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Fueling Success: Unleashing the Power of Motivation, Nurturing Work Environments, and Cultivating Organizational Culture for Peak Job Satisfaction and Performance

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ABSTRACT

This study seeks to assess, analyze, and quantify the influence of Motivation, Work Environment, and Organizational Culture on both Job Satisfaction and Teacher Performance in State Elementary Schools within Cluster VI of Bengkalis District. The research encompasses 119 teachers, representing the entire population, and employs a census technique. The methodology involves descriptive analysis and hypothesis testing, utilizing Path analysis through SPSS 21 and SmartPLS programs. The findings from hypothesis testing reveal a positive and significant correlation between motivation and job satisfaction. However, the impact of work motivation on performance is positive but not statistically significant. Similarly, the positive relationship between Work Environment and Job Satisfaction is identified, but it lacks a significant impact. The positive association between Work Environment and Performance is observed, yet without a significant impact. Organizational Culture demonstrates a positive link with Job Satisfaction, though lacking a significant impact. However, it positively correlates with Performance and has a significant impact. Interestingly, Job Satisfaction is positively related to performance, yet it does not significantly influence the performance of civil servant teachers in SD Cluster I, Bengkalis District.

Keywords: Motivation, Work Environment, Organizational Culture, Job Satisfaction, Performance

Field: Human Resource, Culture, Management, Education

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INTRODUCTION

Teachers are a very important component of education in determining the success of education in realizing its goals. The teacher is the main actor who is directly related to the teaching and learning process (KBM) activities in the classroom. For this reason, teachers are required to optimize their performance in carrying out their duties. Job satisfaction for teachers as educators is needed to improve their performance (Aadi et al., 2023). Job satisfaction (Irwani et al., 2023; Putra et al., 2023; Suhardjo, Renaldo, Sevendy, Wahid, et al., 2023) is concerned with the match between a person's expectations and the rewards provided. Teacher job satisfaction has an impact on work performance, discipline (Elfitu et al., 2022; Imarni et al., 2022), and quality of work. Teachers who are satisfied with their work will likely have a positive impact on improving the quality of education.

The increase in human (Tanjung et al., 2023) resources, namely teaching staff, can be studied using indicators that significantly influence the increase in human resources, especially at the elementary school level, where they have a very urgent role. The Bengkalis Regency Government has included strategic issues in the Regional Medium Term Development Plan (RPJMD) and made improving human resources a development priority (Nyoto, Effendi, et al., 2023; Nyoto, Renaldo, et al., 2023). The arrangement and distribution of teachers is one of the focuses of educational development in Bengkalis Regency. With the pre-survey data from civil servant teachers at Gugus 1 Elementary School, Bengkalis District, it is possible to see and measure the job satisfaction of Gugus 1 Elementary School Teachers. This pre-survey of 20 people shows that there are still some of the Gugus 1 Teachers in Bengkalis District who were surveyed. 22% agree and 37 disagree with the level of job satisfaction, especially in the third question. Therefore, researchers want to examine the factors that cause satisfaction problems and from the results of the SKP there is a decrease in the data seen from the Bengkalis Regional Military Command, so also with the presence of the teacher. From the above phenomenon, it can be seen that the job satisfaction of elementary school teachers in Bengkalis sub-district is not yet optimal.

Also, the performance of some teachers is still low. If job satisfaction and teacher performance are not improved, it will have a real effect on students mastering learning. Considering the importance of job satisfaction and performance for every teacher, it is necessary to conduct research to investigate what factors can influence both internal (Eddy et al., 2023; Hutabarat, 2024) and external factors for teachers. To find the truth, the researcher intends to conduct research with the title *The Influence of Motivation, Work Environment and Organizational Culture on Job Satisfaction and Performance of Elementary School Civil Servant Teachers in Cluster I, Bengkalis District*.

LITERATURE REVIEW

Motivation

Work motivation (Andrianto et al., 2023; Kersian et al., 2023; Marliza et al., 2022; Sukmawaty et al., 2021) comes from the Latin word "movere" which is the same as "to move" in English which means to push or move. According to G.R. Terry in Hasibuan (2005: 145), "motivation is the desire that exists within an individual that stimulates him to take action". According to Sardiman (2007: 73), stating that motive can be interpreted as the effort that encourages someone to do something. Meanwhile, according to Robbins (2008), motivation is defined as a process that explains the intensity, direction and persistence of an individual to achieve goals.

