



Work Environment And Job Satisfaction Affect Performance Through The Achievement Motivation Of The Teachers Of SMA 6 Tangerang

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Abstract: This study aims to determine the influence of the work environment and job satisfaction mediated by the achievement motivation to the performance of teachers of SMA 6 Tangerang. This research uses a quantitative approach with a survey method. The total respondents are 54 teachers of SMA 6 Tangerang, with saturated sampling techniques. The data collection method uses a questionnaire with a Likert scale of 1 to 5. Data analysis using descriptive analysis Structural Equation Model-Partial Least Square (SEM-PLS) software version 3.0. The results showed that the work environment has a positive effect but has an insignificant effect on teacher performance. Job Satisfaction has a positive and significant effect on teacher performance. Achievement Motivation has a positive and significant effect on teacher performance. Achievement Motivation mediates the work environment and job satisfaction to the teacher performance.

Keywords: Work Environment, Job Satisfaction, Achievement Motivation and Performance.

INTRODUCTION

Every organization will always try to improve its excellence in order to face developments and all changes that must be faced as well as competition with other organizations. SMAN 6 Tangerang as an educational institution in the city of Tangerang which is obliged to make the educational institution of SMAN 6 Tangerang become an institution that excels in terms of facing changes that occur, as well as efforts to be able to provide the best public services. These efforts must certainly receive full support from teachers and employees by showing good performance.

Performance in general is the result of work that has been achieved in completing tasks and responsibilities assigned in a certain period (Kashmir, 2017). The performance phenomenon found in SMA 6 Tangerang which refers to the results of teacher performance assessments for coaching carried out by the leadership in terms of implementing obligations in learning in the last 5 years some teachers have decreased in grades. Teacher assessment in

the form of employee performance target assessment (SKP) is a performance plan and target that must be achieved by realizing achievements by each employee within a period of assessment that is real and can be measured and agreed upon by employees and their leader. From the results of the survey data were obtained that have not reached what the organization expected, both from the work attendance of teachers and the punctuality of work attendance still cannot reach 100%. As well as a decrease in the number of students admitted to State Universities through the invitation route, and some teacher performance scores have decreased, the performance problem here is used as a research focus as a dependent variable.

The results of surveys related to the work environment showed that respondents stated that the study room was still not adequate in terms of lighting, air temperature or noise for the learning process. Another phenomenon from the survey results shows that the implementation of career development has not been able to achieve what is expected for teachers. From this can be taken the temporary hypothesis that the work environment is capable of affecting the work performance of teachers. Another phenomenon is related to the motivation to excel at SMAN 6 Tangerang teachers where from the survey results, respondents stated that it is difficult to bear the risk of becoming a leader in schools, from this it can be hypothesized that this can affect the motivation to excel. Other results also showed respondents stating that they worked only to carry out tasks as expected by the organization, did not yet have the desire to work above what the organization expected.

In order to achieve high performance for teachers, it is necessary to pay attention to the problems of the work environment, job satisfaction and motivation for achieving teachers so that the best performance of teachers will be realized which will later help in achieving a superior organization.

THEORETICAL

Performance

Performance as a result of work that in quality and quantity can be produced for an employee to accept the responsibility given by the organization and his success in doing his tasks (Mangkunegara, 2017). Performance as the achievement of predetermined work standards which is reflected in the results of its work (Sinambela, 2018). Teacher as a professional with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education pathways of formal education (Government Regulation of the Republic of Indonesia Number 19 of 2017, 1:1). So teacher performance is the result of work that has been achieved in completing tasks that have been determined based on their work standards by a person who devotes himself to teaching knowledge, educating, directing and training students as responsibly and professionally.

Work Environment

A representative work environment will encourage employees to be able to work optimally, so as to contribute to their organization. Having a well-organized work environment can make employees feel more comfortable to work, but this problem receives less attention for most organizations. Work environment as a space within the work area that can affect performance, duties charged to him (Sedarmayati, 2009). The work environment concerns several aspects, can influence the body and mind of employees including psychology, organization, physical, mental and social environment that need to be measured for employee performance.

