THE INFLUENCE OF WORK MOTIVATION, DISCIPLINE AND WORK CULTURE, ON PERFORMANCE THROUGH JOB SATISFACTION IN STATE MIDDLE SCHOOLS IN BATAM KOTA DISTRICT

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Abstract

The research aims to examine the influence of work motivation, discipline and work culture on performance through job satisfaction at state junior high schools in Batam City District. The method used in this research is the descriptive and explanatory survey method, because it will describe each variable and explain the relationship between the variables studied. To implement operational research methods, a research design is needed that is adapted to the conditions of the depth of the research to be carried out. In this research, variable measurements were carried out using an interval scale. The interval scale is related to the Likert Scale, namely qualitative questionnaire questions made quantitative with answers. The data sources used in this research are primary data and secondary data. The results of the research show that motivation has a positive and significant effect on job satisfaction, discipline has a positive and significant effect on job satisfaction, culture has a positive and significant effect on job satisfaction, motivation has a positive and significant effect on performance, discipline has a positive and significant effect on performance, culture has a positive effect and significantly on performance, job satisfaction has a positive and significant effect on performance, job satisfaction significantly mediates the relationship between motivation and employee performance, job satisfaction significantly mediates the relationship between discipline and employee performance, and job satisfaction significantly mediates the relationship between motivation and employee performance.

Keywords: *Work Motivation, Discipline, Work Culture, Performance, Job Satisfaction*

1. INTRODUCTION

Quality educational human resources are one of the factors that influence the creation of quality education. Teachers as implementers of the educational process have a role in implementing planned educational programs. This shows that teachers will greatly influence and determine the process of realizing educational goals. Herzberg in Winardi (2001) states that motivation is not a single dimension, but is composed of two factors, namely: motivator (satisfier) factors and hygiene factors. Motivator factors are factors that cause job satisfaction, such as work performance, recognition, progress, the feeling that what they do is important and responsibility. Hygiene factors are extrinsic factors, such as administrative policies, supervision, relationships with co-workers, salary, feeling of security at work, personal life, working conditions and status.

Mulyasa's opinion (2004: 120) states that employees (teachers) will work seriously if they have positive motivation, they will show interest, have attention, and want to participate in a task or activity. In accordance with this opinion, teachers who are still less successful in teaching are because they are less motivated to teach, which has an impact on decreasing teacher productivity or performance. As educational professionals, teachers have work motivation and discipline that differs from one teacher to another. This will result in differences in teacher performance in improving the quality of education. The following is an overview of teacher performance data obtained from survey results in February 2023 at State Middle Schools in Batam City sub-district:

THE INFLUENCE OF WORK MOTIVATION, DISCIPLINE AND WORK CULTURE, ON PERFORMANCE THROUGH JOB SATISFACTION IN STATE MIDDLE SCHOOLS IN BATAM KOTA DISTRICT

Silvia Vitri, Indrayani, Muammar Khaddafi, Chablullah Wibisono, Ngaliman, Muhammad Gita Indrawan

Table 1. Data on State Middle School Teacher Performance in Batam City District

No	Nama Sekolah	Jumlah Guru			A. Pedagogik				B. Kepribadian				C. Sosial				D. Profesional			
		PNS	Honor	Total Guru	PNS		Honor		PNS		Honor		PNS		Honor		PNS		Honor	
					M	TM	M	TM	M	TM	M	TM	M	TM	M	TM	M	TM	M	TM
1	SMP Negeri 31 Batam	24	8	32	19	5	5	3	20	4	6	2	21	3	4	4	21	3	4	4
2	SMP Negeri 10 Batam	25	7	32	21	4	5	2	20	5	4	3	20	5	4	3	19	6	5	2
3	SMP Negeri 6 Batam	23	8	31	20	3	4	4	17	6	4	4	19	4	5	3	20	3	4	4
4	SMP Negeri 28 Batam	25	6	31	19	6	4	2	21	4	3	3	21	4	3	3	20	4	4	2
5	SMP Negeri 42 Batam	24	8	32	19	5	5	3	20	4	6	2	21	3	4	4	21	3	4	4
6	SMP Negeri 52 Batam	25	7	32	21	4	5	2	20	5	4	3	20	5	4	3	19	6	5	2
7	SMP Negeri 12 Batam	23	8	31	20	3	4	4	17	6	4	4	19	4	5	3	20	3	4	4
8	SMP Negeri 43 Batam	25	6	31	19	6	4	2	21	4	3	3	21	4	3	3	20	4	4	2
	Total Guru	194	58	252	158	36	36	22	156	38	34	24	162	32	32	26	160	32	34	24