Work Environment

The environment (Jupriзон et al., 2022; Nyoto, Sudarmo, Sriadminan, et al., 2023; Prasetya et al., 2023) is the area around a person that is manipulated for survival (Ajala, 2012). Work and the workplace (Al-Somaidae et al., 2023; Tjahjana et al., 2023) are inseparable. Management in increasing employee productivity will focus on personal (Adriansyah et al., 2023) motivation and work environment infrastructure (Chandrasekar, 2011). The work environment is the most important factor influencing today's world with different, varied and constantly changing workplaces, employees live in a growing economy and have almost limitless job opportunities (Ajala, 2012).

Organizational Culture

Organizational culture (Junaedi et al., 2023, 2024) is a pattern of organizational beliefs and values that all members believe in and implement in order to do a decent job in knowing, thinking about and feeling problems so that they end up becoming values and rules within the organization that will encourage members to work harder and be full of motivation (Arif et al., 2019). Organizational culture is a system of values, norms and rules outlined by the founder of the organization and 'imposed' to become a habit for all members of the organization, which differentiates our organization from other organizations.

Job satisfaction

Job satisfaction refers to the overall attitude an individual holds toward their job. A person experiencing high job satisfaction tends to exhibit a positive outlook on their work, while someone dissatisfied typically manifests a negative attitude. When discussing employee attitudes, the primary focus is often on job satisfaction, as highlighted by Luthan. Job satisfaction, as emphasized by scholars such as Habibi et al. (2022), Mairia et al. (2021), and Yamanelis et al. (2022), entails employees' sentiments toward their work and their commitment to the organization, as opposed to organizational commitment (Nyoto, Sudarmo, Priyono, et al., 2023; Rafa'i et al., 2023), which centers around attitudes towards the entire organization. Ultimately, job satisfaction stems from employees' perceptions of how well their work aligns with what they deem important.

Performance

Teacher performance, as indicated by Abd et al. (2023), Asl & Osam (2021), and Zulkifli et al. (2023), refers to the capabilities and efforts of educators in executing learning tasks with utmost proficiency. This involves adeptly planning teaching programs, executing learning activities, and evaluating the outcomes of the educational process, as outlined by the Department of National Education (Depdiknas, 2008:21). Nuna Sudjana (2004:19) further underscores that a teacher's performance can be gauged by their competence in fulfilling these responsibilities. The abilities associated with a teacher's role can be categorized into four key areas: planning the teaching and learning process, executing and managing the teaching and learning process, assessing the progress of these processes, and mastering the learning material. Aligning with Nana Sudjana's perspective, the Directorate General of Higher Education's P2TK, as stated by Mulyasa (2008:20), breaks down a teacher's duties into three core activities encompassing teaching skills, namely planning learning, implementing educational learning, and assessing learning processes and outcomes, as emphasized by Suhardjo, Renaldo, Sevendy, Yladbla, et al. (2023).

Based on the several definitions above, conclusions can be drawn about teacher performance. Teacher performance is the result and ability of the teacher to carry out the tasks assigned to him based on his abilities. In this case it can be interpreted as the work results achieved (Alfat, 2024) by the teacher based on his ability to carry out the learning process which includes pedagogical competence and professional competence.

Relationship between variables and formulation of hypothesis

The Influence of Motivation on Job Satisfaction

Job satisfaction holds significant importance for teachers within a school organization, as it plays a crucial role in enhancing their motivation to pursue organizational or school objectives. Various work-related aspects contribute to job satisfaction, including communication and relationships with colleagues, opportunities for promotions, job security, salary, organizational or school management, and supervision. Additionally, intrinsic factors of the job, working conditions, and social aspects of work also influence job satisfaction. On the other hand, factors influencing job satisfaction encompass elements such as salary, job promotions, the nature of the job itself, supervision, relationships with colleagues, job security, working conditions, administrative policies, communication, responsibilities, recognition, work performance, and opportunities for professional development, as outlined by Robbins (2001).

H1: There is a positive influence of work motivation on teacher job satisfaction.

