

Commitment, Discipline, and Work Environment on Job Satisfaction and Teacher Performance at SMK Negeri Tambusai Utara, Rokan Hulu District

Rizaldi Putra^{1*}, Sudarno², Joko Sutanto³, Mukhsin⁴, Suyono⁵

Institut Bisnis dan Teknologi Pelita Indonesia^{1,2,4}, Public Vocational Secondary Schools 1 Tambusai Utara³, Universitas Trisakti⁵

Email: rizaldi.putra@lecturer.pelitaindonesia.ac.id¹, sudarno@lecturer.pelitaindonesia.ac.id², jokosutanto@gmail.com³, mukhsin@lecturer.pelitaindonesia.ac.id⁴, suyono@lecturer.pelitaindonesia.ac.id⁵

*Corresponding Author

ABSTRACT

The purpose of this study was to determine and analyze the effect of organizational commitment, work discipline and work environment on job satisfaction and teacher performance at SMK Negeri Tambusai Utara, Rokan Hulu. The sampling technique used in this study used a sample in which all members of the population became the sample, as many as 78 people became the sample. The data analysis technique in this study used descriptive analysis and the Equation Structure Model (SEM) PLS with the help of Smart PLS software. The results of this study indicate that commitment and work discipline are not significant on job satisfaction. The work environment is significantly positive on job satisfaction. Organizational commitment and work discipline are significant to performance. Environment and job satisfaction are not significant to performance. For further writers can add other independent factors that can affect teacher job satisfaction and teacher performance. Both internal factors that exist at school and factors outside of school.

Keywords: Organizational Commitment, Work Discipline, Work Environment, Job Satisfaction, Teacher Performance

DOI: <https://doi.org/10.35145/icobima.v1i3.3070>

INTRODUCTION

Performance (Kersiati et al., 2023) is the ability of individuals to perform their duties to obtain results in accordance with the goals of an organization (Iskandar, 2013). Various efforts were made to achieve good performance (Atika et al., 2022; Prasetya et al., 2023; Rafizal et al., 2022; Sriadmitum et al., 2022). The government's attention to education has been socialized, the education budget mandated by the Constitution, namely 20%, has begun to be implemented. Then the teacher's performance will certainly be the concern of all parties. Teachers must be truly competent in their fields, and teachers must also be able to serve optimally. Optimal teacher performance is influenced by various factors, both internal and external. The general ability of the teacher's work can be seen from the preparation of the Lesson Plans (RPP), the implementation of the RPP and the evaluation of learning through the RPP.

The results of the percentage of making RPP, implementation of RPP and evaluation of RPP each year seem to fluctuate. Where there are percentages that go up and there are those that go down. When viewed from the average percentage, it can be seen in the preparation of the RPP that the performance has been good, with an average percentage of 95.18%. This is because the RPP is one of the learning tools that must be made by every teacher, so every teacher must make a RPP to support the learning process, even though in its implementation the RPP is made in quality and the content of the RPP is not in accordance with what is needed in the learning process. Then during the implementation of lesson plans the average percentage was 82.89%, and lower than the percentage of making lesson plans, in this case the school principal found a problem because some teachers were unable to adapt the contents of lesson plans to the needs of students in the class. One of the main reasons is because the lesson plan has not been fully prepared by the teacher and still takes general references from various sources. The limited time to make lesson plans every day is also a problem because teachers not only have to focus on administrative matters but are actually more important to follow up on students' problems that occur every day. And finally, the average percentage in the RPP evaluation so that it can be revised material in the next lesson is only 79.39%, lower than the making of lesson plans and implementing lesson plans, in the implementation of lesson plans that have been made, not continuously revised as needed because of the limited

time available where the teacher is already preoccupied with student problems, administrative demands. That's why it is not easy for schools to improve the quality of teacher performance.

Job satisfaction is a very personal thing, meaning that the one who can feel it the most is the person concerned and it is not always the same from one person to another, therefore job satisfaction needs to be considered by the organization because job satisfaction is a criterion for measuring organizational success. To meet the needs of its members.

