

Effect of Work Motivation, Work Stress and Job Satisfaction on Teacher Performance at Senior High School (SMA) Throughout The State Central Tapanuli, Sumatera

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Abstract: *This study aims to 1) Determine the influence of the variables of work motivation, job stress and job satisfaction on the performance of a senior high school teacher SMA throughout Central Tapanuli, 2) determine the theoretical model that can describe a causal relationship between the latent variables that determine the performance of teachers. The study was conducted at the Senior High School (SMA) State in Central Tapanuli involving 230 teachers as respondents. Teacher performance data, work motivation, work stress and job satisfaction captured using a multiple-choice questionnaire. Research instrument first tested, ie to test the validity of the correlation product moment and to test the reliability of Cronbach Alfa formula. Data analysis technique is done in two stages, namely descriptive and inferential. Test requirements include the analysis of test data normality and linearity test data. Data normality test each variable using Lilliefors technique, linearity regression test between variables was performed using the F test statistic. To test the hypothesis used path analysis. The results showed 1) the performance of high school teachers in the State Central Tapanuli in general tend to be in the category of pretty, work motivation in general tend to be in the high category, work stress in general tend to be in enough categories and job satisfaction in general tend to be at less category. 2) work motivation positive direct effect on job satisfaction of teachers high schools in the district of Central Tapanuli ($\rho_{13} = 0.22$). 3) negative direct effect of work stress on job satisfaction of teachers high schools in the district of Central Tapanuli ($\rho_{23} = 0.133$). 4) work motivation positive direct impact on teacher performance high schools in Central Tapanuli ($\rho_{14} = 0.253$). 5) the negative effect of work stress on teacher performance SMA Central Tapanuli district ($\rho_{24} = 0.134$). 6) job satisfaction positive effect on teacher performance high schools in Central Tapanuli ($\rho_{34} = 0.412$). Based on the results of research by testing the hypothesis that received the fifth hypothesis proposed research has found a fixed model or theoretical model that describes the structure of the relationship between variables work motivation, work stress, job satisfaction, and performance of a high school teacher. Based on the research results, the performance can be improved when teachers work motivation and job satisfaction improved. For the senior high school teachers throughout the State Central Tapanuli need to evaluate themselves on work motivation, job stress and job satisfaction perceived, so as to improve its performance.*

Keywords: *work motivation, work stress, job satisfaction and teacher performance.*

I. Background

Education covers the entire process of life and all forms of individual interaction with the environment, whether formal, non-formal or informal, up to a certain level of maturity. In a limited scope, education is defined as the process of teaching and learning interactions in formal form known as teaching. Along with the current pace of reform in education reform efforts and devices education in Indonesia continues to be, the result appears some rules for complementary education and improvement of regulations that are no longer relevant to current needs. This can be seen with the enactment of Law No. 20 of 2003 on the National Education System (Education).

In connection with the performance of teachers, Usman (2005: 10) describes that there are some indicators that can be seen from the role of teachers improve their skills in the teaching-learning process. The performance indicators are: 1) The ability to plan learning. Traffic include: Mastering the outlines of the provision of education, Customizing the subject matter analysis, Develop semester program, arrange programs or learning, 2) The ability to carry out activities of teaching and learning these skills include: pre-instructional phase, instructional phase, evaluation and follow-up phase, 3) The ability to evaluate. These capabilities include: normative evaluation, formative evaluation, report the results of the evaluation, improvement and enrichment programs.

Data obtained from the Department of Education Central Tapanuli number of Senior High School (SMA) State in Central Tapanuli district as many as 13 units located very varied, there are in urban and rural areas, the number of teachers as many as 471 people. The results of observations conducted by researchers for

several senior high schools in Central Tapanuli shows that most teachers still believe that the learning plan is not important, just as any administrative requirements as a teaching statement at any time if there are checks. The teachers consider teaching is a routine job that does not need to be planned. This issue is a classic problem in the world of education where teachers do not have time to make lesson planning. Various attempts have been made by the government to improve the performance of teachers, ranging from improvements in teacher salaries, incentives, training, even through a certification program, provide motivation, conduct supervision, provides an excellent opportunity to grow in their career, good leadership style and efforts other relevant. But in fact the teacher's performance is still far from what is expected by society.

