



SALARY EFFECT ON TEACHER PERFORMANCE WITH JOB SATISFACTION AS MEDIATION AND WORK MOTIVATION AS MODERATION: A CONCEPTUAL MODEL

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ABSTRACT

Education has a very important role in striving to increase quality human resources in all fields. The teacher is an important component in the process of achieving educational goals; this can be seen from the roles and tasks they carry. A teacher has many roles, including (1) designing learning method; (2) managing learning method; (3) as a teacher; (4) as an evaluator; (4) as a counselor; (5) and as a curriculum executor. Through the roles and tasks of the teacher as stated above, therefore teachers should be able to improve their performance in an effort to improve the quality of education. One factor that influences teacher performance is salary. Every person with a high salary will be prosperous. People will work enthusiastically if their work is able to improve their lives. Conversely, people who are not prosperous or all-deprived in their lives will work without passion. This study aims to determine the influence of salary on Teacher Performance with Job Satisfaction as Mediation and Work Motivation as Moderation at the Al-Inabah Al-Islamiyah Pancoran Barat Foundation, South Jakarta. This research uses primary and secondary data. Primary data obtained through direct interviews with educators (teachers) who teach in MI, MTs and MA Al-Inabah Al-Islamiyah Foundation, Pancoran, South Jakarta and conducted a questionnaire method. This questionnaire is addressed to all teachers in MI, MTs and MA Al-Inabah Al-Islamiyah Foundation. Secondary data is obtained through books, journals and articles and other supporting documents such as the analysis of management reports for year 2018/2019 and year 2019/2020. Based on the conceptual model, it is known that there are four hypotheses that will affect teacher performance. Practicing this paper instantly will find out the relationships between variables in the conceptual model.

KeyWords

Salary, Teacher Performance, Job Satisfaction, Work Motivation, Conceptual Model

INTRODUCTION

The world of education has a very important role in striving to increase human resources, who are able to become successors and implementers of development in all fields. At the same time, the teacher is also an important component in the process of achieving educational goals, this can be seen from the roles and tasks they carry. According to Suprihatiningrum Jamil (2013: 29-30) the roles and tasks of the teacher are very heavy because the teacher's task is not only to teach, but also must be able to educate, guide, foster, and lead the class. While the role of the teacher varies, including (1) the teacher as a designer of learning; (2) teachers as managers of learning; (3) the teacher as the executor of learning; (4) the teacher as an evaluator; (4) the teacher as a counselor; (5) teachers as curriculum implementers.

Through the roles and tasks of the teacher as stated above, the teacher should be able to improve their performance in an effort to improve the quality of education. One factor that influences teacher performance is salary. According to Soemarso (2014: 307), salaries are "rewards to employees who are given administrative tasks and leadership whose numbers are, usually, fixed monthly or annually". Indonesian Law No. 14 of 2005 on Teachers and Lecturers defines teacher salaries as the rights received by teachers for their work from education providers or education units in financial form on a regular basis in accordance with statutory regulations. Article 14 Paragraph 1 (a) of the mentioned law states that in carrying out their professional duties, the teacher has the right to earn an income above the minimum living requirements including basic salary, allowances attached to salaries, as well as other income in the form of professional allowances, functional allowances, special allowances, and additional benefits associated with his job as a teacher based on the principle of appreciation on the basis of achievement (Suwatno and Junni, 2011: 19).

Al-Inabah Al-Islamiyah Foundation is a Non-Profit Foundation located on Jl. Pancoran Barat XI, Pancoran, South Jakarta. This foundation specializes in the field of education and it is consisted of Madrasah Ibtidaiyah (MI) Al-Islamiyah, Madrasah Tsanawiyah (MTs) Al-Islamiyah, and Madrasah Aliyah (MA). The number of honorary teachers in this Madrasah is 35 people and there are 25 State Civil Servants. The salaries received by honorary teachers each month are relatively smaller when compared to state civil servant teachers. An honorary teacher at this foundation gets the highest salary of Rp. 3,250,000 while group III/a state civil servant teachers get a salary of Rp. 8,299,800. Meanwhile the honorary teacher at this foundation received the smallest salary of Rp 445,000 while group III/a state civil servant teachers received a salary of Rp 7,031,400. This shows that there is a gap in the amount of salary between the two positions.

Teacher performance becomes one of the determinants in achieving quality teaching and learning outcomes, where performance is important in the organization so that organizational goals are achieved. Teacher workload standards is referred to the Indonesian Law Number 14 of 2005 on Teachers and Lecturers. Article 35 states that the teacher's workload includes main activities, namely planning learning program, implementing learning program, assessing learning outcomes, guiding and training students, and carrying out additional tasks. If the teacher has done his job well, then the learning process in the class will run well too (Barnawi and Arifin, 2014: 14-15).

