The Influence of Work Motivation and Job Satisfaction on Teacher Performance Yayasan Dharma Setia Kosgoro Kota Bogor

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Abstract.

Dharma Setia Kosgoro Bogor City Foundation (YDSK) is an educational foundation established in 1987 that oversees three educational units, namely SMP Kosgoro, SMA Kosgoro, and SMK Kosgoro. As a private educational institution, the foundation faces challenges related to the uneven performance of teachers across its three educational units. An analysis of the Teacher Performance Assessment (PKG) document for the 2020/2021 academic year revealed an average score of 91.07%, categorized as "Very Good." However, gaps were identified in the social and professional competency aspects, which remained in the "Good" category with a score of 75%. This condition requires a deeper examination of the factors influencing teacher performance, particularly work motivation and job satisfaction, in order to generate targeted policy recommendations for the foundation's management. This study aims to analyze and empirically examine the effect of Work Motivation (X1) and Job Satisfaction (X2) on Teacher Performance (Y) at Yayasan Dharma Setia Kosgoro Bogor City. This study employed a quantitative approach with a survey method using questionnaires, involving all teachers from the three educational units under the foundation as the study population. The collected data were processed using descriptive analysis techniques with SEM-PLS. Based on the findings of this study, it can be concluded that Job Satisfaction is the primary determinant of Teacher Performance at Yayasan Dharma Setia Kosgoro Bogor City, while Work Motivation was not proven to have a statistically significant effect, although the direction of the relationship was positive. The foundation's management is advised to prioritize efforts to improve teacher job satisfaction through the implementation of a fair and competitive compensation system, the creation of a conducive work environment, the provision of recognition for teacher dedication and achievement, and the provision of continuous professional development opportunities. Future research is recommended to expand the scope of variables by incorporating other factors such as transformational leadership, organizational commitment, or organizational culture, in order to obtain a more comprehensive understanding of the determinants of teacher performance in the context of private foundation education.

Keywords: *Work Motivation, Job Satisfaction, Teacher Performance, Educational Foundation and Human Resource Management.*

I. INTRODUCTION

Dharma Setia Kosgoro Foundation, Bogor City (YDSK) is a foundation engaged in the field of education which was founded in 1987. Since its inception until now, YDSK has overseen three educational units under it, namely, Kosgoro High School, Kosgoro Middle School & Kosgoro Vocational School. Kosgoro High School is the first educational unit established by the Dharma Setia Kogoro Foundation in 1988, followed by Kosgoro Middle School which was founded in 2010 and Kosgoro Vocational School which was founded in 2013. Dharma Setia Kosgoro Foundation, Bogor City has been organizing education since 1988 and has graduated 12,000 students at the Junior High School, Senior High School & Vocational School levels to date.

According to Hasibuan (2019), human resources are the integrated capabilities of the individual's mental and physical abilities, whose behavior and characteristics are determined by heredity and environment, while work performance is motivated by the desire to fulfill their satisfaction. Mangkunegara (2017) emphasized that in the era of global competition, organizations that are able to survive are those that have high-quality human resources who are able to adapt to environmental changes quickly and appropriately. The services provided by educational organizations will influence the public's decision in choosing a school to continue their studies. Therefore, improving human resource performance is very important in efforts to improve services to the public, so it needs to be continuously and continuously pursued in facing public demands.

In today's fast-paced era, Indonesia should move faster to catch up in the field of education from other countries, especially neighboring countries such as Singapore and Malaysia. Sari (2017) stated his opinion

regarding education that education for character building basically includes development in the substance and process that encourages someone to develop habits in their daily lives, and character building that can be taken and applied in life is in the closest environment. Furthermore, UNESCO (2015) in the Education for All Global Monitoring Report emphasized that the quality of a nation's education is largely determined by the quality of teachers as the spearhead of the implementation of the learning process, so that investment in teacher development and welfare is a priority that cannot be ignored.

Law Number 20 of 2003 concerning the National Education System states that National Education is based on Pancasila and the 1945 Constitution of the Republic of Indonesia (Article 2), and National Education (Article 3) functions to develop the abilities and shape the character and civilization of potential students to become human beings who believe and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Depdiknas, 2003). In this context, Mulyasa (2013) added that to realize the function of national education, teachers are needed who are not only academically competent, but also have high motivation and job satisfaction to be able to carry out their roles and responsibilities optimally.

Human resources are a crucial resource in the efforts of any organization, institution, or government or private agency to achieve its goals and achieve success. Human resources are defined as all the people within an organization who contribute to the organization's operations and therefore require full attention to ensure they can effectively carry out their respective duties.

II. RESEARCH METHOD

Types of research

This study uses quantitative research methodology and causal descriptive analysis. A quantitative approach is a research method that accurately measures behavior, opinions, knowledge, or attitudes (Indrawati, 2015:184). Using quantitative methods, predetermined variables and hypotheses will be tested. Descriptive analysis, on the other hand, is a statistic used to analyze data by describing the collected data as obtained during fieldwork. Causal research is designed to explain the occurrence of a factor that is caused by another factor.

Based on their involvement, the researchers did not intervene in the data. This indicates that the data obtained and then processed were sourced from the research respondents. The unit of analysis in this study was the individual, and finally, based on the research timeframe, this study was a cross-sectional study, meaning elements were measured only once during the research process (Hair et al., 2021).

Operationalization of Variables

According to Sekaran & Bougie (2020), variables can be defined as things that can be used to obtain diverse or different values. Sugiyono (2021) states that variables have two categories used in research:

a. Independent Variable (X)

An independent variable, also called a free variable, is a variable that has a positive or negative impact on a dependent variable and is said to be a factor that causes the dependent variable to change or appear (Sekaran & Bougie, 2020). The independent variables used in this study are Work Motivation (X1) and Job Satisfaction (X2).

b. Dependent Variable (Y)

Sekaran & Bougie (2020) define a dependent variable as a variable of primary interest to the researcher. The dependent variable, or bound variable, is also referred to as an effect due to the presence of an independent variable. The dependent variable used in this study is Teacher Performance (Y).

Based on the explanation above, the researcher determined the research variables in the form of an operational variable table as follows:

Data collection

This research uses two types of data sources, namely primary data and secondary data.The primary data in this study isPrimary data is used as primary data, while secondary data serves as supporting data. Primary data is obtained through questionnaires, which consist of both closed-ended and open-ended questions. The decision to use open-ended or closed-ended questions depends largely on the researcher's understanding of the research problem (Kuncoro, 2003).While secondary dataSecondary data is published data collected but not intended for one purpose, for example research purposes, but also for other purposes (Supomo, 2002). Secondary data is obtained from research journals, articles, magazines, and scientific books related to this research.

Data collection aims to obtain information from the research subjects. The data collection technique in this study was conducted using a survey using a questionnaire. A questionnaire is a series of questions predetermined by the researcher and used to obtain answers based on basic assumptions from respondents who are willing to provide truthful answers. In this study, the researcher distributed questionnaires to 100 school teachers under the Dharma Setia Kosgoro Foundation in Bogor City using Likert-scale items.

Validity and Reliability Test

Validity Test

Validity Test to assess the validity of each statement item contained in the questionnaire as an instrument in achieving the research objectives. According to Indrawati (2015) validity measures the extent to which the measuring instrument (statement items) can measure what is intended according to the research objectives. The higher the validity of a measuring instrument, the more accurate the instrument is in measuring what should be measured. In this study, the validity test was conducted by comparing the calculated r with the table r. If the calculated r obtained from the results of data processing using SPSS is greater than the table r, then the research can be said to be valid. The provision for table r is 0.361, so all instruments can be said to be valid if the calculated r > 0.361.

Reliability Test

According to Indrawati (2015), every statement in a study must be reliable, not just valid. Reliable means that the measuring instrument used will provide consistent and relatively similar measurement results when used twice or more to measure the same phenomenon or symptoms. The research instrument used can be said to be reliable if it concerns the level of trustworthiness, reliability, consistency, or stability of the measurement results. Reliability testing is carried out by analyzing the Cronbach's alpha number with the results processed by SPSS. In this study, the instrument can be said to be reliable if the results of the SPSS calculation are greater than 0.6. If the Cronbach's alpha is >0.6, it can be concluded that the instrument used is reliable.

