

THE INFLUENCE OF COMPETENCY, CAREER DEVELOPMENT, COMPENSATION AND ORGANIZATIONAL COMMITMENT ON JOB SATISFACTION AND PERFORMANCE OF PUBLIC JUNIOR HIGH SCHOOL TEACHERS IN BANGKO DISTRICT, ROKAN HILIR REGENCY

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ABSTRACT

This study aims to analyze the effect of competence, career development, compensation, and organizational commitment on job satisfaction and teacher performance at public junior high schools in The Bangko district. This research is quantitative research by distributing questionnaires to respondents. The population in this study were all public junior high school teachers in the Bangko district with ASN status. The sample selection technique uses the census method. The sample in this study amounted to 79 respondents. Data processing uses the Structural Equation Modeling (SEM) method with the SmartPLS application. The results of this study indicate that competence has a positive and significant effect on job satisfaction, career development has no significant effect on job satisfaction, compensation has a positive and significant effect on job satisfaction, organizational commitment has no significant effect on job satisfaction, competence has a positive and significant effect on teacher performance, career development has a negative and significant effect on teacher performance, compensation has no significant effect on teacher performance, organizational commitment has a positive and significant effect on teacher performance and job satisfaction has a positive and significant effect on teacher performance.

Keywords: Competence, Career, Compensation, Commitment, Job Satisfaction, Teacher Performance

INTRODUCTION

Teachers are required to always improve their quality both in terms of competence and performance in order to produce quality human resources. However, a gap in the quality of teachers is still found, so that the impact on the quality of education is unequal. The gap here is not only found between the urban teachers and the remote one, but also teachers working in public and private schools. (Kompasiana, 2015). The quality of teachers can be observed via their performance and the quality teachers will produce an excellent performance.

Schools as education providers are required to continuously improve teacher performance. Public schools are required to assess teacher performance by filling in Employee Performance Goals (*Sasaran Kinerja Pegawai / SKP*) while private schools assess teacher performance by making Standard Operating Procedures (SOPs) on teacher performance assessments by setting Key Performance Indicators (KPI) according to the needs of their respective organizations.

The State Junior High Schools (*Sekolah Menengah Pertama / SMP*) located in Bangko district, Rokan Hilir Regency always try to improve teacher performance by evaluating the score of the Employee Performance Goals (SKP) which is performed every year. The results of the SKP here showed that the teacher performance score for the last 4 years on average was considered good, but it has never reached very good category (score > 90) based on the government expectations. In fact, the teacher performance score tended to decrease from 2017 to 2020. The highest average teacher performance score was 83.49 in 2017 and then it continuously decreased until in 2020 it reached the lowest score of 81.42.

One of the factors causing the decline in the performance of public junior high school teachers in Bangko district is low job satisfaction. The results of the pre-survey of 20 respondents showed that on average there were still 33.75% of respondents who were dissatisfied with their work. This shows that the job satisfaction of public junior high school teachers in Bangko district is still low. Teachers who were not satisfied with their work would cause ineffective work and eventually decrease teacher performance (Sunarsi, 2020). On the other hand, teachers with high levels of satisfaction can improve their performance. Werang (2014), Yusuf (2016) and Widayati et al. (2020) proved that there was a positive and significant effect between job satisfactions on teacher

performance. Meanwhile, the different results were stated by Pala'langan (2020), Ratnasari et al. (2021) and Hafni, Budiyanto, and Suhermin (2022) who proved that job satisfaction does not have a significant effect on teacher performance.

Teacher performance and job satisfaction are influenced by competence. High teacher performance certainly comes from good competence. In addition, Mutakin (2015), Hidayat, Tanjung, and Juliandi (2020) mentioned that competence has a positive and significant effect on teacher performance. While different results were presented by Narsih (2017) and Ratnasari et al. (2021) which stated that competence has no significant effect on teacher performance. Apart from influencing teacher performance, competence affects job satisfaction. D. Darmawan et al. (2021), Ratnasari et al. (2021) explained that job satisfaction is positively and significantly influenced by competence. On the other hand, different results were presented by Rudlia (2016) and Nugraha et al. (2022) which proved that there is no significant effect of competence on job satisfaction.

Furthermore, teacher performance and job satisfaction are influenced by career development. Teachers who have the opportunity to develop a career will deliver good performance. Wardhani and Wijaya (2020) and Suastina et al. (2021) stated that teacher performance is positively and significantly influenced by career development. Meanwhile, different results were given by Nuriyah, Qomariah, and Setyowati (2021) who stated that career development has a negative and insignificant effect on teacher performance. Career development also influences job satisfaction. The better of one's career development, the higher the job satisfaction they give. This was in line with researches conducted by Suryatiningsih and Hendratono (2017), Handoko and Rambe (2018) and Nugraha et al. (2022) who stated that career development has a positive and significant effect on job satisfaction. While different results were stated by Alif (2015) and Saefullah (2022) who mentioned that there was no significant effect between career developments on job satisfaction.

Teacher performance and job satisfaction are also influenced by compensation. The higher the compensation, the better the teacher's performance will be given. This is in accordance with the findings of researches conducted by Setianingsih and Kader (2018) and Herlina, Fitria, and Puspita (2020) which explained that teacher performance is positively and significantly influenced by compensation. However, different results were presented by Sari (2019) which stated that compensation has a negative effect on teacher performance. Then, compensation also influences job satisfaction. High compensation can improve job satisfaction. This is in line with studies conducted by Hulmawiyah, Hariani, and Yudiono (2018) who stated that compensation has a positive and significant effect on job satisfaction. In addition, Hermingsih and Purwanti (2020) mentioned that compensation has significant effect on job satisfaction. On the other hand, different results were stated by Damayanti and Ismiyati (2020) and Meilasari et al. (2020) and Pioh and Tawas (2016) who stated that compensation has no significant effect on job satisfaction.

