



WORK MOTIVATION, DISCIPLINE, AND WORK CULTURE ON WORK SATISFACTION AND TEACHER PERFORMANCE AT STATE JUNIOR HIGH SCHOOL, SUKAJADI DISTRICT

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Abstract

Teacher performance is the result of work in quality and quantity that is achieved by a teacher in carrying out their duties in accordance with their responsibilities, so that teacher performance can be influenced by motivation, discipline, and work culture as well as job satisfaction. This study aims to see whether there is an influence between work motivation, discipline, and work culture with job satisfaction and teacher performance at public junior high schools in Sukajadi district. The population is 95 people and a sample of 77 teachers is obtained from 4 public junior high schools in Sukajadi sub-district. Data analysis techniques include Outer Model and Inner Model as well as Bootstrapping using SmartPLS 3 software. The results show that work motivation has a positive effect on teacher job satisfaction, work motivation also has a positive effect on performance. Then, work discipline has a positive effect on job satisfaction but discipline has no positive effect on teacher performance. And work culture has a positive effect on teacher job satisfaction, it also has a positive effect on teacher performance. While job satisfaction has a positive effect on teacher performance, this can be interpreted that teacher job satisfaction can improve teacher performance.

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

1.0 INTRODUCTION

Qualified educator human resources are one of the factors that influence the creation of quality education. The teacher as executor of the educational process plays a role in implementing the planned educational programs. This shows that the teacher will greatly influence and determine in the process of realizing educational goals. Thus, one way to get qualified teachers to improve school quality is to improve teacher performance by paying attention to the factors that influence it.

As educational professionals, teachers have different work motivation and discipline from one teacher to another. This will result in differences in teacher performance in improving the quality of education. Herzberg in Winardi (2001) states that motivation is not a single dimension, but is composed of two factors, namely: motivator factors (satisfiers) and hygiene factors. Motivator factors are factors that cause job satisfaction (Putra & Renaldo, 2020), such as job performance, recognition, progress, feelings that what they do is important and responsibility. Hygiene factors are extrinsic factors, such as administrative policies, supervision, relationships with colleagues, salary, sense of security at work, personal life, working conditions and status. Teacher work motivation is an important factor in improving teacher performance because it is the main driver for every teacher to carry out his professional duties according to applicable regulations.

The following is an overview of teacher performance data obtained from the results of a survey in February 2021 at Public Middle Schools in the Sukajadi sub-district.

Table 1. Performance Data of State Middle School Teachers in Sukajadi District

No	Nama Sekolah	Jumlah Guru			Indikator															
		PNS	Honor	Total Guru	A. Pedagogik				B. Kepribadian				C. Sosial				D. Profesional			
					M	TM	M	TM	M	TM	M	TM	M	TM	M	TM	M	TM	M	TM
1	SMPN 3 Pekanbaru	24	8	32	19	5	5	3	20	4	6	2	21	3	4	4	21	3	4	4
2	SMPN 16 Pekanbaru	25	7	32	21	4	5	2	20	5	4	3	20	5	4	3	19	6	5	2
3	SMPN 17 Pekanbaru	23	8	31	20	3	4	4	17	6	4	4	19	4	5	3	20	3	4	4
4	SMPN 32 Pekanbaru	25	6	31	19	6	4	2	21	4	3	3	21	4	3	3	20	4	4	2
Total Guru		97	29	126	79	18	18	11	78	19	17	12	81	16	16	13	80	16	17	12

Sumber: Data primer yang diolah peneliti

Keterangan:
M : Mampu
TM: Tidak Mampu

Based on the performance data above, it can be seen that of the 126 teachers consisting of 97 PNS teachers and 29 honorary teachers at Public Middle Schools in Sukajadi District. From the information obtained, there were 79 PNS teachers who were able to carry out pedagogics and 18 PNS teachers who were unable to carry out pedagogics. Meanwhile, out of 29 honorary teachers, 18 were able to carry out pedagogics, and 11 teachers who were unable, if they were percentaged, there were 62% honorary teachers who were able to carry out pedagogy and 38% honorary teachers who were unable to carry out the pedagogy.

