



Analysis of Factors Influencing Job Satisfaction and Work Performance

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Abstract. The objective of this research is to look at how organizational culture, organizational commitment, and compensation affect job satisfaction and teacher performance. The total number of samples in this study was 57 teachers from the Prajnamitra Maitreya Foundation in Pekanbaru. Survey data is collected using the Likert Scale. This study found that organizational culture and organizational commitment have a significant effect on job satisfaction using Smart PLS (Partial Least Squares). Teachers' job satisfaction has a substantial effect on their performance. Organizational culture and commitment, on the other hand, have insignificant effect on teachers' performance. Lastly, compensation has a insignificant effect on job satisfaction and teachers' performance.

Keywords: Organizational Culture · Organizational Commitment · Compensation · Job Satisfaction · Teachers' Performance

1 Introduction

Schools as institutions that provide formal education need to ensure the quality of education provided by all their teachers. Schools continue to strive to improve the quality of education and services, with a focus on improving teacher performance, to provide the best quality education and service to students. For that, the schools must improve teacher competence. Apart from teacher competence, teacher job satisfaction is also an important thing for the foundation to pay attention to as an education provider, in the hope that teachers can provide the best quality education and service to students and parents. Based on observations at Metta Maitreya School Pekanbaru, researchers found that the biggest challenge is how to make improvements in an environment with different educational background, ethnicity, religion, and character and thinking patterns. Other than that, it is known that the foundations' obstacles in relation to human resource management include monitoring and evaluating the leadership of the education unit which still needs to be improved because there are still teachers who are less discipline, due to the limited experience and principal educational background.

Table 1 shows the analysis of the teacher's lesson plan data for the last five years. From the analysis, the lesson plans made by the teacher have not been fully implemented in the teaching and learning process with students. Likewise, the evaluation of the lesson plans has not been carried out by all teachers. This shows an indication that teacher performance

Table 1. Recap of teacher performance from all levels.

Level	Performance	Academic Year				
		2015–2016	2016–2017	2017–2018	2018–2019	2019–2020
Preschool	Preparing Lesson Plan	100%	100%	100%	100%	100%
	Lesson Plan Implementation	57%	71%	86%	86%	82%
	Evaluation Lesson Plan	57%	86%	86%	86%	91%
Elementary School	Preparing Lesson Plan	100%	100%	100%	100%	100%
	Lesson Plan Implementation	73%	74%	71%	75%	79%
	Evaluation Lesson Plan	77%	74%	79%	89%	89%
Junior and Vocational High School	Preparing Lesson Plan	100%	100%	100%	100%	100%
	Lesson Plan Implementation	44%	47%	50%	65%	67%
	Evaluation Lesson Plan	56%	65%	70%	61%	74%

Source: Metta Maitreya School Pekanbaru, 2020

is not yet optimal. From this phenomenon, a study was conducted to determine the effect of organizational culture, organizational commitment, and compensation on job satisfaction and teacher performance at the Prajnamitra Maitreya Foundation Pekanbaru.

Previous research that relevant to this research, such as [1, 3–15], and [16] has analyzed the relationships between performance, job satisfaction, organizational culture, organizational commitment, and compensation separately. In this study, the relationship between one and another variable will be analyzed by looking at the relationship between organizational culture, organizational commitment, and compensation, to job satisfaction and teacher performance. This research carried out by using questionnaire as primary data and processed with SPSS and Smart PLS.

Educator performance is a barometer of future educational progress. Good performance is also expected to add significant value to students' progress as future generations who will seize business opportunities. This is in line with this study that measured teacher satisfaction and work performance in developing education.

2 Methodology

The model to be measured in this study can be seen in Fig. 1.

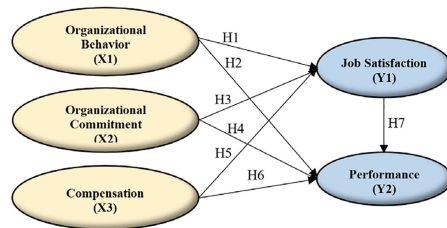


Fig. 1. Research model.

