



THE INFLUENCE OF MOTIVATION, WORK DISCIPLINE AND SUPERVISION ON TEACHER PERFORMANCE AT KALIANGET 1 PUBLIC MIDDLE SCHOOL WITH SATISFACTION AS THE INTERVENING VARIABLE

PENGARUH MOTIVASI, DISIPLIN KERJA DAN PENGAWASAN TERHADAP KINERJA GURU DI SMP NEGERI 1 KALIANGET DENGAN KEPUASAN SEBAGAI VARIABEL INTERVENING

Nuning Nurma Dewi¹, Fajar Pradita²,

¹ Maarif Hasyim Latif University, Email: nuning@dosen.umaha.ac.id

² Maarif Hasyim Latif University, Email : fajarpradita@gmail.com

*email Koresponden: nuning@dosen.umaha.ac.id

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Abstract

This study aims to determine the effect of motivation, work discipline and supervision on teacher performance at Kalianget 1 Public Middle School with satisfaction as the intervening variable. The population is 67 with saturated sampling technique. Data collection through questionnaires and data analysis using multiple linear regression and path analysis. The results of this study are: (1) There is an indirect effect of motivation on teacher performance through satisfaction. This is indicated by the t-value of the effect of motivation on satisfaction of 2.772 ($2.772 > 1.96$) and the t-count of the effect of satisfaction on performance of 6.583 ($6.583 > 1.96$); (2) There is an indirect effect of teacher discipline on teacher performance through satisfaction. This is indicated by the t-value of the influence of teacher discipline on satisfaction of 4.902 ($4.902 > 1.96$) and the t-count of the effect of satisfaction on performance of 6.583 ($6.583 > 1.96$); (3) There is an indirect effect of supervision on teacher performance through satisfaction. This is indicated by the t-value of the effect of motivation on satisfaction of 11.314 ($11.314 > 1.96$) and the t-count of the effect of satisfaction on performance of 6.583 ($6.583 > 1.96$).

Keywords: Motivation, Work Discipline, Supervision, Satisfaction, Performance

Abstrak

Penelitian ini bertujuan untuk mengetahui Pengaruh motivasi, disiplin kerja dan pengawasan terhadap kinerja guru di SMP Negeri 1 Kalianget dengan kepuasan sebagai variabel intervening. Populasi sebanyak 67 dengan teknik sampling jenuh. Pengumpulan data melalui



kuesioner dan analisis data menggunakan regresi linier berganda serta path analysis. Hasil penelitian ini adalah : (1) Terdapat pengaruh tidak langsung motivasi terhadap kinerja guru melalui kepuasan. Hal ini ditunjukkan dengan nilai t hitung pengaruh motivasi terhadap kepuasan sebesar 2,772 ($2,772 > 1,96$) dan t hitung pengaruh kepuasan terhadap kinerja sebesar 6,583 ($6,583 > 1,96$); (2) Terdapat pengaruh tidak langsung disiplin guru terhadap kinerja guru melalui kepuasan. Hal ini ditunjukkan dengan nilai t hitung pengaruh disiplin guru terhadap kepuasan sebesar 4,902 ($4,902 > 1,96$) dan t hitung pengaruh kepuasan terhadap kinerja sebesar 6,583 ($6,583 > 1,96$); (3) Terdapat pengaruh tidak langsung pengawasan terhadap kinerja guru melalui kepuasan. Hal ini ditunjukkan dengan nilai t hitung pengaruh motivasi terhadap kepuasan sebesar 11,314 ($11,314 > 1,96$) dan t hitung pengaruh kepuasan terhadap kinerja sebesar 6,583 ($6,583 > 1,96$).

Kata Kunci : Motivasi, Disiplin Kerja, Pengawasan, Kepuasan, Kinerja

1. INTRODUCTION

In the education process teachers have a very important and strategic role in guide participant educate toward maturity , maturity and independence , so that teachers often it is said as end spear education . In carry out his duties , the teacher is personality that can reliable so that become figure role model for students , families , and public .

In the Constitution about teachers and teachers are mentioned that the teacher is educator professional with task the main thing train , assess and evaluate participant educate . Development source Power man as priority national development , then the position of teachers is increasing strategic in prepare source Power quality human being in facing the era of globalization .

