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The Influence of Organizational Commitment and Organizational Culture on Teacher Performance with Job Satisfaction as a Moderating Variable at SDN 5 Bathin Salopan

Adisman Adisman¹, Rahmawati Rahmawati²

¹Sekolah Tinggi Ilmu Ekonomi Banginang, Riau, Indonesia, adisman1972@gmail.com

²Sekolah Tinggi Ilmu Ekonomi Banginang, Riau, Indonesia, rahmawati@stiebangkinang.ac.id

Corresponding Author: adisman1972@gmail.com

Abstract: Good teacher performance is always a requirement for school principals where they dedicate themselves. Many factors can influence teacher performance, but this research only aims to see and analyze: 1) the influence of organizational commitment on job satisfaction; 2) the influence of organizational culture on job satisfaction; 3) the influence of satisfaction on teacher performance; 4) the direct influence of commitment on teacher performance; 5) the direct influence of organizational culture on teacher performance; 6) the indirect effect of organizational commitment on teacher performance with motivation as a moderating variable; 7) indirect influence of organizational culture on teacher performance with motivation as a moderating variable. This research was conducted at SDN 5 Bathin Solapan using 21 teachers as samples. This research data consists of primary and secondary data obtained using questionnaires, research files, observations and interviews. Data analysis and hypothesis testing were carried out using the Structural Equatin Modeling (SEM) model and data processing was carried out with the SmartPLS program and hypothesis testing was carried out with an alpha of 5%. The results of this research conclude that: 1) it is true that there is a significant influence of the organizational commitment variable on job satisfaction; 2) it has been proven that there is a significant influence of organizational culture on job satisfaction; 3) it is proven that there is a significant influence of satisfaction on teacher performance; 4) there is no proven direct influence of commitment on teacher performance; 5) it is proven that there is a direct significant influence of organizational culture variables on teacher performance; 6) it is proven that there is a significant indirect effect of the organizational commitment variable on teacher performance with motivation as a moderating variable; 7) it is proven that there is a significant indirect effect of organizational culture on teacher performance with motivation as a moderating variable.

Keyword: Performance, Leadership, Work Culture, Organizational Commitment

INTRODUCTION

Based on Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, article 1 paragraph (1) defines that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, primary education and secondary education. Teacher performance is one of the problems in the world of education that is interesting to study. Teachers are the axis of every education system. In reality, teachers are the strength of a nation, it is universally acknowledged that teacher performance plays a key role as a measure of the quality of human resources (Usop, Askandar, Kadlong, Onotan, 2013). Teacher performance assessment is essentially an activity to foster and develop professional teachers. National Education Standards Article 28 in Mulyasa (2018) states that educators must have academic qualifications and competence as learning agents, be physically and spiritually healthy, and have the ability to realize national education goals. In this case, what is meant by an educator as a learning agent is the role of the educator, among others, as a facilitator, motivator, booster, or inspirer. Therefore, it is necessary to pay attention to things that will increase the level of teacher performance. In the past few years, researchers have studied various things that influence performance in organizations, including teacher performance (Tehseen, Shehnaz, Hadi, 2015). However, in reality teacher performance is not optimal. Likewise, what happened at SD Negeri 05 Bathin Salopan showed the following picture:

Table 1. Recapitulation of Average Teacher Performance Target Scores (SKP) at SD Negeri 05 Bathin Salopan

Year	Target	Realization
2020	100	81,42
2021	100	80,87
2022	100	85,89

Source: SD Negeri 05 Bathin Salopan

From the data in Table 1 above, it can be seen that the Employee Work Targets (SKP) for teachers at SD Negeri 05 Bathun Salopan are not fully optimal. This is because the average achievement of Teacher SKP scores from 2020 to 2021 as a whole has a significant difference, either decreasing or increasing. In 2020, the average SKP score was 81.42%, far below the set target. Then in 2021 it decreased by 0.55 to 80.87 and increased the following year by 5.02 to 85.89. Apart from the recapitulation data on the average achievement of Teacher SKP scores, the PKG (Teacher Performance Assessment) scores can be used as an illustration of teacher performance, namely in Table 2.

