

ANALYSIS OF WORK CLIMATE AND ORGANIZATIONAL CULTURE ON TEACHER PERFORMANCE WITH JOB SATISFACTION AS AN INTERVENING VARIABLE AT SMP NEGERI 1 PINTU RIME GAYO BENER MERIAH REGENCY

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Abstract

This study examines the influence of work climate and organizational culture on teacher performance, with job satisfaction acting as an intervening variable. The research was conducted at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency, using a quantitative approach. Data was collected from a saturated sample of 81 teachers (ASN and PPPK) through questionnaires. The results of SmartPLS analysis indicate that work climate has a direct and significant positive effect on both teacher performance and job satisfaction. Organizational culture has a significant positive effect on job satisfaction, but not directly on teacher performance. Furthermore, job satisfaction has a positive and significant impact on teacher performance. Finally, both work climate and organizational culture positively and significantly influence teacher performance through job satisfaction. The study suggests the importance of improving work climate, organizational culture, and job satisfaction to enhance teacher performance.

Keywords: *Work Climate, Organizational Culture, Job Satisfaction, Teacher Performance, Intervening Variable*

INTRODUCTION

Teacher performance is a key factor in determining the quality of education in schools. To achieve optimal performance, support from various aspects of the work environment is required, including a conducive work climate and organizational culture. Furthermore, teacher job satisfaction also acts as a mediator, strengthening the relationship between the work environment and teacher performance. A positive work climate creates an atmosphere that supports teacher productivity and well-being. According to Hestianingtias et al. (2022), a conducive work environment and job satisfaction together significantly influence elementary school teacher productivity. This suggests that a positive work climate can increase job satisfaction, which in turn positively impacts teacher performance. Organizational culture also plays a significant role in shaping teacher behavior and performance. Daulay et al. (2023) stated that a strong and positive organizational culture, involving effective communication, teamwork, management support, and continuous professional development, significantly impacts teacher motivation and performance. A supportive organizational culture can create a productive work environment and motivate teachers to achieve better performance.

Job satisfaction serves as an intervening variable linking work climate and organizational culture to teacher performance. Avisiena et al. (2024) found that organizational culture, competence, and work motivation significantly influence job satisfaction, which in turn influences teacher performance. This suggests that job satisfaction can strengthen the positive influence of work climate and organizational culture on teacher performance. At SMP Negeri 1 Pintu Rime Gayo in Bener Meriah Regency, it is important to understand how work climate and organizational culture influence teacher performance through job satisfaction. This study aims to analyze the influence of work climate and organizational culture on teacher performance, with job satisfaction as an intervening variable. The results are expected to contribute to the development of strategies to improve teacher performance through improvements in work climate, organizational culture, and job satisfaction.

LITERATURE REVIEW

Theoretical Framework

Teacher Performance

Understanding Teacher Performance

Sutrisno (2020) stated that teacher performance is the level of teacher success in achieving learning objectives, carrying out administrative tasks, and fostering social relationships in the school environment.

Teacher performance is the real ability demonstrated in carrying out all of their responsibilities, including learning, guidance, and social roles (Sutrisno, 2020).

Teacher Performance Indicators

Sutrisno (2020) explains that According to Sutrisno, teacher performance indicators can be grouped into the following aspects:

- 1) Quantity of Work
Describes the amount of work completed in a given time.
- 2) Quality of Work
Refers to the quality of work results and compliance with specified standards.
- 3) Punctuality
Assess how quickly work is completed according to the predetermined schedule.
- 4) Attendance
Frequency of attendance and discipline in carrying out duties.
- 5) Cooperation Ability
Ability to collaborate with colleagues, principals, and other relevant parties.

Job satisfaction

Understanding Job Satisfaction

Robbins and Judge (2022) job satisfaction is a positive feeling about one's job that is the result of evaluating the characteristics of one's job.

