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The Effect of Motivation and Working Environment on Teachers' Performance with Job Satisfaction as Intervening Variable: The Case of PPPK Junior High School at Penukal Abab Lematang Regency

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Abstract

This study aims to determine the influence of work motivation and work environment on teacher performance, with job satisfaction as an intervening variable at the PK teachers SMP Negeri of Penukal Abab Lematang Ilir Regency. This type of research is quantitative. The variables used in this study are work motivation, work environment, job satisfaction, and performance. The sample in this study consists of 120 PPPK teachers at SMP Negeri in Penukal Abab Lematang Ilir Regency, selected using proportional random sampling. The primary data used in this study was collected through a questionnaire. The data analysis technique used is Structural Equation Modeling (SEM) with the LISREL software application. The results of this study show that (1) work motivation has a positive and significant effect on job satisfaction, (2) work environment has a positive and significant effect on job satisfaction, (3) work motivation has a positive and significant effect on performance, (4) work environment has a positive and significant effect on performance, (5) job satisfaction does not have a significant effect on performance at the PPPK teachers SMP Negeri of Penukal Abab Lematang Ilir Regency.

Keywords: Motivation, Working Environment, Teachers' Performance, Job Satisfaction

1. Introduction

Human resource (HR) development is the process of preparing individuals to assume different or greater responsibilities in an organization. It is typically related to enhancing abilities or skills to become more proficient and professional, enabling them to perform their jobs more effectively (Wibowo, 2021). HR development is an activity that aims to maintain and improve employee competence. Human resource development can be viewed as the growth and improvement of employees' abilities to perform various types of assignments (Sedarmayanti, 2017).

Teacher performance is the behavior produced by a teacher in carrying out his duties as an educator and teacher when teaching in front of the class, according to specific criteria. A teacher's performance is evident in everyday situations and conditions. Performance can be seen in aspects of activities in carrying out tasks and the way/quality of carrying out these

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activities/tasks (Suharsaputra in Mahfud, 2021). One of the factors that influence the quality of learning is the teacher variable because teachers have a fairly dominant influence on the learning process and are responsible for the learning process in the classroom; it can even be said that teachers are the organizers of education in schools (Lunenburg in Mahfud, 2021). Factors that influence performance are ability and expertise, knowledge, work plans, personality, motivation, leadership, leadership style, organizational culture, job satisfaction, work environment, loyalty, commitment, and work discipline (Kasmir, 2016).

Among the factors that influence performance is job satisfaction. According to Busro (2018), Job satisfaction is one of the internal factors that affect performance. Job satisfaction refers to a positive attitude that teachers have towards their work, work situations, and interactions with managers. Job satisfaction is a key aspect of the professional's perception of the workplace climate (Wexley, 2019). Job satisfaction refers to an emotional state that reflects a person's level of satisfaction with their job. Job satisfaction reflects whether a person feels happy with various aspects of their work, as shown through emotional attitudes such as feelings of pleasure or displeasure (Handoko, 2017). Work motivation can affect performance. Work motivation is a series of attitudes and values that influence individuals to achieve specific things according to individual goals. These attitudes and values are something invisible and provide the power to encourage individuals to behave to achieve goals (Veithzal, 2016). Motivation is the entire process of delivering encouragement or stimulation that causes the desire to carry out tasks and obligations voluntarily without any coercion to achieve goals (Hayati, 2020). According to Uno (2017), work motivation is one of the factors that determines a person's performance. Work motivation can affect job satisfaction; when a person's work motivation is high, job satisfaction will increase. If someone adds something, he will have hope so that he will be motivated to take action towards achieving that hope, and if his hopes are met, he will feel satisfied. According to Herzberg in Onsardi (2022), motivation is a factor that causes job satisfaction. Therefore, it is an important task to continue to motivate teachers by paying good attention to the interests of teachers in order to maintain the stability of education so that teacher job satisfaction is better and things that can make teachers dissatisfied with their work can be minimized.

The work environment can affect job satisfaction because a safe and comfortable work environment will increase satisfaction and pleasure in working. According to Nabawi (2019), the environment is everything that is around workers, both physically and non-physically, which affects the tasks assigned, and a conducive work environment will encourage and increase employee work enthusiasm so that job satisfaction can be obtained. According to Robbins in Sitinjak (2018), one of the factors that drives job satisfaction is supportive working conditions. So, the work environment is a factor that influences job satisfaction. In several previous studies, human resource management discusses the influence of work motivation and work environment on teacher performance, with job satisfaction as an intervening variable. However, among these studies, there are still deliberate research gaps that have not been explained or discussed, allowing subsequent research to provide in-depth contributions through this. A research gap is an intentional occurrence based on previous research that may not have been explained and discussed or touched upon by previous researchers; in other words, a "problem." (Ferdinand, 2016).

One of the educational organizations in Indonesia is the School. Schools aim to create humans to have intelligence, knowledge, personality, noble morals, and skills to live independently and be beneficial to society. Schools create religious and polite attitudes or behaviors in the environment inside and outside the school. Teacher performance determines the achievement

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of a goal expected by a school institution. The government and the private sector organize Junior High Schools (SMP). Since the implementation of regional autonomy in 2001, the management of State Junior High Schools (SMPN) in Indonesia, which was previously under the Ministry of National Education, is now the responsibility of the district/city government.

The Ministry of National Education only acts as a regulator in the field of national education standards. Structurally, SMPN is a technical implementing unit of the District/City Education Office. SMPN is under the Penukal Abab Lematang Ilir Regency Education Office, which has 5 sub-districts and 34 SMPNs: Abab District has 5 SMPNs, Penukal District has 7 SMPNs, North Penukal District has 5 SMPNs, Tanah Abang District has 4 SMPNs, and Talang Ubi District has 13 SMPNs.

