

The Role of Job Satisfaction in Mediating the Influence of Organizational Culture on Teacher Performance at SMPN 1 Pintu Rime Gayo Bener Meriah Regency

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Abstract—This study aims to investigate the role of job satisfaction in mediating the influence of organizational culture on teacher performance at SMP Negeri 1 Pintu Rime, Gayo Bener Meriah Regency. A strong organizational culture is expected to increase teachers' job satisfaction, which further contributes to their improved performance. Using a quantitative approach, this study involved 100 teachers as randomly selected respondents. Data was collected through a questionnaire consisting of three sections: organizational culture, job satisfaction, and teacher performance. Data analysis was carried out by multiple regression to test the relationship between variables. The results showed that organizational culture had a positive and significant influence on job satisfaction ($p < 0.01$), and job satisfaction had a positive and significant effect on teacher performance ($p < 0.01$). In addition, the analysis shows that job satisfaction plays a significant mediator in the relationship between organizational culture and teacher performance. These findings highlight the importance of a positive organizational culture in improving job satisfaction and teacher performance. Therefore, it is recommended that school management focus on developing a supportive organizational culture to improve overall teacher performance.

I. INTRODUCTION

Education is the main foundation in the development of quality human resources. The success of education is highly determined by the performance of teachers as the spearhead in the learning process. Teachers not only play the role of teachers, but also as guides, motivators, and facilitators for students. Therefore, improving teacher performance is an important issue in efforts to improve the quality of education as a whole.

One of the important factors that affect teacher performance is the organizational culture in schools. The organizational culture reflects the values, norms, and work practices embraced by all school residents, which ultimately forms a conducive work environment. A positive organizational culture is believed to be able to create work morale, increase loyalty, and encourage teacher productivity. According to Gunawan et al. (2021), a strong organizational

culture can encourage the creation of work behaviors that support the achievement of school goals and have a direct impact on the performance of employees, including teachers.

However, the influence of organizational culture on performance is not always immediate. Job satisfaction is an important variable that has the potential to be a mediator in the relationship. Teachers who feel job satisfaction—whether in terms of rewards, work environment, relationships between colleagues, and opportunities for self-development—tend to perform better. A study by Permana and Susanto (2022) states that job satisfaction plays a significant role in bridging the influence of the work environment and organizational culture on employee performance, including in the education sector.

Job satisfaction not only increases teachers' internal motivation, but also strengthens emotional attachment to the school, which ultimately positively impacts professional responsibility and performance. Research by Fitriani et al. (2023) also shows that teachers who are satisfied with their work will have a high commitment and are better able to achieve the performance targets set by educational institutions.

SMP Negeri 1 Pintu Rime Gayo, as one of the formal educational institutions in Bener Meriah Regency, has its own challenges in creating a positive organizational culture and increasing teacher job satisfaction. Therefore, it is necessary to conduct an in-depth study of how organizational culture affects teacher performance, as well as the extent to which job satisfaction plays a role in mediating these relationships.

Based on this description, this study is important to identify and analyze the role of job satisfaction in mediating the influence of organizational culture on teacher performance, especially at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency. The results of this research are expected to contribute to school managerial policy making in improving the quality of teachers' work and the quality of education in general.



II. LITERATURE REVIEW

A. Theoretical Framework

1) Teacher Performance

a) Definition of Teacher Performance

Sudjana (2022) teacher performance is the teacher's ability to plan, implement, and evaluate the learning process in the classroom, as well as carry out other professional tasks optimally.

b) Teacher Performance Indicators

Sudjana (2022) identifies several indicators of teacher performance that reflect the effectiveness of carrying out their duties:

c) Learning Planning

Teachers' ability to design learning implementation plans (RPP) that are in accordance with the curriculum and student needs.

d) Learning Implementation

The effectiveness of teachers in delivering material, using the right methods, and managing classes in a conducive manner.

e) Learning Evaluation

Teachers' ability to assess student learning outcomes through various objective and relevant evaluation techniques

f) Professional Development

Teachers' participation in self-development activities, such as training, seminars, and workshops to improve their competence.

g) Interpersonal Relationships

The quality of teachers' interactions and communication with students, colleagues, and students' parents.

2) Job Satisfaction

a) Definition of Job Satisfaction

Robbins and Judge (2022) job satisfaction is a positive feeling about a person's job that is the result of an evaluation of his or her job characteristics.

3) Job Satisfaction Indicators

Robbins and Judge (2022) identify several indicators that can be used to measure employee job satisfaction levels:

4) Satisfaction with the Job Itself

The extent to which employees find their work engaging, challenging, and meaningful.

5) Satisfaction with Salary

Employees' perceptions of the fairness and adequacy of the financial compensation received.

