

# The Impact of Work Motivation and Reward System on Teacher Satisfaction at SMP Negeri Tulung Selapan District

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## ABSTRACT

Everyone needs motivation in their activities; therefore, it is important to motivate themselves. To support it, it is also important to give awards in work performance, so that carrying out work can have its own satisfaction. In this study, the objective to be achieved is to provide a clear description of the impact of work motivation and reward systems on teacher job satisfaction. To achieve this goal, we used a quantitative research method in this research. The results obtained from the research that has been done are that there is a significant and positive impact of work motivation on job satisfaction. There is an effect of the reward system on job satisfaction positively and significantly for teachers at public junior high school (SMP Negeri) Tulung Selapan District. Simultaneously, it is also stated that there is a significant and positive impact of work motivation and a reward system on teacher job satisfaction at SMP Negeri Tulung Selapan District.

**Keywords:** Work motivation, Reward system, Job satisfaction.

## 1. INTRODUCTION

The development of information and communication technology, demanding all things in life must participate in adjusting to existing conditions. Digitalization in every aspect of people's lives is growing, and it is a must to participate in it if you want existence in life. The development of information and communication technology also has an impact on the implementation of education.

Starting from the education system to instructional education is also affected by the evolving information and communication technology. Many aspects can be seen due to the development of technology. One of them is that digital learning has penetrated into every line of education, ranging from early childhood education to higher education is inseparable from the use of technology in the application of learning. In principle, this is an achievement for the world of education. This means that the educational process that has been done to produce great people is making the world more narrow because of technology.

In addition, this rapid development is also a threat to education providers who are unable to follow the

current pattern. Therefore, everyone involved in the implementation of education is expected to have a high motivation to continue to innovate, especially the motivation generated in itself. Motivation is very important to be raised by each individual in order to keep up with the development of the digitalization era.

As the spearhead of instructional education, teachers are the vanguard who has the opportunity to educate students to follow the learning according to the times but still have a strong character. To provide good learning to learners, of course, teachers must also be able to follow these developments. To be able to follow the current development, teachers as professionals must be able to develop themselves and increase motivation in themselves.

Regarding educators as professionals has been regulated in Law Number 14/2005 on Teachers and Lecturers, article 1 paragraph (1) that teachers and lecturers are qualified educators with the main job of teaching, guiding, educating, training, directing, assessing, and evaluating students on the early childhood education pathways of formal education, primary education, and secondary education [1]. It is also affirmed in Regulation of the Minister of Education

and Culture Number 23/2017, article 1 paragraph (3) that teachers are qualified educators with the main job of teaching, educating, directing, guiding, training, assessing, and evaluating learners on the education of early childhood pathways of basic education, secondary education, and formal education [2].

The description of a teacher's professionalism based on the prevailing rules in Indonesia is a form of appreciation to the teacher so that he can carry out his mandate as best as possible. In the current condition, it is fitting for teachers to foster motivation to continue to excel starting from themselves. Fostering motivation means fostering a drive for yourself to be better and better. Uno [3] states that motivation comes from the word *motive* that can be explained as the power that is found in the individual, which causes the individual to act or do. Motivation is a process that explains an individual's direction, intensity, and perseverance to achieve someone's targets.

From this definition, it seems clear that a teacher must be able to foster motivation to be better in the implementation of his duties. The description is a description of the motivation for a teacher or educator as a professional in terms of preparing the nation's intelligent generation and characteristics. If the teacher can foster motivation, then it should be given appreciation. This form of appreciation can be given in the form of material awards and awards in other forms.

As many professional workers know, among them are teachers. Existing awards are sometimes perceived to be subjectivity rather than objectivity. This needs to be avoided so that there is no conflict of interest in the implementation of education. To avoid misunderstanding in awarding should also be created a system that regulates in detail the awarding of awards to everyone who excels [4].

In the system, it must also be stated what form of appreciation can be given to teachers based on the level of achievement achieved. If this is done, then the conflict over the award given will also be minimized. Conflict is basically not a desirable thing, but it can start from different perceptions and perspectives in looking at achievement.

For this reason, stakeholders need to have a capable system related to awarding outstanding teachers. According to Simamora [5], the award is an incentive that links pay based on being able to increase the productivity of employees to achieve a competitive advantage. Ritonga [6] affirmed that the recognition system is intended as an encouragement for someone to work better and motivate them to improve their performance.

Discussing the two things above, namely the motivation and reward system has a connection between the two. A person will be motivated if there is an appreciation for his achievements, as well as the promised award, which will make someone motivated to become more so that he can get it.