Table 2. Recapitulation of Average Teacher Performance Assessment (PKG) at SD Negeri 05 Bathin Salopan

Criteria	Average Value (%)		
	2020	2021	2022
Planning	82.15	80.27	85.52
Implementation	88.40	86.08	84.15
Evaluation	82.09	85.17	84.91

Source: SD Negeri 05 Bathin Salopan

From the data listed in Table I.2 above regarding the assessment of teacher performance at SD Negeri 05 Bathin Salopan obtained from school administration for the last 3 (three) years, namely from 2020 to 2022, shows that the aspects measured include planning, implementation, and assessment of the teaching process. The percentage of overall teacher performance assessment from 2020 to 2022 has fluctuating differences, either decreasing or increasing. For more details, the following is an analysis of teacher performance assessments over the last three

years. Performance is something that is very influential in achieving organizational goals (Rivai and Dedy, 2012) and (Gardner, Wright, & Moynihan, 2011; Wright, Dunford, & Snell, 2001). Performance improvement is a central issue in today's organizations. Performance is realized through a conducive organizational environment. Performance stands as a domain that is widely researched in the study of organizational behavior (OB) and human resource development (Pradhan & Jena, 2017). Mangkunegara (2013) performance is the result of work in terms of quality and quantity that can be achieved by an employee in carrying out tasks in accordance with the responsibilities given to him. The core of the study in this research is the problem of teacher performance at SD Negeri 05 Bathin Salopan.

Performance is said to be high if a work target can be completed at the right time or does not exceed the time limit provided. On the other hand, performance will be low if it is completed beyond the provided time limit or is not completed at all. (Nawawi, 2016). Of the various factors that influence performance, researchers focus this research on two factors that influence performance, namely organizational commitment and organizational culture with job satisfaction as a moderating variable at SD Negeri Bathin Salopan. Many factors influence performance, one of which is organizational commitment. Organizational commitment is a teacher's loyalty to the organization or school where they work. Luthans (2018) states that organizational commitment is: (1) a strong desire to become a member of a group, (2) a high willingness to work for the organization, (3) a certain belief and acceptance of the organization's values and goals. Talking about the organizational commitment of the teacher council at SD 05 Bathin Salopan, based on the results of discussions with several teachers, it was discovered that they wanted to move to another school, on the grounds that SD 05 Bathin Salopan was located far from the crowds. This indicates that the organizational commitment of teachers at the school is still low.

The research results of Andi Farid Noor Ahmad, et al (2019) show that organizational commitment and organizational culture as well as job satisfaction have a significant effect on teacher performance. If these results are implemented to the current conditions at SD 05 Bathin Salopan, it is known that low organizational commitment will result in low teacher performance and vice versa. This is understandable, because of the teacher's sense of ownership of the school, the teacher will not do much, so the results of the work will not be optimal. The second factor that influences teacher performance in this research is organizational culture. Organizational culture can be interpreted as the form of habits that exist in an organization. Wibowo (2010), states that culture consists of a shared mental program that requires individual responses to their environment. This definition means that we see culture in everyday behavior, but it is controlled by mental programs that are deeply implanted. From the results of observations during the pre-survey research, the author stated that the organizational culture at SD Negeri 05 Bathin Salopan was still not well developed. Like there are still many students who don't wear school uniforms, don't wear shoes when they come to school and so on.

An organizational culture that is not well formed will affect the work atmosphere in an organization. A good organizational culture will increase the morale of teachers and students, and vice versa. The results of research conducted by Gina Mirta Wahyuni (2018) concluded that organizational culture and organizational commitment, both partially and simultaneously, were proven to have a significant influence on teacher performance. This explains that to realize good teacher performance, a good organizational culture is also needed.

Job satisfaction is also an important factor to pay attention to. Job satisfaction is a person's feeling about the work results they achieve. With the meaning of the word, someone will feel satisfied if what they get matches their expectations. Job satisfaction will be a determining factor in whether a person's performance is good or not. Because a teacher who is satisfied with the results of his work, he will be more enthusiastic to provide maximum work results and vice versa. Howel and Dipboye in Munandar (2016) view job satisfaction as the

overall result of the degree to which workers like or dislike various aspects of their work. In other words, job satisfaction reflects the workforce's attitude towards their work. Robert and Angelo (2014) define job satisfaction as the difference between someone receiving an award and someone thinking about achieving the award. A person with higher job satisfaction has positive feedback from work.