Job Satisfaction Indicators

Robbins and Judge (2022) identified several indicators that can be used to measure the level of employee job satisfaction:

- 1) Satisfaction with the Job Itself
The extent to which employees feel their work is interesting, challenging, and meaningful.
- 2) Satisfaction with Salary
Employee perceptions regarding the fairness and adequacy of financial compensation received.
- 3) Satisfaction with Promotion
Employees' views on the fairness and frequency of promotion opportunities within the organization.
- 4) Satisfaction with Supervision
Employee assessment of competence, support, and communication from immediate superiors.
- 5) Satisfaction with Coworkers
The level of comfort and cooperation that employees feel with their coworkers.

Organizational culture

Understanding Organizational Culture

Zaelani et al. (2024) define organizational culture as a shared perception held by all employees in a company, which influences their work methods and behavior, thus differentiating them from other organizations.

Organizational Culture Indicators

Zaelani et al. (2024) refer to the opinion of Andayani & Tirtayasa (2019) who stated the following indicators of organizational culture:

- 1) Innovation
The ability of an organization to create new ideas and adapt to change.
- 2) Pay attention to detail
The level of accuracy and attention to detail in carrying out tasks.

- 3) Results orientation
The organization's focus on achieving goals and performance.
- 4) Individual orientation
The organization's attention to individual needs and development.
- 5) Team orientation
The importance of cooperation and collaboration between team members.
- 6) Aggressiveness
The level of courage and proactivity in facing challenges.
- 7) Stability
The ability of an organization to maintain consistency and resilience over the long term.

Work Climate

Understanding Work Climate

Susanto & Rahmawati (2021) Work climate is defined as the psychological and social conditions in the work environment felt by employees, including aspects of fairness, superior support, communication, and togetherness in the organization.

Work Climate Indicators

Work climate indicators according to Susanto & Rahmawati (2021) are arranged based on the factors that influence them:

- 1) Leadership Style
Indicator:
 - Leadership concern for subordinates
 - Fairness in decision making
 - Participatory leadership skills
 - Consistency of leadership attitude in various situations
- 2) Organizational Communication
Indicator:
 - Openness in conveying information
 - Clarity of messages/work instructions
 - Feedback from management to employees
 - Smooth communication between departments
- 3) Organizational structure
Indicator:
 - Clarity of roles and responsibilities
 - There is coordination between sections
 - Systematic work procedures
 - Clear and understood job hierarchy
- 4) Reward System
Indicator:
 - Match between performance and rewards
 - Fairness in compensation
 - Transparency in the assessment system
 - Recognition of work performance
- 5) Interpersonal Relationships in the Workplace
Indicator:
 - Mutual respect among coworkers
 - Tolerance of differences
 - Social support from fellow employees
 - Low interpersonal conflict
- 6) Physical Environmental Conditions
Indicator:

- Cleanliness of the work space
- Availability of decent work facilities
- Comfortable working atmosphere (lighting, ventilation, temperature)
- Safety in the workplace

Conceptual Framework

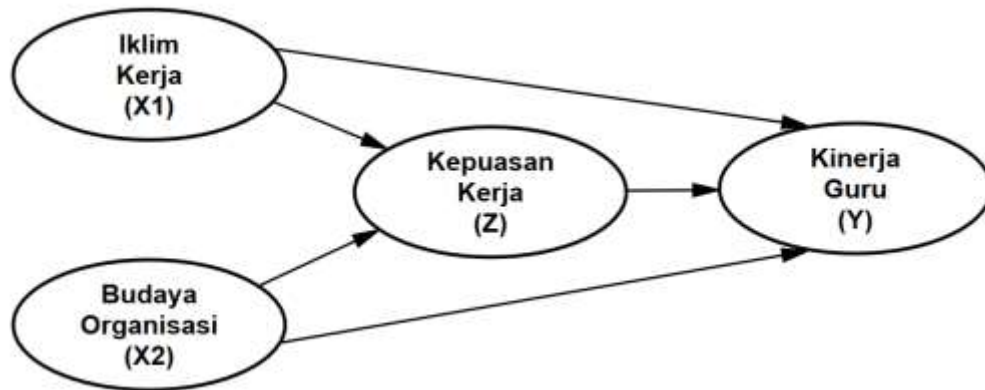


Figure 1. Conceptual Framework

Research Hypothesis

- H1: The work climate has a positive and significant effect on teacher performance at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency..
- H2: Work climate has a positive and significant effect on job satisfaction at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
- H3: Organizational culture has a positive and significant influence on teacher performance at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
- H4: Organizational culture has a positive and significant influence on job satisfaction at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
- H5: Job satisfaction has a positive and significant effect on teacher performance at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
- H6: Work climate has a positive and significant effect on teacher performance through job satisfaction at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
- H7: Organizational culture has a positive and significant influence on teacher performance through job satisfaction at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

