

Measurement of Teacher Performance in Pematangsiantar City Middle School Through Teacher Certification, Motivation, and Job Satisfaction

Darwin Lie¹, Sherly², Efendi³, Edy Dharma⁴, Acai Sudirman^{5*}

^{1,2,3,4,5}Sultan Agung College of Economics, Indonesia

*E-mail: acaivenly@stiessultanagung.ac.id

ABSTRACT

One of the indicators for the success of quality education in schools is to pay attention to and improve a teacher's performance. The urgency of a teacher's performance has implications for the effectiveness of the learning process in schools. The essence of this research is to determine the role of teacher certification, motivation, and job satisfaction in influencing teacher performance. This study uses a literature and field research design with a quantitative causality approach. Collect data in the field using observation methods and distributing questionnaires online from July to September 2020. The questionnaire was measured by several questions related to teacher certification, motivation, job satisfaction, and teacher performance. This study used a sample of 215 respondents to determine the sample size using the purposive sampling method. A partial least square is applied to examine the relationship between teacher performance, teacher certification, motivation, and job satisfaction. The results of this study indicate that of the three hypotheses developed, there is one hypothesis that is rejected, namely for the effect of the motivation variable on the teacher performance variable, the results do not have a significant effect. As for the variable teacher certification and job satisfaction, the results significantly influenced teacher performance. The results of this study indicate that of the three hypotheses developed, there is one hypothesis that is rejected, namely for the effect of the motivation variable on the teacher performance variable, the results do not have a significant effect. As for the variable teacher certification and job satisfaction, the results significantly influenced teacher performance. The results of this study indicate that of the three hypotheses developed there is one hypothesis that is rejected, namely for the effect of the motivation variable on the teacher performance variable, the results do not have a significant effect. As for the variable teacher certification and job satisfaction, the results significantly influenced teacher performance.

Keywords: *Teacher Certification, Motivation, Job Satisfaction, Teacher Performance*

1. INTRODUCTION

A teacher needs extensive support through qualified professional development in carrying out the status of his profession [9]. One method to improve the quality of teachers is through teacher certification to determine a teacher has the appropriate competence to teach [10]. Improving the professional competence of a teacher can be done by conducting a certification process. The urgency of certification as part of improving the quality process and educational outcomes [11]. The expected utility with the holding of the certification program is to raise the willingness of teachers to improve their quality as professionals [12]. The manifestation of a teacher's work is responsible for test scores and class observation scores and assesses students based on non-test results [13]. The urgency of a certified teacher is the ability to make observations to provide assessments to students

while in the classroom environment [14]. Finding [15], conveyed that teachers who have certification tend to do work according to the standards set by the school. Teachers with non-standard certifications indicate that they emphasize several key dispositions above the level of emphasis used by teachers with standard certification [16].

In addition to teacher certification, another factor that can affect the level of teacher performance is motivation. An organizational leader will explore motivational problems when his subordinates have poor performance [17]. For performance management interventions, it is necessary to take concrete steps in considering the assessment problem related to motivation. This is a very important matter for organizations to detect the factors that motivate their employees to act with the optimal abilities [18]. One form of extrinsic motivation does show a worrying

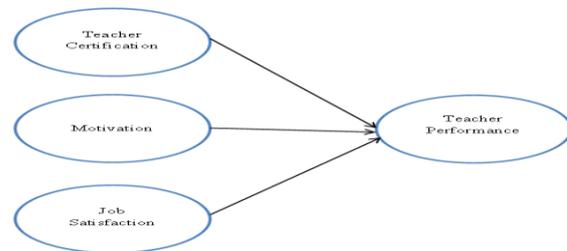
relationship pattern with a representative of teacher performance [19]. The essence of the motivation function will be seen when there is a change in the situation before and after being given a stimulus in a teacher's mind in the form of work motivation [20]. To do a job following organizational planning, we need strong encouragement from the principal to the teacher in motivation [21]. A strong drive will always motivate a teacher to do the work according to the plan [22]. Impulse will work effectively when someone recognizes the role of the organization well[23]. This statement is supported by research results[24], which conveys that if a job can be completed on time, it is due to the high work motivation [1]. On the other hand, research done [25], said that the increase in performance experienced by a person does not have a significant relationship with motivation. The implications of improving performance can be due to other factors that have a high comprehensive contribution to a person's performance [2].

