

THE MEDIATION ROLE OF WORK ATTACHMENT ON THE EFFECT OF CLIMATE AND WORK GOALS ON TEACHER PERFORMANCE AT SDN "A"

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Abstract

In recent years, SDN "A" has experienced an alarming decline in the number of students. In fact, students who attend SDN are free of charge because the costs are borne by the government. This phenomenon reflects the problems that occur in SDN One of the problems that need to be urgently and urgently addressed is the performance of teachers. Teacher performance is assessed by several factors such as organizational climate, job satisfaction and teacher work engagement at SDN "A". The purpose of this study was to determine the effect of organizational climate and job satisfaction on teacher performance mediated by teacher work involvement at SDN "A" Indonesia. The research model used in this study is a structural model to test the proposed hypothesis using path analysis. There were 30 teachers who participated in this survey using a saturated sample. The results of this study indicate that organizational climate and job satisfaction have a significant effect on teacher involvement in SDN "A", job satisfaction, and teacher involvement also have a significant effect on teacher performance at SDN "A". Teacher work involvement mediates the effect of organizational climate and job satisfaction on teacher performance in SDN "A" This limitation is that there are still many other variables that can affect teacher performance in SDN "A" but were not examined in this study, such as work motivation, organizational commitment, facilities schools and perceptions of public and private schools. These variables are suggested to be placed in further research.

Keywords: Work goals, Organizational Climate, Performance, Work Engagement

INTRODUCTION

The important role of human resources in the context of organizational management has been widely recognized. Success in achieving goals, will be the success of the organization on how much the organization concerned can manage the human resources that have been written. A skilled, professional workforce, able to work according to the needs of the organization, is a necessity for every organization. Because of that, almost all management experts will utilize human resource considerations effectively and efficiently (Armstrong, 2012; Dessler, 2011). Human resources, especially those supported by good performance, are crucial elements in the success of the organization. However, the efficiency and effectiveness of the organization's management does not only depend on material resources but also on the excellence and competence of the

employees specified. Human resources with good performance can lead the organization to success or to organizational failure, not setting educational institutions(Colquitt et al., 2009; Mohsen et al., 2020).

In the context of Industrial and Organizational Psychology, this issue is generally discussed in terms of two things, namely: First, it refers to achievement or performance; and second, performance is related to job appraisal, appraisal and evaluation. Performance as work performance, refers to work visits by certain individuals in implementing plans and completing tasks assigned to them (Hasibuan, 2013). Implementation of the plan and completion of the task of course requires human resources who have the ability, competence and motivation to work.

While performance is an assessment and measurement of work, performance as a benchmark in measuring the growth and success of both employees and the organization. In other words, performance is a benchmark for assessing and measuring whether employee achievements or organizational goals are with predetermined goals or not. (Hasibuan, 2013; Sulastri, 2010).

In another perspective, performance can also be seen as a multidimensional record of individual achievements. Performance in this case is considered a condition related to the results of work and the organizers expected from employees and how these activities are carried out(Colquitt et al., 2009; Dugguh & Ayaga, 2014). Therefore, in many Management literatures, understanding of performance can be broadly grouped into two groups, namely: First, understanding refers to understanding as a result; and second, directing refers to understanding as behavior, in the sense of an action that is carried out and can be observed. This understanding of performance when presenting a discourse about what factors can support and influence the performance, what can hinder performance, or how the impact of employee performance on the organization, and others.

In the context of special education institutions, the performance of those who are directly involved in the continuity of the practice of education and learning, especially the teachers, does not have an impact on the achievement of educational institutions in producing quality graduates. But also achieve the overall educational goals that are mandated by the Act and the categorical implementation of the educational institution itself (Salis, 2002). Therefore, educational institutions, especially schools, must be able to fulfill the various things needed to help teachers to have good performance. In other words, how educational institutions value and apply their human resources (teachers) will affect the attitudes and behavior of teachers in carrying out their duties and work. (Luqman et al., 2020).

