

Factors Affecting Teacher Performance At SDN Pondok Pucung 05 Bintaro

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Abstract

In recent years, SDN Pondok Pucung 05 Bintaro has experienced an alarming decline in the number of students. In fact, students who attend SDN are free of charge because the costs are paid by the government. This phenomenon reflects the problems that are happening at SDN Pondok Pucung 05 Bintaro. One of the problems that urgently and urgently needs to be addressed is the teacher's performance. Based on some literature, it is known that to improve organizational performance; a conducive organizational climate is needed—where there is full employee engagement and employee satisfaction. Therefore, the performance of teachers at SDN Pondok Pucung 05 Bintaro is thought to be influenced by several factors, such as organizational climate, job satisfaction, and teacher engagement. The purpose of this study was to determine the effect of organizational climate and job satisfaction on teacher performance mediated by teacher engagement at SDN Pondok Pucung 05 Bintaro, Indonesia. The research model used in this study is a structural model to test the proposed hypothesis using path analysis. There were 30 teachers who participated in this survey using a saturated sample. The data collection instrument used was a questionnaire distributed to 30 teachers at SDN Pondok Pucung 05 Bintaro. This study indicates that teacher performance in SDN Pondok Pucung 05 Bintaro is influenced by many factors, which organizational climate, job satisfaction, and employee engagement are important parts of the factors supporting the teacher's performance. The limitation of this study is that there are many other variables that can affect teacher performance in SDN Pondok Pucung 05 Bintaro but were not examined in this study, such as work motivation, organizational commitment, school facilities, and perceptions of public and private schools. These variables are suggested to be investigated in further research. The originality of this study shows that these results emphasize the importance of creating and managing organizational climate, job satisfaction, and employee engagement to improve teacher performance at SDN Pondok Pucung 05 Bintaro in carrying out their duties and obligations at school.

Keywords: *teacher performance; teacher work engagement; job satisfaction; organizational climate*



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INTRODUCTION

The important role of human resources in the context of organizational management has been widely recognized. The success of the organization in achieving its goals will depend on how much the organization is able to manage its human resources. A skilled, professional workforce, able to work in accordance with the demands of the organization, is a necessity for every organization. This reason also makes all management experts call for the importance of managing human resources effectively and efficiently (Armstrong, 2012; Dessler, 2011). The role of human resources, especially those supported by good performance, is a crucial element in the success of the organization. After all, the efficiency and effectiveness of management in an organization do not only depend on material resources but also on the excellence and competence of its employees. Human resources with capable performance can lead the

organization to success or to organizational failure, where educational institutions are not an exception (Colquitt et al., 2009; Mohsen et al., 2020).

The issue of performance itself, in the context of Industrial and Organizational Psychology, is generally discussed in relation to two important points, which include: First, performance refers to individual work performance in an organization; and Second, performance is related to job appraisal, measurement, and evaluation. Performance as work performance refers to the achievement of work by certain individuals in implementing plans and completing tasks assigned to them (Hasibuan, 2013). The implementation of the plans drawn up for the achievement of organizational goals and or completion of the task, of course, requires human resources who have the ability, competence, and motivation to work. While performance is an assessment and measurement of work, performance is understood as a benchmark in measuring the growth and success of both employees and organizations. In other words, performance is a benchmark for assessing and measuring whether the achievements of employees or the organization are in line with predetermined goals or vice versa (Hasibuan, 2013; Sulastri, 2010).

Performance, from another perspective, can also be seen as a multi-dimensional individual achievement record. Performance, in this case, is considered a condition related to the work results and certain achievements that are expected from employees and how these activities are carried out (Colquitt et al., 2009; Dugguh & Ayaga, 2014). Therefore, in various Management literature, the understanding of performance can be broadly categorized into two groups, which consist of: First, performance refers to the notion of performance as a result of work; and Second, performance refers to its understanding as behavior, in the sense of an action that is carried out and can be observed. This understanding of performance, in turn, presents a discourse about what factors can support and influence performance, what can hinder performance, or how they impact employee performance in the organization and others.