If you look at the achievement of teacher job satisfaction at SD Negeri 05 Bathin Salopan, according to the author, the teacher council has not achieved satisfaction. This is due to various things, such as the lack of maximum student achievement results at the school. So the problem in this research is;

1. How does organizational commitment influence job satisfaction?;
2. How does organizational culture influence teacher job satisfaction?;
3. How does teacher job satisfaction influence teacher performance?;
4. What is the direct influence of organizational commitment on teacher performance?;
5. What is the direct influence of organizational culture on teacher performance?;
6. What is the indirect effect of organizational commitment on teacher performance through job satisfaction?;
7. What is the indirect influence of organizational culture on teacher performance through teacher job satisfaction?.

METHOD

This research was conducted at SD Negeri 05 Bathin Salopan, which was carried out for 4 months starting from May 2023 to August 2023. The types and sources of data used in this research consisted of primary data and secondary data. Data was collected using questionnaire methods, research files and observations. The population in this study were all teachers at SD Negeri 05 Bathin Salopan, totaling 25 teachers and all of them were used as samples. The data analysis stages in this research consist of reliability testing, validity testing and hypothesis testing. The research model that will be used in this research is a tiered structural model and to test the proposed hypothesis the SEM (Structural Equation Modeling) analysis technique is used which is operated through the Smart PLS Version 3.00 program. The model specifications into a series of structural equations are as follows:

$$Y_1 = \beta_1 X_1 + \beta_2 X_2 + e_1 \text{ and } Y_2 = \beta_3 X_1 + \beta_4 X_2 + \beta_5 Y_1 + e_2$$

Information:

Y_1 = Job Satisfaction; Y_2 = Teacher Performance; X_1 = Organizational Commitment

X_2 = Organizational Culture; β_1 - β_5 = Regression Coefficient

The PLS approach is based on shifting the analysis from measuring estimated model parameters to measuring relevant model predictions. So the focus of analysis shifts from just estimating and interpreting the significance of parameters to the validity and accuracy of predictions. The testing criteria are as follows:

Table 3. PLS Assessment Criteria

Criteria	Explanation
Structural Model Evaluation	
R ² for endogenous variables	The R ² results of 0.67, 0.33 and 0.19 for the endogenous variables in the structural model identify that the moder is "good", "moderate" and "weak".
Estimation of path coefficients	The estimated value for the path relationship in the structural model must be significant. This significant value can be obtained using the bootstrapping procedure.
F ² for effect size	The F ² values of 0.2, 0.15 and 0.35 can be interpreted as whether the later variable predictors have a weak, medium or large influence on the structural level
Evaluation of the reflective measurement model	

<i>Loading factor</i>	The loading factor value is 0.70
<i>Composite Reliability</i>	<i>Composite reliability measures internal consistency and the value must be above 0.60</i>
<i>Average Variances Extracted</i>	The Average Variances Extracted (AVE) value must be above 0.5
<i>Discriminant Validity</i>	The square root value of AVE must be greater than the correlation value between later variables.
<i>Cross loading</i>	It is another measure of discriminant validity. It is expected that each block of indicators will have a higher loading for each latent variable measured compared to the indicators for other latent variables.
Evaluation of Formative Measurement Models	
<i>Significance of weight values</i>	The estimated value for the formative measurement model is significant. The level of significance was assessed using a bootstrapping procedure
<i>Multicollinearity</i>	The manifest variables in the block must be tested for multicol. The variance inflation factor (VIF) value can be used to measure this. A VIF value above 10 indicates that there is multicollinearity.

RESULTS AND DISCUSSION

Validity testing is carried out to find out whether an instrument is valid for measuring a variable. Testing the validity of the instrument in this research was carried out in two stages, namely testing convergent validity and discriminant validity. Convergent validity is tested using the factor-loading value for each indicator and the Average variance Extracted (AVE) value. The results of validity testing show that all instruments for each variable are declared valid, because they have a loading factor value > 0.5 and the results of discriminant validity testing also give the same results because they have an AVE value > 0.5.

Reliability testing was carried out with the aim of seeing and assessing the extent to which the level of reliability of the instrument is valid in determining each variable studied, in this case teacher performance, teacher job satisfaction, organizational commitment and organizational culture. Reliability testing in this research was carried out using Cronbach's Alpha (CA) and Composite Reliability (CR) values. The results of testing the reliability of the instruments for each variable in this study were obtained as in Table 4.

