

The Mediating Effect of Job Satisfaction on Teacher Performance Based on Work Motivation and Organizational Culture

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ABSTRACT

This study aims to examine the influence of motivation and Organizational Culture on Employee Performance through Job Satisfaction as mediation. The population of this study was all civil servants at SD Negeri Madyopuro, Malang City. The sampling technique used in this study was saturated samples, with a total of 37 respondents. The analytical technique used is a structural equation model (Structural Equation Modeling - SEM) Based variance component based SEM, yang dikenal dengan Partial Least Square (PLS). The results of this study are that 1) Motivation has a positive and significant effect on the Job Satisfaction of civil servant teachers at SDN Madyopuro Malang City, 2) Organizational Culture has a positive and significant effect on the Job Satisfaction of civil servant teachers at SDN Madyopuro Malang City, 3) Motivation has a positive and significant effect on the Performance of civil servant teachers at SDN Madyopuro Malang City, 4) Organizational Culture has a positive and significant effect on the Performance of civil servant teachers at SDN Madyopuro Malang City, 5) Job Satisfaction has a positive and significant effect on the performance of civil servant teachers at SDN Madyopuro Malang City, 6) Job Satisfaction has a mediating influence between Motivation Variables and Teacher Performance Variables, 7) Job Satisfaction has a mediating influence between Organizational Culture Variables and Teacher Performance Variables.

1. INTRODUCTION

Human resources are indispensable assets in a company or organization, human resources themselves have a role in implementing existing policies in a company and as implementers of operational activities in an organization. Human resources not only function as tools to perform tasks but are very valuable assets for an organization, therefore human resources in the Company must be taken seriously so that organizational goals can be achieved optimally for the long and short term.

A factor that affects the success of an organization in an institution or school is the performance of the teachers themselves which is influenced by job satisfaction. Job satisfaction in turn is influenced by various factors such as motivation and organizational culture. Motivation includes meeting physiological needs, safety and security needs, social and affiliation needs, reward needs and self-acquisition needs, while organizational culture has good attitudes, values within oneself, norms of behavior carried out in the workplace, and expectations of organizational members. Both of these variables have an important role in achieving company goals.

This is supported by previous research revealed by Adya Hermawati, Martaleni, Totok Hendarto (2021) with the title "Maximization of Employee Performance with the Effect of Strengthening Job Satisfaction". The results obtained are: Employee work motivation shows a direct positive but not significant influence on job satisfaction. While the research conducted continues research conducted by Rizal Shalahuddin Mahardika, Adya Hermawati, Tuti Hastuti (2022) with the title "The Influence of Work Motivation and Organizational Commitment on Employee Performance" The results showed that motivation had a positive and significant effect on employee performance. Furthermore, research conducted by Suhartiningtya, Survival, Adya Hermawati (2022) entitled "Analysis of the Mediating Effects of Job Satisfaction Based on Leadership Style and Work Discipline on Employee Performance". The results showed that job satisfaction affects employee performance. Then a study conducted by Tjutjuk Hardianto, Rahayu Puji Suci, Adya Hermawati (2022) entitled "Mediation of Job Satisfaction: Motivation and Employee Engagement on Nurse Performance". The results showed that motivation had a positive and significant effect on nurses' performance.

This research focuses on civil servant teachers at SDN Madyopuro, Malang City as the object of research. This selection is based on certain considerations that make SDN Madyopuro Malang City a relevant choice to explore the phenomenon of Performance in the context of teachers in elementary school education.

Although motivation, organizational culture, and teacher performance have significant influences on the literature, there are research gaps that need to be filled. This study will explore how motivation and organizational culture affect performance at SDN Madyopuro Malang, and whether job satisfaction support can moderate the relationship between motivational variables and organizational culture on teacher performance.

In summary, this study aims to fill the research gap by exploring the relationship between motivation, organizational culture and the performance of civil servant teachers at SDN Madyopuro Malang City. The novelty of this study lies in the focus of civil servant teachers in public elementary schools and the use of job satisfaction support as moderators. The results of the research are expected to provide new insights, provide practical benefits for the company, and assist in the development of human resource management strategies. The objectives in detail will be explained further at the conclusion of the study.

2. LITERATURE REVIEW

1) Motivation

According to (Maslow, 1954) suggests that individual needs can be arranged in a hierarchy. The highest hierarchy of needs is physiological needs, because these needs are the most powerful until they are satisfied. While the lowest hierarchy of needs is the need for self-actualization.

