



Determinants on Teachers' Performance With Job Satisfaction As A Mediation

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Abstract

Teachers' performance is an urgent matter to achieve the quality of Indonesian education. All of schools have target to get optimal teachers' performance. Thus, it is important as a teacher to know the determinants on teachers' performance. Some of the determinants on teachers' performance in the study are principal's leadership, cultural organization, competence, and job satisfaction. The study aims to analyze the influences of principals' leadership, competence, and organizational culture on teachers' performance through job satisfaction in private junior high school especially Southern Brebes. The population of the study was 108 teachers (S.1 degree) of four schools and 78 teachers as a sample which was taken by Slovin formula where $e = 6\%$ (0.06) and the sampling technique used proportional random sampling. Furthermore, data collection used questionnaire and data analysis technique used a path analysis for hypotheses test with SPSS (statistical packages of social scientists) for Windows version 23.0 application computer program with level of significance at 0.05. The results of the study found that principals' leadership, cultural organization and competence have positive and significant influences on teachers' performance with job satisfaction as mediation. It means that rising of principals' leadership, organizational culture and competence will influence on job satisfaction, thus teachers' performance will increase too. Therefore, the suggestion for teachers that they should able to increase teachers' performance. It is an effort to improve the progress of Indonesian education.

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INTRODUCTION

Globalization processes change the face of the world, the face of society with new dimensions. It means that Indonesian must be prepared to face the global society through strategic vision that can answer these challenges. The strategic vision should be in line with the content of the Republic of Indonesia act No. 20/2003 in chapter II article 3 about National Education System stipulates that: The National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and for developing learners' potentials so that they become persons imbued with human values who are faithful and pious to God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, democratic and responsible.

In connection with the National Education System act above, all of teachers as agents of change and a part of important components in realizing national education goals based on act No. 20 /2003 and also has a role in achieving the goals of school education. In this case, the teachers correlate directly to do the teaching-learning process with students required to have good teachers' performance. The teachers' performance that is manifested in the learning process at school will largely determine the quality of the students produced and the quality of the education process in general. Therefore, every teacher must have good teachers' performance and management skills, if they want to be a professional teacher who will produce good students.

Based on to literature about teachers' performance Natawijaya (1999) in Susanto (2013: 29) states, "Teacher performance can be seen when implementing teaching and learning interactions in the classroom and includes how he/she prepares and evaluates." It means that to see teachers' performance is not only limited to the learning process in the classroom, but includes the teacher's activities in preparing for the learning process. Thus, in this study the

teacher's performance is the performance when planning, implementing and evaluation.

The high and low of the teachers' performance can be caused by several factors by Kuswoyo et al., (2015: 245) factors that can determine individual evaluations in various literature about work motivation, job satisfaction, job design, commitment, leadership, participation, management functions, clarity of career direction, competence, organizational culture and reward system. Furthermore, In the study only investigates four factors that affect teachers' performance are principals' leadership, organizational culture, competency and job satisfaction and will be explained in detail below.

The first factor which is thought influence on teachers' performance is principals' leadership. Leadership is the ability to influence the behavior of a person or group of people to achieve certain goals in certain situations (Rivai, 2013: 5). Robbins and Judgje (20017: 249) state that leadership as the ability to influence a group towards the achievement of a vision or goal set. Meanwhile, Yukl (2010: 20) says in his book that leadership has been defined in terms of traits behaviors, influence, interaction patterns, role relationship, and occupation of administrative position. Their statements above mean the importance of understanding what leadership is.

A principal as a leader is real example directly in the work activities of his/her subordinates. Principals, who are diligent, meticulous, caring for subordinates, will be different from ignorant leadership, less communicative, and arrogant with the school community. Some principals are required to have adequate management and principals' leadership capabilities to be able to take initiative to improve the quality of education in schools (Mulyasa, 2013:6). Thus, teachers' leadership in education is very influential in producing quality students both academically or not academically.

Principals' leadership is as a central part in understanding the influence of leadership on teachers' performance. Empirically was proven

by (Putra and Yunita, 2014; Setyowati et al., 2019) investigated principals' leadership partially and simultaneously influenced to teachers' performance.