Table 4. Results of Research Variable Reliability Testing

Construct	CA	CR	1	2	3	4
Organizational Culture	0,947	0,956	0,871			
Job Satisfaction	0,886	0,917	0,701	0,831		
Teacher Performance	0,946	0,955	0,736	0,708	0,852	
Organizational Commitment	0,846	0,882	0,358	0,413	0,344	0,748

Source: Data Processing Results

From Table 4 you can see the results of reliability testing of the instruments for each variable which were declared valid in the previous test. All valid instruments for each variable have CA and CR values above 0.7. Thus, it can be said that all of these instruments are reliable in measuring each variable. The next stage of analysis is to test PLS-SEM model, whether the model used is suitable or not to be used as an analysis tool or hypothesis testing. A good model or analytical tool to use as a hypothesis testing tool is a model that is fit or appropriate. The results of data processing for testing the fit model can be seen in Table 5.

Table 5. Model Fit Test Results

	Saturated Model	Estimated Model
SRMR	0,072	0,072
d_ ULS	4,410	4,410
d_ G	112,882	112,897

Chi-Square	1521,451	1521,451
NFI	0,950	0,950

Source: Data Processing Results

From Table 5 you can see the results of testing the fit model for the analytical tool in this research, where the Standardized Root Mean Square (SRMR) value was obtained at 0.072. This SRMR value is lower than 0.1, namely $0.072 < 0.1$. These results explain that the model or data analysis tool used for hypothesis testing in this research is appropriate or suitable, or suitable to be used as a data analysis tool. Thus, the model is said to be suitable for use as an analysis tool and hypothesis testing tool. Next, you need to pay attention to the coefficient of determination (R-squared), which is a coefficient that shows what percentage of variance a variable is able to explain the dependent variable. Based on the results of data processing, the R-square value of this research model was obtained, as in Figure 1 and Table 5.

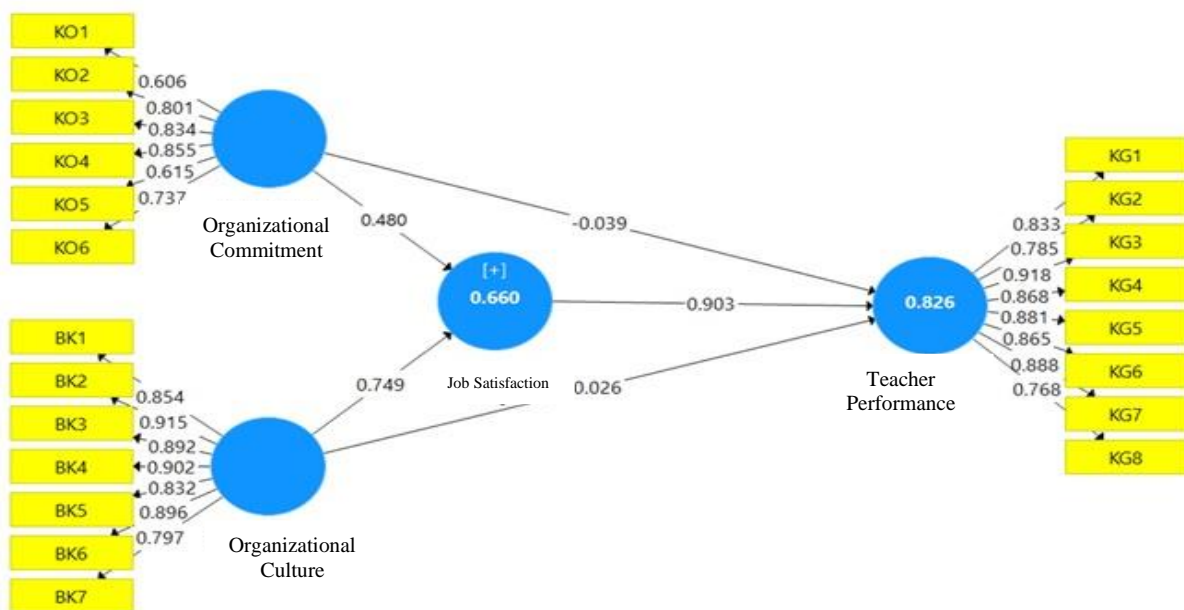


Figure 5: Coefficient of Determination (R-Square)

