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## The Influence of Work Motivation and Job Satisfaction on the Performance of Junior High School Teachers in West Aceh

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**Abstract:** This study aims to answer the problems of the two hypotheses proposed, namely the influence of work motivation on the performance of teachers at the West Aceh State Junior High School, the influence of job satisfaction on the performance of teachers at the West Aceh State Junior High School. The population of this study was 138 teachers. The research sample of 103 people was obtained by random sampling. The research instrument used a questionnaire with a Likert scale and the processing of research data was analyzed through the Statistical Package for the Social Sciences (SPSS) and path analysis. The results of the study showed that work motivation had a direct positive effect on the performance of teachers at the West Aceh State Junior High School, as shown by  $\rho_{31} = 0.393$  and the t count value  $> t_{table} (2.081 > 1.66)$  while the significance was  $0.000 < 0.050$ . 2) Job satisfaction had a direct positive effect on the performance of teachers at the West Aceh State Junior High School, as shown by  $\rho_{23} = 0.500$  and the t count value  $> t_{table} (2.359 > 1.66)$  while the significance was  $0.000 < 0.050$ . The implications of this study explain that work motivation and job satisfaction have a positive effect on teacher performance. This shows that teacher performance can be improved by increasing work motivation and job satisfaction.

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

### INTRODUCTION

(Pristiwanti et al., 2022) Education is an effort to help students so that they can work independently and carry out their responsibilities. (Fatima et al., 2024) Quality education is the hope and demand of all education stakeholders to achieve educational goals which are the function of the education curriculum. Education is one of the keys to the progress of the nation and state, because education is the spearhead in improving the quality of human resources. (Musanna & Basiran, 2023) educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training, and carrying out all their potential, while education can also collaborate between teachers and students is the key to success in the world of education. In the entire educational process in schools, learning activities are the most important activities. Teachers are an important component in education.

(Basri & Akmaluddin, 2020) To develop national education, teachers must have and master guaranteed professional teacher competency standards. (Wijaya, 2018) Teacher competence is a measure to obtain good and professional educators, who have professional competence and to assess the competence of educators professionally there is a continuous, targeted and successful coaching process needed to achieve the number of professional teachers who are able to drive the progress of national education. (Mardizal et al., 2023) all elements of professional teachers become important elements in creating more effective learning and can create the expected motivation and performance of teachers, so it takes a principal who has the ability to lead and teachers who have professional competence. Professional teacher competence is defined as related to teachers must support the process towards this professional teacher.

These components can be combined to produce a system that can itself help create professional teachers in sufficient quantity and quality. (Anwar, 2020) in creating mutual education of professional teacher figures, teachers must be able to shoulder and carry out responsibilities as professional teachers who have social responsibilities. Teachers are important people who play an important role in the world of education. Therefore, when everyone talks about education issues, teachers must be part of the discussion, especially about formal education in schools.

Article 7 of Law No. 14 of 2005, Teachers are a special profession that can only be carried out by educated people. They must have strong talents, interests, missions, and ideals. They must also be committed to improving the quality of education, faith, piety, and morals. An academic and educational background that is appropriate to the field is also required. Teachers must also have the competencies needed in their work, be responsible for professional duties, and receive compensation based on work performance. In addition, they must continue to learn throughout their lives and carry out their duties in accordance with the law. Teachers must also have a professional organization that regulates their work.

As the main factor of education in Indonesia today, educators are experiencing many problems. In Indonesia, complex teacher problems are caused by the ineffectiveness of teacher management and arrangement, including the implementation of teacher performance management. (Ashlan & Akmaluddin, 2021) data on the criteria for Teacher Performance Assessment (PKG) and teacher certification carried out by the government have made great initiatives to improve teacher quality, both in terms of performance and motivation. However, this has not yet had a full impact. In addition, teacher development has not sufficiently considered the factors that influence performance.

Teacher performance can be influenced by internal factors, such as work motivation, and job satisfaction. Teacher performance must be viewed holistically and not limited to external factors. According to researchers, teacher performance in West Aceh Regency is considered less than satisfactory, and this is indicated by the low state or position of education. Teacher performance can be improved by finding and optimizing the factors that influence it to achieve learning goals.

(Mulyasa, 2017) stated several reasons why teachers do not have good professional competence, including many teachers who do not fully pursue their profession. This is because there are teachers who work outside their working hours to meet their daily needs, so they do not have enough time to study to improve their own abilities; the lack of professional standards for teachers as required by developed countries; perhaps because fake universities produce teachers without considering what they do in the field; and the lack of desire for teachers to improve their quality, even though teachers are very important for the success of the school.

West Aceh Regency is one of the regencies in the province of Aceh that deserves attention, especially regarding teacher competence. Based on information obtained by researchers from the West Aceh Regency Education Office. The teacher competence of West Aceh Regency in 2023 was ranked 17th out of 23 regencies/cities in Aceh. Because the results

of the teacher competency test in West Aceh Regency only reached an average score of 46.91, the teacher competence in West Aceh Regency has not yet reached the standards set by the government. This shows that teachers in West Aceh Regency still need improvement to improve their abilities.

The current problems in State Junior High Schools in West Aceh are less than ideal teacher motivation to carry out responsibilities, which is evidenced by the lack of discipline of educators in teaching and there is still a difference between the learning materials that are in accordance with educational goals. There are several problems that cause low work motivation for State Junior High School teachers in West Aceh, some of which are feeling less than optimal in working, getting tired easily due to increasing age, an unsupportive work environment, lack of supporting facilities for teaching, and lack of encouragement and enthusiasm for teaching.

