

The Influence of Work Motivation and Job Satisfaction on Teacher's Performance

Syafwatul Putra¹, Bukman Lian², Muhammad Kristiawan³

¹Universitas Muhammadiyah Palembang, South Sumatra, Indonesia, ²Univeritas PGRI Palembang, South Sumatra, Indonesia, ³Universitas Bengkulu, Bengkulu, Indonesia

Corresponding author e-mail: hsyafwatulputria@gmail.com

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Abstract: The aim to be achieved in this research is to determine the level of influence of motivation and job satisfaction on teacher's performance and to determine the level of influence of work motivation and job satisfaction on teacher's performance together with teacher teaching performance. This research was conducted at SMP Negeri 12 Palembang, SMP Negeri 25 Palembang, and SMP Negeri 36 Palembang located in Kertapati District, Palembang. This research uses a correlational (cause-and-effect) quantitative research model with a population of 3 schools totaling 151 people and a sample of 60 people. To obtain the data needed in this research, several techniques were used, namely questionnaires, observation, and documentation. Based on the results of the data analysis, the following can be concluded. There is an influence of work motivation on teacher's performance. This means that the higher the teacher's work motivation, the more the teacher's performance will increase. There is an influence of Job Satisfaction on Teacher's performance. This means that the higher the job satisfaction, the higher the teacher's performance will be. There is an influence of work motivation and job satisfaction on teacher's performance. Thus, work motivation and job satisfaction can influence teacher's performance. Work motivation and job satisfaction can influence teacher's performance with a contribution of 80.5% while the remaining 19.5% is explained by factors not examined in this research.

Keywords: Job Satisfaction, Teacher's Performance, Work Motivation

A. Introduction

The findings of Ondima et al. (2015) in Kenya, which state that teacher motivation plays a crucial role in enabling organizational performance, open this article. Which indicate that addressing gender equality, putting policies into place, raising teacher salaries and other benefits in line with economic trends, inflation, and encouraging school principals to boost teacher morale by praising them when they succeed are all crucial policy implications. According to research conducted in Pakistan by Sohail et

al. (2020), there is a good correlation between work motivation and job happiness among employees in the education sector, and there is also a favorable association between work dedication and job satisfaction. More devoted and driven educators will work harder and be happier in their roles. According to research conducted in Peshawar City, Pakistan Inayatullah & Jehangir (2012), there is a strong correlation between teacher motivation and performance.

The equation of the multiple linear regression line is $Y = 0.182X_1 + 0.283X_2 + e$; Y (teacher's performance), X1 (motivation), and X2 (work satisfaction), according to the research results (Rahayu, 2014). These findings suggest that job happiness and motivation have an impact on teachers' performance at SMP Negeri 5 Magelang. The influence of X1 on Y in the SPSS output is 0.643, with a partial relationship value of 12.1% at a significance level of 0.035. This indicates that teachers perform better when they are more motivated and satisfied with their jobs. Ahmadiansah (2016) also discovered that job satisfaction and work motivation had a significant impact on performance. This study used a sample size of 52 instructors from Muhammadiyah SMK in Salatiga City to evaluate the impact of motivation and job satisfaction on teachers. According to data analysis, there is a substantial ($p < 0.05$) relationship between motivation job satisfaction, and teacher's performance at SMK Muhammadiyah Salatiga. Value 6,378 with a 20.7% effective contribution.

Performance is the action taken to carry out and finish duties and responsibilities in line with the predetermined objectives and standards. As an accumulation of knowledge, abilities, values, and attitudes, a person's performance is demonstrated by his looks, actions, and professional accomplishments, Mulyasa (2013) The way that instructors seem, behave, and accomplish their work is a reflection of their prior knowledge, abilities, values, and attitudes. This is known as teacher's performance. The competence of a teacher to carry out learning activities at school and be accountable for the students under his leadership by enhancing students' learning successes is thus defined as teacher's performance (Supardi, 2013).

The ability of a teacher to carry out the duties assigned by the educational establishment, such as using knowledge to raise student learning attainment, is referred to as teacher's performance. Consequently, it is possible to understand teacher's performance as a state that demonstrates an educator's capacity to carry out his or her responsibilities at school and characterizes the behaviors that the instructor exhibits when conducting instructional activities. Teacher's performance is influenced by a variety of factors, such as job happiness and motivation at work.

