

The Influence of Motivation, Spiritual Intelligence, And Competency on Middle School Teacher Performance with Job Satisfaction as A Variable Mediation in Pidie Jaya District

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Abstract

This research aims to test the Motivation, Spiritual Intelligence, and Competence impact on Middle School Teacher Performance, with Job Satisfaction as a Mediating Variable. In this research, the intended population was all junior high school teachers in Pidie Jaya Regency, totaling 821 teachers. The number of samples was 204 teachers. Data analysis in this research uses the Structural Equation Modeling (SEM) method. The result shows that Motivation, Spiritual Intelligence, and Competency significantly affect job satisfaction; Spiritual Intelligence, competency, and job satisfaction significantly affect teacher performance, but motivation does not affect teacher performance; Job satisfaction fully mediates the Motivation impact on Teacher Performance; Job Satisfaction partially mediates the Spiritual Intelligence impact on Teacher Performance; and Job Satisfaction partially mediates the Competency impact on Teacher Performance. These results explain that the teacher performance improvement model is a function of increasing motivation, Spiritual Intelligence, competency, and job satisfaction.

Keywords: Motivation, Spiritual Intelligence, Competence, Job Satisfaction, Teacher Performance

1. Introduction

In the educational sector, teachers are an important driver for student success in academic achievement and future work abilities. Currently, teachers are required to be able to carry out cooperative learning activities, so that they can motivate students to be active in carrying out student-centered learning activities, and the teacher is only a facilitator. Teachers must be able to master various learning methods and learning media tools so that students do not feel bored and monotonous in the learning process (Lian et al., 2021). Following Law No. 14 of 2005 concerning Teachers and Lecturers, it is stated that the teacher must carry out planning, learning, and implementing the learning process, as well as assessing the learning process to increase the efficiency and effectiveness of achieving graduate competencies. Based on this responsibility, society demands high performance from teachers, both teachers in state schools and teachers in private schools, so that they can produce competent students in the future teacher evaluation of the teaching profession has become increasingly important nowadays. Policymakers, school principals, and other education stakeholders are faced with the problem of how to identify, recruit, and retain effective teachers so that school goals and objectives can

be achieved. Teacher job satisfaction has been identified as an indicator of effective teachers and teaching (Klassen & Tze, 2014).

Improving performance is the most important thing needed in educational institutions. According to (Bailey & Kurland, 2002), performance is closely related to goals or as a result of individual work behavior, the expected results can be the demands of the individual himself. Educational institutions want teacher performance to improve quality. On the other hand, teachers are also interested in self-development and promotion. To fulfill these two desires, a good performance management system is needed. Performance is the achievements achieved by employees in carrying out tasks following their responsibilities. Based on UNESCO data in the 2016 Global Education Monitoring (GEM) Report, the quality of education in Indonesia is ranked 10th out of 14 developing countries. Meanwhile, in the results of the Program for International Student Assessment (PISA) survey which examines the assessment of the quality of education in the world, the ranking of education quality in Indonesia is ranked 72nd out of 78 countries. Teacher performance in Aceh Province is also still minimal. Therefore, performance development is needed to improve student quality. Moreover, in one of the districts in Aceh, namely Pidie Jaya District, conditions still need special attention, as reported by online media which states that the quality of education in Pidie Jaya District is still below standard because the teaching staff is still low (Ajnn, 2023). Looking at the situation in several junior high schools in Pidie Jaya Regency, there are still several things that must be improved such as learning management that is not optimal, then in the implementation of learning, there are still teachers who use conventional methods, namely the teacher gives more assignments and uses the lecture method. The utilization of media in learning is also still lacking, so students find it difficult to understand the material and are easily bored in the learning process. Then another problem that researchers find is the unprofessional performance of teachers, this can be seen from the fact that there are still teachers who leave class hours for certain reasons, such as family needs or additional tasks that are not the main duties of the teacher. Based on the results of a pre-survey with 30 respondents on the performance variable, an average value of 3.73 was obtained. The average value was >3.41 , which indicates that performance is good. However, there are still indicators that have a low average value where respondents feel they have not been able to develop a learning activity program.