Based on the above problems, the researcher conducted further observations and interviews with the principal, in March 2024, it was found that teacher performance in West Aceh Regency was still relatively low. The results of initial observations showed that the condition of teacher performance was far from what was expected. With the condition of teachers like this, it will affect the school's vision and mission in advancing education, especially education in West Aceh Regency.

After conducting initial interviews with principals at State Junior High Schools in West Aceh Regency on April 25, 2024, researchers found that teachers' work motivation was lacking, which had an impact on performance. Due to lack of time and too many teaching assignments, teachers did not plan lessons. This is related to poor teacher work motivation to carry out learning activities, late student attendance, and the use of monotonous learning models and methods. Because teachers do not have high motivation, they do not have good teaching skills. Teachers tend to only provide sufficient lessons, and they usually use a group discussion approach in addition to lectures.

Teachers' attention and motivation are sometimes needed by students in today's education world. In the learning process in the classroom, it is clear that teachers fail to provide motivation to their students. Teachers may not provide enough motivation and attention to their students. This is because, in today's education world, teachers only provide materials without motivating students and giving enough attention to students. As a result, students are not motivated to learn.

(Rosyadi, 2020) said that work stress, work motivation and training are simultaneously significant to the performance of Gondang Vocational High School teachers with a contribution of 91.6 percent. The variables of work stress, work motivation and training have a positive and significant influence partially on employee performance at Gondang Vocational High School with the work motivation variable as the most influential variable on teacher performance. From the results of this study, it can be seen that work stress can affect work motivation and can affect teacher performance.

For teachers and educators, providing motivation and attention is very important because one of the components of teaching is providing motivation. However, currently teachers are only busy teaching without providing motivation about the importance of studying the material being taught or providing motivation for their students to continue learning. In the classroom, sometimes teachers are just indifferent and do not pay special attention to students who are strange or lazy to learn. They never provide motivation or attention to their students. In fact, students like this really need attention and motivation. Teachers like this are the ones whose work quality must be questioned because the teacher's job is not merely to provide or teach material to their students. They must also play a role in various ways to develop their work as teachers or educators, such as as mediators, organizers, facilitators, class managers, inspirators, and motivators. One example of these roles is as a teacher.

(Wahyuni et al., 2024) in the study showed that there is an influence of the principal's leadership style and teacher motivation on student character in Gugus Lambada Klieng, Baitussalam District, Aceh Besar Regency, with a percentage of 23%. There is an influence of

teacher motivation on student character in State Elementary Schools Gugus Lambada Klieng, Baitussalam District, Aceh Besar Regency, with a percentage of 05.9%. There is an influence of the principal's leadership style and teacher motivation on student character in Gugus Lambada Klieng, Baitussalam District, Aceh Besar Regency with a percentage of 23.4%.

(Sakinah et al., 2020) said that motivation is a feeling or force that drives employees to be more focused and focused on achieving company goals. (Bahri & SE, 2018) shows that several factors influence a person's desires: physical needs, the need for safety and security, social needs, self-esteem needs, and the need for self-actualization. According to (Zein & Hadijah, 2018) Motivation is the desire to exert a great deal of effort to achieve organizational goals. The ability to make this effort to satisfy personal needs determines that motivation.

To solve this problem, teachers must be self-aware and evaluate themselves about what they do during the teaching and learning process. Teachers must know their duties and responsibilities as a teacher, which means they must not only teach students but also be a motivator for their students. By knowing their duties and responsibilities as a teacher, they will be able to teach their students better. Therefore, it can be concluded that teachers do not provide motivation to their students, which is a big problem in today's education world.

Similar studies have also been conducted (Juliana et al., 2024) said that the principal's leadership style and work motivation on teacher performance are considered constant is 0.556 and the partial correlation between work motivation and teacher performance if the principal's leadership style is considered constant is 0.040. Thus it can be concluded that the higher the principal's leadership style and work motivation, the better the teacher's performance at the Sihoum Cluster Elementary School, Indrapuri District, Aceh Besar Regency.

In addition to motivational factors, another factor that influences performance is job satisfaction. A person's feelings about their job, resulting from an assessment of how far their job as a whole is able to meet their needs, is called job satisfaction. Teacher performance will decline if they are not satisfied with their jobs. Teachers who are satisfied with their jobs will be more enthusiastic, make fewer mistakes, reduce absenteeism, and reduce the likelihood of turnover.

As stated by (Hardian, 2017) Job satisfaction depends on the level of intrinsic and extrinsic outcomes, as well as the job holder's perspective on those outcomes. These outcomes have different meanings for different people. A difficult and responsible job, based on education and previous experience with jobs that provide intrinsic outcomes, may be rated neutral or even negative by some people, but by others, such a job may be rated positively. The importance that people place on the outcomes of their jobs varies, and these differences will determine the level of job satisfaction for the same job.

There are several factors that cause a positive attitude, (Riyadi, 2022) Teachers' efforts to build positive relationships include indicators such as a sense of job security, a sense of liking the job, being given the opportunity to improve their careers in their workplace, working according to the work agreement, and superiors appreciating employees by providing fair compensation. This shows that job satisfaction is related to how a superior treats his employees. High job satisfaction shows that the school organization has been well managed. High job satisfaction shows a match between teacher expectations and the compensation provided by the organization. Behavior that shows the relationship between superiors and subordinates in building organizational patterns, communication channels, and procedures also includes leader behavior that shows friendship, trust, familiarity, interest, and respect in their relationships with employees.

Based on the results of initial observations on May 3, 2024, teacher job satisfaction at State Junior High Schools in West Aceh Regency is still low. This is caused by several factors, including inadequate facilities, lack of attention from schools and local governments, and welfare that does not meet established standards. Although there are teachers who teach only to fulfill their obligations, so that learning activities ignore the concepts, theories, and thinking



abilities of students. As a result, students feel unmotivated and stressed in the learning process, do not like the teacher's learning methods, are not disciplined, do not do assignments given by the teacher, or avoid interesting subjects.

