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**DETERMINATION OF TRANSFORMATIONAL LEADERSHIP, ACHIEVING  
MOTIVATION AND RESISTANCE TO TEACHER PERFORMANCE THROUGH WORK  
SATISFACTION AS AN INTERVENING VARIABLE**

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**ABSTRACT**

One factor that influences good performance is job satisfaction; teachers who have good job satisfaction can improve performance. The population of this study was the teachers at State High Schools in Batam City. There are 26 public high schools. The number of state high schools used in this study was taken by judgment sampling, namely by using various considerations or criteria for state high schools to be used as samples. The number of samples in this study were as many as the population or called the saturated sample in which all populations were sampled totaling 138 out of 3 State High Schools, namely State 3 High Schools with a total of 64, 20 High Schools with a total of 34 and 12 High Schools with a total of 40 respondents are teachers who are active in the teaching process at each school in the city of Batam. Job Satisfaction is influenced by Transformational Leadership, Achievement Motivation, and Unmanagement 67. 10% and the rest are influenced by other factors not examined by 32.9%. For Performance  $R^2 = 0.898$ , the effect size =  $0.898 \times 100\% = 89.80\%$ . Thus, it can be stated that the change in Effectiveness is influenced by Transformational Leadership, Achievement Motivation, Unfortunate, and Job Satisfaction. The remaining 89.80% is influenced by other factors not examined by 10.20%. To improve teacher performance in high schools in Batam, it is necessary to increase/develop activities that can motivate teacher performance improvement.

**KEYWORDS:** Transformational Leadership, Achievement, Motivation, Resilience, Job satisfaction, Teacher Performance.

**I. PRELIMINARY**

**1) Background**

Human resources, as an essential component in the development of a nation, can be improved by quality education. Education is formulated to develop capabilities and shape the character of a dignified nation of the nation in order to educate the nation's life, increase mastery, development, and utilization of science and technology, including the nation's technology in the business world, especially small, medium and cooperative businesses, in order to increase product competitiveness based on local resources. In-Law Number 14 of 2005 concerning teachers and lecturers, it is stated that the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students. Teachers affect the results of teaching and learning

activities in the classroom and help determine the nation's future through investments in improving human quality. The teacher profession can be interpreted as a process of giving recognition that someone has been able to carry out educational services in specific educational units that have formal evidence as professional recognition (RI Law No. 14 of 2005 in the Ministry of National Education, 2004), organized by professional institutions. Efforts to improve teacher performance have been carried out by many government/education managers. These include construction/rehabilitation of school buildings, the fulfillment of educational facilities, salary increases, certification allowances, and education and training. However, it seems that until now, teacher performance has not been as expected. Teacher profession can be interpreted as a process of giving recognition that someone has been able to carry out education services in specific educational units that have formal evidence as recognition of professional staff (RI Law No. 14 of 2005 in the Ministry of National Education, 2004), which is held by professional institutions. Efforts to improve teacher performance have been carried out by many government/education managers such as construction/rehabilitation of school buildings, the fulfillment of educational facilities, salary increases, certification allowances, and education and training. However, it seems that until now, teacher performance has not been as expected. Teacher profession can be interpreted as a process of giving recognition that someone has been able to carry out education services in specific educational units that have formal evidence as recognition of professional staff (RI Law No. 14 of 2005 in the Ministry of National Education, 2004), which is held by professional institutions. Efforts to improve teacher performance have been carried out by many government/education managers such as construction/rehabilitation of school buildings, the fulfillment of educational facilities, salary increases, certification allowances, and education and training. However, it seems that until now, teacher performance has not been as expected. Professional institutions organize them. Efforts to improve teacher performance have been carried out by many government/education managers such as construction/rehabilitation of school buildings, the fulfillment of educational facilities, salary increases, certification allowances, and education and training. However, it seems that until now, teacher performance has not been as expected. Professional institutions organize them. Efforts to improve teacher performance have been carried out by many government/education managers such as construction/rehabilitation of school buildings, the fulfillment of educational facilities, salary increases, certification allowances, and education and training. However, it seems that until now, teacher performance has not been as expected.

