
Factors Affecting Performance of Senior High School Teachers in Banda Aceh City: will the Job Satisfaction as a Mediation?

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Abstract

This study is to find out Factors Affecting Performance of Senior High School Teachers in Banda Aceh City, Province Of Aceh, Indonesia. The identified variables are work environment, work culture, compensation, job satisfaction, and teacher performance. The study is conducted on 167 teachers at senior high schools in Banda Aceh city as the respondents. The result shows that work environment, work culture and compensation have a simultaneous influence on job satisfaction, work environment, work culture and compensation and teacher job satisfaction have a simultaneous influence teacher performance, work environment variable has a significant influence on teacher job satisfaction, work culture has a significant effect on teacher job satisfaction, compensation has a significant influence on teacher job satisfaction, work environment does not have an influence on teacher performance, work culture has a significant influence on teacher performance, compensation does not influence teacher performance, and the mediation variable of job satisfaction cannot provide a significant influence among work environment and teacher performance, work culture and teacher performance, and compensation with teacher performance. These all findings show the figures of the variables and this contribute to the realm of science in updating the causality theories. This model also can be a reference for the practical leaders to make the policy regarding the variables, especially for the leaders related in this research. The novelty resides in the intergration of the previous causality model and the new object, while the limitation lies in the scope and number of variables.

Keywords: Teacher Performance, Job Satisfaction, Work Environment, Work Culture, and Compensation.

1. Introduction

As the development of education sector continues, teachers are required not only to master the knowledge and skills that must be given to students in the teaching and learning process, but they must also be an example and role model for students at school.

Based on the review results of several senior high schools in Banda Aceh city, most teachers have shown maximum performance in carrying out their duties as educators and instructors even though there are some of them who still do not carry out work according to their expertise. This is evidenced by the lack of sense of responsibility in preparing materials and completing their teaching before the learning begins.

It is important to know that there are numerous factors which influence teacher performance. For example, they originally come from within the teacher himself and from outside of the teacher. According to (Barnawi & Arifin, 2012), there are 2 factors that influence teacher performance, namely internal and external factors. Internal factors are the factors that exist in the teacher himself such as ability, skills, while external factors are the factors that exist outside of the teacher such as work environment, work culture and others.

In the State Senior High School in Banda Aceh City, it is known that there are problems regarding the teacher work environment. This is due to differences in the availability of infrastructure which is owned by each school. There are schools which have facilities with complete inventory, but some do not. The problem that is often encountered is the lighting in teacher workroom. Lighting is important for teacher performance, especially for the teachers who have problems with their eyesight and are old. It makes them difficult to prepare learning.

In addition to work environment, work culture also has an important role in improving teacher performance. In improving his good and maximum performance, a teacher or educator is proven by his efforts to transform his knowledge to the students. Furthermore, the work culture of senior high school teachers in Banda Aceh City still shows bad work culture of teachers. This is reflected in there are teachers who sometimes come late and go home faster with various reasons. There are also some teachers who think the principal does not warn the teacher who violates the rules. There are also teachers who say they are not willing to replace their colleagues who are unable to attend for various reasons.

And, the compensation which is received by senior high school teachers in Banda Aceh City is also categorized as poor. It can be seen in the average number of teachers who do not get incentives from school principals when they work outside working hours or have overtime. This is due to the principal is not free to spend funds for teacher incentives if there are not technical instructions for using School Operational Assistance funds, and sometimes the principal assumes that it is included in the task load as a teacher.

This study is to find out how much: (1) the influence of work environment, work culture and compensation variables on job satisfaction variable of senior high school teachers in Banda Aceh City, (2) the influence of work environment, work culture, compensation, and job satisfaction variables on teacher performance variable of senior high schools in Banda Aceh City, (3) the influence of work environment variable on job satisfaction variable of senior high school teachers in Banda Aceh City, (4) the influence of work culture variable on job satisfaction variable of senior high school teachers in Banda City Aceh, (5) the influence of compensation variable on job satisfaction variable of senior high school teachers in Banda Aceh City, (6) the influence of work environment variable on teacher performance variable of senior high schools in Banda Aceh City, (7) the influence of work culture variable on teacher performance variable of senior high schools in Banda Aceh City, (8) the influence of compensation variable on teacher performance variable of senior high schools in Banda Aceh City, (9) the influence of job satisfaction variable on teacher performance variable of senior high schools in Banda Aceh City, (10) the influence of work environment variable on teacher performance variable of senior high schools in Banda Aceh City through job satisfaction variable, (11) the influence of work culture variable on teacher performance variable of senior high schools in Banda Aceh City through job satisfaction variable, and (12) the influence of compensation variable on teacher performance variable of senior high schools in Banda Aceh City through job satisfaction variable.