Information: M: Able, TM: Not Able

Source: Primary data processed by researchers

Based on the performance data above, it can be seen that of the 252 teachers consisting of 194 civil servant teachers and 58 honorary teachers at State Middle Schools in Batam City District. From the information obtained there were 158 PNS teachers who were able to implement pedagogy and 36 PNS teachers who were unable to implement pedagogy. If the percentage is 81% of PNS teachers who were able to implement pedagogy and 19% of PNS teachers who were unable to implement pedagogy. Meanwhile, of the 58 honorary teachers, 36 were able to carry out the pedagogy, and 22 were unable to carry out the pedagogy. If the percentages were calculated, there were 62% of the honorary teachers who were capable of carrying out the pedagogy and 38% of the honorary teachers who were not yet able to carry out the pedagogy.

The quality of student learning is a barometer of the success of an educational institution, this quality is closely related to teacher performance. To see the quality of student learning, the following is data on National Examination Scores for State Middle School students in Batam City in the last 4 years:

Table 2. National Examination Results for State Middle School Students in Batam City

No	Statistics	School year			
		2019	2020	2021	2022
1	Category	Good	Not enough	Not enough	Not enough
2	Average	71.21	57.63	56.30	59.37
3	Standard Deviation	40.46	49.57	52.76	52.43

Source:hasilun.puspendik.kemdikbud.go.id

From the data above, it can be seen that the National Middle School students' National Examination scores in Batam City in 2019 were an average of 71.21 in the good category, then in 2020 they decreased with an average value of 57.63 in the poor category, then the students' National Examination scores Public Middle Schools in Batam City decreased again in 2020 with an average of 56.30 in the poor category, and increased again in 2021 with an average of 59.37 but still in the poor category. It can be concluded that the National Middle School students' National Examination scores in Batam City have decreased over the last 4 years, although in 2020 they have increased but are still in the poor category.

Student learning outcomes in the National Examination describe the abilities and knowledge obtained by students. The results of this National Examination are used to measure the competency achievements of graduate students at the primary and secondary education unit levels as a result of the learning process in accordance with the Graduate Competency Standards (SKL). The level of learning outcomes achieved by students also depends on the teacher's performance. Teacher performance is the result of work achieved by a teacher in carrying out the tasks given to him. It can be seen from the declining results of the National Examination that it certainly shows that teacher performance is also declining. Furthermore, based on short interviews with a number of state junior high school teachers in Batam Kota District, most teachers lack motivation, discipline and work culture, which affects teacher performance. In providing motivation, you should know what teachers need and want to carry out their duties and obligations. Motivation also does not arise from oneself but from the forces within the teacher's own environment.

Based on the explanation above, it shows that there is an influence of work motivation, discipline, work culture on job satisfaction and teacher performance. The government's hopes for quality education have weaknesses and shortcomings. Problems and gaps between expectations and reality require research. This research only raises the issue of "The Influence of Work Motivation, Discipline and Work Culture, on Performance Through Job Satisfaction in Public Middle Schools in Batam City District"

2. IMPLEMENTATION METHOD
Research Approach
The method used in this research is the descriptive and explanatory survey method, because it will describe each variable and explain the relationship between the variables studied. Meanwhile, the type of relationship between variables used in research is causality, namely the independent variable/independent variable influences the dependent/dependent variable. Explanatory research refers to hypotheses that will be tested against the phenomena that occur. This phenomenon can be seen in research objects at State Middle Schools in the Batam City District environment.