2) Organizational Culture

According to (Greenberg and Baron, 1995) emphasizes organizational culture as a cognitive framework that contains attitudes, values, behavioral norms and expectations held by organizational members. This is in line with Soetopo's opinion (2000) stating that organizational culture is related to beliefs, assumptions, values, behavioral norms, ideologies, attitudes, habits, and expectations owned by the organization.

3) Job Satisfaction

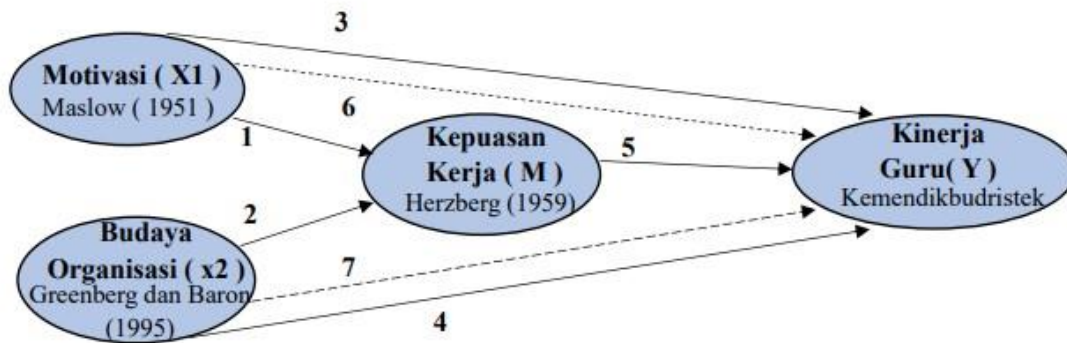
According to the Two Factors eori (Herzberg, 1959) job satisfaction and dissatisfaction are different things. Job satisfaction and dissatisfaction are not a continuous variable. This theory formulates job characteristics into two groups, namely satisfies or motivators and dissatisfies. Satisfies are factors or 23 situations needed as a source of job satisfaction consisting of: interesting work, full of challenges, opportunities for achievement, opportunities for awards and promotions. Dissatisfies (hygiene factors) factors that are sources of dissatisfaction, consisting of: salary/wages, supervision, interpersonal relationships, working conditions and status.

4) Teacher Performance

According to the Ministry of Education and Culture there are several indicators that can affect teacher performance, among others, the application of work discipline, interactive activities, attention and care, adaptive instructions and learning instructions.

3. RESEARCH METHODS

This research is a research that uses quantitative analysis methods. The population in this study was civil servant teachers at SDN Madyopuro Malang City which amounted to 37 people. The sample in this study used a saturated sample, namely the number of samples was all civil servant teachers at SDN Madyopuro Malang City. The data analysis techniques used in this study are Partial Least Square-Structural Equation Modeling (PLS-SEM) with the app SmartPLS. The conceptual model in this study is as follows:



Source: Maslow, (1951); Greenberg & Baron, (1995); Herzberg, (1959);
Kemendikbudristek

Figure 1. Conceptual Wrinkle

Hypothesis

- H1 : Motivation has a positive and significant effect on job satisfaction of civil servant teachers in elementary schools Madyopuro Country, Malang City.
- H2 : Organizational culture has a positive and significant effect on the job satisfaction of civil servant teachers in SD Negeri Madyapuro, Kota Malang.
- H3 : Motivation has a positive and significant effect on the performance of civil servant teachers in elementary schools Madyopuro Country, Malang City.
- H4 : Organizational culture has a positive and significant effect on the performance of civil servant teachers in elementary schools Madyopuro Country, Malang City.
- H5 : Job satisfaction has a positive and significant effect on the performance of civil servant teachers in public elementary schools Madyopuro, Kota Malang.
- H6 : Job satisfaction has a positive and significant effect mediating between motivation and motivation performance of civil servant teachers at SDN Madyopuro, Malang City.
- H7 : Job satisfaction has a positive and significant mediating effect between organizational cultures on the performance of civil servant teachers at SDN Madyopuro, Malang City.

