

The Effect of Education and Training and Teaching Motivation on Junior High School Teacher Job Satisfaction at Tomohon City State

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Abstract

This study aimed to obtain the results of the study and a description of: (1) The effect of education and training on job satisfaction of teachers of SMP Negeri Tomohon, (2) Effect of motivational teaching on job satisfaction of teachers of SMP Negeri Tomohon, (3) Effects of education and training and motivation to job satisfaction of teachers teaching Junior High School Tomohon. This research was conducted in December 2019 until Februry 2021 with a survey method with quantitative approach using instrument questionnaire on teachers SMP Tomohon city which unit a population of 131 people while the sample of 57 people. The results using statistical analysis was obtained: (1) Education and training affect the job satisfaction of teachers SMP Tomohon. Correlation coefficient (r) of 0.839, which means that education and training (X₁) has a strong and positive influence on job satisfaction of teachers (Y). (2) Motivation teaching effect on job satisfaction of teachers SMP Tomohon. Correlation coefficient (r) of 0.535, which means that the motivation of teaching (X₂) have a substantial positive influence on job satisfaction of teachers (Y); and (3) Education and training and motivation taught jointly affect the job satisfaction of teachers SMP Tomohon. Correlation coefficient (r) of 0.843, which means education and training (X₁) and motivation to teach (X₂) together have a strong influence on teacher job satisfaction (Y). Based on the above conclusion, it can be suggested: (1) Continuously headmasters at SMP Negeri Tomohon establish a task in order to provide guidance to teachers there, so the motivation of teaching remains a major when carrying out tasks according to teacher competence, (2) Indicators of job satisfaction of teachers of SMP Tomohon to the attention of the principal nor the parties that are competent in an effort to promote education in Tomohon, (3) continuously, both principals and other school communities need to maintain an atmosphere conducive in providing education in schools. The school principal should maintain a balance between managerial process for generating motivation achievement and school climate and atmosphere that makes no job satisfaction among teachers.

Keywords

education and training;
achievement motivation; teacher
job satisfaction



I. Introduction

In order to face the era of globalization, quality human resources are needed and are able to support the implementation of government tasks, development and development of school education in a more efficient and effective manner.

Junior High School is one of the levels of educational institutions that is responsible for creating human resources who have the ability, skills and expertise, so that graduates are able to develop their abilities when they go to senior high school level.

One of the determinants of success is the teaching staff. Among the serious problems faced in Indonesia are related to academic qualifications and the authority of teachers to teach in certain fields of study, there are still teachers whose degrees are obtained in scientific fields that are less relevant to the field of study being taught.

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, and Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards state that teachers are professional educators. For this reason, teachers are required to have a minimum academic qualification of a Bachelor or Diploma IV (S1/D-IV) that is relevant and masters competence as a learning agent.

According to Suyanto and Abbas (2007:14), the fulfillment of the requirements for mastery of competence as a learning agent which includes pedagogic competence, personality competence, social competence, and professional competence is evidenced by educator certification obtained through certification. Teacher certification is the process of providing educator certificates to teachers who have met the requirements. Teacher certification aims to: (1) determine the feasibility of teachers in carrying out their duties as professional educators, (2) improve learning processes and outcomes, (3) improve teacher welfare, and (4) increase teacher dignity, in order to realize quality national education.

Job satisfaction is related to the match between one's expectations and the rewards provided. Teacher job satisfaction has an impact on work performance, discipline, and quality of work. Teachers who are satisfied with their work will have a positive impact on improving the quality of education. On the other hand, if teacher job satisfaction is low, it will have a negative impact on the development of the quality of education. Teachers are truant, teaching is not planned, lazy, strikes, often complains are signs of low teacher satisfaction.

Research conducted by Cahyono (2005:12) states that teaching motivation has a positive and significant effect on teacher job satisfaction and leadership has a negative and significant effect on teacher job satisfaction. The results of this study indicate that motivation is a variable that affects job satisfaction.

