The Role Of Job Satisfaction In Mediating The Influence Of Work Motivation On Teacher Performance At SMK Negeri 9 Medan

1st Muhammad Arief Wijaya
Postgraduate Student of Master Management
Universitas Pembangunan Panca Budi
Medan, Indonesia
muhammadarief@gmail.com

2nd Muhammad AlFahmi
Master of Management
Universitas Pembangunan Panca Budi
Medan, Indonesia
muhammadalfahmi@yahoo.co.id

Abstract— **The purpose of this study is to examine the influence of work motivation on teacher performance through job satisfaction at SMK Negeri 9 Medan. Teacher performance is an important factor in improving the quality of education, which is influenced by various aspects, namely work motivation, and job satisfaction levels. This study uses a quantitative approach with a survey method. Data was collected through the distribution of questionnaires to 80 teachers at SMK Negeri 9 Medan and data processing using the Smart PLS application. The results of the study show that work motivation affects teacher performance directly and indirectly through job satisfaction and the role of job satisfaction as a mediating variable is very strong. This research contributes to understanding the importance of work motivation in improving teacher performance through job satisfaction at SMK Negeri 9 Medan. Therefore, it is recommended to the school to continue to improve work motivation, job satisfaction and ultimately have an impact on teacher performance.**

Keywords— *Work_Motivation; Teacher_Performance; Job_Satisfaction;*

I. INTRODUCTION

Teacher performance has a strategic role in the success of education. Teachers are not only responsible for transferring knowledge, but also shaping the character of students. Work motivation factors are often the main driver in improving teacher performance. However, work motivation alone is not enough without being supported by good job satisfaction. Job satisfaction is believed to mediate the influence of work motivation on teacher performance, which ultimately has an impact on the quality of education.

SMK Negeri 9 Medan is one of the educational institutions that has an important role in producing a ready-to-use workforce. However, challenges in improving teacher performance are still often faced, such as low work motivation and job satisfaction levels. Therefore, this study aims to analyze the role of job satisfaction in mediating the influence of work motivation on teacher performance at SMK Negeri 9 Medan.

Problem Formulation

Based on the background, the formulation of the problem in this study is as follows:

1. Does work motivation have a positive and significant effect on teacher performance at SMK Negeri 9 Medan?
2. Does work motivation have a positive and significant effect on job satisfaction at SMK Negeri 9 Medan?
3. Does job satisfaction have a positive and significant effect on teacher performance at SMK Negeri 9 Medan?

Does work motivation have a positive and significant effect on teacher performance through job satisfaction at SMK Negeri 9 Medan?

Research Objectives

Based on the formulation of the problem and background that has been described, the objectives of this research are as follows:

1. To find out and analyze the influence of work motivation on teacher performance at SMK Negeri 9 Medan
2. To find out and analyze the influence of work motivation on job satisfaction at SMK Negeri 9 Medan.
3. To find out and analyze the effect of job satisfaction on teacher performance at SMK Negeri 9 Medan.
4. To find out and analyze the influence of work motivation on teacher performance through job satisfaction at SMK Negeri 9 Medan.

II. LITERATURE REVIEW

1. Work Motivation
   A. Definition Of Work Motivation
   According to Sari and Dwiarti (2018), work motivation is an impulse that comes from within an individual or from the external environment that encourages a person to carry out his work tasks effectively to achieve certain goals. Work motivation is an important factor that affects employee performance, productivity, and job satisfaction.

B. Factors Affecting Work Motivation
1) Individual Needs, Work motivation arises when work can meet the basic needs of the individual, such as physiological needs, a sense of security, appreciation, and self-actualization.
2) Organizational Goals, The extent to which an individual understands and aligns the organization's goals with his or her personal goals.
3) Work Environment, Supportive working conditions, both physically and socially, can increase work motivation.
4) Leadership, A leadership style that supports and motivates employees can boost their morale.

C. Work Motivation Indicators
According to Sari and Dwiarti (2018)

1) The Will to Work Hard, The willingness of the individual to give maximum effort in completing the work.
2) Perseverance in Facing Challenges, An individual's ability to stay motivated despite facing obstacles or difficulties at work.
3) Job Satisfaction Level, Satisfaction with the work done, both in terms of duties, responsibilities, and work environment.
4) Commitment to the Organization, Individual involvement in supporting and achieving organizational goals.
5) Initiative and Creativity, Ability to take proactive steps and generate new ideas in the work.

