Analyzing the Mediation Impact of Teacher Job Satisfaction on Teacher Performance: The Role of Teacher Certification and Organizational Culture

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Abstract: Analyzing the Mediation Impact of Teacher Job Satisfaction on Teacher Performance: The Role of Teacher Certification and Organizational Culture. Objectives: This study aims to analyze the mediating impact of teacher job satisfaction on teacher performance with teacher certification and organizational culture as predictors. **Methods:** This study uses a quantitative approach with PLS-SEM analysis. The sampling technique is oriented to purposive sampling, so the total sample acquisition is 215 teachers of Civil Servants (PNS). **Findings:** The results of this research suggest that teacher certification and organizational culture have a positive and significant effect on teacher job satisfaction and performance. This research also confirms that teacher job satisfaction significantly mediates the relationship between teacher certification and organizational culture on teacher performance. **Conclusion:** This study concludes that teacher certification will create better teaching resources. A strong organizational culture has the power to turn teachers into advocates. Satisfied and certified teachers and strong organizational culture will encourage increased performance.

Keywords: principal supervision, teacher job satisfaction, organizational citizenship behavior.

Abstrak: Menganalisis Dampak Mediasi Kepuasan Kerja Guru Terhadap Kinerja Guru: Peran Sertifikasi Guru dan Budaya Organisasi *Tujuan: Penelitian ini memiliki tujuan untuk menganalisis dampak mediasi kepuasan kerja guru terhadap kinerja guru dengan sertifikasi guru dan budaya organisasi sebagai prediktor. Metode: Penelitian ini menggunakan pendekatan kuantitatif dengan analisis PLS-SEM. Teknik pengambilan sampel berorientasi pada purposive sampling, sehingga perolehan sampel berjumlah 215 guru Pegawai Negeri Sipil (PNS). Temuan: Hasil dari riset ini mengemukakan sertifikasi guru dan budaya organisasi berpengaruh positif dan signifikan terhadap kepuasan kerja guru dan kinerja guru. Hasil dari riset ini juga mengkonfirmasi bahwa kepuasan kerja guru memediasi dengan signifikan hubungan antara sertifikasi guru dan budaya organisasi terhadap kinerja guru. Kesimpulan: Penelitian ini menyimpulkan bahwa sertifikasi guru akan menciptakan mampu sumber daya pengajar yang semakin baik. Budaya organisasi yang kuat adalah memiliki kekuatan untuk mengubah guru menjadi pendukung. Guru yang puas dan sudah tersertifikasi serta budaya organisasi yang kuat akan mendorong peningkatan kinerja.*

Kata kunci: supervisi kepala sekolah, kepuasan kerja guru, organizational citizenship behaviour.

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■ **INTRODUCTION**

The basic concept of human resource management in education is very necessary, considering that competition leads to global competition (Butarbutar et al., 2022). With the basic concept of global human resource management, at least the educators in Indonesia understand the basic human resource management problems, which can then grow and develop according to the development they are facing (Indajang et al., 2021). Human resources in schools cannot be replaced with other production factors, human resources have a strategic role (Lie et al., 2019). Human resource management has been considered a substitute for personnel management in organizations (Harrison & Bazzy, 2017). Human resources in schools have an important function for achieving school goals (Zoogah, 2016). Human resources include all people in the organization and are involved in the organization's operations, from the lowest level to the position of principal (Vu, 2020). All human resources play the same role in achieving organizational goals (Wang & Brower, 2019). Neglect of one part of human resources will have an impact on slowing down the achievement of organizational goals (Al-Musadieq et al., 2018). The main target of human resource management in education is to maximize organizational productivity by optimizing teacher performance's effectiveness and improving teacher performance quality (Kwapong et al., 2015).