Another problem faced in the world of education in Indonesia is related to the quality of teachers at the junior high school level even though the teachers are certified. Teacher certification is not a guarantee of the good quality of a teacher, because there are still certified teachers who work not in accordance with applicable regulations. The teacher certification program carried out by the government is considered to have not succeeded in encouraging teacher job satisfaction in improving the quality of education. The mistakes of the certified teachers include teaching not meeting the working hours of 24 hours per week, besides that the certified teacher does not make preparations before teaching, both daily preparation and other work. This reflects the teacher's lack of sense of responsibility and also shows a lack of job satisfaction for junior high school teachers.

Teachers are one of the essential components in an education system in Tomohon City. The roles, duties and responsibilities of teachers are very meaningful in realizing the goals of national education, namely educating the nation's life, improving the quality of Indonesian people, including the quality of faith and piety, noble character, and mastery of science, technology, and art, as well as realizing an advanced, just, prosperous and civilized Indonesian society (Pramudyo, 2012: 2).

To deal with this problem, of course, various efforts have been made by the National Education Office of the City of Tomohon, including educational and training activities for teachers at both junior high and high school levels as well as giving awards to encourage

teachers' motivation to teach by taking into account the need for achievement. This is done so that teachers can carry out their duties and functions properly. The results of the implementation of these activities indicate that teacher performance is still of low quality, therefore it is necessary to know the factors that influence these activities, namely the implementation of education and training, the level of teaching motivation given to support teacher job satisfaction in developing and improving their abilities. Within the framework of the concept taken together, it can be combined between the training, level of motivation and teacher job satisfaction given with the policies that have been taken so far.

The motivation to excel makes them enthusiastic, committed and loyal and makes teachers try harder, improve their work and job satisfaction and maintain their existing competitive advantage until finally this motivation can be used as a tool to achieve educational and organizational goals. Apart from that, the level of welfare of the teachers is also a reason for them to work harder and in the end is expected to improve their work performance. The government's attention to the welfare of their lives is highly expected because our nation is very dependent on how and the quality of the educators of the nation's generation.

Mulyasa (2009:139) states that in general people who have higher education will have broader insights, especially appreciation of the importance of productivity. The education referred to here is formal education. Formal education is a structured and tiered educational path consisting of basic education, secondary education, and higher education (UU number 20 of 2005). Training is a process that includes a series of actions (efforts) that are carried out intentionally in the form of providing assistance to the workforce carried out by training professionals in a unit of time aimed at improving the work ability of participants in certain fields of work in order to increase effectiveness and productivity within an organization. (Hamalik, 2007:10). Teaching motivation can be interpreted as a mental impulse possessed by a teacher in doing work as a teacher. It can be concluded that motivation is something that creates enthusiasm to achieve goals. So teaching motivation is something that makes the teacher's personal self enthusiastic to carry out work in teaching and learning activities in order to achieve the goals according to the plan (Hasibuan, 2009:94).

The picture of the number of teachers who do not meet the minimum educational qualifications will be the greater the minimum educational qualification requirements for teachers demanded by Government Regulation No. 19 of 2005 concerning National Education Standards. In addition, Article 28 of the Government Regulation also requires that a teacher must meet the minimum competence as a learning agent at the early, elementary, and secondary education levels which include pedagogic competence, personality competence, professional competence, and social competence.

In connection with the above, the authors conclude that there are several factors that cause the low level of teacher job satisfaction: 1) There are still many teachers who do not pursue their profession as a whole. This is because there are some teachers who work outside of their working hours to fulfill their daily needs, so they do not have the opportunity to improve themselves, whether reading, writing or even opening the internet; 2) There is no standard of teacher professionalism as in developed countries; 3) There is a possibility, due to the existence of private universities that produce original teachers without taking graduates into account in the field in the future, causing teachers to be disobedient to their professional ethics; 4) Lack of teacher motivation in improving self-quality, such as lazy teachers teaching; 5) Low understanding of learning strategies, lack of skills in managing classes; 6) Lack of discipline and low time management skills.

