

The Effect of Communication Skills and Work Motivation through Online Learning Understanding on Teacher Teaching Satisfaction at SMAN 1 Cikarang Pusat

Febiyanti* and Muhammad Fahmi Johan Syah

Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

*Corresponding author. Email : a210170193@student.ums.ac.id

ABSTRACT

This study aims to examine the effect of communication skills and work motivation on teacher teaching satisfaction at SMAN 1 Cikarang Pusat through online learning understanding as an intervening variable. The method used was the quantitative method with the path analysis model. This study collected the data by distributing questionnaires. It was conducted on teachers at SMAN 1 Cikarang Pusat by taking a population of all teachers at SMAN 1 Cikarang Pusat, with 40 out of 45 respondents being the sample. The test results indicated that the communication skills and work motivation on teacher teaching satisfaction at SMAN 1 Cikarang Pusat through online learning understanding as an intervening variable have a significant effect. The online learning understanding as an intervening variable can strengthen the communication ability, work motivation, and teacher teaching satisfaction at SMAN 1 Cikarang Pusat.

Keywords: *Communication, Motivation, Online Learning, Teacher Teaching Satisfaction.*

1. INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills required by themselves, society, nation, and state. The presentation of statements related to education has a conscious, simple, and deliberate post-processing activity that is carefully planned and thought out. Therefore, the entire educational process is based and scheduled for the national and regional, district, institutional and operational levels.

During the teaching and learning process, active actors are involved. There are two active actors, namely teachers and students. A teacher is someone who has a role to teach while creating a situation that is systematically designed and interconnected. Students are individuals as recipients of the situation created by the teacher. Teachers have great authority and responsibility for educating their students, both individual and classical, even outside and inside the school. Teachers determine success or failure in forming a young generation of high quality, ability, and professionalism. Teachers must have a genuine sense to form a quality individual.

Job satisfaction is a form of the typical attitude of work owned by an individual that will influence work productivity. Teacher job satisfaction contains the sense that educators have of the work in exchange for the school. Teacher job satisfaction is characterized by attitudes when teachers work or provide their students with teachings. Every educational outcome depends on how capable a teacher is in improving his performance when providing lessons. According to [10], performance is a work achievement or an accomplishment created by individuals. Meanwhile, [6] stated that performance is the output of work that can be seen from the quality or quantity made by each individual in performing the tasks and adjusting to the responsibilities that have been delegated to the individual.

In achieving job satisfaction, some factors can influence salary, work experience, co-workers, working environment conditions, communication skills, leadership style, and supervision by supervisor. Communication ability is one of the factors that can affect job satisfaction. The scope of education is learning activities in the classroom, while proper communication factors between teachers and students can indicate successful learning. Communication is a two-way conversation [7]. It must meet the elements of the communicator to create the proper communication,

which are the message, media, communication, and effects.

Another factor that affects job satisfaction is motivation. Motivation is a form of encouragement in every individual, leading to, providing direction, and organizing a behavior for each individual [4]. Moreover, according to Srigusti (2017), motivation is crucial in every individual behavior. Within the scope of education, motivation has a significant role in understanding learning, and motivation requires an interest in the lessons presented when activities channel learning. Therefore, teachers must create motivation in providing education in the subjects offered to encourage learning in the subjects they have taught to each student.

Job satisfaction is also influenced by one's ability to master technology. In the scope of education in online learning, teachers and students must master, understand, and even have to position themselves according to conditions and situations using technology appropriately. [9] stated that understanding is an ability possessed by individuals to understand something, remember, and comprehend it correctly. Therefore, teachers must have good competency to be active and continue innovating in online or distance learning management. These factors can connect the influence of communication skills and work motivation on teacher job satisfaction.

In SMAN 1 Cikarang Pusat, teaching and learning activities are currently conducted online. The limited ability of teachers to understand the use of technology to perform online learning is one of the triggering factors for a teacher not to achieve satisfaction in teaching. The implementation of online learning that is applied today is mainly for the teaching workforce, which is still lacking and poor in using technology when transferring knowledge. The activities that can be completed to make teachers better understand technology are learning in stages, attending training and seminars, forming a technology team to transfer knowledge, and continuously improving competence and quality.