Teacher performance and job satisfaction are also influenced by organizational commitment (Mahyuddin, Komara, & Sudarno, 2018). Teachers with high organizational commitment (Suwarno, Komara, & Chandra, 2018) will have good performance because organizational commitment has a positive and significant effect on teacher performance. The higher the organizational commitment, the higher the teacher's performance and vice versa, low organizational commitment will have an impact on the decline in teacher performance (Prasetyono & Ramdayana, 2020). Another study by Hartini et al. (2021) also explained that teacher performance is positively and significantly influenced by organizational commitment. Conversely, low organizational commitment will result in low teacher performance (Ali et al., 2019). Different results were presented by Manery, Lengkong, and Saerang (2018) and Ratnasari, Sinaga, and Hadi (2021) which explained that organizational commitment does not have a significant effect on teacher performance. Then, organizational commitment also influences job satisfaction. Darmawan (2016) and Dahliani, Hari, and Fitria (2022) explained that organizational commitment has a positive and significant effect on job satisfaction. However, different results were presented by Putra et al. (2019) which proved that organizational commitment has no significant effect on job satisfaction.

This study aims to analyse the effect of competence, career development, compensation, and organizational commitment on job satisfaction and performance of public junior high school teachers in Bangko district.

LITERATURE REVIEW

Teacher Performance

According to Indrastuti (2022) performance is capabilities of a person to perform duties and achieving a series of targets that have been set by the organization to employees based on their duties and functions.

Mangkunegara (2016) defined performance or work performance as the outcome that has been achieved by employees both in quality or quantity on performing their duties according to responsibilities given. Ruky (2006) mentioned that performance was an apparent result of a job or activity, over a certain period of time.

The rules regarding teachers and lecturers found in Law No. 14 of 2005 explains that teachers are professional educators with their main task to educate, teach, guide, direct, train, assess, and evaluate students starting from formal early childhood education, basic/ primary education and to secondary education. The teacher is one of the human components in the teaching and learning process that plays a big role in building the potential human resources (Sardiman, 2018).

Some indicators that are used to measure teacher performance are: (1) Pedagogic, (2) Personality, (3) Social, dan (4) Professionalism.

Job Satisfaction

Job satisfaction is the emotional attitude that brought happiness and love on the job given (Hasibuan, 2019). Basically job satisfaction is something personal. Each individual will have a different level of satisfaction according to the value system each individual has. People sometimes will feel satisfied with their work if it meets expectations given or according to the purpose of working. If someone wants something, it means that he or she has an expectation. The expectation then generates motivation/support (Kuswoyo, Komara, & Junaedi, 2018) to take action towards the achievement of the expectation. If the expectation is met, then satisfaction (Bulan, Chandra, & Komara, 2018) will come. Job satisfaction shows a match between expectations and achievements provided by work. Hence, job satisfaction is also closely related to the theory of justice, psychological agreement and motivation (Latifah, 2015).

Some indicators that are used to measure job satisfaction according to Hakim & Muhdi (2019) are : (1) Growth opportunity, (2) Trust, (3) Wage/salary, (4) Supervision (5) Job guarantee.

Competence

According to Sutrisno (2011) competence is skills, abilities, and authority. Spencer and Spencer in Sutrisno (2011) also define competence as an underlying characteristic of an individual associated with the results obtained from a job.

According to Sutrisno (2011) a competence in public and private organizations is definitely required, especially to answer the demands of the organization that are various such as very fast changes, the development of problems and challenges and the uncertainty of the future. Competence is an ability based on skills and knowledge supported by work attitude and its application performing tasks and works according to the work requirements given.

The competency indicators used in this study are indicators proposed by Ruky (2006) that would be explained as follows: (1) Personal character (traits) is physical characteristics and reactions or responses that are performed consistently to a situation or information. (2) Self Concept is a set of attitudes, value systems or self-image that a person has. (3) Knowledge is information that a person has on a particular specific area. (4) Skill is the ability to do a certain set of physical or mental tasks. (5) Motives are something that is consistently thought or desired by someone, which in turn will direct, guide, and choose a certain behavior towards a number of actions or goals.

Career Development

According to Mangkunegara (2016) career development is an officialdom activity that helps employees plan their future careers in the company or organization so that the organization and the employees can develop themselves to their maximal potential. Career development is an effort that is performed formally and continuously with a focus on improving and increasing the abilities of employees. In other words, career development is a formal effort to improve and increase abilities, which are expected to have an impact on the development and expansion of insight/knowledge, which opens up opportunities to get satisfying positions/achievement.

The purpose of all career development programs is to match the needs and goals of employees with the career opportunities available in the company today and in the future. According to (Rivai, 2004) efforts to establish a well-designed career development system will assist employees in determining their own career needs and adjusting the needs of employees with company goals.

According to Busro (2018) the indicators used to measure career development are: (1) Career clarity, measured from (a) a clear promotion, (b) the opportunity to be a head/leader or deputy head/leader, (c) the

opportunity to occupy a position according to the existing organizational structure. (2) Self-development is measured by (a) opportunities to participate in various trainings, (b) opportunities to continue education, (c) opportunities to participate in various seminars/ discussions/ workshops, (d) opportunities to participate in various competency courses to obtain certificates of expertise. (3) Performance quality improvement is measured by (a) increasing self-discipline, (b) loyalty, (c) increasing motivation (Hosan, Komardi, & Panjaitan, 2019) among employees.

