

THE EFFECT OF KNOWLEDGE SHARING AND ORGANIZATIONAL CULTURE ON THE PERFORMANCE OF TEACHERS AT STATE SENIOR HIGH SCHOOL 2, SUNGAI PENUH CITY, WITH JOB SATISFACTION AS AN INTERVENING VARIABLE

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Abstract

This research aims to determine the influence of knowledge sharing and organizational culture on teacher performance with job satisfaction as an intervening variable. The object of this research is the senior high school 2 Sungai Penuh. The respondents in this study are teacher at the senior high school 2 Sungai Penuh city with a total of 30 people. Based on the results of the previous analysis and discussion, the following can be concluded as follows: knowledge sharing, organizational culture has an influence on the large hall of the senior high school 2 Sungai Penuh city, because $T_{count} > T_{table}$ ($4,16 > 0,05$). Job satisfaction influences the performance of teacher at the senior high school 2 Sungai Penuh city because $T_{count} > T_{table}$ ($0,40 > 0,05$). Knowledge sharing influences job satisfaction. This is proven by $T_{count} > T_{table}$ ($0,44 > 0,05$). Organizational culture has an effect on job satisfaction. This is proven by $T_{count} > T_{table}$ ($0,26 > 0,05$). Job satisfaction has an effect as an intervening variable between knowledge sharing on the performance of teachers at the senior high school 2 Sungai Penuh city. This is proven by $T_{count} < T_{table}$ ($0,83 > 0,05$).

Keyword: Knowledge Sharing, Organizational Culture, Teacher Performance, Job Satisfaction

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh knowledge sharing dan budaya organisasi terhadap kinerja guru dengan kepuasan kerja sebagai variabel intervening, objek dari penelitian ini adalah Sma Negeri 2 kota Sungai Penuh, responden pada penelitian ini adalah guru Pada Sma Negeri 2 kota Sungai Penuh dengan jumlah 30 orang. Berdasarkan hasil analisis dan pembahasan sebelumnya, berikut ini dapat disimpulkan sebagai berikut *knowledge sharing*, budaya organisasi berpengaruh terhadap kinerja guru pada Sma Negeri 2 kota Sungai Penuh di karenakan $T_{hitung} > T_{tabel}$ ($4,16 > 0,05$). Kepuasan kerja berpengaruh terhadap kinerja guru di Sma Negeri 2 kota Sungai Penuh dikarenakan $T_{hitung} > T_{tabel}$ ($0,40 > 0,05$) *knowledge sharing* berpengaruh terhadap kepuasan kerja hal ini dibuktikan $T_{hitung} > T_{tabel}$ ($0,44 > 0,05$). Budaya organisasi berpengaruh terhadap kepuasan kerja hal ini dibuktikan $T_{hitung} > T_{tabel}$ ($0,26 > 0,05$) Kepuasan Kerja berpengaruh sebagai variabel intervening antara *knowledge sharing* terhadap kinerja guru sma Negeri 2 kota Sungai Penuh, hal ini dibuktikan $T_{hitung} < T_{tabel}$ ($0,83 < 0,05$).

Kata Kunci: Knowledge Sharing, Budaya Organisasi, Kinerja Guru, Kepuasan Kerja



I. INTRODUCTION

In an organization, human resources are a crucial asset and influence its success. Organizations are now required to foster high-performance human resources for organizational development. Organizations must be able to build and improve performance within their environment. Organizational success is influenced by several factors, one of which is human resources, as they are the actors at all levels, from planning to evaluation, and are able to utilize other resources within the organization.

Organizational performance is the answer to the success or failure of established organizational goals. Performance is the implementation of these plans. Implementation of performance is carried out by human resources who possess the necessary skills, psychological well-being, work experience, competence, motivation, and interests. How an organization values and treats its human resources will influence their attitudes and behaviors in carrying out their work.

