

INFLUENCE OF KNOWLEDGE SHARING, WORK ENVIRONMENT AND MOTIVATION ON TEACHER PERFORMANCE MEDIATED BY JOB SATISFACTION SMK TEACHER IN MALANG CITY

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Abstract:

The purpose of the study was to determine the effect of knowledge sharing, work environment and motivation on teacher job satisfaction, to determine the effect of knowledge sharing, work environment and motivation on teacher performance, to determine the effect of teacher job satisfaction on teacher performance, to determine the effect of knowledge sharing, work environment and motivation on teacher performance. teacher performance mediated by teacher job satisfaction. The research population was 1,156 vocational high school teachers, with a research sample of 200 teachers as respondents. The research design is explanatory research, with a quantitative approach. The data analysis technique used Structural Equation Modeling (SEM) with AMOS 23 and SPSS 21 software. The results showed that knowledge sharing, work environment, and motivation had an effect on teacher job satisfaction.

Keywords: knowledge sharing, work environment, motivation, job satisfaction, performance



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INTRODUCTION

The success of the organization in achieving the goals that have been set is influenced by many factors, the main factor is human resources. The rapid development of science and technology makes changes in the pattern of life and human life, it also changes the human resources owned by each individual.

An organization needs to plan and create good and professional management to improve individual performance. For this reason, in achieving this goal, all existing resources within the institution must be utilized as well as possible, including human resources as the main factor. Performance is a potential that must be owned by each individual to carry out every responsibility given by the institution to the individual. If the performance is good, then each individual can complete all the workload of the institution effectively and efficiently so that problems that occur in the institution can be resolved properly.

Employees or employees in an educational institution consist of educators (teachers) and education staff (administration). Teachers and the administration in an educational institution are the most important assets in achieving the goals of the educational institution, where teachers and the administration are able to produce good performance and make a major contribution in carrying out activities in educational institutions. A teacher plays a central role in ensuring the sustainability of educational institutions and the continuity of the nation's successors, in accordance with the mandate of the 1945 Constitution which states that every citizen has the right to receive education for welfare and improve their standard of living.

Education has an important and strategic role in nation building and contributes significantly to economic growth and social transformation. Education will create an educated society (educated people) which is a prerequisite for the formation of an advanced, independent, democratic, prosperous and free society from poverty.

The Quality education according to Sallis (2014: 93) is a matter related to passion and self-esteem which is also a requirement for realizing the life of an advanced, modern and prosperous nation. Many countries do not have abundant natural resources but can realize the prosperity and welfare of the people. This happens because of quality education so as to produce quality human resources. Efforts to produce quality human beings, one of the important factors is the performance presented by teachers in educational institutions, as a transmitter of knowledge.

Teacher performance according to Getteng, (2012:87) is the interaction between a teacher's ability to manage and carry out the learning process both in the classroom and outside the classroom, in addition to carrying out other activities, such as working on school administration and learning administration, implementing guidance and services to students, and carrying out assessments. In the HRM approach, teacher performance is an individual performance. Individual performance (Armstrong, 2003:76) is the result of a person's work both in terms of quality and quantity based on predetermined work standards. A person's performance reflects the success of an organization, so it is important to measure the results in the form of individual performance. Teacher performance is the culmination of three interrelated elements, namely skills, efforts and nature/conditions (Getteng, 2012:91).

Research results have shown factors that affect individual performance in organizations, Paiman (2016) show individual satisfaction has a significant effect on a person's performance. The research of Kuzu, et al., (2014) and Islam, (2017) states that a person's success is described from individual performance which is influenced by the knowledge sharing factor. Knowledge Sharing (KS) (Fahey, 1998:265), means as a process of knowledge exchange that occurs between two individuals, one person as an individual who communicates knowledge, while the other person assimilates the knowledge that has been received. Lankeshwara (2015); Malik, et al., (2011); and Al Aluf, et al., (2017) about performance influenced by the work environment. The work environment (Robbins, 2006:94) is everything that is around the individual and can affect the individual in carrying out the tasks that have been given. A person will perform if there is encouragement from himself in the form of motivation to achieve work success, as researched by Wilda, et al., (2017), and Paiman (2016). However, different results are shown by Paiman (2016), namely motivation has a negative effect on job satisfaction. Work urge or motivation (Griffin, 2004:79), are several factors that cause a person to act in certain ways. In contrast to the research of Hayati et al., (2012) found that motivation has no significant effect on performance, motivation does not have a direct influence on individual performance. In full, the research findings are that motivation can affect individual performance by mediating job satisfaction, that is, motivation affects job satisfaction, motivation does not directly affect individual performance, but has an indirect effect on individual performance through job satisfaction. Research on the indirect effect of job satisfaction is also proven by Mubarok, (2019) resulted in job satisfaction being proven to mediate the influence of organizational culture and work motivation on one's performance and Wijaya et al., (2019) which also proved job satisfaction as a mediator of the influence of leadership and motivation on individual performance. The findings have not provided consistent results, providing a gap to re-examine individual performance with job satisfaction mediating.