The Influence of the Work Environment on Teacher Performance

The environment can be interpreted as the conditions in a particular company/organization where the employees work. The more comfortable the work environment is, the more motivated and enthusiastic the employees will be to do a job. Employees who have a good spirit will improve their work performance which ultimately has an effect on improving company/organization performance (Untari and Wahyuni, 2014). According to Yudhaningsih (2016), if a company or organization wants to improve employee performance, the first thing that must be considered is the work environment in the company or organization itself. This can be interpreted as saying that the work environment greatly influences an employee's performance.

However, research conducted by Sidanti (2015) gave different results, namely this research stated that the work environment had no effect on performance. Based on the description above, the hypothesis of this research is:

H2: There is a positive influence of the work environment on teacher performance.

The Influence of Organizational Culture on Performance

One of the functions of organizational culture (Nyoto, 2019) is to shape good employee behavior (Setyowati et al., 2023) in achieving organizational goals, so training programs are carried out and then employee performance is measured using clear measuring indicators.

Based on research results (Cahyana, 2019; Karniawan, Wulan and Wahyono, 2019; Irawati, Sudarno, 2019; Prayoga and Yuniati, 2019; Putra et al., 2019) it was found that organizational culture influences teacher performance.

H3: There is a positive influence of organizational culture on teacher performance.

The Influence of Motivation on Teacher Performance

Motivation is a person's urge to do something or take action that leads to a goal. According to the research results of Anggorowati (2012), Manik and Bustomi (2011), Marty and Hudiwinarsih (2012), motivation has a significant positive effect on teacher/employee performance. A person who has good motivation towards his work tends to do his work well and optimally. Motivation is something that underlies a person's behavior at work. For this reason, good motivation will improve employee performance. However, research conducted by Suwati (2013) gave different results, that motivation is not a factor that can influence performance. The research results show that motivation has no effect on performance.

Based on the description above, the hypothesis of this research is:

H4: There is a positive influence of work motivation on teacher performance.

The Influence of the Work Environment on Teacher Job Satisfaction

According to Sedarmayanti (2001:21) the definition of the work environment is the totality of tools and materials encountered, the surrounding environment in which a person works, work methods, and work arrangements both as individuals and as a group. Therefore, work discipline can be influenced by the work environment itself. According to Andriani (2010), the better the work environment which includes the physical

work environment, social environment and psychological environment, the more positive influence it will have on employee work discipline. This is because a conducive work environment will stimulate employees to continually improve their work attitudes. Apart from that, research conducted by Sugiyatni (2016) proves that the work environment has a significant effect on job satisfaction.

Based on the description above, the hypothesis of this research is:

H3: There is a positive influence of the work environment on job satisfaction

The Influence of Organizational Culture on Teacher Job Satisfaction

Organizational culture (Nyoto, 2019) is a system of shared values shared by members that differentiates an organization from other organizations. Understanding this system of shared meaning is a set of key characteristics that organizations value. Based on research conducted (Tetuko, 2012; Irawati, Sudarmo, 2019; Putri et al., 2019) shows that organizational culture influences teacher job satisfaction.

H6: There is a positive influence of organizational culture on teacher job satisfaction

The Effect of Job Satisfaction on Teacher Performance

(Luthans, 2011) states that job satisfaction focuses on employees' attitudes towards their work and organizational commitment focuses on their attitudes towards the organization as a whole. Job satisfaction is the result of employees' perceptions of how well their work can provide something they consider important.

Research results (Tetuko, 2012; Rezsee, Khoshima and Esmail Zare-Bahtash, 2019; Wardani, 2019; Rismi, Mahlia Mais, 2022) show that job satisfaction influences teacher performance. Meanwhile, based on research results (Putra et al., 2019) job satisfaction does not have a significant effect on teacher performance. The results of research (Irawati, Sudarmo, 2019) are also different which show that job satisfaction has a negative influence on teacher performance.

H7: There is a positive influence of job satisfaction on teacher performance

METHODOLOGY

Research Place

This research was carried out at elementary schools that are part of Cluster I, Bengkalis District, which consists of SD 34, SD 36, SD 43, SD 48, SD 49, SD 35 and SD 53 Bengkalis, totaling 119 civil servant teachers when the research was conducted from August 2023 to October 2023.

