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The Effect of Motivation and Locus of Control on Job Satisfaction and Teacher Performance (Literature Review MSDM)

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Abstract: Literature article Reviewing the Effect of Motivation, and Locus of Control on Job Satisfaction and Teacher Performance is a scientific article that aims to build a research hypothesis on the influence between variables that will be used in further research, within the scope of Human Resource Management. The method of writing this Literature Review article is the library research method, which is sourced from online media such as Google Scholar, Mendeley and other academic online media. The results of this Literature Review article are: 1) Motivation has an effect on Job Satisfaction; 2) Locus of Control has an effect on Job Satisfaction; 3) Motivation has an effect on teacher performance; 4) Locus of Control has an effect on teacher performance; and 5) Job Satisfaction has an effect on teacher performance.

Keywords: Job Satisfaction, Teacher Performance, Motivation, Locus of Control

INTRODUCTION

Every student, whether for undergraduate, postgraduate and postgraduate, is required to conduct research in the form of theses, theses and dissertations. Likewise for lecturers, researchers and other functional staff who actively conduct research and make scientific articles to be published in scientific journals.

Based on empirical experience, many young students and lecturers as well as other researchers, find it difficult to find supporting articles in research as previous research or as relevant research. Articles as relevant researchers are needed to strengthen the theory being studied, to see the relationship between variables and build hypotheses, are also very necessary in the discussion section of research results. This article discusses the effect of motivation and locus of control on job satisfaction and its impact on teacher performance (A Study of Human Resource Management Literature).

Based on the background, the problems to be discussed can be formulated in order to build hypotheses for further research, namely:

1. Does motivation affect job satisfaction?
2. Does Locus of Control affect Job Satisfaction?

3. Does motivation affect teacher performance?
4. Does Locus of Control affect teacher performance?
5. Does job satisfaction affect teacher performance?

THEORITICAL REVIEW

Job satisfaction

Job Satisfaction is an assessment or reflection of workers' feelings towards their work(Umar, 2003). Dimensions or indicators of Job Satisfaction are pay, the work itself, job promotion, supervision (supervision), and co-workers(Umar, 2003). Job satisfaction is a person's attitude or feeling towards a job (Dariyo, 2003). Dimensions or indicators of Job Satisfaction are physiological dimensions, psychological dimensions, social dimensions, and financial dimensions.(Dariyo, 2003). Job satisfaction is the level of pleasure felt by a person for his role or work in an organization(Prayogo Kusumaryoko, 2021). Dimensions or indicators of Job Satisfaction are salary and benefits, organizational climate, autonomy, achievement, recognition, job security, workplace flexibility, degree of professionalism, communication, working conditions, interpersonal relationships, importance of work. (Prayogo Kusumaryoko, 2021).

Job Satisfaction has been studied by many previous researchers, including: (Lie et al., 2021), (Basril, 2022), and (Riaz et al., 2012), (Assagaf & Ali, 2017), (Mansur & Ali, 2017), (Ali, Sastrodiharjo, et al., 2022), (M & Ali, 2017), (Ali, H., & Limakrisna, 2013).

Teacher performance

Teacher performance is the result or output (outcomes) of an assigned job in an organization or institution (Dr. HA Hussein Fattah, 2017). The dimensions or indicators of teacher performance are the presence of challenging goals, the presence of moderators (ability, commitment, goals, input, and task complexity), the presence of mediators (direction, effort, persistence, and task strategies) operating (Dr. HA Hussein Fattah, 2017).

Teacher performance is an achievement achieved by a person in completing his or her duties or work for a certain period according to the standards and criteria that have been set for the job(Pianda, 2018). Dimensions or indicators of teacher performance are preparing lesson plans, implementing learning, assessing learning achievement, carrying out follow-up on the results of the assessment of student learning achievement, understanding educational foundations, understanding educational policies, understanding student development levels, understanding learning approaches that are suitable for learning materials, applying work work together, taking advantage of advances in science and technology. (Pianda, 2018).

