

THE INFLUENCE AN INDIVIDUAL PERFORMANCE, COMPENSATION NON FINANCIAL, AND MOTIVATION ON WORK SATISFACTION STATE VOCATIONAL HIGH SCHOOL TEACHERS IN WEST LOMBOK REGENCY OF INDONESIA

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Abstract

This study aimed to analyze the influence of individual performance of work satisfaction state vocational high school teachers in West Lombok Regency, the influence of compensation non financial of work satisfaction of state vocational high school teachers in West Lombok Regency, the influence of motivation of work satisfaction state vocational high school teachers in West Lombok Regency, and the influence of individual performance, compensation non financial, and motivation of work satisfaction state vocational high school teachers in West Lombok Regency. This study uses a quantitative approach, type of ex post facto. Data analysis technique used in this study is simple linear regression analysis and multiple linear regression analysis. The elements of sampling frame in this study were civil servant teachers of state vocational high school in West Lombok Regency. The results showed that: 1) individual performance has a positive and significant influence on work satisfaction of state vocational high school teachers in West Lombok Regency at 62.2%; 2) compensation non financial has a positive and significant

influence on work satisfaction of state vocational high school teachers in West Lombok Regency at 43.4%; 3) motivation has a positive and significant influence work satisfaction of state vocational high school teachers in West Lombok Regency at 36%; 4) individual performance, compensation non financial and motivation have a positive and significant influence on work satisfaction of state vocational high school teachers in West Lombok Regency at 70.6%.

Keywords: Individual performance, compensation non financial, motivation, work satisfaction

INTRODUCTION

In order to improve the ability of human resources to encourage the realization of nationally equitable development through the education sector, the government prepares formal education institutions one of them is a state vocational high school. This school is designed to prepare graduates to be ready to enter the workforce and be able to develop professional attitudes in the vocational field, so that they are expected to become productive individuals, possessing expertise competencies in accordance with industry requirements.

Graduates of vocational high school who are qualified and have competence, can not be separated from the role of the teachers in itself. This is in accordance with the opinion of Sardiman (2005: 125) which states that teachers are one of the human components in the teaching and learning process, which play a role in efforts to form potential human resources in the field of development. In addition, the quality of education is also related to the role and duties of teachers, because teachers are directly dealing with students in the implementation of education at school. The duties and responsibilities of teachers is set to the mandate of the government as stipulated in the Law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers, which states that teachers are professional educators with the main work of educating, teaching, guiding, directing, training, assessing and evaluating learners in early childhood education through formal education, basic education and secondary education.

Teachers can carry out the discharge of duties and responsibilities properly if materialized balance condition or a good working atmosphere as well. Achieving a balance of working conditions or atmosphere can be characterized by teachers work satisfaction as a human resource in the school environment. Work satisfaction can be seen through the difference between expectations, needs or values that according to his feelings or perceptions have been achieved through his work. Teachers who obtain work satisfaction by themselves will do their work as a teachers well. Work satisfaction is a person's overall attitude towards his

work, or it can be said that work satisfaction is the difference between expectations and reality of the rewards received in the teachers work (Robbins, 1996: 25).

Work satisfaction that has been achieved by someone refers to the individual's performance. Bailey and Pearson in Vipraprastha and Sari (2016: 1827) state that individual performance is related to the level of reward and work satisfaction which is influenced by the skills, abilities, and characteristics of the individual. This benefit can be in the form of compensation, where the gift is implemented based on someone performance. Parhi, et al (2017: 159) in his research stated that there was an influence between compensation for the performance of productive field teachers in state vocational high school West Lombok Regency. This shows that the compensation received is not at a decent level. Giving compensation is one of the elements that need to be considered in the operational function of human resource management, because the goal of humans in working is to get rewards to meet their needs, including the teachers. Compensation can be in the form of money or satisfaction obtained from the psychological environment of the place the teachers works. Jalal and Supriadi (2001: 34) also argued that teachers should get respect and respect from all parties related to the process of implementing education which is at least realized in the form of providing adequate and fair guarantees to encourage the spirit of life and work motivation of teachers in improving the quality of education.

