

Effect of Motivation and Job Satisfaction on the Performance of Teachers in Mentari School Bintaro (MSB)

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Abstract: This study sought to understand and explain the effect of Motivation and Job Satisfaction on the teachers of Mentari School Bintaro (MSB). Sampling method used was purposive sampling, using 97 teachers as samples out of a population of 129. The use of 97 samples was the researcher's justification based on the fulfillment of respondent response requirements for the eligibility of questionnaire data to be processed further. Eligible questionnaire data shall have corresponding response for each statement proposed and it shall not be outlier. Data collection method used was in the form of questionnaires, using Likert scale. Validity and reliability testing included the Pearson product moment and statistic Cronbach's Alpha tests. Analytical method used to answer the hypotheses was multiple linear regressions. The results of the study showed that motivation and job satisfaction simultaneously had significant and positive effect on performance. In partial, motivation had significant and positive effect on the performance of the teachers. Likewise, job satisfaction also had significant and positive effect on the teachers' performance. The highest correlation was between the dimension of extrinsic motivation found in motivation variable and the dimension of learning evaluation in performance variable. Improving teacher's motivation by involving them in the school's decision making, coupled with the school's management support is expected to improve the teachers' productivity, thus enabling the school to achieve its goals.

Keywords: motivation, job satisfaction, performance, Mentari School Bintaro.

INTRODUCTION

Globally, people are getting more connected to one another. With the swift advances in technology, time and space are no longer a barrier in communicating, including doing business. Competition in many areas and industries are increasing and technological innovation is accelerating growth in many business lines, including those who are in Indonesia. Indonesia is in fact predicted to become the 10th biggest economy in the world by 2030 (McKinsey & Company). This prediction has some notes in which the essential requirement is significant improvement in HR. In other words, good human capital is an undeniable requirement to maintain and ensure the sustainability of economic growth in Indonesia.

With the condition elaborated above, education for the Indonesian people is becoming very important to ensure that the country can continue producing quality human resources who are capable to face current and future challenges. According to Law No 14 of 2015, a teacher is defined as a professional educator with the

main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early, basic and middle formal education. From this definition, a teacher essentially has big tasks and responsibilities in ensuring that the learning process they lead and facilitate can achieve the established educational objectives. Education success in schools is largely determined by the teachers in it. Teachers' performance is key to education success because they are very influential in the utilization of all available educational resources.

Mentari School Bintaro (MSB) is a private educational institution in Indonesia under the management of *Yayasan Perkembangan Anak Indonesia* foundation. MSB's mission covers the big and noble tasks of preparing advanced quality students in their intellectual, physical, emotional, spiritual and artistic aspects. From the data shown in table 1 below, it can be analyzed that the performance of teachers at Mentari School Bintaro is not on an optimal level and tends to decline over the years.

Table-1- Teacher’s Performance Observation Result Mentari School Bintaro, 2013 - 2016

Criteria	Target Score	Actual score			
		2013	2014	2015	2016
Personal Quality	90	86,1	86,2	85,8	85,4
Material mastery	90	78,5	78,7	78,2	77,8
Teaching Strategies and Techniques	90	75,2	74,2	73,8	73,3
Discipline and Classroom Management	90	74,5	74,2	73,8	73,6

Source: MSB Management

Based on MSB management observation, the teachers are also not motivated to work on additional

tasks/activities beyond their teaching-learning program as described in table 2 below:

Table-2: Teacher Involvement in Additional Event / Task Supplement 2015 - 2016

Activity / Task	% Target Engagement	% Actual Involvement
Teacher Training Activity	80	40
Class Guardian	30	10
School Event Committee	40	20

Source: MSB Management

MSB management also highlights the teachers’ satisfaction level. In a Self-Evaluation Survey held by the school’s management, the teachers were asked on

which aspects they feel are in need of improvement in MSB and impacting on their performance.