In the context of educational institutions, in particular, the performance of subjects who are directly involved in the sustainability of these learning and educational practices, especially teachers, not only has an impact on the success of educational institutions in producing quality graduates. But also to achieve the overall educational goals that are mandated by the Act and the implementation of the categorical imperatives of the educational institutions themselves (Sallis, 2002). Therefore, educational institutions, especially schools, must be able to fulfill various things needed to help teachers to have good performance. In other words, how educational institutions to respect and enforce their human resources (teachers) will affect the attitudes and behavior of teachers or educators in carrying out their duties and work (Luqman et al., 2020).

Theoretically, the performance includes actions that are relevant to organizational goals. In this case, several important actions that must be taken by the organization in order to improve the performance of its employees are to create a good organizational climate and provide various things that can encourage job satisfaction (Robbins & Coulter, 2012). This condition is confirmed in various previous studies related to the influence of organizational climate and job satisfaction on employee performance in the organization (Luqman et al., 2020; Obeng et al., 2020; Permatasari & Ratnawati, 2021). Organizational climate, as emphasized by Armstrong (2012), are various aspects of the organizational environment that are consciously accepted by all members of the organization. Meanwhile, job satisfaction is a positive feeling of employees toward work resulting from the evaluation of job characteristics (Robbins & Judge, 2016).

The definition of organizational climate and job satisfaction basically shows that organizational climate and job satisfaction include various things perceived by employees about the organization and its work. This is also the reason why organizational climate and job satisfaction have a correlation and or

influence on employee performance. Both can be said to be variables that involve the psychological condition of employees, which in turn is able to provide encouragement to employees to work optimally and produce a good performance.

However, considering that performance is not only the result or output of work but also involves one's internal conditions, the organization is also required to be able to meet various comforts of these internal conditions. The relationship between employees and the organization where they work is not merely a procedural contract that focuses on carrying out tasks and receiving wages. Because if that happens, it will be difficult for employees to give the best of themselves to the organization. This relationship must be strengthened by certain emotional attachments, which make employees feel they are part of the organization and attached to the organization. Therefore, Satata (2021) and Motyka (2018), in a systematic literature review conducted by both related to performance, show that performance must be supported by employee engagement in the organization.

The results of the study conducted by Satata (2021) and Motyka (2018) indicate that organizations need to build employee engagement because engagement is a factor that makes it easier for organizations to achieve their goals. Employee engagement itself refers to a measure of the extent to which employees will be interested in and be a part of the position or role they occupy in the organization (Saks, 2006). Efforts made by an organization to improve the performance of its employees will be easier when employees have an attachment or engagement to the organization concerned. This is also confirmed in several studies which show that the supporting factor for achieving one's performance is employee engagement (Harvard Business Review, 2013; Motyka, 2018; Satata, 2021; Shrestha, 2019).

Actually, especially in educational institutions, such as SDN Pondok Pucung 05 Bintaro, the performance of these teachers is very dependent on the ability of schools to build a good educational climate and meet the needs of teachers who can bring their satisfaction at work. The results of a preliminary study conducted on teachers at SDN Pondok Pucung 05 Bintaro showed that some teachers acknowledged that teacher performance would increase when teachers felt a positive work climate at school and felt satisfaction because their work needs were fulfilled. However, a good school climate and job satisfaction do not necessarily improve teacher performance because teachers also need to have a feeling of being connected to the school, a feeling of belonging to the school and students, as important factors that can bridge various other factors to improve teacher performance. This condition shows that the performance of teachers cannot rely entirely on a decent wage because teaching is a service that requires a certain attachment between the teacher and the school or with the students.

This condition is the reason why employee engagement is seen as more appropriate as a mediator in the relationship between organizational climate and job satisfaction on performance. In other words, the influence of organizational climate and job satisfaction on employee performance is mediated by employee engagement. This is also supported by several previous research results, which found the mediating role of employee engagement in the relationship between various management variables on performance (Kusani et al., 2020; Lin et al., 2019; Saengchai et al., 2019).

This study is basically an attempt to examine how the influence of organizational climate and job satisfaction on performance is mediated by employee engagement. In particular, this study was conducted on 30 teachers in SDN Pondok Pucung 05 Bintaro. Through this study, the authors hope to understand how the influence of organizational climate and job satisfaction on teacher performance with employee engagement as a mediator in the relationship between the various variables.

