

## **The Effect of Reward System and Achievement Motivation on Work Satisfaction of High School Teachers In Region 3 OKU Selatan**

**Winda Marlina<sup>1</sup>, Bukman Lian<sup>1</sup>, Muhammad Juliansyah Putra<sup>1</sup>**

<sup>1</sup>Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: [Windamarlina18@gmail.com](mailto:Windamarlina18@gmail.com)

**Abstract:** The reward system is something that is of concern to everyone, considering that appreciation means giving something related to work performance. A good reward system can also be part of a person's motivation to excel. For this reason, this study examines the reward system and achievement motivation on job satisfaction felt by teachers. To conduct research in accordance with these rules, the researcher refers to research with quantitative methods. The data obtained through questionnaires and documentation. Data analysis was carried out through simple and multiple linear regression tests, because the data obtained was normally distributed and met the test requirements. The results of the research conducted state that the reward system partially has a significant influence on the job satisfaction of high school teachers in South OKU Rayon 3, as well as achievement motivation which is partially proven to contribute to teacher job satisfaction. The simultaneous testing stated that the reward system and achievement motivation were proven to have a significant influence on the job satisfaction of high school teachers in Rayon 3 OKU Selatan.

**Keywords:** Achievement Motivation, Job Satisfaction, Reward System

### **A. Introduction**

As the spearhead of the implementation of instructional education, teachers are the forefront who have the opportunity to teach students according to the times but still have a strong character. To be able to keep abreast of current developments, teachers as professionals must be able to develop themselves and increase self-motivation. As it is known that educators are declared as professional individuals because it has been regulated in article 1 (1) in Law Number 14 of 2005 concerning Teachers and Lecturers, it is implied that a teacher is a professional educator who has the main task of providing education, teaching, mentoring, directing, even being a trainer, assessor and evaluator of every activity of students at every level of education (Government of the Republic of Indonesia, 2005).

The affirmation regarding teacher professionalism is also regulated in article 1 (3) in the Regulation of the Minister of Education and Culture Number 23 of 2017, it is clearly stated that teachers are professional educators with the main task of providing education, teaching, mentoring, direction, training, assessment, and evaluating

participants students at every level of education (Ministry of Education and Culture, 2017). The description of the professionalism of a teacher based on the rules that apply in Indonesia is a form of appreciation to the teacher so that he is able to carry out his mandate as well as possible.

The emergence of a pandemic, which is defined as a global disease outbreak Utami (2020), has resulted in several countries carrying out lockdowns to break the chain of the spread of the virus. The most felt impact is the closure of schools to break the chain of the spread of the Covid-19 virus, replaced by distance learning using digital technology (Shah, 2020). According to research conducted by (Satriana et al., 2021) for 8 months, namely from August 2020-March 2021, distance learning was not effective for applying to early childhood because the internet network was not stable, the children did not pay enough attention to the teacher, and the children's lack of interest in online learning. In line with the previous opinion (Supono & Tambunan 2021) mentioned again that online learning cannot run optimally for several reasons. Over time, distance learning, which was felt to be less than optimal, made the government issue a decision to open schools in Indonesia.

There are conditions like today, so it is fitting for teachers to foster motivation to continue to excel, starting from themselves. Growing motivation means growing encouragement in oneself to be better and the best. According to Sukirno, (2012), it stated that motivation is the driving force that causes people to do something to the goal they want and to get satisfaction when the goal has been achieved. Uno, (2011) states that the origin of the word motivation is motive, which if defined literally means as a power that is possessed by everyone, especially within himself or through external stimuli so that they have the desire to do something they believe in. According to (Slameto, 2019) explained that motivation is a constant tendency to pay attention and remember some activities that a person is motivated by constantly accompanied by pleasure and from there obtaining satisfaction. In other words, motivation can be said to be the cause of activity and the cause of participation in an activity. This shows that motivation contains elements - psychological elements that cause the emergence of a person's motivation for something activity.

