

Job Satisfaction as a Mediator of Organizational Culture, Motivation, and Teacher Performance in Vocational High Schools

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ABSTRACT

This study aims to examine the direct and indirect effects of organizational culture, motivation, job satisfaction and teacher performance at SMK Bintang Persada Denpasar. Causal design is used to examine the causal relationship between variables that influence and variables that are influenced. Data collection used is survey, interview, and documentation. The results of the study were further analyzed using path analysis so that it would be analyzed with a Structural Equation Model (SEM) based on Partial Least Square (PLS). The results showed that organizational culture, motivation, and job satisfaction had a direct effect on teacher performance at SMK Bintang Persada Denpasar. The existence of this influence is illustrated by the condition of teachers who have an innovative nature tend to seek and apply new and more effective learning methods, which not only improve the quality of teaching but also improve students' learning experience. Innovations made by teachers are driven by high motivation to produce quality learning. The quality of quality learning is shown by learning that is more organized and structured in planning. The implementation of good learning cannot be separated from the role of superiors in carrying out the role of supervision of learning implementation. Where supervision is carried out as an evaluation of the implementation of learning carried out by teachers in the classroom. The evaluation carried out by superiors is solely to create quality learning. The results of the evaluation can be used as a reference for teachers' self-reflection on the role they play. The reflection in question is in the teacher's role as a designer and implementer of learning in the classroom. The implementation of learning

well has an impact on the accuracy of a teacher's task completion. The achievement of task completion accuracy is a picture of good teacher performance. Lack of innovation in the classroom, declining quality of relationships between teachers and students, and a reduced sense of responsibility for student success. As a result, the learning process is not optimal and educational outcomes are unsatisfactory. To improve teacher job satisfaction, it is important to create a supportive work environment and provide appropriate rewards. Therefore, further research that considers long-term factors as well as the dynamics of policy and the broader education environment will provide a fuller picture of how organizational culture and motivation can affect teacher performance in a sustainable way.

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1. INTRODUCTION

Vocational High School (SMK) is one type of secondary school that focuses on developing students' skills and competencies in specific fields, such as technology, health, and economics. SMK has an important role in improving the quality of human resources and preparing students to enter the world of work. The purpose of SMK is to develop students' skills and competencies in a particular field, improve the quality of human resources, and prepare students to enter the world of work. Trianasari & Rahmawati, (2021) in their research confirmed that one of the important components of the vocational education curriculum is the "on the job training program" which provides opportunities and challenges for students in the work environment. Through this program, hospitality students experience and become part of the daily operational activities of the hotel which is expected to improve their attitudes, skills, and knowledge.

The challenges of SMK are limited resources, lack of cooperation with industry, limited ability of teachers, rapid technological changes, and global competition. Teachers' performance is crucial to the survival of organizations in this era of globalization. Teacher engagement is a key factor influencing career development and teaching quality (Liu & Sarmiento, 2021). Teachers as intellectuals are expected to demonstrate optimal performance as educators. Stating that intellectuals here act as agents of dissemination and application of science, art, and technology, as well as agents of constructive values (Telagawathi et al., 2022). Teacher performance is an important thing that must be of concern to teachers and related parties, teachers must have good performance, good

or bad teacher performance affects the learning outcomes achieved by students. Efforts that can be made by school principals to improve teacher performance are motivation (Destari, 2024).

In line with that Ahmad & Emanuel, (2021) in their research confirmed that organizational culture, motivation and job satisfaction both independently and simultaneously have a positive and significant effect on the performance of Bina Insan Mandiri Vocational School teachers. This means that the better the organizational culture, motivation and job satisfaction of teachers, the better the performance of Bina Insan Mandiri Vocational School teachers. Soumar et al., (2021) the results of his research show that, motivation contributes importantly to driving ideas. Motivation needs to be encouraged and encouraged by leaders so that employees want to work optimally.

Meanwhile, the organizational culture factor proves that a strong organizational culture directs employee behavior in the desired direction, thereby increasing a sense of comfort and loyalty to the organization (Karepesina, 2023). The importance of fostering a positive organizational culture through transparent communication, inclusive practices, and innovative engagement strategies to maintain employee satisfaction and productivity in the work environment (Nabirye, 2025). Job satisfaction needs to be considered by organizations because based on theory, job satisfaction affects employee performance (Sancoko et al., 2023).

Job satisfaction has a significant effect on teacher performance. Teachers who are satisfied with their jobs tend to be highly motivated and committed to providing quality teaching (Lie et al., 2024). The research findings show that instructors' motivation and job satisfaction significantly affect their performance. At the same time, happiness and work motivation have a significant impact on employee performance (Harahap et al., 2023). Hanh, (2023) in his research confirmed that teacher job satisfaction contributes to changes in teacher motivation levels.

Teachers who are satisfied with their jobs tend to have a positive attitude towards the organization, work more effectively, and contribute to creating a harmonious work environment. Good motivation, whether through rewards, recognition, or self-development opportunities, encourages teachers to work more innovatively and support each other in teams. The combination of job satisfaction and motivation creates a strong organizational culture. Job satisfaction as an intervening variable between organizational culture and teacher performance. Job satisfaction as an intervening variable between work motivation and teacher performance. Based on the test results, it shows that the variable job satisfaction on teacher performance is significant (Ahmadi et al, 2020).