According to (Suryani, 2022) Job satisfaction consists of the positive and negative attitudes a person has toward various aspects of his or her job, workplace, and relationships with employees. An individual's perception of their job comes from both internal and external sources. Job satisfaction, according to (Merchant & Candra, 2020) is a general attitude toward one's job that indicates the difference between the level of rewards an employee receives and the level of rewards they expect.

## METHOD

This study is a causal ex post facto study because the purpose of the study is to reveal the causal relationship between the research variables, namely work motivation, job satisfaction and teacher performance. This study collects data only from the symptoms of the three variables studied in the field, without considering each variable specifically. This study was conducted at the State Junior High School of West Aceh Regency and will be implemented in September 2024. The population in this study were all teachers of the State Junior High School of Bubon District, West Aceh with a total of 138 people. In this study, to take a sample size from the population of State Junior High School teachers in Bubon Regency, West Aceh, the Slovin formula was used with a tolerance of 5%.

The formula used is as follows:

$$n = \frac{N}{1 + N(d^2)}$$

Information :

n = Number of samples

N = Population size = 138 respondents

d = Precision (set at 5% with a 95% confidence level) or leniency  
inaccuracy due to sampling error (accuracy level of 0.05)

1 = Constant number

Based on the formula above, the sample size is:

$$n = \frac{138}{1 + 138(0.05^2)} = 103$$

= 103 respondents

This research is to prove the hypothesis made using a quantitative approach. The method begins with a theoretical framework, expert thinking, and researchers' understanding of their own experiences. Furthermore, the quantitative approach aims to test theories, establish facts, prove hypotheses, estimate, provide statistical descriptions, and predict research results.

The data collection technique in this study used a questionnaire as an instrument for all variables, namely work motivation (X1), job satisfaction (X2), and teacher performance (X3). To collect data, questionnaires were distributed to respondents selected as research samples. The researcher used a modified Likert Scale model to create a questionnaire. The questionnaire consists of many simple statements accompanied by five (choice) answers. Measurements were made by asking participants to choose one of several answers that had been given. Each answer was scored 1–5. After data collection was complete, the next step was to analyze the data. The research data will be analyzed descriptively, tested to meet the requirements of statistical analysis, and the research hypothesis will be tested through path model analysis.

## RESULTS AND DISCUSSION

### Research Data Description

The data presented in this section includes variable data.work motivation(X1), job satisfaction (X2), andteacher performance(X3) The data is the result of quantifying respondents' answers to the questionnaire distributed to teachers.State Junior High School of West Aceh Regencyas a research sample. The number of questionnaires distributed was 103 sets of questionnaires according to the number of research samples. The description of the data for each research variable is presented in a summary in Table 1. as follows:

**Table 1.Summary of Descriptive Statistical Calculations of Research Data**

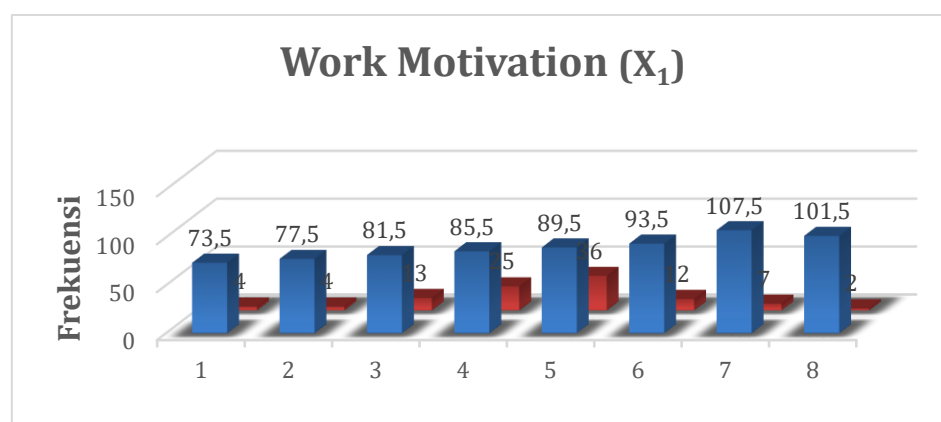
	Work motivation	Job satisfaction	Teacher Performance
Mean	86.7767	79.3010	105.6990
N	103	103	103
Std. Deviation	5.47531	6.12266	6.89535
Median	87.0000	79.0000	106.0000
Minimum	72.00	63.00	88.00
Maximum	99.00	92.00	123.00
Variance	29,979	37,487	47,546
Range	27.00	29.00	35.00
% of Total Sum	100.0%	100.0%	100.0%
Sum	8938.00	8168.00	10887.00

### Work Motivation (X1)

Frequency distribution of variable scoreswork motivation(X1) can be seen in Table 2 below.

