

The Contribution Of Competence, Motivation, And Creativity Towards Teacher's Performance Through Work Satisfaction

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ABSTRACT--- This research aimed at finding the contribution of competence, motivation, and creativity toward teacher's performance through work satisfaction on teachers at model schools in Batam. 117 teachers from three model schools were set as the targeted respondents. A questioner was given to the teachers to gain data on teacher's competence, motivation, creativity, work satisfaction, and performance. The questioners were analyzed using SPSS for Windows version 22.0, for its reliability and validity, and System Equation Modeling (SEM) version 22.0 for normality, regression co-efficient, and determination. The data result showed that: (1) there are three variables which significantly have positive influence; competence toward work satisfaction, motivation toward work satisfaction, and motivation toward teacher's performance; (2) one variable significantly have negative influence, that is creativity toward work satisfaction; (3) one variable has not-significant negative influence: creativity toward teacher performance; (4) two variables have not significant positive influence: competence toward teacher's performance and creativity toward teacher's performance. The contribution of competence, motivation and creativity toward work satisfaction is 76.1%, and the contribution of competence, motivation, and creativity toward teacher's performance is 29.1%. In the three model schools in Batam, competence and motivation have positive contribution toward work satisfaction; motivation has positive contribution toward teacher's performance; creativity does not contribute toward work satisfaction; competence and creativity contribute to teacher's performance although is not significant.

Index Terms: Teacher's Performance, Work Satisfaction, Creativity, Competence

I. INTRODUCTION

Every organization needs employees who have superior performance. Performance is the result of work shown both quantitatively and qualitatively. Quantitative performance is the result obtained as measured by numbers such as the amount of work of employees in the unit every day, the amount of weight of goods that can be lifted by employees and so while the work can be qualitatively shown with quality like good or bad work produced by employees, Fajrin, Saragih, and Indratjahjo (2018). Many factors that impact of teacher performance are competence, motivation, Creativity, and Work Satisfaction.

The rapid development of science and technology at this time, has brought far-reaching implications for all aspects of human life, including the life of the organization, both

moving business sector and the public service sector. The existence of an organization in the age of globalization, should be regarded as living beings who want to grow and develop in accordance with the demands of a changing environment. To develop an organization that has the competitive advantage of value-based, then the management needs to pay attention to its organizational culture, because the organizational culture is a set of values, beliefs, and attitudes among members of the organization imposed.

Organizational culture is values that hold true of human resources in carrying out the obligations and behavior in the organization, Hakim (2015).

1.1. Competence

According to (Rohimah, 2013) Competence based on the abilities needed in the workplace that describes the expertise and expertise needed by each individual that enables them to carry out their duties and responsibilities effectively and improve professional quality standards at work.

Efendi (2013) competence represents basic human characteristics derived from real and influential experiences, can be used to estimate the level of performance in the workplace or remedial solutions according to specific needs.

Teacher competence is defined according the Ministry Regulation above Chapter II Article 3 Clause (1) which is stated that: "Competences meant in Article 2 is a set of knowledge, skill, and behavior that has to be possessed, internalized, mastered, and actualized by teachers in implementing professional tasks". As for the competence that teachers have to possess according to the same act in Chapter II Article 3 clause (2) it is stated that teacher competences meant in clause (1) consists of pedagogic ability, personality ability, social ability, and professional competence that are obtained through profession education.

Teacher Competence Dimensions As explained in the paragraph before that teacher competence consists of pedagogic competence, personality competence, social competence, and professional competence. Teacher competence dimensions according to Government Regulation of the Republic of Indonesia Number 74 Year 2008 About Teachers Chapter I Article 1, consists of: 1. Pedagogic Competence Dimension 2. Personality Competence 3. Social Competence 4. Professional Competence.

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1.2. Motivation

Ivansevich, Konopaske and Matteson (2015) states that there is no person that doubts the primary role of motivation in shaping behavior, and specifically in influencing job performance in organizations. Furthermore Ivansevich, Konopaske, and Matteson (2015) one of the important approaches in motivation is the theory that is stated by McLelland.

Bangun (2012) defines motivation as the following: "Motivation comes from the word motive, which means push. Therefore motivation means a condition that pushes or becomes a cause a person does an act/activity that happens consciously".

1.3. Creativity

Theresia (2015) explains the meaning of creativity is the ability to create and produce something new. This ability is an imaginative ability whose results are the making of combinations of information obtained from previous experiences into useful new things.