Answer related issues with education , no There is other way than increase teacher professionalism . Teachers are expected actualize himself through performance includes : planning , process , assessment results optimal learning . In actualize himself in the class (process) is matter important . The inability of teachers in control materials , learning program management , management class , use of media and resources learning , management interaction Study teaching , introduction function , guidance counseling at school and evaluation results learning , things This clear influence quality school . The question is has the teacher own quality and professional performance in carry out not quite enough answer . Professional teacher performance is contributing variables determine quality lesson at school marked with achievement results Study students who experience improvement performance with grow motivation achieve students . This is efforts need to be made so that Indonesian society has source Power quality human beings .

In the process of learning teaching at SMP Negeri 1 Kalianget experience a number of problem in carry out activity service to students , namely still found lack of teacher discipline in carry out task and low ability source Power man , . Understand teacher performance as part from the service process to students , good from aspect behavior and side mental health man it turns out related with factor motivation , discipline Work and system supervision . Related unit one job with other abilities his work different . Possibility difference the due to by a



number of factor affecting like motivation developed by the organization , discipline work implemented , and supervision carried out by the leadership school to teacher performance .

Factors that also affect employee performance in an organization or institution in achieving goals are satisfaction. Every employee in an organization or institution needs to get satisfaction in working which can also have an impact on improving employee performance, as stated by Affandi (2016, p. 33) who stated that job satisfaction causes increased performance, so that satisfied workers will be more productive in working. Likewise, Wirawan (2013, p. 699) stated that people's positive or negative feelings and attitudes towards their work have implications for themselves and the organization. If people are satisfied with their work, they like it and are motivated to do their work and their performance is high, conversely if they are not satisfied with their work, they are not motivated to do their work and their performance is low. Job satisfaction is a pleasant or emotionally positive condition that comes from a person's assessment of their work or work experience (Setiawan & Ghozali, 2006, p. 159). Job satisfaction is a positive feeling about a person's work which is the result of an evaluation of its characteristics (Robbins & Judge, 2008, p. 107). According to Wirawan (2013, p. 698), job satisfaction is a person's perception of various aspects of his/her job. Perception can be a person's feelings and attitudes towards his/her job. Feelings and attitudes can be positive or negative. If someone has a positive attitude towards his/her job, then he/she is satisfied with his/her job, conversely, if an employee has a negative attitude towards his/her job then he/she is dissatisfied with his/her job. As stated by (Putu 2013, p. 636) states that job satisfaction and performance have a positive and significant influence, meaning that the higher the satisfaction received by employees, the higher the employee's performance will be. Employees are faced with the same routine from day to day. In this kind of work condition, employees are very susceptible to boredom which causes a lack of satisfaction in working, Apart from that, financial satisfaction, physical satisfaction, social satisfaction and psychological satisfaction factors also influence job satisfaction.

Dotted reject from description the above , the relation with ability Work in achievement objective a organization institution education , then writer interested For do study with take title “ Influence motivation , discipline work and supervision to teacher performance at SMP Negeri 1 Kalianget with satisfaction as an intervening variable ”.

2. RESEARCH METHOD

This study uses a *quantitative approach* , to test the effect of motivation, work discipline and supervision on teacher performance. The population in this study were all teachers working at SMP Negeri 1 Kalianget with the status of permanent teachers/non-permanent teachers (ASN/ PPPK/GTT), totaling 67 people, because the number of teachers at SMP Negeri 1 Kalianget, Kalianget sub-district is only 67 people, so all populations will be taken as samples. Data analysis in this study used the Partial Least Square (PLS) method. Tobias in Ghozali (2012) stated that Partial Least Square (PLS) is a method for predicting constructs with models in many factors and collinear relationships.



