


The Influence of Work Environment and Job Satisfaction on Teacher Performance: The Mediating Role of Work Motivation at Senior High School

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A B S T R A C T

This study aimed to examine the influence of the work environment and job satisfaction on teacher performance, with work motivation as an intervening variable among teachers at SMA Negeri 2 Percut Sei Tuan. The study was motivated by the less-than-optimal work environment in supporting the learning process and teachers' dissatisfaction with salaries and welfare benefits. A quantitative approach with an ex post facto design was employed. The population consisted of all 54 teachers at SMA Negeri 2 Percut Sei Tuan. Using a saturated sampling technique, all population members were selected as research participants. Data were collected through a Likert-scale questionnaire and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 3.29. The results showed that the work environment had no significant direct effect on teacher performance. However, it had a positive and significant effect on work motivation. Job satisfaction positively and significantly affected both teacher performance and work motivation. In addition, work motivation had a positive and significant effect on teacher performance. The mediation analysis revealed that work motivation did not significantly mediate the relationship between the work environment and teacher performance, nor the relationship between job satisfaction and teacher performance. The findings indicate that job satisfaction and work motivation are important factors in improving teacher performance. Although the work environment does not directly affect performance, it contributes to enhancing teachers' motivation. Therefore, schools should prioritize strategies that strengthen job satisfaction and work motivation to improve teacher performance.

Keywords: *Work Environment, Job Satisfaction, Work Motivation, Teacher Performance, PLS-SEM*

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INTRODUCTION

Education is one of the important aspects in the development of quality human resources. Thru education, individuals are expected to develop their potential, enhance their competencies, and adapt to the changing times. The Law of the Republic of Indonesia Number 20 of 2003 explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students can optimally develop their potential (Sari et al., 2025). Therefore, the quality of education becomes the main factor in determining the progress of a nation.

The success of education is greatly influenced by the quality of teachers as educators. Teachers play an important role in the learning process because they are responsible for educating, guiding, training, and evaluating students. The government, thru Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, emphasizes that teachers must possess academic competence, professional competence, as well as good physical and mental conditions to support the achievement of national education goals (Sari et al., 2025). Thus, the performance of teachers becomes one of the main factors in improving the quality of education.

The performance of teachers reflects their ability to carry out teaching tasks, from planning, implementation, to evaluation of learning. Optimal teacher performance will impact

the improvement of learning quality and student learning outcomes (Eny et al., 2024). However, various issues related to teacher performance still pose a challenge in the education sector in Indonesia. Several studies indicate that teachers' performance is not yet fully optimal. Research conducted by (Djafar et al., 2021) shows that there are still teachers with a low performance level of 9%, while the research (Hartanti & Yuniarsih, 2018) finding a decline in teacher performance in recent years. This condition indicates the need for attention to the factors affecting teacher performance.

To strengthen the research phenomenon, the initial observation results regarding the performance of teachers at SMA Negeri 2 Percut Sei Tuan are presented in the following Table 1.

Table 1. Teacher Performance

No	Statement	Ya		Tidak	
		Amount	%	Amount	%
1	I clearly convey the learning objectives and the benefits of the material to the students.	20	100%	0	0
2	I can manage the classroom atmosphere.	17	85%	3	15%
3	I organize the teaching materials in a systematic and logical manner so that they are easy for students to understand.	20	100%	0	0
4	I can formulate learning objectives by considering the characteristics, needs, and individual differences of the learners.	20	100%	0	0

Based on Table 1, several teacher performance indicators are still not optimal. This condition indicates that improving teacher performance remains an important focus in supporting the quality of learning in schools.

According to Gibson, (2024) dan Rizal & Ratnawati, (2015), Performance is influenced by three main factors, namely individual factors, psychological factors, and organizational factors. Psychological factors include motivation and job satisfaction, while organizational factors relate to the work environment. A comfortable and conducive work environment can enhance teachers' enthusiasm and work productivity. Conversely, a less supportive work environment can decrease motivation and work effectiveness.