LITERATURE REVIEW

Teacher Performance

Performance (Whitmore, 2008:97) That is something that is shown by someone through attitudes, actions and achievements or real skills. In the HRM approach, teacher performance is an individual performance and is the work of behavior. Individual performance (Armstrong, 2003:68) is a The results of one's work are seen in terms of quality and quantity based on work standards that have been determined by the organization. A person's performance describes the success of an organization, so measuring the results of individual performance is deemed necessary and important to implement.

Performance (King, 1993:102) is all a person's activities in carrying out and completing the tasks assigned to him. This activity is to get work results in quality and quantity achieved by someone in carrying out tasks in accordance with the responsibilities assigned to him. Organizational performance as a whole is determined by the performance of someone who is in the organization, this is important for every organization in an effort to achieve organizational goals effectively and efficiently. Lawler (2015: 89) states that performance is a "successful role achievement" which is the result of work that in quality and quantity has been achieved by a person in carrying out his duties in accordance with the responsibilities assigned to him. Uno (2014: 76) argues that performance is the result of work achieved by a person in carrying out and completing the tasks assigned to him based on sincerity, skills, and experience and time. According to Bernardin (2012: 88) performance is the result of work that has been achieved by a person or group of people in an organization, in accordance with their respective duties and responsibilities, in an effort to achieve the goals of the organization concerned in accordance with morals, ethics and legally. , and not breaking the law.

Teacher Competency Standards are developed as a whole from 4 main competencies in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, namely: (1) Pedagogic Competence, (2) Personality Competence, (3) Social Competence , and (4) Professional Competence. All these competencies are related to teacher performance. The quality of teacher performance has certain specifications/criteria. The quality of teacher performance can be seen and measured based on competency criteria that must be possessed by every teacher.

Teacher Competency Standards include teacher core competencies which are developed into Teacher Competencies starting from PAUD/TK/R to SMA/MA/SMK. According to Getteng (2012:98), there are 4 competencies that must be mastered by teachers, namely: being able to carry out the learning process, mastering lesson materials, being able to evaluate student learning outcomes and being able to diagnose student behavior.

It can be concluded that the main abilities that must be possessed by every teacher that will be used as a benchmark for the quality of teacher performance are: Teacher competencies according to Article 8 include pedagogic competencies, personality competencies, social competencies, and professional competencies obtained through professional education contained in Law Number 14 of 2005 regarding Teachers and Lecturers, in article 10 paragraph (1).

Knowledge Sharing

Knowledge Sharing is a process in which an individual jointly and interactively has an idea, thought, or suggestion in accordance with the instructions from the individual's experience (West and Mayer, 1995:74). Knowledge Sharing is defined as an exchange of knowledge and experience between two individuals; one person communicates knowledge, while another absorbs that knowledge (Jacobson, 2006:57). Knowledge sharing from each individual main focus is the ability to explain and communicate knowledge to other people, groups, and organizations. Knowledge sharing occurs between two individuals, in teams between organizational units, and between organizations (Glassop, 2002: 90).

Knowledge sharing occurs when people are naturally interested in helping each other to build new competencies and capacities for action and not simply giving something to others or getting something from them in return. Knowledge sharing flows naturally and there is an element of willingness to help others for progress or achieve certain goals and not something that is forced or formally prepared and even planned. Several studies say that knowledge sharing is the process of creating learning. It is intended that through knowledge sharing activities, a person will gain new insight into something, understanding, and improving it is a form of learning. From the description above, it appears that knowledge sharing is an exchange of knowledge between two individuals; one person communicates knowledge, while another person absorbs that knowledge. Furthermore, the knowledge sharing indicators that will be used in this study are in accordance

with research from Okyere Kwakye (2011), namely: individuals, organizational culture, leadership and technology.

Work environment

The work environment is everything that is around the teacher that can affect him in doing work. A comfortable and safe physical environment will affect teacher performance. Not only the influence of the physical environment but the influence of the non-physical environment, for example, working relationships with colleagues (co-workers) and working relationships with good superiors also affect productivity, organizational harmony and teacher performance. According to Aarons (2006:49), the work environment is one of the factors that can affect a person's performance. Tyssen (2005:82) defines the work environment as space, physical layout, tools, noise, materials and coworker relationships and relationships all of which have a positive impact on the quality of work produced.

The results of research by Malik, et al., (2011) on the effect of the work environment on employee performance in Pakistan show a significant effect. This means that a good work environment can encourage better performance and productivity of the workforce in this case employees. Lankeshwara's research (2016) on the influence of the work environment on employee performance in Sri Lanka, shows significant test results, meaning that the assumption that the work environment affects employee performance is accepted. This means that a good work environment (physical and non-physical) will be able to have a positive influence on performance. The main element that causes the work environment to provide motivation is a combination of physical conditions and mental attitudes (Amir, 2010). To what extent is one of these elements more important? depending on the nature and importance of the work for the teacher. Very satisfying work results can be achieved when the teacher's desire to excel is very strong even in a bad situation. On the other hand, a very good work environment if the teacher does not have a passion for achievement, it does not mean that it prevents the emergence of work that is actually very disappointing

Highly motivated teachers can make a difference in a bad work environment. For example, prisoners of war who want to escape by making underground tunnels. The prisoners were led by people who gave various clear directions and who always provided motivation so that the morale of work was maintained under any circumstances until the prisoners' goals were successful. Good leadership turns out to be able to help many people overcome a bad work environment.

