

# Analysis Of Recognition And Work Environment On Teacher Performance With Job Satisfaction As Mediating Variable In Smp Negeri 1 Binjai

Hamnah Yasari <sup>1</sup>, Elfitra Desy Surya <sup>2</sup>, Kiki Farida Ferine <sup>3</sup>

<sup>1</sup> Master's Student in Management, Universitas Pembangunan Panca Budi

<sup>2,3</sup> Master of Management, Universitas Pembangunan Panca Budi

Email: <sup>1</sup> [adamsyahputra79@gmail.com](mailto:adamsyahputra79@gmail.com)

## ARTICLE HISTORY

Received [10 Maret 2026]

Revised [18 Mei 2026]

Accepted [21 Mei 2026]

## KEYWORDS

Recognition, Work Environment, Job Satisfaction, Teacher Performance.

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



## ABSTRAK

Teacher performance is a key factor in improving the quality of education in schools. Optimal teacher performance is influenced by various organizational factors, including rewards and work environment, as well as job satisfaction, which is an important psychological factor. This study aims to analyze the effect of rewards and work environment on teacher performance with job satisfaction as a mediating variable at SMP Negeri 1 Binjai. This study uses a quantitative approach with a survey method. The population in this study was all 64 teachers at SMP Negeri 1 Binjai, who were also used as the research sample. Primary data were collected through questionnaires and analyzed using Partial Least Squares (PLS) with the help of the SmartPLS application. The results showed that rewards and work environment had a positive and significant effect on teacher performance and job satisfaction. Furthermore, job satisfaction was proven to have a positive and significant effect on teacher performance. The results of the indirect effect test showed that job satisfaction acted as a mediating variable in the relationship between rewards and teacher performance, as well as between the work environment and teacher performance. The coefficient of determination value showed that rewards and the work environment were able to explain 50% of the variation in job satisfaction, while rewards, the work environment, and job satisfaction were able to explain 61.8% of the variation in teacher performance. These findings indicate that improvements in teacher performance can be achieved through an effective reward system, improvements in a conducive work environment, and strengthening teacher job satisfaction. This study is expected to serve as a basis for schools in formulating managerial policies to improve teacher performance and the quality of education.

## ABSTRACT

Teacher performance is a key factor in improving the quality of education in schools. Optimal teacher performance is influenced by various organizational factors, including rewards and work environment, as well as job satisfaction, which is an important psychological factor. This study aims to analyze the effect of rewards and work environment on teacher performance with job satisfaction as a mediating variable at SMP Negeri 1 Binjai. This study uses a quantitative approach with a survey method. The population in this study was all 64 teachers at SMP Negeri 1 Binjai, who were also used as the research sample. Primary data were collected through questionnaires and analyzed using Partial Least Squares (PLS) with the help of the SmartPLS application. The results showed that rewards and work environment had a positive and significant effect on teacher performance and job satisfaction. Furthermore, job satisfaction was proven to have a positive and significant effect on teacher performance. The results of the indirect effect test showed that job satisfaction acted as a mediating variable in the relationship between rewards and teacher performance, as well as between the work environment and teacher performance. The coefficient of determination value showed that rewards and the work environment were able to explain 50% of the variation in job satisfaction, while rewards, the work environment, and job satisfaction were able to explain 61.8% of the variation in teacher performance. These findings indicate that improvements in teacher performance can be achieved through an effective reward system, improvements in a conducive work environment, and strengthening teacher job satisfaction. This study is expected to serve as a basis for schools in formulating managerial policies to improve teacher performance and the quality of education.

## INTRODUCTION

Teacher performance is one of the main pillars in determining the quality of education in schools. Teachers with good performance are able to plan, implement, and evaluate learning systematically, creatively, and in accordance with professional education standards. Supardi (2020) explains that teacher performance is reflected in the ability of teachers to carry out their professional duties consistently and responsibly in meeting curriculum requirements, student needs, and school quality targets. Optimal teacher performance is very crucial in determining the success of students in mastering academic competencies and character.

However, in practice, teacher performance in schools is not always at an ideal level. Variations in teaching quality, consistency in the preparation of learning tools, the use of active learning methods, and follow-up on evaluation results are still issues that are often found in various schools, including at SMP

Negeri 1 Binjai. This situation shows that there are important factors that influence the level of teacher performance and need to be analyzed comprehensively.