Sample

The sample for this research was all teachers from SD 34, SD 36, SD 43, SD 48, SD 49, SD 35 and SD 53 Bengkalis which are members of Cluster I of Bengkalis District. This research uses the Census method where the entire population is taken as a sample.

Population

The population in this study is all teachers who are members of Cluster I of Bengkalis District, which is a state school in Bengkalis District, totaling 119 teaching staff. Types of data sources are primary and secondary data. Collecting data by providing or distributing a list of questions/statements to respondents in the hope of providing responses to the list of questions. In the process of carrying out this research, the objects were civil servant teachers at Gugus I Elementary School, Bengkalis District.

Data Types and Sources

As for the types and sources of data used in writing this thesis consist of (Afriani, 2023; Anton et al., 2023):

1. Primary data

This is data in the form of information obtained directly from Teachers at SD Gugus I Bengkalis District in the form of interviews, questionnaires with educators/teachers directly, then the data is processed and presented in the form of information. The data processed concerns writing object data related to teacher performance at SD Gugus I Bengkalis District.

2. Secondary Data

This is data obtained from SD Gugus I Bengkalis District in ready-made form such as the 2019-2022 SKP Results report.

Data Collection Technique

Questionnaire (Questionnaire)

According to Sugiyono (2012), a questionnaire is a collection of data by providing or distributing a list of questions/statements to respondents in the hope of providing responses to the list of questions. The answers and score values that will be made for each item of this research instrument are as follows:

- | | |
|----------------------|---|
| 1. Strongly Agree | 5 |
| 2. Agree | 4 |
| 3. Doubtful | 3 |
| 4. Disagree | 2 |
| 5. Strongly Disagree | 1 |

Data Analysis Technique

Analysis Qualitative

The data analysis technique used in this research is SEM (Structural Equation Modeling) which is operated through Structural equation modeling (SEM) which is a combination of two separate statistical methods, namely factor analysis which was developed in psychology and psychometrics and simultaneous equation modeling) which was developed in econometrics (Ghozali, 2008). In this study the author used confirmatory factor analysis using second level confirmatory factor analysis (The Second Confirmatory). Ghozali, (2008) proposed the modeling and analysis stages of structural equations into 7 (seven) steps, namely: (1) Theoretical model development; (2) Drawing up a path diagram; (3) Converting path diagrams into structural equations; (4) Selecting input matrices for data analysis; (5) Assess model identification; (6) Evaluate model estimates; and (7) Interpretation of the model.

Descriptive Analysis

Descriptive analysis in this research contains a discussion of respondent characteristics which are associated with the respondent's responses. Namely **Analysis of Respondent Characteristics and Analysis of Respondent Responses**

Questionnaire Feasibility Test

Validity Test

Validity Test is a test carried out to measure the accuracy of a research instrument or questionnaire (Nyoto et al., 2024). A questionnaire is said to be valid if the questions or statements from the questionnaire are able to reveal something that the questionnaire will measure. The accuracy of the questionnaire can be measured using the correlation coefficient. A questionnaire is said to be good and valid if the correlation coefficient is significant or $r_{count} > r_{table}$. Where $df = n - 2$ with a 2-sided test (Ghozali 2016).

Reliability Test

Reliability testing is a questionnaire test carried out with the aim of measuring the consistency of respondents' answers. The reliability test was carried out using the Cronbach alpha statistical test. The Cronbach alpha test limit is ≥ 0.70 (Ghozali 2016).

Multicollinearity Test

The multicollinearity test is conducted to examine the regression model and determine if there is a correlation among the independent variables. If a correlation exists between the independent variables, it indicates a multicollinearity issue within the regression model. An ideal regression model should not exhibit correlations among the independent variables. The assessment for multicollinearity in the regression model involves checking for the presence of such correlations.

1. R² value produced by an empirical regression model estimation is very good, but the independent and dependent variables have no influence.
2. If there is a fairly good correlation between independent variables (generally above 0.90), then this is an indication of multicollinearity.