Source: Data Processing Results

Furthermore, from the results of data processing, the R-Square and R Square Adjusted values can be seen in Table 6 below;

	R Square	R Square Adjusted
Job Satisfaction	0.660	0.630
Teacher Performance	0.826	0.802

Source: Data Processing Results

From Figure 1 and Table 6 above, it can be seen that the R-square value of the path to the dependent variable of teacher job satisfaction is 0.660, meaning that organizational commitment and organizational culture are able to explain the dependent variable, namely teacher job satisfaction of 66%, while the remaining 34% is determined by other variables that are not included in this research model. Then the R-square value for the dependent variable path of teacher performance was 0.826, meaning that the variables of organizational commitment, organizational culture and job satisfaction were able to explain changes in teacher

performance of only 82.6% and the remaining 17.4% was determined by other variables outside the model.

After carrying out the feasibility of the model through model fit and determination coefficient, the next stage is testing the hypothesis proposed in this research. The results of hypothesis testing can be seen in Table 7.

Table 7. Hypothesis Testing Results

Hypothesis	Direct Effect	Indirect Effect	Conclusion
H1 Organizational Commitment -> Job Satisfaction	0.480 (0.000)	-	Significant
H2 Organizational Culture -> Job Satisfaction	0.749 (0.000)	-	Significant
H3 Job Satisfaction -> Teacher Performance	0.903 (0.000)	-	Significant
H4 Organizational Commitment -> Teacher Performance	0.039 (0.735)	-	Not Significant
H5 Organizational Culture -> Teacher Performance	0.326 (0.033)	-	Significant
H6 Organizational Commitment -> Job Satisfaction -> Teacher Performance	-	0.676 (0.000)	Significant
H7 Organizational Culture -> Job Satisfaction -> Teacher Performance	-	0.431 (0.005)	Significant
R ²	0.660	0.826	

Source: Data Processing Results

From Table 6 you can see the results of hypothesis testing in this research:

1. The Effect of Organizational Commitment on Teacher Job Satisfaction

The results of testing the first hypothesis in this research prove that organizational commitment has a significant effect on teacher job satisfaction at SDN 5 Bathin Solapan. This can be seen from the calculated p-value t which is lower than alpha. So the first hypothesis is accepted at a 95% confidence level. This means that if organizational commitment increases, teacher job satisfaction will also increase and vice versa. Thus, whether a teacher is satisfied or not in carrying out his profession is determined by whether or not the teacher's organizational commitment is good or not. There are many things that determine whether a person's organizational commitment is good or not, including a conducive work environment, relationships with colleagues, the principal's attention to the implementation of teachers' work and so on.

Teachers must have high commitment, quality and self-identity so that students have self-confidence and a high understanding of what the teacher emphasizes, (Kamaruddin, 2016). The teacher's commitment to the organization is low compared to the teacher's commitment to the profession. Effective teachers show a higher commitment to school organization compared to less effective teachers (Rosenholtz, 1989). This effective teacher is found to always spend time with his students. According to Rosenholtz, schools with highly committed teachers will also contribute to the school's high academic achievement.

2. The Influence of Organizational Culture on Teacher Job Satisfaction

The results of this research prove that the organizational culture at SDN 5 Bathin Solapan is good but still not optimal. This means that the habits that exist in the school are good, such as innovation in completing assignments by teachers, the attitude of teachers who always take risks in their work, the attention of teachers towards students, teachers who are always results-oriented in carrying out tasks, teachers who always prioritize the common interest over personal interests, as well as teachers who have principles in carrying out their duties and obligations. However, there are still some teachers who do not fully have this culture.

Furthermore, organizational culture was proven to have a significant effect on teacher job satisfaction at SDN 5 Bathin Solapan. This can be seen from the calculated p-value t being lower than alpha, so that the second hypothesis is accepted at the 95% confidence level. This means that if it is assumed that the organizational culture of teachers experiences changes, teacher job satisfaction will also experience a significant increase. So it can be said that organizational culture is proven to be one of the factors that determines whether or not teacher job satisfaction at SDN 5 Bathin Solapan is good or not.