The sense of security in the work atmosphere provided by the leadership has not been able to encourage teachers to be more dedicated in completing their duties, both in a safe atmosphere before work and after work. This kind of safe working conditions and supported by colleagues who can be invited to work together in various activities is the desire of every teacher in a school/educational institution. In such a situation, teachers are expected to be able to work optimally and be happy with their work. Job satisfaction is a reflection of a person's feelings towards his job. According to Tiffin, job satisfaction is closely related to the attitude of workers towards their own work. Teachers will be happier in working to complete their assignments if they are supported by various conducive situations, so that they can develop their skills. Teachers work in the hope of getting a wage/salary to meet the necessities of life. The needs that are so complex from the most basic/primary things are the problem of the need for clothing, food, housing, education, sufficient rest which needs to get a top priority scale in terms of fulfillment. In addition, meeting the needs of teachers for service and appreciation by superiors (principals) for their work performance in accordance with the principle of justice can motivate their work. Motivation comes from the Latin word *movere* which means drive or driving force. Motivation in management is only aimed at human resources in general and in particular subordinates (Purba and Sudibjo, 2020). Motivation is the provision of a driving force that creates enthusiasm for one's work so that they want to work together, work effectively and be integrated with all their efforts to achieve satisfaction (Hasibuan, 2009: 95). Based on the background that has been stated above, the main research problems can be formulated as follows: (1) Do education and training affect the job satisfaction of Tomohon State Junior High School teachers? (2) Does teaching motivation affect the job satisfaction of Tomohon State Junior High School teachers? (3) Do education and training, and teaching motivation simultaneously affect the job satisfaction of Tomohon State Junior High School teachers?

II. Research Method

In this study, researchers used a relevant quantitative approach method used with the application of descriptive methods (Sugiyono, 2013:27); and explanatory surveys. This is possible because apart from this research, it wants to uncover actual and factual problems, it also aims to find a relationship/influence between one factor or symptom with other factors or symptoms. The explanatory survey method is a method used to test a hypothesis or more generally to explain the relationships between variables. Primary data is obtained through the distribution of questionnaires or questionnaires that have been prepared. Secondary data was obtained through documentation, namely using data that was already available at SMP Negeri Tomohon. The questionnaire compiled and circulated contains a number of statements that must be answered by research respondents by choosing alternative answer choices according to the Likert scale, whose item construction items are arranged in the form of positive statements (favorable) and negative statements (unfavorable). Documentation data is using data that is already available at SMP Negeri Tomohon City.

III. Results and Discussion

3.1 Data Description

The descriptive results of the Education and Training variables (X_1), Teaching Motivation (X_2) and Job Satisfaction (Y) are the number of cases (N) = 57 respondents who filled out the questionnaire with a minimum score of 124, a maximum score of 146, an average (mean) of 136,00 and standard deviation (standard deviation) 5.043 for the variable X_1 ; the minimum score is 121, the maximum score is 141, the average (mean) is 132.21 and the standard deviation (standard deviation) is 3.844 for the X_2 variable; and a minimum score of 126, a maximum score of 150, an average (mean) of 142.32 and a standard deviation (standard deviation) of 5.312 for the Y variable.

3.2 The Effect of Education and Training on Job Satisfaction

The influence between the variables of Education and Training (X_1) on Job Satisfaction (Y) which is calculated by the correlation coefficient is 0.839 or ($r_{X_1Y}=0.839$). This shows a strong influence between Education and Training on Job Satisfaction. While the significant level of the one-tailed (1-tailed) correlation coefficient of the output (measured from probability) yields a number of 0.00 or 0. Since the probability is far below 0.01 or 0.05, the effect of Education and Training on Job Satisfaction is significant. The regression equation has a beta coefficient value as follows: $a + b = 22,074 + 0,839$, while the t test results obtained are $2,100 > 1,672$ and a significance value = $0.000 = 0.05$. The value of the correlation coefficient (r) is 0.839, which means that Education and Training (X_1) has an influence on Job Satisfaction (Y). The value of the contribution of Education and Training (X_1) to the Job Satisfaction of SMP Negeri Tomohon City teachers is = 70.4%, while the 29.6% Job Satisfaction is influenced by other factors. Based on the test results indicate that there is an effect of Education and Training on Job Satisfaction of SMP Negeri Tomohon City teachers.