Location and time of research
This research will be carried out at several junior high schools in Batam City District. The subjects of this research were junior high school teachers in the Batam District, Batam City. The time used in this research was 3 (three) months.

Research design
Research design is a series of processes required in planning and implementing research (Nazir, 2015). In this research the processes that will be carried out are:
1. Identification and selection of research problems.
2. Selection of a conceptual framework for the research problem and connecting or linking it with previous research.
3. Formulating research problems includes creating specifications and objectives, scope and research hypotheses.
4. Create research procedures by building investigations or experiments.
5. Select and provide definitions of the variables being measured.
6. Select the procedures and sampling techniques used.

Silvia Vitri, Indrayani, Muammar Khaddafi, Chablullah Wibisono, Ngaliman, Muhammad Gita Indrawan

7. Develop data collection tools and techniques.
8. Make coding, carry out editing and data processing.

Analyzing and selecting statistical procedures to carry out generalizations and statistical inferences.

Variable Measurement

According to Arikunto (2013) variable measurement techniques are the methods used by researchers in collecting research data. In this research, variable measurements were carried out using an interval scale. The interval scale is related to the Likert Scale, namely qualitative questionnaire questions made quantitative with answers given a score of 1 to 5. The Likert Scale is used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena (Sugiyono, 2015). This Likert Scale then scales the individual concerned by adding the weight of the selected answers, then the Likert Scale with 5 choices.

Population and Sampling Techniques
a. Population

The population of this study were civil servant teachers at junior high schools in the Batam City area.

Table 3. Number of Teachers in Middle Schools in Batam City District

No	School name	Number of Civil Servant Teachers
1	SMPN 31 Batam	24
2	SMPN 10 Batam	25
3	SMPN 6 Batam	23
4	SMPN 28 Batam	24
5	SMPN 42 Batam	25
6	SMPN 52 Batam	25
7	SMPN 12 Batam	23
8	SMPN 43 Batam	25
	Total	194

Source:https://school.data.kemdikbud.go.id/

b. Research Sample

The distribution of samples in each Junior High School in Batam City is as follows:

Table 4. Determination of samples at each junior high school in Batam City

No	School name	Number of Civil Servant Teachers	Percentage	Number of Samples
1	SMPN 31 Batam	24	12.4%	12
2	SMPN 10 Batam	25	12.9%	13
3	SMPN 6 Batam	23	11.9%	12
4	SMPN 28 Batam	24	12.4%	12

No	School name	Number of Civil Servant Teachers	Percentage	Number of Samples
5	SMPN 42 Batam	25	12.9%	13
6	SMPN 52 Batam	25	12.9%	13
7	SMPN 12 Batam	23	11.9%	12
8	SMPN 43 Batam	25	12.9%	13
	Total	194	100%	100

Source:https://school.data.kemdikbud.go.id/

3. RESULTS AND DISCUSSION
Structural Equation Modeling Analysis(SEM)
a. Measurement Model Analysis (Outer Model)
1. *Outer Loading*

