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The Effect of Job Satisfaction and Work Motivation on the Performance of Junior High School Teachers in Jember Regency

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Abstract. The purpose of this study was to examine the effect of job satisfaction and work motivation simultaneously and partially on the performance of junior high school (SMP) teachers in Jember Regency. This research is a type of causality explanatory research, namely research that intends to explain the effect of the independent variables on the dependent variable. The data analysis technique used is statistical test with multiple linear regression test technique using SPSS version 25 statistical application. The results of the data normality test for job satisfaction (X1), work motivation (X2), and performance (Y) variables are normal. Thus, data analysis with multiple linear regression test techniques can be continued. Based on the results of the regression analysis, it was found that 1) hypothesis testing had a significant effect on job satisfaction and work motivation on performance simultaneously, obtained sig 0.001, meaning that this number was below 0.05, thus the null hypothesis was rejected; 2) test the hypothesis that there is a significant effect of job satisfaction on performance partially obtained sig 0.001, meaning that this number is below 0.05, thus the null hypothesis is rejected; 3) test the hypothesis that there is a significant effect of work motivation on performance partially obtained 0.001, meaning this number is below 0.05, meaning the null hypothesis is rejected. Based on this description, it can be concluded that job satisfaction and work motivation have a significant effect simultaneously and partially on the performance of junior high school teachers in Jember Regency.

INTRODUCTION

Indonesian Republic Government (2003)[5] regarding basic education states that basic education consists of elementary and equivalent schools as well as junior and senior high schools. This means that junior high school is formally part of basic education. Indonesian Republic Government (2010)[6] regarding the management and implementation of education stated that junior high school is one of the formal education that organizes general education at the basic education level as a continuation of elementary school, madrasah ibtidaiyah, or other equivalent or advanced forms. Thus, the government in terms of the curriculum does not distinguish between schools managed by the community and schools managed by the government. Mulyono (2012)[11] states that learning is said to be effective if students can absorb the subject matter well. This means that all forms and types of learning must prioritize the absorption of subject matter and the need for time and infrastructure used in the implementation of learning. In general, the learning process at the junior high school level provides basic knowledge to prepare future generations to become human beings who are able to face the challenges of an increasingly strict and global era as an effort to develop the potential, talents, and interests of students.

To develop potential, talents, and interests as a whole, it can be done through a learning process by providing opportunities for students to gain their own knowledge, skills, and attitudes based on learning theories so that learning effectiveness can be increased. This learning theory can be applied as a basis for teachers to make improvements to teaching and learning activities so that they can build a pleasant learning atmosphere with students actively involved in the learning process. Thus, teachers are an important factor in improving the quality of education and learning. Slameto (2010)[18] states that external factors that can affect learning outcomes are teacher factors. Sudjana (2000)[19] states that teacher competence includes mastery in planning learning, implementing learning, conducting assessments, and mastering teaching materials. Teachers must be able to be good facilitators for students. Uno (2008)[24] states that teachers are adults who are consciously responsible for educating, teaching, and guiding students. Thus, the teacher's task is not only to teach but also to educate, guide, and train so that students can achieve the curriculum targets that have been set.

Teachers in quality must always be improved in order to become professional teachers. Professional teachers individually and in groups can work and perform well in improving the learning process. Professional teachers can create an active, innovative and fun learning atmosphere. In other words, quality teachers are teachers who have good performance. Teachers can perform well influenced by many factors. These factors include competence, job satisfaction, work motivation, work ethic, organizational commitment, and self-efficacy. In human resource management, teachers are one of the most important resources. Several aspects of organizational behavior such as job satisfaction and work motivation are factors that affect the performance of employees, teachers or employees. Several studies have shown that job satisfaction and work motivation have an effect on teacher performance. The results of research conducted by Nur, et.al (2019)[12] in Madarasah Aliyah, Maros Regency stated that teacher performance was significantly influenced by job satisfaction and work motivation. The results of Herlissa and Riyanto's research (2019) [4] also state that partially job satisfaction and work motivation have a significant influence on the performance of PT Inixindo Persada Rekayasa Computer employees. The results of the research by Munawaroh et.al. 2020[13] stated that the performance of PT Bamboo Tirta Engineering employees was significantly influenced by work motivation and job satisfaction. The results of research by Wau & Purwanto (2021)[24] state that work motivation and job satisfaction have a positive effect on the performance of MNC Studios Company employees. The results of research by Charvalo et.al (2014)[3] stated that work motivation has a significant influence on the performance of the employees of Cooperativa Café Timor in Timor Leste. The results of research by Rasto & Maulani (2019)[14] state that partially and simultaneously job satisfaction and work motivation have a significant effect on the performance of State Vocational School teachers in Cimahi. Based on some of the results of these studies, it can be interpreted that the variables of job satisfaction and work motivation in general have an influence on improving the performance of employees or employees or teachers.

