



Leadership, Work Motivation, and Work Discipline on Job Satisfaction and Teacher Performance of Dharma Loka Elementary School Pekanbaru

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Abstract

This study aims to determine and analyze the influence of leadership, work motivation, and work discipline on job satisfaction and teacher performance at Dharma Loka Elementary School Pekanbaru. The questionnaire as data collector from 42 respondents proportionally to all educators/teachers of SD Dharma Loka, was tested using Path Analysis (Path Smart PLS). The test results show, Leadership has a positive and insignificant effect on Job Satisfaction, Work Motivation has a positive and significant effect on Job Satisfaction, Work Discipline has a positive and insignificant effect on Job Satisfaction, and Leadership has a positive and insignificant effect on Teacher Performance, Work Motivation has a positive effect and not significant on teacher performance, work discipline has a positive and insignificant effect on teacher performance and job satisfaction has a positive and insignificant effect on teacher performance. Leadership, Work Motivation, and Work Discipline as independent variables Job Satisfaction, Teacher Performance as the dependent variable.

Keywords: Leadership, Work Motivation, Work Discipline, Job Satisfaction, Teacher Performance

1.0 INTRODUCTION

Based on Law Number 20 of 2003 concerning the National Education System in article 3, that national education functions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty. Almighty, having noble character, being healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen.

One of the most fundamental problems faced by the Indonesian nation is the low quality of education at every level and unit of primary and secondary education. Various efforts have been made to improve the quality of national education, including through training and improving teacher qualifications, procuring books, improving educational infrastructure. others, as well as improving the quality of school management.

Based on processed data from the results of the average end of semester exam scores at Dharma Loka Elementary School for the last 4 years there has been a decrease in the Average Final Semester Examination Results for Students. that there has been a decline in the average value of the SD Dharma loka Pekanbaru School in 2019 to 2022. The average performance of SD Dharma loka Pekanbaru teachers in the last three years was 86.42 and is included in the good category and has not yet reached the highest score as expected, namely the very good category.

The results of the pre-survey conducted at the time of the pre-survey only had 18 people standing by at the location and it can be seen that the level of job satisfaction of teachers at SD Dharma Loka Pekanbaru is still in the Satisfied category with an average of 3.6 and not yet in the very Satisfied category. The teacher who teaches at SD Dharma Loka Pekanbaru is not satisfied with his work which will lead to ineffective work and will have an impact on decreased performance (Putra & Renaldo, 2020). This is supported by research conducted by Anas Canggih Pamungkas (2018), concluding that job satisfaction has proven to affect teacher performance, the results of this study explain that if job satisfaction increases, teacher performance also increases, but if job satisfaction decreases, teacher performance will decrease.

The aims of this study are: (1) To find out and analyze the influence of leadership on the job satisfaction of SD Dharma Loka teachers. (2) To find out and analyze the influence of work motivation on the job satisfaction

of SD Dharma Loka teachers. (3) To find out and analyze the effect of work discipline on the job satisfaction of SD Dharma Loka teachers. (4) To find out and analyze the influence of leadership on the performance of SD Dharma Loka teachers. (5) To find out and analyze the influence of work motivation on the performance of SD Dharma Loka teachers. (6) To find out and analyze the effect of work discipline (Atika et al., 2022; Imarni et al., 2022) on the performance of SD Dharma Loka teachers. (7) To find out and analyze the effect of job satisfaction on the performance of SD Dharma Loka teachers.

2.0 LITERATURE REVIEW

Teacher Performance

Guidelines for implementing Teacher Performance Assessment (KEMENDIKBUD, 2012), defines that teachers are professional educators who have important duties, functions and roles in educating the life of the nation. Professional teachers are expected to be able to participate in national development to create Indonesian people who fear God Almighty, excel in science and technology, have an aesthetic, ethical, virtuous character, and personality. In the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform No.16/2009, teacher performance (Asl & Osam, 2021; Rafizal et al., 2022; Yarmanelis et al., 2022) indicators are: (1) Pedagogical (2) Personality (3) Social (4) Professional.

