

The Role of Job Motivation and Job Satisfaction in Mediating the Effect of Teacher's Certification on The Teacher's Performance in Gorontalo Elementary Schools

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Abstract: This study not only aimed to test and analyze the impact of teacher's certification, motivation, and job satisfaction on the teacher's performance, but also to examine and analyze how the role of motivation and job satisfaction in mediating the impact of teacher certification on teacher's performance. The population in this study were 712 certified teachers with a total sample of 233 respondents. Samples were taken using simple random sampling technique. The data obtained from the samples were analyzed using path analysis. The results showed that there was a significant effect of teacher's certification to motivation, job satisfaction, and teacher's performance. Motivation and satisfaction significantly affect the performance of teachers. Motivation and job satisfaction as a partial mediation role in the impact of teacher's certification on teacher's performance, which indicates that the teacher's certification may affect the performance of teachers either with or without the support of their motivation and job satisfaction.

Keywords: teacher's certification, job motivation, job satisfaction, teacher's performance



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In improving the quality of human resources of the education sector, the actor who had a major role in the educational process is the teacher. For that, we need the situation to boost the performance of the teacher. In an effort to improve the performance of teachers, the important matters of concern are matters related to motivation and job satisfaction, as stated by Dessler (2003) that in the science of HRM, motivation and job

satisfaction is one of the core functions of human resource management, Given the critical role of both functions, it is the presence of teachers who are professional, competent and have a strong motivation is needed. Making teachers as professionals, certainly not merely by improving the competence of teachers through training or upgrading. The need for attention from other aspects such as motivation, proper incentives and rewards in the form of certified funds, thus allowing the creation of job satisfaction within a teacher for work as educators. Teacher certification is a qualification that shows that the teacher is a teacher who has been qualified in accordance with the international standard set, and were rewarded in the form of certified funds (Mulyasa, 2007).

The role of the fund in motivating teacher certification both intrinsically and extrinsically and create a sense of satisfaction over the work is very important to improve the performance of teachers themselves in order to achieve better quality education. The performance of a teacher will be felt directly by the students and parents of students. A teacher is required to play an active role as professionals who not only provide transfer value but also simultaneously lead and guide the students during the learning process. Therefore, a teacher must be really competent and required to serve optimally. This is consistent with that described by Gorda (2004) in the book of human resource management that job satisfaction is the driving factor increasing employee performance, which in turn will contribute to the improvement of organizational performance. Ting (1997) also says that the practices of human resources is closely related to job satisfaction for the majority of research scientists and practitioners shows that the practices of effective and productive gives a better job satisfaction and ultimately improving performance.

To increase the performance of teachers, grants mechanisms of certification in order to motivate and create job satisfaction in the practice of human resource management is one of the many things that are very sensitive and in need of serious attention from all sides, one of which is the government as policy maker in this case the policy of the certification program. Blaskova (2015) says that the motivation of teachers closely linked to student motivation, so it is advisable to develop the motivation and competence of the teacher concerned by organizing programs that can motivate, due to intellectual property and development of motivation (qualifications, knowledge, skills, competencies, willpower, courage, spirit, and others) of teachers and senior employees can contribute to building the potential and performance of the University. Funds invested in education, development and motivation should be regarded as an investment in the future.

In 1980, the decentralization law in the country of Chile, has transferred the responsibility of the minister of education to the municipality. It is changing the roles and responsibilities of all actors of education, in particular the role of school principals and teachers, so they invented a system of professional certification

as a strategic tool for the improvement of individuals who can be a positive influence on performance in order to improve the quality of education. The proposed model is designed in a generic way so that it can be adjusted to different national realities (Gajardo, 2012).