Table-3: Self Evaluation Survey MSB 2015

Aspects that Needs to be Improved	%
Self-Development	35
Leadership Supervision	18
School Policy	20
Compensation system	27

Source: Self-Evaluation Survey MSB

Based on the background elaborated above, this research aimed to: 1) Understand and explain the effect of motivation on teachers’ performance at Mentari School Bintaro (MSB); 2) Understand and explain the effect of job satisfaction on teachers’ performance at Mentari School bintaro (MSB); and 3) Understand and explain the effect of motivation and job satisfaction on teachers’ performance at Mentari School bintaro (MSB).

LITERATURE REVIEW

Motivation can be defined as a driving force from within and within a subject to perform certain activities to achieve a particular goal. In Herzberg theory as quoted in Baah [11], motivation can be divided into two factors i.e., motivator factor or frequently referred to as intrinsic motivation and hygiene factor or oftentimes referred to as intrinsic motivation. Intrinsic motivation is the driving force that arises from within a person, while extrinsic factors are the driving force that comes from outside oneself, especially from the organization where a person works for. Intrinsic motivation is related to the content of the work itself and therein lays the psychological needs for growth and recognition. For extrinsic motivations, impulses to the employee are more to what is given to

them by the organization and his/her performance is directed to the acquisition of the things he/she wants out of the organization.

In a job, there is a need for interaction between co-workers, superiors and subordinates, compliance with regulations and policies, and the fulfillment of performance standards. This is consistent with what is stated by Tiffin in Sutrisno [1] whereas that job satisfaction is closely related to employee attitudes towards work, the employment situation, the cooperation between leadership and employees. According to Sagala and Rivai [14], factors that are commonly used to measure employee satisfaction include:

- Work content. Whereas work can provide interesting task, opportunity for learning, and opportunity to accept responsibility;
- Supervision. The ability of the supervisor to provide technical assistance and support behavior. Supervision / oversight is a function of an assessment of the job, whether it has met the standards as planned or there are irregularities in it;
- The opportunity to move forward;

- Promotion opportunities within the organization;
- Salaries and financial benefits. Wages received and the degree to which it can be seen as appropriate compared to others' in the organization. Satisfaction derived from providing financial rewards or salary is important in managing satisfaction;
- Co-workers;
- Working conditions. The first factor of job satisfaction is the condition of the work itself, the condition of work that is mentally challenging.

Moehariono [2] suggests that the performance (performance) is an overview of the level of achievement of the implementation of a program of activities or policies in realizing the goals, objectives, vision and mission of the organization that poured through the strategic planning of an organization.

Performance of teachers has certain specifications. Teacher performance is seen and measured based on criteria / specification competencies that must be possessed by every teacher. The form of behavior of the teacher's performance is the activities of teachers in the learning process, namely how a teacher develops a lesson plan, conducts the learning activity and assess the learning result. Instruments which can describe the relations between the main task dimensions and teacher performance indicators can be found below:

1. Lesson Plan:

- Teacher formulates instructional objectives in the lesson plan in accordance with the curriculum/syllabus and pays attention to the students' characteristics.

- Teacher develops lesson materials in a chronological, logical, contextual and up-to-date way.
 - Teacher plans for effective learning activities.
 - Teacher selects learning sources/learning media in accordance with the learning materials and strategy.
- Active and Effective Learning Activity
 - Teacher starts the lesson effectively.
 - Teacher masters the lesson materials.
 - Teachers apply effective learning approach/strategy.
 - Teacher utilizes the learning resources/media in the lesson.
 - Teachers use correct and proper language when teaching.
 - Teacher ends the lesson effectively.
 - Learning Assessment
 - Teacher designs evaluation tools to measure the progress and success of the students' learning.
 - Teacher uses various strategies and methods of assessment to monitor the progress and results of the students' learning in achieving certain competencies as stated in the lesson plan.

Teachers utilize a variety of assessments to provide feedback to students about their learning progress and drafting materials for further learning. Based on the literature review and previous studies conducted by Astiti [3] and Sulistyani [4], a relationship can be drawn between motivation variable influence on the performance of teachers partially, job satisfaction influence on the performance of teachers partially, motivation and job satisfaction simultaneous influence on teachers' performance. Framework chart is shown below.