One of the factors that influence excellent performance is job satisfaction; teachers who have reasonable job satisfaction can improve performance. As stated by Payakachat et al. (2011) that there is a relationship between performance and job satisfaction that are interrelated with each other to be able to more productive. Job satisfaction is the difference or comparison of what is expected with what is received; if the impact is negative, it will cause a decrease in work performance (Thamrin, 2012). Wood et al. (Maupula, 2010) suggested that job satisfaction is closely related to the existence of the trust and positive feelings towards job characteristics and work experiences. Every worker develops

job satisfaction based on challenging work, right working conditions, fair rewards, and opportunities for promotion or career advancement. Job satisfaction can reduce absenteeism and work transfer, although this does not necessarily improve performance. Much similar research has also been done before. However, in this study, there are different research objects and add one variable, namely transformational leadership, that has a direct and indirect effect on teacher performance. Based on the above considerations and the many public opinions about the low performance of teachers, the authors will examine the Transformational Leadership Determination, Achievement Motivation, and Unstoppability to Teacher Performance through Job Satisfaction as Intervening Variables in Batam High School in Batam.

## 2) Formulation of the problem

Based on the background description of the problem, the formulation of the problem in this study is as follows:

- a) Does transformational leadership determine teacher performance?
- b) Does achievement motivation denominate teacher performance?
- c) Does resilience undermine teacher performance?
- d) Does job satisfaction demystify teacher performance?
- e) Does transformational leadership directly demystify teacher job satisfaction?
- f) Does achievement motivation denominate teacher job satisfaction?
- g) Does the obstinacy of demarcating Teacher Satisfaction Work?

## II. THEORY STUDY, THINKING FRAMEWORK, AND HYPOTHESES

### 1) Understanding Teacher Performance

Jasmani (2013: 155) suggests the term performance comes from the word job performance or actual performance (work performance or actual achievement achieved by someone). In a sizeable Indonesian dictionary, the term "performance" has a meaning; that is achieved, achievement showed, and workability. This can be interpreted that performance is an achievement that appears as a form of success in one's work. Performance, according to Bangun (2012: 231), is the result of the work that someone has achieved based on job requirements. Performance is an activity carried out to carry out, complete tasks, and responsibilities by the expectations and goals set (Supardi, 2014: 45). Whitmore simply surfaces; performance is the implementation of functions demanded from someone (in Uno, 2012: 59-60). Performance requires the expression of one's potential and overall responsibility or ownership. If not, this will not be a person's potential, but some will belong to someone else.

According to Rivai in Muhammad Sandy (2015: 12) performance is a translation of the word performance which is defined as the result or overall level of success of a person in a certain period while carrying out his work compared to achieving work standards, targets or targets there are specific

criteria that have been determined and agreed upon. Understanding the performance mentioned above is in line with the opinion of Murray (2002: 3) in Suharsaputra (2010: 145) which defines the performance is: "Basically, it (performance) means an outcome - a result, it is the endpoint of people, resources and specific environment being brought together, to produce certain things, which is a tangible product of less tangible service. To the extent that this interaction results in an outcome of the desired level and quality, at e.g., costed levels, performance will be judged as satisfactory, ethical, or excellent. To the extent that the outcome is disappointing, performance will be judged as weak or deficient for whatever reason. Referring to Michel's opinion above regarding aspects seen in assessing teacher performance, Supardi (2014: 70) suggests indicators used to measure teacher performance include (1) Quality of work, (2) Speed / accuracy of work, (3) initiatives in work, (4) workability, (5) communication.

## **2) Transformational leadership**

Leadership is the ability of a leader to influence others, by which a particular leadership style or behavior is needed, known as 21st-century leadership, namely, transformational leadership. According to Wibisono (2015: 52), the general principle of good leadership is that the more we pay attention to our employees, the harder they work. Leadership style by the leader. If we genuinely care about our employees, our chances of success are higher. If we are humane in our relationships with employees, this will almost certainly bring greater efficiency and profits. Transformational leaders are leaders who can pay attention to followers' concerns, and self-development needs to excite, awaken, and inspire followers to make extra efforts to achieve group goals (Wibisono, 2015: 66).

Meanwhile, according to Engkoswara and Aan (2011, p. 193) namely: "Transformational leaders are leaders who have insights far ahead and strive to improve and develop organizations not for now but in the future. Therefore, transformational leaders are leaders who can be said to be visionary. " According to Setiawan and Muhith (2012), lexically, the term transformational leadership consists of two words, namely leadership and transformational. The term means a change in form (form, nature, function, etc.) and some even state that the word transformational is derived from the word "to transform" which has the meaning of transforming a vision into reality, heat into energy, potential to become factual, latent to manifest.