The work environment is everything that is around the worker and can affect the execution of their tasks (Eti et al., 2022). In the context of education, the work environment includes the physical condition of the school, learning facilities, relationships among staff, and the overall atmosphere in the school environment. Based on the observations at SMA Negeri 2 Percut Sei Tuan, it was found that the learning facilities and infrastructure are not yet fully adequate. The limited number of classrooms causes some learning activities to be conducted in the laboratory, thereby reducing the effectiveness of using the laboratory as a practical space. Moreover, the limited availability of learning media makes it difficult for teachers to optimally implement innovative teaching methods.

The pre-research data related to the working conditions of teachers at SMA Negeri 2 Percut Sei Tuan is presented in the following Table 2.

Table 2. Work Environment

No	Statement	Ya		Tidak	
		Amount	%	Amount	%
1	The school has complete learning facilities and infrastructure.	8	40%	12	60%
2	The relationship between teachers and staff is harmonious, with mutual respect and honor	20	100%	0	0
3	The noise in the work environment makes me uncomfortable while working.	20	100%	0	0
4	In the study room, there is sufficient lighting.	15	75%	5	25%
5	The air circulation in the study room is quite good.	16	80%	4	20%

Based on Table 2, there are still several aspects of the work environment that are not optimal, especially regarding the availability of learning facilities and the condition of the school environment. These conditions have the potential to affect the comfort and effectiveness of teachers in carrying out the learning process.

Pre-research results indicate that only 40% of teachers stated that the school has complete learning facilities and infrastructure, while all respondents stated that noise in the work environment still disrupts teaching comfort. This condition shows that the work environment in schools still requires attention to optimally support the improvement of teacher performance.

Beside the work environment, job satisfaction is also a factor that affects teachers' performance. Job satisfaction is a positive emotional condition that arises from an individual's assessment of their work (Widayati et al., 2020). Teachers who have high job satisfaction tend to be more enthusiastic in carrying out their duties, have loyalty to the school, and are able to provide more effective teaching. Conversely, job dissatisfaction can reduce teachers' motivation and work quality.

Table 3. Job Satisfaction

No	Statement	Ya		Tidak	
		Amount	%	Amount	%
1	I feel that the skills I possess align with the subjects I teach.	20	100%	0	0
2	The principal provides adequate support and guidance to teachers in carrying out their duties.	20	100%	0	0
3	I feel supported by the good cooperation with my colleagues.	17	85%	3	15%
4	The salary I receive is sufficient to meet my living expenses.	8	40%	12	60%

Based on Table 3, teachers show a fairly good level of job satisfaction in terms of work relationships and school support, but there is still dissatisfaction regarding compensation or salary. From the results of the observation at SMA Negeri 2 Percut Sei Tuan, issues related to teacher job satisfaction were found, particularly in the aspects of salary and welfare. Some teachers complained about the delay in the payment of honoraria and allowances, which affected their comfort in working. Preliminary research results also show that only 40% of teachers feel that the salary they receive is sufficient to meet their living needs. This condition has the potential to affect teachers' enthusiasm and motivation in carrying out their teaching duties.

Work motivation is another factor that influences teacher performance. Work motivation is the drive that makes someone enthusiastic about achieving certain goals (Uno, 2016). Teachers with high work motivation tend to be more disciplined, responsible, and strive to improve the quality of learning. Based on the observation results, the teachers at SMA Negeri 2 Percut Sei Tuan show quite good work motivation, such as their willingness to replace other teachers who are unable to attend, punctuality in preparing teaching materials, and discipline in teaching.