In the Law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers, said that certification is a certification process for teacher educators and lecturers. Policy related to workload and certification fund has also been set explicitly through the PP 7 Year 2008 on Teachers in Article 1 (4) that states educator certificate is a formal proof of recognition given to teachers as professionals. In the process, teachers who have been certified are required to meet the workload as stated in article 52 workload paragraphs (1) through (3) that more or less requires teachers to at least meet the 24 (twenty four) hours of face to face and at most 40 (forty) hours of face to face in one (1) week in one or more educational units have permits the establishment of a government or regional governments. And Article 63 regarding sanctions in paragraph (1) through (5) which states about the revocation of the right to a professional allowance if it does not fulfill the obligation to implement the learning of 24 (twenty four) hours of face to face and not have an exemption from the Minister. Associated with this workload, Minister of National Education on the fulfillment of the workload of teachers organize more detail about the fulfillment of the workload of 24 hours of face to face in one week. Article 2 explained that teachers who cannot meet the work load referred to will be given the task of teaching in the educational unit that is not a part of its formal administrative unit. In 2015 transfer TP guidelines, the provisions referred exempted when teachers teach the group *SMP/SMA/SMK* because at that level the teachers specifically to teach according to the subjects of teaching in accordance with their respective competences. So that this provision does not apply to elementary school teachers who use the system trusteeship.

Teacher's certification is not just aiming to get a teaching certificate, but also expected to motivate and give satisfaction to improve the performance of teachers in order to achieve a better national education. Teacher that has been certified is expected to be a

professional teacher, optimizing the learning process so as to motivate the students to improve the quality of the students themselves.

In Gorontalo, based on data obtained from the Education Office of Gorontalo in 2015, of a total of 107 SDN available registered a number of 991 teachers, civil servants and 712 of whom are certified teachers. However, with the number of certified teachers, does not increase the quality of education in the city of Gorontalo. This can be seen from the results recap of National Examinations by the Provincial Education Department Gorontalo related to the results of ranking, the results of a national exam in 2015 Elementary School of the entire Province of Gorontalo where to Gorontalo city itself is only ranked sixth, five levels below the Pohuwato which only has the number of certified teachers less compared to the one in the city of Gorontalo. Based on the results of interviews about the phenomenon of the relationship of teacher's certification with the performance of teachers in Gorontalo, a section chief *PMPTK* (Quality Improvement of Teachers and Education Personnel) in the Education Department of Gorontalo City suggests that this certification has an impact only on improving the welfare of teachers alone, but had no impact on improving the performance and quality of education. This is evidenced by the test of academic potential in many certified teachers, many of them got a value below the set standard. By doing so, researchers assume that during this time because the certification the teachers feel it is no longer needed to do self-development that will ultimately have an impact on the quality of the teacher's performance.

Research related to the effect of the certification of the performance of teachers has been done by previous researchers. Gajardo (2012) in his work examines the professional certification for school principals found that the system of professional certification as a strategic tool for the improvement of individuals who can be a positive influence on performance in order to improve the quality of education. In another study, Sarjono (2013) also examines the influence of professional certification of teachers on the motivation and performance of the teachers find that there are significant impact of teacher's certification on teacher performance. Study with similar results

was also carried out by Gungor (2011). However, the research conducted by Chu, et al. (2015) on the impact of the teacher credential show different results, where the number of awards received does not reflect the quality and performance of teachers themselves so no effect on improving student achievement. Likewise, the results found by Riyadi (2011), which examines the influence of financial compensation, leadership style, and work motivation on employee performance also shows that the financial compensation does not affect employee performance improvement.

The results of the Blaskova, et al. (2015) showed that teacher motivation is closely connected with the student's motivation so it is advisable to develop the motivation and competence of the teacher concerned with making effective motivators by conducting motivational programs. Research on job satisfaction, job performance, and effort: a reexamination conducted using agency theory by Christen, et al. (2006) also showed that job satisfaction is influenced by things such as the award of compensation in the form of allowances or certificates. Sarjono (2013) in his research also showed that the positive effect on the teacher certification teacher motivation. However, different results found in studies Riyadi (2011), who found that because of the financial compensation does not affect the performance, then automatically the financial compensation cannot motivate employees. Chuang (2008) also on his studies of intrinsic and extrinsic factors impacting Casino hotel chef's job satisfaction showed an increase in salary or compensation does not contribute to increasing job satisfaction. Herpen (2005), which examines the impact of performance measurement and compensation on motivation also shows that the financial compensation only affects the intrinsic motivation not extrinsic motivation. Research on the relationship between reward and performance, moderated by motivation conducted by Gungor (2011) concluded that motivation as mediating variables have a positive impact on employee performance.

