TEACHER SATISFACTION AND PERFORMANCE REVIEWED FROM THE PERSPECTIVE OF LEADERSHIP STYLE, WORK ENVIRONMENT, AND ORGANIZATIONAL CULTURE

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ABSTRACT

The purpose of this study is to examine how organizational culture, work environment, and leadership style affect teachers' job satisfaction and performance. This research is quantitative in nature. Teachers at the Kerinci Citra Kasih Foundation in Pangkalan Kerinci made up the study's population. There were 85 responders in all, and the saturated sample method was utilized for sample selection. One technique for analyzing the data was Structural Equation Modeling (SEM). The findings demonstrated that leadership style had a positive and significant impact on job satisfaction, that the work environment had a positive and significant impact on job satisfaction, that organizational culture had no considerable impact on job satisfaction, that leadership style had a positive and significant impact on teacher performance, that organizational culture had no significant impact on teacher performance, and that job satisfaction had a positive and significant impact on teacher performance.

Keywords: Leadership Style; Work Environment; Organizational Culture; Job Satisfaction; Teacher Performance

KEPUASAN DAN KINERJA GURU DITINJAU DARI PERSPEKTIF GAYA KEPEMIMPINAN, LINGKUNGAN KERJA, DAN BUDAYA ORGANISASI

ABSTRAK

Tujuan penelitian ini adalah untuk menguji pengaruh budaya organisasi, lingkungan kerja, dan gaya kepemimpinan terhadap kepuasan kerja dan kinerja guru. Penelitian ini bersifat kuantitatif. Populasi penelitian ini adalah guru-guru di Yayasan Kerinci Citra Kasih Pangkalan Kerinci. Jumlah responden keseluruhan 85 orang, dan metode sampel jenuh digunakan untuk pemilihan sampel. Salah satu teknik analisis data adalah Structural Equation Modeling (SEM). Hasil penelitian menunjukkan bahwa gaya kepemimpinan memiliki pengaruh positif dan signifikan terhadap kepuasan kerja, lingkungan kerja memiliki pengaruh positif dan signifikan terhadap kepuasan kerja, budaya organisasi tidak memiliki pengaruh yang cukup besar terhadap kepuasan kerja, gaya kepemimpinan memiliki pengaruh positif dan signifikan terhadap kinerja guru, budaya organisasi tidak memiliki pengaruh yang signifikan terhadap kinerja guru, dan kepuasan kerja memiliki pengaruh positif dan signifikan terhadap kinerja guru.

Kata Kunci: Gaya Kepemimpinan; Lingkungan Kerja; Budaya Organisasi; Kepuasan Kerja; Kinerja Guru

INTRODUCTION

Every Indonesian citizen has the right and obligation to obtain education, as stated in Article 31 of the 1945 Constitution of the Republic of Indonesia. Basic education must be attended by all citizens, and the government is responsible for bearing all costs of its implementation. Indonesia has stipulated that compulsory education for Indonesian citizens is 12 years or until graduating from Senior High School or equivalent. With the government's policy on compulsory education, every citizen is obliged to undergo education up to senior high school level.

Kerinci Citra Kasih Foundation is one of the private education providers located in Pelalawan Regency, Riau Province. Kerinci Citra Kasih Foundation provides educational services starting from Kindergarten, Elementary School, Junior High School, to Senior High School. The establishment of this foundation aims to participate in realizing the ideals of the Indonesian nation in educating the nation's life and improving the quality of human resources. It is hoped that with all levels of education at the Kerinci Citra Kasih Foundation, it will be an alternative for students and parents to get a decent and quality education.

The management of the Kerinci Citra Kasih Foundation always strives to improve the quality of all schools under the foundation. Quality improvement is carried out by improving physical facilities such as comfortable classrooms, complete practical equipment, adequate sports and arts facilities and other facilities that can support teaching and learning activities. In addition, improving the quality of human resources is also a focus of the Kerinci Citra Kasih Foundation. Human resources whose capacity and capabilities need to be improved are teachers who are members of the teaching staff at all levels of education at the Kerinci Citra Kasih Foundation. Teachers are the spearhead in improving the quality of learning in schools. There was a decline in teacher performance at all levels of education in Kerinci Cita Kasih Foundation. Overall, the average teacher performance at the Kerinci Cita Kasih Foundation is still classified as Good, and has not met the expectations of the Kerinci Cita Kasih Foundation management to achieve a Very Good performance rating. Based on the results of a pre-survey on 30 teachers, teacher job satisfaction at the Kerinci Citra Kasih Foundation is still in the fairly satisfied category. This means that most teachers at the Kerinci Citra Kasih Foundation have not felt job satisfaction and this has caused teacher performance to also decline.