According to Novaria, et al., (2023) Individual happiness is the hope that humans want to achieve during life in the world. Many factors influence the value of happiness, including self-control and feeling useful for others (Syaiful, 2011). 1. Intrinsic motivation is the motivation that becomes active or functional and does not need to be stimulated from the outside, because within each individual there is an impulse to do something. The urge to learn comes from the need, which implies the necessity to be educated and knowledgeable. Thus, instrumental motivation arises based on consciousness with an essential purpose, not merely attributes or ceremonies. 2. Extrinsic Motivation is the opposite of intrinsic. But apart from motivation, rest is also important. According to (Sulistiyani, 2012) sleep quality is the

ability of individuals to be able to stay asleep, not only reach the amount or duration of sleep. Sleep quality indicates an individual's ability to sleep and obtain the amount of rest that suits his needs.

However, in reality the results of observations made by researchers indicated that several things were identified as potential problems at the research location, which were known through preliminary studies as follows:

1. The reward system document has not been socialized thoroughly by leaders to teachers and education staff.
2. The awards have not been given with high objectivity.
3. The achievement motivation of teachers in high school still varies and tends to have clear differences between one school and another.
4. Teacher job satisfaction in carrying out their duties has not been implemented in good work behavior, because there are still teachers who carry out their main tasks and functions only limited to fulfilling obligations and their innovation and creativity have not been seen, which indicates that their job satisfaction is not very good.

A reward system that has not been implemented objectively by the leaders. Therefore, this study is also used as evaluation material for leaders regarding matters that need to be adjusted. As a consideration in the evaluation carried out, a leader must utilize the management of relevant documents or archives (Lian & Putra, 2022).

To make a structured study, it is necessary to formulate a research implementation with a specific focus. Therefore, the narrative title of this study was compiled "The Influence of the reward system and achievement motivation on the job satisfaction of high school teachers in Rayon 3 OKU Selatan".

## **B. Methods**

This research was conducted at a high school which is part of South OKU District 3. The time for conducting this research starts from November to December 2022. A descriptive method with a quantitative type is used in the implementation of this study, with the reason that the implementation of this research will test the hypothesis as a form of proof and answer to the problem formulation. (Sugiyono, 2017) argues about quantitative research as research based on positivism in which it tests or proves an assumption so that its truth can be accepted. Population and Sample Based on the table above, it is clear that there are 135 teachers on duty at SMA in South OKU District 3 with a sample of 50 people

### **Data Collection Techniques**

1. Observation
2. Questionnaire

### 3. Documentation

#### **Instrument Testing**

##### 1. Validity Testing

product moment correlation, as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X) - (\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Information

$r_{xy}$  : The coefficient between variable X and variable Y

X : Score of each item

AND : The sum of the item scores

Then price  $r_{xy}$  it is compared with  $r_{table} \alpha 0.05$ . If the price is  $r_{xy} > r_{table} \alpha 0.05$  then the questionnaire items are valid, if  $r_{xy} \leq r_{table} \alpha 0.05$  then the questionnaire items are not valid. In this test, researchers used statistical analysis assisted by the SPSS program.

##### 2. Reliability Calculation

Measurement reliability Alpha Cronbach formula is used, alternative answers are more available.

$$r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma b^2}{\sigma 1^2} \right]$$

Information :

$r_{11}$  : Reliability Level

k : Number of items

$\sum \sigma b^2$  : Total Variance

$\sigma 1^2$  : Varian Total

Then price  $r_{11}$  or  $r_{count}$  it is compared with  $r_{table} \alpha 0.05$ . If the price is  $r_{11} > r_{table} \alpha 0.05$  then the questionnaire is reliable, if  $r_{xy} \leq r_{table} \alpha 0.05$  then the questionnaire is not reliable. Testing the reliability of this research instrument was carried out with the help of the SPSS program.

#### **Instrument Trial Results**

Instruments that have been prepared by researchers, which then analyzed the validity and reliability of the construct.

#### **Research Instruments**

After trials were carried out through testing the validity and reliability of the instrument, the statement items were obtained which were tested so that they were suitable for use for the research stage in accordance with the grid of questions given with statistical hypotheses which were arranged according to the research hypothesis

## **Data analysis technique**

In testing the prerequisites tested are the normality and heteroscedasticity of the data. If the results of these two components are obtained, then proceed with testing the hypothesis.

1. Prerequisite Test
  - a. Normality test
  - b. Heteroscedasticity Test
  - c. Multicollinearity Test
2. Hypothesis test

Hypothesis testing was held to achieve the objectives of implementing this research. to test partially carried out with the "t" test while simultaneous testing was carried out with the "F" test The use of SPSS was carried out by researchers in the analysis of research data.