Performance is a term often used by leaders to state the condition of the organization or company they manage (Toth et al., 2020). The term performance is also used to measure the condition of individual teachers in an organization or school (Wahyuddin, 2016). Teacher performance is interpreted by the work process and the success of the teacher's work in carrying out his duties and obligations following the goals, vision, and mission of the school where he is

assigned, of course, by always referring to the rules in the school set by his superiors (Romy et al., 2022). Currently, the reality is that teacher performance is still not optimal, including state high school teachers in Pematangsiantar City (Sherly et al., 2021). Through an evaluation of their performance, each teacher can determine whether the quality is medium, high, or very high (Sudirman et al., 2021). Measurement of teacher performance is very important, especially for determining future school policies to deal with changes in the education curriculum (Sherly et al., 2022). The low performance of teachers as mentioned above is certainly a concern for us all so that the performance of these teachers can be improved as much as possible (Efendi et al., 2021). One of the factors that can improve teacher performance, among others, is teacher certification, organizational culture and teacher job satisfaction. This follows the research results conducted by organizational culture and teacher job satisfaction. This follows the research results conducted by organizational culture and teacher job satisfaction. This is following the results of research conducted by (Oki Oktario, 2020, Fitria, 2018, Silalahi et al., 2021) that teacher certification, organizational culture and teacher job satisfaction have a positive and significant effect on teacher performance.

The job satisfaction factor is individual and each individual has a different level of satisfaction according to their expectations (Rahayuningsih, 2017). However, it is often difficult for organizations to meet teacher expectations to maintain teacher satisfaction (Aydan, 2016). Given that the benchmark of satisfaction itself depends on the perception of each teacher (Koedel et al., 2017). Furthermore, teacher satisfaction with one another sometimes has significant differences (Muhammad Arifin, 2015). For example, for teachers who are at the bottom level of management, each teacher will have

different benchmarks, the difference in satisfaction will be more striking when measured at different management levels, of course, they will have increasingly complex indicators or benchmarks (Anggraeni & Mulyana, 2020). Again, to increase teacher job satisfaction, the leader can support the implementation of policies that lead to trust (Butarbutar et al., 2022). Sometimes the trust that the principal gives to the teacher and the trust the teacher gives to the principal are equally important (Bogler & Nir, 2012). All forms of trust given, in this case the teacher believes that the leader will pay attention to the fate of the teacher both financially and non-financially, will create a good impression and ultimately the teacher will be satisfied with it (Kanto, 2015). With the level of satisfaction obtained, this will have an impact on improving teacher performance on an ongoing basis. This is supported by research findings from (Hidayat et al., 2016) and (Moh Arifin, 2017), confirming that job satisfaction is crucial to encourage teacher performance to be more optimal.

To improve a teacher's performance, a strong instrument is needed that underlies the desires and needs needed during the learning process. One method to improve the quality of teachers is through teacher certification to determine a teacher has the appropriate competence to teach (Mahtur & Suwasono, 2018). Certification is a means or instrument to achieve a common goal, not a goal for oneself (Mouzakisa et al., 2010). There needs to be awareness and understanding from all parties that certification is a means to achieve quality (Armin et al., 2021). This awareness and understanding will give birth to the right activity, that whatever is done is to achieve quality (Setiawati, 2020). The purpose of teacher certification is to determine the feasibility of teachers as teaching staff and as teaching agents in realizing national education

goals, improving the process and quality of educational outcomes, increasing teacher dignity, and increasing teacher professionalism (Tjabolo & Herwin, 2020). Educators must have academic values, competence, certificates, physical and spiritual health, and can realize national education goals (Efendi et al., 2022). Teacher certification will create better teaching resources. This is because teachers will always try to be able to reach the minimum ability required for certification (Hariri et al., 2012). The results of previous studies stated that teacher certification had a positive and significant effect on teacher job satisfaction (Koedel et al., 2017, Salam & Heriyanto, 2018) and teacher performance (Tjabolo & Herwin, 2020, Oki Oktario, 2020).

In addition to the role of teacher certification, organizational culture is crucial in encouraging job satisfaction and work performance (Sabri et al., 2011). Every organization has a unique culture that distinguishes it from others, so it is very important for the organization to understand and adapt to the environment (Sangadji & Sopiah, 2013). The values of organizational culture are reflected as beliefs and ideas about what goals an organization's members should pursue and standards of behavior that are appropriate for organizational members to use (Ng'ang'a & Nyongesa, 2012). Organizational culture and a quality work culture will be able to optimally improve the quality of education (Lund, 2003). Teachers will form an overall subjective perception of the organization based on factors such as risk tolerance, pressure on the team, and support of people (Jafari et al., 2013). In a perception, the whole becomes a culture or personality of the organization. These favorable or unfavorable perceptions then affect job performance and satisfaction, with a greater impact obtained through cultural strengthening (Lok & Crawford,

2004). To achieve job satisfaction and teacher performance, every teacher can apply a system of values believed in the school and serve as a reference for behavior in the organization to achieve school goals (Batugal & Tindowen, 2019). The results of previous studies confirm that the application of a good organizational culture will lead to better teacher job satisfaction (Rivai et al., 2019); (Lie et al., 2022) and a good organizational culture will also encourage an increase in teacher performance (Dirwan, 2014, Nurviza et al., 2019).