Job satisfaction is a positive feeling towards work resulting from an evaluation of its characteristics. In addition, job satisfaction is the result of an evaluation of its characteristics on the basis of positive feelings about the job. Feelings that a person has positively about his work can provide high job satisfaction, and vice versa if someone has negative feelings towards his job, his job satisfaction is also low (Robbins & Judge, 2017)[15]. Another opinion states that job satisfaction is a feeling that a person has based on the results of his own efforts and with the help of others (Sinambela, 2016)[17]. Furthermore, (Siagian, 2008)[16] also states that job satisfaction can also be interpreted as a person's perspective, both positive and negative about his work. Another opinion states that job satisfaction is a positive response related to self-adaptation of employees to their working conditions and circumstances, which in this case is also related to financial problems, physical conditions, social conditions, and psychological conditions (As'ad, 2004)[2]. Likewise, the next opinion states that job satisfaction is a level of positive and pleasant emotions for individuals (Wijono, 2015)[26]. Based on expert opinion, it can be concluded that job satisfaction is a paradigm of positive thinking and feeling towards work, whether it is appropriate or not in accordance with the achievement of its performance. This satisfaction can be related to work or psychological conditions. Feelings related to work that involve various aspects such as the existence of a business, career development opportunities, relationships between other employees, organizational structure, and job placement. Meanwhile, feelings related to himself include: age, education, health condition, and ability. A pleasurable emotional state is the degree to which employees feel about their work. Job satisfaction reflects a person's feelings towards his job. Thus, the positive attitude of employees towards work also depends on everything that is faced in the work environment. Luthans (2011)[8] states that job satisfaction indicators include type of work, salary, promotion, supervisory supervisor, work group, and working conditions.

Motivation is a process of describing a person's ability, direction, and persistence to achieve a goal (Robbin and Judge, 2017)[15]. Motivation is the behavior and factors that influence employees to behave towards their work (Sule & Priansa, 2018)[22]. Motivation means giving or generating motives, and things or circumstances that give rise to motives, while work motivation is something that causes enthusiasm or work motivation to emerge, where the

weak and strong work motivation of an employee plays a role in determining his achievement, the higher his work motivation, the higher the achievement. work and vice versa. Work motivation is a force that drives a person so that employees are willing and willing to mobilize their potential and spend their time in building expertise, skills through organizing various activities as part of their responsibilities and carrying out their obligations as an effort to achieve predetermined company goals and objectives. Indicators of motivation according to Mangkunegoro (2009)[10] include responsibility, job performance, opportunities for advancement, recognition of work, and challenging work.

Performance is the implementation and improvement of work in accordance with its responsibilities to achieve the goals expected by the organization (Sinambela, 2016)[17]. Performance is the achievement in quality and quantity of an employee after carrying out the task. Performance is also related to work performance which is defined as a comparison between the achievement of work results against predetermined standards. Performance is the process of carrying out certain jobs that are carried out in a well-planned manner including time, place, employees, and the organization concerned so as to get results in accordance with the target. Performance is the overall result that has been achieved and relates to the achievement of the actions and execution of the requested work. Performance is a person's level of success in carrying out tasks and the ability to achieve the goals that have been set. Performance indicators according to Robbin & Judge (2017)[15] include work quality, work quantity, timeliness, effectiveness, and independence.