One factor that is considered to have a strong influence on teacher performance is rewards. Robbins & Judge (2022) define rewards as a form of organizational appreciation for employees, both in the form of intrinsic rewards (recognition, trust, feeling valued) and extrinsic rewards (financial rewards, bonuses, allowances, incentives). Recent studies by Rahmawati & Arifin (2021) and Zuhdi (2023) show that rewards that are given fairly, appropriately, and proportionally have been proven to increase teachers' motivation, satisfaction, and performance. Teachers who feel appreciated for their achievements and contributions will show higher loyalty and dedication to their work. However, in reality, there are still teachers who feel that they are not sufficiently appreciated for their efforts and performance, which affects their motivation and work performance.

In addition to rewards, the work environment also plays a strategic role in shaping teacher behavior and performance. The work environment includes physical, social, and psychological aspects that affect employee comfort and productivity at work. According to Saramony (2021), a conducive work climate and environment are reflected in harmonious working relationships, effective communication, leadership support, and comfortable physical conditions. The findings of Sunaryo & Rhomadhoni (2020) emphasize that the work environment, both physical (classrooms, facilities, learning tools) and non-physical (cooperation, social climate, work atmosphere), has a significant effect on teachers' comfort, work enthusiasm, and effectiveness in carrying out their duties. Anugrah's (2023) research also proves that a positive work environment can improve teacher performance through increased psychological comfort and relationships between coworkers.

At SMPN 1 Binjai, the working environment shows diversity. Some school facilities are adequate, but some learning spaces, technological facilities, and the internal communication climate still need improvement. Many teachers feel a high administrative workload, suboptimal relationships with colleagues, and a fluctuating work atmosphere, which affect their motivation and teaching performance.

Another important factor that acts as a bridge between rewards, work environment, and teacher performance is job satisfaction. Job satisfaction reflects the extent to which teachers feel satisfied with their tasks, working conditions, appreciation, and the overall organizational environment. Robbins & Judge (2022) state that job satisfaction influences employee attitudes and behavior, including commitment, loyalty, and performance. Recent research by Herlina (2023) and Syafitri (2021) proves that job satisfaction acts as a mediating variable that explains how rewards and work environment can improve teacher performance. When teachers feel satisfied, they will work more productively, creatively, and with greater dedication, thereby significantly improving their performance.

Based on these empirical phenomena and theoretical foundations, it can be assumed that rewards and the work environment are important factors that influence teacher performance, but their influence can be stronger when mediated by job satisfaction. Therefore, research is needed to empirically analyze how rewards and work environment affect teacher performance, both directly and through job satisfaction as a mediating variable, particularly at SMP Negeri 1 Binjai as one of the public schools required to provide quality education services.

This study is expected to contribute theoretically to the development of educational management studies and provide practical recommendations for schools in improving teacher performance through a more effective reward system, improvement of the work environment, and strengthening job satisfaction as the foundation for achieving educational quality.

## LITERATURE REVIEW

### Teacher Performance

According to Muspawi (2020), teacher performance is the work results or work achievements attained by a teacher in carrying out their duties as an educator based on the required standards, procedures, and competencies.

### Job Satisfaction

According to Atmaja (2022), job satisfaction is a pleasant emotional attitude and love for one's work.

### Work Environment

Saefullah (2022) states that the work environment is everything that surrounds workers and can influence them in performing their jobs.

## Rewards

Robbins & Judge (2022) state that rewards are all forms of compensation, both financial and non-financial, given by organizations as a form of recognition for the performance, contributions, or positive behavior of employees, and are used to increase motivation and work performance.