According to Supardi (2016) said that teacher performance is a condition that shows the ability of a teacher in carrying out his duties at school and describes the existence of an action displayed by the teacher in or during learning activities. Kasmir (2016: 189) explains that there are several factors that can influence performance, including abilities and skills, knowledge, work design, personality, work motivation, leadership, leadership style, organizational culture, job satisfaction, work environment, loyalty, commitment, and work discipline. The phenomenon related to teacher performance is a professional attitude that also determines success in carrying out learning activities, a professional attitude is not only related to teaching in the classroom, but also related to the ability to work together with colleagues. A phenomenon that often occurs is tension or lack of communication between teachers which can create a non-conducive work environment, for example, there is a teacher who does not want to work together with other teaching teams in compiling a curriculum or planning joint activities, thus hindering collaboration that can improve the quality of learning at the school. According to Hasibuan (2011), "Job satisfaction is an emotional attitude that is pleasant and loves one's job. This attitude is reflected in work morale." Job satisfaction is a pleasant or unpleasant emotional state with which employees view their work. This feeling

reflects the alignment between what is obtained and what is expected (Handoko, 2015). A common phenomenon related to job satisfaction is dissatisfaction arising from a mismatch between work performance given or rewards received. If a teacher feels that their hard work and achievements are not recognized, they may feel dissatisfied with their job despite their achievements.

Knowledge sharing is a process by which work units within an organization access useful knowledge from other work units needed to improve organizational effectiveness. Knowledge sharing is the transmission or distribution of individual knowledge within an organization.

Knowledge sharing is a complex process, linked to the creation and application of knowledge (Ardaneswari, 2016).

Knowledge sharing is the process of disseminating ideas, experiences, and knowledge through communication and interaction, such as exchanging ideas between individuals or groups. Other groups within the company aim to create new knowledge (Indarti and Dyahjatmayanti, 2015:73).

The phenomenon related to knowledge sharing is that it is beneficial. Despite the wealth of experience and knowledge available, some teachers may be reluctant to share teaching methods they consider effective due to concerns about competition or a lack of support from fellow teachers. This limits innovation in learning methods, resulting in suboptimal teaching and learning processes and no significant improvement in quality among teachers.

According to Sopiah (2014), organizational culture is carried out repeatedly by employees in an organization. Violations of this custom do not have strict sanctions, but the organizational actors have morally agreed that this custom is a habit that must be obeyed in the context of carrying out work to achieve goals. In everyday community life, it is inseparable from the cultural ties that are created. Cultural ties are created by the community concerned, whether in families, organizations, businesses or nations. Culture differentiates one community from another in the way they interact and act to complete a job. Culture binds members of a community group into a unified view that creates uniformity in behavior or action. As time goes by, culture is definitely formed in the organization and its benefits can

also be felt in contributing to effectiveness. A phenomenon related to indicators of organizational culture is aggressiveness in work. When organizational culture emphasizes aggressiveness in work without being balanced by collaboration and mutual support, unhealthy competition can arise between teachers. Teachers may focus more on their individual achievements than on shared goals, such as improving the quality of teaching and student learning outcomes. For example, in a school, teachers compete with each other to receive awards or recognition for their achievements, but without working together to design better teaching methods. This leads to a lack of collaboration and knowledge sharing among teachers, even though they have the potential to develop better if they work together.

II. THEORITICAL STUDIES

Performance

According to Supardi (2016), teacher performance is a condition that demonstrates a teacher's ability to carry out their duties at school and describes the actions displayed by the teacher during or during learning activities.

According to Rivai (2015), employee performance or work achievement is the overall result or level of success of an individual during a certain period in carrying out their duties compared to various possibilities, such as work standards, targets, goals, or criteria that have been predetermined and mutually agreed upon.

Supardi (2016) states that a teacher's performance can be measured through the following four indicators:

1. Ability to understand the subject matter under their responsibility.
2. Methodological skills, namely the ability to deliver lesson material using a variety of learning methods.
3. Ability to interact with students to maintain a conducive learning environment that facilitates learning.
4. Professional attitude, which contributes to a teacher's success in carrying out learning activities in accordance with their calling as a teacher.

Knowledge Sharing

According to Nonaka and Takeuchi, "Knowledge sharing is a process of social interaction between individuals, a process that cannot be carried out by a single individual" (Khoe Yao Tung, 2018, p. 98).

Knowledge sharing is a process by which work units within an organization access useful knowledge from other work units, which is needed to improve organizational effectiveness. Knowledge sharing is the transmission or distribution of individual knowledge within an organization. Knowledge sharing is a complex process, linked to the creation and application of knowledge (Ardaneswari, 2016).

Knowledge sharing is the process of disseminating ideas, experiences, and knowledge through communication and interaction, such as exchanging ideas, carried out by individuals with other individuals or groups within the company with the aim of creating new knowledge (Indarti and Dyahjatmayanti, 2015:73).