The Government Agency Performance Report (LKJIP) of the Penukal Abab Lematang Ilir Regency Education Office is a report on the achievement of the agency's performance and its staff for one year. Analysis of performance achievements against this plan allows the identification of several obstacles and barriers that are problems in the performance of SMPN teachers, especially PPPK teachers, taken from the LKJIP of the Penukal Abab Lematang Ilir Regency Education Office (Disdik) in 2023, in the target of the reaction of Education performance, several gaps or phenomena in performance at SMPN in PALI can be observed.

Initial observation data shows several performance indicator targets for educators in the ranks of SMPN; the target targets set by the Penukal Abab Lematang Ilir Regency Education Office have not been optimally achieved according to the desired goals. Reviewed from the APM SMP with a target of 86.85% and achieved 68.61%, it shows that the objectives and standards for these indicators have not been appropriately met. Then, in the School Ratio, with a target of 55.9% and a 52.77% realization, the goals and standards related to the scope of education services have also not been appropriately met. In addition, reports on the achievement of the performance of the agency and its staff for several years. Analysis of performance achievements against this plan allows for the identification of several obstacles and barriers that are problems in the performance of SMP teachers in Penukal Abab Lematang Ilir Regency. Evaluation of the work standards of SMPN teacher performance has not reached the expected performance value standards or assessment criteria (high category).

The initial observation also reveals that the school's work standards and teacher ranks in the SMP Negeri environment in Penukal Abab Lematang Ilir Regency met expectations in the high category in 2021. Although in 2022, there was a decrease of 26.03, so it entered the low category, in 2023, it increased again by 5.79 and entered the medium category. Another phenomenon was also found to be the lack of cooperation between fellow teachers in improving performance. Several SMP teachers in Penukal Abab Lematang Ilir Regency tend to be individualistic and low in social competence. This is indicated by the lack of cooperation between teachers, for example, experiencing difficulties in preparing performance and developing the Learning Implementation Plan (RPP) on the Merdeka Mengajar (PMM) Platform; some teachers tend to do it individually, even though it can be done in groups in the Teacher Working Group (KKG) in the school cluster. In addition, some teachers do not share sufficient information between teachers and parents regarding the problems or difficulties faced by students, often leaving the homeroom teacher and Guidance and Counseling (BK) teachers to bear the burden entirely.

The next phenomenon that affects performance is job satisfaction. Researchers found a phenomenon, namely problems regarding work, this was found with the new curriculum,

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namely the independent curriculum, which is a good education program but is very difficult for teachers to do, such as the PMM that teachers must do every month, and this makes teachers dissatisfied with their work, especially for teachers who are elderly. The program held by the Minister of Education now always uses the Internet and is significantly constrained by teachers in rural areas, so this has an impact on poor and declining performance. In addition, the phenomenon found is supervision related to superiors giving orders to carry out work that has been given but is not heeded and anticipated by teachers; for example, in teaching that is less effective, teachers are slow and tend to be lazy, so that superiors have not been able to control the target workload of teachers that is assigned. Lack of good communication, monitoring, and evaluation from superiors to teachers results in teachers being less able to follow up on work without supervision from superiors. This job satisfaction has a problem in the relationship between co-workers where there is a low sense of sympathy between teachers. They focus on their respective jobs and without caring about other co-workers, they do not help and motivate each other, which causes discomfort in working because they have an indifferent attitude and do not care then PPPK teachers get teaching hours that are different from their backgrounds which are caused by the lack of teaching hours at the school and to meet their teaching hours they are given other subject hours because PPPK teachers get a minimum of 24 hours of teaching hours per week, so this makes teachers less satisfied with their work and makes their performance not run well. The next phenomenon, apart from performance and job satisfaction, which can influence it is work motivation, which is related to the high work motivation of teachers, which will encourage these teachers to work as hard as possible in carrying out their duties. Field facts obtained from teacher interviews show that there are still too few teachers who have a responsibility to carry out their work, so the overall performance of teachers is not optimal. This is caused by several things, such as the responsibility of teachers in carrying out their work, such as the lack of learning evaluation where teachers must be evaluated for their work performance. When teaching is not in accordance with the learning plan, there are still some teachers who carry out their profession only oriented on material rather than on educating students. In addition, the low work motivation of teachers, namely the achievements achieved based on statements in observations that this institution does not provide rewards for teachers, for example, winning educational competitions, writing papers in scientific journals or producing outstanding students, teachers who are creative in working, creating learning innovations and innovative ideas in learning to improve learning so that teachers will get an award such as a charter from the school for the achievements achieved so that teachers will be enthusiastic in obtaining high motivation.

Then, self-development, such as the lack of workshop training attended by teachers, both training held by the office and even training via zoom meetings on the grounds of being lazy or even busy with other work, especially for housewives so that teachers do not gain knowledge and cannot improve the quality or quality of work of teachers then the lack of improvement in teacher performance such as rarely conducting supervision so that they are given service or assistance from supervisors, namely the leadership of the principal rarely supervises teachers to increase motivation in performance.

The next phenomenon besides performance, job satisfaction, and work motivation is the work environment that is related to the work. Environment After conducting interviews with several teachers, the problems in the work environment are the air conditions in the workplace; in this research institution, there are no trees around the school, which makes the air not cool and very hot when in the workplace then there is no air conditioning such as air conditioner (AC) for

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teachers there are only a few fan facilities so that it makes the teachers uncomfortable in the room, this makes the work environment for teachers not good for teacher performance.

