



## The Role of Job Satisfaction in Moderating the Influence of Intrinsic Motivation, Work Environment and Transformational Leadership on Teacher Performance

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### Abstract

Teacher performance is influenced by various factors, this study aims to analyze teacher performance which is mediated by job satisfaction at SMK Negeri Pekalongan Regency. The study population was teachers at SMK Negeri Pekalongan district, 398 teachers in total. The sample of the study was 160 teachers spread over four State Vocational Schools in Pekalongan district. Data was collected through a questionnaire, which has been tested for validity and reliability. Data were analyzed by requirements analysis test, descriptive statistics, path analysis and Sobel test. The results showed: (1) the influence of work motivation on job satisfaction was 5.02%. (2) the influence of the work environment on job satisfaction is 2.79 % (3) the influence of the principal's leadership on job satisfaction is 27.55% (4 ) the influence of work motivation on teacher performance in total is 48.48%,; (5) the influence of the work environment on teacher performance is a total of 15.50%; (6) the principal's leadership on teacher performance is a total of 19.0%, (6) the influence of educational leadership on teacher performance is a total of 27.55%, (7) the influence of job satisfaction on teacher performance is 25.30% while the influence is positive and significant. It is recommended that teachers able to create and improve more conducive work environment, the Principal in leading expected to empower teachers and maintain two-way communication; for related agencies expected to make policies that are related to improving teacher performance.

## INTRODUCTION

In essence, Education is effort to civilize man or humanize human, education is strategic to educate nation's life and needed to increase the nation's quality thoroughly. Enhancement quality of education in Indonesia is determined by readiness of human source that involved in the educational process. Teacher is one factor that determin education quality results and have strategic position, every education quality enhancement effort need huge attention to teacher improvement quality and quantity (Darmardi,).

Individual teacher performance is also influenced by job satisfaction factors. Job satisfaction is how people feel about work and its aspects. Organizations must pay attention to job satisfaction because (1) humans have the right to be treated fairly and with respect. Job satisfaction is an extension of the reflection of good treatment, it is important to pay attention to indicators of emotional or psychological health; (2) utilization perspective. Job satisfaction can create behavior that affects organizational functions (Sedarmayati 2017).

The Program for International Study Assessment (PISA) in 2018 placed Indonesia as one of the countries with the lowest ranking in achieving education quality. Indonesia ranked 72nd out of 78 participating countries. The results of the 2018 PISA study released by the OECD showed that the ability of Indonesian students to read earned an average score of 371, while the average OECD score was 487. This PISA data illustrates Indonesian students' reading ability is low. While the average score of mathematics reaches 379 with an average OECD score of 487. In Indonesia, around 71% of students do not reach the minimum competency level in mathematics.

The teacher is one of the determining factors for the high or low quality of educational outcomes. The teacher is positioned as a central position in the educational process, that educators are the spearhead (front implementer) of all educational processes (Gaffar 2007). The success of education providers is largely determined by the readiness of teachers in preparing the educational process through the teaching and learning process. In this strategic position, the teacher is always in

the spotlight and the talk of the community. The community's attention and talk of teachers is mainly on the quality of their performance, their totality and their loyalty to their work.

School performance assessment is an effort to capture the success of the leadership of the school principal and at the same time describes the objective condition of the school profile as a whole, which is the integration of the performance of all school members. So leadership affects the performance of all human resources in schools (Djarfi, 2017). Hutayaan et al (2019) state that transformational leadership is related to strong self-identification, the creation of a shared vision for the future and the relationship between leaders and followers based on something more than just giving rewards for obedience.

The results of the Teacher Competency Test are focused on identifying teacher weaknesses in mastering pedagogical and professional competencies. According to the Center for Data and Statistics on Education and Culture, the results of the Teacher Competency Test in 2020 for Central Java Province are as follows:

**Table 1.1 Prov. UKG Results Central Java 2020**

Region Name	Province	SMK	Pedagogic
province Central Java	province Central Java	61,91	57.45

Source: Center for data and statistics 2020

From the results of the 2020 Teacher Competency Test (UKG) in Central Java Province, data was obtained that the average UKG score for SMK teachers was 61.91. The average pedagogic score of teachers in Central Java Province is 57.45.