Based on the description above, this study was conducted in addition to test and analyze the effect of teacher certification, motivation and job satisfaction on the performance of teachers, as well as to examine

and analyze how the role of motivation and job satisfaction in mediating the effect of teacher certification on teacher performance. Results of previous studies show the inconsistency of research results as well as the variables examined separately. The freshness of this research is that it combines the variables previously examined separately by making motivation and job satisfaction as a mediating variable linking teacher certification influence on teacher performance.

HYPOTHESIS

Compensation as the award may pose the main motivation for the teacher concerned. But the phenomena that occur in the field shows that once existed as a certified teacher, teachers feel no longer need to develop themselves. This can be proved by looking at the profile of the teacher which showed that there are many teachers that only have a high school diploma and vocational. Then the hypothesis is:

H1 : Teacher's certification may effect job motivation of teacher

Job satisfaction is a positive emotional state of a person arising from the appreciation of any work that has been done. PMPTK section chief in an interview revealed that the benefits of certification can cause job satisfaction because the effect on improving the welfare of teachers. Then the hypothesis is:

H2 : Teacher's certification may effect job satisfaction of teacher

According to the Directorate General of Quality Improvement of Teachers and Education Personnel Ministry of Education cited in Mulyasa (2007), in addition to determining the feasibility of teachers in performing their duties as agents of learning and realize the goal of national education, certification can also improve the process and quality of education, and increasing the professionalism of teacher. This is inconsistent with the facts on the ground, the more the number of certified teachers in Gorontalo city does not necessarily increase the quality of education in the city of Gorontalo. A section chief of PMPTK said that teacher certification has not been an impact on improving the quality of education, so that it can be assumed certification make teachers feel they no longer need to improve their performance. Thus, the hypothesis is:

H3 : Teacher's certification may effect performance of teacher

Motivation and incentives are closely related because it is the process by which employees or personnel abilities get stimulated by certain means and methods in order to increase the capacity of the organization. If connected with the phenomenon in the field, to improve the performance of teachers, the government has streamlined the programs that are to motivate teachers such as teacher certification program. Thus, the hypothesis is:

H4 : Job motivation may effect performance of teacher

Job satisfaction is an emotional response to various aspects of the job. Teacher's certification program is expected to create a professional teacher to then be classified in the class of certified teachers. Reward given in the form of certified funds aim to create a sense of satisfaction will be achievements that have an impact on improving teacher's performance itself. Then the hypothesis is:

H5 : Job satisfaction may effect performance of teacher

One of the driving element of motivation is money and the award is considered as important as a reference, so that the government hopes teacher certification programs can be a medium to motivate teachers to improve performance. Results of research conducted by Gungor (2011) who found that motivation as mediating variables have a positive impact on improving the performance of employees, so the hypothesis is:

H6 : Job motivation plays a role as a mediator in teacher's certification impact on teacher performance

The award received by teachers in the form of certification funds are assumed to improve the welfare of teachers. With the fulfillment of these things, it will create a sense of satisfaction for a job well acted by the teacher concerned. This is in accordance with the views expressed by Luthans (2011) that job satisfaction is a positive emotional state of a person arising from the appreciation of any work that has been done. Complacency which arose because of awards received later will be mediation in promoting teacher performance. Then the hypothesis is:

H7 : Job satisfaction plays a role as a mediator in teacher's certification impact on teacher performance

RESEARCH METHOD

This research is classified as descriptive research, which aims to describe and interpret such things as relationship, as a result of the case, opinions, and the trend is in progress. This research is classified as descriptive research, which aims to describe and interpret such things as relationship, as a result of the case, opinions, and the trend is in progress. This study uses a quantitative approach. The data collection process using cross sectional method or data collection is done in one time only. The population in this study were 712 teachers certified with a total sample of 233 respondents. Samples were taken using simple random sampling technique and then the data obtained from the samples were analyzed using path analysis (path analysis).

