

Teacher Job Satisfaction Viewed from the Perspective of Work Motivation and Principal Performance

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ARTICLE INFO

Keywords:

Work Motivation;
Principal;
Principal Performance;
teacher job satisfaction.

Article history:

Received 2021-08-11

Revised 2022-04-07

Accepted 2022-11-14

ABSTRACT

This research aims to determine the effect of work motivation and principal's performance on teacher job satisfaction together at a senior high school in ... sebutkan nama kota/kabupaten/provinsinya. This research uses a quantitative approach with associative methods. The analysis technique data used is simple and multiple linear regression analysis, t-test, and F test. The results showed that: 1) There is a significant influence between the principal's work motivation on teacher job satisfaction by 79.1%. This means that work motivation will affect the job satisfaction of teachers in schools for the achievement of maximum performance; 2) There is a significant influence between the principal's performance on teacher job satisfaction by 49.7%. Therefore, the two variables can go hand in hand, the better the principal's performance, the better the teacher's job satisfaction; 3) There is a significant influence between work motivation and principal performance on teacher job satisfaction by 81.4%. This means that the two variables, namely work motivation and principal performance, go hand in hand with teacher job satisfaction, meaning that the better the work motivation and performance of the principal, the higher the teacher's job satisfaction.

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1. INTRODUCTION

Education is the key that can improve the quality of a country's human resources, so the purpose of education is often associated with the maturation process of a person to achieve the highest quality of that person. (Miskawati, 2019; Wirasmita et al., 2020). Therefore, the success of an educational institution is very influential on the principal's leadership, especially in increasing the work motivation and performance of the principal because the principal is the essential element for the effectiveness of educational institutions. In addition, the principal's success is decisive in creating a superior school with

good governance. Therefore, it is certain that principals who have good managerial skills will be able to manage schools well and can make growth and improvement of their school organization. (Brito & Castillo, 2018; Williams, 2009). Moreover, the principal's leadership will be a real example for all citizens, ranging from students and teachers to administrative staff at the school. (Knezovic & Musrati, 2018; Lonati, 2020).

The principal becomes the driving engine of the running of the school organization he leads. We cannot imagine what will happen if the principal does not have good leadership. Principals must have good communication skills to create a good school environment in the school community (Kusumaningrum et al., 2018; Sultoni, 2018). It's not wrong if the principal can be said to be the manager of the school he leads

As a leader in the context of the principal's leadership, it is better that the principal is highly motivated to advance his school. Motivation is an encouragement carried out by someone for specific reasons and goals (Normianti et al., 2019; Poernamawijaya et al., 2018; Tjosvold & Kastelic, 1976). A good motivation is a motivation that is internal to a person because he wants to do something more than other people in general. This motivation will give a solid impetus to achieving the expected goals (Eres, 2011; Eyal & Roth, 2011; Hansson & Andersen, 2007). As a school principal, work motivation is essential. We can imagine how a school principal who becomes a leader in his school organization does not have good work motivation. It is conceivable that the principal's performance will not be as good as that of a highly motivated principal. The principal's work motivation is essential because it is closely related to the performance that will appear in his daily work. In the field, of course, we can find a principal who lacks a clear vision and lacks the motivation to work in various ways. He only carries out his routine as a principal in a superficial manner. Therefore, it is essential to understand that the principal as a leader must have high work motivation.

The environment has an effect that can affect a person (Tepper et al., 2018). A conducive work atmosphere can boost motivation. Principals must create a positive environment to set a good example, especially for teachers, who are the primary role models. We frequently observe teachers comparing one principal to another or switching principals, which often creates a new climate, necessitating adaptation to the unique setting. To develop a positive work atmosphere, preserving the school community's friendliness and solidarity is necessary.

Work motivation is essential, but the principal's performance is also crucial. Performance is defined as the result of someone's work in terms of quality and quantity. (Andriani et al., 2018; Kagema & Irungu, 2018; Özgenel, 2019). As a leader in the institution, the principal must, of course, have a performance that can be measured and felt by all school members. As a concept of leadership, performance is the essential part that can be used as a reason for leaders to give awards or criticisms (Bafadal et al., 2020; Sun & Henderson, 2017). The principal's performance can be measured, one of which is the satisfaction of teachers as school residents who interact directly with the principal.