2. METHOD

The method in this study used a quantitative research method with a path analysis model. There were 45 teachers in SMAN 1 Cikarang Pusat as a population with a sample of 40 respondents. The samples were selected by random sampling. In this study, the data were collected using a questionnaire whose validity and reliability had been examined previously. This study's data was analyzed using classical assumptions (normality, multicollinearity, heteroscedasticity, linear) and a path analysis test.

3. RESEARCH RESULTS AND DISCUSSION

3.1 Research Result

3.1.1 Classic assumption test

3.1.1.1 Normality test

Testing the classical assumptions on normality is beneficial in showing what regression is related to. The normal distribution can usually be seen by the distribution of the data on the diagonal of the normal P-Plot graph. The reference for making the decision is if the points spread around the line and are followed by a diagonal line, the distribution is normal.

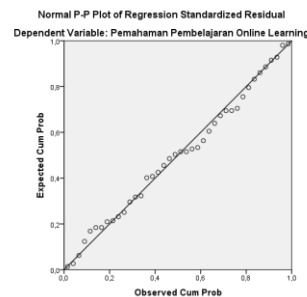


Figure 1. P-Plot of Regression Standardized Residual Normality Test Results

Variables of Communication Ability (X1), Work Motivation (X2), and Online Learning Understanding (Z).

Figure 1 shows that the distribution of points was around the line and followed by the diagonal line. It indicates that the data is normally distributed

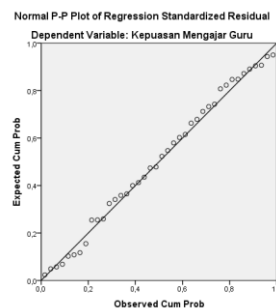


Figure 2. Normality Test Results P-Plot of Regression Standardized Residual Variable Communication Ability (X1), Work Motivation (X2), Online Learning Understanding (Z), and Teacher Teaching Satisfaction (Y)

Figure 2 indicates that the point of distribution was around the line and followed the diagonal line,

indicating that the data distribution is normal

3.1.1.2 Multicollinearity Test

The multicollinearity test aims to examine whether there is a significant correlation between each variable in the regression model. If the correlation **Table 1.** Multicollinearity Test Results

does not occur, it can be stated that the regression is free of multicollinearity. However, the regression model must be revised or corrected if a correlation is found. In this test, the Tolerance value > 0.10 and VIF < 10 indicate that multicollinearity does not occur. The test results are:

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	12,578	3,704		3,396	,002		
1 Communication Ability	,204	,078	,348	2,620	,013	,480	2,083
Work motivation	,326	,149	,304	2,187	,035	,438	2,284
Online Learning Understanding	,164	,075	,292	2,190	,035	,476	2,103

a. Dependent Variable: Teacher Teaching Satisfaction

From table 3.1, it can be seen that the variable had zero > 0.10 and VIF < 10. The conclusion is that there is no multicollinearity.

observation to another observation. This test is done by observing the significant value in each independent variable, namely 0.05. The significance value for each variable was less than 0.05. The conclusion is that if the value is more than 0.05, there is no heteroscedasticity. The following table shows the test results.

3.1.1.3 Heteroscedasticity Test

The heteroscedasticity test aims at testing whether the regression model does not have variance inequality based on the decidual of one **Table 2.** Heteroscedasticity Test Results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1,265	1,871		,676	,503
1 Communication Ability	,050	,039	,277	1,274	,211
Work motivation	-,114	,075	-,343	-1,509	,140
Online Learning Understanding	,071	,038	,407	1,865	,070

a. Dependent Variable: Abs_Res2

The calculation results in the table show that the communication ability variable (X1) had a significance value of 0.211, the work motivation variable (X2) had a significance value of 0.140, and the online learning understanding variable (Z) indicated a significance value of 0.070 All were > 0.05. These results indicate that heteroscedasticity does not occur.

3.1.1.4 Linearity Test

The linearity test aims to explain the relationship between the independent and dependent variables by considering the significance value of > 0.05, which indicates that the relationship between each independent variable is linear. The following are the output results:

Table 3. Linear Test Results

No	Variable Relationship	Significance	Information
1	(X1) - (Z)	0,520	Linear
2	(X2) - (Z)	0,163	Linear
3	(X1) - (Y)	0,053	Linear
4	(X2) -(Y)	0,048	Linear
5	(Z) - (Y)	0,088	Linear

Source: Primary Data Processed

The summary of table 3.3 indicates that the overall variable was > 0.05. It can be concluded that all variables in this study are linear and meet the linearity requirements.

