



## **THE EFFECTIVENESS OF MOTIVATION AND SATISFACTION ON TEACHER PERFORMANCE THROUGH DISCIPLINE AS INTERVENING VARIABLES**

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### **ABSTRACT**

This study aims to determine the effectiveness of work motivation and job satisfaction on the performance of educators through work discipline as an intervening variable. The type of research is explanatory, the data collection technique is interviews with guiding questions and questionnaires, the sampling technique is the census method with non-probability sampling, the number of samples is 47 educators in the production department. Data were analyzed through SPSS software. The results and discussion show that there is an effective work motivation on work discipline with a value of  $t$  count  $>$   $t$  table, Effective job satisfaction on work discipline with a value of  $t$  count  $>$   $t$  table, Effective work motivation and job satisfaction on work discipline with a value of  $F$  count. Medium, based on the Sobel test, effective work motivation of educators' performance through work discipline, has a  $t$  count  $>$   $t$  table, and effective job satisfaction, educator performance through work discipline, has a  $t$  count  $>$   $t$  table.

**Keywords :** motivation, satisfaction, discipline, educator performance, intervening

### **A. INTRODUCTION**

Human resources are central figures in organizations and schools. In order for school management activities to run well, schools must have educators who have a high level of knowledge and skills as well as efforts to manage schools as optimally as possible so that school performance continues to improve. That the performance of educators is the result or work performance of educators assessed in terms of quality and quantity based on work standards determined by the organization (Budi Setiawan and Waridin, 2006:16).

From the data obtained in 2011-2015, it was found that the most teacher absenteeism occurred in 2013 amounting to 42 people out of 47 people, so it can be concluded that learning outcomes were less effective in that year decreased. The same thing also happened in 2015 with the second highest absenteeism of educators from the data of the last five years which amounted to 39 people so that the higher absenteeism of educators led to the realization of the number of learnings which experienced a decrease in problems in the performance of educators. From the problems above, the effectiveness of motivation and job satisfaction on the performance of educators through work discipline as an intervening variable for educators at SMAN 28 Kab. Tangerang.

## **Motivation**

The level of motivation varies from one individual to another and within an individual at different times. Perhaps the most famous theory of motivation is the hierarchy of needs that Abraham Maslow proposed. Based on this theory, it can be concluded that motivation is a potential state/force that exists within humans that provides energy, encourages activities or activities and directs or channels one's behavior that can be developed independently or developed by a number of management forces, which in essence is to meet needs, which effective work productivity (Maslow in Hasibuan, 2003:146). An educator is motivated to work if his needs are met. And motivation boils down to achieving goals. If educators are motivated to achieve their personal goals, they must also improve performance, (Berelson and Stainer in Sinungan, 2005:134).

Motivation can be defined as a person's willingness to try to achieve the specified goals (Rivai, 2004:456) m. It can be believed that basically every human being has the motivation to do work, so that through motivation means that there is a strong drive both internally and externally in a person to do something more than what other people do. In other words, work motivation is something that moves someone to act in a certain way or at least develop a certain way as a form of someone who has high success motivation. Motivation is a psychological process that generates and directs behavior towards the achievement of goals or goal-directed behavior (Kreitner and Kinicki, in Wibowo, 2012: 379).

## **Job satisfaction**

Luthan described in his book *Organizational Behavior* in detail as a dimension of the occurrence of job satisfaction, and is a development of the three previous dimensions, namely the work itself, salary, promotion opportunities, supervision (supervision), and co-workers. According to Luthans (2006:243) there are three important dimensions in job satisfaction, namely the emotional response to a work situation, job satisfaction is often determined by how the results obtained match or exceed expectations, job satisfaction reflects several related behaviors. Job satisfaction is an emotional attitude that is pleasant and loves his job. This attitude is reflected by work morale, discipline, and work performance. Job satisfaction is enjoyed at work, outside work, and a combination of inside and outside work, (Hasibuan, 2006:202).

The realization of educator job satisfaction can be effective by factors from within the individual educator as well as factors from outside the individual educator. Hasibuan (2006:203) explores seven factors that can affect the job satisfaction of educators, namely fair and proper remuneration, proper placement according to expertise, the severity of the work, work atmosphere and environment, equipment that supports the implementation of work, leadership attitudes in leadership, and the nature of the work is monotonous or not.