## Conceptual Framework

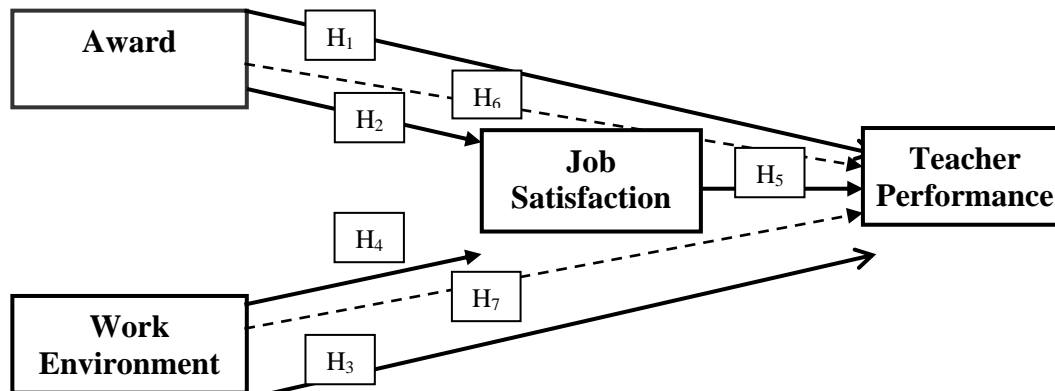


Figure 1. Conceptual Framework

## Research Hypothesis

- H<sub>1</sub>: Rewards have a positive and significant effect on teacher performance at SMP Negeri 1 Binjai.
- H<sub>2</sub>: Awards have a positive and significant effect on job satisfaction at SMP Negeri 1 Binjai.
- H<sub>3</sub>: The work environment has a positive and significant effect on teacher performance at SMP Negeri 1 Binjai.
- H<sub>4</sub>: The work environment has a positive and significant effect on job satisfaction at SMP Negeri 1 Binjai.
- H<sub>5</sub>: Job satisfaction has a positive and significant effect on teacher performance at SMP Negeri 1 Binjai.
- H<sub>6</sub>: Recognition has a positive and significant effect on teacher performance through job satisfaction at SMP Negeri 1 Binjai.
- H<sub>7</sub>: The work environment has a positive and significant effect on teacher performance through job satisfaction at SMP Negeri 1 Binjai.

## RESEARCH METHOD

### Type of Research

The type of research used by the researcher is quantitative research. According to Sugiyono (2022), quantitative research can be defined as a method based on positivism philosophy, used to study a specific population or sample, with sampling techniques generally conducted randomly, data collection using research instruments, and quantitative/statistical data analysis with the aim of testing predetermined hypotheses. This type of quantitative research was conducted to create a study aimed at adjusting a study and analyzing rewards and work environment on teacher performance with job satisfaction as a mediating variable at SMP Negeri 1 Binjai.

## RESULTS AND DISCUSSION

### Validity Test

Table 1. Outer Loadings Values

	Award	Teacher Performance	Work Environment	Job Satisfaction
X1.1	0.834			
X1.2	0.833			
X1.3	0.894			
X1.4	0.816			
X1.5	0.834			
X2.1			0.765	
X2.2			0.852	

	Award	Teacher Performance	Work Environment	Job Satisfaction
X2.3			0.795	
X2.4			0.868	
Y.1		0.761		
Y.2		0.892		
Y.3		0.730		
Y.4		0.830		
Y.5		0.856		
Y.6		0.877		
Y.7		0.806		
Z.1				0.872
Z.2				0.745
Z.3				0.850
Z.4				0.852
Z.5				0.889

Source: Smart PLS Output, 2025

Based on the values in Table 1 above, which show the results of outer model testing through loading factor/outer loadings values, all indicators in each variable have a loading value  $\geq 0.70$ . This indicates that each indicator is measured validly and strongly. Therefore, it can be concluded that all items in the questionnaire have met the validity criteria, as shown in the following figure.