Within any organization, the contentment of employees plays a crucial role in fostering a positive and supportive atmosphere among colleagues and supervisors. Consequently, contentment among employees leads to heightened productivity and performance, which acts as a catalyst for the overall success of the organization. The significance of job satisfaction is steadily gaining prominence in work environments. It's imperative for employers and supervisors to recognize that employees who are content and satisfied demonstrate heightened motivation and productivity in their roles. Job satisfaction encompasses a holistic attitude towards one's work and is contingent upon the balance between the rewards employees receive and their perceived value of these rewards, encompassing aspects such as work content, remuneration, opportunities for advancement, quality of supervision, and camaraderie among coworkers. (Robbins & Judge, 2017). Thus, it can be said that satisfaction is a measure of feelings that arise within employees after comparing the work achieved. Based on the results of a pre-survey with 30 respondents on the job satisfaction variable, a mean value of 3.59 was obtained in the good category ($3.59 > 3.41$). However, there are still indicators that have a low average value where respondents feel less satisfied with the work being carried out because

there is still a lack of facilities and infrastructure provided by the school. As in several junior high schools in Pidie Jaya, the author saw that there were BK (Guidance Counseling) teachers who did not have a special room to provide counseling and lacked textbooks, making the learning process difficult. Then there is no special library/reading place for students, a language lab and a lack of sports fields in physical education lessons.

Then there is something that must be maintained and supported, namely how teachers continue to be consistently motivated from time to time. (Wibowo, 2019) explains that motivation is an urge to act on a series of human behavioral processes by considering direction, intensity, and persistence in achieving goals. Every person carrying out a certain action is driven by a certain motive. Motivation usually arises because of unmet needs, goals to be achieved, or desired expectations. Teachers who are enthusiastic because their needs are met will be seen in their motivation to do their best, be willing to collaborate, work effectively, and be supported by the environment or their competence to produce results for students and the school. (Rahayu & Aprianti, 2020) research shows that work motivation influences satisfaction. Based on the results of a pre-survey with 30 respondents on the work motivation variable, a mean value of 3.64 was obtained in the good category ($3.64 > 3.41$). However, there are still indicators that have low scores where school institutions do not provide equal opportunities for every teacher in career advancement in the future. In this case the author found that there were school principals who only focused on one area and ignored teachers in other areas, thereby reducing teacher motivation to do more for the good of the school institution.

The next factor that influences performance is spiritual intelligence. To create good performance, employees also need to have good spiritual intelligence. (Zohar & Marshall, 2001) stated that the spiritual intelligence contained within a person can help move a person's intellectual intelligence and emotional intelligence to be more active. So that spiritual intelligence can be applied to daily activities, including work matters. (Amirkhani, Hossein, & Yosefi, 2015) stated in their research that there is a significant positive influence between spiritual intelligence on employee performance, so with good spiritual intelligence, employees tend to be able to produce good work output as well. These results agree with research conducted by (Rani, Abidin, & Hamid, 2013) who also stated that high spiritual intelligence can have a positive influence on the performance of each employee. A lack of spiritual intelligence occurred in Pidie Jaya Regency, where one of the elementary school principals was reported to the police on suspicion of sexually harassing his students who were still in class V. The alleged sexual harassment occurred on Wednesday at the end of October 2023, in the perpetrator's workroom. The school is located in one of the villages in Ulim District, Pidie Jaya. The Head of the Pidie Jaya Education Service, through the Head of the Teachers and Education Personnel (GTK) Division, Muhammad Gade, admitted that his party received a complaint from one of the student's parents regarding the presence of an elementary school principal in Ulim District who did something inappropriate to his students. (ajnn.net, accessed 9 May 2024). The following is a pre-survey of teachers' spiritual intelligence in Pidie Jaya Regency.