Based on observations in the field, teachers at the Al-Inabah Al-Islamiyah Foundation lacked good performance. This can be seen in the number of absence in doing school administration by 30%, absence in using IT in the teaching and learning process (monotonous teaching and learning process) by 65%, and the lack of willingness to develop their potential (eg taking further lectures) by 70%.

Teacher's work motivation has an important role in student learning outcomes, as revealed by Bunyamin (2014) where teacher motivation is one of the factors that determine student achievement. As the motivation of the teacher grows, the interest of a student to continue learning also grows in order to achieve the ideals in accordance with what they want. Motivation when combined with the learning process and supported by learning styles, methods, media as well as other adequate facilities and infrastructure will certainly produce quality output. Professionalism of teachers in teaching and educating is also a supporting factor for student success. Meanwhile, the annual report on student learning outcomes shows that the average national student examination score is only 57.78. This is caused by the lack of work motivation of teachers due to the low salary of Honorary Teachers.

Based on the background above, this conceptual paper was made. This paper aims to examine the relationship between the influences of teacher salaries with teacher performance. This paper consists of Introduction, Literature Review, Hypotheses Development and Research Methodology.

LITERATURE REVIEW

According to Kadarisman (2012: 316), salary is a remuneration in the form of money received by an employee as a consequence of his status as an employee who contributes in achieving the goals of the company or organization, or in other words, a fixed payment received by someone because of his position in the company or organization. Meanwhile, according to Maruli (2011: 14), salary is a service fee paid to employees and has a definite guarantee. This means that salaries will still be paid even if the employee does not come to work. Meanwhile, according to Sadili (2010: 189), salary is something related to the money given to employees.

Work performance is defined as an expression of ability based on knowledge, attitudes, skills, and motivation in producing something. (Susanto, 2016: 69). Fahmy (2013: 37) states that teacher performance is a person's ability to carry out their tasks that produce satisfying results, in order to achieve the goals of group organizations in a work unit.

The basis of job satisfaction is in its individual as each individual has a level of satisfaction that varies according to the system value that applies to the individual. The higher the assessment of activities that are felt in accordance with the individual's desires, the higher the satisfaction of the job. Job satisfaction, according to Robbins (2015: 46), is a positive feeling about work, which results from an evaluation of its characteristics. While Greenberg and Baron describes job satisfaction as positive or negative attitudes carried out by individuals towards their work (Wibowo, 2010: 501). Meanwhile, Hasibuan (2013: 202) states that job satisfaction is an emotional attitude that is fun and loves work. This attitude is reflected by work morale, discipline, and work performance.

Rifai and Anni (2011: 159) revealed that motivation is an internal process that activates and guides and maintains a person's behavior continuously. Meanwhile, according to McDonald in Hamalik (2014: 106), motivation is a change of personal energy based on the emergence of feelings and interactions to achieve goals. This means that this motivation arises because of the needs that must be achieved by someone.

Another opinion was expressed by Jamaris (2013: 170) where motivation is an action that moves and chooses to do an action toward the goal to be achieved. Meanwhile, according to Uno (2010: 10), motivation is internal and external encouragement in a person to make changes in behaviors, which has the following indicators: (1) there is a desire and eagerness to carry out activities, (2) there is encouragement and the need to carry out activities, (3) the existence of hopes and ideals, (4) appreciation and respect for oneself, (5) the existence of a good environment, and (6) the existence of interesting activities.

From the various opinions that have been raised, it can be concluded that motivation is the drive to act in achieving goals that are in line with what is expected. This impulse is affected by internal and external factors. Internal and external factors will cause enthusiasm which will eventually lead to changes in behavior. This drive causes changes in behavior to achieve one's desired goals.

CONCEPTUAL MODEL

The general objective of this research is to create a conceptual model regarding the influence of salary on teacher performance with job satisfaction as mediation and work motivation as moderation at the Al-Inabah Al-Islamiyah Foundation, Pancoran, South Jakarta. These general objectives are then broken down into a number of specific objectives, namely: 1) the direct influence between teacher salaries on teacher job satisfaction; 2) the direct influence of teacher salaries on teacher performance; 3) the direct influence of job satisfaction with teacher performance; 4) the indirect influence of work motivation as moderation with job satisfaction on teacher performance. Based on some of these specific objectives and the literature review that has been done, the conceptual model that can be produced in this study is as in the following figure.