The organization's strategic efforts in managing its human resources, which are anticipated to boost organizational performance, show the manifestation of beneficial human resource management development. Schools must have the best human resources possible to fulfill their mission and achieve educational goals. To fulfill this aim, effective teacher performance is required. The principal's school must focus on each teacher's performance as well as factors of work happiness in order to meet the established goals and objectives. This is essential because disgruntled instructors work slowly and eventually impede organizational success. For this reason, it is necessary to have a strong stimulant to encourage job satisfaction, one of which is by implementing teacher certification and organizational culture. This research aims to analyze the impact of teacher certification and organizational culture in influencing teacher job satisfaction and its implications for teacher performance. Furthermore, one of the novelties of this research is to place job satisfaction as a mediating variable on the relationship between teacher certification and organizational culture on teacher performance, because previous research still presents few research models as presented in this study. It is hoped that with the findings of this research,

■ **METHODS**

The methodology used in this study takes a causal approach. The participants in this study were all Pematangsiantar City high school teachers who have the rank of Civil Servants (PNS). Data collecting for the study begins in February 2022 and lasts through April 2022. Purposive sampling is the focus of the sampling strategy, which means that all high school teachers having the status of Civil Servants (PNS), or 215 PNS teachers, will serve as the sample for this study. employing historical sources that are pertinent to the study subject and the research variables to measure endogenous and exogenous factors. The first endogenous variable, teacher job satisfaction, was measured using research (Nasra & Heilbrunn, 2016); (Anjilusa et al., 2019), which consists of 5 items consisting of promotion opportunity, wages, supervision, work procedures, work colleague. Then the second endogenous variable, teacher performance is measured using the Minister of Education Regulation No. 16 of 2007 which consists of 14 items consisting of mastering the characteristics of learners, mastering learning theory and teaching learning principles, curriculum development, educational learning activities, development of student potential, communication with students, assessment and evaluation, acting following national religious, legal, social and cultural norms, showing a mature and exemplary personal, work ethic, high responsibility, proud to be a teacher, be inclusive, act objectively, and non-discriminatory, communication with fellow teachers, education personnel, parents, students, and the community, mastery of materials, structures, concepts, and scientific mindsets that support the subjects taken, developing professionalism through reflective action. The first exogenous variable measurement, teacher certification, uses 10 research-oriented items consisting of academic qualification, education

and training, teaching experience, lesson planning, rating from superiors, academic achievement, professional development works, scientific forum participation, organizational experience, education award (Adi et al., 2017); (Sugianto, 2019). Then the measurement of the second exogenous variable, namely organizational culture using 6 research-oriented items consisting of job description, completing the task, responsibility, rewards, support, performance (Wardhani & Gulo, 2017); (Lok & Crawford, 2004). SEM-

PLS model data testing is used. The study data were first evaluated for validity and reliability utilizing average variance extraction, composite reliability, outer loading, and Cronbach's alpha testing. Then, use a variance-based Structural Equation Model to explain the hypothesis and do a Confirmatory Factor Analysis to assess the model's fit and reliability (SEM) (Hair, 2014). Overall, the operational definitions of the research variables (See Table 1) and the framework (See Figure 1) of this research can be explained as fol:
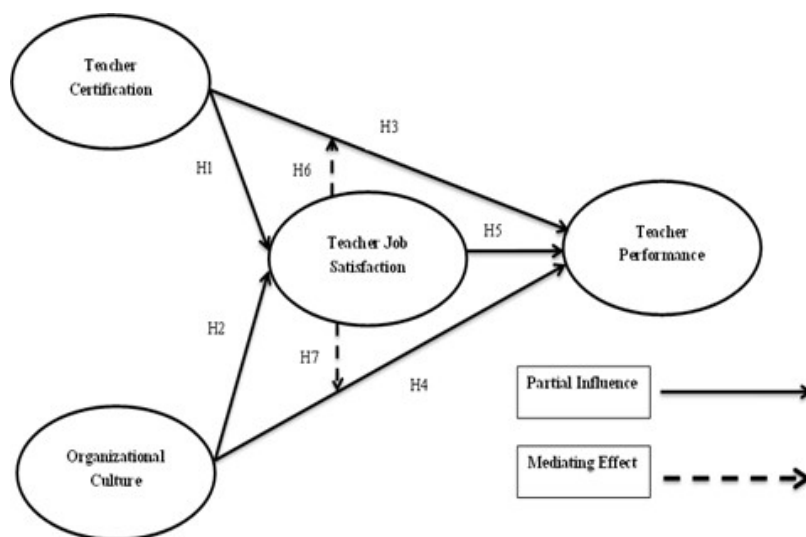