RESULT

Multicollinearity Test

The test results showed that there is no multicollinearity among variables. Conclusions are drawn based on the VIF value of each variable where the value for the variable X = 2,435, Z1 = 2,230, Z2 = 2,342. As a condition for multicollinearity test, a variable declared free of the problems multikolinearitas if VIF value <10.

Normality Test

The test results showed that the normal distribution of data. This is because the Kolmogrov Smirnov value of each variable is > 0.05. The value of each variable is variabel X = 1,154, variabel Z1 = 1,086, variabel Z2 = 1,368, and variabel Y = 1,894.

Heteroskedasticity Test

Scatterplot diagram shows the heteroskedasticity test results. As can be seen on the attachment, the dispersal patterns of dots are above and below the 0 axis Y so it can be concluded that this model does not have symptoms of heteroskedasticity or no significant interference in this model.

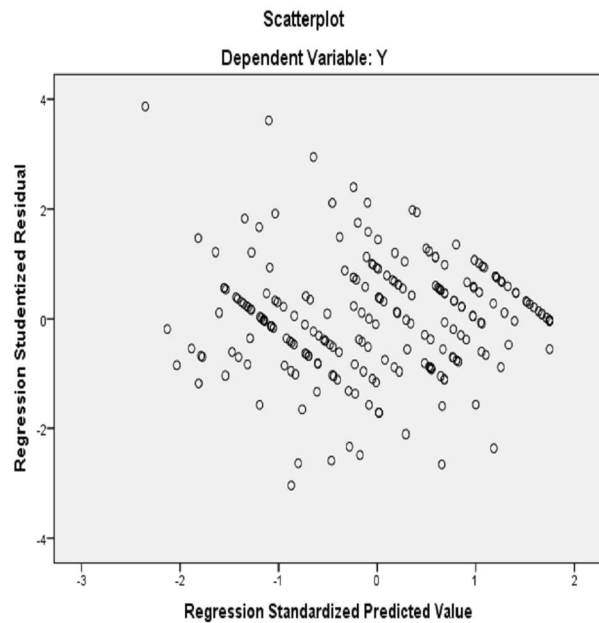


Image 1. Scatterplot Graph

Based on table 1. The hypothesis testing of the effect of teacher certification (X) on job motivation (Z1) obtained t_{count} amounted to 14 667 larger than t_{table} 1,651 with sig t value of 0000 (<0:05) it concludes that the hypothesis influence of the teacher certification (X) on work motivation of teachers (Z1) is true. Positive coefficient value (0.378) indicates that the higher the value of the certification of teachers, the higher work motivation of teachers.

Based on table 1. The hypothesis testing of the effect of teacher certification (X) on job satisfaction (Z2) obtained t_{count} amounted to 15 410 larger than t_{table} 1,651 with sig t value of 0000 (<0:05) it concludes that the hypothesis influence of the teacher certification (X) on job satisfaction of teachers (Z2) is true. Positive coefficient value (0.434) indicates that the higher the value of the certification of teachers, the higher the job satisfaction of teachers.

Based on table 1. The hypothesis testing of the effect of teacher certification (X) on the performance of teachers (Y) obtained t_{count} amounted to 18 210 larger than t_{table} 1,651 with sig t value of 0000 (<0:05) it concludes that the hypothesis influence of the teacher certification (X) on the performance of teachers (Y) is true, Positive coefficient value (0.362) indicates that the higher the value of the certification of teachers, the higher the performance of teachers.

