

THE INFLUENCE OF MOTIVATION, PRINCIPAL LEADERSHIP AND JOB SATISFACTION ON THE PERFORMANCE OF TEACHING STAFF WITH THE WORK ENVIRONMENT AS AN INTERVENING VARIABLE IN PUBLIC HIGH SCHOOLS IN KARO DISTRICT

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ABSTRACT

The study was conducted with the aim to determine the effect of motivation, principal leadership and job satisfaction on the performance of teaching staff with the work environment as an intervening variable in public high schools in Karo Regency. The study used primary data sourced from research questionnaires. The population in the study was educators in 13 public high schools in Karo Regency totaling 165 people. Then the sample used in the study was 97 respondents with simple random sampling technique. The data analysis method used SPSS (Statistical Product and Service Solution) Version 25. The results showed that motivation has a positive and significant effect on the performance of teaching staff. Principal leadership has a positive and significant effect on the performance of teaching staff. Satisfaction has a positive and significant effect on the performance of teaching staff. Work environment is not an intervening variable between motivation and performance of teaching staff.

Keyword: *Motivation, Principal Leadership, Job Satisfaction, Work Environment and Performance.*

1. INTRODUCTION

Education today is an absolute necessity, education is an effort to expand educational knowledge related to shaping behavior, values and attitudes. Education can also produce enormous efforts in human life, because education will increase the knowledge gained in both formal and informal education, which can help the process of change so that it can achieve the expected quality. Education that is managed in an orderly, organized and efficient manner can produce a nation that can prosper and can educate the nation's life according to the national goals of education (Law No. 14 of 2005).

If education is a very important thing in developing human resources, then educators and education personnel must have a very big responsibility in carrying out their duties. So that the quality standards of education and education personnel need to be improved. As stated in the Law of the Republic of Indonesia Number 14 of 2005 Chapter IV Article 20 (a) concerning Teachers and Lecturers states that the standard of teacher performance in carrying out their professional duties, teachers are obliged to plan learning, carry out a quality learning process and assess and evaluate learning outcomes. Thus, the more qualified teachers are, the more they will contribute to the development of students and their communities. Teachers' professional duties are indicators that will be used to measure teacher performance in carrying out their duties.

The Ministry of Education and Culture of the Republic of Indonesia has sought to equalize teacher competence through the 2015 Teacher Competency Test (UKG), which tests teacher competence in two areas: pedagogical and professional. The national average of the 2015 UKG results for both competency areas was 53.05, which is still below the national minimum competency standard of 55 (Kemendikbud, 2015). Ironically, according to Yunus in Sri Utami (2019) based on data from the Global Education Monitoring (GEM) Report 2016 in the UNESCO Report 2016, Indonesia ranks 10th out of 14 developing countries, while the quality of

Indonesian teachers ranks 14th out of 14 developing countries. This is a concrete reflection of the quality of education and the quantity of teachers in Indonesia.

Teacher performance cannot be separated from several influencing factors, as stated by Gibson (2006) that the factors that affect performance can be classified into three types, namely: First, individual variables which include abilities, skills, mental, physical, family background, social level, experience, demographics (age, origin, gender). Second, organizational variables which include resources, leadership, rewards, job design structure and third psychological variables which include perception, attitude, personality, knowledge and motivation.

Research related to teacher performance and the factors that influence it have also been conducted previously by several researchers such as in his research, Syamsul Bahri (2011) argues that there is a significant influence between teaching ability, work environment, and work motivation on teacher performance. Sri Setiyati (2014) then also conducted research on the influence of principal leadership, work motivation, and school culture on teacher performance which showed that there was a positive and significant influence between principal leadership, work motivation, and school culture on teacher performance where the contribution given was.

Performance cannot be separated from leadership and principal leadership is a way or effort of the principal in influencing, encouraging, guiding, directing and mobilizing teachers, staff, students, parents of students and other related parties, to work / participate in order to achieve predetermined goals, in other words, how the principal makes other people work to achieve school goals. According to Mulyasa (2009), school principals at least have roles and functions as educators, managers, administrators, supervisors, leaders, innovators and motivators. The role or indicator is to improve and enhance the teaching and learning situation. The main priority is to improve and increase the quality of learning by improving the performance of teachers who handle it.