The reliability test of indicators in PLS on reflective constructs is assessed based on the loading factor value (correlation between item scores or component scores and construct scores) of the indicators that measure the construct. The loading factor value for each indicator obtained in this research can be seen in Figure 1 below:
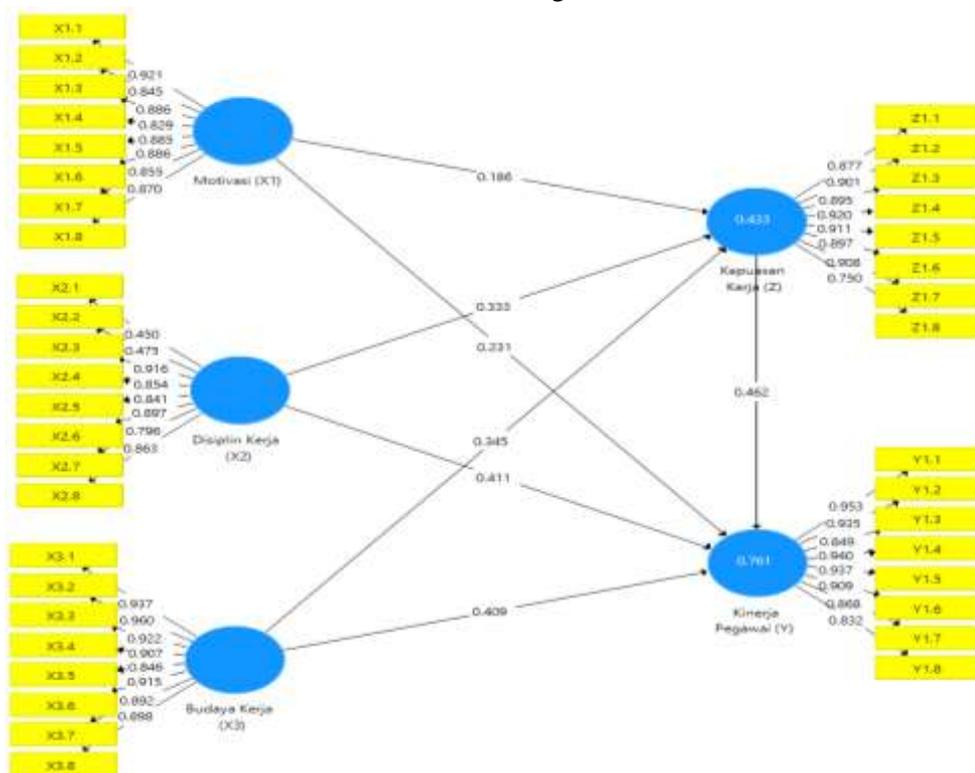

Figure 1. *Loading Factor* I

Figure 1 shows that there are indicators that have not reached a factor loading of 0.7. So retesting was carried out by excluding questionnaires that had a value below 0.7. The results of further processing obtained the following results:

THE INFLUENCE OF WORK MOTIVATION, DISCIPLINE AND WORK CULTURE, ON PERFORMANCE THROUGH JOB SATISFACTION IN STATE MIDDLE SCHOOLS IN BATAM KOTA DISTRICT

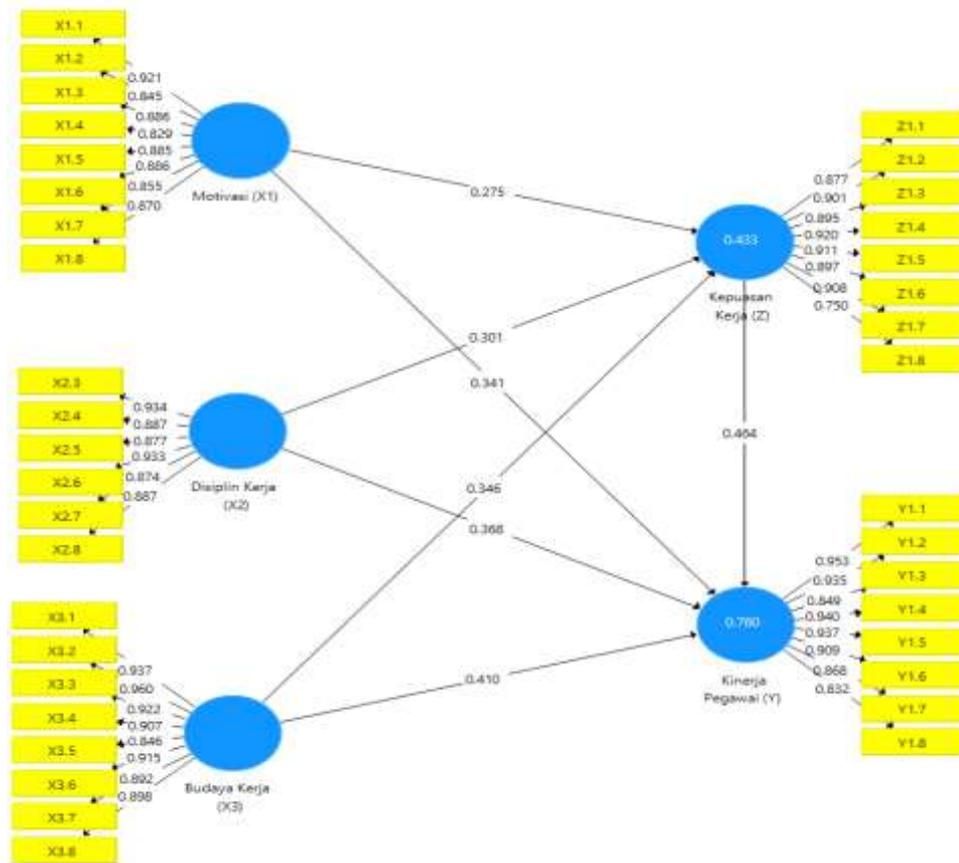*Silvia Vitri, Indrayani, Muammar Khaddafi, Chablullah Wibisono, Ngaliman, Muhammad Gita Indrawan*

