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**EFFECT OF WORK MOTIVATION, COMPETENCE AND DISCIPLINE OF PERFORMANCE THROUGH TEACHER SATISFACTION**

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**ABSTRACT**

This study aims to determine the effect of Motivation, competence, work discipline, and satisfaction on SMP N teachers' performance in Karimun Regency. This study population consisted of N Middle School Teachers in Karimun District, which amounted to 100 ASN teachers. The type of data used is primary data, quantitative methods, and data analysis with (Partial Least square) PLS. The results obtained by the direct influence of motivation variables on performance variables have a path coefficient of 0.250 (positive), with a P-Values value of  $0.038 < 0, 05$ , motivation for performance is significant. The direct effect of motivation variables on job satisfaction variables has a path coefficient of -0.015 (negative). An increase does not follow an increase in the value of motivation variables in performance satisfaction. With a P-Values value of  $0.685 > 0, 05$ , motivation for job satisfaction is not significant. The direct effect of competency variables on performance variables has a path coefficient of 0.042 (positive). An increase will follow an increase in the value of competency variables in performance variables. With a P-Values value of  $0.778 > 0.05$ , competence for performance is not significant. The direct effect of the competency variable on job satisfaction has a path coefficient of 0.391 (positive). An increase will follow an increase in the value of the competency variable in the job satisfaction variable. With a P-Values value of  $0,000 < 0.05$ , competence for job satisfaction is significant. The direct effect of discipline on performance has a path coefficient of 0.365 (positive), so an increase will follow an increase in the value of the discipline in performance.

**KEYWORDS:** Motivation, Competence, Work Discipline, Job Satisfaction, Performance.

**1. PRELIMINARY**

**a. Background**

Education is a very strategic means of improving the quality of human resources, which is a determinant factor of development. Education is a conscious effort to prepare students through guidance, teaching, and or training activities for their role in the future (SPN Law No. 20 of 2003). Improving the quality of human resources is a process that cannot be separated from the process of improving educational services by teachers. Law Number 20 of 2003 mandates that secondary education in article 18 is a continuation of primary education (Depdiknas, 2003: 14) further explained that secondary education consists of junior secondary education, Madrasah Tsanawiyah (MT) or other forms of equivalent. A middle school is a form of an educational unit that is organized to prepare students to be able to develop their knowledge more highly. In principle, junior high school is

preparing related graduates to meet the needs of human resources in the future. To be able to meet these needs, junior high schools are required to have competent teachers.

Competencies that must be possessed by teachers as stated in Government Regulation No.16 of 2007 concerning National Education standards article 28 paragraph 3, namely: (a) pedagogical competencies, (b) personality competencies, (c) professional competencies, and (d) social competencies. These four competencies significantly affect teacher performance in teaching. One of the variables that causes someone to work hard is Motivation. A teacher's Motivation is influenced by various variables, both internal and external. If a country's education wants to progress, it needs to be supported by education personnel who have the competence and are required to be in line with their responsibilities as educators. So, it needs synergistic cooperation between all elements involved in it both school residents. The government and stakeholders are always concerned about the progress of education in Indonesia. So, the teacher, as a professional educator in managing learning, should have commitment and ability according to their field. This means that professional educators must have the ability, awareness, and love of their profession.

Based on the provisions of the legislation by the Ministry of National Education (Depdiknas, 2003: 101), the main task of a teacher is to be an educator, manager, innovator and a motivator for students. The teacher is an essential human resource and a dominant and most influential informal education in general.

Teachers become one of the components of human resources in the teaching and learning process that also plays a role in efforts to expose potential human resources in the field of development, especially students. Teacher performance has always been the center of people's attention because it is one of the spearheads in the world of education. Teacher performance is determined by high work discipline. Thus, the school in the process of teaching and learning growing discipline will function as forming individual values and norms, self-mastery, attitudes, and responsibilities for teachers. The lack of discipline of teachers in carrying out tasks, such as coming to school late, and being indifferent to students results in low quality of students.

The conditions in the field regarding teachers' performance in the Karimun district indicate that some teachers have a decreased tendency in terms of discipline, including teachers who come late, their departure and return are not by the scheduled hours, often neglect assignments and do not make lesson plans. If this is allowed to continue without any warning either directly or indirectly, it will affect the teacher's performance in the teaching and learning process. Based on the problems above, the writer encourages me to examine the effect of Motivation, competence, work discipline on performance through job satisfaction of teachers of SMP N in Karimun.