The work environment is things that can affect employees in carrying out the tasks given (Nitisemito, 1991). Such as examples of cleanliness, noise, lighting and others. Sedarmayanti (2013) outlines several indicators of the physical work environment, as

follows: lighting, air temperature, humidity, air circulation, noise, mechanical vibration, unpleasant odor, coloring, decoration, and safety.

Job Satisfaction

Job satisfaction is a set of employee feelings towards their work, both positive and negative, as a result of employee involvement and their work area, such as an understanding of psychological behavior or such as the quality of an employee's job role.

Job satisfaction concerns individual mind satisfaction from their own work results, also related to what is obtained both in the form of rewards received and gifts that can be enjoyed from the organization where they work. Job satisfaction is a pleasant or unpleasant emotional state in which employees perceive their work (Sunyoto, 2012). Job satisfaction is a person's feelings and judgments about his work, especially regarding his working conditions, in relation to whether his work is able to meet his expectations, needs, and want (Umar, 2011).

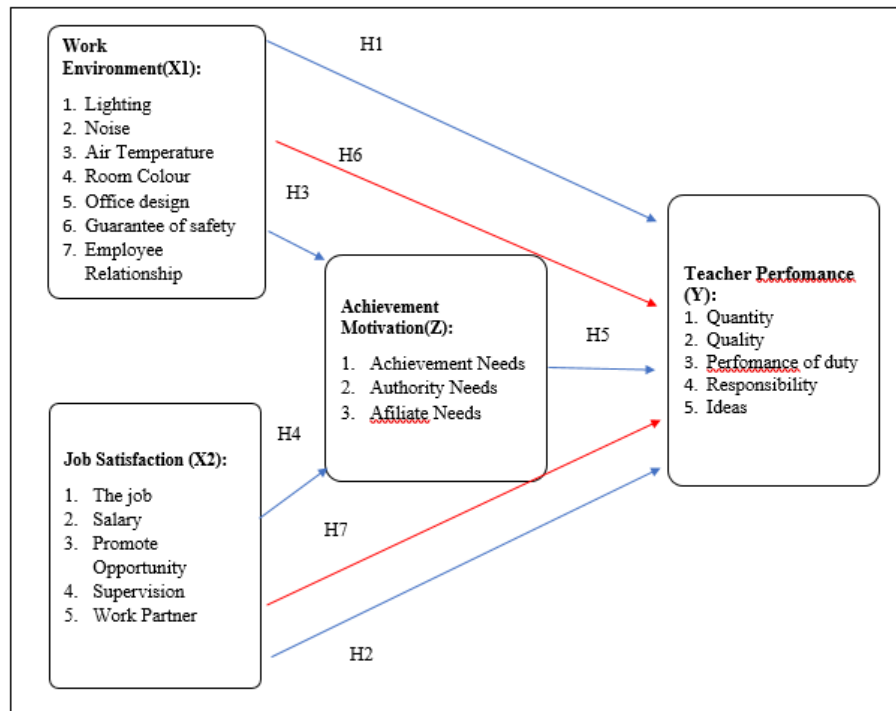
Job Satisfaction determined from a view aspect, (Luthan, 2006): 1) The job itself, which can give attracted working, chance to study, opportunity to take responsibility. 2) Salary, satisfaction on payroll and increase the salary. 3) Promote opportunity, become step forward to give a chance for individual in an organization. 4) Job partner as technically support socially.

Achievement Motivation

Employees who have motivation will be more interest to carry out their obligations in carrying out their duties. So that an employee or employee must have high motivation in order to work well and have a high sense of responsibility motivated by the goals or awards to be achieved or received. Motivated people will love the challenge of always being moved to move forward and evolve with the changes with the various demands of change.

Achievement Motivation is a combination of two words, "motivation" and "achievement" which can form a new meaning. Achievement motivation as a person's efforts in carrying out their duties, to achieve success, overcome barriers, perform better than others, and get rewarded for their talents (Murray, 1993). Motivation to achieve as an effort to achieve success or succeed in competition with a measure of excellence that can be in the form of other people's achievements as well as one's own achievements (McClelland, 1987).

