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The Role of Work Motivation, Organizational Culture and Leadership on Job Satisfaction and Teachers Performance : An Empirical Study on Indonesian Senior High Schools

Ahmad Juwaini^a, Mochammad Fahlevi^b, Multi Nadeak^c, Dewiana Novitasari^d, Rocky Nagoya^e, Albert Surya Wanasida^f, Agus Purwanto^g

^aUniversitas Ibn Khaldun, Indonesia

^bManagement Department, BINUS Online Learning, Bina Nusantara University, Indonesia

^cSekolah Tinggi Teknologi Bandung, Indonesia

^dTinggi Ilmu Ekonomi Insan Pembangunan, Indonesia

^{e,f,g} Pelita Harapan University, Indonesia

^aCorresponding email :ahmad.juwaini@gmail.com

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Abstract: The aim of this study to find empirical evidence on the effect of work motivation on teacher job satisfaction the influence of organizational culture on teacher job satisfaction, leadership on teacher job satisfaction, the influence of motivation work on teacher performance through teacher job satisfaction, organization culture on teacher performance through teacher job satisfaction, influence principal leadership on teacher performance through job satisfaction and the effect of job satisfaction on teacher performance. The study was designed with a quantitative approach. The population of this study were private high school teachers in the district of Tangerang. The number of samples used in this study were 210 teachers. The data collection technique uses an online electronic questionnaire. Based on data analysis conclude that work motivation has not significant effect on job satisfaction, organizational culture has significant effect on Job satisfaction, leadership is influential significant towards satisfaction, work motivation has not significant effect on teacher performance, organizational culture have significant effect on teacher performance, leadership has a positive and significant effect on Teacher, there is no influence work motivation on performance teacher through Job Satisfaction, there is no influence organizational culture on performance teacher through job satisfaction, or it can be concluded that organization culture is proven to be variables that mediate between cultural influences organization on teacher performance, leadership influence is not significant to teacher performance through Job Satisfaction and job satisfaction has not significant effect on Teacher

Keywords: Work Motivation, Organizational Culture, Leadership, Job satisfaction, Teachers Performance.

1. Introduction

In the future, the role and presence of teachers in the classroom will be increasingly challenging and require very high creativity. Industry 4.0 is the name of the trend of industrial automation systems, where there is an exchange of the latest data in factory technology. The challenge in the world of education in facing industry 4 is the cultivation of educational values that need to be developed. Value education teaches the younger generation about the values and morals they should have. Values education is aimed at preventing, among others, the increase in cases of crime, moral degradation and the use of illegal drugs by the younger generation. Through value-based learning, it is hoped that students can determine good and bad values in life so that they can choose good values to improve the quality of their life in society. So far, schools, educators, and students are forced to follow a standard set without seeing the diversity by the central government. Schools and educators are not given the freedom to compile a learning plan or syllabus that is in accordance with the conditions of their students. In facing the Industrial Revolution Era 4.0 in the field of education, motivation alone is not enough to realize the ideals of making Indonesia 4.0, there must be concrete forms and hard efforts for the Indonesian government and all of us in welcoming the digitalization era. Certain challenges will be faced in every innovation and technology transition. We have to be brave and ready otherwise we will be drowned by this era of disruption.

Teachers are an important and valuable asset for schools because if managed properly, the teacher's performance will be good, this is due to several factors including motivation, organizational culture, and leadership where these factors are related to job satisfaction and performance is what you want to aim for later will affect the image of an educational organization itself. School must pay attention to the various goals of the teachers in the school. Alignment of goals (Goal Congruence) between schools and teachers will provide benefits for both. The teachers will be motivated to realize the school's goals because by realizing the school's goals, the teacher's goals can also be realized. Meanwhile, the school can also achieve this the advantage of having a goal alignment (Goal Congruence), which is to streamline schools in achieving all kinds of goals and objectives. Performance is a result what these employees want to achieve in their work with certain criteria which applies to a type of job characteristics in order to achieve goals and objectives which are desired. According to Ruky, (2000) states that performance is the expenditure resulting from job specification function by employees. Performance Management relating to the business, program or activity initiated and implemented by the leadership organization

to plan, direct and control the performance of employees by involving the entire management process concerning planning, organizing, movement and direction and evaluation of the results. Factors affecting performance a teacher first of all we have to know the concept of these factors. With the insecure wages or honorariums earned make private school teachers have to be very clever take advantage of available free time to carry out other jobs to make ends meet his life. Thus the majority of private school teachers have professions other than teachers, this is impact on the quality of service to students.