Figure 1. Research framework

Based on Figure 1 which is the framework in this study, several research hypotheses can be formulated, including:

H1: Teacher certification affects teacher job satisfaction

H2: Organizational culture affects teacher job satisfaction

H3: Teacher certification affects teacher performance

H4: Organizational culture affects teacher performance

H5: Teacher job satisfaction affects teacher job satisfaction

H6: Teacher certification affects teacher

performance mediated by teacher job satisfaction

H7: Organizational culture affects teacher performance mediated by teacher job satisfaction

■ **RESULTS AND DISCUSSION**

Data collected online using an online questionnaire with the help of dissemination through the media google form. Based on the results of the recapitulation of respondents' answers, it is known that there are 215 respondents. The general characteristics of respondents in this study will clearly be described in table 1 below:

Table 1. Respondent general profile

Category	Details	amount	Percentage (%)
Gender	Men	92	42.79
	woman	123	57.21
Age (Years)	20-29	38	17.67
	30-39	95	44.19
	40-49	53	24.65
	50-59	29	13.49
Level of education	high school	7	3.26
	D1 to D3	54	25.12
	Bachelor	133	61.86
	Masters	21	9.76
Years of service (Years)	< 1	12	5.58
	1-5	16	7.44
	6-10	44	20.47
	> 10	143	66.51

Outer Model Measurement

The data from the research questionnaire were processed using the SmartPLS version 3.2.9 application with processing guidelines (Juliandi, 2018). In measuring the outer model, the validity and reliability tests were conducted. The loading factor and AVE determine a convergent validity testing with the condition that the loading factor is above 0.7 and the AVE value is 0.5 (Hair, 2014). According to (Hair, 2014), the model reliability test is seen from the value of Cronbach's alpha and composite reliability (CR), which is higher than 0.7. The following will show an explanation of the measurement of the outer model, which is presented in Table 2 below:

Table 2. Outer model measurement results

Construct/item	Cronbach's alpha	CR	AVE
Teacher Certification	0.979	0.981	0.840
TC1			
TC2			
TC3			
TC4			
TC5			
TC6			
TC7			
TC8			
TC9			
TC10			

Organizational Culture	0.932	0.948	0.757
OC1			
OC2			
OC3			
OC4			
OC5			
Teacher Job Satisfaction	0.933	0.950	0.793
TJS1			
TJS2			
TJS3			
TJS4			
TJS5			
Teacher Performance	0.957	0.961	0.640
TP1			
TP2			
TP3			
TP4			
TP5			
TP6			
TP7			
TP8			
TP9			
TP10			
TP11			
TP12			
TP13			
TP14			

For the average variance extracted (AVE) values in the validity test shown in Table 2 above, the value of each loading factor on the indicators of principal supervision, pay, job happiness, organizational citizenship behavior, and teacher performance was above 0.7 and above 0.5. Additionally, Cronbach's alpha values and composite reliability for each variable were higher than 0.7, demonstrating the strong reliability of all research variables. The good condition of the relationship between the variables may be inferred from these great results, allowing for further testing.

Inner Model Measurement

To bootstrap research data and evaluate the inner model, SmartPLS 3.2.9 was employed.

Bootstrapping produced two results: the first was the relative weights of the two linked variables and the R-square for the research. The R-square value reveals how well endogenous variables may be created by exogenous variables. R-square values are divided into three groups, according to (Chin et al., 2003): weak, moderate, and strong. Exogenous variables and endogenous variables have a weak link if the R-square value is 0.19; a moderate relationship if it is 0.33; and a strong association if it is 0.67. Meanwhile, if the R-square value is more than 0.67, (Sarwono, 2016) claims that the relationship between endogenous and exogenous variables is quite strong.