Based on BPS data, the unemployment rate in terms of education level, the largest contributor to unemployment in RI is Vocational High School (SMK) graduates. Although unemployment data has decreased from year to year, the number still dominates compared to graduates of other education levels. The following is unemployment data based on education level from 2019 - 2024.

Table 1. Unemployment Data Based on Education Level (2019-2024)

Year	SD	SMP	SMA	SMK	D1/D2/D3	D4/S1/S2/S3
2019	2,39%	4,72 %	7,87%	10,36%	5,95%	5,64%
2020	3,61%	6,46%	9,86%	13,55%	8,08%	7,35%
2021	3,61%	6,45%	9,09%	11,13%	5,87%	5,98%
2022	3,59%	5,95%	8,57%	9,42%	4,59%	4,80%
2023	2,56%	4,78%	8,15%	9,31%	4,79%	5,18%
2024	2,32%	4,11%	7,05%	9,01%	4,83%	5,25%
Year of change 2023-2024	-0,24%	-0,67%	-1,10%	-0,30%	0,04%	0,07%

Sumber: <https://survei.bps.2024>

Table 1 shows that SMK graduates are often the highest contributors to unemployment in the country. This phenomenon is influenced by various interrelated factors including the mismatch of competencies with industry needs, many SMK graduates experience a gap between the competencies they have and the growing needs of the industry. SMK curricula are often considered less responsive to labor market dynamics, such as technological developments and changing industry trends. Lack of access to quality internships, internship programs that should be a bridge between the world of education and the world of work are often less than optimal. As we understand that internship activities have a significant impact on students' abilities and work readiness. (Irwansyah et al, 2020) confirms that there is a significant influence between internships and work skills on student work readiness. Teachers are made scapegoats, even though the role of the teacher is influenced by various factors to achieve optimal work.

Vocational education requires teachers who are able to adapt teaching methods to the needs of the industry. SMK teachers are expecting to face specific challenges, such as adaptation to local culture, the needs of local industries, and the expectations of students and society. In addition, it is important for them to understand the potential of teachers in order to integrate education with their knowledge, as is the case with teachers at SMK

Bintang Persada Denpasar, located in the area Jl. Gn. Catur I No. 4A, Padangsembian Kaja, Denpasar City, Bali. Teacher performance has not been well realized as seen from teacher attendance.

Table 2. Teacher Attendance Percentage (January 2024 - August 2024)

Month	Number of Teachers	Effective Days	Working Hours per day	Total Working	Hours Absent Days per Month	Total Working Hours Absent per Month	Percentage Absent per Month (%)
January	52	23	8	9.568	8	64	0,669
February	52	20	8	8.320	6	48	0,577
March	52	16	8	6.656	4	32	0,481
April	52	24	8	9.984	9	72	0,721
May	52	24	8	9.984	5	40	0,401
June	52	14	8	5.824	2	16	0,275
July	52	14	8	5.824	2	16	0,275
August	52	26	8	10.816	3	24	0,222

Source: SMK Bintang Persada Denpasar

Based on table 2 related to the percentage of teacher attendance (January 2024 - August 2024) with the problems that occur from the table above, it can be seen that teacher attendance at SMK Bintang Persada Denpasar is still lacking every month, which should fulfill working hours, namely 8 hours per day. Attendance is one of the important instruments in the management of the presence of educators in educational institutions. Attendance aims to ensure the presence of teachers in the workplace, maintain discipline, and support school administration reporting. Educational institutions as an institution that has an obligation to discipline its students fairly, are also obliged to enforce the discipline of its employees fairly (Widiastini & Mudana, 2017). However, in practice, there are still many teachers who have not implemented attendance optimally. Non-optimal implementation of attendance will have an impact on school management. Individually, non-optimal attendance also has an impact on individual performance, and the fair distribution of tasks. Therefore, a systematic and comprehensive approach is needed to improve teacher compliance with the attendance policy.

2. METHOD

The research design used in this study is causal research. Causal design is used to examine the causal relationship between variables that influence and variables that are influenced Sugiyono, (2018). The population that became the focus of the study, namely all teachers at SMK Bintang Persada Denpasar with 52 teachers. The sampling method in this study used a saturated sampling technique (census), where all members of the population were sampled. Thus the number of samples in this study was 52 teachers (Riduwan, 2007). The data collection methods used were actors, interviews, and documentation. Based on the data collection method, the instrument used in this study employs a Likert scale. The Likert scale is used to measure the attitudes, opinions, or perceptions of an individual or group of individuals regarding social phenomena (Rahyuda, 2019). By using the Likert scale, the research variables to be measured are broken down into variable indicators. These indicators serve as benchmarks for developing instrument items, which can take the form of statements or questions. The questionnaire used in this study adopted a questionnaire from research conducted by Moeljahwati, Suharto, & Subroto, (2020), Santika et al, (2023) and Tetuko, (2012). Responses to each instrument item using the Likert scale range from very positive to very negative. Each question is scored on a scale of one to five: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree, Disagree (STS), with the overall average class determined using the formula where the lowest value is 1 and the highest value is 5.