Figure 2. *Loading Factor* II

2. *Average Variance Extraced*(**AVE**)

Apart from the outer loadings value, to measure convergent validity it can also be seen from the Average Variance Extracted (AVE) value. AVE can be used to measure the reliability of latent variable component scores and the results are more conservative compared to composite reliability. This value illustrates adequate convergent validity, which means that one latent variable is able to explain more than half of the variance of its indicators on average. Based on the final stage algorithm calculation, the AVE value obtained from the model estimation results is as follows:

Table 5. Construct Reliability and Validity Values of the Final Stage Algorithm

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Motivation (X1)	0.955	0.959	0.962	0.761
Work Discipline (X2)	0.952	0.960	0.962	0.808
Work Culture (X3)	0.970	0.971	0.975	0.828
Job Satisfaction (Z)	0.960	0.975	0.966	0.781
Employee Performance (Y)	0.968	0.971	0.973	0.817

Based on Table 5, the AVE value for all variables studied is greater than 0.5 (>0.5). This means that it can be concluded that all variables have good convergent validity values.

3. **Discriminant Validity (Discriminant Validity)**

Discriminant Validity aims to see whether an indicator of a construct variable is valid or not, namely by looking at the Heteritrait-Monotrait Ratio of Correlation (HTMT) < 0.90, then the variable has good discriminant validity (valid) (Hair, Hult, Ringle and Sarstedt, 2014).

Table 6. *Discriminant Validity-Heterotrait-Monotrait Ratio*(HTMT)

	Work Culture (X3)	Work Discipline (X2)	Job Satisfaction (Z)	Employee Performance (Y)	Motivation (X1)
Work Culture (X3)					
Work Discipline (X2)	0.308				
Job Satisfaction (Z)	0.489	0.460			
Employee Performance (Y)	0.615	0.584	0.775		
Motivation (X1)	0.248	0.253	0.418	0.546	

Based on Table 6 above, the variable correlation results are <0.90, meaning they are valid. Based on the test results, it can be concluded that all constructs have good convergent validity.

4. *Cronbach's Alpha*and Composite Reliability

Reliability testing is used to assess consistency in objects and data, ensuring that an instrument used several times to measure the same object will produce the same data. Cronbach's alpha measures the lower limit of the reliability of a construct and is said to be reliable if the value is > 0.7. Meanwhile, Composite reliability measures the actual value of the reliability of a construct and this method is believed to be better in estimating the internal consistency of a construct. A construct variable is said to be reliable if the composite reliability value is > 0.6.