Theoretically, the scope includes actions that are relevant to organizational goals. In this case, several important actions that must be taken by the organization in order to improve the performance of its employees are to create a good organizational climate and provide

various things that can encourage job satisfaction.(Robbins & Coulter, 2012). This is shown in various research results related to the influence of organizational climate and job satisfaction on employee performance in the organization (Luqman et al., 2020; Obeng et al., 2020; Permatasari & Ratnawati, 2021).

Climate Organizations, as explained by Armstrong (2003), are various aspects of the organizational environment that are consciously accepted by all members of the organization. While job satisfaction is a positive feeling towards work resulting from evaluation of job characteristics(Robbins & Hakim, 2016).

The understanding of organizational climate and job satisfaction basically shows that organizational climate and job satisfaction include various things perceived by employees about the organization and work. This is also the reason why organizational climate and job satisfaction have a relationship and or influence on employee performance. Both can be said to be variables that both involve the psychological condition of employees, which can encourage employees to work optimally and produce good performance.

However, considering that performance is not merely the result or output of the work done, but also involves a person's internal conditions, the organization can also overcome these internal conditions. Between work and work does not work solely based on procedures that focus on carrying out tasks and accepting work.

Because if that happens, it will be difficult for employees to give the best of themselves to the organization. This relationship must be with a certain emotional attachment, which makes employees feel they are part of the organization and attached to the organization. Because of that too, Sata (2021) or Motyka (2018), in a systematic literature review conducted regarding performance, shows that performance must be supported by the attachment of organizational employees.

The results of both studies indicate that organizations need to build employee attachment, because employee attachment makes it easier for organizations to achieve goals. Employee's own attachment Refers to a measure of the extent to which employees will be interested in and be a part of the position or role they occupy in the organization(Sac, 2006). Organizational efforts in improving the performance of its employees it will be easier when employees have an attachment to the organization concerned. This is also confirmed in several studies which show that the supporting factor for one's performance is employee attachment(Harvard Business Review, 2013; Motyka, 2018; Satata, 2021; Shrestha, 2019).

In actual fact itself, especially in educational institutions, such as SDN, teacher performance is very good on the ability of schools to build a good educational climate and meet the needs of teachers who can provide job satisfaction. The results of a preliminary study conducted on teachers in the SDN environment showed that some teachers

acknowledged that teacher performance would increase when teachers felt a positive work climate at school and there was satisfaction due to the fulfillment of work needs.

However, a good school climate and job satisfaction do not improve teacher performance, because teachers also need to have a feeling of being connected to the school, a feeling of belonging to the school and students, as an important factor that can bridge various other factors to improve teacher performance. Performance, teachers cannot rely entirely on decent wages. Because teaching is a service that requires a certain attachment between the teacher and the school or with the students.

This condition then becomes the basis for why employee attachment is more placed as a mediator in the relationship between organizational climate and job satisfaction on performance. In other words, the effect of organizational climate and job satisfaction on employee performance is mediated by employee attachment variables. This is also supported by several previous research results who found the mediating role of employee engagement in the relationship between various management variables on performance (Kusani et al., 2020; Lin et al., 2019; Saengchai et al., 2019).

This study is basically an attempt to examine how the influence of organizational climate and job satisfaction on performance is mediated by employee engagement. In particular, this research was conducted on 30 teachers in SDN "A" environment. Through this study, the authors hope to understand how the influence of organizational climate and job satisfaction on teacher performance with employee attachment as a mediator in the relationship between the various variables.

LITERATURE REVIEW

Performance is basically the output produced by the functions or indicators of a job or a profession within a certain time (Wirawan, 2007). Performance can also be seen as behavior or actions that are in line with organizational goals (Koopmans et al., 2014). In another perspective, performance can also be reached as an effort to do work and the results obtained from the work (Wibowo, 2013).

In the context of teachers and special education institutions, the purpose of education is the implementation of tasks to achieve educational and learning goals for a certain period in the school environment (Oguntimehin et al., 2018). Teacher performance refers to the IWPQ (Individual Work Performance Questionnaire) made by Koopmans et al. (2014), has 3 (three) dimensions, namely: task performance, contextual performance, and counterproductive work behavior. (Koopmans et al., 2014).