Apart from cases of sexual harassment, there is also a criminal case of corruption in school operational aid funds where the Pidie Jaya Prosecutor's Office, Aceh named the Principal of Bandar Dua 1 State Junior High School (SMP), Pidie Jaya Regency, with the initials HD as a suspect in the alleged criminal act of corruption in operational aid funds. school (BOS) IDR 377.8 million. The suspect's actions in managing finances were not following technical guidelines. The suspect violated Article 2 Paragraph (1), Article 3, Article 9 in conjunction with

Article 18 Paragraph (1) letters a, b, Paragraph (2), Paragraph (3) of Republic of Indonesia Law Number 31 of 2004 as amended by Law Number 20 2001 concerning the eradication of criminal acts of corruption. Based on the results of a pre-survey with 30 respondents on the spiritual intelligence variable, a mean value of 3.58 was obtained in the good category ($3.58 > 3.41$). However, there are still indicators that have a low average value, where there are still employees who knowingly or unknowingly hurt other people.

Competency has a very important role because generally, competency concerns a person's basic ability to do a job. (Wibowo, 2019) defines competence as a fundamental characteristic possessed by a person that directly influences, or can describe, excellent performance (Zainal, Ramly, Mutis, & Arafah, 2015). The research results of (Molderez & Ceulemans, 2018) show that competence influences performance. Teachers who have this level of technological competency are worthy of praise, as they demonstrate proficiency in utilizing technology for teaching purposes. In the context of technology accessibility, most teachers reported that they experienced few barriers, and some teachers expressed that access was relatively limited. Several studies have examined effective ways to develop teacher competence to improve teaching quality based on innovative teaching methods, such as differentiated teaching or improving classroom discourse. This research found that competent teacher intervention significantly improved teacher performance which had a direct impact on students' enthusiasm and enthusiasm for learning (Yang and Kaiser, 2022).

Based on the initial survey results in Table 1.6, it is known that overall competency is good with an average score of 3.56 ($3.56 > 3.41$). However, there are still indicators that are less than optimal, where there are still teachers who are not optimal in managing student learning. This is caused by some teachers teaching outside their field or competence due to a shortage of teachers in certain subjects, resulting in less-than-optimal delivery of material to students. To resolve personnel problems, academic qualifications must be improved, teacher competence must be enhanced through continuous professional development, the role of school principals must be strengthened as managers of superior education systems, and the role of school supervisors must be strengthened as representatives of quality. Apart from that, LPTK (Institution for Educational Personnel Education) must also provide quality training to increase efficiency, effectiveness, management, and evaluation.

2. Literature

Employee Performance

The success or failure of an organization in fulfilling its responsibilities is closely tied to the performance of its employees. The organization's ability to achieve its objectives hinges on the performance of its workforce. According to (Mangkunegara, 2016), employee performance is the outcome of an individual's work in terms of quality and quantity, as it relates to the responsibilities they have been assigned. According to (Zainal et al., 2015), employee performance is the result of an employee's work over a specific period of time compared to various benchmarks, such as standards, targets, or criteria that have been established and agreed upon. Performance reflects the actual behavior exhibited by each individual, as employees fulfill their roles in the organization. As defined by (Kotler & Armstrong, 2018), performance refers to work outcomes that are closely aligned with the organization's strategic objectives, job satisfaction, and overall contribution to the economy. Indicators for evaluating teacher

performance, as contained in the Minister of State Apparatus Empowerment Regulation Number 16 of 2009, can be described as follows:

1. A person's ability to communicate knowledge is very dependent on his mastery of the knowledge he will communicate,
2. The teacher's ability can be seen from the method or process of preparing the learning activity program carried out by the teacher,
3. The teacher's ability to manage learning is important because it is directly related to student learning activities in the classroom,
4. Ability to carry out learning evaluations/assessments

Job satisfaction

Teacher job satisfaction is the feeling of contentment and fulfillment that teachers derive from their work in the educational field. This encompasses both positive and negative self-assessments of the internal and external factors that drive their teaching experiences, as well as how these factors influence student performance. According to (Huang & Liu, 2012), satisfaction can be seen as the difference between actual and anticipated income, which employees compare with their peers' salary increments and advancements based on their tenure and earnings. (Bakotic & Babic, 2013) define satisfaction as the sensation of comfort and positive involvement that an employee associates with their professional endeavors. Satisfaction indicates the extent to which an employee enjoys their job and the degree of their engagement with their work. It reflects a pleasant or unpleasant emotional state with which employees perceive their work and is measured through various satisfaction indicators. According to (Uno, 2016), indicators of teacher job satisfaction are as follows.