LITERATURE REVIEW

Performance is basically the output produced by the functions or indicators of a job or a profession within a certain time (Wirawan, 2007). Performance can also be seen as behavior or actions that are in line with organizational goals (Koopmans et al., 2014). From another perspective, performance can also be understood as an effort to do work and the results obtained from work (Wibowo, 2013). In the context of teachers and educational institutions, in particular, performance is understood as the implementation of the teacher's responsibility to achieve educational and learning goals for a certain period in the school environment (Oguntimehin et al., 2018). Teacher performance refers to the IWPQ (Individual Work Performance Questionnaire) formulated by Koopmans et al. (2014), has 3 (three) dimensions, which include: task performance, contextual performance, and counterproductive work behavior (Koopmans et al., 2014).

Employee engagement is a form of employee involvement, satisfaction, and enthusiasm for work, which makes the employee concerned will try to connect himself with the values and goals of the organization. (Robbins & Judge, 2016). A different definition was formulated by Saks (2006), which states that employee engagement is a measure of the extent to which employees will be interested in and become part of the position or role they are in in the organization. The understanding from Saks (2006) also explains that employee engagement is an employee's psychological state, where employees feel an interest in the success of the organization and are motivated to improve their performance beyond the required work standards. Therefore, at the same time, Saks (2006) states that employee engagement is multi-dimensional because it includes the cognitive, emotional, as well as physical aspects, all of which are interrelated and become an important concept in the study of positive psychology or positive organizational behavior. Saks (2006) divides employee engagement into two types; first, as a dimension of engagement, which includes: work engagement, which refers to the extent to which employees are involved and passionate about their work; and second, organizational engagement, which refers to the extent to which employees will be psychologically present as part of the organization they work for.

Organizational climate is a concept that describes the internal atmosphere of the organizational environment that its members encounter during their activities in order to achieve organizational goals (Davis & Newstrom, 2003). This definition contains a broad understanding because it covers various things contained in the internal environment of the organization, ranging from material devices and methods to the organization's human resources. A similar definition was put forward by Wirawan (2007), that organizational climate is the perception of employees or members of the organization about what exists or occurs regularly in the organization's internal environment, which affects attitudes and behavior, and employee performance and determines organizational performance. A simpler understanding is given by Armstrong (2012) that organizational climate is various aspects of the organizational environment that are consciously accepted by all members of the organization. In other words, organizational climate is the perception of employees about the organization they work for. Armstrong (2012) also explains that organizational climate has dimensions that include: organizational design, communication, leadership, cooperation, decision-making, culture, and motivation.

While job satisfaction is a positive emotional state which is the result of evaluating individual work experiences, this job satisfaction arises based on an assessment of the work situation experienced by employees (Jackson & Mathis, 2006). From another perspective, Robbins, and Judge (2013), state that job satisfaction is an employee's positive feeling towards work resulting from an evaluation of the characteristics of the job itself. Job satisfaction, in other words, is a pleasant emotional state resulting from job evaluation or work experience and is the way employees feel about their personal condition or the

work they are doing. Job satisfaction refers to Robbins and Judge (2013) having 5 (five) dimensions, which include: job challenges, rewards, working conditions, co-workers, and job suitability.

There are several previous research results which show that employee performance is influenced by employee engagement (Harvard Business Review, 2013; Motyka, 2018; Satata, 2021; Shrestha, 2019), organizational climate (Delft, 2010; Luqman et al., 2020; Obeng et al., 2020; Permatasari & Ratnawati, 2021), and job satisfaction (Fatihudin & Firmansyah, 2018; Noor et al., 2020; Oliver, 2010; Theresia et al., 2018; Werang & Agung, 2017). The mediating function of employee engagement to the relationship between the influence of organizational climate and job satisfaction on employee performance is also shown in the research conducted by Kusani et al. (2020), Lin et al. (2019), dan Saengchai et al. (2019).