2. Literature Review

Teacher Performance

The improvement of teacher performance can be done with the task of learning and being responsible for students as it is stated by (Supardi, 2013) that teacher performance is the ability of a teacher to carry out his duties related to learning and responsible to students under his guidance for improving student learning achievement.

Furthermore, according to (Wahyudi, 1996) to measure teacher performance can be seen in the sense of responsibility from the teacher in carrying out the task, being trustworthy and having sense of responsibility as the teacher in preparing the program, method, and learning material.

Based on the above definition, it can be concluded that teacher performance is a condition that shows the ability of the teacher in carrying out his duties and he is able to be responsible for in preparing the teaching materials. It is evidenced by the material which is shown in teaching and learning process.

Job Satisfaction

According to (Ahmadi & Hermawan, 2013), he explained that job satisfaction is an emotional condition or situation that makes employees happy or displeased in seeing their work. Furthermore, according to (Siagian, 2014) job satisfaction is a way of someone looking at work both positively and negatively.

In the context of education, teacher job satisfaction has the meaning of teachers' happy feeling in assessing themselves and their work and their work environment which is expected and believed to be able to provide a sense of security and allow them to do meaningful activities.

The conclusion is that teacher job satisfaction is the condition and the feeling of happy or unhappy about his work. It is seen from his expectations and desires of the rewards which are provided by school.

Work Environment

According to (Nitisemito, 2010) in (Nuraini, 2014) work environment is all that is around us which influences in carrying out the work done, for example air circulation, lighting. Therefore, teacher work environment is all that is around him when he carries out the work. From the above opinion, it is concluded that the teacher work environment is something around the teacher that can influence him when he carries out the assigned work.

Work Culture

According to (Supriyadi & Guno, 2006), work culture is a philosophy based on the view of life as the values that will become the nature, the habits that are entrenched in the group. Then according to (Siregar & Saridewi, 2010) in (Zulfikar, Yunus, & Hafasnuddin, 2015) explains work culture as a reflection in doing something such as making a decision, serving people and others whether it is seen or not or it is felt or not. The conclusion is that work culture is a philosophy based on view of life and it is reflected in the attitude of the organization members.

Compensation

According to (Handoko, 2008) in (Afrizal, Aziz, & Yunus, 2012) stated that compensation is something that can be received in return for the services of the work he does. Furthermore (Rivai & Mulyadi, 2003) mentions compensation is something that can be accepted as a substitute for the services that have been made to the company.

Based on the above description, it is concluded that compensation is something that is given in return for services that have been made to the company and can be assessed financially and non-financially.

For teacher, compensation which is received is financial and non-financial compensation. Financial compensation is in the form of monthly salary, incentives including teacher certification allowances for them who meet the requirements. Non-financial compensation is in the form of appreciation for the results of work performance which is given by the leadership to teacher performance.

Research Formulation

Based on critically review of journals above, it can be formulated the research framework as shown on Figure 1 below:

