaction. These results indicate that the better the existing school culture, the greater the teacher's job

satisfaction. Meanwhile, the results of the hypothesis test show that school culture has a strong impact on teacher performance. This means that the proposed hypothesis is accepted. This can be interpreted that by increasing the school's Organizational Culture it will have an impact on teacher job satisfaction at SMP Negeri Bangko District, Rohil, Riau. This is in line with previous research conducted by Jack Henry Syauta, Eka Afnan Troena, Margono Setiawan, Solimun (2012) Organizational culture has an effect on performance, while in Chaterina Melisa Taurisa's research, Intan Ratnawati (2012) states Organizational Culture has no effect on job satisfaction.

#### **The Influence of Organizational Culture on Teacher Performance**

The test results using Smart PLS state that Organizational Culture has a small effect on Teacher Performance. This indicates that the existing school culture decreases teacher performance. While the results of the hypothesis test show that school culture has no impact on teacher performance. This means that the hypothesis proposed is not accepted. These results can be interpreted that school culture does not have an impact on the performance of SMP Negeri Bangko District teachers, Rohil, Riau. This is not in line with previous research conducted by Chaterina Melisa Taurisa, IntanRatnawati (2012), Ester Manik, Kamal Bustami (2011), Mishan (2012) and Reza Zarvedi, Rusli Yusuf, Mahdani Ibrahim (2016), Organizational Culture is influential, while research conducted by Jack Henry Syauta, Eka Afrian Troema, Margono Setiawan, Solimun (2012) and Fredy Daniel and Ani Purwanti (2015) states that organizational culture has no effect on job satisfaction. But it is different from the results of research conducted by Yusuf, (2016), where he found a negative influence between Organizational Culture on Teacher Performance.

#### **The Effect of Organizational Commitment on Job Satisfaction**

Based on the test results using Smart PLS, it was found that Organizational Commitment has a major influence on job satisfaction. These results indicate that the better the existing Organizational Commitment, the greater the teacher's job satisfaction. While the results of hypothesis testing show that Organizational Commitment has a weak impact on teacher job satisfaction. This result means that the proposed hypothesis cannot be accepted. These results can be interpreted that the increase in Organizational Commitment has no impact on the job satisfaction of teachers of SMP Negeri Bangko District, Rohil, Riau. These results are in line with the research of Wardani, (2018) and Rasmi, Mahlia Muis, (2020). Organizational Commitment does not have a positive effect on job satisfaction but in contrast to what was carried out by Ack Henry Syauta, Eka Afnan Troena, Margonostiawan, Solimun (2012) Organizational Commitment has an effect positive on job satisfaction.

#### **The Effect of Organizational Commitment on Teacher Performance**

Organizational Commitment has little effect on teacher performance. This identified that existing school commitments had no impact on teacher performance. While the results of testing the hypothesis of organizational commitment have a small impact on teacher performance. This result means that the proposed hypothesis is rejected. These results can be interpreted that Organizational Commitment has no impact on the performance of SMP Negeri Bangko District teachers, Rohil, Riau. This is in line with the results of research conducted by Sunarno & Liana, (2015), where his research resulted in Organizational Commitment having no effect on Teacher Performance. This is not in line with previous research conducted by Nyayu Siti Rachmaliya (2017), Siswanto Wijaya Putra (2015), Chaterina Melisa Taurisa, Intan Ratnawati (2012), Fredy Danil and ani Purwanti (2015), Jack HerySyauta, Eka Afnan Troena, Margono Setiawan, Solimun (2012) organizational commitment has a positive and significant effect on teacher performance (Andi et al., 2022; Hafni et al., 2022).

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

Based on the results of testing using Smart PLS, it was found that Job Satisfaction has a large and strong influence on Teacher Performance. This means that high job satisfaction results in high performance (Pernando et al., 2022; Tohan et al., 2022). These results can be interpreted that increased job satisfaction will have an impact on increasing teacher performance at SMP Negeri Bangko District, Rokan Hilir Regency. Riau. This is in line with previous research conducted by Chagratis Melisa Taurisa, IntanRatnawati (2012), Jack Henry Syauta, Eka Afnan Troena, Margono Setiawan, Solimun (2012) and Putu Siti Firmani (2017) which states that job satisfaction has a positive and significant effect on teacher/employee performance.

