International Journal of Business and Economic Sciences Applied Research

The effect of incentives, work passion and job satisfaction on vocational, secondary school (SMK) teacher work achievement in the city of Medan, Indonesia

Djatmiko Noviantoro

The Effect Of Incentives, Work Passion And Job Satisfaction On Vocational Secondary School (SMK) Teacher Work Achievement In The City Of Medan, Indonesia

Djatmiko Noviantoro[1]

[1]University of Tridinanti, Department Of Management, Indonesia

ARTICLE INFO

ABSTRACT

Purpose

This study aims to empirically investigate the direct effect of incentives on job satisfaction, and the extent of direct effect of work passion on job satisfaction, the extent of direct effect job satisfaction on teachers' achievement, the extent of direct effect of incentives on teachers' achievement, and the extent of direct effect of work passion on teacher's achievement, and the effect of incentives on teachers' achievement through job satisfaction, as well as the extent of the effect of work passion on teacher's achievement through job satisfaction.

Design/methodology/approach

This study involved a sample of 183 SMK teachers across the City of Medan. The data were analyzed using "Path Analysis" of IBM SPSS 21.0.

Findings

The study lead to the following results: Incentives has a direct but insignificant effect on job satisfaction with significant path coefficient value of 0.138, and at a significant level of 0.095 with probability sig $\geq \alpha$ = 0.05. Work passion directly affects job satisfaction with a path coefficient value of 0.144, at a significant level of 0.081 with probability sig $\geq \alpha$ = 0.05. The effect of work passion is not significant. Job satisfaction directly affects teachers' achievement with a path coefficient value of 0.208 and at a significant level of 0.04 with probability sig $\leq \alpha$ = 0.05. Incentives directly affect a teacher's achievement with a path coefficient value of 0.138, at a significant level of 0.371 with probability sig $\geq \alpha$ = 0.05. However, it's not significant. Work passion directly affects teachers' achievement with path coefficient value of 0.296 path and significant at the probability sig 0.000 $\leq \alpha$ = 0.05. Incentives has indirect effect on teachers' achievement through job satisfaction and has indirect effect coefficient value of less than ($<$) direct effect (P31x1x P43X3) = (0.138 x 0.208) = 0.029 or 2.9%. The individual work passion has no indirect effect on achievement through job satisfaction and has a direct effect with a coefficient value bigger than ($>$) indirect effect (P32X2 x P43X3) = (0.144 x 0.296) = 0.030, or 3 %

Research limitations/implications

Despite the variable of incentives have a nonsignificant direct effect on work achievement and work passion and job satisfaction have a significant effect on improvement of work achievement, this variable, however, must be well implemented and improved on a continuous basis in order to achieve best work achievement so as to maximally achieve the pre-defined goals or objectives.

Originality/value

Researches can add several more variables, both of exogenous variables and endogenous variables for the purpose of improving and expanding the results of this research, so that the expected findings may bring more benefits for the development and advancement of education world especially in the City of Medan. In addition, the municipal Government of Medan can also take strategic steps that may help improve the quality of education in the City of Medan in general and in particular.

1. INTRODUCTION

The quality of the educational process can be seen from

two aspects, namely component quality, and management quality. Both of these aspects are interrelated. Notwithstanding that, the components are good enough such as the availability of facilities and infrastructure and

sufficient funding, it comes to no avail if these aspects are

not supported with reliable management and in the end, the goal is not optimally fulfilled. Likewise, if the education management is good yet still unsupported with good facilities and infrastructure, the result will not be