## **Hypothesis Testing Criteria**

Testing the hypothesis in this study used a parametric statistical t test to test partially with a significance level of  $\sigma = 0.05$ , if the data is normally distributed.

Thank  $H_0$  : if the value of  $t_{count} \leq t_{table}$  reject  $H_a$

Reject  $H_0$  : if the value of  $t_{count} > t_{table}$  thank  $H_a$

Hypothesis testing uses the parametric statistical F test to test simultaneously with a significance level of  $\sigma = 0.05$ , if the data is normally distributed.

## **C. Results and Discussion**

The assumptions held by researchers are certainly in line with the opinion of experts who say that someone who has satisfaction in carrying out his work tends to do the job better (As'ad, 2015). For this reason, researchers believe that measuring job satisfaction is important to do. To build a complex frame of mind, researchers also involve several other variables that are believed to be able to measure a person's level of job satisfaction.

The focus of the research that has been agreed upon is to further identify potential supports for the research to be carried out, so that the researcher conducts a preliminary study in order to obtain basic information on the object under study. From this initial information, the researcher compiled a research framework in the form of a research proposal to be submitted to the supervisor and to obtain approval for the seminar. Proposal seminars are conducted to present research plans, so that input or suggestions can be obtained from other lecturers in order to strengthen research positions. Through the proposal seminar, researchers also received reinforcement

about the importance of research being carried out with a note that the objectivity of the research process must remain a priority.

The research plan, which has been approved through a proposal seminar, is a supporting basis for carrying out field research. Based on this agreement, the researchers also coordinated the research administrative process.

The permits obtained from the South Sumatra Provincial Education Office confirmed the position of researchers to explore research variables. Therefore, the researchers coordinated with several school leaders who were in Rayon 3 OKU Selatan to carry out field research in order to obtain the required data. The process of field research is carried out by researchers during several meetings, this aims to explore more broadly regarding matters that are research priorities. After the data obtained is believed to have fulfilled the elements of the research, the researcher also prepares a research report to be disseminated in order to account for each stage of the research.

The analysis process carried out in the research data reporting stage was carried out by researchers quantitatively, while the information was then processed to produce meaningful data. The stages of data analysis used are parametric statistics with the help of the SPSS program.

### **Description of Research Data**

In accordance with the explanation that has been made in the description of the research implementation, this research was conducted on three main variables or research focus, namely regarding the reward system, achievement motivation and job satisfaction. In each of these variables, data is obtained that needs to be described so that it becomes useful information. So that each variable has useful information, it is presented systematically as contained in the tables and diagrams that have been prepared. First, it describes the frequency of data obtained by researchers related to the perceptions of teachers regarding the reward system that takes place in the school where they work.

The frequency of the achievement of the value regarding the intended reward system has been analyzed so that it can be concluded that the highest score achieved by the respondent is related to the reward system that applies in schools, which is 85.93 and is included in the category of reward systems that work very well. The highest score was only obtained by one person or 2% of the total research respondents. Regarding the lowest score achieved by respondents regarding the reward system, which is equal to 74.81 and is included in the reward system category, it applies well. It's the same as the highest score, even the lowest score was only achieved by one person or 2%.

The researcher also confirmed that the score was achieved for all respondents. In its implementation, there are two groups of schools which should also be analyzed having an average of above 75%. The comparison between the two groups showed that the score achieved by the respondent group at SMA N 1 Runjung Agung was 80.87 while at SMA N 1 Buay Runjung was 79.12. The scores of both are included in the same category, namely stating that the reward system has been running well and in accordance with applicable regulations.

In addition to the reward system, the researcher also described the results of the data analysis carried out related to the achievement motivation variable. The result of the analysis was that the highest achievement score obtained by the respondents was related to achievement motivation, which was equal to 86.15 and included in the category of very good or very high achievement motivation. The highest score was only obtained by one person or 2% of the total research respondents. Regarding the lowest score achieved by respondents regarding achievement motivation, which is equal to 73.85 and is included in the category of good or high achievement motivation. It's the same as the highest score, even the lowest score was only achieved by one person or 2%.

The score achieved by the respondent group at SMA N 1 Runjung Agung was 80.53 while at SMA N 1 Buay Runjung it was 79.60. The value of both is included in the same category which states that achievement motivation is good or high.