## **5.0 CONCLUSION**

Based on the results of testing all the hypotheses proposed in this study, a conclusion can be made in this study as follows:



1. Work motivation has a large and strong impact on job satisfaction but has a large but weak impact on teacher performance. The higher the motivation, the higher the teacher's job satisfaction but does not cause an increase in teacher performance.
2. School organizational culture has a large and strong impact on job satisfaction but has a small and weak impact (no impact) on teacher performance. A good school culture will have an impact on increasing job satisfaction but will not increase teacher performance.
3. School organizational commitment has a large but weak impact on job satisfaction and has no impact on teacher performance, which means that school organizational commitment improves teacher performance.
4. Job satisfaction has a large and strong impact on teacher performance, this means that increasing teacher job satisfaction has an impact on increasing teacher performance.

From the phenomena that form the basis of this research, there are things that are not in line and some are in line with the significant results of the research, in which the results of teacher performance in terms of making Learning Device Plans (RPP) in their Implementation and Evaluation have decreased from 2017 - 2021. Likewise in making Classroom Action Research (PTK) which has decreased. This is due to changes in the current education program due to the Covid-19 outbreak. The lesson plan is completely purely made by the teacher but still takes general references from various sources. Teachers experience difficulties in implementing and evaluating according to the Learning Tool Plan (RPP) made. This means the teacher's lack of understanding of online learning, understanding something new, so that Classroom Action Research (CAR) is also neglected.

## References

- Adrian, K., Purwati, A. A., Rahman, S., Deli, M. M., & Momin, M. M. (2022). Effect of Relationship Marketing, Store Image, and Completeness of Product to Customer Loyalty through Trust as Variable Intervening (Study on Pakning Jaya Trade Business). *International Conference on Business Management and Accounting (ICOBIMA)*, 1(1), 164–180.
- Andi, Julina, Putra, R., & Swanto, D. J. (2022). The Influence of Competency, Career Development, Compensation and Organizational Commitment on Job Satisfaction and Performance of Public Junior High School Teacher on Bangko District, Rokan Hilir Regency. *International Conference on Business Management and Accounting (ICOBIMA)*, 1(1), 79–95.
- Anggrayni, D., Sawiji, H., & Susantiningrum. (2018). Pengaruh Motivasi Kera Dan Lingkungan Kerja Terhadap Kinerja Guru SMK Pancasila 6 Jatirono Kecamatan Jatirono Kabupaten Wonogiri. *Jurnal Informasi Dan Komunikasi Administrasi Perkantoran*, 2(2).
- Anak Agung (2014) <http://ojs.unud.ac.id/index.php/jmbk/article/view/2203>
- Arifin, H. Muhammad (2015) <https://eric.ed.gov/?id=EJ1060782>
- Ary, D., Jacobs, L. C., & Sorensen, C.K (2010). *Introduction to Research in Education*. Nelson Education, Ltd
- Asl, S. G., & Osam, N. (2021). A Study of Teacher Performance in English for Academic Purposes Course: Evaluating Efficiency. *SAGE Open*, 11(4), 1–9. <https://doi.org/10.1177/21582440211050386>
- Astuti, A.D. (2017). Pengaruh Motivasi dan Disiplin Kerja Terhadap kinerja Guru SD di kabupaten Cilacap. *Jurnal Akuntabilitas Manajemen Pendidikan*, 5(2), 150-160
- Atika, O., Junaedi, A. T., Purwati, A. A., & Mustafa, Z. (2022). Work Discipline, Leadership, and Job Satisfaction on Organizational Commitment and Teacher Performance of State Junior High School in Bangko District, Rokan Hilir Regency. *Journal of Applied Business and Technology*, 3(3), 251–262.
- Azhari Samsudin. (2018) <http://jurnal.untad.ac.id/jurnal/index.php/Katalogis/article/view9893>
- Bakhroini, Junaedi, A. T., & Putra, R. (2022). Motivation, Work Culture, Commitment, and Leadership Style on Job Satisfaction and Employee Performance in Pekerjaan Umum dan Penataan Ruang (PUPR) Services in Kampar District. *Journal of Applied Business and Technology*, 3(1), 86–101.
- Bangun, w. (2012). *Manajemen Sumber Daya Manusia*. Jakarta: Penerbit Erlangga.
- Danila (2019) <http://ejournal.uigm.ac.id/index.php/EG/article/view/754>
- Edison, E., Anwar, Y., & Komariah, (2017). *Manajemen Sumber Daya Manusia*. Bandung: Alfabeta.
- Ekawati, dkk (2019) <http://jurnal.fe.umi.ac.id/index.php/PARADOKS/article/view/156>
- Fadhli, A., Komardi, D., & Putra, R. (2022). Commitment, Competence, Leadership Style, and Work Culture on Job Satisfaction and Employee Performance at the Office of the Ministry of Religion, Kampar District. *Journal of Applied Business and Technology*, 3(1), 56–72.
- Fahmi, I. (2017a). *Manajemen Kepemimpinan*. Bandung: Alfabeta.
- Fahmi, I. (2017b). *Manajemen Sumber Daya Manusia (2nd ed)*. Bandung: Alfabeta.
- Febriantina, S., Nur Lutfiani, F., & Zein, N. (2018). Pengaruh Budaya organisasi Terhadap Kinerja Guru. *Tadbir Muwahhid*, 2(2), 120. <https://doi.org/10.30997/jtm.v2i2.1313>
- Frenky Basna. (2016) <http://ejournal.unsrat.ac.id/index.php/jrbm/article/view/12743>

