

THE EFFECT OF ORGANIZATIONAL RULES, WORK ENVIRONMENT WITH WORK SATISFACTION AS A VARIABLE INTERVENING TO THE PERFORMANCE OF HIGH SCHOOL TEACHERS IN BATAM

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ABSTRACT--The purpose of this study is to analyze the relationship of organizational role, and work environment to teacher performance with job satisfaction as mediation variabel in high school Batam City in Indonesia Kepulauan Riau Province. The design used is hypothesis testing using Structural Equation Modeling (SEM) because the variables used in this study use mediating variables. The population and respondents in this study was teacher senior high school (SMA) in Batam city. The results testing of the study show that the organizational roles has no significant effect on teacher performance with P Value = 0.582 and work environment also has no significant affect to teacher performance with P Value = 0,836 directly between organization roles and work environment has no significant effect on teacher performance. Organization roles and work environment has significant effect on work satisfaction with P Value < 0, 05. The results also show that work satisfaction mediates the organizational roles of teacher performance and work satisfaction is mediation between work environments on teacher performance. Based on the two tests above between the mediation test and the direct test, it can be concluded that the rules of the organization do not have a significant impact on the performance of teachers for that the schools, management and education offices focus on teacher job satisfaction itself to improve teacher performance, and so do the the work environment is not a variable that directly has a significant impact on teacher performance but the work environment has a direct effect on job satisfaction, in other words job satisfaction is also proven to contribute to improving and providing a significant effect as a mediator on the performance of high school teachers in Batam. Future research model can explain the role of organizational commitment in organizational structure, organizational strategy and management changes to school performance and increase the teacher performance in senior high school (SMA) in Batam.

Keywords--Organizational Role, Work Environment, Job Satisfaction, Teacher , Performance and Senior High School (SMA)

I. INTRODUCTION

Schools are one of the shapers of the nation's character and are expected to fight and bring the country to compete in the international world. Along with the swift global challenges, the challenges of the education world

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are getting bigger, this has encouraged all academicians, students, teachers and government to improve and encourage teachers and students to perform well. Indonesia's education world has several obstacles related to the quality of education including the limited access to education in all regions of Indonesia, the number of teachers in each school that has not been evenly distributed, and the quality of teachers is judged to be lacking based on established qualifications. The causes of the low quality of education in Indonesia include problems with the effectiveness, efficiency and standardization of teaching in schools at present, especially the problem is the low facilities and infrastructure available at the school, the low quality of teachers or teaching staff at school.

Based on BPS data, (2018) there are 13,495 Senior High Schools (SMA) in Indonesia spread across 34 provinces in Indonesia, of which 125 schools are in the Riau Islands with a total of 41,595 students, with a total number of students 2,732 teachers. This school data has increased the number in 2019 where the number of schools in Riau Islands is 141 schools (BPS, 2019), meaning that school growth has increased by 11.34% for both Public and Private High Schools (SMA) with the number of as many as 44,027 students with a total of 3,032 teachers, from the data the increase in schools, students and teachers was quite significant. As the outermost and foremost province certainly becomes a big challenge in shaping the character of students in the Riau Islands and the role of teachers is very important in forming a strong student personality and ready to compete with neighboring countries such as Singapore, Malaysia, other ASEAN countries and the international world.

Based on the 2015 census population survey the population of Indonesia in 2019 is projected to reach 266.91 million. By sex, the number consisted of 134 million men and 132.89 million women. Indonesia is currently enjoying a demographic bonus period in which the population of productive age is more than the productive age, which is more than 68% of the total population. The population of the age group 0-14 years (children age) reaches 66.17 million people or around 24.8% of the total population. Then the population of the 15-64 year age group (productive age) is 183.36 million people or 68.7% and the age group of more than 65 years (the age is not productive) totaling 17.37 million people or 6.51% of total population, (Windiartha *et al.*, Nugroho, 2018). Education is the process of producing a quality generation and has a strong competitiveness by having a good culture and character. According to law number 20 of 2003 the core of the national education system is to develop the potential of students to achieve the goals of the State in the intellectual life of the nation, for that the performance of school teachers in high schools has an important role in achieving these goals.

Based on the program report for the International Student Assessment (PISA) in 2015, Indonesia was ranked 62 out of 72 countries; previously in 2013 Indonesia was ranked 70. Furthermore in 2017 out of 65 countries participating in the World Education Ranking published by Organization for Economic Indonesia's Co-operation and Development (OECD) is ranked 57th. The low level of education in our country is caused by many factors, at least there are 3 main factors inhibiting the non-development of educational quality, namely: problems with the education curriculum, lack of qualified education personnel, and lack of equal distribution of education.