Table 4. Work Motivation

No	Statement	Ya		Tidak	
		Amount	%	Amount	%
1	I always assign homework to students as a learning activity at home after finishing teaching.	13	65%	7	35%
2	I am always able to collaborate with other teachers to facilitate classroom learning activities.	15	75%	5	25%
3	I always bring complete teaching equipment when teaching in the classroom.	16	80%	4	20%
4	I always teach in class wearing neat clothes.	20	100%	0	0%
5	I enter and leave the classroom on time while teaching.	12	60%	8	40%

Based on Table 4, most teachers have good work motivation, as shown thru discipline, readiness to teach, and responsibility in carrying out teaching tasks. Previous research shows that work motivation has a positive and significant effect on teacher performance (Ain et al., 2024; Riyadi & Mulyapradana, 2017). In addition, the work environment and job satisfaction are also known to have a relationship with teachers' work motivation. A conducive work environment can enhance comfort and work enthusiasm, while job satisfaction can encourage teachers' intrinsic motivation in carrying out their duties.

Based on the description, this research focuses on the influence of the work environment and job satisfaction on teacher performance, with work motivation as an intervening variable among teachers at SMA Negeri 2 Percut Sei Tuan. This research is important to determine the extent to which the work environment and job satisfaction can enhance teacher motivation and performance, thereby serving as an evaluation tool for the school to improve the quality of education.

METHOD

This research uses a quantitative approach with an ex post facto research type. The quantitative approach is used because the research aims to objectively test the influence between variables thru statistical analysis. The ex post facto research type is chosen because the researcher does not manipulate the variables being studied, but rather observes the relationships between variables based on conditions that have naturally occurred in the field.

The research was conducted at SMA Negeri 2 Percut Sei Tuan. The population in this study consists of all the teachers who teach at that school, totaling 54 people. The sampling technique used is saturated sampling, where the entire population is made the sample for the research. Saturated sampling is used because the population size is relatively small, allowing all members of the population to be respondents to obtain more representative data.

This research consists of three variables, namely work environment as the independent variable (X1), job satisfaction as the independent variable (X2), work motivation as the intervening variable (Z), and teacher performance as the dependent variable (Y). The work environment is measured based on indicators such as the workplace building, work equipment, work facilities, relationships with coworkers, relationships with superiors, and cooperation among employees (Rahmadani & Sampeliling, 2023). Job satisfaction is measured thru job indicators themselves, salary, promotion opportunities, supervision, and relationships with coworkers (Sarjana et al., 2022). Work motivation is measured thru indicators of responsibility, work targets, feedback, enjoyment in work, work achievements, as well as the need for recognition and incentives (Uno, 2016). The performance of teachers is measured thru the aspects of lesson planning, lesson implementation, and lesson assessment based on the Teacher Performance

Assessment guidelines of the Ministry of Education and Culture 2012. Data collection techniques were carried out using a questionnaire with a five-point Likert scale, namely strongly agree, agree, neutral, disagree, and strongly disagree. The research instrument is constructed based on the indicators of each research variable. Before use, the research instrument is first tested for validity and reliability to ensure that it can measure the variables accurately and consistently.

Data analysis in this study uses the Partial Least Square Structural Equation Modeling (PLS-SEM) method with the help of SmartPLS software. The PLS-SEM method was chosen because it can analyze the relationships between latent variables simultaneously and is suitable for use with a relatively small sample size. The analysis was conducted in two stages, namely the outer model test and the inner model test. The outer model testing aims to examine the validity and reliability of constructs thru convergent validity, discriminant validity, composite reliability, and Cronbach's alpha. Meanwhile, the inner model testing is conducted to determine the relationships between variables thru path coefficient values, T-statistic, and P-value.

Hypothesis testing was conducted using the bootstrapping technique on SmartPLS with a significance level of 5% or 0.05. The hypothesis is accepted if the T-statistic value > 1.96 and the P-value < 0.05 . In addition, this study also examines the indirect effect of the work environment and job satisfaction variables on teacher performance thru work motivation as an intervening variable.

FINDINGS AND DISCUSSION

This study aims to analyse the influence of the work environment and job satisfaction on teacher performance with work motivation as an intervening variable among teachers at SMA Negeri 2 Percut Sei Tuan. Data analysis was conducted using the Partial Least Square Structural Equation Modeling (PLS-SEM) method with the assistance of SmartPLS software.