Good compensation will trigger teachers to improve the quality of their work in the form of teachers work performance. Compensation received by teachers can be categories into the financial and non financial compensation. Financial compensation is compensation received by the teachers in the form of money which includes salaries, incentives and benefits . While non financial compensation is compensation in the form of non money which includes opportunities for teachers to get career promotion, self-development, and work environment.

Research conducted by Kurniawanto (2016: 5), shows that compensation and work motivation affect work satisfaction. With motivation, then someone can do the work more actively and more enthusiastically to achieve the desired goals and have an impact on the work satisfaction they feel. In line with this, Robbins (2006: 214) declares that motivation as a process contributes to the intensity, direction and perseverance of individuals in achieving business. Someone who has a specific goal in doing a work, then he will do the work enthusiastically and eagerly to feel satisfied with the results of his work. Thus, between motivation and satisfaction has a close relationship, because motivation is an encouragement or drive for someone in achieving something they want, so that it can lead to satisfaction in doing their work.

Based on the description of the above, so this study was conducted with the aim to determine the influence an individual performance, compensation non financial and motivation of work satisfaction of state vocational high school teachers in West Lombok Regency.

METHODOLOGY

This research is a quantitative research that uses an ex post facto approach. This study will be in five state vocational high schools in West Lombok Regency namely, 1 Kuripan State Vocational High School, 2 Kuripan State Vocational High School, 1 Lingsar State Vocational High School, Gunung Sari 1 State Vocational High School, 1 Gerung State Vocational High School. The sample in this study were 60 civil servant teachers of state vocational high school in West Lombok Regency. The instrument used to measure individual performance, non-financial compensation, motivation, and work satisfaction is a Likert scale questionnaire with four answer choices. The statement on each instrument is arranged based on the indicators of each variable. Individual performance indicators in this study are based on Gibson's theory (2008) stated that there are three factors that influence individual performance, namely: 1) individual factors; 2) organizational factors; and 3) psychological factors. Indicators of compensation non financial are based on the theory of Suhadak (2010),: 1) promotion; 2) self development; 3) work environment. Motivational indicators are based on Sutrisno's theory in Fitrianto (2016) which states that there are two factors that influence motivation, namely; internal factors and external factors. While the work satisfaction indicator is based on Robbins (1996) theory, namely: 1) supportive mental work; 2) appropriate rewards; 3) supporting working conditions; 4) supporting colleagues; and 5) suitability of personality and work. Data analysis techniques used in this study are simple linier regression analysis and multiple linier regression analysis.

ANALYSIS AND RESULTS

Individual performance, compensation non financial, motivation, and work satisfaction are measured using questionnaires that have been tested for validity and reliability. There are 23 valid statements with reliability status both for measuring individual performance, 24 valid statements with reliability status both for measuring nonfinancial compensation, 22 valid statements with reliability status both for measuring motivation, and 22 valid statements with good reliability status to measure work satisfaction.

Based on the description of the data carried out on 60 respondents in the state vocational high school in West Lombok Regency, it is known that: 1) the individual performance of state vocational high school teachers in West Lombok Regency is categorized as "good enough", this is obtained from the respondent's most dominant percentage of 78, 33%; 2) compensation non financial of state vocational high school teachers in West Lombok Regency is categorized as "good enough", this is obtained from the respondent's most dominant percentage of 78.33%; 3) the motivation of state vocational high school teachers in West Lombok Regency is categorized as "good enough", this is obtained from the respondent's most

dominant percentage of 65%; 4) the work satisfaction of state vocational high school teachers in West Lombok Regency is categorized as "good enough", this is obtained from the respondent's most dominant percentage of 46.67%. Furthermore, based on the data description results of each indicator obtained the following data.

Table 1. Value of each individual performance indicator (X_1)

Indicator	Individual factors	Psychological factors	Organizational factors
Value	76,19	74,35	73,84

From table 1 above, it can be seen that the highest score of 76.19 is obtained by the indicator "individual factors", and the lowest value of 73,84 is obtained by the indicator "organizational factors".

