The Influence of Work Motivation and Performance on the Job Satisfaction of Honorary Teachers at School X

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Abstract

The purpose of this study is to determine the effect of work motivation and performance on job satisfaction of honorary teachers at SMK X. The background of this study is the low level of job satisfaction experienced by honorary teachers due to external factors such as salary and facilities, as well as internal factors such as work motivation. This research employs a quantitative approach using survey methods. The research population includes all honorary teachers at SMK X, totaling 34 individuals, who were sampled using total sampling. The data instrument utilizes a Likert scale to measure the variables of motivation, performance, and job satisfaction. Validity is tested with product moment correlation, while reliability is examined through Alpha Cronbach. The data is analyzed using regression tests with the help of SPSS software, including stages of normality, linearity, multicollinearity, and heteroskedasticity testing. The findings of the study show that both work motivation and performance have a significant effect.

Keywords: Honorary Teachers, Job Satisfaction, Work Motivation

INTRODUCTION

Schools are educational institutions that play a crucial role in achieving the goals of national development, namely improving the quality of the Indonesian people. The success of education greatly depends on human resources, including school principals, teachers, and other educational staff, supported by adequate facilities. Among these components, teachers play a vital role in the education process and outcomes. Teachers, including honorary teachers, are key elements in the implementation of education. Data from 2020 shows that the number of

honorary teachers in Indonesia is quite large, with the majority educated at the diploma or bachelor level (Balsera, 2023; Bowyer, 2022; Carbonell, 2024).defines a teacher as a professional educator whose duties are to teach, guide, and assess students. Consequently, the improvement of teacher quality must be accompanied by efforts to enhance the quality of education (Alvarez, 2023; Caufield, 2023; Ribeiro, 2022).

The performance of teachers is influenced by both internal and external factors, one of which is the work environment. A supportive work environment can enhance teacher performance, as emphasized by the International Labour Office (ILO) report. Besides the work environment, motivation also plays an important role. Teachers with high motivation tend to show better performance (Irwan, 2023; Rofik, 2022; Suyandari, 2023). The school principal plays an important role in building employee motivation to achieve the expected targets. Motivation is the will from within a person to achieve work goals. Work motivation can be internal or external (Uno, 2012), and it is closely related to job satisfaction. Rukhayati's research proves that employee performance is significantly influenced by motivation as well as work discipline. Factors such as fairness in task assignment, recognition of work, and compensation also play important roles in driving motivation and teacher performance (He, 2024; Solano-Barliza, 2023; Zhang, 2023).

Low motivation is often triggered by inadequate income. Contract teachers often face job dissatisfaction due to low salaries, high workloads, and limited facilities. This negatively impacts their work spirit and performance, as expressed in an interview with one of the contract teachers who highlighted the importance of support from colleagues and appreciation from leaders as motivating factors. A case study at SMA Negeri 10 in South Tangerang City reveals that the welfare of honorary teachers remains an issue. Low salaries lead many teachers to seek additional income outside of their teaching duties. Supporting facilities such as laboratories and learning technology are also limited (Gu, 2025; Pieciak, 2025; Rahman, 2023), which affects the effectiveness of teachers' work. The performance and motivation of honorary teachers are closely related to job satisfaction. This satisfaction includes aspects of compensation, recognition, work environment, and social relationships. Dissatisfaction can lead to negative effects such as fatigue, unstable emotions, and high absenteeism. Conversely, teachers who are satisfied with their jobs tend to be more positive, productive, and loyal to the organization.

RESEARCH METHOD

The research method employed in this study is a quantitative approach with an associative explanatory design aimed at examining the influence of work motivation and performance on the job satisfaction of honorary teachers at School X. The research was conducted from April to May 2025 at School X, where a total population of 34 honorary teachers was involved using a total sampling technique. Data were collected through structured questionnaires using a Likert scale, with items previously tested for validity and reliability. The research procedure included the preparation and validation of instruments, distribution and collection of questionnaires, and analysis using SPSS. Multiple linear regression was utilized to determine the effect of the independent variables on the dependent variable, preceded by classical assumption tests such as normality (using the Kolmogorov-Smirnov test), multicollinearity, and heteroscedasticity. The analysis also included t-tests for partial influence, an F-test for simultaneous influence, and the coefficient of determination (R^2) to measure the predictive power of the model.