School times are proliferating in the world of technology, one of which is the success of teachers being measured by mastery of technology and student satisfaction in learning at school (Buchanan, 2012; Hendriks et al., 2010). This is shown in several schools, one of which is the assessment of teacher performance, one of which is based on the results of student assessments given through a questionnaire provided by the school. This happens in private schools that prioritize quality, so the teacher assessment process is carried out by the school, and students also carry it out as subjects and objects in the learning process.

Currently, many teachers have not achieved performance following the required competencies. For example, they are not yet professional in carrying out their duties. One example is the teacher's ability to choose learning methods and strategies in the classroom (Hasan, 2017). The loss in teachers' enthusiasm for teaching, the absence of equipment and infrastructure in the schools where they teach, and many familial and societal difficulties, as well as other circumstances that force instructors to behave unprofessionally in the classroom, contribute to their low job satisfaction.

Based on the results of interviews done by researchers with teachers at one school in Banda Aceh, it can be determined that teacher performance is adequate for enhancing student achievement in learning. In addition, the implemented training and upgrading will assist teachers in improving their competency. However, the learning process is hindered by several barriers, including the installation of zoning, which leads to competency rivalry among students to be concentrated solely in the Mutiara District. This results in a low level of competitiveness among students. Therefore, it is the responsibility of the principal to increase teacher performance by enacting policies consistent with the school's vision and goal. Schools must make efforts to improve their quality, namely through the principal's policies that contribute to the improvement of the quality of teachers. This follows research (Niam et al., 2021) which concludes that school principals and organisational climate influence teacher satisfaction.

2. METHODS

This is a sort of quantitative research employing the causal associative method. This technique is used to establish a causal connection between variables. The influence of the principal's motivation and performance on teacher job satisfaction was measured. This research was conducted in a single high school in Banda Aceh. Because the number of teachers was less than 100, all teachers were employed as research samples, resulting in a total sample size of 67 teachers, known as total sampling. Data collection approaches employ questionnaires. The given questionnaire is a motivational and teacher job satisfaction questionnaire with 25 statements validated using the product-moment correlation concept. The questionnaire employs the Likert scale and comprises questions regarding work motivation, performance, and instructor performance satisfaction at the school—analysing and processing data utilizing simple and complicated regression tests.

3. FINDINGS AND DISCUSSION

3.1 The Influence of Principal's Work Motivation on Teacher Job Satisfaction in Schools.

The results of the first study regarding the effect of principals' work motivation on teacher job satisfaction were taken from the data from the results of filling out questionnaires to teachers in schools. The results are as follows:

Table 1. Simple Regression Effect Between Principal's Work Motivation on Teacher Job Satisfaction.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	21.732	4.623		4.701	.000
Principal's Work Motivation	.769	.049	.889	15.674	.000

Based on the results of the analysis in Table 1. above, it shows that for the principal's work motivation variable, the value of t-count = 4.701 and the value of sig: 0.000. Because the value of ttable (0.05; 67) = 1.667, it can be said that t-count t-table and the regression equation is significant. Therefore, based on the test results, the regression equation stated by $Y = 21.732 + 0.769 X_1$ can be used to conclude the effect of the principal's work motivation on teacher job satisfaction.

The above explanation is supported by research conducted (Subagia et al., 2019), where the results of his study show the contribution of work motivation (X2) to the job satisfaction of kindergarten teachers (Y) in North Kuta District, the t-count value is 3.279, which is greater than the t-table value of 2.045 with an Effective Contribution of 49.7%. Furthermore, (Diyanti et al., 2017) show that work

motivation and climate positively contribute to 45.8% of satisfaction and other factors influence 54.2%. Darmawan (2016:105) also shows that work motivation (X1) and organizational commitment (X2), and organizational culture (X3) have contributed 43.1% to the formation of the dependent variable, namely teacher job satisfaction.

Based on some of the research results above, shows that the work motivation of school principals positively influences teacher job satisfaction. As a leader in an educational institution, the principal should be responsible for mobilising and improving teacher performance with work motivation (Tepper et al., 2018). Whether or not the teacher's performance depends on job satisfaction in carrying out its performance well. It is appropriate for teachers to get things that can arouse their enthusiasm in carrying out their duties because a teacher will produce better performance if they have good work competencies and sufficient work motivation.