2. Performance
A. Definition of Performance

According to Mangkunegara (2017), performance is the result of quality and quantity of work achieved by a person in carrying out tasks in accordance with the responsibilities given. Performance is a combination of the abilities, efforts, and opportunities that individuals have to produce outputs that meet the standards set by the organization.
Factors Affecting Performance According to Mangkunegara

1) Ability, Abilities consist of:
   o Intellectual ability: The intelligence and knowledge that a person has to get the job done.
   o Physical ability: Physical conditions that support the performance of tasks.
2) Motivation, Motivation is the drive that makes a person work with passion to achieve a goal. Motivation is influenced by:
   o Individual needs.
   o Incentives provided by the organization.
3) Work Environment
   The work environment, both physical and social, greatly affects individual performance. A comfortable and supportive environment will increase productivity.
4) Stress Management, The ability to manage pressure or workload will affect concentration and effectiveness in carrying out tasks.

B. Performance Indicators
According to Mangkunegara (2017) to measure individual performance, several key indicators are identified
1. Quality of Work, The level of accuracy, precision, and skill demonstrated in completing the task.
2. Working Quantity, The number of jobs that can be completed in a given time.
3. Timeliness, Ability to complete tasks according to a predetermined time.
4. Effectiveness, The ability to maximize the use of available resources to achieve.

C. Efforts to Improve Performance
Mangkunegara suggests several ways to improve individual performance, including:
1. Competency Development, Provide training that suits the needs of the job.
2. Increased Motivation, Providing rewards or incentives to outstanding employees.
3. Improvement of Work Environment Conditions, Creating a comfortable, safe, and supportive work environment.
4. Effective Leadership, Provides clear direction and supports individual development.
5. Workload Management, Adapting tasks to individual capacities to reduce work stress.

3. Job Satisfaction

A. Definition of Job Satisfaction
According to Afandi (2018), job satisfaction is a positive or pleasant emotional state felt by employees when they evaluate their work or work experience. Job satisfaction reflects the extent to which employees' expectations for various aspects of their work are met. If these expectations meet or exceed expectations, then employees are likely to feel satisfied.

B. Factors Affecting Job Satisfaction
According to Afandi (2018)
1) The Work Itself, The extent to which the work provides challenges, variations, and opportunities to use skills and creativity.

2) Compensation and Benefits, Employee perception of fairness in the payment of salaries, benefits, bonuses, and other incentives.

3) Career Development Opportunities, Opportunities for promotion, training, or upskilling that can advance an employee's career path.

4) Interpersonal Relationships, The quality of social relationships in the workplace, including relationships with co-workers, superiors, and subordinates.

5) Working Conditions, Physical aspects of the work environment, such as cleanliness, safety, facilities, and comfort of the workplace.

C. Job Satisfaction Indicators
According to Afandi (2018)
1) Comfort with Work, The level of comfort felt by employees in carrying out their duties and responsibilities.

2) Compatibility of Expectations with Reality, The degree of conformity between the employee's expectations of the job and the real conditions faced.

3) Good Relationship with Coworkers, Harmony of relationships between individuals in the work environment.

4) Recognition and Awards, The extent to which employees feel appreciated for their contributions and achievements.

5) Motivation in Doing Work, The level of enthusiasm and drive to work well and achieve optimal results.
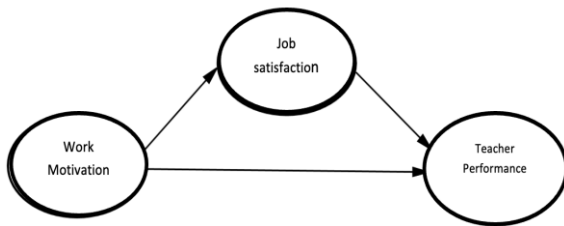
D. Conceptual Framework

Figure 1. Conceptual Framework

E. Hypothesis

Based on the conceptual framework, the hypothesis in this study is as follows:

H1 Work motivation has a positive and significant effect on teacher performance at SMK Negeri 9 Medan.

H2 Work motivation has a positive and significant effect on job satisfaction at SMK Negeri 9 Medan.

H3 Job satisfaction has a positive and significant effect on teacher performance at SMK Negeri 9 Medan.

