Influence of Leadership, Motivation, Organizational Culture on Work Satisfaction and Teacher Satisfaction in Dayun District, Siak District

Hamsal, Darsana, and Zulhelmy

ABSTRACT

This research aims to test and analyze the “Influence of Leadership, Motivation, Organizational Culture on Job Satisfaction and Teacher Performance in the Dayun District of Siak Regency”. Data collection was carried out through questionnaires and carried out on 92 respondents. SEM & PLS and SPSS 19 were used for analysis. The results showed that the leadership style variable has no effect on job satisfaction significantly; the motivation variable influences significantly employee job satisfaction; the leadership style influences significantly employee performance; and job satisfaction also influences significantly the performance of Dayun teachers in Siak Regency.

Keywords: Leadership Style, Motivation, Organizational Culture, Satisfaction Work, and Performance.

I. INTRODUCTION

The current national problem of the Indonesian nation is the number of populations that is always growing rapidly every year, among the addition of the population is also increasing the population of school age. Along with that, of course, adequate educational facilities are needed, especially of educators or teachers. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education and secondary education (UU RI No. 14 of 2015). National Education Standards aim to ensure the quality of national education in the context of educating the nation's life and shaping the character and civilization of a dignified nation. The average table of National Examination results in schools in Dayun District in 2016 with an average number of 61.45, while in 2017 the national exam scores of students' success rates on the UN scores rose to 62.16 and at the end of 2018 the average national exam dropped to 50.04. We can see that the decline in the national exam score in schools located in the Dayun sub-district, Siak district resulted in an unfavorable effect on the graduates of students in the Dayun sub-district, Siak district. The above description illustrates that the achievement of school national exam scores in the Dayun sub-district, Siak district has fluctuated, peaking in the last year has decreased. The decline in the value of the National Examination is very influential on the achievement of school achievement in general and teachers, in particular. Achievement is closely related to performance. High performance will result in good work performance, on the contrary, low performance will result in a less good performance. In connection with the above description, the most important role in the National Examination value decline is the teacher's performance. The teacher plays a very important role in determining the success of students in school. Majid (2016: 2) explains that the low quality of teachers is certainly due to differences in performance quality, competence and abilities possessed by teachers, which in turn will have an influence on teacher performance in improving the quality of education at school in general, and the quality of learning, in particular. Among the factors that affect teacher performance are the motivation of the teacher, organizational culture, that is in the school where the teacher works, the leadership that exists in the teacher towards the school and job satisfaction felt by the teacher. Research conducted by Anggraini, Sawiji, & Susantiningrum (2018) at SMK Negeri 6 Cilacap, Hadi Sutarmini (2018) in Rimba Melintang, Hasbay & Altindang (2018), Sighan (2005) at State Vocational Schools in the city of Tasikmalaya and Sunarno & Liana (2015) at Kesatrian High School say that motivation, organizational culture, organizational commitment and job satisfaction affect teacher performance. Teachers as educators are not only tasked with delivering material but also must have clear plans, programs and improve their quality as educators. David Clarence Mc Clelland pioneered thinking about work motivation by developing theory and model-based motivation and used it in
improving teacher performance assessment methods, as well as competency-based assessments and tests (Priansa, 2018:207). The results of research conducted by Astuti (2017) say that motivation has an influence on teacher performance, and is supported by research conducted by Anggrayni et al. (2018). Meanwhile, Sumarsono & Sriwidodo (2010) said that motivation did not have a significant influence on teacher performance. Organizational culture has a very close relationship with teacher performance. Thus, the Organizational Culture contributes to the improvement of Teacher Performance. Improvement of Organizational Culture will be followed by improvement of Teacher Performance. Thus, organizational culture becomes a predictor of high and low teacher performance. Majid (2016:128) said that organizational culture reflects the behavior of individuals and groups. A strong organizational culture teaches values that encourage members to innovate, maintain quality, be customer-oriented, work hard, demonstrate individual and member behaviors that have job satisfaction, contribute positively, build harmonious relationships, and work effectively and efficiently. Research conducted by Sunarno & Liana (2015), Samtono (2017), Febriantina, Nur Lutfiani, & Zein (2018) found a positive relationship between Organizational Culture and Teacher Performance. But it is different from the results of research conducted by Yusuf (2016), where he found a negative influence between Organizational Culture on Teacher Performance. Research conducted by Maabuat (2016) showed that there is no influence between Organizational Culture on employee performance.