Data Analysis Techniques

Descriptive Analysis

Descriptive analysis aims to provide an overview or description of data to make it more understandable and informative for readers. To interpret the variables studied, categorization was performed based on the average scores of respondents' responses, which were then processed into a continuous line to facilitate classification in this study. The steps are as follows (Riduan, 2013):

1. Recapitulate the data from the respondents' responses to the questionnaire. The number of respondents in this study was 100 people, with the highest scale value being 5 (five) and the lowest scale value being 1 (one).
2. Calculate the ideal score and the lowest score
   Ideal score = 100 x 5 = 500(3.1)
   Lowest score = 100 x 1 = 100(3.2)
3. Calculate the largest and smallest percentage values
   The largest percentage value = (500/500) x 100% = 100% (3.3)
   The smallest percentage value = (100/500) x 100% = 20% (3.4)
4. Calculate the percentage range value

Percentage difference = 100% - 20% = 80% (3.5)

Percentage range = 80% ÷ 5 = 16% (3.6)

Model Evaluation.

The measurement model or outer model with reflective indicators was evaluated using the convergent and discriminant validity of its indicators and the composite reliability of the indicator blocks. The structural model of the inner model was evaluated by looking at the percentage of explained variance, namely by looking at the R^2 for the exogenous latent construct using the Stone Gaisser Q-Square test and also looking at the magnitude of the structural path coefficient. The stability of these estimates was evaluated using a t-statistic test obtained through a bootstrapping procedure.

III. RESEARCH RESULTS

The research results were analyzed using Structural Equation Modeling (SEM) based on Partial Least Squares. According to (Gozali and Fuad, 2008) in Sarjono and Julianita (2019), Structural Equation Modeling (SEM) is a multivariate analysis that can analyze relationships between variables in a more complex manner. This technique allows researchers to examine the relationship between latent variables and manifest variables (measurement equations), the relationship between one latent variable and another (structural equations), and to explain measurement errors.

Evaluation of the model inPartial Least Square(PLS) consists of two stages, evaluationinner modelor structural model (structural measurement), evaluation of the measurement model is grouped into reflective models and formative models. The second stage is evaluation.outer modelor measurement model (measurement model) in this model is evaluated to determine validity and reliability by means ofindividual loading, internal composite reliability, average variance extractorAnddiscriminant validity. If the data meets the requirements inmeasurement model, then the significance will be tested withpath coefficient, t-statistic, r-squared valueAndGoodness of Fit(Haryono, 2017).

Evaluation of Measurement Model (Outer Model)

This study testedouter modeluseSmartPLS-4. Testingouter modelconducted to obtain validity and reliability.Outer modelconsists ofconvergent validity, discriminant validityAndinternal consistency reliability. Here are the resultsouter modelwhich is in this study.

1. **Convergent Validity**

In this study, the evaluationouter modelusing reflective measurement, so that it uses a validity test in the form of calculationsLoading Factor, T-Statistic Test, andP-Values, as well as reliability tests in the form of calculationsCronbach's AlphaAndComposite Reliability(CR).

Convergent Validityused to see the validity of each measurement indicator for a variable.Convergent validityindicates a measure that is positively correlated with another measure (e.g., reflective) of the same construct using different indicators. When evaluating a formative measurement model, it should be tested whether the construct being measured formatively is highly correlated with the reflective measure of the same construct (Hair et al., 2017).

a. Outer Loading

Convergent validity is determined by examining the outer loading factor values for endogenous and exogenous variables. Based on the criteria, the recommended value is a loading factor >0.7, but this value can be tolerated up to ≥0.5 (Musyaffi et al., 2021). Outer loading is used to evaluate construct validity in PLS-SEM. A high outer loading coefficient indicates that the indicator strongly influences the latent variable it represents. Conversely, a low outer loading coefficient may indicate that the indicator does not adequately represent the latent variable. The following are the convergent validity results in this study.

Table 1 Outer Loading Results

Item	MK (X1)	KK (X2)	K (Y)	Information
I1	0.832			Valid
I2	0.816			Valid
I3	0.701			Valid
I4	0.599			Valid

I5	0.807			Valid
I6	0.846			Valid
E1	0.520			Valid
E2	0.810			Valid
E3	0.658			Valid
E4	0.700			Valid
E5	0.800			Valid
KNK		0.755		Valid
HBK		0.834		Valid
PNG		0.768		Valid
PGJ		0.644		Valid
PRM		0.723		Valid
KLK1			0.752	Valid
KLK2			0.771	Valid
KLK3			0.843	Valid
KNK1			0.835	Valid
KNK2			0.899	Valid
TJW1			0.695	Valid
TJW2			0.710	Valid
TJW3			0.869	Valid
KJS1			0.789	Valid
KJS2			0.748	Valid
INS1			0.680	Valid
INS2			0.660	Valid

Source: SEM-PLS Processed Results (Simulation), 2026

Based on table 1 above, it is known that all indicators in the variables Work Motivation (X1), Job Satisfaction (X2), and Performance (Y) have outer loading values above 0.50 so that all indicators are declared valid and can be used in research.

In the Work Motivation variable (X1), the highest outer loading value is found in the 2nd External Dimension indicator at 0.810 and the 6th Internal Dimension at 0.846, which indicates that these indicators have the strongest ability to reflect the Work Motivation construct. Meanwhile, the lowest outer loading value is found in the 1st External Dimension indicator at 0.520 and the 4th Internal Dimension at 0.599. Although the value is relatively lower than the other indicators, both indicators still meet the minimum outer loading limit of ≥ 0.50 so they are still declared valid.

In the Job Satisfaction variable (X2), all indicators were also declared valid because they had outer loading values above 0.50. The highest outer loading value was found in the Employment Relationship dimension at 0.834, while the lowest value was found in the Wage/Salary Payment dimension at 0.644. This indicates that all indicators are able to explain the Job Satisfaction construct well.

Furthermore, in the Performance variable (Y), all indicators have outer loading values above 0.50, thus being declared valid. The highest outer loading values are found in the 2nd Work Quantity Dimension at 0.899 and the 3rd Responsibility Dimension at 0.869, indicating that these indicators are the most dominant in representing the Performance variable. The lowest outer loading values are found in the 2nd Initiative Dimension at 0.660 and the 1st Initiative Dimension at 0.680, but still meet the convergent validity criteria.

Overall, the outer loading results indicate that all indicators in the study have met the convergent validity criteria, as they have outer loading values greater than 0.50. Therefore, it can be concluded that all indicators are suitable for further analysis in the SEM-PLS model.

b. Average Variance Extracted (AVE)

Average Variance Extracted (AVE) is used to assess the quality of indicators related to research variables. According to Sekaran and Bougie (2017), the AVE value is calculated by squaring the factor

coefficients from the CFA and comparing them to the square of the correlation coefficients between the measured constructs. The expected AVE value criterion is ≥0.5.

The AVE (Average Variance) indicates how much of an indicator's variation can be explained by the latent variables it represents. A high AVE value indicates that the latent variable has good validity and is able to explain most of the variation in its indicator. Conversely, a low AVE value indicates that the indicators do not adequately represent the latent variable. The AVE data is shown in Table 4.23 below.

Table 2 Results of Average Variance Extracted (AVE)

Variables	Average Variance Extracted (AVE)
Work Motivation (X1)	0.551
Job Satisfaction (X2)	0.559
Performance (Y)	0.600

Source: SEM-PLS Processed Results (Simulation), 2026

Based on Table 2, the results of the Average Variance Extracted (AVE) test, it is known that the AVE value for the Work Motivation variable (X1) is 0.551, the Job Satisfaction variable (X2) is 0.559, and the Performance variable (Y) is 0.600.