According to Khoe Yao Tung (2018, p. 105), the factors influencing knowledge sharing are: 1. Technology, 2. Culture, 3. Management, 4. Measurement, and 5. The process of transferring or sharing knowledge.

Knowledge sharing indicators, using the theory of Hooff & Ridder (2004) as cited in Harwaty et al. (2019), include:

1. Sharing knowledge is beneficial
2. Sharing knowledge is a good thing
3. Sharing knowledge is a pleasant experience
4. Enriching existing knowledge
5. Applied in the work environment

Organizational culture

According to Sopiah (2014), organizational culture is something that is repeatedly carried out by employees within an organization. Violations of these customs do not carry strict sanctions, but organizational actors have morally agreed that these customs must be adhered to in carrying out work to achieve goals. In everyday life, society is inseparable from the cultural bonds that are created. Cultural bonds are created by the community concerned, whether within families, organizations, businesses, or nations. Culture differentiates one society from another in the way they interact and act to complete tasks.

According to Robbins (2017), organizational culture is a system of shared meaning shared by members that distinguishes one organization from another.

Organizational culture is the shared behavior of members, both within and outside the organization (Tahir, 2014).

Organizational culture is a framework that guides daily behavior, decision-making for employees, and directs actions to achieve organizational goals (Rivai & Mulyadi, 2012).

According to Robbins (2017), the dimensions or indicators of organizational culture include:

1. Innovation takes risks into account, encouraging innovation and calculating the risks or impacts that will occur within an organization.
2. Attention to detail: Employees are expected to demonstrate precision, analysis, and attention to detail.
3. Results-oriented: Management emphasizes gains or outcomes, rather than the techniques and processes used to achieve them.
4. Individual-oriented and member-centered: An organization must have an orientation or target for achieving organizational goals and fulfilling the interests of its members.
5. Aggressiveness at work: a proactive attitude demonstrated by individuals or groups in addressing all events within the organization.

Job Satisfaction

According to Hasibuan (2011), "Job satisfaction is an emotional state of enjoyment and love for one's work. This attitude is reflected in work morale."

According to Vecchio in Hamali (2016), job satisfaction is defined as a person's thoughts, feelings, and behavioral tendencies toward work. The higher the perceived suitability of an activity for an individual's desires, the higher the level of satisfaction with that activity.

Job satisfaction is a psychological state of pleasant or unpleasant feelings about one's job (Mas'ud, 2014).

Satisfaction is not only negatively related to absenteeism and resignation, but also, according to them, organizations are burdened with the responsibility to provide work that intrinsically conflicts with rewarding employees.

According to (Hasibuan, 2014), indicators of job satisfaction include:

- 1) enjoying one's job, meaning someone enjoys their job because they can do it;
- 2) loving one's job;
- 3) work ethic, meaning an inner agreement that arises from within an individual or group of people to achieve certain goals according to established standards;
- 4) discipline, meaning a condition created and formed through a process of a series of behaviors that demonstrate the values of obedience, compliance, loyalty, orderliness, and discipline; and
- 5) work performance, meaning the work results achieved by an individual in carrying out the tasks assigned to them, based on skill, sincerity, and time.

III. RESEARCH METHODS

1. Scope of the Research

This research is a descriptive causal study, classified as quantitative. Causal research is conducted to explain the influence of one variable on another or how one variable influences another.

The object of this study was SMA Negeri 2 Sungai Penuh City. The aim was to determine the influence of knowledge sharing and organizational culture on teacher performance at SMA Negeri 2 Sungai Penuh City, with job satisfaction as an intervening variable. The research was conducted from December to January 2025.

2. Population and Sample

1). Population

According to Sugiyono (2008), a population is a generalized area consisting of subject objects with certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn.

Based on the definition above, it can be concluded that a population is the entirety of the subjects to be studied. Therefore, the population in this study was all 89 teachers at SMA Negeri 2 Sungai Penuh City.

2) Sample

A sample is a portion of a population consisting of a number of members selected from the population. According to Sugiyono (2010), a sample is a subset of the total characteristics

possessed by a population. Meanwhile, according to Arikunto (2006), a sample is representative of the population being studied. The population size is 89 people, including both civil servant and honorary teachers. Therefore, the researcher only studied 30 civil servant teachers at SMA Negeri 2 Kota Sungai Penuh to serve as the sample.

Therefore, the sampling technique used in this study was saturation sampling. According to Sugiyono (2010), saturation sampling is the process of determining a sample when all members of the population are used as samples.