The low performance of teachers in private SMA is partly due to the fact that many private high school teachers teach in both schools Simultaneously this is caused to meet the requirements for the number of teaching hours that must be fulfills 24 hours a week as a requirement for obtaining certification, of course This affects the quality of teacher service not maximally. The low performance of teachers in private SMA It can also be seen from the level of teacher attendance and tardiness at school. This can be caused because teachers have to teach in more than one school to meet the shortage of hours teaching and the low salaries that the teacher receives. This has an impact on service teachers to their students. From the other side, the low teacher performance can be seen from the planning and preparation in teaching, student evaluation and service to students. Teacher made Teaching administrative skills only serve as a criterion for accreditation and inclusion of teachers. Thing this is due to the lack of supervision by the principal, the principal does not do this serious evaluation and monitoring of teacher performance. Refers to the formula research problem above, then the goal to be achieved from this study is to find empirical evidence on: (a) the effect of work motivation on teacher job satisfaction in private high schools; (b) the influence of organizational culture on teacher job satisfaction in private high schools; (c) leadership influence school principals on teacher job satisfaction in private high schools; (d) the influence of motivation work on teacher performance through teacher job satisfaction in private high schools; (e) cultural influences organization of teacher performance through teacher job satisfaction in private high schools; and (f) influence principal leadership on teacher performance through job satisfaction in private high schools; and the effect of job satisfaction on teacher performance.

2. Method

The study was designed with a quantitative approach. The population of this study were private high school teachers in the district of Tangerang according to data obtained from sources, namely there are 68 private senior high schools. With the number of samples used in this study were 210 teachers with similarities a characteristic where the teachers who are used as sampling are private teachers. The data collection technique uses an online electronic questionnaire. After all the data is collected, the next step is done is to do analysis with path analysis techniques or path analysis is analysis multi regression, this analysis uses SmartPLS software based on the path diagram to help problems or test complex hypotheses. In this way, the direct relationship can be calculated and indirectly from the independent variables to the dependent variable this relationship is reflected The real path coefficient is the standardized regression coefficient.

The hypothesis in this study is as follows:

Hypothesis 1: There is an effect of work motivation on teacher job satisfaction

Hypothesis 2: There is an influence of organizational culture on teacher job

Hypothesis 3: There is an effect of principal leadership on teacher job satisfaction

Hypothesis 4: There is an effect of work motivation on teacher performance

Hypothesis 5: There is an effect of organizational culture on teacher performance

Hypothesis 6: There is an effect of principal leadership on teacher teacher performance

Hypothesis 7: There is an effect of work motivation on teacher performance through teacher job satisfaction

Hypothesis 8: There is an effect of the organization culture on teacher performance through teacher job satisfaction

Hypothesis 9: There is an effect of principal leadership on teacher performance through job satisfaction