Table 1. Results of Hypotheses Test

Influence Between Variables	CoefficientBeta	Values of t-count	P-value	R-square	Information
Teacher's certification? Job motivation	0.378	14.667	0.000	0.482	Sig
Teacher's certification? Job satisfaction	0.434	15.410	0.000	0.507	Sig
Teacher's certification? Teacher's performance	0.362	18.210	0.000	0.589	Sig

Influence Between Variables	CoefficientBeta	Values of t-count	P-value	R-square	Information
Job motivation? Teacher's performance	0.544	12.238	0.000	0.393	Sig
Job satisfaction? Teacher's performance	0.583	17.438	0.000	0.568	Sig

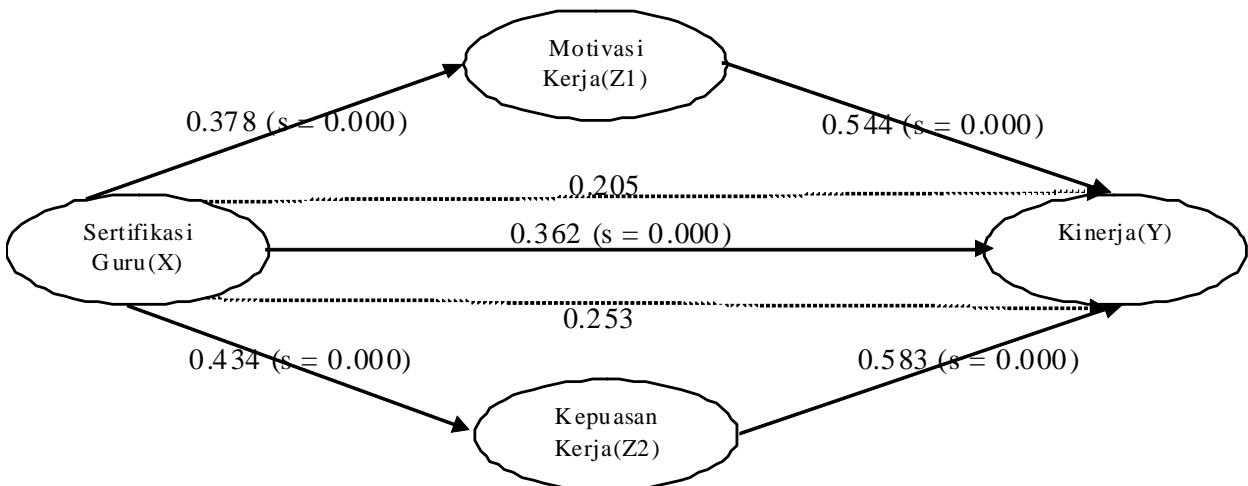


Image 2. Path Chart

Based on table 1. The hypothesis testing of the influence of job motivation (Z1) on the performance (Y) obtained t_{count} of 17 438 is greater than 1,651 t_{table} with sig t value of 0000 (<0.05), it concludes that the hypothesis influence job motivation (Z1) on the performance (Y) is true. Positive coefficient value (0544) indicates that the higher the job satisfaction, the higher the performance of teachers.

Based on table 1. The hypothesis testing of the influence of job satisfaction (Z2) on the performance (Y) obtained t_{count} of 12 238 is greater than 1,651 t_{table} with sig t value of 0000 (<0.05), t concludes that

the hypothesis the influence of job satisfaction (Z2) on the performance (Y) is true. Positive coefficient values (0.583) indicates that the higher the job satisfaction, the higher the performance of teachers.

Based on image 2. The hypothesis test result shows that all variables are partially has a positive and significant effect, so that all the test requirements for mediation are met. This indicates that the variable Z1 or job motivation as a mediating role in the effect of teacher's certification on performance though as partial mediation. Coefficient of indirect influence is lower than the coefficient of direct effect means that

the role of motivation as a mediator is not too large, so it could be said that the certification can improve the performance of teachers directly without having to be supported by motivation.

Based on image 2. The hypothesis test result shows that all variables are partially has a positive and significant effect, so that all the test requirements for mediation are met. This indicates that the variable Z2 or job satisfaction as a mediating role in the effect of teacher certification on performance though as partial mediation. Coefficient of indirect influence is lower than the coefficient of direct influence means that the role of job satisfaction as a mediator is not too large, so it could be said that the certification can improve the performance of teachers directly without having to be supported by motivation.