6) Satisfaction with Promotions

Employees' views on fairness and frequency of promotion opportunities within the organization.

7) Satisfaction with Supervision

Employee assessment of competence, support, and communication from direct superiors.

8) Satisfaction with Coworkers

The level of comfort and cooperation that employees feel with their colleagues.

9) Organizational Culture

a) Understanding Organizational Culture

Zaelani et al. (2024) organizational culture is a shared perception that is used as a handle by all employees in the company, which affects the way they work and behavior, so that it differentiates them from other organizations.

b) Organizational Culture Indicators

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

c) Innovation

The ability of the organization to create new ideas and adapt to change.

d) Pay attention to detail or detail

Level of precision and attention to detail in the execution of tasks.

e) Focus on results

The organization's focus is on achieving goals and performance.

f) Individual orientation

Organizational attention to individual needs and development.

g) Team orientation

The importance of cooperation and collaboration between team members.

h) Aggressiveness

The level of courage and proactivity in facing challenges.

i) Stability

The organization's ability to maintain consistency and resilience in the long term.

B. Conceptual Framework

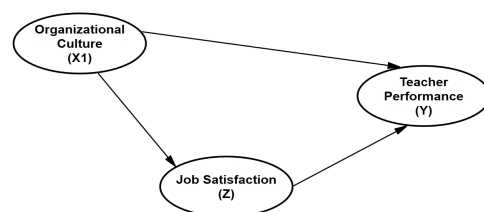


Fig. 1. Conceptual Framework

C. Research Hypothesis

H1: Organizational culture has a positive and significant effect on teacher performance at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

H2: Organizational culture has a positive and significant effect on job satisfaction at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

H3: Job satisfaction has a positive and significant effect on teacher performance at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

H4: Organizational culture has a positive and significant effect on teacher performance through job satisfaction at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

III. RESEARCH METHODS

A. Types of Research

The type of research is quantitative research. This type of quantitative research was conducted to make a study that aimed to adjust a research and to analyze the analysis of organizational culture on teacher performance with job satisfaction as an intervening variable at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

B. Research Location and Research Time

The location of the research was conducted at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency, which is located on Jl. Raya Bireuen - Takengon, Alur Gading, Pintu Rime Gayo District, Bener Meriah Regency, Aceh. The research was carried out for 3 months, from May to July 2025.

C. Population and Sample

In this study, the population is 64 people, consisting of 55 civil servants and 9 PPPK teachers. The sample used in this study is a saturated sample because all populations are used as samples because the number is relatively small and it is possible to study it as a whole.

D. Research Data Sources

The data source used in this study is primary data.

IV. RESULTS AND DISCUSSION

A. Outer Model Analysis

Outer Model analysis using the PLS Algorithm, yielding:

1) Validity Test

TABLE I. VALUE OF OUTER LOADINGS

	Job Satisfaction	Organizational Culture	Teacher Performance
X2.1		0,861	
X2.2		0,854	
X2.3		0,819	
X2.4		0,865	
X2.5		0,879	
X2.6		0,861	
X2.7		0,860	
Y.1			0,834
Y.2			0,782
Y.3			0,793
Y.4			0,833
Z.1	0,880		
Z.2	0,787		
Z.3	0,857		
Z.4	0,877		

Source: PLS Smart Output, 2025

Based on the values in Table 1 above, showing the results of the outer model test through the loading factor / outer

loadings value, all indicators in each variable have a loading value ≥ 0.70 . This shows that each indicator is able to represent a measured construct validly and robustly. Therefore, it can be concluded that all items in the questionnaire have met the criteria of convergent validity and can be used in subsequent analysis.

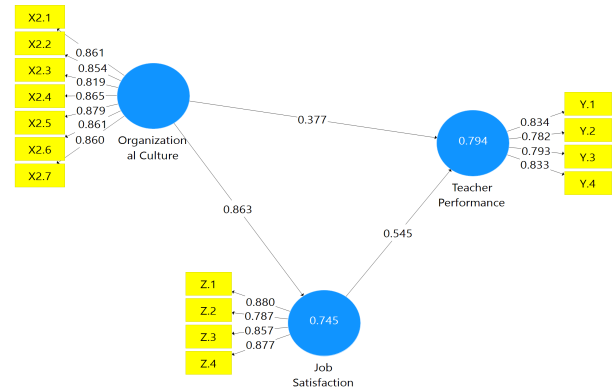


Fig. 2. Outer Loading

B. Reliability Test

TABLE II. CONSTRUCT RELIABILITY AND VALIDITY TEST

	Cronbach's Alpha	rho A	Composite Reliability	Average Variance Extracted (AVE)
Job Satisfaction	0,872	0,877	0,913	0,724
Organizational Culture	0,940	0,940	0,951	0,735
Teacher Performance	0,826	0,829	0,884	0,657
Job Satisfaction	0,872	0,877	0,913	0,724

Source: PLS Smart Output, 2025

From Table 2 above, the reliability test results show that Cronbach's Alpha and Composite Reliability values on all constructs have values above 0.70. This shows that all indicators have high internal consistency and are reliable in measuring their respective constructs. So that the research instrument is declared reliable and feasible to be used in testing structural models.