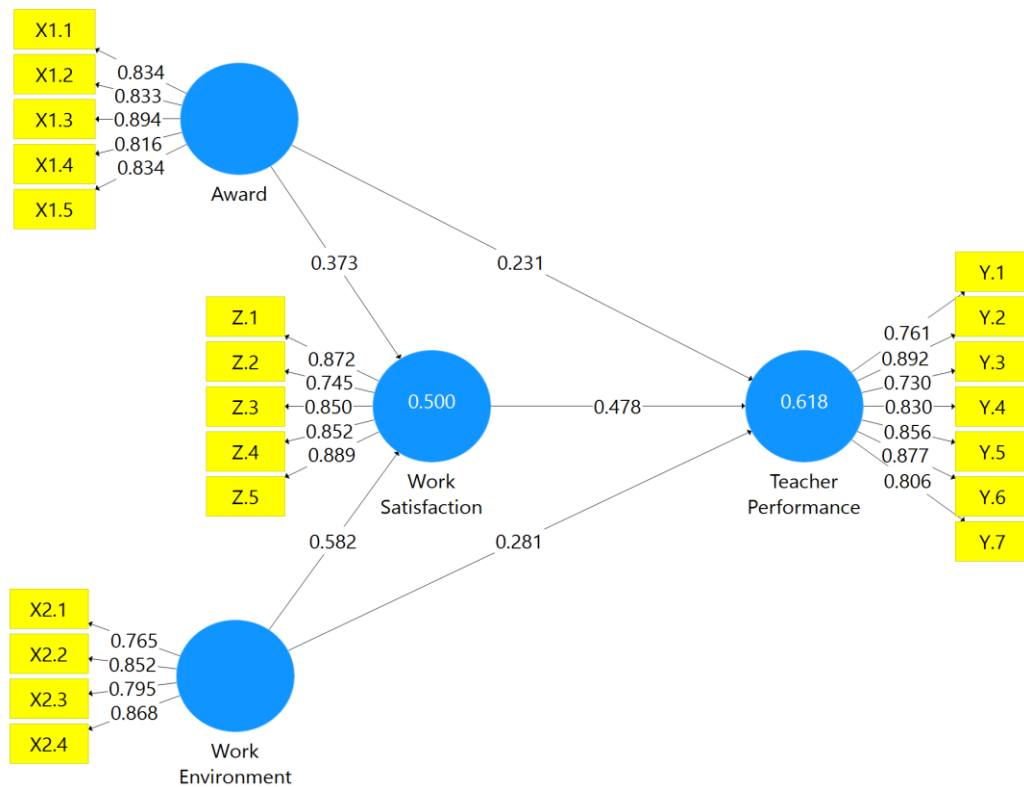


Figure 2 Outer Loading

In this study, there is an equation, and that equation consists of two substructures for substructure

1:

$$Z = \beta_1 X_1 + \beta_2 X_2 + e_1$$

$$Z = 0.373 X_1 + 0.582 X_2 + e_1$$

For substructure 2:

$$Y = \beta_2 X_1 + \beta_3 X_2 + \beta_3 Z + e_2$$

$$Y = 0.231 X_1 + 0.281 X_2 + 0.478 Z + e_2$$

## Reliability Test

Table 2. Construct Reliability and Validity Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Award	0.898	0.899	0.924	0.710
Teacher Performance	0.920	0.926	0.936	0.678
Work Environment	0.839	0.851	0.892	0.674
Job Satisfaction	0.898	0.909	0.925	0.711

Source: Smart PLS Output, 2025

From Table 2 above, the reliability test results show that the Cronbach's Alpha and Composite Reliability values for all constructs are above 0.70. This indicates that all indicators have high internal consistency and are reliable in measuring their respective constructs. Thus, the research instrument is declared reliable and suitable for use in structural model testing.

## Coefficient of Determination ( $R^2$ )

In assessing the model with PLS, we begin by looking at the R-squared for each dependent latent variable. The table below shows the R-squared estimation results using SmartPLS.

Table 3. R Square Results

	R Square	Adjusted R-Square
Work Satisfaction	0.500	0.484
Teacher Performance	0.618	0.599

Source: Smart PLS, 2025

Table 3 shows the R-squared values for both dependent variables. For the job satisfaction variable, the R-squared value is 0.500, meaning that the influence of rewards and work environment is 0.500 or 50%, with the remainder attributable to other variables outside the model. The R-square value for teacher performance is 0.618, meaning that rewards, work environment, and job satisfaction account for 0.618 or 61.8%, with the remainder attributable to other variables outside the model.

## Direct Influence Between Variables

The direct effect between variables can be seen in the *path coefficients*. The data analysis results show the direct effect values in the following table.

Table 4. Path Coefficients (Direct Effects)

	Original Sample	T Statistics	P Values	Conclusion
Award -> Teacher Performance	0.231	2.307	0.021	Accepted
Award -> Job Satisfaction	0.373	4.875	0.000	Accepted
Work Environment -> Teacher Performance	0.281	2.277	0.023	Accepted
Work Environment -> Job Satisfaction	0.582	8.932	0.000	Accepted
Job Satisfaction -> Teacher Performance	0.478	4.052	0.000	Accepted

Source: Smart PLS Output, 2025

The results in Table 4 show the following direct effect values:

1. Rewards have a positive and significant effect on teacher performance, with a t-statistic value of 2.307 above 1.96 and a significance of 0.021 below 0.05, meaning that rewards have a real effect on teacher performance because the significance value is above 0.05. The results of this study are in line with the results of previous studies, namely that compensation has a positive and significant effect on teacher performance (Safari et al., 2020).
2. Recognition has a positive and significant effect on job satisfaction with a t-statistic value of 4.875 above 1.96 and a significance of 0.000 below 0.05, meaning that recognition has a real effect on job satisfaction because the significance value is below 0.05. The results of this study are in line with previous research findings, namely that rewards have a positive and significant effect on job satisfaction (Michella & Edalmen, 2022).