In increasing teacher job satisfaction, schools need to pay attention to the human resource management process, which includes leadership, motivation, compensation, competence, promotion, training education, discipline and so on. If the above process goes well, then the school will go hand in hand in line with its vision, mission and goals. Job satisfaction can be created through a conducive work climate or organizational climate. A job is said to be satisfying if there is harmony between the nature of the job and the person's needs.

Job satisfaction is a pleasant or unpleasant emotional state in which a person will look at it from the point of view of their respective jobs because a person's level of satisfaction (Lukman et al., 2022; Nasution et al., 2022; Suyono et al., 2022) is of course different. The results of the preliminary survey on 30 respondents by looking at the scales Very Satisfied (SP), Satisfied (P), Less Satisfied (KP), Not Satisfied (TP) and Very Dissatisfied (STP) on teacher satisfaction at SMK Negeri Tambusai Utara, Rokan Hulu Regency were assessed not optimal.

The results of the pre-survey on teacher satisfaction at SMK Negeri Tambusai Utara, Rokan Hulu Regency in 2022 with an average value obtained of 3.10 in the Fairly Satisfied category. These results indicate that teacher satisfaction at SMK Negeri Tambusai Utara Rokan Hulu Regency with the assessment of indicators according to teacher abilities, variety of tasks carried out, suitability of salary received, accuracy of receiving salary, opportunity to advance, sense of concern felt, existence of leadership supervision, application of supervision methods, the existence of problem solutions from co-workers and the existence of teacher cooperation, are still in the unsatisfied category. So that the feeling of dissatisfaction felt by the majority of teachers is indicated to have an impact on teacher performance.

Another factor that affects teacher performance is commitment (Abasilim et al., 2019; Putra & Renaldo, 2020; Renaldo et al., 2022). Commitment to the organization is a condition in which an employee sides with the organization and its goals, and is committed to maintaining its membership. The teacher's commitment to school institutions as an organization is basically a condition that is felt by teachers which can lead to positive behavior towards the work organization they have. The teacher's sense of belonging to the school, that the school is a second home, a large family, and pride in being part of the school organization is one measure of the teacher's commitment to the institution, in this case the school.

Discipline is also a factor affecting performance. Keith Davis in (Wahyudi, 2019), states work discipline as an implementation of management to reinforce guidelines that are seen as closely related to performance. This statement is supported by the opinion of Malthis and Jackson in (Lasmaya, 2016), that work discipline is closely related to employee behavior and influences performance. Even though this discipline is only one part of the teacher's performance characteristics and is related to the percentage of attendance, non-compliance with rules, decreased work productivity and apathy, it turns out that this has a very big impact, especially on our education system (Renaldo et al., 2020b; Renaldo, Jollyta, et al., 2022; Renaldo, Sudarno, et al., 2021; Renaldo, Suharti, et al., 2021; Renaldo & Augustine, 2022; Sudarno, Renaldo, et al., 2022; Yusrizal et al., 2021) which requires the dominant presence of teachers in learning process.

A conducive work environment or workplace, giving rise to a sense of security, comfort, so as to increase passion at work, happy, sincere and sincere, so that one's performance (Asl & Osam, 2021; Bakhroini et al., 2022; Istiana et al., 2022; Ngatno et al., 2022) will be achieved optimally.

Several studies related to commitment, discipline and work environment on job satisfaction and performance were carried out by Darmawan, Didit. (2016), Hasan (2012), Wibowo, Edi, and Wiwik Susilowati. (2010), proved that work commitment affects job satisfaction, while Adhan, (2020). Nyoto, Sudarno and Andi (2019), concluded that work commitment does not affect job satisfaction. Research by Ekawati et al (2019), concluded that job satisfaction affects performance, while Respatiningsih, Ida, and Frans Sudirjo. (2016), Pahmi, Idrus and Mahlia (2011), concluded that job satisfaction does not affect performance.