The hypotheses formulated in this study are as follows:

- H1: Organizational climate has a positive and significant effect on teacher engagement at SDN Pondok Pucung 05 Bintaro
- H2: Job satisfaction has a positive and significant effect on teacher engagement at SDN Pondok Pucung 05 Bintaro
- H3: Organizational climate has a positive and significant effect on teacher performance at SDN Pondok Pucung 05 Bintaro
- H4: Job satisfaction has a positive and significant effect on teacher performance at SDN Pondok Pucung 05 Bintaro
- H5: Employee engagement has a positive and significant effect on teacher performance at SDN Pondok Pucung 05 Bintaro
- H6: Organizational climate has a positive and significant effect on teacher performance with employee engagement as a mediator at SDN Pondok Pucung 05 Bintaro
- H7: Job satisfaction has a positive and significant effect on teacher performance with employee engagement as a mediator at SDN Pondok Pucung 05 Bintaro

RESEARCH METHOD

This study uses a quantitative approach with survey methods and data analysis using path analysis methods through the SPSS program. The respondents in this study were 30 teachers or educators at SDN Pondok Pucung 05 Bintaro. Sources of data in research include: Sources of data in the study include: (1) primary data sources that are directly obtained through the scale of Organizational climate, Job satisfaction, Employee engagement, and performance given to 30 teachers at SDN Pondok Pucung 05 Bintaro, and (2) secondary data obtained from various literature needed in this research.

FINDINGS AND DISCUSSION

In this case, the statistical test includes the classical assumption test and the hypothesis test using the path analysis method. Here are the steps and the results of the tests carried out:

1. Classical Assumption Test

A classical assumption test is a form of testing related to several assumptions or requirements that must be met in the regression model. The assumptions or requirements include the following tests:

a. Normality test

The results of the normality test using the One-Sample Kolmogorov-Smirnov method can be seen in Table 1.

Table 1. Normality Test Results (One-Sample Kolmogorov-Smirnov Test)

		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	6.44547906
Most Extreme Differences	Absolute	.085
	Positive	.073
	Negative	-.185
Test Statistic		.085
Asymp. Sig. (2-tailed)		.200^{c,d}

Note: a. Test distribution is Normal.
 b. Calculated from data.
 c. Lilliefors Significance Correction.
 d. This is a lower bound of the true significance.

Based on the SPSS output table for the normality test, it can be seen that the significance value of Asymp. Sig. (2-tailed) is 0.200 (>0.05). In accordance with the basis for decision-making in the Kolmogorov-Smirnov normality test, it can be concluded that the data used in this study are normally distributed. In other words, the normality requirements in the regression model can be met.

b. Linearity Test

The results of the linearity test for each independent variable are as follows:

Table 2. Linearity Test of Employee Engagement to Performance

			Sum of Squares	df	Mean Square	F	Sig.
Performance * Employee Engagement	Between Groups	(Combined)	2751.467	13	211.651	4.123	.004
		Linearity	1768.321	1	1768.321	34.448	.000
		Deviation from Linearity	983.145	12	81.929	1.596	.189
Within Groups			821.333	16	51.333		
Total			3572.800	29			

Based on the test results in Table 2, Table 3, and Table 4, it can be seen that the deviation value of the linearity of Sig. for the employee engagement variable is 0.189 (> 0.05), the organizational climate variable is 0.124 (> 0.05), and job satisfaction is 0.159 (> 0.05). It can be concluded that there is a significant linear relationship between the variables of employee engagement, organizational climate, and job satisfaction on performance.

Table 3. Linearity Test of Organizational Climate to Performance

		Sum of Squares	df	Mean Square	F	Sig.
Performance * Organizational Climate	Between Groups (Combined)	2746.050	14	196.146	3.559	.010
	Linearity	1407.849	1	1407.849	25.543	.000
	Deviation from Linearity	1338.201	13	102.939	1.868	.124
	Within Groups	826.750	15	55.117		
Total		3572.800	29			

This linearity can also be seen from the comparison between the Fcount value and Ftable, where the Fcount value of the employee engagement variable is 1.596 (<2.35), the Fcount value of the organizational climate is 1.868 (<2.48), and the Fcount value of job satisfaction is 1.813 (<2.72). The Fcount value of each variable which is smaller than the Ftable value, indicates that employee engagement, organizational climate, and job satisfaction have a significant linear relationship with performance.

Table 4. Linearity Test of Job Satisfaction to Performance

		Sum of Squares	df	Mean Square	F	Sig.
Performance * Job Satisfaction	Between Groups (Combined)	2955.133	18	164.174	2.924	.037
	Linearity	1224.838	1	1224.838	21.813	.001
	Deviation from Linearity	1730.295	17	101.782	1.813	.159
	Within Groups	617.667	11	56.152		
Total		3572.800	29			

c. Multicollinearity Test

The results of the multicollinearity test for each independent variable can be seen in Table 5.