DISCUSSION

The Effect of Teacher's Certification on Job Motivation

The analysis results of teacher certification on work motivation showed a positive and significant influence. That is, with the certification that is accepted as an award to develop a sense of responsibility as a professional teacher and make teachers work motivation within themselves to rise. The results support the research conducted Herpen (2005) and Blaskova (2015) who found that teacher motivation is closely connected with the student's motivation so it is advisable to make effective motivator in this case the existence of such motivation programs such as certification award. The teacher certification program is expected to not only have an impact on improving the welfare of life, but also to constantly motivate the teachers to get better in terms of teaching.

The Effect of Teacher's Certification on Job Satisfaction

The analysis results of teacher certification on job satisfaction showed a positive and significant influence. That is, the greater the benefits of certification received the higher the job satisfaction. These results support the research conducted by

Didem (2014) and Christen (2006). They founded that management practices are very influential on employee satisfaction, so that management needs to focus on matters related to the provision of salaries, adjusting working time with rewards. But this contradicts the results of research conducted by Chuang (2008) who founded that an increase in salary or wage has no effect on job satisfaction. The difference of these findings indicates that the salary or wages are not always able to provide satisfaction of employees, there are many other indicators that influence job satisfaction. The results obtained from interviews with some respondents also indicated that although they get benefits of certification, but respondents still feel compounded by the many administrative requirements that must be met, not to mention the problem of late payment certification benefits.

The Effect of Teacher's Certification on Teacher's Performance

The analysis results of certification of teachers on teacher performance showed a positive and significant influence. That is, the greater the benefits of certification received, the higher the performance of teachers. These results are consistent with research conducted by Gazardo (2012) who found that the system of professional certification is a strategic tool for the improvement of individuals who can be a positive influence on performance in order to improve the quality of education. Has been proven statistically that teacher certification have a positive effect on performance improvement. Respondents also showed that on average the respondents are teachers who are performing well. But, why is the quality of education in the city of Gorontalo not increased? There are three assumptions that can be given: Lacking comprehension of students in accepting what is taught by a teacher, there are learning facilities inequalities that exists between schools, teachers' lack of knowledge related to IT, subjectivity in assessing teacher performance. Given the performance measurement is done by distributing questionnaires teachers assess their own performance (not rated by the supervisor as procedures).

The Effect of Job Motivation on Teacher's Performance

The analysis showed that there is a positive and significant correlation between job motivations on performance. So that it can be concluded the higher the person's motivation to work the higher the performance. These results support the results of research conducted by Larisa (2013) who founded that the motivation and incentive have a close relationship as motivation and incentive strategy is the process by which employees or personnel organizations will be stimulated by the ability of certain means and methods in order to increase the capacity of the organization. To stimulate the performance of teachers, the government as a pioneer of the policy is expected to be observant in view of the needs of teachers so that they can adjust motivator programs to teacher's condition.

The Effect of Job Satisfaction on Teacher's Performance

The analysis shows there is positive and significant correlation between job satisfaction on the performance of teachers, indicating that the higher the job satisfaction, the higher the performance of teachers. These results are consistent with research conducted by the Judge (2001) and Juwita (2011) who founded that the average size of the global job satisfaction correlated with performance. If connected to how the indicator relationships with colleagues as an indicator of the dominant influence on job satisfaction commitment and responsibility, have previously been discussed as to what certification can strengthen relationships with coworkers. The division of tasks by the individual when it is absent from the co-worker is considered as a form of commitment of teachers to their students, rather than wasting teaching hours then it should be filled by other teachers with the terms and conditions applicable like to give a little allowances received as compensation for teachers which replaces duties. It can also minimize the risk of social jealousy between teachers certified and the non-certified.

The Role of Job Motivation as Mediator in Teacher's Certification Effect on Teacher's Performance

The results shows that all variables partially has a positive and significant effect, indicating that the variables Z1 or job motivation as a partial mediating role in the influence on the performance of teacher's certification, which means that certification can still improve the performance of teachers with or without the support of motivation. Motivation does not play a full role as mediation because the indicators contained in the eligibility to obtain certification already includes motivation itself. The teachers will be automatically motivated to improve their personal capacity in order to be qualified. These results are consistent with the results of research conducted by Gungor (2011) who found that motivation as mediating variables have a positive impact on improving the performance of employees.