SPSS AMOS application is highly recommended for this path analysis.

3.1.1.5 Path Analysis

The extent of multiple linear regression analysis is path analysis. Path analysis is a regression analysis that is used to estimate the relationship between variables that have been determined based on the theory. In this path analysis, there is an analysis of direct and indirect effects. The IBM

3.1.2 Assessing the Goodness of Fit Criteria

3.1.2.1 Test Offending Estimate

From the offending estimate test, it can be described:

- a. The value of the error variance is positive
The variance error can be explained in the following table 3.4.

Table 4. Variance Error Test Results

Variable	Estimate	S.E	C.R	P
Communication Ability	14,759	3,342	4,416	***
Work motivation	4,399	,996	4,416	***
e1	7,633	1,728	4,416	***
e2	1,539	,349	4,416	***

Source: Primary Data Processed

The results of Table 3.4 show the variance error number in the estimate column had a positive ϵ_1 (7.633) with ϵ_2 (1.539). These results indicate the positive error variance.

The standardized coefficient is used and shows whether there is a variance whose value is close to 1.0. The standardized coefficient figures are shown in the following table 3.5.

b. *Standardized Coefficient*

Table 5. Standardized Coefficient Test Results

Variable	Estimate
(X1) - (Z)	0,348
(X2) - (Z)	0,869
(X1) - (Y)	0,204
(X2) - (Y)	0,326

Variable	Estimate
(Z) - (Y)	0,164

Source: Primary Data Processed

Based on table 3.5, the number of standardized coefficients in the estimate column did not have a value close to 1.0.

by making predictions on the model testing conducted. The goodness of fit measurement in this study was completed through an absolute fit measure, done by a total measurement of fit. The results can be seen in the following table.

3.1.2.2 Overall Rating of Fit Model

Giving the fit model's overall value aims to measure each input's suitability in the observation

Table 6.. The goodness of Fit Index

Goodness of Fit	Cut of Value	Analysis Results	Information
CMIN	Low	0,000	Fit
GFI	≥ 0,90	1,000	Fit

Source: Primary Data Processed

The goodness of fit, chi-square number of 0.000 fit mdels, GFI number 1,000 perfect fit model. So, it can be concluded that this study is moderately fit.

a) Building a Path Chart

Based on the calculation of path analysis, the model results are:

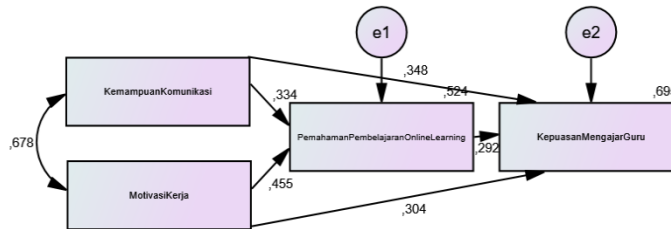


Figure 3 Path Analysis Diagram Calculation Results

Information:

- X1 : Communication Ability
- X2 : Work motivation
- Z : Online Learning Understanding
- Y : Teacher Teaching Satisfaction
- ε1 : Error for the variable of Online Learning Understanding
- ε2 : Error for Teacher Teaching Satisfaction variable

b) Translating Hypotheses

In testing the hypotheses, the study used the chi-square number with the probability value of the output regression weight. If the c.r is > 1.652 with probability < 0.05, the hypothesis is accepted. On the other hand, the hypothesis is rejected with the c.r < 1.652 and the probability > 0.05.