One of the elements influencing teacher performance is leadership style. A suitable leadership style can enhance teacher performance. It has been demonstrated by . Susanty & Baskoro (2012), Guterres & Supartha (2016), and Priyono et al. (2018) that teacher performance and leadership style are positively and significantly correlated. Hadromi (2017) demonstrated, however, that teacher performance is not significantly improved by leadership style. Yusuf (2016) presented other results, namely that teacher performance is negatively and negligibly impacted by leadership style.

The work environment has an impact on teachers' performance as well. Employee or teacher performance might be enhanced by a positive work environment. Iswahyudi (2017), Burhannudin et al. (2018) and Wagiyono et al. (2020) demonstrated that the work environment has a direct and substantial impact on employee performance. Arianto (2013) and Nabawi (2019) presented different findings, demonstrating that employee performance is not much impacted by the workplace.

Organizational culture also affects teacher performance. Teacher performance can be enhanced by an organization's positive and evolving culture. According to research by Febriantina et al. (2018) and Purwanto et al. (2020), organizational culture significantly and favorably affects teacher performance. Indajang et al. (2020) reported different findings, while Iphank & Ardiana (2017) demonstrated that organizational culture had no discernible impact on teacher performance. Teacher performance is also impacted by job happiness. High levels of satisfaction among teachers can lead to better performance. According to Werang (2014) Yusuf (2016) and Widayati et al. (2020), there is a substantial correlation between teacher performance and job satisfaction. However, according to Pala'langan, (2020) and Ratnasari et al. (2021), teacher performance is not significantly impacted by job satisfaction.

Teacher performance is positively and significantly impacted by leadership style, according to Yusuf (2016), Aziizah (2018) and Putrayana et al. (2018). Research by Arifin et al. (2018) and Kuswoyo et al. (2018) explains different findings, namely that job satisfaction is not significantly impacted by leadership style. The work environment has an impact on job satisfaction as well. Job satisfaction can rise in a positive workplace. Putrayana et al. (2018) and Purnamasari (2018) demonstrate that job satisfaction and the work environment have a positive and substantial relationship. Rasyid & Tanjung (2020) and Haryanto et al. (2020) reported different findings, namely that job satisfaction is not significantly impacted by the work environment. Organizational culture has an impact on job satisfaction as well. According to Yusuf (2016), Aziizah (2018) and Arifin et al. (2018), job satisfaction is positively and significantly impacted by corporate culture. Hardika (2017) and Kadir (2017)presented different findings, claiming that corporate culture and work satisfaction had no discernible relationship.

This study aims to fill the gap in previous literature, especially related to findings that still show inconsistent results. Therefore, this study is expected to contribute to clarifying the relationship between variables that previously had not obtained conclusive conclusions.

LITERATUR REVIEW

Teacher Performance

Performance is the actual result of a task or activity finished within a specific time frame, claims Ruky (2014). Mangkunegara (2015), on the other hand, defines performance, or work success, as the outcomes of an employee's labor that are evaluated according to the quantity and quality of accomplishment in completing tasks in line with the responsibilities performed.

Referring to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014, teacher performance assessment is not carried out carelessly, but refers to four main competency aspects that must be possessed by every educator. The four competencies include: (1) Pedagogical Competence, including the teacher's ability to understand student characteristics, organize and implement learning, evaluate learning achievements, and direct student potential to the maximum. Teachers who master this competency are able to create effective, contextual learning that is tailored to the individual background of students (2) Personality Competence, this competency is related to the personal integrity of a teacher, such as honesty, responsibility, maturity, authority, and being a role model for students and the surrounding environment. A teacher must have a strong personality in order to shape the character of students and maintain the dignity of their profession. (3) Social Competence, this aspect emphasizes the teacher's ability to interact and communicate effectively with students, fellow educators, parents of students, and the community. Teachers are required to be able to establish harmonious, open, and collaborative social relationships, in order to support the creation of a conducive learning environment. (4) Professional Competence, includes in-depth mastery of subject matter and the ability to develop scientific and technological insights relevant to the field being taught. Teachers must be able to deliver material accurately and up to date, and continue to improve their quality through continuous learning.

Job Satisfaction

Hasibuan (2019) explains that job satisfaction can be defined as a positive emotion that arises when someone feels happy and loves their job. Everyone has a different perception of job satisfaction, so that its nature becomes subjective, depending on the personal value system that they adhere to. In general, job satisfaction is achieved when the work done is in line with the individual's expectations and goals. When someone has a certain desire or expectation, it will encourage them to act to achieve that desire. If that expectation is achieved, then a sense of satisfaction arises. In this case, job satisfaction reflects the extent to which an individual's expectations of their work are met by the rewards received. Thus, job satisfaction cannot be separated from the concept of justice, psychological agreement, and work motivation (Latifah 2015)

Hakim & Muhdi (2019) explained that the level of job satisfaction can be measured through various indicators that have been set as references: (1) Opportunity to develop, is a form of opportunity for teachers to increase knowledge, expand responsibilities, and achieve professional development. (2) Trust, trust in relationships between individuals in the organization contributes to increased job satisfaction and work performance. (3) Salary/wages received, is financial compensation received by teachers is considered an indicator of job satisfaction, because it reflects awards that are considered fair and appropriate. (4) Supervision, is a form of structured coaching that aims to help teachers increase their effectiveness in carrying out their work. (5) Job security, is a guarantee provided by agencies related to health insurance, pension insurance and social security.