Previous research on this variable was conducted by Hulaila [4]. His research resulted in information that the level of motivation to achieve high achievement reached 69.72%, there was a significant and positive motivation to achieve achievement on Teacher's job satisfaction, the contribution of outstanding motivation to Teacher's job satisfaction by 16%; Second, the award system level is high at 65.09%, there is an effect of the recognition system on Teacher job satisfaction, the award system's contribution to Teacher job satisfaction is 76%; Third, Master's job satisfaction level is currently reaching 54.64%, there is an influence of outstanding motivation and reward system on Teacher job satisfaction, the contribution of outstanding motivation and reward system to Teacher job satisfaction of 88%. The improvement of Teachers' job satisfaction can be done through the increased motivation of achievement and reward system.

The results of previous studies further convinced researchers to test the consistency of the results obtained, given the location of the research that is quite far from the location of this study. Researchers believe that similar phenomena also occur in SMP Negeri Tulung Selapan sub-district, although these problems are not so visible on the surface. That's why this research is also important to be done, to uncover information that researchers believe some things are felt by teachers but not conveyed directly. Through this research, researchers expect to be able to obtain such information so that it can be corrected if there is a mistake in the system.

The importance of this research is carried out to provide a clear description of the influence of work motivation and reward systems on teacher job satisfaction, both partially and simultaneously. To support the achievement process, there are many theories and expert opinions used by researchers regarding work motivation, reward system, and job satisfaction.

## **2. METHODS**

This research will be conducted at SMP Negeri Tulung Selapan Subdistrict, Ogan Komering Ilir Regency. The implementation of this research was conducted from July – October 2020. This research uses a descriptive quantitative method because the implementation of this research will be tested against

hypotheses as a form of proof and answers to problem formulation. Arikunto [7] said that a quantitative technique is an approach used by teachers and lectures in research by calculating variable indicators so that they can be obtained an overview and conclusion of research problems. Another opinion stated by Sudjana & Ibrahim [8] that quantitative is one of the methods often used by researchers to test a hypothesis.

Quantitative research method, according to Sugiyono's opinion [9], is a research based on the philosophy of positivism, to research on convinced populations or samples [9]. Several instruments are used for data collection, and data analysis is quantitative, intending to test a set hypothesis [10]. Researchers believe that the use of quantitative methods is an appropriate action because the information or data of this research will be in the form of numbers and processed using quantitative analysis, as well as the results obtained in the form of numbers that will be interpreted as they should be [11].

**3. RESULTS AND DISCUSSION**

**3.1. Hypothesis Testing 1**

The results of this test can be described in the following Table

Table 1. Test Result "t-Test"

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	38,837	6,732		5,769	,000
Motivasi Kerja	,547	,084	,561	6,532	,000

Source: processed data (October 2020)

The calculated t value for the work motivation variable is 6,532 > t table which is 1,986 which means that the alternative hypothesis (Ha) for hypothesis 1 testing is declared accepted. Therefore, it is stated that work motivation has a positive and significant influence on teacher job satisfaction in SMP Negeri in Tulung Selapan Subdistrict, Ogan Komering Ilir Regency. The amount of influence of a variable on other variables can be seen in the following table.

Table 2. Determinant Coefficient (H1)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,561 <sup>a</sup>	,314	,307	2,59490

Source: processed data (October 2020)

The correlation coefficient or magnitude of the relationship between work motivation and teacher job satisfaction is 56.1% and belongs to a fairly strong relationship category. The coefficient of determinant or magnitude of the impact of work motivation variables

on job satisfaction is 31.4% which means it has a low influence.

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**3.2. Hypothesis Testing 2**

The T-test is a test of acceptance or rejection of statistical hypotheses.

Table 3. Test Result "t-Test"

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	22,203	6,620		3,354	,001
Sistem Penghargaan	,756	,083	,689	9,155	,000

Source: processed data (October 2020)

The calculated t value is 9,155 for the reward system variable. From this value, it is interpreted in the t table value of 1,986 which means t calculate > t Table; 9,155 > 1,986. Based on this, it was concluded that the alternative hypothesis was accepted which means that the award system has a positive and significant influence on teacher satisfaction in SMP Negeri in Tulung Selapan Subdistrict, Ogan Komering Ilir Regency. To find out the amount of influence of a variable on other variables.

Table 4. Determinant Coefficient (H2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,689 <sup>a</sup>	,474	,468	2,27294

Source: processed data (October 2020)

The correlation coefficient or magnitude of the relationship between the award system and teacher job satisfaction was 68.9%. The size of the relationship belongs to a fairly close category. The coefficient of determinants or the amount of influence of variables of the award system on teacher job satisfaction in SMP Negeri in Tulung Selapan Subdistrict of Ogan Komering Ilir Regency is 47.4% and belongs to a fairly high influence category.

**3.3. Hypothesis Testing 3**

Hypothesis 3 testing is a hypothesis that is simultaneous or testing together. The F calculates 50.081 > F Table of 3.095 which means there is a positive and significant influence of work motivation and an appreciation system for teacher job satisfaction in SMP Negeri in Tulung Selapan Subdistrict Ogan Komering Ilir Regency.