Table 3. Calculation results of the R-Square value

Variable Name	R Square	R Square Adjusted
Teacher Job Satisfaction	0.647	0.644
Teacher Performance	0.295	0.285

According to the R-square value of 0.647 for the endogenous variable "teacher job satisfaction," which varies from 0.33-0.67, it is clear that exogenous variables have a great overall capacity to explain endogenous variables. The endogenous teacher performance measure then had a value of 0.295, with a range of 0.19–0.333. This indicates that exogenous factors generally have a limited capacity to explain endogenous variables. Additionally, a significance test was performed to establish the association between exogenous and endogenous factors in order to support the hypothesis. The p-value reveals the significant criteria. If the p-value between the exogenous and endogenous variables is less than 0.05 with a significance level of 5%, it indicates that the exogenous variable has a significant impact on the endogenous variable; however, if the value is greater than 0.05, it indicates that the exogenous variable has no significant impact on creating the endogenous variable. The following presents the results of hypothesis testing which are explained in Figure 2 and Table 4:
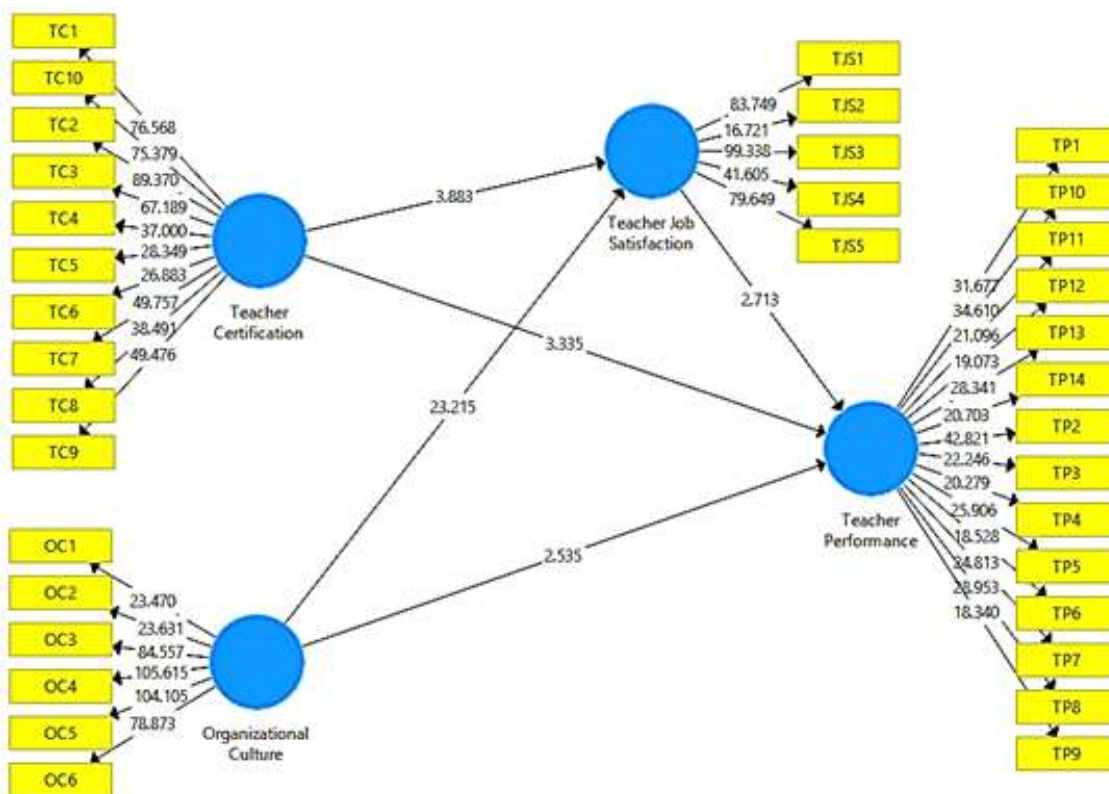
Figure 2. Inner model display