Table 7. Path Analysis Hypothesis Test

Variable	C.R.	P	Estimate Standardized Regression
(X1) - (Z)	2,225	0,026	0,348
(X2) - (Z)	3,030	0,002	0,869
(X1) - (Y)	2,727	0,006	0,204

(X2) - (Y)	2,277	0,023	0,326
(Z) - (Y)	2,280	0,023	0,164
Dependent Variable		R²	
Online Learning Understanding		0,524	
Teacher Teaching Satisfaction		0,695	

Source: Primary Data Processed

Table 7, the results related to hypothesis testing can be explained in the explanation below:

1. First Hypothesis (H1)

The first hypothesis regarding the effect of communication skills on understanding online learning showed a standardized regression weight of 0.348, a critical ratio of 2.225, and a probability of 0.026. The output indicates a significant effect of communication skills on understanding online learning. Therefore, the first hypothesis in this study is accepted because the c.r was > 1.652, and the probability was < 0.05.

2. Second Hypothesis (H2)

The second hypothesis is the effect of work motivation on understanding online learning, which obtained a standardized regression weight of 0.869, a critical ratio of 3.030, and a probability of 0.002. These results indicate that there is a significant effect of work motivation on online learning understanding. It can also be concluded that the hypothesis of this study is accepted with a c.r > 1.652 and probability < 0.05.

3. Third Hypothesis (H3)

The third hypothesis test related to the effect of communication skills on teacher teaching satisfaction obtained a standardized regression weight of 0.204, a critical ratio of 2.727, and a probability of 0.006. The test indicated a significant effect of communication skills on teacher teaching satisfaction. Therefore, it can be concluded that the third hypothesis is accepted because c.r was > 1.652 with probability < 0.05.

4. Fourth Hypothesis (H4)

The fourth hypothesis related to the effect of work motivation on teacher teaching satisfaction obtained a standardized regression weight of 0.326, the critical ratio of 2.277, and a probability of 0.023. The test results indicated a significant effect

of work motivation on teacher teaching satisfaction. Hence, it can be concluded that the study hypothesis is accepted because the c.r. was > 1.652 with probability < 0.05.

5. Fifth Hypothesis (H5)

The fifth hypothesis test related to the effect of online learning understanding on teacher teaching satisfaction obtained standardized regression weight 0.164, critical ratio 2.280, and probability 0.023. The test results indicated that there is a significant effect of understanding online learning on teacher teaching satisfaction. The conclusion is that the fifth hypothesis is accepted because the c.r was > 1.652 with the probability of < 0.05.

Table 3.7 explains the coefficient of determination (R²), which aims to measure each independent and dependent variable's variance. In this model, based on the acquisition of the calculation, the analysis describes the coefficient of determination of the effect of communication skills and work motivation on understanding online learning 0.524. Therefore, the variable online learning understanding can be explained by communication skills and work motivation with 52.4%. Nevertheless, 47.6% could be explained by other variables excluded in this study.

The effect of communication skills, work motivation, and online learning understanding on teacher teaching satisfaction obtained the coefficient of determination (R²) 0.695. From these results, communication skills, work motivation, and online learning understanding were 69.5%. The remaining 30.5% is described by other variables excluded in this study.

c) **Assessing the path coefficient**

The path analysis shows that there is a direct or indirect effect and also the total effect. It can be seen in the following table:

Table 8. Result of Calculation of Direct Effect, Indirect Effect, and Total Effect

Variable	Direct Effect		Indirect Effect		Total Effect	
	Z	Y	Z	Y	Z	Y
X1	0,455	0,304	0,000	0,133	0,455	0,437

Variable	Direct Effect		Indirect Effect		Total Effect	
	Z	Y	Z	Y	Z	Y
X2	0,334	0,348	0,000	0,098	0,334	0,446
Z	0,000	0,292	0,000	0,000	0,000	0,292

Source: Primary Data Processed

Based on table 3.8, the direct effect of communication skills (X1) on online learning understanding (Z) was 0.455. The direct effect of online learning understanding (Z) on teacher teaching satisfaction (Y) was 0.292. Thus, the indirect effect of communication skills (X1) on teacher teaching satisfaction (Y) through online learning understanding (Z) was $0.455 \times 0.292 = 0.13286$ or 0.133. The calculation reveals an indirect effect of communication skills on teacher teaching satisfaction was 0.133. Thus, to conclude in total, it was obtained $0.304 + 0.133 = 0.437$

The direct effect of work motivation (X2) on online learning understanding (Z) was 0.334. The direct effect of online learning understanding (Z) on teacher teaching satisfaction (Y) was 0.292. Thus, the indirect effect of work motivation (X2) on teacher teaching satisfaction (Y) through online learning understanding (Z) was $0.334 \times 0.292 = 0.097528$ or 0.098. The calculations showed an indirect effect of work motivation on teaching satisfaction through online learning understanding was 0.098. Furthermore, the total effect was $0.348 + 0.098 = 0.446$.