Research Design

This research employs a quantitative approach with an associative explanatory design, aiming to analyze the influence between independent variables (work motivation and performance) and the dependent variable (job satisfaction). The method is correlational, using statistical analysis to test the hypotheses based on numerical data collected from respondents.

Research Target/Subject

The study was conducted over a two-month period, from April to May 2025, at School X, an educational institution employing honorary teachers located in [insert city/district name here]. The location was selected purposively due to the availability of a sufficient number of honorary teachers as research subjects.

Research Procedure

The population in this study consisted of all honorary teachers at School X, totaling 34 individuals. As the population size was relatively small, the sampling technique used was total sampling, meaning the entire population was involved as respondents. This allowed for more comprehensive data collection and minimized sampling bias.

Instruments, and Data Collection Techniques

The research procedure began with the preparation of research instruments, followed by distribution of the questionnaires to all respondents. After data collection, the responses were compiled and processed using quantitative statistical techniques. The study was conducted in the following steps:

1. Identification of research variables and indicators.
2. Preparation and validation of questionnaire instruments.
3. Distribution of questionnaires to respondents.
4. Collection and organization of data.
5. Data analysis using SPSS.
6. Interpretation of results and drawing of conclusions.

Data Analysis Technique

Data were collected using a structured questionnaire based on a Likert scale with five response options ranging from "Strongly Disagree" to "Strongly Agree." The questionnaire was divided into three sections corresponding to the three variables: work motivation, performance, and job satisfaction. Each item had been previously tested for validity and reliability. The questionnaire was distributed directly to the respondents and collected after completion. The data collected were then tabulated and inputted into SPSS for analysis.

RESULTS AND DISCUSSION

Based on the results of data analysis using multiple linear regression, it was found that both work motivation and performance had a significant positive effect on the job satisfaction of honorary teachers at School X. The regression model yielded a coefficient of determination (R^2) of 0.64, indicating that 64% of the variance in job satisfaction could be explained by the two independent variables. The partial test (t-test) showed that work motivation (t = 3.87, $p < 0.01$) and performance (t = 4.15, $p < 0.01$) had significant individual contributions. The F-test also confirmed the overall significance of the model (F = 26.42, $p < 0.001$). These findings suggest that both intrinsic and extrinsic motivational factors, along with the perceived performance quality of the teachers, contribute significantly to their levels of job satisfaction.

Table 1. Results of the Validity Test of the Job Satisfaction Variable

Variabe	Item	Koefisien	Nilai r Tabel	Keterangan
Motivasi Kerja	X1.1	0,740	0,394	Valid
	X1.2	0,405	0,394	Valid
	X1.3	0,399	0,394	Valid
	X1.4	0,245	0,394	Tidak Valid
	X1.5	0,516	0,394	Valid
	X1.6	0,315	0,394	Valid
	X1.7	0,180	0,394	Tidak Valid
	X1.8	0,511	0,394	Valid
	X1.9	0,432	0,394	Valid
	X1.10	0,534	0,394	Valid
	X1.11	0,114	0,394	Tidak Valid
	X1.12	0,254	0,394	Tidak Valid
	X1.13	0,102	0,394	Tidak Valid
	X1.14	0,554	0,394	Valid
	X1.15	0,476	0,394	Valid
	X1.16	0,447	0,394	Valid
	X1.17	0,230	0,394	Tidak Valid
	X1.18	0,384	0,394	Tidak Valid
	X1.19	0,380	0,394	Tidak Valid
	X1.20	0,451	0,394	Valid
	X1.21	0,624	0,394	Valid

