

The Mediating Effect of Job Satisfaction and Job motivation to Influence School Leadership, Teacher Competence and Experience of Teachers on Performance of Teachers in SMA/SMK in Jayawijaya, Indonesia

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Abstract

The purpose of this study is to examine the mediating effect of job satisfaction and job motivation to influence school leadership, teacher competence and experience of teachers on performance of teachers in SMA (regular highschool) / SMK (vocational school) in Jayawijaya. The population that used in this study was overall teachers from private and non-private SMA and SMK (high school) in Jayawijaya. The number of teachers in Jaya Wijaya district is 309 from SMA and 156 from SMK, then in total would be 465 teachers. The samples are 87 teachers, which are 58 SMA (regular high school) teachers, and 29 teachers from SMK (vocational high school). In this study, it tested the effect of school leadership, teacher competence, experience of teachers, to job satisfaction and motivation, as well as its impact on teacher performance in Jayawijaya, with an analysis tool used is Partial Least Square (PLS). The result show: (1) school leaderships and teachers experience have indirect effect on the performance of teachers in SMA (regular high school) and SMK (Vocational School) through the mediation of job satisfaction of teachers in SMA (Regular High School) and SMK (vocational school) in the district of Jayawijaya. However, teacher competence doesn't have indirect effect on the performance of teachers in SMA (regular high school) and SMK (vocational school) through the mediation of job satisfaction. (2) Competence of teachers and teacher experience have indirect effect on the performance of teachers in SMA (regular high school) and SMK (vocational school) through mediation job motivation of teachers in SMA (regular high school) and SMK (vocational school) in Jayawijaya. But leadership doesn't have indirect effect on the performance of teachers through mediation job motivation.

Keywords: Satisfaction, Motivation, Leadership, Competence, Experience, Performance

1. Introduction

Education has a very important role in the development and survival of the nation. Educational function should really be considered in order to achieve national education goals because goals have function to give clear directions towards the activities of education. If you see the current conditions in Papua, especially in Jayawijaya, the general condition of the school's performance is still bad. As reported by the tabloid Gambling, May 3, 2015, with the title "Wajah Pendidikan Papua Masih Tampak Suram". Education in Papua is still very clearly looks bleak. Although now many Papuans are already have a high education, and even become a professor and doctoral degrees, but the reality of it is not describing the condition of the real education in Papua.

One of the factors that support teachers to work or to support the high performance of the teacher is job satisfaction. That is if teachers are satisfied with the treatment of the organization (school) then they will work vigorously and responsibly. Job satisfaction (job satisfaction) of teachers is an important target in the management of human resources, because directly or indirectly can result in work productivity. A phenomenon that can create damage to the condition of school organization is the low job satisfaction of teachers which symptoms such as absenteeism, lazy work, the number of complaints from the teachers, poor work performance, poor quality of teaching, teacher indiscipline and other negative symptoms. Another factor that can affect the performance of teachers is achievement motivation. It is based on the assumption that working without motivation will quickly makes it boring, because there is no element of morale booster in order to remain stable. Motivation is a commodity that is needed by everyone, including the teacher. Motivation is required to run the life, lead a group of people and achieve organizational objectives. Achievement motivation is encouragement to grow and develop from within the teacher to do their best job possible so that the goals will be achieved. Achievement motivation can happen if the teacher has the pride of success. Although the fact is that the task of teaching is a proud and full of challenges task, because of that the teachers should have achievement motivation.

The idea that the leadership of school principal in SMA (regular high school) / SMK (vocational high school) is not optimal is could be seen from the number of cases that are not followed up, the lack of utilization of human resources owned by SMA (regular high school) / SMK (vocational high school) The principal task as a leader must have the intelligence to analyze the situation and be accepted by the teachers and the school community. Principals need to improve the capabilities and skills of the practitioner of education. As a leader in an educational institution principals should have extensive knowledge and leadership skills. This needs to be owned in order to be able to control, influence, and encourage subordinates to perform tasks with honesty,

responsibility, effective and efficient.