## **3) Achievement motivation**

Motivation has a vital role in the learning process to get better academic results (Christiana, 2009; Awan et al., 2011; Singh, 2011). With this motivation, a person will have the energy to move, and be able to maintain it to get maximum results. Someone who has the motivation will generally be able to complete the goals to be achieved even though he will face obstacles that are not small in the course of getting those goals. Therefore, many experts then conclude that motivation is very carefully related to behavior, even according to learning theory of behavior the concept of motivation is closely related

to the principle that behavior that has been strengthened in the past is more likely to be repeated than behavior that has not been strengthened or that has been punished (Slavin,

Whereas Schunk, Pintrich & Meece (2012) define motivation as a process of initiating and maintaining activities directed at achieving goals. In this case, Schunk et al. explained that motivation involves various goals that provide the driving force and direction for action. Motivation also requires physical and mental activities, which then motivated activities are initiated and maintained. Achievement motivation in the form of a tendency to achieve success or goals and carry out activities that lead to success or failure. Discussing achievement motivation indeed cannot be separated from the word motive. Early motivational theorists suggested that achievement motivation is a common trait that students always show in various fields. In contrast, most contemporary theorists believe that achievement motivation may be somewhat specific to certain tasks and events. Achievement motivation also consists of various forms, depending on the specific goals of the individual.

#### **4) Adversity Quotient**

Resilience is an essential element for every human being. Because through resilience, someone can survive in facing all the problems in his life. Stoltz (Supardi, 2013: 64) "adversity" means misfortune, difficulty, and suffering. Many people are easily surrendered to the various difficulties that come their way. Some of them try to deal with it but are routinely backed up by the steepness of suffering. This means that resilience is the attitude or judgment of someone who assesses that problems and challenges are opportunities rather than obstacles. Adversity intelligence is a person's ability to master all challenges and turn challenges into opportunities like what Stoltz said (Supardi, 2013:

According to Steve Redgrave (2010: 239-240), it is not easy to give up, also called overcoming adversity, "it means pushing heavy objects up steep hills. It means a superhuman will to succeed when circumstances seem hell-bent on sharing you. " Overcoming adversity is like pushing a heavy object over a steep hill, which means that only supermen will pass when circumstances seem harder trying to thwart Soemarno (2010: 128-129) suggests a character-building scheme (character building). As a building, the bottom is the foundation that bears the burden on it. In building character, the foundation is faith and piety. If the foundation is strong, then the building is also secure above it. Three triangles depict this in the form of an operational trapezoid,

#### **5) Job satisfaction**

Most people think that salary or wages are the main factors that can cause job satisfaction. To some extent, this is true, especially in developing countries where money is a critical need to meet a variety of basic daily needs. However, if the community has been able to meet his family's needs, then the salary or wage is not a significant factor. By the level of human motivation expressed by Maslow, then wages or salaries are basic needs. Definition of Job Satisfaction Rivai (2010) defines job satisfaction

as an evaluation that describes a person for his happy or unhappy, satisfied, or unsatisfied attitudes at work. Job satisfaction is the attitude of employees towards their work, work situations,

Richard (2013). Job satisfaction as a general attitude of some particular attitudes from several factors of work, adjustment, and individual relationships outside of work. Based on the definitions above, in general, job satisfaction can be interpreted as the level of an employee's feelings towards his feelings by considering and assessing all aspects of his work, so that arises in him a feeling of pleasure Job satisfaction expressed by Rivai (2010) which defines satisfaction work as an evaluation that describes someone's feelings of attitude that is happy or not happy, satisfied or not satisfied at work. Robbins and Judge (2013) state that job satisfaction is a positive feeling about a job that results from an evaluation of several job characteristics such as the job itself, payment, supervision, work colleagues, and promotion.