On the personality indicator there are 78 civil servant teachers who have implemented it, while 19 teachers have not implemented it, while honorary teachers have implemented 17 teachers and 12 honorary teachers have not implemented it. If it is percentaged, there are 80% of civil servant teachers who are capable of implementing personality indicators, while 20% of civil servant teachers are unable to implement them. As a percentage, there are 59% of honorary teachers who are able to carry out personality indicators and 41% of honorary teachers who have not implemented these indicators.

For social indicators there are 81 PNS teachers who have implemented them, while 16 PNS teachers have not implemented them, there are 84% of PNS teachers who carry out social indicators, there are 16% of PNS teachers who have not implemented social indicators. Meanwhile, 16 honorary teachers who are able to implement them and 13 teachers who have not been able to implement these social indicators, the percentage in implementing social indicators for honorary teachers is 55% who have implemented them and 45% who have not implemented these social indicators.

While there are 80 PNS teachers who are able to carry out professional indicators, while 16 teachers are not able to implement these indicators, if the percentage is 82% PNS teachers who are able to carry out professional indicators and 18% PNS teachers who have not been able to implement these indicators. while on the professional indicator of honorary teachers who were able to carry it out only 17 teachers, and 12 people who were unable to carry out these professional indicators, 59% of honorary teachers who had implemented this indicator, and 41% of honorary teachers who were unable to implement social indicators.

Based on the data above, the authors conclude that there are still many PNS and honorary teachers who have not carried out their duties and obligations in accordance with the demands and authority of teacher performance evaluation consisting of: 1). Mastering student characteristics, mastering learning theory and educational learning principles, curriculum development, educational learning activities, development of student potential, student communication, assessment and evaluation (pedagogic elements). 2). Act in accordance with religious, legal, social and national cultural norms, show a mature and exemplary personality, work ethic, high responsibility, a sense of pride in being a teacher (element of personality). 3). Be inclusive, act objectively, not discriminate, communicate with fellow teachers, education staff, parents and students (social elements). 4). Mastery of material, structure, concepts and scientific mindsets that support, develop professionalism through reflective action (professional elements).

In previous research, regarding the effect of teacher work motivation on the performance of vocational accounting teachers in the city of Madiun (Ardiana, 2017), found that work motivation has a positive effect on teacher performance. Furthermore, other research (Gunawan, 2018) concerning the effect of work culture and loyalty on the performance of public elementary school teachers in Cibodas District concluded that there is an influence between work culture (Ramadona, Putra, & Komardi, 2021) and teacher performance, there is a positive influence between loyalty and teacher performance, there is an influence between work culture and work discipline jointly on teacher work loyalty at public elementary schools in Cibodas District, Tangerang City. Then research conducted by Rizal (2019) regarding the influence of principal skills, work culture and learning facilities on teacher performance, shows that there is an influence of work culture on teacher performance.

Based on the explanation above, it shows that there is an influence of work motivation, discipline, work culture on job satisfaction and teacher performance. The government's expectations for quality education have weaknesses and shortcomings. Problems and gaps between expectations and reality, it is necessary to conduct

research. This research only raises the issue of "Analysis of the Influence of Work Motivation, Discipline, Work Culture, on Job Satisfaction and Teacher Performance at State Junior High Schools in Sukajadi District"

2.0 LITERATURE REVIEW

Human resource management is a form of recognition of the importance of organizational members (teachers) as a resource that can support the achievement of organizational goals through work motivation, organizational culture, discipline and teacher achievement.

Work Botivation

Definition of Work Motivation

Teacher motivation is one of the factors that also determines effectiveness in the teaching and learning process, a teacher will carry out his duties well if there is a driving factor, namely work motivation. Teachers will teach seriously if they have high motivation.

According to Slamet (2007: 125), says that motivation is a fundamental psychological process and is one of the elements that can explain a person's behavior (Nyoto, Renaldo, Karuppanan, Bhuiyan, & Kumarasamy, 2021), it is clear that motivation is related to the strength or encouragement that resides within humans that are not visible from the outside.

According to Herzberg (1923–2000), states that there are certain factors in the workplace, namely hygiene factors (health factors) and motivation factors (satisfactory factors). These two factors are known as intrinsic factors and extrinsic factors, where intrinsic factors are factors that encourage motivated employees, namely the impetus that arises from within each person and extrinsic factors, namely the impetus that comes from outside a person, especially from the organization where he works. .