Table 5. Multicollinearity Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	-	12.000		-3.717	.001		
	44.610						
Employee Engagement	.766	.339	.343	2.258	.033	.562	1.778
Organizational Climate	.736	.264	.373	2.786	.010	.725	1.380
Job Satisfaction	.397	.165	.320	2.406	.024	.731	1.368

a. Dependent Variable: Performance

Based on the output Coefficients in Table 5, it can be seen that the tolerance value for the employee engagement variable is 0.562, organizational climate is 0.725, and job satisfaction is 0.731. The tolerance value of each of these variables is greater than 0.10 (> 0.10), which means that there are no symptoms of multicollinearity in the regression model. The same condition can also be seen from the VIF value of each variable, where the VIF value for employee engagement is 1.778,

organizational climate is 1.380, and job satisfaction is 1.368. The VIF value of each of these variables is less than 10.00 (< 10.00) as the required cut-off value of VIF. This shows that there is no multicollinearity symptom in the regression model used.

d. Heteroscedasticity Test

The results of the heteroscedasticity test can be seen in the following SPSS output Table 6.

Table 6. Heteroscedasticity Test Results

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	11.963	6.554		1.825	.079
Employee Engagement	.162	.185	.214	.876	.389
Organizational Climate	-.058	.144	-.087	-.405	.689
Job Satisfaction	-.171	.090	-.406	1.893	.069

a. Dependent Variable: Abs_RES

Based on the output Coefficients in Table 6, it can be seen that the significance value (Sig.) for the employee engagement variable is 0.389, organizational climate is 0.689, and job satisfaction is 0.069. The significance value of each variable that is greater than 0.05 (> 0.05) indicates that there is no symptom of heteroscedasticity in the regression model used.

2. Hypothesis Test

The research model built in this study can be seen in the following Figure 1.

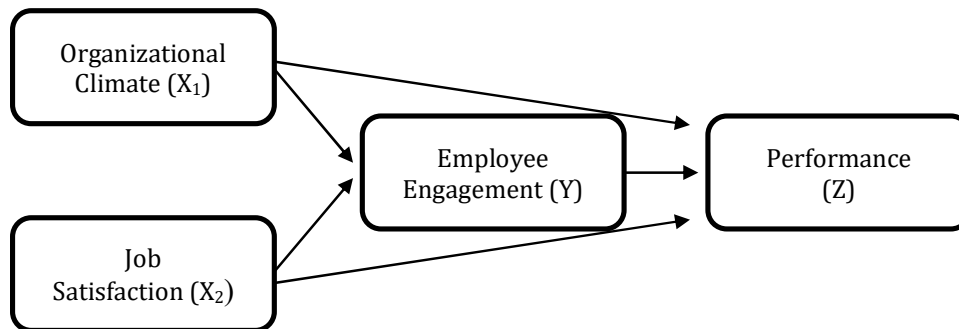


Figure 1. Research Path Analysis Model

The results of the previous classical assumption test show that the above model has met the requirements of a good regression. To test the various hypotheses built in this study, the researcher then performed two regression steps based on the path analysis model, which included: *First*, a regression test to determine the effect of organizational climate (X_1) and job satisfaction (X_2) on

employee engagement (Y) (Coefficient Path I); and *Second*, a regression test to determine the effect of organizational climate (X₁), job satisfaction (X₂), and employee engagement (Y) on performance (Z) (Coefficient Path II).

Based on the results of the regression testing of the two coefficients path described above, it will be possible to know the validity of the hypothesis built in this study. Here are the results of the tests that have been carried out:

a. Regression Model 1

The results of regression test 1 for the effect of organizational climate (X₁) and job satisfaction (X₂) on employee engagement (Y) (Coefficient Path I) are as follows:

Table 7. Path Coefficient I

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.662 ^a	.438	.396	3.860		
a. Predictors: (Constant), Job Satisfaction, Organizational Climate						
ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	313.179	2	156.589	10.510	.000 ^b
	Residual	402.288	27	14.900		
	Total	715.467	29			
a. Dependent Variable: Employee Engagement						
b. Predictors: (Constant), Job Satisfaction, Organizational Climate						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.066	6.793		.304	.763
	Organizational Climate	.375	.131	.425	2.862	.008
	Job Satisfaction	.231	.082	.417	2.805	.009
a. Dependent Variable: Employee Engagement						