H4 Work motivation has a positive and significant effect on teacher performance through job satisfaction at SMK Negeri 9 Medan.

III. RESEARCH METHODS

A. Type of Research

The type of research used is a type of quantitative research. According to Kuncoro (2021), quantitative data is data that can be measured and calculated directly, regarding information or explanations in the form of numbers or statistics.

B. Location and Time of Research

The location of this research is at SMK Negeri 9 Medan which is located at Jl. Patriot No. 20A, Lalang, Medan Sunggal District, Medan City, North Sumatra. The research will be conducted from August 2024 to January 2025.

C. Research Population

The research population used was all teachers at SMK Negeri 9 Medan as many as 80 teachers. Population, according to Sugiyono (2020), is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then drawn conclusions.

D. Research Sample

The sample used is all the population in SMK Negeri 9 Medan as many as 80 teachers and the sample technique used is the saturated sample technique. According to Sugiyono

(2020), the sample is part of the number and characteristics owned by the population, so the number of samples taken must be representative of the population in the study.

E. Research Data Sources

The research source used in this study is a primary data source. According to Ahyar et al., (2020) Primary data is data obtained directly from research subjects. Primary data is collected by researchers to answer research questions.

F. Data Collection Techniques

The data collection technique used is with a questionnaire, the questionnaire is distributed to the research respondents. According to Sugiyono (2020), a questionnaire is a data collection technique that is carried out by providing a set of questions related to the object being researched, given one by one to respondents who are directly related to the object being researched.

G. Data Analysis Techniques

According to Ghozali (2014), the Partial Least Square (PLS) method is a variance-based structural equation model (PLS) that uses indicators (manifest variables) to represent measurable variables and latent variables (which cannot be measured immediately). Furthermore, regarding the application of the Structural Equation Model (SEM) along with PLS (Partial Least Square) estimation for data analysis, the researcher uses guidelines regarding the minimum sample size in SEM-PLS, as revealed by Hair et al. (2019). There are two (2) methods available to determine the minimum sample size in SEM-PLS, namely Rule of Thumb and Power Analysis. According to Sugiyono (2020), verifiable analysis is to check whether it is true or not when it is explained to test a way with or without improvements that have been implemented elsewhere by overcoming problems similar to life. Verifiable analysis in this study uses statistical test tools, namely by testing variance-based structural equations or better known as Partial Least Square (PLS).

H. Outer Model Analysis

As stated by Jogiyanto (2025), the correction model is carried out to increase the validity and reliability of the instrument. The validity test is used to determine the level of understanding of each intrusive person. On the other hand, the reliability of the test is used to determine the consistency of the measuring instrument used. Convergent validity and discrimination can be used to assess the validity of an assessment. The validity of convergence can be assessed by looking at the charge factor or its outer charge. Validity is indicated by an indicator if its value is more than 0.5% or 50%. The closer to one (one), the more accurate the indicator is said. One way to evaluate the validity of discrimination is to look at the AVE (Average Variance Extracted) value. If the AVE is greater than 0.5%, then the data is considered valid on a cross-valid basis. The reliability test aims to assess whether the measurement indicators of latent variables are reliable or not. The trick is to evaluate the results of the outer loading of each indicator. A loading value above 0.7 indicates that the construct can explain more than 50% of the variance of the indicator.

I. Structural Model Analysis (Inner Model)

Assessing the predictive power of a structural model begins with determining whether or not the construction is correlated. then proceeded to measure the prediction capacity of the model using three criteria, consisting of path coefficient, effect size (F2), and determination coefficient (R2).

J. Variance Inflation Factor (VIF)

SmartPLS v.3 uses the Variance Inflation Factor (VIF) to evaluate collinearity. Multicollinearity is quite often found in statistics. Multicollinearity is a phenomenon in which two or more independent variables or exogenous constructs are highly correlated, causing poor model prediction capabilities. The VIF value must be less than 5, because if it is more than 5 indicates the presence of colunity between constructs.

K. Coefficient of Determination (R2)

The Coefficient of Determination (R2) is a way to assess how much endogenous construct can be explained by exogenous constructs. The endogenous construct in this study is teacher performance, while the exogenous construct in this study is job training, job motivation and job satisfaction. The value of the determination coefficient (R2) is expected to be between 0 and 1.