RESULTS AND DISCUSSION

Results

General Description and Research Objects

Profile of SD Cluster 1 Bengkalis District

The Bengkalis Regency Government, in this case the Bengkalis Regency Education Office, through the Elementary School Development Division, which is the field that directly manages and monitors the progress and development of the elementary school level. Bengkalis District Public and Private Elementary Schools which has a total of around 62 schools with details of 56 state schools and 6 private schools and has 7 elementary school clusters which are combined into several adjacent joint schools. One of the elementary school clusters in Bengkalis sub-district is Cluster I, consisting of 7 schools, namely SD 34, SD 36, SD 43, SD 48, SD 49, SD 35 and SD 53 Bengkalis. In detail, it has been recognized through the DAPODIK school system with a total of 119 PNS teachers.

Vision, Mission, Goals and Targets of Bengkalis Education

Vision "The realization of competitive education towards Bengkalis being progressive and prosperous

Mission:

- Increase the quality (Sofyan et al., 2023) of educational access
- Realizing quality and moral education
- Improve the professionalism of education and educational staff
- Realizing governance of educational services

The objectives of preparing the Vision and Mission for Cluster I of Bengkalis District for the 2022 – 2026 period are as follows:

- Implementation of school programs along with the stages in an effort to achieve the school's vision, mission and goals.
- Involving school residents in the preparation and implementation of activity programs, establishing partners with school committees and related institutions/agencies and synergizing with all stakeholders.
- Manage funding sources in accordance with applicable regulations and technical guidelines, and develop budget planning programs that are effective, rational, accountable and transparent.
- As a school regulatory document which is the basis and direction of school policy

Goals

The targets for preparing the Vision and Mission are as follows: implementing the Education Quality Assurance (PMP) program to achieve the National Education Standards (SNP) targets formulated in 8 National Education Standards.

Characteristics of Respondents Based on Education

The characteristics of respondents based on education in this study can be seen in the following table.

Table 1. Characteristics of Educational Respondents

| No | Education | Frequency | Percentage |
|----|-------------------|------------|------------|
| 1 | High School | 5 | 4.8% |
| 2 | Diploma | 17 | 15% |
| 3 | Bachelor Degree | 95 | 85.3% |
| 4 | Postgraduate (S2) | 2 | 0.3% |
| | Total | 119 | 100 |

It can be concluded that the most dominant respondents in this research were Strata I (S1) respondents at the Gugus 1 Elementary School level, Bengkalis District.

Characteristics of Respondents Based on Age

The characteristics of respondents based on age in this study can be seen in the following table.

Table 2. Characteristics of Respondents Age

| No | Age | Frequency | Percentage |
|----|---------------|------------|-------------|
| 1 | <30 Years | 14 | 5 % |
| 2 | 31 – 40 Years | 25 | 16 % |
| 3 | > 40 Years | 80 | 79 % |
| | Total | 119 | 100% |

Characteristics of Respondents Based on Gender

The characteristics of respondents based on gender (Renaldo et al., 2023) in this study can be seen in the following table.

Table 3. Characteristics of Respondents Gender

| No | Gender | Frequency | Percentage |
|----|--------------|------------|-------------|
| 1 | Man | 35 | 28.3% |
| 2 | Woman | 84 | 71.7% |
| | Total | 119 | 100% |

It can be concluded that the most dominant respondents in this research are women who work at the elementary school level in Bengkalis District.

Table 4. Respondent Characteristics Based on Income

| No | Income | Frequency | Percentage |
|----|---------------------|------------|-------------|
| 3 | Under IDR 5.000.000 | 9 | 7 % |
| 4 | Above Rp. 5.000.000 | 110 | 93 % |
| | Total | 119 | 100% |

Table 5. Construct Reliability and Validity

| No | Variabel | Cronbach's Alpha | Composite Reliability | Average Variance Extracted (AVE) |
|----|------------------------|------------------|-----------------------|----------------------------------|
| 1 | Motivation | 0.903 | 0.912 | 0.721 |
| 2 | Work Environment | 0.932 | 0.934 | 0.711 |
| 3 | Organizational Culture | 0.952 | 0.958 | 0.779 |
| 4 | Job Satisfaction | 0.873 | 0.909 | 0.657 |
| 5 | Performance | 0.956 | 0.959 | 0.885 |

Source: Processed Results of Smart PLS Version 3.0, 2023

Multicollinearity Test

As per Ghozali (2012), the multicollinearity test is conducted to examine if a correlation exists between independent variables within a regression model. The assessment for multicollinearity involves examining the Variance Inflation Factor (VIF) value. Tolerance, on the other hand, measures the variability of an independent variable that cannot be explained by other independent variables. A favorable VIF value indicates a healthy level of collinearity. Typically, a commonly used cutoff value is a VIF value less than 10. The research presents the results of the multicollinearity test, and the findings indicate the presence or absence of multicollinearity in the regression model.