Research on leadership has been conducted by Achmad Sani Supriyanto and Vivin Maharani (2012) in the results of their research showed that transformational leadership variables and organizational commitment have a positive effect on lecturer work performance. Research related to principal leadership on teacher performance has also been conducted by several researchers including Irfan (2016), Yulia Rachmawati (2013) and Sulaeman (2014) with the results of research showing that principal leadership has a significant effect on teacher performance. The research conducted by Happy Fitria, Mukhneri Mukhtar, Makruf Akbar (2017) which shows that there is a positive direct effect of leadership on teacher performance.

Ni Luh Kade Suartini, I Ketut Setia Sapta and I Wayan Sujana (2020) in their research revealed that The Principal's leadership greatly colors working conditions. Policy, social influence with teachers and students as well as their actions in making policies, these conditions also have an impact on the performance of teachers. "The Principal's leadership greatly colors working conditions. Policies, social influence with teachers and students as well as their actions in making policies, these conditions also have an impact on the performance of teachers." Suharsaputra in Ni Luh Kade Suartini, I Ketut Setia Sapta and I Wayan Sujana also revealed that in social life a person's leadership acts as a driving force in the process of cooperation between people in a group or organization, including in the field of education.

In addition to the principal's leadership factor, job satisfaction either directly or indirectly will improve employee performance. Job satisfaction is an evaluation of an employee's constructive or deviant attitude towards his job. Job satisfaction is related to the feeling of pleasure or discomfort of a job that must be done by an employee. The job satisfaction felt by each individual employee is different from one another. This is in accordance with the perception of each individual employee.

Regarding the work environment, an environmental condition is said to be good or appropriate if humans can carry out their activities optimally, healthily, safely, and comfortably. A comfortable work environment will reduce boredom and boredom at work. Comfort in the work environment will have an impact on improving performance. The work environment affects employee performance (Syafrina & Manik, 2018). There are many indicators of the work environment that an organization must know. In the work environment indicators, there are two main points of the scope of the work environment which include the physical work environment is a condition where all physical conditions that exist in the workplace that can affect employee performance both directly and indirectly and the non-physical work environment is a condition related to work relationships within the organization. In terms of the physical work environment, it includes lighting / light, temperature / air temperature, humidity, air circulation, noise, mechanical vibration, unpleasant odors, color, music, decoration and security in the workplace, while the non-physical work environment such as social relationships in the workplace between subordinates and superiors and also relationships among subordinates. This non-physical environment is important if the non-physical environment is not managed properly, it will affect the relationship between employees, the impact can occur hostility to drop each other so that work cannot be done optimally, so performance will be disrupted.

Furthermore, according to Husaini Usman (2006) teacher performance is also influenced by motivation, both motivation from within himself and from outside himself. Motivation can be classified into two aspects,

namely internal motivation and external motivation. Both greatly affect a person's performance. Motivation can be understood as a process that gives spirit, direction and persistence of behavior. Motivated behavior is behavior that is energetic, purposeful, and long-lasting. In a work, motivation can be said to be the overall driving force within the educator that causes learning activities to be effective (Sriastuti, 2006). High work motivation causes a person to be more enthusiastic at work. This will lead to high performance as well. Based on this explanation, it can be seen that carrying out something must have motivation, as well as an educator when carrying out his duties must have high motivation in order to carry out his duties professionally. Research related to work motivation on teacher performance can be seen from several researchers including Pratiwi Indah Sari (2018), Heru Mei Giantoro (2019), and Titin Eka Ardiana (2017) with the results of their research that motivation has a significant positive effect on teacher performance. Kartini, Bedjo Sujanto, Mukhneri Mukhtar (2017) also obtained the same research results which showed that work motivation has a direct positive effect on teacher performance. Then Evie K. Sardjana, Sudarmo, Didik G. Suharto (2018) in their research also stated that motivation variables have a significant effect on employee performance. From the results of the study it can be concluded that the higher the motivation given by the institution to its employees, the higher the performance of its employees.

In contrast to research conducted by Sitti Hartinaha, Putut Suharsob, Rofiqul Umam, Muhamad Syazalid, Bella Dwi Lestari, Roslina Roslinae and Kittisak Jermsittiparsertf (2020) with research results showing that work motivation does not have a significant effect on teacher performance. Dwi Sampurno (2015) also stated in his research that work motivation has no positive and significant effect on teacher performance.

Based on the description above, it can be understood that the performance of a teacher in carrying out his duties can be seen from several factors, especially seen from the principal's leadership factors, work environment and work motivation in carrying out duties and responsibilities as a teacher.