Hasanah et al (2020), concluded that discipline has proven to have an effect on job satisfaction, the results of this study explain that if discipline increases, employee job satisfaction will also increase, conversely

if discipline decreases, employee job satisfaction will also decrease. Meanwhile, Sakartini, Ni Luh (2016), concluded that discipline has no effect on job satisfaction, the results of this study explain that high or low discipline has no effect on employee job satisfaction (Andrianto et al., 2023; Heimerl et al., 2020; Putri et al., 2023; Wahyudi et al., 2023).

Pujiastuti & Rozi (2017), Rahardjo (2014) concluded that the work environment has proven to influence job satisfaction, the results of this study explain that if the work environment is strong, employee job satisfaction will also increase, conversely if the work environment decreases, employee job satisfaction will also decrease. Meanwhile, Kuncoro & Dardiri (2017) concluded that the work environment has no effect on job satisfaction, the results of this study explain that the work environment has no significant effect on employee job satisfaction.

Research by Carmeli and Freund (2006), proves work commitment affects performance, while Frengky Basna (2016), proves that work commitment does not affect performance.

Primandaru et al (2018), Setianingsih et al (2019) and Siegar et al (2022) concluded that discipline affects employee performance, the results of this study explain that if discipline increases, employee performance will also increase, conversely if discipline decreases, employee performance will also decrease. While the research results of Munir et al (2020) concluded that discipline has proven to have no effect on employee performance, the results of this study explain that high or low discipline has no effect on employee performance.

Anggrayni et al., (2018) proved that the work environment affects performance but Kuncoro & Dardiri (2017) and Sari (2013) proved that there is no correlation between the work environment and teacher performance. Rahardjo (2014) proved that leadership and work environment affect performance. On the other hand, Sampurno & Wibowo (2017) prove that the work environment has an indirect effect on teacher performance, but the principal's leadership has a direct effect on teacher performance (Kurniawati, 2017). Yani & Indrawati (2016) researched with the result that the work environment affects competence.

Frengky Basna (2016), Priambudi. M. D, et al (2022), concluded that job satisfaction has proven to have an effect on employee performance, the results of this study explain that if job satisfaction increases, employee performance also increases, but if job satisfaction decreases, employee performance will decrease. Meanwhile, Ekawati et al (2019), concluded that job satisfaction has proven to have no effect on employee performance. These results explain that high or low job satisfaction does not affect employee performance.

Based on the research phenomenon related to teacher satisfaction and performance that has been described and there are factors that influence and differences in previous research, it is important to conduct this research by examining the factors of organizational commitment, work discipline and work environment on teacher satisfaction and performance at SMK Negeri Tambusai Utara, Rokan Hulu Regency.

The research objective of this study was to determine and analyze the influence of commitment, discipline and work environment on job satisfaction of teachers at SMK Negeri Tambusai Utara, Rokan Hulu Regency.

LITERATURE REVIEW

Teacher Performance

Performance (Andi et al., 2022; Pernando et al., 2022; Tohan et al., 2022) can be interpreted as performance in work or results of work, which means performance is the result of work processes carried out by humans (Arman et al., 2016). In other words, performance is a form of behavior of a person or organization with the aim of achieving the expected target. Performance is the overall value expected by the organization in the event of different behavior that is brought by an individual according to standards in one period of time.

According to the Regulation of the State Minister for Administrative Reform and Bureaucratic Reform No. 16/2009 to measure teacher performance consists of: (1) Pedagogic, Pedagogic competence is the teacher's ability to manage student learning at least includes: understanding of educational insights and foundations, understanding of students, curriculum or syllabus development, lesson planning, implementation educational learning, selection of methods, use of technology (Renaldo, Suhardjo, et al., 2022; Sudarno et al., 2022) and learning media, evaluation of learning outcomes, and development of students to actualize their various

competencies. (2) Personality. Personal competence is a solid personality ability, has a noble character, is wise and authoritative, and is a role model for students. (3) Social, Social competence is the teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers, parents and guardians of students and the surrounding community (Renaldo, Fadrul, Andi, et al., 2022; Renaldo, Hafni, Hocky, et al., 2022; Renaldo, Junaedi, Hutahuruk, et al., 2022; Renaldo, Suhardjo, Suyono, et al., 2022; Suyono et al., 2021). (4) Professional. Professional competence is the ability to master subject matter broadly and deeply. The profession of a teacher is a profession that cannot be done by just anyone.