L. Path Coefficients atau Koefisien Jalur

Furthermore, path coefficients between constructs are measured to see the significance and strength of the relationship and also to test the hypothesis. The value of path coefficients ranges from -1 and +1, the relationship between the two constructs is getting stronger.

O. Hypothesis Testing

The bootstrapping procedure generates a t-statistical value for each relationship path used to test the hypothesis. The t-value of the statistic will be compared with the t-value of the table. The study used a confidence level of 95% so that the level of precision or limit of inaccuracy (α) = 5% = 0.05.

IV. RESULT AND DISCUSSION

A. Outer Model Analysis

There are three steps in utilizing the information check method with SmartPLS to survey external models, namely Focused Legitimacy, Discrimination Legitimacy, and Composite Dependence.

B. Convergent Validity

The convergent validity of the estimation model with reflective markers is evaluated by looking at the relationship between the object score/part score assessed by PLS Programming. The single reflexive size should be high assuming it relates more than 0.70 to the projected building.
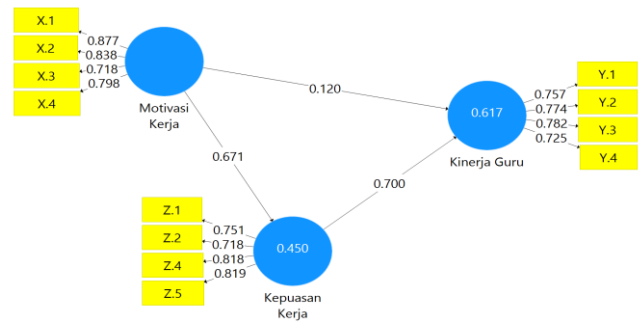

Figure 2. Outer Model

Table 1. Outer Loadings

	Job Satisfaction	Teacher Performance	Work Motivation
X.1			0,877
X.2			0,838
X.3			0,718
X.4			0,798
Y.1		0,757	
Y.2		0,774	
Y.3		0,782	
Y.4		0,725	
Z.1	0,751		
Z.2	0,718		
Z.4	0,818		
Z.5	0,819		

Source: Smart PLS, 2025

The consequences of handling using SmartPLS should be seen in the table above. The external model value or the relationship between the build and the factor meets the combined legitimacy because all the markers have a value greater than 0.70, and that implies this exploration is substantial.

C. Discriminant Validity

The legitimacy of discrimination is carried out to guarantee that each idea of each variable is not the same as a different factor. The model has great discriminatory legitimacy if each stack value of each variable sign has the largest stack value with the other stack values for other idle factors. The side effects of the discriminatory legitimacy test were obtained as follows.

Table 2. Cross Loadings

	Job Satisfaction	Teacher Performance	Work Motivation
X.1	0,579	0,494	0,877
X.2	0,577	0,517	0,838
X.3	0,487	0,510	0,718
X.4	0,525	0,378	0,798
Y.1	0,623	0,757	0,497

Y.2	0,679	**0,774**	0,583
Y.3	0,510	**0,782**	0,301
Y.4	0,523	**0,725**	0,352
Z.1	**0,751**	0,671	0,540
Z.2	**0,718**	0,569	0,436
Z.4	**0,818**	0,623	0,511
Z.5	**0,819**	0,556	0,591

Source: Smart PLS, 2025

As can be seen above, the loading factor has a larger value in each variable, with other loading factors can be explained, the value of the cross loading factor of the work motivation variable is greater than the cross loading value of other variables. The cross loading value of the job satisfaction variable is greater than the cross loading value of other variables, In this case the research is valid in a state of discriminand.

D. Composite reliability

In composite reliability research to see each variable with its reliability value and if the variable value is greater than 0.60 then the study is considered reliable and if it is below 0.60 and 0.7 then it is not reliability there are several blocks to determine whether the research is reliable or not and valid or not including the Coranbach alpha value, composite reliability and AVE value can be seen in the table below.

Table 3. *Construct Reliability and Validity*

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Job Satisfaction	0,781	0,859	0,605
Teacher Performance	0,758	0,845	0,577
Work Motivation	0,823	0,884	0,656

Source: Smart PLS, 2025

In table 3 above, it can be seen that in the Cronbach alpha column, the value of each variable is greater than 0.7, which means that the variable fidelity reliability data is true. The composite reliability column has a value greater than 0.6 so that it can be explained that each variable is considered reliable because the data is greater than 0.6. In the AVE column, each variable gets a value greater than 0.5, which means that the data is valid in AVE. All variables from the cronbach alpha column, composite reliability column , and AVE column have values greater than 0.5 and 0.6 so they are considered reliable and valid.