Table 6. Multicollinearity Test Result

| No | Variable | Job satisfaction | Performance |
|----|------------------------|------------------|-------------|
| 1 | Organizational Culture | 3,333 | 2,015 |
| 2 | Job Satisfaction | - | 3,187 |
| 3 | Performance | - | - |
| 4 | Work Environment | 2,476 | 2,480 |
| 5 | Motivation | 3,499 | 5,710 |

Source: Processed Results, 2022

Based on the results of the multicollinearity test in the table above, it can be stated that there is no multicollinearity in the variables for all variables, namely Organizational Culture, job satisfaction, Work Environment and Motivation, which have VIF values still below 10.

Coefficient of Determination (R²)

The R² test is used to measure how far the model's ability to explain variations in the dependent variable. In this research, the coefficient of determination uses the adjusted R Square value. The results of the coefficient of determination test in this study are as follows:

Coefficient of Determination

Table 7. Coefficient of Determination Test

| Endogenous Variables | R Square | R Square Adjusted |
|----------------------|----------|-------------------|
| Job satisfaction | 0.686 | 0.678 |
| Performance | 0.564 | 0.549 |

PLS Structure Equation Model (SEM) Analysis

The two structural equations produced in this research can be seen from the Smart PLS output in the following table

Table 8. Data Processing Results with SmartPLS

| Variable | Original Sample | Sample Mean | STDEV | T Statistics | P Values | Conclusion |
|--|-----------------|-------------|-------|--------------|----------|-----------------------------|
| Work Motivation -> Job Satisfaction | 0.616 | 0.581 | 0.176 | 3.506 | 0.000 | Positive and meaningful |
| Work Motivation -> Performance | 0.192 | 0.182 | 0.220 | 0.873 | 0.383 | Positive but not meaningful |
| Work Environment -> Job Satisfaction | 0.033 | 0.016 | 0.079 | 0.423 | 0.673 | Positive but not meaningful |
| Work Environment -> Performance | 0.234 | 0.253 | 0.173 | 1.353 | 0.176 | Positive but not meaningful |
| Organizational Culture -> Job Satisfaction | 0.216 | 0.262 | 0.182 | 1.189 | 0.235 | Positive but not meaningful |
| Organizational Culture -> Performance | 0.355 | 0.335 | 0.136 | 2.607 | 0.009 | Positive and meaningful |
| Job Satisfaction -> Performance | 0.040 | 0.047 | 0.128 | 0.310 | 0.757 | Positive but not meaningful |

Discussion

The Influence of Motivation on Teacher Job Satisfaction

The results of this research show that motivation has a strong impact on teacher job satisfaction and has a strong meaning on the job satisfaction of civil servant teachers at SD Gugus I Bengkalis District. This shows that the greater the driving force of motivation, the greater the contribution to increasing teacher job satisfaction, and conversely the weaker the driving force of motivation, the weaker the impact on the job satisfaction of Elementary School Teachers in Cluster I, Bengkalis District. This is in accordance with the good response of respondents regarding teacher job satisfaction in carrying out activities at their school, in which the teacher stated that he was satisfied with the salary and allowances received now, which can meet the family's living needs. With this good income and income, the Gugus I Elementary School Teacher feels satisfied working in his environment (Anggreani et al., 2023).

These results are in line with research conducted by H. Muhammad Arifi (2015), that motivation has a positive impact on teacher job satisfaction.

The Effect of Motivation on Performance

Based on the results of this research, it was found that teacher motivation has a positive relationship with teacher performance but does not have a big impact. This indicates that no matter how much leverage teachers have in teaching at school, it does not have an impact on improving the performance of Teachers at SD Gugus I, Bengkalis District. The results of this research are in line with research conducted by Indra Arisandi, Nathanael Sitanggang, Zulkifli Masondang (2019), that motivation influences performance.