Regarding job satisfaction in the context of education, the essence of the role of a teacher will be realized if job satisfaction and needs are met[26] and school performance largely depends on the teaching staff in it [27]. On the other hand, those faced with upsetting and unpleasant situations at work tend to behave less effectively [28]. Studies [29] said if the rise and fall of someone's performance is determined by their satisfaction level when carrying out a job. The implications of the level of satisfaction are representative of someone who likes a job will be seen when there is awareness from within to do the job as well as possible [30]. Research [31], concluded that the increase in teacher performance could occur due to the encouragement of the work spirit and the level of job satisfaction obtained [4]. Study results from [32] stated that the increase in performance experienced by a worker did not significantly affect the level of job satisfaction he obtained [5]. Following the results of research submitted by [33], with significant teacher certification findings from a person's motivation and research results [32], research on job satisfaction does not have a dominant contribution to improving performance [7].

2. METHOD

A quantitative approach to causality is used as a research method with a theoretical model approach assessed by PLS-SEM analysis in a two-stage process. First, the research data analyzed for validity and reliability using Cronbach's alpha testing, composite reliability, outer loading and average variance extracted [8]. Then, perform a Confirmatory Factor Analysis analysis to check the model's fit and the reliability of the model and discuss the hypothesis through the variance-based Structural Equation Model (SEM) [34].

Determination of the number of samples using non-probability sampling with purposive sampling technique. According to [34], the number of samples can be determined from 10 times the number of indicators used in a single construct. This study uses 32 indicators from the existing constructs, so the number of samples obtained is 320. The instrument used for this study used an online questionnaire using a Likert scale, namely (1) stating "strongly disagree to" (5) "strongly agree". The measurement of the dependent and independent variables uses previous references relevant to the research topic and research variables. The measurement of the dependent variable, namely the teacher's performance is measured using[35]which consists of 14 indicators. Then forThe first independent variable, namely teacher certification, was measured using previous research [36]; [9]which consists of 10 indicators [3]. The second independent, namely motivation is measured using previous research penelitian [37]; For more details, framework The thoughts of this research can be explained in Figure 1 below:



Picture 1. Research Framework Model

3. RESULT

The distribution of the questionnaires was carried out online using the google form media and distributed via whatsapp and telegram applications to private junior high school teachers in Pematangsiantar City [6]. Based on the recapitulation of the answers of respondents who filled out the online questionnaire, the data obtained were 320 respondents, but only 215 respondents filled in valid data. Therefore, the general characteristics of respondents in this study will clearly be described in table 1 below:

Table 1. General Profile of Respondents

Category	Details	amount	Percentage
Gender	Men	92	42.79%
	Woman	123	57.21%
Age	20-29 years old	38	17.67%
	30-39 years old	95	44.19%
	40-49 years old	53	24.65%
	50-59 years old	29	13.49%
	20-29 years old	38	17.67%

Level of education	high school	7	3.26%
	D1 to D3	54	25.12%
	Bachelor	133	61.86%
	Master	21	9.76%
Years of service	< 1 Year	12	5.58%
	1-5 Years	16	7.44%
	6-10 Years	44	20.47%
	> 10 Years	143	66.51%

Source: data processing results (2020)

3.1. Outlier Model Measurement

The data obtained from the research questionnaire were processed using the SmartPLS version 3.2.9 application with management guidelines from [39]. In the measurement of the outer model, the tests carried out are validity tests and reliability tests. The loading factor and AVE determine convergent validity testing with the condition that the loading factor is above 0.7 and the AVE value is 0.5 [40]. Testing the reliability of the model according to [40] seen from the value of Cronbach's alpha and composite reliability (CR) which has a value greater than 0.7. In the following, an explanation of the measurement of the model's outlet is presented using table 2 below:

Table 2. Outlier Model Measurement Results

Construct/item	Outlier Loadings	Cronbach' alpha	CR	AVE
Teacher Certification		0.978	0.980	0.833
SG1	0.935			
SG2	0.950			
SG3	0.931			
SG4	0.901			
SG5	0.882			
SG6	0.878			
SG7	0.908			
SG8	0.891			
SG9	0.911			
SG10	0.939			
Motivation		0.922	0.949	0.862
MO1	0.929			
MO2	0.947			
MO3	0.909			
Job satisfaction		0.903	0.929	0.724
KK1	0.912			
KK2	0.849			
KK3	0.921			
KK4	0.785			
KK5	0.776			
Teacher Performance		0.958	0.962	0.644
KG1	0.796			
KG2	0.892			
KG3	0.789			
KG4	0.754			
KG5	0.812			

KG6	0.732			
KG7	0.828			
KG8	0.843			
KG9	0.754			
KG10	0.870			
KG11	0.775			
KG12	0.752			
KG13	0.848			
KG14	0.770			

Source: data processing results (2020)

In the validity test presented in table 3 above, the value of each loading factor and AVE on the indicator variable teacher certification, motivation, job satisfaction and teacher performance is above 0.7 for the loading factor and above 0.5 for AVE.