Sudjana [1] in her research thesis convey that 76.6% of student's learning results are influenced by the performance of the teachers, with details: the competence of teachers to teach has contributed by 32.43%, mastery of the subject matter has contributed by 32.38% and the attitudes of teachers towards the subjects has contributed by 8.60%. The improvement of teacher's performance is not solely to improve their competence through the provision of upgrading, training and providing the opportunity to further develop but should also pay attention to the teacher in terms of the other factors such as the experience of teachers, and leadership exercised by the chieftain as teachers feel satisfaction in the work that will have an impact on improving their performance.

Teacher performance is the result that achieved by the teacher in carrying out the tasks assigned to him/her based on skills, experience and determination as well as the use of time. Efforts to improve their performance are usually done by providing motivation besides other ways. Improved performance of teachers is not solely to improve their competence through the provision of upgrading, training and providing the opportunity to further develop but should also pay attention to the teacher in terms of the others such as the experience of teachers, and leadership exercised by the chieftain as teachers feel no satisfaction in the work that will have an impact on improving performance. Based on the above background, as for the purpose of this study is to examine the mediating effect of job satisfaction and job motivation to influence school leadership, teacher competence and experience of teachers on performance of teachers in SMA (regular high school) / SMK (vocational school) in Jayawijaya.

2. Theoretical Review

2.1. Leadership

According to Hughes [2], there are three factors that interact to determine the effectiveness of leadership, they are: leader behavior (the behavior of the leader), which is leadership effectiveness that is strongly influenced by the style of the lead person. Second, subordinate (subordinate), which is leadership effectiveness that is influenced by the level of acceptance and support of subordinates. Subordinates will support a leader as long as they see the actions are considered can benefit and increase their satisfaction. Third, the situation in the style of leadership that is: the leader's relation, the level of task structure and position of leader's power that is get by formal authority.

2.2. Job Competence

Lucia and Lepsinger (1999) in Ennis [3] mention the competence or the individual characteristics as significant predictors for employee's performance and success is as comparable with the academic skills and knowledge. Competence is built by ability, personal characteristics, skills, knowledge and behaviors. To create learners with a good quality, teachers must master the four competencies. All four competencies that must be mastered to improve the quality of teachers are pedagogical, professional, social, and personality. Teachers must be earnest and well in control of the 4 competencies so that the educational goals can be achieved.

2.3. Job Experience

There is one common opinion that says about the definition of work experience is the process of formation of knowledge or skills on a method of work because of the employee involvement in the execution of work tasks (Manulang, 1984). Another opinion regarding work experience is the knowledge or skills that are known and controlled by a person who as a result of the act or the work that has been done for a certain time [4].

2.4. Job Satisfaction

Job satisfaction is one aspect that is important in the practice of human resource management and organizational behavior. This is because job satisfaction can affect the level of absenteeism, labor turnover, morale, other vital personnel complaints and problems (Handoko [5]). Job satisfaction is a very personal thing, it means that can feel it is only those whom are concerned, and has the character which is not always the same among each other.

2.5. Job Motivation

The first to realize the importance of motivation is Sigmund Freud (Hersey [6]), who believes that people are not always aware of the things they want, and therefore their behavior could be influenced by unconscious motives or needs. Vroom [6] introduced Motivation Theory E-V models (Expectancy-Valency) which is a theory about the process of motivation, which states that a person's behavior in making economic decision-making is a choice, so someone will always behave optimistic because there is the expected value in the form of remuneration.

2.6. Job Performance

According to Mangkunagara [7] performance is a "work in quality and quantity that achieved by an employee who is carrying out their duties in accordance with the responsibilities of time given to the employee." With

regard to the standard of teacher performance Piet A Sahertian (Rusman [8]) explains that the 'standard of teacher performance is related to the quality of teachers in performing their duties such as working with individual students, the preparation and planning of learning, engaging students in a variety of learning experiences and leadership active from the teachers'. From the exposure of the above definition, the scope of the performance of teachers in this study include: lesson plans, learning activities, and assessment of learning outcomes.