3. RESULT AND DISCUSSION

Evaluating outer model (Measurement Model)

Convergent Validity

Convergent validity with reflexive indicators can be seen from the correlation between the indicator score and the variable score. Individual indicators are considered reliable if they have an outer loading value above 0.50. The results of the correlation between dimensions and their variables can be seen in Table 2 below.

Table 2. Validity Test Results (Convergent Validity)

	Organizational Culture (X ₁)	Motivation (X ₂)	Job Satisfaction (M)	Performance (Y)
X _{1.1}	0,964			
X _{1.2}	0,920			
X _{1.3}	0,915			
X _{1.4}	0,909			
X _{2.1}		0,841		
X _{2.2}		0,826		
X _{2.3}		0,801		
X _{2.4}		0,873		
X _{2.5}		0,524		
M ₁			0,823	
M ₂			0,873	
M ₃			0,825	
M ₄			0,806	
M ₅			0,689	
M ₆			0,703	
Y ₁				0,612
Y ₂				0,605
Y ₃				0,850
Y ₄				0,867

Source: Data processing results

From Table 2, it shows that all outer loading indicator values on each variable already have values above 0.50, it can be concluded that the measurement of convergent validity has met the requirements. The output of the outer model test can be seen in Figure 1 below.

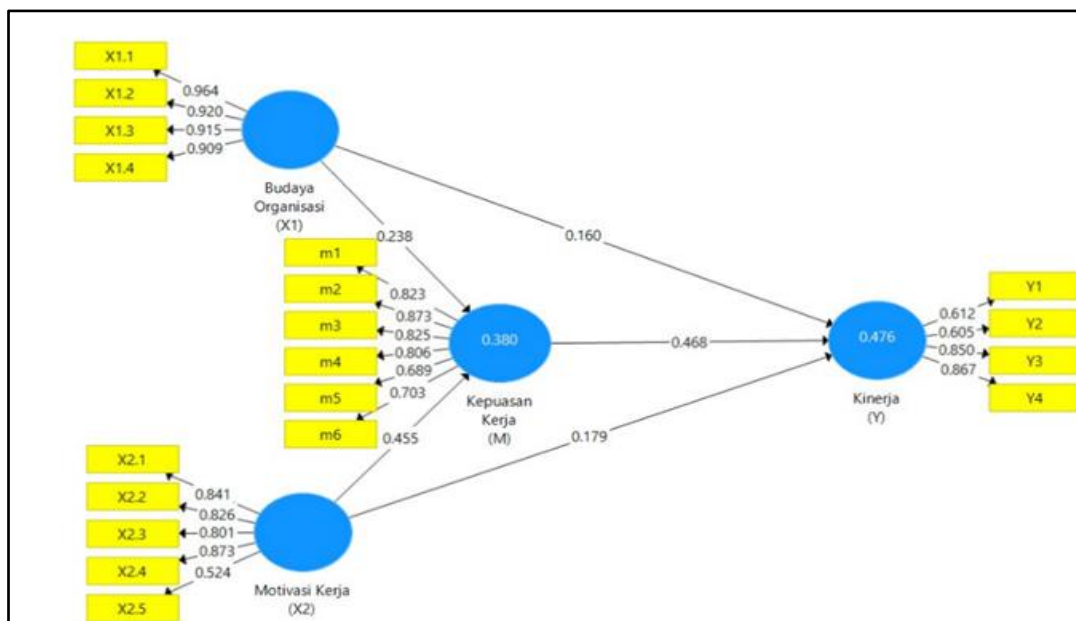


Figure 1. Measurement Evaluation (Outer Model)

Another method for assessing convergent validity is to look at the average variance extracted (AVE) value for each variable. The model has convergent validity is said to be achieved if it has an AVE value greater than 0.5. The AVE values are listed in Table 3 below.

Table 3. Convergent Ave Validity Test Results

Variables	Average Variance Extracted (AVE)
Organizational Culture (X ₁)	0,860
Motivation (X ₂)	0,614
Job Satisfaction (M)	0,624
Performance (Y)	0,554

Source: Data processing results

From Table 3 above, it can be seen that all Average Variance Extracted (AVE) values exceed 0.5. Therefore, it can be concluded that the data used in this study are valid.

Discriminant Validity

The validity of a construct can also be seen from discriminant validity. Discriminant validity on reflective indicators is by looking at the cross loading of indicators on the construct or latent. Discriminant validity is good when the indicator has a cross loading on its construct greater than other constructs. The results of cross loading indicators on the constructs of organizational culture (X₁), motivation (X₂), job satisfaction (M), performance (Y) are presented in Table 4.