RESEARCH METHOD

Types of research

The type of research used by the researcher was quantitative. This type of quantitative research was conducted to create a study that aimed to adapt a research and analyze the work climate and organizational culture on teacher performance, with job satisfaction as an intervening variable at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

Research Location and Research Time

The research location was SMP Negeri 1 Pintu Rime Gayo, located on Jl. Raya Bireuen - Takengon, Alur Gading, Pintu Rime Gayo District, Bener Meriah Regency, Aceh. The research period was carried out for 3 months, from April to June 2025.

Population and Sample

In this study, the population was 81 people, consisting of 64 ASN teachers and 17 PPPK teachers. The sample used in this study was a saturated sample because the entire population was used as a sample. because the number is relatively small and allows for research as a whole.

RESULTS AND DISCUSSION

Outer Model Analysis

Outer Model Analysis using *PLS Algorithm*, produce:

Validity Test

Table 1. Values Outer Loadings

	Organizational culture	Work Climate	Job satisfaction	Teacher Performance
X1.1		0.969		
X1.2		0.943		
X1.3		0.947		
X1.4		0.945		
X1.5		0.950		
X1.6		0.946		
X1.7		0.950		
X1.8		0.957		
X2.1	0.728			
X2.2	0.811			
X2.3	0.764			
X2.4	0.751			
X2.5	0.861			
Y.1				0.882
Y.2				0.873
Y.3				0.824
Z.1			0.806	
Z.2			0.883	
Z.3			0.837	

Source: Smart PLS Output, 2025

Based on the values in Table 1 above, it shows the results of testing the outer model through the loading factor value /Based on outer loadings, all indicators in each variable have a loading value of ≥ 0.70 . This indicates that each indicator is able to represent the construct being measured validly and robustly. Therefore, it can be concluded that all items in the questionnaire have met the convergent validity criteria and can be used in further analysis. For more details on the above values, see the following figure.

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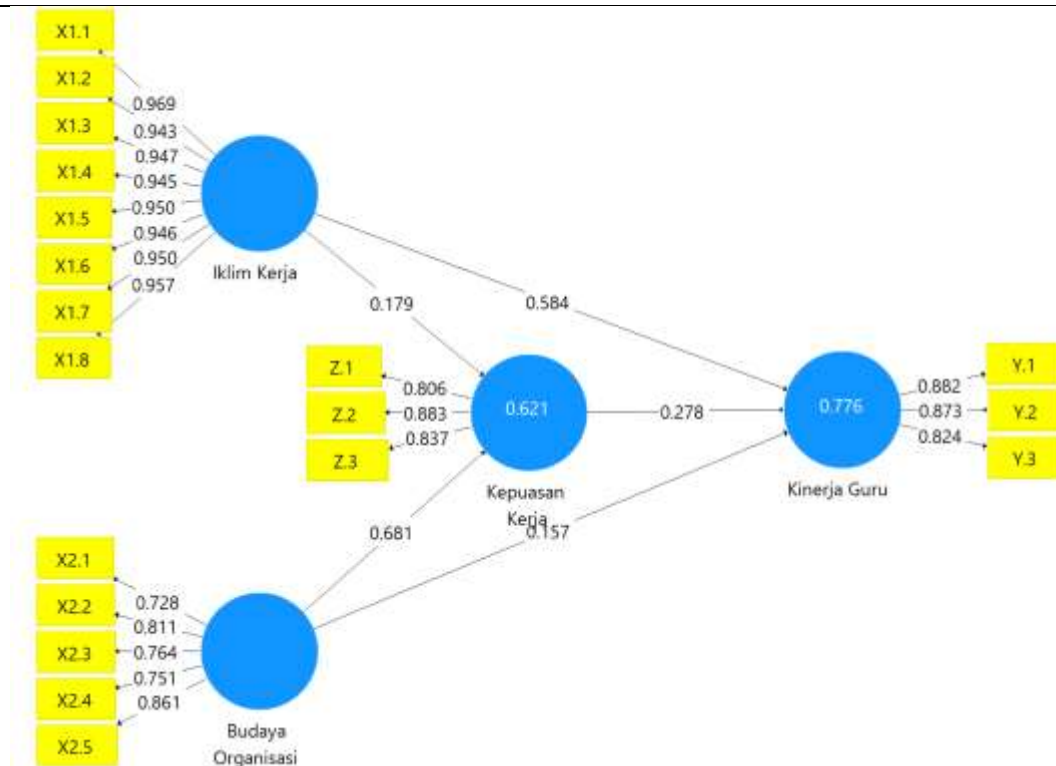