Based on the description described above, the researcher wishes to further examine the performance of teachers in public high schools in Karo district in the hope that it can have a positive impact on improving teacher performance. The importance of research on this performance is as important as the future of the nation that is entrusted to the next generation, namely students. Thus this study is intended to examine performance related to motivation as an independent variable (X1), leadership of public high school principals in Karo Regency as an independent variable (X2), job satisfaction as an independent variable (X3) and work environment as an intervening variable (Z) and its effect on teacher performance as the dependent variable (Y).

The Kabanjahe Branch of the Education Office of the North Sumatra Provincial Education Office is an office that oversees public high schools in Karo Regency and is one of the organizations that carry out activities in the field of education. The Education Office carries out activities that have goals to be achieved, namely improving the quality of performance-oriented education. High job satisfaction will improve the performance of educators. But the problem that often occurs is the emergence of misalignment with teacher expectations, resulting in dissatisfaction which can cause performance to decline. The work environment, such as facilities and infrastructure to support activities, work structure, responsibility, attention and support from superiors, and cooperation between employees, has an influence on employee job satisfaction. Job satisfaction is thought to have an influence on the performance of teaching staff.

Regarding the performance assessment of education personnel in accordance with Permen PANRB Number 08 of 2021, employee performance assessment consists of Employee Performance Targets (SKP) of 60% and Employee Work Behavior (PKP) of 40%. Furthermore, employee performance assessment in 2022 is in accordance with Permen PANRB Number 06 of 2022 Management of Employee Performance of State Civil Apparatus, the measure of success / individual performance indicators and targets for employee work plans including: quality, time and cost. Meanwhile, employee work behavior still follows the SKP pattern in 2021, namely: service orientation; commitment; work initiative; cooperation; and leadership. Furthermore, the final result will be assessed by the direct supervisor according to the employee's proposed target and its achievement where the supervisor's assessment is: Below Expectation, As Expected and Above Expectation.

2. MATERIALS & METHODS: Sobel test (criterion of mediation)

$$S_{ab} = \sqrt{b^2 Sa^2 + a^2 Sb^2 + Sa^2 Sb^2}$$

Description:

- : Standard error X-M
- : Standard error M-Y
- : Regression coefficient M-Y
- : X-M regression coefficient

To test the significance of partial indirect effects, it is calculated using the following formula (Ghozali, 2017):

$$Z = ab/Sab$$

If the z test is greater than 1.96 (standard absolute z value) then there is a mediating effect. The Sobel test requires a large sample size, if the sample is small, this Sobel test becomes less precise.

3. RESULT:

Result of Hypothesis Test of Sub Model I

Table 1.1 Sub Model I t Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	9,225	2,904		3,177	,002
	TOTALX1	-,057	,068	-,058	-,838	,403
	TOTALX2	,084	,016	,418	5,218	,000
	TOTALX3	,350	,065	,408	5,389	,000

In the table, the t statistical test is obtained as follows:

1. The significance value of the Motivation variable =0.403 which is greater than 0.05, so it can be concluded that Ho is accepted which means that motivation does not have a positive and significant effect on the work environment of teaching staff.
2. The significant value of the principal leadership variable in table 4.14 is =0.000 which is smaller than 0.05 so it can be concluded that Ho is rejected which means that the leadership of the school principal has a positive and significant effect on the work environment of educators.
3. The significant value of the job satisfaction variable in table 4.14 is =0.000 which is smaller than 0.05 so that the decision is Ho is rejected, which means that job satisfaction has a positive and significant effect on the work environment of teaching staff.

Thus the path analysis equation can be written as follows:

$$Z = -0,058 X1 + 0,418 X2 + 0,408 X3$$

The analysis equation model means:

1. Motivation variable (X1) = -0.058 motivation variable with a negative sign means that it does not have a unidirectional influence and can be explained by the addition and increase in the value of a unit score of the motivation variable will not change the work environment variable.
2. Principal leadership variable (X2) = 0.418, the leadership variable which is positive means that it has a unidirectional influence and can be explained by the addition and increase in the value of one unit score of the principal leadership variable will change the work environment variable by 0.418 per one unit score.
3. The job satisfaction variable (X3) = 0.408, the job satisfaction variable which is positive means that it has a unidirectional influence and can be explained by the addition and increase in the value of a unit score of the job satisfaction variable will change the work environment variable by 0.408 per one unit score.