### **b. Formulation of the problem**

From the above background, the problem can be formulated as follows:

- 1) Does Motivation affect teacher performance
- 2) Does competence affect performance
- 3) Does work discipline affect performance
- 4) Does satisfaction affect performance
- 5) Whether Motivation influences job satisfaction
- 6) Does competence affect job satisfaction
- 7) Does work discipline affect job satisfaction

## **2. THEORETICAL FRAMEWORK**

### **a) Work motivation**

Work motivation is one of the factors that can improve teacher performance. Motivation is a potential power that exists in a human being, which can be developed by itself or developed by several outside forces that revolve around monetary and non-monetary rewards that can affect the performance results positively or negatively, which depends on the situation and conditions faced by the person concerned (Winardi, 2004: 6). According to Fathurrohman (2007), there are two motivations, namely intrinsic Motivation, and Extrinsic Motivation, namely:

#### **(1) Intrinsic Motivation**

This type of Motivation arises from within the individual himself without coercion of others' encouragement but based on his own volition.

#### **(2) Extrinsic Motivation**

This type of Motivation arises from influences from outside the individual, whether because of an invitation, order, or coercion from others, so they want to do something.

### **b) Competence**

competence is the nature that is owned or a part of the personality that is deep and attached to someone and behavior that can be predicted at various times work conditions and tasks as an impulse to have achievement and the desire to try to carry out tasks effectively.

- 1) The aspects contained in the concept of competence are as follows (Gordon in Sutrisno, 2012: 204):
- 2) Knowledge (knowledge), namely awareness in the cognitive field. For example, an employee knows how to identify learning.
- 3) Understanding (understanding), namely the depth of cognitive and affective possessed by individuals. For example, an employee in carrying out learning must have a good understanding of the characteristics and working conditions effectively and efficiently.

- 4) Value
- 5) is a standard of behavior that has been believed and psychologically united in a person.
- 6) Ability (skill)
- 7) is something that is owned by individuals to carry out tasks or jobs that are charged to employees.
- 8) Attitude
- 9) that is a feeling (happy-not happy, like-dislike) or a reaction to a stimulus from outside.
- 10) Interest (interest)
- 11) is a tendency for someone to do something.

### c) Work Discipline

According to Alma (2003), discipline is a submissive attitude of behavior and actions by company regulations, both oral and written. Discipline is essentially the ability to control oneself in the form of not doing actions that are not appropriate and contrary to something that has been determined and do something that supports and protects something that has been determined.

Meanwhile, according to Rivai (2004), there are four perspectives on the list concerning work discipline:

1. Retributive discipline (retributive discipline) that is, trying to punish the wrongdoer.
2. Corrective discipline (corrective discipline) that is, trying to help employees correct their inappropriate behavior.
3. The perspective of individual rights (individual right perspective) that is, trying to protect the fundamental rights of individuals during disciplinary actions.
4. Utilitarian perspective (utilitarian perspective) that is, focusing on discipline only when the consequences of disciplinary action outweigh the adverse effects.

### d) Job satisfaction

Handoko, in his book Sutrisno (2011: 75), argues that satisfaction is a pleasant or unpleasant emotional state for employees to view their work. Job satisfaction reflects one's feelings towards their work. This is seen in employees' positive attitude towards work and all environments faced in the work environment.

Job satisfaction stems from various aspects of work, such as wages, promotion opportunities, interrupts (supervisor), and co-workers. Job satisfaction comes from work environment factors, such as supervisory style, policies, procedures, workgroup membership, working conditions, and benefits. Of several dimension associated with job satisfaction, five of them have essential characteristics, the five dimensions are:

- a. Wages: the number of wages received and considered fair wages.
- b. Workers: situations where work assignments are considered attractive, provide opportunities for learning and responsibility.
- c. Opportunity: promotions available opportunities to advance.
- d. Supervisor: the supervisor's ability to show interest and concern for employees.
- e. Co-workers: a situation where co-workers show friendly and encouraging attitudes (Gibson, 1985: 67)