Teacher work performance is usually influenced by school facilities, class size, leadership style, motivational strategies, and teacher enthusiasm. Jugde et al. (2001) found that there was a positive relationship between job satisfaction and performance, and it was found that the relationship was higher in professional workers. Khain (2005) found that organizational success is partly determined by the ability of individuals to adopt an organizational culture in the workplace because organizational culture contains the basic principles that determine how employees behave within the organization.

Teacher performance according to Rachmawati and Daryanto (2013) is the ability or level of success shown by a teacher in carrying out his duties or work. Work in which there are three aspects as a guide for teachers, namely the clarity of the task or work that is their responsibility, the clarity of the expected results of a job and the clarity of the time required to complete a job so that the expected results can be realized.

Mulyasa's opinion (2004) is that “Employees (teachers) will work seriously if they have high motivation. If he has positive motivation, he will show interest, have attention, and want to participate in a task or activity”. In accordance with this opinion, teachers are still less successful in teaching because they are less motivated to teach, so it has an impact on decreasing teacher productivity or performance. For this reason, the role of the principal is needed to motivate teachers to improve their performance.

Factors that can affect teacher performance include job satisfaction, principal leadership, and teacher empowerment. Teachers are one of the human element in the educational process, so they need to have high job satisfaction in carrying out their duties and work. In general, satisfaction is defined as the general attitude of an individual towards his work (Robbins, 2007). The quality of education at the education unit level can be demonstrated by the phenomenon of schools that have advantages and are competitive. One of the indications of a school that has advantages and is competitive is the display of attitudes and behavior of its students in accordance with applicable norms and an increase in student achievement, one of which can be seen from the percentage of graduation above the national standard.

II. LITERATURE REVIEW

A. Performance

**Performance** (work achievement) is the result of work in quality and quantity achieved by a teacher in carrying out his duties in accordance with the responsibilities given to him (Mangkunegara, 2009: 18). The success rate of performance includes both quantitative and qualitative aspects. According to Moherionono (2002: 95), "Performance is a description of the level of achievement of the implementation of a program of activities or policies in realizing the goals, objectives, vision and mission of the organization which is poured through the strategic planning of an organization". According to Fahmi (2014), the results obtained by an organization, both profit-oriented and non-profit-oriented, are produced over a period of time. According to Wibowo (2016), performance is seen as a work process. Performance is a process of how work takes place to achieve work results, but the work itself also shows performance. For employees who have high performance, the work will be completed more quickly, the damage will be reduced, absenteeism will be minimized, and the possibility of employee displacement can be minimized to a minimum. This all means that it is hoped that not only work productivity can be increased, but the costs incurred are also a little (Nitisemito, 2002). Tika (2006: 121) suggests that there performance contains 4 (four) elements: the results of work functions, factors-factors that affect employee performance, achievement of organizational goals, and a certain period of time. Performance (work achievement) is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him (Mangkunegara, 2005:9).

B. Job Satisfaction

**Job satisfaction** is a general attitude towards a person's job, which shows the difference between the number of awards workers receive and the amount they believe they should receive. Greenbaarg and Baron (in Wibowo, 2016) describe job satisfaction as a positive or negative attitude that individuals do toward their work. Similar views are found by Gibson, Invancevich, and Donnely (in Wibowo, 2016) who state job satisfaction as an attitude that workers have about their work. According to Kreitner and Kinicki (in Wibowo, 2016), job satisfaction is a response affective or emotional to various aspects of one's work. This definition shows that Job satisfaction is not a single concept. According to Luthan (2005:126), job satisfaction is the result of employees' perceptions of how well the job provides things that are considered important. For example, if organizational
members feel that they work too hard than others in the department, but receive fewer rewards, then they may have negative attitudes toward their work, boss, and/or co-workers. They are not satisfied. On the other hand, if they feel that they are being treated well and are being paid well, then they are likely to have a positive attitude towards their work. They are satisfied. Luthans (2005:126) states that job satisfaction is defined as a series of feelings of pleasure and displeasure, and emotions of a worker regarding how well their work provides something that is considered important for him. Luthans (2005:126) also divides the dimensions of work that have a relationship with job satisfaction, namely the work itself, salary, promotion opportunities, supervision, working conditions and co-workers. Lodge and Derek (2003) argue that people will feel satisfied if there is no difference (discrepancy) between the desired and perception of reality. Even though there are differences; if the difference is positive, then the employee will feel satisfied, and vice versa, the employee will feel satisfied if they get something they need. The greater the needs that are met, the more satisfied they will be, and vice versa. An individual's job satisfaction depends on the individual characteristics and the job situation. Each individual will have a different level of satisfaction according to the value system that applies to him. The more aspects of work that match the interests and expectations of the individual, the higher the level of satisfaction he feels and vice versa. According to Robbins (2006), the measure of satisfaction is based on the reality that is faced and accepted as compensation for the effort and effort given. Job satisfaction depends on the suitability or balance (equity) between what is expected and reality. Indications of job satisfaction are usually associated with absenteeism, labor turnover, work discipline, loyalty and conflict in the work environment. These things affect employee job satisfaction and the effectiveness organization.