Compensation

According to Indrastuti (2022) compensation is a reward provided by an organization or institution to employees who have worked and contributed on the success of the organization and eventually the organization has a competitive advantage. Compensation consists of three main components, namely direct compensation, indirect compensation and non-financial compensation. Some examples of direct compensation are wages, salaries, incentives, bonuses and commissions. Meanwhile, indirect compensation consists of various benefits provided by the organization/ institution, and non-financial compensation includes the recognition programs for employee, profitable employment, organizational support, work environment, and flexible working hours to accommodate personal needs.

Hasibuan (2019) defined compensation as all income in the form of money, goods directly or indirectly received by employees in return for services/ works given to the company. The establishment of an effective compensation system is an important part of human resource management since it helps to attract and retain talented employee. In addition, the company's compensation system has an impact on strategic performance.

There are 4 indicators that are used to measure compensation according to Simamora (2004), such as: (1) Wages and salaries, (2) Incentives, (3) Allowances, (4) Facilities.

Organizational Commitment

Kaswan (2017) mentioned that organizational commitment is a measurement of an employee's will to stay within a company in the future. Commitment (Putra & Renaldo, 2020) often reflects the employee's belief in the mission and goals of the organization, the willingness to make an effort to get the job done and the desire to continue working there. Organizational commitment (Renaldo, Putra, Suhardjo, Suyono, & Putri, 2022) describes how individuals identify themselves with the organization and are bound by goals.

Luthans (2006) defined organizational commitment as the identification of a person's involvement in the organization and is willing to strive for the achievement of organizational goals. Organizational commitment is a strong desire to be a member of a particular organization. Organizational commitment is also a desire to achieve a high level of expertise on behalf of the organization, a certain belief, and acceptance of the values and goals of the organization.

Karakus and Aslan (2009) suggested 3 indicators used to measure organizational commitment, namely: (1) affective commitment refers to the emotional attachment, identification and involvement of an employee in an organization. (2) Continuance commitment based on the losses associated with the employee leaving the organization. This may be due to loss of seniority over promotions or benefits. (3) Normative commitment relates to the feeling of being obliged to remain in the organization because it has to be; it is the right thing to do.

The Relationship among Variables and Hypothesis

The Effect of Competence on Job Satisfaction

Teachers who have good competence can increase teacher job satisfaction. On the contrary, teachers with low competence will reduce job satisfaction. This is in line with the results of several studies such as D. Darmawan et al. (2021) explained that competence has a positive and significant effect on job satisfaction. In addition, Ratnasari et al. (2021) mentioned that job satisfaction is positively and significantly influenced by competence. On the other hand, a different result was presented by Rudlia (2016) which stated that competence does not have a significant effect on job satisfaction. Nugraha et al. (2022) also proved that there is no significant effect of competence on job satisfaction.

H1: Competence has positive effect on job satisfaction.

The Effect of Career Development on Job Satisfaction

Suryatiningsih and Hendratono (2017) explained that career development has a positive effect and significant on job satisfaction. In addition, Handoko and Rambe (2018) mentioned the similar result that job satisfaction is positively and significantly influenced by career development. Another research conducted by Nugraha et al.

(2022) also proved that career development has a positive effect and significant on job satisfaction. On the other hand, a different result stated by Alif (2015) who mentioned that career development has no significant effect on job satisfaction. Furthermore, Saefullah (2022) mentioned that there is no significant effect between career development and job satisfaction.

H2: Career development has a positive effect on job satisfaction.

The Effect of Compensation on Job Satisfaction

Hulmawiyah, Hariani, and Yudiono (2018) explained that compensation has a positive and significant effect on job satisfaction. Contrary to the results of research by Hermingsih and Purwanti (2020) which explained that compensation has a significant negative effect on job satisfaction. Different results were presented by Damayanti and Ismiyati (2020) and Meilasari et al. (2020) which stated that compensation does not have a significant effect on job satisfaction. In addition, Pioh and Tawas (2016) prove that compensation has no significant effect on job satisfaction.

H3: Compensation has a positive effect on job satisfaction.

The Effect of Organizational Commitment on Job Satisfaction

Darmawan (2016) explained that job satisfaction is positively and significantly influenced by organizational commitment. Another research conducted by Dahliani, Hari, and Fitria (2022) also has the similar result. They stated that organizational commitment has a positive effect and significant on job satisfaction. On the contrary, a research conducted by Putra et al. (2019) proved different result. They stated that organizational commitment does not have significant effect on job satisfaction.

H4: Organizational commitment has a positive effect on job satisfaction.

The Effect of Competence on Teacher Performance

Mutakin (2015) explained that teacher performance is positively influenced by competence. The result of another study conducted by Hidayat, Tanjung, and Juliandi (2020) also explained that competence has a positive and significant effect on teacher performance. However, different results were presented by Narsih (2017) who explained that competence has no effect on teacher performance. In addition, Ratnasari et al. (2021) also stated that competence has no significant effect on teacher performance.

H5: Competence has positive effect on teacher performance.

The Effect of Career Development on Teacher Performance

Wardhani and Wijaya (2020) explained that career development has a positive and significant effect on teacher performance. Another study conducted by Suastina et al. (2021) proved similar result stating that teacher performance is positively and significantly influenced by career development. On the other hand, different results are explained by Nuriyah, Qomariah, and Setyowati (2021) who proved that career development has a negative and insignificant effect on teacher performance.

H6: Career development has a positive effect on teacher performance.

The Effect of Compensation on Teacher Performance

Setianigsih and Kader (2018) explained that compensation has a positive and significant effect on teacher performance. In addition, Herlina, Fitria, and Puspita (2020) mentioned that teacher performance is positively and significantly influenced by compensation. Meanwhile, a research conducted by Sari (2019) proved different result stating that compensation has a negative effect on teacher performance.

H7: Compensation has a positive effect on teacher performance.