Various studies presented in organizational behavior (OB) puts the performance outcomes of organizational behavior as well as a variety of other variables such as job satisfaction, effectiveness, and so on. Colquitt (2009: 8) in the integrative model states that performance is affected by the mechanism of the individual (individual mechanism) that consist of job satisfaction, stress, motivation, honesty, fairness, and ethics (trust, justice and ethics) , and learning and decision-making. Robbins (2008: 113) argues that, "job satisfaction impact on employee performance, matters relating, among others: 1) satisfaction and productivity 2) Satisfaction and absence 3) satisfaction and resignation. Armstrong and Baron (2005: 9), "the performance of individuals affected by: personal factors (skills, confidence, motivation and commitment), factors of leadership (quality manager / leader of the group in providing encouragement, guidance and support), team factors (quality support co-workers), systemic factors (work systems and facilities provided by the organization), and situational factors (changes and pressures of the internal and external environment ". When compared Colquitt opinion, Le Pine, Wesson by Robbin , seemed a little similar namely job satisfaction directly influence the performance.

But on the other hand there are also some differences in terms of intermediate variables and variables that directly affect performance. A highly significant difference noted by Luthan (2006: 575), that the performance affects job satisfaction. Kirkcaldi (2000: 443) describes, that other factors need to be considered in order to create job satisfaction and improved performance of teachers is work stress of teacher. High stress levels or even low-level but persistent, can lead to a decrease in employee performance and therefore requires action from management

According to the Path-Goal theory models, which describe Gibson (2009: 327), "job satisfaction in addition to the performance is essential outcomes influenced by perception and employees motivation. Both of these are also influenced by various factors, including: the behavior or style of leadership, subordinate characteristics, and environmental factors. Aside from work stress, satisfaction and ability, other factors that affect the teacher's performance is motivation. Colquitt said, "motivation has a strong positive effect on job performance and by Colquitt in integrative of models of OB, work stress and work motivation occupy the same position, ie the individual mechanisms.

Therefore, this study tries to build a performance model derived from models that have been discussed. Variable in this study included the work motivation, work stress, job satisfaction and performance. Therefore, to test the variables in performance model, empirical study conducted at SMA throughout Central Tapanuli. With a population of all teachers of existing Civil Servants at SMA intended.

II. Literature Review

1. Teacher Performance

Colquitt, Lloyd I. Byars, and achievement. According Colquitt et al (2009: 37), "Job performance is formally defined as the value of the set of employee behaviors that contribute, either positively or negatively, to organizational goal accomplishment," that is the value of a set of employee behaviors that contribute positively or negatively to achieve organizational goals. Further stated that, "This definition of job performance includes behaviors that are within the control of employees, but it places a boundary on the which behaviors are (and are not) relevant to job performance," which includes behaviors that are in control of employees, but still within the limits of work behavior (not the outside of it) and relevant to the performance.

In contrast to the above opinion, Veithzal Rivai and Ella Jauvani Segala, Gibson, et al., And Hersey & Blanchard, view performance as a function of motivation, and work ability. Veithzal Rivai and Ella Jauvani Segala (2009: 548) describes the performance shown is the actual behavior of each person as the resulting performance by employees in accordance with their role in the company. This is the view that the performance is a manifestation of motivation and ability to work. To complete the task or job someone has a degree of willingness fitting, both internal and external motivation and a certain level of ability in the field. Willingness, both internal and external motivation and skills of a person is not effective enough to do something without a clear understanding of what to do and how to do it.

Gibson et al (2009: 234), also suggests that the performance as an outcome consists of: (1) behavior include: satisfaction, job performance, absenteeism, turnover, accidents misuse, health care, (2) cognitive, and (3) physiological. The same thing was also presented by Mangkunagara, Anwar King, Nawawi, Tika, Sedharmayanti, Wibowo, view performance as a form of a set of results obtained during a given period, is not

related to the nature, personal characteristics, competencies, they should put forward a clear difference between the measurement and performance measurement.

Associated with the organization of education as a formal institution, understanding and views on the performance of the teachers have been very diverse, ranging from parents, school committees, community, scientists and others. According to Sanjaya (2006: 13-14), the performance of teachers related to the task of planning, learning process and assessment of student learning outcomes. As a planner, then the teacher should be able to design appropriate learning conditions in the field, as the manager the teacher should be able to create a climate conducive learning so that students can learn with well, and as evaluators, the teacher must be able to evaluate process and outcome of student learning.

Suryo Subroto (1988: 19) said the performance of teachers in the learning process is the ability or competence of teachers in creating an atmosphere of educational communication between teachers and learners that includes cognitive terms, effective, and psychomotor an effort to learn something based planning up to the stage of evaluation and follow-up in order to achieve the goal of teaching.

