



The Influence of Leadership and Work Environment on High School Teachers' Job Satisfaction with Motivation as an Intervening Variable (Case Study in the North Jakarta Education Office I)

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ABSTRACT

This observation aims to determine the factors that influence the job satisfaction of state secondary school ASN teachers at the North Jakarta I Education Department. The purpose of this research is to answer questions about the job satisfaction of state middle school ASN teachers at the North Jakarta I Education Agency. This observation is focused on teachers of State secondary school ASNs in the North Jakarta Administrative City Regional Education Subcommittee who are members of the teaching team. The sample size was 104 employees and the observation period was set in 2023. This research is quantitative research that uses the Equation Modeling-Partial Least Squares (SEM-PLS) structural model to analyze the data. The research results show that leadership and the work environment have a positive and significant effect on work motivation, job satisfaction, and the relationship between work motivation and job satisfaction.

INTRODUCTION

Education plays a crucial role in the development of a nation, and building a superior education system is a tough challenge for a country. The quality of education and the quality of graduates have a direct correlation to the quality of a nation. To improve the quality of education, Indonesia has developed 8 national education standards, including standards for content, processes, capacity of graduates, teachers, facilities and infrastructure, management standards, finance and evaluation. In this context, educators and education personnel play an important role in ensuring school management and teachers maintain good quality standards.

Professional teachers have strategic opportunities to realize a learning vision that is consistent with their professional values. Improving the quality and quality of education is not only the responsibility of teachers but also the responsibility of schools, government and society. Teacher performance is an important indicator because it directly influences the quality of education. A teacher's ability to teach effectively and use appropriate teaching methods is related to his level of expertise. Improving the quality of education requires cooperation from all parties, but teachers play an important role in the learning environment. Teacher job satisfaction is closely related to their level of comfort or frustration in the work environment, which ultimately affects their performance.

The results of the first survey of ASN teachers at North Jakarta Education Department I State High School showed that around 76% of respondents said their work was very good. The first analysis shows that leadership, work environment and motivation variables are the focus of this research. The principal's leadership is less positive, namely around 82.78%. Teaching working conditions are considered less than ideal, and 85% of teachers are dissatisfied with their work environment. Teacher motivation is also assessed as not having reached 100% or the equivalent of 86.11%.

Future research should examine these variables in more detail and focus on the leadership of education unit heads, work environment factors, and the motivation of ASN SMAN teachers. It is hoped that this research can increase understanding of the factors that influence teacher performance and provide suggestions for improving the quality of education in high schools throughout North Jakarta. These factors are the basis for improving the quality of education at North Jakarta High School. Principal leadership, work environment characteristics, and teacher motivation are key factors that need to be considered to increase teacher job satisfaction. By understanding and improving these factors, we hope to create more supportive learning environments and more motivated teachers, thereby increasing teacher satisfaction. Based on the description above, we can conclude that several aspects of job satisfaction have not reached optimal levels. On this basis, this research contains deeper observations regarding "The Influence of Leadership and Work Environment on the Job Satisfaction of High School Teachers with Motivation as an Intervening Variable (Case Study in the North Jakarta Education Service Environment I)".

THEORETICAL REVIEW

Job Satisfaction

Job satisfaction, in the literature dimensions, refers to an individual's subjective assessment of his or her job, including aspects such as salary, work environment, co-worker relationships, opportunities for advancement, and recognition of contributions (Babin and Boles, 2018). This definition is broad, with Azir (2017) emphasizing the relationship of job satisfaction to the conformity of expectations and task reality, while Locke (2019) views it as an emotional response to the extent to which work meets individual needs and goals. Factors influencing job satisfaction involve elements such as fair pay, work environment, social support, recognition of achievements, and career opportunities (Zhang et al., 2020; Alshmemr et al., 2019; Janssen, 2021; Ghazal, 2020). As a multidimensional concept, job satisfaction requires measurement through dimensions such as satisfaction with the job itself, coworkers, supervisors, salary, and rewards (Saari & Judge, 2020). Robbins and Judge (2017) concluded that the dimensions for employee job satisfaction include the job itself, current income, career opportunities, supervisory supervision and relationships with coworkers.