3.2 The Influence of Principal Performance on Teacher Job Satisfaction

The results of the influence of the principal's performance associated with teacher job satisfaction can be described as the results of data processing and analysis as follows:

Table 2. Simple Regression Effect of Principal's Performance on Teacher Job Satisfaction.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	34.971	7.393		4.730	.000
Principal Performance	.619	.077	.705	8.008	.000

The analysis results show that for the principal's performance variable, the value of t-count = 4.730 and the value of sig: 0.000 is obtained. Because the value of ttable (0.05; 67) = 1.667, it can be said that the t-count ttable and the regression equation are significant. Based on the test results, the regression equation stated by $Y = Y = 34.971 + 0.619 X2$ can be used to conclude the effect of the principal's performance on teacher job satisfaction.

The results of this study are supported by previous research on the variables of principal leadership and teacher job satisfaction by (Mawaddah et al., 2021), states: "Inferential analysis shows the results that partially the principal leadership variable has a significant influence on teacher job satisfaction where from the results of the partial test (t test) the significance of t is 0.004. Therefore, successful principals must understand and master the role of organizations and cooperative relationships between individuals. Line (Murwani et al., 2020) also argue that: "The results of the multiple regression test of the principal's role variable (X1) and job satisfaction (X2) have a significant effect on the teacher performance variable (Y) by 20.5%, while the remaining 79.5% is influenced by other variables outside the principal's role. School and job satisfaction".

Based on some of the results of the above research on school principals, it can be concluded that the principal's performance can positively influence teacher job satisfaction. Therefore, principals have a very strategic role in creating professional teacher performance and job satisfaction because professional teachers need professional principals and leaders. (Bafadal et al., 2020; Murwani et al., 2020).

3.3 The Influence of Work Motivation and Principal Performance on Teacher Job Satisfaction

The results of multiple regression regarding work motivation and principal performance on teacher job satisfaction from the results of data processing and analysis are as follows:

Table 3. Considerable Regression Effect of Work Motivation and Principal Performance on Teacher Job Satisfaction

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.902a	.814	.809	1.64179

The results of multiple regression statistical analysis with the help of SPSS For Windows Release 16.00 obtained the coefficient of the degree of determination (R^2) = 0.814. This means that the variables of work motivation and principal's performance affect teacher job satisfaction together by 81.4%. The results of these statistical tests indicate that the variables of work motivation and principal performance that are given well to teachers in the schools they lead can affect teacher job satisfaction.

The above conditions are supported by research conducted by (Setyaningsih et al., 2018), where the results of a simple regression test show that the results of the t-test are "significant" and "positive (the sign on t and the beta coefficient are positive)", so H_0 is rejected. Instead, H_a is accepted, which means Work Motivation (X_1) has a positive and significant effect on Job Satisfaction (Y_1). Wullur (2020:56) also argues that there is a significant positive relationship between the principal's leadership and teacher work motivation simultaneously or together with the job satisfaction of public high school teachers in Bitung City.

Based on some of the results of the research above that support this research, it can be concluded that work motivation and principal performance can simultaneously affect teacher job satisfaction (Djailani et al., 2015; Lisnawati, 2018; Niam et al., 2021). Teachers on duty listen to every direction and policy from the principal. For this reason, if the work motivation and performance of the principal continue to increase and the procedures are correctly implemented. It will undoubtedly positively impact every school community, especially teachers, with their willingness to improve their performance and satisfaction in carrying out their duties.

4. CONCLUSION

Research on the effect of work motivation and principal performance on teacher job satisfaction has led to the following conclusions: 1) There is a considerable influence of 79.1% between principal's work motivation and teacher job satisfaction. This indicates that the two variables have a substantial impact and can coexist. The stronger the work motivation provided by the principal, the larger the work motivation of instructors to increase their performance due to job satisfaction. 2) There is a 49.7% correlation between principal success and teacher job satisfaction. A rise in one indicator of the principal's performance will increase the variable measuring the teacher's job happiness—the more the principal's performance, the greater the performance and job happiness of the teachers. The function of the principal as the school's leader cannot be divorced from attempts to improve the quality of education in schools. 3) A correlation of 81.4% exists between work motivation, principal performance, and teacher job satisfaction. The relationship between the two variables, namely work motivation and principal's performance, and the teacher's job happiness variable indicates that the more the principal's work motivation, the greater the teacher's job contentment. Improving the educational quality of schools is the principal's responsibility. This research is limited because the variables evaluated about job happiness are based on work motivation and principal performance. Additional research is required on other variables influencing job satisfaction, including the organizational atmosphere.

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