Figure 1. Outer Loadings

In this study there is an equation and the equation consists of two substructures for substructure 1:

$$Z = \beta_1 X_1 + \beta_2 X_2 + e_1$$

$$Z = 0.179X_1 + 0.681X_2 + e_1$$

For substructure 2:

$$Y = \beta_2 X_1 + \beta_3 X_2 + \beta_3 Z + e_2$$

$$Y = 0.584X_1 + 0.157X_2 + 0.278Z + e_2$$

Reliability Test

Table 2. Construct Reliability and Validity Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Organizational culture	0.843	0.848	0.888	0.615
Work Climate	0.985	0.986	0.987	0.904
Job satisfaction	0.795	0.800	0.880	0.710
Teacher Performance	0.824	0.827	0.895	0.740

Source: Smart PLS Output, 2025

Table 2 above shows that the reliability test results show that the Cronbach's Alpha and Composite Reliability values for all constructs are above 0.70. This indicates that all indicators have high internal consistency and can be relied upon to measure their respective constructs. Therefore, the research instrument is deemed reliable and suitable for use in testing the structural model.

Coefficient of Determination (R²)

Evaluating a model with PLS begins by examining the R-square for each dependent latent variable. The table below shows the results of R-square estimation using SmartPLS.

Table 3. R Square Results

	R Square	R Square Adjusted
Job satisfaction	0.621	0.613
Teacher Performance	0.776	0.768

Source: Smart PLS, 2025

In table 3 there is an R square value on both dependent variables for the job satisfaction variable there is an R square value of 0.621 meaning that the influence of work climate and organizational culture is 0.621 or 62.1% the rest is on other variables outside the model. The R square value of teacher performance is 0.776 meaning that work climate, organizational culture and job satisfaction are 0.776 or 77.6% the rest is on other variables outside the model.

Structural Model Testing (Inner Model)

Hypothesis Testing

Direct Influence Between Variables

The direct influence between variables can be seen in the path coefficients. The data processing results show the direct influence values, as shown in the following table.

Table 4. Path Coefficients (Direct Effect)

	Original Sample	T Statistics	P Values	Conclusion
Work Climate -> Teacher Performance	0.584	6,088	0,000	Accepted
Work Climate -> Job Satisfaction	0.179	1,999	0.046	Accepted
Organizational Culture -> Teacher Performance	0.157	1,588	0.113	Rejected
Organizational Culture -> Job Satisfaction	0.681	5,589	0,000	Accepted
Job Satisfaction -> Teacher Performance	0.278	2,471	0.014	Accepted

Source: Smart PLS Output, 2025

In the results of Table 4 there are direct influence values which will be explained as follows:

