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## **Contribution of Interpersonal Communication and Work Motivation to Teacher Job Satisfaction at SMKN Bintan Regency, Riau Islands**

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### **Abstract**

*Based on the survey in the field, it is shown that the job satisfaction of teachers at SMKN Bintan, Riau Islands is still low. This is suspected of having something to do with interpersonal communication and teacher work motivation. Therefore, it is necessary to conduct research to test its validity. This study aims to reveal the contribution of interpersonal communication and work motivation to teacher job satisfaction at SMKN Bintan Regency, Riau Islands. The hypotheses proposed in this study are: (1) interpersonal communication contributes to teacher job satisfaction, (2) work motivation contributes to teacher job satisfaction, (3) interpersonal communication and work motivation jointly contribute to teacher job satisfaction. The population in this study were all teachers of SMKN Bintan, Riau Islands, amounting to 135 people. The research sample amounted to 65 people who were taken by using stratified proportional random sampling technique. The research instrument used is a rating scale and a Likert Scale model questionnaire that has been tested for validity and reliability. The research data were analyzed by correlation and regression techniques. The results of data analysis show that: (1) Interpersonal communication contributes to teacher job satisfaction by 28.4%, (2) Work motivation contributes to teacher job satisfaction by 58.1%, (3) Interpersonal communication and work motivation together contribute to teacher job satisfaction by 70.3%. The achievement level of the teacher's job satisfaction score of 86.18% is in the satisfied category, and for interpersonal communication 82.47% is in the good category while for teacher work motivation 86.35 the ideal score is in the high category.*

**Keywords: Interpersonal Communication and Work Motivation.**

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## **INTRODUCTION**

Education is a conscious and planned effort to improve the quality of human resources in order to be able to compete in the future. Education is a long-term investment and is the key to a better future in the life of the nation and state. The process of education is the most important process in a nation because education makes a nation towards prosperity. Without adequate and quality education, the Indonesian nation will be increasingly left behind. One of the institutions in charge of implementing education is the school.

School is an organization engaged in the field of education. Schools have a mission and goal to educate the life of the nation. At the Vocational High School level is to prepare students to enter the workforce, prepare students to be able to choose a career, be able to compete and be able to develop themselves, prepare middle-level personnel to fill the industrial world now and in the future, and prepare graduates to become citizens a productive, adaptive and creative nation. This goal can be achieved by functioning all the resources in the school. The resources include facilities and infrastructure, students, curriculum, and teachers.

Teachers are one of the main components that are influential in realizing quality human resources. The teacher is no longer just a person who transfers experience, like pouring water into a glass or bottle. But in the classroom, in the study room he is able to be skilled as a leader or manager. Only teachers who have the ability to lead classes will be able to create good learning conditions. That is, the teacher is a factor that determines the success of the educational process. Mulyasa (2005), states that the teacher acts as a driving force in a school,

because the teacher has a heavy duty and obligation, namely as a teacher, educator and manager in his class.

Emotional conditions that are stable and fun and exciting need to be owned by teachers so that their duties and responsibilities can be carried out properly. If the teacher is satisfied with his work, of course he will be able to carry out his duties and responsibilities well and in the end will tend to produce good work. Good work results will have an impact on the effectiveness and productivity of an organization. This is supported by the opinion of Hurlock (1980), who argued that job satisfaction can increase the dedication and loyalty of employees and teachers to their work. On the other hand, teachers who have high job satisfaction usually have disciplined behavior and work performance increases (Rasyid & Tanjung, 2020).

## RESEARCH METHODS

This study uses a correlational quantitative method with the type of research "ex post facto" which is an attempt to explore by not manipulating conditions. The population of this study were all SMKN teachers in Bintan Kepulauan Riau Regency with a total population of 135 teachers consisting of 125 teachers with undergraduate education (S1) and 10 masters (S2).

Sampling will be carried out using a stratified proportional random sampling technique. This sampling process went through several stages, namely identifying the population based on strata of education level and years of service. these two strata were considered in sampling on the grounds that education level and years of service had an influence on job satisfaction as respondents. So the sample of this research is 65 teachers who are assigned randomly with a lottery system.

The instrument used for data collection for the three research variables was a questionnaire prepared using the Likert scale model. The questionnaire trial was conducted on 15 teachers outside the sample. Data collection was carried out after the results of the questionnaire trial data analysis were declared valid or reliable. To collect data from respondents, the authors used a questionnaire or questionnaire technique, and the research data was analyzed using correlation and regression formulas.