Employee engagement is a form of employee involvement, satisfaction, and enthusiasm for the work done, which will try to connect itself with the values and goals of the organization. (Robbins & Hakim, 2016). A different definition was formulated by Saks (2006), which states that employee attachment is a measure of the extent to which

employees will be interested in and become part of the position or role they occupy in the organization.

The understanding from Saks (2006) also explains that employee attachment is a state of employees, where employees feel an interest in the success of the organization and its achievements to improve its performance beyond the required work standards. Therefore, at the same time, Saks (2006), mentions that employee attachment is multi-dimensional, because it includes the cognitive, emotional, as well as physical sides, which support each other and become an important concept in the study of positive psychology or positive organizational behavior.

Saks (2006) divides employee attachment into two types, which are also dimensions of attachment, namely: work attachment, which refers to the extent to which employees are involved and actively carry out work; and organizational attachment, which refers to the extent to which employees will be present psychologically as part of an organization that is not appropriate for work.

Organizational climate is a concept that describes the atmosphere of the organizational environment felt by its members during their activities in order to achieve organizational goals(Davis & Newstrom, 2003).

This definition contains a broad understanding, because it includes various things contained in the internal environment of the organization, ranging from material devices, methods, to the organization's human resources. A similar definition was put forward by Wirawan (2007), that organizational climate is the perception of employees or members of the organization about what exists or occurs regularly in the organization's internal environment, which affects attitudes and behavior and employee performance and determines organizational performance.

A simpler understanding is given by Armstrong (2012), that organizational climate is various aspects of the organizational environment that are accepted by all members of the organization. In other words, organizational climate is an employee's perception of an organization that is not working. Armstrong (2012), also explained that organizational climate has dimensions that include: organizational design, communication, leadership, cooperation, decision making, culture, and motivation.

While job satisfaction is a positive emotional state which the result of an individual job evaluation is. This work goal arises based on an assessment of the work situation experienced by employees(Jackson & Mathis, 2006). In another sense, Robbins and Judge (2013), state that job satisfaction is a positive feeling towards work resulting from an evaluation of the characteristics of the job itself.

Work, in other words, is a pleasant emotional state that results from work or work experience and is the way employees feel about their personal conditions or the work they are doing. Work intent refers to Robbins and Judge (2013) has 5 (five) dimensions,

namely: job challenges, imbalances, working conditions, co-workers, and job compatibility.

There are several previous research results which show that employee performance is influenced by employee attachment(Harvard Business Review, 2013; Motyka, 2018; Satata, 2021; Shrestha, 2019), organizational climate(Delft, 2010; Luqman et al., 2020; Obeng et al., 2020; Permatasari & Ratnawati, 2021), and job satisfaction (Fatihudin & Firmansyah, 2018; Noor et al., 2020; Oliver, 2010; Theresia et al., 2018; Werang & Agung, 2017). The mediating function of employee attachment to the relationship between the influence of organizational climate and job satisfaction on employee performance is also shown in the research results Kusani et al. (2020), Lin et al. (2019), and Saengchai et al. (2019).

The hypotheses formulated in this study are as follows:

- H1: There is an influence of organizational climate on teacher attachment at SDN "A"
- H2: There is an effect of job satisfaction on teacher attachment at SDN "A"
- H3: There is influence organizational climate on teacher performance at SDN "A"
- H4: There is an effect of job satisfaction on teacher performance at SDN "A"
- H5: There is an influence of attachment on teacher performance at SDN "A"
- H6: There is an influence of organizational climate on performance with attachment as a mediator to teachers at SDN "A"
- H7: There is an effect of job satisfaction on performance with attachment as a mediator to teachers at SDN "A"

RESEARCH METHODE

This study uses a quantitative approach with survey methods and data analysis using multiple regression methods with the SPSS program. The respondents in this study were teachers or educators in SDN "A" which operates 30 people. Sources of data in the study include: (1) primary data sources or data sources that directly provide data to information collectors or data sources; and (2) secondary data sources or data sources that do not directly provide data to data collectors. The data collection instrument used was a questionnaire distributed to 30 teachers in SDN "A"