**Table 2. Frequency Distribution of Work Motivation Variable Scores (X1)**

Class	Class Interval	Edge of Class	Absolute Freq. (f <sub>0</sub> )	Relative Freq.	Cumulative Freq.
1	71 to 74	72.5	4	3.88%	3.88%
2	75 to 78	76.5	4	3.88%	7.66%
3	79 to 82	80.5	13	12.62%	20.38%
4	83 to 86	84.5	25	24.28%	44.66%
5	87 to 90	88.5	36	34.95%	79.61%
6	91 to 94	92.5	12	11.65%	91.26%
7	95 to 98	96.5	7	6.80%	98.06%
8	99 to 102	100.5	2	1.94%	100%
<b>AMOUNT</b>			<b>103</b>	<b>100%</b>	



**Figure 1. Histogram of Work Motivation Score (X1)**

Based on the data in the table, it can be seen that the highest score for the work motivation variable is 99, the lowest score is 72, and the average is 86.77, and the standard deviation is 5.475. So, as many as 9 people (8.73%) respondents have scores above the average

score, 48 people (46.60%) respondents have average scores, 38 people (36.90%) have scores below the average score and 8 people (7.76%) respondents have the lowest scores. By referring to the criteria in the methodology section, the tendency of the variable is obtained Work motivation(X1) as follows:

**Table 2. Level of Tendency of Work Motivation Variable (X1)**

Class	Class Interval	Observation Frequency	Relative Frequency	Category
1	95 – 102	9	8.73%	Tall
2	87 – 94	48	46.60%	<b>Enough</b>
3	79 – 86	38	36.90%	Not enough
4	71 – 78	8	7.76%	Low
<b>Total</b>		<b>103</b>	<b>100%</b>	

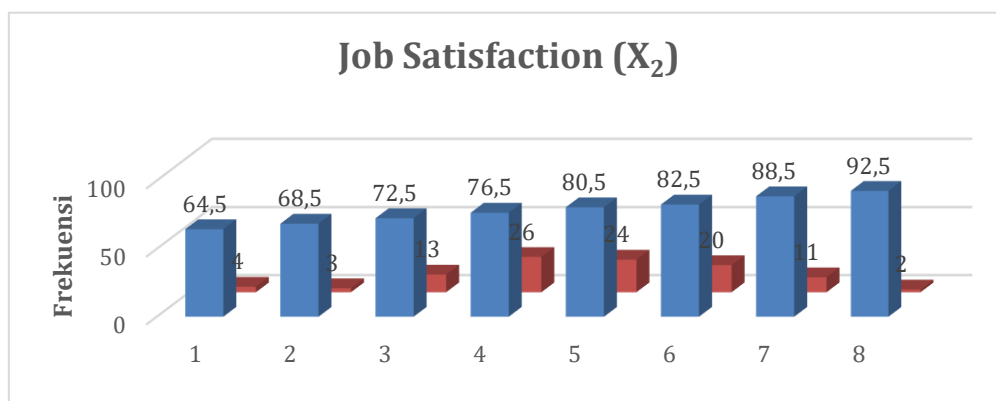
Based on Table 2, it is known that 46.60% of the research subjects, namely teachers State Junior High School of West Aceh Regency own work motivation included in the sufficient category. So overall it can be concluded that work motivation Teacher State Junior High School of West Aceh Regency tends to be in the sufficient category, by implementing indicators, namely: intrinsic motivation (decent wages/salaries, providing incentives, maintaining self-esteem, fulfilling spiritual needs and fulfilling participation needs) and extrinsic motivation (placing teachers in appropriate places, creating a sense of security in the future, paying attention to the work environment, paying attention to opportunities for advancement and creating healthy competition).

### Job Satisfaction (X2)

Frequency distribution of variable scores job satisfaction(X2) can be seen in Table 3 below:

**Table 3. Frequency Distribution of Job Satisfaction Variable Scores (X2)**

Class	Class Interval	Edge of Class	Absolute Freq. (f <sub>0</sub> )	Relative Freq.	Cumulative Freq.
1	63 to 66	64.5	4	3.88%	3.90 %
2	67 to 70	68.5	3	2.91%	6.81 %
3	71 to 74	72.5	13	12.62%	19.43 %
4	75 to 78	76.5	26	25.24%	44.68 %
5	79 to 82	80.5	24	23.30%	67.98 %
6	83 to 86	82.5	20	19.42%	87.40 %
7	87 to 90	88.5	11	10.68%	98.07 %
8	91 to 94	92.5	2	1.94%	100%
<b>AMOUNT</b>			<b>103</b>	<b>100%</b>	



**Figure 2. Histogram of Job Satisfaction Scores (X2)**

Based on the data in the table, it can be seen that the highest score for the variable job satisfaction is 92, the lowest score is 63, the average is 79.30 and the standard deviation is 6.122.

So, as many as 13 people (12.62%) respondents have a score above the average score, 44 people (42.71%) respondents have an average score, 39 people (37.86%) have a score below the average score and 7 people (6.80%) respondents have the lowest score. By referring to the criteria in the methodology section, the tendency of the variable is obtained Job satisfaction (X2) as follows:

**Table 4. Level of Tendency of Job Satisfaction Variable (X2)**

Class	Class Interval	Observation Frequency	Relative Frequency	Category
1	87 – 94	13	12.62%	Tall
2	79 – 86	44	42.71%	Enough
3	71 – 78	39	37.86%	Not enough
4	63 – 70	7	6.80%	Low
<b>Total</b>		<b>103</b>	<b>100%</b>	

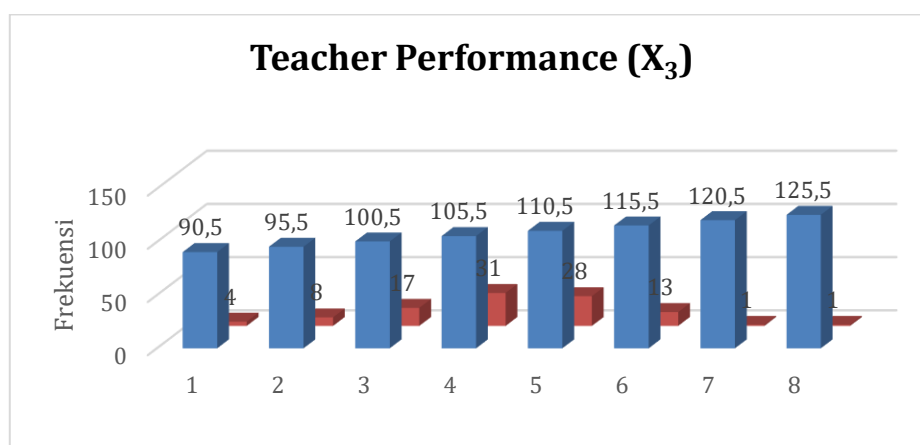
Based on Table 4, it is known that 42.71% of the research subjects, namely teachers State Junior High School of West Aceh Regency own job satisfaction included in the sufficient category. So overall it can be concluded that job satisfaction Teacher State Junior High School of West Aceh Regency tends to be in the sufficient category, by applying the indicators, namely: job content, rewards, promotions and coworkers.