The Influence of the Work Environment on Job Satisfaction

From the results of research analysis conducted by the author, this means that the teacher's work environment has a positive relationship with job satisfaction, but does not have a significant impact. This indicates that no matter how much encouragement the Teacher Work Environment has, it does not provide leverage for job satisfaction for PNS Teachers at Gugus I Elementary School, Bengkalis District. Meanwhile, from the results of respondents' responses to the Work Environment, everything was rated Good, but for respondents' responses to job satisfaction, there were three statements which stated that it was quite low.

Namely the statement that it is difficult for me to leave this job because I am afraid of not getting the opportunity to work elsewhere, then I am worried about losing the contribution I have made so far at school, and I will be disturbed if I leave my career at this school. So it can be concluded, no matter how big the driving force of the Teacher's Work Environment, it does not have an impact on the Job Satisfaction of Teachers at SD Gugus I, Bengkalis District. The results of this research are in line with Muhammad Badran's research (2022). There are differences in research results. The work environment does not have a significant influence on performance.

The Influence of the Work Environment on Performance

Based on the results of research conducted by the author, it means that the work environment has a positive relationship with teacher performance, but does not have significant results. This indicates that no matter how much leverage the teacher's work environment has, it does not have a significant impact on the performance of teachers at SD Gugus I, Bengkalis District.

The causes of the work environment not having a significant effect on performance, one of which is the age factor. There are 80 civil servant teachers in Cluster 1, Bengkalis District, aged over 40 years, or around 79%. The remaining 21% of teachers are under 40 years of age. This means that the average age over 40 years is very good, this indicates that with many teachers in the good age range, the contribution of the work environment does not have a significant driving force on the performance of teachers over 40 years of age. Because the teacher has been teaching and working at the school for a long time, the work environment is normal and does not have a big impact on the teacher's performance. It can be concluded that the relationship between work environment and performance has a positive value, but does not have a significant impact, that no matter how big the contribution of the work environment, it does not have an impact on the performance of civil servant teachers at SD Gugus I, Bengkalis District. The results of this research are in line with research by Sri Pujiastuti, Murwatingsih, Fahral Rozi (2019), Work Environment Influences Teacher Performance.

The Influence of Organizational Culture on Job Satisfaction

Based on the results of respondents' responses, on average respondents had a good perception of the organizational culture of elementary school teachers in Gugus I Bengkalis District and had a positive relationship with job satisfaction but did not have meaningful results. This indicates that the better the Organizational Culture, it does not have an impact on the Job Satisfaction of Elementary School Teachers in Cluster I, Bengkalis District.

Then, based on the results of this research, it shows that organizational culture on job satisfaction has a positive value, but has no impact. This means that it can be concluded, no matter how big the leverage of Organizational Culture is on Job Satisfaction, it will not have a contribution to the Teachers of Elementary School Cluster I, Bengkalis District. The research results are in line with the results of research conducted by Rizaldi Putra, Nicholas Rinaldo (2022), that Organizational Culture has a significant influence on job satisfaction and research by Muhammad Yusuf (2016), Organizational Culture has a positive influence on Job Satisfaction.

The Influence of Organizational Culture on Performance

Based on the research results, the influence of organizational culture on performance looks strong, this means that the organizational culture of teachers in schools has a significant relationship with teacher performance and has an impact. This indicates that the push of organizational culture for teachers in schools will have an impact on improving the performance of teachers at SD Gugus I, Bengkalis District.

Meanwhile, based on the results of further research, it shows that the driving force of Organizational Culture on Teacher Performance can be seen to be quite good, this means that it can be concluded, the greater the driving force of Organizational Culture will have a stronger impact on the Teacher Performance of Gugus I Elementary School, Bengkalis District, conversely, the smaller the driving force Organizational culture will also have a small impact on the performance of PNS Teachers in Cluster 1, Bengkalis District. This research is in line with the results of research conducted by Suhardjo (2022), Jamaluddin (2019) that there are significant positive results between Organizational Culture and Performance. Then research conducted by Soetopo (2016), Saykir & Pardjono (2015), stated that the influence of organizational culture on performance is not significantly positive.

The Effect of Job Satisfaction on Performance

Based on the results of this research, the influence of Job Satisfaction on Performance is positive, this means that Teacher Job Satisfaction has a positive relationship with Teacher Performance but does not have a significant impact on Teacher Performance. This indicates that no matter how big the leverage of teacher job satisfaction at school is, it does not have any significance on the performance of Teachers at SD Gugus I, Bengkalis District.