## 6) Thinking Framework

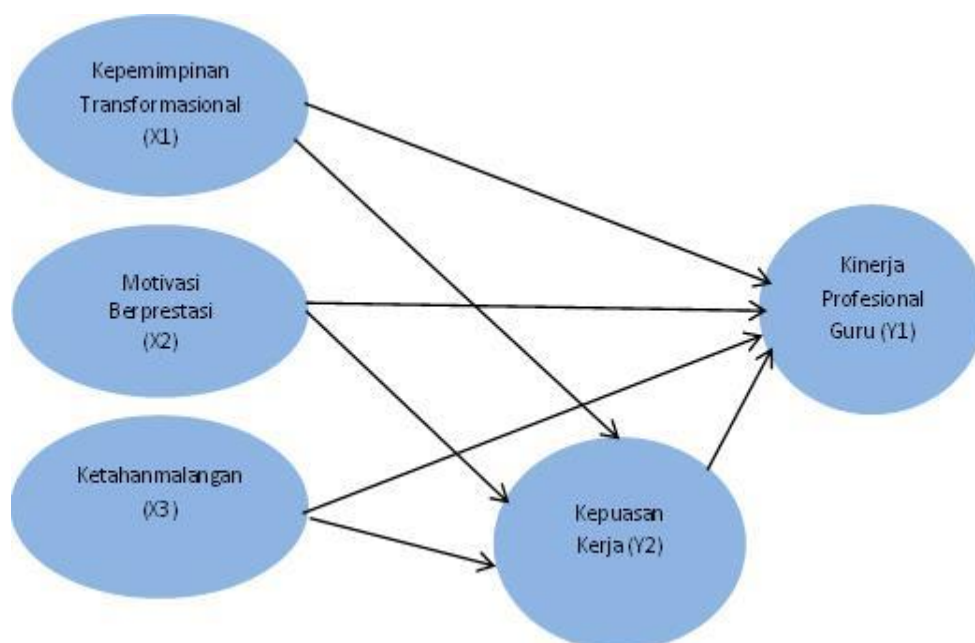


Figure 1. Research Models

## 7) Hypothesis

- Transformational leadership directly disseminates the Performance of Public High School Teachers in Batam City.
- Achievement Motivation directly disseminates the Performance of Public High School Teachers in Batam City.
- Ketahanmalangan directly disseminated the Performance of Public High School Teachers in Batam City.

- d) Job Satisfaction directly disseminates the Performance of Public High School Teachers in Batam City.
- e) Transformational leadership directly disseminates job satisfaction of state high school teachers in Batam City.
- f) Achievement Motivation directly disseminates the Job Satisfaction of Public High School Teachers in Batam City.
- g) Ketahanmalangan directly disseminates the Job Satisfaction of Public High School Teachers in Batam City.

### III. RESEARCH METHODS

#### 1) Type of research

According to Gendro Wiyono (2011: 129), quantitative data is statistical data in the form of figures either directly from the results of research or the results of data processing. Quantitative research focuses on the measurement and analysis of causal relationships between various variables, not the process; the investigation is seen as a value-free framework. (Wibisono, 2017: 10) Research design is a plan and research structure that is made in such a way as to obtain answers to research statements. The plan is a comprehensive program of research. The plan includes the things that researchers do start from making hypotheses and their operational implications to the final data analysis. (Rumengan & Idham, 2015: 134). This research aims to look for influences between exogenous variables, namely Transformational Leadership (X1), Breach Achievement (X2), Resilience (X3), and Job Satisfaction (X4) on endogenous variables namely Teacher Performance (Y). The approach used in this research is a quantitative approach that analyzes data with statistical tools in the form of numbers.

#### 2) Place and time of research

Research carried out at State High School in Batam City. The research was carried out in February 2020 for the survey in July 2020 for the data collection process by distributing questionnaires directly to respondents, then continued with data analysis and in June 2020, to prepare research reports.

#### 3) Population

According to Sangadji and Sopiah (2010: 185), the population is a generalization area consisting of subjects and objects with specific qualities and characteristics determined by researchers to be studied and drawn conclusions. Usman (in Wibisono, 2017: 76) population is all values, both calculation and measurement results, both quantitative and qualitative of specific characteristics regarding a group of objects that are complete and clear. A population is a group of people, events, something that has specific characteristics. If the researcher uses all population elements into research data, it is called a census, if only part of it is called a sample (Rumengan and Idham, 2015: 140). Then the population of this study is the teachers at State High Schools in Batam City. There are 26 public high schools.