From the above opinion, it can be concluded that motivation is a desire from within a person who can influence to act or behave in a certain way to achieve a goal.

Discipline

According to Malayu Hasibuan in the book Human Resource Management (2009; 193), the word discipline comes from English, namely discipline which means orderly, obedient or able to control (Renaldo, Sudarno, & Hutahuruk, 2020) behavior, self-mastery, self-control, practice forming, straightening or perfecting something as a mental ability or moral character, laws given to train or correct or systems of rules for behavior.

Understanding according to the Ministry of National Education 2001 (in Atisama Zega; 2013) is a consistent attitude in doing something. According to this view, discipline (Mairia, Komardi, & Panjaitan, 2021) is consistent in doing something, as an attitude of obedience to a rule that has become an agreement or has become a provision.

Based on these two meanings, it is clear that discipline is a condition where something is in an orderly, properly organized manner, and there are no violations, either directly or indirectly. Discipline can reflect a person's great sense of responsibility for the tasks assigned to him.

Teacher Discipline

A teacher must be responsible in carrying out their duties, attentive and active. With the activeness and attention and discipline of a teacher, students will be excited and motivated to study even more diligently, even though they think every lesson is difficult. By having a teacher who is responsible and has discipline, students have courage and are able to overcome difficulties in learning.

The position of a teacher also has requirements as stated in Law Number 14 of 2005, this article states that teachers must have academic qualifications, competencies, educator certificates, be physically and mentally healthy and have the ability to realize national education goals. Teachers also have other special requirements including having noble character, having authority, having patience and perseverance, loving students.

Meanwhile, according to Elizabeth B. Hurlock in a book entitled Child Psychology (1996; 82), states that the discipline of an educator is a mental attitude to do things that should be done at the right time and really respect time.

From some of the meanings above, it can be concluded that teacher discipline is a voluntary attitude in complying with all existing rules and norms in carrying out their duties as a form of responsibility for the education of their students.

Work Culture

Work culture (Andi, Sudarno, & Nyoto, 2019) is a philosophy based on a view of life as values that become traits, habits and also drivers that are cultivated in a group and are reflected in attitudes into behavior, ideals, opinions, views and actions that are manifested as work.

Teacher Work Culture

The teacher's work culture is the values, beliefs, morals, norms, and ethics carried out by the teacher in carrying out his obligations so that it becomes an inherent habit. The teacher's values, beliefs, morals, norms, and ethics can be known from how the teacher understands his work, attitudes and behavior while working.

Teacher Performance

Performance (Desmulyati, Sudarno, & Komardi, 2018) is often also referred to as achievement which is the result or what comes out (output) of a job and the contribution of human resources to the organization.

When applied to activities in educational institutions, performance according to Supardi (2014; 46), states that performance is work performance being able to carry out educational programs so as to produce graduates or outputs that are increasingly of higher quality, able to show good service to students, provide educational expenses which can be reached by the community and in carrying out their duties school managers such as school principals, teachers and education staff are getting better and developing and are able to keep up with the dynamics of community needs that are always changing according to the progress and demands of the times.

According to A. Tabrani Rusyan et al (2000; 17), states that teacher performance is carrying out the learning process both in the classroom and outside the classroom in addition to carrying out other activities, such as working on school administration and learning administration, carrying out guidance and services at students and carry out assessments.

Meanwhile, according to the Ministry of National Education (2008: 21), states that teacher performance is the ability and efforts of teachers to carry out learning tasks as well as possible in planning teaching programs, implementing learning activities and evaluating learning outcomes.

From some of the opinions above, it can be concluded that the notion of teacher performance is the extent to which a teacher works according to existing procedures in achieving the goals that have been planned.

Job Satisfaction

According to Suwanto and Priansa (2011), job satisfaction is the way individuals feel about their work resulting from the individual's attitude towards the various aspects contained in the job. Luthans (2006) states that job satisfaction is the result of employee perceptions. about how well their work provides what is considered important. Job satisfaction is a positive feeling about one's job which is the result of evaluating its characteristics. Job satisfaction reflects a person's work.