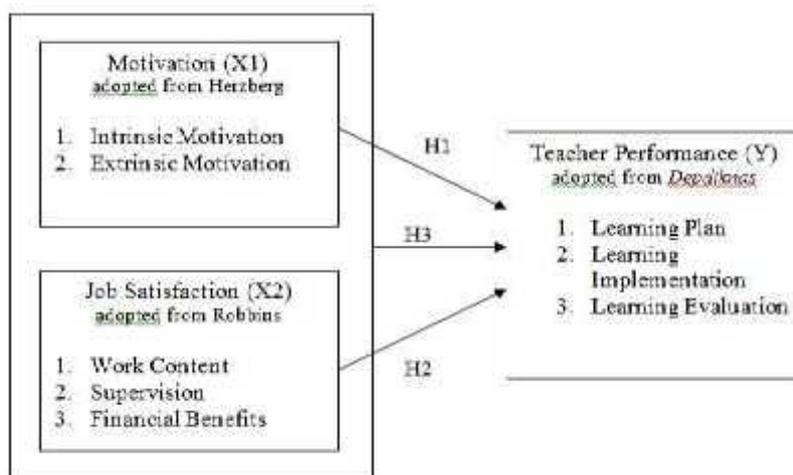


Image-1: Framework

The research hypotheses are: 1) motivation affects teacher performance at Mentari School Bintaro; 2) job satisfaction affects teacher performance at

Mentari School Bintaro; and 3) motivation and job satisfaction simultaneously affect teacher performance at Mentari School Bintaro.

RESEARCH METHOD

This study uses a causal comparative research design. To obtain sample, it used purposive sampling technique in which the author directly visited Mentari School Bintaro during work hours and distribute questionnaires to as many as 97 teachers. The method used in this study was a survey method. The study has three operational definition of variables presented: operational definition of motivation variable (X₁), the operational definition of job satisfaction variable (X₂), and an operational definition of teacher performance variable (Y).

The instrument used to measure motivation of teachers in this study was a questionnaire developed from two sub-indicators and variables (dimensions), namely intrinsic motivation and extrinsic motivation. Meanwhile, to measure job satisfaction, the instrument used was a questionnaire developed from indicators and sub-variables (dimensions) of content of the work, supervision, and financial gain. With reference to the assessment instrument from the Ministry of Education [5] which became the Master Capability Assessment Tool (APKG), in this study the dimensions of teacher performance consists of planning, implementation and evaluation of learning activities or assessment of learning.

To perform data analysis, the researcher used multiple linear regression analysis to explain the linear relationship between two or more independent variables (X₁, X₂,X_n) with the dependent variable (Y). The model was used to test the hypothesis that:

$$Y = \alpha + b_1X_1 + b_2X_2 + e$$

- Y = Performance
- X₁ = Motivation
- X₂ = Job Satisfaction
- α = constant of the regression equation
- b₁-b₂ = Regression Coefficients
- e = Standard Error

RESULTS AND DISCUSSION

Validity and Reliability

Through the results of testing the validity of Pearson Correlation, r table value obtained by the number of samples (n = 30) at the significant level (α = 0.05) obtained r table of 0.361, meaning that if r count > r table, then the item is not valid or the instrument can not be used. Validity test of motivation variable has 11 statements, job satisfaction has 18 statements and performance has 11 statements. Validity test results that exist in each of the variable showed r count > r table, so that all statements can be used.

Table-4: Test Results of Motivation Variable Validity

Variabel	Indicator	r _{count}	r _{table}	Description
Motivation (X ₁)	Item1	0,736	0,361	Valid
	Item2	0,767	0,361	Valid
	Item3	0,520	0,361	Valid
	Item4	0,736	0,361	Valid
	Item5	0,498	0,361	Valid
	Item6	0,767	0,361	Valid
	Item7	0,767	0,361	Valid
	Item8	0,417	0,361	Valid
	Item9	0,736	0,361	Valid
	Item10	0,767	0,361	Valid
	Item11	0,520	0,361	Valid