Outer Model Evaluation

The outer model evaluation is conducted to test the validity and reliability of the research instrument. The convergent validity test shows that all variable indicators have outer loading values above 0.70, thus meeting the criteria for convergent validity. Additionally, the Average Variance Extracted (AVE) values for each variable are above 0.50, indicating that the construct can explain the variance of the indicators well

Table 5. Value Average Variance Extracted (AVE)

Variabel	AVE	Information
Work Environment (X1)	0.520	Reliabel
Job Satisfaction (X2)	0.520	Reliabel
Teacher performance (Y)	0.506	Reliabel
Work motivation (Z)	0.565	Reliabel

Based on Table 5, all variables have AVE values above 0.50, thus meeting the criteria for convergent validity and are deemed suitable for use in the research.

Table 6. Value HTMT

	Job satisfaction (X2)	Teacher performance (Y)	Work Environment (X1)	Work motivation (Z)
Job satisfaction(X2)				
Teacher performance(Y)	0.889			
Work environment(X1)	0.646	0.672		
Work motivation(Z)	0.815	0.795	0.612	

Discriminant validity testing (Table 6) shows that each variable has the highest cross-loading value on its respective construct compared to other constructs. This indicates that the research indicators are able to accurately distinguish the measured variables.

Table 7. Value Cross Loading

	Work environment (X1)	Job satisfaction (X2)	Teacher performance (Y)	Work motivation (Z)	Information
LK1	0.636	0.233	0.468	0.383	Valid
LK13	0.741	0.318	0.376	0.361	valid
LK17	0.72	0.478	0.567	0.484	valid
LK2	0.711	0.284	0.389	0.319	valid
LK3	0.752	0.379	0.402	0.465	valid
LK4	0.792	0.503	0.387	0.449	valid
LK5	0.714	0.349	0.401	0.306	valid
LK6	0.691	0.516	0.488	0.446	valid
KK1	0.428	0.767	0.602	0.543	valid
KK11	0.527	0.705	0.557	0.466	valid
KK2	0.292	0.724	0.545	0.404	valid
KK6	0.384	0.702	0.521	0.61	valid

	Work environment (X1)	Job satisfaction (X2)	Teacher performance (Y)	Work motivation (Z)	Information
KK9	0.315	0.704	0.511	0.505	valid
KG10	0.377	0.344	0.619	0.371	valid
KG11	0.566	0.552	0.682	0.556	valid
KG13	0.365	0.455	0.664	0.476	valid
KG14	0.428	0.427	0.669	0.469	valid
KG15	0.522	0.5	0.772	0.594	valid
KG16	0.424	0.607	0.735	0.559	valid
KG17	0.308	0.597	0.782	0.576	valid
KG18	0.293	0.626	0.749	0.61	valid
KG19	0.444	0.679	0.816	0.667	valid
KG2	0.603	0.586	0.722	0.643	valid
KG3	0.458	0.493	0.707	0.486	valid
KG4	0.318	0.466	0.68	0.458	valid
KG5	0.586	0.499	0.611	0.401	valid
KG9	0.396	0.613	0.714	0.61	valid
MK1	0.498	0.478	0.502	0.726	valid
MK10	0.289	0.367	0.371	0.638	valid
MK11	0.343	0.583	0.625	0.831	valid
MK14	0.438	0.502	0.549	0.712	valid
MK15	0.505	0.573	0.636	0.725	valid
MK2	0.568	0.583	0.692	0.899	valid
MK3	0.348	0.422	0.566	0.765	valid
MK5	0.38	0.501	0.48	0.676	valid
MK6	0.398	0.524	0.531	0.721	valid
MK7	0.512	0.752	0.787	0.871	valid
MK8	0.463	0.547	0.563	0.738	valid
MK9	0.293	0.405	0.416	0.675	valid

Based on Table 7, all indicators have the highest cross-loading values on their respective constructs compared to other constructs, thus the discriminant validity of the research model is deemed to be fulfilled.