Leadership Style

Davis & Newstrom (2004)explained that leadership style refers to the overall behavioral pattern of a leader as seen from the perspective of the employees he leads. This style reflects the philosophy, expertise, and attitude of the leader, and can vary depending on motivational factors, power, and focus on tasks or interpersonal relationships. Kartono (2008) defines leadership style as aspects such as nature, habits, emotional responses, character, and personality that characterize a leader in establishing relationships with others. According to Thoha (2010) Leadership style is seen as a set of behavioral norms used by individuals in an effort to influence the actions or attitudes of their subordinates.

Kartono (2008) explains the indicators used to measure leadership style as follows: (1) Decision-making ability, is a structured method in assessing various available options and determining the most optimal steps based on rational analysis. (2) Motivating ability, is an internal motivation that drives individuals in an organization to voluntarily optimize their skills, energy, and time in carrying out their responsibilities and obligations, in order to realize the goals and objectives of the organization that have been formulated. (3) Communication ability, competence in transmitting information, ideas, or thoughts to other parties effectively, so that the intent conveyed can be understood well, either through direct verbal communication or through indirect means. (4) Ability to control subordinates, leaders are required to have the motivation to direct the behavior of their subordinates in accordance with the desired goals, through the use of personal influence or structural power strategically for the sake of the company's sustainability. In practice, leaders can convey instructions with various communication approaches, from firm orders to requests or threats, with the ultimate goal of ensuring that each task is carried out properly. (5) Responsibility, leaders are required to be responsible for their subordinates. Responsibility includes

moral and professional obligations to bear the consequences of actions, provide accountability, and bear the consequences. (6) The ability to control emotions, emotional control has a crucial role in determining the success of a person's life. Good emotional skills make it easier for individuals to achieve happiness.

Work Environment
Afandi (2016) explains that the work environment is all conditions that are around workers and have an impact on the implementation of tasks, such as temperature, humidity, ventilation, lighting, noise, and cleanliness and completeness of work facilities. The work environment also includes tools and work methods, as well as social influences in the workplace that can be felt individually or in groups. According to Sedarmayanti (2017) the work environment includes all equipment, materials, physical conditions around the work location, methods of carrying out tasks, and work arrangements that are applied, both individually and in teams. The ideal work environment is an environment that supports the creation of maximum performance while maintaining the health, safety, and comfort of workers.

Sedarmayanti (2017) stated that several indicators that show the condition of the work environment include: sufficient light, comfortable temperature, not too noisy, appropriate colors, sufficient space to move, safety at work, and good relations between employees.

Organizational Culture
Robbins & Judgec (2012) Organizational culture is a collection of values and perceptions that are collectively understood by members of the organization, which function as a distinguishing identity between the organization and other organizations. According to Luthans (2006) organizational culture can be understood as a set of basic thought patterns that are passed on to new personnel as a reference in assessing, thinking, and acting consistently in everyday organizational life.

According to Robbins (2006), there are seven indicators that reflect the culture in an organization. First, innovation and risk taking, which is the extent to which the organization encourages its members to innovate and take risks in carrying out their duties. Second, attention to detail, which is the organization's expectation of employee accuracy, thoroughness, and attention to detail. Third, outcome orientation, which is management's focus on achieving final results compared to the techniques or processes used to achieve them. Fourth, people orientation, which is the extent to which management decisions consider their impact on people in the organization. Fifth, team orientation, which is the extent to which work activities are carried out in groups or teams, rather than individually. Sixth, aggressiveness, which describes how competitive and aggressive the behavior of organizational members is compared to a passive or relaxed attitude. Finally, the seventh is stability, which shows the extent to which the organization emphasizes the importance of maintaining the status quo rather than making changes or innovations. These seven indicators provide a comprehensive picture of the cultural character that exists in an organization.

Relationship between Variables
The Influence of Leadership Style on Job Satisfaction
Enhancing teacher job satisfaction significantly influenced by leadership style. A higher degree of job satisfaction can result from a leadership style that is in line with the demands of the company. This, in turn, can help to improve performance on both an individual and team level. According to Yusuf's (2016) research, job satisfaction and leadership style have a strong and favorable correlation. Aziizah (2018) made a similar point when she said that leadership style has a big impact on workers' job happiness. In the meantime, it came to the conclusion that a strong leadership style significantly enhances teacher performance. Arifin et al. (2018), on the other hand, discovered that job satisfaction is not significantly impacted by leadership style. According to Kuswoyo et al. (2018), job satisfaction is not significantly impacted by leadership style.
H1: Leadership style has a positive effect on job satisfaction

