

The Influence of Work Motivation, Job Satisfaction and Democratic Leadership on Teacher Performance

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Abstract: Many countries recognize that the problem of education is complicated, but everyone feels that education is an important state duty. In developing countries such as Indonesia, existing education systems and methods are often the target of criticism because the entire education system is in doubt. The low quality of education in Indonesia today will certainly have a negative impact on the life of the nation, because one of the factors for the progress of a country is the advancement of education in that country. Therefore, the purpose of this research is to explain and understand the influence of democratic leadership, work motivation, and job satisfaction on teachers in school. The study was conducted using a survey by distributing questionnaires in April 2022, in which 50 School teachers were used as respondents. The results of this study indicate that high democratic leadership will improve teacher performance, high work motivation will improve teacher performance, and good job satisfaction will improve teacher performance. Simultaneously, the democratic leadership variable, work motivation variable, and job satisfaction variable proved to have a positive and significant effect on teacher performance at school.

Keywords: Democratic Leadership, Work Motivation, Work Objectives, Teacher Performance, School.

Abstrak: Banyak negara mengakui bahwa persoalan pendidikan merupakan persoalan yang pelik, namun semuanya merasakan bahwa pendidikan merupakan tugas negara yang penting. Di negara-negara berkembang seperti Indonesia, cara dan sistem pendidikan yang ada sering menjadi sasaran kritik dan kecaman karena seluruh daya guna sistem pendidikan tersebut diragukan. Rendahnya kualitas pendidikan di Indonesia saat ini tentunya akan berdampak buruk bagi kehidupan bangsa sebab salah satu faktor majunya sebuah negara disebabkan oleh pendidikan yang maju, sehingga tujuan daripada penelitian ini adalah memberikan penjelasan dan pemahaman terhadap pengaruh kepemimpinan demokratis, motivasi kerja, dan kepuasan kerja terhadap kinerja guru di sekolah. Penelitian dilakukan dengan survei menggunakan kuesioner yang disebarkan pada bulan April 2022, di mana responden yang digunakan sebanyak 50 guru di sekolah. Hasil penelitian ini menunjukkan bahwa Kepemimpinan Demokratis yang tinggi akan meningkatkan kinerja guru di Sekolah, motivasi kerja yang tinggi akan meningkatkan kinerja guru di Sekolah dan kepuasan kerja yang baik akan meningkatkan kinerja guru di Sekolah. Secara bersama-sama variabel kepemimpinan demokratis, variabel motivasi kerja dan variabel kepuasan kerja. Terbukti berpengaruh secara positif dan signifikan terhadap kinerja guru di sekolah.

Kata kunci: Kepemimpinan Demokratis, Motivasi Kerja, Kepuasan Kerja, Kinerja Guru, Sekolah.

INTRODUCTION

Many countries recognize that the issue of education is a complicated issue, however all of them feel that education is an important duty of the state. It can be felt for yourself that the quality of education in Indonesia at this time cannot be said to be good, there are still many problems that occur in the world of education. Especially with the Covid-19 pandemic, the government was forced to issue a distance learning policy which caused the quality of education in Indonesia to decline. The low quality of education in Indonesia at this time will certainly have a negative impact on the life of the nation because one of the factors for the advancement of a country is caused by advanced education (Abdul, 2013).

One of the reasons for the low quality of education in Indonesia is the low quality of teachers. The results of the UKG or Teacher Competency Test from 2012 to 2015, around 81% of teachers in Indonesia did not even reach the minimum score. UKG itself is one of the evaluations to measure teacher competency and what is assessed is mastery of pedagogic competence, professional competence, teacher ability to prepare learning strategies for students and manage classes, understanding of the subjects being taught and teacher ability to evaluate learning (Akmal, 2013).

The teacher is the component that most influences the creation of quality educational processes and outcomes. Therefore any improvement efforts made to improve the quality of education will not make a significant contribution without the support of professional and qualified teachers. Teachers are really demanded to have high performance. Educational success is largely determined by teacher performance. Good teacher performance in lesson planning, teacher performance in implementing learning, teacher performance in learning evaluation, and teacher performance in task discipline.