3. Research Methodology

The population that used in this study was overall teachers from private and non-private SMA and SMK (high school) in Jayawijaya. The number of teachers in Jaya Wijaya district is 309 from SMA and 156 from SMK, then in total would be 465 teachers. The samples are 87 teachers, which are 58 SMA (regular high school) teachers, and 29 teachers from SMK (vocational high school). In this study, it tested the effect of school leadership, teacher competence, experience of teachers, to job satisfaction and motivation, as well as its impact on teacher performance in Jayawijaya, with an analysis tool used is Partial Least Square (PLS).

4. Result and Discussion

The theoretical model on the conceptual framework of the study, can be said fit if it supported by empirical data, as given in Figure 1 below.

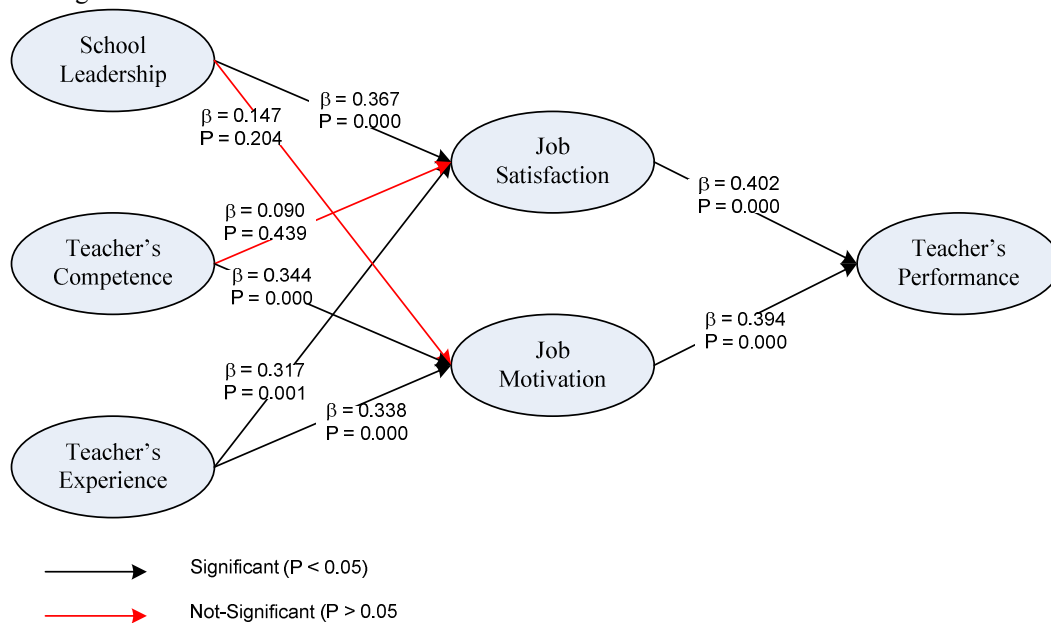


Figure 1: Analysis Result of PLS

Testing Goodness of Fit using predictive value-relevance (Q²). The calculation result shows the predictive value-relevance of 56.19%, thus worthy models are said to have predictive value relevant. In this structural model, tested 6 indirect effects or effect of mediation.

Table 1: Analysis Result of PLS (Mediation Effect)

Indirect Effect	Coefficient of Direct Effect		Coefficient of Indirect Effect	Remark
X1 → Y1 → Y2	X1 → Y1 = 0.367*	Y1 → Y3 = 0.402*	0.148	Significant
X2 → Y1 → Y2	X2 → Y1 = 0.090ns	Y1 → Y3 = 0.402*	0.036	Not-significant
X3 → Y1 → Y2	X3 → Y1 = 0.317*	Y1 → Y3 = 0.402*	0.127	Significant
X1 → Y2 → Y2	X1 → Y1 = 0.147ns	Y2 → Y3 = 0.394*	0.058	Not-significant
X2 → Y2 → Y2	X2 → Y1 = 0.344*	Y2 → Y3 = 0.394*	0.136	Significant
X3 → Y2 → Y2	X3 → Y1 = 0.338*	Y2 → Y3 = 0.394*	0.133	Significant