4. RESULTS AND DISCUSSION

Results

Data on the characteristics of respondents in this study include: 1) based on gender; 2) based on length of service; and 3) based on education level. The three characteristics of respondents are presented in the table below:

Table 1. Characteristics of Respondents Based on Gender

| No. | Gender | Frequency | Presentase (%) |
|---------------|--------|-----------|----------------|
| 1. | Man | 10 | 27% |
| 2. | Woman | 27 | 73% |
| Amount | | 37 | 100% |

Source: Processed Questionnaire Data, (2024)

Based on table 1, it is known that the most respondents are female with a frequency of 27 respondents (73%) and the rest are male with a frequency of 10 respondents (27%).

Table 2. Characteristics of Respondents Based on Working Period

| No. | Working Period | Frequency | Presentase (%) |
|---------------|----------------|-----------|----------------|
| 1. | ≤ 5 year | 13 | 35,1% |
| 2. | 6-15 year | 18 | 48,6% |
| 3. | 16-25 year | 6 | 16,2% |
| 4. | ≥ 25 year | - | - |
| Amount | | 37 | 100% |

Source: Processed Questionnaire Data, (2024)

Based on the table listed above, it is known that the most respondents are in the working period of 6-15 years with a frequency of 18 respondents (48.6%) followed by a working period of ≤ 5 years with a frequency of 13 respondents (35.1%). As for the working period of 16-25 years, it has a frequency of 6 respondents with a percentage of 16.2%.

Table 3. Characteristics of Respondents Based on Education

| No. | Education | Frequency | Presentase (%) |
|---------------|---------------------------|-----------|----------------|
| 1. | High School or Equivalent | - | - |
| 2. | Diploma 1/2/3 | - | - |
| 3. | Strata-1 | 35 | 94,6% |
| 4. | Strata-2 | 2 | 5,4% |
| Amount | | 37 | 100% |

Source: Processed Questionnaire Data, (2024)

Based on the table above, it is known that the most respondents are respondents with a strata-1 education level with a frequency of 37 respondents (94.6%) while for the strata-2 education level has a frequency of 2 respondents with a percentage of 5.4%.

A construct can be said to be reliable if the value of composite reliability is more than equal to 0.60. Cronbach's Alpha is a group of indicators that measure a variable that has good composite reliability based on the value of the alpha coefficient with a value greater than 0.70 (Creswell, 2017). Reliability test results can also be strengthened by Cronbach's alpha and Composite Reability which are shown in the SmartPLS output in the following table:

Table 4. Cronbach's Alpha dan Composite Reability

| Kontruk | Alpha Cronbach | Composite Reliability |
|-----------------------------|----------------|-----------------------|
| Motivation (X1) | 0.850 | 0.866 |
| Organizational Culture (X2) | 0.844 | 0.853 |
| Job Satisfaction (M) | 0.784 | 0.782 |
| Teacher Performance (Y) | 0.828 | 0.844 |

Source: Data processed, (2024)

Another way to measure discriminant validity is to look at the average variance extraxted (AVE) value. The value based and expected is a value above 0.5 but if there is a

value of each variable that has not been met, it can be done by comparing the AVE root with the maximum correlation of each construct. The AVE value of each variable used in this study still does not meet the criteria that should be greater than 0.5, so a comparison of AVE roots with the maximum correlation of each construct is needed, here is the comparison which is poured in the form of the following table:

Table 5. Comparison of AVE Roots with Maximal Correlation

| Kontruk | AVE | Maximal Correlation |
|-----------------------------|------------|----------------------------|
| Motivation (X1) | 0.489 | 0.570 |
| Organizational Culture (X2) | 0.420 | 0.502 |
| Job Satisfaction (M) | 0.434 | 0.591 |
| Teacher Performance (Y) | 0.437 | 0.576 |

Source: Data processed, (2024)

From the table above, it can be seen that the maximum correlation value of each construct is below the AVE root value. Thus, it can be stated that the discriminant validity requirements in this study are met.

The R-Square value is a test of the model's goodness of fit. Changes in R-Square values are used to explain the effect of a particular exogenous latent variable on whether the endogenous latent variable has a substantive influence. R-Square value 0.67; 0.33 and 0.19 for endogenous latent variables in structural models indicate strong, medium, and weak models (Chin, 1998). Based on the test results using the SmartPLS program, the following RSquare results were obtained:

Table 6. R-Square

| Endogenous Latent Variables | R-Square |
|------------------------------------|-----------------|
| Teacher Performance (Y) | 0.894 |

Source: Data processed, (2024)

The R-Square value for the latent endogenous variable of teacher performance (Y) is 0.894 or equivalent to 89.4%. It is that motivation (X1), organizational culture (X2) and job satisfaction (M) can have an influence of 89.4% on teacher performance (Y), while the remaining 10.6% is the contribution of other factors that were not tested in this study. This confirms that motivation, organizational culture and job satisfaction play an important role in improving teacher performance, although there are still other factors that influence these variables.