## RESULTS AND DISCUSSION

### Results

The research data consisted of three variables, namely teacher job satisfaction variable data (Y), interpersonal communication variable data (X1), and work motivation variable data (X2). The data is described below:

#### ***Data Description of Teacher Job Satisfaction Variables***

Collecting data on teacher job satisfaction variables was obtained from distributing questionnaires to 65 teachers at SMKN Bintan Regency, Riau Islands. The teacher job satisfaction questionnaire distributed consisted of 45 items with the highest point being 5 and the lowest point being 1. The minimum score is 45 (1 x 45) and the maximum score is 225 (5 x 45). From the respondents' answers, the lowest score was 168 and the highest score was 221.

The results of data processing obtained an average score (mean) of 193.91, mode (mode) of 189.00, median of 192.00 and standard deviation of 13.167. An overview of the frequency distribution of teacher job satisfaction scores can be seen in the histogram graph.

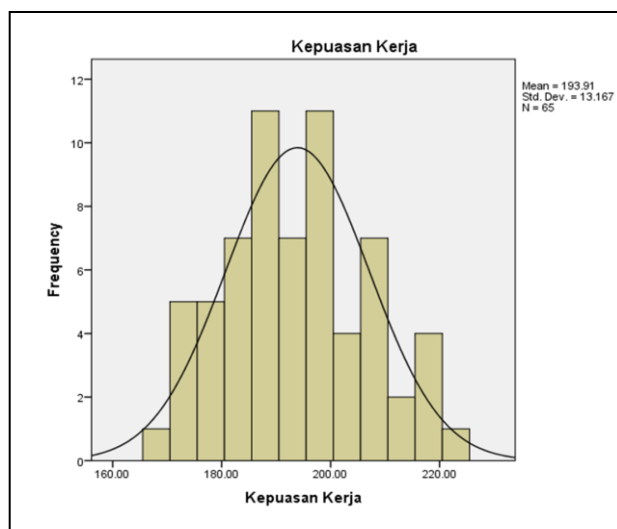


Figure 1. Frequency Distribution of Teacher Job Satisfaction Scores (Y)

Based on the results of processing the teacher's job satisfaction variable data by comparing the average score with the highest score multiplied by 100%, that is 193.91 divided by 225 and multiplied by 100, a score of 86.18 is obtained. From the acquisition of this score, it can be interpreted that the teacher's job satisfaction variable is in the "Satisfied" interpretation of the ideal score. Therefore, it can be said that teacher job satisfaction at SMKN Bintan Kepulauan Riau Regency is in the "Satisfied" category.

#### **Description of Interpersonal Communication Variable Data**

Collecting data on interpersonal communication variables was obtained from distributing questionnaires to 65 teachers at SMKN Bintan, Riau Islands. The interpersonal communication questionnaire distributed consisted of 39 items with the highest point being 5 and the lowest point being 1. The minimum score was 39 (1 x 39) and the maximum score was 195 (5 x 39). From the respondents' answers, the lowest score was 136 and the highest score was 183.

The results of data processing obtained an average score (mean) of 160.80, mode (mode) of 152.00, median of 161.00 and standard deviation of 13.334. The difference between the mean, mode, and median scores does not exceed one standard deviation. This means that the frequency distribution of interpersonal communication variable scores tends to be normal. An overview of the frequency distribution of interpersonal communication scores can be seen in the histogram graph.

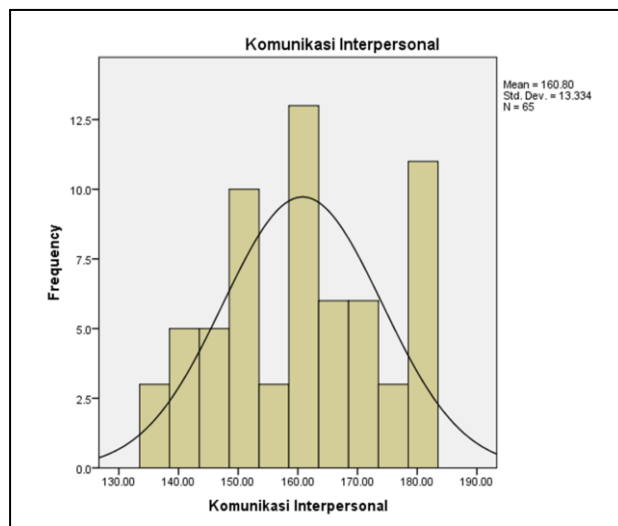


Figure 2. Interpersonal Communication Score Frequency Distribution (X1)

Based on the results of interpersonal communication variable data processing by comparing the average score with the highest score multiplied by 100%, that is 160.80 divided by 195 and multiplied by 100, a score of 82.47 is obtained. From the acquisition of this score, it can be interpreted that the interpersonal communication variable is in the "good" interpretation of the ideal score. Therefore, it can be said that interpersonal communication at SMKN Bintan Kepulauan Riau Regency is in the "good" category.