Mcshane dan Glinow (2018), state the dimensions in the achievement motivation include: 1) Need for achievement: describes individuals who have an attention to proficiency, take high risks, and respond well to feedback on their tasks, trying to complete tasks with high quality, so that work productivity exceeds others. 2) Need for power: a reflection of the drive to achieve authority, to have influence on others, to work to the maximum in order to be in better office, and to gain appreciation. 3) Need for affiliation: describes the need to interact socially with others, seek to find opportunities to develop potential, in order to be accepted in the work environment.



Source: Data processed by researchers

Picture 1. Conceptual Framework

Based on the description of the theory in the literature review and the conceptual framework that has been described above, the author formulates the hypothesis in this study as follows:

H1: The work environment has a positive effect on teacher performance.

H2: Job satisfaction has a positive effect on teacher performance.

H3: The work environment positively affects the motivation to excel.

H4: Job satisfaction has a positive effect on the motivation to excel.

H5: Motivation to excel has a positive effect on teacher performance.

H6: Motivation to excel has an indirect effect on teacher performance through the work environment.

H7: Motivation to excel has an indirect effect on teacher performance through job satisfaction.

METHODS

This research is based on the level of explanation to describe the position of the variables being studied, as well as to examine the relationship between one variable and another. This research uses quantitative methods that emphasize testing theory through numbers and analyzing data with statistical procedures, can be interpreted as a research method based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, quantitative data analysis, with the aim of testing predetermined hypotheses (Sugiyono, 2018). Research based on this level of explanation is causal associative research, which examines the influence between several variables and other variables, examining the influence of work environment variables, job satisfaction on teacher performance variables, through mediation of achievement motivation variables.

Sample and population

Population is a generalized area consisting of: objects / subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then drawn conclusions (Sugiyono, 2018). The population in this study was all teachers at SMAN 6 Tangerang which amounted to 54 teachers.

Data Collection Methods

In research, it can use the survey method, research conducted on large and small populations, but the data studied is data from samples taken from these populations, so that relative events, distribution, and relationships between sociological and psychological variables are found (Sugiyono, 2018). The research method used in this study is descriptive quantitative. Meanwhile, data collection techniques used by researchers using primary data in interviews of several parties related to providing questionnaires to get primary data.

The question in this questionnaire includes issues related to the work environment, job satisfaction and teacher performance, the questions are made base on Scala Likert.

Analysis Data

The analysis in this study used descriptive analysis with an analysis method using the Structural Equation Model-Partial Least Square (SEM-PLS) software version 3.0.

Test Instruments

Measurement Model (Outer model) through model validity test and model reliability test to measure the validity and reliability of questionnaire test. Structural Model (Inner Model), to determine the level of significance between constructs.

RESULT AND DISCUSSION

Table 1. Convergent Validity Test Results

Variable	Indicator	Outer Loading	Result
Work Environment	X 1.7	0,729	Valid
	X 1.8	0,765	Valid
	X 1.9	0,852	Valid
	X 1.10	0,88	Valid
Job Satisfaction	X 2.11	0,829	Valid
	X 2.12	0,847	Valid
	X 2.15	0,848	Valid
	X 2.16	0,899	Valid
Achievement	Z 1	0,948	Valid
Motivation	Z 8	0,942	Valid
Teacher Performance	Y 1	0,913	Valid
	Y 2	0,912	Valid
	Y 6	0,892	Valid

Source: Data of Research Using SmartPLS 3.0

From table 1 result the values all statement each indicator on outer loading are valid, it strong enough to explain construct laten.

Table 2. Fornell-Larcker Criterion Test Results

Variable	Job Satisfaction	Teacher Performance	Work Environment	Achievement Motivation
Job Satisfaction	0.856			
Teacher Performance	0.822	0.906		
Work Environment	0.705	0.711	0.809	

Achievement Motivation	0.805	0.803	0.768	0.945
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Source: Data of Research Using SmartPLS 3.0

From Table 2 it can be seen that the values of Square Root of Average Variance Extracted are 0.856, 0.906, 0.809 and 0.945. The values are greater than the correlation of each construct and meet the discriminant validity criteria. However, the Average Variance Extracted (AVE) value in the convergent validity test also changed after the removal of the lowest indicator value.