The second factor which is thought influence teachers' performance is organizational culture. According to Schein (1992:16) defines that culture is: "A pattern of share basic assumption that the group learner as solved its problems of external adaptation and internal integration that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think and feel in relation to these problems". Organizational culture refers to a system of sharing that is carried out by members who make organizations are different from other organizations. Thus, each school has a distinctive difference from other schools because schools have culture that is implemented according to the vision and mission of the school or people around them.

Most of organizational experts and researchers from the past until now admit that organizational culture has very strong influence on the performance and influence of long-term organizations (Cameron & Quin, 1999) in (Sudarmanto, 2015: 182). Their statements are supported by Saragih's (2017) which stated in his research that there is a partial or simultaneous influence on teachers' performance. Another case is Maabuat (2016) who investigated employees and different object of study resulted in organizational culture have negative and insignificant influence on performance.

The third factor which is thought influence on teachers' performance is competence. One of the competencies that must be possessed by teachers are: they are not only have the task and responsibility of transferring knowledge to students' but also must be able to educate them to develop the overall potential of their students in order to they become intelligent and virtuous students.

Mc Ahsan also explain about competence in Pujiastututi et,al., (2012:23) competence "... A knowledge, skill, and abilities or capabilities that a person achieves, which become part of his

or her being to the extent he or she can satisfactorily perform particular cognitive, affective, and psychomotor behaviours".

According to the act of the Republic of Indonesia number 14 of 2005 concerning teachers and lecturers states that competence is a set of knowledge, skills and behaviors that must be possessed, internalized, and mastered by the teacher or lecturer in carrying out professional duties. Therefore, competence is a knowledge, skill and capability possessed by teachers/lectures that has become a part of them in order to make colorful in his cognitive, affective and psychomotor behavior.

There are several studies that found positive and negative influences between competence and teachers' performance. The positive influence conducted by (Sari et al., 2019 :Abusama et al., 2017: Pujiastuti 2017) concluded that teachers' competency has positive and significant influence on teachers' performance. On the contrary, Duysters and Hagedoorn (2000) who examined eighteen years ago confirmed that teachers' competence has insignificant influence on teachers' performance.

Therefore, it can be concluded that every teacher competency will have different competencies. These differences in competencies become a benchmark for the ability of teachers to carry out their professional duties as a teacher, certainly will have influence on teachers' performance in improving the quality of education as expected.

The last factor which is thought influence on teachers' performance is job satisfaction Wirawan (2009:7) which describes work behavior, one of which job satisfaction has an influence on the performance of human resources. It can be interpreted that Job satisfaction is a feeling of pleasure and displeasure of the teacher in carrying out his work. Feeling happy in other words satisfied or dissatisfied with the work. In this case each individual is different depending on the perception or assessment of each individual

Related to the previous study (Perera et. al, 2014; Ekosusilo & Soepardjo: 2014) reported that job satisfaction has positive and significant

influence on employees and teachers' performance. But on the contrary study Fu and Despande (2013) that job satisfaction also insignificant influence on employee performance at one company in China.

Thus, the factors above are thought influence on teachers' performance. Some determinants on the teachers' performance above are very important to be studied according to the writer because it will affect the progression of education. It can be interpreted that If private junior high school teachers in Shouthern Brebes have better of teachers' performance, they will increase of teachers' performance too. Therefore, the quality of education in Indonesia will be better too.

In the fact, private junior high schools teachers in Southern Brebes still found that performances of teachers are not optimal, with the finding of competencies did not achieve standards according to the ministry and culture expectations. They also have good principals' leadership, organization culture and competence but some of teachers not satisfied. This is thought that make teachers' performance is not optimal.

Based on the phenomenon gaps, research gaps whether conducted on employees or on teachers, and supported by several theories that have been stated above, the researcher is necessary and interested in finding out whether job satisfaction as a mediator of determinants on the teachers' performance in private junior schools of Shouthern Brebes. They have the teachers who very loyal and commit to the schools, eventhough their teachers' income are not the same as with state schools.