#### 4) Sample

According to Sangadji and Sopiah (2010: 186), the sample is part of the number and characteristics possessed by the population. According to I Made Wirartha (2006: 23), the sample is part of the population to be studied and is considered to be able to describe the population. According to Rumengan (2013: 57), the sample is part of the population, or population-representative studied and taken as a source of data and can represent the entire population. The sample is part of the number and characteristics possessed by the population. The technique to get a sample is called the sampling technique. The population is used to determine the sample, what is learned from the sample; the conclusion will be applied to the population. For this reason, samples taken from the population must be truly representative. (Wibisono, 2017:

#### 5) 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 SPSS. There are seven steps that must be done in SEM modeling, namely:

- a) Development of a theory-based model
- b) Making flowcharts (path diagrams)
- c) Convert a flowchart into a series of structural equations
- d) Selection of input matrices and model estimation techniques built
- e) Assess the possibility of identification problems
- f) Evaluate the criteria for the goodness of fit
- g) Model interpretation and modification

### IV. RESEARCH RESULTS AND DISCUSSION

#### a) Evaluation of the Goodness of Fit Criteria Index

**Table 1. The goodness of Fit Criteria Index**

<b>The goodness of Fit Index</b>	<b>Cut of Value</b>	<b>Model Results</b>	<b>Information</b>
<b>Chi-square (<math>\chi^2</math>)</b>	Expected to be small	1199,161	Good
<b>Relative Chi-square (<math>\chi^2 / df</math>)</b>	$\leq 3.00$	4,955	Marginal
<b>Probability</b>	$> 0.05$	0,000	Not good



<b>RMSEA</b>	≤ 0.08	0.170	Not good
<b>GFI</b>	≥ 0.90	0.614	Marginal
<b>AGFI</b>	≥ 0.90	0.522 (+)	Marginal
<b>TLI</b>	≥ 0.94	0.585 (+)	Marginal
<b>CFI</b>	> 0.94	0.636 (+)	Marginal

The causality of Transformational Leadership, Achievement Motivation, Unstoppability, to Teacher Performance with Job Satisfaction as Intervening Variables in Batam City High School

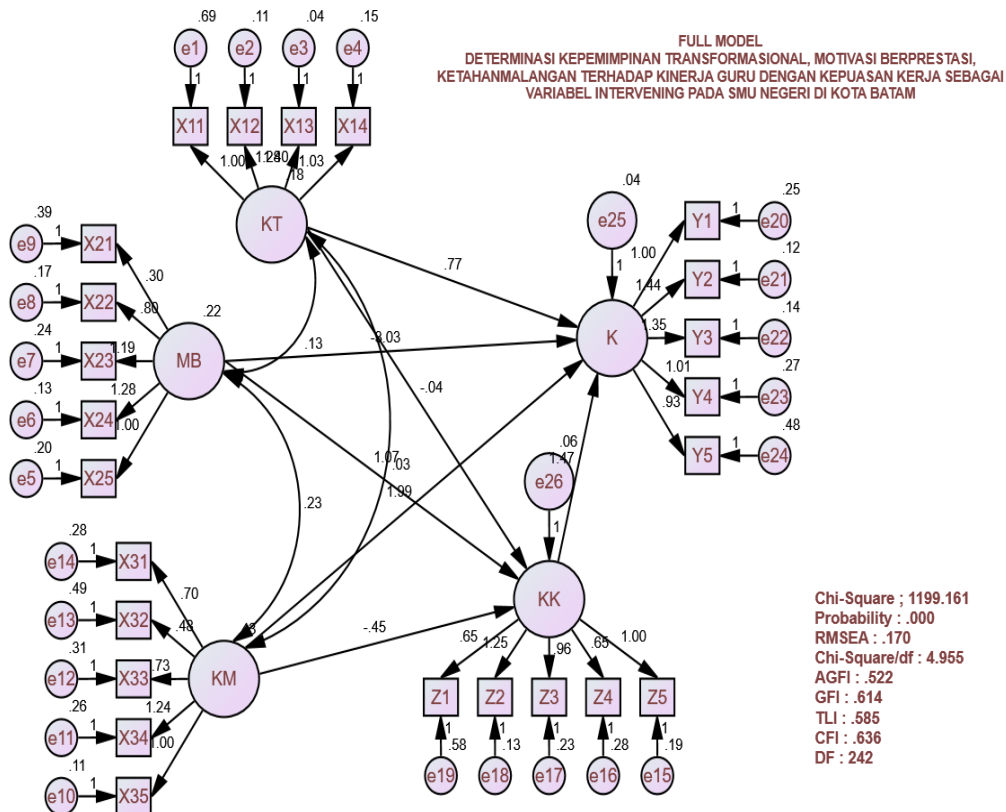


Figure 2 Full Model

**b) Testing the Measurement Model with Lamda Parameters**

The parameter testing carried out was Lamda parameter testing (( $\lambda$ )). This test is intended to determine the validity of each research indicator. For testing, lambda parameters ( $\lambda$ ) used standardized estimates (regression weight) in the form of a loading factor. If the standardized estimate (regression weight) value ( $\lambda > 0.50$ , CR value  $> t$  table = 2,000, and Probability  $< \alpha = 0.05$ , then the loading factor parameter lambda ( $\lambda$ ) the indicator was declared significant (Ferdinand, 2008: 225). This means the indicator is valid. To test these parameters, the following table is displayed, which contains the loading factor or lambda ( $\lambda$ ), CR, Probability (P).