2. Literature Review

Human resource (HR) management is the recruitment, selection, development, use, and maintenance of human resources by an organization. The task of HR management is to organize and manage human resources effectively to achieve optimal results. This is accomplished by creating and scheduling programs that compile, develop, and implement tailored human resource development programs to meet the company's needs (Syarief, 2022). HR management is critical as governance in an organization or institution in achieving its goals. One of the human resources needed is teachers. In this case, institutions or universities have the aim of improving the work results of teachers in the hope of meeting the goals of educational institutions (Ariyanti, 2020)

The Influence of Work Motivation on Job Satisfaction of PPPK Junior High School Teachers in Penukal Abab Lematang Ilir Regency. Armstrong and Baron in Wibowo (2018) said that work motivation is one of the factors that influences job satisfaction, which is also contained in personal factors. This result is supported by the previous research conducted by Djamaludin (2015), Budiyanto et al. (2016), and Riyadi (2015), which proves that motivation influences job satisfaction. This is different from the results of research from Dhermawan et al. (2017), which prove that motivation does not affect job satisfaction. The phenomenon of work motivation in PPPK Junior High School teachers in Penukal Abab Lematang Ilir Regency is low work motivation indicated by a lack of responsibility in carrying out work, no appreciation for achievements achieved so that they are less satisfied and lack of self-development in participating in training.

The Influence of the Work Environment on Job Satisfaction of PPPK Junior High School Teachers in Penukal Abab Lematang Ilir Regency. Armstrong, in Wibowo (2018), said that the work environment is a factor that influences job satisfaction, which is contained in the contextual/situational factor. This result is supported by the research gap of previous research conducted by Husein et al. (2015) and Jain et al. (2016), which proves that the work environment influences job satisfaction. This is different from the results of research from Budiyanto et al. (2016), Dhermawan et al. (2017), and Riansari et al. (2016), which prove that the work environment does not influence job satisfaction. The phenomenon of the work environment in junior high schools in Penukal Abab Lematang Ilir Regency is that the poor work environment is caused by the air condition in the workplace so that it does not feel cool in the room, poor facilities are damaged and relationships with co-workers such as groups or distance between teachers so that teachers only interact with individuals who are physically or emotionally close.

The Influence of Work Motivation on the Performance of PPPK Junior High School Teachers in Penukal Abab Lematang Ilir Regency. According to Kasmir (2016), work motivation is one of the factors that influence performance. This result is supported by the research gap of previous research conducted by Astuti et al. (2020), Hasibuan (2015), and Lubis (2020), which proves that the work motivation variable has a significant effect on teacher performance. This is in contrast to the results of research from Rina (2020), Dhermawan (2017), and Sudibya (2017), which stated that work motivation has no significant effect on teacher performance. The phenomenon of work motivation is the responsibility of teachers in carrying out work, such as the lack of learning evaluation where teachers must be evaluated for their work performance.

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Then, when teaching, it is not in accordance with the learning plan. Then, the teachers do not get rewards for their achievements, so teachers are not enthusiastic about obtaining high motivation. Furthermore, self-development, such as the lack of workshop training attended by teachers, both training held.

The Influence of the Work Environment on the Performance of PPPK SMP Negeri Teachers in Penukal Abab Lematang Ilir Regency. According to Kasmir (2016), the work environment is one of the factors that influences performance. This result is supported by the research gap of previous research conducted by Siregar (2019), Sari (2018), and Melianah (2020), which stated that the work environment variable has a significant effect on teacher performance. This is different from the results of research from Handayani (2017), Wulandari (2016), and Dwi (2019), which stated that the work environment has no significant effect on teacher performance. The phenomenon of the work environment is the condition of the air in the workplace; in this research institution, there are no trees around the school, which makes the air not cool and very hot when in the workplace, and work facilities have less positive and non-conducive influence, there is a lack of classrooms in the school, there is no air conditioning, and it isn't easy to use the internet, relationships with colleagues such as the presence of groups or distance between teachers.

The Influence of Job Satisfaction on the Performance of PPPK Junior High School Teachers in Penukal Abab Lematang Ilir Regency. According to Kasmir (2016), job satisfaction is one of the factors that influence performance. This result is supported by the previous research conducted by Pujiastuti et al. (2016), Khan et al. (2017), and Riyadi (2015), which proves that job satisfaction affects performance. In contrast to the results of research by Edy (2016), Djamaludin et al. (2017) demonstrate that job satisfaction does not affect performance. The phenomenon of job satisfaction is about different wages according to background and the absence of a pension. Then, the work itself is burdensome with the change in curriculum and becoming an independent curriculum, the existence of PMM that must be done so that job satisfaction decreases, and coworkers, namely the low sense of sympathy between coworkers, only focus on their respective jobs. If there is one teacher confused about the current education program, other coworkers don't care. Based on the phenomenon, it was found that work motivation and work environment influence teacher performance, with job satisfaction in a school organization as a system affecting teacher performance. Work motivation and work environment with job satisfaction together have a relationship with teacher performance. It can be said that the better the work motivation and work environment with job satisfaction, the better the performance.

3. Research Method

The object of this study is the PPPK teachers of State Junior High Schools in Penukal Abab Lematang Ilir Regency. The research method used in this study is quantitative research. The dependent variable in this study is teacher performance with indicators of work quantity, work quality, and cooperation. The independent variables used are motivation and work environment. The indicators of motivation are the responsibility in doing work, achievements achieved, and self-development. The indicators of the work environment are the air conditions in the workplace, work facilities, and relationships with co-workers. The intervening variable is job satisfaction, which is indicated by work, supervision, and co-workers. The population used in this study were all PPPK teachers of State Junior High Schools in Penukal Abab Lematang Ilir Regency, totaling 312 teachers. The number of participants in this study was 120 PPPK teachers