According to Robbins (2006:112) things that affect the work environment include: (1) Availability of facilities and infrastructure, this is very important because the availability of advice and infrastructure is needed by an organization in developing a better organization; (2) The condition of the facilities and infrastructure, this is very related because the facilities and infrastructure exist but cannot be used or are in a damaged condition, the facilities and infrastructure are also useless, then the condition of the facilities and infrastructure is very important for the work environment of individuals and organizations; (3) The pattern of cooperation between superiors and subordinates, there are many in the school work environment, the principal places his position as the big boss, where his subordinates must fear and respect him, this can no longer be implemented in modern times because of the close relationship between superiors and subordinates, which without barriers will further advance the school and the teachers themselves to be able to develop their abilities; (4) Relationships and communication between fellow teachers, in organizing conflicts there must be but how can this conflict subside immediately and can inspire the enthusiasm of the teachers to be more developed and advanced, this can be seen from the relationship between fellow teachers who are good and respectful to each other so as to create a climate a healthy and good organization to develop the potential of each teacher.

Motivation

This organizing and directing function essentially discusses how school organizations can direct their human resources to be able to carry out what has been planned and organized. Individual factors as the core of HR need to be managed through the function of organizing and directing, the key for this function to run well is the motivation of each individual or group (Feldman, 2004).

Feldman (2004:97) defines motivation as something that encourages someone to show certain behavior. The specified behavior is the behavior that will produce the best performance for the school or organization. Then according to Maslow (2010:102) motivation is a set of attitudes and values that influence individuals to achieve certain things in accordance with individual goals. These attitudes and values are invisible things that provide the strength and impetus that make individuals behave to achieve goals. In addition, motivation can be interpreted as an individual's desire to take action because he wants to do it. If an individual is motivated, they will make a positive choice to do something, because it can satisfy and realize their desires.

Armstrong (2006:87) explains that motivation is something complicated. The biggest mistake a boss can make is believing that there is a simple answer to how to motivate people. Meanwhile, Armstrong (2006: 90) states that the indicators of motivation are: (1) Existence, this existence is related to a person's individual where a person will be motivated if he works and can fulfill his needs and his existence is recognized by superiors and coworkers. (2) The need to get along (Relatedness), where an individual will be motivated when he feels valued in a relationship, has a relationship with many people and his social needs are met, (3) Growth (Growth), this growth is related to an individual's ability to increase his or her abilities. academic and equal treatment to develop his career.

Job satisfaction

According to Genderman (1998:77), many definitions or limitations of job satisfaction, for example job satisfaction is seen as a complex emotional reaction. This emotional reaction is the result of a person's demands, hopes, drives, and desires for work that are associated with the circumstances he feels, giving rise to emotional reactions in the form of feelings of satisfaction and dissatisfaction or feelings of pleasure or displeasure.

Another understanding that job satisfaction related to teachers is a teacher's attitude towards work related to work situations, cooperation between teachers, compensation received at work, as well as matters relating to physical and psychological factors. Chang and Tu (2005:65) argue that job satisfaction is an emotional state that is pleasant or unpleasant for teachers and the way they view their work. Job satisfaction is a reflection of one's feelings towards his job. This can be seen in the teacher's attitude towards the work assigned to him and everything he faces in his work environment.

In general, one's job satisfaction is the most important attitude and is often studied. There are three important dimensions in job satisfaction, namely 1). Satisfaction is the emotional state of the work situation. 2). Job satisfaction is the results obtained or whether the results obtained are in accordance with the wishes and expectations, 3). Job satisfaction also describes a person's behavior by showing a positive attitude towards the work he does, someone who is dissatisfied with his job shows a negative attitude towards the job.

Robbins (2006: 82) states job satisfaction as a positive feeling about one's work which is the result of an attitude and its characteristics. A person can be said to have a high level of satisfaction, if they have positive feelings about the job, while dissatisfied people have negative feelings about the job. Meanwhile, Gibson (2003:58) defines job satisfaction as an attitude that an individual has about his job. This is generated from their opinion on the work they have done, based on work environment factors, such as rules and policies, work procedures, teamwork, working conditions and benefits.

Bolger (2001:35), Job satisfaction in the workforce or teachers can be expressed in various ways, namely the teacher stays in his school because he feels comfortable, the teacher makes productive efforts, the teacher develops himself with useful activities, one of which is training, the teacher is proud of the place he works. The teacher has a responsibility for his work.