The Effect of Organizational Commitment on Teacher Performance

Organizational commitment has a positive and significant effect on teacher performance. The better the organizational commitment leads to the higher the teacher performance and vice versa, the lower the organizational commitment will have an impact on the decline of teacher performance (Prasetyono & Ramdayana, 2020). In addition, Hartini et al. (2021) explained that teacher performance is positively and significantly influenced by organizational commitment. According to Suwardi and Utomo (2011) one indication of low organizational commitment can be seen from the high absenteeism and tardiness in an organization.

H8: Organizational commitment has positive effect on teacher performance.

The Effect of Job Satisfaction on Teacher Performance

Werang (2014) explained that job satisfaction has a positive and significant effect on teacher performance. In addition, Yusuf (2016) explained that teacher performance is positively and significantly influenced by job satisfaction. Furthermore, another research conducted by Widayati et al. 2020 proved the similar result stating that job satisfaction has a positive and significant effect on teacher performance. On the other hand, a different result was presented by Pala'langan (2020) stating that job satisfaction does not have a significant effect on teacher performance. Furthermore, Ratnasari et al. (2021) explained that job satisfaction has no significant effect on teacher performance. Another research implemented by Hafni, Budiyanto, and Suhermin (2022) also proved that job satisfaction does not have a significant effect on teacher performance.

H9: Job satisfaction has positive effect on teacher performance.

Theoretical Framework

Based on the theory and literature review, the theoretical framework would be shown on the following figure:

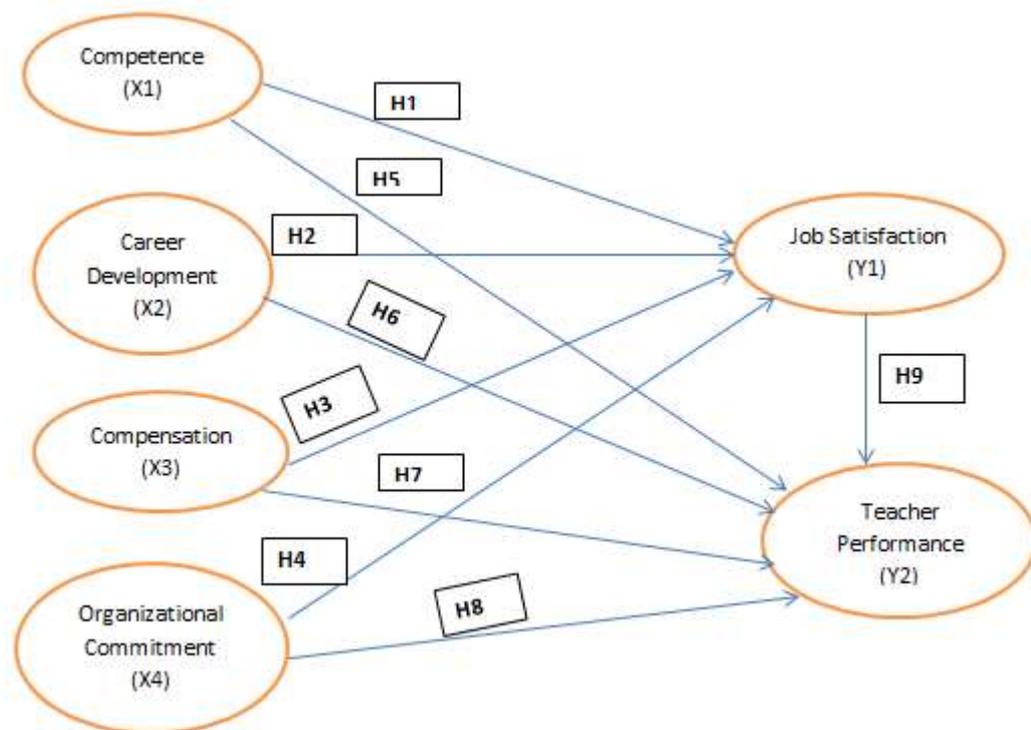


Figure 1. Theoretical Framework

RESEARCH METHODOLOGY

This is a qualitative research by distributing questionnaires to respondents. This study was conducted at Public Junior High Schools in Bangko district, Rokan Hilir regency. This study was conducted from June to August in 2022.

Population dan Sample

All teachers (84 persons) at at Public Junior High Schools in Bangko district that are state civil apparatus are the population of this study.

The sample selection used census method that is why all population were included into sample. There were 79 respondents as samples and 5 persons were excluded as they were headmasters.

Tecnique of Data Analysis

The data analysis that has been performed is: (1) Descriptive analysis consisting of an analysis of the respondent profile and an analysis of the respondent response. (2) Questionnaire feasibility test which includes (a) Validity

Test, it is a test conducted to measure the accuracy of research instruments or questionnaires. The questionnaire is stated valid if the statement or question from the questionnaires can reveal something that will be measured by the questionnaires. The accuracy value of the questionnaires can be measured using the correlation coefficient. The questionnaire is stated good and valid, if the correlation coefficient is > 0.3 (Ghozali, 2011). (b) Reliability Test, it is a questionnaire test conducted with the aim of measuring the consistency of respondent answers. The reliability test was implemented with the Cronbach Alpha statistical test. The questionnaire is stated reliable if the Cronbach Alpha value 0.70 (Ghozali, 2011). (3) Analysis of Structural Equations and Hypotheses consists of (a) developing models based on theory, (b) compiling path diagrams and structural equations (c) evaluating models in PLS-SEM (d) hypothesis testing.

RESULT AND DISCUSSION

The Result of Descriptive Analysis

The Analysis of Respondent Profile

The Result Analysis of Respondent Profile is shown on table 1.