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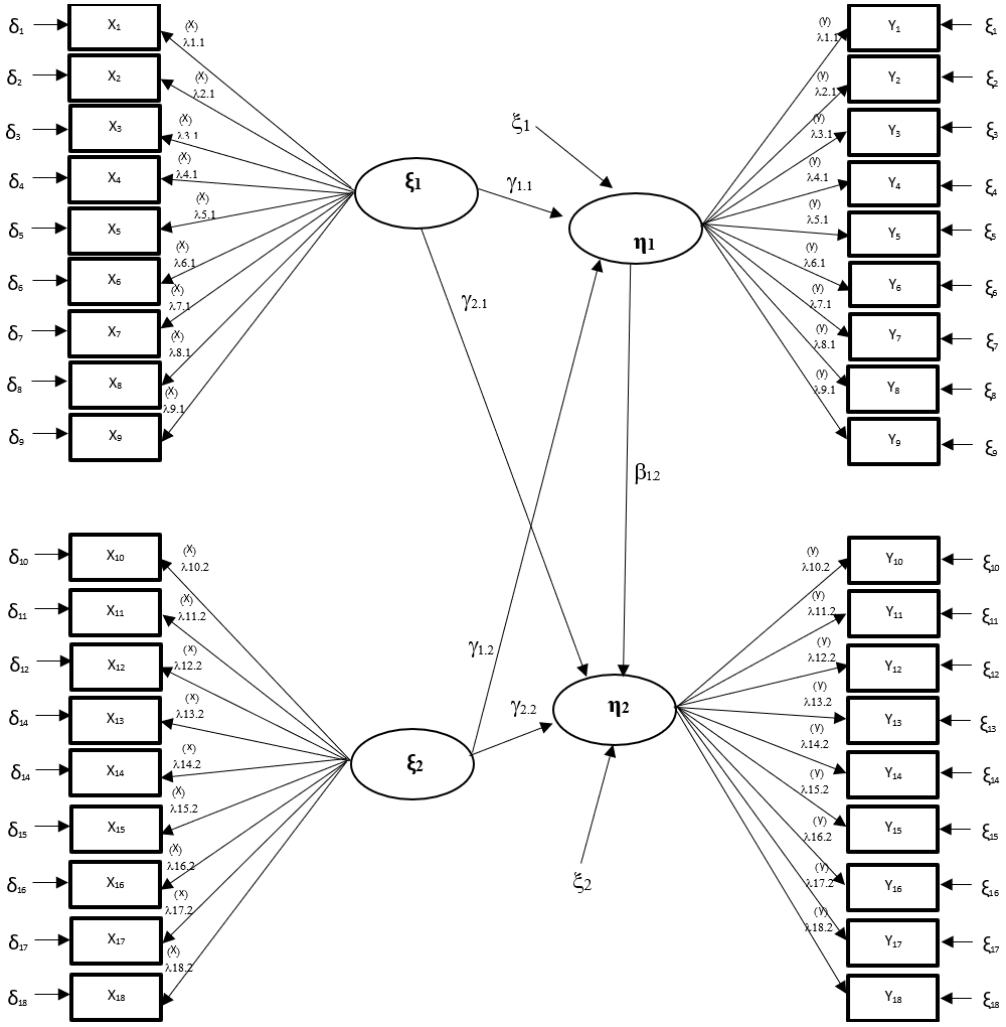
from the PALI Regency. The sampling technique used was the probability sampling technique with the proportional random sampling technique. The data collection methods used in this study are interviews and questionnaires that will be distributed in the form of Google Forms, answers from respondents to a series of questions related to the influence of work motivation and work environment on teacher performance with job satisfaction as an intervening variable on PPPK teachers of Public Middle Schools in Penukal Abab Lematang Ilir Regency. The researcher's data collection instrument uses a questionnaire method in data collection. The primary and secondary data types used in this study are primary and secondary data types. The analysis method used in this study is Structural Equation Modeling (SEM).

Figure 1. Structural Equation Modeling



ξ_1 = (ksi); exogenous latent variable of work motivation

ξ_2 = (ksi); exogenous latent variable of work environment

η 1 = (eta); endogenous latent variable of job satisfaction

η 2 = (eta); endogenous latent variable of performance

γ = (gamma); direct relationship of exogenous variables to endogenous variables

ζ = (zeta); error in the equation is between exogenous variables and/or endogenous variables to

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endogenous variables.

β = (beta); direct relationship of endogenous variables to endogenous variables

δ = (delta), measurement error of exogenous variables

Φ = (Psi), how to show covariance or correlation matrix between a set of constructs

ε = (epsilon), measurement error of exogenous variable indicators

λ = (Lambda), relationship between exogenous and endogenous latent variables to their indicators.

X1,..., X9 = indicators for exogenous variables of work motivation

X10,..., X18 = indicators for exogenous variables of work environment

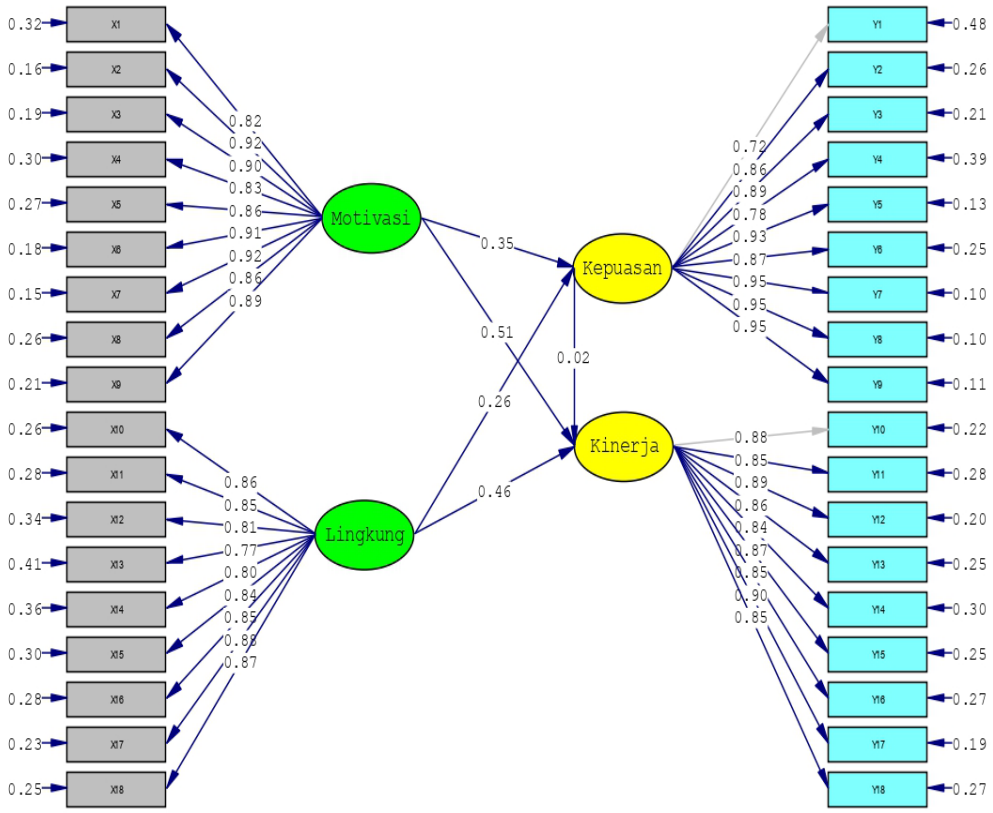
Y1,..., Y9 = indicators for endogenous variables of job satisfaction