3. Data Types

The types and sources of data used in this study include:

- a. According to Sugiyono (2013), primary data is data obtained directly, including organizational documents, such as the history of the organization's development, organizational structure, and other information related to the research.
- b. According to Usman and Akbar (2006), secondary data is data collected by researchers through second-hand sources. The secondary data in this study include the organizational structure, employee duties, and other data at SMA Negeri 2 Kota Sungai Penuh.

4. Data Sources

1. SMA Negeri 2 Kota Sungai Penuh.
2. Civil Servant Teachers at SMA Negeri 2 Kota Sungai Penuh.

5. Data Collection Techniques

In conducting research, the data collected will be used to solve existing problems, so the data must be truly reliable and accurate.

1. Library research, which involves collecting materials related to the research, specifically the Influence of Knowledge Sharing and Organizational Culture on Teacher Performance at SMA Negeri 2 Kota Sungai Penuh, with job satisfaction as an intervening variable, from scientific journals, literature, and other publications suitable for use as sources.
2. Field Research, which involves collecting data directly from sources within the research object. This is conducted through:

- a) Questionnaires: This is a data collection technique that involves providing respondents with a set of written questions to answer. The main objectives of developing questionnaires include:
 - 1) Obtaining data relevant to the research objectives
 - 2) Obtaining data with the highest possible reliability and validity

6. Analysis Tools

1) Path Analysis.

This study also used path analysis. Ghozali (2011) defines path analysis as an extension of multiple linear regression analysis. Path analysis is used to test the influence of intervening variables in this study. The results of this path analysis test will also be used to compare which influence is greater, direct or indirect, and to draw conclusions about whether the presence of this intervening variable strengthens or weakens the influence of the independent variable on the dependent variable.

Path analysis is a technique for analyzing causal relationships that occur in multiple regression when the independent variable directly or indirectly influences the dependent variable (Robert D. Retherfort). David Garson of North Carolina State University defines path analysis as an extended regression model used to test the alignment of the correlation matrix with two or more causal relationship models being compared by researchers.

According to Muhidin and Abdurahman (2007), path analysis is a statistical analysis tool used to analyze patterns of causal relationships between variables with the aim of determining the direct and indirect influences, both simultaneously and individually, of several causal variables on an outcome variable.

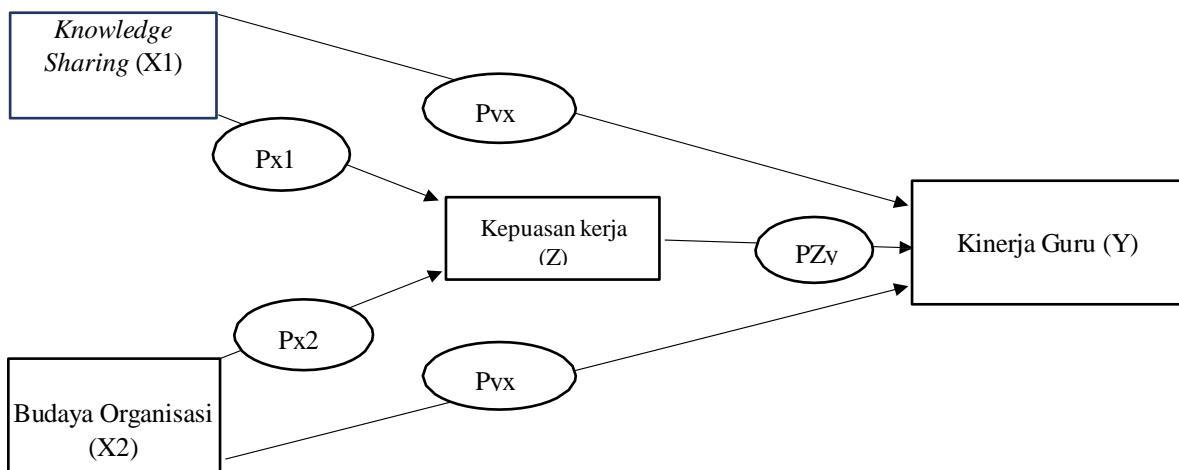
When conducting a path analysis, a path is first formed, as determined by the square root of the coefficient of determination (R-Square). After this step is completed, each variable included in the path analysis must have a significant direct effect on the dependent variable. If any of the tested variables does not meet the criteria, it is eliminated from the path analysis.

a. Model and Structure

In this study, path analysis was used to analyze the influence of knowledge sharing and organizational culture on teacher performance at SMA Negeri 2 Kota Sungai Penuh, with job

satisfaction as an intervening variable. The research model that can be used as a guideline for path analysis is:

Figure 1. Path Analysis



The path analysis diagram above can be broken down into two substructures for conducting path analysis.

