



# Leadership Style, Work Environment, and Compensation on Job Satisfaction and Teacher Performance

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## Abstract

This study aims to analyze the effect of leadership style, work environment, and compensation on job satisfaction and performance of state high school teachers in Tandun and Ujung Batu sub-districts. This research is quantitative research by distributing questionnaires to respondents. The population in this study were all public high school civil servant teachers in Tandun and Ujung Batu sub-districts. The sample selection technique uses the census method. The sample in this study amounted to 90 respondents. The data analysis technique used Structural Equation Modeling (SEM) PLS. The results of this study indicate that leadership style has no significant effect on job satisfaction, leadership style has no significant effect on teacher performance, positive and significant work environment on job satisfaction, the work environment has no significant effect on performance, compensation has no significant effect on job satisfaction, compensation does not significant effect on teacher performance, teacher performance has no significant effect on job satisfaction.

**Keywords:** Leadership Style, Work Environment, Compensation, Job Satisfaction, Teacher Performance

## 1.0 INTRODUCTION

In the Law of the Republic of Indonesia no. 14 of 2005 concerning teachers and lecturers article 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education.

Teacher performance (Ramadona et al., 2021; Setiawan et al., 2021) will certainly be the concern of all parties. Teachers must be truly competent in their field and teachers must also be able to serve optimally. Optimal teacher performance (Mairia et al., 2021; Sukmawaty et al., 2021) is influenced by various factors, both internal and external. Schools demand that teachers have high morale, and be tenacious at work, high motivation, and high work discipline, but unfortunately there are still many school management who pay little attention to the problem of job satisfaction (Bakhroini et al., 2022; Fadhli et al., 2022; Gusriani et al., 2022; Wardana et al., 2022). If a school or company pays a salary to someone below the average of what is received by other people, then that person may feel dissatisfied so that many studies have found that salary is a job characteristic which is often referred to as a source of dissatisfaction. Many factors influence teacher performance (Asl & Osam, 2021; Atika et al., 2022; Imarni et al., 2022), including adequate and reasonable compensation, safe and healthy working conditions, opportunities to develop skills, a sense of belonging, organizational culture, motivation and compensation on job satisfaction and teacher performance (Andi et al., 2022; Pernando et al., 2022; Tohan et al., 2022). But in this study, it will only examine teacher performance which is influenced by leadership style, compensation and job satisfaction.

The success of school achievement is determined by various factors, including compensation. Organizational or school attention to rational and fair compensation arrangements is needed. If teachers perceive that compensation is inadequate, their job satisfaction tends to decrease. Compensation is everything that teachers receive as remuneration for their work, and the compensation itself can be divided into two, namely direct and indirect compensation. Education is one of the individual ways to foster personality in accordance with the values that exist in society and culture. Education is the main facility that needs to be managed systematically and consistently based on various theoretical and practical views that develop in life (Rusmaini, 2014).

Education is the basic foundation of the progress of a nation by creating quality human resources. To produce quality resources can be seen from teacher performance which is a benchmark in the success of an education (Asvio et al, 2019).

Schools as institutions that provide formal education need to ensure the quality of education provided by all teachers. Teachers as professional educators who provide education, teaching, guidance, and direction for students every day in the implementation of teaching and learning activities are the spearhead of a school. Principals as managers for teachers must be able to motivate, monitor, evaluate, and inspire teachers to always strive to improve their competence as teachers, which include pedagogical competence, personal competence, social competence, and professional competence.

The current condition of leadership style, work environment still has little effect on job satisfaction and teacher performance at Public High Schools in Rokan Hulu. 1 Tandun, SMA Negeri 2 Tandun, SMA Negeri 1 Ujung Batu and SMA Negeri 2 Ujung Batu.

Schools continue to strive to improve the quality of education and services, with a focus on improving teacher performance, in order to provide the best quality education and services to students. For this reason, the main thing that schools must do is improve teacher competence. In addition to teacher competence, teacher job satisfaction is also an important thing that schools in SMA Negeri in Tandun District and Ujung Batu District pay attention to. Schools pay attention by providing special compensation to teachers with the hope that teachers can provide the best quality education and service to students and parents if their needs are met. The principal as the manager in the school is responsible for ensuring the leadership style and school work environment outlined and set forth in the school regulations are carried out properly, correctly and consistently.

Leadership Style on Job Satisfaction by Arifin et al. (2018) and Kuswoyo et al. (2018) which explains that leadership style has no significant impact on job satisfaction. However, the results of this study are not in line with the results of research conducted by Yusuf (2016), Aziizah (2018) and Putrayana et al. (2018) which explains that leadership style has a significant impact on job satisfaction. Leadership style on performance by (Tetuko, 2012; Cahyana, 2018; Kurniawan, Wulan and Wahyono, 2018; Irawati, Sudarno, 2019; Prayoga and Yuniati, 2019; Putra et al., 2019) shows that leadership style influences teacher performance. But in this study did not have a positive impact on performance. The work environment on job satisfaction is empirically supported by research results from (Lilianna, Suhana and Romadi, 2017; Wardani, 2018; Rasmi, Mahlia Muis, 2020) which shows that the work environment has a positive and significant effect on job satisfaction. But in this study did not have a positive impact on performance. The work environment on teacher performance results from empirical research that is in line with (Lilianna, Suhana and Romadi, 2017; Ningsih, 2017; Wardani, 2018; Santris, 2019; Rasmi, Mahlia Muis, 2020) shows that the work environment influences teacher performance. The results of this study are not in line with the results of empirical research from research (Pepra-Mensah, Adjei and Agyei, 2017; Kurniawan, Wulan and Wahyono, 2018; Kumar, 2019; Rasmi, Mahlia Muis, 2020) showing that compensation has an effect on job satisfaction. This research is not in line with the results of empirical research from (Kurniawan, Wulan and Wahyono, 2018; Putri Sholehati, 2019; Rasmi, Mahlia Muis, 2020) which shows that compensation affects teacher performance. The results of this study are supported empirically from research (Tetuko, 2012; Rezaee, Khoshsiman and Esmail Zare-Bahtash, 2018; Wardani, 2018; Rasmi, Mahlia Muis, 2020) which shows that job satisfaction affects teacher performance. But in this study did not have a positive impact on performance.