Y10,... Y18 = indicators for endogenous variables of performance

4. Findings and Discussions

Confirmatory Factor Analysis. This analysis was conducted on all constructs separately to test the measurement model by evaluating construct validity and reliability.

Figure 2. Confirmatory Factor Analysis



The figure above shows that all loading factor variables have values greater than the error value. Motivation (motivasi), Working Environment (Lingkung), Job Satisfaction (Kepuasan) and Teachers' Performance (Kinerja). This shows that the CFA (Confirmatory Factor Analysis) test

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in the initial stage in the image above has met the requirements for the next stage of testing.

Based on the Goodness of Fit appendix, a summary of the model suitability test results can be made as follows:

Table 1. Goodness of Fit

Goodness Of Fit Index	*Cut Of Value*	Result	Model Evaluation
P-Value	≥ 0,05	0,6877	Good Fit
RMSEA	≤ 0,1	0,035	Good Fit
GFI	≥ 0,90	0,83	Fit
NNFI	≥ 0,90	0,99	Good Fit
SRMR	≤ 0,1	0,044	Good Fit
IFI	≥ 0,90	0,99	Good Fit
CFI	≥ 0,90	0,99	Good Fit
RFI	≥ 0,90	0,96	Good Fit
NFI	≥ 0,90	0,96	Good Fit

Based on Table 1, it can be concluded that the model is good because the overall goodness of fit index criteria is in the good fit category, especially the P-value, which is greater than 0.05. Below is the structural equation modeling result.