Job Satisfaction

Mangkunegara (2013) states that job satisfaction is a feeling that supports or does not support a person related to his work. Hasibuan (2010) job satisfaction is a pleasant emotional attitude and loves his job. Then the opinion of Robins (2008) job satisfaction is a positive feeling about one's work which is the result of an evaluation of its characteristics. Job satisfaction is the level of individual satisfaction that they get appropriate rewards from various aspects of the work situation of the organization where they work (Tangkilan, 2008).

Indicators of job satisfaction according to (Wibowo, 2014), namely (1) The work itself is the work faced by teachers every day. The job in question can be in accordance with the field of knowledge (Panjaitan et al., 2022; Renaldo et al., 2020) studied, according to his expertise, as well as his interests and skills. (2) Payment, in this case related to salary/wages which is a real form of remuneration in the form of money. The size of the salary/wages, as well as the timeliness in paying the salaries/wages, will affect achievement and also affect performance. (3) Promotion opportunities, are factors related to whether there is an opportunity to gain career advancement while working. (4) Supervision, in this case the principal's supervision of teachers should not only focus on work but also on the psychological state of teachers, for example providing direct motivation to teachers while working, listening to their complaints and trying to solve them, so that they can good personal relationships are also built between teachers, thus making them more comfortable at work. (5) Colleagues, are related factors related to the relationship between employees and their superiors and with other employees, both the same and different types of work.

Organizational Commitment

Meyer and Allen (2010) stated that an employee who is committed to the organization that houses him will survive with his organization both in positive and negative circumstances, maintain and develop assets owned, participate in implementing the vision and goals of the organization. Sunarto (2011) also defines commitment as a form of love and loyalty consisting of unification with company goals and values, the desire to remain in the organization, and the willingness to work hard on behalf of the organization. According to (Meyer and Allen, 2010) indicators of organizational commitment are: Affective Commitment, Continuance Commitment, Normative Commitment, and Indebted Obligation.

Work Discipline

(Mangkunegara, 2011) As a management exercise to reinforce organizational guidelines." (Rivai, 2011) "A tool used by managers to communicate with employees so that they are willing to change a behavior as well as an effort to increase one's awareness and willingness to comply with all company regulations."

Measurement of work discipline according to (Sutrisno, 2011) namely (1) Obey the rules of time. This can be seen from the hours of entry to work, hours of going home, hours of rest which are on time according to what is in effect in the company. (2) Obey company regulations. Basic rules on how to dress, and behave in work. (3) Obey the rules of conduct at work. Demonstrated by ways of doing jobs in accordance with position, duties and responsibilities as well as how to relate to other work units. (4) Comply with other regulations in the company. Comply with laws and regulations and company procedures in work agreements or work contracts

Work Environment

The work environment is all factors outside of human beings, both physical and non-physical, that surround employees in an organization that can influence them in carrying out their assigned tasks (Sampurno & Wibowo, 2017). The work environment is the conditions and situations around employees that influence them in completing work to create work relationships that link employees with the environment (Pujiastuti & Rozi, 2017). (Sedarmayanti, 2001) the work environment is the whole of the tools and materials encountered, the environment in which a person works, his work methods, and his work arrangements both individually and as a

group. Good or suitable working environment conditions if humans can carry out activities optimally, healthy, safe and comfortable.

There are measurements of the work environment according to (Sedarmayanti, 2011), namely (1) Good lighting helps work effectiveness, both natural light from the sun or artificial light from electricity. (2) Workplace air circulation that produces freshness, including natural, namely plants and artificial ones such as air conditioners. (3) Workplace noise (noise pollution) that disturbs the peace of work and eliminates concentration and affects employees emotionally and in severe cases can damage hearing. (4) The arrangement of colors, decorations and music in the workplace that affect feelings and moods. (5) Movement Space, (6) Job Security and (7) Employee Relations.