Table 7. Cronbach's Alpha and Composite Reliability values

	Cronbach's Alpha	rho_A	Composite Reliability
Organizational Climate	0.947	0.950	0.953
Job satisfaction	0.958	0.959	0.966
Employee Performance	0.950	0.962	0.957
Organizational Commitment	0.892	0.912	0.913
Supervision	0.961	0.967	0.966

THE INFLUENCE OF WORK MOTIVATION, DISCIPLINE AND WORK CULTURE, ON PERFORMANCE THROUGH JOB SATISFACTION IN STATE MIDDLE SCHOOLS IN BATAM KOTA DISTRICT

Silvia Vitri, Indrayani, Muammar Khaddafi, Chablullah Wibisono, Ngaliman, Muhammad Gita Indrawan

Based on Table 7 above, it can be concluded that all constructs have a Cronbach's Alpha value > 0.7 and Composite Reliability > 0.6 so it can be said that all constructs have good reliability.

b. Structural Model Analysis (Inner Model)
1. Determination Test

After the estimated model meets the Outer Model criteria, measurements are then carried out by testing the structural model (Inner Model) by looking at the R-Square (R2) value of the variables. The results of the R-Square (R2) values for the variables based on the measurement results are shown in Table 8 below:

Table 8. *R Square*

	R Square	Adjusted R Square
Job Satisfaction (Z)	0.433	0.416
Employee Performance (Y)	0.760	0.750

Source: SmartPLS Output Results (2023)

Based on Table 8, the R Square value for the job satisfaction variable is 0.433, this means that the percentage influence of motivation, discipline and work culture on job satisfaction is 43.3%, which means it is included in the high category, while the remaining 56.7% is explained by other variables that were not studied. in this research.

2. Collinearity (Collinearity/Variance Inflation Factor/VIF)

This test aims to prove whether the correlation between latent variables/constructs is strong or not. If there is a strong correlation, it means that the model contains problems from a methodological point of view, because it has an impact on the estimation of statistical significance. The value used to analyze it is by looking at the Variance Inflation Factor (VIF) value. If the VIF value is > 5.0, it means there is a collinearity problem, and conversely there is no collinearity problem if the VIF value is < 5.0.

Table 9. Inner VIF Value

	VIF	Information
Motivation (X1)	1,232	Multicollinearity Free
Work Discipline (X2)	1,297	Multicollinearity Free
Work Culture (X3)	1,344	Multicollinearity Free
Job Satisfaction (Z)	1,765	Multicollinearity Free

From Table 9 above, the results obtained show that the Inner VIF value of each construct is <5.0. This shows that there is no multicollinearity problem between the construct variables.

3. Direct Effect Test

Hypothesis testing was carried out using the T-statistics test (t-test) with a significance level of 5%. If in this test a p-value < 0.05 (α=5%), it means the test is significant, and vice

versa if the p-value is > 0.05 (α=5%), it means it is not significant. The results of the direct influence test for each variable can be seen in Figure 3.
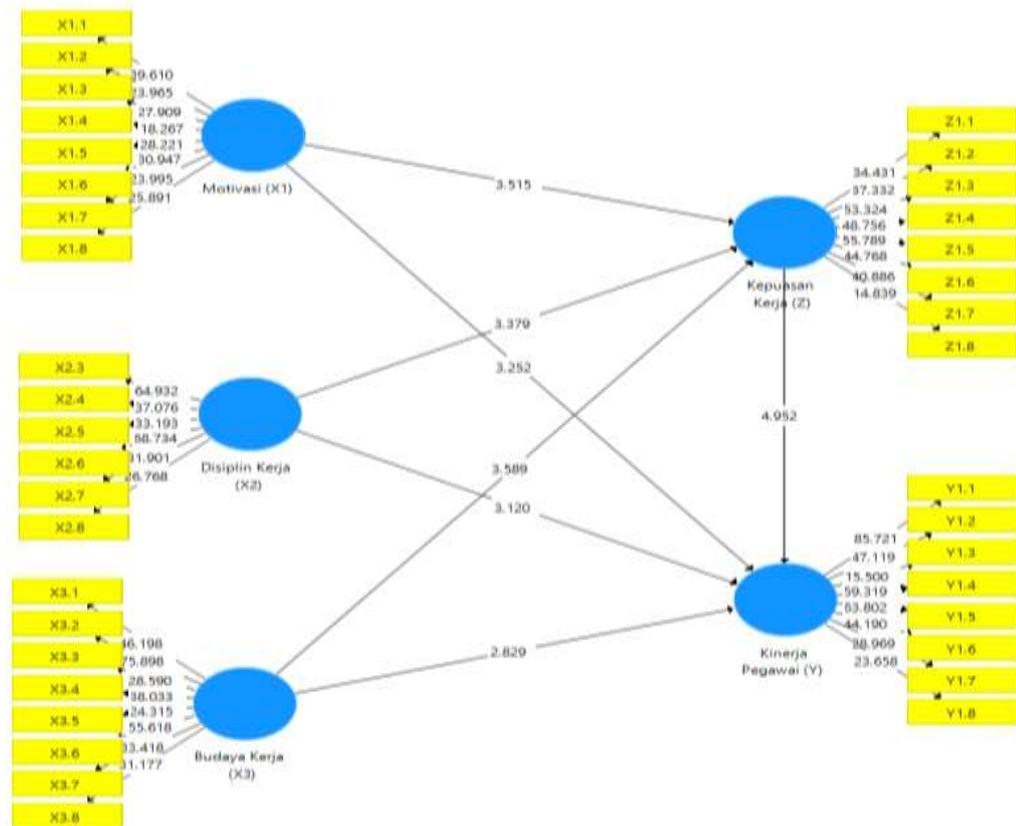