### Teacher Performance (X3)

Frequency distribution of variable score teacher performance (X3) can be seen in Table 5 below:

**Table 5. Frequency Distribution of Teacher Performance Scores (X3)**

Class	Class Interval	Edge of Class	Absolute Freq. (f <sub>0</sub> )	Relative Freq.	Cumulative Freq.
1	89 sd 92	90.5	4	3.88%	3.88%
2	93 sd 97	95.5	8	7.76%	11.64%
3	98 sd 102	100.5	17	16.50%	28.14%
4	103 sd 107	105.5	31	30.09%	58.23%
5	108 sd 112	110.5	28	27.18%	85.41%
6	113 sd 117	115.5	13	12.62%	98.03%
7	118 sd 122	120.5	1	0.97%	99%
8	123 sd 127	125.5	1	0.97%	100%
<b>AMOUNT</b>			<b>103</b>	<b>100%</b>	



**Figure 5. Histogram of Teacher Performance Scores (X3)**

Based on the data in the table, it can be seen that the highest score for the variable teacher performance is 123, the lowest score is 88, and the average is 105.69, and the standard deviation is 6.89. So, as many as 2 people (1.94%) of respondents have a score above the average score,



41 people (39.80%) of respondents have an average score, 48 people (46.60%) have a score below the average score and 12 people (11.65%) of respondents have the lowest score. By referring to the criteria in the methodology section, the tendency of the variable is obtained teacher performance (X3) as follows:

**Table 6. Level of Tendency of Teacher Performance Variables (X5)**

Class	Class Interval	Observation Frequency	Relative Frequency	Category
1	118 – 127	2	1.94%	Tall
2	108 - 117	41	39.80%	Enough
3	98 - 107	48	46.60%	<b>Not enough</b>
4	89 - 97	12	11.65%	Low
<b>Total</b>		<b>103</b>	<b>100%</b>	

Based on the table, it is known that 46.60 percent of the research subjects, namely teachers State Junior High School of West Aceh Regency own performance that included in the less category. So overall it can be concluded that performance Teacher State Junior High School of West Aceh Regency tends to be in the less category, by applying indicators, namely: teacher ability in compiling teaching materials, implementing learning and evaluating learning.

### Requirements Analysis Testing

As explained in the methodology section, before the analysis technique chosen to test the hypothesis is implemented, it is necessary to test the analysis requirements. Assuming the analysis requirements are that the model adheres to the principle of causal flow, variables are measured without error, variables are interval data, and all residual variables are not correlated with each other and are also not correlated with the causal variables, then the analysis requirements tests carried out are data normality tests and linearity tests and the significance of the regression.

### Normality Test

Testing for the normality test of research data uses the Kolmogorov-Smirnov Test formula. The basic concept of the Kolmogorov-Smirnov normality test is to compare the distribution of data (which will be tested for normality) with the standard normal distribution. The hypothesis proposed is:

Ho: data does not come from a normally distributed population

Ha: data comes from a normally distributed population

To determine whether the research data is normal or not, the Asymp. Sig. (2-tailed) value is compared with the  $\alpha$  value at a significance level of 5%, with the following provisions:

If the significance obtained  $> \alpha$ , then the data comes from a normally distributed population.

If the significance obtained is  $< \alpha$ , then the data does not come from a normally distributed population.

Based on the calculation of the normality test, the results of the data normality test for each research variable are as in Table 7 below:

**Table 7. Summary of Kolmogorov-Smirnov Normality Calculations**

No.	Variables	N	Asymp. Sig.	Ltable	Conclusion
1	Work Motivation (X1)	103	0.088	0.050	NORMAL
2	Job Satisfaction (X2)	103	0.129	0.050	NORMAL
3	Teacher Performance (X3)	103	0.200	0.050	NORMAL

The summary of the calculation results in Table 4.8 above shows that the Asymp. Sig. (2-tailed) value  $> 0.050$  for all variables, so it can be concluded that the data distribution does not

deviate from the normal distribution, meaning that the assumption of data normality has been met.

### Linearity and Significance Test of Regression

To test the linearity assumption is done based on the linearity test with the F test on the data of each endogenous variable on the exogenous variable. The hypothesis proposed in the linearity test is:

H<sub>0</sub>: non-linear regression

H<sub>a</sub>: linear regression

Testing criteria: reject H<sub>0</sub> if the significance of the F-count value > 0.05 or accept H<sub>0</sub> if the significance of the F-count value < 0.05.

To test the significance of the regression coefficient, the hypothesis proposed is:

H<sub>0</sub>: the regression coefficient is not significant

H<sub>a</sub>: significant regression coefficient

Testing criteria: reject H<sub>0</sub> if the significance of the F-count value > 0.05 or accept H<sub>0</sub> if the significance of the F-count value < 0.05.