Table 4. Hypothesis test results

Path Between Variables	Coefficient	t-count	P-Value	Conclusion
Teacher Certification >>Teacher Job Satisfaction	0.161	3,883	**0.000**	**Accepted**
Organizational Culture >>Teacher Job Satisfaction	0.743	23,215	**0.000**	**Accepted**
Teacher Certification >>Teacher Performance	0.255	3.335	**0.001**	**Accepted**
Organizational Culture >>Teacher Performance	0.219	2,535	**0.012**	**Accepted**
Teacher Job Satisfaction>>Teacher Performance	0.226	2,713	**0.007**	**Accepted**

As shown by the acquisition of a p-value of 0.00, which is lower than a significance value of 0.05, it is known from the findings of the processed data shown in table 5 that the influence of teacher certification on teacher work satisfaction has a positive and significant effect. Additionally, the achievement of a p-value of 0.000, which is lower than a significance value of 0.05, shows that the influence of organizational culture on teacher work satisfaction has a positive and significant effect. The achievement of a p-value of 0.001, which is lower than a significance value of 0.05, demonstrates the positive and substantial impact of teacher certification on teacher performance. Additionally, organizational culture has a positive and substantial impact on teacher performance, as shown by the achievement of a p-value of 0.012, which is lower than the significance value of 0.05. The results indicate a positive and significant relationship between teacher job satisfaction and student achievement, as shown by the achievement of a p-value of 0.007, which is lower than the significance value of 0.05. As a result, the overarching hypothesis that was generated for this investigation is valid. Additionally, a mediation test employing an indirect effect technique was carried out to ascertain the mediating role of work satisfaction on the link between teacher certification and organizational culture on teacher performance. Based on the results of the processed data presented in table 6:

Table 5. Mediation test results based on indirect effect

Path Between Variables	Coefficient	t-count	P-Value	Conclusion
Teacher Certification >>Teacher Job Satisfaction >> Teacher Performance	0.168	2,627	**0.009**	**Accepted**
Organizational Culture >>Teacher Job Satisfaction >> Teacher Performance	0.036	2.365	**0.018**	**Accepted**

Hypothesis 1: Teacher Certification Affects Teacher Job Satisfaction

Based on the analysis of the first hypothesis test, it is concluded that teacher certification has a positive and significant effect on teacher job satisfaction as evidenced by a significant level of 0.000 > 0.05. The purpose of teacher certification is to determine the feasibility of teachers as teaching staff and as teaching agents in realizing national education goals, improving the process and quality of educational outcomes, increasing teacher dignity, and increasing teacher professionalism (Hariri et al., 2012). Certification can also increase job satisfaction for teachers. With good job satisfaction, and successfully having teacher certification, teachers will also get facilities that follow the performance and competencies that have been produced (Kobakhidze, 2013a). If your competence is already high, and you have a certification recognized by the state (Koedel et al., 2017).

Teachers who have values will produce competent students as well. According to research (Ricardianto et al., 2020); (Salam & Heriyanto, 2018); (Efendi et al., 2021), certification is a means or instrument to achieve a goal, not an end in itself. There needs to be awareness and understanding from all parties that certification is a means to achieve quality. This awareness and understanding will give birth to the right activity, that whatever is done is to achieve quality which will have implications for the teacher's job satisfaction.

Hypothesis 2: Organizational Culture Affects Teacher Job Satisfaction

Based on the analysis of the second hypothesis test, it is concluded that organizational culture has a positive and significant effect on teacher job satisfaction as evidenced by a significant level of $0.000 < 0.05$. Organizations that have a good culture will guarantee teacher job satisfaction. Thus, it will also affect teachers' satisfactory performance (Sadeghi et al., 2013). Conversely, a bad organizational culture will lead to teacher dissatisfaction, leading to ineffective teacher performance. When the teacher does a certain job (task), but is not supported by a good organizational culture, it will certainly affect the resulting performance (Sestriani & Kurniawati, 2019). This is where the role of a principal as a leader is to create a good or positive school culture. Creating a school culture that is disciplined, communicative, friendly, honest, fair and other good things, greatly influences the good work ethic of teachers. An organizational culture that is oriented towards teacher welfare will have an impact on a more optimal level of teacher job satisfaction. This is also confirmed by research (Darmawan, 2016); (Putra et al., 2019); (Suryati et al., 2022)which explains organizational culture as one of the important factors to form optimal job satisfaction.