According to Law No. 20 of 2003 educators is a professional person who have task of planning and implementing the learning process, assessing the results of learning, coaching and training, as well as conduct research and service to the community, especially for educators at the college. Furthermore, Law No. 14 of 2005, the teacher's role is as an professional educator with the primary task of educating, teaching, guiding, directing, train, assess, and evaluate students on early childhood education, formal education, basic education, and middle education.

Danielson cited Sergiovanni, et al. (2002: 183-184), describe the performance of teachers in the four domains level of performance, namely: preparation and planning, classroom environment, teaching practices, and professional responsibility. Description of the various theories of teacher performance and indicators mentioned above can be synthesized that is the performance of the teachers in this study is the rate of success in implementing the teacher works well, it is a whole and within a certain time period in order to achieve the objectives in education. This is demonstrated by the ability of teachers in the learning plan, the implementation of active and effective learning, and learning evaluation.

2. Teacher Job Satisfaction

Colquitt, Lepine, and Wesson (2009: 105) stated job satisfaction is defined as a pleasurable emotional state the resulting from the appraisal of one's job or job experiences. According Kreitner and Kinicki (2007: 170), "Job satisfaction is an affective or emotional response toward various Facets of one's job." Similar opinion expressed Robbins and Judge (2007: 40), states that job satisfaction is a positive feeling about one's job the resulting from an evaluation of its characteristics. Beyond Newstrom and Davis (2002: 208), states that job satisfaction is a set of favorable or unfavorable feelings and emotions with the which employees view to review their work.

Various ways shown by a person to express his dissatisfaction in the workplace. According to Robbins (2003) there are four ways of expressing dissatisfaction of work, namely: 1) Exit is leaving the job include iniding another job, 2) Voice which provide suggestions for improvements and discuss the problem with your employer to improve conditions, 3) Neglect that attitude by allowing the situation to get worse as often absent or increasingly often make mistakes, 4) Loyalty that passively wait till the condition becomes better, including defending the company against criticism from outside.

Based on the discussion of the concept of job satisfaction theory, determinants and indicators of job satisfaction above, it can be argued that the job satisfaction of teachers is a statement of hope that raises the achievement of a sense of excitement to the job. On the operational level of job satisfaction is the achievement of a statement of hope that cause feelings of like or dislike the work that is expressed in the form of scores through questionnaires relating to or associated with job dissatisfaction are: behavioral exit, voice, loyalty, and neglect.

3. Work Stress

Colquitt, Lipine and Wesson (2009: 142), provides definitions that, "stress is defined as a psychological response to demands for which there is something at stake and coping with those demands taxes or exceeds a person's capacity or resources. Furthermore, according to McShane /Von Glinow (2007: 79), defines that, "Stress an individual's adaptive response to a situation that is perceived as challenging or threatening to person's well-being". Opinion Slocum/Hellriegel is (2009: 188), "'Job stress is a common and costly problem in the workplace, leaving few workers untouched". Furthermore, they argued that, "Job stress is more strongly associated with health complaints than financial or family problem".

Robert Kreitner Angelo Kinicki (2000: 599), outlines defined, stress is "an adaptive response, mediated by individual characteristics and/or psychological processes, that is a consequence of any external action, situation, or event that places special physical and/ or psychological demands upon a person. Gibson,

Ivancevich, Donnelly, Konopaske (2009: 198), explained that, “stress is an adaptive response, mediated by individual differences, that is a consequence of any action, situation, or event that places special demands on a person”.

Robert N. Lussier outlines (2008: 299), "stress is the body's reaction to environmental demands". Fred C. Lunenburg Allan C. Ornstein (2000: 565), "stress is the physiological and psychological response of an individual to demands, constraints, or opportunities involving uncertainty and important outcomes".

Based on expert opinion on the above, it can be concluded that work stress is a condition that occurs as a result of an adaptive response to external situations that produce deviations from the normal function of a human being, which includes physical deviation (physiological), psychological and behavior in members of the organization (behavior).

4. Work Motivation

In the opinion of Colquitt, Lepine, and Wesson, (2009: 178), “Motivation is defined as a set of energetic forces that originates both within outside an employee, initiates work-related effort, and determines its direction intensity, and persistence. Further explained that, “Motivation is critical consideration because job performance is function of two factors: motivation and ability. Then according Siagian Sondra P. (2004: 138), points out that, "Motivation is the driving force that resulted in one member of the organization want and are willing to exert, in the form of expertise or skill, effort and time to organize various activities which they are responsible and fulfill its obligations, in order to achieve the goals and objectives of the organization that has been predetermined".