The AVE values for all variables were above 0.50. This indicates that each construct explained more than 50% of the variance in its constituent indicators. Therefore, all variables in the study met the convergent validity criteria as stipulated in SEM-PLS analysis.

The Performance variable (Y) has the highest AVE value of 0.600, indicating that this construct has the best ability to explain its indicators compared to other variables. Meanwhile, the Work Motivation variable (X1) has an AVE value of 0.551 and Job Satisfaction (X2) of 0.559, which also meets the minimum AVE standard of ≥ 0.50.

Based on these results, it can be concluded that all constructs in the study have good convergent validity so they are suitable for further analysis in the SEM-PLS structural model.

2. Discriminant Validity

Discriminant validity is a concept used to ensure that constructs measured separately in a model have significant differences from each other (Sekaran and Bougie, 2017). To demonstrate discriminant validity, the correlation coefficient between the measured constructs must be smaller than the square root of the AVE of each construct. In other words, different constructs must have a lower correlation than their own variations (Hair et al., 2017). This discriminant validity test is divided into two stages: Fornell Larcker and Cross Loading.

a. Fornell-Larcker Criterion

The Fornell-Larcker test helps researchers evaluate the extent to which the constructs being measured are truly distinct from one another and whether there is significant overlap between them. If discriminant validity is not met, it may indicate a problem with construct validity or the need for changes to the measurement model being used.

The Fornell-Larcker test is conducted by comparing the correlation of latent variables with constructs in the AVE. The test criterion is that the square root value must be greater than the value of the other construct variables (Musyaffi et al., 2021: 26). The following table shows the Fornell-Larcker correlation scores in this study:

Table 3 Fornell Larcker Results

Variables	MK (X1)	KK (X2)	K (Y)
MK (X1)	0.742		
KK (X2)	0.596	0.748	
K (Y)	0.538	0.689	0.774

Source: SEM-PLS Processed Results (Simulation), 2026

Based on Table 3 of the Fornell-Larcker test results, it is known that the square root value of the Average Variance Extracted (AVE) for each construct is 0.742 for the Work Motivation variable (X1), 0.748

for the Job Satisfaction variable (X2), and 0.774 for the Performance variable (Y). These values are then compared with the correlation values between constructs. In the Work Motivation variable (X1), the square root value of the AVE of 0.742 is greater than its correlation with the Job Satisfaction variable (X2) of 0.596 and the Performance variable (Y) of 0.538. This shows that the Work Motivation construct has good discriminant validity because it is able to explain its own indicators higher than its relationship with other constructs.

In the Job Satisfaction variable (X2), the square root of AVE value of 0.748 is also greater than its correlation with Work Motivation (X1) of 0.596 and with Performance (Y) of 0.689. Thus, the Job Satisfaction variable is declared to meet discriminant validity. Furthermore, in the Performance variable (Y), the square root of AVE value of 0.774 is higher than its correlation with Work Motivation (X1) of 0.538 and Job Satisfaction (X2) of 0.689. Therefore, the Performance variable also meets the criteria for discriminant validity.

Based on these results, it can be concluded that all constructs in the study have met the Fornell-Larcker criteria, as the square root of the AVE value for each variable is greater than the correlation value between the other constructs. Thus, the research model has good discriminant validity.

b. Cross Loadings

In SEM-PLS, cross-loading analysis is used to evaluate construct validity and measure the degree of overlap or cross-influence between latent variables in a model. Cross-loading measures the extent to which indicators of one latent variable load or represent another latent variable in the model. Based on testing using Smart PLS-4, the cross-loading calculation is as follows:

Item	MK (X1)	KK (X2)	K (Y)
I1	0.832	0.435	0.451
I2	0.816	0.443	0.451
I3	0.701	0.464	0.390
I4	0.599	0.329	0.241
I5	0.807	0.503	0.478
I6	0.846	0.611	0.548
E1	0.520	0.239	0.206
E2	0.810	0.484	0.412
E3	0.658	0.329	0.266
E4	0.700	0.461	0.369
E5	0.800	0.429	0.396
KNK	0.478	0.755	0.501
HBK	0.449	0.834	0.676
PNG	0.603	0.768	0.488
PGJ	0.361	0.644	0.381
PRM	0.338	0.723	0.465
KLK1	0.462	0.538	0.752
KLK2	0.433	0.578	0.771
KLK3	0.386	0.479	0.843
KNK1	0.462	0.551	0.835
KNK2	0.463	0.652	0.899
TJW1	0.371	0.410	0.695
TJW2	0.424	0.541	0.710
TJW3	0.387	0.553	0.869
KJS1	0.359	0.483	0.789
KJS2	0.316	0.498	0.748
INS1	0.469	0.559	0.680
INS2	0.418	0.482	0.660

Based on the cross-loading test results in the table above, all indicators have the highest loading values on the measured construct compared to the loading values on other constructs. This indicates that each indicator adequately reflects the latent variable it forms, thus meeting the criteria for discriminant validity.

Table 4 Cross Loading Results

In the Work Motivation variable (X1), all indicators such as I1, I2, I5, I6, E2, and other indicators have the highest loading value on the Work Motivation construct compared to the Job Satisfaction (X2) and Performance (Y) constructs. For example, indicator I1 has a cross-loading value of 0.832 on the Work Motivation variable, higher than the loading on Job Satisfaction of 0.435 and Performance of 0.451. This shows that indicator I1 is more capable of explaining the Work Motivation variable than other variables.

In the Job Satisfaction variable (X2), the KNK, HBK, PNG, PGJ, and PRM indicators also showed the highest loading values on the Job Satisfaction construct. For example, the HBK indicator had a loading value of 0.834 on the Job Satisfaction variable, higher than the loading value on Work Motivation of 0.449 and Performance of 0.676. Thus, these indicators are considered valid in measuring the Job Satisfaction construct.

Furthermore, in the Performance variable (Y), all indicators such as KLK1, KLK2, KLK3, KNK1, KNK2, TJW1, TJW2, TJW3, KJS1, KJS2, INS1, and INS2 have the highest loading values on the Performance variable compared to other constructs. For example, the KNK2 indicator has a loading value of 0.899 on the Performance variable, higher than the loading on Work Motivation of 0.463 and Job Satisfaction of 0.652.

Based on these results, it can be concluded that all indicators in the study met the cross-loading criteria, as the loading values for the measured constructs were greater than the loading values for the other constructs. Thus, the research model was found to have good discriminant validity.

Internal Consistency Reliability

Internal Consistency Reliability (internal consistency reliability) is described as a measure used to evaluate the internal consistency or correlation between items in a measurement instrument that measure the same construct (Hair et al., 2017). Internal Consistency Reliability refers to the extent to which the indicators used to measure a latent variable consistently measure the same construct. Internal Consistency Reliability provides information about the reliability of measurements in measuring constructs or latent variables. Internal consistency reliability testing consists of composite reliability and Cronbach's alpha.

c. Composite Reliability

Composite Reliability (CR) is an alternative method used in confirmatory factor analysis (CFA) and Structural Equation Modeling (SEM) to measure internal consistency reliability. Composite Reliability combines the factor loadings and residual variances of the indicators representing a construct to calculate a composite reliability coefficient. This coefficient provides an estimate of the extent to which the items are consistent in measuring the same construct (Hair et al., 2017).

Composite reliability results range from 0 to 1, with higher values indicating higher reliability. As a general guideline, a Composite Reliability value above 0.7 or 0.8 is considered adequate to indicate good reliability. The composite reliability test is outlined in Table 4.26 below.

Table 5 Composite Reliability Results

Variables	Composite reliability
MK (X1)	0.936
KK (X2)	0.830
K (Y)	0.941

Source: SEM-PLS Processed Results (Simulation), 2026

Based on the composite reliability test using Smart PLS-4, the result was ≥0.8. This indicates that it is sufficient to indicate good reliability and high reliability.

d. Cronbach's Alpha

Cronbach's Alpha is a method used to measure the internal reliability of a research instrument, particularly questionnaires consisting of multiple items within a single construct. This reliability test is conducted by examining the level of consistency between items measuring the same variable. The higher the Cronbach's Alpha value, the better the instrument's consistency and reliability in producing stable and reliable data.