Remark: *significant, ns not-significant

Based on Table 1, can be presented the structural model test results as follows: First, the test of the indirect effect School leaderships, Teachers Competence and Experience Teacher of the teacher performance through mediation Job Satisfaction as follows:

- The indirect effect between School leadership (X1) on the Teachers Performance (Y3) through the mediation of Job Satisfaction (Y1), coefficient indirect effect by 0.148. Direct influence (School

leadership (X1) to Job Satisfaction (Y1) is a significant and direct influence between Job Satisfaction (Y1) Teacher performance(Y3) is significant, it can be concluded there is an indirect influence significantly between School leadership (X1) on the Teacher Performance (Y3) through the mediation of Job Satisfaction (Y1). The coefficient is positive, meaning that the higher the School leadership (X1), resulting in the higher-teacher performance (Y3) through the mediation of Job Satisfaction (Y1).

- The indirect effect between Teachers competence (X2) on the Teachers Performance (Y3) through the mediation of Job Satisfaction (Y1), coefficient indirect effect by 0.036. Direct influence (Teachers competence (X2) to Job Satisfaction (Y1) is not-significant and direct influence between Job Satisfaction (Y1) Teacher performance (Y3) is significant, it can be concluded there is an indirect influence not-significantly between Teachers competence (X2) on the Teacher Performance (Y3) through the mediation of Job Satisfaction (Y1).
- The indirect effect between Teachers experience (X3) on the Teachers Performance (Y3) through the mediation of Job Satisfaction (Y1), coefficient indirect effect by 0.127. Direct influence (Teachers experience (X3) to Job Satisfaction (Y1) is a significant and direct influence between Job Satisfaction (Y1) Teachers performance (Y3) is significant, it can be concluded there is an indirect influence significantly between Teachers experience (X3) on the Teacher Performance (Y3) through the mediation of Job Satisfaction (Y1). The coefficient is positive, meaning that the higher the Teachers experience (X3), resulting in the higher-teacher performance (Y3) through the mediation of Job Satisfaction (Y1).

Second, the test of the indirect effect School leaderships, Teachers Competence and Experience Teacher of the teacher performance through mediation Job Motivation as follows:

- The indirect effect between School leadership (X1) on the Teachers Performance (Y3) through the mediation of Job motivation (Y2), coefficient indirect effect by 0.036. Direct influence (School leadership (X1) to Job motivation (Y2) is not-significant and direct influence between Job motivation (Y2) Teacher performance (Y3) is significant, it can be concluded there is an indirect influence not-significantly between School leadership (X1) on the Teacher Performance (Y3) through the mediation of Job motivation (Y2).
- The indirect effect between Teachers competence (X2) on the Teachers Performance (Y3) through the mediation of Job motivation (Y2), coefficient indirect effect by 0.136. Direct influence (Teachers competence (X2) to Job motivation (Y2) is a significant and direct influence between Job motivation (Y2) Teacher performance (Y3) is significant, it can be concluded there is an indirect influence significantly between Teachers competence (X2) on the Teacher Performance (Y3) through the mediation of Job motivation (Y2). The coefficient is positive, meaning that the higher the Teachers competence (X2), resulting in the higher-teacher performance (Y3) through the mediation of Job motivation (Y2).
- The indirect effect between Teachers experience (X3) on the Teachers Performance (Y3) through the mediation of Job motivation (Y2), coefficient indirect effect by 0.133. Direct influence (Teachers experience (X3) to Job motivation (Y2) is a significant and direct influence between Job motivation (Y2) Teacher performance (Y3) is significant, it can be concluded there is an indirect influence significantly between Teachers experience (X3) on the Teacher Performance (Y3) through the mediation of Job motivation (Y2). The coefficient is positive, meaning that the higher the Teachers experience (X3), resulting in the higher-teacher performance (Y3) through the mediation of Job motivation (Y2).