Teacher performance is the result of work that can be achieved by a person or group of people in an institution in accordance with their respective authorities and responsibilities in an effort to achieve goals. (Octavia, 2019).Dimensions or indicators of teacher performance are attitudes that include beliefs, feelings and behavior, work involvement, namely the level at which a person chooses to actively participate in work, makes work the center of attention in life and views work as something important; behavior, namely the actions of a person under certain conditions; participation, namely the degree to which a person actually participates in the activities of the organization; and appearance(Octavia, 2019).

The performance of this teacher has been widely studied by previous researchers, including: (Cepih et al., 2022), (Adhi & Havidz Aima, 2021), and (Riaz et al., 2012), (Iryani et al., 2021), (Hasyim & Ali, 2022), (Kholisoh & Ali, 2020), (Fauzi & Ali, 2021), (Ali, Zainal, et al., 2022).

Motivation

Motivation is a condition that moves a person to be able to achieve a goal or motive (Pianda, 2018)). Dimensions or indicators of motivation are something that is intrinsic and something that is extrinsic (Pianda, 2018).

Motivation is the power contained within the individual that causes the individual to act or act (Dr. Khusnul Wardan, 2020). Dimensions or indicators of motivation are the drive to work, responsibility for the task, interest in the task, appreciation for the task (Dr. Khusnul Wardan, 2020).

Motivation is an impulse that arises from the existence of stimuli both from within and from outside so that someone wants to make changes in behavior or certain activities better than the previous situation. (Uno, 2021).The dimension or indicator of motivation is to encourage humans to carry out an activity, determine the direction of the goals to be achieved, and determine the actions that must be done (Uno, 2021).

This motivation has been studied by many previous researchers, including: (Basril, 2022), (Hutagalung, 2022) and (Riaz et al., 2012), (Mukhtar et al., 2016), (Lathiifa & Ali, 2013), (Son & Ali, 2022), (Sari & Ali, 2022), (Kasman & Ali, 2022), (Ismail et al., 2022), (Mukhtar et al., 2017).

Locus of Control

Locus of Control is a description of a person's beliefs about the source of his behavior, and one of the factors that determine individual behavior.(Dr. Mochammad Munir Rachman, 2022). Dimensions or indicators of Locus of Control are locus of control (includes self-confidence, likes to work hard, and has self-satisfaction) and external locus of control (covers less like trying, lacks initiative, and has the belief that success is influenced by external factors). (Dr. Mochammad Munir Rachman, 2022)

Locus of Control is one of the personality variables which is defined as an individual's belief in whether or not a person is able to control one's own destiny (Dr. Fajar Saranani et al., 2022). Dimensions or indicators of Locus of Control are behavioral potential, expectations, values of reinforcing elements, and psychological atmosphere (Dr. Fajar Saranani et al., 2022).

Locus of Control is a person's beliefs about the amount of control he has over events in his personal life (Fitra Mardiana, 2022). Dimensions or indicators of Locus of Control are indicators of internal locus of control (likes to work hard, has high initiative, always tries to find solutions to problems, always tries to think as effectively as possible, has the perception that effort must be made if you want to succeed) and indicators of locus of control external (lack of initiative, give up easily and don't like to try, seek less information, have hope that there is little correlation between effort and success, more easily influenced and dependent on other people's guidance)(Fitra Mardiana, 2022).

This Locus of Control has been widely studied by previous researchers, including:(Pavalache-Ilie & Ursu, 2016), (Kamdron, 2015), and (Permata Sari et al., 2021), (Suharyono & Ali, 2015), (Havidz et al., 2017), (Pusparani et al., 2021), (Masruhin et al., 2021).