**Work Motivation Variable Data Description**

Data collection on work motivation variables was obtained by distributing questionnaires to 65 teachers at SMKN Bintan Regency, Riau Island. The work motivation questionnaire distributed consists of 36 items with the highest point being 5 and the lowest point being 1. The minimum score is 36 (1 x 36) and the maximum score is 180 (5 x 36). From the respondents' answers, the lowest score was 134 and the highest score was 175.

The results of data processing obtained an average score (mean) of 155.43, mode (mode) of 160.00, median of 155.00 and standard deviation of 12.031. An overview of the frequency distribution of work motivation scores can be seen in the histogram graph.

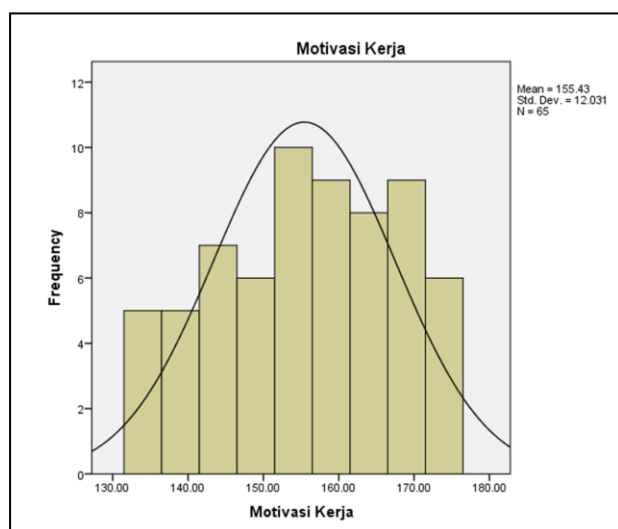


Figure 3. Frequency Distribution of Work Motivation Scores (X2)

Based on the results of work motivation variable data processing by comparing the average score with the highest score multiplied by 100%, namely 155.43 divided by 180 and multiplied by 100, a score of 86.35 was obtained. From the acquisition of this score, it can be interpreted that the work motivation variable is in the "high" interpretation of the ideal score. Therefore, it can be said that work motivation at SMKN Bintan Kepulauan Riau Regency is in the "high" category.

### **Discussion**

Based on the results of data analysis and the level of achievement of the teacher's response Bintan Island District Vocational High School in general, the results showed that the variable teacher job satisfaction was at an achievement level of 86.16% with the interpretation of "satisfied" and interpersonal communication was at an achievement level of 82.47% with the interpretation of "good", then for the variable work motivation is at the achievement level of 86.35 with the interpretation of "high".

The findings of this study are different from the results of the initial observations that the researchers made. Preliminary observations found that teacher job satisfaction in SMKN Bintan Regency, Riau Island still not looking good. Differences in research findings with initial observation findings occur because the results of measurements carried out based on observations alone or without valid and reliable instruments are not strong enough to be used as a basis for generalization, so it is necessary to carry out systematic research in accordance with procedures, to obtain empirical evidence and truth. .

The results of data analysis and hypothesis testing show that the three hypotheses tested in this study are acceptable. The results of the data analysis show that interpersonal communication and work motivation either individually or together have a significant contribution or role in increasing teacher job satisfaction in SMKN Bintan Regency, Riau Island.

interpersonal communication relationship with teacher job satisfaction when work motivation is constant = 0.728 and the coefficient of determination = 0.529 with  $\rho = 0.000 < \alpha 0.05$ . This means that the interpersonal communication variable contributes 52.9% to teacher job satisfaction when the work motivation variable is constant. Conversely, work motivation has a relationship with teacher job satisfaction of 0.852 when interpersonal communication is constant, with a coefficient of determination of 0.725 and  $\rho = 0.000 < 0.05$ . This means that work motivation contributes 72.5% to teacher job satisfaction when work motivation is controlled.

The contribution of interpersonal communication to teacher job satisfaction when work motivation is constant is 52.9%, while the effective contribution of interpersonal communication to teacher job satisfaction when work motivation is not constant is 23.08%. This illustrates the contamination of work motivation variables on interpersonal communication of 29.82%.

The contribution of work motivation to teacher job satisfaction when interpersonal communication is constant is 72.5%, while the effective contribution when interpersonal communication is not constant is 47.21%. this illustrates the occurrence of contamination of interpersonal communication variables on work motivation of 25.29%.