Research Hypothesis

H1: Commitment has a positive effect on job satisfaction

H2: Work discipline has a positive effect on job satisfaction

H3: The work environment has a positive effect on job satisfaction

H4: Commitment has a positive effect on teacher performance

H5: Work discipline has a positive effect on teacher performance

H6: The work environment has a positive effect on teacher performance

H7: Job satisfaction has a positive effect on teacher performance

METHODOLOGY

Place and Time of Research

This research was conducted in research conducted at 2 State Vocational Schools in North Tambusai, Rokan Hulu Regency, Riau. Namely SMK Negeri 1 and SMK Negeri 2 Tambusai Utara. Meanwhile, the research was conducted from June to August 2022

Population and Sample

In this study, the population consisted of all teachers working at SMK Negeri 1 and SMK Negeri 2 Tambusai Utara, Rokan Hulu Regency. Altogether 78 people. The sample used is a saturated sample where all 78 members of the population are sampled. The sampling technique was carried out by census.

Data Collection Technique

According to Sugiyono (2012) data collection techniques are the most strategic steps in research, because the main objective of research is to obtain data. In this study, the data collection technique used was a questionnaire which was distributed to teachers at SMK Negeri Tambusai Utara, Rokan Hulu Regency.

Data Analysis Technique

Descriptive Analysis

The descriptive analysis in this study contains a discussion of the characteristics of the respondents associated with the responses of the respondents.

Structural Equation Model Analysis – PLS

This hypothesis testing is done to test the magnitude of the influence of the independent variables on the dependent variable. Testing this hypothesis using the Smart PLS 3.0 tool

Hypothesis Test (T Test)

Hypothesis testing is used to statistically test the truth of a statement and accept or reject the statement. This statement is called a hypothesis or hypothesis. In testing the hypothesis in SEM-PLS it is done by using the t-count value compared to the value in the t-table. Testing with steps includes formulating sound hypotheses, decision criteria when the hypothesis is accepted and when the hypothesis is rejected.

RESULTS AND DISCUSSION

Structural Equation Modeling Test

The results of testing the Equation Model Structure (SEM) in this study can be explained in the following table:

Table 1. Structural Equation Model (SEM) Test Analysis

Research variable	Original sample (O)	T statistics ((O/STDEV))	P values	Conclusion
Organizational Commitment -> Satisfaction	0.04	0.677	0.499	Not significant
Work Discipline -> Job Satisfaction	0.702	9.451	0.000***	Significant Positive
Work Environment -> Job Satisfaction	0.01	0.082	0.935	Not significant
Organizational Commitment -> Teacher Performance	0.288	3.012	0.003***	Significant Positive
Work Discipline -> Teacher Performance	0.399	2.935	0.003***	Significant Positive
Work Environment -> Teacher Performance	-0.022	0.21	0.834	Not significant
Job Satisfaction -> Teacher Performance	0.262	1.87	0.062*	Significant Positive

Source: Smart PLS Processed Data, 2022

The effect of organizational commitment on teacher job satisfaction

Based on the profiles of the respondents, it can be shown that the majority of respondents in this study were male teachers, respondents aged 31-40 years with a working period of 6-10 years at SMK Negeri Tambusai Utara, Rokan Hulu Regency. Meanwhile, based on the results of the respondents' responses, it can be explained that on average the teacher gave a very high response to the teacher's organizational commitment. This is in line with the responses of respondents to the job satisfaction of teachers at SMK Negeri Tambusai Utara, Rokan Hulu Regency, where the average teacher gives a very high assessment of teacher job satisfaction at school.

Based on the test results, it shows that organizational commitment has no impact on teacher job satisfaction at school. This means that the existing organizational commitment has not been able to provide an increase in the job satisfaction of teachers at Tambusai Utara Vocational School, Rokan Hulu Regency.