Table 8. Result of the Score Cronbach's Alpha

	Cronbach's Alpha	Information
Work environment(X1)	0.868	Reliabel
Job satisfaction(X2)	0.769	Reliabel
Teacher performance(Y)	0.924	Reliabel
Work motivation(Z)	0.929	Reliabel

Next, the reliability test (Table 8) shows that all variables have composite reliability and Cronbach's alpha values greater than 0.70. Thus, all research instruments are declared reliable and suitable for use in hypothesis testing.

Table 9. Result of the Score Composite Reliability

Variebl	Composite Reliability	Information
Work environment	0.896	Reliabel
Job satisfaction	0.844	Reliabel
Teacher performance	0.934	Reliabel
Work motivation	0.939	Reliabel

Based on Table 9, all variables have a composite reliability value above 0.70, indicating that the research constructs have good internal consistency.

Inner Model Evaluation

The inner model testing is conducted to determine the strength of the relationships between variables in the research model

Table 10. Result of the Score R-Square

	R Square Adjusted
Teache performance(Y)	0.684
Work motivation(Z)	0.531

Based on Table 10, the R-square value for the work motivation variable indicates that the work environment and job satisfaction can explain the work motivation variable at a moderate level. Meanwhile, the R-square value for the teacher performance variable shows that the work environment, job satisfaction, and work motivation can explain variations in teacher performance quite well.

Table 11. Result of the Score Effect Size

	Work environment (X1)	Job satisfaction (X2)	Teacher performance (Y)	Work motivation (Z)
Work encironment(X1)			0.074	0.108
Job satisfaction(X2)			0.237	0.497
Teacher performance(Y)				
Work motivation(Z)			0.265	

Based on the F-Square results (Table 11), each variable has a different level of influence on the endogenous variable, ranging from small to large influence in the research model. Hypothesis testing is conducted using the bootstrapping technique by examining the T-statistic and P-value for each path of influence.

Table 12. Result Path Coefficient Bootstrapping direct effect

Variabel	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Information rejected
Work Environment(X1) -> Teacher Performance(Y)	0.186	0.19	0.127	1.464	0.072	rejected
Work Environment(X1) -> Work Motivation(Z)	0.263	0.275	0.128	2.053	0.020	accepted
Job satisfaction(X2) -> Teacher Performance(Y)	0.389	0.379	0.141	2.768	0.003	accepted
Job satisfaction(X2) -> Work Motivation(Z)	0.564	0.557	0.093	6.092	0.000	accepted
Work Motivation(Z) -> Teacher Performance(Y)	0.382	0.387	0.215	1.782	0.038	accepted

Based on Table 12, job satisfaction and work motivation significantly affect teacher performance, while the work environment does not have a significant direct impact on teacher performance.

Table 13. Result Path Coefficient Bootstrapping Indirect effect

Variabel	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Information
Work Environment(X1) -> Work Motivation(Z) -> Teacher Performance(Y)	0.107	0.125	0.099	1.08	0.280	rejected
Job satisfaction(X2) -> Work Motivation(Z) -> Teacher Performance(Y)	0.239	0.254	0.125	1.922	0.055	rejected

Based on Table 13, work motivation has not yet been able to mediate the influence of the work environment or job satisfaction on teacher performance because the resulting indirect relationship is not significant.

The Influence of the Work Environment on Teacher Performance

The research results show that the work environment does not have a significant effect on the performance of teachers at SMA Negeri 2 Percut Sei Tuan. This is evidenced by a T-statistic value of 1.464 with a P-value of 0.072, which is greater than the significance level of 0.05. Thus, the first hypothesis is rejected.