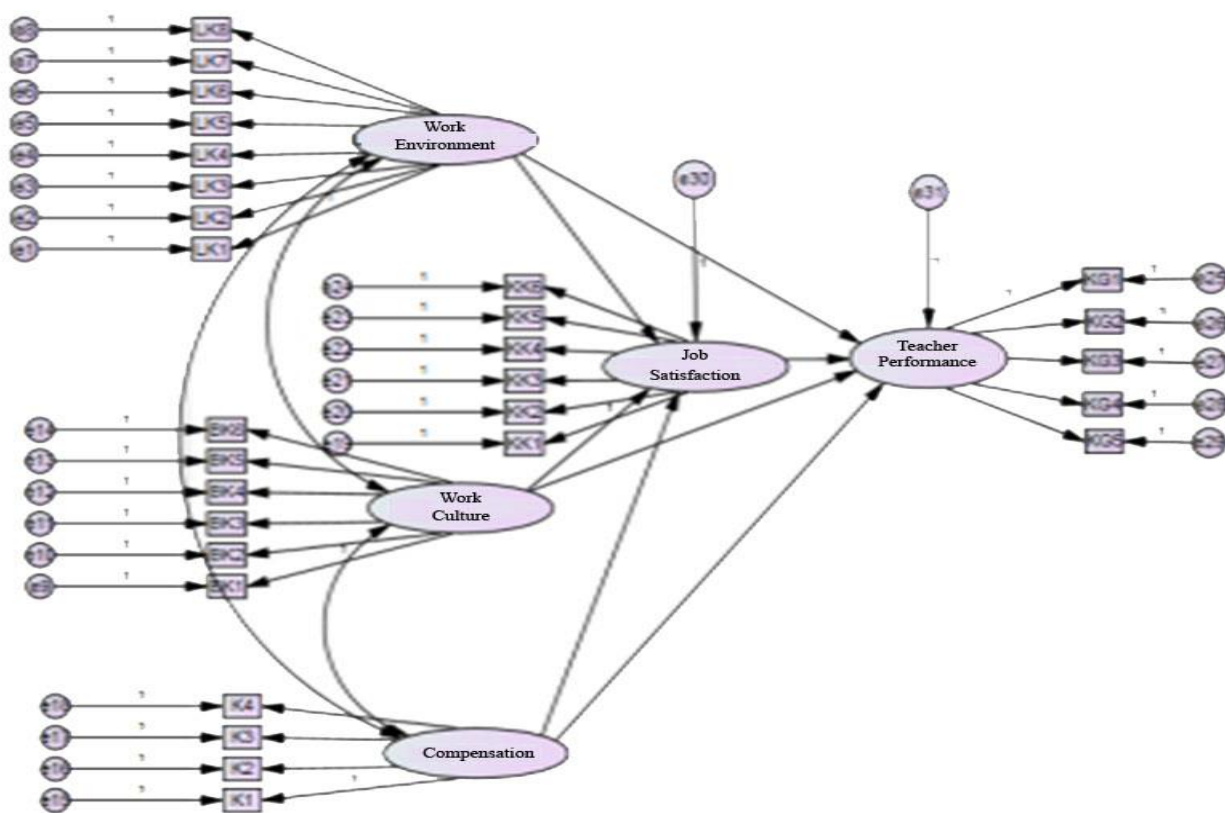


Figure 1: Research Framework

Some hypotheses are also formulated in this research that are:

H1: work culture and compensation have a simultaneous influence on job satisfaction,

H2: work environment, work culture and compensation and job satisfaction have a simultaneous influence teacher performance,

- H3: work environment effects job satisfaction,
- H4: work culture effects job satisfaction,
- H5: compensation effects job satisfaction,
- H6: work environment effects teacher performance,
- H7: work culture effects teacher performance,
- H8: compensation effects teacher performance,
- H9: job satisfaction effects teacher performance
- H10: job satisfaction mediates the effect of work environment on teacher performance,
- H11: job satisfaction mediates the effect of work culture on teacher performance,
- H12: job satisfaction mediates the effect of compensation on teacher performance

3. Research Method

The study is conducted at Senior High Schools in Banda Aceh City. The object of research is work environment, work culture, compensation variables that is mediated by job satisfaction variable on teacher performance variable of senior high schools in Banda Aceh City.

The study population is all active teachers at senior high schools in the city and the studied samples are 167 senior high school teachers. This study uses descriptive test that is to test each research variable whether it is perceived well by the respondent or not as it is seen from the mean value of each research variable. It assumes that the mean value which is below or equal to 4 can be perceived as less good and the mean value which is above or equal to 4 can be perceived well by the research respondents.

To test the research hypothesis, it is necessary to use the path analysis of Structural Equation Modeling (SEM). The reason for using this path analysis is because in the research variable, the testing is done directly (direct effect) or indirectly (indirect effect) between exogenous and endogenous variables.

To test the hypothesis on indirect relationships between exogenous and endogenous variables, the mediating effect test in this study uses (F. Hair Jr, Sarstedt, Hopkins, & G. Kuppelwieser, 2014).

4. Results And Discussion

H1: The Effect of Work Environment, Work Culture and Compensation on Job Satisfaction (Accepted)

The hypothesis testing shows work environment, work culture and compensation simultaneously have significant influence on job satisfaction of Senior High School teachers with the significance of the test is $0.000 < 0.05$ and it is concluded to reject H_{01} , on the contrary to accept H_{a1} . This indicates that work environment, work culture and compensation simultaneously have significant influence on job satisfaction of teachers in the city.