The results of this research are in line with research conducted by Heri Herdiana and Yuyun Yuniasih (2020), who conducted research entitled "The Influence of Work Environment, Commitment and Organizational Culture on Employee Job Satisfaction". The results of the research found that there was an influence of the work environment, commitment and organizational culture on job satisfaction of employees in the Administration Sub-Section of the National Land Agency Office in the Tasikmalaya City area. It is recommended based on the results of the responses given by respondents that the National Land Agency Office in the Tasikmalaya City area must continue to improve the work environment, commitment and organizational culture so that employees feel job satisfaction in achieving company goals.

3. The Effect of Job Satisfaction on Teacher Performance

The results of this research prove that job satisfaction has a significant effect on teacher performance at SDN 5 Bathin Solapan. This is proven by the calculated p-value t being lower than alpha, so the third hypothesis is accepted at a 95% confidence level. This means that if it is assumed that teacher job satisfaction increases, teacher performance will also increase and vice versa. So it can be said that job satisfaction is indeed one of the factors that determines whether a teacher's performance is good or not. The meaning of the results of this research is that the higher the teacher's job satisfaction, the higher the teacher's performance, conversely, the lower the teacher's job satisfaction, the lower the teacher's performance. Thus, the results of this research support the research results of Aan Subhan (2017) which proves that job satisfaction has a positive effect on performance.

The results of this research are in line with research conducted by Hernawati, et al, (2020), who conducted research entitled "The Influence of Job Satisfaction on the Performance of Public Elementary School Teachers in Narmada District". The results of the research show that there is a positive influence of job satisfaction on the performance of state elementary school teachers in Narmada District, West Lombok Regency. Likewise, research conducted by Reza Ahmadiansah (2016) concluded that teacher job satisfaction will have a significant effect on teacher performance. A teacher who carries out teaching activities because there is an underlying motivation. Motivating means giving a motive or giving encouragement. Motivation can also be interpreted as factors that encourage people to act in a certain way. Meanwhile, work motivation is the encouragement that causes a teacher to be willing to carry out teaching activities.

The research results are in line with the theory put forward by Locke in (Wijono, 2017) looking at satisfaction or dissatisfaction from two values, namely (1) the perceived conflict between what is desired and what is accepted in reality, and (2) what is the importance of work which are desired. Overall job satisfaction for an individual is the sum of job satisfaction for each aspect of the job multiplied by the degree of importance of the individual job aspect. Individuals will be satisfied if there is no difference between the desired conditions and actual conditions. The greater the lack and the more important things one wants, the greater the dissatisfaction.

4. Direct Influence of Organizational Commitment on Teacher Performance

The research results show that it is not found that the organizational commitment variable has a significant influence on teacher performance. This shows that the hypothesis which states that the organizational commitment variable has a significant effect on teacher performance has not been proven true. Thus, the results of this research do not support the results of research by Sutrisno (2016) which proves that organizational commitment has an effect on performance.

The quality of performance is of course influenced by complex factors, which are not formed from commitment alone, but are also strengthened by the vision, mission and system of values and beliefs held by the work environment because every institution, especially schools founded by the community, carries out the vision and mission. Specifically, apart from the general mission which is like the tridharma of higher education. This vision and mission is a spiritual character that becomes a strength and differentiator in carrying out its activities. It can be concluded that organizational commitment describes the extent to which a person identifies himself with his organization and his willingness to remain in his organization. The results of this research have not been able to support the theory which states that factors that can influence performance include ability, knowledge, work design, personality, work motivation, leadership, leadership style, organizational culture, job satisfaction, work environment, loyalty, commitment and work discipline (Kasmir, 2016). There are several factors that influence performance, one of which is organizational commitment.

5. Direct Influence of Organizational Culture on Teacher Performance

The results of this research prove that organizational culture has been proven to indirectly have a significant effect on teacher performance at SDN 5 Bathin Solapan. This can be seen from the calculated p-value t being lower than alpha, so that hypothesis five is accepted at the 95% confidence level. This means that if it is assumed that the organizational culture has changed, teacher performance will also change. So it can be said that organizational culture is truly one of the factors that determines whether teacher performance is good or not.