Figure 3. Structural Equation Modeling

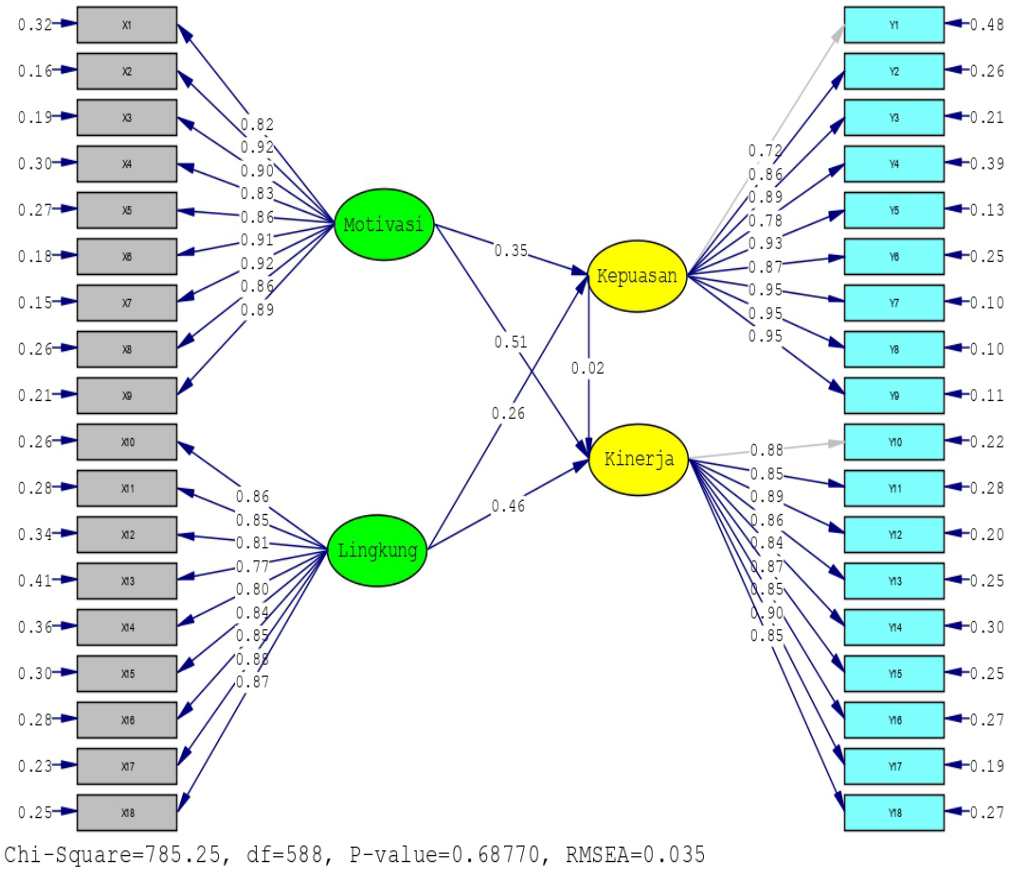

Figure 4. t-values

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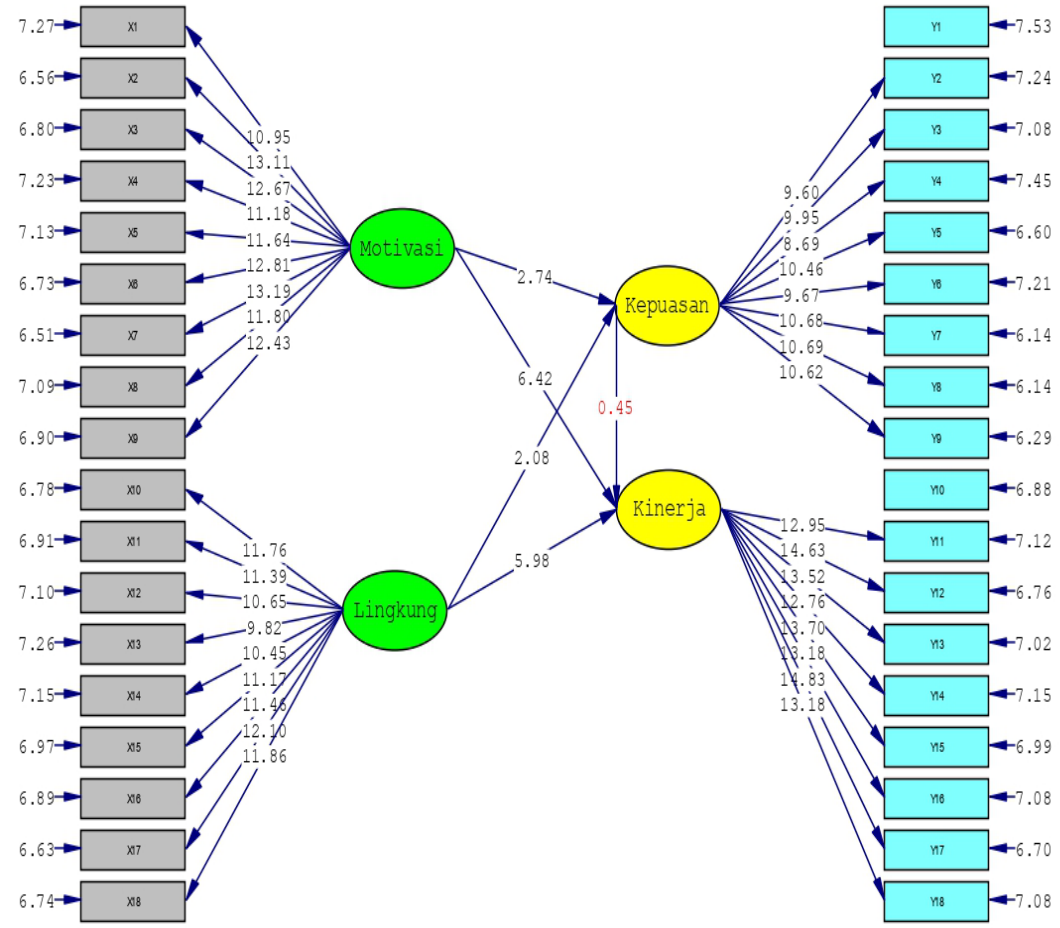

The Influence of Work Motivation on Job Satisfaction of PPPK Junior High School Teachers in Penukal Abab Lematang Ilir Regency. Based on the test results, work motivation has a positive and significant effect on the job satisfaction of PPPK Junior High School Teachers in Penukal Abab Lematang Ilir Regency. The test results using the Lisrel application showed T-Values of 2.74> 1.96. So, it can be concluded that work motivation has a positive and significant effect on job satisfaction. The results of this study are in accordance with the theory of Armstrong and Baron in Wibowo (2018), who said that work motivation is one of the factors influencing job satisfaction. This study is in line with the research conducted by Kartika Ayu Ningtyas (2021), which states that work motivation has a positive and significant effect on job satisfaction. However, this study is not in line with the research conducted by Dinda Amilah Rensy (2020), which states that work motivation has a positive but not significant effect on job satisfaction. The reason this study is different from Dinda Amilah Rensy's (2020) study is that it is based on several aspects. Namely, the sample used in Dinda Amilah Rensy's (2020) study was 54 samples, while in this study, there were 120 samples. The sampling technique for Dinda Amilah Rensy's (2020) study used the purposive sampling method, while in this study, the proportional random sampling technique was used. The data testing method for Dinda Amilah Rensy's (2020) study used the SPSS version 20 application, while the Lisrel program application was used in this study. The results of the respondents' answers show that work motivation affects job satisfaction. It can be seen in the distribution of answers to respondents that the problems are as follows: a) There are still teachers who are not entirely responsible for

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carrying out the tasks given. b) There are still teachers who do not fully have a personal desire to excel at work. c) There are still teachers who have not fully participated in the workshop training. The result of the problem is shown in Table IV.13, namely that some teachers have not demonstrated their desire to be more successful, and there is a lack of sympathy and mutual assistance among colleagues. The study suggests that in order to improve teacher motivation, leaders must pay attention again to teachers who do not attend workshops and are not responsible for carrying out the tasks given; it is recommended that teachers have a sense of desire in themselves, are enthusiastic about teaching and providing material to students, using creative learning media and participating in training so that teachers can get high motivation so that teachers feel satisfaction in their work, it is hoped that later teachers will bring rewards to increase their work motivation.