- Ghozali, I. (2011). *Aplikasi Analisis multivariate Denga SPSS*. Semarang: Badan Penerbit Universitas Diponegoro.
- Ghozali, I. (2013). *Aplikasi Analisis Multivariate dengan program IBM SPSS 21 Update PLS Regresi*. Semarang: Badan Penerbit Universitas Diponegoro.
- Gusriani, D., Komardi, D., & Panjaitan, H. P. (2022). Leadership Style, Commitment, and Work Motivation on Job Satisfaction and Teacher Performance at the Vocational School of Multi Mekanik Masmur Pekanbaru. *Journal of Applied Business and Technology*, 3(2), 130–142.
- Hasbay, D., & Altindag, E. (2018). Factors that Affect The Performance Of Teachers Working In Secondary-Level. *Academy of Educational leadership journal*, 22(1).1-19.
- Hasibuan, M.S.P. (2017). *Manajemen Sumber Daya Manusia (17th ed)*. Bandung: Remaja Rosdakarya.
- Imarni, Chandra, T., & Ginting, Y. M. (2022). Leadership, Discipline, and Organizational Culture on Job Satisfaction and Teacher Performance at State Junior High Schools in Bandar Petalangan District, Pelalawan Regency. *Journal of Applied Business and Technology*, 3(3), 272–286.
- Indrastuti, Sri. (2017) “*Manajemen Sumber Daya Manusia Stratejik*”. Edisi Refisi. UR Pres. Pekanbaru ISBN: 992-897-987-9.
- Istiana, N., Putra, R., & Panjaitan, H. P. (2022). Competence, Work Motivation, and Work Environment on Job Satisfaction and Teacher Performance at Yayasan Pondok Pesantren Darul Hikmah Koto Baru Kabupaten Dharmasraya. *Journal of Applied Business and Technology*, 3(2), 193–208.
- Juprizon, Chandra, T., & Komardi, D. (2022). Work Environment, Compensation, and Supervision on Job Satisfaction and Teacher Performance at SMA Negeri 1 Kampar. *Journal of Applied Business and Technology*, 3(3), 235–250.
- Kuswoyo, K., Komara, A., & Junaedi, A. (2018). Pengaruh Gaya Kepemimpinan Organisasi serta Motivasi Kerja terhadap Kepuasan Kerja dan Kinerja Guru Sekolah Dasar di Kecamatan Rimba Melintang. *Procuratio: Jurnal Ilmiah Manajemen*, 6(4), 360-372. Retrieved from <https://www.ejournal.pelitaindonesia.ac.id/ojs32/index.php/PROCURATIO/article/view/91>
- Lusia, S., Sidabutar, M., Siburian, P., Bintang, S., Administrasi Pendidikan, P.S., Program, D., & Universitas, P. (2017). Motivasi Berprestasi Terhadap Komitmen Organisasi Guru SMP Negeri Kecamatan Simanindo. “*Jurnal Manajemen Pendidikan Indonesia*, 9(2), 60- 73.”
- Maabuat, E. (2016). “Pengaruh Kepemimpinan, Orientasi Kerja, dan Budaya Organisasi Terhadap Kinerja Pegawai (Studi pada Dispenda Sulut UPTD Tondano). 16(01), 219-231”
- Maindoka, P., Tewal, B., & Rumokoy, F.S. (2017). “Pengaruh Komitmen Organisasi, Motivasi Kerja dan Kompetensi terhadap Kepuasan Kerja Pada Dinas Penanaman Modal dan Pelayanan Terhadap satu Pintu Propinsi Sulawesi Utara. 5(3), 3220 – 3229.”
- Mairia, Komardi, D., & Panjaitan, H. P. (2021). Leadership, Organizational Commitment, Work Discipline, and Employee Performance at Public Health Office of Pekanbaru City. *Journal of Applied Business and Technology*, 2(2), 154–168.
- Majid, A (2016). “*Pengembangan Kinerja Guru*” (1st ed). Bantul: Penerbit Samudra Biru.
- Mangkunegara, Anwar Prabu. 2012. *Evaluasi Kinerja SDM*. Bandung: Refika Aditama.
- \_\_\_\_\_, A.P. (2017). “*Manajemen Sumber Daya Manusia Perusahaan*”. Bandung: PT Remaja Rosdakarya.
- Ngatno, Junaedi, A. T., & Komardi, D. (2022). Discipline, Service Orientation, Integrity, and Leadership Style on Job Satisfaction and Performance of High School Teachers in Tanah Putih District. *Journal of Applied Business and Technology*, 3(2), 153–165.
- Ningsih, P. (2015). “Pengaruh Komitmen, Kompetensi dan lindungan Kerja terhadap Kinerja Guru di Kecamatan Pasangkayu Kabupaten Mamuu Utara. 4(11),127-137.”
- Panjaitan, H. P., Renaldo, N., & Suyono. (2022). The Influence of Financial Knowledge on Financial Behavior and Financial Satisfaction on Pelita Indonesia Students. *Jurnal Manajemen Indonesia*, 22(2), 145–153. <https://doi.org/10.25124/jmi.v22i1.4289>
- Pernando, J., Komardi, D., & Chandra, T. (2022). Analysis of Education and Training Influence on the Competence and Performance of Participants of the Mobile Brigade (BRIMOB) Local Police (POLDA RIAU). *International Conference on Business Management and Accounting (ICOBIMA)*, 1(1), 154–163.
- Priansa, D. J. (2018). “*Perencanaan & Pengembangan SDM (3rd ed)*.” Bandung: Alfabeta.
- Putra, R., & Renaldo, N. (2020). Peningkatan Kepuasan Kerja dan Kinerja Guru melalui Komitmen, Budaya Organisasi, Motivasi, dan Gaya Kepemimpinan Guru SLTA Sederajat di Kabupaten Rokan Hilir. *Procuratio: Jurnal Ilmiah Manajemen*, 8(1), 125–139.
- Rafizal, J., Nyoto, Sudarno, & Sulita, F. M. M. (2022). Organizational Culture, Work Environment, and Workload on the Performance of POLRI Members (Case Study in Pekanbaru Police Criminal Reserve Unit). *Journal of Applied Business and Technology*, 3(3), 263–271.
- Ramadona, A., Putra, R., & Komardi, D. (2021). Commitment, Motivation, Leadership and Work Culture on Job