These findings indicate that the working environment conditions have not yet been able to directly influence the improvement of teachers' performance. Although the work environment is one of the important organizational factors, teachers continue to strive to perform their professional duties optimally even to the school facilities are not yet fully adequate. Based on the observation results, teachers are still able to prepare learning tools, manage the classroom, and carry out the learning process well despite the limitations in facilities and infrastructure.

This condition may be caused by the high professional responsibility of teachers in carrying out their educational duties. Teachers continue to strive to maintain the quality of learning despite facing limitations in facilities, such as using laboratories as classrooms and the scarcity of available learning media. This shows that a teacher's performance is not only influenced by the work environment but also by internal factors such as commitment, experience, and professional responsibility.

The results of this study are in line with the research Azhar, Suroso, and Flora (Here et al., 2024) which states that the work environment does not significantly affect teacher performance. However, the results of this study differ from the research Hadi (2021) and Sindi and Febria (2023) which found that the work environment has a positive influence on teacher performance. Differences in research results may be caused by school environment conditions, respondent characteristics, and the different organizational cultures in each study.

The Influence of the Work Environment on Work Motivation

The research results show that the work environment has a positive and significant effect on teachers' work motivation, with a T-statistic value of 2.053 and a P-value of 0.020. Thus, the second hypothesis is accepted.

These findings indicate that a good work environment can enhance teachers' work motivation. A comfortable work environment, harmonious working relationships, and support from colleagues and school leaders can create a positive work atmosphere, thereby motivating teachers more in carrying out their duties.

Based on the observation results, the relationship between teachers and staff at the school has developed well. Teachers help each other in the learning process and have quite harmonious communication with the school principal. This condition is one of the factors that

encourages the increase in teachers' work motivation, even tho the learning facilities are not yet fully complete.

According to Herzberg's two-factor theory, the work environment falls under hygiene factors that function to reduce job dissatisfaction. A conducive work environment can create a sense of comfort, making individuals more motivated to work. Teachers who feel comfortable in the school environment tend to have higher work enthusiasm and are more enthusiastic in carrying out their teaching duties.

The results of this study are in line with the research (Sinulingga & K., 2024) and (Laia & Waruwu, 2024) which states that the work environment has a significant impact on work motivation. The better the work environment conditions, the higher the work motivation of teachers in carrying out their professional duties.

The Influence of Job Satisfaction on Teacher Performance

The research results show that job satisfaction has a positive and significant effect on teacher performance with a T-statistic value of 2.768 and a P-value of 0.003. Thus, the third hypothesis is accepted. This finding shows that teachers who are satisfied with their jobs tend to have better performance. Job satisfaction has a positive impact on teachers' work enthusiasm, loyalty, and responsibility in carrying out their teaching duties. Teachers who feel appreciated and receive support from the school will be more focused in carrying out their duties.

Based on the results of the pre-research, most teachers feel that their skills are in line with the subjects they teach and receive support from the principal. These conditions indicate satisfaction with the aspects of work and supervision. However, there are still teachers who feel less satisfied with the aspects of salary and welfare. Although there are some areas of dissatisfaction, in general, teachers continue to show a high level of commitment to their profession. This is evident in their ability to prepare teaching materials, carry out the teaching and learning process, and maintain good relationships with fellow teachers and students. The results of this study support Robbins' theory, which states that individuals with high job satisfaction levels will exhibit a positive attitude toward their work. This research is also in line with the research (Agustina & A., 2024) and Viar and Rahma (2023) who found that job satisfaction has a positive and significant impact on teacher performance.

The Influence of Job Satisfaction on Work Motivation

The research results show that job satisfaction has a positive and significant effect on teachers' work motivation with a T-statistic value of 6.092 and a P-value of 0.000. Thus, the fourth hypothesis is accepted.

The results show that the higher the level of job satisfaction among teachers, the higher their work motivation. Teachers who are satisfied with their work will have greater enthusiasm and motivation in carrying out their teaching duties.

Teacher job satisfaction can arise from various aspects, such as support from the principal, harmonious working relationships, recognition of performance, and opportunities for professional development. When teachers feel that their work provides appropriate benefits and recognition, intrinsic motivation in their work will increase.