The Role of Job Satisfaction as Mediator in Teacher's Certification Effect on Teacher's Performance

The results shows that in the results of hypothesis testing (partial) we know that all variables partially have a positive influence and significant, indicating that the variable Z2 or job satisfaction act as a partial mediating the effect of teacher certification to performance which means that the certification can improve teacher performance with or without the support of the job satisfaction. Similarly, motivation, job satisfaction role as a mediator is not too large because it is already included in the certification itself. Their awards and benefits paid already provide satisfaction for teachers certified. These results are consistent with the results of research conducted by Juwita (2011) who founded that the job satisfaction as mediating variables have a positive impact on improving the performance of employees but with different independent variables ie, rotation of employees.

CONCLUSION

Based on the previous discussion, research on the role of motivation and job satisfaction in mediating

the effect of teacher certification on the performance of teachers conducted in Gorontalo City Education Department resulted in the following conclusions:

1. Certification of teachers has an impact on increasing motivation. Certification as a reward can bring a sense of responsibility in the teacher, the responsibilities of professional teachers embedded as their own motivation that comes from within themselves.
2. Teacher certification can improve job satisfaction which means the greater the benefits of certification received the higher job satisfaction.
3. Certification of teachers affect the performance of teachers. The greater the benefits received the higher the performance of teachers. Rules related to the workload as a condition of certification may also force teachers to perform better, given the benefits that will not be given if the teacher is unable to attend, the teachers often force themselves to stay in teaching.
4. The motivation affect the teacher performance. To stimulate the performance of teachers, the government as a pioneer of the policy is expected to be observant in viewing the needs of teachers so that they can adjust motivator programs with teacher's condition. Teacher certification included in the category of extrinsic motivation, therefore it needs special attention from the government, given that many teachers revealed that the procedures is complicated by a variety of administrative rules, plus the problem of late payment certification, when asked about the delay, the teachers say they do not know the reason as to why the payment is often too late.
5. Job satisfaction has an impact on improving teacher performance. Not much different from the motivation, to stimulate the performance of teachers we need to focus on management practices that affect performance such as on time salaries and allowances, working time adjustments to the benefits provided, a comfortable working environment and adequate facilities.
6. Job motivation has a role as partial mediation on teacher certification impact on teacher's performance. Therefore we can conclude teacher's certification can still improve performance either directly (not supported by the emergence

of job motivation) or indirectly (with the support of job motivation). Motivation does not play a full role as mediation because the motivation is already included in the purpose of the certification itself. To achieve the status as a certified teacher, indirectly, the teacher has to motivate themselves in order to improve their competence. Certification is also one aspect of the indicators that affect the work motivation.

7. Job satisfaction has a role as a partial mediation teacher certification impact on teacher performance. Therefore we can conclude teacher certification can still improve performance either directly (not supported by job satisfaction) and indirectly (with the support of job satisfaction). Similarly, motivation, job satisfaction teacher certification in mediating influence on performance is also just playing a supporting role, not playing a full part. This is also due to job satisfaction is included in the certification, and certification is also included in the category of the award which is an indicator in creating job satisfaction.

SUGGESTION

1. The payment of teacher's certification should be delivered on time every month accompanied by salaries and must be targeted to the qualified teachers.
2. Reviewing and reconsidering the administration requirements that considered only to complicate the teachers.
3. Help the creation of infrastructure that suitable to the recent technology and to equalize the facilities between schools.
4. Arrange a special mandatory training programs such as computer training for the teachers, especially the older teacher that is less reliable in the use of technologies.
5. Government should pay more attention to the welfare of teachers, most of the teachers believe that the certification is their rights and there should be another kind of rewards to motivate teachers.
6. Policy regarding workload is expected to be reduced from 24 hours per week to 18 hours per week.

7. Government is expected to be more strict on monitoring the national exam to reduce the risk of cheating.
8. Future researchers is advised to add more sample and also widens the scope of the research, not only in elementary schools but also in the high schools to achieve more generalised results.
9. Future researchers is advised to add more variable to the research such as connecting the teacher's performance with student's motivation and its impact on education.

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