Table 3. Discriminant Validity Test Result (Cross Loading)

Variable	Job Satisfaction	Teacher Performance	Work Environment	Achievement Motivation
X1.7	0,489	0,443	0,729	0,457
X1.8	0,445	0,458	0,765	0,492
X1.9	0,569	0,546	0,852	0,592
X1.10	0,712	0,762	0,88	0,834
X2.11	0,829	0,626	0,502	0,646
X2.12	0,847	0,684	0,518	0,675
X2.15	0,848	0,733	0,655	0,69
X2.16	0,899	0,764	0,72	0,74
Y1	0,649	0,913	0,543	0,703
Y2	0,76	0,912	0,697	0,879
Y6	0,809	0,892	0,682	0,798
Z1	0,771	0,868	0,721	0,948
Z8	0,75	0,799	0,731	0,942

Source: Data of Research Using SmartPLS 3.0

From the Table of Discriminant Validity Test Results, it can be concluded that the value of cross loading on each intended construct is greater than the value of cross loading with other constructs. It can be concluded that all indicators are valid and there are no problems with discriminant validity.

Table 4. Convergent Validity Test Results (AVE)

Construct	Average Variance Extracted (AVE)	Result
X1 (Work Environment)	0.654	Valid
X2 (Job Satisfaction)	0.733	Valid
Z (Achievement Motivation)	0.893	Valid
Y (Teacher Performance)	0.820	Valid

Source: Data of Research Using SmartPLS 3.0

The results of the convergent validity construct test in the table above, it can be seen that each construct has met the criteria with an Average Variance Extracted (AVE) value above 0.50. Another method of looking at discriminant validity, Ghazali (2015) suggests using a reflexive indicator can be seen from the crossloading value for each variable should be > 0.70. An indicator will be declared valid if it has the highest loading factor to the intended construct compared to the loading factor to other constructs. Thus, the latent construct predicts the indicators in its block better compared to indicators in other blocks.

Reliability Test

The test results are presented in the table as follows:

Table 5. Composite Reliability Test Results

Variabel	Cronbach's Alpha	Composite Reliability
Work Environment	0.827	0.883
Job Satisfaction	0.878	0.916
Achievement Motivation	0.880	0.943
Teacher Performance	0.891	0.932

Source: Data of Research Using SmartPLS 3.0

Based on the Composite Reliability Test Results Table above, it can be seen that the Composite Reliability test results show that all latent variable values have a Composite Reliability value of ≥ 0.7 and the test results of Cronbach's Alpha also show that the entire value of the latent variable has a Cronbach's Alpha value of ≥ 0.7 it can be concluded that the construct has good reliability or the questionnaire used in this research as an instrument shows as a measuring tool who are trustworthy, reliable and consistent.

Structural Model Evaluation / Inner Model

After the tested model meets the Outer Model criteria, the next step is to test the structural model (Inner model). According to Ghazali (2015), the evaluation of structural models (Inner model) aims to predict relationships between latent variables which can be seen from the value of the coefficient of determination (R^2), as well as predictive relevance (Q^2) to assess the structural (inner model).

R-Square

The endogenous variables in this study are Teacher Performance (Y2) and the intervening variable is Achievement Motivation (Y1) which is influenced by exogenous variables, Work Environment (X1) and Job Satisfaction (X2).

Table 6. R^2 Endogeneous Variable

Variable	R Square	R Square Adjusted
Teacher Performance (Y2)	0.815	0.804
Achievement Motivation (Y1)	0.728	0.717

Source: Data of Research Using SmartPLS 3.0

The value of R-Square (R^2) or coefficient of determination of the Teacher Performance construct (Y2) is 0.815. The results show that the endogenous variable Performance (Y2) can be explained by exogenous variables: Work Environment (X1), Job Satisfaction (X2) and Achievement Motivation (Y1) of 81.5%, included in the "strong/substantial" category, while the remaining 18.5% is influenced/explained by other exogenous variables.