C. Coefficient of Determination (R^2)

In assessing a model with PLS it starts by looking at the R-square for each dependent latent variable. The table below is the result of Rsquare estimation using SmartPLS.

TABLE III. R SQUARE RESULTS

	R Square	R Square Adjusted
Job Satisfaction	0,745	0,742
Teacher Performance	0,794	0,788

Source: Smart PLS, 2025

In table 3, there is an R square value in both dependent variables for the job satisfaction variable, there is an R square value of 0.745, meaning that the influence of organizational culture is 0.745 or 74.5%, the rest is on other variables outside the model. The R square value of teacher performance is 0.794, meaning that organizational culture and job satisfaction are 0.794 or 79.4%, the rest is in 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 value of *path coefficients*. The results of the data processing show the value of direct influence can be seen in the following table.

TABLE IV. PATH COEFFICIENTS (DIRECT INFLUENCE)

	Original Sample	T Statistics	P Values	Conclusion
Organizational Culture -> Teacher Performance	0,377	2,972	0,003	Accepted
Organizational Culture -> Job Satisfaction	0,863	14,721	0,000	Accepted
Job Satisfaction -> Teacher Performance	0,545	4,203	0,000	Accepted

Source: PLS Smart Output, 2025

In the results of Table 4, there are the following direct influence values:

Organizational culture has a positive and significant effect on teacher performance with a t-statistical value of 2.972 above 1.96 and a significance of 0.003 below 0.05, meaning that organizational culture has a positive and significant effect on teacher performance because the significance value is below 0.05. The results of this study are in accordance with previous research, namely that organizational culture has a positive and significant effect on performance (Akpa, 2021).

Organizational culture has a positive and significant effect on job satisfaction with a t-statistical value of 14.721 above 1.96 and a significance of 0.000 below 0.05, meaning 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 also in accordance with research conducted by Paais & Pattiruhu, (2020) which states that organizational culture has a positive and significant effect on job satisfaction.

Job satisfaction has a positive and significant effect on teacher performance with a t-statistical value of 4.203 above 1.96 and a significance of 0.000 below 0.05, meaning 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 in accordance with the results of previous research, namely that job satisfaction has a positive and significant effect on teacher performance (Murwaningsih & Fauziah, 2023).

Indirect Influence Between Variables

The indirect influence between variables can be seen in the value of *specific indirect effects*. The results of data processing show the value of indirect influence can be seen in Table 5 below.

TABLE V. SPECIFIC INDIRECT EFFECTS

	Original Sample	T Statistics	P Values	Conclusion
Organizational Culture -> Job Satisfaction -> Teacher Performance	0,471	4,122	0,000	Accepted

Source: Smart PLS, 2025

In table 5, there is an indirect influence between variables, namely organizational culture has a positive and significant effect on teacher performance through job satisfaction with a t-statistical value of 4.122 above 1.96 and a significance value of 0.000 below 0.05, meaning that job satisfaction plays a role as an intervening variable between organizational culture and teacher performance.

V. CONCLUSION

Organizational culture has a positive and significant effect on teacher performance at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

Organizational culture has a positive and significant effect on job satisfaction at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

Job satisfaction has a positive and significant effect on teacher performance at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

Organizational culture has a positive and significant effect on teacher performance through job satisfaction at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

VI. SUGGESTION

Organizational culture with the statement "Achieving student learning outcomes is the school's top priority". Focus school programs on improving the quality of learning, for example through ongoing teacher training and the use of active and fun learning methods. This step will have a direct impact on students' learning motivation and the quality of their learning outcomes.

Job satisfaction with the statement "The salary I receive corresponds to my workload". Conduct periodic evaluations of workload and reward systems to keep them fair and balanced, and communicate the results transparently to all employees. This is important to maintain job satisfaction and prevent the emergence of a sense of injustice in the work environment.

Teacher performance with the statement "I actively participate in training, seminars, or educational workshops". Utilize the knowledge and skills gained from the training to apply in learning practice, and share those experiences with peers through MGMP forums or internal school discussions. This will expand the positive impact of training and encourage a learning culture in the school environment.

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