Cronbach's Alpha is calculated based on the relationship or correlation between question items within a variable. If the items in an instrument are strongly related to each other, the resulting reliability coefficient will also be higher. Therefore, this test aims to ensure that all question items consistently represent the construct being measured and do not produce significant measurement differences.

According to Musyaffi et al. (2021), a research instrument is considered reliable if it has a Cronbach's Alpha value of at least 0.70. However, in exploratory or certain social studies, a reliability value of ≥0.60 is still tolerable and considered sufficient for use in research. Therefore, the closer the value is to 1.00, the better the instrument's reliability.

The following are the results of the Cronbach's Alpha test in this study:

Table 6 ResultsCronbach's alpha

Variables	Cronbach's alpha
BK (X1)	0.917
LKF (X2)	0.803
EE (Y)	0.938

Source: SEM-PLS Processed Results (Simulation), 2026

Based on the results of the reliability test using the Cronbach's Alpha method, all variables in this study were declared reliable because their coefficient values were above the established minimum limit. According to Musyaffi et al. (2021), a research instrument is considered reliable if it has a Cronbach's Alpha value of at least 0.70, while a value above 0.60 is still tolerable under certain conditions. Therefore, all variables in this study demonstrated an excellent level of internal consistency and are suitable for use as a research data collection tool.

Structural Model Evaluation (Inner Model)

One of the important stages in Structural Equation Modeling (SEM) analysis is inner model testing, which aims to evaluate the relationship model between latent variables, both in confirmatory factor analysis (CFA) and SEM based on Partial Least Squares (PLS). In this study, inner model testing was conducted using SmartPLS-4 software.

Inner model testing focuses on identifying and examining the relationships between exogenous and endogenous variables in the research model (Musyaffi et al., 2021). In general, the inner model includes

several key components that form the basis for evaluation: collinearity issues, the coefficient of determination (R^2), and predictive relevance (Q^2). Together, these three components provide comprehensive information regarding the quality and predictive power of the constructed structural model.

Based on the tests that have been carried out, the following are the results of the inner model in this study:

1. Collinearity Issues

Collinearity Issues Testing is conducted to determine and identify the relationships between indicators in the research model. By conducting this test, researchers can ensure that the variables used do not overlap excessively in explaining the construct being measured.

The criterion used as a reference in this collinearity test is the Variance Inflation Factor (VIF) value. A VIF value of ≤ 5 indicates no significant collinearity issues in the model (Musyaffi et al., 2021). Therefore, the model can be declared free of multicollinearity and suitable for further analysis.

Table 7 Results of Collinearity Issues

Item	MK (X1)
I1	3,061
I2	4,002
I3	2,283
I4	2,168
I5	3,490
I6	3,278
E1	1,919
E2	3,277
E3	1,983
E4	2,338
E5	2,693
KNK	1,610
HBK	1,762
PNG	1,672
PGJ	1,358
PRM	1,513
KLK1	3,411
KLK2	3,523
KLK3	3,491
KNK1	3,339
KNK2	4,586
TJW1	2,020
TJW2	1,900
TJW3	3,818
KJS1	2,815
KJS2	2,501
INS1	1,755
INS2	2,150

Source: SEM-PLS Processed Results (Simulation), 2026

Based on Table 7, which presents the results of the Collinearity Issues test, it can be seen that all indicators used in this study have Variance Inflation Factor (VIF) values that are below the maximum limit set, which is ≤ 5. This indicates that there are no significant collinearity issues among the indicators in the research model (Musyaffi et al., 2021).

Overall, the VIF values for each indicator ranged from 1.358 to 4.586. Thus, it can be concluded that all indicators in this study are free from multicollinearity issues, making the constructed structural model suitable for further testing.

2. Coefficient of Determination – R^2

The Coefficient of Determination (R^2) is a statistical measure used to describe how much of the variation in a dependent variable is explained by the independent variables in a model. Generally, R^2 is used to evaluate the fit of a regression model to the existing data and to assess the predictive power of the model. In the context of inner model testing, the Coefficient of Determination (R^2) is used to simultaneously examine the influence of exogenous variables on endogenous variables (Musyaffi et al., 2021:135). In other words, the R^2 value explains the extent to which variations in endogenous variables can be explained by the exogenous variables in the research model.

The assessment criteria used as a reference for interpreting the R^2 value are as follows: if the R^2 value is ≥ 0.67, it is categorized as strong, if the R^2 value is ≤ 0.33, it is categorized as moderate, and if the R^2 value is ≤ 0.19, it is categorized as weak (Musyaffi et al., 2021). These three categories serve as guidelines for assessing the significance of the exogenous variables in explaining changes that occur in the endogenous variables in this study's structural model. The results of the calculation of the coefficient of determination can be seen in Table 4.29 below:

Table 8 Results of the Coefficient of Determination – R^2

Variables	R-square	R-square adjusted
K (Y)	0.499	0.489

Source: SEM-PLS Processed Results (Simulation), 2026

Based on Table 8 which presents the results of the Coefficient of Determination – R^2 test, it can be seen that the Performance variable (Y) obtained an R-square value of 0.499 and an adjusted R-square value of 0.489. Referring to the established assessment criteria, the R-square value of 0.499 is between the moderate ($\leq$ 0.33) and strong ($\geq$ 0.67) categories, so it can be interpreted that the exogenous variables in this model have the ability to explain variations in the endogenous Performance variable (Y) at a sufficient level. This means that 49.9% of the variations that occur in the Performance variable (Y) can be explained by the exogenous variables contained in this research model, while the remaining 50.1% is explained by other variables not included in the model.

Meanwhile, the adjusted R-square value of 0.489 provides a more conservative picture, considering the number of predictor variables used in the model. This value indicates that after adjustments, the model's predictive ability remained at 48.9%, which is not significantly different from the original R-square value. This indicates that the model is quite stable and that the exogenous variables used do indeed make a significant contribution to the endogenous variable, Performance (Y) (Musyaffi et al., 2021).

3. Predictive Relevance – Q^2

The next stage in inner model testing is Predictive Relevance (Q^2), which is a measure of the model's predictive power, examining whether the constructed model can accurately predict data not used in the model parameter estimation process (Hair et al., 2017). This testing is conducted using a blindfolding procedure, a technique used to evaluate the predictive ability of a developed structural model (Musyaffi et al., 2021).

The Q^2 value generated through this procedure is then interpreted based on predetermined criteria. A Q^2 value of 0.02 is categorized as small, a Q^2 value of 0.15 is categorized as medium, and a Q^2 value of 0.35 is categorized as large (Musyaffi et al., 2021). The higher the Q^2 value obtained, the higher the predictive relevance of the model used in the study, meaning the model has a better ability to explain the phenomenon under study.

Based on the tests that have been carried out, the following are the results of the Predictive Relevance (Q^2) test in this study:

Table 9 Predictive Relevance Results – Q^2

Variables	Predictive Q^2

K (Y)	0.499

Source: SEM-PLS Processed Results (Simulation), 2026

Based on Table 9 which presents the results of the Predictive Relevance – Q^2 test, it can be seen that the variables in this research model obtained a positive Q^2 value, which indicates that the model has predictive ability that is relevant to the variables measured (Hair et al., 2017).

For variable K(Y), the Q^2 value obtained was 0.499. Referring to the established criteria, this value is above the large category (0.35), thus it can be interpreted that the model's predictive ability for variable K(Y) is at a very strong level. This indicates that the developed model is capable of predicting variations in variable K(Y) with a high level of accuracy and very adequate predictive relevance (Musyaffi et al., 2021).

Thus, the overall results of the Predictive Relevance – Q^2 test indicate that the model in this study has excellent predictive ability, where the variable K (Y) produces a positive Q^2 value and is in the large category. This strengthens the belief that the constructed structural model is very suitable for use as a predictive tool in the context of this study (Hair et al., 2017).