Table 4. Validity Test Results (Discriminant Validity)

	Organizational Culture (X ₁)	Motivation (X ₂)	Job Satisfaction (M)	Performance (Y)
X _{1.1}	0,964	0,535	0,457	0,440
X _{1.2}	0,920	0,445	0,443	0,468
X _{1.3}	0,915	0,510	0,419	0,470
X _{1.4}	0,909	0,488	0,466	0,403
X _{2.1}	0,460	0,841	0,451	0,433
X _{2.2}	0,410	0,826	0,441	0,361
X _{2.3}	0,299	0,801	0,416	0,429
X _{2.4}	0,447	0,873	0,494	0,434
X _{2.5}	0,441	0,524	0,448	0,414
M ₁	0,358	0,392	0,823	0,403
M ₂	0,379	0,453	0,873	0,492
M ₃	0,391	0,492	0,825	0,440
M ₄	0,351	0,407	0,806	0,468
M ₅	0,362	0,440	0,689	0,599
M ₆	0,405	0,525	0,703	0,597
Y ₁	0,273	0,343	0,380	0,612
Y ₂	0,201	0,263	0,346	0,605
Y ₃	0,478	0,495	0,581	0,850
Y ₄	0,410	0,449	0,571	0,867

Source: Data processing results

It can be seen that discriminant validity has been fulfilled by looking at the cross loading which has been fulfilled properly, because the indicator has a higher cross loading on its construct than other constructs. For example, the loading factor value of X_{1.1} on the organizational culture construct with a loading factor of 0.964 where this value is higher than the loading factor value of X_{1.1} on other constructs, namely: X_{1.1} loading factor on motivation worth 0.535; X_{1.1} loading factor on job satisfaction worth 0.457; X_{1.1} loading factor on performance 0.440. Likewise, the loading factor comparison of each indicator against its construct also shows a higher value than the loading factor value with other constructs.

Reliability

In addition to the validity test, a variable reliability test was also carried out which was measured by two criteria, namely composite reliability and Cronbachs alpha from the indicator block that measured the variable.

All Composite Reliability coefficients are expected to have results greater than the specified level, which is 0.6, and the Cronbach's Alpha value is more than 0.7, which means that all variables in this study are reliable. The reliability test results are outlined in the table below.

Table 5. Cronbach's Alpha and Composite Reliability Values

Construct	Cronbach's Alpha	Composite Reliability
Organizational Culture (X ₁)	0,946	0,961
Motivation (X ₂)	0,878	0,908
Job Satisfaction (M)	0,727	0,828
Performance (Y)	0,832	0,885

Source: Appendix 4

Table 5 shows the Cronbach's Alpha and Composite Reliability values of each construct are greater than 0.70 so it can be said that the measures used in this study are reliable.

Evaluation of the structural model (Inner Model)

The fit of the structural model in the inner model uses the GoF (goodness of fit) value to measure how good the resulting model is. The magnitude of GoF has a value range of 0 - 1, the closer to 1 means the better the model. A GoF value of more than 0.33 indicates a good model fit. Other model fits can be assessed from several calculations such as the coefficient of model determination (Rm2). The coefficient of determination of the model is calculated using all the coefficients of determination (R2) in the model.

Table 6. Goodness Of Fit (GOF) Index

Variables	Communality	R ²
Organizational culture	0,860	
Motivation	0,614	
Job satisfaction	0,624	0,380
Performance	0,554	0,476
Total	2,652	0,856
Average	0,663	0,428
Index (GoF)		

Notes: Communality value taken from AVE value

Source: Data processing results

The R2 value for the job satisfaction variable is 0.380. This value indicates that the variation in job satisfaction explained by organizational culture and motivation is 38 percent, while the rest is explained by other variables. R2 for the performance variable is 0.476. This value indicates that the variation in performance explained by organizational culture, motivation and job satisfaction is 47.6 percent, while the rest is explained by other variables. Hair et al, (2014) state that in general the coefficient of determination is high if it is 0.20 or more, while in the results of this model the coefficient of determination is 0.428 (more than 0.20).

Model fit can also be calculated using the goodness of fit index. The goodness of fit (GoF) index is defined as the geometric mean or root of the average communality and average R2 for all endogenous constructs (Tenenhaus et al. 2005). The GoF index indicates the predictive power of the overall model. The GoF value range is between 0 - 1, if 0 - 0.25 is categorized as small or poor, 0.25 - 0.36 is moderate, more than 0.36 is categorized as large or good (Suyana, 2016). The GoF index for this research model is obtained from $GOF = (AVE \times R^2) = \sqrt{(0.663 \times 0.428)} = 0.533$. Thus, the structural model that explains the relationship between the two variables has good predictive power (fit). Thus, the structural model that explains the relationship between the two variables has good predictive power (fit).

Analysis of direct effect, indirect effect, and mediation, can explain the relationship between research variables (latent variables). The variables referred to in this study are organizational culture, motivation, job satisfaction, and performance.

Direct Effect Test

The direct effect is addressed by the coefficients of all arrows with one end. The direct effect between construct variables can be seen from the results of the analysis of the path coefficients value. The amount of direct influence between construct variables (organizational culture, motivation, job satisfaction, and performance) can be seen from Table 7.