The Influence of the Work Environment on the Job Satisfaction of PPPK Junior High School Teachers in Penukal Abab Lematang Ilir Regency. Based on the test results, the work environment has a positive and significant effect on the job satisfaction of PPPK Junior High School Teachers in Penukal Abab Lematang Ilir Regency. The test results using the Lisrel application showed a t-value of 2.08> 1.96. So, the work environment has a positive and significant effect on job satisfaction. The results of this study are in accordance with the theory of Armstrong and Baron in Wibowo (2018), who said that the work environment is one of the factors influencing job satisfaction. This study is in line with research conducted by Selfi Arinata et al. (2024), which shows that the work environment has a positive and significant effect on job satisfaction. However, this study is not in line with research conducted by Gabriella Ginting et al. (2021), which states that the work environment has a positive but not significant effect on job satisfaction. The reason this study is different from Gabriella Ginting et al.'s (2021) study is that it is based on several aspects, namely, the sample used in Gabriella Ginting et al.'s (2021) study was much smaller, namely 30 samples, while in this study there were 120 samples. The sampling technique for Gabriella Ginting et al.'s (2021) study used nonprobability sampling, while this study used a proportional random sampling technique. The data analysis method for Gabriella Ginting et al. 's (2021) study used multiple linear regression, while this study used Structural Equation Modeling (SEM). The results of the respondents' answers show that the work environment affects job satisfaction. It can be seen in the distribution of answers from respondents that the problems are as follows: a) Some air conditions in the environment are not cool enough to make teachers feel uncomfortable. b) There is still a lack of facilities and infrastructure that teachers expect. c) There are still some teachers who do not help their colleagues. The result of the problem is that some teachers have not shown their desire to be more successful, and there is a lack of sympathy and mutual assistance among co-workers. The study suggests that in order to improve a conducive work environment, leaders must pay attention to the condition of the environment around the school, namely, air that is not cool and comfortable, facilities that are lacking so that they are equipped, dirty, and smelly places so that they are always expected to maintain cleanliness and then pay more attention to teachers who have not completed their tasks optimally. So the leader must provide direction so that problems or obstacles in the school are resolved quickly so that later it is hoped that teachers will be satisfied with a comfortable work environment and according to their wishes in order to increase teacher satisfaction in working.

The Influence of Work Motivation on the Performance of PPPK Junior High School Teachers in Penukal Abab Lematang Ilir Regency. Based on the test results, work motivation has a significant effect on the performance of PPPK Junior High School Teachers in Penukal Abab

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Lematang Ilir Regency. The test results using the Lisrel application showed a t-value of 6.42> 1.96. The results of this study agree with Kasmir's (2016) theory, which states that work motivation is one factor that influences performance. This study is in line with the research conducted by Solihatun et al. (2021), which states that work motivation has a positive and significant effect on performance. However, this study is not in line with the research conducted by Megawati (2022), which states that work motivation has a positive but not significant effect on performance. The reason this study is different from Megawati's (2022) study is based on several aspects, namely, the sample used in Megawati's (2022) study was 120 samples, and the same in this study was also 120 samples. The sampling technique in Megawati's (2022) study used purposive sampling, while this study used the proportional random sampling technique. The data analysis method for Megawati's (2022) study used Structural Equation Modeling (SEM), and the same process was used in this study, which also used Structural Equation Modeling (SEM). The data testing method for Megawati's (2022) study used the AMOS (Analysis of a Moment Structure) version 18 program, while this study used the Lisrel program application. The results of the respondents' answers show that work motivation affects performance. It can be seen in the distribution of answers to respondents that the problems are as follows: a) There are still teachers who are not fully responsible for carrying out the tasks given. b) There are still teachers who do not fully have a personal desire to excel at work. c) There are still teachers who have not fully participated in the workshop training. The consequences, namely that some teachers have not yet shown their desire further to improve the quality of education from the previous year to achieve the desired target, lack of harmonious relationships and good cooperation. The study suggests that in order to improve teacher motivation, leaders must pay attention again to teachers who do not participate in workshops and are not responsible for carrying out the tasks given; it is recommended that teachers have a sense of desire in themselves, are enthusiastic about teaching, providing material to students, using creative learning media and participating in training so that teachers can obtain high work motivation so that teachers feel satisfaction in working, it is hoped that later teachers will get rewards to improve performance.

The Influence of the Work Environment on the Performance of PPPK Junior High School Teachers in Penukal Abab Lematang Ilir Regency. Based on the test results, the work environment significantly affects the performance of PPPK Junior High School Teachers in Penukal Abab Lematang Ilir Regency. The test results using the Lisrel application showed a t-value of 5.98> 1.96. So, the work environment has a significant effect on performance. The results of this study are in accordance with the theory according to Kasmir (2016), who said that the work environment is one of the factors influencing performance. This study is in line with the research conducted by Noor Riadi Kurniawan (2020), which states that the work environment has a positive and significant effect on performance. However, this study is not in line with the research conducted by Nadhila Galuh Anjali Putri et al. (2024), which stated that the work environment has a positive but not significant effect on performance. The reason this study is different from the research of Nadhila Galuh Anjali Putri et al. (2024) is that it is based on several aspects. Namely, the sample used in the study of Nadhila Galuh Anjali Putri et al. (2024) is much smaller, namely 38 samples, while in this study, there were 120 samples. The sampling technique in the research of Nadhila Galuh Anjali Putri et al. (2024) uses the census method or saturated sampling, while this study uses the proportional random sampling technique. The data analysis method of the research of Nadhila Galuh Anjali Putri et al. (2024) uses multiple linear regression, while this study uses Structural Equation Modeling (SEM). The

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data testing method of the research of Nadhila Galuh Anjali Putri et al. (2024) uses SPSS, while this study uses the Lisrel program application. The results of the respondents' answers show that the work environment has an effect on job satisfaction. It can be seen in the distribution of answers from respondents that the problems are as follows: a) Some air conditions in the environment are not cool enough, making teachers feel uncomfortable. b) Teachers still lack the facilities and infrastructure expected. c) There are still some teachers who do not help their colleagues. It shows the consequences of these problems, namely that some teachers have not demonstrated their desire to improve the quality of education further from the previous year to achieve the desired target, and there is a lack of harmonious relationships and good cooperation. The study suggests that in order to improve a conducive work environment, leaders must pay attention to the condition of the environment around the school, namely, air that is not cool and comfortable, facilities that are lacking so that they are complete, dirty, and smelly places so that they are always expected to maintain cleanliness and then pay more attention to teachers who have not completed their tasks optimally. The leader must provide direction so that problems or obstacles in the school are quickly resolved so that later teachers are expected to be satisfied with a comfortable work environment according to their wishes in order to improve teacher performance.