Meanwhile, the Achievement Motivation (Y1) construct of 0.728 where the results show that the endogenous variables of Achievement Motivation (Y1) can be explained by exogenous variables: Work Environment (X1) and Organizational Commitment (X2) of 72.8% in the "strong/substantial" category, and the remaining value of 27.2% can be explained by other exogenous variables.

Q-Square

$$Q^2 = 1 - (1 - R^2_1) \dots (1 - R^2_n)$$

$$Q^2 = 1 - (1 - 0.815) (1 - 0.728)$$

$$Q^2 = 1 - (0.185) (0.272)$$

$$Q^2 = 1 - 0.05032$$

$$Q^2 = \mathbf{0.94968}$$

From the calculation of the Q-Square value of 0.94968, the value is greater than zero, this means that the observed values or values, the original data have been well reconstructed, so that the model has predictive relevance.

Goodness of Fit (GoF)

The Goodness of Fit (GoF) value describes the overall calculated degree of conformity of the model residual squared of the predicted model compared to the compared data.

Goodness of Fit (GoF) can be calculated:

$$GoF = \sqrt{AVE \times R^2}$$

$$GoF = \sqrt{0,775 \times 0.7715}$$

$$GoF = \sqrt{0.5979125}$$

$$GoF = \mathbf{0.773}$$

The results of calculating Goodness of Fit (GoF) shows a value of 0.773, it can be categorized as strong.

Path Coefficients

Path coefficients are used to see hypothesized relationships between constructs or variables.

Table 7. Path Coefficients-Direct Effect.

Variable	Original Sample (O)	Standard Deviasi (STDEV)	T Statistik	P Values
Work Environment => Teacher Performance	0.015	0.137	0.108	0.457
Job Satisfaction => Teacher Performance	0.313	0.158	1.986	0.024
Work Environment => Achievement Motivation	0.399	0.124	3.212	0.001
Job Satisfaction => Achievement Motivation	0.524	0.134	3.905	0.000
Achievement Motivation => Teacher Performance	0.619	0.158	3.917	0.000

Source: Data of Research Using SmartPLS 3.0

Table of Path Coefficients Direct Effect shows the test results of path coefficient values on direct effect relationships or Direct Effect (DE) shows that all variables have a positive effect because from the results of all original samples produce positive numbers and while the results of the P Values value of work environment variables on teacher performance show a number of 0.457 where the result is greater than the cut off significance level 0.05 so that shows insignificant effect. While other constructs have a positive and significant effect.

Table 8. Path Coefficients- Indirect Effect

	Original Sample	Standard Deviation	T Statistic	P Values
Work Environment => Achievement Motivation => Teacher Performance	0.247	0.108	2.289	0.011
Job Satisfaction => Achievement Motivation => Teacher Performance	0.324	0.106	3.059	0.001

Source: Data of Research Using SmartPLS 3.0

The Table of Path Coefficients Indirect Effect shows the test results of the value of path coefficients on indirect relationships having a range of 0.247 to 0.324. It can be concluded

that all values have a positive relationship. With P Values of 0.011 and 0.001, respectively, it shows that the variable motivation for achievement plays a role in mediating the influence between the Work Environment on teacher performance and mediating the effect of Job Satisfaction on Teacher Performance.

CONCLUSION

Based on the results of research and discussion in the previous chapters, several conclusions can be put forward as follows: 1) The work environment has a positive effect but does not have a significant effect on teacher performance. 2) Job satisfaction has a positive and significant effect on teacher performance, with the dimensions of the work itself having the strongest effect. 3) The work environment has a positive and significant effect on the achievement motivation with the dimensions of the non-physical environment having the strongest effect. 4) Job satisfaction has a positive and significant effect on the motivation to excel with the dimensions of leadership and work supervision as the most powerful means of responsibility. 5) Achievement Motivation has a positive and significant effect on teacher performance with the dimension of need for achievement which has the strongest influence. 6) There is a positive and significant effect of the work environment on teacher performance indirectly through the mediation of achievement motivation. 7) There is a positive and significant effect of job satisfaction on teacher performance indirectly through the mediation of achievement motivation.

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