II. LITERATURE REVIEW AND HYPOTHESIS

(Kwok, 2014) in his research entitled the evolution of management theory is divided into several sections the first is "a historical perspective" In the simplest terms, management is nothing more than the concept of mobilizing a group of people towards a planned goal, and has existed since humans first filled earth. From prehistoric hunter-

gatherer societies, the survival of the tribes depended on coordinating their skills and efforts in hunting wild animals which were often of size and strength. For example, consider the management needed to build the Great Wall of China, which requires the concept of management, the Egyptians in building magnificent pyramids, and the Romans in developing sophisticated cities equipped with good roads and waterways. The Chinese philosopher Mencius (372-298 BC) advocated conceptual models and systems that are now classified in terms of production management techniques with the division of labor in the world of work. Ancient Greece, understood its strengths, and practiced uniform methods of work. The division of labor was also recognized by Plato (427-347 BC) who wrote in *The Republic*, "A man whose work is limited to such limited duties must excel at work". Sun Tzu *"The Art of War"*, a military strategy book written in the 6th century BC that recommends being aware of and acting on the strengths and weaknesses of managers and enemies in managing the strategy of a war, based on the above information it can be concluded that management already exists and born since time immemorial.

The second is "Origins of HRM Theory". Search to improve manufacturing performance to produce superior products or increase profits or profits. It can be said that Adam Smith (1723 - 1790) pioneered the concept of labor management by making work efficient by specializing in work, dividing work into simple tasks and argues that division of labor will result in skills development, saving time and using special tools. Smith (1776) *"An Inquiry into the Nature and Causes of Wealth of Nations"* suggests the point of view of: (i) each individual trying to get rich; (ii) productivity will increase with the division of labor; (iii) free markets provide the best environment for wealth accumulation; and (iv) property rights are very important for the concept of a free market. In contrast to Smith and Bentham who have strong beliefs in the capitalistic principle of seeking wealth and individual happiness, Karl Marx (1818 - 1883) argues that the economic collapse of capitalism is inevitable, which will be replaced by the doctrine of socialism in which individual interests will give way to the interests the state, and the free market system will produce a market system that is controlled for the benefit of society as a whole. Based on the opinion of the experts above, it can be stated that there are management management both individually and the State in obtaining the needs of individuals and the State for that management is needed in achieving this. To achieve and produce quality students, educators or teachers must have high discipline with the rules and performance standards that have been set together and approved so that they can give good examples to their students.

(Kemendikbud, 2019) Minister of Education and Culture Regulation of the Republic of Indonesia No 26 of 2019 states that Article 1 paragraph 3 states that secondary education is a level of formal education which is a continuation of basic education and further explained in article 11 states the organizational structure of each level of education which shows the composition of the organizational structure, including functions and responsibilities in carrying out the duties and responsibilities at each organizational structure, it can be concluded that in this Ministerial regulation there are organizational rules at every level of education as a form of formal organizational rules.

According to Rivai & Sagala (2013) organizational rules are a tool used to communicate with teachers and students so that they are willing to change a behavior and to increase awareness as well as someone's willingness to obey all the rules and social norms that apply in the school environment. In line with Rivai & Sagala, (Purnomo, 2014), organizational rules are a form of work discipline of a person in doing work and are the actions of superiors to encourage awareness and willingness of its members to obey all regulations determined by the school or organization and social norms which applies voluntarily. (Purnomo, 2014), organizational regulation is the policy

of management and superiors individually to be themselves responsible for complying with environmental (organizational) regulations. (Mon *et al.*, 2019), states in the organizational structure there are rules of organizational rules in shaping the character of the organization itself where to measure the organizational structure is measured by the dimensions of complexity, formality, technology type, and organizational boundaries. The results showed the organizational structure is not one of the factors that influence company performance, this is due to increase the company's performance driven by the performance of the employees themselves, so the recommendations of the study mentioned to pay attention to factors from internal companies such as employees, management and applicable rules.

Hardiati, (2018), explained that the existence of good organizational rules in organizing organizations in schools / madrasas is one of the factors that greatly affects the achievement of educational goals because the existence of work rules is one of the factors that can determine the success of one's performance. Therefore, teachers are required to obey the rules set by the school because it will affect the performance of a teacher. In addition to the teacher himself who is trying to improve the quality of his work, the school must also try to empower the teacher to have a good and professional performance in carrying out his duties.