Based on the output Table 7 of the regression test, it can be seen that the significance values of the two independent variables, organizational climate (X₁) and job satisfaction (X₂), are 0.008 and 0.009, respectively. The significance value (Sig.) of these two variables is less than 0.05. These results indicate that in the path coefficient I, organizational climate (X₁) and job satisfaction (X₂) have a positive and significant effect on employee engagement (Y). The value of R Square, as contained in the Summary Model, is 0.438. Thus, the contribution of the influence of organizational climate (X₁) and job satisfaction (X₂) on employee engagement (Y) is 43.8 percent. At the same time, the remaining 56.2 percent is the contribution of other variables that are not examined. The value of *e1* for the coefficient of the path I can be calculated by the formula $e1 = \sqrt{1-0.438} = 0.7496$. Thus, the path diagram of the structural model I is obtained in Figure 2.

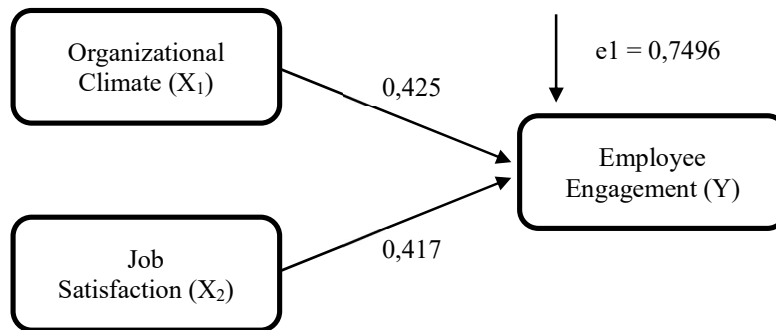


Figure. 2. Path Diagram Structure I

b. Regression Model 2

The results of regression test 2 for the influence of organizational climate (X_1), job satisfaction (X_2), and employee engagement (Y) on performance (Z) (Coefficient Path II) are as follows:

Table 8. Path Coefficient II

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.814 ^a	.663	.624	6.807

a. Predictors: (Constant), Job Satisfaction, Organizational Climate

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2368.018	3	789.339	17.034	.000 ^b
	Residual	1204.782	26	46.338		
	Total	3572.800	29			

a. Dependent Variable: Performance

b. Predictors: (Constant), Employee Engagement, Job Satisfaction, Organizational Climate

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-44.610	12.000		-3.717	.001
	Organizational Climate	.736	.264	.373	2.786	.010
	Job Satisfaction	.397	.165	.320	2.406	.024
	Employee Engagement	.766	.339	.343	2.258	.033

a. Dependent Variable: Performance

Based on the output Table 8 of the regression test, it can be seen that the significance values of the three variables, organizational climate (X_1), job satisfaction (X_2), and employee engagement (Y), are 0.010, 0.024, and 0.033, respectively. The significance value (Sig.) of these three variables is smaller than 0.05. These results indicate that in path coefficient II, organizational climate (X_1), job satisfaction (X_2), and employee engagement (Y) have a positive and significant effect on performance (Z). The value of R Square, as contained in the Summary Model, is 0.663. Thus, the

contribution of the influence of organizational climate (X_1), job satisfaction (X_2), and employee engagement (Y) on performance (Z) is 66.3 percent. At the same time, the remaining 33.7 percent is the contribution of other variables that are not examined. The value of e_2 for the coefficient of path II can be calculated by the formula $e_2 = \sqrt{(1-0.663)} = 0.5805$. Thus, the path diagram of the structure model II is obtained in Figure 3.