These results are in line with research conducted by Adhan, (2020), Nyoto, Sudarno and Andi (2019) where the results of their research state that organizational commitment is not significant for teacher job satisfaction. But these results are contrary to the results of research conducted by Darmawan, Didit. (2016), Hasan (2012), Wibowo, Edi, and Wiwik Susilowati. (2010) where the results of his research stated that organizational commitment is significantly positive on teacher job satisfaction.

Effect of work discipline on teacher job satisfaction

Based on the profiles of the respondents, it can be shown that the majority of respondents in this study were male teachers, respondents aged 31-40 years with a working period of 6-10 years at SMK Negeri Tambusai Utara, Rokan Hulu Regency. Meanwhile, based on the results of the respondents' responses, it can be explained that on average the teacher gave a very high response to the teacher's work discipline. This is in line with the responses of respondents to the job satisfaction of teachers at SMK Negeri Tambusai Utara, Rokan Hulu Regency, where the average teacher gives a very high assessment of teacher job satisfaction at school.

Based on the test results, it shows that work discipline has a significant impact on teacher job satisfaction in schools. This means that it can be explained that work discipline has been able to increase the job satisfaction of teachers at SMK Negeri Tambusai Utara, Rokan Hulu Regency.

These results are in line with research conducted by Sekartini, Ni Luh. (2016) where the results of his research stated that work discipline is not significant on teacher job satisfaction. But these results are in contrast to the results of research conducted by Hasanah, et al (2020) where the results of their research state that work discipline has a significant positive effect on teacher job satisfaction.

The influence of the work environment on teacher performance

Based on the profiles of the respondents, it can be shown that the majority of respondents in this study were male teachers, respondents aged 31-40 years with a working period of 6-10 years at SMK Negeri Tambusai Utara, Rokan Hulu Regency. Meanwhile, based on the results of the respondents' responses, it can be explained that on average the teacher gives a very high response to the teacher's work environment. This is in line with the responses of respondents to the job satisfaction of teachers at SMK Negeri Tambusai Utara, Rokan Hulu Regency, where the average teacher gives a very high assessment of teacher job satisfaction at school.

Based on the test results, it shows that the existing teacher work environment has no significant impact on teacher job satisfaction in Tambusai Utara Vocational School, Rokan Hulu Regency.

These results are in line with research conducted by Pujiastuti & Rozi (2017) and Rahardjo (2014) where the results of their research state that the work environment has a significant positive effect on job satisfaction. But these results are contrary to the results of research conducted by Kuncoro & Dardiri (2017) where the results of their research state that the work environment is not significant on job satisfaction.

The Effect of Organizational Commitment on Teacher Performance

Based on the profiles of the respondents, it can be shown that the majority of respondents in this study were male teachers, respondents aged 31-40 years with a working period of 6-10 years at SMK Negeri Tambusai Utara, Rokan Hulu Regency. Meanwhile, based on the results of the respondents' responses, it can be explained that on average the teacher gave a very high response to the teacher's organizational commitment. This is in line with the responses of respondents to the performance of teachers at SMK Negeri Tambusai Utara, Rokan Hulu Regency, where the average teacher gives a very high assessment of teacher performance at school.

Based on the test results, it shows that the existing organizational commitment has a significant impact on improving the performance of teachers in Tambusai Utara Vocational School, Rokan Hulu Regency.

These results are in line with research conducted by Carmeli and Freund (2006) where the results of their research state that organizational commitment has a positive and significant effect on performance. But these results are in contrast to the results of research conducted by Frengky Basna (2016) where the results of his research state that organizational commitment is not significant to performance.

Effect of work discipline on teacher performance

Based on the profiles of the respondents, it can be shown that the majority of respondents in this study were male teachers, respondents aged 31-40 years with a working period of 6-10 years at SMK Negeri Tambusai Utara, Rokan Hulu Regency. Meanwhile, based on the results of the respondents' responses, it can be explained that on average the teacher gave a very high response to the teacher's work discipline. This is in line with the responses of respondents to the performance of teachers at SMK Negeri Tambusai Utara, Rokan Hulu Regency, where the average teacher gives a very high assessment of teacher performance at school.