Husna, (2017), education is an institution that has an important role in improving the quality of human resources. In improving the quality of human resources from the education sector, teachers have a large role in the education process, for that management must be able to create situations that can encourage the emergence of a sense of belonging, loyalty, solidarity, security, a sense of acceptance and respect, and a feeling of success in self teachers who in turn can create a sense of attachment and develop optimal work spirit. To improve the performance of teachers doing their job in educating students requires organizational commitment from the school to encourage and provide strong confidence in the teacher so there is a sense of job satisfaction in doing work and educating students. Leadership style can also provide a stimulus to improve the discipline of teachers and students so that there is good control and cooperation within the school environment in improving discipline that has an impact on teacher performance and the quality of students in the school (Ahmed *et al.*, 2016), organizational rules is one indicator or factors that influence in improving teacher teaching performance, good discipline reflects the amount of responsibility a teacher has for the tasks given to him.

Suseno *et al.*, (2017), leadership is an important factor for determining individual and group behavior in organizations. Mistakes in determining leadership style will have an impact on performance degradation, high levels of absenteeism and not achieving organizational goals. The principal is also said to be a leader, his leadership in the school is the task of managing and moving the educational organization in the area of one school. Even a school principal must be able to determine the right leadership style so that the vision and mission of the school can be achieved well.

The organization is a part or group of people in carrying out various activities in accordance with the objectives of the organization, (Pawirosumarto *et al.*, 2017). Waal *et al.*, (2015) to produce a good organizational system there needs to be clear rules of performance in carrying out the activities of the organization, the results of the study state that the organization needs to have a good and clear management system to be a reference in doing work, for that it is needed organizational rules to improve the performance system. (Moghli, 2019) in a study entitled "The role of organizational support in improving employee performance" there are several dimensions to measure organizational rules including organizational justice, leadership behavior in helping subordinates, and

participation in decision making. From the research results explained there is a significant influence between organizational rules on employee performance. (Rachmayanthi, 2017). The physical form of the work environment is space, physical layout, noise, equipment, materials, and colleague relations; the quality of all these aspects has an important and positive impact on the quality of work performance (Pawirosumarto et al., 2017). The work environment is a place where employees carry out their activities, where it can bring positive and negative effects for employees to achieve their results. A conducive work environment will have a good impact on job continuity, while a less conducive work environment will have a negative impact on the continuity of work. (Tartib, 2011) Teachers as human beings have human nature and have unlimited needs. (Aruan & Fakhri, 2015), work environment significantly and positively influences employee performance; work environment is an important factor in influencing employee performance where physical conditions and work comfort are the main factors in improving employee performance.

(Oyewobi *et al.*, 2016) Internal characteristics of an organization is a vital and important factor in a management or organization, the characteristics in question are a conducive work environment and clear and easy to understand organizational rules. (Sumedho, 2015) job satisfaction is a factor that can improve the performance of employees or teachers, there are many variables that can affect job satisfaction of teachers or employees in an organization or school including salaries received by employees, job promotions, direct supervisors, operational procedures, coworkers, communication and other variables that are enclosed in the work environment and organizational rules that exist in an organization

