



Research Paper

The Influence of Leadership, Motivation and Competence on Job Satisfaction and Performance on Madrasah Tsanawiyah Negeri Teachers in Makassar

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ABSTRACT: This study aims to analyze the influence of leadership style, motivation, competence and leadership style on the performance and job satisfaction of teachers of the Islamic Junior High School of State (MTsN) in Makassar. The test results using Analysis of Moment Structures (AMOS) version 2.1 shows that (1) leadership style has a positive and significant effect on teacher satisfaction and performance, (2) competence has a positive and significant effect on teacher satisfaction and performance, (3) motivation has a negative effect and not significant to teacher satisfaction and performance, and (4) job satisfaction has a positive and significant effect on teacher performance

Keywords: leadership style, motivation, competence, teacher satisfaction and teacher performance.

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I. INTRODUCTION

Madrasah Tsanawiyah of State (MTSN) as a subsystem of the national education system, the aim is to prepare students to have competencies so that they can fulfill aspects of continuous learning, prepare themselves to be good citizens (an aspect of live long Learning and a preparation for responsible citizenship). Based on these two things, the Madrasah Tsanawiyah of State (MTSN) places itself in two positions at the same time, on the one hand as a formal education institution and on the other hand it is part of a human resource development system capable of facing global challenges.

The Province of South Sulawesi, especially the City of Makassar, follows up on the central policy in developing schools or madrasahs, especially in the country's Tsanawiah Madrasah. In 2016/2017 the number of Tsanawiah Negeri Madrasah recorded 2 (two) schools, namely Tsanawiah Negeri 1 Madrasah 1 (Model) with a total of 84 teachers and Tsanawiah Negeri 2 Madrasah 2 (Biringkanaya) with a total of 80 teachers so that the total number of teachers 164 both state teachers remained as well as non-permanent teachers who have been certified or who have not been certified

Teacher competencies include pedagogic, personal, professional and social competencies. The impact of granting certification to government teachers provides certification allowances which aim to raise the dignity and well-being of teachers. However, based on the results of research conducted by the Indonesian Teachers Association (PGRI) regarding the impact of teacher professional certification on teacher performance in 16 provinces from 28 provinces that have been studied, the results were not satisfactory. The results show that the expected performance improvements from certified teachers such as increasing work patterns, learning motivation or self-improvement work are still considered the same. High work motivation is actually shown by teachers at various levels of education who have not passed the certification with the hope that they will soon get the certification and the certification allowance money (Yulis, 2011)

This study aims to explore deeper and improve the competence of teachers, especially teachers of the State Tsanawiah Madrasah in Makassar City, as well as the demands of the people who are eager for the availability of the State Tsanawiah Madrasah in Makassar City which has high quality teachers. The author sees that one of the ways that can be taken to foster teachers to have quality competence, good quality and to be able to perform sustainably (sustainability performance), is through the quality of ability, motivation and leadership style of a leader (principal) as boss

Once the importance of leadership roles in an organization becomes a focus that attracts the attention of

researchers in organizational behavior. Shein (1992), and Kouzes & Posner (1993) also state that leaders have a major influence on organizational success. Porter (1996) in Sunarsi (2001); Green Berg and Baron (2000) in Ali Akbar (2012) state that leadership is a key element in organizational effectiveness

The low ability of teachers in carrying out the activities of the teaching and learning process shows that there is a phenomenon that develops among the teaching staff that, among other things, is due to the low level of teacher job satisfaction. The level of teacher job satisfaction can be observed both in terms of satisfaction derived from within the work itself or often referred to as intrinsic satisfaction or teacher job satisfaction hygienically or often referred to as extrinsic satisfaction.

II. LITERATURE REVIEW

Teacher performance is the work quality and quantity achieved by a teacher in carrying out his duties according to the responsibilities given to him in an organization or school. Gibson (1987) presents a performance theory model and analyzes a number of variables that affect individual behavior and performance. Individual variables are grouped into sub-variables of ability and skill, background and demographic. Sub-variables of abilities and skills are the main factors that influence individual behavior and performance. Demographic variables have an indirect effect on individual behavior and performance. Psychological variables consist of perception, attitude, personality, learning and motivation sub-variables