C. Organizational Culture

The word culture itself is a development of the Sanskrit language "budhayah" which is the plural form of budhi or reason, and the compound word "culture" which means the power of the mind, in other words, culture is the power of the mind in the form of creativity, initiative and taste. Triguno in his book “Human Resource Management” explains that work culture is a philosophy based on a view of life as values that become traits, habits, and driving forces, entrenched in the life of a community group or organization which is reflected in attitudes into behaviors, beliefs, and attitudes, ideals, opinions and actions that are realized as work or work.

D. Work Motivation

Work motivation is a condition that has an effect on generating, directing and maintaining behavior related to the work environment (Cormick, 1985:268) in Mangkunegara, 2005:94). This work motivation variable is operationally measured using 3 (three) indicators, namely, the need for achievement, physical needs (psychological need), and the need for a sense of security (safety need). According to Pamela & Olok (2015), motivation is the key to a successful organization to maintain the continuity of work in the organization with a strong way and help to live. Motivation is providing the right guidance or direction, resources, and rewards so that they are inspired and interested in working the way you do. Streers & Porter (in Miftahun & Sugiyanto, 2010) state that work motivation is an effort that can lead to a behavior that is in accordance with the work environment in the organization. Work motivation is a basic human need and as an intensive is expected to meet the desired basic needs so that if the need exists, it will result in the success of an activity. The role of work motivation in moving the function of human resource management is to make people act or behave in ways that move certain directions in the workforce to achieve predetermined goals. The power of motivation in humans can be generated by the impulses that exist from within themselves and the environment. While the other aspect is the factor of maintaining culture and values contained in the organization that can encourage high work performance (Fathoni, 2006:132). Robbins (2007:511-512) suggests that there are seven primary characteristics that together capture the nature of organizational culture. The seven characteristics are innovation and risk-taking, attention to detail, orientation on results, human orientation, team orientation, aggressiveness, and stability. By assessing seven dimensions of an organization, one gets a more comprehensive picture of the culture of an organization.

E. Effective Leadership

Effective leadership is able to use all four styles. First, in certain situations using a directive style, and second, in other certain situations using a supportive and participative style, the culture encourages commitment to something broader than one's personal interests. Fourth, culture is a social glue among members of the organization. The broad definition of leadership includes the process of influencing in determining organizational goals, motivating followers' behavior to achieve goals, and influencing to improve the group and its culture (Subhan, 2012). In addition, Rivai defines leadership as influencing the interpretation of the events of its followers, organizing and activities to achieve goals, maintaining cooperative relationships and group work, obtaining support and cooperation from people outside the group and organization. Leadership implies that the leader influences the lead but the relationship between the leader and the lead is mutually beneficial to both parties (Subhan, 2012). Meanwhile, according to Wibowo (2007), leadership is about getting people from top to bottom in the organization to improve their performance. Everyone in the organization has a leadership role that must be carried out. According to Kartono (2005:153), leadership is a constructive influence on others to carry out or cooperative efforts to achieve the goals that have been planned. Meanwhile, according to Robbins (2006; 432) leadership is the ability to influence the group towards the achievement of goals in order to be able to work together continuously in an effort to achieve the common goals that have been set or formulated to carry out work in accordance with the standards set by the company/organization so that the goals of the company/organization are achieved.

III. HYPOTHESIS

H1 = Leadership affects job satisfaction.
H2 = Leadership affects teacher performance.
H3 = Motivation affects job satisfaction.
H4 = Motivation affects teacher performance.
H5 = Organizational culture affects job satisfaction.
H6 = Organizational Culture affects teacher performance.
H7 = Job satisfaction affects performance.