The factors that cause no significant impact on job satisfaction on teacher performance are due to two factors. The first is the age characteristic factor. There are 80 of the 119 teachers at Gugus I Elementary School in

Bengkalis District who have an advanced age range, or over 40 years of age. In terms of percentages, around 79% of PNS Teachers in Cluster 1 Bengkalis District are over 40 years old, the remaining 21% of teachers are under 40 years old. This means that most of the Civil Service Teachers in Cluster 1 of Bengkalis District have a relatively good age range, or most of them are already elderly. With advanced age, and careers moving towards retirement, the character of teachers at that age tends to have job satisfaction that remains, is comfortable and has no influence on improving their performance. So, whatever the condition of the teacher's job satisfaction, whether the job satisfaction is good, it still does not have a significant impact on his performance. Second, because of the income factor. The income in question is a combination of salary, TPP and TPG. There are 110 teachers in Bengkalis District 1 Cluster 1 Civil Service Teachers who have incomes above 5 million, if the percentage is 93% of Bengkalis District 1 Cluster 1 Civil Service Teachers with incomes above 5 million. Only 7% of teachers have an income below 5 million.

The author is of the opinion that with a good level of income for the majority of teachers, their job satisfaction conditions are relatively good. This is in accordance with respondents' responses to job satisfaction, which were mostly good. However, it does not have a significant impact on the teacher's performance. One of them is that because of the good income factor, most teachers do not have the driving force of job satisfaction to improve their performance. Because, the teacher's job satisfaction is fulfilled by the good income he earns. This research is in line with the results of research conducted by Frengky Basna (2016), Nurulmat & Lestari (2022), there is a significant positive influence of Job Satisfaction on Performance. Then research conducted by Ekawati, Erawati (2019), showed that there was no significant effect of Job Satisfaction on Performance.

CONCLUSION

Based on the results of the analysis and hypothesis testing that have been carried out, the following conclusions can be drawn in this research:

- Motivation has a positive influence on job satisfaction. This shows that the better the driving force of motivation, the better the job satisfaction, conversely the weaker the driving force of motivation, the lower the job satisfaction of Civil Servant Teachers at SD Gugus 1, Bengkalis District.
- Motivation has a positive relationship with the Teacher Performance Variable but does not have a significant impact on Teacher Performance at SD Gugus 1 Bengkalis District. It can be illustrated that no matter how big the leverage of motivation is, it will not have a significant impact on the performance of Teachers at Elementary School Gugus 1, Bengkalis District.
- Variable has a positive relationship with the job satisfaction variable but does not have a significant impact on the job satisfaction of teachers at SD Gugus 1, Bengkalis District. It can be concluded that no matter how strong the teacher's working environment is, it does not have a significant impact on the satisfaction of civil servants at SD Gugus 1, Bengkalis District.
- Variable has a positive relationship with teacher performance, but does not have a significant impact on teacher performance at SD Gugus 1, Bengkalis District. This can be described as any amount of power
- Leverage the Work Environment, it does not have a significant impact on the Performance of Teachers at Elementary School Cluster 1, Bengkalis District.
- Variable has a positive relationship with job satisfaction but does not have a significant impact on the job satisfaction of elementary school teachers in Gugus 1 Bengkalis District. This means that no matter how big the driving force of Organizational Culture is, it does not have a significant impact on the Job Satisfaction of Teachers at SD Gugus 1 Bengkalis District.
- Variable has a positive relationship with teacher performance and has a significant impact on teacher performance at SD Gugus 1, Bengkalis District. It can be concluded, the greater the driving force of Organizational Culture, the greater the impact on Teacher Performance. And conversely, the smaller the driving force of Organizational Culture, the smaller the impact on the Performance of PNS Teachers in Cluster 1 Bengkalis District.
- The Job Satisfaction variable has a positive relationship with performance but does not have a significant impact on the performance of Gugus 1 Elementary School Teachers, Bengkalis District. This means that no matter how big the driving force of Job Satisfaction is, it does not have a significant impact on the Performance of Teachers at Elementary School Gugus 1, Bengkalis District.

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