Framework

The framework contains an explanation of the relationship between the independent variables (motivation, discipline and work culture) and the dependent variable (job satisfaction and teacher performance). This relationship will be explained based on the theory below.

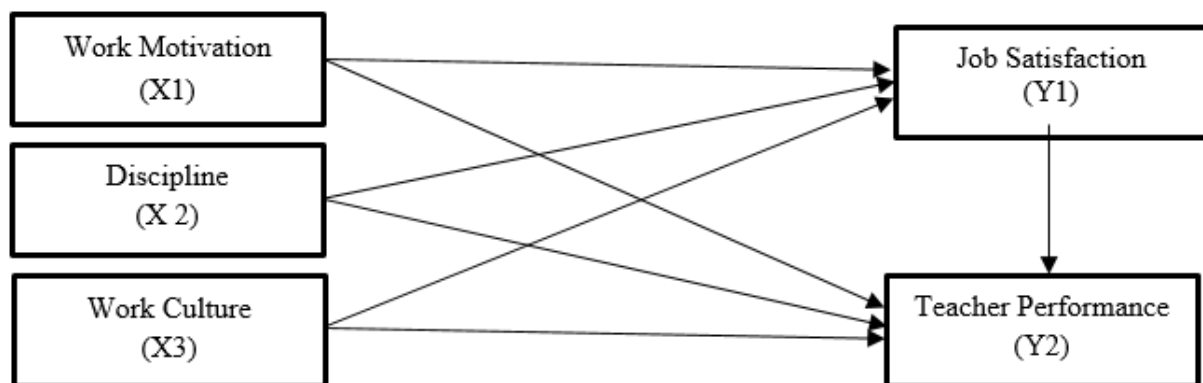


Figure 1. Research Concept Framework

Hypothesis

Based on the formulation of problem identification, research objectives and the research framework mentioned above, Analysis of the Influence of Work Motivation, Discipline, Work Culture, on Job Satisfaction and Teacher Performance at State Junior High Schools in Sukajadi District, it can be put forward the research hypothesis as follows:

- H1: Work motivation has an effect on the job satisfaction of junior high school teachers in Sukajadi District
- H2: Work motivation has an effect on the performance of junior high school teachers in Sukajadi District
- H3: Work discipline influences the job satisfaction of junior high school teachers in Sukajadi District
- H4: Work discipline affects the performance of junior high school teachers in Sukajadi District
- H5: Work culture influences the job satisfaction of junior high school teachers in Sukajadi District
- H6: Work culture influences the performance of junior high school teachers in Sukajadi District
- H7: Teacher job satisfaction affects the performance of junior high school teachers in Sukajadi District

3.0 METHODOLOGY

Methods Used

The method used in this study is a descriptive and explanatory survey method, because it will describe each variable and explain the relationship between the variables studied. While the type of relationship between the variables used in the study is causality, namely the independent variable/free variable affects the dependent/dependent variable. Explanatory research refers to the hypothesis that will be tested against the phenomena that occur. This phenomenon can be seen in the object of research at Public Middle Schools in the Sukajadi District.

Referring to the purpose of the research to be conducted, namely to find out and examine the research variables to be examined, namely work motivation, discipline, teacher performance and organizational culture, this research is descriptive and verificative in nature.

In the descriptive analysis, it will be explained about the independent variables and the dependent variables which are the theoretical basis in the research which contains the theories of the variables studied. While the verification analysis was carried out to test the hypothesis using statistical test tools (Sekaran, 2006). Verification analysis to test the truth of a hypothesis that is carried out through data collection in the field about the variables to be studied. As for this study, it will analyze the effect of work motivation, discipline, work culture on job satisfaction and teacher performance in junior high school teachers in Sukajadi District. The verification analysis in this study will use the PLS Structural Equation Modeling (SEM) statistical test.