Table 1. The Result Analysis of Respondent Profile

| Profile | Category | Quantity | Percentage |
|-------------|---------------|----------|------------|
| Gender | Male | 12 | 15.38% |
| | Female | 67 | 84.62% |
| Age | 30-40 y.o | 8 | 10.26% |
| | 41-50 y.o | 40 | 50.00% |
| | >50 y.o | 31 | 39.74% |
| Education | D3 | 1 | 1.28% |
| | S1 | 75 | 94.87% |
| | S2 | 3 | 3.85% |
| Work period | 11-20 years | 64 | 80.77% |
| | > 20 years | 15 | 19.23% |
| Income | 3-5 million | 11 | 14.10% |
| | >5-7 million | 32 | 41.03% |
| | >7-10 million | 34 | 42.31% |
| | >10 million | 2 | 2.56% |
| Total | | 79 | 100.00% |

Source: Processed Data, 2022

The Analysis of Respondent Responses

The respondent responses to the teacher performance variable were included in the very good category with an average score of 4,482. The highest score was given by respondents to the following statement; I always perform the education and teaching process (Y212). While the lowest one was in the statement, I am able to understand to provide educational and learning stimuli (Y243). Then, respondent responses to the teacher performance variable were included in the very good category, with an average score of 4.289. The highest score was in the following statement, my job provides old age security program (Y151). Meanwhile, the lowest one was in the statement, I was often given greater responsibility by the management (Y112).

The respondent responses to the competency variable were included in the very good category, with an average score of 4,623. The highest score was is in the following statement, I do my job with full responsibility (X112). While the lowest one was in the statement, I understand every job given and I am ready to develop it with the abilities I have (X151). Then, the respondent responses to the career development variable were included in the very good category, with an average score of 4,410. The highest score was given by the respondent on the following statement; I am always disciplined at work (X231). While the lowest onewas in the

statement, everyone in my institution is given the opportunity to occupy certain positions in accordance with the organizational structure (X213). Then the respondent responses to the compensation variable were included in the good category, with an average score of 3,915. The highest score was in the statement; overall the salary I received is in accordance with the effort given (X312). Meanwhile, the lowest one was in the statement, the incentives given are based on my work performance (X322). Then the respondent responses to the organizational commitment variable were included in the very good category, with an average score of 4.284. Respondents gave the highest score to the following statement, I feel proud to be part of the school where I teach today (X411). While the lowest score was given by respondents on the statement, my life would be much disrupted if I decided to leave my job now (X421).

The Results of Validity Test, Reliability Test, and the PLS-SEM Model Test

The Results of Validity Test, Reliability Test, and The PLS-SEM Model Test Were shown in table 2.

Table 2. The Results of Validity Test, Reliability Test, and the PLS-SEM Model Test

| Variable | Indicator | Loading factor (>0.60) | VIF (< 10) | Composite Reliability (CR) (>0.60) | Average Variance Extracted (AVE) (>0.50) |
|--------------------------------|------------------|----------------------------------|----------------------|--|--|
| Teacher Performance (Y2) | Y21 | 0.805 | 1.879 | 0.883 | 0.653 |
| | Y22 | 0.766 | 1.838 | | |
| | Y23 | 0.828 | 2.289 | | |
| | Y24 | 0.832 | 2.316 | | |
| Job Satisfaction (Y1) | Y11 | 0.785 | 1.945 | 0.889 | 0.617 |
| | Y12 | 0.875 | 2.626 | | |
| | Y13 | 0.802 | 2.127 | | |
| | Y14 | 0.790 | 1.986 | | |
| Competence (X1) | Y15 | 0.662 | 1.570 | 0.911 | 0.672 |
| | X11 | 0.757 | 1.689 | | |
| | X12 | 0.842 | 2.884 | | |
| | X13 | 0.880 | 2.590 | | |
| | X14 | 0.839 | 3.024 | | |
| Career Development (X2) | X15 | 0.773 | 2.111 | 0.861 | 0.674 |
| | X21 | 0.842 | 1.776 | | |
| | X22 | 0.816 | 1.692 | | |
| Compensation (X3) | X23 | 0.804 | 1.358 | 0.898 | 0.690 |
| | X31 | 0.857 | 2.479 | | |
| | X32 | 0.694 | 1.835 | | |
| | X33 | 0.884 | 2.663 | | |
| Organizational Commitment (X4) | X34 | 0.874 | 2.396 | 0.893 | 0.736 |
| | X41 | 0.833 | 1.929 | | |
| | X42 | 0.831 | 1.665 | | |
| | X43 | 0.908 | 2.399 | | |

Source: Processed Data, 2022

Table 2 above showed that each indicator in this study has a loading factor value that was greater than 0.60. Hence, all indicators are considered valid. Then, the VIF value of each indicator in this study was smaller than 10. This means that there is no multicollinearity in this study. The Composite Reliability value for each

variable in this study was greater than 0.60. This means that all variables in this study are reliable. The AVE value for each variable in this study was greater than 0.50. This shows that all variables in this study are valid.