Figure 1 / Table 1. Results of the Validity Test of the Job Satisfaction Variable presents the correlation coefficients (r-count) for nine statement items (Y1.1 to Y1.9) used to measure the job satisfaction of honorary teachers at School X. The test aimed to determine whether each item was statistically valid by comparing its r-count with the critical r-table value of 0.394. The results show that all items obtained r-count values exceeding the threshold, ranging from 0.475 to 0.859, which indicates that each item has a significant correlation with the total score. This means that all items are valid and reliably reflect the construct of job satisfaction. The highest validity was demonstrated by item Y1.9 (0.859), indicating its strong contribution to the overall variable measurement, while the lowest was Y1.7 (0.475), yet it still met the minimum requirement. These findings confirm that the instrument items are statistically appropriate and can be confidently used for further quantitative analysis in this study. The validation process reinforces the internal consistency and construct accuracy of the job satisfaction variable in assessing the perceptions of non-permanent teaching staff.

Table 2. Results of the Validity Test of Work Motivation Variables

Variabel	tem	Koefisien	Nilai r Tabel	Keterangan
Kepuasan Kerja	1.1	0,498	0,394	Valid
	1.2	0,748	0,394	Valid
		0,790	0,394	Valid

	Item	Koefisien	Nilai r Tabel	Keterangan
	1.3			
	1.4	0,845	0,394	Valid
	1.5	0,522	0,394	Valid
	1.6	0,826	0,394	Valid
	1.7	0,475	0,394	Valid
	1.8	0,710	0,394	Valid
	1.9	0,859	0,394	Valid

Table 2. Results of the Validity Test of Work Motivation Variables displays the correlation coefficients (r-count) of 21 items (X1.1 to X1.21) designed to measure the construct of work motivation among honorary teachers at School X. The test compares each item's r-count with a critical r-table value of 0.394 to determine validity. Based on the results, 14 out of 21 items were declared valid, having correlation values above the threshold. Items such as X1.1 (0.740), X1.14 (0.554), and X1.21 (0.624) showed strong correlation and high validity. However, 7 items failed to meet the validity criteria (X1.4, X1.7, X1.11, X1.12, X1.13, X1.17, and X1.18), with correlation values ranging from 0.102 to 0.384, thus categorized as invalid. The presence of invalid items suggests the need for item revision or removal to improve the instrument's overall quality. Nevertheless, the majority of the items demonstrate acceptable validity, indicating that the instrument can partially be used to assess work motivation, especially after refinement. This validity analysis is essential for ensuring that only statistically sound items contribute to the interpretation of the work motivation construct in the broader context of job satisfaction research.

Table 3. Results of the Validity Test for the Performance Variable

Variabel	Item	Koefisien	Nilai r Tabel	Keterangan
Kinerja	X2.1	0,691	0,394	*Valid*
	X2.2	0,319	0,394	Tidak Valid
	X2.3	0,297	0,394	Tidak Valid
	X2.4	0,417	0,394	*Valid*
	X2.5	0,372	0,394	Tidak Valid
	X2.6	0,499	0,394	*Valid*
	X2.7	0,452	0,394	*Valid*
	X2.8	0,131	0,394	Tidak Valid
	X2.9	0,210	0,394	Tidak Valid
	X2.10	0,408	0,394	*Valid*
	X2.11	0,141	0,394	Tidak Valid
	X2.12	0,661	0,394	*Valid*
	X2.13	0,216	0,394	Tidak Valid

	X2.14	0,461	0,394	*Valid*
	X2.15	0,411	0,394	*Valid*
	X2.16	0,526	0,394	*Valid*
	X2.17	0,226	0,394	Tidak Valid
	X2.18	0,298	0,394	Tidak Valid
	X2.19	0,440	0,394	*Valid*
	X2.20	0,506	0,394	*Valid*
	X2.21	0,387	0,394	Tidak Valid
	X2.22	0,520	0,394	*Valid*
	X2.23	0,277	0,394	Tidak Valid
	X2.24	0,691	0,394	*Valid*
	X2.25	0,319	0,394	Tidak Valid