PLS is one of the SEM techniques that is able to analyze latent variables, indicator variables and measurement errors directly. PLS analysis is an integration between path analysis, regression, and confirmatory factors. The benefits of PLS are:

1. Checking the validity and reliability of instrument data (equivalent to CFA analysis).
2. Testing the relationship model between latent variables (equivalent to path analysis).
3. Make predictions (equivalent to regression analysis)

Research Design

The field of research conducted in this research is the science of management, especially human resource management in the context of work motivation, discipline, teacher performance and organizational culture. The method used in this research is explanatory survey and descriptive method. That is a method that will link between variables and test the variables studied and describe the variables studied. To implement research methods in operations, a research design is needed that is adjusted to the conditions of the depth of the research to be carried out

Research design is a series of processes required in planning and conducting research (Nazir, 2005). In this research the processes that will be carried out are:

1. Identification and selection of research problems.
2. Selection of a conceptual framework for research problems as well as linking or linking with previous research.
3. Formulating research problems including making specifications and objectives, scope and research hypotheses.
4. Make research procedures by constructing investigations or experiments.
5. Selecting and giving definitions of the variables being measured.
6. Choose the sampling procedure and technique used.
7. Develop data collection tools and techniques.
8. Coding, editing and data processing.
9. Analyze and select statistical procedures to make generalizations and statistical inferences.

Operational Definition and Measurement of Variables

Variables are anything in any form determined by the researcher to be studied so that information is obtained about it, then conclusions are drawn. This study consists of four variables, for more details will be stated in the definition of variables as follows:

Variable Measurement

According to Arikunto (2013) variable measurement techniques are the methods used by researchers in collecting research data. In this study the measurement of variables was carried out using an interval scale. The interval scale is related to the Likert Scale, namely the questionnaire questions that are qualitative are made quantitative with answers given a score of 1 to 5. The Likert scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena (Sugiyono, 2015). This Likert scale then scales the individual concerned by adding the weight of the selected answer, then the Likert scale with 5 choices, namely:

- Always : score 5
- Often: score 4
- Sometimes : score 3
- Rarely: score 2
- Never : score 1

Data/Information Collection Techniques and Sources

Data Source

An important factor in a scientific research is the source of data that is useful in determining data collection techniques. The data sources used in this study are primary data and secondary data.

Primary data is data obtained directly from field surveys through interviews, observations and questionnaires to respondents. In particular, in this study, primary data was collected by researchers based on questionnaires distributed to respondents to answer statements and questions from researchers (Sugiyono, 2012). Secondary data in this study were collected from the Education Office. The indicators of the research variables were measured using a Likert scale with ordinal data for five levels of measurement (Sekaran, 2006). The ordinal scale is a measurement scale that states the category and rank of the construct being measured.

Primary data is data obtained directly from field surveys through interviews, observations and questionnaires to respondents. Specifically, in this study, primary data was collected by researchers based on questionnaires distributed to respondents to answer statements and questions from researchers (Sugiyono, 2012). Secondary data in this study were collected from the Rohil District Education Office and the mass media in the form of literature, documentation or reports. reports related to research objects and guidelines issued by the State. Secondary data is generally in the form of documentary evidence, historical reports arranged in archives in the form of published and unpublished documentary data (Indriantoro and Supomo, 1999).

Data Collection Technique

Analysis of the Influence of Work Motivation, Discipline, Work Culture, on Job Satisfaction and Teacher Performance at Public Middle Schools in Sukajadi District requires primary data and secondary data.

The primary data obtained in the study used data collection techniques by conducting field studies as follows:

a. Observation

Observation is a data/information collection technique by directly observing the research object to obtain representative data and can be justified for the truth regarding daily work activities in the junior high school environment in Sukajadi District, Pekanbaru City.

b. Questionnaire

Questionnaire is a data/information collection technique carried out by researchers by providing a set of written statements or questions to be answered by respondents. The questionnaire is designed in the form of a structured statement according to the operationalization of variables, dimensions and research indicators that have been tested for their validity and reliability levels, so that accountable data can be collected. Questionnaires or questionnaires are prepared according to variables, making it easier for respondents to give answers according to conscience and level of understanding against this statement.

Secondary data in this study were obtained by the method of literature study. In this literature study various information can be obtained about the theoretical concepts of the various variables studied either in the form of notes, official documents or reports related to the object under study and guidelines and regulations issued by the Ministry of Education of the Republic of Indonesia, the Riau Province Education Office, the Education Office Pekanbaru City, and SMP in Sukajadi District

Population and Sampling Techniques

Population

The population is all objects to be examined in a study. Sugiyono (2015: 115), states that the population is a generalization area consisting of objects and subjects that have certain quantities and characteristics set by researchers to study and draw conclusions. The population of this study were civil servant teachers at junior high schools in the Sukajadi area.