III. CONCEPTUAL FRAMEWORK

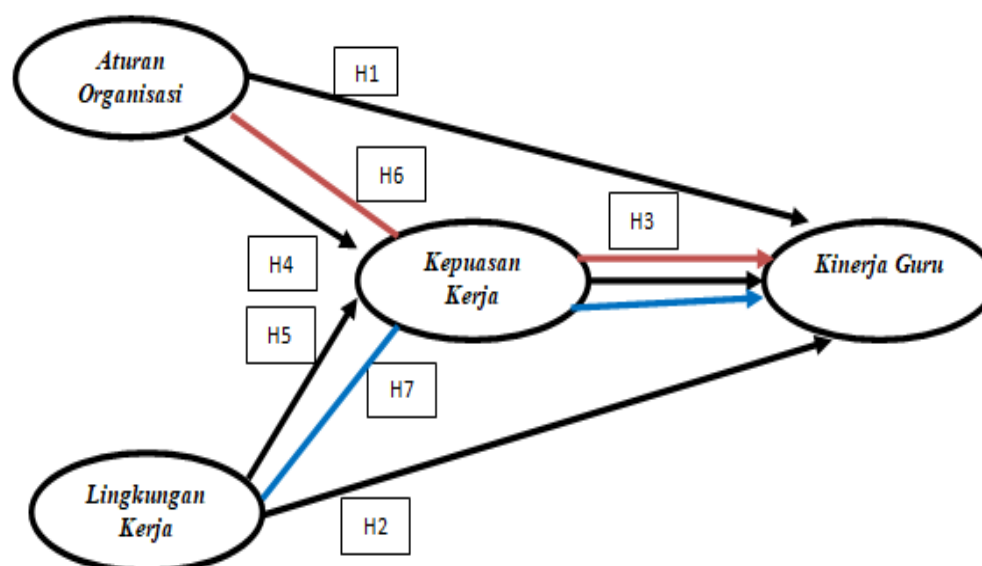


Figure 1: Research Model

H1: It is suspected that organizational rules significantly influence teacher performance.

H2: It is suspected that the work environment has a significant effect on teacher

Performance.

H3: It is suspected that job satisfaction has a significant effect on teacher performance

H4: It is suspected that organizational rules have a significant effect on job satisfaction

H5: It is suspected that the work environment has a significant effect on job satisfaction

H6: It is suspected that organizational rules significantly influence teacher performance

With job satisfaction as an intervening variable

H7: It is suspected that the work environment has a significant effect on teacher

Performance with job satisfaction as an intervening variable

IV. RESEARCH METHODOLOGY

The main purpose of this study is not just to describe the object under study, but includes the process of exploring facts and data objects in the field as they are (Sekaran, 2011). This research based on its purpose is basic research. Basic research has the aim to produce more knowledge and understanding of interesting phenomena and build theories based on research results. And then the theory forms the foundation for further research related to the aspects and phenomena under study (Sekaran, 2011).

V. RESEARCH OBJECTS

The object of this study was a high school teacher in Batam in the Riau Islands Province. Population is a generalization area consisting of subjects and objects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions, (Sugiyono, 2015). A group of people, events or everything that has certain characteristics. Members of the population are also called population elements, (Indriantoro & Supomo, 2012). The combination of all elements in the form of events, things or people who have similar characteristics that are the center of attention of researchers, because it is seen as the universe of research (Ferdinand, 2006). The sample in this study was a teacher in Batam City High School with a total of 76 teachers.

VI. VARIABLE MEASUREMENT

Performance is the result of work in terms of quantity and quality achieved by someone in carrying out the tasks assigned to him (Mangkunegara, 2011). To measure the performance seen from four dimensions, the first is work strength, second is cooperation and third is responsibility, and the fourth is initiative. Referring to (Shabbir, 2017) organizational rules are seen from four dimensions, first is the nature of hierarchical layer, second is formalization nature, third is internal and external boundaries, and finally the technology is used. Organizational rules are the responsibility and conditions that have been determined and agreed upon together to be obeyed and carried out properly in order to provide oversight of all involved in the organization. The work environment is something that concerns the psychic aspect of the work environment, (Wursanto, 2011), to see and measure this variable in terms of work atmosphere, good treatment, security, harmonious relationships. Job satisfaction

VII. RESEARCH ANALYSIS METHOD

The data analysis method used in this study is to use Structural Equation Modeling (SEM) because the variables used in this study use mediation and moderation variables. SEM is a multivariate analysis technique that uses between factor analysis and path analysis. Some tests conducted for this study include descriptive statistics, outer model test (Test of validity and reliability), inner model test (Hypothesis Test: regression test, mediation test), and finally the F test and adjusted R square test (Ghozali, 2015). Following below is the schema model of PLS

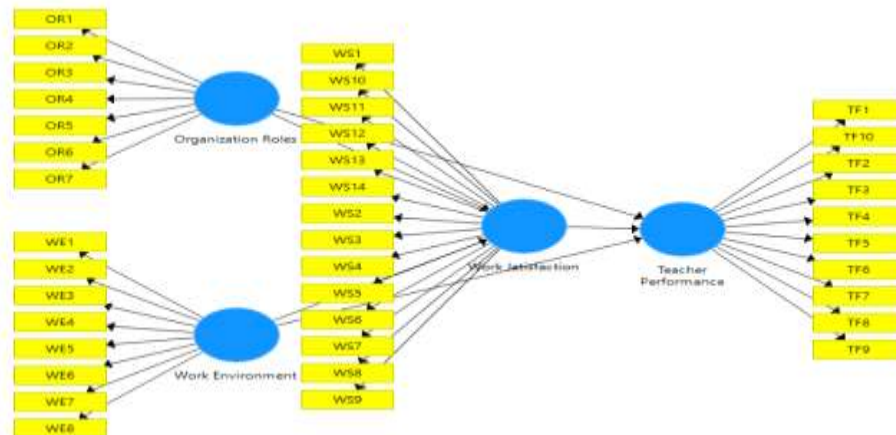


Figure 2: PLS Schema

Based on the PLS scheme above, the Outer Model test results are obtained to determine the Validity and Reliability test