A summary of the results of the linearity test and significance test of the regression equation for each pair of exogenous variables with endogenous variables is presented in the following table:

**Table 8. Summary of Linearity Test and Severity Test Results**

No.	Exogenous variables to Endogenous Variables	Linearity Test			Regression Significance Test		
		Fh	Sig	Status	Fh	Sig	Status
1.	X2 over X1	2,359	0.500	Linear	28,699	0,000	Means
2.	X3 over X1	2,081	0.393	Linear	28,280	0,000	Means

Based on the summary of the calculation results in Table 4.9 above, it can be seen that for the linearity test, namely the large Fh value of all values of significance (sig.) > 0.05, so it can be concluded that all pairs of exogenous variables with endogenous variables have a linear relationship. Meanwhile, the significance test of regression can be seen from the Fh value of all pairs of exogenous variables with endogenous variables having a significance value (sig.) < 0.05, so it can be stated that the regression coefficient is significant. So, the results of the analysis conclude that all forms of linear regression are significant at a significance level of  $\alpha = 0.05$ .

### Research Hypothesis Testing

Testing of analysis requirements has been fulfilled, then testing of research hypotheses is carried out to answer the formulated research problems.

Sub Structure Test 1: Hypothesis 1

Hypothesis 1 proposed is:

H<sub>0</sub>:  $\rho_{52} < 0$ ; Work Motivation (X1) does not have a direct positive effect on Teacher Performance (X3) at State Middle Schools in West Aceh Regency

H<sub>a</sub>:  $\rho_{52} > 0$ ; Work Motivation (X1) has a direct positive influence on Teacher Performance (X3) at State Junior High Schools in West Aceh Regency

The test criteria are to reject H<sub>0</sub> if the significance of the calculated t value is > t table or accept H<sub>a</sub> if the significance is < 0.05. The table shows that  $\rho_{31} = 0.393$  and the calculated t value > t table ( $2.081 > 1.66$ ) while the significance is  $0.000 < 0.050$ ; meaning H<sub>0</sub> is rejected or H<sub>a</sub> is accepted. Thus it can be concluded that work motivation (X1) has a direct positive effect on teacher performance (X3) State Junior High School of West Aceh Regency.

Hypothesis 2 proposed is:

- H0:  $p_{54} < 0$ ; Job Satisfaction (X2) does not have a direct positive effect on Teacher Performance (X3) at State Middle Schools in West Aceh Regency
- Ha:  $p_{54} > 0$ ; Job Satisfaction (X2) has a direct positive effect on Teacher Performance (X3) at State Junior High Schools in West Aceh Regency.

The test criteria are to reject H0 if the significance of the calculated t value is  $> t$  table or accept Ha if the significance is  $< 0.05$ . The table shows that  $p_{23} = 0.500$  and the calculated t value  $> t$  table ( $2.359 > 1.66$ ) while the significance is  $0.000 < 0.050$ ; meaning H0 is rejected or Ha is accepted. Thus it can be concluded that job satisfaction (X2) has a direct positive effect on teacher performance (X3) State Junior High School of West Aceh Regency.

## Discussion

Based on the data description and hypothesis testing, the following discussion is carried out:

### **The results of the study show that there is an influence of work motivation (X1) on teacher performance (X3) at State Middle Schools in West Aceh Regency.**

The formulation of the proposed hypothesis is that work motivation (X1) has a direct positive effect on teacher performance (X3) at State Junior High Schools in West Aceh Regency. To answer the proposed hypothesis, a test was carried out, namely by using path analysis testing. Based on the test results, the path coefficient value was obtained  $p_{31} = 0.393$ .

Teacher work motivation is an important factor in improving teacher performance because it is the main driver for every teacher to carry out their professional duties in accordance with applicable provisions. Good motivation from superiors or principals plays a very important role in providing encouragement to teachers, so that with good motivation from the Principal, teacher performance is expected to improve for the better. (Mifayetti & Zainuddin, 2020) explains that work motivation is a potential force that exists within a human being, which can be developed by a number of external forces that essentially revolve around monetary rewards and non-monetary rewards that can influence performance results positively or negatively, which depends on the situation and conditions faced by the person concerned. (Wahjono, 2022) Motivation is the willingness to exert high levels of effort toward organizational goals conditioned by the ability of that effort to satisfy some individual need.

(Ramanda et al., 2020) Teacher work motivation is a series of efforts to provide certain conditions so that a teacher wants and wants to do something, and if he doesn't like it, he will try to eliminate or avoid that feeling of dislike. So it can be concluded that teacher work motivation is a work encouragement for teachers to carry out their duties and responsibilities as well as possible in order to achieve predetermined goals.

In line with this research (Agustina et al., 2020) in his research showed that the work motivation of teachers at the State Junior High School in Bontotiro District, Bulukumba Regency is in the moderate category which indicates that teacher work motivation still needs to be improved, teacher performance at the State Junior High School in Bontotiro District, Bulukumba Regency is in the moderate category which indicates that teacher performance is not optimal so it still needs to be improved. Teacher work motivation affects teacher performance at the State Junior High School in Bontotiro District, Bulukumba Regency. This shows that the high discipline of teachers will contribute to their performance. Therefore, teachers must get used to carrying out their duties according to the predetermined time standards in order to produce optimal performance. The high or low performance of teachers is determined by the strength or weakness of their motivation. Thus, various efforts need to be made to improve teacher performance, including raising teacher work motivation so that they have the desire and enthusiasm to carry out their duties at the school.

In another study conducted (Suciningrum et al., 2021) in his research showed that: 1) The work motivation variable has a positive influence on teacher performance, with a contribution of 74.8%. This positive influence shows that the better the work motivation, the better the teacher performance. 2) Simple regression testing between leadership style has a positive influence on teacher performance, with a contribution of 58.4%. This positive influence shows that the better the leadership, the better the teacher performance. 3) The results of the determination coefficient test show that teacher performance can be explained by the work motivation variable, and leadership by 66.3%. While the remaining 33.7% of teacher performance can be explained by variables other than those not studied.