From the phenomena and research gaps described above, this study aims to analyze the influence of leadership style, work environment, compensation on job satisfaction and teacher performance at public high schools in Tandun District and Ujung Batu District. The objectives of this study are as follows 1) To find out, test, analyze and describe the effect of leadership style on the job satisfaction of public high school teachers in Tandun District and Ujung Batu District. 2) To find out, test, and analyze and describe the effect of leadership style on teacher performance in high schools in Tandun District and Ujung Batu District. 3) To find out, test, and analyze and describe the influence of the work environment on the job satisfaction of high school teachers in the Tandun District and Ujung Batu District. 4) To find out, test, and analyze and describe the effect of compensation on the performance of public high school teachers in Tandun sub-district and Ujung Batu sub-district. 5) To find out, test and analyze and describe the effect of compensation on job satisfaction of State Senior High School Teachers in Tandun District and Ujung Batu District. 6) To find out, test, analyze and describe the effect of compensation on the performance of high school teachers in the Tandun sub-district and Ujung Batu sub-district. 7) To find out, test, analyze and describe the effect of job satisfaction on the performance of high school teachers in Tandun District and Ujung Batu District.

## 2.0 LITERATURE REVIEW

### Teacher Performance

Teacher performance is a learning process as an effort to develop existing activities into better activities so that the educational goals that have been set are achieved properly through a learning activity carried out by the teacher in accordance with the targets and goals. Teacher performance is carrying out the learning process both inside and outside the classroom in addition to carrying out other activities, such as carrying out learning administration, carrying out guidance and services to students, and carrying out assessments (A. Tabrani Rusyan et al, 2000).

Effective and efficient teacher performance will produce strong human resources, namely graduates who are efficient and effective in accordance with the goals set. Therefore, the teacher's performance in the learning process needs to be improved as an effort to develop existing activities for the better, which are based on ability not on heredity or heritage, as well as upholding quality, initiative and creativity, hard work and productivity. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Article 10 Paragraph 1 Teacher competence as referred to in Article 8 includes pedagogical competence, personal competence, social competence and professional competence obtained through professional education (RI Law Number 14, 2005).

### **Job Satisfaction**

Job satisfaction is a feeling about being pleasant or unpleasant about work based on expectations with rewards provided by the agency (Sudaryo, Agus & Nunung: 2018). Job satisfaction can also be said to be a general attitude towards a person's work which shows the difference between the number of rewards received by work and the amount they believe they should receive (Robbins Wibowo: 2016).

The five dimensions that identify the characteristics of the work used to measure employee job satisfaction (Luthans, 2011) are: (1) The extent to which the job itself can provide interesting assignments, opportunities to learn, and accept responsibility. (2) Salary or wages are a number of rewards in the form of money received and the extent to which this is considered fair compared to other people in the organization. (3) Supervision relates to how superiors are able to provide guidance related to work and exemplary behavior for their subordinates. (4) Promotion is an opportunity for career advancement in the organization. (5) Colleagues are a factor to the extent to which people in their work environment can provide support both technically and socially to their work and employees who are dissatisfied tend to have high levels of absenteeism, with illogical and subjective reasons.

### **Leadership Style**

According to Davis & Newstrom (2004) leadership style is a pattern of action of the leader as a whole as perceived by the employees who are led. Leadership style represents the philosophy, skills, and attitude of the leader. These leadership styles vary on the basis of motivation, power or orientation towards tasks and people. Kartono (2008) defines leadership style as the nature, habits, emotions, character and personality that distinguishes a leader in interacting with others. Thoha (2010) suggests that leadership style is a behavioral norm used by someone when that person tries to influence the behavior of other people or subordinates.

The indicators used to measure leadership style according to Kartono (2008) are as follows: (1) Ability to make decisions, decision making is a systematic approach to the nature of the alternatives faced and to take action which according to calculations is the most appropriate action. (2) The ability to motivate, the ability to motivate is the driving force that results in a member of the organization being willing and willing to mobilize his abilities (in the form of expertise or skills) of energy and time to carry out various activities that are his responsibility and fulfill his obligations, in the framework of achieving goals and various predetermined organizational goals. (3) Communication ability. Communication ability is the skill or ability to convey messages, ideas or thoughts to other people with the aim that the other person understands what is meant properly, directly orally or indirectly. (4) The ability to control subordinates, a leader must have the desire to make others follow his wishes by using personal power or position power effectively for the long-term benefit of the company. This includes telling others what to do in a tone that varies from assertive to demanding or even threatening. The goal is that tasks can be completed properly. (5) Responsibility, a leader must have responsibility to his subordinates. Responsibility can be interpreted as an obligation that must bear, bear responsibility, bear everything or give responsibility and bear the consequences. (6) The ability to control emotions, is very important for the success of our lives. The better our ability to control emotions, the easier it will be for us to achieve happiness.