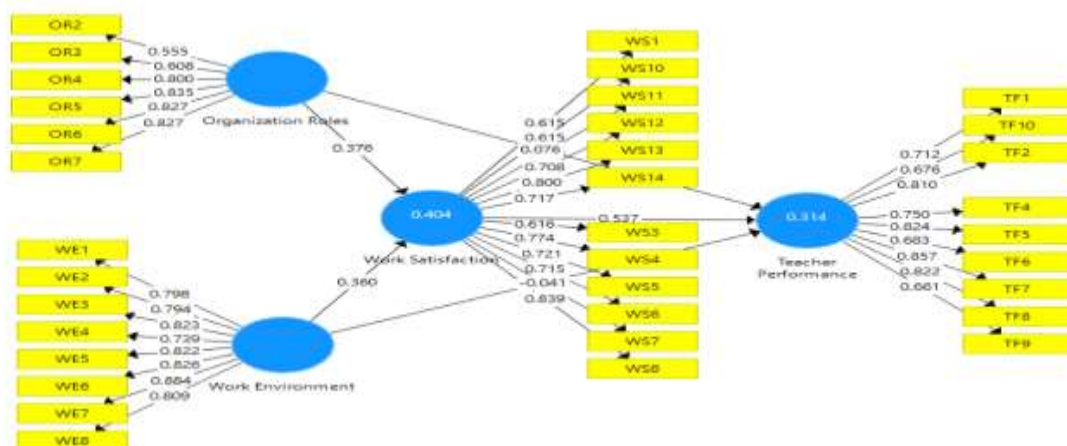


Figure 3: Outer Model Analysis

VIII. RESULTS AND DISCUSSIONS

Table1: Test Path Coefficient

Variable	Original Sample	T Statistics	P Values
Organization Roles → Teacher Performance	0,076	0,551	0,582
Work Environment → Teacher Performance	-0,041	0,207	0,836
Job Satisfaction → Teacher Performance	0,537	3,788	0.000
Organization Roles → Job Satisfaction	0,376	3,572	0,000
Work Environment → Job Satisfaction	0,360	2,659	0,008

Tabel 2: Test Indirect Effects

Variable	Original Sample	T Statistics	P Values
Organization Roles → Job Satisfaction → Teacher Performance	0,202	2,594	0,010
Work Environment → Job Satisfaction → Teacher Performance	0,193	2,100	0.036

IX. CONCLUSIONS AND IMPLICATIONS

Table 1 above shows the results for the PLS inner model test to show the effect of the independent variable on the dependent variable where for the path coefficient there are five hypotheses in this study. For organizational rules and work environment variables do not have a significant effect on the performance of high school teachers in the city of Batam, this can be seen from the P Value values for both variables indicate, the test results show the P Value is 0.582 and 0.836 is greater than 0.05. And the small T statistic value of 1.96 each is 0.551 for organizational rules while the T statistic value for the work environment is 0.207 both of these results are smaller than 1.96 and it can be concluded that these two variables do not significantly influence the performance of city high school teachers Batam. While organizational rules and work environment directly have a significant and positive effect on teacher job satisfaction, the results of this study can be concluded that organizational and work environment rules have a positive and significant effect on job satisfaction for it is necessary to look at teacher job satisfaction in order to improve the performance of high school teachers in Batam city. And this can be proven from the mediation test where job satisfaction based on the results of the PLS test is a mediation between organizational and work environment rules on the performance of Batam city high school teachers. Mediation test results can be seen in table 2.

Based on the two tests above between the mediation test and the direct test, it can be concluded that the rules of the organization do not have a significant impact on the performance of teachers for that the schools, management and education services focus on teacher job satisfaction itself to improve teacher performance, and so do the work environment is not a variable that directly has a significant impact on teacher performance but the work environment has a direct effect on job satisfaction, in other words job satisfaction is also proven to contribute to improving and providing a significant effect as a mediator on the performance of high school teachers in Batam.

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