McShane/Von Glinow (2008: 134) describes, "Motivation refers to the forces within a person that affect the direction intensity, and persistence of voluntary behavior. Motivated employees are willing to exert a particular level of effort (intensity) for a certain amount of time (persistence) toward a particular goal (direction). Motivation is one of the four essential drivers of individual behavior and performance and, consequently is an integral component of employee engagement ". It is a portrait that Motivation refers to the strength in the people who influence the direction, intensity, and persistence behavior of employees. Motivation volunteered to exert a certain level of effort (intensity) to the value specified period of time (persistence) for a specific purpose (direction). Motivation is one of the four essential travel of individual behavior and performance and, consequently, is an integral component of employee engagement.

Furthermore, the definition of teacher work motivation is the willingness and strength both internally and externally in any action or activity directed and diligently in order to achieve the teacher job satisfaction and organizational goals that have been set, with the dimensions and indicators: tenacity, the level of presence, responsibility, achievement, and encouragement to achieve the goals of teachers in the works.

III. Research Methodology

This research is a quantitative research, survey methods research design, the approach path analysis or with another term pattern of causal relationships. According to Ridwan and Engkos (2010:2), "path analysis is used to analyze the pattern of relationships between variables in order to determine the effect of direct and indirect causes of a set of variables (exogenous variables) against a set of causal variables (endogenous variable). The variables to be tested in this study were 1) the variable of work motivation, 2) work stress, 3) job satisfaction and 4) the performance of teacher. This research was conducted at SMA throughout Central Tapanuli. The study population was all high school teachers throughout the State Central Tapanuli totaling 471 people. The samples made with the proportion of stratified random sampling technique. Based on the results of the calculation of the spread of the sample, sample to be taken in this study was 230 people.

IV. Study Result And Discussion

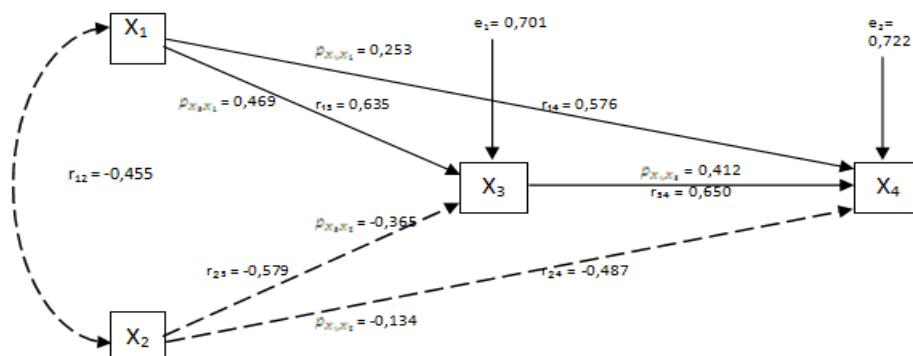


Figure 1: Causal Empirical Relationship Between X_1 , X_2 , and X_3 to X_4

The results of this study indicate that work motivation variable (X_1) have direct effects of 22% to the job satisfaction (X_3). Work motivation is defined as the willingness and strength both internally and externally in any action or activity directed and diligently in order to achieve the satisfaction of individual and organizational goals. It is shown to determine the level of job satisfaction of teachers. Results of research on work motivation supports the view of Gibson, et al (2009: 327), the Path-Goal Model theory outlines that stated job satisfaction besides the performance is an essentially outcome influenced by perception and work motivation of employees.

Unlike in Integrative Model of OB by Colquitt, motivation occupies the same position with job satisfaction, then this is a new breakthrough for this study proves that the work motivation can affect job satisfaction of teachers either directly or indirectly. Therefore, based on these results it can be argued that one way to improve job satisfaction is to increase the motivation to work, the study found that work motivation has positive direct effect on job satisfaction of teachers.

The results of this study also showed that work stress (X_2) has direct effects at 13.32% on job satisfaction (X_3). Work stress in this case is as physical and psychological deviations from normal human condition caused by stimuli from the work environment. The results also proved to be able to determine the level of job satisfaction of teachers. The results of this study support the view Slocum/Hellriegel (2009: 203) that argued: "Job burnout refers to the adverse effect of working conditions under which stressors seem unavoidable and sources of job satisfaction and relief from stress seem unavailable. Robert N. Lussier (2009:229) stated that,"from the organizational point of view, dysfunctional stress results in employee job dissatisfaction, absenteeism, turnover, and lower level of productivity".