Table 2. Table of Number of Teachers in Junior High Schools in Sukajadi District

No	School Name	Number of PNS Teachers
1	SMPN 16 Pekanbaru	26
2	SMPN 17 Pekanbaru	22
3	SMPN 3 Pekanbaru	23
4	SMPN 32 Pekanbaru	24
Total		95

Source: <https://school.data.kemdikbud.go.id/>

Research Sample

According to Arikunto (2010: 138), the sample is part of the population that is used as an object and source of data and information in research that is considered representative of a study. Guidelines for determining sample size Sugiyono (2015: 116), provides a definition of a sample that is part of the number and characteristics of the population. To determine the sample size, researchers used the Slovin formula (Sugiyono, 2015: 143) as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Information:

n = Samples

N = Population

e = critical value (desired accuracy limit or percent allowance for ineffectiveness due to population sampling errors)

$$N = \frac{95}{1 + 95 \times (0,05)^2} = \frac{95}{1 + 95 \times 0,0025} = \frac{95}{1,24} = 76,61$$

From the formulation above, a sample of 77 respondents will be obtained.

4.0 RESULTS AND DISCUSSION

Overview and Research Object

This research was conducted at a public junior high school (SMP) in the Sukajadi district. It consists of 4 Public Middle Schools, namely Pekanbaru 3 Public Middle School, Pekanbaru 16 Public Middle School, Pekanbaru 17 Public Middle School and Pekanbaru 32 Public Middle School. Consists of 77 teachers as the research sample.

In this study, researchers carried out several steps in the process, the first step that must be done is to conduct a literature study. This literature study produces an understanding or explanation of each basic theory related to the process of solving existing problems. The results of the literature study can be seen in Chapter 2 of the theoretical basis which consists of the theory of each research variable, indicators, hypotheses, population and sample, measurement scales, descriptive analysis, testing of measuring instruments consisting of outer models and inner models, Partial Least analysis Square with SmartPLS, and PLS analysis steps. The results of the literature study are used to complete the next steps in solving a problem.

Questionnaire Test Using Smart PLS Software

In addition to using the SPSS software, the questionnaire test in this study also used the Smart PLS software. Where with the aim to see the instruments or indicators used in this study it is feasible to do hypothesis testing. The results of the questionnaire test in this study can be presented in the following table review:

Table 3. Questionnaire Test Using Smart PLS Software

Variable	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Work Motivation	0,713	0,838	0,633
Discipline	0,398	0,768	0,624
Work Culture	0,594	0,830	0,710
Job Satisfaction	0,430	0,778	0,637
Teacher Performance	0,639	0,842	0,728

Source: *Processed Results of SmartPLS, 2021*

It is known that if the Cronbach alpha value is > 0.60 / 0.70 then the data obtained is Reliable, while for the Average Variance Extracted (AVE) value > 0.50 then the data is Valid. From the table above it can be seen that the results of the output for the Validity Test of the Variables of Motivation, Discipline, Work Culture, Job Satisfaction and Teacher Performance have an Average Variance Extracted (AVE) value greater than 0.50 so the result is Valid, and the Reliability Test on cronbach alpha Variable Work motivation is greater than 0.60 / 0.70 so the results are reliable, while Discipline, Work Culture, Job Satisfaction and Teacher Performance are less than 0.60 / 0.70 so the results are not reliable.

Data Multicollinearity Test

To find out whether there are symptoms of multicollinearity, it can be seen from the magnitude of the tolerance value and VIF (Variance Inflation Factor), these two measures indicate which of each independent variable is explained by other independent variables. Tolerance measures the variability of the selected independent variables which are not explained by other independent variables. Common values that can be used are Tolerance values ≥ 0.1 or VIF values ≤ 10 , so multicollinearity does not occur. The results of the multicollinearity test in this study can be presented in the processed data as follows:

Table 4. Data Multicollinearity Test

Variable	Job Satisfaction	Teacher Performance	Conclusion
Work Motivation	1,064	1,184	Data Multicollinearity Does Not Occur
Discipline	1,145	1,173	Data Multicollinearity Does Not Occur
Work Culture	1,212	1,268	Data Multicollinearity Does Not Occur
Job Satisfaction	-	1,272	Data Multicollinearity Does Not Occur

Source: Smart PLS Processed Data 3, 2021

In Table 4 it can be seen that the tolerance value of the Work Discipline, Work Motivation and Work Culture variables is > 0.1 and the VIF value < 10 . This shows that there is no multicollinearity problem between the independent variables in this research model.