Based on Fig. 1, there are seven hypotheses used in this study. The seven hypotheses are: (1) hypothesis one (H1) organizational culture has a positive effect on teacher job satisfaction at Prajnamitra Maitreya Foundation Pekanbaru, (2) hypothesis two (H2) organizational culture has a positive effect on teacher performance at Prajnamitra Maitreya Foundation Pekanbaru, (3) hypothesis three (H3) organizational commitment has a positive effect on teacher job satisfaction at Prajnamitra Maitreya Foundation Pekanbaru, (4) hypothesis four (H4) organizational commitment has a positive effect on teacher performance at Prajnamitra Maitreya Foundation Pekanbaru, (5) hypothesis five (H5) that compensation has a positive effect on teacher job satisfaction at Prajnamitra Maitreya Foundation Pekanbaru, (6) hypothesis six (H6) that compensation has a positive effect on teacher performance at Prajnamitra Maitreya Foundation Pekanbaru, (7) hypothesis seven (H7) that job satisfaction has a positive effect on teacher performance at Prajnamitra Maitreya Foundation Pekanbaru.

This research is survey research using questionnaire with Likert scale (1 = Strongly Disagree, 5 – Strongly Agree) that distributed via Google Form. The questionnaire was distributed to all teachers of Prajnamitra Maitreya Pekanbaru Foundation as the research sample. In total, there were 57 samples used in this research, varies by age, gender, education level, work unit, and years of service as shown in Table 2.

This research uses descriptive quantitative data analysis using SPSS and Smart PLS software. SPSS is used for validity and reliability test, and ANOVA test. Meanwhile Smart PLS is used for the multicollinearity hypothesis test, coefficient of determination test, and path analysis.

Table 2. Demographic of respondents.

Characteristic	Category	Frequency	Percentage
Age	<21	2	3.51%
	21–30	36	63.16%
	31–40	18	31.58%
	>40	1	1.75%
Gender	Male	14	24.56%

(continued)

Table 2. (continued)

Characteristic	Category	Frequency	Percentage
Level of Education	Female	43	75.44%
	Senior High School	8	14.04%
	Diploma 3	1	1.75%
	Strata 1	47	82.46%
	Strata 2	1	1.75%
Work Unit	Preschool	8	14.04%
	Elementary School	24	42.10%
	Junior High School-Vocational High School	25	43.86%
Years of Service	1–5	43	75.44%
	6–10	12	21.05%
	> 10	2	3.51%

Source: Processed data, 2020

3 Results

This section will show the findings of this study and the discussion of the findings.

3.1 Validity and Reliability Test

Questionnaire feasibility test was conducted with validity and reliability test to make sure that the research instrument is accurate, valid, reliable, and can be trusted as a variable measuring tool. To measure the accuracy of the questionnaire, the correlation coefficient is used, by comparing the Corrected Item-Total Correlation value compared to the r table value with a level of α 0.03. The questionnaire is said to be good and valid, if the correlation coefficient is significant or r count $>$ r table [2]. For the reliability test, Cronbach's Alpha used with the limit of 0.70. Cronbach's Alpha score above 0.70 considered as reliable. In total, there are 26 indicators for organizational culture (X1) variable, 16 indicators for organizational commitment (X2) variable, 11 indicators for commitment (X3) variable, 23 indicators for job satisfaction (Y1) variable, and 14 indicators for work performance (Y2) variable. The snippet of the test result shown in Table 3. Based on the test result, all the indicators of the variables in the questionnaire proved to be valid and reliable.

3.2 Multicollinearity Test

To ensure that there is no perfect correlation between one independent variable and another, multicollinearity test was done by looking at the Variance Inflating Factor (VIF) value. VIF above 10 indicates the high multicollinearity. The result of this test shown in Table 4.

Table 3. Snippet of validity and reliability test result.

Variable	Indicator	R Count	Result	Cronbach's Alpha	Result
Organizational Culture (X1)	X1.1	0.787	Valid	0.950	Reliable
	X1.2	0.643	Valid		
	X1.26	0.749	Valid		
Organizational Commitment (X2)	X2.1	0.613	Valid	0.905	Reliable
	X2.2	0.534	Valid		
	X2.16	0.551	Valid		
Compensation (X3)	X3.1	0.525	Valid	0.906	Reliable
	X3.2	0.717	Valid		
	X3.11	0.669	Valid		
Job Satisfaction (Y1)	Y1.1	0.577	Valid	0.922	Reliable
	Y1.2	0.522	Valid		
	Y1.23	0.482	Valid		
Work Performance (Y2)	Y2.1	0.667	Valid	0.944	Reliable
	Y2.2	0.755	Valid		
	Y2.14	0.818	Valid		

Source: Processed data SPSS 22, 2020

Table 4. Multicollinearity test result.