Table-5: Test Results of Job Satisfaction Variable Validity

Variable	Indicator	r _{count}	r _{table}	Description
Job satisfaction (X ₂)	Item12	0,498	0,361	Valid
	Item13	0,629	0,361	Valid
	Item14	0,456	0,361	Valid
	Item15	0,446	0,361	Valid
	Item16	0,726	0,361	Valid
	Item17	0,635	0,361	Valid
	Item18	0,506	0,361	Valid
	Item19	0,511	0,361	Valid
	Item20	0,726	0,361	Valid
	Item21	0,526	0,361	Valid
	Item22	0,492	0,361	Valid
	Item23	0,664	0,361	Valid
	Item24	0,726	0,361	Valid
	Item25	0,560	0,361	Valid
	Item26	0,422	0,361	Valid
	Item27	0,560	0,361	Valid
	Item28	0,635	0,361	Valid
	Item29	0,726	0,361	Valid

Table-6: Test Results of Performance Variable Validity

Variable	Indicator	r_{count}	r_{table}	Description
Performance (Y)	Item30	0,747	0,361	Valid
	Item31	0,557	0,361	Valid
	Item32	0,664	0,361	Valid
	Item33	0,777	0,361	Valid
	Item34	0,522	0,361	Valid
	Item35	0,713	0,361	Valid
	Item36	0,777	0,361	Valid
	Item37	0,484	0,361	Valid
	Item38	0,713	0,361	Valid
	Item39	0,664	0,361	Valid
	Item40	0,777	0,361	Valid

Reliability test produced Cronbach Alpha value in which all of the instruments are higher than 0.7 so that it can be concluded that the scale of measurement variables of motivation, job satisfaction, and performance has a good reliability.

Classical Assumption

Based on the results of data processing, normality test results by using One Sample Kolmogorov-Smirnov was 0.631 and greater than 0.05 it can be concluded the data were normally distributed.

Table-7: Normality Test Results

Variable	Asymp. Sig
Motivation	0,491
Job satisfaction	0,916
Performance	0,486

Source: Results of SPSS 22.0 (2016)

For multicollinearity test, as can be seen in Table 4 below, VIF is under 10 ($10 > 1,110$), and a tolerance value of $0.901 > 0.1$, it can be concluded that there was no multicollinearity between independent variables (motivation and job satisfaction).

Table-8: Test Results on Multicollinearity

Variable	Tolerance	VIF
Motivation	0,901	1,110
Job satisfaction	0,901	1,110

Source: Results of SPSS 22.0 (2016)

From the test results on heteroscedasticity, the points on the graph scatterplot spread randomly, not forming a particular pattern, and the distribution is both above and below the number 0 on the Y axis This means heteroscedasticity did not occur in the regression model. So the regression model used to predict the performance is worthy to be used based on the independent variable input.

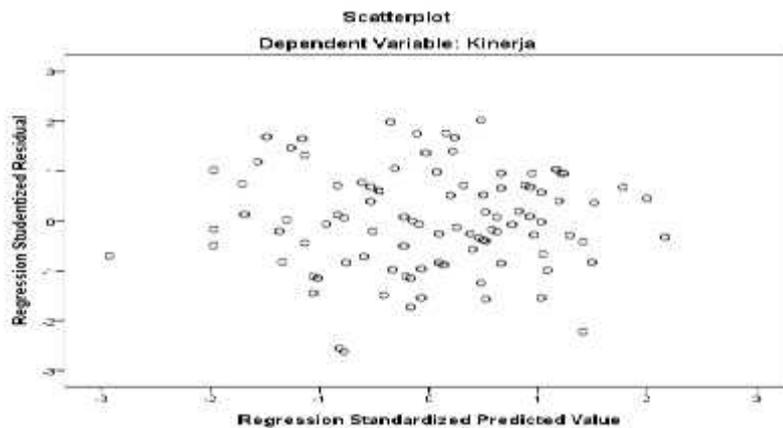


Image 2: Scatterplot Diagram

Test Model and Hypothesis

Test of hypothesis will be described as follows: coefficient determination test, F-test,

regression coefficient test, and t test. The test results are presented in Table 6.