The dimensions of leadership style can be seen from the function of leadership in relation to increasing organizational activity and efficiency, (Donni and Ernie, 2018), namely: 1. Style in innovation, which consists of the following indicators: (a) Leader's ability to innovate, which means a leader has the ability to provide new ideas or ideas for the progress and development of the organization he leads. (b) The ability of the leadership in the conceptual which is entirely implemented in an effort to maintain and or improve the organizational performance to be achieved. 2. Communication style, which consists of the following indicators: (a) The ability to convey the intent and purpose of communication, this means that the leader has the ability to communicate actively in speaking in front of subordinates and fellow colleagues. (b) The ability of the leader to understand, means that the leader has the ability to understand and take the essence of the conversation

### **Work environment**

The work environment is a company that is very important for management to pay attention to, even though the work environment does not carry out processes within a company, the work environment has a direct influence on employees who carry out work. the work environment is an atmosphere where employees carry out activities every day (Affandi, 2018). A conducive work environment provides a sense of comfort and security and allows employees to work optimally. If employees like the work environment where employees work. the employee feels comfortable at work. carry out its activities so that work time is used effectively as well as an inadequate work environment will reduce employee performance.

The work environment is everything that is around the employee and can affect the performance of the tasks assigned to the employee, for example, the presence of an adequate lighting air conditioner (AC) and so on. Circumstances or places where a person carries out his duties and obligations and can affect employees in carrying out the tasks assigned (Nitisemito, 2010). The work environment is the tools and materials encountered, the surrounding environment where the worker works, the work methods, and the work rules whether he does it individually or in groups (Sedarmayati, 2011).

The work environment is a condition related to the characteristics of the place to do work on the behavior and attitudes given by workers where it relates to the process of occurrence of various psychological changes caused by things that are experienced in work or under certain conditions. which need to get more attention by the organization which can cause boredom at work, work that is always monotonous and work fatigue (Schultz and Schultz, 2011). The work environment is organizational elements as a social system that has a strong influence in the formation of individual behavior in organizations and influences organizational achievement (Mulyadi and Rivai, 2012). The factors influencing a good work environment that create a good work environment can be considered; a). workplace building; b). Spacious work space; c). Good air ventilation; d). Availability of places of worship; e). Availability of employee transportation facilities (Affandi, 2018).

### **Compensation**

Compensation is all income in the form of money, goods, directly or indirectly received by employees in return for services provided to the company, (Hasibuan, 2007). Compensation is divided into two (Hasibuan, 2009), namely: (1) Direct compensation Salaries, wages and incentive wages (2) Indirect compensation Employee welfare. Compensation is divided into two based on its nature (Emron, Anwar, Komariyah, 2018), namely: (1) Normative compensation is the minimum compensation that must be received. Consists of: basic salary/wages, and other fixed allowances. (2) Policy compensation is compensation based on policy and/or due to special considerations. Such as: professional allowances, meal and transport allowances, bonuses, leave pay, production services, and vacations. As for indicators of compensation (Emron, Anwar, Komariyah, 2018): 1. Normative compensation: (a) Basic salary/wages as stipulated in the Law of the Republic of Indonesia Number 13 of 2003 concerning Manpower Article 94 (RI Law Number 13, 2003). (b) Health Benefits, which are regulated in the Law of the Republic of Indonesia Number 24 of 2011 concerning the Social Security Administration Agency (BPJS) (RI Law Number 24, 2011). (c) Old age allowance, which is regulated in the Law of the Republic of Indonesia Number 24 of 2011 concerning the Social Security Administration Agency (BPJS) (RI Law Number 24, 2011). (d) Religious Holiday Allowance, which is regulated in the Law of the Republic of Indonesia Number 13 of 2003 concerning Employment (RI Law Number 13, 2003). 2. Compensation policies: (a) Professional allowances, which are given to experts according to their expertise and are regulated by special agreements. Professional benefits can be in the form of financial compensation, as well as facilities in the form of houses, vehicles, and others. (b) Non-fixed benefits, this compensation is usually influenced by attendance, if not present at work, the employee concerned does not receive it, for example: attendance fees, meal allowances, transportation fees (c) Additional allowances, this kind of compensation is not mandatory, but very useful in motivating employees and building togetherness. (d) Incentives, a form of compensation given to employees for their additional efforts in helping the company. (e) Holidays, can be given either for employees alone or with their families.

### **Relations Between Variables and Hypotheses**

#### **Relationship of Leadership Style to Job Satisfaction**

Leadership style is the way leaders do in managing human resources to achieve organizational goals. Leadership style has an important role in increasing job satisfaction. Good leadership style will have an impact on high job satisfaction. Leadership is an embodiment of an activity to influence the behavior of other people, or the art of influencing human behavior both individually and in groups (Khairul, 2018). Leadership is a very important factor in an organization because most of the success and failure of an organization is determined by the leadership in the organization. A person's style in leading an organization is different, so in this case the level of satisfaction felt by employees with the style of a leader varies, depending on how the person leads (Donni and Ernie, 2018). The level of employee satisfaction with the leader's style can also be seen from the quality of his attention to relationships with other people, both relations with superiors, with colleagues at the highest level and especially with his subordinates. Thus, there are leaders who have close relationships with other people, and there are also those whose relationships are very formal in nature so that this will be able to influence the level of employee satisfaction depending on how the employee perceives it.