Work Motivation

Work motivation, as a concept that describes an individual's drive to achieve satisfaction and achievement in the work environment, is defined through the lens of various theories. Hasibuan (2016) highlights motivation as a driving force for achieving achievement and effectiveness, while McClelland, as interpreted by Suwanto (2020), considers it a force that motivates work behavior. Gagné and Dec (2019) emphasize work motivation as an internal process that involves efforts to achieve goals and improve the quality of performance. Factors influencing motivation, such as recognition, career development opportunities, and a supportive work environment, were found in research by Wang et al. (2020), Liu et al. (2021), and Kusumastutti & Wijayanti (2019). Management principles, such as participation policies and effective communication, can also motivate employees. According to Afandi's (2018:29) observations, the dimensions and indicators of work motivation consist of 2 dimensions and 6 indicators, including the following dimensions of peace with indicators of rewards, working conditions, work facilities and dimensions of encouragement to be able to work optimally and indicators of work performance. , an indicator of recognition from the leadership and the work itself.

Leadership

Leadership as a crucial element in organizational dynamics, plays a determining role in achieving a company's goals. The definition of leadership, as outlined by Rivai (2011), includes leader behavior in influencing and directing group activities to achieve common goals, emphasizing the importance of leadership as the main factor in achieving organizational goals. Various other definitions, as explained by Avolio et.al. (2019), describe

leadership as a social process in which an individual influences, directs, and facilitates group activities to achieve common goals. Leadership involves elements such as social influence, the ability to facilitate group decisions, and the ability to motivate subordinates. Based on Afandi's research (2018), factors that can influence leadership include emotional maturity, communication skills, decisions, supervision, evaluation, discipline, motivation, vision and mission, professionalism, education, work experience, responsibilities and obligations. Apart from that, there are 3 types of leadership, namely authoritarian, democratic, and laissez-faire, which reflect different leadership styles. Leadership dimensions, such as transformational, transactional, and ethical leadership, indicate the leader's role in motivating and influencing team members. Afandi (2018:116) added dimensions and indicators of leadership quality, including social and physical maturity, exemplary behavior, creative problem-solving abilities, and communication skills. Leadership effectiveness dimensions, which include motivation, responsibility, discipline, number of relationships, and quick decision-making, show the attributes that support successful leadership. Overall, a deep understanding of leadership involves a blend of the concepts of influence, direction, motivation, and leadership qualities that create a strong theoretical foundation for describing the role and characteristics of leadership in an organizational context.

Work Environment

The work environment, as a crucial element in the organizational context, has a significant impact on employee performance and satisfaction. According to Afandi (2018), the quality of the work environment must be good, namely physical and non-physical aspects, which determine the success of a company by creating a sense of security, comfort and optimal work opportunities. This concept, as highlighted by Sedarmayanti (2019), involves physical factors such as workspace conditions, layout plans, and security aspects, as well as social and psychological factors including relationships between employees, work culture, and psychological demands. The importance of physical aspects, as shown by Kim and Dear (2018), and psychological aspects, as suggested by Morgeson (2019), in improving employee well-being and motivation, illustrates the complexity of the work environment. Factors influencing the work environment, such as fair management policies and social support, were found in research by Giauque (2019) and Vansteenkiste et.al. (2018), showing the importance of effective management to create a positive work environment. The dimensions for the physical work environment involve the workplace, security, facilities, buildings and workspace, then for the next dimension, the non-physical work environment consists of indicators of relationships with leaders and relationships between co-workers as explained by Sedarmayanti (2012), providing a framework for understanding The main components that must be considered in creating a work environment that supports and motivates employees and optimizes overall job satisfaction.