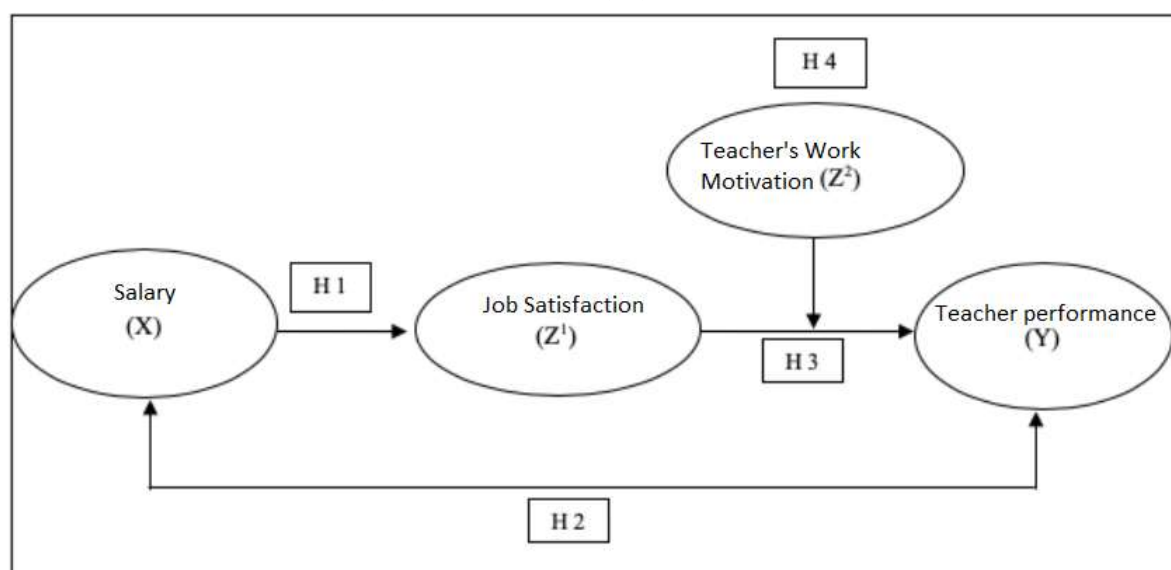


Figure 1: The Conceptual Model

Information:

X : Salary

Z1 : Job Satisfaction

Z2 : Teacher's Work Motivation

Y : Teacher performance

HYPOTHESIS DEVELOPMENT

The purpose of the theoretical framework in this research is to find out the influence of independent, dependent, mediating and moderating variables. In this study the independent variables are salary, the dependent variable is teacher performance, job satisfaction variable as mediation and work motivation variable as moderation. Under these conditions, the researchers developed a hypothesis to test the independent variables (*independent*), bound (*dependent*) mediation and moderation.

1. Influence of salary on job satisfaction

Based on research by Septiana (2011), the results show that there is a significant positive effect between salaries on teacher job satisfaction. Other studies have shown that there is a positive and significant effect between compensation and job satisfaction of teachers (Verawaty, 2013). Based on the above, the hypothesis H_1 is determined as follows:

H_1 : There is a direct influence of salaries on teachers' job satisfaction

2. Influence of salary on teacher performance

Sari (2016) found that salaries have a significant effect on teacher performance. The Machfudi (2013) showed that the salary variable, work motivation and work discipline partially have a significant effect on employee performance. Meanwhile, research by Ekawati (2018) shows that there is a positive and significant effect between compensation on teacher performance. Based on the above, it was determined hypothesis H_2 as follows:

H_2 : There is a direct influence of salaries on the teachers' performance

3. Relationship between job satisfaction and teacher performance

Based on research by Danardono (2010), it was found that there is a relationship between job satisfaction and teacher performance. In addition, research by Setyoningsih (2015) shows the result that there is a very significant positive relationship between job satisfaction and teacher performance. Based on the above, the hypothesis H_3 is determined as follows:

H_3 : There is a relationship between job satisfaction and teacher performance

4. The indirect influence of work motivation as moderation with job satisfaction on teacher performance.

Research by Ferdy Ardiansyah and Sylvia Purba (2015) shows that job satisfaction has a significant effect on teacher performance mediated by career satisfaction and moderated by career motivation. The study of Mu min (2011) shows results that teacher work motivation and teacher job satisfaction positively affect teacher performance. Based on the above, the hypothesis H_4 is determined as follows:

H_4 : There is an indirect influence of work motivation as a moderation with job satisfaction on the performance of teachers.

METHODOLOGY

This research is a quantitative study with a population that includes all teachers at the Al-Inabah Al-Islamiyah Foundation, Pancoran, totaling 53 people. The sample of this study is consisted of 53 people and it was obtained through saturated sampling technique.

The research method was carried out using a survey method through the distribution of questionnaires and interviews with samples. The data used are primary data and secondary data. Primary data were obtained from interviews and questionnaires while secondary data included recapitulation of teacher presence, foundation profiles, and books and journals. The data obtained were then analyzed using the path analysis method and processed using STATA software version 13.

CONCLUSION

This paper has discussed the background of educational problems at the Al-Inabah Al-Islamiyah Foundation, Pancoran, South Jakarta; literature review regarding salary, teacher performance, job satisfaction, work motivation, and the relationship between variables; conceptual model; hypotheses development, and methodology. Practicing this paper instantly will find out the relationships between variables in the conceptual model.

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