The results of this research are in line with research conducted by Abdul Latief, et al (2019) who conducted research with the title "The Influence of Organizational Commitment and Job Satisfaction on the Performance of BPJS Health Langsa Branch Employees". From the results of the equation, it is shown that organizational commitment and job satisfaction have a positive effect on the performance of Langsa City BPJS Health employees. Partially, organizational commitment and job satisfaction have a significant effect on the performance of Langsa City BPJS Health employees. Organizational commitment and job satisfaction simultaneously have a significant effect on the performance of Langsa City BPJS health employees.

6. Indirect Effect of Organizational Commitment on Teacher Performance Through Teacher Job Satisfaction

Education is the most important factor in human life. The Indonesian government, in an effort to improve education for its citizens, carries out various activities and provides supporting facilities, including enacting Law No. 14 of 2005 concerning teachers and lecturers. According to Hamzah B Uno (2014) teaching staff (teacher) is a profession which means a position that requires special skills as a teacher and cannot be done by just anyone outside of education. Teacher performance is a behavior or response that produces results and refers to what they do when they face a task.

The results of this research are able to prove that organizational commitment has indirectly proven to have a significant effect on teacher performance through job satisfaction. This can be seen from the calculated p-value t being lower than alpha, so that hypothesis six is accepted at the 95% confidence level. This means that if it is assumed that teachers'

organizational commitment increases, then teacher satisfaction will also increase and the impact is that teacher performance will also experience an increase and vice versa. So it can be said that job satisfaction can mediate the relationship between organizational commitment and teacher performance at SDN 5 Bathin Solapan.

7. Indirect Influence of Organizational Culture on Teacher Performance Through Teacher Job Satisfaction

The results of research related to organizational culture on performance found that it had a positive and significant effect. If the organizational culture adopted in an agency is a positive culture, it can improve organizational performance. The application of culture through motivation clearly makes a contribution to organizational performance. Performance is used to measure the success of an organization, success or failure depends on the organization's work processes. In improving performance, there is another factor that plays a role, namely job satisfaction. Job satisfaction is able to explain the extent of work intensity for a person, therefore an organization needs to give rewards to employees who perform well. Employees with a high work level have a tendency to always be productive (Eliyana et al., 2019). However, there are still agencies that ignore job satisfaction, they only view employees as having to work hard. Even though job satisfaction has a negative impact on the physical and mental condition of employees, as happened in China, a decrease in job satisfaction resulted in a decrease in employee performance.

The results of this research conclude that organizational culture has indirectly proven to have a significant effect on teacher performance through job satisfaction. This can be seen from the calculated p-value t being lower than alpha, so that hypothesis seven is accepted at the 95% confidence level. This means that if it is assumed that the organizational culture has changed, then teacher satisfaction will increase and the impact is that teacher performance will also experience an increase and vice versa. So it can be said that job satisfaction can mediate the relationship between organizational culture and teacher performance at SDN 5 Bathin Solapan.

CONCLUSION

1. Organizational commitment has been proven to have a significant effect on teacher job satisfaction at SDN 5 Bathin Solapan. This can be seen from the calculated p-value t being lower than alpha, so that the first hypothesis is accepted at the 95% confidence level.
2. Organizational culture is proven to have a significant effect on teacher job satisfaction at SDN 5 Bathin Solapan. This can be seen from the calculated p-value t being lower than alpha, so that the second hypothesis is accepted at the 95% confidence level.
3. Job satisfaction has been proven to have a significant effect on teacher performance at SDN 5 Bathin Solapan. This is proven by the calculated p-value t being lower than alpha, so the third hypothesis is accepted at a 95% confidence level.
4. Direct organizational commitment has not been proven to have a significant effect on teacher performance at SDN 5 Bathin Solapan. This is proven by the calculated p-value t being higher than alpha, so hypothesis four is rejected. This means that organizational commitment is not a factor that determines whether a teacher's performance is good or not.
5. Organizational culture has been proven to indirectly have a significant effect on teacher performance at SDN 5 Bathin Solapan. This can be seen from the calculated p-value t being lower than alpha, so that hypothesis five is accepted at the 95% confidence level.
6. Organizational commitment has been indirectly proven to have a significant effect on teacher performance through job satisfaction. This can be seen from the calculated p-value t being lower than alpha, so that hypothesis six is accepted at the 95% confidence level.

7. Organizational culture has been indirectly proven to have a significant effect on teacher performance through job satisfaction. This can be seen from the calculated p-value t being lower than alpha, so that hypothesis seven is accepted at the 95% confidence level.

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