Table 7. Direct Effect Between Variables

Description	Original Sample	Sample Mean	Standard Deviation	t Statistic	P Values
Organizational culture → Job satisfaction	0,238	0,238	0,061	3,877	0,000
Motivation → Job satisfaction	0,455	0,460	0,059	7,727	0,000
Organizational culture → Performance	0,160	0,160	0,064	2,509	0,012
Motivation → Performance	0,179	0,181	0,070	2,556	0,011
Job satisfaction → Performance	0,468	0,468	0,073	6,374	0,000

Source: Results of data processing

Organizational culture on job satisfaction has a coefficient with a positive direction. The calculation results show that the path coefficient of 0.238 with a t-statistic of 3.877 ($p = 0.000$) provides a decision that organizational culture has a significant effect on job satisfaction. This means that the higher the organizational culture, the higher the job satisfaction of teachers at SMK Bintang Persada Denpasar.

Motivation on job satisfaction has a coefficient with a positive direction. The calculation results show that the path coefficient of 0.455 with a t-statistic of 7.727 ($p = 0.000$) provides a decision that motivation has a significant effect on job satisfaction. This means that the higher the motivation, the higher the job satisfaction of teachers at SMK Bintang Persada Denpasar.

Organizational culture on performance has a coefficient with a positive direction. The calculation results show that the path coefficient of 0.160 with a t-statistic of 2.509 ($p = 0.012$) provides a decision that organizational culture has a significant effect on performance. This means that the higher the organizational culture, the higher the performance of teachers at SMK Bintang Persada Denpasar.

Motivation on performance has a coefficient with a positive direction. The calculation results show that the path coefficient of 0.179 with a t-statistic of 2.556 ($p = 0.011$) provides a decision that motivation has a significant effect on performance. This means that the higher the motivation, the higher the performance of teachers at SMK Bintang Persada Denpasar.

Job satisfaction on performance has a coefficient with a positive direction. The calculation results show that the path coefficient of 0.468 with a t-statistic of 6.374 ($p = 0.000$) provides a decision that job satisfaction has a significant effect on performance. This means that the higher the job satisfaction, the higher the performance of teachers at SMK Bintang Persada Denpasar.

Test for indirect effects

Indirect effects occur through the role of one or more intermediate variables. The intermediate variable in this study is job satisfaction. Furthermore, to determine the indirect effect between latent variables can be seen from the results of the analysis of the value of indirect effects displayed in Table 8.

Table 8. Value Of Indirect Effects

Description	Original Sample	Sample Mean	Standard Deviation	t Statistic	P Values
Organizational culture → Job satisfaction → Performance	0,111	0,112	0,034	3,254	0,001
Motivation → Job satisfaction → Performance	0,213	0,215	0,041	5,225	0,000

Source: Results of data processing

Description: X1 = organizational culture, X2 = motivation, M = Job Satisfaction, Y = performance

The indirect effect on performance is the amount of influence obtained from the product of all paths passed. The indirect effect of organizational culture on performance through job satisfaction of 0.111 ($p = 0.001$) obtained from the product of 0.238×0.468 was tested significant. This indirect effect contribution is interpreted that high performance is the effect of job satisfaction caused by high organizational culture.

The indirect effect of motivation on performance through job satisfaction of 0.213 ($p = 0.000$) obtained from the product of 0.455×0.468 tested significant. This indirect effect contribution is interpreted that high performance is the effect of job satisfaction caused by high motivation.

Mediation effect test

The mediation effect shows the relationship between the independent and dependent variables through a connecting or mediating variable. Testing job satisfaction as a mediator of organizational culture and motivation on teacher performance can be seen from the VAF of each variable. If the VAF result is $\geq 80\%$, it means that the job satisfaction variable can play a full mediating role (full mediation) on the organizational culture and motivation variables on teacher performance. The job satisfaction variable is categorized as partial mediation if the VAF value range is $20\% - 80\%$, while if the VAF value is $< 20\%$, it can be concluded that job satisfaction does not have a mediating role on organizational culture and motivation on teacher performance. The VAF calculation is (1) with the following formula

$$VAF = \frac{\text{Indirect influence}}{\text{Direct influence} + \text{Indirect influence}}$$

The VAF value for testing the mediating effect of motivation variables with the effect of job characteristics on employee performance can be calculated using the formula above. The results of the mediation test calculation can be seen in the results as presented in Table 9.

Table 9. Test The Mediating Effect of Job Satisfaction on The Effect of Organizational Culture on Teacher Performance

Details	Results
Indirect effect (Organizational culture \longrightarrow Job satisfaction = 0,238; Job satisfaction \longrightarrow Performance = 0,468)	0,111
Direct effect Organizational culture \longrightarrow Performance = 0,160	0,160
Total effect (Indirect effect + direct effect)	0,271
VAF = Indirect effect / Total effect = 0.111 / 0.271	0,409

Source: Appendix 4

The results of the VAF calculation of job satisfaction as a mediator between organizational culture and teacher performance obtained a value of 0.409 or 40.9 percent so that these results indicate that motivation partially mediates. These results illustrate and further strengthen that the sixth hypothesis (H6) which confirms the direct relationship between organizational culture variables is directly significant on job satisfaction variables and performance variables, and job satisfaction variables are directly significant on performance variables.

The VAF value for testing the mediating effect of job satisfaction variables with the effect of motivation on teacher performance can be calculated as Table 10.