This contamination occurred because when the correlation between the interpersonal communication variable (X1) and the teacher's job satisfaction variable (Y) was carried out, the work motivation variable (X2) was not controlled. Likewise, when the correlation between work motivation (X2) and teacher job satisfaction (Y) is carried out, the interpersonal

communication variable (X1) is also not controlled, so the uncontrolled variables influence other variables.

While the contamination of other variables in each of the independent variables (X1 and X2) is  $29.82\% - 25.29\% = 4.53\%$ . This shows the magnitude of the contribution of other variables to X1 and X2 when predicting. Thus there was a joint contamination of 4.53% which might be caused by other factors.

On the basis of the calculations above, the three hypotheses tested in this study can be accepted at the 95% level of confidence.

### ***The Contribution of Interpersonal Communication to Teacher Job Satisfaction***

Whether we realize it or not, humans always communicate in their daily lives, whether communicating with themselves or with others. In schools, there is a relationship between two or more people in a group to achieve a goal. In other words, the school is a unit that has work units as its supporters. Some of these units have their respective duties and responsibilities, namely to improve the quality of schools. To unite these work units, it is necessary to have interpersonal communication, where communication is the process of conveying messages from one person to another (Jannah, Nellitawati, Ermita, & Santoso, 2022). In order for the message to be well received, communication must also be good. Schools that function well, are characterized by the existence of interrelated cooperation, mutual need,

Teachers are part of the school unit. For this reason, the existence of a teacher is required to do a job so that the performance of his work, namely the effort to apply ideas, ideas, concepts effectively and efficiently in the teaching and learning process to achieve educational goals. Therefore, with effective interpersonal communication in the school environment, it is hoped that teacher job satisfaction will also improve, because each individual at work does not only want salary and achievement, but work is also fulfilling the need for interaction.

A school is built and managed with communication. That is, when the communication process between the components of these work units can be carried out in harmony, the school will become stronger and the teacher's job satisfaction will increase. According to Wibowo (2016), satisfied workers will prefer to speak positively about their organization, help other individuals, and perform performance that exceeds normal expectations. Moreover, satisfied teachers may be more obedient to the call of duty, because they want to repeat their positive experiences.

Interpersonal communication referred to in this study is a process of conveying certain information between two or more people in which there is a change of messages both as communicants and communicators with the aim of achieving mutual understanding, regarding the issues to be discussed which ultimately results in changes in behavior.

From the results of the study it was found that the interpersonal communication variable contributed significantly to teacher job satisfaction by 28.4%. This means that interpersonal communication can be used as a tool to predict teacher job satisfaction. In other words, teacher job satisfaction can be determined by interpersonal communication by 28%. The better the interpersonal communication, the better the teacher's job satisfaction. This finding supports the theory put forward by Siburian (in Damayanti & Puspasari, 2022), one of the things that influence the level of teacher job satisfaction is interpersonal communication. It means interpersonal communication influence teacher job satisfaction.

Based on the results of the descriptive analysis, it can be seen that interpersonal communication is in the "good" category with an average score 82.47% of ideal score. Meanwhile, when viewed from each of the research indicators, it can be seen that the indicator with the highest level of achievement score is the third indicator, namely support which is in the good category (86.87% of the ideal score), while the indicator with the lowest level of

achievement of the response is the fifth indicator, namely equality who are in the quite satisfied category (78.72% of the ideal score). It turned out that from the five indicators of interpersonal communication analyzed it was found that the three indicators were still in the good category.

This gives that meaningful interpersonal communication in SMKN Bintan Kepulauan Riau Regency has been implemented properly. However, it is necessary to improve interpersonal communication so that it becomes a very good category. Due to increased attitude interpersonal communication will affect teacher job satisfaction, so if interpersonal communication is better, the teacher's job satisfaction will be higher.

### ***Contribution of Work Motivation to Teacher Job Satisfaction***

Motivation is one factor that can contribute to teacher job satisfaction. Work motivation has a significant impact on job satisfaction. According to Prabu (2005), Work motivation has an important role in encouraging teacher job satisfaction, work motivation is needed by every teacher to be able to increase job satisfaction which then this will affect good performance. Every teacher must have good work motivation in order to be able to increase job satisfaction and also productivity for an organization. Teacher work motivation is an encouragement that arises in a teacher to carry out his duties as well as possible, and is based on enthusiasm, enthusiasm and dedication in carrying out his duties. Good work motivation will be able to create job satisfaction for teachers if it is felt periodically, therefore work motivation for teachers is suggested to be given more attention by an organization to build morale so that educators feel job satisfaction. For schools, in order to increase teacher job satisfaction, this can be done by giving awards to teachers who are considered to be outstanding so that they can motivate other teachers to improve their performance at work.