According to Uno & Nina (2016), "A motive is the reintegration by a cue of a change in an affective situation, which means that a motive is an implication of the results that have been learned (reintegration) marked by a change in the affective situation". In this context, there are two types of motivation: external and internal.

The supply of a driving force that arouses excitement for someone's work, so encouraging them to collaborate, work efficiently, and be integrated with all of their efforts to attain fulfillment, is, therefore, defined by (Hasibuan, 2008) as motivation.

Anoraga (2009) defines teacher job motivation as something that inspires zeal or encourages one to work hard. Thus, encouragement to perform something evident from both the internal and exterior dimensions comes from both the outside and the inside, claims Uno & Nina (2016) about teacher work motivation. This description leads to the conclusion that job motivation for teachers is a developing and growing encouragement.

The professionalism of school administrators, who are in charge of carrying out the obligations of their organization, is necessary for the process of boosting teacher work motivation in schools. A teacher who engages in instruction because they have a deeper purpose. Motivation from both internal and external sources is necessary for teachers to complete their tasks as educators in the classroom. Instructors who are highly motivated to teach exhibit intense sincerity and determination in completing duties; they also strive to enhance their skills so that they may consistently provide better instruction and fulfill their moral obligation. The desire to perform at the highest level while completing a task or fulfilling obligations is known as motivation. Teachers who have high motivation will always work to the maximum, obey the organization's regulations try to show the best for their organization, and have great responsibility for their duties. High motivation will also encourage teachers to develop creativity and actualize all the abilities and energy they have to achieve maximum performance.

As per Sinollah (2010), the degree of leadership exhibited by those assigned to an organization plays a significant role in determining its overall success or failure. Job happiness is another aspect that might affect performance in addition to work drive. Job satisfaction, in the words of Kreitner & Kinicki (2003), is an efficacious or affective reaction to several facets of work. Handoko (2001) defines job satisfaction as an employee's emotional state—whether they find their employment enjoyable or unpleasant—about their job. Work satisfaction is a good indicator of how someone feels about their work.

The achievement of educational objectives is largely dependent on the morale, productivity, and discipline of teachers, all of which are influenced by job satisfaction. Accordingly, teacher's job satisfaction refers to the teacher's perception of how joyful their work is about their expectations and the benefits offered by the school. It is clear from all of the previous arguments that motivation develops internally in individuals and can be influenced by outside forces. Elevated levels of job satisfaction indicate that an organization is well-managed. In essence, a person experiencing job satisfaction will feel satisfied at work and will complete tasks

assigned to them promptly, using creativity, innovation, and effectiveness. Teacher's performance is the performance or performance carried out by the teacher in carrying out his duties as an educator, and the quality of the teacher will greatly determine the quality of educational outcomes because the teacher is the party who has the most direct contact with students in the learning process.

From the presentation of the results of the latest research findings, according to researchers, the influence of work motivation and job satisfaction on teacher's performance at SMP Negeri in Kertapati District, Palembang, is important to study. It is hoped that the results of this research can contribute to all teaching staff so that they always have motivation and satisfaction at work to achieve teacher teaching performance. The better the work motivation and job satisfaction, the better the teacher's performance.

B. Methods

The research was conducted at SMP Negeri, Kertapati Palembang District, at SMP Negeri 12 Palembang, SMP Negeri 25 Palembang, and SMP Negeri 36 Palembang in Kertapati District, Palembang. The research on the Influence of Work Motivation and Job Satisfaction on Teacher's performance in SMP Negeri in Kertapati Subdistrict, Palembang, which will be carried out is a correlational (cause-and-effect) type of quantitative research. According to Sukardi (2013) correlation research is research that involves collecting data to determine whether there is a relationship and the level of relationship between two or more variables.

The population of this research is the Kertapati Palembang District SMP Negeri, which consists of 3 schools, namely SMP Negeri 12 Palembang, SMP Negeri 25 Palembang, and SMP Negeri 36 Palembang. So the respondents in this study were 60 teachers who taught at the Kertapati Palembang District SMP Negeri for the 2019/2020 academic year. To obtain the data needed in this research, several techniques were used, namely questionnaires, observation, and documentation. According to Sugiyono (2016) a questionnaire is a data collection technique that is carried out by giving a set of questions and written statements to respondents for them to answer. Meanwhile, observation is a technique or way of collecting data by observing ongoing activities (Sukmadinata, 2013).