optimal. The management of school units or known as schools with school-based management principle is a national program which is set forth in laws and regulations. This is in line with the efforts of substantiating stability of democracy in Indonesia through decentralization of authority, resources, and funds to school units so that schools can serve as the main independent unit of learning quality improvement (direct policy, budgeting, curriculum, learning materials and evaluation). As of the initiation of Act No. 22 of 1999 which was last amended by Act No. 32 of 2004 on Local Government, the issue of government decentralization has gained a considerable amount of attention. Education is one of the subsections decentralized to Municipal/Regional Government. Through decentralization of education, it is expected that the root causes of education problems such as quality, equality, relevance, efficiency, and management can be solved. One form of education decentralization is the School-Based Management model. In an effort to take advantage of human resources in an effective and efficient manner, it is expected to have good personnel management as people as human beings are born with characteristics, behavior, needs differing with other production factors. The efforts in improving employee quality and work behavior will eventually lead to efforts in raising employee productivity, one of the factors being work passion. Beer, dkk (Suhariadi, 2002) asserts that all forms of productivity increase will not be able to provide maximum results when employees do not have passion in doing the work more diligently, so that the work is completed more quickly and more efficiently. In this case, work passion is a mental condition that reflects a person's feelings to work alone or in a team. The need for this is, in fact, an increase in many qualified human resources. Commonly, each institution or organization expects its teacher to work effectively and produce high performance. This can be achieved when each and every teacher possesses skills and high performance. With high levels

of performance, teachers will be encouraged to always work effectively so that the institutional goals will be successfully achieved and accomplished. Qualified human resources and adequate facilities require all components in a school organization that consists of a school principal and teachers as well as school committee to optimize all, so as to produce more work achievement with all the components in the school and in the end the school is able to function better and meet the objectives and targets that have been defined. With larger incentives from the Medan Municipal Government, the performance of school principals and teachers that previously experienced problems in executing the plans of school quality improvement due to the gap between the allocated budgets and the target to be achieved will improve. As a supervising institution, Education Office of Medan needs to give more attention to those schools that have met the criteria of 8 (eight) National Education Standards (SNP) in order for the schools to be able to maintain their status. In carrying out the tasks of learning and teaching at the school, each teacher as an educator must have passion in doing his work tasks and performing his responsibilities. Work passion can be interpreted as a kind of a simple term derived from varied psychological forces that presses someone with their work. This is in line with the definition of work passion which is a work climate or environment within an organization that shows a sense of passion in carrying out work and thus encourages people to work more effective and productive (Darwaman, 2007). The level of job satisfaction, in the end, will somehow affect work achievement of the school principal and teachers during the implementation of school-based management. In achieving optimum work achievement by the school, principal and teachers are supported with a variety of factors; among others, work passion, job satisfaction and also rewards for the accomplished achievements.

2. LITERATURE REVIEW

2.1.Incentives

Keith Davis and William B. Werther (in Wibowo, 2013: 349) put forth *"Incentive system link compensation and performance by rewarding an employee for their actual result, not for seniority or for hours worked"*. While Hani T. Handoko (in Justine T. Sirait, 2005:200) argues that incentives are a stimulant offered to employees so that they can work in accordance with or higher than the standards that have been defined. William B. Werther and Keith Davis (in Justine T. Sirait, 2005:200) puts forward that the system of incentives connects employee work performance as concrete results with compensation, not only offered to those who have worked for a long time but also to those monthly workers. Harsono (2004:21) believes that incentives are a compensation system where the amount given depends on the results achieved, which means that the incentives given to workers are aimed to achieve better results. Justine T. Sirait (2005:200-201) puts forward that incentives provided depending on employee achievement or performance, while wages given by the company is mandatory. Incentives are provided to encourage employees to be more diligent at work and are

usually given to employees whose achievements or productivity can be easily measured.

2.2. Work Passion

Hasibuan points out that work passion is the desire and the seriousness of an individual to carry out his work well and to be disciplined in achieving maximum productivity. Thus, it can be concluded that work passion is employee behavior working with more optimal conditions that reflect a situation where the company can achieve its goals. High level of work passion is a positive reaction or in other words, working with better results. Work passion has an effect on the company's activity, making the company or organization to demand for employees who have a high level of work passion (R.Y. Sangki., et al. 2014). Work passion is the desire and the seriousness of an individual to work effectively and to be disciplined in achieving maximum work achievement (Hasibuan, 2008).

2.3 Job satisfaction

Robbins (in Wibowo, 2013: 510) defines job satisfaction as

a general attitude toward someone's work which shows a discrepancy between the number of rewards received by employees and the amount of which they believe they deserve to receive. A similar argument is stated by Gibson (in Wibowo, 2013: 501-502) which says that job satisfaction is employee attitude towards the work. This is a result of their perception of work. Kreitner and Kinicki (in Wibowo, 2013: 502) mention that job satisfaction is an emotional or affective response towards various aspects of someone's work. This definition shows that *job satisfaction* is not a single concept. A person can be relatively satisfied with one aspect of work and not satisfied with one or more other aspects. Handoko (in Sutrisno, 2013: 75) argues that job satisfaction is a happy or unhappy emotional state for employees when they perceive their work. Job satisfaction reflects an individual's feelings towards his work.