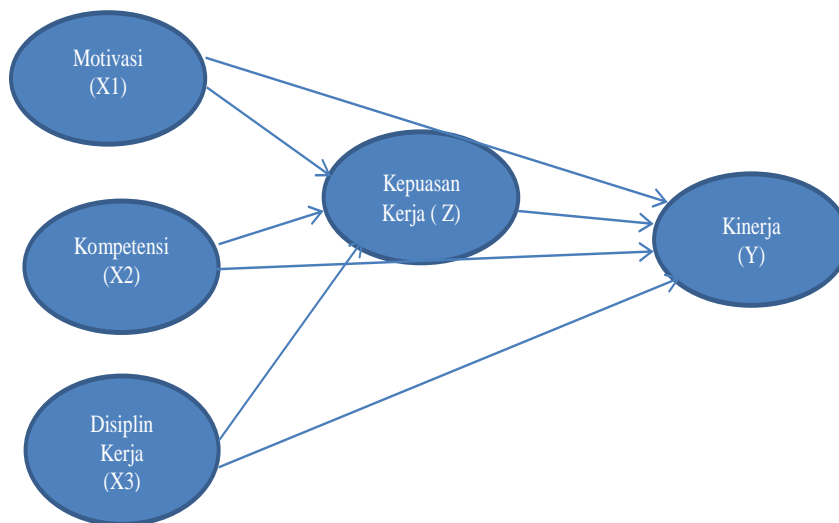
**e) Teacher Performance**

According to Mangkunegara (2008: 67), the term performance comes from the word Job performance or actual performance (performance achievement or actual achievement achieved by someone. Understanding of performance is the quality and quantity of work achieved by an employee in carrying out their duties by the responsibilities given to him.

According to Ivancevich (Kasmir, 2016: 183) said performance is the result achieved from what is desired by the organization. Job performance is also a function of:

- a. The capacity to do is related to the degree of relationship processes in the individual that is relevant between the task with expertise, abilities, knowledge, and experience.
- b. The opportunity to do is related to the availability of equipment and technology.
- c. Willingness to do is related to desire and willingness to use effort to achieve performance.

**f) Framework**



**Figure 1. Meneltian Model**

**g) Hypothesis**

- a. Motivation affects the performance of Karimun N Middle School teachers
- b. Competence affects the performance of Karimun N Middle School teachers
- c. Work discipline influences the teacher of Karimun N Middle School
- d. Job satisfaction affects the performance of Karimun N Middle School teachers
- e. Motivation influences job satisfaction of Karimun N Middle School teachers
- f. Competence influences job satisfaction of Karimun N Middle School teachers
- g. Work discipline affects the job satisfaction of N Karimun Middle School teachers

**3. RESEARCH METHODOLOGY**

**a) Population**

The population is a generalization area that occurs from an object or subject that becomes a certain quantity and characteristic determined by the researcher to be studied and drawn conclusions. The population is very pleased with the data. It is the totality of all possible values, both the calculated results and quantitative and qualitative measurements of the characteristics of certain things about complete objects. In this study, the population was teachers in SMP N Karimun Regency, namely: SMP N 1 Karimun, SMP N 2 Karimun and SMP N 3 Meral, SMPN I Meral, SMP N 2 Meral, totaling 100 teachers of the State Civil Apparatus (ASN).

**b) Sample**

Samples are part of the population with characteristics that are considered to represent the study population. This study used a census method (examining all populations). This method was used because, in this study, the size of the sample was adjusted to the analysis model used, namely the Structural Equation Model (SEM). At least 100 subjects 20-25 latent variables, 4-5 number of observed variables (question items). By using a census that all populations are sampled as many as 100 ASN Teachers.

**c) Research variable**

The research variable is the object to be studied. In this study used 5 (five) variables consisting of 3 (three) independent variables namely Motivation (X1), Competence (X2) and Work Discipline (X3) with 1 (one) intervening variable namely Teacher Performance (Y) and 1 (one) ) the dependent variable is Job Satisfaction (Z).

**d) Data collection technique**

Data collection techniques carried out by:

- a. Interviews were conducted to give respondents an explanation of the contents or purpose of the list of questions in the questionnaire and to explore information or information relating to the research variables, but not included in the questionnaire. Interviews were conducted with

respondents who were considered to represent the existing sample. The author also conducted interviews with leaders to determine the relationship of variables studied in teachers at Karimun N Middle School.

- b. Observation is to make direct observations of phenomena or other symptoms related to the research variables, to complete the data, and understand the primary variables carefully.
- c. Documentation is done by looking at and studying various documents and literature and related research results to provide a more complete and broad perspective in understanding the primary variable data under study.