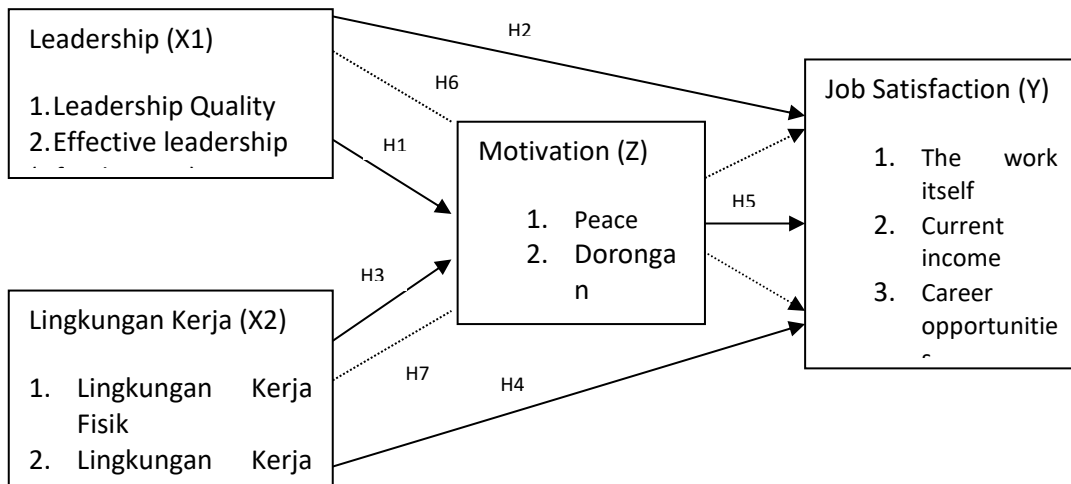


Figure 1. Conceptual Framework

Based on the framework of thought, this research creates a hypothesis by:

- H1: The principal's leadership has a significant positive effect on work motivation
- H2: The educational unit work environment has a significant positive effect on work motivation
- H3: Teachers' work motivation has a significant positive effect on job satisfaction
- H4: The principal's leadership has a significant positive effect on teachers' job satisfaction
- H5: The educational unit work environment has a significant positive effect on job satisfaction
- H6: The principal's leadership has a positive and significant effect on teachers' job satisfaction through work motivation
- H7: The educational unit work environment has a positive effect on teachers' job satisfaction through work motivation

METHODOLOGY

The research method uses quantitative which aims to understand, explain and analyze how the relationship between each variable is analyzed using some appropriate statistical data. This research uses a quantitative approach to collect sources and analyze the data. The independent variables of this research are leadership ability (X1) and work environment (X2), the intermediate variable is work motivation (Y1), and the dependent variable is the satisfaction of ASN teachers in the North Jakarta City Education Office, Region I.

The operational definition of variables measures the indicators that form each variable, including the leadership of the school principal, the work environment of the educational unit, the work motivation of teachers, and the job satisfaction of teachers. Leadership is measured by leadership qualities and effective leadership. The work environment is measured from the physical and non-physical work environment. Motivation at work is measured by calmness

and the desire to do the job as well as possible. Job satisfaction is measured in areas such as self-employment, income, career opportunities, and relationships with coworkers.

The subjects of this research were 139 State High School ASN teachers in Education Branch I of North Jakarta Administrative City. The sample size was 104 teachers, using the Balanced Random Sampling technique. Data was collected using a questionnaire distributed online via Google Forms.

Data analysis method using Structural Equation Modeling (SEM) and Partial Least Squares (PLS). The analysis begins with instrument testing, including validity and reliability testing. Then a descriptive analysis was carried out to reveal the characteristics of the respondents. The next step is SEM-PLS analysis which includes quantitative model analysis (external model) and structural model analysis (internal model). At the hypothesis testing stage, the direct influence and the influence of intermediary variables are tested. It is hoped that the results of this analysis can explain the relationship between variables and factors that influence the performance of ASN teachers at North Jakarta Education Department Public High Schools.

RESULTS AND DISCUSSION

Based on the results of research data through questionnaires, you can describe the characteristics of the respondents based on: gender, age, rank and class.

Table 1. Description of Sample Characteristics

Gender	frequency	Percentage
Man	36	35%
Woman	68	65%
Total	104	100%

Age	Frequency	Percentage
21 to 30 years old	5	5%
31 to 40 years old	35	34%
41 to 50 years old	49	47%
More than 50 years	15	14%
Total	104	100%

Rank/Group	Frequency	Percentage
III/A	25	24%
III/B	35	34%
III/C	22	21%
III/D	10	10%
IV/A	9	9%
IV/B	3	3%
Total	104	100%

Evaluation of the Measurement Model (Outer Model)

This model can define all indicators related to the latent variables, and it can be said that the outer model can specify the relationship between each latent variable and all its indicators. Testing was carried out on the external model using confirmatory factor analysis techniques. The concept of confirmatory factor analysis is used to verify the validity of all indicators and to test the level of construct reliability. In this research, the validity criteria are based on a reflexive indicator model which is measured by convergent validity and then discriminant validity. An indicator can be said to meet the provisions of convergent validity if the loading factor value is above 0.7 and is indicated by an Average Variance Extracted (AVE) value higher than 0.5. The reliability of this construct can be measured using Composite Reliability as well as Cronbach's Alpha. A construct can be said to be reliable if it has a Composite Reliability value greater than 0.7 and Cronbach's Alpha above 0.6 (Ghozali, 2015).