The Influence of Work Environment on Job Satisfaction
To increase job satisfaction, it is necessary to create a conducive work environment. Putrayana et al. (2018) stated that the work environment has a positive and significant effect on the level of job satisfaction. A similar thing was conveyed by Iskandar & Juhana (2014) who stated that the quality of the work environment has a significant impact on employee satisfaction. Purnamasari (2018) also supports these findings, stating that there is a positive and significant relationship between the work environment and job satisfaction. However, different results were expressed by Rasyid & Tanjung (2020) who concluded that the work environment does not have a significant effect on job satisfaction. A similar view was also expressed by Haryanto et al. (2020), who found that the influence of the work environment on job satisfaction was not significant.
H2: The work environment has a positive influence on job satisfaction

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The Influence of Organizational Culture on Job Satisfaction
Organizational culture plays an important role in efforts to improve employee job satisfaction. Yusuf (2016) stated that organizational culture has a positive and significant influence on job satisfaction. This statement is reinforced by Aziizah (2018) who also found that organizational culture has a positive and meaningful impact on job satisfaction. Similar findings were conveyed by Arifin et al. (2018), who concluded that organizational culture makes a positive and significant contribution to increasing job satisfaction. However, a different view was expressed by Hardika (2017) who stated that there was no significant influence between organizational culture and job satisfaction. The same thing was also expressed by Kadir (2017) who found that organizational culture had no impact on job satisfaction.
H3: Organizational culture has a positive influence on job satisfaction

The Influence of Leadership Style on Teacher Performance
One of the elements influencing teacher performance is leadership style. If the leadership style used is in line with the demands and traits of the instructor, then the best performance can be attained. According to Susanty & Baskoro (2012), performance is positively and significantly impacted by leadership style. Additionally, Guterres & Supartha (2016) discovered that a strong leadership style is a major factor in raising teacher effectiveness. Similar results were published, demonstrating a strong and favorable relationship between teacher performance and leadership style. But Hadromi (2017) found conflicting results, claiming that teacher performance was not significantly impacted by leadership style. Yusuf (2016) even came to the conclusion that teacher performance was negatively and negligibly impacted by leadership style.
H4: Leadership style has a positive effect on teacher performance.

The Influence of Work Environment on Teacher Performance
Teachers' and workers' performance can be enhanced by a positive work environment. According to Burhannudin et al. (2018), employee performance is positively and significantly impacted by the work environment. According to Wagiyono et al. (2020), a positive work environment has a direct impact on raising employee performance. Additionally, Iswahyudi (2017) demonstrated that the work environment has a direct and substantial impact on employee performance. However, according to Arianto (2013), employee performance is not much impacted by the workplace. Nabawi (2019) shared this opinion and came to the conclusion that employee performance is not significantly impacted by the workplace.
H5: Work environment has a positive effect on teacher performance

The Influence of Organizational Culture on Teacher Performance
Improved teacher effectiveness is seen to be able to be fostered by a robust and evolving organizational culture. According to Handayani & Rasyid (2015), organizational culture significantly and favorably affects teacher performance. Similar findings were made by Febriantina et al. (2018), who discovered that organizational culture positively affects performance. Those who demonstrated that corporate culture significantly and favorably affects teacher performance likewise came to similar conclusions. Indajang et al. (2020), however, reported contradictory findings and came to the conclusion that organizational culture had no discernible impact on teacher performance. Additionally, Iphank & Ardiana (2017) discovered that teacher performance is not significantly impacted by organizational culture.
H6: Organizational culture has a positive effect on teacher performance.

The Influence of Job Satisfaction on Teacher Performance
Teacher performance improves as a result of job satisfaction. Higher levels of pleasure translate into better performance. According to Werang (2014), teacher performance and job satisfaction positively and significantly correlated. Yusuf (2016) added that teacher performance is positively and significantly impacted by job happiness. Additionally, Widayati et al. (2020) demonstrated that teacher performance is positively and significantly impacted by job satisfaction. Pala'langan, (2020) presented different data, claiming that teacher performance is not significantly impacted by job satisfaction. The similar point was made by Ratnasari et al. (2021), whose research revealed that job satisfaction has no discernible impact on raising teacher performance.
H7: Job satisfaction has a positive effect on teacher performance.