3.2. Inner Model Measurement

The value of R-square is a value that shows the ability of exogenous variables to build endogenous variables. According to [41] there are three categories of R-square values, if the R-square value is 0.19 the relationship between exogenous variables forming endogenous variables is weak, if it is 0.33 it means the relationship is moderate and if the value is 0.67 it means that the relationship is strong. While [42] states that if the R-square value is more than 0.67, the relationship between endogenous and exogenous is very strong.

Table 3. Calculation results of the R-Square nilai value

Information	R Square	R Square Adjusted
Teacher Performance	0.307	0.297

Source: data processing results (2020)

Judging from the R-square value of the endogenous variable, namely teacher performance, it was obtained a value of 0.307, which means that the overall ability of the exogenous variable to explain the endogenous variable is moderate. Furthermore, to prove the hypothesis testing, a significance test was used to determine the relationship between exogenous variables and endogenous variables. The significant criterion is seen from the p-value. The following presents the results of the hypothesis test which are explained in Figure 2 and Table 4 below:

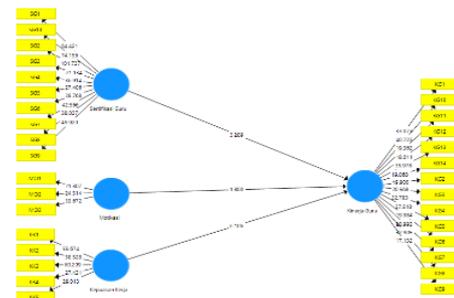


Figure2. Inner Model Display

Table 4. Path Coefficients . Test Results

Path Between Variables	Coefficient	tcount	P-Value	Conclusion
Teacher certification >> Teacher performance	0.214	3.289	0.001	Be accepted
Motivation >> Teacher performance	0.116	1,800	0.072	Rejected
Job Satisfaction >> Teacher performance	0.393	6.106	0.000	Be accepted

Source: data processing results (2020)

Furthermore, the influence of job satisfaction on teacher performance variables also has a significant influence.

4. DISCUSSION

The results of this research have similarities with the findings [33] and [43], concludes that an increase in teacher performance can be achieved because every certified teacher will try to optimize his performance based on the assessment standards of the certification process. In addition, research results [44] show that teacher performance's effectiveness has significant relevance to the quality of certified teachers. Finding [45], also stated that there is a relationship between a teacher's performance and teacher certification so that the findings support the findings of this study.

The results of this study have similarities with the results of research conducted [46], whose findings state that motivation does not have a significant effect on the increase or decrease in performance. This situation can occur because someone who has high motivation in general will be oriented to job satisfaction while [47]. Representatives of optimal performance results are driven by the desire to work and the need for the work itself and not solely because of the motivation given by the leader [48]. The results of this study contradict the research conducted by [49]; [50] and [51], who said an increase in teacher performance could occur due to a strong motivational drive from a teacher. If the motivation given by the leader is in the form of positive encouragement, then the employees will directly influence the behavior of workers to do work optimally [52].

The results of this study have similarities with the results of research conducted by [53]; [54]; [55], which states that job satisfaction has a significant contribution to improving the performance of a teacher. When someone has job satisfaction and a willingness to commit to the job given to him, the expected implication is increased performance [56]. However, the

results of this study contradict the research conducted by [57], which states that job satisfaction obtained by a worker does not significantly impact changes in performance. The same statement was also conveyed from research [58], whose findings conclude that changes in performance experienced by a person during the process of doing work, are not driven by the job satisfaction they get, but other factors encourage it such as motivation and the environment in which they work.

5. CONCLUSION

Testing the teacher certification variable indicates that the teacher certification factor has a positive and significant effect on teacher performance. The results of testing the motivation variable proves that motivation has a positive and insignificant effect on teacher performance. Job satisfaction variable test results proves that job satisfaction has a positive and significant impact on teacher performance. Judging from the R-square value of the endogenous variable, it can be interpreted that there is a moderate relationship between the variables of teacher certification, motivation, job satisfaction, and teacher performance.

AUTHORS' CONTRIBUTIONS

Darwin Lie As the first writer to carry out research activities, Sherly, Efendi and Edy Dharma as the second, third and fourth writers who have compiled articles from beginning to end, Acai Sudirman as corresponding writers who have edited the manuscript and carried out the review process.

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