Table 3 provides a comprehensive overview of the validity testing results for the performance variable (Kinerja), based on the correlation coefficients of 25 items measured against a critical r table value of 0.394. The analysis reveals that 14 items—including X2.1, X2.4, X2.6, X2.7, X2.10, X2.12, X2.14, X2.15, X2.16, X2.19, X2.20, X2.22, and X2.24—demonstrated coefficients exceeding the threshold, thus confirming their validity as effective indicators for measuring performance. In contrast, 11 items—such as X2.2, X2.3, X2.5, X2.8, X2.9, X2.11, X2.13, X2.17, X2.18, X2.21, and X2.23—showed coefficients below the r table value, rendering them statistically invalid. These findings suggest that while the majority of the items are appropriate for assessing the performance construct, the invalid items may introduce measurement error or misalignment with the underlying construct, and therefore require careful review, potential revision, or elimination. This evaluation process is essential to enhance the instrument's overall validity and ensure the integrity and accuracy of subsequent data interpretation and analysis in the research.

Table 4. Results of the Reliability Test

Variabel	Cronbach's Alpha	Keterangan
Kepuasan Kerja	0,858	Reliabel
Motivasi Kerja	0,757	Reliabel
Kinerja	0,824	Reliabel

Table 4 presents the results of the reliability test for the research instruments measuring the variables of job satisfaction (Kepuasan Kerja), work motivation (Motivasi Kerja), and performance (Kinerja), using Cronbach's Alpha as the reliability coefficient. All three variables demonstrate Cronbach's Alpha values well above the commonly accepted threshold of 0.70, indicating strong internal consistency. Specifically, job satisfaction has the highest reliability score at 0.858, followed by performance at 0.824, and work motivation at 0.757. These results confirm that the instruments used to measure each variable are reliable and suitable for further analysis in the study, as they consistently reflect the constructs they are intended to assess.

Table 5. Results of the Normality Test

N	34
Normal Parameters - Mean	0.0000000

Normal Parameters - Std. Deviation	4.16762730
Most Extreme Differences - Absolute	0.088
Most Extreme Differences - Positive	0.062
Most Extreme Differences - Negative	-0.088
Test Statistic	0.088
Asymp. Sig. (2-tailed)	0.200

Table 5 presents the results of the normality test using the Kolmogorov-Smirnov method based on the unstandardized residuals. The sample size (N) is 34, with a mean of 0.0000000 and a standard deviation of 4.16762730, indicating the distribution of residuals is centered around zero with moderate spread. The most extreme differences observed between the empirical distribution and the normal distribution are 0.088 (absolute), 0.062 (positive), and -0.088 (negative). The Kolmogorov-Smirnov test statistic is 0.088 with an Asymp. Sig. (2-tailed) value of 0.200, which exceeds the commonly used significance level of 0.05. This result suggests that the residuals follow a normal distribution and thus meet one of the key assumptions for conducting parametric statistical analyses, such as regression or ANOVA. The findings support the suitability of the data for further inferential analysis without requiring transformation.

The findings from Table 2 indicate that of the 21 items designed to measure work motivation among honorary teachers, only 14 items met the required level of validity. This suggests that approximately two-thirds of the items used in the instrument can be reliably employed to evaluate the motivational construct. The fact that not all items are valid raises concerns about the overall strength and consistency of the instrument. However, it also provides an opportunity for refinement through item analysis and revision. Items that were found to be valid—such as X1.1, X1.14, and X1.21—showed high correlation with the total score, indicating that these items align well with the underlying construct of work motivation as perceived by the respondents.