The Influence of Job Satisfaction on the Performance of PPPK Junior High School Teachers in Penukal Abab Lematang Ilir Regency. Based on the test results, job satisfaction does not have a significant effect on the performance of PPPK Junior High School Teachers in Penukal Abab Lematang Ilir Regency. The test results using the Lisrel application showed a t-value of 0.45 <1.96. So, job satisfaction does not have a significant effect on performance. The results of this study are in accordance with the theory according to Kasmir (2016), who said that work motivation is one of the factors influencing performance. This study does not align with the study conducted by Anita Surya Mulyanti (2018), which states that job satisfaction has a positive and significant effect on performance. The reason this study is different from the study by Anita Surya Mulyanti (2018) is because it is based on several aspects, namely, the sample used in Anita Surya Mulyanti's study (2018) was much smaller, namely 40 samples, while in this study there were 120 samples. The sampling technique in Anita Surya Mulyanti's (2018) research is the census method or saturated sampling, while this study uses the proportional random sampling technique. The data analysis method of Anita Surya Mulyanti's (2018) research uses multiple linear regression, while this study uses Structural Equation Modeling (SEM). The data testing method of Anita Surya Mulyanti's (2018) research uses the SPSS version 21 application, while this study uses the Lisrel program application. The reasons why work motivation variables do not affect performance are: first, because the elements in the indicators other than those asked by the researcher may affect performance, meaning that in this case, the researcher conducting the research only took three indicators that were close to the goal in asking questions to respondents. After all, according to the researcher, these indicators are the indicators that best represent or are in accordance with the phenomena and facts when the researcher makes observations. However, the results obtained by the researcher from the questionnaire that had been distributed and processed actually stated that the job satisfaction variable did not affect performance, so the indicators of job satisfaction that were not included in this study may have a significant positive effect on the job satisfaction variable on performance. The results of the respondents' answers show that job satisfaction does not affect performance. It can be seen in the distribution of answers from respondents that the problems are as follows: a. There are still some teachers who do not help their colleagues in completing

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their tasks. b. There is still a lack of effective teaching. c. There is still a lack of sympathy between colleagues. d. The data shows the consequences of these problems, namely that some teachers have not demonstrated their desire to improve the quality of education further from the previous year to achieve the desired target, and there is a lack of harmonious relationships and good cooperation. The researcher suggests that the leaders of State Junior High Schools in Penukal Abab Lematang Ilir Regency always provide work motivation, work environment, and job satisfaction so that teachers are enthusiastic about being able to show their desire to succeed then the leaders must provide direction regarding increasing the sense of caring between colleagues so that they are able to take more initiative in carrying out their work, and so that it is more intensively improved to carry out supervision and evaluation of teachers who are still doing work that is not in accordance with orders. Therefore, it is essential for leaders to increase the sense of sympathy of teachers among fellow workers and build a sense of togetherness in working so that it is hoped that job satisfaction can be felt by teachers so that it runs well and in accordance with what is desired by the agency so that it can improve performance for teachers in the future.

The Influence of Work Motivation on the Performance of PPPK Junior High School Teachers in Penukal Abab Lematang Ilir Regency with Job Satisfaction as an Intervening Variable. Based on the test results, the direct influence of work motivation on job satisfaction is 0.35, while the indirect impact of work motivation on performance with job satisfaction as an intervening variable is 0.01. This means that job satisfaction tends not to strengthen the influence of work motivation on performance. In this case, the work motivation variable needs to be supported by the intervening variable of job satisfaction; with the support of job satisfaction, it will strengthen the influence of work motivation on performance. This statement is based on the results of the questionnaire distribution and responses to the existing statement items indicating that work motivation affects performance through the intervening variable of job satisfaction with the results of the questionnaire statement of the work motivation variable dominated by respondents' answers disagreeing and strongly disagreeing and even neutral relatively high, however, out of 120 respondents there were respondents' answers who agreed and strongly agreed.

The Influence of the Work Environment on the Performance of PPPK Junior High School Teachers in Penukal Abab Lematang Ilir Regency with Job Satisfaction as an Intervening Variable. Based on the results of testing, the direct influence of the work environment on job satisfaction is 0.26, while the indirect impact of the work environment on performance with job satisfaction as an intervening variable of 0.01. This means that job satisfaction tends not to strengthen the influence of the work environment on performance. In this case, the work environment variable needs to be supported by the intervening variable of job satisfaction; with the support of job satisfaction, it will strengthen the influence of the work environment on performance. This statement is based on the results of the questionnaire distribution and responses to the existing statement items, indicating that the work environment affects performance through the intervening variable of job satisfaction with the results of the questionnaire statement from the work environment variable. Work is dominated by respondents' answers disagreeing, strongly disagreeing, and even neutral relatively high; however, out of 120 respondents, there were respondents whose answers stated they agreed and strongly agreed.

5. Conclusion

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Motivation and work environment influence teacher performance through job satisfaction as an intervening variable. To increase work motivation and job satisfaction, leaders must pay more attention so that teachers are enthusiastic about participating in training and are responsible for carrying out the tasks given. It is suggested that teachers have a sense of desire in themselves, is passionate about teaching and providing material to students, use creative learning media, and participate in training and seminars so that teachers can get high motivation and feel satisfied with their work; it is hoped that later teachers will bring rewards to increase their work motivation. To improve the work environment and job satisfaction, leaders must pay attention to the condition of the environment around the school so that the air is cool and comfortable, facilities that are lacking are equipped, dirty and smelly places are expected to always maintain cleanliness, and then pay more attention to teachers so that they complete their tasks optimally. So leaders must provide direction so that problems or obstacles in schools are resolved quickly so that the work environment is comfortable and according to wishes so that teacher performance will increase in the future. To increase job satisfaction in teacher performance, leaders must provide direction regarding a sense of concern between fellow co-workers so that they are able to take more initiative in carrying out their work. Therefore, it is essential for leaders to increase the sense of sympathy of teachers among fellow workers and build a sense of togetherness in working so that it is hoped that job satisfaction can be felt by teachers so that it runs well and in accordance with what is desired by the agency so that it can improve performance for teachers.

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