C. Results and Discussion

1. Effect of Work Motivation (X_1) on Teacher's performance (Y)

Based on the research results, it is known that there is an influence of work motivation (X_1) on teacher's performance (Y). This is proven by the t-count value of work motivation (2.968) > t-table (1.67155) and the t-sig value of work motivation

(0.007) <(0.05). These results support the proposed hypothesis, namely that there is an influence of work motivation on teacher's performance. According to the results of calculations based on the regression equation (coefficient), it can be explained that if the coefficient value of the work motivation variable (X1) increases by 1 score unit, then Teacher's performance (Y) will increase by 0.430.

The conclusions of this study agree with those of Ardiana (2017) study. The study's findings indicate that 103.459 is the regression coefficient (b0). This indicates that supposing other variables stay constant, the accounting teacher's performance will be 103,459 units if there is no growth in the work incentive variable (constant). Put another way, accounting professors perform at 3.459 when they lack desire for their jobs. In addition, 0.406 is the regression coefficient (b1). This indicates that, if all other factors stay the same, an increase of one unit in the work motivation variable will result in a 0.406 unit improvement in the accounting teacher's performance. The amount of variation in work motivation (X) that can be explained by the accounting teacher's performance variable (Y) is 0.806 (R Square) or 80.6%, while other things that also influence the performance of accounting teachers include school infrastructure, and work environment amounted to 19.4%.

X to Y has a diversity of 80.6%, or 0.806 (R Square). This demonstrates that the performance of accounting teachers at Madiun City's vocational schools is significantly and favorably impacted by job motivation (X) (Y). The remaining 19.4%, however, was impacted by factors unrelated to work motivation. Consequently, in comparison to other independent variables, teacher motivation should be given the utmost consideration. The research's independent variable, work motivation, has a major impact on raising the performance of accounting teachers in vocational schools in Madiun City. This is due to the growing sense of responsibility and understanding of the purpose or meaning of the work that has been undertaken so far so that the performance of accounting teachers is increasing in Madiun City SMK. Even without work motivation, the performance of accounting teachers at vocational schools in Madiun City is good. This can be seen in the regression coefficient value for the constant variable of 103.459.

Moreover Riyadi (2017) conducted a study on how work motivation affects Radhatul Atfal teachers' performance in Pekalongan City. As the work motivation variable has a positive influence on performance, the hypothesis that work motivation has a positive and significant influence on teacher's performance can be accepted and shown to be true. This means that when work motivation increases in RAs in Pekalongan City, teacher's performance will also increase. Motivation may fundamentally come from two sources: it can come from the inside, or what is commonly referred to as internal motivation, or it can come from the outside, or what is also known as external motivation. These motivational elements may influence a teacher favorably or unfavorably. The task itself, advancement,

responsibility, acknowledgment, achievement, and growth potential are all considered motivator variables in Herzberg's theory of motivation.

Employees must perform better if they are highly motivated to reach their objectives. Boosting worker productivity will boost corporate productivity as well. Consequently, raising employee motivation will enhance performance on an individual, group, and organizational level, enabling them to meet established corporate goals. According to Kreitnen and Kinicki (2009) in (Riyadi, 2017) motivation is a psychological process that creates and leads behavior toward reaching goals or goal-directed behavior. If managers, in this case principals, want to be successful in motivating teachers to work toward meeting organizational goals, they must have a solid understanding of psychological processes.

A teacher is a person who, as part of their job, can inspire and nurture students' motivation for the learning process in an environment where each student is unique. This includes differences in interests, skills, needs, abilities, social backgrounds, and concepts being studied. Reaching learning objectives is significantly influenced by the teacher's motivation. Curiosity and self-assurance in pupils' skills are two factors that contribute to good learning motivation. Since all students are naturally curious, teachers can encourage their interest by posing unconventional questions or assigning difficult homework that is supported by assurances that students can complete it.