**Table.2. Regression Weight (Lamda)**

			Estimate	SE	CR	P.	Label
X11	<---	KT	1,205	.212	5,327	***	
X12	<---	KT	1,281	.233	5,501	***	
X13	<---	KT	1,405	.250	5,628	***	
X14	<---	KT	1,034	.197	5240	***	
X25	<---	MB	1,138	.137	8,345	***	
X24	<---	MB	1,280	.128	9,995	***	
X23	<---	MB	1,186	.137	8,648	***	
X22	<---	MB	.795	102	7,782	***	
X21	<---	MB	.304	.120	2,529	.011	
X35	<---	KM	1,126	.127	7,638	***	
X34	<---	KM	1,238	.92	13,492	***	
X33	<---	KM	.725	.083	8,751	***	
X32	<---	KM	479	.977	4,917	***	
X31	<---	KM	.700	.078	8,925	***	
Z5	<---	KK	1,286	.144	9,628	***	
Z4	<---	KK	652	.137	4,752	***	
Z3	<---	KK	.956	.147	6,523	***	
Z2	<---	KK	1,246	.157	7,916	***	
Z1	<---	KK	.651	.183	3,552	***	
Y1	<---	K	1,186	.145	8,347	***	
Y2	<---	K	1,442	.112	12,894	***	
Y3	<---	K	1,346	.107	12563	***	
Y4	<---	K	1,009	.100	10,113	***	
Y5	<---	K	.925	.115	8038	***	

In Table.2. It can be seen that all indicators of latent variables have a standardized estimate (regression weight) in the form of a loading factor or lambda ( $\lambda_i$ ) > 0.50, a critical value of CR > 2,000 and have a probability smaller than 0.05 (\*\*\*)). Thus, it can be said that not all indicators of these latent variables are valid or significant. Direct effect hypothesis testing aims to prove the hypotheses of the influence of a variable on other variables directly. If the value of the path coefficient is positive, an increase in the value of a variable is followed by an increase in the value of other variables. If the value of the path coefficient is negative indicates that an increase in a variable is followed by a decrease in the value of other variables. The results of the direct influence can be seen from the Regression Weights table:

**Table.2. Regression Weights**

	Estimate	SE	CR	P.	Label
KK <--- KT	.039	.236	-.165	.869	
KK <--- MB	.73	366	2,930	.003	
KK <--- KM	.450	.184	-2,441	.015	
K <--- KT	.773	604	1,281	.200	
K <--- MB	.628	1,426	-2.124	.034	
K <--- KM	.787	682	2,915	.004	
K <--- KK	.469	.660	2,225	.026	

**Table 3. Squared Multiple Correlations: (Group number 1 - Default model)**

	Estimate
KK	0.671
K	0.898

Squared Multiple Correlation, each value for Work Decision = 0.671 for Performance = 0.898 as shown in Table 4.22 above. According to Ferdinand, (2006: 97) the value of Square Multiple Correlation for the Squared Multiple Correlation variables whose value for Job Satisfaction  $R^2 = 0.671$  is identical to  $R^2$  in SPSS of 0.671, then the magnitude of the effect is the Squared Multiple Correlation value for 100% Job Satisfaction variable  $0.671 \times 100\% = 67.1\%$ . Thus, changes in Job Satisfaction are influenced by Transformational Leadership, Achievement Motivation, and Unfortunate 67.10%, and the rest are influenced by other factors not examined by 32.9%. For Performance  $R^2 = 0.898$ , the effect size =  $0.898 \times 100\% = 89.80\%$ .

**c) Discussion**

**The Direct Effect of Transformational Leadership on Teacher Performance.**

The transformational leadership variable's direct effect on the Performance variable in this study

shows that there is no significant positive direct effect with a P-Values value of  $0.200 < 0.05$ . Transformational leadership as a basis that emphasizes a clear statement of vision and mission, effective use of communication, intellectual stimulation, and personal attention to individual personal problems, in this case, are teachers who are members of the organization. With this emphasis on matters, it is hoped that school principals will be able to improve their teaching staff's performance to develop school quality.