Based on the test results, it shows that the existing work discipline has a significant impact on improving the performance of teachers at Tambusai Utara Vocational School, Rokan Hulu Regency.

These results are in line with research conducted by Siregar, et., al (2022), Primandaru, et., al (2018) and Setianigsih, et., al (2019) where the results of their research state that work discipline has a significant positive effect on performance. But these results are in contrast to the results of research conducted by Munir, et., al (2020) where the results of his research state that work discipline is not significant for performance.

The influence of the work environment on teacher performance

Based on the profiles of the respondents, it can be shown that the majority of respondents in this study were male teachers, respondents aged 31-40 years with a working period of 6-10 years at SMK Negeri Tambusai Utara, Rokan Hulu Regency. Meanwhile, based on the results of the respondents' responses, it can be explained that on average the teacher gives a very high response to the teacher's work environment. This is in line with the responses of respondents to the performance of teachers at SMK Negeri Tambusai Utara, Rokan Hulu Regency, where the average teacher gives a very high assessment of teacher performance at school.

Based on the test results, it shows that the existing work environment has no significant impact on the performance of teachers at Tambusai Utara Vocational School, Rokan Hulu Regency.

These results are in line with research conducted by Sampurno & Wibowo (2017), Kuncoro & Dardiri (2017) and Sari (2013) where the results of their research stated that work discipline is not significant to performance. But these results are contrary to the results of research conducted by Anggrayni (2018), Pujiastuti & Rozi (2017) and Rahardjo (2014) where the results of their research state that the work environment has a significant positive effect on performance.

Effect of job satisfaction on teacher performance

Based on the profiles of the respondents, it can be shown that the majority of respondents in this study were male teachers, respondents aged 31-40 years with a working period of 6-10 years at SMK Negeri Tambusai Utara, Rokan Hulu Regency. Meanwhile, based on the results of the respondents' responses, it can be explained that the average teacher gives a very high response to teacher job satisfaction. This is in line with the responses of respondents to the performance of teachers at SMK Negeri Tambusai Utara, Rokan Hulu Regency, where the average teacher gives a very high assessment of teacher performance at school.

Based on the test results, it shows that job satisfaction can have a significant impact on improving the performance of teachers at Tambusai Utara Vocational School, Rokan Hulu Regency.

These results are in line with research conducted by Priambudi, M. D., et al (2022) and Frengky Basna (2016) where the results of their research stated that job satisfaction is not significant to performance. However, these results are in contrast to the results of research conducted by Ekawati et al (2019) where the results of their research state that job satisfaction has a significant positive effect on performance.

CONCLUSION

Based on the results of the research and discussion described in the previous chapter, it can be concluded in this study that (1) Existing organizational commitment has no impact on teacher job satisfaction at SMK Negeri Tambusai Utara, Rokan Hulu Regency. (2) The existing work discipline is able to increase the job satisfaction of teachers at SMK Negeri Tambusai Utara, Rokan Hulu Regency. (3) The existing work environment does not have a significant impact on the job satisfaction of teachers at Tambusai Utara Vocational School, Rokan Hulu Regency. (4) The existing organizational commitment can have a significant impact on improving the performance of teachers at Tambusai Utara Vocational School, Rokan Hulu Regency. (5) The existing work discipline is able to have a significant impact on improving the performance of teachers at Tambusai Utara Vocational School, Rokan Hulu Regency. (6) The existing work environment has not been able to have a significant impact on improving the performance of teachers at Tambusai Utara Vocational School, Rokan Hulu Regency. (7) Existing job satisfaction is able to have a significant impact on improving the performance of teachers at Tambusai Utara Vocational School, Rokan Hulu Regency.

For the next writer to add other independent factors that can affect teacher job satisfaction and teacher performance. Both internal factors that exist in school and factors outside of school.

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