Hypothesis 3: Teacher Certification Affects Teacher Performance

Based on the analysis of the third hypothesis test, it is concluded that teacher certification has a positive and significant effect on teacher performance as evidenced by a significant level of $0.001 < 0.05$. Certified teachers will have good work discipline if they are balanced with aspects of concern for the welfare of teachers, in the end they will have a good commitment to jointly build school organizations (Phytanza & Burhaein, 2020). This commitment encourages teachers to strive to achieve good performance so that an increase in the effectiveness of school organizations can be realized. Furthermore, principals need to understand the characteristics of teachers because each individual has differences in responding to something that leads them to different behaviors (Tjabolo & Herwin, 2020). Understanding the individual characteristics of each member of the organization is very important for a principal, because it can predict their behavior, thus helping the principal realize more optimal teacher performance (Andriani et al., 2021). This is also confirmed by research (Suratman et al., 2020); (Ristianey et al., 2021); (Armin et al., 2021) which states that teacher certification is an important aspect to shape the character of the teacher's work to be more optimal. Certified teachers will tend to work well following school rules and the implications will impact teacher performance.

Hypothesis 4: Organizational Culture Affects Teacher Performance

Based on the analysis of the fourth hypothesis test, it is concluded that organizational culture has a positive and significant effect on teacher performance as evidenced by a significant level of $0.012 < 0.05$. Organizational culture is very important because the organization needs to ensure that individuals in the

organization have added value and still want to be in the organization and want to continue to delegate their work to their work for the benefit of the school (Perawironegoro, 2018). They also argue that organizations that can create an environment where teachers feel friendly can reach their full potential in seeing the key to competitive advantage. Therefore organizational culture can be seen as a key variable for the success of a teacher's performance (Dewi et al., 2021). High performance depends on high commitment, where an organizational culture that emphasizes teacher pride, personal loyalty, and achievement of goals creates the necessary conditions for continuity and success (Handayani & Rasyid, 2015). The school's goals can be achieved if the teacher is committed to implementing the strategy for achieving the goals. Therefore, organizational culture can be used as a starting point or key variable to see the success of a teacher's performance (Khairiah & Zakaria, 2019). This is also confirmed by research (Prayoga & Yuniati, 2019); (Suryadi, 2020); (Hasibuan, 2022) which states that organizational culture is one of the important stimulants to encourage optimal teacher performance improvement.

Hypothesis 5: Teacher Job Satisfaction Affects Teacher Job Satisfaction

Based on the analysis of the fifth hypothesis test, it is concluded that teacher job satisfaction has a positive and significant effect on teacher performance as evidenced by a significant level of 0.007 < 0.05. Another factor that affects teacher performance is job satisfaction, where satisfaction is something that is most attached when someone wants to do their job (Pang & Lu, 2018). Pleasant job satisfaction through improving harmonious relationships with leaders and co-workers and being supported by

adequate facilities and infrastructure in the workplace will positively impact teacher performance in the future (Saiti & Papadopoulos, 2015). Teachers with high job satisfaction will perceive their work as fun (Lismeida & Meilani, 2017). Job satisfaction is a factor that influences teacher performance because satisfaction is a set of positive behaviors rooted in fundamental beliefs accompanied by a total commitment to an integral work paradigm (Kurniadi, 2013). According to (Siengthai & Pila-Ngarm, 2016), one factor that affects employee performance is job satisfaction; a teacher with good job satisfaction will make it easier for the teacher to do his job. This is also confirmed by research (Ahmadiansah, 2016); (Muhammad Arifin, 2017); (Pratiwi & Idawati, 2019) which states that job satisfaction is one of the important stimulants to encourage the improvement of teacher performance to be better.

Hypothesis 6: Teacher Certification Affects Teacher Performance Mediated by Teacher Job Satisfaction

The results of the mediation test of job satisfaction on the effect of teacher certification on teacher performance obtained significant results. This condition illustrates that job satisfaction can encourage teacher certification in influencing teacher performance. If the level of satisfaction obtained is high, of course, this significantly impacts teacher performance (Lie, Dharma, et al., 2021). Job satisfaction and teacher certification programs are created to improve the teaching quality of a teacher. This is certainly the center of attention for educational institutions to continuously strive to make various changes and updates in the education system (Suratman et al., 2020). One of the efforts that have been and is being carried out is related

to the teacher factor. Given the strategic role of teachers in any quality improvement efforts, the development of teacher professionalization is necessary (Hariri et al., 2012). Teacher certification is the first step in creating professional teachers and is a program that can be said to support teacher welfare (Kusumawardhani, 2017). A teacher with a level of satisfaction above the average is essentially a teacher with the required competencies to carry out educational and teaching tasks (Kobakhidze, 2013b).