Then Wihartuti et al. (2017) researched the influence of work motivation and school principal leadership on the performance of SMP Negeri teachers in Pemalang Regency. The SPSS calculation results obtained a calculated F value = 57.334 with an F significance of 0.000. By using a significance level of 5%, the table value with $df_1 = 2$ and $df_2 = n - k = 111 - 2 = 109$ results in an F-table of 3.09. This means that $F\text{-count} > F\text{-table}$ or significance level $\alpha < 0.05$. Because $F\text{-count} > F\text{-table}$ or the significance level $\alpha < 0.05$, it is stated that H_0 is rejected and H_a is accepted. The results of simple linear regression analysis calculations obtained the regression line equation: $Y = 103.622 + 0.624 X$. Based on the value of $t\text{-count} (7.572) > t\text{-table} (1.660)$ with a significance of $t (0.000) < 0.05$. Therefore, the null hypothesis which reads H_0 , is rejected and H_a , is accepted. Significance testing obtained a probability score (sig) of 0.000. The magnitude of the probability score causes a significant regression. In the model summary table, a correlation coefficient score of R is obtained of 0.587 with $n=111$, $k=2$, and a significance level (ts) of 5%. In the r table, a critical value of 0.195 is obtained, which means $r\text{-count} > r\text{-table}$ and the adjusted R-square score is 0.339.

Teacher's work motivation is crucial for optimal performance in their duties. SMP Negeri teachers in Pemalang District have high motivation, focusing on internal motivation like encouragement, career progress, recognition, and responsibility, and external motivation like interpersonal relationships, salary, and working conditions.

The highest score was obtained in the question "Is your recognition as a teacher as expected? indicating that teachers are enthusiastic about becoming outstanding teachers. However, the lowest score was found in the question "Are you enthusiastic about becoming an outstanding teacher?". The level of teacher satisfaction, dedication, and effectiveness in carrying out their responsibilities is determined by their work motivation. Teacher motivation at work can be influenced by several things, including intrinsic factors such as expectations, personal satisfaction, and personal needs as well as external elements such as salary, working conditions, and support from the community or leadership.

The findings of this research are also in line with the Arafat (2016) research. This research aims to determine the effect of motivation and job satisfaction on employee performance (case study at CV. Havraco Jaya in Palembang). This research method uses an associative method. The data analysis techniques used are multiple linear regression, determination, and hypothesis testing using the T-test and F-test with the help of the statistical application of the SPSS program. The population and sample in this study amounted to 30 employees, all of whom were employees at CV. Havraco Jaya. Data collection techniques use questionnaires and documentation. Based on the research results, it was found that 1) there is a significant influence of motivation on employee performance, 2) there is a significant influence of job satisfaction on employee performance, 3) there is a significant influence of motivation and job satisfaction together the same for employee performance.

This is confirmed by the opinion Sunarto (2001), that teacher work motivation is a factor that can influence teacher's performance because work motivation is a stimulus that arouses teacher enthusiasm for work. Teacher's performance will be good if there are stimuli that generate motivation, both internal and external motivation. Motivation will lead to positive things if it has an effect on teacher satisfaction and conversely, if it leads to negative things it will have an effect on dissatisfaction. Teachers without job satisfaction cannot be expected to have high commitment to the organization. There is a tendency for teachers to avoid their work, such as not involving themselves in work, not being enthusiastic about teaching, and rejecting organizational policies and values. It may even happen that teachers switch to another job or another organization if a promising opportunity arises.

Siagian (2009) explains that employees have a positive view of their work tasks, and their level of satisfaction is usually high. On the other hand, if employees view their work duties negatively, they will have no satisfaction. The emphasis of this theory is that if the level of employee satisfaction is high, the motivation aspect is important, whereas if there is no satisfaction, the hygiene aspect is prominent. According to this theory, the factors that encourage the motivational aspect are success or achievement, recognition, the nature of the work that is a person's responsibility,

opportunities for advancement, and growth. Meanwhile, hygiene factors include company policy, supervision, working conditions, wages and salaries, relationships with co-workers, personal life, relationships with subordinates, status, and security. Based on the explanation above, teacher's performance is closely related to teacher work motivation. Thus, work motivation is an important element in improving teacher's performance and human resources. In general, motivation is defined as encouragement both from within (intrinsic) and from outside (extrinsic) so that teachers will work hard, sincerely, and thoroughly and are oriented towards the quality of work results. Many experts state that Indonesia's human resources are "lazy" Suwatno & Priansa (2018) in the sense that they lack encouragement to work hard and are less quality-oriented. So the higher a teacher's work motivation, the higher the teacher's performance, and vice versa, if work motivation decreases, the teacher's performance will also decrease.