Slocum / Hellriegel (2009: 191) describes, "Each person's motivation, attitudes, personality, and abilities influence the degree and nature of work stress experienced and how the individual responds". Then it is also a breakthrough for this research proves that work stress can affect job satisfaction of teachers either directly or indirectly. Therefore, based on these results it can be argued that one way to improve job satisfaction is to reduce the degree of stress of teachers, the study found that there is direct negative effect work stress on job satisfaction of teachers.

The results of this study also showed that variable of work motivation (X_1) gives a direct effect of 6.4% on the performance (X_4). The results of the study about performance support the view of Mangkunagara (2001), Armstrong and Baron (2007), Colquitt in Integrative Model Of OB (2009), Gibson, et al, in the Path-Goal Model theory (2009). In addition to these results was found also that the work motivation (X_1) has indirect effect on the performance (X_4) of 4.889% through job satisfaction variable (X_3). The results of this study also showed that work stress (X_2) gives a direct effect of 1.8% on the performance (X_4). The results of this study of work stress in the model supports the view of Colquitt Integrative Model Of OB (2009), Robbins (2006), Armstrong and Baron (2005), Kirkcaldy, BD, Levine, R., & Shephard, RJ (2000), David and Newstrom (1996). However, in contrast to the views Slocum/Hellriegel, that stated "Each person's motivation, attitudes, personality, and abilities influence the degree and nature of work stress experienced and how the individual responds"(2009). In addition to these results also found that work stress (X_2) indirect effect on the performance (X_4) at 2.02% through job satisfaction (X_3). However Davis and Newstrom (1996) argues that, "in line with the increased stress, achievements tend to go up because of stress helps the individual to direct all resources to meet labor standards, but in particular the theory that increased job stress will degrade the performance of the employee". Thus the findings of this study states that there is the direct negative effect of work stress on teacher performance;

The results of this study also showed that job satisfaction (X_3) have direct effects of 16.97% on the performance (X_4). The results of this study support the view of Colquitt in Integrative Model Of OB (2009), the study found that states "job satisfaction is a direct positive effect on teacher performance" is in accordance with the results of research and theory before.

V. Conclusions And Recommendations

1. Conclusions

The results of this study provide some information that can be summed up as follows:

- a) The job satisfaction of teachers in school districts throughout the State Central Tapanuli affected by teachers' work motivation.
- b) The job satisfaction of teachers in school districts throughout the State Central Tapanuli affected by work stress.
- c) The performance of teachers in school districts throughout the State Central Tapanuli affected by teachers' work motivation.
- d) The performance of teachers in school districts throughout the State Central Tapanuli affected by work stress.

- e) The performance of teachers in school districts throughout the State Central Tapanuli affected by job satisfaction.
- f) Work motivation through job satisfaction of teachers in school districts throughout the State Central Tapanuli has indirect effect on teacher performance.
- g) Work stress through job satisfaction of teachers in school districts throughout the State Central Tapanuli has indirect effect on teacher performance.

2. Suggestions

Based on the above results it is proposed the following suggestions:

1. For the teacher, let:

- a) Always trying to improve work motivation, control stress and reduce the sense of dissatisfaction of work, in order to improve performance.
- b) Continually improve the competence of him/herself in order to carry out the duties and responsibilities properly.
- c) Open to criticism and suggestions from others, included, teacher supervisor, principals, other teachers and students.

2. For principals, let:

- a) More enterprising independently to know in depth the ins and outs of the situation of teachers in relation to the work motivation, work stress and job satisfaction of teachers, because it is closely linked to the success of teachers in the task, so as to create optimal learning conditions, which can achieve the creation of goals instructional.
- b) Often hold a dialogue with the teacher about the difficulties and problems they face and seek input from students about the implementation of the teaching done by teachers.

3. For the Head of Education Department of Education Central Tapanuli, let:

- a) In carrying out upgrading or training for senior high school teachers inclusion of material work motivation, job stress and job satisfaction and performance of teachers so that teachers are better able to recognize his existence.
- b) Provide wider opportunities for teachers to continue his studies to pursue higher education.
- c) More frequent monitoring to schools to determine the learning process carried out by the teacher.
- d) It is expected that further researcher could examine the other factors are thought to affect the performance in order to obtain a more comprehensive picture and complete the contribution of various factors to the success of the work done by teachers.

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