Job satisfaction is a level where the needs, desires and expectations of a person can be fulfilled which can improve their performance and organization. Every working teacher expects to get satisfaction from his workplace. Job satisfaction is formed based on experience with the work environment and has an impact on the emergence of certain attitudes or behavior, namely commitment to the organization. The results of research conducted by Ehsan Malik (2010), Fatima Bushra (2011), Sarminah (2011), Javad & Davood (2012), Alamdar (2012), Gao Liang (2012), Chaterina and Intan (2012), Fatema (2013), Ayesha Nazith (2013), and Chamdan Purnama (2013) show that job satisfaction has a positive and significant effect on teacher performance

Leadership in an organization is an important source of job satisfaction and employee performance towards the organization. There are many leadership theories, but according to Hersey and Blanchard (1996) in Koesmono (2005) that there is no leadership style that is suitable for all conditions in an organization but leadership style will be very effective if it can accommodate the environment (followers, superiors and co-workers). The influence of leadership style on job satisfaction has been investigated among others by Thorlakson (1998), Yafang Tsai (2011), Fatima Bushra (2011), Matalia (2012), Sunadji (2013), Choi Sang Lang (2014), and Sourech (2014). Their results show that leadership style has a positive and significant effect on job satisfaction and performance

Work motivation is influenced by many factors, both from the content factors themselves, which are often referred to as intrinsic factors and extrinsic factors and also include technological support tools and work facilities. The findings of Robbins (2000), Ivancevich (2003), and Asnawi (2002), that apart from the limitations of valence theory or valence, means (instrumentality), and expectations (expectancy), this theory turned out to receive quite a lot of empirical support because its value is positive for the organization. In particular this theory provides several clear and positive implications for managers to motivate people who work for them

III. METHODOLOGY

This research was conducted at the State Islamic Madrasah (MTsN) in Makassar City. The time of the study was 4 months, from August to November 2017. The type of data in this study was qualitative data and quantitative data, while the data sources were primary data and secondary data. Data collection techniques are carried out through observation, interviews, questionnaires, and documentation.

The population is all teachers of State Islamic Madrasah (MTsN) in Makassar City which number 164 people in the 2017 period, and a sample of 116 teachers in 2 state schools in Makassar City. Data were analyzed qualitatively and quantitatively. Respondents' quantitative answers were processed using SPSS version 21.00 statistical analysis and version 21 of the Analysis of Moment Structures (AMOS) program

IV. DISCUSSION

To test the hypothesis in this study, a structural equation model (SEM) was used with the help of AMOS 21 software. Hypothesis testing was carried out by observing the p value, that is, if the p value is less than 0.05 then the influence between variables is significant, and vice versa. The test results can be seen in the following table.

No	Variabel			Direct Effects	Indirect Effects	Total Effects	P-Value	Information
	Variabel Independen	Variabel Intervening	Variabel Dependen					
1	Leadership	Job Satisfaction	-	0,462	0,000	0,462	0,000	Positif Signifcant
2	Motivation	Job Satisfaction	-	-0,134	0,000	-0,134	0,657	Negatif Not Significant
3	Competence	Job Satisfaction	-	0,641	0,000	0,641	0,016	Positif Signifcant
4	Leadership	-	Teacher Performance	0,234	0,000	0,234	0,038	Positif Signifcant
5	Motivation	-	Teacher Performance	-0,499	0,000	-0,499	0,095	Negatif Not Significant
6	Competence	-	Teacher Performance	1,066	0,000	1,066	0,000	Positif Signifcant
7	-	Job Satisfaction	Teacher Performance	0,170	0,000	0,170	0,015	Positif Signifcant

Based on the table above the results of the test can be explained as follows.

1. Effect of Leadership Style Job Satisfaction

The results of this study indicate that the leadership style applied to public MTs in Makassar City reflects that all this time principals have implemented task-oriented leadership styles, work relations and well-oriented results. The results of this study are unidirectional or supportive of the results of research conducted by Matalia (2012), UmerParacha (2012), Sunadji, et al (2013), and Choi Sang Long (2014) who found that leadership style has a positive and significant effect on job satisfaction

2. The Effect of Motivation on Job Satisfaction

The findings in this study indicate that work motivation has a negative and insignificant effect on teacher job satisfaction at a 5% significance level. Thus, the hypothesis that states motivation has a positive and significant effect on job satisfaction is rejected. The results of the study imply that some of the teachers in the State MTs in Makassar City are some of them still not satisfied with the policies applied by the school, especially those related to the motivation to achieve success, the need for work authorization, and the need for awards. The results of this study are not in accordance with the results of research conducted by Thorlakson and Murray (1998), Ida AyuBrahmasari and AgusSuprayetno (2008), and Jurkeiwick (2009) which show that motivation has a positive and significant effect on job satisfaction