Teacher competence and experience of teachers affect the job motivation of the teacher in SMA (regular high school) and SMK (vocational high school) in the district of Jayawijaya. But leadership does not affect the job motivation. Sigmund Freud (Hersey, 2002), who believes that people are not always aware of the things he wants, and therefore his behavior is influenced by unconscious motives or needs. This study showed that motivation is determined by the competence and experience of teachers. This can be explained by the following theory. McGregor (1960) in Ennis [3], a person who works will self-correct and self-control themselves. Someone has the potential to grow themselves will seek their own responsibility, and have the drive to meet the needs of self-esteem and self-actualization. The fulfillment of all those needs, then someone will be helped to achieve individual and organizational goals. So, based on the theory Y, motivated person will occur at the level of need for affiliation, self-esteem and self-actualization, and on the other hand, will take place at the level of physical and safety needs in Maslow's hierarchy theory. If management will apply the theory Y, it is advisable to optimize aspects of individual resources in a holistic manner in order to realize a comprehensive effectiveness and efficiency of the organization. In fact is to increase the competence and experience of a teacher, if the implementation of the organization is a school.

Leadership and teacher experience indirect effect on the performance of teachers in SMA (regular high school) and SMK (vocational school) through the mediation of job satisfaction of teachers in SMA (regular high school) and SMK (vocational school) in the district of Jayawijaya. However, teacher competence doesn't have

indirect effect the performance of teachers in SMA (regular high school) and SMK (vocational school) through the mediation of job satisfaction. From the above analysis it is concluded that job satisfaction is mediating the relationship between the leadership and experience to the performance of teachers in SMA (regular high school) and SMK (vocational school). Given the lack of direct influence of leadership and experience of teachers on performance, then the type of mediation is a mediation of Job Satisfaction Full (full mediation). That is, with no job satisfaction, there will be no effect on leadership and experience of the teachers to the performance of teachers in SMA (regular high school) and SMK (vocational school). According to Hasibuan [9] performance is defined as the work of an individual or organization that achieved in carrying out the tasks assigned to them based on skills, experience and seriousness as well as time. Performance is a combination of three important factors, they are the ability and interest of a worker, ability and acceptance of explanations delegate tasks, and the role and motivation level of the worker. The higher the three factors above the greater a person's performance.

The achievement of an individual's performance and in this case is the performance of teachers in SMA (regular high school) and SMK (vocational school), absolutely determined by the factor of a good principal's leadership, work experience supported by the satisfaction of the teacher in the work. Organization is a system of cooperation activities carried out by two or more persons. It can be concluded that organization must have interaction among its members. In some sense mentioned organizations should have a goal to be achieved, in achieving these goals, the organization will establish the characteristics of its members to conform with the purpose. The achievement of goals of the organization is dependent on the presence or absence of the element of cooperation amongst its members, either through formal structures or informal structures.

The mediation effect of job satisfaction to influence of school leadership on teachers performance is in line with the result of Lasmini, Sanjaya [10], Hidayati, Darmawati, and Herlina [11], Bushra, Usman, and Naveed [12], Pariaribo [13] were analyzed the relationship between school leadership to job satisfaction, and Wuryanti [14], Firmansyah [15], Gu, and Siu, [16], Prasetya and Kato [17], Razak [18], Christen, Iyer, and Soberman [19], Pariaribo [13], Madlock [20], Setyaningdyah, Nimran, Kertahadi, and Thoyib [21], Lotunani, Idrus, Afnan, and Setiawan [22], and Pushpakumari [23] were analyzed the relationship between job satisfaction to teachers performance.

The mediation effect of job satisfaction to influence of teachers experience on teachers performance is in line with the result of Gu, and Siu [16], Odunlade [24] were analyzed the relationship between teachers experience to job satisfaction, and Wuryanti [14], Firmansyah [15], Gu, and Siu, [16], Prasetya and Kato [17], Razak [18], Christen, Iyer, and Soberman [19], Pariaribo [13], Madlock [20], Setyaningdyah, Nimran, Kertahadi, and Thoyib [21], Lotunani, Idrus, Afnan, and Setiawan [22], and Pushpakumari [23] were analyzed the relationship between job satisfaction to teachers performance.

