CHAPTER I

INTRODUCTION

A. Background of the Problem

Every effort in the school always depends on people, because the role of people as a factor in the learning force or teacher in a school determines whether a school is successful or not as previously determined. Because every effort carried out to make the learning factor more effective in various organizations is still seen as the key to increasing productivity. In addition, motivation is important because motivation is a force or strength for teachers, both individually and in groups to make them enthusiastic or passionate in carrying out their duties. One of the sources of strength and the source of motivation is the fulfillment of one source of strength and the source of motivation is the fulfillment of the right needs as well.

Work motivation is one of the functions of management that focuses on the activities of a school in an effort to provide motivation or work passion to teachers, so that they can perform and make them happy. In this kind of individual learning environment for the teachers, the goals and targets of the school and the individual teachers will automatically be well achieved. In this connection, it can be said that the motivational function is essentially an activity related to the field of employment as one of the factors that determine the success of management itself.

A person can feel satisfaction when they place various satisfying factors in their studies and what can be used as an indicator include learning that is mentally challenging,

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supportive teachers and principals, supportive learning conditions and fast performance.

Dissatisfaction comes from a number of sources, one of which is status dissatisfaction. If a person feels that he is entitled to get results to reflect his record of success but does not get them, then he suffers from role dissatisfaction and a mismatch of the desired status. In addition, it is emphasized that the way people perceive themselves in their respective positions can be quite related to their performance and thus the potential for conflict between them and their peers in their class and adjacent classes. If a person accepts a role, then it carries a number of hopes and aspirations. If these expectations are not met, for example if their studies do not seem challenging or if the results they receive are considered insufficient, then the person can show frustration in a number of his activities.

In a school, satisfaction is very related, because each individual (student) implicitly always brings their own needs and desires. The level of student satisfaction with the school basically depends on the extent to which the student's interests are compatible with the school. Thus, every school always has two patterns of interests, namely on the one hand the interests of the school embodied in the achievement of the school's goals, on the other hand the interests of each student as the embodiment of the needs or desires of the students of each member of the school. In relation to that, the researcher is interested in studying the extent of 'The Relationship between Teacher Work Motivation and Student Satisfaction at Budi Mulya Senior High School'.

B. Formulation of the Problem

In order for the research to be optimally successful, it is necessary to first formulate the problems expressed in this research, from various previous descriptions, then the problems that will be expressed in this research can be formulated as "is there a relationship between teacher work motivation and increased student satisfaction at Budi Mulya Senior High School?"

C. Objective of the Research

Based on the limitations and formulation of the problem that has been presented, the purpose of this research is "to find out how great the relationship between teacher work motivation and student satisfaction at Budi Mulya Senior High School."

D. Thinking Framework

Motivation comes from the word 'motive' according to Stoner (2000:215) motive is a condition in a person that gives strength to move or encourage and direct or channel behavior towards the achievement of goals. Because of this, every teacher will always work to ensure that the activities carried out to achieve the goals that have been set can be done in an effective and efficient manner. For that, planning, organizing, work coordination and supervision must be done properly. In other words, those things are all implemented so that the goals that have been set can be achieved efficiently and effectively.

Student satisfaction is a form of student feelings and emotions that are pleasant or unpleasant when looking at learning conditions or learning outcomes which are determined by several things, which include; freedom to learn, freedom to associate, students' competence in making decisions, the opportunity to speak (express opinions), the opportunity to utilize their abilities and the opportunity to study at a higher level. Based on the overall description of teacher work motivation and student satisfaction at Budi Mulya Senior High School, it can be described in the form of a thought framework as follows:





E. Research Steps

In conducting this research the author took the following steps:

1. Determine the research location

The research location in preparing this thesis was at Budi Mulya Senior High School.

2. Determine the data source

Data is the main complementary source that is absolutely necessary, especially to explain and support the statements that have been formulated. The data collection from this research is as follows:

- 1. Collection of Primary Data. This is data obtained in the following way:
 - a. Observation, collecting data by recording carefully and systematically directly at the location of the research object related to the activities carried out by the school.
 - Interviews, direct questions and answers with personnel who know about the project being researched, namely interviews with school principals and teachers.
- Secondary Data Collection. This is library data collection where scientific and theoretical data or information related to research objects can be obtained, namely by reading or studying books, texts, lecture notes, papers and so on.
- 3. Population and Sample
 - a. The population is all research subjects; in this case the population is the teachers at Budi Mulya Senior High School.
 - b. In this research the author conducted research on all teachers. This is in

the opinion of Suharsimi Arikunto (2007: 107) stating:

'Just to give an estimate, if there are less than 100 subjects, it is better to take all of them so that the research is population research. Furthermore, if the number of subjects is large, between 10 - 15% or 20 - 25% or more can be taken."

So, the sample in this study was 86 Jayanti SMPN 1 teachers (100%) of

the total population.

4. Data Analysis Techniques

Data were analyzed using descriptive and inferential statistics. Descriptive statistics are used to tend to centralize data (mean), tend to spread data

(standard deviation), and create frequency tables in the form of stem and leaf diagrams. Inferential statistics are used to test research hypotheses using product moment correlation. Testing the significance of the correlation coefficient is by comparing the probability value with a significance level of 0.05 in a one-sided test. The null hypothesis is rejected if the value is smaller than the significance level.

Before testing the hypothesis, the analysis requirements are first tested, namely testing the linearity of the relationship between the independent variable and the dependent variable using simple regression and testing the normality of the standard error of interpretation using the Kolmogorov-Smirnov test.