RESEARCH RESULT

A total of 30 teachers were involved in filling out the questionnaire which was distributed to obtain data on the variables studied. The data were then processed and statistical testing was carried out with the SPSS program. In this case, the statistical test includes

classical assumption test and hypothesis testing using path analysis method. Here are the steps and the results of the tests carried out:

1. Classic assumption test

Classical assumption test is a form of testing related to several assumptions or requirements that must be met in the regression model. Such assumptions or requirements include the following tests:

a. Normality test

The results of the normality test using the One-Sample Kolmogorov-Smirnov method can be seen in the following table:

Table 1: Normality Test Results

Kolmogorov-Smirnov Test One Sample		
		Non-Standard Residual
N		30
Normal Parameters, b	Means	.0000000
	Std. Deviation	6.44547906
The Most Extreme Difference	Absolute	.085
	Positive	.073
	Negative	-.185
Test Statistics		.085
Sour. Signature. (2-tail)		.200c,d
a. Normal test distribution.		
b. Calculated from the data.		
c. Lilliefors Significance Correction.		
d. This is the lower limit of the true meaning.		

Based on the SPSS output table for the normality test, it can be seen that the significance value of Asymp. Signature. (2-tailed) is 0.200 (>0.05). In accordance with the basis of decision making in the Kolmogorov-Smirnov normality test, it can be said that the above data is normally distributed. In other words, the requirements for normality in the regression model can be met.

b. Linearity Test

The results of the linearity test for each independent variable are as follows:

Table 2: Linearity Test of Employee Attachment with Performance

ANOVA Table table							
			Number of Squares	df	Square Average	F	Signature.
Performance * Employee Engagement	Between Groups	(Combined)	2751,467	13	211,651	4.123	.004
		linearity	1768.321	1	1768.321	34,448	.000
		Deviation from Linearity	983.145	12	81,929	1,596	.189
	In Group		821.333	16	51.333		
	Total		3572,800	29			

Table 3: Linearity Test of Organizational Climate with Performance

ANOVA Table table							
			Number of Squares	df	Square Average	F	Signature.
Performan ce * Organizatio nal Climate	Between Groups	(Combined)	2746,050	14	196,146	3.559	.010
		linearity	1407,849	1	1407,849	25.543	.000
		Deviation from Linearity	1338,201	13	102,939	1,868	-124
	In Group		826,750	15	55.117		
	Total		3572,800	29			

Table 4: Work Linearity Test with Performance

ANOVA Table table							
			Number of Squares	df	Square Average	F	Signature.
Work performance	Between Groups	(Combined)	2955.133	18	164.174	2,924	.037
		linearity	1224,838	1	1224,838	21,813	.001
		Deviation from Linearity	1730,295	17	101.782	1,813	.159
	In Group		617,667	11	56,152		
	Total		3572,800	29			

Based on the test results, it can be seen that the deviation value of the linearity of Sig. for employee attachment variable is 0.189 (> 0.05), organizational climate variable is 0.124 (> 0.05), and job satisfaction is 0.159 (> 0.05). It can be said that there is a significant linear relationship between the variables of employee attachment, organizational climate, and job satisfaction on performance. This linearity can also be seen from the comparison between the Fcount value and Ftable, where the Fcount value of the employee attachment variable is 1.596 (<2.35), the Fcount value of organizational climate is 1.868 (<2.48), and the Fcount value of job satisfaction is 1.813 (<2.72). The Fcount value of each variable which is smaller than the Ftable value indicates that employee attachment, organizational climate,

c. Multicollinearity Test

The results of the multicollinearity test for each independent variable can be seen in the following table:

Table 5: Multicollinearity Test Results

Model		coefficient						
		Nonstandard Coefficient		Standard Coefficient	t	Signature.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-44,610	12,000		-3.717	.001		
	Employee Attachment	.766	.339	.343	2.258	.033	.562	1,778
	Organizational Climate	.736	.264	.373	2,786	.010	.725	1,380
	this is work	.397	.165	.320	2.406	.024	0.731	1.368
a. Dependent Variable: Performance								