Table 9. Effect of Motivation and Job Satisfaction on Performance

Variable	Coefficient	T	F	Sig.
(Constant)	4,643	1,307	50,521	0,000
Motivation	0,355	5,136		
Job satisfaction	0,530	6,586		
R2	0,518			
Adjusted R Square	0,508			

Source: Primary Data Processed (2016)

The Coefficient of Determination (R²)

Based on Table 5, R square or determinant coefficient was 0.518, or 51.8%, indicating that performance is affected by both independent variables used in this research that is independent motivation (X1) and Job Satisfaction (X2), amounted to 51.8%, and still there is influence of other factors, namely 48.2% by other variables that are not researched in this study.

Teacher performance is based on the analysis derterminasi still influenced by other factors apart from Kepuasan Motivation and Work. Other factors that influence the performance of which is Teacher Competencies and Skill. Competence and motivation are also positive and significant impact on employee performance in this context teacher performance, either partially or simultaneously, Aima, H., and Ali, H., *et al.*, [10].

Besides, Work Motivation and Job Satisfaction positive and significant impact on Organizational Commitment and impact on employee performance, [6]. Likewise, the results of other studies that Organizational Culture, Organizational Climate and Leadership Style positive and significant impact on Organizational Commitment, either partially or simultaneously and have a positive impact also on Employee Performance [12].

F Test

Testing the hypothesis aims to explain the characteristics of certain relationships or differences between groups or the independence of the two factors ataul ore in a situation, [7].

Value Sig. of 0.000 indicates a significance level of 0.05 two-tailed alpha is certainly significant. Because the number of probability $0.000 < 0.05$, then the regression model is feasible for use in predicting performance. As for the test with F test is to compare the value of F table with Fcount. Value of Fcount is 50.521, while the F table is 3.09, thus the results obtained: F count (50,521) > F table (3,09)

Based on Table 5 it can be seen that both independent variables has effect if regressed together against Performance.

t Test

In Table 5 column Sig. motivation variable Significance value is 0.000. Because the value is below

0.05, it can be said to be significant. Tests using the t test is, the value of t table at 0:05 alpha ((t test conducted with two sides (two-tailed)).

df = n-3 = 97-3 = 94 obtained amounted to 1.985 (using $\square = 5\%$ of the known value of 5% table $\frac{1}{2}$ (97-3) = 1.985). While the t value in Table 5:17 of the t test = 5,136. thus the results obtained:t count (5,136) > t table (1,985).

Thus showing motivation has positive and significant impact on performance. In Table 5 column Sig. job satisfaction variables Significance value is 0.000, because the value is below 0.05, it can be said to be significant. Tests using the t test is, the value of t table at 0:05 alpha ((t test conducted with two sides (two-tailed)).

df = n-3 = 97-3 = 94 obtained amounted to 1.985 (using $\square = 5\%$ of the known value of 5% table $\frac{1}{2}$ (97-3) = 1.985). While the t value in Table 5:17 above for test t = 6.586. thus the results obtained: t Count (6,586) > t table (1,985)

Thus indicating job satisfaction has positive and significant effect on performance.

From the results of multiple regression test in Table 5 it can be made into the following equation: $= 4,643 + 0,355X1 + 0,530X2$

Based on the above interpretation, it can be concluded that job satisfaction variable has the greatest impact among the research variable, and also the regression equation shows that all the regression coefficients have a positive sign which means that if the values of the independent variables i.e., motivation and job satisfaction increases, it will encourage an increase in the dependent variable of performance.

Analysis of Correlation Between Dimensions

Table of correlation between the dimensions of the dependent with the independent's is used to investigate which influence is the strongest to the dimensions of the independent variable on the dependent variable. From the analysis of the dimensions, it can be seen which independent variable that has the highest correlation with dependent variable dimensions (referred to as leverage / lever). Repair

leverage is considered the most effective way to improve performance.