Creativity is the ability to produce something that is not made by someone else, something new and possessing usefulness. Creativity can make abstract things come true, something potential becomes actual. Thus, it can be concluded that creativity is a person's ability to create something new, both in the form of ideas and real works.

1.4. Work Satisfaction

Wibisono (2011) states that work satisfaction becomes one of the important factors and is directly proportional with their contribution to the corporation. That will increase the efficiency and effectiveness of the corporation that implicates to the corporation's performance increase.

Work satisfaction is a frequently studied variable in organizational behavior research, and also a central variable in both research and theory of organizational phenomena. What is agreed is that, stemming from cognitive processes, work satisfaction is a generalized affective work orientation towards one's present work and employer, Martin and Gert (2017). Luthans (2016) provides a definition of work satisfaction as a result of employee perceptions of how well their work provides things that are considered important. Work satisfaction is an affective or emotional response to various aspects of one's work (Bentley et al., 2013).

Work satisfaction by (Stello, 2014) is a pleasant or unpleasant emotional state in which employees view their work. Work satisfaction reflects a person's feelings toward his work the employees perceive their work. While (Singh, 2013) states that work satisfaction is an effectiveness or emotional response to various aspects of work. Luthans also assumes that work satisfaction is an important factor to be considered in understanding organizational behavior.

Sopiah (2013) explained some notions of work satisfaction, namely work satisfaction is a person's emotional response to work situations and conditions. Emotional responses can be feelings of satisfaction or dissatisfaction. If emotionally satisfied means job satisfaction is achieved and vice versa if it does not mean that employees are not satisfied.

Sutrisno (2013) states that job satisfaction is the attitude of employees towards work related to work situations, cooperation between employees, rewards received in work,

and things related to physical and psychological factors. This attitude towards work is the result of a number of specific individual attitudes and individual social relations outside the work so as to give rise to an individual's general attitude towards the work he is facing.

Perwita (2013) states that work satisfaction is the difference between the expectations imagined by someone from the contribution of the work that has been done and the reality they expect. From some of the opinions above can be concluded that job satisfaction is a person's response to what they expect when working with what they get after they do the job.

1.5. Teacher Performance

Performance is defined as a reference level of success in achieving job requirements. Job requirements serve as guidelines and reference of employees in performing their duties and responsibilities. Working requirements that are met optimally are an indication of the achievement of success rate in work. With this achieving job requirements is a critical factor in the success of employee performance (Sutanto and Kurniawan, 2016).

Performance is the level of success in carrying out the task and ability to achieve goals that have been detected knowledge. Performance can be interpreted as a work that can be achieved by a person or group of people within an organization, in accordance with the authority and responsibility of each, in order to achieve the objectives of the organization concerned legally, not violating the law, and in accordance with the moral and ethical, Barasan, Gunawan, and Sumali (2018).

In an operational level, teachers are a determinant of education success through their performance in the institutional, instructional, and experiential levels Teachers are human resources that are able to leverage other factors so excellent learning is created and become a primary factor that determines education. According to Supardi (2013) teacher performance in learning becomes the most important part in supporting the creation of the education process effectively especially in developing a disciplinary attitude and quality as a result of the learning of students. Teacher performance is the ability of a teacher in implementing the learning task and responsible for students under their guidance by increasing the learning achievements of the students. Because of that, teacher performance is able to be defined as a condition that shows the ability of a teacher in implementing their tasks and illustrates the presence of an act that teachers show in or as long as implementing the learning activity.

II. METHODOLOGY/MATERIALS

2.1. Population

The population in this study were teachers of Civil Servants in the Model School in Batam City, namely teachers in Batam City 1 High School, teachers in Batam City 3 High Schools, and teachers in 16 Public High Schools in Batam City, with a large population of 117 people. teacher.



2.2. Samples

This research uses census or total sampling method. In this study, the sample size is adjusted to the analysis model used, namely the Structural Equation Model (SEM). Ferdinand (2014) argues that in relation to this, the sample size for SEM

using the estimated maximum likelihood estimation (MLE) model is 100-200 samples. Population details for the sample were 45 public high school 1 Batam PNS teachers, 49 Batam high school PNS 3 teachers, and 23 16 high school public high school PNS teachers'

2.3. Data Collection Techniques

To obtain the data and information needed, data collection techniques are used questionnaires or questionnaire is to make a list of questions in the form of a questionnaire addressed to the teacher of Model School in Batam City in the form of a check list, where each question or statement mumpunyai 5 options based on the Likert scale.