Table 1: Relevant previous research

No	Author (Year)	Previous Research Results	Similarities With This Article	Difference With This Article
1	(Dr. Hussein Fattah, 2017; Kamdron,	Motivation and Locus of Control have a positive and significant effect on Job Satisfaction	Locus of Control has an effect on Job Satisfaction	Motivation affects Job Satisfaction

	2015)			
2	(Ardian et al., 2021a; Silalahi et al., 2022)	Motivation, Locus of Control and compensation have a positive and significant effect on Job Satisfaction	Motivation & Locus of Control affect Job Satisfaction	compensation has an effect on job satisfaction
3	(Permata Sari et al., 2021)	Motivation and Locus of Control have a positive and significant effect on Job Satisfaction and Teacher Performance	Motivation & Locus of Control affect Job Satisfaction	Motivation and Locus of Control affect teacher performance
.4	(Permata Sari et al., 2021)	Motivation and Locus of Control have a positive and significant effect on Job Satisfaction	Locus of Control has an effect on Job Satisfaction	Motivation affects Job Satisfaction
.5	(Ardian et al., 2021)	Motivation, Locus of Control and compensation have a positive and significant effect on Job Satisfaction	Motivation & Locus of Control affect Job Satisfaction	compensation has an effect on job satisfaction
6	(Permata Sari et al., 2021)	Motivation and Locus of Control have a positive and significant effect on Job Satisfaction and Teacher Performance	Motivation & Locus of Control affect Job Satisfaction	Motivation and Locus of Control affect teacher performance
7	(Permata Sari et al., 2021)	Motivation and Locus of Control have a positive and significant effect on Job Satisfaction	Locus of Control has an effect on Job Satisfaction	Motivation affects Job Satisfaction
8	(Hariani, 2022; Silalahi et al., 2022)	Motivation, Locus of Control and compensation have a positive and significant effect on Job Satisfaction	Motivation & Locus of Control affect Job Satisfaction	compensation has an effect on job satisfaction
9	(Hariani, 2022; Silalahi et al., 2022)	Motivation and Locus of Control have a positive and significant effect on Job Satisfaction and Teacher Performance	Motivation & Locus of Control affect Job Satisfaction	Motivation and Locus of Control affect teacher performance
10	(Permata Sari et al., 2021)	Motivation and Locus of Control have a positive and significant effect on Job Satisfaction	Locus of Control has an effect on Job Satisfaction	Motivation affects Job Satisfaction

WRITING METHOD

The method of writing this Literature Review article is by using a descriptive qualitative method and library research, sourced from the online application of Google Scholar, Mendeley and other online applications. This Literature Review article is in the field of Human Resource Management.

In qualitative research, literature review must be used consistently with methodological assumptions. This means that it must be used inductively so that it does not direct the questions posed by the researcher. One of the main reasons for conducting qualitative research is that it is exploratory (Ali, H., & Limakrisna, 2013).

DISCUSSION

Based on the formulation of the problem, relevant theoretical studies and previous research, the discussion of this literature review article is:

1. The Effect of Motivation on Job Satisfaction.

Motivation affects job satisfaction, where the dimensions or indicators of motivation, things that are intrinsic and things that are extrinsic) affect the dimensions or indicators of job satisfaction (payment, work itself, job promotion, supervision, and co-workers)(Pianda, 2018). To increase job satisfaction by paying attention to motivation, what management must do is pay attention to the drive to work, responsibility for the task, interest in the task, and appreciation for the task, where it will affect the physiological dimensions, psychological dimensions, social dimensions, and financial dimensions (Dr. Khusnul Wardan, 2020). Motivation has an effect on job satisfaction, if motivation is perceived by customers or consumers, this will increase job satisfaction(Uno, 2021).

Motivation has an effect on Job Satisfaction, this is in line with research conducted by: (Lie et al., 2021),(Basril, 2022), and (Riaz et al., 2012),(Chong & Ali, 2021),(BAstAri, A., & Ali, 2020),(Suleman et al., 2020),(Al Hafizi & Ali, 2021),(Wijaksono & Ali, 2019).