From the theory above, it can be understood that there is a relationship between leadership style and job satisfaction. With differences in the leadership style of a leader, it will be able to influence the level of employee satisfaction in carrying out work ordered by the leadership. This is supported by research results (Syaiful Andri and Yunia Wardi, 2018), which concludes that leadership style has proven to have a positive and significant effect on the job satisfaction of employees of the Regional Secretariat of the City of Padang. The results of the study (Yuniartin, 2019), which concluded that leadership style proved to have a positive and significant effect on job satisfaction of employees of the Regional Secretariat of Konawe Regency. Furthermore, leadership style is proven to have a positive and significant effect on job satisfaction of gas station employees in Rokan Hilir Regency. The

results of this study explain that the better the leadership style, the higher the employee's sense of satisfaction. Conversely, if the leadership style is not good then the level of employee satisfaction will decrease.

From the relationship between variables, the following hypotheses can be formulated: Hypothesis 1 (H1): Leadership style has a positive effect on job satisfaction.

#### **Relationship between Work Environment and Job Satisfaction**

This work environment can be divided into two, namely the physical work environment and non-physical work environment. The physical environment, for example, is lighting and wall color. While non-physical examples are the structure and pattern of leadership. Organizational commitment (Abasilim et al., 2019; Putra & Renaldo, 2020; Renaldo et al., 2022) is a psychological bond of employees to an organization which is characterized by the presence (Nyoto, 2019): (1) Strong trust and acceptance of organizational goals and values. (2) Willingness to strive for the achievement of organizational interests. (3) A strong desire to maintain position as a member of the organization. The results of Agustina Wijayanty's research show that the work environment has a positive and significant effect on job satisfaction.

From the relationship between variables, the hypothesis can be formulated as follows: Hypothesis 2 (H2): The work environment has a positive effect on job satisfaction

#### **Compensation Relationship Against Job Satisfaction**

Compensation is closely related to job satisfaction, if the company provides high compensation to employees, it will also affect high job satisfaction. And conversely, if the company provides low compensation, it will also affect low job satisfaction. The provision of employee compensation by the company has a specific purpose. Among them are to appreciate employee achievements, ensure fairness of employee salaries, retain employees or reduce employee turnover, obtain quality employees, control costs, and comply with regulations. Compensation is the dominant factor, compensation that pays attention to aspects of fair contribution and performance can lead to job satisfaction (Emron, Anwar and Komariyah, 2018). Based on research results (Pepra-Mensah, Adjei and Agyei, 2017; Kurniawan, Wulan and Wahyono, 2018; Kumar, 2019; Rasmi, Mahlia Muis, 2020) shows that compensation affects job satisfaction.

From the relationship between variables, the hypothesis can be formulated as follows: Hypothesis 3 (H3): Compensation has a positive effect on job satisfaction

#### **The Relationship between Leadership Style and Performance**

Leadership style is the way leaders do in managing human resources to achieve organizational goals. Leadership style has an important role in improving teacher performance. A good leadership style will have an impact on high teacher performance.

In maximizing employee performance, leaders must be able to make decisions that are right on target in achieving organizational goals (Khairul, 2018). In assessing the criteria for a leader, one can judge the ability of the leader to carry out various leadership functions. There are five essential leadership functions, such as the leader as a determinant of direction in which the direction to be taken by the organization towards its goals must be such that it can optimize the utilization of all available targets and infrastructure, the leader as the representative and spokesperson of the organization, where relations with outsiders' organization must be maintained, whether it is the parties' called stockholders. In order for employees to be able to bring out their best performance, the leader must be able to maximize his function as an effective communicator where the maintenance of relationships both orally and in writing is carried out by the communication process, the leader as a reliable mediator where the function of the leader as a mediator is focused on resolving conflict situations and the leader as an integrator, rational, objective and neutral which is a reality in organizational life that creates a tendency to think and act in boxes (Donni and Ernie, 2018).

From the relationship between variables, the hypothesis can be formulated as follows: Hypothesis 4 (H4): Leadership style has a positive effect on performance.

#### **Relationship between Work Environment and Performance**

Attitude of commitment focuses on how employees identify the goals and values of the organization. This is a commitment from an organizational point of view. So social psychology sees commitment behavior focusing on how a person's behavior is related to the organization. Once the behavior shows commitment, then he will adjust his attitude, then he will have other sub-behaviors. Behavior shapes attitudes, in turn, attitudes shape behavior. This attitude of commitment shows positive behavior that is very useful for organizational development if every employee is assumed to have the right commitment to the organization (Nyoto, 2019).

From the relationship between variables, the hypothesis can be formulated as follows: Hypothesis 5 (H5): Work environment has a positive effect on job satisfaction.

#### **Compensation Relationship Against Performance**

The size of the compensation can affect the level of employee performance. The greater the compensation received; the more active employees will be to work. Motivation is a guide to provide encouragement to employees, therefore motivation is often interpreted as a driver of one's behavior. Compensation is all income in

the form of money, direct or indirect goods received by employees in return for services provided to the company (Hasibuan, 2009). The results of the research (Kurniawan, Wulan and Wahyono, 2018; Putri Sholehati, 2019; Rasmi, Mahlia Muis, 2020) show that compensation affects teacher performance.

From the relationship between variables, the hypothesis can be formulated as follows: Hypothesis 6 (H6): Compensation has a positive effect on job satisfaction.