Hypothesis Testing

In this study, hypothesis testing was conducted using SmartPLS-4 software using the bootstrapping method. Hypothesis testing results were obtained based on the output of the inner model test, which includes three main components: collinearity issues, the coefficient of determination (R^2), and predictive relevance (Q^2). Furthermore, this test was conducted by examining the path coefficient results as a basis for determining whether a hypothesis is accepted or rejected.

In the hypothesis testing framework, there are two types of hypotheses that serve as references: the null hypothesis (H_0) and the alternative hypothesis (H_a). The null hypothesis is based on the idea that any changes or differences that occur are entirely the result of random error, and therefore do not reflect a true relationship between variables. Conversely, the alternative hypothesis states that there are significant differences between the groups being compared in the research model.

If the null hypothesis is accepted, it can be concluded that there is no significant difference between the groups being tested. However, if the null hypothesis is rejected and the alternative hypothesis is accepted, the conclusion is that there is a significant change or difference in the behavior, attitudes, or similar measurements of the groups being tested (Hair et al., 2020).

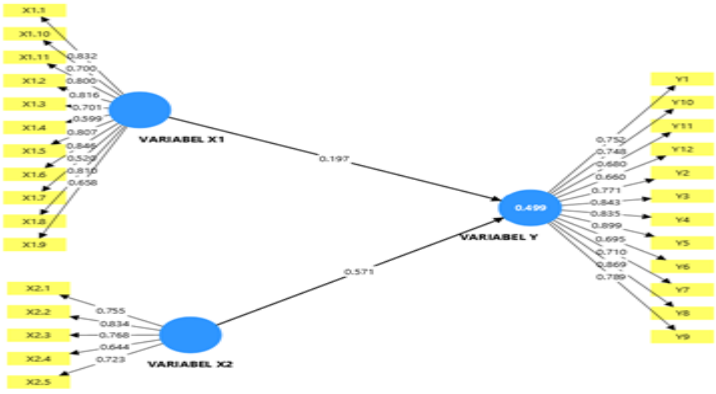

Figure 4 Path Coefficient Results

Source: Author's processed results, 2026

To directly see the relationship between variables, the Path Coefficient value can be explained in the following table:

Table 10 Path Coefficient and T-Statistics on Direct Relationship between Variables

	Original Sample(O)	Sample mean (M)	Standard Deviation (STDEV)	T statistics(|O/STDEV|)	P Values
MK (X1) -> K (Y)	0.197	0.209	0.133	1,490	0.136

KK (X2) -> K (Y)	0.571	0.574	0.113	5,073	0,000

Source: SEM-PLS Processed Results (Simulation), 2026

Based on Table 4.31 which presents the results of the Path Coefficient and T-Statistics tests on the direct relationship between variables, the results of the hypothesis testing can be described as follows:

- The Influence of Work Motivation (X1) on Performance (Y)

The Work Motivation variable (X1) on the Performance variable (Y) produces an original sample value of 0.197 with a sample average of 0.209 and a standard deviation of 0.133. The T-statistic value obtained is 1.490, where this value is below the required minimum limit of 1.96. This is reinforced by the P-value of 0.136 which exceeds the significance limit of 0.05. Thus, it can be concluded that the Work Motivation variable (X1) does not have a significant effect on the Performance variable (Y), so the hypothesis stating that there is an influence of Work Motivation (X1) on Performance (Y) is rejected.

The Influence of Job Satisfaction (X2) on Performance (Y)

- The Job Satisfaction variable (X2) on the Performance variable (Y) produces an original sample value of 0.571 with a sample average of 0.574 and a standard deviation of 0.113.

The T-statistic value obtained is 5.073, which is above the minimum required limit of 1.96. This is also supported by the P-value of 0.000, which is far below the significance limit of 0.05. Thus, it can be concluded that the Job Satisfaction variable (X2) has a positive and significant effect on the Performance variable (Y), so that the hypothesis stating that there is an influence of Job Satisfaction (X2) on Performance (Y) is accepted.

Overall, of the two direct relationships tested in this research model, only the Job Satisfaction variable (X2) was shown to have a significant influence on the Performance variable (Y), while the Work Motivation variable (X1) did not show a significant influence on the Performance variable (Y) based on the results of bootstrapping testing using SmartPLS-4.The results of the path coefficient and p-value tests are as follows.

Table 11 Path Coefficient and P-Values in Direct Relationships between Variables

	Path Coefficient	**P Values**	**Information**
MK (X1) -> K(Y)	0.197	0.136	H1 is rejected
KK (X2) -> K (Y)	0.571	0,000	H2 accepted

Source: SEM-PLS Processed Results (Simulation), 2026

The significance level of this study is 5%, thus it is concluded that the maximum p-value is 0.05. Based on Table 4.32 above, the following conclusions can be drawn:

a. The Influence of Work Motivation (X1) on Performance (Y) — H1 Rejected

The relationship between the Work Motivation variable (X1) and the Performance variable (Y) produces a path coefficient value of 0.197 with a P-value of 0.136. The P-value is above the required significance limit of 0.05, so it can be concluded that the Work Motivation variable (X1) does not have a significant effect on the Performance variable (Y). Thus, H1 is rejected, which means that the hypothesis stating that there is an influence of Work Motivation (X1) on Performance (Y) is not statistically proven in this study.

b. The Influence of Job Satisfaction (X2) on Performance (Y) — H2 Accepted The relationship between the Job Satisfaction variable (X2) and the Performance variable (Y) produces a path coefficient value of 0.571 with a P-value of 0.000. This P-value is far below the required significance limit of 0.05, so it can be concluded that the Job Satisfaction variable (X2) has a positive and significant effect on the Performance variable (Y). Thus, H2 is accepted, which means that the hypothesis stating that there is an influence of Job Satisfaction (X2) on Performance (Y) is statistically proven in this study.

Overall, of the two hypotheses tested in this study, only H2 was proven to be accepted, namely the influence of Job Satisfaction (X2) on Performance (Y). Meanwhile, H1 which stated the influence of Work Motivation (X1) on Performance (Y) was declared rejected because it did not meet the required significance criteria based on the test results using SmartPLS-4.

Discussion of Research Results

This study aims to analyze and empirically test

The influence of Work Motivation (X1) and Job Satisfaction (X2) on Teacher Performance (Y) at the Dharma Setia Kosgoro Foundation in Bogor City. The testing in this study was conducted using the Structural Equation Modeling – Partial Least Square (SEM-PLS) approach with the help of SmartPLS-4 software through the bootstrapping method. Based on the results of testing the data collected from respondents who had been done through filling out questionnaires, and had been processed which included evaluation of the measurement model (outer model), evaluation of the structural model (inner model), and hypothesis testing conducted through path coefficient analysis, the researcher found an indication of a statistically significant influence between variables of work motivation, job satisfaction, and performance. The following describes a comprehensive discussion of each hypothesis proposed in this study.

Teacher Work Motivation at the Dharma Setia Kosgoro Foundation, Bogor City

This study examines work motivation as an independent variable at the Dharma Setia Kosgoro Foundation. The study involved 100 respondents. Two main dimensions were identified in measuring work motivation: Internal Motivation and External Motivation. The overall analysis of respondent responses indicated that the work motivation variable received an average score of 82.98%, which was perceived as "High" in aggregate.

In this study, the Work Motivation variable (X1) was measured using indicators whose validity and reliability had been tested through a series of statistical tests. Based on the test resultsCollinearity Issuesthat has been carried out, the indicators that measure the Work Motivation variable (X1) show VIF values that are within the acceptable range, namely:

- I1 obtained a VIF value of 3.061
- I2 obtained a VIF value of 4.002
- I3 obtained a VIF value of 2.283
- I4 obtained a VIF value of 2.168
- I5 obtained a VIF value of 3.490
- I6 obtained a VIF value of 3.278

All VIF values for the Work Motivation indicators (X1) are below the required maximum limit of ≤ 5, thus confirming that there is no multicollinearity problem among these indicators (Musyaffi et al., 2021). This indicates that each indicator used to measure Work Motivation has an independent contribution and does not overlap excessively in measuring the intended construct.