In addition to the achievement motivation, the researcher also described the results of the data analysis carried out related to job satisfaction variables. After conducting a review related to the results of the analysis, the highest score obtained by respondents was related to job satisfaction, namely 88.80 and included in the category of very good or very satisfied job satisfaction. The highest score was only obtained by one person or 2% of the total research respondents. Regarding the lowest score achieved by respondents regarding job satisfaction, which is equal to 74.40 and is included in the good or satisfied category. It's the same as the highest score, even the lowest score was only achieved by one person or 2%.

The comparison of the two groups of respondents is very clear because the two groups of respondents have reached the same value category, that is, they are satisfied in carrying out their work as an educator who organizes learning in a professional manner.

In the achievement motivation variable, the highest and lowest scores differ only by 1.23. This difference was still considered insignificant because the two groups of respondents were also categorized as having good or high achievement motivation. The same thing is also found in the variable of job satisfaction, the difference between the two is only 0.96 which is stated to be insignificant, because the two groups of

respondents also belong to the same category, namely having good job satisfaction in carrying out their work.

Based on the results of the analysis carried out, it is described that in the reward system variable there is a range of distance between the highest and lowest values, namely 11.12, so that the average value achieved is 80.134. For the achievement motivation variable, the distance between the highest and lowest scores is 12.30 with an average value of 80.138. As for the job satisfaction of the respondents, it is known that the distance between the highest score and the lowest score is 14.40 with an average achievement of job satisfaction of 80.176.

### **Data Analysis Statement Testing**

#### **Normality test**

Job satisfaction variable that obtains a significance value of  $0.560 > 0.05$ ; so that the job satisfaction data is declared to have normal distribution.

#### **Heteroscedasticity Test**

The results of the tests carried out on the research data are in accordance with the criteria for determining whether or not there are symptoms of heteroscedasticity as an affirmation that the existing data clearly does not occur symptoms of heteroscedasticity or symptoms that bias the data.

#### **Multicollinearity Test**

The results of the test obtained were a tolerance value of  $0.682 > 0.10$  as a condition for not having multicollinearity symptoms.

#### **Hypothesis test**

After reviewing the results of the prerequisite test, hypothesis testing can be carried out by referring to parametric statistical analysis.

#### **Hypothesis test**

The hypothesis tested first is a partial hypothesis which means testing one independent variable on the dependent variable. The hypothesis being tested is as follows.

The stages in the test first tested the correlation between the two variables. Based on the results of the moment product correlation analysis that has been carried out as shown in the table above, it is known that the value of  $r_{\text{count}}$  obtained by  $0.411 > r_{\text{table}}$

for  $dk\ 50-2 = 0.2787$ . Therefore it is proven that the reward system has a significant relationship with job satisfaction.

The results of the regression test of the reward system on job satisfaction Based on the results of the simple linear regression analysis that has been carried out as shown in the table above, it can be seen that the value of  $t_{count}$  of 3.124.  $t$  value<sub>count</sub> is the result of regression testing to answer or prove statistical hypotheses, related to acceptance or rejection. Referring to the test results, it is stated that the statistical hypothesis for this test is rejected, because the value of  $t_{table}$  is 2.009. It means  $t_{count} 3,124 > t_{table} 2.009$  means that the alternative hypothesis is accepted and the statistical hypothesis is rejected, so it is stated that the reward system variable has a significant effect on high school teacher job satisfaction in Rayon 3 OKU Selatan.

Every research finding that becomes data is then processed or analyzed so that it becomes meaningful information, that's why the discussion process is carried out systematically in accordance with the formulation of the research problem.

### **Effect of Reward System on Job Satisfaction**

Respondents related to the reward system that applies in schools, namely 85.93 and are included in the category of reward systems that work very well. The lowest score achieved by the respondent regarding the reward system is 74.81 and it is included in the reward system category. The highest and lowest scores were obtained by only one person or 2% of the total research respondents. The highest score achieved by respondents in the implementation of this research was at a value of 80.00 as many as 8 people or 16 of the total respondents studied.

Henceforth, we will examine the relationship that is built between the two variables

---

$H_1 :$	$H_0 :$	There is no significant effect of the reward system on the job satisfaction of high school teachers in Rayon 3 OKU Selatan.
	$H_a :$	There is a significant effect of the reward system on the job satisfaction of high school teachers in Rayon 3 OKU Selatan.