In schools there are still many teacher performance problems, as happened in school indicating that teacher performance is not optimal. This can be seen: a) In the lesson planning aspect, the teacher's skills in making lesson plans such as syllabus, lesson plans, prota, and promissory notes; b) In the aspect of implementing learning, the teacher's understanding of learning strategies is still low; c) In the aspect of implementing learning evaluation (normative evaluation, formative evaluation, evaluation results report, implementation of improvement and enrichment programs) (Ashar, 2001).

Table 1. Target and Achievement of PMB (New Student Acceptance)

School year	PMB targets	Achievement
2019-2020	120	105
2020-2021	120	103
2021-2022	115	92

Administrative resources for School Administration

Applicants to school have decreased over the last three years. The target set by the school was not achieved 100%. The decline in the number of students is certainly caused by many factors.

Factors causing a decrease in the number of applicants to schools can come from internal school factors as well as external school factors. When viewed from internal school factors, it can be caused by the principal's leadership style, teacher performance, employee performance, infrastructure, school environment, school culture, school activities and the curriculum used by the school.

Meanwhile, external school factors based on the results of my interviews with several parents of students that caused the PMB not to be achieved in schools were influenced by several factors, including the level of trust the community had in schools. The community prefers to send their children to public schools and other private schools. In order for Schools to compete with schools that are more in demand by the community, the performance of School teachers must be further improved.

One of the things that is easy to die is the teacher's lack of discipline in collecting lesson plans (RPP) which is a teacher's weapon in teaching or conveying subject matter to students .

In terms of making RPP (Learning Implementation Plans) is still lacking in discipline. Indicates that there are problems faced in schools. These problems are indicated to originate from teacher performance that needs to be improved. Teacher performance must always be improved so that the learning process can be maximally successful (Corkin, Ekmekci & Parr, 2018).

Teacher performance is influenced by many factors, one of which is job satisfaction. Each employee individually has different job satisfaction, even if they are in the same type of work, this depends on their level of needs and the system that applies to them. Umar (2018) states that job satisfaction is a person's feelings and evaluation of his work, especially regarding his working conditions, in relation to whether his work is able

to meet his expectations, needs and desires. Efforts to understand each other are important, namely how schools understand the needs, desires and expectations of teachers, and how teachers understand the common goals between themselves and the school. Job satisfaction has a positive effect on teacher performance according to Soekarto (2006) also said that there is a significant positive relationship between job satisfaction and teacher performance, meaning that a high level of job satisfaction for a teacher will trigger an increase teacher performance in their workplace. where the teacher is an important asset for educational institutions for this reason it is necessary to maintain the level of job satisfaction to maintain the quality of performance because the higher the teacher's job satisfaction indicator, the more it can have a lot of good impact on performance, as well as school productivity in the future.

Kholil (2021) stated that job satisfaction has a positive effect on teacher performance. Elements and factors that contribute to job satisfaction are compensation, work-life balance, working conditions, respect and recognition, job security, and career growth. In theory, one of the key factors that will influence teacher performance is the principal's leadership style. One of the contemporary leadership styles that holds promise for effective school performance as well as improving teacher performance is the democratic leadership style. Democratic leadership style is the ability to influence other people to want to work together to achieve the goals that have been set by means of various activities to be carried out jointly determined between leaders and subordinates. The results of research conducted by Kholil (2021) claim that school principals often use a democratic leadership style in managing schools to improve teacher performance. This is because democratic leadership is free and protects all school subordinates, especially teachers, in improving their performance. Leadership that can be shown in the way a person leads his subordinates is one of the factors that can increase teacher effectiveness. The results of previous research conducted by Khosiah & Mulyasa (2012) shows the same result, that is, the democratic leadership style influences teacher performance. The results of the same research were conducted by Pamela & Oloko (2015).

The results of research in several schools in Indonesia concerning the relationship between democratic leadership and teacher performance turned out to have a positive effect on teacher performance (Robbins & Judge, 2010). However, Supardi & Rustika (2013) research on several schools with democratic leadership and teacher performance

variables shows that democratic leadership has a positive relationship with teacher performance, however this research does not link democratic leadership to teacher work motivation and job satisfaction. This research discusses democratic leadership, work discipline, teacher performance and the results show that democratic leadership has a positive and significant relationship with teacher performance and also work discipline has a positive and significant relationship with teacher performance but this research does not link work motivation and job satisfaction .