Assessment results expected teacher performance could be beneficial for determine various related policies with enhancement teacher quality and performance as end spear implementation of the educational process in create intelligent, comprehensive, and empowered human beings competitive high (DG PMPTK, 2010: 3). Teacher performance is not a sudden materialize, but influenced by certain factors, as well as internal factors and also external.

Leadership also influential to teacher performance, attention, external motivation from

principal will bring positive impact to teacher performance. Motivation is something that encourage each individual in doing job, with motivation, there is the will to optimizing all abilities and skills to reach purpose. Commitment to task is a self-agreement in each individu to serve and perform his job willingly and actively involved to achieve purpose with full responsibility. Besides the leadership, satisfaction work is influential to teacher performance. As explained by James L. Gibson & Ivancevich, (2012) explained that work satisfaction will cause in enhancement performance of a teacher to be more productive. Robbins & Coulter, (2012) also explains that positive behaving teacher to his job means the teacher have high level satisfaction.

Work satisfaction is not only related with job condition. Personality also plays role to somebody for obtain work satisfaction. Work satisfaction have strong enough relation to work performance. organization with more satisfied employees tend to more effective when compared organization with less satisfied employees (Robins & Judge, 2015). Pratiwi's study (2013) mentions that there is a significant influence work satisfaction to economics teacher performance.

In realizing teacher performance that is in line with expectations, a professional principal is needed. The principal as part of the school system occupies a strategic position in directing and supporting teacher activities in student learning. Mulyasa (2005) says that in the new paradigm of educational management, principals must at least be able to function as educators, managers, administrators, supervisors, leaders, innovators, motivators.

Another factor that can affect teacher performance is the work environment. Nitisemito in Barnawi and Mohammad Arifin (2017) states that the work environment is everything that is around the worker and can influence him in carrying out the tasks assigned, for example cleaning, lighting, and so on. Ar. Nefrida (2016) stated that the value of the correlation coefficient of the work environment and teacher performance is positive. This means that if the school work environment is good, the teacher's performance will also improve. Eko Budi Prasetyo (2020) stated the opposite, that the work environment has no significant effect on teacher performance. The

increase and decrease in teacher performance cannot be influenced by the work environment.

The work environment is a facility or place that plays a very important role in an organization because if it does not have or eliminates the formation of a work environment, usually the organization only takes very simple actions in handling the work environment, which results in these aspects affecting the psychology of employees, so that indirectly can create obstacles for employees in achieving work performance or performance (Riyadi, 2018). Vischer (2006, in Silitonga, 2018) states that the work environment is a workplace that supports employee performance and optimizes employee productivity. Sari's research (2018) states that there is an influence of the work environment on teacher performance.

## RESEARCH METHODS

The design of this study uses a correlational design because it aims to determine the relationship between the independent variables and the dependent variable. This is in accordance with the opinion of Nasrudin (2019) which states that the purpose of correlational research is to detect the extent to which variations in one or more other factors are based on the correlation coefficient. This type of research is quantitative research, *ex post facto* because it is in accordance with the objectives to be achieved in this study, to know how significant is the influence, work motivation, work environment, and principal leadership on teacher performance both directly and indirectly, indirect influence through job satisfaction teacher. This quantitative research uses a non-experimental design. Thus the researcher does not treat the research subject, but examines the facts that have occurred and been experienced by the research subject. Manipulation of the research variables was not carried out, but only explored the facts of the events that occurred by using a questionnaire containing a number of questions or statements that reflected the respondents' perceptions of the variables studied. According to Sugiyono (2008), the survey method was used to obtain data from certain natural (not artificial) places, but researchers carried out the treatment in data collection by distributing questionnaires filled in by

research subjects, in this case, teachers at SMK Negeri Pekalongan Regency. This research is an explanatory research, where this research is used to test a theory or hypothesis in order to strengthen or even reject a theory or hypothesis based on pre-existing research results. This research includes quantitative research using an *ex post facto* approach.