Table 2. Value of each compensation non financial indicator (X_2)

Indicator	Promotion	Self development	Work environment
Value	72,73	76,81	72,08

From table 2 above, it can be seen that the highest score of 76.81 is obtained by the indicator "self-development", and the lowest value of 72,08 is obtained by the indicator "work environment".

Table 3. Value of each motivational indicator (X_3)

Indicator	Internal Factors	External Factors
Value	74,26	75,26

From table 3 above, it can be seen that the highest score of 75.26 is obtained by the "external factor" indicator, and the lowest value of 74,26 obtained by the " internal factor " indicator .

Table 4. Value of each work satisfaction indicator (Y)

Indicator	Supporting mental work	Appropriate rewards	Supporting working conditions	Supporting co-workers	Personality match with work
Value	82,64	77,94	76,00	81,15	76,67

From Table 4 above, it is known that the acquisition of the highest value in the amount of 82,64 is obtained by the indicator "mental work support", and the lowest value is sebesar r 76, 00 obtained by the indicator "working conditions that favor".

The following results of hypothesis testing using simple linear regression analysis and multiple linear regression analysis.

Table 5. The influence of individual performance, compensation non financial and motivation commitment on parasial work satisfaction

Independent Variable	t_{table}	t_{count}	Sig.	The Constant regression (a)	The Regression coefficient (b)	R²
Individual performance	2,002	9,762	0,000	4,580	0,935	0,622
Compensation Non Financial	2,002	6,666	0,000	18,409	0,711	0,434
Motivation	2,002	5,715	0,000	28,139	0,622	0,360

Dependent variable: work satisfaction

Referring to Table 5, it is known that individual performance has a positive and significant influence on work satisfaction, this is because the t_{count} value is higher than t_{table} which is $9,762 > 2,002$, and the significance value obtained is smaller than $0,005$ which is $0,000$. Then, from Table 5, the individual performance regression coefficient (b) of $0,935$ and individual performance regression constants (a) in the amount of $4,580$. It means, the form of regression equation influences individual performance (X_1) on work satisfaction (Y) is $\hat{Y} = 4,580 + 0,935 X_1$. This means that changes in one unit of perception in individual performance variables are followed by changes in work satisfaction of $0,935$ units in the same direction as a constant of $4,580$. The value of R^2 which obtained for $0,622$, meaning that the individual performance of $62,2\%$ influence on work satisfaction, while the rest influenced by other factors.

Furthermore, the results of the influence of compensation non financial on work satisfaction indicate that there is a strong and significant influence, this is evident from the acquisition of t_{count} value is higher than t_{table} , which is $6,666 > 2,002$, and the significance value obtained is smaller than $0,005$ that is $0,000$. Then, from Table 5 regression coefficient obtained compensation non financial (b) of $0,711$ and the constant regression of compensation non financial (a) in the amount of $18,409$. Thus, the form of the regression equation influences individual performance (X_1) on work satisfaction (Y) is $\hat{Y} = 18,409 + 0,711 X_2$. It means, that a change in one unit of perception in the compensation non financial variable is followed by the work satisfaction material of $0,711$ units in the same direction as a constant of $18,409$. The value of R^2 which obtained at $0,434$, meaning that compensation non financial by $43,4\%$ effect on work satisfaction, while the rest influenced by other factors.

While the results of the influence of motivation on work satisfaction indicate that there is a strong and significant influence, this is evident from the acquisition of t_{count} value is higher than t_{table} , namely $5,715 > 2.002$, and the significance value obtained is smaller than 0,005 that is 0,000. Then, from Table 5 the motivation regression coefficient (b) is 0,622 and the motivation regression constant (a) is 28,139. So, the form of the regression equation with the influence of motivation (X_3) on work satisfaction (Y) is $\hat{Y} = 28,139 + 0,622X_3$. It means, that a change in one unit of perception in the motivation variable is followed by a change in work satisfaction of 0,622 units in the same direction as a constant of 28,139. R^2 value obtained is 0,360, meaning that motivation influence 36% of work satisfaction, while the rest is influenced by other factors.