METHOD

The study used a quantitative approach and to prove the influence of hypothesized variables in the research. The research placed of principal's leadership (X1), organizational culture (X2), and competence (X3) as independent variables, job satisfaction (Y2) as an intervening variable and teachers' performance (Y1) as a dependent variable.

The population was taken from 108 teachers of four private junior high schools in Southern Brebes and sample measurement was calculated by using Slovin formula, the value of $e = 6\%$ (0.06), which resulted 77,764 and rounded up to 78 teachers as samples. The sampling technique used a proportional random sampling.

Furthermore, the research instrument used a questionnaire. The questionnaire used a closed statement form, in which the researcher has prepared alternative answers for each question given to respondents (Wahyudin, 2015:30). Before conducting a research, the questionnaire in the research was tested on 24 teachers outside of the respondents' research to measure the validity and reliability of the instrument.

The questionnaire used a Likert scale consisting of five variables which were measured: (1) teachers' performance consisted of three indicators are: planning, implementation and evaluation; (2) principals' leadership consisted of five indicators: having a full vision, responsibility, providing the best service, developing teachers and staff; (3) organizational culture consisted of three indicators are: innovation, brave to take risks, team orientation, aggressiveness; (4) competence with four indicators are: pedagogic, personality, social and professional; (5) job satisfaction consisted of five indicators are: job satisfaction with salary, job satisfaction with the work itself, job satisfaction with promotions, job satisfaction with the attitude of superiors, job satisfaction with coworkers.

Data analysis technique used a path analysis for hypotheses test with SPSS (statistical packages of social scientists) for Windows version 23.0 application computer program with level of significance at 0.05.

RESULTS AND DISCUSSION

To find out how much partial and simultaneous influence variables of Leadership, Organizational culture, and competence on

teachers' performance through job satisfaction, it must be done t-test and F-test.

Regression model 1

F-test (ANOVA)

ANOVA-test or F-test is intended to see how the influence of all independent variables simultaneously on dependent variable or to test whether the regression model is significant or not.

The results of F-test (ANOVA) on principals' leadership, cultural organization, and competence on job satisfaction can be seen as follows:

Table 1. The Results of F-Test I

ANOVA ^a					
Model	Sum of Square	Df	Mean Square	F	Sig.
1. Regression	3162.370	3	1054.123	21.991	.000 ^b
Residual	3547.079	74	47.934		
Total	6709.449	77			

a. Dependent Variable: Job Satisfaction

b. Predictors: Principals' Leadership, Cultural Organization, Competency

Based on the table ANOVA-test above of data processing with SPSS 23.0, it is known that from the value of probability Sig = 0,000 is smaller than 0.05 and $F_{\text{calculate}} = 21.991$ is greater than $F_{\text{table}} = 2.70$ ($F_{\text{calculate}} > F_{\text{table}}$).

Therefore, it can be concluded that the regression can be used as a predictor or prediction because all of independent variables (principals' leadership, organizational culture, and Competence) have positive significant influences simultaneously on job satisfaction. It means the alternative hypothesis is accepted and the null hypothesis is rejected. Further significance testing is continued by individual/partial testing through t-test.

t-Test I

The partial test calculation of principals' leadership, organizational culture, and competence influence on job satisfaction using SPSS 23.0 with the unstandardized coefficients beta of the regression line equation obtained: $Y_2 = -7.654 + 0.411X_1 + 0.557X_2 + 0.287X_3$ and $t_{\text{calculate}}$ obtained of the principals'

leadership (2.21) organizational culture (3.453) and competence (2.158) on job satisfaction with significance of principals' leadership obtained (0.031), organizational culture (0.001) and competency (0.034).

Therefore, overall variables are more than 0.05 or $\alpha > 5\%$ by using a significance level at $\alpha = 0.05$, where $df = 78 - 5 = 73$ obtained as much as (1.669). Furthermore, $t_{\text{calculate}}$ (2.201), (3.453), and (2.158) $> t_{\text{table}}$ (1,669) or $t_{\text{calculate}} > t_{\text{table}}$. Thus, it could be concluded that: (1) principals' leadership has a positive and significant influence on job satisfaction; (2) organizational culture has a positive and significant influence on job satisfaction; (3) Competence has a positive and significant influence on job satisfaction.