H2: The Effect of Work Environment, Work Culture, Compensation and Job Satisfaction on Teacher Performance (Accepted)

It shows work environment, work culture, compensation and job satisfaction have simultaneous influence on teacher's performance. This statement is proven by the significance value of the test $0.000 < 0.05$, so that it rejects H_{02} and, on the contrary, accepts H_{a2} . It means

work environment, work culture, compensation and job satisfaction simultaneously and significantly influence teacher performance of senior high schools' teachers in the city

H3 : The Effect of Work Environment on Job Satisfaction (Accepted)

The outcome of testing shows that partially work environment influences job satisfaction with the path coefficient value is 0.143 and the p-value is $0.048 < 0.05$, so it rejects the hypothesis of H_{03} instead accepts H_{a3} . It means work environment influences teacher performance. In this study, if work environment has low value, it will have impact on the decline in job satisfaction. This means that teacher perceptions of work environment can significantly increase job satisfaction. Teachers with relatively good assessment of job satisfaction have a high work environment towards the school.

H4: The Effect of Work Culture on Job Satisfaction (Accepted)

The research findings indicate that show work culture has partially influence on job satisfaction with the path coefficient value is 0.729 and the p-value is $0.000 < 0.05$, thus it rejects H_{04} , while accepts H_{a4} . It means work culture influences teacher's performance this study indicates that if work culture has low value, it will have an impact on the decline in job satisfaction and vice versa. This reveals that teacher perceptions of work culture can significantly increase job satisfaction. The teacher with relatively good assessment of job satisfaction vhas high work culture towards the school.

H5: The Effect of Compensation on Job Satisfaction (Accepted)

Tested partially. It specifies that compensation influences job satisfaction variable with the path coefficient value is 0.178 and the p-value is $0.000 < 0.05$, thus it rejects H_{05} , and accepts H_{a5} . It specifies that compensation has an effect on teacher performance. This study indicates if compensation has low value, it will result in the decrease in job satisfaction it means that teacher perceptions of compensation can significantly improve job satisfaction. Hence, the teacher with relatively good assessment of job satisfaction has a high competency towards the school.

H6: The Effect of Work Environment on Teacher Performance (Not Accepted)

The testing outcome reveals that work environment has a partial influence on teacher performance with path coefficient value is 0.073 and the p-value is $0.404 > 0.05$, thus it accepts the hypothesis of H_{06} and rejects the hypothesis of H_{a6} . It means work environment does not affect teacher performance. This indicates that work environment does not have influence on teacher performance. It means if work environment has low value, it will not have impact on the decline in teacher performance. Thus teacher perceptions of work environment can not significantly improve performance. The teacher with poor assessment of the teacher performance has low work environment.

H7: The Effect of Work Culture on Teacher Performance (Accepted)

It partially shows work culture influences on teacher performance with the path coefficient value is 0.523 and the p-value is $0.000 < 0.05$, then the hypothesis of H_{07} is rejected

or H_{a7} is accepted. It means work culture influences teacher performance. This indicates that work culture has influence on teacher performance. It reveals that if work culture has low value, it will have an impact on the decline in teacher performance. Thus the teacher perception of work culture can significantly improve teacher performance. The teacher with relatively good assessment of teacher performance has high work culture towards the school.

H8: The Effect of Compensation on Teacher Performance (Not Accepted)

The output is that it partially shows that compensation does not influence teacher performance with the path coefficient value is -0.025 and the p-value is $0.729 > 0.05$, then the hypothesis of H_{o8} is accepted, and H_{a8} is rejected. It means compensation variable does not influence teacher performance. It indicates that compensation does not have influence on teacher performance, thus if compensation has low value, it will not have an impact on the decline in teacher performance. It confirms that the teacher perceptions of compensation cannot significantly improve teacher performance. It is therefore the teacher with poor performance has low competence in the school.

H9: The Effect of Job Satisfaction on Teacher Performance (Not Accepted)

The testing clarifies that it partially shows that job satisfaction does not influence teacher performance with path coefficient value is 0.154 and p-value is $0.206 > 0.05$, thus the hypothesis of H_{o9} is accepted and H_{a9} is rejected. It highlights that job satisfaction does not influence teacher performance. This confirms the fact that job satisfaction does not have positive influence on teacher performance. Hence, if job satisfaction has low value, it will not have an impact on the decline in teacher performance. This also signifies that teacher perceptions of job satisfaction cannot significantly improve teacher performance. The teacher with poor performance has low job satisfaction with the school.