2. Effect of Job Satisfaction (X2) on Teacher's performance (Y)

Based on the research results, it is known that there is an influence of Job Satisfaction (X2) on teacher's performance (Y). This is proven by the t-count value of Job Satisfaction (3.844) > t-table (1.67155) and the t-sig value of work motivation (0.001) <(0.05). These results support the proposed hypothesis, namely that there is an influence of Job Satisfaction on teacher's performance. According to the calculation results based on the regression equation (coefficient), it can be explained that if the coefficient value of the Job Satisfaction variable (X1) increases by 1 score unit, then Teacher's Performance (Y) will increase by 0.447. This is in line with the research results Agustina et al. (2023) One factor that influences the growth or improvement of teacher's effectiveness is job happiness. As teacher's satisfaction rises, educators will endeavor to advance their field. The analysis's findings indicate a correlation between state elementary school teachers' performance and work satisfaction in West Aceh Regency (t-count = 7.475 and F-count of 55.868).

Next is research Rahmasar & Hastuti (2023), it was concluded that there was a positive influence between job satisfaction on teacher's performance in high school and vocational school. This means that the higher the job satisfaction felt by the teacher, the higher the performance produced by the teacher. Vice versa, the lower the job satisfaction felt by the teacher, the lower the performance produced by the teacher. Teachers who feel fulfilled by the salary they receive, the opportunity to develop, have a supportive boss, benefits, receive appreciation, established policies, good colleagues, work that matches their abilities, and good communication at school will increase the teacher's ability to master learning materials, create creative learning strategies, create learning plans, be able to manage the class well and be responsible for their work.

In a theoretical review, why teacher's job satisfaction has a positive and significant effect on teacher's performance due to the environment that teachers have when teaching. Encouragement to obey school rules and learn discipline is very necessary because discipline creates a spirit of appreciating time, not wasting time passing by in emptiness. Related to this, Wijaya & Rusyan (2000) states that job satisfaction is a person's condition in encouraging the person concerned to do something or not do something. In the regularity of attitudes or regularity of actions. Thus, it is clear that discipline is an obedience or obedience that arises from within the teacher himself to a rule or order that has been determined without any element of compulsion or in other words an effort to rationally control something without anyone forcing him. So, applying discipline is a learning or training process to improve ability or self-control over rules that have been set or previously agreed upon.

Based on the description above, it is clear that job satisfaction is a condition that teachers have when carrying out their duties at school to create a willingness to work so that the desired educational goals can be achieved. Educators or teachers as teachers have the will to carry out various tasks that must be obeyed and completed considering that the work of teachers is dealing directly with students or students, if discipline is not carried out, the students will wander outside the classroom, disturbing other classes who are studying because teaching requires regular activities for a teacher. Discipline arises from within the teacher's soul. There is encouragement to obey school rules and learn to always be disciplined in whatever you do. Being disciplined means respecting time, and not wasting it without bringing benefits.

This is the opinion of Nawawi (2013) who states that job satisfaction is the level of pleasure a person feels regarding their role or work in an organization. The level of individual satisfaction that they receive adequate rewards from various aspects of the work situation of the organization where they work. So job satisfaction concerns the psychology of individuals within the organization, which is caused by the conditions they experience in their environment. Furthermore, Wijaya & Rusyan (2000) stated that job satisfaction is a pleasant or unpleasant emotional state with which employees view their work. Completion time/length is a reflection of a person's feelings towards their work. This can be seen from the positive attitude of employees towards work and everything in their environment.

Thus, it is clear that job satisfaction is an affective or emotional response to various aspects or aspects of a person's work so job satisfaction is not a single concept. A person can be relatively satisfied with one aspect of a job and dissatisfied with one or more other aspects. Job satisfaction is the (positive) attitude of workers towards their work, which arises based on an assessment of the work situation. This assessment can be carried out on one's work, the assessment is carried out as a sense of appreciation for achieving one of the important values in the work. Satisfied teachers

like their work situation more than they dislike it. The better the job satisfaction, the better the teacher's performance.