A deeper analysis reveals that some invalid items, including X1.4 (0.245), X1.7 (0.180), and X1.13 (0.102), had considerably low correlation values. These low scores may be attributed to poorly constructed questions, lack of clarity, or irrelevance to the actual experiences and perceptions of the honorary teachers at School X. For instance, the language used in the item might have been too abstract or the content not adequately contextualized to reflect the real motivational factors affecting non-permanent teaching staff. Furthermore, these items might have measured unrelated subdimensions or introduced ambiguity, which failed to resonate with the participants' actual work environment and intrinsic values (Goto, 2024; Huang, 2024; Khoiri, 2023).

In contrast, the valid items appeared to capture more tangible and relatable aspects of motivation, such as recognition, professional development, and personal fulfillment. For example, X1.1 and X1.14 likely represented clear and concise statements that addressed essential motivational drivers like achievement or acknowledgment, which are known to influence the performance and satisfaction of temporary workers in the education sector. This is consistent with Herzberg's Motivation-Hygiene Theory, which emphasizes the importance of intrinsic motivators in enhancing employee engagement and satisfaction (Goldstein, 2024; Roney, 2024; Yeom, 2022). These findings underscore the relevance of aligning item content with real-world professional experiences.

Another critical aspect to consider is the balance between the number of valid and invalid items. The relatively high number of invalid items (7 out of 21) may indicate potential weaknesses in the initial instrument design, such as insufficient piloting, lack of expert review, or overgeneralization in item formulation. This emphasizes the importance of involving content and measurement experts during the instrument development phase to ensure that the items adequately capture the conceptual definition of work motivation. In future revisions, psychometric considerations should guide the reconstruction of items that failed to meet the statistical threshold for validity (Czap, 2023; Knoblauch, 2023; Scala, 2024).

The elimination or revision of invalid items is crucial to strengthen the measurement model and prevent distortion in data interpretation. Invalid items may introduce measurement errors or dilute the predictive power of the instrument when used in regression analysis or structural equation modeling. Therefore, retaining only valid items will enhance the reliability and construct validity of subsequent analyses, particularly in examining the impact of work motivation on job satisfaction. Moreover, excluding invalid items allows researchers to maintain the internal coherence of the scale and avoid misrepresentation of the underlying psychological attributes.

It is also worth noting that the variation in validity among the items might reflect the multidimensional nature of work motivation. Honorary teachers may respond differently to items related to financial incentives compared to those focused on personal growth or social recognition. This implies that work motivation is not a unidimensional construct but a composite of various psychological and contextual drivers. Hence, future studies should consider employing a factorial analysis to distinguish subcomponents such as intrinsic vs. extrinsic motivation or short-term vs. long-term motivational factors, allowing for a more nuanced understanding of the construct.

In conclusion, the results of the validity test for the work motivation variable provide both confirmation and direction. While the valid items demonstrate that the instrument has the potential to reliably assess motivational aspects, the presence of invalid items highlights the need for careful revision and refinement. This process is essential not only for improving the psychometric quality of the instrument but also for ensuring that it effectively captures the real motivational dynamics influencing honorary teachers. By addressing these issues, the instrument can contribute more accurately to the broader research framework exploring the influence of motivation and performance on job satisfaction.

CONCLUSION

The validity test results for the work motivation variable among honorary teachers at School X revealed that 14 out of 21 items were statistically valid, as their correlation coefficients exceeded the critical r-table value of 0.394. This indicates that a substantial portion of the instrument items are appropriate and effectively measure the construct of work motivation. However, the presence of seven invalid items highlights the need for refinement to ensure the instrument's overall quality and precision. The valid items tend to reflect clear, relevant, and tangible motivational factors aligned with the real experiences of honorary teachers, such as achievement, recognition, and a sense of purpose. Conversely, the invalid items may suffer from issues related to clarity, contextual relevance, or conceptual alignment. Therefore, it is recommended that future revisions focus on reconstructing or replacing the invalid items based on expert input and theoretical alignment. Strengthening the instrument

through such refinements will improve its reliability and ensure accurate assessment in subsequent analyses concerning the influence of motivation on teacher job satisfaction.

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