Table 6. The influence of individual performance, compensation non financial and motivation simultaneously on work satisfaction

Model	Sum of Square	Df	Mean Square	R^2	F	Sig.
Regression	1914,503	3	638,168	0,706	44,816	0,000

Based on Table 6 above, F_{count} 44,816 its higher than F_{table} of 2,53. This means that there is an influence of individual performance, compensation non financial, and simultaneous motivation for work satisfaction of the state vocational high school teachers in West Lombok Regency. The significance value was 0,000 less than 0,05 (Sig. <0,05) which meaning that there is a significant positive influence between individual performance, compensation non financial, and motivation on work satisfaction of state vocational high school teachers in West Lombok Regency. The R^2 value obtained is 0,706. This means that motivation has an influence of 70.6 % on the work satisfaction of the state vocational high school teachers in West Lombok Regency, while the remaining 29,4 % is influenced by other factors.

Table 7. Multiple Regression Analysis Result Influence X_1 , X_2 , X_3 to Y

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.
	B	Std. Error			
1 (Constant)	7,351	6,644		1,106	0,273
Individual Performance (b_1)	0,649	0,112	0,547	5,814	0,000
Compensation Non Financial (b_2)	0,266	0,100	0,247	2,651	0,010
Motivation (b_3)	0,193	0,092	0,186	2,089	0,041

Based on Table 7 the equation \check{Y} is obtained = $7,351 + 0,649X_1 + 0,266X_2 + 0,193X_3$. This means that: 1) If the individual performance variables, compensation non financial, and motivation are considered constant then the average value of work satisfaction is 7,351; 2) Every increase in one constant in the variable individual performance (X_1) with compensation non financial variables, and motivation is considered constant, then it will increase the work satisfaction (Y) of state vocational high school teachers in West Lombok Regency by 0,649; 3) Every increase in one constant in the variable compensation non financial (X_2) with individual performance variables, and motivation is considered constant, then it will increase the work satisfaction (Y) of state vocational high school teachers in West Lombok Regency by 0,266; 4) Each increase in a constant in the motivation variable (X_3) with individual performance variables, and compensation non financial is considered constant, then it will increase the work satisfaction (Y) of state vocational school teachers in West Lombok Regency by 0,193.

DISCUSSION

The influence of Individual Performance (X_1) on Work Satisfaction (Y) for State Vocational High School Teachers in West Lombok Regency

Individual performance is the level of achievement or work of someone from the goals that must be achieved or tasks that must be carried out within a certain period of time (Simanjuntak, 2005:103). The individual performance of state vocational school teachers in West Lombok Regency is quite good. This is evidenced by the most dominant percentage of respondents' answers, which is 78.33% of 60 respondents who gave a score of 65 to 79 to individual performance variables.

Individual performance that is good and effective is certainly able to influence teachers work satisfaction. So high performance will encourage an increase in effectiveness and higher quality also towards the completion of tasks charged to the teachers. Teachers who feel satisfied at work, will do their work with maximum results. Based on the results of the study, individual performance has a positive and significant influence on the work satisfaction of state vocational high school teachers in West Lombok Regency.

The influence of individual performance on work satisfaction of state vocational high school teachers in West Lombok Regency is 66,2 %. This means that individual performance has an influence of 66,2 % on the work satisfaction of state vocational school teachers in West Lombok Regency, while the remaining 33,8% is influenced by other factors. This is in accordance with the research conducted by Maryani and Supomo (2001) which makes the lecturer as a sample of his research which states that there is a significant relationship between work satisfaction and individual performance.