3. RESULTS AND DISCUSSION

Hypothesis Test Results

Hypothesis testing in study This using equation model structural (*inner model*), where the structural model measured use T- value construct *statistic* dependent , beta coefficient value *path* or T- *statistic* in test significance hypothesis must be > 1.96 for hypothesis *two tailed* . Result of calculation *bootstrapping* with using the SmartPLS program , you can seen in the table following :

Table
Analysis Results Path Coefficient

	Original Sample (O)	Standard Error (STERR)	T Statistics (O/STERR)	Information
Motivation -> performance	0.013	0.074	0.176	No significant (rejected)
Motivation -> Satisfaction	0.256	0.092	2,772	Significant (accepted)
discipline -> Performance	0.194	0.045	4.272	Significant (accepted)
discipline -> Satisfaction	0.199	0.041	4.902	Significant (accepted)
Monitoring -> Performance	0.055	0.053	1,046	No significant (rejected)
Supervision -> Satisfaction	0.507	0.045	11,314	Significant (accepted)
Satisfaction -> Performance	0.403	0.061	6,583	Significant (accepted)

Information : For mark significant $\alpha = 0.05$, t- table = 1.96 Source : Appendix 5

Based on results equation model calculation structural (*inner model*) is known that :

1. Hypothesis 1 : Motivation influential positive and significant to teacher performance

Track test results motivation influential to performance obtained The T- *statistic* value is 0.176 and the value *original sample estimate* is positive that is of 0.013 (table 5.43). The results explain that motivation influential to teacher performance but No significant Because T- *statistic* value of 0.176 is less from 1.96 (t - table with significance $\alpha = 5\%$). With Thus , *the hypothesis states that that motivation influential positive and significant to teacher performance is rejected* .

2. Hypothesis 2 : Motivation influential positive and significant to Satisfaction

Track test results motivation have an impact on *satisfaction* obtained a T- *statistic* of 2.772 and a value of *original sample estimate* is positive that is of 0.256 (table 5.43). The



results explain that motivation influential in a way significant to teacher *satisfaction* because The T- *statistic* value is 2.772, more than 1.96 (t - table). with significance $\alpha = 5\%$). With Thus , *the hypothesis states that that motivation influential positive and significant to teacher satisfaction received* .

3. Hypothesis 3 : Teacher discipline has an effect positive and significant to performance

Track Test Results teacher discipline towards performance obtained a T- *statistic* value of 4.272 *original sample estimate* is positive that is of 0.194 (table 5.43). The results explain that teacher discipline has an effect in a way significant to teacher performance because T- *statistic* value of 4.272 more from 1.96 (t - table with significance $\alpha = 5\%$). With Thus , *the hypothesis states that that teacher discipline has an effect positive and significant to teacher performance is accepted* .

4. Hypothesis 4 : Teacher discipline has an effect positive and significant to Satisfaction

Track test results teacher discipline towards *satisfaction* obtained a T- *statistic* of 4.902 and a value of *original sample estimate* is positive that is of 0.199 (table 5.43). The results explain that teacher discipline has an effect in a way significant to teacher *satisfaction* because T- *statistic* value of 4.902 more from 1.96 (t - table with significance $\alpha = 5\%$). With Thus , *the hypothesis states that that teacher discipline has an effect positive and significant to teacher satisfaction received* .

5. Hypothesis 5 : Supervision influential positive and significant to teacher performance

Track test results motivation to performance obtained a T- *statistic* of 1.046 and a value of *original sample estimate* is positive that is of 0.055 (table 5.43). The results explain that motivation influential to teacher performance but No significant Because T- *statistic* value of 1.046 is less from 1.96 (t - table with significance $\alpha = 5\%$). With Thus , *the hypothesis states that that teacher supervision is influential positive and significant to teacher performance is rejected* .

6. Hypothesis 6 : Supervision influential positive and significant to Satisfaction

Track test results motivation to *satisfaction* obtained a T- *statistic* of 11.314 and a value of *original sample estimate* is positive that is of 0.507 (table 5.43). The results explain that motivation influential in a way significant to teacher *satisfaction* because T- *statistic* value of 11.314 more from 1.96 (t - table with significance $\alpha = 5\%$). With Thus , *the hypothesis states that that supervision influential positive and significant to teacher satisfaction received* .

7. Hypothesis 7 : Satisfaction influential positive and significant to teacher performance

Track test results *satisfaction* to performance obtained a T- *statistic* of 6.583 and a value of *original sample estimate* is positive that is of 0.403 (table 5.43). The results show that *satisfaction* influential in a way significant to teacher performance because the T- *statistic value* is 6.583 more from 1.96 (t - table with significance $\alpha = 5\%$). With Thus , *the hypothesis states that satisfaction influential positive and significant to teacher performance is accepted* .