Hypothesis 10: There is an effect of job satisfaction on teacher performance

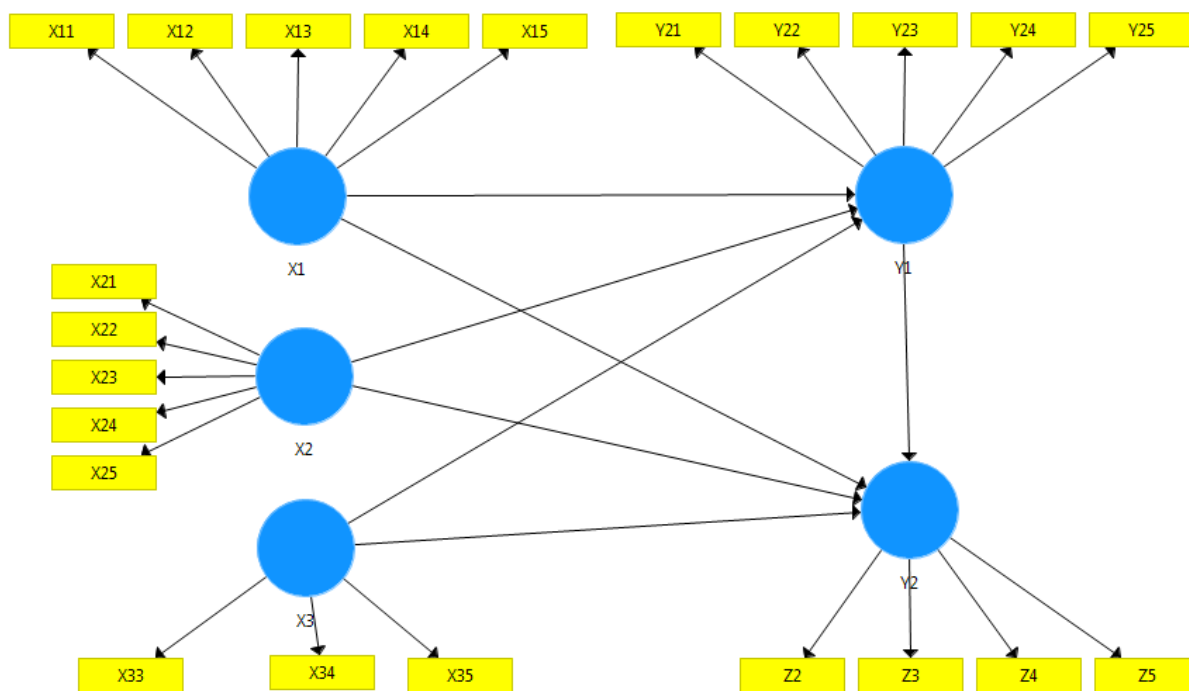


Fig 1. Research Model

The research model is as follows:

Work Motivation (X1), Organizational Culture (X2), Leadership (X3), Job Satisfaction (Y1) and Teacher Performance (Y2)

3. Result And Discussion

Test Results of the Validity and Reliability of Research Indicators

The testing phase of the measurement model includes testing for convergent validity, discriminant validity and composite reliability. The results of the PLS analysis can be used to test the research hypothesis if all indicators in the PLS model have met the requirements of convergent validity, discriminant validity and reliability testing. Convergent validity test is done by looking at the loading factor value of each indicator against the construct. In most references, a factor weight of 0.5 or more is considered to have sufficiently strong validation to explain latent constructs (Chin, 1998; Hair et al, 2010; Ghozali, 2014). In this study, the minimum limit for the accepted loading factor is 0.5, provided that the AVE value of each construct is > 0.5 (Ghozali, 2014).