---

Through product moment correlation analysis, the  $r_{count}$  value is  $0.411 > r_{table}$  for  $dk\ 50-2 = 0.2787$ . Therefore it is proven that the reward system has a significant relationship with job satisfaction. Likewise in regression testing, a  $t_{count}$  value of 3.124 is obtained. and the  $t_{table}$  value is 2.009. This means that  $t_{count} 3.124 > t_{table} 2.009$  means that the alternative hypothesis is accepted and the statistical hypothesis is rejected, so it is stated that the reward system variable has a significant effect on high school teacher job satisfaction in Rayon 3 OKU Selatan. As an affirmation, it can also be seen from the achieved significance of  $0.003 < 0.05$  so it is clear that rejecting the statistical hypothesis is the right decision.

The reward system has a relationship of 41.1% with job satisfaction because the relationship between the two variables is included in the moderate category. The contribution of the influence of the reward system on job satisfaction is 16.9%. The influence of the reward system on job satisfaction is very low. Through the tests carried out, a regression equation is achieved or formed, namely  $Y = 51.785 + 0.354 X_1$ . This equation means that the teacher's job satisfaction will increase by 0.354 if the  $X_1$  value is positive 1, and vice versa if the  $X_1$  value changes to negative 1 then job satisfaction will decrease by 0.354.

The results achieved from the implementation of this research are in line with several previous studies, as it was revealed that the existence of an objective reward system will build the trust of teachers so that they feel satisfied in carrying out work (Masilawati & Harapan, 2020). If compared to broader research, it is also stated that it is important that the reward system is carried out seriously by management because it is able to optimize the satisfaction felt by employees (Rahmawati & Winarningsih, 2017). Therefore, it is fitting for every leader to carry out an objective reward system.

### **The Effect of Achievement Motivation on Job Satisfaction**

Achievement motivation is a factor that is often analyzed, considering that motivation should be raised by everyone to obtain results for the goals set. Likewise with this study, it was measured quantitatively regarding the achievement motivation of teachers. The highest achievement score obtained by respondents is related to achievement motivation which is equal to 86.15 and is included in the category of very good or very high achievement motivation. The lowest score achieved by respondents regarding achievement motivation was 73.85 and included in the category of good or high achievement motivation. It's the same as the highest score achieved by only one person, the lowest score was only achieved by one person or 2%. Associated with the score most frequently achieved by respondents, namely the value of 78.46, which was obtained by 10 people or 20% of the total research respondents.

The results of the correlation analysis between the variables of achievement motivation and job satisfaction, obtained an  $r_{count}$  value of  $0.361 > r_{table}$  for  $dk\ 50-2 = 0.2787$ . Therefore it is proven that achievement motivation has a significant relationship with job satisfaction. Then, the tests carried out continuously stated that the  $t_{count}$  value was 2.684 and the  $t_{table}$  value was 2.009. This means that  $t_{count}\ 2.684 > t_{table}\ 2.009$  means that the alternative hypothesis is accepted and the statistical hypothesis is rejected, so it is stated that the achievement motivation variable has a significant influence on the job satisfaction of high school teachers in Rayon 3 OKU Selatan. Confirmation of the statement of acceptance of the alternative hypothesis in accordance with the significance obtained  $0.010 < 0.05$ ; so it is clear that the rejection of the statistical hypothesis is the right decision.

The relationship that is built between the variables of achievement motivation and job satisfaction is 36.1%. The relationship between the two variables is included in the low category. The contribution of the influence given by the achievement motivation variable on job satisfaction is 13.1%. The influence contribution given by achievement motivation on job satisfaction is very low. Through the test results of the data obtained, then henceforth job satisfaction can be predicted by taking into account the equations compiled, especially related to achievement motivation. The intended regression equation is  $Y = 47.909 + 0.403 X_2$ . This equation means that the value of job satisfaction will change by 0.403 if the value of  $X_2$  experiences a positive adjustment of 1; Likewise, on the contrary, there will be a reduction of 0.403 if there is a decrease or adjustment in the  $X_2$  value of negative 1. Therefore, job satisfaction can be measured properly through this equation.