- Satisfaction and Teacher Performance at SMK Multi Mekanik Masmur Pekanbaru. *Journal of Applied Business and Technology*, 2(2), 169–182.
- Riris Anggun Cahyani. (2020). [https://doi.org/10.26460/ed\\_en.v3i1.1288](https://doi.org/10.26460/ed_en.v3i1.1288)
- Putra, Rizaldi, et al. (2019) <http://www.ejournal.pelitaindonesia.ac.id/ojs32/index.php/PROCURATIO/article/view/485>
- Renaldo, N., & Augustine, Y. (2022). The Effect of Green Supply Chain Management, Green Intellectual Capital, and Green Information System on Environmental Performance and Financial Performance. *Archives of Business Research*, 10(10), 53–77. <https://doi.org/10.14738/abr.1010.13254>
- Renaldo, N., Putra, R., Suhardjo, Suyono, & Putri, I. Y. (2022). Strategi Menurunkan Turnover Intention Akuntan Pada Kantor Jasa Akuntansi Pekanbaru Tahun 2021. *Jurnal Aplikasi Bisnis Dan Manajemen*, 8(2), 588–600. <https://doi.org/10.17358/jabm.8.2.588>
- Renaldo, N., Suhardjo, Suyono, Putri, I. Y., & Cindy. (2022). Bagaimana Cara Meningkatkan Kinerja Lingkungan Menggunakan Green Accounting? Perspektif Generasi Z. *Kurs: Jurnal Akuntansi, Kewirausahaan Dan Bisnis*, 7(2), 134–144.
- Renaldo, N., Suharti, Andi, Putri, N. Y., & Cecilia. (2021). Accounting Information Systems Increase MSMEs Performance. *Journal of Applied Business and Technology*, 2(3), 261–270.
- Rivai, V., Darmansyah, M., & Ramli, M. (2014). “*Kepemimpinan dan perilaku Organisasi (11 th ed)*”. Jakarta: PT Raja Grafindo Persada.
- Samtono. (2017) “Pengaruh Budaya Organisasi dan Kepemimpinan Kepala Sekolah terhadap Komitmen Organisasi serta Dampaknya terhadap Kinerja Guru SMK Muhammadiyah Salatiga. 10(19), 52-69.”
- Setiawan, Y., Junaedi, A. T., & Chandra, T. (2021). Increasing Effect of Employee Work Ethics and Training on Employee Performance and Service Quality at PT XL Axiata Riau. *Journal of Applied Business and Technology*, 2(3), 194–205.
- Setyaningsih, K., Haitami, N., & Rusmaini. (2018). “Pengaruh Motivasi Kerja, Budaya Organisasi, Kepemimpinan Kepala Sekolah Terhadap Kepuasan Kerja dan Kinerja Guru SMA Swasta di Palembang”. *Journal of Islamic Education Management*, 4(1) 129- 134.
- Sudarno, dkk. (2019). <http://www.ejournalpelitaindonesia.ac.id/ojs32/index.php/PROCURATIO/article/view/442>
- Sudarno, Putri, N. Y., Renaldo, N., Hutahuruk, M. B., & Cecilia. (2022). Leveraging Information Technology for Enhanced Information Quality and Managerial Performance. *Journal of Applied Business and Technology*, 3(1), 102–114.
- Sugiyono. (2016). “*Metode Penelitian Kuantitatif, Kualitatif dan R&D*”. Bandung: Alfabeta.