The competence of teachers and teacher experience have indirect effect on the performance of teachers in SMA (regular high school) and SMK (vocational school) through mediation job motivation of teachers in SMA (regular high school) and SMK (vocational school) in the district of Jayawijaya. But leadership is not an indirect effect on the performance of teachers in SMA (regular high school) and SMK (vocational school) through mediation job motivation. From the above analysis could be concluded that job motivation is mediating the relationship between competence and experience of the performance of teachers and vocational high school teachers. Given there is no direct influence of teacher's competence and experience towards their performance, the type of mediation is a mediation Job motivation full (full mediation). That is, without any motivation to work, there would be no effect on competence and experience of the performance of teachers in SMA (regular high school) and SMK (vocational school).

The achievement of an individual's performance and in this case is the performance of teachers in SMA (regular high school) and SMK (vocational school), absolutely determined by the factor of teacher competence, work experience, supported by teacher motivation at work. Organization is a system of cooperation activities that carried out by two or more persons. It can be concluded that an organization must have interaction among its members. In some sense mentioned that organizations should have goals to be achieved, in achieving these goals, the organization will establish the characteristics of its members to conform with those purposes. The achievement of goals of the organization is dependent on the presence or absence of the element of cooperation amongst its members, either through formal structures or informal structures.

This research is in line with the Theory of Vroom [25] introducing the Theory of Motivation model of E-V (Expectancy-Valency) is a theory about the process of motivation, which states that a person's behavior in decision making economical is an option, so someone will always behave optimistic because there is the expected value in the form of remuneration.

The mediation effect of job motivation to influence of teachers competence on teachers performance is in line with the result of c were analyzed the relationship between teachers competence to job motivation, and Haryono [26], Wuryanti [14], Sanjaya [28], Lasmini, and Sanjaya [10], Prasetya and Kato [17], Pariaribo [13] were analyzed the relationship between job motivation to teachers performance.

The mediation effect of job motivation to influence of teachers experience on teachers performance is in

line with the result of Sanjaya [28], Kristianto, Suharnomo, and Ratnawati [29] were analyzed the relationship between teachers experience to job motivation, and Haryono [26], Wuryanti [14], Sanjaya [28], Lasmini, and Sanjaya [10], Prasetya and Kato [17], Pariaribo [13] were analyzed the relationship between job motivation to teachers performance.

The reason of success of education is primarily a factor of teachers as professional educators. One thing to consider is how the effort to improve the quality of teachers is to increase work satisfaction, because with the teacher's satisfaction increases, teachers will strive to improve the profession and thus the expected success of the quality of education will be achieved. Job satisfaction of teachers that can be implemented in several ways including the organization can create organizational climate in favor of the welfare of teachers, open and emphasis on achievement, can also be satisfaction increased use motivational factor especially achievement motivation of teachers, because the task of the teacher concerned with the success of students who are educational success.

5. Conclusion and Recommendation

Based on the results and discussion, we concluded as follows: (1) school leaderships and teachers experience have indirect effect on the performance of teachers in SMA (regular high school) and SMK (vocational school) through the mediation of job satisfaction of teachers in SMA (regular high school) and SMK (vocational school) in the district of Jayawijaya. However, teacher competence doesn't have indirect effect on the performance of teachers in SMA (regular high school) and SMK (vocational school) through the mediation of job satisfaction. (2) Competence of teachers and teacher experience have indirect effect on the performance of teachers in SMA (regular high school) and SMK (vocational school) through mediation job motivation of teachers in SMA (regular high school) and SMK (vocational school) in Jayawijaya. But leadership doesn't have indirect effect on the performance of teachers through mediation job motivation.

Based on the analysis, it is recommended as follows: a) advice to teachers in order to improve aspects of work experience that are supported with the satisfaction of a good work, will be able to improve the performance of teachers, b) advice to the principal in order to improve the leadership, given the findings shows that the higher leadership that are supported by job satisfaction, the better the performance of teachers. c) advice to policy makers, in order to carry out leadership training for principals on a regular basis, in order to improve school performance that is lead, control the competence of teachers periodically, in order to improve the skill and ability of the teachers in terms of teaching.

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