3. The work environment has a positive and significant effect on teacher performance with a t-statistic value of 2.277 above 1.96 and a significance of 0.023 below 0.05, meaning that the work environment has a real effect on teacher performance because the significance value is below 0.05. The results of this study are in line with previous studies, namely that the work environment has a positive and significant effect on teacher performance (Ferine & Surya, 2025; Damanik et al., 2025).
4. The work environment has a positive and significant effect on job satisfaction with a t-statistic value of 8.932 above 1.96 and a significance of 0.000 below 0.05, meaning that the work environment has a significant effect on job satisfaction because the significance value is above 0.05. The results of this study are in line with previous studies, namely that the work environment has a positive and significant effect on job satisfaction (Irwansyah & Mesra, 2024).
5. Job satisfaction has a positive and significant effect on teacher performance, with a t-statistic value of 4.052 above 1.96 and a significance of 0.000 below 0.05, meaning that job satisfaction has a real effect on teacher performance because the significance value is below 0.05. The results of this study are in line with previous studies, which found that job satisfaction has a positive and significant effect on teacher performance (Ferine & Rahayu, 2025; Tahib et al., 2025).

**Indirect Influence Between Variables**

The indirect effect between variables can be seen in the *specific indirect effect* value. The data analysis results show the indirect effect value in Table 5 below.

**Table 5. Specific Indirect Effects**

	Original Sample	T Statistics	P Values	Conclusion
Award -> Work Satisfaction -> Teacher Performance	0.178	3.307	0.001	Accepted
Work Environment -> Job Satisfaction -> Teacher Performance	0.278	3.888	0.000	Accepted

Source: Smart PLS, 2025

Table 5 shows the indirect effects between variables, namely:

1. Rewards have a positive and significant effect on teacher performance through job satisfaction with a t-statistic value of 3.307 above 1.96 and a significance value of 0.001 below 0.05, meaning that job satisfaction acts as an intervening variable between rewards and teacher performance.
2. The work environment has a positive and significant effect on teacher performance through job satisfaction with a t-statistic value of 3.888 above 1.96 and a significance value of 0.000 below 0.05, meaning that job satisfaction acts as an intervening variable between the work environment and teacher performance. The results of this study are in line with previous studies, namely that the work environment has a positive and significant effect on teacher performance through job satisfaction (Maulita & Mesra, 2024).

**CONCLUSION**

1. Recognition has a positive and significant effect on teacher performance at SMP Negeri 1 Binjai.
2. Rewards have a positive and significant effect on job satisfaction at SMP Negeri 1 Binjai.
3. The work environment has a positive and significant effect on teacher performance at SMP Negeri 1 Binjai.
4. The work environment has a positive and significant effect on job satisfaction at SMP Negeri 1 Binjai.
5. Job satisfaction has a positive and significant effect on teacher performance at SMP Negeri 1 Binjai.
6. Awards have a positive and significant effect on teacher performance through job satisfaction at SMP Negeri 1 Binjai.
7. The work environment has a positive and significant effect on teacher performance through job satisfaction at SMP Negeri 1 Binjai.

**SUGGESTION**

1. Teachers with the lowest score stated, "I use a variety of teaching methods to help students understand the material." Therefore, the recommendation is to improve the consistency of using a variety of teaching methods with more careful planning, for example, combining short lectures, discussions, practical exercises, and interactive learning media in a structured manner in each



meeting, so that all students have the opportunity to learn optimally and understand the material more easily.

2. Job satisfaction with the lowest score being "My job gives me a sense of pride and meaning." Schools need to increase teachers' sense of pride and meaning in their work by providing fair and continuous appreciation, creating a supportive work climate, and providing space for teachers to contribute to decision-making and school development, so that teachers feel that their role is valued and their work is meaningful.
3. Work environment with the lowest score: "Classroom conditions and the school environment support the learning process." Schools need to improve the quality and comfort of classrooms and the school environment through regular maintenance of facilities and infrastructure, conducive classroom layout, and the creation of a clean, safe, and learning-friendly environment, so that the learning process can be more effective and enjoyable.
4. Recognition with the lowest score: "My work performance is recognized by my superiors and colleagues." Schools need to strengthen their performance recognition system by providing clear and continuous appreciation, both formally and informally, and building a culture of mutual respect between superiors and colleagues, so that the motivation and performance of educators and educational staff can continue to improve.