Based on the output Coefficients table above, it can be seen that the tolerance value for employee attachment variable is 0.562, organizational climate is 0.725, and job satisfaction is 0.731. The tolerance value of each of these variables is greater than 0.10 (> 0.10) which means that there is no multicollinearity symptom in the regression model. The same condition can also be seen from the VIF value of each variable, where the VIF value of employee attachment is 1.778, organizational climate is 1.380, and job satisfaction is 1.368. The VIF value of each of these variables is less than 10.00 (< 10.00) as the required VIF cut value. This shows that there is no multicollinearity symptom in the regression model used.

d. Heteroscedasticity Test

The results of the heteroscedasticity test can be seen in the following SPSS output table:

Table 6: Heteroscedasticity Test Results

Model		coefficient				
		Nonstandard Coefficient		Standard Coefficient	t	Signature.
		B	Std. Error	Beta		
1	(Constant)	11,963	6.554		1.825	.079
	Employee Attachment	.162	.185	.214	.876	.389
	Organizational Climate	-.058	.144	-.087	-.405	.689
	this is work	-.171	.090	-.406	-1,893	.069
a. Dependent Variable: Abs RES						

Based on the output Coefficients table above, it can be seen that the significance (Sig.) for the employee attachment variable is 0.389, organizational climate is 0.689, and job satisfaction is 0.069. The significance value of each variable that is greater than 0.05 (> 0.05) indicates that there is no symptom of heteroscedasticity in the regression model used.

2. Hypothesis testing

The model built in this study can be described as follows:

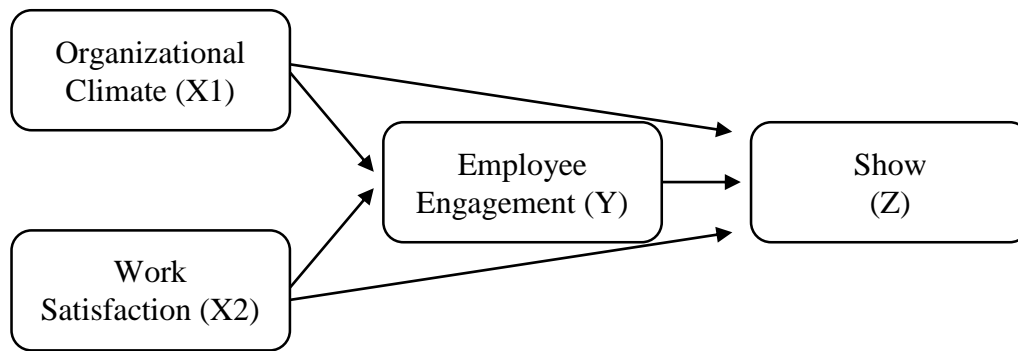


Figure 1: Research Path Analysis Model

The results of the previous classical assumption test show that the above model has met the requirements of a good regression. To test the hypothesis built, then perform two regression steps based on the path analysis model, namely: First, a regression test to determine the effect of organizational climate variables (X1) and job satisfaction (X2) on employee attachment (Y) (Coefficient Path I); and Second, a regression test to determine the effect of organizational climate variables (X1), job satisfaction (X2), and employee attachment (Y) on performance (Z) (Coefficient Path II).