3.2 Discussion of Research Results

The path analysis results above generated the first hypothesis, namely the communication ability variable on online learning understanding. The standardized regression was 0.348, the critical ratio was 2.225, and the probability value (p) was 0.026. The number obtained indicates a significant effect on communication skills on online learning understanding. Hence, it can be said that the first hypothesis can be accepted. The results obtained in the study are not in line with the study from [8] by explaining if communication skills are not influenced by online learning understanding. Based on this result, it can be seen that work motivation is one of the factors and can affect the success or continuity of online learning activities. If someone does not have the motivation, task completion will not achieve educational goals effectively and adequately.

Based on the path analysis calculation results, the second hypothesis showed that the variable of work motivation on online learning understanding obtained standardized regression of 0.869, the critical ratio of 3.030, and the probability (p) of

0.002. Based on this study, it shows that there is an effect between work motivation on online learning understanding. Thus, the second hypothesis is accepted. This study is also supported by Tagreed [2] by explaining that there is a positive effect of work motivation on online learning. It is stated that work motivation is a factor that can have a lasting effect and the success of the online learning process, where if there is no high work motivation, education cannot be completed properly.

The results of the path analysis calculation above generated the third hypothesis, which mentioned that the variable of communication ability on teacher satisfaction at SMAN 1 Cikarang Pusat obtained standardized regression of 0.204, the critical ratio (c.r.) of 2.727, and the probability (p) of 0.006. The calculation of the tests indicates there is an effect between communication skills on teacher teaching satisfaction. Therefore, this hypothesis is accepted. This study is strengthened by [1] by explaining a positive influence between communication skills and teacher teaching abilities. This study also proves that a teacher must have good communication skills in teaching and learning activities so that the delivery of material by the teacher can create an effective learning outcome. Each student can give satisfaction from the teacher's teaching results. The better and higher the teacher's communication skills in delivering learning material, the more satisfied the teacher's teaching activities.

The path analysis calculation results above produced the fourth hypothesis, which stated that the variable of work motivation on teacher satisfaction at SMAN 1 Cikarang Pusat obtained standardized regression of 0.326, the critical ratio (c.r.) of 2.277, and the probability (p) 0.023. The calculations explain that there is a significant effect between work motivation and teacher teaching satisfaction. Thus, this hypothesis is accepted. It is reinforced by a study conducted by [5], this study argued that there is a positive effect of motivation on teacher teaching satisfaction. So, it is accepted that teacher motivation can predict achievement in teacher teaching satisfaction. In education, it is also proven that every individual who makes an effort is motivated by arising from outside or within an individual. The better the teacher's motivation in making an effort, the better the results will be for himself.

The path analysis calculation results above produce the fifth hypothesis, namely the variable online learning understanding on teaching satisfaction of SMAN 1 Cikarang Pusat teachers that obtained standardized regression of 0.164, the critical ratio of 2.280, and the probability (p) of 0.023. The calculation indicates that there is an influence between online learning understanding on teacher teaching satisfaction. Thus, this hypothesis is accepted. It is also reinforced by a study conducted by [11] by explaining that there is a positive effect between online learning understanding and teacher teaching satisfaction. It states that online learning understanding is crucial and becomes an influencing factor on teacher satisfaction in teaching activities.

4. CONCLUSION

1. There is a significant effect of direct communication skills on online learning understanding. These important results prove that a teacher who has good communication skills can provide understanding in online learning activities. The better the teacher's communication skills in carrying out teaching and learning activities, the better the understanding given by the teacher in conducting online learning.

2. There is a significant effect of work motivation directly on online learning understanding. These significant results prove that work motivation can be one of the factors that can affect the sustainability and success of online learning activities. Academic tasks and goals will also be formed effectively if work motivation is high.