Job Satisfaction

Mahsuni (2022) Job satisfaction is an important thing to maintain in order to support organizational life. Because with employees who are satisfied with their work, it is expected that employees can be more active and enthusiastic in carrying out their responsibilities at work. High job satisfaction (Istiana et al., 2022; Juprizon et al., 2022) will have a positive impact on workers and their work, so that workers are expected to be able to do their job optimally. According to Arifin (2017) indicators of Job Satisfaction are: (1) The work itself, (2) Income, (3) Job promotion, (4) Supervision, (5) Co-workers.

Leadership

Nyoto (2019), leadership is a behavioral norm that is used by someone when trying to influence the behavior of others. Rahman (2022) leadership is a pattern of behavior designed to influence subordinates to maximize their performance (Fadhli et al., 2022; Ngatno et al., 2022), so that they can control organizational performance and organizational goals. And motivating employees so that they are expected to be highly productive. According to Rusmiati (2022) leadership indicators are: (1) Ability to foster good cooperation and relationships, (2) Effective capabilities, (3) Participatory leadership.

Work Motivation

Sri (2009), explains that the word motivation has the meaning of desire, desire, hope, goals, objectives, needs, encouragement, motivation and incentives. The term motivation comes from the Latin word *movere* which means to move. A comprehensive definition of motivation is a physiological and psychological deficiency process that drives behavior or drives aimed at incentive purposes. According to ARUM (2022) indicators of Work Motivation are: (1) Physiological needs, (2) Needs for security, (3) Needs for socialization, (4) Needs for appreciation, (5) Needs for self-actualization.

Work Discipline

Pratiwi Ning (2022) Discipline is obedience and obedience to trusted values, including doing certain jobs that are their responsibility. Sutrisno (2017) says that: "Discipline is an attitude of willingness and willingness of a person to obey and comply with the norms of regulations that apply around him." According to Susanti, G. (2022) the indicators of Work Discipline are: (1) Obey the rules of time, (2) The role of the leadership, (3) Comply with company regulations, (4) Obey the rules of behavior at work, (5) Sanctions, (6) Comply with other regulations in the company.

Research Hypothesis

From the relationship of each of these variables, the alternative hypotheses proposed in this study are as follows: (1) There is a positive and significant influence of leadership on the job satisfaction of teachers at SD Dharmaloka Pekanbaru, (2) There is a positive and significant influence of work motivation on job satisfaction Dharmaloka Elementary School Teachers in Pekanbaru, (3) There is a positive and significant effect of work discipline on the job satisfaction of Dharmaloka Elementary Teachers in Pekanbaru, (4) There is a positive and significant influence of leadership on the performance of elementary teachers in Dharmaloka Pekanbaru, (5) There is a positive and significant influence on work motivation the performance of teachers at SD Dharmaloka Pekanbaru, (6) There is a positive and significant influence of work discipline on the performance of teachers at SD Dharmaloka Pekanbaru, (7) There is a positive and significant effect of job satisfaction on the performance of teachers at SD Dharmaloka Pekanbaru.

3.0 METHODOLOGY

Place and time of research

This research was carried out at the Dharma Loka Elementary School (SD) which is under the auspices of the Panca Dharma Pekanbaru Education Foundation. The time of the research started from June 2022 to September 2022.

Population and Sample

This study included all educators/teachers at SD Dharma Loka Pekanbaru, a school under the auspices of the Panca Dharma Pekanbaru Education Foundation, which totaled 42 educators/teachers and did not include the principal.