Regression Model II

F-test (ANOVA)

Based on the table of Anova-test below shows that probability value of Sig obtained = 0,000 is smaller than 0.05 and value of $F_{\text{calculate}} = 51.393$ is greater than $F_{\text{table}} = 2.46$ ($F_{\text{calculate}} 51.393 > F_{\text{table}} 2.46$).

Furthermore, it can be used as a predictor or prediction, because all of independent variables (principals' leadership, organizational culture, competence and job satisfaction) have positive significant influences simultaneously on job teachers' performance. It means the alternative hypothesis is accepted, and otherwise the null hypothesis is rejected.. More clearly, look at the following table of F-test:

Table 2. The Results of F-Test II

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1. Regression	2282.468	4	570.617	51.393	.000 ^b
Residual	810.519	73	11.103		
Total	3092.987	77			

a. Dependent Variable : Teachers' Performance

b. Predictors: (constant), principals' leadership, organizational culture, competence, Job Satisfaction.

t-Test II

The second results a partial test calculation of principals' leadership, organizational culture, competency and job

satisfaction on teachers' performance counted with unstandardized coefficients beta of the regression line equation obtained $Y_1 = -6.892 + 0.369X_1 + 0.187X_2 + 0.145X_3 + 0.271Y_2$ and *t-calculate* obtained of principal's leadership, organizational culture, competence and job satisfaction on teachers' performance obtained (3.977), (2.242.), (2.195) (4.839) with *t-significant* obtained (0.000), (0.028) (0.031) and (0.000) at 0.05 level of significance.

Therefore, the overall variables are more than 0.05 or $\alpha > 5\%$ by using a significance level at α 0.05, where $df = n - k = 78 - 4 = 74$, *t-table* = 1.668. The next, *t-calculate* (3.977), (2.242), (2.195) and (4.839) > *t-table* (1.668) 46 or *t-calculate* > *t-table*

Based on result of statistical data with SPSS 23.0 program above, it could be concluded: (1) principals' leadership has a positive and significant influence on teachers' performance; (2) Organizational culture has a positive and significant influence on teachers' performance; (3) competence has a positive and significant influence on teachers' performance; (4) job satisfaction has a positive and significant influence on teachers' performance. More clearly, it will be explained in the following discussions:

The Influence of Principals' leadership on Job satisfaction

Based on the results of the partial analysis previously stated, it was found that principals' leadership has positive and significant influence on job satisfaction of junior high school teachers in Southern Brebes. The partial influence (P1) obtained 0.411 or rounded up to 4.11%. It means the alternative hypothesis has accepted and principals' leadership has a positive significant influence on job satisfaction. In addition, the satisfaction and dissatisfaction of junior high school teachers in Southern Brebes was influenced.

The result of the data analysis can also be interpreted that the better principals' leadership, the teachers of private junior high school in Southern Brebes would be satisfied too. Thus, the study support earlier research results which

conducted by (Sudharto,2011; Suprpta, 2015 Sucipno,*et,al.*, 2017; Hardono,2017) found that there is a positive and significant influence between leadership on job satisfaction.

The Influence of Organizational Culture on Job satisfaction

The analysis of t-test found that organizational culture has a positive and significant influence on job satisfaction partially of Private Teachers in Southern Brebes. The magnitude of the partial influence (P2) =0.557 or rounded up to 5.57% Thus, the result of the analysis can also be interpreted that as much as 5.57% of the organizational culture provided could influence the job satisfaction of private junior high schools in Southern Brebes. The present study has proven that null hypothesis is rejected and alternative hypothesis is accepted. In other words, the better organizational culture in school environment could improve the job satisfaction. Otherwise, the worse of the organizational culture, it will influence increase dissatisfaction.

This finding reinforces Tetuko (2012) found in research that there is a positive and significant influence of organizational culture on job satisfaction.