METHODS

The design of this research is explanatory research with a quantitative approach that is guided by a questionnaire obtained from primary sources. Primary data were analyzed descriptively using inferential analysis tools and SEM. This study examines the field of human resources (HR), especially individual performance which is influenced by Knowledge Sharing, Work Environment and Motivation mediated by Job Satisfaction of State Vocational High School Teachers in Malang City. The research sample: PNS teachers at State Vocational Schools in Malang City are 1156 teachers. The sample size as research respondents was taken randomly. In the use of analysis, according to SEM analysis requires the number of samples is 100-200 or 10-20 parameters, then the number of samples is 200 people as respondents.

The research location was chosen in Malang City-East Java, because Malang City is known as the City of Education and the second largest city after Surabaya (the provincial capital), as well as several other considerations, namely:

1. Regulation of the Minister of Education and Culture which makes SMK as a center for human resource development. (Permendikbud no. 34 of 2018).
2. The choice of Malang City as the research location compared to Jogjakarta City which is both called the city of education is based on the number of State Vocational Schools in Malang City which is more than Jogjakarta City, Malang City has 13 State Vocational Schools (East Java Provincial Education and Culture Office, 2019), while Jogjakarta City has 5 State Vocational Schools (Jogjakarta Special Region Education and Culture Office, 2019) which means majors, students and teaching staff, Malang City is more than the City of Jogjakarta, so that the selection of Malang City as the research location is considered to be more representative of the actual teacher performance than the City of Jogjakarta or other cities.
3. The achievements that have been achieved by the City of Malang both regionally, nationally and internationally. (Department of Education and Culture of the Republic of Indonesia, 2020)

RESULT AND DISCUSSION

SEM (Structural Equation Modeling) technique was used to perform inferential analysis in this study. In testing the analysis using the SEM (Structural Equation Modeling) technique, the results of the study were carried out in stages, namely the first level to carry out the Confirmatory factor analysis technique with the following results:

Confirmatory Analysis of Exogenous Variables

Confirmatory analysis of knowledge sharing exogenous variables, work environment and motivation is carried out to confirm whether the observed variables can reflect the analyzed factors, namely having a model suitability test - goodness of fit test, significant factor weights and lambda or loading factor values.

Table 8 Exogenous Variable Test Results

Indicator	Variable Latent	Loading Factor	Critical Ratio	P value	Note:
Individual	<i>Knowledge Sharing</i>	0.774	14,968	0.000	valid
Organizational culture	<i>Knowledge Sharing</i>	0.917	22,554	0.000	valid
Leadership	<i>Knowledge Sharing</i>	0.928	23,340	0.000	valid
Technology	<i>Knowledge Sharing</i>	0.928	<i>Fixed</i>	0.000	valid
Facility Availability	work environment	0.746	<i>Fixed</i>	0.000	valid
Facility Condition	work environment	0.882	13,328	0.000	valid
The Pattern of Cooperation between Superiors and Subordinates	work environment	0.962	14,763	0.000	valid
Relations and Communication between fellow teachers	work environment	0.969	14,880	0.000	valid
<i>Existence/Necessity of existence</i>	Motivation	0.754	13,516	0.000	valid
<i>Relatedness/Need to get along</i>	Motivation	0.867	11,521	0.000	valid
<i>Growth/Growth</i>	Motivation	0.825	<i>Fixed</i>	0.000	valid
<i>Reliability Construct</i>	= 0.869 (cut-off value = 0.7)				Reliable
<i>Variance Extract</i>	= 0,675 (cut-off value = 0.5)				Reliable

Source: Primary data processed, 2020.

Table 8 shows that the loading factor of the Knowledge Sharing indicator (X1) ranges from 0.774 to 0.928. This result gives the decision that all indicators are significant ($p < 0.05$) for measuring Knowledge Sharing, so the measurement model of this variable is acceptable. Substantially from outside the biggest loading factor of Knowledge Sharing is explained by the indicators of leadership (X1.3) and technology (X1.4).

The loading factor of the Work Environment indicator ranges from 0.746 to 0.969. This result gives a decision that all indicators are significant ($p < 0.05$) for measuring the Work Environment so that the measurement model of the variable can be accepted. Substantially, the biggest loading factor is the communication relationship between fellow teachers (X2.4).

The loading factor of motivation indicators ranges from 0.754 to 0.867. This result gives a decision that all indicators are significant ($p < 0.05$) to measure motivation so that the measurement model of this variable is acceptable. Substantially, the biggest loading factor of motivation is explained by relatedness needs (the need to get along) (X3.2).