2.4 Work Achievement

According to the Bernardin and Russel (in Sutrisno, 2010:150), work achievement is a note on the results obtained from certain job functions or certain activities during a specific period of time. According to Bryan and

Rue (in Sutrisno, 2010:150), work achievement is an individual's level of skill on the tasks covered in his work. The definition shows the weight of work passion in meeting the conditions set forth in his work. Vroom (in Sutrisno, 2010:150) stated that the level of behavior in performing his work is called the level of achievement. Contextually, the word "achievement" when associated with the word "work" will produce a slightly different understanding on previous definitions. *Achievement*, according to Thoha, (in e-journal of Administrative Reform, 2013,1 (2):590-601) is the feeling of ability in completing tasks or work. The definition of achievement is briefly put forward by Gibson (in e-journal of Administrative Reform, 2013,1 (2):590-601) as the desired results of behavior. According to Hasibuan (in e-journal of Administrative Reform, 2013,1 (2):590-601), work achievement is a result of work achieved by an individual in carrying out the duties placed on him based on his skills, experiences, seriousness, and timeliness. While Stoner (in e-journal of Administrative Reform, 2013,1 (2):590-601) said that work achievement is every target specifically defined for his work.

2.5. Research Model

From the above definitions, the conceptual framework of cause-effect research model between the variables is used in this study. As is illustrated in the following figure:
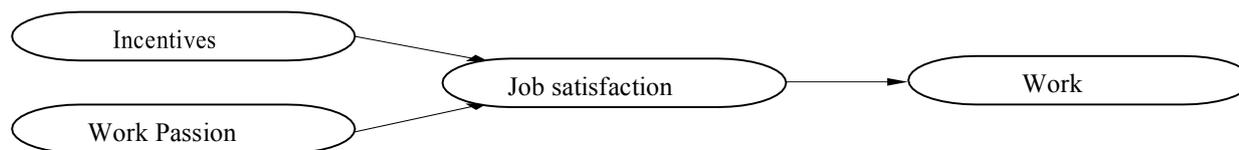

Figure 1. Research Model

3. RESEARCH METHOD

3.1 Population

This research is focused on human resources management, particularly on incentives, work passion, job satisfaction and work achievement. The population of research includes teachers in (SSN) from all levels of education; elementary school, secondary school, upper secondary schools and vocational schools in the City of Medan totaling 336 people.

We used probability sampling techniques, specifically *simple random sampling* since the population in this research is homogeneous (Rumengan, 2013:57). The number of samples was determined using the Slovin formula and the sample size of 183 people from the population of 336 with the level of error (e) = 5%.

3.2 The technique of Data Collection

In order to obtain the data and information needed, a questionnaire was distributed to all SMK teachers in the City of Medan. The Likert scale was used as measurement scale in order to find out each of the variables; exogenous variables X1, X2 (incentives and work passion) and endogenous variables X3, X4 (Job Satisfaction and Work Achievement).

3.3 Variables Operational Definitions with indicators

1. Incentives (X1)

According to Keith Davis and William B. Werther (in Wibowo, 2013: 349) put forth *"Incentive system link compensation and performance by rewarding an employee for their actual result, not for seniority or for hours worked"*. The indicators include ranking, awards, and achievements.

2. Work Passion (X2)

Work Passion is the ability of a group of people to work enthusiastically and consistently applied in fulfilling common goals. (Tohardi, 2001). Work passion can be interpreted as a kind of a simple term derived from a variety of psychological forces that presses someone with their work. Work passion can also be interpreted as a work climate or environment within an organization that shows a sense of passion in carrying out work and thus encourages people to work more effective and more productively. The indicators in work passion include high or low work productivity, the low or high level of absence, a high level of employee turnover, frequent demands by employees, anxieties everywhere.