The Result of Hypothesis Test

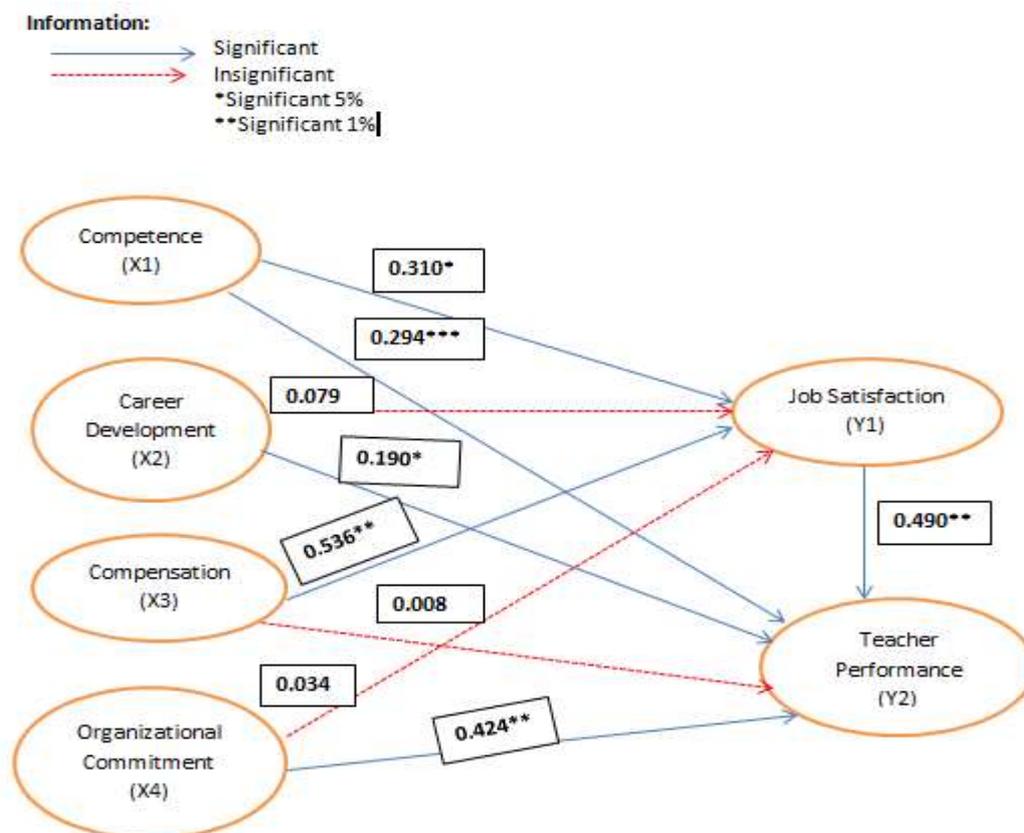
The result of the hypothesis test was shown in the following table.

Table 3. The Result of the Hypothesis Test

| Hypothesis | Variabel Relationship | Original Sample (O) | T Statistics ((O/STDEV)) | P Values | Hypothesis Result |
|-------------------|---|----------------------------|---------------------------------|-----------------|--------------------------|
| H1 | Competence_X1 -> Job satisfaction_Y1 | 0.310 | 2.498 | 0.013 | Positively Significant |
| H2 | Career development_X2 -> Job Satisfaction_Y1 | 0.079 | 0.515 | 0.606 | Insignificant |
| H3 | Compensation_X3 -> Job Satisfaction_Y1 | 0.536 | 5.492 | 0.000 | Positively Significant |
| H4 | Organizational Commitment_X4 -> Job Satisfaction_Y1 | 0.034 | 0.258 | 0.797 | Insignificant |
| H5 | Competence_X1 -> Job Performance_Y2 | 0.294 | 3.518 | 0.000 | Positively Significant |
| H6 | Career Development_X2 -> Job Performance_Y2 | -0.190 | 2.502 | 0.013 | Negatively Significant |
| H7 | Compensation_X3 -> Job Performance_Y2 | -0.008 | 0.072 | 0.943 | Insignificant |
| H8 | Organizational Commitment_X4 -> Job Performance_Y2 | 0.424 | 5.784 | 0.000 | Positively Significant |
| H9 | Job Satisfaction_Y1 -> Job Performance_Y2 | 0.490 | 4.146 | 0.000 | Positively Significant |

Source: Processed Data, 2022

The final model of this research that was obtained from the result of the hypothesis test was shown in the following figure.



Source: Processed Data, 2022

Figure 2. The Final Model

Discussion

The Effect of Compensation on Job Satisfaction

Competence has a positive and significant effect on Job Satisfaction of State Junior High School teachers in Bangko district. It means that the higher competence that teachers have will lead to the increasing of job Satisfaction. This is supported by a descriptive analysis of respondent responses to the following statement; I do my job with full responsibility. The responsibility of teachers must be maintained by frequently evaluating the competence of teachers as a whole in order to create Job Satisfaction. Because teachers who do not fulfill their responsibilities, instinctively tend to feel dissatisfied with the work they do.

Teacher competence is the ability of teachers to perform their duties and responsibilities properly and responsibly. Teacher competence needs to be improved in order to provide Job Satisfaction. Some competences that still need to be improved are for instance their understanding of the task and their initiative to develop their abilities. In addition, it is also necessary to increase teacher competence in understanding the latest technology related to their job duties and responsibilities.

The results of this study are in line with the results of research conducted by D. Darmawan et al. (2021) and Ratnasari et al. (2021) which explained that competence has a positive and significant effect on Job Satisfaction. However, the results of this study are not in line with the result of research conducted by Rudlia (2016) and Nugraha et al. (2022) which explained that competence does not have a significant effect on Job Satisfaction.

The Effect of Career Development on Job Satisfaction

Career development has no significant effect on Job Satisfaction of State Junior High School teachers in Bangko district. It means that the good or bad career development does not have a significant effect on teacher job satisfaction. This is supported by a descriptive analysis of respondent responses to the career development variables contained in the statement; everyone in my institution is given the opportunity to occupy certain positions in accordance with the organizational structure. The small number of positions available in the

organizational structure in schools limits career development opportunities. Teacher competence is the ability of teachers to perform their duties and responsibilities properly and responsibly. Teacher competence has to be improved to provide Job Satisfaction. Some competences that still need to be improved are their understanding of the task and their initiative to develop their abilities. In addition, it is also necessary to increase teacher competence in understanding the latest technology related to their job duties and responsibilities.