3.3 The Effect of Teaching Motivation on Job Satisfaction

The effect of the variable Teaching Motivation (X_2) on Job Satisfaction (Y) which is calculated by the correlation coefficient is 0.535 or ($r_{X_2Y}=0.535$). This shows that teaching motivation has an effect on job satisfaction. While the significant level of the one-tailed (1-tailed) correlation coefficient of the output (measured from probability) results in the number 0.00 or 0. Since the probability is far below 0.01 or 0.05, the effect of Teaching Motivation on Job Satisfaction is quite significant. The regression equation is as follows: $a + b = 44,499 + 0,535$, while the results of the t test are $2,138 > 1,672$ and the significance value = $0.000 = 0.05$. The value of the correlation coefficient (r) is 0.535, which means that Teaching Motivation (X_2) has a strong enough influence on Job Satisfaction (Y). The magnitude of the contribution of Teaching Motivation (X_2) to the Job Satisfaction of SMP Negeri Tomohon City teachers is = 28.7%, while the 71.3% Job Satisfaction is influenced by other factors. Based on the test results, it shows that there is an influence of Teaching Motivation on Job Satisfaction of Tomohon State Junior High School teachers.

3.4 The Effect of Education and Training and Motivation to Teach Together on Job Satisfaction

The value of the correlation coefficient (r) is 0.843, which means that Education and Training (X_1) and Teaching Motivation (X_2) together have a fairly strong influence on Job Satisfaction (Y). The R^2 value is 0.710. R^2 can be called the determination coefficient which in this case means that the contribution of Education and Training (X_1) and Teaching Motivation (X_2) together to the Job Satisfaction of SMP Negeri Tomohon teachers is $r^2 = 71\%$, while the 29% job satisfaction is influenced by other factors. $X_1 X_2 X_1 X_2 r^2$

The regression equation with the beta coefficient is as follows: $Y = a + b_1 X_1 + b_2 X_2$ $= 12.667 + 0.787 + 0.092 X_1 X_2 X_1 X_2$. To test the regression coefficients together, we used ANOVA (analysis of variance). From the results of the F test obtained $66,158 > 3,16$; and the significance value $= 0.000 < 0.05$. Based on the test results, that there is an effect of Education and Training and Teaching Motivation together on Job Satisfaction of Tomohon State Junior High School teachers. $F_{hitung} > F_{tabel}$

3.5 The Effect of Education and Training on Job Satisfaction

Based on linear regression analysis with beta coefficient value $= 22.074 + 0.839 X_1$, it can be explained that the constant value is 22.074; This means that if Education and Training is worth 0, then the job satisfaction of teachers at State Junior High Schools is positive, namely: 22,074. While the regression coefficient value of education and training variables is positive, namely 0.839; it means that every time there is an increase in education and training, then job satisfaction will increase by 0.839. X_1

This means that the increasing education and training (X_1), the increasing job satisfaction (Y), or in other words that education and training have a positive and significant effect on teacher job satisfaction. X_1

Based on the results of this study, it turns out that education and training are influential factors in order to improve and increase job satisfaction. It can be stated that the implication of this research is to improve and increase job satisfaction, it is necessary to improve and improve education and training.

The results of this study are in accordance with the opinions of several experts, among others, stated by Daryanto (2013: 212) that continuous professional development teachers through various forms of education and training for teachers are intended so that these teachers can meet their work needs, including aspects of being satisfied with their work.

Teachers can achieve maximum work results or work performance, if the teacher has and participates in education and training. A workforce, including teachers, can perform well so that they have work results, high work performance and are satisfied with their work if the person concerned has and participates in various education and training.

3.6 The Effect of Teaching Motivation on Job Satisfaction

Based on linear regression analysis with beta coefficient value $= 44,499 + 0,535 X_2$, it can be explained that the constant value is 44,499; it means that if the teaching motivation is 0, then the teacher's job satisfaction of SMP Negeri Tomohon is positive, namely: 44,499. While the regression coefficient value of the teaching motivation variable is positive, namely 0.535; it means that every time there is an increase in teaching motivation, then job satisfaction will increase by increasing the score 0.535. This means that the increasing teaching motivation (X_2), the more job satisfaction (Y), or in other words that teaching motivation has a positive and significant effect. on job satisfaction. $X_2 X_2$

Based on the results of this study, it turns out that teaching motivation is an influential factor in order to improve and increase job satisfaction. It can be stated that the implication of this research is to improve and increase job satisfaction, it is necessary to increase teaching motivation.