2.4. Validity Test

Validity is the degree of reliability and validity of the measuring instruments used. Said to be valid when the instrument measuring instrument used to obtain the data is valid or can be used to measure what should be measured (Sugiyono, 2014). Thus, a valid instrument is an instrument that is really appropriate for measuring what is to be measured.

2.5. Reliability Test

Reliability test is useful for determining whether an instrument is in this questionnaire can be used more than once, at least not by the same respondent will produce consistent data. In other words, the reliability of the instrument to characterize the level of consistency. Reliability testing is done by calculating the coefficient of reliability by using Cronbach's Alpha formulations.

2.6. Data Analysis Techniques

2.7. Structural Equation Modeling

Data Analysis Techniques use the structural Equation Modeling.

III. RESULT AND FINDING

The effect of the Competent latent variable (Komp) on the latent variable Job satisfaction (Kep) has a standardized estimate (regression weight) of 0.767 with Cr (Critical ratio = identical to the t-count value) of 3.328 on probability = ***. The values of CR 3.328 > 2.00 and Probability = (***) < 0.05 indicate that the effect of the latent variable Competence on the latent variable Job satisfaction is significantly positive.

Effect of latent variables Motivation (Mot) on latent variables Job satisfaction has a standardized estimate (regression weight) of 0.341 with Cr (Critical ratio = identical to t-count value) of 2.307 on probability = 0.021. The value of CR 2.307 > 2,000 and Probability = 0.021 < 0.05 indicates that the effect of latent variables Motivation on latent variables Job satisfaction is significantly positive.

Effect of latent variables Creativity on latent variables Job satisfaction has a standardized estimate (regression weight)

of -0,358 with Cr (Critical ratio = identical to t-count value) of -2,382 on probability = 0.017. The value of CR = -2.382 < 2,000 and Probability = 0.017 < 0.05 indicates that the effect of latent variables Creativity on latent variables Job satisfaction is a significant negative.

The Effect of Competence on Job Satisfaction is positive and significant, the effect of Motivation on Job Satisfaction is positively significant and the influence of Creativity on Job Satisfaction is significantly negative, then the simultaneous influence of Competence, Motivation, Creativity on Job Satisfaction is positively significant.

The three tables above show the effect of latent variables Competence on latent variables Teacher performance has a standardized estimate (regression weight) of 0.054 with Cr (Critical ratio = identical to t-calculated value) of 0.528 on probability = 0.957. The value of CR 0.528 < 2,000 and Probability = 0.957 > 0.05 indicates that the effect of latent variables Competence on latent variables Teacher performance is positively insignificant.

Contributions of latent variables Motivation towards latent variables Teacher performance has a standardized estimate (regression weight) of 0.413, with Cr (Critical ratio = identical to t-calculated value) of 2.129 on probability = 0.033. CR value 2.129 > 2,000 and Probability = 0.033 < 0.05 indicates that the effect of latent variables Motivation on latent variables Teacher performance is significantly positive.

Contribution of latent variables Creativity (Creat) to latent variables Teacher performance has a standardized estimate (regression weight) of -0.081, with Cr (Critical ratio = identical to t-count value) of -0.381 on probability = 0.703. The CR value of -0.381 < 2,000 and Probability of 0.703 > 0.05 indicates that the influence of latent variables Creativity on latent variables Teacher performance is negatively insignificant.

Due to the influence of latent variables Competence on latent variables Teacher performance is positive not significant, the effect of latent variables Motivation I on latent variables Teacher performance is positively significant and the effect of latent variables Creativity on latent variables Teacher performance is negative not significant it can be declared the influence of Competence, Motivation, Creativity together towards latent variables Teacher performance is positively insignificant.

Effect of latent variables Job satisfaction on latent variables Teacher performance has a standardized estimate (regression weight) of 0.143, with Cr (Critical ratio = identical to t-count value) of 0.632 on probability = 0.527. CR value 0.632 < 2,000 and Probability = 0.527 > 0.05 indicates that the effect of the latent variable work satisfaction

IV. CONCLUSION

From the discussion in the previous chapter, it can be summarized several conclusions, namely:

1. Competence has a significant effect on job satisfaction
2. Motivation has a significant effect on job satisfaction.

3. Creativity has a significant effect on job satisfaction.
4. Competence, Motivation, Creativity has a significant effect on job satisfaction.
5. Competence has no significant effect on teacher performance.
6. Motivation has a significant effect on teacher performance.
7. Creativity has no significant effect on teacher performance.
8. Effect of competence, motivation, creativity has a significant effect on teacher performance.
9. Job satisfaction has no significant effect on teacher performance.

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