Variable	VIF	Result
X1 → Y1	3.787	Multicollinearity data didn't happen
X1 → Y2	4.076	
X2 → Y1	2.624	
X2 → Y2	4.317	
X3 → Y1	2.080	
X3 → Y2	2.124	
Y1 → Y2	4.592	

Source: Processed data Smart PLS 3.0, 2020

3.3 Determination Coefficient Test (R2)

The coefficient of determination (R2) test was conducted after multicollinearity test, to assess what percentage of the indicators influence the dependent variable. The R2 test result is listed in Table 5.

Table 5. Coefficient of determination test result.

Variable	R Square	R Square Adjusted
Work Performance (Y2)	0.782	0.770
Job Satisfaction (Y1)	0.613	0.583

Source: Processed data Smart PLS 3.0, 2020

From Table 5, the R Square Adjusted for performance is 0.770 which indicates that the correlation (correlation) of teacher performance with organizational commitment is strong. The R Square of 77.0% means that variations in teacher performance levels can be explained by variations in organizational culture, organizational commitment, and compensation. While the remaining 23.0% is influenced by other factors not included in this study.

R Square Adjusted for job satisfaction of 0.583 indicates that R Square Adjusted is 58.3%, which means that the level of job satisfaction is explained by variations in organizational culture, organizational commitment, and compensation. While the remaining 41.7% is influenced by other factors not included in this study.

3.4 Analysis of Variance (Anova)

To analyze respondents' perceptions based on respondent profiles, oneway Anova test using SPSS was conducted. The snippet of Anova test results can be seen in Table 6, which describes the respondent's responses to the variable indicators based on the respondent's profile.

Based on the Anova test results, there are differences in respondents' perceptions of organizational culture variables (X1) on the X1.7 indicator statement "my boss reminds me to pay attention to details in work" with the highest response to the elementary work unit, while the lowest response was to the PAUD work unit, and at Statement of indicator X1.16 "I prefer to finish work with teamwork" with the highest response in the PAUD work unit while the lowest response was in the SMP-SMK work units. For the organizational commitment variable (X2) there was no difference. Meanwhile, for the compensation variable (X3) there is a difference in the perception of respondents on the X3.1 indicator statement "I am satisfied with the salary I receive" and X3.3 "I get a job allowance according to my responsibilities" with the highest response to the PAUD work unit while the lowest response was in the SMP-SMK work units.

Furthermore, for the job satisfaction variable (Y1) there is a difference in the Y1.15 indicator statement "superiors always provide the opportunity to convey ideas or input that might be useful in supporting the achievement of work programs" with the highest response to the PAUD work unit while the lowest response was SD work unit. For the performance variable, there is a difference in the Y2.8 indicator statement "teachers act in accordance with the religious, legal, social, and national cultural norms of Indonesia" with the highest response in SD work units and ages 31–40 years, while the lowest response is in the PAUD work unit and age less than 21 years.

Table 6. Snippet of Anova test result.

Variable	Indicator	Average	F Test				
			Age	Gender	Degree	Work Unit	Service Time
Organizational Culture (X1)	X1.1	4.281	0.529	0.001	1.165	1.319	0.243
	X1.2	4.263	0.312	0.477	0.726	0.049	0.337
	X1.26	4.246	0.700	0.049	1.954	0.247	1.555
	X1	4.240	1.197	0.025	1.166	1.032	0.111
Organizational Commitment (X2)	X2.1	4.211	1.633	0.349	0.433	0.574	0.605
	X2.2	4.333	0.514	0.786	1.419	0.027	0.084
	X2.16	4.105	1.826	0.322	0.461	1.219	0.056
	X2	4.027	0.525	0.046	0.680	0.111	0.362
Compensation (X3)	X3.1	3.579	0.127	1.621	0.442	3.895	0.105
	X3.2	3.596	0.866	0.404	0.400	1.163	1.010
	X3.11	3.754	1.414	0.035	1.151	1.335	0.162
	X3	4.190	1.301	0.014	1.169	2.215	0.070
Job Satisfaction (Y1)	Y1.1	4.211	1.150	0.227	1.808	1.258	0.114
	Y1.2	4.298	0.217	1.050	0.765	0.543	0.571
	Y1.23	4.281	0.803	1.456	0.717	1.670	0.165
	Y1	4.216	0.305	0.045	0.739	0.253	0.585
Work Performance (Y2)	Y2.1	4.368	0.711	1.365	0.999	1.286	0.485
	Y2.2	4.193	0.164	0.027	1.166	0.070	0.466
	Y2.14	4.263	0.349	2.292	0.815	0.020	0.510
	Y2	4.366	0.727	0.969	1.029	1.352	0.001

Notes: * Sig < 0.05
Source: Processed data Oneway Anova SPSS 22, 2020

3.5 Hypotheses Test Result

The research conducted produces results to prove the hypotheses that have been prepared. Table 7 show the result of path analysis hypothesis test.