Therefore, the result of the study clearly shows that organizational culture is an important factor in making teacher satisfaction.

The Influence of competence on Job satisfaction

Based on the results of the statistical analysis found that competence has positive and significant influence on job satisfaction partially of private junior school teachers in Southern Brebes. The magnitude of partial influence (P3) = 0.287 or rounded up to 8.27%. Furthermore, the alternative hypothesis is accepted and otherwise, null hypothesis is rejected. In other words, the better competence could improve the job satisfaction of private junior high school teachers in Southern Brebes. Conversely, the lower of competency, it would be higher dissatisfaction.

Furthermore, the present research in line with a Syahrir (2014) dan Deswarta (2017) that there is a positive and significant or partial influence between competence and job satisfaction.

The Influence of Principals' leadership on Teachers' Performance

The statistical analysis showed that partially positive and significant leadership on teachers' performance. The magnitude of the partial and direct influence on teacher performance (P4) = 0.369%. The next, It could be interpreted that by 0.369% or 3.69% leadership could affect the good or bad performance of teachers.

The results of the present study supported previous research from Putra and Yunita's (2014) and Ndapaloka *et al.*, (2016) which explained the better and more conducive leadership would improve employee performance and their statement strengthened again by (Thamrin, 2012; Atik, 2012; Chemobo et al, 2014; Setyowati *et al.*, 2019) found that leadership has significant influence on performance.

The Influence of Organizational Culture on Teachers' Performance

Based on the partial result test of the analysis data found there is positive influence and significant between organizational culture and teachers' performance. The total influence of organizational culture on teacher performance obtained ((P5) 0.187 or 1.87%. The result of the analysis can also be interpreted that as much as or 1.87% of leadership can influence the good or bad performance of teachers. In other words, the better of the leadership provided, the better the performance of private junior high school teachers in Southern Brebes. The research has proven the alternative hypothesis is accepted. In the fact, the present study is corroborated by Robbins and Judgje (2017: 379) stated in his book that a stronger culture will have a greater impact on performance.

Empirically, the results of the study supported the majority of organizational experts

and researchers to prove that organizational culture has very strong influence on the performance and influence of long-term organizations (Cameron & Quin, 1999) in (Sudarmanto, 2015: 182). The research also supports with (Zakharia, 2014; Syakir and Pardjono, 2015; Saragih, 2017; Marinda,) organizational culture has a significant effect on teacher s' performance.

In addition, the following year by reinforcing their statement, namely Aini (2018) which states that organizational culture has a partial and simultaneously and also positive significantly influences on teacher performance. On the other hand, Mabat (2016) found that organizational culture has a negative and insignificant effect on employee performance.

The Influence of Competence on Teachers' Performance

The result calculation of t-test found that partially competence influenced on teachers' performance positively and significantly. The magnitude of the partial and direct influence on teachers' performance obtained ((P6) 0.145%.

The results of the study supported the findings of previous researchers found that competence has a positive and significant effect on performance. (Arifin, 2014; Orido et al., 2015; Novitasari *et al.*, 2016. Koswaro and Rasto, 2016; Pujiastuti, 2017: Saragih, 2017; Prasyanto, 2017, Rina *et al.*, 2017); Sari *et al.*, 2019). On the contrary (Duysters and Hagedoorn, 2000; Putranti *et al.*, 2018) are not supported in the research.

The Influence of Job Satisfaction on Teachers' Performance

The analysis of data found that partially Job satisfaction has positively and significantly on teachers' performance. The magnitude of the partial and direct influence on teacher's performance obtained (P7)= 0.271. It could be also be interpreted that by 0.271% or 2.719% leadership could influence the good or bad performance of teachers.

The results of study in accordance with the finding research result which conducted by

Chandra & Priyono (2016), they found job satisfaction has an impact on performance. However, Fu and Despande (2013) found that job satisfaction has an insignificant impact on employee performance in one company in China.

The research proven what has stated Robbin and Judge (2014: 114) revealed when overall productivity and satisfaction data is collected for organizations, we find that organizations that have more satisfied employees tend to be more effective when compared to organizations that have less employees. It is interpreted that job satisfaction is important to improve teacher performance, the higher of the level teacher satisfaction; it will increase the level of teachers' performance.