The results of this study are consistent with previous research, which revealed that in business research it is important for someone to have high achievement motivation. Through this achievement motivation, a person will have a tendency to carry out his work well, which means feeling satisfaction for what he has done (Siswadi, 2017). If we review it again, in several previous studies that are in line with teacher job satisfaction, it can confirm other research. As stated, the achievement motivation possessed by teachers in carrying out their duties has a positive impact on job satisfaction, especially for completing professional work as an educator (Siburian, 2012).

### **The Effect of Reward Systems and Achievement Motivation on Job Satisfaction**

Understanding of the reward system as a variable that is able to contribute positively to optimizing job satisfaction has been proven, as well as achievement motivation which has been proven to be able to optimize teacher job satisfaction. If we refer to the achievements of both partially, then the assumption is that these two variables are able to form a greater sense of satisfaction in carrying out each job. First, it was revealed that job satisfaction, which was measured quantitatively, reached the highest value of 88.80 and was included in the category of very good or very satisfied job satisfaction. The lowest score achieved was 74.40 and included in the good or satisfied category. Each of these values is only achieved by one person or by 2%.

The highest score achieved by respondents related to job satisfaction is at a value of 81.60, achieved by 10 people or 20% of the number of research respondents. To make comparisons between groups of respondents, it was also discussed that the score achieved by the group of respondents at SMA N 1 Runjung Agung was 80.58 while at SMA N 1 Buay Runjung was 79.62. In the achievement scores of the two groups of respondents, there is a difference or difference, it's just that the difference is not so significant because the values of both are included in the same category which states that the teachers feel satisfied in carrying out their work.

In the tests carried out, it was stated that the  $F_{count}$  value was 5.641 and the  $F_{table}$  value was 3.195; meaning that  $F_{count} 5.641 > F_{table} 3.195$  means that the alternative hypothesis is accepted and the statistical hypothesis is rejected, so it is stated that the reward system and achievement motivation variables together have a significant influence on the job satisfaction of high school teachers in Rayon 3 OKU Selatan. The confirmation of this achievement can also be seen in the significance value obtained, which is  $0.006 < 0.05$ , so it is clear that the rejection of the statistical hypothesis is the right decision.

Through various analyzes that have been carried out, the final results of this study form an equation to predict the value of job satisfaction in the future. The regression equation resulting from the analysis of research data is  $Y = 42.21 + 0.262 X_1 + 0.212 X_2$ ; meaning that there will be a change in the value of Y when the value of  $X_1$  or  $X_2$  is adjusted. Just as the value of Y will change by 0.262 if there is a change of positive 1 in  $X_1$  assuming that the value of  $X_2$  is constant or fixed, vice versa there will be a decrease of 0.262 if the change in  $X_1$  is negative 1 assuming  $X_2$  is constant or fixed. The same is true, the value of Y will change by 0.212 if there is a change of positive 1 in  $X_2$  assuming that the value of  $X_1$  is constant or fixed, vice versa there will be a decrease of 0.212 if the change in  $X_2$  is negative 1 assuming  $X_1$  is constant or fixed. The same thing will also happen if the values of  $X_1$  and  $X_2$  change.

#### **D. Conclusion**

1. Based on the results of the research and discussion that have been described, the researchers compiled several things that became the conclusions of the implementation of this research. The conclusions of this study are as follows:
2. The reward system variable has a partially positive and significant effect on the job satisfaction of high school teachers in Rayon 3 OKU Selatan. The relationship between the two variables is 41.1% and is included in the medium category, while the contribution of the effect of the reward system on teacher job satisfaction is 16.9% which is categorized as very low influence.
3. The achievement motivation variable has a positive and partially significant effect on the job satisfaction of high school teachers in Rayon 3 OKU Selatan. The relationship between the two variables is 36.1% which is included in the moderate category, while the contribution of the effect of achievement motivation on teacher job satisfaction is 13.1% which means it is categorized as very low influence.
4. The reward system and achievement motivation variables have a positive and significant influence simultaneously on the job satisfaction of high school teachers in Rayon 3 OKU Selatan. The relationship between variables simultaneously is 44.0% which is included in the moderate category, while the contribution of the effect of the reward system and achievement motivation

together on teacher job satisfaction is 19.4% which is categorized as very low influence.