Based on Table 7, the original sample value is 0.251* and the p value is 0.092 < 0.1, then organizational culture has a positive and significant effect on job satisfaction. Thus, hypothesis one is accepted. The results of this study are supported empirically by [3, 11, 16], which shows that organizational culture has an effect on job satisfaction.

Based on Table 7, the original sample value is 0.002 and the p value is 0.991 > 0.1, then organizational culture has a positive but not significant effect on performance. Thus, the second hypothesis is rejected. The results is not in line with empirical research from [1, 3, 5, 10, 11, 16], show that organizational culture affects teacher performance.

Table 7. Hypothesis test result.

Variable	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Result
X1 → Y1 Organizational Culture → Job Satisfaction	0.251*	0.148	1.691	0.092	positive significant
X1 → Y2 Organizational Culture → Work Performance	0.002	0.195	0.011	0.991	positive insignificant
X2 → Y1 Organizational Commitment → Job Satisfaction	0.607***	0.137	4.426	0.000	positive significant
X2 → Y2 Organizational Commitment → Work Performance	-0.009	0.238	0.037	0.971	negative insignificant
X3 → Y1 Compensation → Job Satisfaction	0.098	0.094	1.040	0.299	positive insignificant
X3 → Y2 Compensation → Work Performance	-0.226	0.157	1.440	0.151	negative insignificant
Y1 → Y2 Job Satisfaction → Work Performance	0.907***	0.192	4.735	0.000	positive significant

Note: * Sig < 0.1, ** Sig < 0.05, *** Sig < 0.01. Source: processed data Smart PLS 3.0, 2020

Based on Table 7, the original sample value is 0.607*** and the p value is 0.000 < 0.01. Then organizational commitment has a positive and significant effect on teacher job satisfaction. Thus, the third hypothesis is accepted. The results of this study are supported empirically from [6–8, 12, 14], which shows that organizational commitment has a positive and significant effect on job satisfaction.

Based on Table 7, the original sample value is -0.009 and the p value is 0.971 > 0.1, then commitment has no significant negative effect on performance. Thus, hypothesis four is rejected. The results of this study are not in line with the empirical results of research [6–8, 12, 14], which show that organizational commitment affects teacher performance.

Based on Table 7, the original sample value is 0.098 and the p value is 0.299 > 0.1, then compensation has a positive but not significant effect on performance. Thus, the fifth hypothesis is rejected. This result contrasts with empirical research results from research [4, 5, 9, 12], shows that compensation has an effect on job satisfaction.

Based on Table 7, the original sample value is -0.226 and the result of the p value is $0.151 > 0.1$, then the compensation has no significant negative effect on performance. Thus, hypothesis six is rejected. This is not in line with the results of empirical research from [5, 12, 15], showing that compensation has an effect on teacher performance.

Based on Table 7, the original sample value is 0.907*** and the p value is $0.000 > 0.1$, then job satisfaction has a positive and significant effect on performance. Thus, hypothesis seven is accepted. The results of this study are supported empirically from research [6, 12, 13, 16], which shows that job satisfaction affects teacher performance.

4 Conclusion

Good organizational culture and organizational commitment will increase the job satisfaction of teachers at Prajnamitra Maitreya Foundation Pekanbaru, which will also increase the performance of the teachers as well. However, a good organizational culture does not always have an effect on improving teacher performance at the Prajnamitra Maitreya Foundation Pekanbaru, likewise good compensation does not always have an effect on increasing teacher job satisfaction. It was also found that cultural commitment and good compensation have no effect on improving teacher performance.

Good organizational culture and organizational commitment have a major effect on increasing job satisfaction and can have a significant effect on improving teacher performance at Prajnamitra Maitreya Foundation Pekanbaru. Based on these findings, the foundation can strive to carry out routine, scheduled, and sustainable activities that can improve organizational culture and organizational commitment, such as: guidance for all employees from the leadership of the foundation regarding the vision, mission, goals, and organizational culture, direction from the unit leader. education about organizational commitment in carrying out duties and responsibilities according to each work unit, which is a joint activity for all members of the organization.

For future researchers who are interested in researching with similar variables, it is recommended to use a larger number of samples so that the effect of the independent variable on the dependent variable can be better measured. The object of research can also be extended to several schools that are under the same foundation or to several similar educational foundations.

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