### **The Relationship between Job Satisfaction and Teacher Performance**

Job satisfaction is a condition where employee expectations can be fulfilled from their work. These expectations can be financial or non-financial. Employees with high levels of satisfaction will improve their performance. That is, the higher the job satisfaction, the higher the employee's performance. Stating that job satisfaction is concentrated in the good attitude of employees towards their work and organizational commitment is concentrated in their attitude towards the organization as a whole (Luthans, 2011). Job satisfaction is the result of employees' perceptions of how well their work can provide something they consider important. The results of research (Tetuko, 2012; Rezaee, Khoshsima and Esmail Zare-Bahtash, 2018; Wardani, 2018; Rasmi, Mahlia Muis, 2020) show that job satisfaction affects teacher performance.

From the relationship between variables, the hypothesis can be formulated as follows: Hypothesis 7 (H7): Job satisfaction has a positive effect on teacher performance.

## **3.0 METHODOLOGY**

This research is a quantitative research. This research was conducted at public high schools in Tandun sub-district and Ujung Batu sub-district, namely SMAN 1 Tandun, SMAN 2 Tandun, SMAN 1 Ujung Batu, SMAN 2 Ujung Batu, there were 4 schools that the researchers took as research samples. having its address at Rokan Hulu Regency, Riau Province. The time of research starts from June 2022 to August 2022.

### **Population and Sample**

In quantitative research, population is defined as a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2013). The population taken is all civil servant teachers, totaling 90 people.

### **Data Analysis Techniques**

#### **Descriptive Analysis**

The descriptive analysis in this study contains a discussion of the respondent's profile and the respondent's responses. (1) Analysis of the respondent's profile, analysis of the characteristics of the respondent consisting of gender, age, education, years of service and income of the respondent. (2) Analysis of Respondents' Responses, the analysis of respondents' responses contains a discussion of the respondents' responses associated with the characteristics of the respondents. The results of this study can be described in a conclusion and make class intervals as the basis for describing the perceptions of the indicators being measured (Renaldo, Suhardjo, et al., 2022).

#### **Questionnaire Feasibility Test**

The feasibility test of the questionnaire consists of: (1) Validity test. Validity test is a test conducted to measure the accuracy of research instruments or questionnaires. The questionnaire is said to be valid if the statements or statements from the questionnaire can reveal something that will be measured by the questionnaire. The accuracy value of the questionnaire can be measured using the correlation coefficient. The questionnaire is said to be good and valid if the correlation coefficient is  $> 0.3$  (Ghozali, 2011). (2) Reliability Test. 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  $\geq 0.70$  (Ghozali, 2011).

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

Analysis of structural equations and hypotheses consists of: (1) Model development based on theory, the model that has been designed must be based on causality and this relationship must be supported by existing theory. This stage has been discussed in the framework of thinking and hypotheses. (2) Prepare path diagrams and structural equations. (3) Evaluation of the model in SEM PLS. Evaluation of the model in PLS consists of two stages, namely evaluation of the outer model or measurement model and evaluation of the inner model or structural model (structural measurement). (4) Hypothesis Testing. For partial tests, the P-value is used. The P value is a value that indicates the probability of incorrectly rejecting  $H_0$  from the research data. P-values are a significance value obtained in testing a hypothesis that represents the probability of an event (Stevany et al., 2022) or hypothesis occurring. P-values are used as an alternative for determining whether the null hypothesis is accepted or rejected. The smaller the p-value, this indicates that the opportunity to reject the null hypothesis is greater. Criteria for testing the hypothesis: (a) P-values  $< \alpha = 0.05$  then the hypothesis is accepted. This means that partially the independent variable has a significant influence on the dependent variable. (b) P-values  $> \alpha = 0.05$ , the

hypothesis is rejected. This means that partially the independent variable does not have a significant effect on the dependent variable (Adrian et al., 2022).

## 4.0 RESULTS AND DISCUSSION

### Respondent Profile

Respondent profiles in this study are shown in table 1.

**Table 1. Profile of Respondents**

Profile	Category	Amount	Percentage
Gender	Man	23	25.56%
	Woman	67	74.44%
Age	<30 years	10	11.11%
	30-40 years	47	52.22%
	> 40 years	33	36.67%
Education	SENIOR HIGH SCHOOL	0	0.00%
	S1	82	91.11%
	S2	8	8.89%
Years of service	<5 years	12	13.33%
	5-10 years	7	7.78%
	11-20 years	38	42.22%
	> 20 years	33	36.67%
Income	<=2.5 Million	0	0.00%
	> 2.5-5 Million	47	52.22%
	> 5 Million	33	36.67%

Source: Processed Data, 2022

### Respondents' Responses

It can be explained that the responses of 90 respondents to the job satisfaction indicator showed a total average of 4.34 Very High. The statement that gets the highest score is Y1.1.3, namely "the routine work that I do requires skills". teacher performance indicators show a total average of 4.54 which is very high. The statement that received the highest score was in statement Y2.1.6 namely "teachers communicate politely with fellow teachers, education staff, parents, and the community". The leadership style indicator shows a total average of 2.84. Fairly low. Statements that get the lowest score are in statements X1.2.2 and XI.2.5 namely "I am required to complete work carefully, thoroughly and precisely". The work environment indicator shows a total average of 4.63 which is very high. The statement that gets the highest score is in statement X2.1.1 namely "I feel sad if the school has problems, then school problems are also a problem for me", X2.7.1 namely "I always give my best for school", and X2.7.2 namely "I am happy to show my dedication to the school as far as I am able to carry it out". the compensation indicator shows a total average of 4.13 High. The statement that gets the highest score is in statement X3.2.3 with an average of 4.23, namely "I get holiday allowances according to statutory provisions".