2. The Effect of Locus of Control on Job Satisfaction.

Locus of Control has an effect on Job Satisfaction, where the dimensions or indicators of locus of control (self-confidence, enthusiasm for working hard, and having self-satisfaction) affect the dimensions or indicators of Job Satisfaction (payment, work itself, job promotion, supervision, and co-workers) (Dr. Mochammad Munir Rachman, tt). To increase job satisfaction by paying attention to locus of control, what management must do is pay attention to potential behavior, expectations, values of reinforcing elements, and psychological atmosphere, where it will affect the physiological dimensions, psychological dimensions, social dimensions, and financial dimensions. (Dr. Fajar Saranani et al., 2022). Locus of Control has an effect on Job Satisfaction, if Locus of Control is perceived either by customers or consumers then this will be able to increase Job Satisfaction(Fitra Mardiana, 2022).

Locus of Control has an effect on Job Satisfaction, this is in line with research conducted by: (Permata Sari et al., 2021), (Pavalache-Ilie & Ursu, 2016), (Kamdrong, yy),(Masruri et al., 2021), (Harahap & Ali, 2020), (Khalid, SA, & Ali, 2006), (Doan & Ali, 2021).

3. The Effect of Motivation on Teacher Performance

Motivation affects teacher performance, where the dimensions or indicators of motivation (things that are intrinsic and things that are extrinsic) affect the dimensions or indicators of teacher performance (the existence of challenging goals, the presence of a moderator, and the presence of a mediator) (Pianda, 2018).

To improve teacher performance by paying attention to motivation, what management must do is pay attention to the drive to work, responsibility for tasks, interest in assignments, appreciation for assignments, where it will improve the ability of teachers in preparing lesson plans, implementing learning, assessing learning achievement, carrying out follow-up on the results of student achievement assessments, understanding educational foundations, understanding educational policies, understanding student development levels, understanding learning approaches that are suitable for learning materials, applying collaboration in work, and utilizing science and technology advances (Dr. Khusnul Wardan, 2020).

Motivation affects teacher performance, if motivation is perceived either by customers or consumers then this will be able to improve teacher performance,(Uno, 2021).

Motivation has an effect on teacher performance, this is in line with research conducted by: (Basril, 2022), (Hutagalung, 2022), (Abror, 2020), (Gusfa et al., 2017), (Subronto et al., 2021), (Pitri et al., 2022), (Firmansyah & Ali, 2019), (Hafat & Ali, 2022), (Nugroho & Ali, 2022).

4. The Effect of Locus of Control on Teacher Performance.

Locus of Control has an effect on teacher performance, where the dimensions or indicators of locus of control (self-confidence, likes to work hard, have self-satisfaction,) affect the dimensions or indicators of teacher performance (challenging tasks, the presence of moderators and mediators), (Dr. HA Hussein Fattah, 2017). To improve teacher performance by paying attention to locus of control, what must be done by management is to pay attention to the potential for behavior, expectations, the value of reinforcing elements, and the psychological atmosphere where it will affect the teacher's ability to develop lesson plans, implement learning, implement learning, assessing learning achievement, carrying out follow-up on the results of the assessment of student learning achievement, understanding educational foundations, understanding educational policies, understanding student development levels, understanding learning approaches that are appropriate to learning materials, applying cooperation in work, and utilizing science and technology advances (Dr. Fajar Saranani et al., 2022).

Locus of Control has an effect on teacher performance, if Locus of Control is perceived either by customers or consumers then this will be able to improve teacher performance (Fitra Mardiana, 2022).

Locus of Control has an effect on teacher performance, this is in line with research conducted by: (Abror, 2020), (Permata Sari et al., 2021), and (Pavalache-Ilie & Ursu, 2016), (DA Setyadi & Ali, 2017), (Octavia & Ali, 2017), (Larasetiati & Ali, 2019), (Fahmi & Ali, 2022), (Sudiantini & Saputra, 2022).

5. The Effect of Job Satisfaction on Teacher Performance.

Job Satisfaction has an effect on teacher performance, where the dimensions or indicators of Job Satisfaction (payment, work itself, promotions, supervision, and coworkers) affect the dimensions or indicators of teacher performance (challenging goals, presence of moderators and mediators), (Dr. HA Hussein Fattah, 2017).