The emergence of work motivation is influenced by several driving factors, both from within and from outside the individual employee himself. Motivation drives teachers to work effectively and efficiently differently from one teacher to another. This difference is caused by differences in motivation, goals, and needs of each teacher to work. Seeing the importance of motivation in improving teacher work performance, it is appropriate that motivation is given to every organization, both private and government organizations. Therefore, the author assumes that providing motivation is absolutely given to encourage, activate and direct teachers to previously set goals.

This can only be achieved through good leadership and management practices, a humanitarian approach, justice for all, a clear career structure, integrated training and development programs, adequate work equipment support, objective performance appraisals, appropriate "reward" programs, adequate compensation (salary and allowances) and other activities held by the school.

Based on the results of the analysis in this study, it indicates that work motivation can improve the performance of teachers at State Junior High Schools in West Aceh Regency.

### **The results of the study show that there is an influence of job satisfaction (X2) on teacher performance (X3) at State Middle Schools in West Aceh Regency.**

The formulation of the proposed hypothesis is that job satisfaction (X2) has a direct positive effect on teacher performance (X3) at State Junior High Schools in West Aceh Regency. To answer the proposed hypothesis, a test was carried out, namely by using path analysis testing. Based on the test results, the path coefficient value was obtained.  $p32 = 0.500$ .

(Bhastary, 2020) said teacher job satisfaction refers to the general individual attitude towards a person's job with a high level of job satisfaction has a positive attitude towards his job, conversely someone who is dissatisfied has a negative attitude towards his job. A person's positive attitude towards his job gives rise to satisfaction in the worker. Increasing job satisfaction for teachers is very important because it concerns the results of the teacher's work which is one of the steps in improving the quality of service to students.

(Sunarta, 2019) Job satisfaction refers to the attitudes and feelings a person has about their job. A positive and pleasant attitude toward a job indicates job satisfaction. Job dissatisfaction is indicated by a negative and unpleasant attitude toward a job.

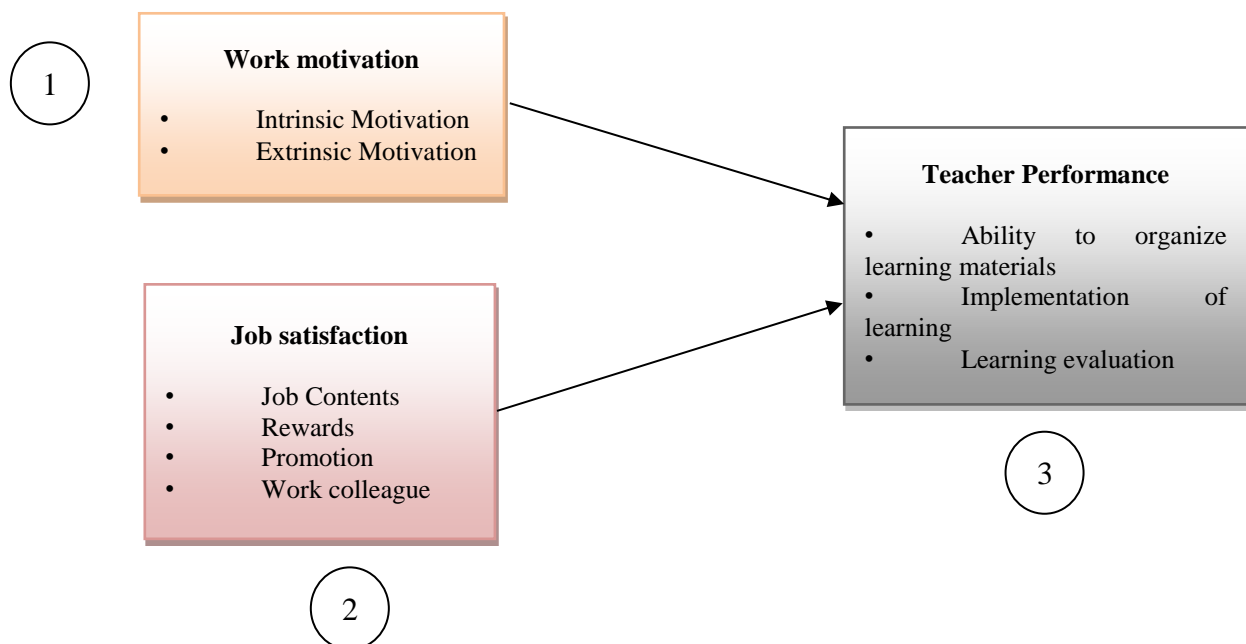
In line with this research, (Mifayetti & Zainuddin, 2020) in the results of his research on the influence of managerial ability and teacher job satisfaction on the performance of teachers at State Senior High Schools throughout Tabalong Regency, concluded that there is a significant influence of teacher job satisfaction on teacher performance at State Senior High Schools in Tabalong Regency. From the results of other tests, there is an influence of teacher managerial ability and teacher job satisfaction together on teacher performance at State Senior High Schools in Tabalong Regency.

If a teacher has a high level of job satisfaction, then the teacher shows a positive attitude and a desire to be better. Whereas if the teacher has a low level of job satisfaction, then the teacher shows a negative attitude towards his/her job. Teacher job satisfaction is very important because it contributes to the success of the school.

Teacher performance is the ability of a teacher to perform actions in accordance with the objectives that have been set, which include aspects of teaching and learning program planning, implementation of the teaching and learning process, creation and maintenance of optimal classes, control of optimal learning conditions, and assessment of learning outcomes. Performance is very important in determining the quality of a person's work, including a teacher. The success of school management is largely determined by the activities of utilizing human resources. Based on the results of the analysis in this study, it indicates that job satisfaction can improve the performance of teachers at State Junior High Schools in West Aceh Regency.