- Sugiyono. (2017). “*Metode Penelitian Kuantitatif, Kualitatif dan R&D*”. Bandung: Alfabeta.
- Suhardi, & Yunita, E. (2018). “Pengaruh Kompetensi Manajerial Kepala Sekolah, Kompetensi dan Kepuasan Kerjaterhadap Kinerja Guru pada SMK Swasta di Batam. *Coopetition*, 9(1), 31 -41.”
- Sukmawaty, D., Sudarno, & Putra, R. (2021). Work Motivation, Discipline, and Work Culture in Work Satisfaction and Teacher Performance at State Junior High School, Sukajadi District. *Journal of Applied Business and Technology*, 2(3), 251–260.
- Sutrisno, Edy. 2013. “*Manajemen Sumber Daya Manusia*.” Jakarta: Kecana Prenada Media Group
- Sutrisno,. 2015. “*Budaya Organisasi*”. Jakarta: Kecana Prenada Media Group
- Suyono, Firnando, F., Yuliendi, R. R., Sudarno, & Putri, N. Y. (2022). The Effect of Quality Service on Client Satisfaction and Loyalty in Tax and Management Consultant Office. *International Conference on Business Management and Accounting (ICOBIMA)*, 1(1), 213–228.
- Syaifuldkk (2018). <http://ejournal.unp.ac.id/index.php/jrmbp/article/view/5380>
- Tohan, Nyoto, & Chandra, T. (2022). The Effect of Teacher’s Competence on the Vocational High School Teachers’ Work Satisfaction and Performance in Prajnamitra Maitreya Foundation, Riau. *International Conference on Business Management and Accounting (ICOBIMA)*, 1(1), 193–212.
- UU RI Nomor 14, P. (2005). Undang – Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen
- UU RI Nomor 20, P. (2003) “Undang – Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional”
- Wahyuniardi, dkk. (2018). <https://doi.org/10.55583/invest.v2i1.120https://josi.ft.unand.ac.id/index.php/josi/article/view/240>
- Wardana, A., Putra, R., & Panjaitan, H. P. (2022). Organizational Commitment, Competence, Motivation, and Work Culture on Job Satisfaction and Performance of the Kampar Police BHABINKAMTIBMAS. *Journal of Applied Business and Technology*, 3(1), 73–85.
- Wibowo, 2012. *Manajemen Kinerja*. Penerbit Rajawali Press, Jakarta
- Yarmanelis, Rahman, S., Junaedi, A. T., & Momin, M. M. (2022). The Effect of Commitment, Motivation, and Leadership on Heads and Teachers Performance in the Junior High School in Rimba Melintang. *Journal of*

*Applied Business and Technology*, 3(3), 226–234.

Yatnasari, A. (2018). "Pengaruh Pelatihan dan Kompetensi Terhadap Kinerja Guru SMK Swasta Di Gadingrejo Kepuasan Kerja Sebagai Variabel Intervaining. Universitas Lampung.

Yusuf, M. (2016). "Pengaruh Gaya kepemimpinan dan Budaya Organisasi terhadap Kepuasan Kerja dan Kinerja Guru Militer." Resimen Induk Komando daerah militer VII/ Wirabuana di Sulawesi. 219-236.