3. Job satisfaction (X3)

Kreitner and Kinicki (in Wibowo, 2013: 502) mentions that job satisfaction is an emotional or affective response towards various aspects of someone's work. This definition shows that *job satisfaction* is not a single concept. A person can be relatively satisfied with one aspect of work and dissatisfied with one or more other aspects. The

indicators include working conditions, the opportunity to develop, freedom of expressing one's opinion and rewards for the good work.

4. Work achievement (X4)

According to the Bernardin and Russel (in Sutrisno, 2010:150), work achievement is a note on the results obtained from certain job functions or certain activities during a specific period of time. According to Bryas and Rue (in Sutrisno, 2010:150), work achievement is an individual's level of skill at the tasks covered in his work. The definition shows the weight of work passion in meeting the conditions set forth in his work. The indicators include quantity, quality, innovation, creativity, cooperation, and budget availability.

5. ANALYSIS AND DISCUSSION

5.1 Instruments Test/Validity and Reliability Tests

The research instruments consist of Incentives (X1), Work Passion (X2), Job Satisfaction (X3), and Work Achievement (X4) in order to facilitate in preparing data measurement tools based on the conceptual framework that has been mentioned in operational limits and each research variable.

From the results of validity and reliability tests for each statement items of the variable, it was found that all items are valid and reliably feasible. The validity and reliability tests of the research instruments were tested using the **version 21.0.**

1. The first structure linearity test was conducted on incentives and work passion as dependent variables and job satisfaction as an independent variable (X3= P31X1 + P32X2 + e1) with the following hypothesis statements: Ho = regression model between incentives
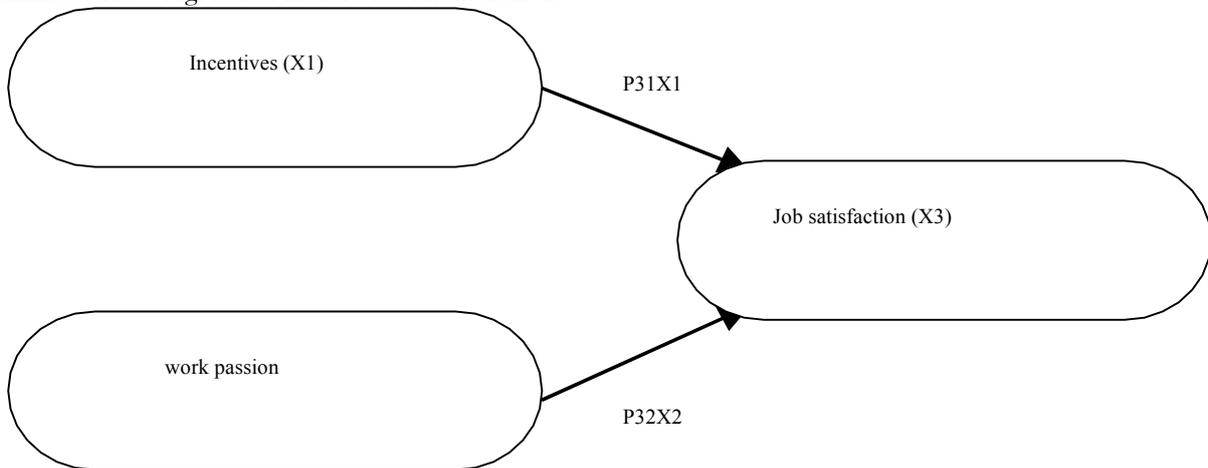
SPSS 21.0 software. The research instrument is declared valid when the correlation coefficient of each item is ≥ 0.3, while for it to be declared reliable, the value of *Cronbach's Alpha* should be 0.6 (Rumengan, 2013: 86). Below are the results of validity and reliability tests for each variable:

1. Incentives are *reliable* or can be trusted.
2. Work passion is *reliable* or can be trusted.
3. Job satisfaction is *reliable* or can be trusted.
4. Work achievement is *reliable* or can be trusted.

5.2 Normality Test

To determine the normality test, the *one-sample Kolmogorov-Smirnov* Test of Asyim value was used. *Sig* (2-tailed). Based on normality test results using *one-sample Kolmogorov-Smirnov Test Asyim. Sig* (2-tailed), it was obtained that each of the variables such as incentives is 0.125 > critical value (P) of 0.05, work passion is 0.142 > critical value (P) of 0.05, job satisfaction is 0.197 > critical value (P) of 0.05, work achievement is 0.124 > critical value (P) of 0.05. Thus, it can be concluded that the sample data in this research is derived from a normally distributed population.