METHODS

This type of research is explanatory research, namely research that intends to find relationships between variables (Sugiyono, 2015)[20]. The variables studied were job satisfaction (X1), work motivation (X2), and performance (Y). The research subjects are junior high school teachers in the city of Jember. The number of research samples used were 50 teachers. This study uses a questionnaire instrument with details of 6 items of job satisfaction variables, 6 items of work motivation, and 6 items of performance. The questionnaire statement uses a Likert scale with 5 answer options, namely 1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree. Thus, each respondent in one variable will get a score between the intervals (6–30). The data were analyzed by using multiple linear regression with the consideration that all the variables have interval data form. Stages of analysis in this study include data normality test, regression test, and significance test. While the data analysis technique in this study used the SPSS application (Sujarweni, 2015)[21].

The framework of this research can be described in the following figure.

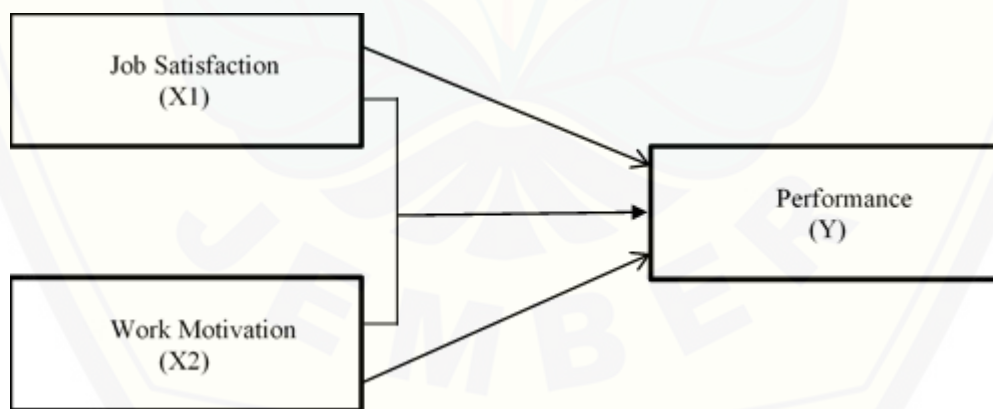


FIGURE 1. Research Conceptual Framework

Based on the background, theoretical and empirical studies, as well as the conceptual framework of the research, the following research questions can be asked:

1. Do job satisfaction and work motivation simultaneously have a significant effect on the performance of junior high school teachers in Jember Regency?
2. Does job satisfaction partially have a significant effect on the performance of junior high school teachers in Jember Regency?

3. Does work motivation partially have a significant effect on the performance of junior high school teachers in Jember Regency?

In accordance with the research questions mentioned above, the following hypotheses can be proposed:

H1: Job satisfaction and work motivation simultaneously have a significant effect on performance of junior high school teachers in Jember

H2: Job Satisfaction partially has a significant effect on the performance of junior high school teachers in Jember Regency

H3: Work Motivation partially has a significant effect on the performance of junior high school teachers in Jember Regency

RESULT AND DISCUSSION

Research data related to the three research variables were obtained by data collection techniques through questionnaire answers given to 50 respondents of junior high school teachers in Jember Regency. Furthermore, based on the recapitulation results, data on job satisfaction (X1), work motivation (X2), and performance (Y) variables were obtained from 50 respondents. The analysis was carried out with the stages of descriptive test, data normality test, multiple linear regression test, and significance test.

The description of descriptive statistics on the results of data collection through questionnaires can be seen in Table 1 below.

TABLE 1. Descriptive Statistics Test Results Job Satisfaction, Work Motivation, and Performance

	N	Mean		Std. Deviation
		Statistic	Std. Error	
X1	50	19.94	.562	3.971
X2	50	19.92	.571	4.040
Y	50	20.94	.570	4.033
Valid N (listwise)	50			

Table 1 above can be interpreted that the highest average score is on the performance variable 20.94 with a standard deviation of 4.033. While the lowest score is the work motivation variable, which is 19.92 with a standard deviation of 4.040. The next step is to test the normality of the data. Based on the non-parametric statistical test with the one sample Kolmogorov-Smirnov technique, the following output was obtained.