To improve teacher performance by paying attention to job satisfaction, what management must do is pay attention to the physiological dimensions, psychological dimensions, social dimensions, financial dimensions, where it will increase the teacher's ability to make lesson plans, carry out learning, assess learning achievement, carry out follow-up actions. further the results of the assessment of student learning achievement, understand the educational foundation, understand educational policies, understand the level of student development, understand learning approaches that are in accordance with learning materials, apply cooperation in work, take advantage of science and technology advances (Umar, dd).

Job satisfaction has an effect on teacher performance, if job satisfaction is perceived by customers or consumers, this will be able to improve performance (Prayogo Kusumaryoko, 2021).

Job Satisfaction has an effect on Teacher Performance, this is in line with research conducted by: (A. Setyadi et al., 2017), (Paijan & Ali, 2017), (Princess Primawanti & Ali, 2022), (Hernikasari et al., 2022), (Ali et al., 2016), (Wahono & Ali, 2021).

Conceptual Framework

Based on the formulation of the problem, theoretical studies, relevant previous research and discussion of the influence between variables, the framework for thinking in this article is as follows.

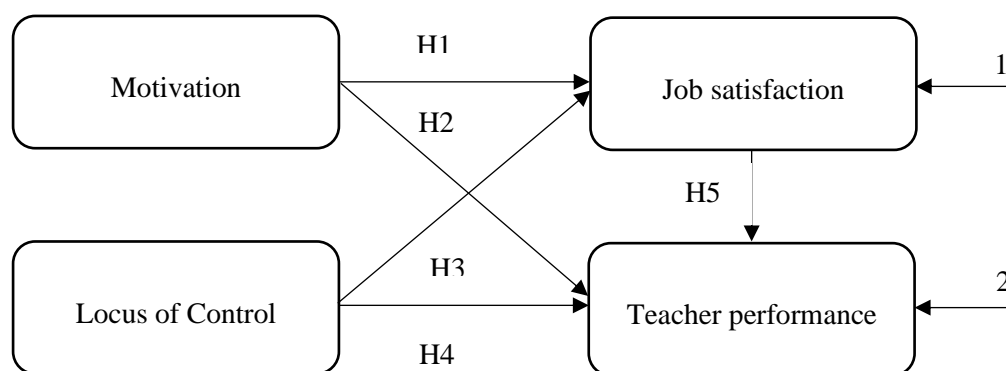


Figure 1: The Framework

Based on the conceptual framework picture above, then: Motivation and Locus of Control affect job satisfaction and teacher performance either directly or indirectly. Apart from these three exogenous variables that affect job satisfaction, there are many other variables that affect performance, including:

- 1) Compensation:(Silalahi et al., 2022),(Suleman et al., 2020),(Maisharoh & Ali, 2020).
- 2) Work atmosphere: (Dr. Slamet Riyadi, tt), (Djamaluddin, S., Rahmawati, D., & Ali, 2017).
- 3) Leadership:(Zulkifli, 2022),(Pianda, 2018),(Chong & Ali, 2022),(Ilhamalimy & Ali, 2021), (Faisal et al., 2021), (Ali et al., 2020), (Thanh Nguyen et al., 2019).
- 4) Mutation pattern: (Daily, 2022), (Fardinal et al., 2022), (Haitao & Ali, 2022), (Richardo et al., 2020), (Zahran & Ali, 2020), (Yassir Araffat et al., 2020), (Richardo et al., 2020).

CONCLUSIONS AND SUGGESTION

Conclusion

Based on the theory, relevant articles and discussions, hypotheses can be formulated for further research:

1. Motivation has an effect on Job Satisfaction.
2. Locus of Control has an effect on Job Satisfaction.
3. Motivation has an effect on teacher performance.
4. Locus of Control has an effect on teacher performance.
5. Job Satisfaction has an effect on teacher performance.

Suggestion

Based on the conclusions above, the suggestion in this article is that there are many other factors that affect teacher job satisfaction and performance, apart from job satisfaction and teacher performance at all types and levels of organizations or companies, therefore further studies are still needed. to look for other factors that can influence job satisfaction and teacher performance other than those examined in this article such as: compensation, work atmosphere and leadership.

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