Confirmatory Analysis of Intervening and Endogenous Variables

The results of the significance test of loading factors for endogenous variables (job satisfaction and teacher performance) are presented in Table 9 below:

Table 9. Test Results of Intervening Variables and Endogenous Variables

Indicator	Variable Latent	Loading Factor	Critical Ratio	P value	Information
Hang in there	Job satisfaction	0.866	11,600	0.000	Valid
Productive Effort	Job satisfaction	0.890	11,872	0.000	Valid
Attitude Develop yourself	Job satisfaction	0.822	11,050	0.000	Valid
Proud of the workplace	Job satisfaction	0.712	<i>Fixed</i>	0.000	Valid
Pedagogic	Performance	0.777	14,012	0.000	Valid
Personality	Performance	0.868	17,082	0.000	Valid
Social	Performance	0.914	<i>Fixed</i>	0.000	Valid
Professional	Performance	0.625	10,016	0.000	Valid
<i>Reliability Construct</i>	= 0.877 (cut-off value = 0.7)				Reliable
<i>Variance Extract</i>	= 0.573 (cut-off value = 0.5)				Reliable

Source: Primary data processed, 2020.

Based on the information in Table 9, it shows that the loading factor value of each indicator exceeds the cut-off value of 0.5, the probability value (p) is less than or equal to 0.05, the Reliability Construct value of 0.877 is greater than the cut-off value of 0.7 and the Variance Extract value of 0.573 is greater than the cut-off value of 0.5. The job satisfaction indicator which shows the highest factor loading value is productive effort with a value of 0.890, while from the teacher performance indicator which shows the highest factor loading value is social with a value of 0.914. The results of this test indicate that the tested indicators have good reliability in forming and operating latent variables.

Model Suitability Test (Goodness Of Fit)

Based on the AMOS 23 calculation for the SEM model, the goodness of fit indices are generated which are presented in Table 10. The index values will be compared with the cut-off value of each index. If it has goodness of fit indices that are greater than or equal to the critical value, a model is said to be good.

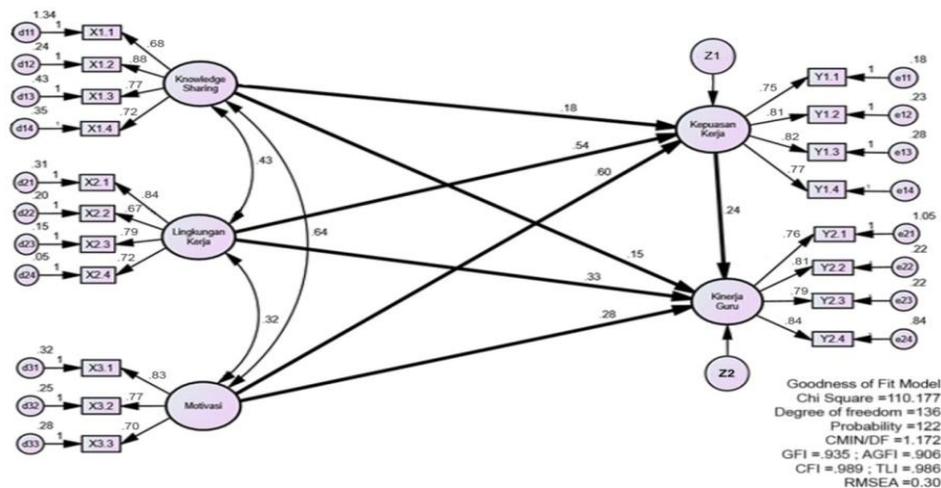


Figure 2. Results of SEM Analysis

Table 10. Results of Goodness of Fit Testing for Modified Structural Models

<i>Godness Of Fit Index</i>	<i>Cut-off Value</i>	Model Results	Description
Chi-square (X2)	128,80	110,177	Well
Probability	0.05	0.122	Well
CMIN/DF	2.00	1.172	Well
GFI	0.90	0.935	Well
AGFI	0.90	0.906	Well
CFI	0.95	0.989	Well
TLI	0.95	0.986	Well
RMSEA	0.085	0.030	Well

The results of the evaluation of the GFI (Goodness of Fit Indices) criteria in Table 10, the overall model evaluation has met, so the model can be accepted.

Hypothesis Testing Results

In this study, hypothesis testing is done by looking at the p value (probability), if the p value > 0.05, it can be stated that there is a significant effect. The results of the analysis on testing the first hypothesis are presented in Table 11.

Table 11. Influence *Knowledge Sharing*, Work Environment, and Motivation towards Job satisfaction

Variable	<i>Standardized Regression Weight</i>	<i>Estimate</i>	SE	CR	Probability	Description
<i>Knowledge Sharing</i>	.378	.603	.161	3.746	.000	Significant
Work environment	.258	.536	.181	2,954	.003	Significant
Motivation	.205	.176	.064	2,737	.006	Significant

Table 11 shows that the variable *Knowledge Sharing*, Work Environment, and Motivation has a critical ratio value > 2 and a p-value 0.05 means *Knowledge Sharing*, Work Environment, and motivation has a positive and significant effect on job satisfaction. Coefficient of standardized regression weight, for *Knowledge Sharing* = 0.378, Work Environment = 0.258 and motivation = 0.205; mean *Knowledge Sharing*, has an effect of 37.8%, the Work Environment has an influence of 25.8%, and motivation has an effect of 20.5% on job satisfaction. *Knowledge Sharing* has the most influence on job satisfaction, with the So, the first hypothesis is proven that *Knowledge Sharing*, Work Environment and motivation have significant and positive influence on job satisfaction.