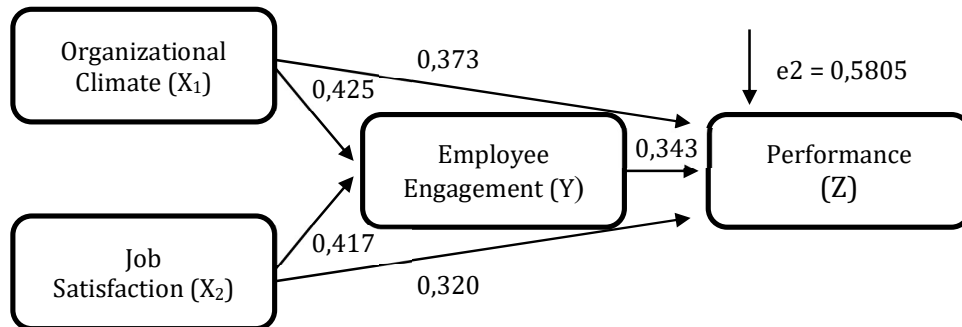


Figure 3. Path Diagram Structure II

Referring to the results of the regression test, both in the path structure model I or path structure II, the following provisions can be generated:

- Based on the path analysis of structure I, it can be seen that the significance value (Sig.) for the influence of organizational climate (X_1) on employee engagement (Y) is 0.008 (<0.05). The results of this regression test can be interpreted that there is a direct positive and significant influence of organizational climate on employee engagement. Thus, H1: *Organizational climate has a positive and significant effect on teacher engagement at SDN Pondok Pucung 05 Bintaro*, is proven and accepted.
- Based on the path analysis of structure I, it can be seen that the significance value (Sig.) for the influence of job satisfaction (X_2) on employee engagement (Y) is 0.009 (<0.05). The results of this regression test can be interpreted that there is a direct positive and significant influence of job satisfaction on employee engagement. Thus, H2: *Job satisfaction has a positive and significant effect on teacher engagement at SDN Pondok Pucung 05 Bintaro*, is proven and acceptable.
- Based on the path analysis of structure II, it can be seen that the significance value (Sig.) for the influence of organizational climate (X_1) on performance (Z) is 0.010 (<0.05). The results of this regression test can be interpreted that there is a direct positive and significant influence of organizational climate on performance. Thus, H3: *Organizational Climate has a positive and significant effect on teacher performance at SDN Pondok Pucung 05 Bintaro*, is proven and accepted.
- Based on the path analysis of structure II, it can be seen that the significance value (Sig.) for the influence of job satisfaction (X_2) on performance (Z) is 0.024 (<0.05). The results of this regression test can be interpreted that there is a direct positive and significant influence of job satisfaction on performance. Thus, H4: *Job satisfaction has a positive and significant effect on teacher performance at SDN Pondok Pucung 05 Bintaro*, is proven and accepted.

- e. Based on the path analysis of structure II, it can be seen that the significance value (Sig.) for the influence of employee engagement (Y) on performance (Z) is 0.033 (<0.05). The results of this regression test can be interpreted that there is a direct positive and significant influence of employee engagement on performance. Thus, H5: *Employee engagement has a positive and significant effect on teacher performance at SDN Pondok Pucung 05 Bintaro*, is proven and accepted.
- f. Based on the analysis of path structure II, it is known that the direct effect given by organizational climate (X₁) on performance (Z) is 0.373. The indirect effect of organizational climate (X₁) on performance (Z) is the result of multiplying the beta value of organizational climate (X₁) on employee engagement (Y) with the beta value of employee engagement (Y) on performance (Z): 0.425 x 0.343 = 0.145. The total effect of organizational climate (X₁) on performance (Z) is the result of the sum of the direct and indirect effects: 0.373 + 0.145 = 0.518. To find out whether employee engagement (Y) has a mediating role in the relationship between organizational climate (X₁) and performance (Z), the Sobel test was conducted. The mediation test with the Sobel test resulted in the following z (mediation) values (1) – (4):

$$z = \frac{ab}{\sqrt{(b^2SE_a^2) + (a^2SE_b^2)}} \dots\dots\dots(1)$$

$$z = \frac{0.375 \times 0.766}{\sqrt{(0.766^2 \times 0.131^2) + (0.375^2 \times 0.339^2)}} \dots\dots\dots(2)$$

$$z = \frac{0.2872}{0.1271} \dots\dots\dots(3)$$

$$z = 2.259 \dots\dots\dots(4)$$

The results of the Sobel test above show a z-value (mediation) of 2.259 (>1.96) with a significance level of 5%. The results of this calculation indicate that employee engagement (Y) is able to mediate the relationship between the influence of organizational climate (X₁) on performance (Z). Thus, H6: *Organizational climate has a positive and significant effect on teacher performance with employee engagement as a mediator at SDN Pondok Pucung 05 Bintaro*, is proven and accepted.