Mediation Test Results



Analysis influence direct effect and influence No direct (*indirect effect*) between variable used For compare the magnitude influence every construct variable in a model. Influence direct is coefficient from all coefficient lines with child arrow One end , while influence No direct is the effects that appear through A variable mediation . The magnitude influence direct and influence No direct between variable in the research model This can seen in the table as following :

Table
Testing Influence Direct and Indirect Direct

Variables Free	Effect	Variables Bound	Variables Mediation	Direct Effect	Indirect Coefficient	Information
Motivation	→	Teacher Performance	Satisfaction	0.013	0.103	Significant
Teacher discipline	→	Teacher Performance	Satisfaction	0.194	0.08	Significant
Supervision	→	Teacher Performance	Satisfaction	0.055	0.204	Significant

If outlined One one by one based on the table above and the results calculation influence direct and influence No direct between variable in study This can explained as following :

- There is influence No direct motivation to teacher performance through *satisfaction* . This is shown with t - value influence motivation to *satisfaction* of 2.772 ($2.772 > 1.96$) and t count influence *satisfaction* to performance of 6,583 ($6,583 > 1.96$).
- There is influence No direct teacher discipline towards teacher performance through *satisfaction* . This is shown with t - value influence teacher discipline towards *satisfaction* of 4.902 ($4.902 > 1.96$) and t count influence *satisfaction* to performance of 6,583 ($6,583 > 1.96$).
- There is influence No direct supervision to teacher performance through *satisfaction* . This is shown with t - value influence motivation to *satisfaction* of 11.314 ($11.314 > 1.96$) and t count influence *satisfaction* to performance of 6,583 ($6,583 > 1.96$).

4. CONCLUSION

Conclusion

Based on the results of data analysis using SMART-PLS software and discussion of the analysis results, the conclusions that can be drawn from this study are:

- Motivation does not affect teacher performance because the calculated t value = 0.176 is less than the t table.
- Teacher discipline has a positive effect on teacher performance because the calculated t value = 4.272 is greater than the t table, with a dominant influence of 19.4%.



3. Supervision does not affect teacher performance because the calculated t value = 1.046 is less than the t table.
4. Motivation influences teacher satisfaction because the calculated t value = 2.772 is greater than the t table with a dominant influence of 25.6%.
5. Teacher discipline has an effect on teacher satisfaction in carrying out their duties because the calculated t value = 4.902 is greater than the t table with a dominant influence of 19.9%.
6. Supervision has an effect on satisfaction because the calculated t value = 11.314 is greater than the t table with a dominant influence of 50.7%.
7. Satisfaction influences teacher performance in carrying out their duties because the calculated t value = 6.583 is greater than the t table with a dominant influence of 40.3%.

Suggestion

Based on the research that has been conducted, it shows that there is a significant influence between motivation and ability to work on teacher performance. In order to further improve the performance of teachers produced, several things can be recommended as input for SMP Negeri 1 Kalianget, namely as follows:

- a. Based on results research that has been done show that there is significant influence between teacher motivation and ability in Work to teacher performance at SMP Negeri 1 Kalianget . Therefore That important for party leader For try as optimal as possible Possible in the giving motivation for teachers and improve teacher's ability and carry it out in a way consequently , which will can increase teacher performance at SMP Negeri 1 Kalianget in operate his/her duties . So that the teacher will Work with full not quite enough answer because the teacher feels follow own .
- b. Research result show that variable teacher's ability to have mark coefficient the biggest regression . This is means give the biggest contribution for teacher performance than variable motivation . Therefore That important for party school For more notice aspect ability this , namely with do business improvement greater teacher ability carefully and precisely and with maintain standard the ability that has been set so that teacher performance can more increase .
- c. In apply motivation towards teachers should school adapt with level need from the teacher. This is must be noticed Because every teacher has level different needs . In addition That the situation and attitude of the teacher also have an influence to success implementation motivation or in other words motivation will succeed when , the teacher feels can give appropriate contribution .

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