Framework
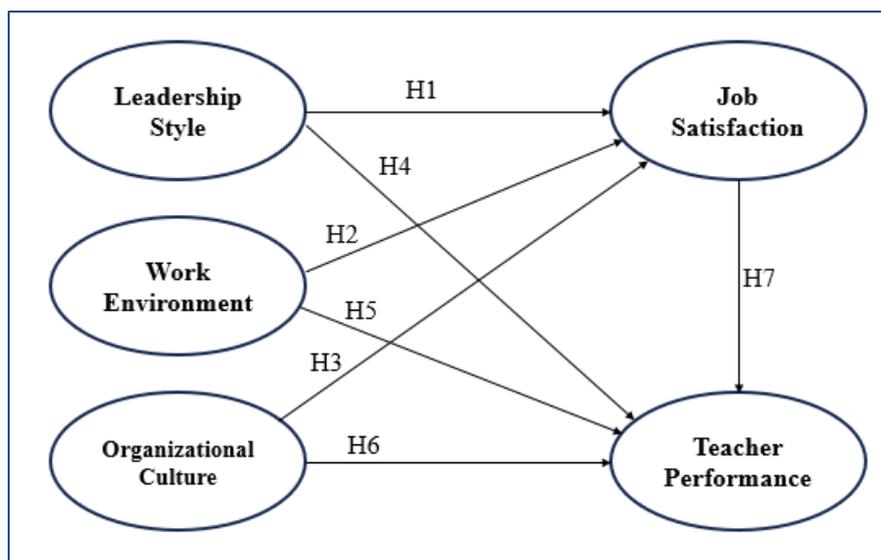The framework of the research is shown in Figure 1.

Figure 1. Framework

RESEARCH METHODS

Population and Sample

The study's population consists of all 85 teachers who work at the Kerinci Citra Kasih Foundation as kindergarten, elementary, middle, and high school teachers. Every member of the population is employed as a sample in this study, which employs the census method of sample selection. In this study, 85 respondents were selected as samples from the entire population.

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Methods of Data Analysis

Analyzing Descriptively

In this study, descriptive analysis was used to characterize the respondents' age, gender, degree of education, and other pertinent attributes.

Questionnaire Feasibility Test

The questionnaire feasibility test in this study includes two stages, namely the validity test and the reliability test. The validity test is carried out to assess the extent to which the instrument or questionnaire is able to measure what should be measured. A statement in the questionnaire is declared valid if it is able to represent the intended construct, with an indicator that the correlation coefficient value is greater than 0.3 3 (Ghozali 2016). The consistency of respondents' responses to the provided question items is another goal of the reliability test. Cronbach's Alpha statistics are used for reliability assessment, and an instrument is deemed reliable if its Cronbach's Alpha value is ≥ 0.70 3 (Ghozali 2016).

Path Analysis and Hypothesis Testing

SmartPLS is used to facilitate analysis in processing structural equations. The steps in this analysis include: (1) Designing a model based on theoretical foundations. (2) Creating a path diagram along with its structural equations. (3) Testing the models and hypotheses that have been formulated.

RESULTS AND DISCUSSION

Respondent Characteristics Analysis

The results of the analysis of respondent characteristics are shown in Table 1. From Table 1 it can be seen that the gender of the respondents is dominated by women because in general women choose to become teachers because women becoming teachers does not involve physical work and is indoors so it is not burdensome for women. The age of teachers at the Kerinci Citra Kasih Foundation is generally more than 30 years, meaning that the teacher is already of mature age in work so that he has a good emotional tendency. The majority of teachers at the Kerinci Citra Kasih Foundation already have a Bachelor's degree, so in terms of education the teacher has met the qualifications as a teacher. The length of service of teachers at the Kerinci Citra Kasih Foundation is mostly more than 10 years, meaning that the teacher already has sufficient experience in teaching and has high loyalty to the Kerinci Citra Kasih Foundation.

Table 1. Respondent Characteristics

Characteristics	Group	Amount	Percentage
Genital Type	Man	20	23.53%
	Women	65	76.47%
Age	<30 Th	5	5.88%
	30-40 Th	34	40.00%
	41-50 Th	26	30.59%
	>50 Th	20	23.53%
Education	D3	4	4.71%
	S1	79	92.94%
	S2	2	2.35%
Working time	< 3 Th	3	3.53%
	3-5 Th	10	11.76%
	6-10 Th	10	11.76%
	11-20 Th	41	48.24%
	> 20 Th	21	24.71%

Source: Processed Data (2024)

Test of Validity and Reliability

Table 2 displays the findings of this study's validity and reliability tests.

Table 2. Results of Validity and Reliability Tests

Variables	Cronbach's Alpha (>0.70)	Composite Reliability (CR) (>0.70)	Reliability	Average Variance Extracted (AVE) (>0.50)	Validity
Teacher Performance (Y2)	0.909	0.888	Reliable	0.750	Valid
Job Satisfaction (Y1)	0.812	0.710	Reliable	0.578	Valid
Leadership Style (X1)	0.920	0.919	Reliable	0.714	Valid
Work Environment (X2)	0.898	0.855	Reliable	0.559	Valid
Organizational Culture (X3)	0.929	0.932	Reliable	0.714	Valid

Source: Processed Data (2024)

From Table 2 it can be seen that all variables in this study are valid and reliable because the AVE value is > 0.50 and the CR value and Cronbach Alpha > 0.70.