## **Job Discipline**

Discipline is a person's awareness and willingness to obey all school rules and norms that apply (Hasibuan, 2006: 193). And in the discipline of educators, rules and

punishments are needed. The regulation is very necessary to provide guidance and counseling for educators, in creating good order in schools. This supports the achievement of school goals, and educators. Schools are difficult to achieve their goals, if educators do not comply with the school's rules. Discipline of a school is good if most educators comply with existing regulations. Hasibuan (2006:214) basically has many effective indicators of the level of employee discipline including goals and abilities, leadership role models, remuneration, justice, waskat (inherent supervision), legal sanctions, assertiveness, and human relations.

### **Discipline**

Gomes (2003:142) reveals an assessment based on judgment-based initiative, and personal qualities. Rivai (2004:14) argues that the word performance, when viewed from the origin of the word, is a translation of the word performance which comes from the root word to perform which means to carry out or complete responsibility. Previous research is used as a reference material in the preparation of research. The previous research used is research that has relevance to the theme raised, namely work motivation, job satisfaction, work discipline, and educator performance. The previous studies that were used as reference materials in the study were: Audita Julia (2012), Febri Furqon Artadi (2015), Aries Susanty and Sigit Wahyu Baskoro (2012), Suprayitno (2007) concluded that partially (individually) there was significant effectiveness and positive relationship between work discipline, work environment and work motivation on the performance of educators. The coefficient of determination is 53.3% and the remaining 46.7% is explained by reasons other than the variables studied.

### **B. METHOD**

The type of research used in this study is an explanatory research type, so the research is based on the census method with the total population. The researcher considers all elements of the production population of educators. In this study, the researchers took samples only from the educators in the production division and each educator in the production division was given one opportunity to become a respondent. Researchers make certain criteria who are used as data source informants. The analytical techniques used in this research are correlation test, determination test, multiple linear regression test, Sobel test, and significance test. This data analysis was carried out using SPSS software.

### **C. RESULT AND DISCUSSION**

The results of the study on the effectiveness of work motivation and job satisfaction on the performance of educators through work discipline as an intervening variable at SMAN 28 Kab. Tangerang, it is concluded that the first hypothesis which states that motivation is significant effective on work discipline has been proven. This is proven based on research with the results of the coefficient of determination of the work motivation variable of 0.407 or 40.7% which indicates that work motivation is effective on work discipline. The level of closeness of the relationship between work motivation variables (X1) and work discipline variables (Y1) is 0.638 so it means that the

relationship between work motivation and work discipline according to Sugiyono (2010: 250) is in a strong direction.

Then seen from the significance test, which shows that the t-count value is 7.991 which is greater than the t-table value of 1.9858. So that the first hypothesis which reads "it is suspected that effective work motivation is significant for work discipline is accepted. This is reinforced by the theory which states that the goal obtained from the provision of motivation according to Malayu S.P Hasibuan (2003:97) is to improve the discipline of educators.

The second hypothesis which states that job satisfaction is significantly effective on work discipline has been proven. This is proven based on the results of the coefficient of determination of the job satisfaction variable 0.097% or 9.7% which means that the work discipline variable can be explained by the job satisfaction variable of 9.7%. The level of closeness of the relationship between the performance variables of educators and work discipline is 0.312 which means that the relationship between job satisfaction and work discipline according to Sugiyono is in a low category but still has a significant effectiveness when viewed from t count which is greater than t table, namely t count of 3.163 which greater than t table of 1.9858. So that the hypothesis that reads significant effective motivation on work discipline is accepted.

The third hypothesis states that work motivation and job satisfaction are significantly effective on work discipline. This is proven based on the results of the coefficient of determination of 0.422 or 42.2%, which means that the work discipline variable can be explained by the variables of work motivation and job satisfaction. The level of closeness of the relationship between the variables of work motivation and job satisfaction on work discipline is 0.650 so it means that the relationship between work motivation and job satisfaction on work discipline according to Sugiyono is a strong category. Then seen from the significance test which shows that the calculated F value of 33,594 is greater than the F table of 3.010. So that the hypothesis which reads "work motivation and job satisfaction is significantly effective on work discipline is accepted.

The fourth hypothesis states that work motivation is significantly effective on the performance of educators has been proven. This is proven based on the results of the coefficient of determination, which is 0.354 or 35.4%, which means that the educator's performance variable can be explained by the work motivation variable of 35.4%. The level of closeness of the relationship between the variables of job satisfaction and educator performance is 0.595 so it means that the relationship between work motivation and educator performance according to Sugiyono is in the moderate direction. Then seen from the significance test which shows that the t-count value is 7.138 which is greater than the t-table of 1.9858. So that the hypothesis that reads work motivation and job satisfaction is significantly effective on the performance of educators is accepted.