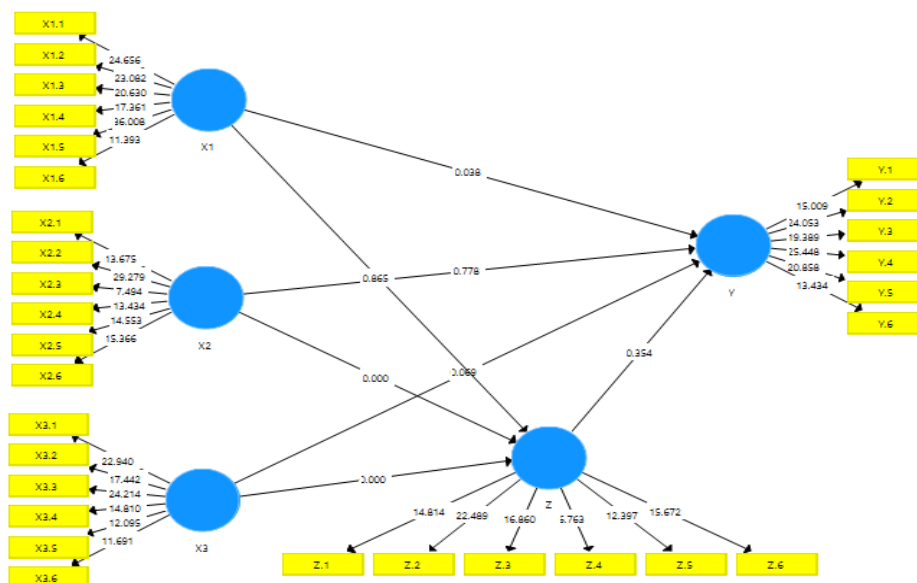
**e) Data analysis method**

Data analysis was performed using the Structural Equation Model (SEM) method. The software used for structural analysis is AMOS from Arbuckle and for descriptive analysis using PLS.

Seven steps must be done in SEM modeling, namely:

1. Development of a theory-based model
2. Making flowcharts (path diagrams)
3. convert flowcharts into a series of structural equations
4. Selection of input matrices and model estimation techniques built
5. assessing possible identification problems
6. Evaluate the criteria for the goodness of fit
7. interpretation and modification of the model.

**4. DISCUSSION**



**Figure 2 Full Model**

**Table.1 Direct Effect Hypothesis**

	Original Samples (O)	Sample Average (M)	Standard Deviation (STDEV)	T Statistics (  O / STDEV  )	P Values
<b>X1 -&gt; Y</b>	.250	0.263	0.120	2,082	<b>0.038</b>
<b>X1 -&gt; Z</b>	-0,015	-0.006	0.088	0.170	<b>0.865</b>
<b>X2 -&gt; Y</b>	0.042	0.023	.147	.282	<b>.778</b>
<b>X2 -&gt; Z</b>	.391	0.389	0.074	5,280	<b>0,000</b>
<b>X3 -&gt; Y</b>	.365	.378	.201	1,821	<b>0.069</b>
<b>X3 -&gt; Z</b>	0.564	0.561	0.0079	7,181	<b>0,000</b>
<b>Z -&gt; Y</b>	.173	.168	.186	0.928	<b>.354</b>

Source: Data Processing (2020)

**Table 2 Hypothesis of Indirect Effects**

Variable	Original Samples	Sample averages	Standard Deviation	T Statistics	P Values
motivation -> job satisfaction -> performance	-0.003	-0.007	0.022	.116	.907
competence -> job satisfaction -> performance	0.068	0.065	0.076	.896	.371
discipline -> job satisfaction -> performance	0.098	0.098	.111	.878	.381

Source: Data Processing (2020)

**Table 3 Coefficient of Determination**

Variable	R Square	Adjusted R Square
Z	0.536	0.516
Y	0.760	.753

Source: Data Processing (2020)

In the table above, the results of the influence of Motivation, competence and discipline on job satisfaction (e1) are 0.536, which means the amount of motivation influence, competence and discipline on job satisfaction is 53.6%, the remaining 46.4% is influenced by other variables not examined in this study. Then, the effect of Motivation, competence, and discipline on performance is 0.760, meaning the amount of influence of Motivation, competence and discipline on job satisfaction is 76.00%, the remaining 24% is influenced by other variables not examined in this study.