In addition, one factor that causes why career development has no significant effect on Job Satisfaction is due to the profile of the respondents who are mostly women. Based on the theory of Traditional Corpocratic Career Development proposed by Veroff, Wilcox, and Atkinson (1953) mentioned that most women tend to have lower needs for career achievement than men. In addition, the profile of the respondents, whose majority of the work period has been over 10 years, makes them in a comfort zone. According to Noviana and Rijanti (2014) the comfort zone is characterized by high Job Satisfaction and this is supported by a descriptive analysis of respondent responses to the Job Satisfaction variable which has been included in the very high category. Thus, the State Junior High School teachers in Bangko district felt satisfied with their current positions and they do not think about career development.

The result of this study is in line with the result of research conducted by Alif (2015) and Saefullah (2022) which mentioned that there is no significant effect of career development on Job Satisfaction. However, the result of this study is not in line with the result of research conducted by Suryatiningsih and Hendratono (2017), Handoko and Rambe (2018) and Nugraha et al. (2022) which proved that career development has a positive and significant effect on Job Satisfaction.

The Effect of Compensation on Job Satisfaction

Compensation has a positive and significant effect on job satisfaction of State Junior High School teachers in Bangko district. The better the compensation given to teachers leads to the higher job satisfaction. This is supported by a descriptive analysis of respondent responses to the statement; overall, the salary I received is in accordance with the effort given. Therefore, the government must always evaluate the teacher income and adjust the compensation to the teacher efforts in performing their duties in order to create job satisfaction.

Compensation received by teachers is not only financial, but also non-financial which can increase Job Satisfaction. Compensation that still needs to be improved based on descriptive analysis of respondent responses, namely, incentives given to teachers must be in accordance with the work performance of each teacher in order to create Job Satisfaction.

This study supports the results of research conducted by Hulmawiyah, Hariani, and Yudiono (2018) which stated that Compensation has a positive and significant effect on Job Satisfaction. However, the result of this study contradicts the results of research conducted by Purwanti (2020) which stated that Compensation has a negative and significant effect on Job Satisfaction. In addition, the results of research conducted by Damayanti and Ismiyati (2020), Meilasari et al. (2020) and Pioh and Tawas (2016) also mentioned that compensation has no significant effect on job satisfaction.

The Effect of Organizational Commitment on Job Satisfaction

Organizational commitment has no significant effect on job satisfaction of state junior high school teachers in Bangko district. It means that the good or bad organizational commitment of teachers does not have a significant effect on job satisfaction. This is supported by a descriptive analysis of respondent responses to the organizational commitment variable on the statement: my life is much disturbed if I decide to leave my current job. This statement means that when respondents decide to leave their job as teachers, they will not feel disturbed. However, respondents still feel job satisfaction which can be seen in the following statement, my job provides the old age security. This means that state junior high school teachers are satisfied with the pension insurance provided by the government without being influenced by the organizational commitment.

In addition, one factor that causes why organizational commitment variable does not have a significant effect on job satisfaction is due to the respondent profile. The majority of public junior high school teachers in Bangko district already have an income of more than 5 million rupiah as they have obtained certification allowances. Hence, the job satisfaction of public junior high school teachers is more influenced by the income received by the teacher than the influence of organizational commitment. This is supported by respondent responses to the job satisfaction variable in the following statement, the salary I received is sufficient in accordance with the work and responsibilities given.

Furthermore, the result of this study is in line with the result of research conducted by Putra et al. (2019) which stated that Organizational Commitment does not have a significant effect on Job Satisfaction.

However, the result of this study is not in line with Darmawan (2016) and Dahliani, Hari, and Fitria (2022) which stated that Organizational Commitment has a positive and significant effect on Job Satisfaction.

The Effect of Compensation on Job Performance

Competence has a positive and significant influence on the Job Performance of State Junior High School teachers in Bangko district. It means that the better the teacher competence, the better the job performance will be. This is supported by a descriptive analysis of respondent responses to the statement: I do my job with full responsibility. When teachers do their job with full responsibility, then the Job Performance definitely will be better. Thus, school management needs to keep all teachers working responsibly, and then school management must also always evaluate and update teacher competencies to improve job performance.

In addition, based on respondent responses, the competence of teachers still needs to be improved in order to improve job performance, such as their understanding of tasks and their initiatives to develop their abilities. In addition, it is also necessary to increase teacher competence in understanding the latest technology related to the duties and responsibilities of teachers in performing the teaching and learning process.

The result of this study supports the result of research conducted by Mutakin (2015) and Hidayat, Tanjung, and Juliandi (2020) which proved that competence has a positive and significant effect on Job Performance. However, the result of this study do not support the results of research conducted by Narsih (2017) and Ratnasari et al. (2021) which stated that competence has no significant effect on Job Performance.

The Effect of Career Development on Job Performance

Career development has a negative and significant effect on the job performance of State Junior High School teachers in Bangko district. This means the better career development that teachers have will have an effect on the decline of Job Performance. This is supported by a descriptive analysis of respondent responses with the lowest score contained in the following statement; everyone in my institution is given the equal opportunity to occupy certain positions in accordance with the organizational structure. The small number of available positions in the organizational structure limits opportunities for career development. Therefore, the teachers do not really pursue career development but they still give good performance with their current position. This is supported by respondent responses to the job performance variable with the highest score contained in the following statement; I am able to understand to provide educational and learning stimuli. This means that even though career development variable has not met expectations, teachers still give good performance in providing education and learning to students.

In addition, one factor that causes why career development has a negative effect on job performance is due to the majority of respondent who is mostly women. Based on the theory of Traditional Corpocratic Career Development proposed by Veroff, Wilcox, and Atkinson (1953) explained that most women tend to have lower needs for career achievement than men. Therefore, even though career development is still low, public junior high school teachers still provide good performance.