1. School conditions
2. Working conditions
3. Principal supervision
4. Relationships between teachers and other employees
5. Job promotion.

Motivation

According to (Soetrisno, 2016), motivation is a powerful factor that serves as a driving force behind one's actions and behaviors. It can be seen as the internal drive that compels individuals to engage in specific activities. Every action or behavior is underpinned by a driving force, and this force is often influenced by an individual's unique needs and desires. Each person's needs and desires are shaped by their own distinct mental processes. These processes involve the formation of self-perception and play a crucial role in how individuals interpret and respond to their environment. Teachers with high levels of motivation demonstrate unwavering diligence in overcoming various challenges they encounter, as they strive to achieve exceptional outcomes. Indicators of teacher work motivation according to (Mangkunegara, 2016), namely:

1. The need for achievement
2. Opportunity to grow
3. Pride in one's own work
4. The need for recognition
5. Salary received.

Spiritual Intelligence

Spiritual intelligence is intelligence that is used to reach a person's meaning, values, deepest goals, and highest motivation. Spiritual intelligence is the way we use meaning, values, goals, and motivation in our thought processes, in the decisions we make, and in everything we need to do. These decisions also include how we collect and allocate material wealth. (Aness & Hambali, 2009). Spiritual intelligence is defined as a form of intelligence that individuals use to solve problems and achieve goals through a series of capacities and abilities (Sharifnia, Fernandez, Green, & Alananzeh, 2022). According to (Zohar & Marshall, 2001) measuring teacher spiritual intelligence was developed using 3 indicators derived in 16 descriptions as follows:

1. Think clearly (fitrah); the descriptors are persistent prayer, love, honesty, gratitude, and justice.
2. Be wise in carrying out tasks; the descriptors are humble, forgiving, patient, mentor, gentle, and a sense of responsibility.
3. Tolerant attitude; the descriptors are respecting other people's beliefs, being open, willing to serve, not hurting, and loving peace.

Competence

Competence is a vital attribute that enables an individual to effectively execute tasks and responsibilities by leveraging their skills, knowledge, and the necessary work attitudes. According to (Wibowo, 2019), competence is an inherent quality that directly impacts and characterizes exceptional performance. Put simply, competence refers to the actions that top performers consistently execute in various scenarios, yielding superior outcomes compared to the actions of average performers (Zainal et al., 2015). According to Law Number 14 of 2005 concerning teachers and lecturers article 10 paragraph (1) teacher competence includes pedagogical competence, personality competence, social competence and professional competence obtained through professional education.

1. Pedagogical Competence
, is the ability to manage student learning.
1. Personality competency
, is the ability of a good personality, noble character, wisdom and authority and being a role model for students.
2. Social competence
, is the teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community.
4. Professional competence
, is the ability to master subject matter broadly and in depth.

Hypothesis framework.

From the discussion explained above, the hypotheses to be tested in this study are as follows.

H1: Motivation significantly affects job satisfaction

H2: Spiritual Intelligence significantly affects job satisfaction

H3: Competency significantly affects job satisfaction;

- H4: Motivation significantly affects teacher performance;
 H5: Spiritual Intelligence significantly affects teacher performance
 H6: Competency significantly affects teacher performance
 H7: Job Satisfaction significantly affects teacher performance
 H8: Job satisfaction mediates the Motivation impact on Teacher Performance
 H9: Job Satisfaction mediates the Spiritual Intelligence impact on Teacher Performance
 H10: Job Satisfaction mediates the Competency impact on Teacher Performance

3. Method

In this research, the intended population is all junior high school teachers in Pidie Jaya Regency, totaling 821 teachers. The sample is part of the minimum sample requirements determined for Structural Equation Modeling (SEM) analysis which uses a formula of 6 times the number of indicator variables, totaling 34 indicators used (Ferdinand, 2014) totaling 204 samples. Data analysis in this study used the SEM method through the AMOS software.