- g. Based on the analysis of path structure II, it is known that the direct effect given by job satisfaction (X₂) on performance (Z) is 0.320. At the same time, the indirect effect of job satisfaction (X₂) on performance (Z) is the result of multiplying the beta value of job satisfaction (X₂) on employee engagement (Y) with the beta value of employee engagement (Y) on performance (Z): 0.417 x 0.343 = 0.143. The total effect of job satisfaction (X₂) on performance (Z) is the result of the sum of the direct and indirect effects: 0.320 + 0.143 = 0.463. To find out whether employee engagement (Y) has a mediating role in the relationship between job satisfaction (X₂) and performance (Z), the Sobel test was conducted. The mediation test with the Sobel test resulted in the following z (mediation) values (5) – (8):

$$z = \frac{ab}{\sqrt{(b^2SE_a^2) + (a^2SE_b^2)}} \dots\dots\dots(5)$$

$$z = \frac{0.231 \times 0.766}{\sqrt{(0.766^2 \times 0.082^2) + (0.231^2 \times 0.339^2)}} \dots\dots\dots(6)$$

$$z = \frac{0.1769}{0.0782} \dots\dots\dots(7)$$

$$z = 2.262 \dots\dots\dots(8)$$

The results of the Sobel test above show a z-value (mediation) of 2.262 (>1.96) with a significance level of 5%. The results of this calculation indicate that employee engagement (Y) is able to mediate the relationship between the influence of job satisfaction (X2) on performance (Z). Thus, H7: Job satisfaction has a positive and significant effect on teacher performance with employee engagement as a mediator at SDN Pondok Pucung 05 Bintaro, is proven and accepted.

The results of the regression test and path analysis showed that organizational climate and satisfaction not only had a direct and significant effect on performance but also got a strengthening the simultaneous relationship of their influence on performance with the employee engagement variable as a mediator. These results can be interpreted that the management or administrators of SDN Pondok Pucung 05 Bintaro will be able to improve their teachers' performance by building an organizational climate that can support teachers in carrying out their duties and obligations at school, meet the needs and prerequisites for teachers job satisfaction in schools, and foster emotional relationships or a good relationship with the teachers so that they are able to have a strong engagement to the school.

This study indicates that teacher performance is influenced by many factors, which organizational climate, job satisfaction, and employee engagement are important parts of the factors supporting the teacher's performance. These results also validate some previous research which shows that organizational climate, job satisfaction, or employee engagement have an effect on performance (Delft, 2010; Dugguh & Ayaga, 2014; Harvard Business Review, 2013; Kusani et al., 2020; Lin et al., 2019; Loan, 2020; Luqman et al., 2020; Motyka, 2018; Noor et al., 2020; Obeng et al., 2020; Permatasari & Ratnawati, 2021; Saengchai et al., 2019; Satata, 2021; Shrestha, 2019; Werang & Agung, 2017).

However, the results of the study showed that there was a significant influence of other factors or variables on performance that were not included in this study, such as work motivation, organizational commitment, school facilities, and perceptions of public and private schools, became certain limitations that required further studies. These variables are suggested to be investigated in further research. The limited sample, 30 teachers who teach at SDN Pondok Pucung 05 Bintaro, is also another note that must be considered because this also has an impact on the reliability of the

study conducted. However, in the context of SDN Pondok Pucung 02 Bintaro, these results emphasize the importance of creating and managing an organizational climate, job satisfaction, and employee engagement to improve teacher performance in carrying out their duties and obligations at school.

CONCLUSION

The results of this study indicate that performance is a variable that is influenced by many factors, either directly or indirectly. Employee engagement also has a good mediating role in the relationship between the influence of organizational climate and job satisfaction on teacher performance, especially at SDN Pondok Pucung 05 Bintaro.

LIMITATIONS & FURTHER RESEARCH

The limitation of this study is that there are many other variables that can affect teacher performance in SDN Pondok Pucung 05 Bintaro but were not examined in this study, such as work motivation, organizational commitment, school facilities, and perceptions of public and private schools. These variables are suggested to be investigated in further research.

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