Table 1. Variable Operational Definition

Variable	Indicator	Scale
Leadership (X1)	1. Ability to foster good cooperation and relationships 2. Effective ability 3. Participative leadership Rusmiati (2022)	Interval
Work Motivation (X2)	1. Physiological needs 2. The need to feel safe 3. The Need for Socialization 4. The need for appreciation 5. The need for self-actualization ARUM (2022)	Interval
Work Discipline (X3)	1. Obey the rules of time 2. The role of the leader 3. Comply with company regulations 4. Follow the rules of conduct at work 5. Sanctions 6. Comply with other regulations in the company. Susanti, G. (2022)	Interval
Job Satisfaction (Y1)	1. The work itself 2. Income 3. Job Promotion 4. Supervision 5. Coworkers Arifin (2017)	Interval
Teacher Performance (Y2)	1. Pedagogic 2. Personality 3. Social 4. Professional Regulation of the Minister of State Empowerment of State Apparatus and Bureaucratic Reform No.16/2009	Interval

Data analysis technique

Descriptive Analysis

Methods of data analysis using descriptive analysis with a discussion of the characteristics of the respondents associated with the responses of respondents. (1) Analysis of Respondent Characteristics. Analysis of the characteristics of the respondents consisted of the age of the respondent, the gender of the respondent, the last education of the respondent, the period of service of the respondent. The analysis to be carried out is in the form of analysis using the mode. (2) Analysis of Respondents' Responses Analysis of respondents' responses contains a discussion of respondents' responses associated with the characteristics of the respondents.

Questionnaire Feasibility Test

Test The validity of the questionnaire question items can be measured by correlating the score of the question items with the total score of the variable or construct. The resulting correlation coefficient is then compared with the r table - if the correlation between the item scores with the total score is < 0.30 (obtained from the calculation between the interpolation calculations from the Moment Product r value table) then the question items in the instrument are declared invalid. The instrument is considered valid if > 0.30 by comparing it with the r table. If r count $>$ r table then it is valid.

The reliability test was carried out with the cronbach alpha statistical test. The Cronbach alpha test limit is ≥ 0.70 (Ghozali 2016).

SEM Smart PLS Path Analysis Test

Before arriving at the results of the analysis in the form of goodness of fit, it is necessary to first check the assumptions underlying the validity of the model that has been made. Assumptions related to parameter estimation and hypothesis testing in SEM (Ghozali 2017) are: Leadership (X1) Work Motivation (X2) Work Discipline (X3) Job Satisfaction (Y1) Teacher Performance (Y2) (1) The number of samples must be large (asymptotic). (2) Distribution of normal multivariate observe variables. (3) The hypothesized model must be valid. (4) The measurement scale must be continuous (interval).

Data Processing Process and Hypothesis Testing

The next step is to process data using Smart PLS 3.0. The results obtained can be directly used to test the hypothesis.

4.0 RESULTS AND DISCUSSION

Respondent Profile

Table 2. Characteristics of Respondents Based on Age, Gender, Education Level, Years of Service

Age	%	Gender	%	Level of Education	%	Years of Service	%
18-25 Years	12%	Man	12%	Senior High School	12%	1 to 5 years	24%
26-35 Years	21%	Woman	88%	Bachelor	88%	5 to 10 years	7%
≥ 36 Years	67%					10 to 15 years	33%
						15 years and over	36%
Amount	100	Amount	100	Amount	100	Amount	100