The convergent validity test findings are:

Tabel 2. *Confirmatory Factor Analysis Tahap I*

Variables/Indicators	Leadership (X1)	Environment Kerja (X2)	Motivtion (Z)	Job Satisfaction (Y)	Cutt Off	Information
KE1	0.826				0.7	Valid
KE2	0.761					Valid
KE3	0.845					Valid
KE4	0.783					Valid
KE5	0.799					Valid
KK1	0.802					Valid
KK2	0.750					Valid
KK3	0.804					Valid
KK4	0.815					Valid
LKF1		0.754				Valid
LKF2		0.796				Valid
LKF3		0.851				Valid
LKF4		0.863				Valid
LKF5		0.869				Valid
LKN1		0.786				Valid
LKN2		0.728				Valid
DBO1			0.814			Valid
DBO2			0.797			Valid
DBO3			0.744			Valid
MK1			0.764			Valid
MK2			0.785			Valid
MK3			0.783			Valid
KEK1				0.773		Valid
KEK2				0.796		Valid
HRK1				0.808		Valid
HRK2				0.299		Tidak Valid
PIS1				0.712		Valid
PIS2				0.714		Valid
PP1				0.808		Valid
PP2				0.838		Valid

Variables/Indicators	Leadership (X1)	Environment Kerja (X2)	Motivtion (Z)	Job Satisfaction (Y)	Cutt Off	Information
PSI1				0.807		Valid
PSI2				0.810		Valid

Source: Pocessing data result SmartPLS, 2023

Referring to Table 2, it appears that there is one loading factor indicator that cannot meet the convergent validity requirements because the loading factor value is less than 0.7, namely the HRK2 indicator on the job satisfaction variable. Meanwhile, for the leadership, motivation and performance variables, all the indicators are valid, then the valid indicators are dropped and the outer model calculations are repeated.

The results of the calculation of the stage 2 loading factor test for all these indicators can be presented in the following picture:

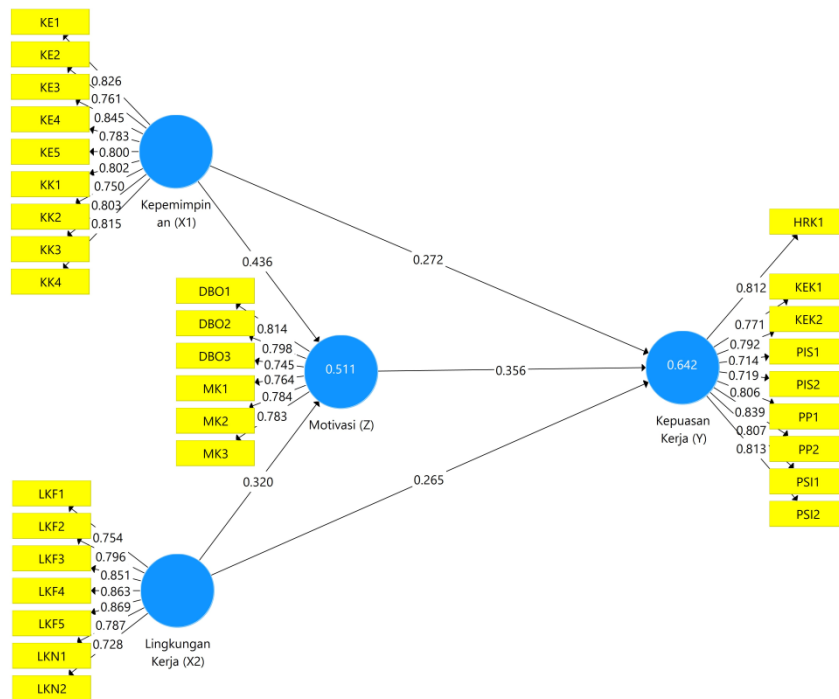


Figure 2. Loading Factor

The results of the calculation of the stage 2 loading factor test for all these indicators can be presented in the following picture:

Table 3. Average Variance Extracted (AVE)

Variable	Average Variance Extracted (AVE)	Cutt-off	Information
Leadership (X1)	0.638	0,5	Valid
Job Environment (X2)	0.654		Valid
Motivation (Z)	0.611		Valid
Job Satisfaction (Y)	0.619		Valid

By table 3 below, it is shown that the AVE value is > 0.5, reflecting the result that all latent variables in the model have been estimated to meet the criteria for convergent validity (valid).