### Validity and Reliability Test Results

From the results of the validity test, it can be seen that all statement items have a Corrected Item-Total Correlation value above 0.30. This shows that all statement items used to measure all variables in this study are valid. From the results of the validity test it is known that the Cronbach Alpha value for all variables is above the value of 0.70. Thus, it can be concluded that all variables have good reliability in accordance with the required minimum value limit.

### PLS SEM Model Test Results

The results of the PLS SEM model test are shown in table 2 below.

**Table 2. PLS SEM Model Test Results**

Variable	Indicator	Loading Factor	Cut Off	Information
Job Satisfaction	Y1.1.1	0.778	0.600	Valid
	Y1.1.2	0.669	0.600	Valid

Variable	Indicator	Loading Factor	Cut Off	Information
(Y1)	Y1.1.3	0.762	0.600	Valid
	Y1.1.4	0.752	0.600	Valid
	Y1.1.5	0.708	0.600	Valid
	Y1.2.1	0.816	0.600	Valid
	Y1.2.2	0.753	0.600	Valid
	Y1.2.3	0.764	0.600	Valid
	Y1.2.4	0.819	0.600	Valid
	Y1.3.1	0.945	0.600	Valid
	Y1.3.2	0.644	0.600	Valid
	Y1.4.1	0.920	0.600	Valid
	Y1.4.2	0.679	0.600	Valid
	Y1.5.1	0.942	0.600	Valid
	Y1.5.2	0.912	0.600	Valid
	Y1.5.3	0.778	0.600	Valid
	Teacher Performance (Y2)	Y2.1.1	0.878	0.600
Y2.1.2		0.855	0.600	Valid
Y2.1.3		0.872	0.600	Valid
Y2.1.4		0.911	0.600	Valid
Y2.1.5		0.763	0.600	Valid
Y2.1.6		0.932	0.600	Valid
Y2.1.7		0.805	0.600	Valid
Y2.2.1		0.936	0.600	Valid
Y2.2.2		0.962	0.600	Valid
Y2.2.3		0.796	0.600	Valid
Y2.3.1		0.949	0.600	Valid
Y2.3.2		0.971	0.600	Valid
Y2.4.1		0.875	0.600	Valid
Y2.4.2		0.880	0.600	Valid
Leadership Style (X1)		X1.1.1	0.917	0.600
	X1.1.2	0.950	0.600	Valid
	X1.1.3	0.899	0.600	Valid
	X1.1.4	0.856	0.600	Valid
	X1.1.5	0.950	0.600	Valid
	X1.2.1	0.912	0.600	Valid
	X1.2.2	0.955	0.600	Valid
	X1.2.3	0.871	0.600	Valid
	X1.2.4	0.927	0.600	Valid
	X1.2.5	0.954	0.600	Valid
Work Environment (X2)	X2.1.1	0.967	0.600	Valid
	X2.1.2	0.972	0.600	Valid
	X2.2.1	0.961	0.600	Valid
	X2.2.2	0.960	0.600	Valid
	X2.3.1	0.971	0.600	Valid
	X2.3.2	0.966	0.600	Valid
	X2.4.1	0.918	0.600	Valid
	X2.4.2	0.798	0.600	Valid
	X2.5.1	0.959	0.600	Valid
	X2.5.2	0.965	0.600	Valid
	X2.6.1	0.900	0.600	Valid
	X2.6.2	0.747	0.600	Valid
	X2.6.3	0.962	0.600	Valid
	X2.7.1	0.964	0.600	Valid
X2.7.2	0.968	0.600	Valid	



Variable	Indicator	Loading Factor	Cut Off	Information
Compensation (X3)	X3.1.1	0.955	0.600	Valid
	X3.1.2	0.902	0.600	Valid
	X3.1.3	0.947	0.600	Valid
	X3.1.4	0.951	0.600	Valid
	X3.1.5	0.963	0.600	Valid
	X3.2.1	0.957	0.600	Valid
	X3.2.2	0.943	0.600	Valid
	X3.2.3	0.778	0.600	Valid

Source: Processed Data, 2022

The indicators in this study have a loading factor value greater than 0.60. so that all indicators in this study are valid.

**Table 3. Multicollinearity Test Results**

	Job satisfaction	Teacher Performance	Information
Leadership Style	1.028	1.028	No Data Multicollinearity
Job satisfaction		1.132	No Data Multicollinearity
Compensation	1.008	1.008	No Data Multicollinearity
Work environment	1.021	1.152	No Data Multicollinearity

Source: Smart PLS 3.0 processed data, 2022

From Table 3 above it can be seen that the VIF value for each variable in this study shows a number less than 10, which means that there is no data multicollinearity.

**Table 4. Determination Coefficient Test (R2)**

	R-square	R-square adjusted	Information
Job satisfaction	0.117	0.086	strong correlation
Teacher Performance	0.917	0.913	strong correlation

Source: Smart PLS 3.0 processed data, 2022

From Table 4 above it can be seen that the R Square for job satisfaction is 0.117 which indicates that the relationship (correlation) of performance with leadership style, work environment, and compensation is strong. The adjusted R Square figure of 0.086% means that variations in the level of job satisfaction can be explained by variations in leadership style, work environment, and compensation. While the remaining 23.0% is influenced by other factors not included in this study. Other factors from previous research include competence, work motivation, work environment, leadership, and leadership style

### Hypothesis Test Results

The results of hypothesis testing in this study are shown in table 5.