IV. RESEARCH METHODS

This research was conducted at public schools in Dayun sub-district, Siak district, Riau province. The population is the research subject. According to Sugiyono (2010:117), population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. So, the population is not only people but also objects and other natural objects. Population is also not just the number of objects/subjects studied but includes all the characteristics/properties possessed by the subject or object. According to Hartono (2001:460), populations with certain characteristics are finite in number and some are infinity. Research can only be carried out on a finite number of populations. According to Sugiyono (2010:118), a sample is part of the number and characteristics possessed by the population. If the researcher conducts research on a large population, while the researcher wants to examine the characteristics in this study was carried out with the District, Siak Regency, Riau Province with a total of who became the object of this study were teachers in Dayun district, Siak Regency, Riau Province.

In this study, the researcher determined that the population is a generalization area consisting of the research subject. According to Sugiyono (2010:117), the population is not only people but also objects/subjects that have certain qualities and characteristics with the teachers at the school. Research can only be carried out on a finite number of populations.

TABLE I. DESCRIPTIVE OF DATA

<table>
<thead>
<tr>
<th>Education</th>
<th>Frequency</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>High school</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>S1</td>
<td>99</td>
<td>96%</td>
</tr>
<tr>
<td>S2</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Amount</td>
<td>103</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years of service</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19 years old</td>
<td>49</td>
<td>47%</td>
</tr>
<tr>
<td>10-19 Years</td>
<td>41</td>
<td>40%</td>
</tr>
<tr>
<td>20-29 Years</td>
<td>11</td>
<td>11%</td>
</tr>
<tr>
<td>&gt; 29 Years</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Amount</td>
<td>103</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>18-27 Years</td>
<td>12</td>
<td>12%</td>
</tr>
<tr>
<td>28-37 Years</td>
<td>39</td>
<td>38%</td>
</tr>
<tr>
<td>38-48 Years</td>
<td>35</td>
<td>34%</td>
</tr>
<tr>
<td>&gt; 48 Years</td>
<td>17</td>
<td>16%</td>
</tr>
<tr>
<td>Amount</td>
<td>103</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Man</td>
<td>45</td>
<td>44%</td>
</tr>
<tr>
<td>Woman</td>
<td>58</td>
<td>56%</td>
</tr>
<tr>
<td>Amount</td>
<td>103</td>
<td>100%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Certification</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Already</td>
<td>40</td>
<td>39%</td>
</tr>
<tr>
<td>Not yet</td>
<td>63</td>
<td>61%</td>
</tr>
<tr>
<td>Amount</td>
<td>103</td>
<td>100%</td>
</tr>
</tbody>
</table>

Characteristics of respondents based on education are dominated by educators or teachers. Based on Table I above, it can be seen that the teachers who are in Dayun sub-district, Siak Regency with the highest number of service years are 1-9 years, 47% is 10-19 years, and 40% is 20-29 years. It can be seen that among the teachers in Dayun sub-district, Siak Regency 56% (fifty six percent) are women and 44% are men. This is a problem in the world of education that must be addressed by the policymakers and the authorities in the before mentioned fields. Based on the age level of teachers, in Dayun sub-district, Siak Regency the dominated one is 28-37 years. This age is a productive age and has a high enthusiasm for pursuing achievements while those teachers aged 38-48 years tend to already have an established position or have just enjoyed the position that was fought for in the last productive age. Teachers aged 18-27 years still have unstable traits and attitudes but very high ideals. It is obtained that most of the teachers in Dayun sub-district, Siak district have received the teacher certification allowance. It creates the potential for social jealousy, considering that the certification allowance is the right of every teacher who is actively carrying out the teaching and learning process (KBM). The number of teachers in Dayun sub-district, Siak district who have not received certification allowances is 61% (sixty one percent), while 40% of teachers in Dayun District have received teacher certification allowance funds.

A. Data Validity Test

Data obtained through data collection instruments must have a high level of accuracy, so the research instruments used must be valid. An instrument is said to be valid if it measures what it is supposed to measure. The questionnaire is used to collect research data, then the statement items compiled in the questionnaire are a test tool that must measure what the objectives of this research. If the value of the validity of each statement item is greater than 0.30 then the statement items are considered valid. The validity test in this study can be seen in the Corrected Item-Total Correlation column. From the results of the validity tests it was found that each statement item had a value > 0.3. So, it can be said that the instrument used in this study was valid.