3. Influence of Work Motivation (X1) and Job Satisfaction (X2) on Teacher's performance (Y)

Based on the research results, it is known that there is an influence of work motivation (X1) and Job Satisfaction (X2) on teacher's performance (Y). This is proven by the value of F-count ($48.522 > F\text{-table } (3.16)$) and the value of Fsig ($0.000 < \alpha (0.05)$). These results support the proposed hypothesis, namely that there is an influence of work motivation and job satisfaction on teacher's performance. The coefficient of determination (Adjust R Square) is 0.805, which means that the influence of the independent variables (work motivation and job satisfaction) on the dependent variable (teacher's performance) is 80.5%, while the remaining 19.5% is influenced by the variables others not examined in this study. Based on the research results, shows that work motivation and job satisfaction have a significant effect on teacher's performance. These results support the proposed hypothesis that work motivation and job satisfaction influence teacher's performance.

The results of this study are in line with research (Dirgantara et al., 2023), it indicates that the impact of work motivation and work performance on a teacher's performance is determined by the regression line's t-statistic, which is around 14.076 with a significance level of 0.001. In comparison to the t-table ($14.076 > 2.021$), the calculated t value is larger, and the significance is smaller, at 0.05 ($0.001 < 0.05$). Based on such results, the hypothesis that states that "motivation has a positive and significant effect on teacher's performance" is accepted. On the other hand, the value of t calculated for the work output variable is 2.089 with a significance level of 0.042. In comparison to the t-table ($2.089 > 2.021$), the calculated t value is larger, and the significant t is smaller than 0.05 ($0.042 < 0.05$).

Further research according to Mursyid et al. (2023) In summary, the research findings indicate that there is a simultaneous influence of both job satisfaction and motivation on teacher's performance in the F test. Specifically, the combined effects of these factors are seen to affect teacher's performance, as indicated by the calculated F value of 37.226 and the sig F value of $0.000 < 0, 05$. In the meantime, the results of the partial t-test indicate that job satisfaction (X2) has no effect on teacher's performance (Y), with a sig t value of $0.211 > 0.05$ and a calculated t value of 1.274, and motivation (X1) has an influence on teacher's performance (Y), with a t value of $0.000 < 0.05$. So, it can be concluded that motivation (X1) and job satisfaction (X2) influence teacher's performance (Y).

The school's success in producing graduates who can compete with other superior schools is one of the school's goals. Achieving this goal requires human resources with quality performance. The realization of quality performance is largely

determined by good and correct management. School management is led by the school principal. School principals as managers and leaders must have the right strategy to empower educational staff so they can work optimally.

According to Mc. Clelland, Edward Murray, Miller, and Gordon W.'s research findings (Mangkunegara, 2005), there is a positive correlation between work performance and achievement and achievement motivation. This implies that strong achievement motivation will be attained by managers, leaders, and workers; on the other hand, poor work motivation will lead to bad performance. Teachers with high levels of job satisfaction in addition to intrinsic and extrinsic motivation will perform better. That job satisfaction is a management implementation to strengthen guidelines that are seen as closely related to performance.

The same thing was also stated Kristiawan & Rahmat (2018) that teachers are an important component in teaching and learning activities. The skills and knowledge in pedagogy, personality, social skills, and professional competencies are referred to as teacher professionalism. To raise the caliber of instruction, educators must be able to cultivate teacher professionalism competencies. Teachers can create a better learning process than the one that was previously used by using the competencies they possess. Many factors contribute to the low quality of education in Indonesia, both technical and non-technical. Teachers are expected to be able to create learning conditions that challenge student creativity and activity, motivate students, and use multimedia, multimethods, and multisources to achieve the expected learning goals. Teachers need to be self-motivated and knowledgeable to provide better services to their pupils by studying new things constantly and improving their teaching abilities. For learning objectives in schools or other educational institutions to evolve by the dynamics of life, innovation in the learning process is often required.