5.3 Linearity Test
Linearity test was conducted by comparing the Fcount value with Ftable with the help of SPSS program

(X1), work passion (X2) and job satisfaction (X3) is not linearly formed. Ha = regression model between incentives (X1), work passion (X2) and job satisfaction (X3) is linearly formed.

Figure 2. Regression Model of Structure 1 Source: Processed regression model, 2014

To calculate F_{table}, the probability (α) equal to 0.05 is used while the results of the calculation of F value of structure 1 equation uses SPSS 21.0. Based on linearity test results of structure 1 equation (X3=P31X1 + P32X2 + e1) with *predictors (constant)* of incentives and work passion and the *dependent variable* of work achievement, the value of F_{count} is 5.651 while the value of F_{table} is 3.05, as the value of F_{count} > F_{table} or 5.651 > 3.05, then Ho is rejected, as such the regression model between incentives, work passion towards job satisfaction are

linear.

2. The second structure linearity test was conducted on job satisfaction as a dependent variable and work achievement as an independent variable (X4= P42X2 + P43X3 + e2) with the following hypothesis statements: Ho = regression model between job satisfaction (X3) and work achievement (X4) is not linearly formed. Ha = regression model between job satisfaction (X3) and work achievement (X4) is not linearly formed.
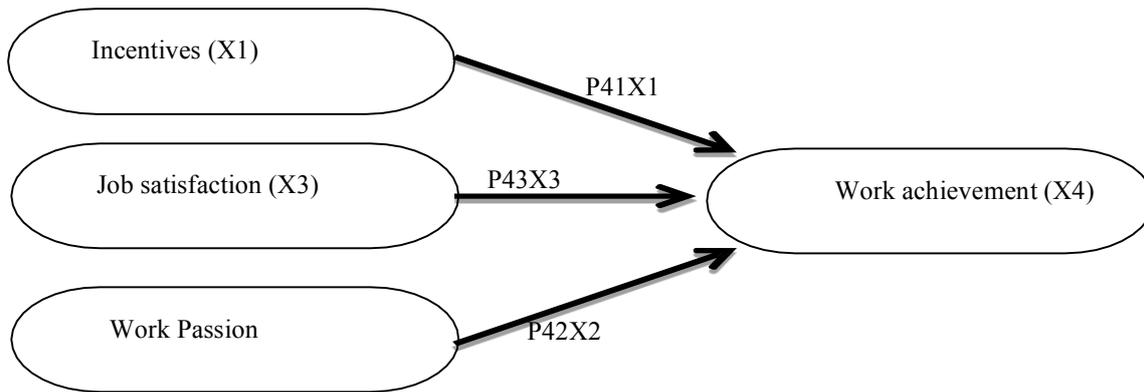
Figure 3 Regression Model of Structure 2 Source: Processed regression model, 2014

To calculate F_{table}, the probability (α) equal to 0.05 is used, while the calculation of the F value of structure 2 equation used SPSS 21.0. Based on the results of linearity test of structure 2 ($X4 = P41X1 + P42X2 + P43X3 + e2$) with *predictors (constant)* of incentives, work passion and job satisfaction with *dependent variable of* work achievement, it is known that the value of F_{count} is 9.375 while the value of F_{table} is 2.66, since the value of $F_{count} > F_{table}$ or $9.375 > 2.66$, then Ho is rejected. As such a regression model between incentives, work passion and job satisfaction towards work achievement are linear.