Based on the results of the Cronbach's Alpha test, the Work Motivation variable (X1) obtained a value that met the required reliability criteria, namely ≥ 0.7 (Musyaffi et al., 2021). This indicates that the indicators used to measure the Work Motivation variable have a good level of internal consistency and can be relied upon as a reliable measuring instrument in this study.

Based on the results of the path coefficient test through the bootstrapping method using SmartPLS-4, the Work Motivation variable (X1) on Teacher Performance (Y) produces a path coefficient value of 0.197 with a T-statistic value of 1.490 and a P-value of 0.136. The T-statistic value below 1.96 and the P-value exceeding 0.05 indicates that Work Motivation does not have a significant effect on Teacher Performance, so H1 is rejected. Although the path coefficient of 0.197 indicates a positive relationship, the relationship was not statistically significant. This suggests that the increased work motivation of teachers at the Dharma Setia Kosgoro Foundation in Bogor City has not directly and significantly contributed to their improved performance.

This finding can be explained in several ways. First, a person's work motivation is not always directly reflected in their performance, as performance is the result of the interaction of various complex factors, such as competence, work environment, infrastructure, leadership, and organizational culture. Second, this condition can also be caused by a gap between internal and external motivation experienced by teachers. If work motivation is more external, such as external encouragement in the form of financial incentives or pressure from superiors, then the impact on performance tends to be weaker than internal motivation. Third, in the context of educational organizations such as the Dharma Setia Kosgoro Foundation, teachers often face various

structural challenges that can limit the expression of their motivation in the form of tangible performance, such as high administrative burdens, limited facilities, and lack of support from the work environment.

Thus, while work motivation remains a crucial factor to consider in human resource management in educational settings, the results of this study indicate that work motivation alone is insufficient to significantly improve teacher performance. A more comprehensive and holistic approach is needed to improve teacher performance at the Dharma Setia Kosgoro Foundation in Bogor City.

Teacher Job Satisfaction at the Dharma Setia Foundation, Kosgoro City

Bogor

Job satisfaction is a positive emotional state that is felt

by an individual as a result of their job assessment. In this study, the Job Satisfaction variable (X2) was measured using indicators that had been tested for validity and reliability. Based on the results of the Collinearity Issues test, the indicators measuring the Job Satisfaction variable (X2) showed VIF values that were within the acceptable range, namely:

- E1 obtained a VIF value of 1.919
- E2 obtained a VIF value of 3.277
- E3 obtained a VIF value of 1.983
- E4 obtained a VIF value of 2.338
- E5 obtained a VIF value of 2.693

All VIF values for the Job Satisfaction indicators (X2) are below the required maximum limit of ≤ 5, thus confirming that there is no multicollinearity problem among these indicators (Musyaffi et al., 2021). The relatively lower VIF value compared to the Work Motivation indicator also indicates that the Job Satisfaction indicators have a higher level of independence from each other in measuring the intended construct.

Based on the results of the Cronbach's Alpha test, the Job Satisfaction variable (X2) obtained a value that met the required reliability criteria, namely ≥ 0.7 (Musyaffi et al., 2021). This indicates that the indicators used to measure the Job Satisfaction variable have a good level of internal consistency and can be relied upon as a reliable measuring tool in this study.

The path coefficient value of 0.571 indicates that there is

A positive and fairly strong relationship exists between Job Satisfaction and Teacher Performance. This means that the higher the level of job satisfaction experienced by teachers at the Dharma Setia Kosgoro Foundation in Bogor City, the higher their performance.

In the context of education, teacher job satisfaction plays a highly strategic role. Teachers who are satisfied with their work tend to be more enthusiastic in preparing learning materials, more creative in delivering lessons to students, and more responsive to their needs and development. This ultimately not only improves individual teacher performance but also contributes to the overall improvement of the quality of education within the foundation.

Furthermore, the high path coefficient of 0.571 also indicates that Job Satisfaction is the primary predictor of Teacher Performance in this study. This indicates that, among the two independent variables studied, Job Satisfaction has a much greater and more significant contribution to shaping Teacher Performance compared to Work Motivation. This finding serves as an important signal to the foundation that investing in improving teacher job satisfaction is a strategic step that needs to be prioritized.

Teacher Performance onDharma Setia Kosgoro Foundation, Bogor City

Teacher performance is an endogenous variable in this study, influenced by work motivation (X1) and job satisfaction (X2). The teacher performance variable (Y) is measured using a series of indicators that have undergone validity and reliability testing.

Overall, based on the results of testing all research variables, several important things can be concluded as follows:

First, all indicators used in this study have met the criteria of being free from multicollinearity problems, with VIF values below the maximum limit of ≤ 5 for all indicators in the three research variables.

Second, this research model has sufficient explanatory capabilities, as indicated by the R-square value of 0.499 which explains that 49.9% of the variation in Teacher Performance can be explained by Work Motivation and Job Satisfaction together.

Third, the model also has very strong predictive ability, as indicated by the Q^2 value of 0.499 which is in the large category.

Fourth, of the two independent variables tested, only Job Satisfaction (X2) was proven to have a positive and significant effect on Teacher Performance (Y) with a path coefficient value of 0.571, a T-statistic of 5.073, and a P-value of 0.000. Meanwhile, Work Motivation (X1) was not proven to have a significant effect on Teacher Performance with a path coefficient value of 0.197, a T-statistic of 1.490, and a P-value of 0.136.

The findings of this survey provide an important contribution to the development of educational management science, as well as being the basis for recommendations for the Dharma Setia Kosgoro Foundation of Bogor City in designing more effective strategies for improving teacher performance, especially through efforts that focus on increasing teacher job satisfaction in a sustainable manner.

The Relationship between Work Motivation and Teacher Performance in Foundations Dharma Setia Kosgoro, Bogor City

Work motivation is a fundamental element in human resource management, particularly in the context of educational organizations. Work motivation can be defined as the drive that arises from within or outside an individual, prompting them to act, strive, and achieve specific goals in their work. In educational settings, teacher work motivation is a crucial aspect, as teachers are the spearhead of the learning process, determining the overall quality of education. A teacher with high work motivation is expected to carry out their duties with enthusiasm, dedication, and responsibility, ultimately resulting in optimal performance.

In this study, the Work Motivation variable (X1) was measured using several indicators that had undergone a series of statistical tests to ensure their validity and reliability. Before testing the relationships between variables, a Collinearity Issues test was first conducted to ensure that the indicators used were free from multicollinearity problems. The test results showed that all Work Motivation indicators, namely I1 to I6, obtained VIF values ranging from 2.168 to 4.002, all of which were below the required maximum limit of ≤ 5 (Musyaffi et al., 2021). This condition indicates that each indicator used to measure Work Motivation has met the requirements and is suitable for use in the research model, because there is no excessive overlap between these indicators in measuring the intended construct.

Furthermore, reliability testing using Cronbach's Alpha also showed that the instrument used to measure the Work Motivation variable had a good level of internal consistency and met the required reliability criteria. This provides confidence that the data obtained from measuring the Work Motivation variable is reliable and can be used in further analysis. By meeting these validity and reliability requirements, testing the relationship between Work Motivation and Teacher Performance can be conducted with a strong statistical foundation and can be scientifically justified.

After all the initial testing requirements are met, the next stage is to evaluate the overall model's ability to explain and predict the Teacher Performance variable (Y). Based on the results of the Coefficient of Determination (R^2) test, an R-square value of 0.499 was obtained, which means that together the Work Motivation (X1) and Job Satisfaction (X2) variables are able to explain 49.9% of the variation that occurs in the Teacher Performance variable (Y). Although the contribution of Work Motivation individually is not proven to be significant, its presence in the model still contributes to the model's overall explanatory ability. This shows that conceptually, Work Motivation remains part of the ecosystem of factors that shape teacher performance, even though its influence is not strong enough to stand alone statistically.