X1 = Knowledge Sharing

X2 = Organizational Culture

Z = Job Satisfaction

Y = Teacher Performance

Pyx1 = Path coefficient of Knowledge Sharing (X1) to Performance (Y), illustrating the direct influence of Knowledge Sharing on Performance (Y).

Pyx2 = Path coefficient of Organizational Culture (X2) to Performance (Y), illustrating the direct influence of Organizational Culture on Performance (Y).

PyZ = Path coefficient of Job Satisfaction (Z), illustrating the direct influence of Job Satisfaction on Performance (Y).

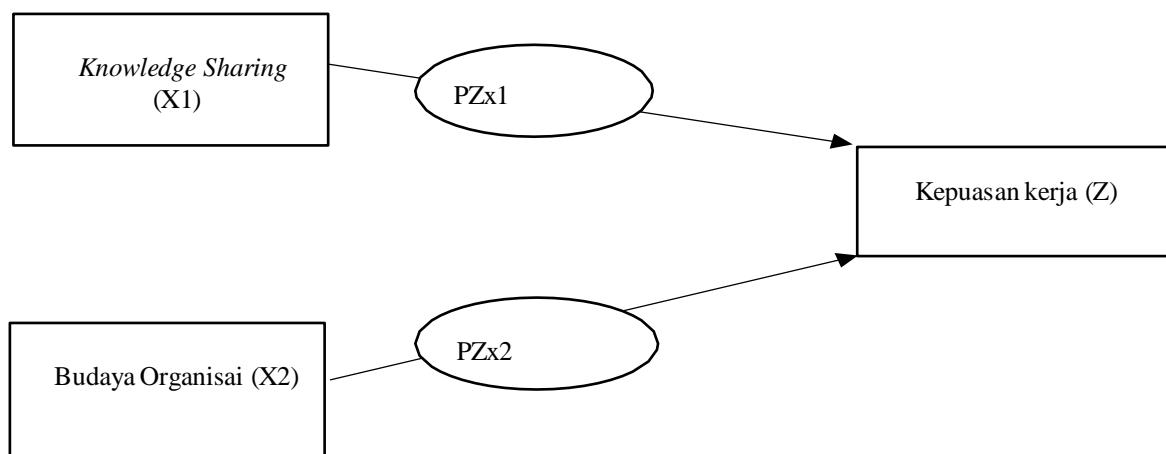
$Px1Z$ = Path coefficient of Knowledge Sharing (X1) to Job Satisfaction (Z), illustrating the influence of Job Satisfaction on Knowledge Sharing on Performance.

$Px2Z$ = Path coefficient of Organizational Culture (X2) to Job Satisfaction (Z), illustrating the influence of Job Satisfaction on Performance.

With two models or testing methods, namely:

1. First Substructure

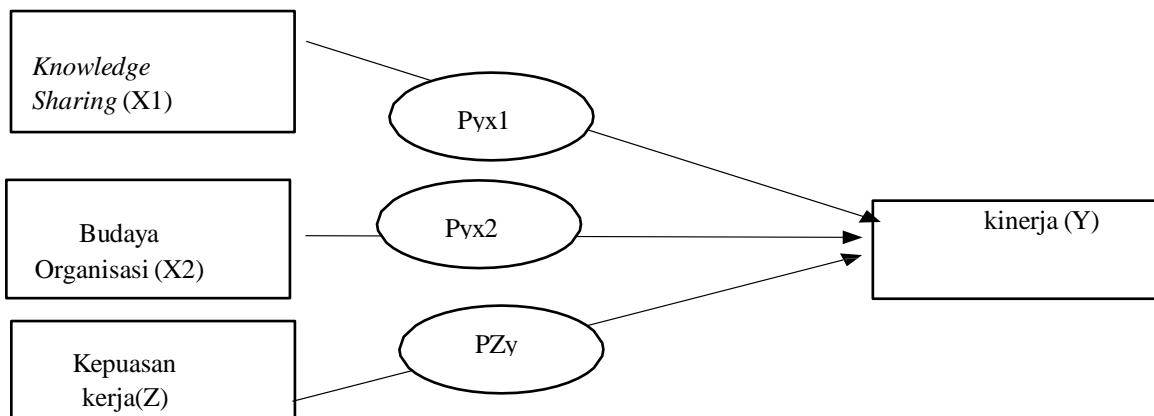
Figure 2 Substructure 1



Structural equation: $Z = Pzx1x1 + Pzx2x2 + e$

2. Second Sub Structure

Figure 3 Substructure 2



Structural Equation: $Y = Pyx1x1 + Pyx2x2 + Pyzz + e$ $e = \text{Error Rate}$

Direct and Indirect Effects

$$\sqrt{1-R^2}$$

1. Direct Effect:

- Direct Effect $X1 \rightarrow Y = Pyx1$
- Direct Effect $X2 \rightarrow Y = Pyx2$
- Direct Effect $Z \rightarrow Y = Pyz$
- Direct Effect $X1 \rightarrow Z = Pxlz$
- Direct Effect $X2 \rightarrow Z = px2z$

2. Indirect Effect

- $X1 \Omega Z \rightarrow Y$

$$\text{Equation: } Pyx1 \cdot Pzx1 \cdot Pyz$$

- $X2 \Omega Z \rightarrow Y$

$$\text{Equation: } Pyx2 \cdot Pzx2 \cdot Pyz$$

To assist the author in testing the substructure above, the author used SPSS software.

b. Intervening Effect Criteria

To determine whether Z plays a role as an intervening variable, compare the magnitude of the direct effect with the indirect effect using the following criteria:

- If the indirect effect is greater than the direct effect, then it plays a role.
- If the direct influence \leq the indirect influence then it does not play a role.

IV. RESEARCH RESULTS

Data Analysis and Discussion:

Path Analysis

Path analysis was developed as a method to study the direct and indirect effects of independent variables on the dependent variable. Path analysis is used to test the influence of intervening variables. Path analysis is the use of regression analysis to estimate the causal relationship (causal model) between predetermined variables based on theory.

1. Analysis of the Effect of Knowledge Sharing (X1) and Organizational Culture (X2) on Job Satisfaction (Z).

The table below shows the path analysis of the Effect of Knowledge Sharing and Organizational Culture on Teacher Performance at SMA Negeri 2 Kota Sungai Penuh, with Job Satisfaction as the Intervening Variable.

Table 1 Structural Equation Analysis 1

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.159	46.328		.565	.577
	Knowledge_Sharing	-.212	.536	-.073	-.395	.696
	Budaya_Organisasi	.632	.458	.256	1.379	.179
a. <i>Dependent Variable:</i> kepuasan_kerja						
b.						

Based on the analysis results, as shown in the table above, it is known that the variables Knowledge Sharing and Organizational Culture have a significant influence on job satisfaction. Therefore, structural equation 1 indicates that every increase in Knowledge Sharing and Organizational Culture contributes to increased job satisfaction.

Table 2: Structure 1 error

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.266 ^a	.071	.002	10.97066
a. <i>Predictors:</i> (Constant), X2, X1				

Z Path coefficient of other variables (Error Rate):

$$\begin{aligned}
 e &= \sqrt{\sqrt{1 - R^2}} \\
 &= \sqrt{\sqrt{1 - 0.071}} \\
 &= 0.963 \\
 &= 96.3\%
 \end{aligned}$$

The influence of other variables on Knowledge Sharing and Organizational Culture is 96.3%. Therefore, structural equation 1 is as follows:

$$Z = Pzx1 X1 + Pzx2 X2 + e$$

$$Z = -0.212 X1 + 0.256 X2 + 0.963 e$$

This equation shows that:

- Every increase in Knowledge Sharing is followed by an increase in job satisfaction.
- Every increase in Organizational Culture is followed by an increase in job satisfaction.

2. Analysis of the influence of Knowledge Sharing (X1), Organizational Culture (X2), and Job Satisfaction (Z) on Teacher Performance (Y).

This table shows the path analysis of the influence of Knowledge Sharing and Organizational Culture on Teacher Performance at SMA 2 Kota Sungai Penuh, with Job Satisfaction as the Intervening Variable.