Table 5. Test Results "F Test "

ANOVA*						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	476,148	2	238,074	50,081	,000 <sup>b</sup>
	Residual	437,346	92	4,754		
	Total	913,494	94			

Source: processed data (October 2020)

Table 6. Determinant Coefficient (H3)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,722 <sup>a</sup>	,521	,511	2,18031

Source: processed data (October 2020)

R of 0.722 which means that 72.2% of the work motivation and award system together have a relationship with the job satisfaction of teachers in SMP Negeri in Tulung Selapan Subdistrict, Ogan Komering Ilir Regency, thus fall into the category of close relationships. R Square of 0.521 which means work motivation and reward system together affect the job satisfaction of teachers in SMP Negeri in Tulung Selapan District Ogan Komering Ilir district by 52.1% and fall into the category of influence is quite high.

### 3.4. The effect of work motivation on teacher job satisfaction

The highest score achieved by respondents based on the questionnaire distributed was 79.23 which belonged to a good category. There are only 5 (five) people who claim to have very high work motivation. The highest score achieved by research respondents for work motivation variables was 97.69 and the lowest value was 73.08.

The results of this study provide an affirmation in several previous studies, as well as those conducted by Hulaila [4], that motivation has a positive and significant influence on teacher job satisfaction. The results achieved in previous research were also strengthened by the findings and results of the current research.

Another research conducted by Arafat [12] shows that motivation can optimize employee performance, which means that the performance will be good if the employee is happy in completing the job. As well as Liana's [13] research stated that the motivation for achievement can optimize teacher performance.

As well as research Priyono and Rahayu [14] and Rukmana [15] although not testing against job satisfaction, but the results are also positive to optimize teacher career development. The same thing was also done by other researchers Prabu; Brahmasari & Suprayetno; Hanafi & Yohana; and Vanli, who stated that motivation can play a role in optimizing job

satisfaction[16][17][18][19]. Thus, this variable has a good consistency to affect the effect on variable satisfaction and performance.

### 3.5. Effect of reward system on teacher job satisfaction

Hypothesis testing obtained t calculated value > t Table; 9,155 > 1,986. Based on this, it was concluded that the alternative hypothesis was accepted which means that the award system has a positive and significant influence on teacher satisfaction in SMP Negeri in Tulung Selapan Subdistrict, Ogan Komering Ilir Regency.

The correlation coefficient or magnitude of the relationship between the award system and teacher job satisfaction was 68.9%. The size of the relationship belongs to a fairly close category. The coefficient of determinants or the amount of influence of variables of the award system on teacher job satisfaction in SMP Negeri in Tulung Selapan Subdistrict of Ogan Komering Ilir Regency is 47.4% and belongs to a fairly high influence category. This research also provides an affirmation of the research achievements conducted by Hulaila [4]; Zaelani [20], that the award system can give a positive and significant impact on teacher job satisfaction.

### 3.6. Effect of work motivation and reward system on teacher job satisfaction

The results achieved in this study also strengthen and emphasize the results of research conducted previously by Kurniawan & Hendri [21], that it is true that some factors that can influence job satisfaction are the right motivation and reward system. Masilawati & Hope [22] states there is a positive and significant impact of motivation and appreciation on job satisfaction. Similarly, Kristiawan & Eddy [23]; Aprida, Fitria & Nurkhalis [24] and Guterres & Suparta [25] tested the research that give similar results.

Similar research was conducted by Wahyono & Ardi [26]; Marphudok, Lian & Fitria [27]; and Hardono, Haryono & Yusuf, [28]. Although the study did not directly test job satisfaction, it was conducted on performance. It is assumed that performance is a representation of job satisfaction when the performance is good means that the teacher is satisfied in carrying out their work.

Based on the results of analysis and discussion that has been done in a long way, it is clear that the variables tested in this study also have a positive and significant impact on teacher job satisfaction. Therefore, it is important to be the consideration of the leadership in

determining policies related to the award system in schools.

#### 4. CONCLUSION

From the results of data analysis, processing and discussion, it is concluded that 1) work motivation has a positive and significant influence on the job satisfaction of junior high school teachers in Tulung Selapan Subdistrict Ogan Komering Ilir; 2) The award system has a positive and significant influence on the job satisfaction of junior high school teachers in Tulung Selapan Subdistrict, Ogan Komering Ilir Regency; 3) Work motivation and reward system together have a positive and significant influence on the job satisfaction of SMP Negeri teachers in Tulung Selapan Subdistrict, Ogan Komering Ilir Regency. The amount of simultaneous influence is 52.1% and belongs to a fairly high category of influence.

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