The influence of principals' leadership on Teachers' Performance through Job satisfaction

Based on t-calculation results of the path analysis, the total indirect and direct influence of principals' leadership through Job satisfaction on teachers' performance obtained (P8)= 0.480. The influence of mediation shown by the multiplication coefficient (P1) x (P7) = 0.111 significant or not, tested with a sobel test t-calculator on line for the significance of mediation.

The t-calculation of sobel test obtained = 2.001 (a significance level at 0.05 = 1.668 ($t\text{-calculate} > t\text{-table}$)). Next, $t\text{-calculation}$ of two-tailed-probability obtained 0.045. It could be concluded that two-tailed probability = 0.045 < 0.05. It means that there is an intervening variable.

Based on the results above, the mediation factor testing (sobel test) found that there is a positive and significant influence of principals' leadership on teachers' performance through job satisfaction. In the fact, job satisfaction is proven as an intervening variable and the null hypothesis is rejected.

The finding of the study in line with the previous researches Riswan (2014) found that principals' leadership has a significant influence

indirectly on teachers' performance through job satisfaction.

The Influence of Organizational Culture on Teachers' Performance through Job satisfaction

Based on the t-calculation of path analysis of indirect influence of organizational culture on teachers' performance through job satisfaction on teachers' performance obtained (P9) = 0.337. The influence of mediation shown by the multiplication coefficient (P2 x P7) = 0.150. Furthermore, significant or not, tested with multiple tests using a sobel statistical t-calculator.

The results of the t-calculation of sobel test resulted $t\text{-calculate} = 2.814$ with a significance level at 0.05 = 1.668 ($t\text{-calculate} > t\text{-table}$), the next step, the t-calculation of two-tailed-probability obtained 0.004. It could be concluded that two-tailed probability: 0.004 < 0.05, which means that there is an intervening influence. The research has proven that the alternative hypothesis is accepted. Therefore, it could be interpreted that organizational culture has a positive and significant influence on teachers' performance through job satisfaction

The study supported to the previous research by Zakharia (2014) in his journal reported that job satisfaction has a significant positive influence on teachers' performance and job satisfaction mediated organizational culture and teachers' performance. The fact of the research shows that organization culture has a positive significant on teachers' performance with job satisfaction as a mediator variable in private junior school especially Southern Brebes.

The Influence of Competence on Teachers' Performance through Job satisfaction

Based on $t\text{-calculation}$ of competence influence through job satisfaction on teachers' performance obtained (P10= 0.222), it is a path analysis of independent variable through intervening variable to the dependent variable. Mediation influence shown by the multiplication coefficient (P3 x P7) of 0.077 next, significant or

not, tested by Sobel Test using t-calculator for the significance of mediation.

The results of sobel test can be known $t\text{-calculate} = 1.970 > t\text{-table}$ with level of significance at $0.05 = 1.668$. Two-tailed obtained $= 0.048$. It can be concluded that two-tailed probability of $0.048 < 0.05$ is significant, which means that there is an intervening influence. In other words that competence has a positive and significant influence on teachers' performance through job satisfaction. Furthermore, the alternative hypothesis is accepted and in other side the null hypothesis is rejected.

The fact, the research supported the previous study Parmin (2017) that teachers' competence has a partial and simultaneous influence on teachers' performance through Job satisfaction. In other words, the teachers who have good competence will influence on job satisfaction, after they are satisfied, teachers' performance will increase.

CONCLUSION

Based on result of the research above, it can be concluded that principals' leadership, organizational culture and competence have significant influence on teachers' performance through job satisfaction. In other words that principals' leadership, organizational culture and competence contributed by teachers positively and significantly influence on teachers' performance through job satisfaction in private junior high schools especially Southern Brebes region.

Therefore, the writer would like to give suggestion for the teachers that teachers should increase teachers, performance; it is an effort to improve the progress of Indonesian education. and the research can be used as a reference in conducting further research, especially regarding the factors that affect teacher performance.

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