E. Testing the Structural Model (Inner Model)

Testing the inner model or structural model is carried out to see the relationship between the structure, significance value and R-square of the research model. The structural model is evaluated using R-square for dependent constructs

F. Coefficient of Determination (R2)

In assessing the model with PLS, it starts by looking at the R-square for each dependent latent variable. The table below is the result of Rsquare's estimation using SmartPLS.

Table 4. R Square Results

	R Square	R Square Adjusted
Job Satisfaction	0,450	0,443
Teacher Performance	0,617	0,607

Source: Smart PLS, 2025

In table 4, there is an R square value in both dependent variables for the job satisfaction variable, there is an R square value of 0.450, meaning that the influence of job training and work motivation is 0.450 or 45%, the rest is in other variables outside the model. The R square value of teacher performance is 0.617, meaning that the influence of job training, job motivation and job satisfaction is 0.617 or 61.7%, the rest is in other variables outside the model.

G. Hypothesis Testing

After assessing the inner model, the next thing is to evaluate the relationship between latent constructs as hypothesized in this study. The hypothesis test in this study was carried out by looking at t-statistics and P-values. The hypothesis was declared accepted if the *T-Statistics* value > 1.96 and the P-Values < 0.05. The following are the results of *Path Coefficients* direct influence.

Table 5. *Path Coefficients*

	Original Sample (O)	T Statistics (|O/STDEV|)	P Values	Conclusion
Job Satisfaction -> Teacher Performance	0,700	8,274	0,000	Accepted
Work Motivation -> Job Satisfaction	0,671	9,488	0,000	Accepted
Work Motivation -> Teacher Performance	0,120	1,281	0,201	Rejected

Source: Smart PLS, 2025

In the results in table 5 there is a direct influence value which will be explained as follows:

1. Job satisfaction has a positive and significant effect on teacher performance with a t-statistical value of 8.274 above 1.96 and a significance of 0.000 below 0.05, meaning that job satisfaction has a positive and significant effect on teacher performance because the significance value is below 0.05.

2. Work motivation has a positive and significant effect on job satisfaction with a t-statistical value of 9.488 above 1.96 and a significance of 0.000 below 0.05, meaning that work motivation has a positive and significant effect on

job satisfaction because the significance value is below 0.05.

3. Work motivation has a positive but not significant effect on teacher performance with a t-statistical value of 1.281 below 1.96 and a significance of 0.201 above 0.05, meaning that work motivation has a positive but not significant effect on teacher performance because the significance value is above 0.05.

Table 6. Path Coefficients

	Original Sample (O)	T Statistics (|O/STDEV|)	P Values	Conclusion
Work Motivation -> Job Satisfaction -> Teacher Performance	0,469	6,811	0,000	Accepted

Source: Smart PLS, 2025

In table 6, there is an indirect influence of work motivation on teacher performance through job satisfaction with a t-statistical value of 6.811 and a significance value of 0.000, meaning that job satisfaction plays a role as a mediating variable between work motivation and teacher performance. Here, the role of job satisfaction is very strong because with the existence of job satisfaction between work motivation and teacher performance becomes significant while the direct influence without job satisfaction is not significant.

V. CONCLUSION

1. Work motivation has a positive and significant effect on teacher performance at SMK Negeri 9 Medan.

2. Work motivation has a positive and significant effect on job satisfaction at SMK Negeri 9 Medan.

3. Job satisfaction has a positive and significant effect on teacher performance at SMK Negeri 9 Medan.

4. Work motivation has a positive and significant effect on teacher performance through job satisfaction at SMK Negeri 9 Medan.

VI. SUGGESTION

1. In order for teachers in schools to have high work motivation, schools should give awards to teachers who excel both morally and materially.

2. In order to have job satisfaction in the workplace, teachers should be given promotions so that teachers feel appreciated so that they do not waste their achievements that have been achieved.

3. Teachers' performance based on the quality they have should be further improved by holding frequent discussions to share with what problems they face.

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