#### a) Discussion of Hypothesis Test Results



The influence of Motivation on performance has a path coefficient of 0.250 (affirmative). An increase will follow an increase in Motivation in the performance of junior high school teachers in the Karimun Regency. The influence of Motivation on the performance of junior high school teachers in Karimun District has a P-Values value of  $0.038 < 0.05$ , so it can be stated that the influence of Motivation on junior high school teachers' performance in Karimun Regency is significant. Motivation is expertise in directing employees to organizational goals, so they want to work and try to achieve the desires of employees and organizational goals. Someone's Motivation to do a job because of a life need that must be met. This need can be in the form of economic needs, namely to get money while non-economic needs can be interpreted as needing more advanced awards and desires. With all these needs, a person is required to be more active and active in working, to achieve this we need Motivation in doing work because it can encourage someone to work and always eager to continue their business. Therefore, if employees who have high work motivation usually have high performance as well.

1. The influence of Motivation on job satisfaction of junior high school teachers in Karimun Regency has a path coefficient of -0.015 (negative), so an increase does not follow an increase in the value of Motivation in junior high school teacher performance satisfaction in Karimun Regency. The influence of Motivation on job satisfaction of junior high school teachers in Karimun Regency has a P-Values value of  $0.685 > 0.05$ , so it can be stated that the influence of Motivation on job satisfaction of junior high school teachers in Karimun Regency is not significant.

2. The effect of competence on the performance variable of junior high school teachers in Karimun Regency has a path coefficient of 0.042 (affirmative). An increase will follow an increase in the value of the competency variable in the performance variable. The influence of competency variables on performance has a P-Values value of  $0.778 > 0.05$ , so it can be stated that the effect of competence on the performance of junior high school teachers in Karimun Regency is not significant. An individual's competence is inherent in him that can be used to predict performance.

An individual's competence is something inherent in him that can be used to predict the level of performance. Competence is closely related to performance, both individual performance and organizational performance (Mitrani, Murray, & David, 1992); (Moehariono, 2009); (Judge, 2015).

3. The influence of competence on job satisfaction of junior high school teachers in Karimun Regency has a path coefficient of 0.391 (affirmative). An increase will follow an increase in the value of competency variables in the job satisfaction of junior high school teachers in Karimun Regency. The effect of competence on junior high school teacher job satisfaction in Karimun District has a P-Values value of  $0,000 < 0.05$ . It can be stated that the effect of competency on junior high school teacher job satisfaction in Karimun District is significant.

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performance. Competence is closely related to performance, both individual performance and organizational performance (Mitrani, Murray, & David, 1992); (Moeheriono, 2009); (Judge, 2015)

4. The influence of discipline on the performance of junior high school teachers in Karimun Regency has a path coefficient of 0.365 (affirmative). An increase will follow an increase in the value of discipline in performance. The influence of discipline on the performance of junior high school teachers in Karimun Regency has a P-Values value of  $0.069 > 0.05$ , so it can be stated that the influence of discipline on performance is not significant.

According to Mangkuprawira (2007), employee discipline is the nature of an employee who consciously complies with specific organizational rules and regulations. Discipline dramatically affects the performance of employees and the company. Discipline should be seen as a form of training for employees in implementing company rules. The higher the work discipline of a teacher, the higher the teacher's performance. However, in this study, discipline did not significantly affect the performance of junior high school teachers in Karimun Regency.

5. The effect of discipline on job satisfaction of junior high school teachers in Karimun Regency has a path coefficient of 0.564 (affirmative). An increase will follow an increase in the value of discipline in job satisfaction of junior high school teachers in Karimun Regency. The influence of discipline on job satisfaction of junior high school teachers in Karimun Regency has a P-Values value of  $0,000 < 0.05$ , so it can be stated that the influence of discipline on job satisfaction of junior high school teachers in Karimun Regency is significant.

6. The effect of job satisfaction on junior high school teacher performance in Karimun District has a path coefficient of 0.173 (affirmative). Performance improvements will follow an increase in the value of discipline. The effect of discipline on performance has a P-Values value of  $0.354 > 0.05$ , so it can be stated that the effect of job satisfaction on the performance of junior high school teachers in Karimun Regency is not significant. This is not by the results of research conducted by Rani Mariam (2009) suggests that job satisfaction has a significant positive effect on employee performance. The higher the level of employee satisfaction, the performance will increase.

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