The Predictive Relevance (Q^2) test results showed a value of 0.499 for the Teacher Performance (Y) variable, which is in the very strong category based on the established criteria (Musyaffi et al., 2021). This high Q^2 value indicates that the model as a whole has very good predictive ability, meaning that the model including the variables Work Motivation and Job Satisfaction is able to predict data not used in parameter estimation with a high degree of accuracy (Hair et al., 2017). Although Work Motivation does not have a

significant effect individually, its presence in the model contributes to building the model's strong predictive ability.

Furthermore, based on the results of hypothesis testing through path coefficient analysis using the methodbootstrappingusing SmartPLS-4, the results obtained were that the Work Motivation variable (X1) produced a valuepath coefficientof 0.197 on the Teacher Performance variable (Y). The valuepath coefficientThis positive conceptualization illustrates that there is a tendency for a unidirectional relationship between Work Motivation and Teacher Performance, where an increase in work motivation has the potential to be followed by an increase in teacher performance, albeit to a lesser extent. This means that, theoretically, teachers with higher work motivation tend to show slightly better performance compared to teachers with lower work motivation.

However, when examined further from the aspect of statistical significance, the T-statistic value obtained is 1.490, where this value is below the minimum required limit of 1.96. This is reinforced by the P-value obtained of 0.136 which exceeds the significance limit of 0.05. Based on these two statistical indicators, it can be firmly concluded that Work Motivation (X1) does not have a significant effect on Teacher Performance (Y), so H1 in this study is rejected.

The rejection of this hypothesis certainly doesn't necessarily mean that work motivation has no role in education. Rather, this finding opens up a broader discussion about the complex relationship between work motivation and performance in the context of foundation-based educational organizations. Several explanations can be offered to understand why work motivation was not shown to significantly influence teacher performance in this study.

First, teacher performance is a highly multidimensional construct, influenced not only by motivation alone but also by various other factors such as pedagogical competence, work environment conditions, the quality of the principal's leadership, the availability of learning facilities, organizational culture, and the overall level of teacher welfare. Thus, work motivation is only one of many variables that collectively shape teacher performance, and its influence can be insignificant if these other factors are not supportive.

Second, this condition may also be caused by the unique characteristics of the teacher work environment at the Dharma Setia Kosgoro Foundation in Bogor City. Within the context of an educational foundation, teachers often face various structural and administrative challenges that can hinder the transformation of work motivation into tangible and measurable performance. High workloads, limited resources, and diverse administrative demands can act as barriers, preventing existing motivation from being strong enough to produce statistically significant differences in performance.

Third, it is also important to consider that the work motivation measured in this study may not directly capture the motivational dimensions most relevant to improving teacher performance. Extrinsic work motivation, such as external drives in the form of incentives, recognition, or pressure from superiors, tends to have a more limited and less sustainable impact on performance than intrinsic motivation. If the majority of teachers responding to this study were more extrinsic in motivation, this could be one reason for the insignificant effect of work motivation on performance.

Fourth, the relatively homogeneous level of work motivation among the teachers who participated in the study may also be a factor explaining these results. If most teachers have relatively similar levels of motivation, then variations in work motivation will not be strong enough to produce statistically significant differences in performance. This condition is common in educational organizations, where teachers tend to have relatively similar backgrounds, experiences, and working conditions.

Thus, overall it can be concluded that although Work Motivation has a positive relationship with Teacher Performance as indicated by the valuepath coefficientof 0.197, but the effect is not strong enough to be declared statistically significant in the context of this study. This finding has important implications for the Dharma Setia Kosgoro Foundation in Bogor City, that in efforts to improve teacher performance, strategies that focus solely on increasing work motivation may not provide optimal results. A more holistic and comprehensive approach is needed, which not only pays attention to the motivational aspect, but also considers other factors that have been proven to have a greater influence on teacher performance, such as job

satisfaction, professional competency development, improvements in the work environment, and improvements in teacher welfare in a comprehensive and sustainable manner.

The Relationship between Job Satisfaction and Performance in Foundations

Dharma Setia Kosgoro, Bogor City

Job satisfaction is one of the most widely researched aspects in human resource management, and this is not without reason. Job satisfaction reflects an individual's psychological and emotional state in assessing and perceiving their overall work experience. According to Robbins and Judge (2017), job satisfaction can be defined as a positive feeling about one's job resulting from an evaluation of the job's characteristics. When an individual perceives that their work provides value, meaning, and rewards that align with their expectations and needs, they are said to have a high level of job satisfaction. In the context of education, teacher job satisfaction is a crucial issue because it is directly related to the quality of the learning process and ultimately determines the quality of the education produced (Colquitt et al., 2019). Teachers who are satisfied with their work will not only be physically present in the classroom but also emotionally and intellectually present, enabling them to provide meaningful instruction and positively impact student development.

In this study, the Job Satisfaction variable (X2) was measured using several indicators that had undergone a series of rigorous statistical tests to ensure their validity and reliability. The first step taken before testing the relationships between variables was the Collinearity Issues test, which aimed to ensure that the indicators used were free from multicollinearity issues. The test results showed that all Job Satisfaction indicators, namely E1 to E5, obtained VIF values ranging from 1.919 to 3.277, all of which were well below the required maximum limit of ≤ 5 (Musyaffi et al., 2021). The relatively low VIF values for these Job Satisfaction indicators indicate that each indicator has a fairly high level of independence from each other, so that each indicator provides unique and non-redundant information in measuring the job satisfaction construct. This condition strengthens the belief that the indicators used have met the requirements and are suitable for use in the research model.

In addition to being free from multicollinearity issues, the Job Satisfaction measurement instrument was also proven to have a good level of internal consistency based on the results of the Cronbach's Alpha test. The Cronbach's Alpha value obtained met the required reliability criteria, namely ≥ 0.7 (Musyaffi et al., 2021), which means that the indicators used to measure job satisfaction consistently measure the same construct and can be relied upon as a reliable measuring instrument. Fulfilling these reliability requirements provides a strong basis that the data collected through the Job Satisfaction measurement instrument reflects actual conditions and can be used to draw valid conclusions in this study.

With all the initial testing requirements met, both in terms of validity, reliability, and freedom from multicollinearity problems, the test of the relationship between Job Satisfaction and Teacher Performance can be conducted with a solid statistical foundation. Before examining the results of the hypothesis testing specifically, it is important to first understand the overall model's ability to explain and predict the Teacher Performance variable (Y). Based on the results of the Coefficient of Determination (R^2) test, an R-square value of 0.499 and an adjusted R-square of 0.489 were obtained. These values indicate that together, the variables Work Motivation (X1) and Job Satisfaction (X2) are able to explain almost 50% of the variation that occurs in the Teacher Performance variable (Y) (Musyaffi et al., 2021:135). Given that Job Satisfaction proved to be a significant predictor while Work Motivation was not, it can be interpreted that most of the 49.9% contribution is dominated by the role of Job Satisfaction in explaining variations in Teacher Performance.

This is further strengthened by the results of the Predictive Relevance (Q^2) test, which showed a value of 0.499 for the Teacher Performance variable (Y). This Q^2 value, which is well above the large category of 0.35, indicates that the model has very strong predictive ability (Musyaffi et al., 2021). In other words, the model that places Job Satisfaction as one of the main predictors of Teacher Performance has been proven to be able to predict data not used in the parameter estimation process with a very high level of accuracy and relevance (Hair et al., 2017). This high Q^2 value is further evidence that Job Satisfaction is a highly relevant variable and has strong predictive power on Teacher Performance in the context of this study.

Entering the core of hypothesis testing, based on the results of the path coefficient analysis using the bootstrapping method using SmartPLS-4, very convincing results were obtained that the Job Satisfaction

variable (X2) has a path coefficient value of 0.571 on the Teacher Performance variable (Y). This positive and quite large path coefficient value directly illustrates that there is a strong and unidirectional relationship between Job Satisfaction and Teacher Performance (Hair et al., 2020). This means that any increase in the level of teacher job satisfaction will be followed by a significant increase in the teacher's performance. Conversely, a decrease in job satisfaction has the potential to negatively impact the quality of performance produced by teachers.