Based on the testing of the two models, it can be seen that the hypothesis is proven in this study. Here are the results of the tests that have been carried out:

a. 1 Regression Test

The results of regression test 1 for the effect of organizational climate (X1) and job satisfaction (X2) on employee attachment (Y) (Channel Coefficient I) are as follows:

Table 7: Path Coefficient I

Model Summary				
Model	R	R Square	Customized R Square	Std. Estimated Error
1	.662a	.438	.396	3.860
a. Predictors: (Constant), Work Goals, Organizational Climate				

ANOVA						
Model		Number of Squares	df	Square Average	F	Signature.
1	Regression	313,179	2	156.589	10,510	.000b
	Remainder	402.288	27	14,900		
	Total	715,467	29			
a. Dependent Variable: Employee Attachment						
b. Predictors: (Constant), Work Goals, Organizational Climate						

coefficient						
Model		Nonstandard Coefficient		Standard Coefficient	t	Signature.
		B	Std. Error	Beta		
1	(Constant)	2,066	6.793		.304	.763
	Organizational Climate	.375	.131	.425	2.862	.008
	this is work	.231	.082	.417	2.805	.009
a. Dependent Variable: Employee Attachment						

Based on the output table of the regression test, it can be seen that the significance value of the second independent variable, namely organizational climate (X1) and job satisfaction (X2) is 0.008 and 0.009. The significance value (Sig.) of this second variable is smaller than 0.05. These results indicate that path coefficient I, organizational climate variable (X1) and job satisfaction (X2) have a positive and significant effect on employee attachment (Y). The value of R Square as contained in the Summary Model is 0.438. Thus, the contribution of the influence of organizational climate (X1) and job satisfaction (X2) to employee engagement (Y) is 43.8 percent. While the remaining 56.2 percent is the contribution of other variables not examined. The value of e1 for the coefficient of path I can be calculated by the formula $e1 = (1-0.438) = 0.7496$.

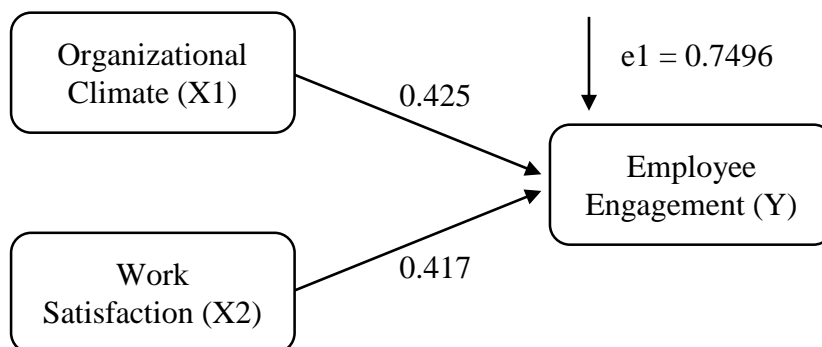


Figure 2: I. Structure Path Diagram

b. Regression Model II

The results of regression test 2 for the influence of organizational climate (X1), job satisfaction (X2), and employee attachment (Y) to performance (Z) (Coefficient Path II) are as follows:

Table 8: Path Coefficient II

Model Summary				
Model	R	R Square	Customized R Square	Std. Estimated Error
1	.814a	.663	.624	6,807
a. Predictors: (Constant), Work Goals, Organizational Climate				

ANOVA						
Model		Number of Squares	df	Square Average	F	Signature.
1	Regression	2368,018	3	789,339	17.034	.000b
	Remainder	1204.782	26	46,338		
	Total	3572,800	29			
a. Dependent Variable: Performance						
b. Predictors: (Constant), Employee Engagement, Organizational Climate						

coefficient						
Model		Nonstandard Coefficient		Standard Coefficient	t	Signature.
		B	Std. Error	Beta		
1	(Constant)	-44,610	12,000		-3.717	.001
	Organizational Climate	.736	.264	.373	2,786	.010
	this is work	.397	.165	.320	2.406	.024
	Employee Attachment	.766	.339	.343	2.258	.033
a. Dependent Variable: Performance						

Based on the output table of the regression test, it can be seen that the significance value of the third variable, namely organizational climate (X1), job satisfaction (X2), and employee attachment (Y) is 0.010, 0.024 and 0.033. The significance value (Sig.) of these three variables is smaller than 0.05. These results indicate that path coefficient II, organizational climate variable (X1), job satisfaction (X2), and employee attachment (Y) have a positive and significant effect on performance (Z). The value of R Square as contained in the Summary Model is 0.663. Thus, the contribution of the influence of organizational climate (X1), job satisfaction (X2), and employee attachment (Y) on performance (Z) is 66.3 percent. While the remaining 33.7 percent is the contribution of

other variables not examined. The value of e_2 for the coefficient of path II can be calculated by the formula $e_2 = (1-0.663) = 0.5805$.