Path Analysis and Hypothesis Testing

Model Path analysis Structural Equation Modelling (SEM) using SmratPLS in this study is shown in Figure 2.
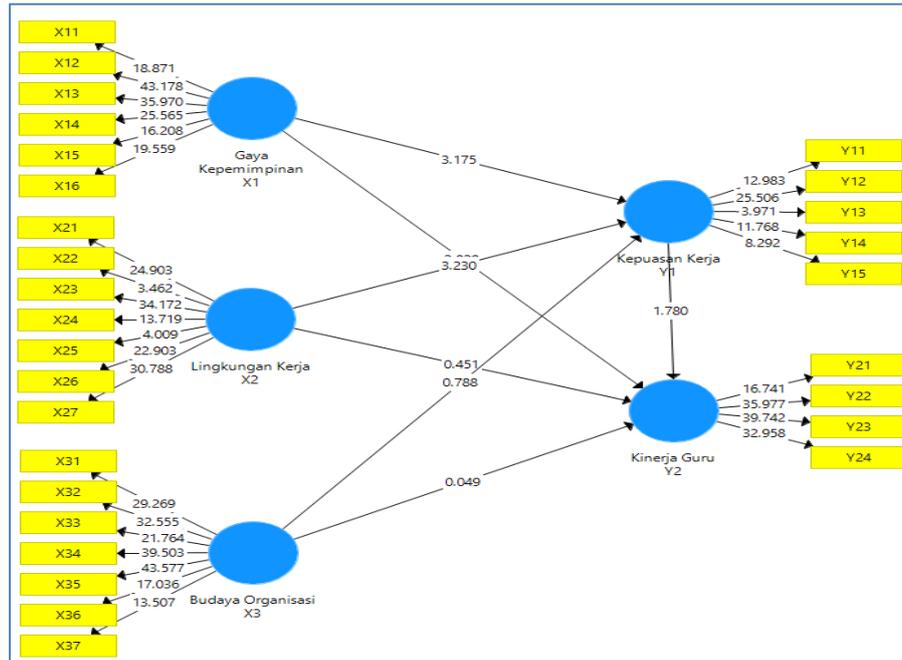
Figure 2. Model Path analysis Structural Equation Modelling (SEM)

Table 3 displays the findings of the hypothesis test.

Table 3. Results of the Hypothesis Test

Hypothesis	Variable Relationship	Original Sample (O)	T Statistics (|O/STDEV|)	P Values	Hypothesis	Hypothesis Results
H1	Leadership Style_X1 -> Job Satisfaction_Y1	0.463	3.175	0.002	+	Significant
H2	Work Environment_X2 -> Job Satisfaction_Y1	0.436	3.230	0.001	+	Significant
H3	Organizational Culture_X3 -> Job Satisfaction_Y1	0.083	0.788	0.431	+	Not Significant
H4	Leadership Style_X1 -> Teacher Performance_Y2	0.420	2.820	0.005	+	Significant
H5	Work Environment_X2 -> Teacher Performance_Y2	0.078	0.451	0.652	+	Not Significant
H6	Organizational Culture_X3 -> Teacher Performance_Y2	0.005	0.049	0.961	+	Not Significant
H7	Job Satisfaction_Y1 -> Teacher Performance_Y2	0.492	1.780	0.076	+	Significant

Source: Processed Data (2024)

Discussion

The Influence of Leadership Style on Job Satisfaction

According to the hypothesis test results, teachers' job satisfaction at the Kerinci Citra Kasih Foundation in Pangkalan Kerinci is positively and significantly impacted by leadership style. This implies that teachers at the Kerinci Citra Kasih Foundation will be more satisfied with their jobs if the leadership style is improved. A poor leadership style will also result in less job satisfaction. This study supports studies by Yusuf (2016), Aziizah (2018) and Putrayana et al. (2018) that shows that job satisfaction is positively and significantly impacted by leadership style. The findings of this study, however, contradict those of studies by Arifin et al. (2018) and Kuswoyo et al. (2018), which demonstrate that job satisfaction is not significantly impacted by leadership style.

Leadership style at the Kerinci Citra Kasih Foundation is the way the principal or leader of the Foundation influences teachers and employees of the foundation. With the appropriate leadership style, it will be able to

produce teacher job satisfaction. The leadership at the Kerinci Citra Kasih Foundation is expected to be able to motivate teachers to always give their best performance. Then the leadership is also expected to be able to manage all subordinates and not always blame subordinates when problems occur. In addition, the leadership is also expected to be able to communicate effectively and be able to convey the goals of the organization clearly. Then the leadership is also expected to be able to provide a good example to subordinates at the Kerinci Citra Kasih Foundation.