3. There is a significant effect of direct communication skills on teacher teaching satisfaction at SMAN 1 Cikarang Pusat. The existence of these substantial results proves that the teacher's communication skills can have an impact on the teacher's teaching satisfaction. This study also confirms that a teacher must have good communication skills in teaching and learning activities. Hence, the delivery of material by the teacher can create significant output for the students, which gives satisfaction from the teacher's teaching results. The better and higher the teacher's communication skills in delivering learning material, the more satisfied the teacher is in carrying out teaching activities.

4. Work motivation has a significant direct effect on teacher teaching satisfaction at SMAN 1 Cikarang Pusat. These significant results prove that teacher motivation can predict achievement in teacher teaching satisfaction. This study also provides evidence that every individual who makes an effort is motivated by internal and external reasons. If the motivation is high, it will bring good results.

5. There is a significant effect on the online learning understanding directly on teacher teaching satisfaction at SMAN 1 Cikarang Pusat. These significant results prove the understanding of online learning on teacher teaching satisfaction. It states that online learning understanding is significant and is a tractor that influences how satisfied teachers are in their teaching activities.

SUGGESTION

Based on the results of this study, the researchers suggest that teachers improve communication in online learning understanding so that the delivery of material can build good teacher teaching satisfaction. In addition, teachers are also expected to increase their work motivation to realize their objectives. For further researchers, this research can be used as reference material for further consideration and research and the addition of other independent variables that are not examined in this study.

REFERENCES

- [1] Ardiansyah, D. O. 2016. "Pengaruh Komunikasi terhadap Kinerja Karyawan dengan Dimediasi oleh Kepuasan Kerja (Studi pada Bagian Produksi Pabrik Kertas PT. Setia Kawan Makmur Sejahtera Tulungagung)". *Jurnal Bisnis dan Manajemen*, 3(1).
- [2] Alsulimani, T., & Kaabi, H. 2018. "The effect of E-Learning on Teachers' Motivation: a case study in Jeddah University". *International journal of management and information technology*, 14(1), 3316-3327.
- [3] Bima, S. 2017. "Pengaruh Remunerasi dan Motivasi Kerja terhadap Kinerja Karyawan (Studi Kasus pada kantor pengawasan dan Pelayanan Bea dan Cukai Surakarta)". *Jurnal Manajemen Daya Saing*, 19(2), 109-118.
- [4] Darmawan, D. H. 2013. "Prinsip-Prinsip Perilaku Organisasi". Surabaya: Pena Semesta.
- [5] Handayani, E. S. 2017. "Pengaruh Motivasi dan Konsep Diri terhadap Kepuasan Kerja Guru SMP Negeri Kecamatan Samarinda Utara". *Jurnal Pendas Mahakam*. Vol 2 (2). 123-137.
- [6] Mangkunegara, Anwar Prabu. 2017. "Manajemen Sumber Daya Manusia Perusahaan". Bandung: PT. Remaja Rosdakarya.
- [7] Murtafiah, Naimatul. 2009. "Pengaruh Kemampuan Komunikasi Guru dalam Proses Belajar Mengajar terhadap Kepuasan Belajar Pelajaran Akuntansi Siswa Kelas XI IPS di SMA Negeri 6". Semarang: UNNES.
- [8] Sari, N. W., Dewi, M. N., & Kartini, H. R. 2020. "Analisis Kemampuan Komunikasi

- Matematis dalam Meningkatkan Hasil Belajar Mahasiswa pada Pembelajaran Online Matematika Kimia”. *JURNAL PENDIDIKAN MATEMATIKA UNIVERSITAS LAMPUNG*, 8(2), 68-76.
- [9] Sudijono, Anas. 2011. “Pengantar Evaluasi Pendidikan”. Jakarta: Rajawali Pers.
- [10] S. Sukidi and F. Wajdi. 2017. “Pengaruh Motivasi, Kompensasi, dan Kepuasan Kerja terhadap Kinerja Pegawai dengan Kepuasan Kerja Sebagai Variabel Intervening”. *J. Manaj. Dayasaing*, vol. 18, no. 2, p. 79, doi: 10.23917/dayasaing.v18i2.4505.
- [11] Teo, T. 2014. "Preservice Teachers' Satisfaction With e-Learning". *Social Behavior and Personality: An International Journal*, 42(1), 3-6.