**Table 5. Hypothesis Test Results**

Hypothesis	Variable Relations	Original sample (O)	T statistics ( O/STDEV )	P values	Hypothesis Results
H1	Leadership Style_X1 -> Job Satisfaction_Y1	-0.007	0.057	0.955	Not significant
H2	Leadership Style_X1 -> Teacher Performance_Y2	0.047	1.507	0.132	Not significant
H3	Job Satisfaction_Y1 -> Teacher Performance_Y2	0.034	0.652	0.515	Not significant
H4	Compensation_X3 -> Job Satisfaction_Y1	0.017	0.149	0.881	Not significant
H5	Compensation_X3 -> Teacher Performance_Y2	0.005	0.169	0.866	Not significant
H6	Work Environment_X2 -> Job Satisfaction_Y1	0.340	1.528	0.127	Not significant

Hypothesis	Variable Relations	Original sample (O)	T statistics ( O/STDEV )	P values	Hypothesis Results
H7	Work Environment_X2 -> Teacher Performance_Y2	0.951	27.988	0.000	Significant Positive

Source: Smart PLS 3.0 processed data, 2022

### The Effect of Leadership Style on Job Satisfaction

Leadership style does not have a significant impact on teacher performance job satisfaction in SMA Negeri Tandun sub-district and Ujung Batu sub-district. That is, whether or not the leadership style does not have a significant impact on the job satisfaction of the performance of teachers in the Tandun and Ujung Batu sub-districts. This is supported by a descriptive analysis of respondents' responses to the statement that the leadership has not been able to convey organizational goals properly. This shows that the leaders who supervise their employees in the Tandun sub-district and Ujung Batu sub-district have not been able to communicate effectively with teachers so that it does not have an impact on teacher performance satisfaction in the Tandun sub-district and Ujung Batu sub-district.

Besides that, the leadership style does not have a significant impact on job satisfaction because the age profile of the majority of respondents is over 45 years old, making the respondents already have their own perceptions so that they are less productive towards their work, so that leadership style does not have an impact on job satisfaction on teacher performance in Tandun District and Ujung Batu District. One example where education in the current era of globalization requires teachers to further develop their competence in the field of technology for their learning media. Judging from the age profile of the respondents over 45 years, the power of thought and enthusiasm is somewhat reduced to follow or carry out their competence in the field of technology.

The results of this study are in line with the results of research conducted by Arifin et al. (2018) and Kuswoyo et al. (2018) which explains that leadership style has no significant impact on job satisfaction. However, the results of this study are not in line with the results of research conducted by Yusuf (2016), Aziizah (2018) and Putrayana et al. (2018) which explains that leadership style has a significant impact on job satisfaction

### The Effect of Leadership Style on Teacher Performance

Leadership style does not have a significant impact on teacher performance in SMA Negeri Tandun sub-district and Ujung Batu sub-district. That is, whether or not the leadership style does not have a significant impact on the job satisfaction of the performance of teachers in the Tandun and Ujung Batu sub-districts. This is supported by a descriptive analysis of respondents' responses to the statement that the leadership has not been able to convey organizational goals properly.

This shows that leaders in schools have not been able to protect their subordinates properly so that teachers to increase their competence in schools to advance education have no impact on teacher performance in Tandun sub-district and Ujung Batu sub-district. The research results are not in line with the results of empirical research from (Tetuko, 2012; Cahyana, 2018; Kurniawan, Wulan and Wahyono, 2018; Irawati, Sudarno, 2019; Prayoga and Yuniati, 2019; Putra et al., 2019) shows that Leadership Style effect on teacher performance.

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

The work environment does not have a significant impact on job satisfaction in SMA Negeri Tandun sub-district and Ujung Batu sub-district. That is, whether the work environment is good or not has a significant impact on job satisfaction in Tandun and Ujung Batu sub-districts. This is supported by a descriptive analysis of respondents' responses to the statement, that the work environment has no impact on job satisfaction, which means it has been under the leadership.

This is caused by a lack of leadership communication with their subordinates on how to implement a good work environment to provide a comfortable working atmosphere. The results of this study are not in line with the empirically supported research results from (Lilianna, Suhana and Romadi, 2017; Wardani, 2018; Rasmi, Mahlia Muis, 2020) which shows that the work environment has a positive and significant effect on job satisfaction.

### Effect of work environment on performance

The work environment has a large and significant impact on teacher performance in the Tandun and Ujung Batu sub-districts. The better the work environment, the impact on improving teacher performance. This is supported by a descriptive analysis of the respondents' responses to the statement, I always follow the rules that apply that have been set in my work. Therefore, the leadership, in this case the school principal, must make the work environment more comfortable and enjoyable, so as to create a better competence in the skills of an educator to teach at school. With the influence of the work environment on teacher performance, of course, as a leader, he

has shown his competence as a leader to create a good work environment. The results of empirical research that are in line with (Lilianna, Suhana and Romadi, 2017; Ningsih, 2017; Wardani, 2018; Santris, 2019; Rasmi, Mahlia Muis, 2020) show that the work environment influences teacher performance.