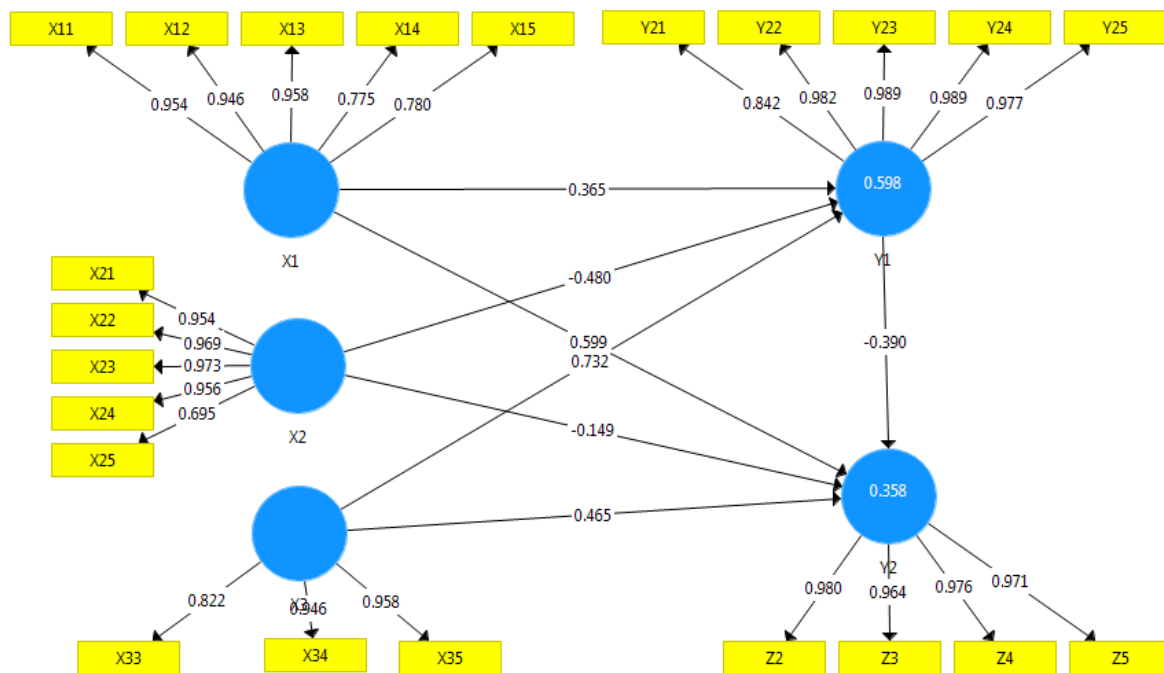


Fig 2. Convergent Validity Testing

Based on the estimation results of the PLS model in the image above, all indicators have a loading factor value above 0.5 so that the model has met the convergent validity requirements. Apart from looking at the loading factor value of each indicator, convergent validity was also assessed from the AVE value of each construct. The AVE value for each construct of this study is more than 0.5. So the convergent validity of this research model has met the requirements. The value of loadings, cronbach's alpha, composite reliability and AVE for each complete construct can be seen in table 1 below:

Table 1. Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
X1	0.933	0.97	0.948	0.786
X2	0.949	0.952	0.962	0.838
X3	0.898	0.952	0.935	0.829
Y1	0.976	0.982	0.982	0.916
Y2	0.981	0.983	0.986	0.946

Construction Reliability Testing

Construct reliability can be assessed from the Cronbach's alpha value and the composite reliability of each construct. The recommended composite reliability and cronbach's alpha value is more than 0.7. (Ghozali, 2014). The results of the reliability test in Table 2 above show that all constructs have composite reliability and Cronbach's alpha values are greater than 0.7 (> 0.7). In conclusion, all constructs have met the required reliability.

Desriminant Validity Testing

Discriminant validity is done to ensure that each concept of each latent variable is different from other latent variables. The model has good discriminant validity if the AVE square value of each exogenous construct (the value on the diagonal) exceeds the correlation between this construct and other constructs (values below the diagonal) (Ghozali, 2014). The results of discriminant validity testing using the AVE square value, namely by looking at the Fornell-Larcker Criterion Value are obtained as follows:

Table 2. Discriminant Validity

	X1	X2	X3	Y1	Y2
X1	0.887				
X2	0.741	0.916			
X3	0.159	0.18	0.911		
Y1	0.125	-0.078	0.704	0.957	
Y2	0.513	0.409	0.259	0.023	0.973

The results of the discriminant validity test in Table 3 above show that all constructs have a square root value of AVE above the correlation value with other latent constructs (through the Fornell-Larcker criteria) so that it can be concluded that the model has met discriminant validity.

Hypothesis testing

Hypothesis testing in PLS is also known as the inner model test. This test includes a significance test for direct and indirect effects as well as a measurement of the magnitude of the influence of exogenous variables on endogenous variables. To determine the effect of Strategic Leadership on Competitive Strategy and Business Performance, a direct and indirect effect test is required. The effect test was performed using the t-statistic test in the partial least squared (PLS) analysis model using the SmartPLS 3.0 software. With the bootstrapping technique, the R Square value and the significance test value are obtained as shown in the table below:

Table 3. R Square

	R Square	R Square Adjusted
Y1	0.598	0.584
Y2	0.358	0.328

Based on Table 3 above, the R Square value for Job satisfaction is 0.598, which means that Job satisfaction variable can be explained by work motivation, organizational culture, leadership, Job satisfaction by 59.8%, while the remaining 40.2 % is explained by other variables not discussed in this study. The value of R Square for teachers performance is 0.358, which means that teachers performance can be explained by work motivation, organizational culture, leadership by 35.8%, while the remaining 64.2 % is explained by other variables not discussed in this study.