The fifth hypothesis states that job satisfaction is significantly effective on the performance of educators has been proven. This is evidenced by the results of the coefficient of determination of the job satisfaction variable of 0.188 or 18.8%, which means that the educator's performance variable can be explained by the job satisfaction variable of 18.8%. The level of closeness of the relationship between the variables of

satisfaction and educator performance is 0.433 so it means that the relationship between job satisfaction and educator performance according to Sugiyono is in the moderate direction. Then it can be seen from the results of the significance test, which shows that the t-count value is 4.637 which is greater than the t-table value of 1.9858. So that the hypothesis which reads that job satisfaction is significantly effective on the performance of educators is accepted.

The sixth hypothesis which states that work discipline is significantly effective on the performance of educators has been proven. This is evidenced by the results of the coefficient of determination of the work discipline variable of 0.348 or 34.8%, which means that the educator's performance variable can be explained by the work discipline variable of 34.8%. The level of closeness of the relationship between the variables of work discipline and the performance of educators is 0.590 so it means that the relationship between work discipline and educator performance according to Sugiyono is in a strong direction. Then seen from the significance test, which shows that the value of t count is 7.045 which is greater than the t table of 1.9858. So the hypothesis which reads that work discipline is significantly effective on the performance of educators is accepted.

The calculated F result of 27.830 is greater than the F table of 2.70. the value of the regression coefficient of work motivation is 0.245, the value of the regression coefficient of job satisfaction is 0.231 and the value of the regression coefficient of work discipline is 0.228. This test is reinforced by the results of the calculation of the coefficient of determination that is equal to 0.478 or 47.8%. This means that the educator's performance variable can be explained by the variables of work motivation, job satisfaction and work discipline of 47.8%. The level of closeness of the relationship between the variables of work motivation, job satisfaction and work discipline on the performance of educators is 0.692, which means that the relationship between the variables of work motivation, job satisfaction and work discipline on the performance of educators according to Sugiyono is in a strong direction. So that the hypothesis which reads work motivation, monkey satisfaction and work discipline is effective significantly on the performance of educators is accepted.

The results of the path analysis show that work motivation can be effective directly on the performance of educators by 0.227 and also effective indirectly, that is, from work motivation to work discipline (as an intervening) then to educator performance, which is 0.1698 and the total effect of work motivation on educator performance. is equal to 0.4468. Based on the results of the Sobel test, the value of t count (3.1498) > t table (1.9858), then the coefficient value of 0.1698 is significant which means that there is effective mediation and mediation occurs in this hypothesis is a partial hypothesis, because the significance of work motivation (X1 ) on the performance of educators (Y2) did not change to be greater than 0.05 even though it was effective from the mediating variable. Testing the hypothesis shows that the hypothesis that reads effective work motivation is significant on the performance of educators through work discipline is accepted.

The results of the path analysis show that job satisfaction can be directly effective on the performance of educators by 0.269 and also effective indirectly, namely from job

satisfaction to work discipline (as an intervening) then to educator performance by 0.1529 and the total effective job satisfaction on educator performance is equal to 0.4219. Based on the Sobel test, the value of t count (2.7654) > t table (1.9858), then the coefficient value of 0.1529 is significant which means that there is effective mediation and the mediation that occurs is partial mediation, which is due to the presence of significant job satisfaction (X2) on the performance of educators (Y2) did not change to be greater than 0.05 despite receiving effective mediation. This is reinforced by the theory of Wexlay and Yukl in Mangkunegara (2007:117) that job satisfaction is one of the factors in how educators perceive the work they receive. This means that the higher the job satisfaction, the higher the work discipline. The results of this study also stated that there was a significant effective job satisfaction on the work discipline of educators. Reinforced by the theory of Kreitner and Kinicki (2001, in Wibowo, 2012:379) which explains that motivation is a psychological process that generates and directs behavior to achieve goals or goal-directed behavior. The results stated that the reliability and validity between the variables of work motivation and performance had high accuracy. The test shows that the hypothesis which reads that job satisfaction is significantly effective on the performance of educators through work discipline is accepted.

#### **D. CONCLUSION**

Based on the results of the research that has been carried out, it can be concluded that the work procedures and rules made by schools that are still not firm become a gap for some educators who do have a less professional character. This relates to the awareness of educators themselves in carrying out their roles as educators in schools. School conditions related to physical and non-physical such as school facilities and facilities, work procedures and rules that already exist in schools and the ability of educators who have different levels so that the results of performance in schools are effective.

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