### **E. Acknowledgment**

We give so much Acknowledgements to all my friends that help me with this project. also to the Chancellor of Universitas PGRI Palembang, Head of Education Management Study Program, Supervisor 1 and Supervisor 2 and comrades in pursuing the Masters of Education at Universitas PGRI Palembang

### **References**

- As'ad, M. (2015). *Industrial and Organizational Psychology*. Jakarta: Universitas Indonesia.
- Lian, B., & Putra, M. (2022). Higher Education Dynamic Archives Management (Case Study of PGRI Palembang University). *JMKSP (Journal of Management, Leadership and Education Supervision)*.
- Masilawati, & Harapan, E. (2020). The Influence of Achievement Motivation and Reward Systems on Teacher Job Satisfaction. *Jurnal Pendidikan Tambusai, Volume 4 Nomor 3*, 1989-1998.
- Ministry of Education and Culture. (2017). *Minister of Education and Culture Regulation Number 23 of 2017 concerning School Days*. Jakarta: Ministry of Education and Culture.
- Novaria, E., Lisdiana, L., Asteriniah, F., Santy, M., & Syafarman, S. (2023). The Influence of the Feeling Dimension and Meaning of Life Dimensions on the Happiness of Individual Teachers in Palembang City. *Jurnal Lentera Pendidikan Pusat Penelitian Lppm Um Metro*, 8(1), 7-13
- Government of the Republic of Indonesia. (2005). *Law Number 14 of 2005 concerning Teachers and Lecturers*. Jakarta: Pemerintah Republik Indonesia.
- Rahmawati, D., & Winarningsih. (2017). The Influence of Work Environmental Conditions and Reward Systems on PT Employee Job Satisfaction. Panca Wana Indonesia. *Jurnal Ilmu dan Riset Manajemen*, Volume 6 (7).
- Satriana, M., Buhari, M. R., Makmun, M., Maghfirah, F., Haryani, W., Wahyuningsih, T., Wardana, H., Sagita, A. D. N., Oktamarina, L., & Bakar, A. A. (2021) . PAUD Teachers' Perceptions of Online Learning: Phenomena during the Covid-19 Pandemic. *Journal of Obsession: Journal of Early Childhood Education*, 6(1), 362-373. <https://doi.org/10.31004/obsession.v6i1.1353>
- Shah, R. H. (2020). Impact of Covid-19 on Education in Indonesia: Schools, Skills, and the Learning Process. *SALAM: Social and Cultural Journal of Syar-I*, 7(5). <https://doi.org/10.15408/sjsbs.v7i5.15314>
- Siburian, P. (2012). The Influence of Interpersonal Communication and Achievement Motivation on Teacher Job Satisfaction at Parulian 2 Medan High School. *Jurnal Generasi Kampus*, Volume 5 (2). 67-81.

- Siswadi, Y. (2017). The Influence of Achievement Motivation and Work Environment on Job Satisfaction at PT. Port Indonesia I (Persero) Belawan Branch. *Jurnal Ilmiah Manajemen dan Bisnis*, Volume 16 (2).
- Slameto, S. (2019). Education reform in the era of society 5.0. *Jurnal Ilmiah Pendidikan TRISALA*, 3(15), 412-419
- Sugiyono. (2017). *Qualitative, Quantitative and R&D Research Methods*. Bandung: Alfabeta.
- Sukirno. (2012). *Sport Psychology and Coaching*. Palembang: Dramata Kreasi Media.
- Sulistiyani, C. (2012). Several Factors Associated with Sleep Quality in Students at the Faculty of Public Health, Diponegoro University, Semarang. *Jurnal Kesehatan Masyarakat Universitas Diponegoro*, vol. 1, no. 2.
- Supono, T., & Tambunan, W. (2021). Readiness to implement health protocols in the Pangudi Mulia elementary school environment, South Jakarta 1. *Journal of Education Management*, 10(02), 57-65.  
<https://doi.org/10.33541/jmp.v10i2.3269>
- Syaiful. (2011). Student Metacognition in Realistic Mathematics Learning in Junior High Schools. *Edumatica*
- Uno, H. B. (2011). *Motivation theory and its measurement*. Jakarta: Bumi Aksara.
- Utami, E. W. (2020). Obstacles and the Role of Parents in Online Learning During the Covid-19 Pandemic. In *Proceedings of the Postgraduate National Seminar (PROSNAMPAS)* 3 (1), 471-479.