1. Work climate has a positive and significant effect on teacher performance with a t-statistic value of 6.088 above 1.96 and a significance value of 0.000 below 0.05, meaning that work climate has a positive and significant effect on teacher performance because the significance value is below 0.05. The results of this study are in line with the results of previous research which stated that work climate has a positive and significant effect on teacher performance (Noorhapizah et al, 2023).
2. Work climate has a positive and significant effect on job satisfaction with a t-statistic value of 1.999 is above 1.96 and the significance value is 0.046, below 0.05, indicating that work climate has a positive and significant effect on job satisfaction, as the significance value is below 0.05. This finding aligns with previous research, which found that work climate has a positive and significant effect on job satisfaction (Megawaty et al., 2022).
3. Organizational culture has a positive but not significant effect on teacher performance with a t-statistic value of 1.588, below 1.96, and a significance level of 0.113, above 0.05, indicate that organizational culture has a positive but insignificant effect on teacher performance, as the significance value is above 0.05. The results of this study are inconsistent with previous research, which found that organizational culture has a positive and significant effect on teacher performance (Sari et al., 2021).
4. Organizational culture has a positive and significant influence on job satisfaction with a t-statistic value of 5.589 above 1.96 and a significance level of 0.000 below 0.05, indicating that organizational culture has a positive and significant effect on job satisfaction because the significance value is below 0.05. The results of this study are in line with research conducted by Damayanti & Ismiyati (2020) which stated that organizational culture has a positive and significant effect on job satisfaction.

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5. Job satisfaction has a positive and significant effect on teacher performance with a t-statistic value of 2.471 above 1.96 and a significance level of 0.014 below 0.05, indicating that job satisfaction has a positive and significant effect on teacher performance because the significance value is below 0.05. The results of this study are consistent with previous research which stated that job satisfaction has a positive and significant effect on teacher performance (Ratna et al., 2020).

Indirect Influence Between Variables

The indirect influence between variables can be seen in the specific indirect effects values. The data processing results show the indirect effect values, as shown in Table 5 below.

Table 5. Specific Indirect Effects

	Original Sample	T Statistics	P Values	Conclusion
Work Climate -> Job Satisfaction -> Teacher Performance	0.050	2,048	0.041	Accepted
Organizational Culture -> Job Satisfaction -> Teacher Performance	0.189	1,969	0.049	Accepted

Source: Smart PLS, 2025

In table 5 there is an indirect influence between variables which will be explained as follows:

1. The work climate has a positive and significant effect on teacher performance through job satisfaction with a t-statistic value of 2.048 and a significance value of 0.041, meaning that job satisfaction acts as an intervening variable between work climate and teacher performance. The results of this study are in accordance with the results of research conducted by Gilang, et al. (2025) which stated that work climate has a positive and significant effect on teacher performance at the Strada Budi Luhur Bekasi Complex.
2. Organizational culture has a positive and significant influence on teacher performance through job satisfaction with a t-statistic value of 1.969 and a significance value of 0.049 means that job satisfaction acts as an intervening variable between organizational culture and teacher performance because with the presence of an intervening variable, organizational culture still has an influence on teacher performance. This study is in accordance with Kurniyanto's (2022) research which states that organizational culture has a positive and significant effect on teacher performance through job satisfaction in SMK NU Kedung Tuban Blora Regency teachers.

CONCLUSION

1. The work climate has a positive and significant effect on teacher performance at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency..
2. The work climate has a positive and significant effect on job satisfaction at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
3. Organizational culture has a positive but not significant effect on teacher performance at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
4. Organizational culture has a positive and significant influence on job satisfaction at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
5. Job satisfaction has a positive and significant effect on teacher performance at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
6. The work climate has a positive and significant effect on teacher performance through job satisfaction at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
7. Organizational culture has a positive and significant influence on teacher performance through job satisfaction at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

SUGGESTION

1. For the work climate variable, the indicator with the lowest score was the statement, "Important information is conveyed openly and clearly to teachers." Important information should be conveyed openly and clearly through communication media that is easily accessible to all teachers to avoid misunderstandings.

2. Organizational culture with the statement "Schools encourage teachers to try new learning methods". Schools can provide training or workshops to help teachers become more prepared and confident in trying new learning methods.
3. For the job satisfaction variable, the statement "I feel satisfied with my job as a teacher" is used. Schools can continue to provide awards or appreciation to maintain teacher job satisfaction.
4. Teacher performance is reflected in the statement, "I am able to collaborate with fellow teachers in various school activities." Schools can continue to facilitate collaborative activities to strengthen cooperation between teachers.

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