Figure 3. Path Coefficient between Research Variables

c. Indirect Effect Test

Indirect effect testing is also carried out using the T-statistics test (t-test), namely with a significance level of 5%, in this test the p-value is < 0.05 (α 5%), meaning the test is significant and vice versa if the p-value is > 0 .05 (α 5%), means not significant.

Table 10. *Indirect effects*

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Motivation (X1) -> Job Satisfaction (Z) -> Employee Performance (Y)	0.128	0.129	0.051	2,486	0.013
Work Discipline (X2) -> Job Satisfaction (Z) -> Employee Performance (Y)	0.140	0.140	0.056	2,492	0.013
Work Culture (X3) -> Job Satisfaction (Z) -> Employee Performance (Y)	0.160	0.165	0.061	2,631	0.009

Silvia Vitri, Indrayani, Muammar Khaddafi, Chablullah Wibisono, Ngaliman, Muhammad Gita Indrawan

Based on Table 10, the results of the indirect influence test of the latent variables analyzed can be seen as follows:

a. The indirect effect of motivation on employee performance is 0.128, with a p-value of 0.013<0.05, so indirect motivation has a significant effect on employee performance through job satisfaction. In other words, job satisfaction significantly mediates the relationship between motivation and employee performance.

b. The indirect effect of discipline on employee performance is 0.140, with a p-value of 0.013<0.05, so discipline indirectly has a significant effect on employee performance through job satisfaction. In other words, job satisfaction significantly mediates the relationship between discipline and employee performance.

c. The indirect effect of culture on employee performance is 0.160, with a p-value of 0.009<0.05, so motivation indirectly has a significant effect on employee performance through job satisfaction. In other words, job satisfaction significantly mediates the relationship between motivation and employee performance.

Research Discussion

a. Motivation on Job Satisfaction

The research results show that motivation has a positive and significant effect on job satisfaction. In other words, the hypothesis which states that motivation has a direct effect on satisfaction (H1) is accepted. This means that every increase in motivation will increase employee job satisfaction. On the other hand, if work motivation is relatively low, the chances of getting satisfied employees will be even smaller.

b. Discipline on Job Satisfaction

The research results show that discipline has a positive and significant effect on job satisfaction. In other words, the hypothesis which states that discipline has a direct effect on job satisfaction (H2) is accepted. This means that every increase in discipline will increase employee job satisfaction.

c. Work Culture on Job Satisfaction

The research results show that organizational culture has a positive and significant effect on job satisfaction. In other words, the hypothesis which states that work culture has a direct effect on job satisfaction (H3) is accepted. This means that every improvement in work culture will increase employee job satisfaction.

d. Motivation on Employee Performance

The research results show that motivation has a positive and significant effect on employee performance. In other words, the hypothesis which states that motivation has a direct effect on employee performance (H4) is accepted. This means that every increase in motivation will increase employee performance.