## RESULTS AND DISCUSSION

The discussion of this research results is adjusted to the problems and objectives of this research, namely there are seven hypotheses proposed. The results of research with the analysis model of direct effect (direct effect) and indirect effect (indirect effect).

### Hypothesis test

#### **The Influence of Work Motivation on Job Satisfaction of Teachers at SMK Negeri Pekalongan Regency**

Based on analysis results with double regression known that there is positive influence work motivation to work satisfaction that is of 0.224 or by 5.02%. There is influence work motivation to work satisfaction by 5.02%. The results of the analysis also prove significantly, which can be seen from t value count same with 3,501. Number t count proven higher from score table  $t = 1.645$ . With thus hypothesis could accepted, and refused hypothesis zero or seen from score significance (Sig) of more than 0.000 small from 0.05. Research results explains that work motivation is a push within teacher stated by set of intelligent action filled by responsibility of the teacher as condition in carry out task for considered by society.

#### **The Influence of the Work Environment on Job Satisfaction of Teachers at SMK Negeri Pekalongan Regency**

Based on results with double regression known that there is positive influence of work environment to satisfaction teacher 's work that is of 0.0279 or by 2.79%. It means the influence of work environment to work satisfaction by 2.79%. The results of the analysis also prove significantly, which can be seen from t value count same with

2,382. Number t count proven higher from score table  $t = 1.645$ . With thus hypothesis could accepted, and refused hypothesis zero or seen from score significance (Sig) = 0.018 over small from 0.05. This condition described corresponding with the desired theory, that is that environment work is series condition school as place and or receptacle where the teacher works to develop ability to managing the learning process for achievement purpose learning

#### **The Effect of Principal Leadership on Teacher Job Satisfaction at SMK Negeri Pekalongan Regency**

Based on the results with multiple regression, it can be seen that there is a positive influence of the principal's leadership on teacher work satisfaction, namely 0.2755 or 27.55%. This means that the direct influence of the principal's leadership on teacher job satisfaction is 27.55%. The results of the analysis also proved significant, the results of the analysis which can be seen from the help of computational output obtained the value of t count equal to 7.891. The calculated t number is proven to be greater than the table value of  $t = 1.645$ . Thus the hypothesis can be accepted, and reject the null hypothesis or seen from the significance value (Sig) = 0.000 is less than 0.05. The calculated t number is proven to be greater than the table value of  $t = 1.645$ . Thus the hypothesis can be accepted, and reject the null hypothesis or seen from the significance value (Sig) = 0.000 is less than 0.05. This condition describes in accordance with the desired theory, namely that the principal's leadership is the dimension of the relationship between humans, ethics, norms and discipline as well as an order of noble values that are upheld at State Vocational Schools in Pekalongan Regency. The results of the analysis show a coefficient value of 0.2755 or 27.55%. The results of this study explain that teachers in carrying out their daily duties human relations are important in supporting teacher job satisfaction in their schools and the disciplinary and ethical values that are created in their lives.

### **The Influence of Work Motivation on Teacher Performance at SMK Negeri Pekalongan Regency**

The results of the analysis with multiple regression and path analysis can be seen that there is a positive influence of work motivation on the performance of SMK teachers. The effect of work motivation on teacher performance is a direct influence while the effect is equal to 0.3721 or 37.21%. This means that the direct effect of work motivation on teacher performance is 37.21%. The results of the analysis also proved significantly, the results of the analysis which can be seen from the help of computational output obtained the t value equal to 8.390. The calculated t number is proven to be greater than the table value of  $t = 1.645$ . Thus the hypothesis can be accepted, and reject the null hypothesis or seen from the significance value (Sig) = 0.000 is less than 0.05. This also proves to be in accordance with the desired theory, the theory states that the higher the work motivation, the better the performance of the Pekalongan District Vocational School teachers.