B. Reliability Test

A reliability test is used to determine whether the used indicators can be trusted or reliable as a variable measuring instrument. The meaning of reliable is the consistency of the measurement results if repeated measurements are made on the same object. The reliability test was carried out by using the Cronbach statistical test alpha. Cronbach test limit alpha is > 0.70 (Ghoshali, 2016). Based on the Table II, it can be explained that all the variables used in this study have a Cronbach's value alpha greater than 0.60. So, it can be concluded that all the variables used in this study have a reliable value. Thus, the questionnaire test in this study to test the reliability of a variable found no problems including in the correlation category, so that the next test stage can be carried out.
TABLE II. TEST OF DATA RELIABILITY

<table>
<thead>
<tr>
<th>Questions</th>
<th>R-value (Corrected Item Total Correlation)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>0.920</td>
<td>Reliable</td>
</tr>
<tr>
<td>Motivation</td>
<td>0.792</td>
<td>Reliable</td>
</tr>
<tr>
<td>Organization Culture</td>
<td>0.764</td>
<td>Reliable</td>
</tr>
<tr>
<td>Working Satisfaction</td>
<td>0.781</td>
<td>Reliable</td>
</tr>
<tr>
<td>Performance</td>
<td>0.937</td>
<td>Reliable</td>
</tr>
</tbody>
</table>

V. RESULT AND DISCUSSION

The study aims to determine the effect of leadership, organizational culture and motivation on job satisfaction and teacher performance. This study was conducted with SEM test of structural equation modeling, PLS (partial least square). It is proven that the variables of Leadership (X1), Motivation (X2) and Organizational Culture (X3) partially have a significant influence on Job Satisfaction (Y1) and Performance (Y2). The results of the analysis of the influence of each independent variable on the dependent variable are as follows:

A. The Influence of Organizational Culture on Job Satisfaction

Organizational culture variable and not significant effect on job satisfaction of -0.092 based on results of analysis PLS show that the P-values (0.506) are greater than alpha. Since P-value > alpha, the organizational culture variable has no significant effect on teacher job satisfaction in Dayun sub-district, Siak district. This proposed hypothesis is rejected. It can be concluded that organizational culture have not influenced teacher job satisfaction in Dayun District.

Gull and Azam (2012) stated that organizational culture affects job satisfaction. This research founded by how employees develop their attitudes towards work through organizational rules, beliefs and values that strongly influence their working conditions. The results showed that organizational culture had a positive and significant effect on job satisfaction even though it was classified as weak.

B. The Influence of Organizational Culture on Teacher Performance

The results from path test analysis is -0.0092, so organizational culture affects teacher performance in schools in the District Dayun. The hypothesis is accepted.

This result supports Masana research (2012) in which it is stated that “a strong organizational culture will lead to the achievement of organizational goals and objectives”. That means organizational performance is achieved in a way that is healthy and pleasant to the members of the organization. Thus, it can be said that a strong organizational culture will have an impact on overall organizational performance. The researcher also concludes that organizational culture has a significant impact on teacher performance in the long term and organizational culture will probably be a more important factor and determine the success and failure of schools.

C. The Effect of Leadership on Job Satisfaction

The leadership affects teacher job satisfaction. The result shows that the P-values (0.000) are smaller than alpha. Since P-value > alpha, leadership style has an effect and is significant on teacher job satisfaction in Dayun District, Siak Regency. This hypothesis was rejected. The results of testing using AMOS showed that leadership does not affect job satisfaction significantly. Fry Medistyta Anke Priyono (2012) states that leadership style greatly affects job satisfaction. With regard to this research, the principal’s leadership can be assumed as the principal learning leadership, while work facilities, expectations, and school personnel trust are all included in job satisfaction. Based on this, it can be seen that the principal leadership and job satisfaction affect teacher performance. The better the principal’s leadership and job satisfaction, the higher the teacher's performance which means that teacher performance can be improved by increasing the principal’s leadership and job satisfaction of the teachers themselves.

D. The Effect of Leadership on Teacher Performance

Leadership style affects teacher performance based on path test results analysis. Smart PLS shows that the P-values (0.021) are smaller than alpha. Since P-value > alpha, leadership style has a significant effect on teacher performance in Dayun sub-district, Siak district. So the hypothesis is accepted. This indicates that Robbins and Judge (2013) leadership style has an important role in influencing the way employees work. Leadership behavior can have a positive or negative impact on the performance of the employees they lead. Leadership is an aspirational force, a spirit power, and a creative moral force, which is able to influence members to change attitudes. A leader should be able to understand the character of employees. This result is different from the research result of Qomariah (2012) found that leadership does not affect performance.