H10: The Effect of Work Environment on Teacher Performance through Job Satisfaction (Not Accepted)

Work environment has a significant effect on job satisfaction with the p-value of 0.048 , and job satisfaction does not influence teacher performance with p-value of 0.206 . While the direct influence of work environment on teacher performance is not significant, with the p-value of 0.404 . This means that job satisfaction is not able to mediate the influence of work environment on teacher performance the tenth hypothesis (H_{10}) states that work environment has an effect on teacher performance through job satisfaction as the intervening variable is rejected. The existence of job satisfaction is not able to mediate work environment on teacher performance

The influence of work environment on work satisfaction is significant, and the influence of job satisfaction on teacher performance is not significant. Similarly; the direct influence of work environment on teacher performance is also not significant. This reveals that the mediating influence of job satisfaction as an intermediate between work environment and teacher performance is not partial mediation.

H11: The Effect of Work Culture on Teacher Performance through Job Satisfaction (Not Accepted)

Furthermore, this study shows work culture has significant influence on job satisfaction with the p-value of 0.000, and job satisfaction does not influence teacher performance with the p-value of 0.206. While the work culture has a direct effect on teacher performance, it is also significant with the p-value of 0.000. This proves that job satisfaction does not mediate the influence of work culture on teacher performance

The outcome of the eleventh hypothesis (H11) states that work culture influences teacher performance through job satisfaction as the intervening variable is rejected. The existence of job satisfaction is not able to mediate the influence of work culture on teacher performance.

While the influence of work culture on work satisfaction is significant, the influence on job satisfaction on teacher performance is not. Similarly, the direct influence of work culture on teacher performance is significant. This means that job satisfaction is placed as an intermediary variable between work culture and teacher performance variable which is statistically unable to mediate the influence of these two variables. The reason, on one hand, the influence of work culture through job satisfaction is not significant for teacher performance; on the other hand, work culture has a direct significant influence on teacher performance

H12: The Effect of Compensation on Teacher Performance through Job Satisfaction (Not Accepted)

The findings show that compensation variable has significant influence on job satisfaction with the p-value is 0.008, and the influence of job satisfaction on teacher performance is not significant with a p-value of 0.206. While the direct influence of compensation on teacher performance is also not significant with the p-value of 0.729. Thus it is interpreted that job satisfaction does not mediate the influence of compensation on teacher performance

Similarly, the twelfth hypothesis (H12) hints that compensation influences teacher performance through job satisfaction as intervening variable is rejected. Thus the existence of job satisfaction is not able to mediate the influence of compensation on teacher performance. It is more clearly about the mediating effect testing of job satisfaction as an intermediate variable between compensation and teacher performance.

The output of hypothesis shows that job satisfaction is positioned as an intermediary variable between compensation and teacher performance which is statistically unable to mediate the influence of these two variables. This is due to, on one hand, the influence of compensation through job satisfaction is not significant for teacher performance. On the other hand, compensation also does not directly influence teacher performance.

5. Conclusion And Recommendation

The result shows that work environment, work culture and compensation have a simultaneous influence on job satisfaction, work environment, work culture and compensation and job satisfaction have a simultaneous influence teacher performance, work environment variable has a significant influence on job satisfaction, work culture has a significant effect on teacher job satisfaction, compensation has a significant influence on job satisfaction, work environment does not have an influence on teacher performance, work culture has a significant influence on teacher performance, compensation does not influence teacher performance, and the mediation variable of job satisfaction cannot provide a significant influence among work environment and teacher performance, work culture and teacher performance, and compensation with teacher

performance. These all findings show the figures of the variables and this contribute to the realm of science in updating the causality theories. The novelty resides in the intergation of the previous causality model and the new object, while the limitation lies in the scope and number of variables. This model also can be a reference for the practical leaders to make the policy regarding the variables, especially for the leaders related in this research. A recommendation for practical leaders is mapped. The principals of senior high schools in Banda Aceh City must be able to maintain teacher performance by shaping the right work culture. The work culture that is classified as good is expected to be maintained through the efforts to always obey all the habits and good values that have been realized by the teacher.

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