Table 3 Analysis of Structural Equation 2

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	106.867	25.664		4.164	.000
	Knowledge_Sharing	-.625	.296	-.375	-2.112	.044
	Budaya_Organi sasi	-.280	.261	-.196	-1.071	.294
	kepuasan_kerja	.061	.106	.105	573	.572
a. Dependent Variable: kinerja_Guru						

Increased knowledge sharing, organizational culture, and job satisfaction influence the performance of teachers at SMA Negeri 2 Kota Sungai Penuh.

Table 4: error structure 2

Model Summary				
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.431 ^a	.185	.091	6.04160
a. Predictors: (Constant), Z, X2, X1				

Path coefficients for other variables (error rate):

$$e = \sqrt{\sqrt{1 - R^2}}$$

$$= \sqrt{\sqrt{1 - 0.185}}$$

$$= 0.902$$

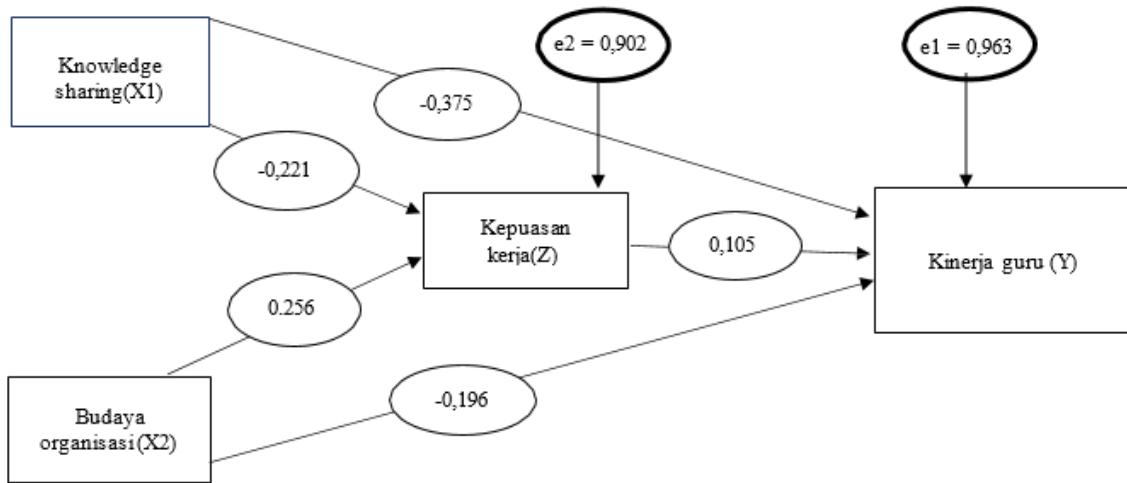
$$= 90.2\%$$

The influence of other variables on teacher performance is 90.2%.

From the table, it is known that the structural equation 2 is as follows: $Y = Pyx1 + Pyx2 + Pyz + e$

$$Y = -0.375 X1 + -0.196 X2 + 0.105 Z + 0.902e$$

- Every improvement in organizational culture is followed by an increase in employee performance.
- Every improvement in the physical work environment is followed by an increase in employee performance.
- Every increase in job satisfaction is followed by an increase in employee performance.



4.1.1 Direct and Indirect Effects

Furthermore, the extent of each exogenous variable (X1, X2, Z), both directly and indirectly, on the endogenous variable (Y) can be described as follows:

a. Knowledge Sharing Variable (X1)

1. Direct Effect

$$X1 \text{ on } Z = P_{x1z} \cdot P_{x1z}$$

$$= (-0.212) \cdot (-0.212)$$

$$= 0.044 \text{ or } 0.44\%$$

$$X1 \text{ on } Y = (P_{x1y}) (P_{x1y})$$

$$= (-0.375) \cdot (-0.375)$$

$$= 0.140 \text{ or } 1.40\%$$

Meaning: Based on the analysis, the direct effect of the Knowledge Sharing variable on job satisfaction is 0.44%.

Teacher Performance is 1.40%.

2. Indirect Effect

$$X1 \text{ on } Y \text{ through } Z = P_{x1y} \cdot P_{x1z} \cdot P_{zy}$$

$$= (-0.375) (-0.212) (0.105)$$

$$= 0.0083 \text{ or } 0.83\%$$

This means: The indirect effect of knowledge sharing on teachers through job satisfaction among teachers at SMA Negeri 2 Sungai Penuh City is 0.83%.

b. Organizational Culture Variable (X2)

1. Direct Effect

$$X2 \text{ on } Z = Px2z \cdot Px2z$$

$$= (0.256) \cdot (0.256)$$

$$= 0.0655 \text{ or } 6.55\%$$

$$X2 \text{ on } Y = X2 \cdot Y$$

$$= (Px2y) \cdot (Px2y)$$

$$= (0.204) \cdot (0.204)$$

$$= 0.0416 \text{ or } 4.16\%$$

Meaning: Based on the analysis results, it is known that the direct influence of the Organizational Culture variable on Job Satisfaction is 6.55%, while the direct contribution of the Organizational Culture variable to Teacher Performance is 4.16%.