Table 10. Test Of The Mediating Effect Of Job Satisfaction On The Effect Of Motivation On Teacher Performance

Details	Results
Indirect effect Motivation \longrightarrow Job satisfaction = 0,455; Job satisfaction \longrightarrow Performance = 0,468)	0,213
Direct effect Motivation \longrightarrow Performance = 0,179)	0,179
Total effect (Indirect effect + direct effect)	0,392
VAF = Indirect effect / Total effect = 0.213 / 0.392	0,543

Source: Data processing results

The results of the VAF calculation of job satisfaction as a mediator between organizational culture and teacher performance obtained a value of 0.543 or 54.3 percent so that these results indicate that motivation partially mediates. These results illustrate and further strengthen that the sixth hypothesis (H7) which confirms the direct relationship of significant motivation variables directly on job satisfaction variables and performance variables, and job satisfaction variables directly significant on performance variables.

Discussion

The influence of organizational culture on teacher performance at SMK Bintang Persada Denpasar

The reality at SMK Bintang Persada Denpasar shows that teachers' innovative attitudes have a direct impact on their performance. Teachers who are innovative tend to seek and implement new and more effective learning methods, which not only improve the quality of teaching but also enhance students' learning experience. In this context, teachers who continue to innovate are able to adapt to technological developments and the changing needs of students. This contributes to achieving better learning outcomes, as well as improving teacher

performance in creating an engaging and interactive learning atmosphere. Therefore, innovation is one of the important keys in improving teacher performance in schools. In addition, results orientation and leadership orientation also play a significant role in influencing teacher performance at SMK Bintang Persada Denpasar. Teachers who have a high results orientation are usually more focused on achieving the academic and non-academic goals that have been set. They work hard to achieve the desired targets, both in terms of teaching and student achievement. On the other hand, the orientation of leaders who support and provide clear direction can improve teacher motivation and performance. Leaders who have a clear vision and are able to provide effective support and guidance will help teachers to be more focused and optimistic in achieving educational goals, so that they are more likely to achieve their goals.

In line with research (Agung & Arianto, 2013) states that work culture is a factor that has a positive (significant) influence on the performance of teaching staff at the Special Education Foundation. The results of this study are also supported by research from Karepesina, (2023) which states that employees who are dissatisfied with the organization as a whole will be affected by their dissatisfaction and this can affect performance.

The effect of motivation on teacher performance at SMK Bintang Persada Denpasar

The reality at SMK Bintang Persada Denpasar shows that factors such as achievement, discipline, target achievement, loyalty, and commitment have a significant influence on teacher performance. Teachers' achievements in teaching, both in terms of mastery of material and achievement of learning objectives, are often closely related to their level of motivation and discipline. Disciplined teachers tend to be more organized, structured in planning and implementing lessons, which has a positive impact on the quality of teaching and student learning outcomes. In addition, discipline in carrying out daily tasks, such as following schedules and completing educational administration on time, also improves the effectiveness of teacher performance in schools. In addition, teachers' loyalty and commitment to the institution also play an important role in influencing their performance. Teachers who have high loyalty tend to have a strong emotional bond with the school, a high sense of belonging to the school and are more motivated to achieve the targets set by the educational institution. A high commitment to their work makes them more eager to work to their full potential and contribute to the overall development of the school. This is reflected in their efforts to continuously improve their teaching quality and innovate in the classroom, which ultimately improves their performance as educators. The achievement of targets set by the school, both academic and non-academic targets, also shows the close relationship between these factors and optimal teacher performance.

In line with Penggabean's research (2015), it is stated that to be able to provide quality and quantity work results, a teacher needs work motivation in himself which will affect his work enthusiasm so as to improve his performance. Work motivation is an inseparable part of performance, both for individuals and groups, and is the dominant factor affecting performance (Tetuko, 2012). Murty et al (2012) assert that someone who has good motivation towards their work tends to do their job well and optimally, motivation is something that underlies a person's behavior at work. For this reason, with good motivation, it will improve employee performance.

The effect of job satisfaction on teacher performance at SMK Bintang Persada Denpasar

Field facts at SMK Bintang Persada Denpasar show that the salary factor has a significant influence on teacher performance. Adequate salary is one of the important motivations for teachers to work optimally. Teachers who feel financially rewarded tend to be more energized in carrying out their duties. Conversely, low salaries can lead to dissatisfaction, which in turn has a negative impact on dedication and teaching quality and even leads to teacher absenteeism. However, while salary plays an important role, it is not the only factor determining teacher performance. Other factors such as effective supervision also play an important role in keeping teacher performance in line with expected standards. Constructive and supportive supervision can help teachers improve the quality of their teaching and ensure that they follow procedures and policies with coworkers and working conditions also greatly affect teacher performance. At SMK Bintang Persada Denpasar, a positive and supportive work environment among teachers can strengthen collaboration in achieving educational goals. Teachers who have good relationships with colleagues are more likely to share knowledge and experience, which in turn improves the overall quality of teaching. Similarly, supportive working conditions, such as adequate facilities and comfortable workspaces, will make teachers feel more productive and motivated. When the physical and social conditions in the workplace are favorable, teachers will focus more on their tasks, reduce stress, and improve their performance in carrying out learning activities. All these factors work synergistically to improve the quality and effectiveness of teaching in good schools.