E. The Effect of Job Satisfaction on Teacher Performance

The result from test of path analysis is -0.194, so the job satisfaction has no effect on teacher performance in Dayun sub-district, Siak district. This indicates that the better job satisfaction factor is a factor related to individual feelings towards work that gets the expected state. In relation to the realization of high achieving schools, it cannot be separated from the effective performance of teachers in the school organization. Teacher performance is basically focused on the behavior of teachers in implementing work programs to achieve these goals. Meanwhile, regarding teacher performance, it can be seen how far this performance can influence students. Specifically, the learning objectives are clearly stated in the form of behavior which is then transferred to students. According to the researcher, there is a very significant positive relationship between teacher satisfaction and performance. Chamundeswari (2013) states that the results of job satisfaction and teacher performance are significantly and positively correlated with each other because job satisfaction is defined as a form of reward or income received by someone compared to his performance.

F. The Effect of Motivation on Job Satisfaction

Motivation affects teacher job satisfaction by 0.575 based on path test results analysis. PLS shows that the P-values (0.000) are smaller than alpha. Because the P-value is bigger than alpha. The motivation variable has a significant effect on teacher job satisfaction in Dayun sub-district, Siak district. The hypothesis can be accepted. This statement is in line with the results of research carried out with the right motivation,
employees will be encouraged to do their best in carrying out their duties because they believe that with the success of the organization in achieving its goals and various objectives, the personal interests of the members of the organization will also be maintained. According to Sutrino (2013), motivation is a factor that encourages someone to do a certain activity, motivation is often interpreted as a factor driving a person’s behavior that motivation has a positive and significant effect on job satisfaction. This means that the better the motivation given to employees, the job satisfaction of employees will increase.

G. The Effect of Motivation on Teacher Performance

The motivation variable has no effect on teacher performance of 0.174 based on path test results analysis. PLS indicates that the value of P-values (0.342) is greater than alpha, so the motivation has no effect on the performance of teachers in Dayun District, Siak Regency. This proposed hypothesis is rejected. This indicates that the better work compensation was given to a teacher. The result is in line with factor motivation of employees who don’t prioritize quality work in development career. The study result differs from the study previously conducted by Tri Wahyunii (2013), where motivation takes positive effect and is significant to employees performance.

VI. CONCLUSION

Based on the data analysis of SPSS 19.0 and Smart PLS 3.0, the discussion has that been described in the previous chapter, the conclusions that can be drawn in this study can explain the influence of the relationship between the independent variables (Free) Leadership Style (X1), Motivation (X2), and Organizational Culture (X3) on Satisfaction (Y1) and Teacher Performance (Y2).

1. Organizational culture does not effect on job satisfaction. This means that organizational culture does not need to be maintained if you want to increase teacher job satisfaction in Dayun District, Siak Regency.

2. Organizational culture has a significant and influential effect on teacher performance in Dayun District, Siak Regency. This means that if the teacher’s performance is maintained and does well in schools, the organizational culture needs to be well-formed.

3. Leadership has a significant and influential effect on teacher job satisfaction in Dayun District, Siak Regency, meaning that if teacher job satisfaction is maintained, the leadership style needs to be improved and more attention needs to be paid to teachers/subordinates.

4. Leadership has a significant effect on teacher performance in Dayun District, Siak Regency. This means that if the teacher's performance is improved properly and maintained, the leadership style needs to be improved.

5. Job satisfaction has a significant effect on teacher performance in Dayun District, Siak Regency. In principle, the higher the level of satisfaction of a teacher, the better performance produced in the organization.

6. Motivation has effect on teacher job satisfaction in Dayun District, Siak Regency, meaning that every employee must have high work motivation so that it can increase job satisfaction and good quality for schools and good student grades and if every teacher in Dayun District, Siak Regency. Having high work motivation will also have an impact on loyalty to schools, work discipline, and well-accredited levels of education. This of course will also have an impact on employee job satisfaction.

7. Motivation has no effect on teacher performance in Dayun District, Siak Regency. If motivation does not need to be maintained, then performance needs to be improved.

REFERENCES


Hamsal is lecturer at faculty of economic and business at Universitas Islam Riau, birthday Muara Rumbai, 05 September, 1981. Darsana as teacher in school of intermediate (SMP) 09 Dayun, birthday Klaten, 17 Juli 1962. Zulhelmy as Associate professor in Accounting at Faculty of Economic and business in Universitas Islam Riau, birthday Pekanbaru, 13 Februari 1974.