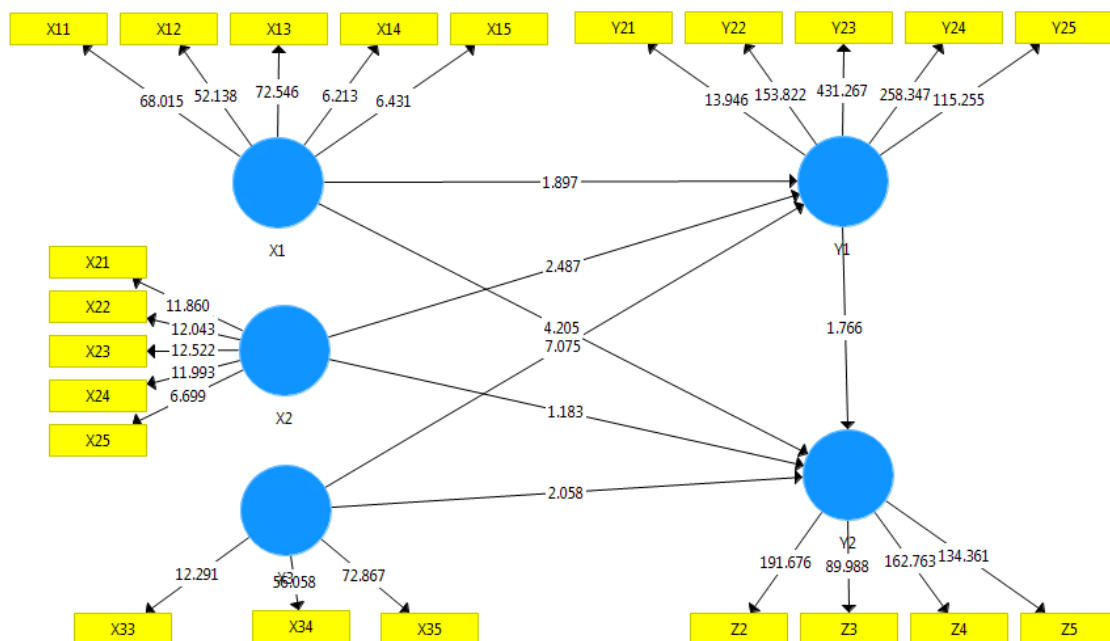


Fig 2. Hypotheses Testing

The results of hypothesis testing for all variables that have a direct and indirect effect are shown in the table below

Table 4. Hypotheses Testing Direct effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
X1 -> Y1	0.365	0.303	0.192	1.897	0.058
X1 -> Y2	0.599	0.609	0.142	4.205	0
X2 -> Y1	-0.48	-0.418	0.193	2.487	0.013
X2 -> Y2	-0.149	-0.155	0.126	1.183	0.237
X3 -> Y1	0.732	0.752	0.103	7.075	0
X3 -> Y2	0.465	0.397	0.226	2.058	0.04
Y1 -> Y2	-0.39	-0.331	0.221	1.766	0.078

The results of hypothesis testing for all variables that have indirect effect are shown in the table below

Table 5. Hypotheses Testing Indirect effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
X1 -> Y1 -> Y2	-0.142	-0.122	0.099	1.443	0.15
X2 -> Y1 -> Y2	0.187	0.164	0.115	1.625	0.105
X3 -> Y1 -> Y2	-0.286	-0.239	0.183	1.563	0.119

To test hypotheses and detect the influence of the mediating variable (intervening variable) in mediating the influence of the independent variables on The dependent variable is subjected to multiple regression tests and Path Analysis. Regression test multiple linear is done to find out the magnitude influence of Work Motivation (X1), Organizational Culture (X2), Leadership (X3) and Satisfaction Work (Y1) on Teacher Performance variables (Y2).