On the other hand, Stephen (2009) found that better organizational factors that support improving teacher performance are work motivation. Motivation is an important element that moves a person to achieve a goal. Having motivation will encourage someone to actively complete various tasks according to the responsibilities carried. A motivated teacher will have job satisfaction and high performance, and have a strong desire to succeed. The presence of motivation will stimulate the teacher to mobilize his abilities so as to be able to show maximum performance. However, this research has nothing to do with democratic leadership variables with job satisfaction. Previous research conducted by Supardi (2014) regarding democratic leadership and job satisfaction, the results found that democratic leadership can affect teacher performance and job satisfaction has a positive relationship with teacher performance. However, this research was not conducted in Catholic Foundation schools. .

Previous research on democratic leadership, work motivation, teacher performance and job satisfaction has often been carried out, but what distinguishes this research from previous research is that not many studies have used the variables democratic leadership, work motivation, teacher performance and job satisfaction simultaneously in one study and carried out in Catholic education foundation schools and has rarely been researched for the past two years.

Based on the experience of researchers while working at school, for approximately 14 years, teacher performance at school still really needs to be improved, especially in terms of preparing teacher administration, one of which is the lesson plan (RPP), according to data obtained by researchers from school principals about teachers who collecting lesson plans from January to February (data is in the attachment), there are still many teachers who do not collect lesson plans regularly every day. Based on the research gaps above, the purpose of this study is to provide an explanation and understanding of

the influence of democratic leadership, work motivation and job satisfaction on teacher performance in school.

METHOD

This type of research is quantitative which can be interpreted as a research method based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative / statistical in nature with the aim of testing hypothesis that has been applied in his book (Sugiyono 2013:13). The research population was all teachers in the school of 50 people . In this study using a census that is using the entire population to be surveyed. The method of collecting quantitative data uses a questionnaire with a survey method, namely the researcher provides a list of questions to the respondents to be filled in and waited for until they are finished.

RESULTS AND DISCUSSION

Results

Test t is intended to determine how far the influence of one independent variable (democratic leadership, work motivation and job satisfaction) individually in explaining the dependent variable (teacher performance). The results of the t test in this study can be seen in table 2 .

a. Democratic Leadership Variables

Ho: $b_1 = 0$: democratic leadership has no significant positive effect on teacher performance

Ha: $b_1 > 0$: democratic leadership has a significant positive effect on teacher performance.

The test results with SPSS obtained for the KD variable (democratic leadership) obtained t-value = 1.431 with a significance level of 0.159 Using a significance limit of 0.05, the significance value is greater than the 5% level, which means Ho is accepted and Ha is rejected. Thus, the first hypothesis is rejected.

b. Work Motivation Variables

Ho: $b_1 = 0$: Work Motivation has no significant positive effect on teacher performance

Ha: $b_1 > 0$: work motivation has a significant positive effect on performance teacher.

The test results with SPSS obtained for the MK variable (work motivation) obtained t value = 2.176 with a significance level of 0.35. Using a significance limit of 0.05, the significance value is smaller than the 5% level, which means Ho is rejected and Ha is accepted. Thus, the second hypothesis is accepted.

c. Variable Job Satisfaction

Ho: $b_1 = 0$: job satisfaction has no significant positive effect on teacher performance

Ha: $b_1 > 0$: satisfaction has a significant positive effect on teacher performance.

The test results with SPSS obtained for the KK variable (job satisfaction) obtained t value = 5.976 with a significance level of 0.000. Using a significance limit of 0.05, the significance value is smaller than the 5% level, which means Ho is rejected and Ha is accepted. Thus, the third hypothesis is accepted.