Table-10: Table of Correlation Between Dimensions

Variable		Performance (Y)			
Independent	Dimension	Lesson planning	Lesson Implementation	Lesson evaluation	
	Motivation (X ₁)	Intrinsic Motivation	0,266	0,262	0,423
		Extrinsic Motivation	0,289	0,442	0,538
	Job Satisfaction (X ₂)	Work Content	0,302	0,383	0,373
		Supervision	0,301	0,453	0,365
	Financial Benefits	0,445	0,489	0,375	

Source: Primary Data Processed (2016)

DISCUSSION

The research results showed that motivation has a positive and significant impact on the performance of teachers at Mentari School Bintaro. The test results of the first hypothesis states that, the higher the extrinsic motivation of teachers in the MSB, the higher the performance of teachers in such place is evident. This means there is a match with the research done by reinforcing the view of Yuwono [8] who sees motivation as a process that generates, directs and maintain or preserve human behavior in order to focus on the goal. Furthermore Astiti [3] who conducted research in one high school in Yogyakarta found that motivation has a positive and significant impact on the performance of teachers in SMA / SMK Yogyakarta. From the above explanation and the results of research that has been presented, there is similar opinion or view that motivation which exists within every individual (teacher) is very influential on improving teacher performance, which in turn will improve school performance. This translates into conformity between hypotheses with the existing data as well as strengthen Herzberg's [13] theory often called the Theory of Motivation and Hygiene, that the relationship of an individual with his work is a basic relationship and that his attitude towards work can determine the success or failure of individuals.

There are various ways to improve the extrinsic motivation of teachers, ranging from involving them in the decision-making process, a transparent policy that is communicated well, and also the thing that they conveyed in an independent survey of the MSB, that is, self-development. All these things need to be managed and measured in terms of its implementation success rate in motivating the teachers. For example, in the case of involvement of teachers, it is necessary to formulate a forum or an outlet that can accommodate the aspirations, concerns, opinions of teachers on various aspects of schools. This forum technically should be allocated time by the management in order not to disturb the allocation of hours of learning that already exists. The foundation and the school

management should sit together in this forum, listening intently while providing direction and guidance that move teachers to be more motivated to perform and achieve the goals set school.

The results showed that job satisfaction has a positive and significant impact on the performance of school teachers at Mentari School Bintaro. This means that this variable does have influence in efforts to improve teacher performance, and it should be an important concern for MSB management to improve school performance. Regression test results indicate that the effect of job satisfaction on the performance of school teachers Mentari School Bintaro has a level of influence that is "strong" compared to the motivational effect. While the results of the partial test (t test) showed that job satisfaction has positive and significant effect on the performance of school teachers Mentari School Bintaro.

Based on the correlation between the dimensions of job satisfaction variables with the performance of school teachers at Mentari School Bintaro, the dimensions of job satisfaction that has the strongest linkage is the dimension of financial benefits to the dimension of the implementation of learning on teacher performance. These test results mean that job satisfaction variables (with dimension of financial gain) is integral and synergetically capable of forming an effective performance. This means there is a match with a previous study conducted by Sulistyani [4] at SMK Negeri Surakarta and it can be concluded that job satisfaction variables significantly affect the performance of teachers.

Other researchers are Chamundeswari [9] who conducted research at various schools in various regions in India and found that the factor most conducive to the work is an appropriate reward equivalent to the contribution that has been given by a teacher. Job satisfaction can be viewed positively or negatively affecting the behavior that ultimately affect the school's operations. For example, in the case of

teachers' interaction with students and other teachers, they will be strongly influenced by a sense of satisfaction in their work / at the school. From the above explanation and the results of research that has been presented, there is similar opinion or view that job satisfaction is inside every teacher and it is very influential on improving teacher performance, which in turn will improve school performance. The management of MSB can perform a variety of initiatives to boost job satisfaction of teachers. One way is to examine the possibility of increasing incentives, benefits or financial compensation for teachers. Increased financial aspect is certainly to be linked to the achievement of teacher performance itself. Performance-based compensation should be reflected in the successful achievement of learning objectives and the level of student success.