Hypothesis 1: There is an effect of work motivation on teacher job satisfaction

Regression test results shows then the result of the p value is not significant p value is $0.058 > 0.050$, which means Work Motivation (X1) has not significant effect on Job Satisfaction (Y1). The results of this study are not align with research Jurkeiwick (2001) states that giving the right motivation to personnel will result in job satisfaction tall one. Work motivation is very effective for fulfill and increase job satisfaction where the work motivation factors are measured. This bias means indicators in work motivation has an influence on job satisfaction. As for the indicators affects, among others, the conditions of the work environment because in the respondent's response shows very high percentage. Work motivation is an inseparable part of the performance of both individuals and groups the dominant influencing factor performance. According to Gibson & Donnelly, (1997) states that "Motivation is a forces that grow, encourage and direct the behavior of employees ". While according to Morrison (1994) in his research states, "Work Motivation is as a tendency of a person (individual) or employee to get involved engaging in sharing work activities that lead to targets and goals desired ". If behavior it refers to an object or the target then with the motivation will be obtained an achievement of targets or targets the maximum so that the implementation of the task can be done as well as possible and so on work effectiveness can be achieved.

Hypothesis 2: There is an influence of organizational culture on teacher job

Simple regression shows the result of the t-test is Significant, p value is $0.000 < 0.005$ which means organizational culture (X2) has significant effect on Job Satisfaction (Y1). The results of this study supporting the research of Denison & Misra (1995) and Clisson & Durrick (1988) who stated that someone's job satisfaction and the results of his work depending on the suitability between characteristics the individual with the organizational culture contained in an organization. Culture an organization that grows strong and capable many people to thrive to better direction. More and more cultural aspects organization according to individual wishes the higher the job satisfaction. This is in accordance with the indicators of all teachers and employees understand the vision and mission of the school things this indicates that the organizational culture can be formed if all the

components of the organization understand the vision and mission of the organization and this can foster job satisfaction because all the existing components understand the task and their respective responsibilities.

Hypothesis 3: There is an effect of principal leadership on teacher job satisfaction

Regression test results simple indicates the result of the t-test is significant, p value is $0.013 < 0.050$ which means that leadership (X3) is influential significant towards satisfaction Work (Y1). The results of this study are supportive research by Heffes (2006) which states that the control role of the leadership has its own effect positive either directly or indirectly on job satisfaction. Leadership role more generally can be manifested in various ways, such as: Researching how much both work results and employee performance, provide advice and assistance to individuals, and communicate with colleagues both online personal and in the context of work. This can be seen from the indicator that shows The principal is able to coordinate components of the school to achieve school goals. Job Satisfaction is a matter of nature personal where each individual will feel the level satisfaction varies according to value system that applies to him. According to Greenberg & Baron, (1999) stated that "Job satisfaction is a feeling that is owned by employees regarding the conditions of the environmental situation their current workplace". Someone who have high job satisfaction will show a positive attitude towards their work, whereas someone who is not satisfied will show negative attitude towards work. According to McNesee-Smith, (1996) stated that "Job satisfaction is the feeling of the workers or employees against their jobs, p this is a common attitude towards work based on the judgment regarding various aspects contained in a job". The attitude of an individual towards work describes a pleasant experience or that is not fun and also about various hopes for the future. Every the employee will have the satisfaction level differ according to the prevailing value system in him. More and more aspects of work in accordance with the interests and expectations the employee the higher the level to satisfaction is felt and vice versa, teacher satisfaction is a sense of conformity between the effort and the results made by the teacher, that feeling arises due to because there is a guarantee both materially, that is in the form of salary, promotion and / or spiritual in the form of praise or self-esteem from colleagues work, superiors and the achievement of that job alone and by each teacher or individual in a school has a standard of value different satisfaction.

Hypothesis 4: There is an effect of work motivation on teacher performance

The result of the t-test shows that the result of the p value is $0.237 > 0.050$ not significant, work motivation has not significant effect on Teacher Performance (Y2). Meanwhile, according to Denison (1990) motivation values, beliefs, and the principles that work as the basis of an organizational management system, and also management practices and behavior which helps and reinforces principles that basis". Klein, Masi and Weidner (1995) and Carmeli and Tishler (2004) put motivation is at the core of the organization's endeavors to increase overall effectiveness and the quality of its products and services

Hypothesis 5: There is an influence of organizational culture on teacher performance

The result of the p value shows that the result of the p value is $0.000 < 0.050$ or significant effect on Teacher Performance (Y2). Head schools must be able to carry out a communication function kind and show respect to subordinates in conveying ideas or an idea where it shows the principal apply transformational leadership. Meanwhile, according to Denison (1990) "Organizational culture constitute values, beliefs, and the principles that work as the basis of an organizational management system, and also management practices and behavior which helps and reinforces principles that basis". Klein, Masi and Weidner (1995) and Carmeli and Tishler (2004) put Organizational culture is at the core of the organization's endeavor to increase overall effectiveness and the quality of its products and services. The Influence of Leadership on Performance Teachers through Teacher Job Satisfaction.