Second Hypothesis Testing

The results of the analysis on testing the second hypothesis are as shown in Table 12.

Table 12. Influence Knowledge Sharing, Work Environment, And Motivation Against Teacher Performance

Variable	Standardized Regression Weight	Estimate	SE	CR	Probability	Description
Knowledge Sharing	0.202	0.148	0.054	2,743	0.006	Significant
Work environment	0.186	0.329	0.149	2,204	0.028	Significant
Motivation	0.206	0.280	0.138	2.032	0.042	Significant

Table 12 shows that the variable *Knowledge Sharing*, *Work Environment*, and *Motivation* has a critical ratio value > 2 and a p-value 0.05 means *Knowledge Sharing*, *Work Environment*, and *motivation* on teacher performance has a significant and positive effect. Coefficient of standardized regression weight, for *Knowledge Sharing*= 0.202, *Work environment* = 0.186 and *Motivation*= 0.206; mean *Knowledge Sharing* has an effect of 20.2%. *Work environment* has an effect of 18.6% and *motivation* has an influence of 20.6%. *Motivation* has the greatest effect on teacher performance, with d Thus the second hypothesis is proven, about *Knowledge Sharing*, *Work Environment*, and *Motivation*, have a significant and positive effect on *Teacher Performance*.

Third Hypothesis Testing

The results of the analysis on testing the third hypothesis are as shown in Table 13.

Table 13 Effect of Job Satisfaction on Teacher Performance

Variable	Standardized Regression Weight	Estimate	SE	CR	Probability	Description
Job satisfaction	0.277	0.236	0.078	3.023	0.002	Significant

Table 11 shows that the job satisfaction variable has a critical ratio value > 2 and a p-value 0.05, which means that job satisfaction has a significant effect on teacher performance. The standardized regression weight coefficient = 0.277 means that job satisfaction has a positive effect on teacher performance, thus the third hypothesis is proven that job satisfaction significant and positive effect on teacher performance.

Fourth Hypothesis Testing

The results of the analysis of the fourth hypothesis testing are presented as follows:

Table 14. Influence Knowledge Sharing, Work Environment, and Motivation To Teacher Performance Through Job Satisfaction

Variable	Direct Influence	Indirect Influence	Total Influence	Description
<i>Knowledge Sharing</i> Against Teacher Performance Through Job Satisfaction	0.202	$0.202 \times 0.277 = 0.056$	0.258	Mediation
<i>Work environment</i> Against Teacher Performance Through Job Satisfaction	0.186	$0.186 \times 0.277 = 0.0515$	0.237	Mediation
<i>Motivation</i> Against Teacher Performance Through Job Satisfaction	0.206	$0.206 \times 0.277 = 0.0570$	0.263	Mediation

Source: Primary data processed, 2020.

Table 14 shows that job satisfaction is a variable that can mediate the Knowledge Sharing variable on teacher performance, because the total effect value is greater than the direct effect ($0.258 > 0.202$). Job satisfaction as a variable that can mediate the Work Environment variable on teacher performance, because the total influence value is greater than the direct effect ($0.237 > 0.286$). Job satisfaction as a variable that can mediate motivational variables with teacher performance, because the total effect value is greater than the direct effect ($0.263 > 0.206$). The most decisive motivation variable in influencing teacher performance is mediated by job satisfaction. This means the fourth hypothesis that rejects H_0 , so that Job Satisfaction is able to mediate the effect of the relationship between *Knowledge Sharing*, Work Environment, and Motivation on Teacher Performance.

Discussion

Description of Knowledge Sharing, Work Environment, Motivation, Satisfaction Teacher Work and Performance

Knowledge Sharing determined by the individual, organizational culture, leadership and technology. This is in line with the opinion Okyere Kwakye (2011) that the Knowledge Sharing indicator consists of individuals, organizational culture, leadership and technology. The results of the study show that organizational culture indicators contribute the most to Knowledge Sharing. This is reflected in the opinion of respondents on the ability to apply the knowledge that has been obtained. Someone who will share knowledge and knowledge with others must be able to apply the knowledge that has been obtained, so that sharing knowledge with others will run optimally.

The work environment consists of four indicators, namely the availability of facilities, the condition of the facilities, the pattern of cooperation between subordinates and superiors, and the communication relationship between fellow teachers, according to the opinion Robbins (2006), that the work environment consists of from availability of facilities, condition of facilities, patterns of cooperation between subordinates and superiors, and communication relations among teachers. The indicator of the availability of facilities contributes the most to the Work Environment which is reflected in the opinion of respondents on the facilities that will improve teacher performance. This is in line with all activities and learning that exist in the school environment as a place of work environment, if the infrastructure (facilities and infrastructure) are available in good conditions, any learning and activities can run well and smoothly. Teachers will be easy to explain and practice the knowledge that has been obtained to their students, students will be easier to master a science if it is supported by the availability of facilities and infrastructure in schools which also means that the ability and performance of students increases.