Tentama, (2015) asserts that teachers who feel job satisfaction will always improve their performance. Job satisfaction can have an impact on achieving time targets for completing work and optimizing quality. Meanwhile, teachers who feel dissatisfied will tend not to have the drive to achieve maximum performance. So that teachers feel discouraged in carrying out their work. The results of this study are supported by research by (Laschinger et

al, 2004) which found that job satisfaction has a significant positive effect on employee performance. In addition, Robbins, (2002) states that “performance is a function and interaction between ability and innovation”.

The effect of organizational culture on job satisfaction at SMK Bintang Persada Denpasar

An illustration at SMK Bintang Persada Denpasar shows that a strong and positive organizational culture has a significant effect on teacher job satisfaction. An organizational culture that supports open communication, mutual respect, and good cooperation between teachers and management can create a sense of comfort and appreciation among teaching staff. When teachers feel that they work in an environment that promotes shared values and supports personal and professional development, they tend to feel more satisfied with their jobs. This is reflected in a high level of loyalty to the school, as well as increased motivation to give their best in the learning process. In addition, an organizational culture that is clear and accepted by all members also provides a sense of stability and clarity in carrying out daily tasks. When organizational norms and expectations are clear, teachers not only feel valued but also know what is expected of them in terms of performance and contribution. This lowers uncertainty and stress, which in turn can increase their job satisfaction. Conversely, if the organizational culture is unsupportive or incompatible with teachers' personal values, this can lead to job dissatisfaction that impacts their motivation and performance. Therefore, it is important for SMK Bintang Persada Denpasar to continue to strengthen and adjust the organizational culture in order to increase teacher job satisfaction on an ongoing basis.

In line with research by Santika et al, (2023) organizational culture has a significant effect on how satisfied workers are with their jobs. Reinforced by Madjidu et al, (2022) that organizational culture is also a factor that affects job happiness. When people talk about organizational culture, they mean a set of shared values and beliefs that become the foundation for everyone in the organization in carrying out daily business.

The effect of motivation on job satisfaction at SMK Bintang Persada Denpasar

Intrinsic motivations, such as a sense of responsibility for student development and a desire to continue developing as an educator, play a large role in increasing job satisfaction. When teachers feel their motivations are recognized and valued, both by their peers and by management, this creates a sense of satisfaction in their work and increases their sense of engagement in the learning process, and motivation provided by school management also plays a role in increasing teacher job satisfaction. Rewarding achievements, such as recognition for hard work in teaching and success in achieving educational targets, is an important factor in maintaining morale and job satisfaction. At SMK Bintang Persada Denpasar, if teachers feel that they are valued and given opportunities to grow, such as through training or professional development, then they will be more satisfied, maximized and loyal in their work. Conversely, a lack of motivation or attention from the school to teachers' needs can lead to job dissatisfaction, which in turn can lead to decreased performance. Therefore, it is important for schools to continue to maintain and improve motivational factors so that teacher job satisfaction is maintained.

The results of this study are in line with research conducted by Arifi, (2015) that motivation has a positive impact on teacher job satisfaction. Wijania, (2017) asserts that teacher work motivation is the driving force to realize teacher behavior in order to achieve self-satisfaction. The existence of work motivation does not rule out the possibility that the learning process can run well and optimally so that the goals set by the school or the targets that the teacher wants to achieve can be easily achieved.

The role of job satisfaction in mediating the effect of organizational culture on teacher performance at SMK Bintang Persada Denpasar

Job satisfaction mediates organizational culture on teacher performance. A good understanding of school culture owned by teachers has an impact on teacher job satisfaction and with high job satisfaction it will have an impact on high teacher performance. Field facts at SMK Bintang Persada Denpasar show that job satisfaction plays a very important role in mediating the effect of organizational culture on teacher performance. The description of job satisfaction variables mediating organizational culture on teacher performance is explained through supervision indicators. The use of innovative teaching methods that are in accordance with the cultural characteristics of students in schools is needed to improve student achievement. Innovations made by a teacher, for example, in the form of teaching methods used in learning. The use of innovative teaching methods that are in accordance with the cultural characteristics of students in schools is needed to improve student achievement. The use of innovative learning models, students more easily understand the teaching material so that the implementation of learning can run well and smoothly.

The implementation of learning well, cannot be separated from the role of superiors in carrying out the role of supervision of learning implementation. Where supervision is carried out as an evaluation of the implementation of learning carried out by teachers in the classroom. The evaluation carried out by superiors is solely to create quality learning. The results of the evaluation can be used as a reference for the teacher's self-reflection on the role he plays. The reflection in question is in the teacher's role as a designer and implementer of learning in the classroom. The implementation of learning well has an impact on the accuracy of a teacher's task

completion. The achievement of task completion accuracy is a picture of good teacher performance. Thus, job satisfaction is an important factor that mediates the relationship between organizational culture and teacher performance, ensuring that a positive culture can be manifested in the form of better performance.