e. Discipline on Employee Performance

The research results show that discipline has a positive and significant effect on employee performance. In other words, the hypothesis which states that discipline has a direct effect on

employee performance (H5) is accepted. This means that every increase in discipline will improve employee performance.

f. Work Culture on Employee Performance

The research results show that organizational culture has a positive and significant effect on employee performance. In other words, the hypothesis which states that work culture has a direct effect on employee performance (H6) is accepted. This means that every improvement in work culture will improve employee performance.

g. Job Satisfaction on Employee Performance

The research results show that job satisfaction has a positive and significant effect on teacher performance. In other words, the hypothesis which states that job satisfaction has a direct effect on teacher performance (H7) is accepted. This means that every increase in job satisfaction will increase employee performance.

h. Motivation on Employee Performance Through Job Satisfaction

The research results show that motivation has a positive and significant effect on employee performance through job satisfaction. In other words, the hypothesis which states that motivation has an indirect effect on employee performance through job satisfaction (H8) is accepted. This means that every increase in motivation will increase job satisfaction which will ultimately improve employee performance.

i. Discipline on Employee Performance Through Job Satisfaction

The research results show that discipline has a positive and significant effect on employee performance through job satisfaction. In other words, the hypothesis which states that discipline has a direct effect on employee performance through job satisfaction (H9) is accepted. This means that every increase in discipline will increase job satisfaction which will ultimately improve employee performance.

j. Work Culture on Employee Performance Through Job Satisfaction

The research results show that organizational culture has a positive and significant effect on employee performance through job satisfaction. In other words, the hypothesis which states that work culture has a direct effect on employee performance through job satisfaction (H10) is accepted. This means that every improvement in work culture will increase job satisfaction which will ultimately improve employee performance.

4. CONCLUSION

Based on the explanation and research results above, it can be concluded as follows:

H1: Motivation has a positive effect on job satisfaction and the p value $0.000 < 0.05$ is significant. So it can be concluded that motivation has a positive and significant effect on job satisfaction.

H2: Discipline has a positive effect on job satisfaction and the p value $0.001 < 0.05$ is significant. So it can be concluded that discipline has a positive and significant effect on job satisfaction.

THE INFLUENCE OF WORK MOTIVATION, DISCIPLINE AND WORK CULTURE, ON PERFORMANCE THROUGH JOB SATISFACTION IN STATE MIDDLE SCHOOLS IN BATAM KOTA DISTRICT

Silvia Vitri, Indrayani, Muammar Khaddafi, Chablullah Wibisono, Ngaliman, Muhammad Gita Indrawan

H3: Work culture has a positive effect on job satisfaction and the p value $0.000<0.05$ is significant. So it can be concluded that culture has a positive and significant effect on job satisfaction.

H4: motivation is 0.214, therefore motivation has a positive effect on performance and the p value $0.001<0.05$ is significant. So it can be concluded that motivation has a positive and significant effect on performance.

H5: discipline is 0.229, therefore discipline has a positive effect on performance and the p value is $0.002 <0.05$ which is significant. So it can be concluded that discipline has a positive and significant effect on performance.

H6: work culture is 0.250, therefore work culture has a positive effect on performance and the p value is $0.005<0.05$ which is significant. So it can be concluded that culture has a positive and significant effect on performance.

H7: job satisfaction is 0.464, therefore job satisfaction has a positive effect on performance and the p value is $0.000<0.05$ which is significant. So it can be concluded that job satisfaction has a positive and significant effect on performance.

H8: Motivation indirectly has a significant effect on employee performance through job satisfaction. In other words, job satisfaction significantly mediates the relationship between motivation and employee performance.

H9: Discipline indirectly has a significant effect on employee performance through job satisfaction. In other words, job satisfaction significantly mediates the relationship between discipline and employee performance.

H10: Organizational culture indirectly has a significant effect on employee performance through job satisfaction. In other words, job satisfaction significantly mediates the relationship between motivation and employee performance.

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