According to Siagian (2011: 296), a person feels satisfied in his work because he is aware that what he has achieved has been maximized. In such a situation he tries to do the best he can. Siagian (2011: 297) asserts that there is an influence of motivation on one's work performance (performance), meaning that satisfaction is made to spur better work performance even though it is realized that it is not easy.

3.7 The Effect of Education and Training and Motivation to Teach Together on Job Satisfaction

Based on linear regression analysis with beta coefficient value = $12.667 + 0.787 + 0.092$, it can be explained that the constant value is 12.667; it means that if education and training and teaching motivation are worth 0, then the job satisfaction of teachers of SMP Negeri Tomohon is positive, namely: 12,667. While the regression coefficient value of education and training variables is positive, namely 0.787; This means that every time there is an increase in education and training, the job satisfaction score increases by 0.787 with the assumption that other variables have a fixed value. The coefficient value of the teaching motivation variable is positive, namely 0.092; it means that every time there is an increase in teaching motivation, then job satisfaction will increase in score of 0.092 with the assumption that the other variables are fixed. $X_1 X_2$

The implication of this research is to improve and increase job satisfaction, it is necessary to improve and improve together education and training and teaching motivation. Because based on the results of this study, it turns out that education and training and teaching motivation together are factors that influence the job satisfaction of Tomohon State Junior High School teachers.

Education and training and motivation to teach are two factors that simultaneously (simultaneously) have an influence on one's job satisfaction. A worker/employee or employee including a teacher will not experience job satisfaction if the person concerned does not have the qualifications or abilities through education and training and motivation in carrying out learning tasks. Likewise, even if you have academic qualifications and various abilities/skills through education and training, but in carrying out the work it is not carried out according to the applicable rules, then the work results are not necessarily good, which in the end the teacher will not experience job satisfaction.

Thus, the results of research on job satisfaction of SMP Negeri Tomohon City teachers further strengthen various opinions about the influence of education and training and teaching motivation as factors that significantly influence job satisfaction.

IV. Conclusion

Based on the results of the study, it can be concluded that:

1. Education and training have an effect on job satisfaction of Tomohon State Junior High School teachers. The value of the correlation coefficient (r) is 0.839, which means that education and training (X^1) has a high (positive) and strong influence on teacher job satisfaction (Y). Meanwhile, the contribution of education and training (X^1) to teacher job satisfaction of SMP Negeri Tomohon is $r^2=70.4\%$, and 29.6% teacher job satisfaction is influenced by other factors. So, the better and the increased education and training, the better and the teacher's job satisfaction increases.

2. Teaching motivation has an effect on job satisfaction of Tomohon State Junior High School teachers. The value of the correlation coefficient (r) is 0.535, which means that teaching motivation (X^2) has a sufficient (positive) and substantial influence on teacher job satisfaction (Y). While the contribution of teaching motivation (X^2) to the job satisfaction of SMP Negeri Tomohon City teachers is $r^2 = 28.7\%$, and 71.3% teacher job satisfaction is influenced by other factors. This means, the better and increasing the motivation to teach, the better and the teacher's job satisfaction increases.
3. Education and training and teaching motivation together affect the job satisfaction of Tomohon State Junior High School teachers. The value of the correlation coefficient (r) is 0.843, which means that education and training (X^1) and teaching motivation (X^2) together have a strong influence on teacher job satisfaction (Y). Meanwhile, the contribution of education and training (X^1) and teaching motivation (X^2) together on teacher job satisfaction (Y) at SMP Negeri Tomohon is $r^2 = 71\%$, and 29% of teacher performance satisfaction is influenced by other factors. This means, the better and the increased education and training and teaching motivation together, the higher the job satisfaction of teachers.

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