4. Result and Discussion

Hypothesis Testing

After all assumptions can be met, the result of SEM can be seen below.

Table 1. Regression Weight

			Standardized	S.E	CR	P	R Square
Satisfaction Work	<---	Motivation	.258	.065	2.146	.025	
Satisfaction Work	<---	Intelligence Spiritual	.367	.103	2.809	.005	0.923
Satisfaction Work	<---	Competence	.275	.081	2.542	.011	
Performance Teacher	<---	Motivation	.027	.155	.092	.927	
Performance Teacher	<---	Intelligence Spiritual	.206	.123	2.244	.017	0.939
Performance Teacher	<---	Competence	.369	.097	3.193	.001	
Performance Teacher	<---	Satisfaction Work	.455	.066	3.501	***	

Source: Processed Primary Data, (2024)

H1 test: Motivation on Job Satisfaction

Motivation test on job satisfaction obtained a significance 0.025, meaning motivation significantly affecting job satisfaction. The magnitude is 0.258 or 25.8%. This indicates that improving motivation will have a positive and real influence on increasing job satisfaction. This shows that every additional 1 motivation point will have an impact on changes in job satisfaction of 0.258.

H2 test: Spiritual Intelligence on Job Satisfaction

Spiritual Intelligence test on Job Satisfaction obtained a significance 0.005, showing Spiritual Intelligence significantly affecting Job Satisfaction. The magnitude is 0.367 or 36.7%, explaining that the higher the level of Spiritual Intelligence, the greater the increase in Job Satisfaction. This shows that every additional 1 point of spiritual intelligence will have an impact on changes in job satisfaction of 0.367.

H3 test: Competence on Job Satisfaction

Competency test on job satisfaction obtained a significance 0.011, revealing that Competency significantly affecting Job Satisfaction. The magnitude is 0.275 or 27.5%, explaining that the higher the level of competency, the greater the increase in job satisfaction. This shows that every additional 1 competency point will have an impact on changes in job satisfaction of 0.275.

H4 test: Motivation on Teacher Performance

The influence of motivation on teacher performance obtained a significance 0.927, meaning Motivation does not affect Teacher Performance because the significance value is > 0.05 .

H5 test: Spiritual Intelligence on Teacher Performance

Spiritual Intelligence test on Teacher Performance obtained a significance 0.017, meaning that Spiritual Intelligence significantly affecting Teacher Performance. The magnitude is 0.206 or 20.6%, indicating that the higher the level of spiritual intelligence, the greater the teacher's performance. This shows that every additional 1 point of spiritual intelligence will have an impact on changes in teacher performance of 0.206.

H6 test: Competence on Teacher Performance

Competence test on Teacher Performance obtained a significance 0.001, meaning that Competency significantly affecting Teacher Performance. The magnitude is 0.369 or 36.9%, indicating that the higher the level of competency, the greater the teacher's performance will be. This shows that every additional 1 competency point will have an impact on changes in teacher performance of 0.369.

H7 test: Job Satisfaction on Teacher Performance

job satisfaction test on teacher performance obtained a significance 0.000, revealing that Job Satisfaction influences Teacher Performance. The magnitude is 0.455 or 45.5%, showing the higher job satisfaction will have a direct influence on teacher performance. This shows that every additional 1 point of job satisfaction will have an impact on changes in teacher performance of 0.455.

H8 test: Motivation on Teacher Performance through Job Satisfaction

From the results of the Sobel test calculation, the result was 2.231 with $p 0.002$, meaning that Job Satisfaction significantly acts as a mediating variable between Motivation and Teacher Performance. So, because Motivation significantly cannot affect Teacher Performance directly, satisfaction here is proven to act as a full mediator.

Table 2. Motivation Sobel Test Results on Teacher Performance Through Job Satisfaction

Input:		Test statistic:	Std. Error:	p-value:
a	0.156	Sobel test: 2.23140858	0.0279644	0.02565408
b	0.400	Aroian test: 2.20560568	0.02829155	0.02741162
s _a	0.065	Goodman test: 2.25813878	0.02763338	0.02393701
s _b	0.066	Reset all	Calculate	

H9 test: Spiritual Intelligence on Teacher Performance through Job Satisfaction

The Sobel calculation provides the result was 3.615 with p 0.000, explaining Job Satisfaction significantly acts as a mediating variable between Spiritual Intelligence and Teacher Performance. So, because Spiritual Intelligence significantly can also affect Teacher Performance directly, satisfaction here is proven to act as a partial mediator.