The motivation of the teacher should be felt by the students, thus the students will be excited and moved by the motivation they feel with a sense of joy and love for learning and the teacher. Motivation is determined by existence, the need to socialize, and growth. This strengthens the opinion Armstrong (2006) that the indicators contained in motivation are: *existence* the need for existence, the need for association, and growth. Existence/need for existence is the indicator that contributes the most to motivation, this is reflected by the opinion of respondents on complying with existing regulations. Existence / need for existence shows that the existence / recognition of the existence of teachers is a good environmental condition in families, schools, communities and others. The presence of a teacher in the midst of his students cannot be replaced by another teacher because other people can only reduce the feelings that one has while what one feels cannot be replaced by others. If a teacher is active and obeys the rules at school, then a teacher has an important role and can affect his quality as an educator in the family environment. community and school. Society is a place where a person socializes and can be seen his participation in the community environment in which a person lives.

Teacher job satisfaction needs to be considered and realized because it is a very valuable recognition for teachers. A teacher expects basic needs to be met. If the profession, work and achievements are recognized, the teachers feel that their basic needs have been met. There are four indicators of teacher job satisfaction, namely, staying afloat, productive efforts, developing

themselves, and being proud of the workplace. This is in line with the opinion Meyer and Liu (2005) that job satisfaction indicators consist of: stay afloat, strive to be productive, develop yourself, and be proud of the workplace. The results of the study show that the indicators of self-development contribute the most to job satisfaction, as reflected by respondents' opinions on developing teaching skills. This indicates that the school is able to independently determine and realize the needs of self-development activities for teachers. A teacher who participates in self-development activities at school and outside of school can be judged by his superiors/principals.

Effect of Knowledge Sharing, Work Environment and Motivation on Job satisfaction

The results of the study prove that Knowledge Sharing has an effect on Job Satisfaction. Research results are in line with Varshney, et al., (2013) and Trivellas, et al., (2015) who tested Knowledge Sharing positively affects job satisfaction. Knowledge Sharing is an exchange of knowledge between two individuals where one person communicates knowledge, while the other person assimilates that knowledge so that knowledge exchange occurs which is contributed by organizational culture to the ability to apply the knowledge that has been obtained.

The results of the study prove that the work environment has an effect on job satisfaction. The results of the study support the research conducted by Pandev, et al., (2017) and Raziq, et al., (2014) which examined the effect of work environment on job satisfaction. Statements about the results of research on the influence of the work environment on job satisfaction are reflected in the availability of facilities and infrastructure because adequate facilities and infrastructure will increase teacher job satisfaction in educating students, which means a teacher will have good job satisfaction if the facilities and infrastructure used in educating students complete so that it is able to produce students with good achievements and have increased skills.

The results showed that motivation had an effect on job satisfaction. The results of this study are in accordance with the results of previous research conducted by Mubarok (2019); Wijaya (2019); Al Aluf, et al., (2017); Degrees et al., (2016); Paiman (2016); Tehseen, et al., (2015); Sohail, et al., (2014) and Saleem, et al., (2010) that motivation has a significant effect on job satisfaction which is contributed by the existence of a person in an organization which is reflected in a teacher obeying the rules in school.

The effect of Knowledge Sharing, Work Environment and Motivation on Teacher Performance

The results of the study prove that Knowledge Sharing has an effect on teacher performance. The results of this study are in line with the results of the study Islam, et al., (2017) and Kuzu, et al., (2014) who test Knowledge Sharing positively affects teacher performance. Knowledge sharing is an exchange of knowledge between two individuals where one person communicates knowledge, while the other person assimilates that knowledge. If a teacher has the ability to apply the knowledge that has been obtained, there will be an exchange of knowledge that can improve the performance of the teacher.

The results of the study prove that the work environment has an effect on teacher performance. The results of the study support the research conducted by Al Aluf, et al., (2017); Lankeshwara, et al., (2016) and Malik, et al., (2011) who tested the work environment had a positive effect on teacher performance. Explanation of the results of research on the influence of the work environment on teacher performance that the availability of facilities and infrastructure is more appreciated in job satisfaction, which is reflected in the availability of adequate facilities and infrastructure that will improve teacher performance in educating students, which means a teacher is considered to have good performance if he can work optimally. with adequate facilities and infrastructure in educating students to improve their achievements.

The results showed that motivation affects teacher performance. The results of the study are in line with previous research conducted by Mubarok (2019); Wijaya (2019); Al Aluf, et al., (2017); Degrees et al., (2016); Paiman (2016); Tehseen, et al., (2015); Sohail, et al., (2014) and Saleem, et al., (2010) that motivation has a significant effect on teacher performance which is contributed by

the existence of a person in an organization which is reflected in a teacher obeying the rules in school. A person's performance can be said to be successful if someone is disciplined in obeying existing regulations.