3. Effect of Competence on Job Satisfaction

Competence in this study is the potential possessed by a teacher in carrying out work activities that have an influence on the increase in job satisfaction. Based on the results of research in answering the hypothesis proposed, proven competency has a positive and significant influence on job satisfaction. This means that all indicators in the form of pedagogic competence, personality competence, social competence, and professional competence together provide a positive influence in improving teacher competency in public MTs in Makassar City, and this contributes significantly to increasing satisfaction, namely satisfaction with the work itself, satisfaction with the work environment, satisfaction with the supervisor's policies, satisfaction with the salary they receive, and satisfaction with fellow teachers / co-workers. The results of previous studies relevant to this study include the results of research from DarrHambert (2011), Robert Hans (2007), Mick Bergmen (2008) and James Hubby (2011).

4. Effect of Leadership Style on Teacher Performance

The analysis shows that the regression coefficient is 0.234 and the probability value is 0.038 which means that the leadership style has a positive and significant effect on the teacher's performance at a 5% significance level. Thus the hypothesis which states that leadership style has a positive and significant effect on teacher performance is accepted. This situation shows that the principal's leadership style applied to public MTs in Makassar City has been able to improve teacher performance, in the sense that each teacher can teach in accordance with the applicable curriculum, teach by mastering the material well, have the ability to manage the class well, and have the ability to use the media when teaching well. The research results are in line with Sofie Meyer's (2012) study which shows that leadership style has a positive and significant effect on performance, and

has differences with this research namely Abdul Razak (2011) and Harprianti (2010) recommend that leadership style has a negative and insignificant effect on performance.

5. Effect of Motivation on Teacher Performance

The findings in this study indicate that work motivation has a negative and insignificant effect on teacher performance at a 5% significance level. This can be seen from the results of the analysis of the testing of the influence of motivation on teacher performance which shows that the probability value is 0.095 and the regression coefficient value is -0.499. Thus, the hypothesis which states that motivation has a positive and significant effect on teacher performance is rejected. The results of this study are not in accordance with the results of research conducted by Thorlakson and Murray (1998), Ida AyuBrahmasari (2008), and Jurkeiwick (2009), and Winardi, et al (2012) which showed that motivation has a positive and significant effect on teacher performance

6. Effect of Competence on Teacher Performance

The results of the study show that competence has a positive and significant effect on teacher performance. This means that the application of teacher competency has been well actualized in State MTs in Makassar City. Elements of competence that have been actualized in the form of pedagogic, professional, personal and social competencies in influencing teacher performance. Research conducted by Abdul Razak (2011) and Harfiadi (2008) who have similarities and differences. The equation lies in the exogenous variables of competence studied against endogenous variables of organizational performance. Harfiadi (2008) research shows that competence has a positive and significant effect on performance

7. Effect of Job Satisfaction on Teacher Performance

The results showed that job satisfaction had a positive and significant effect on the performance of teachers in public MTs in Makassar City. The results of this study have implications that in general, teachers in public MTs in the city of Makassar have been satisfied with the work they have done so far, namely in the sense that they are satisfied with the work they have been engaged in, satisfied with the work environment, satisfied against the supervisor's policy in this case the policy carried out by the principal, satisfied with the salary they received, and also satisfied with fellow teachers / co-workers. The results of this study are unidirectional or supportive of the results of research conducted by SarminahSamad (2011), AlamdarHussain Khan, et.al (2012), Muhammad TahirIqbal (2012), Gao Liang Wang (2012), and MoradRezaei, et, al (2012) which shows that job satisfaction has a positive and significant effect on performance

V. CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

Based on the analysis of research results and discussion, it was concluded that (1) leadership style and competency had a positive and significant effect on job satisfaction and teacher performance; (2) Motivation has a negative and insignificant effect on job satisfaction and teacher performance; and (3) Job satisfaction has a positive and significant effect on teacher performance in Makassar City MTs.

2. Recommendations

Suggestions that can be raised are (1) the leadership style applied so far needs to be maintained to realize the job satisfaction of each teacher; (2) Providing opportunities for each teacher to continue his education, so as to contribute to his performance; and (3) Consider improving the competence of each teacher, so that job satisfaction and performance can be fulfilled.

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