The results of this study also found that work motivation contributed significantly to teacher job satisfaction (Y) of 58.1% at SMKN Bintan Regency, Riau Island. This means that work motivation can be used as a tool to predict teacher job satisfaction. In other words, teacher job satisfaction can be determined by work motivation of 58.1%. The better the work motivation, the better the teacher's job satisfaction.

Descriptive analysis shows that the teacher's work motivation SMKN Bintan Regency, Riau Island already in the high category with an average score of 86.35% of the ideal score. Furthermore, when viewed from each indicator it appears that the indicator with the highest level of achievement score is the fourth indicator, namely independence which is in the very high category (90.80% of the ideal score), then the indicator with the lowest level of achievement score is the third indicator namely persistence which is in the sufficient category (79.16% of the ideal score).

The results of this descriptive analysis indicate that the teacher's work motivation SMKN Bintan Regency, Riau Island needs to be improved or repaired in a better direction so that the category becomes very high. This is because an increase in work motivation can also increase teacher job satisfaction in accordance with the results of this study which state that work motivation has a role in increasing teacher job satisfaction.

Thus it can be stated that teacher work motivation is also a determinant of whether or not teacher job satisfaction is good, so it can be interpreted that increasing teacher job satisfaction can be done through motivation.

### ***The Contribution of Interpersonal Communication and Work Motivation Together to Teacher Job Satisfaction***

The results of this study's data analysis indicate that the interpersonal communication variable and the work motivation variable jointly contribute to the teacher's job satisfaction variable. The contribution of the two variables jointly to the implementation of teacher teaching duties is 70.3%, the remaining 29.7 % is the contribution of other variables that affect

teacher job satisfaction in SMKN Bintan Regency, Riau Island which were not examined in this study. In other words, teacher job satisfaction can be determined by interpersonal communication and work motivation of 70.3%. The better the interpersonal communication and work motivation, the better the teacher's job satisfaction.

Furthermore, data analysis shows that teacher job satisfaction is significantly influenced by interpersonal communication and work motivation, both individually and collectively. Interpersonal communication and work motivation are two very important factors because they can affect teacher job satisfaction.

Thus it can be seen that interpersonal communication and work motivation can be a determinant of teacher job satisfaction, so that these two variables can be used to increase teacher job satisfaction.

## CONCLUSION

Based on the results of the analysis, it can be concluded as follows, interpersonal communication contributes significantly to teacher job satisfaction by 28.4%. This means that 28.4% of the variance that occurs in teacher job satisfaction is a contribution from interpersonal communication. The better the interpersonal communication, the higher the teacher's job satisfaction. The results of the achievement level of interpersonal communication are in the good category with a score of 82.47% of the ideal score, so that if interpersonal communication increases, job satisfaction which is also in the good category will also increase. Four indicators of interpersonal communication in the category of good and one is enough. Work motivation contributes significantly to teacher job satisfaction by 58.1%. Furthermore, the results of the analysis of the data description of the teacher's work motivation variable in SMKN Bintan Regency, Riau Island in general it is known that it is still in the high category with a score of 86.35% of the ideal score. Interpersonal communication and work motivation together contribute to teacher job satisfaction by 70.3%. This means that 70.3% of the variance that occurs in teacher job satisfaction is the joint contribution of the interpersonal communication and work motivation variables. If these two independent variables get better, the teacher's job satisfaction will also increase.

From the results of the analysis of the three hypotheses tested empirically. The variables of interpersonal communication and work motivation both individually and collectively make a positive and significant contribution as well as being predictive of teacher job satisfaction. This means to increase teacher job satisfaction can be improved through interpersonal communication and work motivation.

Based on the results of the study, it was shown that interpersonal communication is in the good category, work motivation is in the high category and teacher job satisfaction is in the satisfied category, so it is necessary to increase the achievement of each of these variables. Based on this, the parties who have an interest and are directly related to the field of education in SMKN Bintan Regency, Riau Island to find solutions and efforts to improve interpersonal communication and work motivation in a better direction.

Efforts to increase work motivation can be carried out from the teacher himself by trying earnestly to generate a desire from within him which is manifested in the form of being diligent in carrying out tasks, liking work, enthusiastic and tenacious in facing difficulties. Interpersonal communication and work motivation can be improved independently or jointly through concrete improvement and improvement of each indicator in order to increase teacher job satisfaction at SMKN Bintan Regency, Riau Island.

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