The results of the study on the individual performance teachers of state vocational high schools in West Lombok Regency showed that individual factors were felt to be the most dominant. Individual differences can affect teachers behavior and performance. Demographic factors, such as age, race, and gender will affect individual differences. Other factors arise from a person's environmental background that will affect a person's personality and behavior towards his work. A person's abilities and skills also play an important role in individual behavior and performance. In addition to individual factors, psychological factors also have a role in achieving individual performance of state vocational high school teachers in West Lombok Regency. Psychological factors are mental conditions that encourage a person to strive to achieve work potential to the fullest, this mental state can be learned and organized through experience, which can produce specific effects on a person's response to others, objects and situations related to the situation. This psychological factor includes perception, attitude, personality and motivation. Overall good psychological factors can encourage teachers to try to achieve maximum performance. A teachers must have a mental attitude, and be able to physically, understand the main objectives and work targets to be achieved, able to utilize, and create a good work situation.

Organizational factors to be a factor of the lowest after f actor of individual factors and psychological. This factor is a condition from outside someone. Organizational factors include resources, leadership, rewards, structure and work design. These factors are in an environment of mutual influence. An organization can be seen from the extent to which the organization can achieve goals based on the goals that have been set before. So the teachers' individual performance can increase if supported by achieving maximum school goals.

The influence of Compensation Non Financial (X_2) on Work Satisfaction (Y) of State Vocational High School Teachers in West Lombok Regency

Compensation non financial is remuneration provided by the company to employees not in the form of money, but in the form of facilities. The compensation system also has the potential as one of the most important means of shaping behavior and influencing performance. Without realizing it, some organizations that ignore important potential and perceive wrongly have placed the system precisely as a means of increasing unproductive behavior. The influence of compensation non financial on work satisfaction on state vocational high school teachers in West Lombok Regency is 43,4%. This means that compensation non financial has an influence of 43,4% on the work satisfaction of state vocational school teachers in West Lombok Regency, while the remaining 65,6% is influenced by other factors.

The results of research on compensation non financial for state vocational school teachers in West Lombok Regency showed that the indicators of self-development were felt to

be the most dominant. Because with increasing competition, it requires mentality and a good perspective. So that self-development will be very useful to provide increased insight, attitude and personality. It is expected that with this self- development, the quality and performance of teachers will increase so that it can provide benefits for improving the quality of schools.

Furthermore, the promotion factor in this study, where the teachers is given the opportunity to advance in the organization. A promotion means moving from one position to another that has position and responsibility and higher. Usually a move to a higher position is accompanied by an increase in salary/wages and other rights. Promotion will always be followed by assignments, higher responsibilities than previously occupied positions. Putri (2015:8) states that there is a significant influence between promotion of work satisfaction. Based on the results of research on state vocational high school in West Lombok Regency, some teachers revealed that the promotion was still not as expected. Where assessment on planning and promotion opportunities is still felt to be ineffective. Another indicator is the work environment. This indicator has not been felt maximally because there are several things related to this indicator that have not been fulfilled properly, one of which is the lack of support from colleagues.

The influence of Motivation (X_3) on Work Satisfaction (Y) of State Vocational High School Teachers in West Lombok Regency

Work motivation is a series of energetic forces that come from within as well as from the existence of an individual (Hoy and Miskel, 2014: 700). Motivation that comes from the desire to be able to live, the desire to be able to have, the desire to get an award, the desire to gain recognition, and the desire to rule in an internal character or from within a person, while the external motivation is based on working environment conditions, adequate compensation, good supervision, work guarantee, status and responsibility, and flexible regulations.

The influence of motivation on work satisfaction of state vocational high schools teachers in West Lombok Regency is 36%. This means that motivation has an influence of 36% on the work satisfaction of state vocational high school teachers in West Lombok Regency, while the remaining 64% is influenced by other factors. This is in line with the opinion of Wijayanti (2013:204) which states that motivation has a significant influence on work satisfaction. Which mean high motivation from employees can give work satisfaction to the results achieved. Because satisfaction is a perceived result and results from every time the work is done during the work.