The Effect of Job Satisfaction on Teacher Performance

The results of the study prove that job satisfaction affects teacher performance. Research result Mubarak (2019); Wijaya (2019); Al Aluf, et al., (2017); Paiman (2016); Tehseen, et al., (2015); Kusumaningtyas, et al., (2015); Chamundeswari (2013) and Hayati, et al., (2012) who ever tested the effect of Job Satisfaction on Teacher Performance. Job satisfaction, especially in the attitude of self-development in terms of developing teaching skills, can improve teacher performance. Thus, teachers in schools can improve teacher performance when perceived job satisfaction increases.

Effect of Knowledge Sharing, Work Environment and Motivation on Job Satisfaction Mediated Performance

The results of the study prove that Knowledge Sharing, Work Environment and Motivation can increase teacher job satisfaction. Research proves that Knowledge Sharing, Work Environment and Motivation can improve Teacher Performance. The results also found that teacher job satisfaction can improve teacher performance. This is in accordance with research that has been done by previous researchers.

Knowledge Sharing is an exchange of knowledge between two individuals where one person communicates knowledge, while the other person assimilates that knowledge will be able to impart knowledge to others or get something from them as a result of reciprocity. Knowledge Sharing as a knowledge exchange process is considered capable of increasing teacher job satisfaction which is reflected in the organizational culture in applying the knowledge that has been obtained so as to improve teacher performance as reflected in teacher job satisfaction. The results of the study prove that Knowledge Sharing can improve Teacher Performance mediated by Job Satisfaction. This is evident where in general teachers in SMK have high knowledge sharing and high knowledge sharing will improve teacher performance.

The work environment is everything that is around the teacher that can affect him in doing every job. A safe and comfortable physical environment is believed to have an effect on teacher performance. The non-physical environment also affects the performance of a teacher, for example, working relationships with fellow co-workers and communicative and harmonious work relations between superiors and subordinates will also affect teacher productivity and performance. The work environment is one of the factors that can improve a person's performance which is reflected in the availability of standard and adequate facilities and infrastructure so that it can improve the quality of student achievement and can increase teacher job satisfaction. The results of the study suggest that the work environment can improve teacher performance which is mediated by teacher job satisfaction. A comfortable work environment and having standard and adequate facilities, as well as job satisfaction such as the availability of adequate facilities and infrastructure, cleanliness of the workplace will be able to improve teacher performance as illustrated by teacher job satisfaction.

Motivation is something that can cause enthusiasm or encouragement to work. Everything Human behavior always arises from a need that drives action towards a certain goal. The need that drives towards a goal is called motivation. In a school environment, a teacher must have high motivation to improve his performance. Motivation is one of the factors to improve teacher performance which is reflected in the existence of someone and obeying the rules in the school. The results of the study stated that that motivation has an effect on job satisfaction, job satisfaction has a significant effect on employee performance and job satisfaction is a variable that mediates motivation with employee performance. So it can be concluded that in order for an organization in this case the school to improve teacher performance, it is not only the factors that form work motivation that need to be considered, but also other factors forming job satisfaction.

Job satisfaction is a person's emotional state that is pleasant or unpleasant for teachers in viewing their work. A person's feelings towards his work are reflected in his job satisfaction which can be seen from the teacher's positive attitude towards work and the problems faced in the work environment. The teacher will behave or behave negatively if he does not get job satisfaction so that he will never achieve psychological satisfaction and in turn will be able to cause frustration, but if the teacher is satisfied, the teacher will be able to work well, full of enthusiasm, active and can excel and can perform better than teachers who do not get job satisfaction. The results of the study stated that job satisfaction can improve teacher performance. Teacher job satisfaction is described from the attitude of self-development in developing teaching skills that are considered capable of improving teacher performance.

CONCLUSION

Knowledge Sharing reflected by individuals, organizational culture, leadership and technology. The organizational culture that is most appreciated by the respondents is reflected in the ability to apply the knowledge that has been obtained. The work environment is reflected by the availability of facilities, condition of facilities, patterns of cooperation between superiors and subordinates, as well as relationships and communication between fellow teachers. The greatest appreciation is the availability of facilities, as reflected in the facilities that can improve teacher performance. Motivation is reflected by the need for existence, the need for association and growth. The motivation that is most appreciated is the need for existence which is reflected by a teacher obeying the existing rules. Job satisfaction can be reflected by staying afloat, productive efforts, self-development attitude and pride in the workplace. The biggest support for Job Satisfaction is the attitude of self-development which is reflected in a teacher developing teaching skills. Teacher performance is reflected by pedagogic, personality, social and professional attitudes. The teacher's performance is most appreciated for his professional attitude, especially in terms of attending training to improve performance. Job Satisfaction has an effect on Teacher Performance. This finding states that job satisfaction, especially in the attitude of self-development in developing teaching skills, can improve teacher performance. The results of the study found that Job Satisfaction mediates Knowledge Sharing, Work Environment, and Motivation on Teacher Performance, meaning that in the school environment as a teacher's work environment, the role of Job Satisfaction becomes strategic and important for improving Teacher Performance which is determined by Knowledge Sharing, Work Environment, and Motivation.

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