Source: Processed Data, 2022

Based on Table 2 above, the educators/teachers of SD Dharma Loka Pekanbaru are more dominated by the age of 36>, namely as many as 28 educators/teachers around 67%, while 26-35 as many as 9 people around 21%, followed by ages 18-25 is enough 5 educators or about 12%. In terms of age maturity as an educator at Dharma Loka Elementary School on average it is very suitable as an educator/teacher. Based on Table 3 above, respondents with characteristics based on gender were more dominated by female educators/teachers, namely 37 people or 88%, while male educators numbered 5 people or 12%. Several psychological studies have shown that individual behavior can be differentiated based on gender. The results show that women are more willing to conform to organizational authority than men. Based on table 4 above, respondents with characteristics based on recent education were more dominated by educators/teachers with bachelor's or bachelor's degree educational backgrounds, namely 37 people or 88%, although there were several teachers who were continuing their master's degree, while staff educators graduating from SMA/K totaling 5 people or 12% are currently still undertaking S-1 education. Based on Table 5 above, respondents with characteristics based on tenure of service are more dominated by educators/teachers with tenure of 1 to 5 years, namely 10 people or 24%, educators/teachers with a working period of 5 to 10 years totaling 3 people or 7%, while educators/teachers with a working period of 10 to 15 years totaling 14 people or 33% and 15 people with a working period of 15 years above or 36%.

Questionnaire Test

In order to find out if the data is valid, the data must first be processed through a test using the SmartPLS program (Nasution et al., 2022; Sari et al., 2022). For the validity test it is declared valid if the Corrected Item-Total Correlation value is > 0.30 while for the reliability test it is declared reliable if the Cronbach's Alpha value is above 0.70. Based on the research results, the variables of education, training, competence (Gorbunovs et al., 2016; Pernando et al., 2022; Tohan et al., 2022) and performance can be said to be valid.

Data Validity and Reliability Test

Leadership Variable Questionnaire Test

Whatever the results of the data validity test regarding leadership in this study can be presented in the following table.

Table 3. Data Validity Test of Leadership Variables, Work Motivation, Work Discipline, Job Satisfaction, Teacher Performance

Variable	CICT	Variable	CICT	Variable	CICT	Variable	CICT	Variable	CICT	Information
X1.1.1	0.676	X2.1.1	0.535	X3.1.1	0.641	Y1.1.1	0.626	Y2.1.1	0.559	Valid and Reliable
X1.1.2	0.581	X2.1.2	0.412	X3.1.2	0.664	Y1.1.2	0.428	Y2.1.2	0.666	Valid and Reliable
X1.2.1	0.602	X2.2.1	0.360	X3.2.1	0.728	Y1.2.1	0.850	Y2.1.3	0.607	Valid and Reliable
X1.2.2	0.642	X2.2.2	0.624	X3.2.2	0.591	Y1.2.2	0.704	Y2.1.4	0.371	Valid and Reliable
X1.2.3	0.468	X2.3.1	0.486	X3.3.1	0.736	Y1.3.1	0.645	Y2.1.5	0.629	Valid and Reliable
X1.3.1	0.639	X2.3.2	0.765	X3.3.2	0.483	Y1.3.2	0.694	Y2.1.6	0.499	Valid and Reliable
X1.3.2	0.541	X2.4.1	0.626	X3.4.1	0.579	Y1.4.1	0.677	Y2.1.7	0.589	Valid and Reliable
		X2.4.2	0.660	X3.4.2	0.604	Y1.4.2	0.641	Y2.2.1	0.690	Valid and Reliable
		X2.5.1	0.481	X3.5.1	0.609	Y1.5.1	0.723	Y2.2.2	0.572	Valid and Reliable
		X2.5.2	0.741	X3.5.2	0.665	Y1.5.2	0.601	Y2.2.3	0.642	Valid and Reliable
								Y2.3.1	0.356	Valid and Reliable
								Y2.3.2	0.523	Valid and Reliable
								Y2.4.1	0.478	Valid and Reliable
								Y2.4.2	0.525	Valid and Reliable
CA=0.832		CA=0.850		CA=0.879		CA=0.899		CA=0.880		

Source: SPSS Processed Data, 2022

Based on the table above, it can be seen that there is no Corrected Item-Total Correlation value of all statements in the variables of leadership, work motivation, work discipline, job satisfaction and teacher performance that are worth below the validity index value of 0.3. Thus, it can be concluded that all statements used to test leadership, work motivation, work discipline, job satisfaction and teacher performance at Dharma Loka Elementary School Pekanbaru are declared valid or valid. So, it can be said that what is the test requirements in this study have been fulfilled, so that further tests can be carried out.