The result of this study is not in line with the results of research conducted by Wardhani and Wijaya (2020) and Suastina et al. (2021) which stated that career development has a positive and significant effect on job performance. On the other hand, a different result was presented by Nuriyah, Qomariah, and Setyowati (2021) which mentioned that career development has no significant effect on Job Performance.

The Effect of Compensation on Job Performance

Compensation does not have a significant effect on job performance of State Junior High Schools teachers in Bangko district. This means the high or low compensation does not have an effect on job performance of teachers. This is supported by a descriptive analysis of respondent responses to the compensation variable with the lowest score on the following statement; the incentives given are based on my work performance. This means that the incentives provided by the school are not in line with the respondent expectations but the respondents still provide good performance. This is supported by a descriptive analysis of respondent responses to the job performance variable with the highest score on the following statement; I am able to understand to provide educational and learning stimuli. This means that even though the compensation obtained has not met expectations, teachers still provide good performance in providing education and learning to students.

In addition, one factor that causes compensation variable does not have a significant effect on the job performance of public junior high schools teachers in Bangko district is due to majority of teachers' profile. The majority of teachers are married women, so that their income is not used as their main income. This is supported by a descriptive analysis of respondent responses to the following statement; the salary I received is in line with my expectations and can meet my daily needs. Because of that, compensation does not have a significant effect

on the job performance of State Junior High Schools teachers in Bangko district. With the current income, teachers continue to provide the best performance in performing their duties and responsibilities.

The result of this study is in line with the result of research conducted by Sari (2019) which mentioned that compensation has no significant effect on job performance. However, the result of this study is not in line with the results of research conducted by Setianigsih and Kader (2018) and Herlina, Fitria, and Puspita (2020) which stated that compensation has a positive effect on job performance.

The Effect of Organizational Commitment on Job Performance

Organizational Commitment has a positive and significant effect on job performance of State Junior High Schools teachers in Bangko district. It means the better the organizational commitment, the higher the Job Performance of teachers. This is supported by a descriptive analysis of respondent responses to the following statement; I feel proud to be part of the school where I teach today. This pride must always be improved so that job performance will increase and the pride emerges because of the school's good reputation. In addition, the following statement also supports such as I realize that commitment is something I have to do. Therefore, in order to improve job performance of teachers, an awareness of commitment to the organization must always be maintained and improved.

Organizational commitment is an attitude or behavior shown by teachers to the organization by proving loyalty to achieve the vision, mission, values, and goals of the organization. In order to improve the job performance of State Junior High Schools teachers in Bangko district, it is necessary to improve organizational commitment. Based on descriptive analysis of respondent responses, the organizational commitment of teachers that still needs to be improved is continuous commitment. Continuous commitment is the perceived economic value as a reason to stay in an organization (Robbins & Judge, 2012).

The result of this study supports the results of research conducted by Prasetyono and Ramdayana (2020), Hartini et al. (2021) and Ali, Martin, and Fuad (2019) which stated that Organizational Commitment has a positive and significant effect on job performance. However, the result of this study do not support the results of research conducted by Manery, Lengkong, and Saerang (2018), and Ratnasari, Sinaga, and Hadi (2021) which mentioned that Organizational Commitment has no significant effect on Job Performance..

The Effect of Job Satisfaction on Job Performance

Job Satisfaction has a positive and significant effect on job performance of State Junior High Schools teachers in Bangko district. The higher the job satisfaction that teachers have will have an impact on increasing the job performance of teachers. This is supported by a descriptive analysis of respondent responses to the following statement that my work provides the old age security. The government must maintain the pension guarantee for teachers in order to improve job performance.

Job satisfaction of teachers is an emotional state that brings pleasant or unpleasant feeling towards their job. Employees with a high level of job satisfaction show a positive attitude towards their work. In order to improve the job performance of teachers based on a descriptive analysis of respondents' responses, namely by giving greater responsibility to teachers, so that teachers feel trusted by their superiors. This will increase job satisfaction and eventually will have an impact to increase job performance.

The result of this study is in line with the results of research conducted by Werang (2014), Yusuf (2016) and Widayati et al. (2020) which stated that Job Satisfaction has a positive and significant effect on job performance. However, the result of this study is not in line with the results of research conducted by Pala'langan, (2020), Ratnasari et al. (2021) and Hafni, Budiyanto, and Suhermin (2022) who mentioned that job satisfaction has no significant effect on job performance.

CONCLUSION

Competence and Compensation variables have a significant effect on job satisfaction of State Junior High Schools teachers in Bangko district. Meanwhile, career development and organizational commitment variables have no significant effect on job satisfaction. Then, the following variables such as job performance, competence, career development, organizational commitment and job satisfaction have a significant effect while compensation variable has no significant effect on job performance.

Competence variable has a significant effect on job satisfaction and job performance of State Junior High Schools teachers in Bangko district. Because of that, school management is advised to improve teacher competence by maintaining teacher responsibility such as frequently evaluate teacher competence as a whole in

order to create job satisfaction and improve job performance. In addition, school management is advised to increase organizational commitment by increasing their pride toward the school where they work. This can be done by maintaining the school's reputation so that job performance will increase.

Compensation variable has a significant effect on job satisfaction of State Junior High Schools teachers in Bangko district. Because of that, the government is advised to evaluate the income of teachers and adjust the compensation based on teachers' effort in performing their duties in order to create job satisfaction. In addition, the government is suggested to maintain a pension guarantee for teachers in order to increase job satisfaction of teachers and it eventually will have an impact on job performance.

Last but not least, the future researchers are suggested to do research on more specific objects at ne particular school so that the results obtained will be more specific

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