The Influence of Work Environment on Job Satisfaction
According to the hypothesis test results, teachers' job satisfaction the Kerinci Citra Kasih Foundation in Pangkalan Kerinci is positively and significantly impacted by their work environment. This implies that teachers at the Kerinci Citra Kasih Foundation will be more satisfied with their jobs if they work in a better atmosphere. Similarly, a poor workplace will make people less satisfied with their jobs. The findings of this study corroborate those of studies by Putrayana et al. (2018) and Purnamasari (2018), which demonstrate that job satisfaction is positively and significantly impacted by the workplace. This study, however, contradicts the findings of studies by Rasyid & Tanjung (2020) and Haryanto et al., (2020), which demonstrate that job satisfaction is not significantly impacted by the workplace.

The work environment is related to a person's comfort in their work environment, both physical and non-physical. In order to improve teacher job satisfaction at the Kerinci Citra Kasih Foundation, it is necessary to improve the comfort of the teacher's assembly room and classroom. The majority of teachers with a work period of more than 10 years at the Kerinci Citra Kasih Foundation, it is necessary to make changes to the classroom and teacher's assembly room so that teachers do not get bored, these changes can be made by changing the color, seating arrangement or interior and exterior design of the school environment.

The Influence of Organizational Culture on Job Satisfaction
According to the hypothesis test results, organizational culture had no discernible impact on teachers' job satisfaction at the Kerinci Citra Kasih Foundation in Pangkalan Kerinci. This implies that organizational culture, whether positive or negative, cannot improve job satisfaction among teachers at the Kerinci Citra Kasih Foundation. The findings of this study are consistent with those of studies by Hardika (2017) and Kadir (2017), which demonstrate that work satisfaction is not significantly impacted by corporate culture. It does not, however, corroborate the findings of studies by Yusuf (2016), Aziizah (2018) and Arifin et al. (2018), which demonstrate that organizational culture significantly and favorably affects job satisfaction.

Organizational culture is a pattern or system that is shared by teachers at the Kerinci Citra Kasih Foundation so that it is different from other organizations. The reason organizational culture does not affect job satisfaction in teachers at the Kerinci Citra Kasih Foundation is because the majority of teachers have had a long working period of more than 10 years, so teachers at the Kerinci Citra Kasih Foundation are already accustomed to the culture they implement so that it does not cause job satisfaction. In addition, the age of teachers at the Kerinci Citra Kasih Foundation is mostly over 30 years old, which at that age a person already has their own principles or culture in carrying out work so that organizational culture does not have a significant effect on job satisfaction.

The Influence of Leadership Style on Teacher Performance
According to the hypothesis test results, teacher performance at the Kerinci Citra Kasih Foundation in Pangkalan Kerinci is positively and significantly impacted by leadership style. This implies that teacher performance at the Kerinci Citra Kasih Foundation improves with a stronger leadership style. Similarly, poor leadership will result in worse teacher performance. The study's findings corroborate those of studies by Susanty & Baskoro (2012), Guterres & Supartha (2016) and Priyono et al. (2018), which demonstrate that a leader's style significantly and favorably affects teacher performance. The findings of Yusuf (2016) and Hadromi (2017), however, which demonstrate that leadership style has no discernible impact on teacher performance, are not supported by this study.

To improve teacher performance, a leadership style that is appropriate to the organizational situation is needed. Leaders at the Kerinci Citra Kasih Foundation are expected to be able to provide motivation to teachers in order to improve teacher performance, the motivation given can be in the form of giving examples or motivation with words. Leaders are also required to be able to communicate effectively to subordinates and be able to convey organizational goals and policies well. Leaders are also expected to be able to make decisions wisely and appropriately so that they can improve teacher performance.

The Influence of Work Environment on Teacher Performance
According to the hypothesis test results, teacher performance at the Kerinci Citra Kasih Foundation in Pangkalan Kerinci was not significantly impacted by the work environment. This implies that teacher performance at the Kerinci Citra Kasih Foundation will not be impacted by the quality of the work environment. The findings of this study support those of studies by Nabawi (2019), which found no evidence of a substantial impact of the work

environment on teacher performance. The findings of this study, however, contradict those of studies Handayani & Rasyid (2015), Febriantina et al. (2018), and Purwanto et al. (2020), which demonstrate that the work environment significantly and favorably affects teacher performance.

The working environment at the Kerinci Citra Kasih Foundation is always maintained by the foundation to make teachers always comfortable in working, so that with the long working period of teachers at the Kerinci Citra Kasih Foundation, the majority of whom have worked for more than 10 years, teachers are accustomed to the working environment at schools at the Kerinci Citra Kasih Foundation and cause the current working environment to become commonplace for teachers and make the working environment not have a significant effect on teacher performance. In addition, the school is located in the PT. RAPP housing complex, making the working environment at the Kerinci Citra Kasih Foundation not influenced by the external environment and there are no security disturbances and the teachers also live in the same complex environment so that the comfort of relationships between teachers is always maintained and makes the influence of the working environment on performance insignificant.