Multicollinearity Test

The multicollinearity test in this study was carried out using SEM with the help of SmartPLS software to get the Variance Inflation Factor (VIF) and Tolerance values. If the VIF value < 10, then there are no signs of multicollinearity. Conversely, if the VIF value is > 10, then there is high multicollinearity. The results of statistical testing of the variables in this study can be seen in the table below:

Table 4. Multicollinearity Test

Independent Variables (Exogenous)	Dependent Variable (Endogen)	VIF	Information
X1 : Leadership	Y1 : Job Satisfaction	3.581	No Multicollinearity
X2 : Work Motivation		2.017	No Multicollinearity
X3 : Work Discipline		3.805	No Multicollinearity
X1 : Leadership	Y2 : Teacher performance	3.687	No Multicollinearity
X2 : Work Motivation		3.175	No Multicollinearity
X3 : Work Discipline		3.908	No Multicollinearity
Y1 : Job Satisfaction		3.486	No Multicollinearity

Source: SmartPLS Processed Data .2022

Determination Coefficient Test (R2)

Table 5. The coefficient of determination (R2)

No	Variable	R Square	R Square Adjusted	Information
1	Job Satisfaction (Y1)	0.713	0.690	STRONG
2	Teacher Performance (Y2)	0.358	0.289	WEAK

Source: SmartPLS Processed Data, 2022

From the table above, it can be concluded that the endogenous variable Job Satisfaction (Y1) is influenced by exogenous variables (Leadership, Work Motivation and Work Discipline) of 0.690. This means that exogenous variables as indicators of endogenous variables (Y1) have an influence of 69%. While the rest, which is as much as 31%, is influenced by other factors that are not used in this study. The endogenous variable Teacher Performance (Y2) is influenced by exogenous variables (Leadership, Work Motivation, Work Discipline and Job Satisfaction) of 0.289. Thus, it can be concluded that the endogenous variable (Y2) is only 28.9% influenced by the indicators, while the remaining 64.1% is influenced by other factors not discussed in this study.

Path Coefficients SEM PLS

The two structural equations produced in this study can be seen from the Smart PLS output on Regression Weights in the following table.

Table 6. Results of Hypothesis Testing with SEM PLS

Model	Original Sample (O)	T Statistic (O/STDEV)	P Values	Information
Leadership (X1) -> Job Satisfaction (Y1)	0.174	1.235	0.218	Influence Not Significant
Work Motivation (X2) -> Job Satisfaction (Y1)	0.576	3.465	0.001	Significant Influence
Work Discipline (X3) -> Job Satisfaction (Y1)	0.172	1.174	0.241	Influence Not Significant
Leadership (X1) -> Teacher Performance (Y2)	0.17	0.546	0.586	Influence Not Significant
Work Motivation (X2) -> Teacher Performance (Y2)	0.105	0.454	0.65	Influence Not Significant
Work Discipline (X3) -> Teacher Performance (Y2)	0.184	0.2	0.55	Influence Not Significant
Job Satisfaction (Y1) -> Teacher Performance (Y2)	0.206	1.819	0.413	Influence Not Significant

Source: Processed results of Smart PLS

Discussion

The Effect of Leadership on Job Satisfaction in SD Dharma Loka

The results of testing the leadership variable on job satisfaction show no significant value. Because the significant level is greater than the alpha value, leadership has no significant effect on the job satisfaction (Gusriani et al., 2022; Wardana et al., 2022) of Dharma Loka Elementary School teachers in Pekanbaru. Kirana Gita Archia, Hasan Abdul Rozak (2022) in his research, stated that leadership has a significant positive effect on job satisfaction. The better the leadership, the job satisfaction will increase.