Thus, the path diagram of the structural model II is obtained as follows:

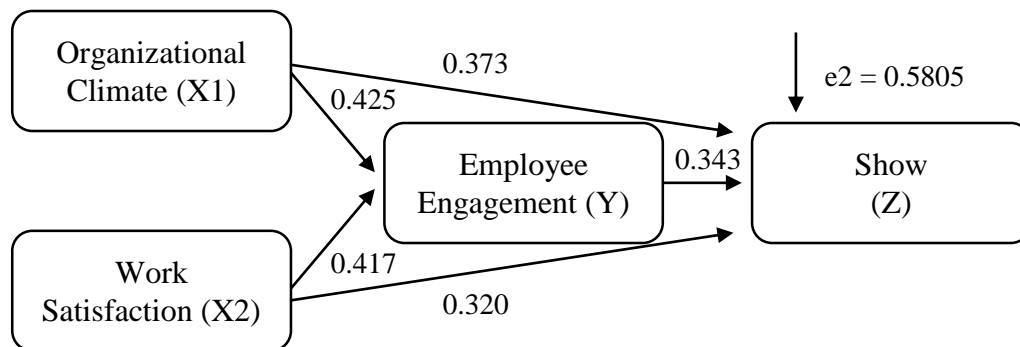


Figure 3: Structure Path Diagram II

Referring to the results of the regression test, both on the path structure model I and the path structure II, the following conditions can be obtained:

Based on the path analysis for structure I, it can be seen that the significance value (Sig.) for the influence of organizational climate (X1) on employee engagement (Y) is 0.008 (<0.05). These results can be interpreted that there is a direct positive and significant influence of organizational climate on employee engagement. Thus, H1 There is an influence of organizational climate on teacher attachment at SDN "A", proven and acceptable.

Based on the path analysis for structure I, it can be seen that the significance value (Sig.) for the effect of job satisfaction (X2) on employee attachment (Y) is 0.009 (<0.05). These results can be interpreted that there is a direct positive and significant effect of job satisfaction on employee engagement. Thus, H2 There is an effect of job satisfaction on teacher attachment at SDN "A", proven and acceptable.

Based on path analysis for structure II, it can be seen that the significance value (Sig.) for the influence of organizational climate (X1) on performance (Z) is 0.010 (<0.05). These results can be interpreted that there is a direct positive and significant influence of organizational climate on performance. Thus, H3 There is an influence of organizational climate on teacher performance at SDN "A", proven and acceptable.

Based on the path analysis for structure II, it can be seen that the significance value (Sig.) for the effect of job satisfaction (X2) on performance (Z) is 0.024 (<0.05). These results can be interpreted that there is a direct positive and significant effect of job satisfaction on performance. Thus, H4 There is an effect of job satisfaction on teacher performance at SDN "A" proven and acceptable.

Based on the path analysis for structure II, it can be seen that the significance value (Sig.) for the effect of employee attachment (Y) on performance (Z) is 0.033 (<0.05). These results can be interpreted that there is a direct positive and significant effect of employee attachment on performance. Thus, H5 There is an effect of attachment on teacher performance at SDN "A", proven and acceptable.