The significance of this relationship is further strengthened by the T-statistic value of 5.073, which is far above the minimum required limit of 1.96. This high T-statistic value indicates that the effect of Job Satisfaction on Teacher Performance is not the result of chance or random error alone, but rather reflects a real and statistically accountable relationship (Hair et al., 2020). This is further strengthened by the P-value of 0.000, which is far below the significance limit of 0.05. The combination of this high T-statistic value and a very small P-value provides very strong statistical evidence that Job Satisfaction has a positive and significant effect on Teacher Performance, so that H2 in this study is accepted.

Accepting this hypothesis has profound implications in the context of human resource management in educational settings. These findings empirically demonstrate that teacher job satisfaction is not merely a subjective and personal emotional state, but rather a factor that significantly and measurably contributes to improved teacher performance (Robbins and Judge, 2017). When a teacher feels valued, supported, and fulfilled in their work environment, these conditions will motivate them to give their best in carrying out their duties and responsibilities as an educator.

Furthermore, the path coefficient value of 0.571 obtained in this study shows that Job Satisfaction is the strongest predictor among all efforts to improve teacher performance, investment in improving job satisfaction will provide much more optimal and measurable results compared to efforts to improve work motivation alone.

These findings can be understood through various theoretical and practical perspectives. From a psychological perspective, high job satisfaction creates a positive emotional state, where a teacher feels comfortable, secure, and enthusiastic in carrying out their role (Colquitt et al., 2019). This positive emotional state, in turn, increases teacher engagement in every aspect of their work, from lesson planning and teaching and learning activities to evaluating student learning outcomes and professional development. Teachers who are happy and satisfied with their work are more likely to exceed minimum expectations in carrying out their duties and voluntarily contribute beyond what is required (Robbins and Judge, 2017).

From an organizational perspective, high job satisfaction is also closely related to low absenteeism and turnover rates among teachers (Colquitt et al., 2019). Teachers who are satisfied with their work will have a higher commitment to the organization and their profession, resulting in fewer absences, more consistent attendance, and greater long-term retention within the foundation. This consistent attendance and stability of the teaching staff ultimately have a direct impact on the quality and continuity of the learning process, which is a crucial dimension of teacher performance (Mangkunegara, 2017).

Specifically, in the context of the Dharma Setia Kosgoro Foundation in Bogor City, these findings illustrate that the teachers who responded to this study felt a close relationship between their level of job satisfaction and the quality of their performance. This could be due to various contextual factors unique to the foundation's environment, such as interpersonal relationships among teachers, the quality of leadership from the foundation's management, and the physical and atmospheric conditions of the independent variables studied in explaining teacher performance. When compared with the path coefficient value for Work Motivation, which was only 0.197, it can be clearly seen that the contribution of Job Satisfaction to Teacher Performance is much greater and more influential (Musyaffi et al., 2021). This significant difference suggests that in efforts to

work environment, as well as various other aspects that directly influence teachers' daily work experiences (Hasibuan, 2019).

Furthermore, it is important to emphasize that teacher job satisfaction is not a single dimension, but rather the result of an accumulation of various interrelated aspects of satisfaction. Satisfaction with compensation received, satisfaction with relationships with coworkers, satisfaction with support and

supervision from superiors, satisfaction with career development opportunities, and satisfaction with physical work conditions and environment all contribute together to forming an overall level of job satisfaction (Luthans, 2011). When all dimensions of satisfaction are met properly, teachers will experience a holistic sense of satisfaction that is ultimately reflected in optimal and high-quality performance (Robbins and Judge, 2017).

The relationship between work motivation and job satisfaction

Teacher Performance at the Dharma Setia Kosgoro Foundation, Bogor City

This study aims to empirically test the influence of Work Motivation (X1) and Job Satisfaction (X2) on Teacher Performance (Y) at the Dharma Setia Kosgoro Foundation in Bogor City using the Structural Equation Modeling – Partial Least Square (SEM-PLS) approach with the help of SmartPLS-4 software. The two independent variables studied, namely Work Motivation and Job Satisfaction, are two factors that theoretically have an important role in shaping individual performance in organizations, including in the context of educational organizations such as foundations (Robbins and Judge, 2017). Therefore, empirical testing of these two variables is an important step to produce relevant findings and can be used as a basis for decision making by the foundation management.

V. CONCLUSION AND SUGGESTION

In this chapter, the author will present the conclusions from the research results that have been described in the previous chapter, as well as the implications and suggestions that can be given based on the research findings regarding the influence of Work Motivation and Job Satisfaction on the Performance of Teachers at the Dharma Setia Kosgoro Foundation, Bogor City.

Conclusion

Based on the results of the research analysis regarding the influence of Work Motivation on Teacher Performance at the Dharma Setia Kosgoro Foundation, Bogor City, the following conclusions were obtained:

1. Work Motivation (X1) has a positive relationship with Teacher Performance (Y) as indicated by a path coefficient value of 0.197, indicating a positive relationship between Work Motivation and Teacher Performance. This means that an increase in work motivation tends to be followed by an increase in teacher performance, although the relationship is relatively weak.
2. Work Motivation (X1) does not have a significant effect on Teacher Performance (Y) as indicated by the T-statistic value of 1.490 which is smaller than 1.96 and the P-value of 0.136 which is greater than 0.05, so the first hypothesis (H1) is rejected. Thus, statistically, Work Motivation is not proven to have a significant effect on Teacher Performance.
3. Job Satisfaction (X2) has a positive effect on Teacher Performance (Y) as evidenced by the path coefficient value of 0.571, which indicates a positive relationship between Job Satisfaction and Teacher Performance. This means that the higher the level of teacher job satisfaction, the higher the level of teacher performance in carrying out their duties and responsibilities.
4. Job Satisfaction (X2) has a significant effect on Teacher Performance (Y) as shown by the T-statistic value of 5.073 which is greater than 1.96 and the P-value of 0.000 which is less than 0.05. Thus, the second hypothesis (H2) is accepted, so that statistically Job Satisfaction is proven to have a positive and significant effect on Teacher Performance.

Suggestion

Based on the research conclusions, the following are suggestions that the author can provide based on practical and theoretical aspects:

Practical Advice for Dharma Setia Kosgoro Foundation

1. The Dharma Setia Kosgoro Foundation in Bogor City needs to improve teacher job satisfaction, as this variable has been shown to have a positive and significant impact on teacher performance. Efforts include improving teacher welfare, rewarding performance, creating a comfortable work environment, and building harmonious working relationships.

2. Foundations and school management need to provide support for teacher professional development through training, workshops, educational seminars, and competency improvement programs so that teachers can work more optimally and professionally.
3. The principal is expected to be able to create supportive, communicative, and participatory leadership so that teachers feel valued and have greater involvement in the decision-making process at school.
4. Although work motivation has not been proven to have a significant influence, schools still need to maintain and improve teacher motivation by providing appreciation, career development opportunities, and a fair and transparent work evaluation system.
5. Foundations also need to pay attention to other factors that can affect teacher performance, such as learning facilities, workload, organizational culture, and the balance between work and personal life of teachers in order to create more productive and conducive working conditions.
6. The results of this study are expected to be used as evaluation material and consideration for school management in formulating human resource management policies, particularly in efforts to improve the quality of teacher performance and the overall quality of education.

Theoretical Suggestions

1. Further research is expected to develop the research model by adding other variables that have the potential to influence teacher performance, such as pedagogical competence, principal leadership, organizational culture, work environment, organizational commitment, and reward systems. This is necessary because in this study, work motivation has not been proven to have a significant influence on teacher performance.
2. Further research is also recommended to use mediating or moderating variables so that the relationship between variables can be explained in more depth.
3. Further research is expected to expand the objects and scope of research, not only in one educational foundation, but also in public schools, private schools, and educational institutions in wider areas so that the research results have a higher level of generalization.
4. It is recommended that future researchers develop more specific measurement indicators according to the characteristics of educational organizations, so that research results can describe empirical conditions more accurately.

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