Hypothesis Test Results Sub Model II

Table 1.2 Hypothesis Test Results Sub Model II

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,265	5,962		,212	,832
	TOTALX1	,774	,135	,433	5,742	,000
	TOTALX2	,020	,035	,055	,582	,562
	TOTALX3	,352	,140	,224	2,502	,013
	TOTALZ	,123	,157	,067	,781	,436

Source: Primary Data Processed, 2023

In the table, the t statistical test is obtained, as follows:

1. Work environment variable (Z), with a probability level of 0.436. Thus it can be concluded that P = 0.436 >

$\alpha = 0.05$, thus the hypothesis that the work environment variable has a significant effect on performance cannot be accepted.

2. Motivation variable (X1), with a probability level of 0.000 Thus it can be concluded that $P = 0.000 < \alpha = 0.05$, thus the hypothesis stating that the motivation variable has a significant effect on performance can be accepted.
3. Principal leadership variable (X2), with a probability level of 0.562. Thus it can be concluded that $P = 0.562 > \alpha = 0.05$, thus the hypothesis stating that the principal's leadership variable has a significant effect on performance cannot be accepted.
4. Job satisfaction leadership variable (X3), with a probability level of 0.013. Thus it can be concluded that $P = 0.013 < \alpha = 0.05$, thus the hypothesis stating that job satisfaction variables have a significant effect on performance can be accepted.

Thus the path analysis equation can be arranged as follows:

$$Y = 0,433 X1 + 0,055 X2 + 0,224 X3 + 0,067 Z$$

The analysis equation model means:

1. Motivation variable (X1) = 0.433. The motivation variable with a positive sign means that it has a unidirectional influence, which means that each addition or increase in the value of one unit score of the motivation variable will increase the value of the performance variable by 0.433 per one unit score.
2. Principal leadership variable (X2) = 0.055. The principal leadership variable with a positive sign means that it has a unidirectional effect, which means that each addition or increase in the value of one unit score of the principal leadership variable will increase the value of the performance variable by 0.055 per one unit score.
3. Job satisfaction leadership variable (X3) = 0.224. The positive work satisfaction variable means that it has a unidirectional effect, which means that each addition or increase in the value of one unit score of the job satisfaction variable will increase the value of the performance variable by 0.224 per one unit score.
4. Work environment variable (Z) = 0.067. The positive work satisfaction variable means that it has a unidirectional effect, which means that each addition or increase in the value of one unit score of the work environment variable will increase the value of the performance variable by 0.067 per one unit score.

Sobel Test Results

The following are the results of the sobel test with the motivation variable on performance through the work environment.

$$t = \frac{-0,058 \times 0,067}{\sqrt{(0,067^2 \times 0,135^2) + (-0,058^2 \times 0,157^2)}}$$

$$t = \frac{-0,003886}{\sqrt{0,00008181 + 0,000082919}}$$

$$t = \frac{-0,003886}{0,004058}$$

$$t = -0,9576$$

From the results of the sobel test calculation above, the t value is 0.-0.9576 so that the calculated t value is $-0.9576 < t$ table 1.96, it can be concluded that the work environment variable is able to mediate the relationship between the effect of motivation on performance. The following are the results of the sobel test with the principal's leadership variable on performance through the work environment.

$$t = \frac{0,418 \times 0,067}{\sqrt{(0,067^2 \times 0,035^2) + (0,418^2 \times 0,157^2)}}$$

$$t = \frac{0,028006}{\sqrt{0,000005499 + 0,0004306}}$$

$$t = \frac{0,028006}{0,02088}$$

$$t = 1,3412$$

From the results of the calculation of the sobel test above, the t value is 1.341, so that the calculated t value is $1.341 < t$ table 1.96, it can be concluded that the work environment variable is able to mediate the relationship between the principal's leadership influence on performance.

The following are the results of the sobel test with job satisfaction variables on performance through the work

environment.

$$t = \frac{0,408 \times 0,067}{\sqrt{(0,067^2 \times 0,157^2) + (0,408^2 \times 0,157^2)}}$$

$$t = \frac{0,408 \times 0,067}{\sqrt{0,000110649 + 0,0041032}}$$

$$t = \frac{0,027336}{0,06491}$$

$$t = 0,4211$$

From the results of the sobel test calculation above, the t value is 0.4211, so that the calculated t value is $0.4211 < t \text{ table } 1.96$, it can be concluded that the work environment variable is able to mediate the relationship between the effect of job satisfaction on performance.