### **The Influence of the Work Environment on Teacher Performance at SMK Negeri Pekalongan Regency**

Analysis results with double regression known that there is positive influence of work environment to teacher performance of 0.745 or by 7.45%. It means direct influence of work environment to teacher performance of 7.45%. The results of the analysis also prove significantly, which can be seen from t value count same with 3,442. Number t count proven hugher from score table  $t = 1.645$ . Influence of work environment to teacher performance through satisfaction teacher's work that is as 0.840 or by 8.40%. With thus total environmental impact work to teacher performance is of 15.85 %, influence this is the least influence in this study. However thus hypothesis influence of work environment to performance teacher through satisfaction could accepted, and refused hypothesis zero or seen from score significance (Sig) = 0.000 over small from 0.05. This condition describe that corresponding with the desired theory, that is work environment condition physical and non- physical for developing teachers

ability to reach the purpose of learning, so this could increase teacher performance .

### **The Effect of Principal Leadership on Teacher Performance**

Analysis results with double regression known that there is positive influence leadership of principal to teacher performance is of 0.119 or by 1.19%. It means direct influence work environment to teacher performance of 1.19%. The results of the analysis also prove significantly, analysis results that can be seen from computational output assistance obtained t value count same with 2,674. Number t count proven higher from score table  $t = 1.645$ . The influence through teacher work satisfaction of 26.33%. With thus total influence of leadership of principal through teachers work satisfaction by 27.55%. hypothesis could accepted , and refused hypothesis zero or seen from score significance (Sig) = 0.000 over small from 0.05.

### **The Influence of Job Satisfaction on Teacher Performance at SMK Negeri Pekalongan Regency**

Based on results analysis track could explained that there is positive influence work satisfaction to teacher performance is of 0.503 or of (0.503) (0.503) = 25.30%. It means influence satisfaction work to vocational teacher performance of 25.30%. The results of the analysis also prove significantly, which can be seen from t test values are the same with 7.312. Number t count proven higher from score table  $t = 1.645$ . With thus hypothesis could accepted, and refused hypothesis zero or seen from score The significance (Sig = 0.000) is smaller from 0.05. Influence of work satisfaction to teacher performance of 25.30 % is direct influence. With thus influence work satisfaction to teacher performance of 25.30 %. influence positive and significant.

## **CONCLUSION**

Based on the results of research and hypothesis testing and discussion, the following conclusions can be obtained. The results of the descriptive analysis of work motivation variables are in the high category. The effect of work motivation on job satisfaction is 5.02%, the effect is positive and significant. The positive sign means

that the higher the work motivation of the teacher, the job satisfaction will increase for the teachers of SMK Negeri Pekalongan Regency. The results of the descriptive analysis of work environment variables are in the good category. The influence of the work environment on job satisfaction is 0.279 or 2.79%, the effect is positive and significant. The positive sign means that the better the work environment, the job satisfaction will increase for teachers at SMK Negeri Pekalongan Regency. The results of the descriptive analysis of the principal's leadership variable are in the good category. The influence of the principal's leadership on job satisfaction is 0.2755 or 27.55%. The effect is positive and significant, a positive sign means that the better the leadership of the principal, the job satisfaction will increase for teachers of SMK Negeri Pekalongan Regency. The effect of work motivation on teacher performance through direct job satisfaction is 37.21%, indirectly 11.27%. The total effect is 48.48%, the effect is positive and significant. This influence is the biggest influence in the findings of this study. The positive sign means that if the motivation to work is higher, the teacher's performance will be better for teachers at SMK Negeri Pekalongan Regency. The effect of the work environment on teacher performance through direct job satisfaction is 7.45%, indirectly 8.40%. Total influence of 15.5%. The effect is positive and significant, a positive sign means that if the work environment and job satisfaction get better, the teacher's performance will get better or increase too, for teachers at SMK Negeri Pekalongan Regency. The influence of the principal's leadership on teacher performance through direct job satisfaction is 1.19%, indirectly 26.36%. The total effect is 27.55%, the effect is positive and significant. A positive sign means that if the principal's leadership and job satisfaction get better, the teacher's performance will get better or increase in the teachers of SMK Negeri Pekalongan Regency. The results of the descriptive analysis of the variables of job satisfaction and the performance of SMK teachers are in the high category. The effect of job satisfaction on teacher performance is 25.30%. The effect is positive and significant, a positive sign means that the better or higher the job satisfaction, the teacher's performance is also increasing for teachers of SMK Negeri Pekalongan Regency.

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