#### **Effect of Compensation on Job Satisfaction**

Compensation does not have a significant impact on job satisfaction in SMA Negeri Tandun sub-district and Ujung Batu sub-district. That is, whether compensation is good or not has a significant impact on job satisfaction in the Tandun and Ujung Batu sub-districts. This is supported by a descriptive analysis of respondents' responses to the statement that compensation for job satisfaction has not had an impact, which means it has been supervised by the leadership.

In addition, compensation does not have a significant impact on job satisfaction as a teacher in Tandun and Ujung Batu sub-districts due to the profile of respondents who are mostly seen from the amount of salary. Meanwhile, the salary for teachers who are already large will greatly impact some of their job satisfaction. However, this compensation does not have a significant impact on job satisfaction. This means that there are still other impacts that are bigger when compared to the impact of compensation. Another bigger impact is the impact of leadership style, work environment and job satisfaction. The results of this study are not in line with the results of empirical research from research (Pepra-Mensah, Adjei and Agyei, 2017; Kurniawan, Wulan and Wahyono, 2018; Kumar, 2019; Rasmi, Mahlia Muis, 2020) showing that compensation affects job satisfaction.

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

Compensation does not have a significant impact on teacher performance in SMA Negeri Tandun sub-district and Ujung Batu sub-district. That is, whether the compensation is good or not has a significant impact on teacher performance in the Tandun and Ujung Batu sub-districts. This is supported by a descriptive analysis of respondents' responses to the statement, that compensation for performance has not had an impact that has been under the leadership.

Compensation does not have a significant impact on teacher performance in Tandun and Ujung Batu sub-districts due to the profile of the respondents, which are mostly seen from the amount of salary and years of service. With a long working period, of course, the salary is higher, but this compensation does not have a significant impact on teacher performance. That is, there is still a bigger impact when compared to the effect of compensation. Another bigger impact is the impact of leadership style, work environment and job satisfaction. This is not in line with the results of empirical research (Kurniawan, Wulan and Wahyono, 2018; Putri Sholehati, 2019; Rasmi, Mahlia Muis, 2020) which shows that compensation affects teacher performance.

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

Job satisfaction does not have a large and significant impact on teacher performance in Tandun and Ujung Batu sub-districts. That is, the higher the job satisfaction, the higher the teacher's performance. This is supported by a descriptive analysis of respondents' responses to the statement, The agency provided learning opportunities for me through internal and external training. Therefore, leaders, in this case principals, must always provide opportunities for teachers to learn through internal and external training so that teacher performance is better and compensation is also given to increase morale and job satisfaction from the teacher's performance. Based on the descriptive analysis of respondents' responses, the job satisfaction of teachers in the Tandun and Ujung Batu sub-districts that still needs to be improved is clear supervision or direction regarding the duties and responsibilities of a teacher as well as sufficient salary to meet daily needs.

The results of this study are supported empirically from research (Tetuko, 2012; Rezaee, Khoshsima and Esmail Zare-Bahtash, 2018; Wardani, 2018; Rasmi, Mahlia Muis, 2020) which shows that job satisfaction affects teacher performance. This is different from the results of research from (Irawati, Sudarno, 2019; Putra et al., 2019) which shows that job satisfaction has a negative effect on teacher performance.

## **5.0 CONCLUSION**

From the results and discussion described in the previous chapter, the following conclusions can be drawn: (1) Leadership style does not have a significant impact on teacher performance job satisfaction in SMA Negeri Tandun sub-district and Ujung Batu sub-district. That is, whether or not the leadership style does not have a significant impact on the job satisfaction of the performance of teachers in the Tandun and Ujung Batu sub-districts. This is supported by a descriptive analysis of respondents' responses to the statement that the leadership has not been able to convey organizational goals properly. (2) Leadership style does not have a significant impact on teacher performance in SMA Negeri Tandun sub-district and Ujung Batu sub-district. That is, whether or not the leadership

style does not have a significant impact on the job satisfaction of the performance of teachers in the Tandun and Ujung Batu sub-districts. This is supported by a descriptive analysis of respondents' responses to the statement that the leadership has not been able to convey organizational goals properly. This shows that leaders in schools have not been able to protect their subordinates properly so that teachers to increase their competence in schools to advance education have no impact on teacher performance. (3) The work environment does not have a significant impact on job satisfaction in SMA Negeri Tandun sub-district and Ujung Batu sub-district. That is, whether the work environment is good or not has a significant impact on job satisfaction in Tandun and Ujung Batu sub-districts. This is supported by a descriptive analysis of respondents' responses to the statement, that the work environment has no effect on job satisfaction which has been supervised by the leadership. This is caused by a lack of leadership communication with their subordinates on how to implement a good work environment to provide a comfortable working atmosphere. (4) The work environment has a large and significant impact on teacher performance in the Tandun and Ujung Batu sub-districts. The better the work environment, the impact on improving teacher performance. (5) Compensation does not have a significant impact on job satisfaction in SMA Negeri Tandun sub-district and Ujung Batu sub-district. That is, whether or not compensation does not have a significant impact on job satisfaction. (6) Compensation does not have a significant impact on teacher performance in SMA Negeri Tandun sub-district and Ujung Batu sub-district. That is, whether or not compensation does not have a significant impact on teacher performance. (7) Job satisfaction does not have a large and significant impact on teacher performance in the Tandun and Ujung Batu sub-districts. Based on the descriptive analysis of the respondents' responses, the job satisfaction of teachers in the Tandun and Ujung Batu sub-districts that still needs to be improved is clear supervision or direction regarding the duties and responsibilities of a teacher as well as sufficient salary to meet daily needs.

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