Based on the analysis of path structure II, it is known that the direct influence given by organizational climate (X1) on performance (Z) is 0.373. While the indirect effect of organizational climate (X1) on performance (Z) is the result of the beta value of organizational climate (X1) on employee attachment (Y) with the beta value of employee attachment (Y) on performance (Z), namely: $0.425 \times 0.343 = 0.145$. The total influence of organizational climate (X1) on performance (Z) is the result of direct interaction and indirect influence, namely: $0.373 + 0.145 = 0.518$. To find out whether employee attachment (Y) has a mediating role in the relationship between organizational climate (X1) and performance (Z), a trial was conducted. Mediation test with the sobel test resulting in the following z (mediation) values:

$$z = \frac{ab}{(b2SE2a) + (a2SE2b)}$$

$$z = \frac{0.375 \times 0.766}{(0.76620.1312) + (0.37520.3392)}$$

$$z = \frac{0.2872}{0.1271}$$

$$z = 2.259$$

The results of the Sobel test calculation above show a z-value (mediation) of 2259 (>1.96) with a significance level of 5%. These results indicate that employee attachment (Y) is able to mediate the relationship between the influences of organizational climate (X1) on performance (Z). Thus, H6: There is an influence of organizational climate on performance with attachment as a mediator to teachers at SDN "A", proven and acceptable.

Based on the analysis of path structure II, it is known that the direct effect given by job satisfaction (X2) on performance (Z) is 0.320. While the indirect effect of job satisfaction (X2) on performance (Z) is the beta product of job satisfaction (X2) on employee attachment (Y) with the beta value of employee attachment (Y) on performance (Z),

namely: $0.417 \times 0.343 = 0.143$. The total effect of job satisfaction (X2) on performance (Z) is the result of direct and indirect effects, namely: $0.320 + 0.143 = 0.463$. To find out whether employee attachment (Y) has a mediating role in the relationship between job satisfaction (X2) and performance (Z), the Sobel test was conducted. Mediation test with the sobel test resulting in the following z (mediation) values:

$$z = \frac{ab}{(b2SE2a) + (a2SE2b)}$$

$$z = \frac{0.231 \times 0.766}{(0.76620.0822) + (0.23120.3392)}$$

$$z = \frac{0.1769}{0.0782}$$

$$z = 2.262$$

The results of the Sobel test calculation above show a z-value (mediation) of 2.262 (>1.96) with a significance level of 5%. These results indicate that employee attachment (Y) is able to mediate the relationship of the effect of job satisfaction (X2) on performance (Z). Thus, H7: There is an effect of job satisfaction on performance with attachment as a mediator to teachers at SDN "A", proven and acceptable.

The results of statistical tests and path analysis conducted showed that organizational climate and satisfaction did not have a direct and significant effect on performance, but also got a strengthening in the simultaneous relationship of their influence on performance with the employee attachment variable as a mediator. These results can be interpreted that the ranks of management or administrators of SDN "A", can improve teacher performance by means of an organizational climate that can support teachers in teaching, meet the needs and prerequisites for teacher job satisfaction in schools, and foster good emotional relationships with teachers so that teachers have attachment to school. This study shows that the influence is influenced by many factors, in which organizational climate, job satisfaction, and attachment become an important part of the factors supporting the teacher's performance. This result also validates several previous studies which show that organizational climate, job satisfaction, or employee attachment have an influence on performance.(Delft, 2010; Dugguh & Ayaga, 2014; Harvard Business Review, 2013; Kusani et al., 2020; Lin et al., 2019; Loans, 2020; Luqman et al., 2020; Motyka, 2018; Noor et al. , 2020; Obeng et al., 2020; Permatasari & Ratnawati, 2021; Saengchai et al., 2019; Satata, 2021; Shrestha, 2019; Werang & Agung, 2017).

However, the existence of a significant influence of other factors or variables on performance that was not included in this study becomes certain limitations that require further study. The small sample, namely 30 teachers who teach at SDN "A", is also another note that must be considered, because this also has an impact on the reliability of the results of the studies conducted. However, in the context of SDN "A", these results emphasize the importance of building an organizational climate, job satisfaction, and employee engagement to improve teacher performance in carrying out their duties and obligations at school.

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The results of this study indicate that performance is a variable that is influenced by many factors, both direct and indirect. In this case, organizational climate and job satisfaction have a direct or indirect influence on teacher performance. Employee attachment also has a good mediating role in the relationship between the influence of organizational climate and job satisfaction on the teacher's performance.

AUTHOR'S CONFESSION

Declares that he has no financial or personal relationships that might inappropriately influence him in writing this article.

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