5.4 Multicollinearity Test Results
Multicollinearity is used to test whether there is a strong correlation between independent variables in the regression model. The method used to draw the conclusion is by observing the value of *Variant of Inflation factor* (VIF), which is not more than 5 (Rumengan, 2013: 240).
Based on multicollinearity test results for both independent variables including incentives (X1) and work

➢   If Sig value. < 0.05, then Ho is rejected and it leaves a significant effect.
➢   If Sig value. > 0.05 then Ho is accepted and it leaves a nonsignificant effect.
Based on the results of the calculation of Path Analysis of Equation 1 and Equation 2, it is discovered that the results of calculation of path analysis and a significant level of direct effect amongst the variables as follows:
a)   The results of path analysis of incentives (X1) on job satisfaction (X3) revealed a path coefficient of 0,138 with Sig. of 0,095>0.05; hence, it can be concluded that the path coefficient is ***nonsignificant***;
b)   The results of path analysis of work passion (X2) on job satisfaction (X3) revealed a path coefficient of 0,144 with Sig. of 0,081<0.05; hence, it can be concluded that the path coefficient is ***nonsignificant***;
c)   The results of path analysis of incentives (X1) on work achievement (X4) revealed a path coefficient of -0,072 with Sig. of 0,371<0.05; hence, it can be concluded that the path coefficient is ***nonsignificant***.
d)   The results of path analysis of work passion (X2) on work achievement (X4) revealed a path coefficient of 0,296 with Sig. of 0,000<0.05, thus, it can be concluded that the path coefficient is ***significant***;
e)   The results of path analysis of job satisfaction (X3) on work achievement (X4) revealed a path coefficient of 0,208 with Sig. of 0,004<0.05; hence, it can be concluded that the path coefficient is ***significant***;

passion (X2) as structure 1 equation ($X3=P31X1 + P32X2 + e1$), the VIF is within tolerance limit that has been pre-determined (not more than 5), thus there is no multicollinearity in this research variables. Additionally, the test results for the three independent variables such as incentives (X1), work passion (X2) and job satisfaction (X3) as structure 2 equation ($X4 = P41X1 + P42X2 + P43X3 + e2$), the VIF value is within tolerance limit that has been pre-determined (not more than 5), thus there is no multicollinearity in this research variable.

5.5 Hypothesis Testing
This research uses path analysis to test the pattern of relationship which reveals the effect of a set of variables on other variables, be it direct effect or indirect effect. This hypothesis aims to see whether there are a direct effect and indirect effect amongst the variables which can be seen from the results of the calculation of path coefficient, whilst to know the significant level, we compared Sig.count with 0.05. After the count is obtained, the following terms are used to interpret the results:

Based on the direct effect of each variable above, the indirect effect between exogenous variables and endogenous variables can be calculated through the intervening variable with the following calculation:
1)   The effect of incentives (X1) on work achievement (X4) through job satisfaction (X3) is obtained from the results of the multiplication between the X1 regression coefficient and X3 regression coefficient. The direct effect *of* incentives (X1) on work achievement (X4) is obtained from regression coefficient of X1 value on X4 ($P41X1$) which is -0,072, while the indirect *effect* of X1 on X4 through X3 is obtained from the multiplication of X1 regression coefficient with X3 regression coefficient on X4, as follows:

$(P31X1 \times P43X3)$ $= (0,138 \times 0,208)$
$= 0,029$
The *total effect of* X1 on X4 is seen from direct effect plus (+) indirect effect = -0.072 + 0,029 = -0,043 Criteria for drawing conclusions:
a.   If the coefficient value of indirect effect > direct effect, then the variable of X3 is an intervening variable, which the real effect is indirect.
b.   If the coefficient value of indirect effect <

direct effect, then the variable of X3 is not an intervening variable, which the effect is direct.

Conclusion: The value of 0,029 > -0,072, meaning that the coefficient value of indirect effect > direct effect, then X1 affects X4 indirectly or in other words, X3 is an intervening variable or the real effect is direct.

2) The effect of work passion (X2) on work achievement (X4) through job satisfaction (X3) is obtained from the results of the multiplication between the X2 regression coefficient and X3 regression coefficient.

The direct effect *of work passion* (X2) on work achievement (X4) is seen from X2 regression coefficient value on X4 (P42X2), which is 0,296; while *indirect effect* of X2 on X4 through X3 can be seen from the multiplication of X2 regression coefficient on X3 regression coefficient towards X4 as follows:

(P32X2 x P43X3)   = (0,144 x 0,296)
 = 0.030

The *total effect of* X2 on X4 is seen from direct effect added with (+) indirect effect = 0.296 + 0,030 = 0,326 Criteria for drawing conclusions:

a.   If the coefficient value of indirect effect > direct effect, then the variable of X3 is an intervening variable, in which case, the real effect is indirect.

b.   If the coefficient value of indirect effect < direct effect, then the variable of X3 is not an intervening variable, in which case, the effect is direct.