Hypothesis testing in this study was conducted to see the magnitude of influence between constructs and interaction effects. and in this case what is meant is the moderation effect using path coefficient analysis with P-Values and T-Statistics values. The research hypothesis can be declared acceptable if the P-Values value ≤ 0.05 and the TStatistics value ≥ 1.96 . The following are the results of hypothesis testing using path coefficients resulting from statistical analysis in this study using the SmartPLS program:

Table 7. Path Coefficient

| Relationship Construct | Original Sample | T-Statistic | P-Values |
|---|-----------------|-------------|----------|
| Motivation=>Job Satisfaction | 0.383 | 3.310 | 0.001 |
| Organizational Culture=>Job Satisfaction | 0.461 | 5.316 | 0.000 |
| Motivation=>Teacher Performance | 0.489 | 3.179 | 0.001 |
| Organizational Culture=>Teacher Performance | 0.461 | 3.108 | 0.001 |
| Job Satisfaction=>Teacher Performance | 0.694 | 2.369 | 0.010 |
| Motivation=>JobSatisfaction=>Teacher Performance | 0.266 | 2.195 | 0.037 |
| Organizational Culture=>Job Satisfaction=>Teacher Performance | 0.419 | 2.195 | 0.015 |

Source: Data processed, (2024)

Based on the table of path coefficients and specific indirect influences show that the Motivation Variable on job satisfaction has a positive and significant effect, Furthermore, Organizational Culture on Job Satisfaction has a positive and significant effect, Motivation on Teacher Performance has a positive and significant effect, Organizational Culture on Teacher Performance has a positive and significant effect, Job Satisfaction on Teacher Performance has a positive and significant effect, Job Satisfaction is able to mediate the influence of Motivation variables with Teacher Performance Variables, and Job Satisfaction is able to mediate the influence of Organizational Culture variables on Teacher Performance.

Discussion

1) The Effect of Motivation on Job Satisfaction

Overall the average score for Motivation is 4.59 and based on the index value category, the score falls into the very high or very good category. These results show that the motivation possessed by teachers at SDN Madyopuro Malang City is very high. In the Job Satisfaction variable, the average score is 4.55 with very high indicator information. These results show that the job satisfaction felt by each individual civil servant teacher at SDN Madyopuro Malang City is very high. And based on the results of the analysis of the structural model in PLS, it was obtained that motivation had a positive and significant effect on job satisfaction at SDN Madyopuro Malang City. That is, the better the motivation possessed by each individual teacher at SDN Madyopuro Malang City, the more optimal the job satisfaction in it.

2) The Influence of Organizational Culture on Job Satisfaction

Overall, the average score for Organizational Culture is 4.62 and based on the index value category, the score falls into the very high or very good category. These results show that the motivation possessed by teachers at SDN Madyopuro Malang City is very high. In the Job Satisfaction variable, the average score is 4.55 with very high indicator information. These results show that the job satisfaction felt by each individual civil servant teacher at SDN Madyopuro Malang City is very high. And based on the results of

the analysis of the structural model in PLS, it was obtained that organizational culture had a positive and significant effect on job satisfaction at SDN Madyopuro Malang City. That is, the better the organizational culture that the environment has at SDN Madyopuro Malang City, the more optimal the job satisfaction in it. The results of this study prove that organizational culture has distinctive characteristics that show differences in organizational culture related to the work environment will optimize the job satisfaction of each individual. These results also support previous research by Didit Haryadi, W (2020) and Mohamad Oksa Zaki Triantara., et al (2022) that there is a positive and significant influence of organizational culture on job satisfaction. This means that the firmness of the pattern of relationship between organizational culture and job satisfaction is supported by this study.

3) The Effect of Motivation on Teacher Performance

Overall the average score for Motivation is 4.59 and based on the index value category, the score falls into the very high or very good category. These results show that the motivation possessed by teachers at SDN Madyopuro Malang City is very high. In the Teacher Performance variable, the average score is 4.74 with very high indicator information. These results show that the teacher performance felt by each individual civil servant teacher at SDN Madyopuro Malang City is very high. And based on the results of the analysis of the structural model in PLS, it was obtained that motivation had a positive and significant effect on teacher performance at SDN Madyopuro Malang City. That is, the better the motivation of each individual teacher at SDN Madyopuro Malang City, the more optimal the performance of the teachers in it.