Hypothesis 7: Organizational Culture Affects Teacher Performance Mediated by Teacher Job Satisfaction

Significant results were obtained in the next mediation test, namely the mediating role of job satisfaction on the influence of organizational culture on teacher performance. This condition illustrates that job satisfaction can affect teacher performance if it is accompanied by applying a good organizational culture (Tsai, 2011). If the level of satisfaction and organizational culture is high, of course this significantly impacts teacher performance (Lie, Simatupang, et al., 2021). Organizational culture will determine how all teachers or all members do their work. Not only that, organizational culture also determines how to interact with each other as well as with the outside world, especially with students, parents, and all stakeholders (Rivai et al., 2019). A strong organizational culture has the power to turn teachers into advocates. Organizational culture mediated by job satisfaction will directly impact teacher performance and welfare (Paramita et al., 2020). A healthy culture addresses both areas by finding the right balance based on the organization's values. Organizations should emphasize work processes so that teachers feel their physical and mental health is being taken care of.

■ CONCLUSIONS

The first hypothesis's findings demonstrate that teacher certification significantly affects work happiness. Because qualified teachers have high levels of job satisfaction, they will perform at their best. Better instructional materials will result from teacher certification. This is due to the fact that educators always strive to meet the certification requirements. The findings of the discussion that follows through the second hypothesis demonstrate how much corporate culture affects work satisfaction. One of the main benefits of an organizational culture that is strong is that it may influence instructors to become advocates. Teachers need more than a stable income and adequate benefits; they desire a sense of purpose in their work. Therefore, when instructors believe their work is important, they are more inclined to promote their culture, which ultimately leads to higher job satisfaction. The findings of the debate that follows through the third hypothesis demonstrate that teacher certification significantly affects performance. Enhancing the caliber of instructors is one of the key goals of certification programs. Of course, this will have a direct influence on teacher performance in terms of certification.. Teachers who have been certified will tend to work professionally, which triggers increased performance. The results of the subsequent discussion through the fourth hypothesis show that organizational culturehas a significant effect onteacher performance. Organizational culture is very strong because it will affect teacher and organizational performance for the better or worse. Culture also plays an important role for organizations in creating smoothness in all aspects that will run in the organization. With the implementation of a good organizational culture, this will result in good performance as well.

The results of the subsequent discussion through the fifth hypothesis show job

satisfactionhas a significant effect onteacher performance. This confirms the finding that certification can also improve teacher performance. With good performance, and successfully having teacher certification, teachers will also get facilities that follow the performance and competencies that have been produced. Likewise, suppose a teacher participates in certification. In that case, the main goal is not to get a professional allowance, but to show that the person concerned already has the competence required in the teacher competency standard. The results of the subsequent discussion through the sixth hypothesis show that job satisfaction can significantly mediate the relationshipbetween teacher certification andteacher performance. These results prove that job satisfaction is an important stimulant for teacher certification in order to be able to improve teacher performance on an ongoing basis. Teachers that are happy and have their certifications usually do their jobs better. The findings of the discussion that follows through the seventh hypothesis demonstrate that work satisfaction has a strong mediating effect on the association between organizational culture and teacher performance. Let's assume that organizational culture is implemented in a thorough and organized manner, and that this is followed by the development of high work satisfaction. If so, this will motivate a teacher's performance to improve. The effectiveness of a teacher's instruction will be impacted by corporate culture and work satisfaction.

There were a number of restrictions in this study. To conduct a thorough analysis and comprehend the correlations, it is first necessary to increase the sample and population sizes. Therefore, it would be preferable for future study to include more participants and institutions from other locations, as well as increase the sample size by include instructors from public schools. Because only a sample of public schools in the education industry is utilized to evaluate teacher effectiveness, this study can only generalize to a small set of findings. The second drawback is the sheer volume of employed predictor variables. In order to conduct additional study, it will be important to include more predictor factors, such as those that affect work performance and job satisfaction, such work environment, leadership style, and motivation.

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