TABLE 2. Non-Parametric One Sample Kolmogorov-Smirnov

		X1	X2	Y
N		50	50	50
Normal Parameters ^{a,b}	Mean	19.94	19.92	20.94
	Std. Deviation	3.971	4.040	4.033
Most Extreme Differences	Absolute	.107	.105	.104
	Positive	.107	.103	.092
	Negative	-.105	-.105	-.104
Test Statistic		.107	.105	.104
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}	.200 ^{c,d}

Based on the results of the statistical test using one sample Kolmogorov-Smirnov in Table 2, it is obtained that the significance data (sig) on the job satisfaction variable $\text{sig} = 0.200$ means $0.2 > 0.05$, thus the job satisfaction variable data is normally distributed. The work motivation variable with a significance (sig) of 0.200 means $0.2 > 0.05$, thus the work motivation variable data is normally distributed. Furthermore, the performance variable is obtained 0.200, meaning $0.200 > 0.05$, thus the performance data is normally distributed.

The next step is to test the hypothesis using parametric statistics with multiple linear regression test techniques. The output of statistical tests with multiple linear regression techniques can be shown in table 3 below.

TABLE 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.987 ^a	.973	.972	.671

Based on Table 3 obtained R Square of 0.973, this can be interpreted that teacher performance is influenced by job satisfaction and work motivation by 97.3% while the rest is influenced by other factors. Furthermore, for the results of hypothesis testing the effect of job satisfaction and work motivation partially and simultaneously on performance can be explained in the following table 4 output analysis.

TABLE 4. Multiple Linear Regression Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	.994	.491		2.026	.048
	X1	.629	.115	.619	5.447	.000
	X2	.372	.114	.372	3.275	.002

Based on table 4 above, it can be done a significance test by confirming the significance value of the effect of job satisfaction, work motivation partially and simultaneously on teacher performance.

1. Effect of Simultaneous Job Satisfaction and Work Motivation on Junior High School Teacher Performance

The hypothesis that job satisfaction and work motivation simultaneously have a significant effect on performance can be tested for significance by comparing the sig value with a value of 0.05. Based on table 4, it is found that the significance value is 0.048 or ($\text{sig} < 0.05$) so it can be concluded that job satisfaction and work motivation simultaneously have a significant effect on the performance of junior high school teachers in Jember Regency. In addition, it can also be interpreted that the higher the value of job satisfaction and work motivation, the higher the teacher's performance value.

2. The Partial Effect of Job Satisfaction on the Performance of Middle School Teachers

The hypothesis of job satisfaction partially significant effect on performance can be tested its significance by comparing the value of sig with a value of 0.05. Based on Table 4, it is found that the significance value is 0.000, this value is smaller than 0.05. Thus, it can be concluded that job satisfaction has a partially significant effect on the performance of junior high school teachers in Jember Regency. In addition, it can also be interpreted that if the value of job satisfaction is higher, then the value of teacher performance will also be higher.

3. Partial Effect of Work Motivation on Junior High School Teacher Performance

The hypothesis of work motivation partially significant effect on performance can be tested for its significance by comparing the sig value with a value of 0.05. Based on Table 4, it can be seen that the significance value is 0.002 or ($\text{sig} < 0.05$) so it can be concluded that work motivation partially has a significant effect on the performance of junior high school teachers in Jember Regency. In addition, it can also be interpreted that the higher the work motivation value, the higher the teacher's performance value.

CONCLUSION

In accordance with the results of data analysis and discussion, it can be concluded as follows:

1. Job satisfaction and work motivation have a significant effect on the performance of junior high school teachers in Jember Regency simultaneously.
2. Job satisfaction has a significant effect on the performance of junior high school teachers in Jember Regency partially.
3. Work motivation has a significant effect on the performance of junior high school teachers in Jember Regency partially

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