Discriminant validity is how a construct can differ from others according to empirical standards. Therefore, establishing differential control is a unique construct and captures a characteristic not represented by other constructs in the model. Traditionally, researchers have relied on two measures of discriminant validity, namely cross-loading and square root AVE. Cross-loading is the first method to assess the significant validity of a score. Henseler and Sarstedt (2015) simulated to compare the three discriminant validity evaluation methods and showed that HTMT had a higher level of sensitivity in detecting discriminant validity compared to the Fornell-Lacker Criterion and Cross Loading methods. HTMT uses a matrix that combines all characteristics and techniques as a reference for evaluation. The HTMT score must be below 0.9 to demonstrate discriminant validity between the two reflective ideas.

Table 4. HTMT Results

Variable	Leadership (X1)	Job Environment (X2)	Motivation (Z)	Job Satisfaction (Y)
Leadership (X1)				
Job Environment (X2)	0.852			
Motivation (Z)	0.760	0.731		
Job Satisfaction (Y)	0.773	0.766	0.798	

In HTMT, the HTMT value for variable pairs is less than 0.90. The results show that the variable has appropriate discriminant validity.

There are two ways to use reflective items to test construct reliability, namely Cronbach's alpha and Composite Reliability. Using Cronbach's Alpha in testing construct reliability will have less value, so it is better to use Composite Inspection to test construct reliability. The general rule used to assess construct validity is that for confirmatory studies, the composite value must be greater than 0.7, while for exploratory studies, a value of 0.6 -0.7 is still acceptable (Ghozali and Latan, 2015). Table 5. Cronbach's Alpha and Composite Reliability

Variable	Cronbach's Alpha	rho_A	Composite Reliability	Cutt-off	Information
Leadership (X1)	0.929	0.931	0.941	0,7	Reliabel
Job Environment (X2)	0.911	0.917	0.929		Reliabel
Motivation (Z)	0.872	0.872	0.904		Reliabel
Job Satisfaction (Y)	0.923	0.923	0.936		Reliabel

The results of the construct reliability test in Table 5 show that the reliability and Cronbach's Alpha value of all latent variables is >0.70. In this way, all observable variables are considered true when measuring latent variables in the estimation model.

Structural Model (Internal Model)

During evaluation, the goal of a structural model is to be able to predict the relationships between underlying structures. The results of structural model testing are used to determine whether empirical research data supports the relationships obtained from hypothesis development. The existence of the relationship hypothesized in the research can be seen from the relationship between external latent constructs and latent constructs, as well as between external latent constructs and external latent constructs so that researchers can study these structures with this model. The hypotheses made in this research can be accepted or rejected based on empirical data. Therefore, it is important to first evaluate the entire internal model by looking at the parameter value of the percentage difference.

To see the predictive power of the structural model, you can use the R2 value for each endogenous construct (Ghozali and Latan, 2015). According to Hair (2019), R-squared values of 0.75, 0.50, and 0.25 respectively indicate significant (high), medium, and weak effects, so they can be used to measure the magnitude of variation in changes in endogenous production. . by external construction. This means that the amount of variance (determination coefficient) of the difference in the final construct that can be explained by the external construct can be seen in Table 6 below:

Table 6. R Square Value Results

Variable	R Square	R Square Adjusted	Criteria	Categori
Motivation (Z)	0.511	0.502	0,5-0,75	Moderat
Job Satisfaction (Y)	0.642	0.632	0,5-0,75	Moderat

The test results in Table 6 show that the R-squared value of motivation (Z) is 0.511, which is in the range of 0.5-0.75, which is at a medium level, which shows that 51.1% of motivation is influenced by leadership and the work environment. , and the remaining 48.9% was influenced by this research. The influence of other factors was not found in this study. Currently, the second R2 value is work efficiency of 0.642 between 0.5-0.75 medium mean which shows that 64.2% of performance efficiency is influenced by leadership and work environment. and motivation, while 35.8% is influenced by performance level. best. influenced by leadership, work environment and motivation. Other factors were not identified in this study.