Hypothesis 6: There is an effect of principal leadership on teacher teacher performance

The results of the p value indicate that the results of the p value is 0.040 or significant which means that leadership (X3) has a positive and significant effect on Teacher Performance (Y2). For testing Hypothesis , shows a direct effect Leadership on Teacher Performance is amounted . Result this shows that there is influence Direct Leadership on Teacher Performance through Job Satisfaction, or it can be concluded that Job Satisfaction is proven to be a variable which mediates between the influence of Leadership on Teacher Performance. This result is align with Vizano (2020); Wanasida (2021) and Pramono (2020) that Leadership have significant effect on teacher performance through teacher job satisfaction.

Hypothesis 7: There is an effect of work motivation on teacher performance through teacher job satisfaction

The results of the p value indicate that the results of the p value is $0.150 > 0.050$ or not significant which means that there is no influence work motivation on Performance Teacher through Job Satisfaction, or it can be concluded that Job Satisfaction is not proven to be variables that mediate between Cultural influences organization

on Teacher Performance. This result is not align with Abari (2020); Novitasari (2021) and Purwanto (2020) that work motivation have significant effect on teacher performance through teacher job satisfaction.

Hypothesis 8: There is a influence organizationculture on teacher performance through teacher job satisfaction

The results of the p value indicate that the results of the p value is $0.105 > 0.050$ or not significant which means that there is no influence Organizational Culture on Performance Teacher through Job Satisfaction, or it can be concluded that organization culture is proven to be variables that mediate between Cultural influences organization on Teacher Performance. This result is not align with Asbari (2020); Purwanto (2021); Putra (2020); Sihite (2020) and Sudibjo (2020) that organizational culture have significant effect on teacher performance through teacher job satisfaction.

Hypothesis 9: There is an effect of principal leadership on teacher performance through job satisfaction

The results of the p value indicate that the results of the p value is $0.119 > 0.050$ or not significant which means that the leadership influence is not significant to teacher performance through Job Satisfaction. This result is not align with Vizano (2020); Bernarto (2021) and Sunarsi (2020) that leadership have significant effect on teacher performance through teacher job satisfaction.

Hypothesis 10: There is an effect of job satisfaction on teacher performance

The results of the p value indicate that the results of the p value is $0.078 > 0.050$ or not significant which means that job satisfaction (Y1) has not significant effect on Teacher Performance (Y2). Slamet (2020); Basri (2020) and Supriyadi (2020) were state that there is a significant relationship between job satisfaction and individual performance, as well as the research of Laschinger, Finegan and Shamian, (2004) found that job satisfaction has a significant positive effect on performance employees. According to Robbins, (2001: 18) states that "Performance is a function and the interaction between capability and innovation". In management studies regarding employee performance There are several things that need consideration which is important because of individual performance an employee in an organization is part of organizational performance that can be determine the level of effectiveness of organizational performance the. Where the performance is successful or not the employees who have been achieved by the organization it will be good individually or group. Teacher performance is of a wide variety expert opinion above it can be concluded that, performance is the level of quality and quantity the work results of employees for an activity of a specific function or task in the term time of course anyway. Thus it can also be in conclude that teacher performance is a level of quality teacher work and the quantity of teacher work with carry out its functions in running his job as a teaching staff.

4. Conclusion

Work Motivation has not significant effect on Job Satisfaction, organizational culture has significant effect on Job satisfaction, leadership is influential significant towards satisfaction, work motivation has not significant effect on Teacher Performance, organizational culture have significant effect on Teacher performance, leadership has a positive and significant effect on Teacher, there is no influence work motivation on Performance Teacher through Job Satisfaction, there is no influence Organizational Culture on Performance Teacher through Job Satisfaction, or it can be concluded that organization culture is proven to be variables that mediate between Cultural influences organization on Teacher Performance, leadership influence is not significant to teacher performance through Job Satisfaction and job satisfaction has not significant effect on Teacher

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