The findings of this study support Herzberg's two-factor theory, which states that job satisfaction can enhance individual work motivation. Motivator factors such as recognition, achievement, and responsibility can drive individuals to work more optimally.

The results of this study also show that job satisfaction has a greater influence on work motivation compared to the work environment. This is evident from the higher T-statistic value of job satisfaction compared to the work environment. Therefore, improving job satisfaction becomes an important factor in efforts to enhance teacher motivation.

The Influence of Work Motivation on Teacher Performance

The research results show that work motivation has a positive and significant effect on teacher performance with a T-statistic value of 1.782 and a P-value of 0.038. Thus, the fifth hypothesis is accepted. This finding shows that teachers with high work motivation tend to perform better in carrying out teaching tasks. Work motivation encourages teachers to work more disciplinedly, responsibly, and strive to improve the quality of learning. Based on the observation results, the teachers at SMA Negeri 2 Percut Sei Tuan show quite good work motivation. The teacher is willing to replace absent colleagues, arrive on time, and prepare teaching materials according to school regulations. This attitude demonstrates an internal drive to perform tasks professionally. According to Victor Vroom's expectancy theory, individuals will be motivated if they believe that their efforts can produce good performance and yield the expected results. In the context of this research, teachers with high work motivation tend to strive to improve the quality of learning so that educational goals can be achieved optimally. The results of this study are in line with the research (Ain et al., 2024) and (Putro & Widiatna, 2023) which states that work motivation has a significant impact on teacher performance.

The Influence of the Work Environment on Teacher Performance Thru Work Motivation

The research results show that work motivation is unable to mediate the influence of the work environment on teacher performance. This is evidenced by a T-statistic value of 1.08 and a P-value of 0.280, which is greater than 0.05. The results of the indirect effect test are presented in the following Table 14.

The Influence of Job Satisfaction on Teacher Performance Thru Work Motivation

The research results indicate that work motivation is unable to mediate the influence of job satisfaction on teacher performance, with a T-statistic value of 1.922 and a P-value of 0.055. Although job satisfaction significantly affects work motivation and teacher performance directly, work motivation has not yet been able to serve as a significant mediating variable in that relationship. This indicates that job satisfaction has a more dominant direct influence on teacher performance compared to the indirect influence thru work motivation. This condition shows that teachers who are satisfied with their jobs will directly show an improvement in performance without having to go thru an increase in work motivation first. Job satisfaction, leadership support, and harmonious working relationships can directly impact the quality of teachers' work in delivering lessons.

Overall, the research results indicate that job satisfaction and work motivation are important factors that influence teachers' performance. Meanwhile, the work environment has a greater impact on work motivation than on teachers' performance directly. Therefore, schools need to improve the quality of the work environment, pay attention to the welfare of teachers, and create a supportive work atmosphere so that teachers' motivation and performance can increase optimally.

CONCLUSIONS

Based on the research findings, it can be concluded that the work environment and job satisfaction have different effects on teacher performance, with work motivation examined as an intervening variable. The results showed that the work environment did not have a significant direct effect on teacher performance, indicating that teachers remained committed to fulfilling their professional responsibilities despite limitations in facilities and learning resources. However, the work environment had a positive and significant effect on teachers' work motivation, suggesting that supportive conditions, harmonious relationships, and organizational support increased teachers' enthusiasm for work. Job satisfaction also had a positive and significant influence on both teacher performance and work motivation. Teachers who were satisfied with their jobs demonstrated greater responsibility, commitment, and enthusiasm, leading to improved teaching performance. Furthermore, work motivation significantly enhanced teacher performance by encouraging discipline, responsibility, and

effective task completion. Nevertheless, work motivation did not mediate the effects of the work environment and job satisfaction on teacher performance. Therefore, schools should prioritize teacher well-being, supportive working conditions, and job satisfaction to improve teacher performance and educational quality.

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