Discussion of Research Results

The effect of motivation on performance

Motivation variables have a positive and significant effect on the performance of public high school educators in Karo Regency. The motivation variable has a regression coefficient value of 0.433 has a unidirectional effect, which means that each addition or increase in the value of one score of the motivation variable will increase the performance value of public high school teaching staff in Karo Regency by 0.433 per one unit score.

The results of this study support the research of Wulan Dewi Zahra (2019), Astuti (2019) and Rudi Hermansyah (2018) which empirically prove that there is a positive and significant effect of motivation variables on employee performance. These results indicate that work motivation variables can have a significant influence on the performance of a teacher. When a teacher has high motivation, they tend to have a strong intrinsic and extrinsic drive to do their job well.

The effect of principal leadership on performance

The principal leadership variable has a positive and significant effect on the performance of public high school teaching staff in Karo Regency. The principal leadership variable (X2) has a regression coefficient value of 0.055. The positive principal leadership variable means that it has a unidirectional effect, which means that each addition or increase in the value of one unit score of the principal leadership variable will increase the value of the performance variable by 0.055 per one unit score.

Thus the results of this study support the results of research by Santi (2021), Dwi (2019), Angga Arif Prasetya (2017) and Rudi Hermansyah (2018) which empirically prove the positive and significant effect of the Principal Leadership variable on the performance of Educators.

Principal leadership can move educators in public high schools in Karo Regency to work better, this can be seen from the role of principal educator, manager, administrator, supervisor, innovator and motivator with good perceptions by Neteri high school educators in Karo Regency.

The effect of job satisfaction on performance

Job satisfaction variable has a positive and significant effect on the performance of public high school educators in Karo Regency. Job satisfaction variable (X3) has a regression coefficient value of 0.224. The positive work satisfaction variable means that it has a unidirectional effect, which means that each addition or increase in the value of one unit score of the job satisfaction variable will increase the value of the performance variable by 0.224 per one unit score.

Thus the results of this study support the results of research by Angga Arif Prasetya (2017), Rudi Hermansyah (2018), and Astuti (2021) which empirically prove that the Job Satisfaction variable has a positive and significant effect on the performance of State High School Educators in Karo Regency.

Job satisfaction can move public high school educators in Karo Regency to work better, this can be seen in the perceptions of public high school educators in Karo Regency from salary, benefits, principal support, coworkers, comfort at work, responsibility and success at work all of which can improve the performance of educators.

The effect of motivation on the work environment.

Motivation variable has a positive and significant effect on the work environment of public high school educators in Karo Regency. The motivation variable (X1) has a coefficient value of -0.058, the motivation variable which has a negative sign means that it does not have a unidirectional influence and can be explained by the addition and increase in the value of a unit score of the motivation variable will not change the work environment variable.

This means that motivation has no positive and significant effect on the work environment. The results of this study indicate that changes in motivation will not affect the work environment of public high school educators in Karo Regency. The results of this study are different from the results of research by Ummi Kultsum (2017) which empirically prove that the motivation variable has a positive and significant effect on the work environment.

The effect of principal leadership on the work environment.

Principal leadership variables have a positive and significant effect on the work environment of public high school educators in Karo Regency. The principal leadership variable (X2) has a coefficient value of 0.418, the leadership variable which is positive means that it has a unidirectional influence and can be explained by the addition and increase in the value of one unit score of the principal leadership variable will change the work environment variable by 0.418 per one unit score. This means that Principal Leadership has a positive and significant effect on the Work Environment. The results of this study indicate that changes in Principal Leadership will affect the Work Environment of Public High School Educators in Karo Regency.

The effect of job satisfaction on the work environment.

Job Satisfaction variable has a positive and significant effect on the work environment of State High School Educators in Karo Regency. The job satisfaction variable (X3) has a coefficient value of 0.408, the job satisfaction variable which is positive means that it has a unidirectional influence and can be explained by the addition and increase in the value of one unit score of the job satisfaction variable will change the work environment variable by 0.408 per one unit score.

This means that Job Satisfaction has a positive and significant effect on the Work Environment. The results of this study can show that changes in Job Satisfaction will affect the Work Environment of Public High School Educators in Karo Regency. Thus, the results of this study support the research results of Angga Arif Prasetya (2017) which empirically prove that work environment variables have a positive and significant effect on job satisfaction.

The effect of work environment on performance.