The Effect of Work Motivation on Job Satisfaction in SD Dharma Loka

The results of testing the work motivation variable on job satisfaction show a significant value. Because the significant level is the same as that of the alpha value, work motivation has a significant effect on job satisfaction. Meanwhile, Yuniarto (2022) stated that the variable work motivation has a positive and significant effect on job satisfaction.

The Effect of Work Discipline on Job Satisfaction in SD Dharma Loka

The results of testing the work discipline variable on job satisfaction show a significant value. Because the significant level is greater than the alpha value, work discipline has an insignificant effect on job satisfaction. Meanwhile, according to Sabirin and Ilham (2020) Work discipline has no positive and significant effect on supervisor job satisfaction. The results of the study found that work discipline was not proven to have a significant effect on supervisor job satisfaction.

The Influence of Leadership on Teacher Performance at SD Dharma Loka

The results of testing the leadership variable on teacher performance show a significance value. Because the significant level is greater than the alpha value, leadership has an insignificant effect on teacher performance (Andi et al., 2022; Hafni et al., 2022). According to Seniwati, Sudarno, and Fatmasari (2022) from the results of their research it states that leadership influences performance positively and significantly as well as job satisfaction has a positive and significant effect on teacher performance.

The Effect of Work Motivation on Teacher Performance at SD Dharma Loka

The results of testing the work motivation variable on teacher performance show a significant value. Because the significant level is greater than the alpha value, work motivation has an insignificant effect on teacher performance. This is consistent with the research of Anissa Retna Sari and Lidya Martha (2022) who examined the

effect of teacher work motivation and the school principal's leadership style on performance. From the results of this study there is a positive and significant influence between work motivation on teacher performance.

The Effect of Work Discipline on Teacher Performance at Dharma Loka Elementary School

The results of testing the work discipline variable on teacher performance show a significant value. Because the significant level is greater than the alpha value, work discipline has an insignificant effect on teacher performance. According to Situmorang (2022) states that Work Discipline has a direct positive effect on Teacher Performance. This means that an increase in teacher work discipline will result in an increase in teacher performance.

The Effect of Job Satisfaction on Teacher Performance at SD Dharma Loka Elementary School

The results of testing the variable of job satisfaction on teacher performance show a significant value. Because the significant level is greater than the alpha value, job satisfaction has an insignificant effect on teacher performance. Meanwhile, research according to Azizah (2022) concluded that job satisfaction has a positive but not significant effect on employee performance.

5.0 CONCLUSION

Based on the results of the analysis and testing of the hypotheses that have been carried out, the following conclusions can be drawn in this study: (1) Leadership has a positive and not significant effect on the job satisfaction of educators / teachers at SD Dharma Loka Elementary School (2) Work Motivation of educators / teachers at SD Dharma Loka has a positive and significant effect on job satisfaction. (3) Work Discipline in SD Dharma Loka has a positive and insignificant effect on job satisfaction. (4) The leadership in SD Dharma Loka has a positive and insignificant effect on teacher performance. (5) Work motivation has a positive and insignificant effect on teacher performance. (6) Work Discipline has a positive and insignificant effect on work performance. (7) Job satisfaction has a positive and insignificant effect on the performance of teachers/educators. Suggestions are: (1) For the Panca Dharma Education Foundation, if you want to improve the performance of educators/teachers and educational staff such as foundation employees, they should pay more attention to the leadership of each unit. The foundation always provides good work motivation that supports it by increasing the wages/salaries of its employees, providing good health insurance facilities, so that employees will get a sense of comfort at work. (2) Dharma Loka Elementary School should provide/prepare a good, comfortable work environment. Room facilities that meet standards in the performance of teachers/educational staff. Leaders should set a good example or example so that educators/teachers can behave in a disciplined manner according to predetermined rules, so that the vision and mission of SD Dharma Loka can be realized. (3) For future researchers who are interested in the same theme, with this research it is advisable to use another sampling method with a larger number of samples so that the influence from the independent variable to the dependent variable is stronger and better measurable.

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