4) The Influence of Organizational Culture on Teacher Performance

Overall, the average score for Organizational Culture is 4.62 and based on the index value category, the score falls into the very high or very good category. These results show that the motivation possessed by teachers at SDN Madyopuro Malang City is very high. In the Teacher Performance variable, the average score is 4.74 with very high indicator information. These results show that the teacher performance felt by each individual civil servant teacher at SDN Madyopuro Malang City is very high. And based on the results of the analysis of the structural model in PLS, it was obtained that organizational culture had a positive and significant effect on the performance of civil servant teachers at SDN Madyopuro Malang City. That is, the better the organizational culture that the environment has at SDN Madyopuro Malang City, the more optimal the performance of the teachers in it.

5) The Effect of Job Satisfaction on Teacher Performance

Overall, the average score for Job Satisfaction is 4.55 and based on the index value category, the score is in the very high or very good category. These results show that the job satisfaction possessed by teachers at SDN Madyopuro Malang City is very high. In the Teacher Performance variable, the average score is 4.74 with very high indicator information. These results show that the teacher performance felt by each individual civil servant teacher at SDN Madyopuro Malang City is very high. And based on the results of the analysis of the structural model in PLS, it was obtained that job satisfaction had a positive and significant effect on the performance of civil servant teachers at SDN

Madyopuro Malang City. That is, the better the job satisfaction that individuals have at SDN Madyopuro Malang City, the more optimal the performance of the teachers in it.

6) The Effect of Motivation on Teacher Performance Mediated Job Satisfaction

Based on the results of the hypothesis test, indirect influence is generated that motivation has a positive and significant effect on teacher performance through job satisfaction. This is shown from the T-Statistics value of 1.802 and the significance value of 0.037. the value is greater than T table 1.960 ($1.802 > 1.960$) and the significance value is less than 0.05 ($0.037 < 0.05$). This means that there is a significant influence on motivation on teacher performance mediated by job satisfaction. Then it can be seen that the original sample value is 0.266, this positive value is that the direction of the relationship is positive. So the result of this study is that the higher the motivation element at SDN Madyopuro Malang City will make job satisfaction increase and then will improve teacher performance.

7) The Influence of Organizational Culture on Teacher Performance Mediated Job Satisfaction

Based on the results of the hypothesis test, indirect influence is generated that organizational culture has a positive and significant effect on teacher performance through job satisfaction. This is shown from the T-Statistics value of 2.195 and the significance value of 0.015. the value is greater than T table 1.960 ($2.195 > 1.960$) and the significance value is less than 0.05 ($0.015 < 0.05$). This means that there is a significant influence on organizational culture on teacher performance mediated by job satisfaction. Then it can be seen that the original sample value is 0.419, this positive value is that the direction of the relationship is positive. So the result of this study is that the higher the element of organizational culture at SDN Madyopuro Malang City will make job satisfaction increase and then will improve teacher performance.

5. CONCLUSION

So conclusions are obtained from research which are important findings and as answers to the questions raised at the beginning. The results of the study are as follows:

- 1) Motivation has a positive and significant effect on job satisfaction. That is, if the motivation obtained by each teacher is getting better, it will increase the job satisfaction of each individual at SDN Madyopuro Malang City.
- 2) Organizational culture has a positive and significant effect on job satisfaction. That is, if the organizational culture is getting better, it will optimize teacher job satisfaction at SDN Madyopuro Malang City.
- 3) Motivation has a positive and significant effect on teacher performance. That is, if better motivation will optimize teacher performance at SDN Madyopuro Malang City.
- 4) Organizational culture has a positive and significant effect on teacher performance. That is, if a better organizational culture will optimize teacher performance at SDN Madyopuro Malang City.
- 5) Job satisfaction has a positive and significant effect on teacher performance. This means that better job satisfaction will optimize teacher performance at SDN Madyopuro Malang City.

- 6) Job satisfaction has a role in mediating the influence of motivation on teacher performance at SDN Madyopuro Malang City.
- 7) Job satisfaction has a mediating role in the influence of organizational culture on teacher performance.

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