The work environment has a positive and significant effect on the performance of State High School Educators in Karo Regency. The work environment variable (Z) has a coefficient value of 0.067. The positive work satisfaction variable means that it has a unidirectional effect, which means that each addition or increase in the value of one unit score of the work environment variable will increase the value of the performance variable by 0.067 per one unit score.

This shows that if the work environment changes, it will affect the performance of State High School Educators in Karo Regency. Thus, the results of this study support the results of research by Rizki Amanda (2015) which empirically prove that work environment variables have a positive and significant effect on job satisfaction.

The effect of motivation on performance through the work environment

Motivation has a positive and significant effect on the performance of educators through the work environment as an intervening variable for public high school educators in Karo Regency. Based on the results of the sobel test calculation, it is known that the t value is -0.9576 so that the calculated t value is $-0.9576 < t$ table 1.96, it can be concluded that the work environment variable is able to mediate the relationship between the effect of motivation on performance. And based on path analysis, it is known that the magnitude of the influence of motivation (X1) on performance (Y) of public high school teaching staff in Karo Regency is 42.9%, which consists of a direct effect of 43.3% and an indirect effect of supervision (X1) on performance (Y) through the work environment (Z) of -0.39%. The results of this calculation show that the direct effect of Supervision (X1) on performance (Y) is greater than the indirect effect. Thus it can be said that motivation can improve performance, in other words, it can be emphasized that the effect of motivation (X1) will be smaller to improve performance (Y) if done through the work environment (Z).

The effect of principal leadership on performance through the work environment

Principal Leadership variable has a positive and significant effect on Educator Performance through Work Environment as an intervening variable. Based on the results of the sobel test calculation, it is known that the t value is 1.341 so that the calculated t value is $1.341 < t$ table 1.96, it can be concluded that the work environment variable is able to mediate the relationship between the effect of principal leadership on performance. And based on path analysis, it is known that the effect of principal leadership (X2) on the performance (Y) of public high school teaching staff in Karo Regency is 8.3% which consists of a direct effect of 5.5% and an indirect effect of principal leadership (X2) on performance (Y) through the work environment (Z) of 2.8%. The results of this calculation indicate that the direct effect of principal leadership (X2) on performance (Y) is greater than the indirect effect.

Thus it can be said that the principal's leadership can improve performance, in other words, it can be emphasized that the effect of principal leadership (X2) will be smaller to improve performance (Y) if done through the work environment (Z).

The effect of job satisfaction on performance through the work environment

The Job Satisfaction variable has a positive and significant effect on Educator Performance through the Work Environment as an intervening variable for Public High School Educators in Karo Regency. Based on the results of the sobel test calculation, it is known that the t value is 0.4211 so that the calculated t value is $0.4211 < t$ table 1.96, it can be concluded that the work environment variable is able to mediate the relationship between the effect of satisfaction on performance. And based on path analysis, it is known that the effect of job satisfaction (X3) on the performance (Y) of public high school teaching staff in Karo Regency is 25.1% which consists of a direct effect of 22.4% and an indirect effect of principal leadership (X1) on performance (Y) through the work environment (Z) of 2.7%. The results of this calculation show that the direct effect of job satisfaction (X3) on performance (Y) is greater than the indirect effect. Thus it can be said that job satisfaction can improve performance, in other words, it can be emphasized that the effect of job satisfaction (X3) will be smaller to improve performance (Y) if done through the work environment (Z).

4. CONCLUSION:

Based on the results of research and discussion that has been done, the following conclusions can be drawn: Motivation has a positive and significant effect on the performance of public high school teaching staff in Karo Regency. Principal leadership has a positive and significant effect on the performance of public high school teaching staff in Karo Regency. Job satisfaction has a positive and significant effect on the performance of public high school teaching staff in Karo Regency. Motivation does not have a positive and significant effect on the work environment of public high school educators in Karo Regency. Principal leadership has a positive and significant effect on the work environment of public high school educators in Karo Regency. Job satisfaction has a positive and significant effect on the work environment of public high school educators in Karo Regency. Work environment has a positive and significant effect on the performance of public high school teaching staff in Karo Regency. Motivation has a positive and significant effect on the performance of teaching staff through the work environment as an intervening variable for public high school teaching staff in Karo Regency. Principal leadership has a positive and significant effect on the performance of teaching staff through the work environment as an intervening variable for public high school teaching staff in Karo Regency. Job satisfaction has a positive and significant effect on the performance of teaching staff through the work environment as an intervening variable for educators of public high schools in Karo Regency..

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