#### **The Direct Effect of Achievement Motivation on Teacher Performance**

The direct effect of the Achievement Motivation variable on the Performance variable in this study shows that there is a significant positive direct effect with a P-Values value of  $0.034 < 0.05$ . Achievement motivation is an essential element as a factor in driving the desire to achieve success and success. Motivation is needed in the life of a teacher; without motivation, life does not have direction and purpose. A teacher feels proud when he has achievements that can be proud of, so the teacher needs the motivation to excel; this is also inseparable from the principal's task to encourage (motivation) to the teacher so that he can work by the direction given.

#### **The Direct Effect of Resilience on Teacher Performance**

The direct effect of the Resilience variable on the Performance variable in this study shows that there is a significant positive direct effect with a P-Values value of  $0.004 < 0.05$ . The resilience of an assessment that measures how a teacher's response in understanding himself in increasing success from all aspects of life and also the attitude of a teacher in dealing with problems and how influential a teacher can continue to survive in a struggle until finally can come out as a winner, back off in the middle road or do not even want to accept the slightest challenge. Research conducted on SMUN teachers in Batam's city perceives that the teacher using the experience of failure to achieve success in working with problems or challenges does not make me go back to achieving the target and make the experience as a lesson and always work hard to make challenges an opportunity.

#### **Direct Effect of Job Satisfaction on Teacher Performance**

The direct effect of the Job Satisfaction variable on the Performance variable in this study shows that there is a significant positive direct effect with a P-Values value of  $0.026 < 0.05$ . High job satisfaction indicates that a school organization has been well managed and effective management. High job satisfaction shows the compatibility between teacher expectations and the rewards provided by the organization. Besides, that is caused by the existence of a sense of job satisfaction is expected that teachers will be more active in doing their tasks and can increase productivity, work performance increases.

#### **The Direct Effect of Transformational Leadership on Job Satisfaction**

The direct effect of the Transformational Leadership variable on the Job Satisfaction variable in this

study shows that there is no significant positive direct effect with a P-Values value of  $0.869 > 0.05$ . Transformational leadership is used as a basis to see the ability of a leader to influence subordinates to achieve targeted goals to do extraordinary things. A leader must be able to influence his subordinates in specific ways to achieve the goals to be achieved. However, the results of research conducted that the instructional leadership does not have a significant effect on teacher job satisfaction shows that job satisfaction with the principal's transformational leadership style perceived by teachers still lacks in inspiration as a symbol of success to make changes, not involving employees in planning activities school, as well as lacking in carrying out tasks consistently, even though it feels hard to carry out. This condition causes low teacher job satisfaction.

#### **Direct Effect of Achievement Motivation on Job Satisfaction.**

The direct effect of the Achievement Motivation variable on the Job Satisfaction variable in this study showed that there was a significant positive direct effect with a P-Values value of  $0.003 < 0.05$ . Motivation can be understood as a business position for success, with the understanding that if the teacher who has a high-achieving motive, if faced with a task that must be done with a forceful situation will show a strong motivation and vice versa if the teacher who has low achievement motivation is faced with an urgent problem, then the teacher is unable to show strong motivation.

#### **Direct Effect of Resilience to Job Satisfaction**

The direct effect of the Resilience variable on the Job Satisfaction variable in this study showed that there was a significant positive direct effect with a P-Values value of  $0.015 < 0.05$ . Endurance is a manifestation of a teacher's success in dealing with significant changes, difficulties, or risks, especially to survive rather than improve it. A teacher who has endurance has an optimistic personality, beliefs, and positive emotions. Resilience is an inner strength that motivates us to move forward. Research conducted at SMUN teachers in Batam City shows that the inability of teachers to see problems or challenges does not make teachers retreat to achieve their targets, meaning that teachers can control themselves in facing challenges from within and from outside because their experiences make them into lessons and always work hard to make challenges be an opportunity. These efforts illustrate that the problems faced are not easy to give up and have strong self-control that raises the belief for teachers that the organization (school) provides hope of causing satisfaction to carry out the work. These results support research conducted by Ni Kadek Novalia Citra Dewi, Made Subudi (2015), proving that resilience has a significant effect on job satisfaction.

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