In addition to the R Square value, the internal model is measured using correlation prediction (Q²). The formula used to get the predicted correlation value (Q²):

$$Q^2 = 1 - (1 - R^2_1) (1 - R^2_2)$$

$$Q^2 = 1 - (1 - 0,511) (1 - 0,642)$$

$$Q^2 = 1 - (0,489) (0,358)$$

$$Q^2 = 1 - 0,175$$

$$Q^2 = 0,825$$

$$Q^2 = 82,5\%$$

The Q2 statistical results show that the predictive value of the structural model relationship in this study is 82.5%, which means the model can explain

phenomena related to the research variables. Therefore, it can be said that the model has good predictive value so it can be used and tested well.

The significance test is used to test whether exogenous variables affect the final variable. Hypothesis testing statistics can be seen from the coefficient values, especially the t statistic which studies the relationship between variables. The test standard is the statistical T value \geq T table (1.96) or P value $<$ α , the significance is 5% or 0.05, which means there is a significant influence between exogenous variables and endogenous variables (Haryono, 2017).

Table 7. Hypothesis Testing

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Information
Pengaruh Langsung						
Leadership (X1) -> Motivation (Z)	0.436	0.441	0.123	3.557	0.000	Signifikan
Work Environment (X2) -> Motivation (Z)	0.320	0.317	0.119	2.697	0.007	Signifikan
Motivation (Z) -> Job Satisfaction (Y)	0.356	0.351	0.106	3.371	0.001	Signifikan
Leadership (X1) -> Job Satisfaction (Y)	0.272	0.280	0.116	2.356	0.019	Signifikan
Work Environment (X2) -> Job Satisfaction (Y)	0.265	0.264	0.126	2.103	0.036	Signifikan
Indirect influence						
Leadership (X1) -> Motivation (Z)-> Job Satisfaction (Y)	0.155	0.155	0.063	2.452	0.015	Signifikan
Work Environment (X2) -> Motivation (Z)-> Job Satisfaction (Y)	0.114	0.112	0.056	2.033	0.043	Signifikan

The test results in Table 7 show that the coefficient value for dynamics is 0.436 (significant), then the statistical T value $>$ T table ($3.557 > 1.96$) and the P value is smaller than the significance level ($0.000 < 0.05$), so it is possible to know that Leadership has a positive and significant effect on Motivation, then H1 was created. The test results in Table 7 show that the work environment path coefficient value on work motivation is 0.320 (significant), then the T value $>$ T table ($2.697 > 1.96$) and the P value $<$ significant level ($0.007 < 0.05$), Then the results show that the work environment has a positive and significant effect on work motivation so that H2 is accepted. The test results in Table 7 show that the motivation path coefficient value for job satisfaction is 0.356 (significant), then the statistical T value $>$ T table ($3.371 > 1.96$) and the P value $<$ significance level ($0.001 < 0.05$) meaning Dynamic. Has a positive and significant effect on Job Satisfaction, so H3 is built. The test results in Table 7 show that the leadership coefficient value on job satisfaction is 0.272 (significant), so the

statistical T value > T table (2.356 > 1.96) and the P value < significance level (0.019 < 0.05). It can be concluded that leadership has a positive and significant effect on job satisfaction, so H4 is accepted. The test results in Table 7 show that the work environment coefficient value on job satisfaction is 0.265 (significant), so the statistical T value > T table (2.103 > 1.96) and the P value < significant level (0.036) < 0.05), so it can be It is concluded that the work environment has a positive and significant effect on employee job satisfaction, so H5 is accepted. The test results in Table 7 show that the coefficient value of the leadership path through work motivation on job satisfaction is 0.155 (significant), then the statistical T value > T table (2.452 > 1.96) and the P value < significance level (0.015 <). 0.05), therefore it can be concluded that leadership has a positive and significant effect on job satisfaction through work motivation, so H6 is accepted. The test results in Table 7 show that the work environment coefficient value through good work incentives is 0.114 (significant), so the statistical T value > T table (2.033 > 1.96) and the P value < significance level (0.043 <). 0.05), then it can be concluded that the work environment has a positive and significant effect on job satisfaction through work motivation, so H7 is accepted.

The F-square test was carried out to determine the significance of the influence of the independent variable on the dependent variable. According to Ghozali & Latan (2015), the F-square measurement criteria are as follows: 1) An f-square value of 0.35 indicates that automated variables have a greater influence than latent variables. 2) An f-square value of 0.15 indicates that the independent variable has an average or moderate influence on the dependent variable. 3) The f-square value is 0.02, which means the auto-latent variable has a weak influence on the latent variable.