## REFERENCES

- Anugrah, R. (2023). The influence of work environment and job satisfaction on teacher performance. *Journal of Education Management*, 14(2), 115–128.
- Atmaja, P. (2022). *Human Resource Management in Educational Organizations*. Jakarta: Rajawali Pers.
- Damanik, A., Rahayu, S., & Ferine, K. F. (2025). The Influence of Competence and Work Environment to Improve the Performance of ASN Employees By Work Motivation as an Intervening Variable at the Regional Secretariat Kota Tebing Tinggi. *Jurnal Multidisiplin Indonesia*, 4(12), 700-712.
- Dessler, G. (2021). *Human Resource Management* (16th ed.). Pearson.
- Ferine, K. F., & Rahayu, S. (2025, March). The Role of Job Satisfaction in Mediating the Influence of Organizational Culture on Teacher Performance at SMPN 1 Pintu Rime Gayo Bener Meriah Regency. In *International Conference on Artificial Intelligence, Navigation, Engineering, and Aviation Technology* (Vol. 2, pp. 607-611).
- Ferine, K. F., & Surya, E. D. (2025, June). The Role of Motivation in Mediating the Influence of the Work Environment on Teacher Performance at SMA Negeri 1 Bandar Bener Meriah Regency. In *International Conference Epicentrum of Economic Global Framework* (pp. 448-445).
- Herlina, S. (2023). The influence of work motivation on teacher performance in secondary schools. *Journal of Educational Administration*, 11(1), 45–57.
- Irwansyah, A., & Mesra, B. (2024). The Influence of the Work Environment and Work Motivation on Employee Performance with Job Satisfaction as an Intervening Variable at the BPJS Kisaran Branch and Padang Sidempuan Branch. *International Journal of Economics, Management and Accounting (IJEMA)*, 2(2), 371-386.
- Maulita, C., & Mesra, B. (2024, February). Analysis of Compensation and Work Environment on Employee Performance with Employment Satisfaction as an Intervening Variable. In *International Conference on Artificial Intelligence, Navigation, Engineering, and Aviation Technology* (Vol. 1, pp. 175-178).
- Michella, M., & Edalmen, E. (2022). The Influence of Rewards, Work Environment, and Work Relationships on Employee Job Satisfaction. *Journal of Management and Entrepreneurship*, 4(4), 987-996.
- Muspawi, M. (2020). *Teacher Performance from an Educational Management Perspective*. Yogyakarta: Deepublish.
- Rahmawati, S., & Arifin, Z. (2021). The influence of rewards on teacher motivation and performance. *Journal of Education and Management*, 5(3), 201–210.
- Rahmawati, T., & Yunus, M. (2022). The effect of compensation on teacher performance: An empirical study in secondary schools. *Journal of Educational Management Science*, 4(1), 55–67.
- Robbins, S. P., & Judge, T. A. (2022). *Organizational Behavior* (19th ed.). Pearson.
- Saefullah, U. (2022). *Educational Management: Concepts, Strategies, and Implementation*. Bandung: Alfabeta.

- Saramony, F. (2021). Work climate and its influence on employee behavior. *Journal of Administration and Organization*, 18(2), 99–110.
- Sunaryo, S., & Rhomadhoni, L. (2020). The influence of physical and non-physical work climate on employee comfort and performance. *International Journal of Management and Human Resource Research*, 3(2), 45–55.
- Supardi, S. (2020). *Teacher Performance*. Jakarta: PT RajaGrafindo Persada.
- Syafitri, N. (2021). The role of work motivation in improving teacher performance. *Journal of Educational Management*, 10(2), 87–96.
- Thaib, M., Rahayu, S., & Ferine, K. F. (2025, March). The Role of Job Satisfaction in Mediating the Influence of Competency on Teacher Performance at SMA Negeri 1 Timang Gajah Bener Meriah Regency. In *International Conference on Artificial Intelligence, Navigation, Engineering, and Aviation Technology* (Vol. 2, pp. 581-585).
- Zuhdi, M. (2023). Reward systems and their impact on teacher productivity in public schools. *Journal of Educational Human Resources*, 12(1), 33–49.