Table 3. Sobel Spiritual Intelligence Test Results On Teacher Performance Through Job Satisfaction

Input:		Test statistic:	Std. Error:	p-value:
a	0.464	Sobel test: 3.61547584	0.05133487	0.0002998
b	0.400	Aroian test: 3.5841858	0.05178303	0.00033813
s _a	0.103	Goodman test: 3.64759996	0.05088277	0.0002647
s _b	0.066	Reset all	Calculate	

H10 test: Competence on Teacher Performance through Job Satisfaction

The Sobel calculation provides the result was 2.354 with p 0.018, showing Job Satisfaction significantly acts as a mediating variable between Competence and Teacher Performance. So, because Competence significantly can also affect Teacher Performance directly, satisfaction here is proven to act as a partial mediator.

Table 4. Sobel Competency Test Results on Teacher Performance Through Job Satisfaction

Input:		Test statistic:	Std. Error:	p-value:
a	0.207	Sobel test: 2.35477296	0.03516263	0.01853403
b	0.400	Aroian test: 2.32802048	0.0355667	0.01991102
s _a	0.081	Goodman test: 2.38246942	0.03475386	0.01719696
s _b	0.066	Reset all	Calculate	

5. Conclusion

The result shows that in Middle School Teachers in Pidie Jaya Regency : Motivation, Spiritual Intelligence, and Competency significantly affect job satisfaction; Spiritual Intelligence, competency, and job satisfaction significantly affect teacher performance, but motivation does not affect teacher performance; Job satisfaction fully mediates the Motivation impact on Teacher Performance; Job Satisfaction partially mediates the Spiritual Intelligence impact on Teacher Performance; and Job Satisfaction partially mediates the Competency impact on Teacher Performance. These results explain that the teacher performance improvement model

is a function of increasing motivation, Spiritual Intelligence, competency, and job satisfaction. This finding makes this research model a premise, which can be used academically for further research. The limitations of this research are in the number of variables and subjects. From the survey results, several recommendations related to practical management, especially for this research subject, are:

- 1) For the motivation variable, the lowest average value was obtained for the job satisfaction indicator. This can be a concern for school principals to increase teacher motivation. Increasing motivation related to job satisfaction is by improving facilities such as the provision of books, laboratories, and sports fields to support learning and transparency in the budget.
- 2) For the spiritual intelligence variable, the lowest average value was obtained for the indicator of hurting others. This can be a concern for junior high school teachers in Pidie Jaya Regency to be more patient and restrained in their behavior and words to create harmonious working relationships.
- 3) For the competency variable, the lowest average value was obtained for the pedagogical competency indicator. This can be a concern for junior high school teachers in Pidie Jaya Regency to use appropriate learning methods so that it is fun for students and not monotonous, then choose learning media that is suitable for the material and innovate in learning.
- 4) For the job satisfaction variable, the lowest average value was obtained for the school condition indicator. This can be a concern for organizations, especially for junior high school principals in Pidie Jaya Regency, to pay attention to school conditions where facilities that support the learning process must be well prepared.
- 5) For the teacher performance variable, the lowest average value was obtained for the indicator of ability to manage learning. This can be a concern for organizations, especially junior high school institutions in Pidie Jaya Regency, to routinely provide training and supervision, procure books and learning tools as well as improve educational facilities and infrastructure to improve teacher performance.
- 6) For further research, we can add other variables that can influence teacher performance.
- 7) Job Satisfaction, Motivation, Spiritual Intelligence, and Competence are well-perceived by respondents. For this condition, the organization is advised to maintain it
- 8) Job satisfaction has the greatest influence on teacher performance. This can be a concern for organizations so that they can increase teacher job satisfaction by providing or increasing the provision of work incentives

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