Research Discussion

This study aims to analyze the influence of work motivation, discipline, and work culture on job satisfaction and teacher performance at Public Middle Schools in Sukajadi District. The discussion described is to see the significant influence of the influence of work motivation, discipline, and work culture on job satisfaction and teacher performance itself.

Based on the respondents' responses to the questionnaire given by the researcher, it shows that the average score for each variable has a very high value. This illustrates that teachers who teach at Public Middle Schools in Sukajadi sub-district already have very high work motivation, good discipline, have a good work culture, as well as very high job satisfaction and performance.

Even though the average score of the questionnaire is very high, the data processed with the SmartPLS software shows that several variables do not have a significant effect on other variables. The results of the analysis of the influence of each independent variable on the dependent variable are as follows:

1. The Effect of Work Motivation on Job Satisfaction and Teacher Performance at Public Middle Schools in the Sukajadi sub-district
From 77 respondent data obtained from 4 public junior high schools in Sukajadi sub-district, the research data shows that work motivation has a significant positive effect on teacher job satisfaction, but work motivation has no significant effect on performance. This can be interpreted that work motivation can increase teacher job satisfaction, while work motivation cannot always improve teacher performance at public junior high schools in Sukajadi sub-district.
2. The Effect of Work Discipline on Job Satisfaction and Teacher Performance at State Junior High Schools in the Sukajadi sub-district
The results of the study show that work discipline has no significant effect on job satisfaction nor does it have a significant effect on teacher performance. This can be interpreted that work discipline cannot increase teacher job satisfaction, nor can it improve teacher performance at Public Middle Schools in Sukajadi sub-district.
3. The Effect of Work Culture on Teacher Job Satisfaction and Performance at Public Middle Schools in the Sukajadi sub-district
From the respondent's data obtained, it shows that work culture has a significant positive effect on teacher job satisfaction, but work culture does not have a significant effect on teacher performance. This can be interpreted that work motivation can increase teacher job satisfaction, while work motivation cannot always improve teacher performance at public junior high schools in Sukajadi sub-district.
4. The effect of job satisfaction on teacher performance at state junior high schools in the Sukajadi sub-district
The results of the study show that job satisfaction has no significant effect on teacher performance. This means that teacher job satisfaction cannot improve teacher performance.

5.0 CONCLUSION

Conclusion

Based on the results of the research in chapter IV, a conclusion can be made as follows:

1. The motivational variable has a positive impact on teacher job satisfaction at Public Middle Schools in Sukajadi District. The higher a teacher's motivation will have an impact on teacher job satisfaction at Public Middle Schools in Sukajadi District.
2. The motivational variable does not have a positive impact on teacher performance at State Junior High Schools in Sukajadi District.
3. The discipline variable does not have a positive impact on teacher job satisfaction at Public Middle Schools in Sukajadi District.

4. The discipline variable does not have a positive impact on teacher performance at Public Middle Schools in Sukajadi District.
5. The work culture variable does not have a positive impact on teacher job satisfaction at Public Middle Schools in Sukajadi District.
6. The work culture variable has a positive impact on teacher performance at Public Middle Schools in Sukajadi District. The higher the work culture of a teacher will have an impact on teacher performance at Public Middle Schools in Sukajadi District.
7. The job satisfaction variable does not have a positive impact on teacher performance at public junior high schools in Sukajadi District.

Suggestion

Based on the discussion and conclusions above, there are several suggestions that need to be conveyed in increasing job satisfaction and teacher performance as follows:

- Principals are expected to be able to evaluate teacher performance and discipline, motivate teachers and evaluate the creation of a good work culture in the school environment.
- It is recommended for further researchers who are interested in the same theme, with this research it is suggested to use another sampling method with a larger number of samples so that the influence of the independent and dependent variables is more measurable, stronger and better.

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