Arruan et al, (2023) assert that job satisfaction can be felt starting from the organizational culture that exists in the organization, and the work environment which includes a healthy work environment. This factor needs to be considered by school leaders, namely school principals, who organize and carry out the task of national education in our country, and this is still happening in SMKS in the Mamasa Regency area, and also the results of research by Koesmono, (2005), in his research show that organizational culture affects job satisfaction, In (Sihaan, 2017) the results of his research there is an influence of organizational culture on employee performance in the banking services sector in the DKI Jakarta area, Francesco & Chen, (2004) in his research examines the influence between organizational culture and leadership roles on organizational commitment, job satisfaction and employee performance in small and medium industrial companies in Taiwan. Meanwhile Thoyib, (2005) stated that leadership, organizational culture, and organizational strategy affect employee performance.

The role of job satisfaction in mediating the effect of motivation on teacher performance at SMK Bintang Persada Denpasar

Job satisfaction is able to mediate the effect of motivation on teacher performance. Teacher performance is formed because of the motivation of teachers to be able to carry out their duties and responsibilities. High motivation will have an impact on teacher job satisfaction and with high job satisfaction it will have an impact on high teacher performance. Field facts at SMK Bintang Persada Denpasar show that job satisfaction has a key role in mediating the effect of motivation on teacher performance. The mediating role of job satisfaction is explained by the coworker indicator. Coworkers provide opportunities for teachers to collaborate among fellow teachers in achieving goals. Collaboration between teachers that is formed must be accompanied by the commitment of all teachers. A strong commitment encourages teachers to excel in an effort to achieve goals. The achievements shown by teachers are a form of teacher performance achievement.

When teachers are satisfied with their working conditions and the support provided, they will feel more energized and inspired to improve the quality of their teaching. This job satisfaction, in turn, reinforces the positive impact of motivation on teacher performance, and when job satisfaction is achieved, teachers are more likely to have a higher commitment to their work, which supports improved performance. The effect of motivation on teacher performance is not only seen in the extent to which they strive to achieve learning targets, but also in how involved they are in wider school activities. In this case, job satisfaction acts as a bridge linking motivation to optimal performance. Without adequate job satisfaction, even if high motivation exists, teachers may feel unappreciated or hampered by external factors that dampen their spirits. Therefore, creating high job satisfaction is essential to ensure that motivation can translate into real performance improvement.

In line with the results of research by Halman et al, (2023) stated that motivation has a positive and significant effect on employee performance through job satisfaction. Employee work motivation needs to be encouraged and increased so that employees can carry out good performance, but if employees do not get good motivation, employees tend to find it difficult to work properly and irresponsibly, with high work motivation, achieving high productivity is easy to obtain. The results of research by Moeljahwati et al., (2020) that work motivation has a significant effect on performance through job satisfaction of employees of the Education and Culture Office of Dewi dkk, (2021) which states that work motivation has a significant effect on employee performance through job satisfaction as an intervening variable at the Denpasar City Social Service.

4. CONCLUSION

Based on the research and discussion, we can conclude that organizational culture and motivation significantly influence teacher job satisfaction at SMK Bintang Persada Denpasar. Furthermore, teacher job satisfaction also significantly affects teacher performance. Specifically, this study found that job satisfaction acts as an effective mediator, linking the impact of organizational culture and motivation on teacher performance.

To enhance teacher performance through organizational culture, motivation, and job satisfaction, it's recommended that the culture of collaboration in learning already in place be maintained and even improved. This can be achieved by implementing differentiated learning, where teachers use diverse methods, content, processes, and products to meet the individual needs of each student based on their learning readiness, interests, and learning profiles. Additionally, rewarding outstanding teachers is crucial. While appreciation has often been given only to high-achieving students, it's suggested that teachers, as companions or mentors, also receive recognition, such as certificates or honors at school events. This appreciation from principals and students is believed to boost teachers' enthusiasm for teaching and, in turn, improve their performance.

This study's primary limitation is its restriction to a single institution, SMK Bintang Persada Denpasar, with a sample of just 52 teachers. While this study offers insight into the influence of organizational culture and motivation on teacher performance through job satisfaction at that school, the results may not be generalizable to other schools with different organizational cultures. Each school possesses unique characteristics that can affect the relationship between organizational culture, motivation, and teacher performance. Therefore, further research covering a broader range of schools across various locations and educational types is needed to strengthen these findings and reduce potential bias due to sample limitations.

Low teacher job satisfaction can negatively impact their enthusiasm and motivation in carrying out duties, which then directly affects performance. Teachers less satisfied with their jobs tend to be less engaged in the learning process and less eager to develop effective teaching methods. A lack of belonging to the school can also lead to a scarcity of classroom innovation, a decrease in the quality of teacher-student relationships, and a reduced sense of responsibility for student success. Consequently, the learning process becomes suboptimal, and educational outcomes are unsatisfactory. To improve teacher job satisfaction, creating a supportive work environment and providing appropriate rewards are essential. Therefore, further research considering long-term factors, as well as the dynamics of policy and the broader educational environment, will provide a more complete picture of how organizational culture and motivation can sustainably affect teacher performance.

5. REFERENCES

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