Based on the results of ANOVA test, a test of determination (R²) and significance, it can be concluded that motivation and job satisfaction simultaneously have significant effect on teacher performance at MSB. This means that the third hypothesis is proven. The result of this analysis is reinforced also by testing test of determination (R²) in which the variable of motivation and job satisfaction affect the performance of the teachers as much as 51.8%. Whereas the remaining 48.2% is influenced by other factors. The correlation coefficient indicates the correlation dimension of motivation which has the weakest strength to the variable dimension of performance is intrinsic motivation toward learning implementation. It shows that when things such as recognition of the contributions, the award from the superior and the like do not have a considerable influence on how teachers implement the learning in the classroom. Dimension of extrinsic motivation has the highest value to the dimension of evaluation. This means that factors such as financial rewards, teacher involvement in school decision-making are important as well as a sense of comfort in teaching greatly affect the performance of teachers, especially in the evaluation of learning in which teachers should be thoroughly able to make a test, an assessment of each student in the class.

For the variable of job satisfaction, the lowest score is the dimension of supervision towards the learning plan. This suggests that monitoring, checking teacher absenteeism, technical assistance from the management do not significantly affect teachers in lesson planning they are doing. And the dimension with the highest value on job satisfaction variable is financial benefits to the dimension of the implementation of learning. This means salary / remuneration and other benefits are factors that greatly influence the extent to which teachers carry out learning in the classroom. The test results of multiple regression showed that the majority of respondents of MSB teachers stated that their performance is currently in a good position. This contrasts with the results of interviews with the

principal of MSB and various observation results on the performance of the teachers which are still below MSB management expectations. The response given by the teachers to the statements related to the performance of their own most likely is already biased / too idealistic because they thought the questionnaires will be read by school management. Performance dimensions and indicators in this study focused on the performance of teachers in the planning, implementation and evaluation of learning. The third activity is the core task of a teacher at the school. Certainly the respondents will be very very careful when giving their own assessment towards their own tasks.

For another study on the same theme it might be better to get a full picture when the dimensions of performance are expanded not only in teaching and learning activities but on tasks or activities outside the classroom that will make respondents uncomfortable and not to think too much about the consequences of their responses to the statements.

CONCLUSION

- Motivation has positive and significant effect on the performance of teachers at MSB. Motivation variable dimension of extrinsic motivation has the highest figure. Factors such as involvement of teachers in decision-making and clearer communication on standards, rules and school policies are important factors for maintaining and improving teacher performance;
- Job satisfaction has positive and significant effect on the performance of teachers at MSB. Based on the value, job satisfaction variables with dimension of financial benefits have the highest figure. This means that the teachers felt that salary / remuneration / allowances greatly affect their performance as teachers. It can be seen that the primary orientation of teachers in work is still focused on financial aspects;
- Motivation and job satisfaction simultaneously have positive and significant impact on teacher performance at MSB. Although motivation variable has higher correlation value than the variable of job satisfaction, but with offset by increased job satisfaction of teachers, teacher performance will be even better;
- There is a possibility of bias when teachers must give a response related to the performance of their own. When faced with statements regarding main tasks, the teachers might seek to provide an ideal description of their performance.

Suggestions

- In the case of involvement of teachers in important decision, the school management can apply several activities of "teacher empowerment", one of which is to provide time slots for teachers to exchange information and collaborate with other colleagues,

including representatives of school management. In the context of "teacher empowerment", school management may also form a Professional Learning Communities (PLC) where there are certain hours when teachers do not have to teach (these hours were filled in by substitute teachers, of course, recruitment of substitute teachers must fit the existing standards) and they collaborate on various issues ranging from instructional materials, student progress, curriculum, teaching techniques, and other aspects of teaching that can enhance their involvement in the management of learning processes in schools;

- For financial gain factor in job satisfaction, the school management should conduct a review / study more about financial rewards conformity with the contribution of teachers and also see if it is in conformity with the expectations of the teachers themselves;
- For motivating factor together with job satisfaction to affect the performance of teachers at MSB, this can be done through the improvement / upgrading of teachers' involvement in important managerial agenda, socialization of standards / rules / policies as well as increased comfort in teaching coupled with a review of the suitability of financial rewards to teacher performance;
- Other aspects such as performance-related compensation, work environment and work culture are also feasible for further research in the future.

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