F-Square tests the influence of structural level variables. The calculation results are shown in the table below:

Table 8. F Square Value Results

Variable	Motivation (Z)	Job Satisfaction (Y)
Leadership (X1)	0.150	0.070
Job Satisfaction (X2)	0.081	0.070
Motivation (Z)		0.173

Source: Hasil olah data SmartPLS, 2023

Based on Table 8, the f square for leadership on motivation is 0.150, which means the influence of leadership on motivation is in the medium category, then the f square for the work environment on motivation is 0.081, which means the influence of the work environment on motivation is in the low category, then f square for the level of leadership on job satisfaction is 0.070, which means the influence of leadership on job satisfaction is in the low category. The f square value for the work environment on job satisfaction is 0.070, which means the influence of the work environment on job satisfaction is in the low category and the f square value for motivation on job satisfaction is 0.173, which means the influence of motivation on employee job satisfaction is in the medium category.

The combined performance of the quantitative model (external model) and the structural model (internal model) is validated using goodness-of-fit (GoF). GoF Evaluation aims to measure model performance in PLS on measurement components and structural models, with a focus on predicting overall model performance, which can be calculated using the e model as follows: (Tetenhaus, 2004, Hussein, 2015:25). The criteria are 0.10 (low GoF), 0.25 (medium GoF) and 0.36 (Ghozali and Latan, 2015: 83). GoF for this study is calculated as follows:

$$\text{GoF} = \sqrt{\text{AVE} \times \text{R}^2}$$

$$\text{GoF} = \sqrt{0,619 \times 0,642}$$

$$\text{GoF} = \sqrt{0,397}$$

$$\text{GoF} = 0,63$$

Based on the GoF calculation above, the resulting value is 0.63. Therefore, it can be concluded that the combined work between quantitative models (external models) and structural models (internal models) can be considered large-scale.

Through hypothesis testing, research shows that leadership, especially effective leadership, has a positive influence on teacher motivation. This is in line with previous research which shows that good leadership can inspire and motivate teachers to achieve common goals. Learning to be an effective leader is an important factor that increases teacher work motivation. In line with this, the research results also show that the work environment, especially the physical work environment which is dominated by the workplace, has a positive and significant influence on teacher work motivation. A good classroom can stimulate teachers' teaching motivation. By creating a positive work environment, teachers will be safe, healthy and safe, thereby increasing motivation.

However, in terms of job satisfaction, the findings show that the impact of leadership and work environment on teacher job satisfaction is only marginal. Although effective leadership and a positive work environment can increase motivation significantly, their impact on job satisfaction is not the same. These results indicate that other factors influence job satisfaction, and work motivation is one of the characteristics of teacher job satisfaction.

The analysis also found that work motivation has a significant influence on teacher performance satisfaction. Encouraging the best work results, especially work performance indicators, is the most important factor in increasing job satisfaction. Teachers who are motivated, committed to their work, and successful in achieving their goals, are more likely to be satisfied with their work.

This research also shows that work motivation significantly mediates the influence of leadership and work environment on teacher performance. In this case, leadership and a good work environment can increase work motivation and ultimately help increase job satisfaction. These findings are consistent with the idea that effective leadership and a supportive work environment create conditions that support motivation and thereby increase job satisfaction.

In practice, these findings reveal the important role of leadership and a supportive work environment in increasing secondary school teachers' motivation and job satisfaction. School principals need to understand that leadership style and characteristics of their work environment have a significant influence on teacher motivation and job satisfaction.

CONCLUSIONS AND RECOMMENDATIONS

Based on observations of the results of research on the content of the following discussion that has been carried out, the conclusions are as follows:

1. Leadership has a big influence on the work motivation of ASN teachers at the SMAN level in the State Education Branch I of North Jakarta Administrative City, so the better the leadership of the school principal, the greater the work results of ASNs at the North Jakarta Education Service I, teachers at the SMAN level can progress in the environmental sector. branch.
2. The work environment has a significant effect on the work motivation of ASN SMA teachers at the North Jakarta Education Service I. This means that a good work environment in the education sector will increase teacher motivation in carrying out their duties and responsibilities.
3. Work motivation has a positive and significant effect on the performance of ASN SMA teachers at the North Jakarta I Education Service. The higher the teacher's work motivation, the higher the degree of teacher satisfaction.
4. Leadership has a positive and significant effect on the performance of ASN SMA teachers at the North Jakarta I Education Department. The better the leadership of the school principal, the better the teacher's performance.
5. The work environment is very beneficial for the performance of ASN middle and high school teachers at the North Jakarta I Education Department. The better the work environment in the learning area, the better the teacher's performance.
6. Leadership has a positive and significant effect on the performance of high-level ASN teachers at the North Jakarta I Education Service through work motivation. The better the principal's leadership, the more motivated the teacher will be at work. The more motivated you are to work, the more successful you will be.
7. The work environment has a positive and significant effect on the performance of secondary school ASN teachers at the North Jakarta I Education Department through work motivation, the better the learning unit work environment, the higher the teacher's level of good work. Enthusiasm for the teacher's role increases teacher satisfaction. A good work environment in the field of education has a positive effect on teacher motivation. Mindfulness is more important than being a good teacher.

Based on the research results, the suggestions that will be given are:

1. The highest contribution to the job satisfaction variable for ASN teachers at the SMAN level at the North Jakarta I Education Service is the dimension of

leadership supervision with indicators of guidance from superiors to subordinates. So the advice that can be given is to apply a personal and sustainable coaching approach. Principals can adopt strategies that involve open dialogue, listening to problems, and providing constructive feedback to teachers. Implementing mentoring and mentoring programs that prioritize effective guidance and communication skills can strengthen relationships between school principals and teachers. In addition, the creation of forums or regular discussion forums to share experiences and strengthen collaboration between school principals and teachers.

2. The highest contribution to the work motivation variable for ASN teachers at the SMAN level at the North Jakarta I Education Department is the dimension of encouragement to work optimally with indicators of work performance. So the suggestion that can be given is to implement a professional development program that supports increasing the competence and skills of teachers. Policymakers can ensure that there is recognition and appreciation for teachers' extraordinary work achievements, through awards and promotions. In addition, it is necessary to encourage open communication and coaching that focuses on career development, so that teachers feel supported and have clear prospects in achieving their professional goals. A transparent and fair performance appraisal system can also help increase motivation by providing constructive feedback and motivating teachers to continue improving their performance.
3. The highest contribution in the leadership variable for ASN teachers at the SMAN level at the North Jakarta I Education Service is the dimension of effective leadership with discipline indicators. So the suggestion that can be given is to implement a special leadership training program that emphasizes the development of leadership skills that support the achievement of a high level of discipline for school principals. In addition, clear internal policies regarding disciplinary norms and rules need to be designed, accompanied by a reward and recognition system to encourage compliance. Regular monitoring and evaluation of compliance with discipline policies for school principals in terms of creating a disciplinary environment needs to be strengthened. By strengthening this leadership dimension, it is hoped that school principals can be more effective in fostering a positive disciplinary culture in schools, providing a positive impact on teachers.
4. The highest contribution to the work environment variable for ASN teachers at the SMAN level at the North Jakarta I Education Service is the physical work environment dimension with the workspace indicator. So the suggestion that can be given is that educational units can allocate budgets through Educational Operational Assistance (BOP) funds and Educational Unit Operational Assistance (BOSP) to carry out classroom maintenance so that they can support teaching and learning activities which can make ASN teachers more motivated in carrying out their duties. teaching and increasing teacher job satisfaction. Apart from that, education units can

conduct comparative studies to create classroom planning designs that are more comfortable and attractive for teachers to support teaching and learning activities.

FURTHER STUDY

The research that has been conducted has limitations that impact the results of the research. This limitation can be a recommendation for future research. Some limitations and suggestions for future researchers are:

1. This research was conducted quantitatively with research variables limited to leadership, work environment, work motivation and job satisfaction. Currently, there is still very little other research carried out within the scope of State High Schools within the North Jakarta I Education Department outside of quantitative research and outside of the research variables above. It is recommended that further research, besides being carried out quantitatively, also be carried out qualitatively by taking other variables or themes that are currently starting to develop in human resource development, such as talent management, green human resource management, human capital and so on.
2. The scope of the research is only limited to ASN teachers at the State High School level within the North Jakarta Education Department I. It is recommended that further research be carried out within a wider scope, in this case, other levels, so that more comprehensive research can be carried out and later suggestions and input will be given to organizations as material for consideration for the future progress of the educational unit.

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