Table 2. Coefficient of Influence of Democratic Leadership , Work Motivation and Job Satisfaction on Teacher Performance

		Coefficients ^a				
		Unstandardized Coefficients		Coefficient		
Model		B	St. Error	Betas	Q	Sig.
1	(Constant)	.992	5.175		.192	.849
	KD	.154	.108	.139	1,431	.159
	MK	.258	.118	.208	2.176	.035
	KK	.916	.153	.623	5,976	.000

a . Variable Dependent : KG

Based on the table in above , a multiple linear regression equation model can be compiled based on column B, a multiple linear regression equation model, the results of the study are as follows: $Y = 992 + 0.154KD + 0.258MK + 0.916KK$

The multiple linear regression equation model of the results of the analysis , the results of the analysis can be interpreted as follows, The constant value a is 992, meaning that if the variables Democratic Leadership (KD), Work Motivation (MK) and Job Satisfaction (KK) are considered constant, then the value of the Teacher Performance variable (Y) is 992. The KD (Democratic Leadership) regression coefficient value of $b_1 = 154$ indicates that if MK (Work motivation) and KK (Job Satisfaction) are considered constant or 0 (Zero). Then every increase of 1 KD variable (Democratic Leadership) will

increase the KG variable (Teacher Performance) by 154. The regression coefficient value of MK (Work motivation) is 258 and also KK (Job Satisfaction) shows that if KD (Democratic Leadership) is considered constant or (zero) then every increase of 1 variable MK (work motivation) will increase the variable KG (Teacher Performance) by 1. So every increase of 1 variable KD (Democratic Leadership) will add to the Y variable (Teacher Performance) of 154. The value of the regression coefficient MK (Work Motivation)) of 258 and a regression value of job satisfaction of 916. Shows that if KD (Democratic Leadership) and MK (considered constant or (Zero) then every increase of 1 MK variable (Work Motivation) and KK will add to the KG variable (Productivity) of 258 and 916.

Discussion

The results of hypothesis 1 testing found that the democratic leadership variable had an insignificant effect on teacher performance. The results of this study are in line with research conducted by Tutik & Daryanto (2013) that there is an insignificant relationship between democratic leadership style and teacher performance, because naturally the pattern of leadership in Catholicism is more towards centralization of the authority of the Pope in Rome. The contribution of this research is that Democratic Leadership has not been studied too much in the context of Catholic schools (Faith based educational institutional).

The results of testing hypothesis 2 found that the work motivation variable has a significant influence on teacher performance. The results of this study are in line with research conducted by Thoha (2013) that there is a significant relationship between work motivation and teacher performance. One's motivation in a job is very necessary. In this case the teacher who is an educator should have a high motivation in working. Work motivation is something that creates encouragement or enthusiasm for work or in other words a motivator for work. Work motivation expressed by Umar (2016) that work motivation is a set of energetic forces originating both from within and outside the individual, to initiate work-related behavior, and determines the form, direction, intensity, and duration. This energetic strength is useful for starting work with enthusiasm and in the end maximizing the performance carried out, the impact of work motivation, especially low work motivation on honorary teachers. This can have a negative effect on honorary teachers, such as being lazy to teach and ultimately having a negative impact on

the teaching process Wahyu (2009). Then, Ghenghesh's research in Wirawan (2009) adds that job satisfaction and motivation are important factors in influencing organizational productivity and effectiveness. So, if the motivation of honorary teachers is low will have an impact on their productivity in the school itself, therefore we as honorary teachers must think that no matter how small the results achieved by an honorary teacher, the struggle at work is always valuable.

The results of testing hypothesis 3 found that the variable job satisfaction has a significant influence on teacher performance. The results of this study are in line with research conducted by Abdul (2013) that there is a significant relationship between job satisfaction and teacher performance. Job satisfaction can be defined as employee happiness at work and employee satisfaction in meeting their needs while working. Not only salary and benefits, there are many factors that affect job satisfaction. From the point of view of the employees themselves, there is no denying that everyone wants to be comfortable at work and get satisfaction when doing any type of work. In the end, employee job satisfaction can affect employee performance. The importance of employee job satisfaction to their work greatly influences their work output. Job satisfaction is an interesting and important issue because it has proven to have great benefits for both individual interests, company or organization. This is supported by Akmal (2013).

CONCLUSION

Democratic Leadership variable has a positive and significant effect on the performance of teachers. The variable of work motivation has a positive and significant effect on the performance of teachers. The job satisfaction variable has a positive and significant effect on the performance of teachers. Simultaneously the democratic leadership variables, work motivation variables and job satisfaction variables. It is proven to have a positive and significant effect on teacher performance.

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