2. Indirect Effect

$$X2 \text{ on } Y \text{ through } Z = Px2y \cdot Px2z \cdot Pzy$$

$$= (0.204) (0.051) (0.385)$$

$$= 0.0040 \text{ or } 0.40\%$$

This means:

The indirect effect of Organizational Culture on Teacher Performance through Job Satisfaction among Teachers at SMA Negeri 2 Sungai Penuh City is 0.40%.

c. Job Satisfaction Variable

$$\text{Direct effect on } Y = Z \rightarrow Y$$

$$= (Pzy) (Pzy)$$

$$= (0.385) (0.385)$$

$$= 0.1482 \text{ or } 14.82\%$$

This means: The direct effect of Job Satisfaction on Teacher Performance among Teachers at SMA Negeri 2 Sungai Penuh City is 1.48%.

Table 5 Summary of the Effect of Independent and Intervening Variables

No	Keterangan	%	Total (%)
1	Pengaruh <i>Knowledge Sharing</i> (X1) terhadap Kinerja Guru (Y) secara langsung	1,40	
2	Pengaruh <i>Knowledge Sharing</i> (X1) terhadap Kinerja Karyawan (Y) melalui Kepuasan Kerja (Z)	0,83	
Total Pengaruh X1 terhadap Y			1,87
3	Pengaruh Budaya Organisasi (X2) terhadap Kinerja Guru (Y) secara langsung	4,16	
4	Pengaruh Budaya Organisasi (X2) terhadap Kinerja Guru (Y) Melalui Kepuasan Kerja (Z)	0,40	
Total Pengaruh X2 terhadap Y			4,56
5	Pengaruh Kepuasan Kerja (Z) terhadap Kinerja Guru (Y)	14,82	
Total Pengaruh Z terhadap Y			14,82
Total			21,25
Pengaruh variabel lain			78.75
Total			100

Source: Primary Data Processing Results

Based on the table above, the role of Job Satisfaction as an intervening variable for teachers at SMA Negeri 2 Kota Sungai Penuh is as follows:

- The direct effect of Knowledge Sharing on Teacher Performance is 1.40%, while the indirect effect of Knowledge Sharing through Job Satisfaction on Knowledge Sharing is 0.83%. Therefore, it can be concluded that Job Satisfaction does not act as an intervening variable on Teacher Performance, with a total effect of 1.87%.
- The direct effect of Organizational Culture through Job Satisfaction on Teacher Performance is 4.16%, while the indirect effect of Organizational Culture through Job Satisfaction on Teacher Performance is 0.40%. Therefore, it can be concluded that Job Satisfaction does not act as an intervening variable on Teacher Performance, with a total effect of 4.56%.

V. CONCLUSION

Based on the results of the previous analysis and discussion, the following conclusions can be drawn:

- Knowledge sharing influences teacher performance at SMA Negeri 2 Sungai Penuh City, as calculated $T > T$ table ($1.32 > 0.05$).

2. Organizational culture influences teacher performance at SMA Negeri 2 Sungai Penuh City, as calculated $T > T$ table ($4.16 > 0.05$).
3. Job satisfaction influences teacher performance at SMA Negeri 2 Sungai Penuh City, as calculated $T > T$ table ($0.40 > 0.05$).
4. Knowledge sharing influences job satisfaction, as evidenced by calculated $T > T$ table ($0.44 > 0.05$).
5. Organizational culture influences job satisfaction, as evidenced by calculated $T > T$ table ($0.26 > 0.05$).
6. Job satisfaction has an effect as an intervening variable between knowledge sharing and teacher performance at SMA Negeri 2 Kota Sungai Penuh, as evidenced by T count $> T$ table ($0.83 > 0.05$).
7. Job satisfaction has an effect as an intervening variable between organizational culture and teacher performance at SMA Negeri 2 Kota Sungai Penuh, as evidenced by T count $> T$ table ($0.40 > 0.05$).

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