One way to enhance the professionalism of teachers is through the application of innovative learning strategies. By holding learning innovations, we will be able to enhance the quality of prior learning, give others an overview of how innovations are implemented so they can try them out for themselves, and inspire ourselves to keep finding new information and understanding. Increasing the quality of professionalism of educators or teachers will lead to improvements in the quality of education, both process and results. Meanwhile, research results Haryono & Arafat (2017) the research aim to empirically study the full-time faculties of private university's perceptions of the influence of organizational culture and motivation on organizational commitment and its implication on job performance. The research design used a quantitative approach through research instruments.

The unit of analysis in this study was full-time lecturers at private universities in the South Sumatra province. The data were gathered through face-to-face distribution by the researcher. Purposive sampling was used to collect samples for this research.

The total respondents in this study were 245 who were selected from 1,996 faculties of all private universities in the South Sumatera Province. To analyze the proposed hypothesis, this research employed the Structural Equation Model (SEM) operated with Lisrel 8.0. This research indicated that organizational culture and work motivation have a positive effect on organizational commitment. These empirical research findings have also shown the significant positive effect of organizational commitment toward job performance. It is also proven that organizational commitment has taken a mediating role in the influence of organizational culture and work motivation on job performance.

According to Republic of Indonesia Law number 14 of 2005 concerning Teachers and Lecturers, in Chapter 1 Article 1 it is stated that: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, primary education, and secondary education". Additionally, the Yenny (2018) study found that the three variables of competence, motivation, and discipline had a favorable impact on teacher teaching performance, supporting the development of high-quality performance. Teacher's performance is critical because it provides fundamental answers to the queries that students have concerning the caliber of instruction. Feedback from a performance assessment will give assurance that the teacher is contributing and acting appropriately, awareness of how teaching performance affects desired outcomes (like student satisfaction), performance measures (like quality, quantity, speed, and so forth), and acknowledgment of the significance and worth of teacher's performance, among other things.

Work motivation is one factor that can improve teacher's performance. Motivation is a potential force that exists within a human being, which can be developed by himself or developed by several external forces that essentially revolve around monetary and non-monetary rewards which can influence his performance results positively or negatively, which depends on the situation and conditions faced by the person concerned. Work inspiration, according to Yenny (2018), is something that inspires zeal or encouragement for one's job. Thus, in psychology, job motivation catalyzes work enthusiasm. The desire to educate drives teachers to become educators. You will not succeed in teaching or educating if you lack motivation. This encouragement or drive, which is a sign that the instructor is doing something he is interested in because it aligns with his interests, is what makes the teacher successful in the classroom. Fulfilling the requirements of teachers motivates them to perform better, which in turn leads to job satisfaction for motivated instructors.

Job satisfaction is also an indicator or influencing factor in improving teacher teaching performance. Warsidi & Pramuka (2000), stated that job satisfaction is the sixth operative function of human resource management. Job satisfaction is the most important operative function because the better and more conducive a teacher's

workplace is, the higher the work performance he can achieve. The results of this study, however, are at odds with those of the Malik & Sriwidodo, (2014) investigation, which concluded that the motivation variable had no discernible impact on teacher's performance. In testing hypothesis one, the work motivation variable's significance coefficient was 0.145. According to the discipline variable's significance coefficient of 0.372 in testing hypothesis two, teacher's performance is not significantly impacted by the discipline variable. In testing hypothesis number three, the principal's leadership variable's significance coefficient is 0.075, indicating that it has no discernible impact on teacher's performance. The absolute difference in test findings indicates that the work motivation of teachers is not influenced by the principal's leadership. Similarly, the leadership of the principal does not temper discipline based on the work of the teachers. The coefficient of determination test results obtained R² of 0.310, meaning that the contribution of work motivation and discipline variables to teacher's performance with leadership as a moderating variable was 31%, the rest was influenced by other variables. So with high work motivation and job satisfaction, teacher's performance will increase.

D. Conclusion

Based on the results of the data analysis, the following can be concluded 1) there is an influence of work motivation on teacher's performance. This means that the higher the teacher's work motivation, the more the teacher's performance will increase; 2) there is an influence of Job Satisfaction on Teacher's performance. This means that the higher the job satisfaction, the higher the teacher's performance will be; 3) there is an influence of work motivation and job satisfaction on teacher's performance. Thus, work motivation and job satisfaction can influence teacher's performance. Work motivation and job satisfaction can influence teacher's performance with a contribution of 80.5% while the remaining 19.5% is explained by factors not examined in this research.

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