### Research Model Findings

The results of the hypothesis testing explain that the seven research hypotheses proposed and described above have found a Theoretical Model of Teacher Performance. Bireuen Regency State Senior High School, which can be seen in Figure 6 below:



**Figure 6. Performance Model of Junior High School Teachers in West Aceh District**

The novelty referred to in this study is the novelty obtained from the results of research analysis and development of the proof of the research hypothesis. Based on the eight research hypotheses proposed, the results of the proof produce one model of Teacher Performance in State Junior High School of West Aceh Regency which is built by variables of work motivation and teacher job satisfaction at State Junior High School of West Aceh Regency. The formation of this work model is formed based on the results of proving the hypothesis and reviewing the theories that have been discussed as supporting theories of the research. So that a teacher performance model is formed that can be used as a guideline to improve teacher performance at State Junior High School of West Aceh Regency. The teacher performance model explains that efforts to improve teacher performance can be taken in four stages, namely stage I as an effort to increase teacher work motivation, stage II an effort to increase teacher job satisfaction and stage III is an improvement in overall teacher performance.

Phase I is an effort to increase teacher work motivation in State Junior High School of West Aceh Regency. Based on the results of the study, it was found that teacher performance is influenced by teacher work motivation at State Junior High School of West Aceh Regency. This variable has a positive influence on improving teacher performance at State Junior High School of West Aceh Regency. The better the work motivation value, the better the teacher performance at State Junior High School of West Aceh Regency. Thus, it provides an



understanding that to improve teacher performance at State Junior High School of West Aceh Regency, it can be attempted by improving the work motivation value so that it increases further.

Phase II is an effort to increase teacher satisfaction in State Junior High School of West Aceh Regency. Based on the results of the study, it was found that teacher performance is influenced by teacher job satisfaction at State Junior High School of West Aceh Regency. This variable has a positive influence on teacher performance at State Junior High School of West Aceh Regency. The better the value of teacher job satisfaction, the better the teacher performance at State Junior High School of West Aceh Regency. Thus, it provides an understanding that to improve teacher performance at State Junior High School of West Aceh Regency, it can be attempted by improving the value of teacher job satisfaction so that it increases further.

Phase III is an effort to improve teacher performance in State Junior High School of West Aceh Regency. Based on the results of the study, it was found that teacher performance is influenced by teacher work motivation and teacher job satisfaction at the State Junior High School of West Aceh Regency. Teacher work motivation and teacher job satisfaction have a positive influence on improving teacher performance at the State Junior High School of West Aceh Regency. Thus providing an understanding that to improve teacher performance at the State Junior High School of West Aceh Regency, it can be attempted by improving teacher motivation values to be better, and the level of teacher job satisfaction at the State Junior High School of West Aceh Regency.

Indicators that need to be considered in increasing work motivation are intrinsic motivation and extrinsic motivation. Based on this, it was found that the extrinsic motivation indicator on the work motivation variable has a greater contribution to the direct increase in teacher performance. By increasing the extrinsic motivation of teachers on work motivation, it is expected to improve teacher performance.

Indicators that need to be considered in increasing job satisfaction are job content, rewards, promotions, and coworkers. Based on this, it was found that the job content indicator on the job satisfaction variable has a greater contribution to the direct increase in teacher performance. With the increase in the value of the job content felt by teachers on job satisfaction, it is expected to improve teacher performance.

## CONCLUSION

Based on the data obtained from the field, a number of facts can be found and based on these data, data analysis and discussion of the results were carried out so that it was concluded that the adaptive teacher performance model implemented at the State Junior High School of West Aceh Regency was built based on the associative causal relationship between the exogenous variables of work motivation and job satisfaction with the endogenous variable, namely teacher performance. The teacher performance model found in this study explains that improving teacher performance can be done by increasing the strengthening of work motivation and increasing job satisfaction together which will then be able to improve teacher performance and the State Junior High School of West Aceh Regency to be even better.

Work motivation has a direct positive effect on teacher performance at State Junior High Schools in West Aceh Regency where the partial research results show that the highest score of the work motivation variable is 99, the lowest score is 72, the average is 86.77, and the standard deviation is 5.475. So, as many as 9 people (8.73%) respondents have scores above the average score, 48 people (46.60%) respondents have an average score, 38 people (36.90%) have scores below the average score and 8 people (7.76%) respondents have the lowest score. Thus it can be concluded that work motivation has a direct positive effect on the performance of State Junior High School teachers in West Aceh Regency tends to be in the sufficient category, by applying the following indicators: intrinsic motivation (decent wages/salaries,

providing incentives, maintaining self-esteem, meeting spiritual needs and meeting participation needs) and extrinsic motivation (placing teachers in the right place, creating a sense of security in the future, paying attention to the workplace environment, paying attention to opportunities to advance and creating healthy competition). This indicates that the higher the work motivation of teachers at State Junior High Schools in West Aceh Regency, the better the teacher performance.

Job satisfaction has a direct positive effect on teacher performance at State Junior High Schools in West Aceh Regency. where the results of the study partially showed that the highest score of the job satisfaction variable was 92, the lowest score was 63, the average was 79.30 and the standard deviation was 6.122. So, as many as 13 people (12.62%) respondents had scores above the average score, 44 people (42.71%) respondents had average scores, 39 people (37.86%) had scores below the average score and 7 people (6.80%) respondents had the lowest scores. As many as 42.71% of the research subjects, namely State Junior High School teachers in West Aceh Regency had job satisfaction included in the sufficient category by applying the indicators, namely: job content, rewards, promotions and coworkers. This indicates that the higher the level of job satisfaction of teachers at State Junior High Schools in West Aceh Regency, the higher the teacher's performance.

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