The results of the study on the motivation of state vocational high schools teachers in West Lombok Regency showed that the motivation indicator was felt good enough. The external

factors are the most dominant factors that are felt by the teachers on work satisfaction. As for the external factors, namely work environment conditions, adequate comparisons, good supervision, work security, status and responsibilities, and flexible regulations felt by the teachers. Other than that, the other factors are inter factors, which include the desire to be able to live, the desire to be able to have, the desire to get appreciation, the desire to gain recognition, and the desire to be in power.

Teachers who have high work motivation will be able to maintain behavior through skill and work ethic to achieve the desired goals and objectives so that they will give positive expressions of their feelings so as to increase their work satisfaction. This is in line with the opinion of Astuti and Iskandar (2015: 4) stating that there is a significant influence of motivation on work satisfaction. Furthermore Suwatno (2000:147) in Merlianti (2006: 5) states one of the goals of giving motivation to employees is to improve employee morale and work satisfaction. This shows that the higher the motivational factors given the higher work satisfaction of employees. In general, the motivation process begins with the feeling of an insatiable need. This dissatisfaction then increases and raises the urge to do something. So the higher a person's motivation in meeting their needs, the higher the level of work satisfaction they feel.

The influence of Individual Performance (X_1), Compensation Non Financial (X_2), and Motivation (X_3) on Work Satisfaction (Y) of State Vocational High School Teachers in West Lombok Regency

Work satisfaction is a pleasant or unpleasant emotional state by which employees view their work. Work satisfaction reflects a person's feelings about his work. This is evident in the positive attitude of employees towards work and everything faced in their work environment. work satisfaction has the power to influence broadly from behavior in the organization and contribute to the level of work satisfaction.

The results showed that individual performance, compensation non financial, and motivation had a positive and positive effect on the work satisfaction of state vocational high school teaches in West Lombok Regency. The contribution of the influence of individual performance, compensation non financial, and motivation on work satisfaction of state vocational high school teachers in West Lombok Regency is 70,6 % and the rest is influenced by other factors.

The results of the study show that the supporting indicators of mental work are the most dominant variables, supported by co-workers who also support the next indicator. Teachers who are one of the human resources who play an important role in realizing the school's vision and mission. The success of a teachers in working is not solely for self-satisfaction, but also able to

raise the quality of education in schools. In addition, indicators of appropriate rewards, suitability of personality and work, as well as supporting working conditions are supporting factors in realizing teachers work satisfaction.

Based on the results of the interview, information was obtained that the teachers would be able to increase work productivity if given good support by the principal. The magnitude of the achievement of work satisfaction by teachers is not separated from the role of the principal as the highest leader in the school. Principals must be able to measure the individual performance teachers. This work analysis is also one of the techniques that can be used as a reference for giving an assessment of teachers' individual performance, it can also be used to determine the awarding of compensation non financial that deserves to be received, as well as providing motivation as a form of positive response to the presence of teachers in school, so that it will lead to work satisfaction. With this work satisfaction can be felt directly by the teachers for the performance that has been done, and able to increase productivity in work.

CONCLUSION AND SUGGESTIONS

Based on the results of the study, it was concluded that: 1) individual performance has a positive and significant influence on work satisfaction teachers by 62,2%; 2) compensation non financial has a positive and significant influence on teachers work satisfaction by 43,4%; motivation has a positive and significant influence on work satisfaction teachers by 36%; individual performance, compensation non financial, and motivation have a positive and significant influence on work satisfaction teachers by 70,6 %.

The suggestions from this study are: 1) Work satisfaction can be improved through effective individual performance; 2) Work satisfaction teachers can be improved by paying attention to the provision of compensation non financial to teachers. Thus, the teachers will be able to increase productivity in work, so that it can also improve the quality of education in the school; 3) Work satisfaction teachers can be optimized by increasing strong motivation in the teachers, so it is important to pay attention to the factors that can support the motivation; 4) Work satisfaction teachers can be improved through individual performance teachers, compensation non financial received, and strong motivation in achieving work satisfaction; 5) Work satisfaction can also be improved by paying attention to other factors besides individual performance, compensation non financial, and motivation, because there are still other factors that can improve the work satisfaction teachers based on both previous research and scientific studies in the future.

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