The Influence of Organizational Culture on Teacher Performance

According to the hypothesis test results, organizational culture at the Kerinci Citra Kasih Foundation in Pangkalan Kerinci has no discernible impact on teacher performance. This implies that teacher performance at the Kerinci Citra Kasih Foundation will not be impacted by an organization's culture. The study's findings corroborate those of studies by Iphank & Ardiana (2017) and Indajang et al. (2020), which demonstrate that organizational culture has no discernible impact on teacher performance. The findings of studies by, Febriantina et al. (2018) and Purwanto et al. (2020), however, which demonstrate that organizational culture significantly and favorably affects teacher performance, are not supported by this study.

Organizational culture is a pattern or habit that is adopted and carried out together by teachers at the Kerinci Citra Kasih Foundation so that it is different from other organizations. The reason organizational culture does not affect the performance of teachers at the Kerinci Citra Kasih Foundation is because the majority of teachers have had a long working period of more than 10 years, so that teachers at the Kerinci Citra Kasih Foundation are already accustomed to the culture they implement so that it does not affect teacher performance. In addition, the age of teachers at the Kerinci Citra Kasih Foundation is mostly over 30 years old, which at that age a person already has their own principles or culture in carrying out work so that organizational culture does not have a significant effect on teacher performance. The large influence of leadership style and job satisfaction on teacher performance at the Kerinci Citra Kasih Foundation also causes the influence of organizational culture on teacher performance to be insignificant.

The Influence of Job Satisfaction on Teacher Performance

According to the hypothesis test results, teacher performance at the Kerinci Citra Kasih Foundation in Pangkalan Kerinci is positively and significantly impacted by job satisfaction. This implies that teachers at the Kerinci Citra Kasih Foundation perform better when they are more satisfied with their jobs. Similarly, poor job satisfaction will result in poorer performance from teachers. The findings of this study support those of studies by Yusuf (2016) and Widayati et al. (2020), which demonstrate that teacher performance is positively and significantly impacted by job satisfaction. The findings of this study, however, contradict those of studies by Pala'langan (2020) and Ratnasari et al. (2021), which demonstrate that job satisfaction has no discernible impact on teacher performance.

At Kerinci Citra Kasih Foundation, teacher job satisfaction is correlated with their expectations being met by the organization. In order to increase employment satisfaction, the Kerinci Citra Kasih Foundation's management must give teachers more responsibility and possibilities for growth, as well as pay and bonuses that are commensurate with their performance and experience. To increase teacher effectiveness at Kerinci Citra Kasih Foundation, the Foundation must also prioritize teacher welfare.

CONCLUSION

The following conclusions can be made about this study based on the findings and discussions: (1) Teachers' job satisfaction at the Kerinci Citra Kasih Foundation, Pangkalan Kerinci, is positively and significantly impacted by leadership style. Job satisfaction will rise as a result of effective leadership. At the Kerinci Citra Kasih Foundation, Pangkalan Kerinci, teachers' job satisfaction is positively and significantly impacted by their work environment. Job satisfaction can be raised by having a nice, secure, and comfortable workplace. (3) Teachers' job satisfaction at the Kerinci Citra Kasih Foundation, Pangkalan Kerinci, is not significantly impacted by organizational culture. Job satisfactionamong teachers is unaffected by a positive corporate culture. (4) Teachers' performance at the Kerinci Citra Kasih Foundation, Pangkalan Kerinci, is positively and significantly impacted by leadership style. Teacher performance will rise as a result of effective leadership. (5) At the Kerinci Citra Kasih Foundation, Pangkalan Kerinci, the work environment has no discernible impact on the performance of teachers. Teacher performance is unaffected by a positive work environment. (6) At the Kerinci Citra Kasih Foundation, Pangkalan Kerinci, organizational culture has no discernible impact on teacher performance. Teacher performance is

unaffected by a positive corporate culture. (7) At the Kerinci Citra Kasih Foundation, Pangkalan Kerinci, teacher performance is positively and significantly impacted by job happiness. Improved teacher performance will be impacted by high job satisfaction.

The limitations of this study are as follows: (1) The study was conducted at all levels of education, namely kindergarten, elementary school, junior high school and high school, so that the study only provides general results and does not focus on one level of education. (2) The sample of this study still does not cover all schools at the Kerinci Citra Kasih Foundation because the sample in the study is only limited to the Kerinci Citra Kasih Foundation schools in the city of Pangkalan Kerinci.

From the results of this study, the following suggestions can be made: (1) Further researchers are advised to conduct research on teacher job satisfaction and performance with different independent variables so that other factors that have an influence on teacher job satisfaction and performance are obtained. (2) Foundations and schools are advised to improve teacher job satisfaction and performance by creating a good leadership style by always providing motivation to teachers in improving performance and leaders must be able to manage subordinates. (3) Foundations and schools are advised to improve teacher job satisfaction by providing a comfortable work environment in classrooms and teacher assembly rooms. (4) Foundations and schools are advised to improve teacher performance by improving job satisfaction through providing salaries and bonuses that are in accordance with the workload given and providing opportunities for teachers to develop themselves by giving teachers more responsibility.

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