Conclusion: The value of 0,030 < 0,296, meaning that the coefficient value of indirect effect < direct effect, then X2 affects X4 directly or in other words, X3 is non intervening variable or the real effect is direct.

In order to discover the significance of indirect effect, we must first calculate error *1* (e1) and *error2* (e2) values with the help of *Adjusted R Square* value for equations of structure 1 and structure 2. The calculation results of Adjusted *R Square* for equations of structure 1 obtained a value of 0.049, and to determine the value of the path coefficient with its residuals (e1) the following calculation is used:

$$e2 \quad \sqrt{1-R^2}$$
$$e1 \quad \sqrt{1-0,049}$$
$$e1 \quad 0,975$$

While the value *of Adjusted R Square* for structure 2 equation obtained a value of 0.121, then to determine the value of path coefficient with its residuals (e2), the following the calculation is used:

$$e2 \quad \sqrt{1-R^2}$$
$$e2 \quad \sqrt{1-0.121^2}$$
$$e2 \quad 0,938$$

Based on the results of the calculation of path coefficient the following figure 4 model is presented

$P_{31}X_1=0,138$ $P_{41}X_1=-0,072$ $P_{42}X_2=0,296$ $P_{32}X_2=0,144$ $P_{43}X_3=0,208$ $e1=0,97$ $e2=0,938$
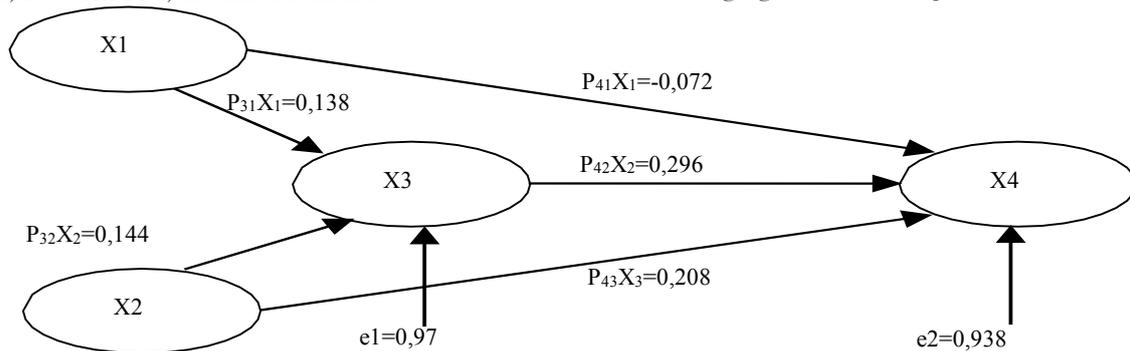
Figure 4 Model of path analysis resulted from hypothesis Testing Source: Processed model analysis, 2014

5.6. Discussion of Hypothesis Testing Results
Based on the results of the current study, there is seven hypothesis that can be studied. Below are discussed the results of the seven hypotheses testing:

1.   The effect of incentives on job satisfaction
The results of path analysis of incentives (X1) on job satisfaction (X3) revealed a path coefficient of 0,138 with Sig. of 0,095>0.05; thus, we can conclude that the path coefficient is nonsignificant where;
H0: X1 has a nonsignificant effect on X3 H1: X1 has a significant effect on X3 Criteria for testing the hypothesis:
H0 is rejected if the value of sig<0.05
H0 is accepted if the value of sig>0.05
The conclusion: The value of Sig. 0.095>0.05, then H0 is accepted thus leaving X1 (incentives) has a nonsignificant effect on X3 (job satisfaction).
With the first hypothesis proved that there is no significant direct effect between incentives on job satisfaction, it indicates that incentives in an organization or institution where the research is conducted have not been able to significantly improve employee/teacher work satisfaction.

2.   The effect of Work Passion on Job Satisfaction
The results of path analysis of work passion (X2) on job satisfaction (X3) revealed a path coefficient of 0,144 with Sig. of 0,081>0.05; hence, we can conclude that the path coefficient is nonsignificant where;
H0: X2 has a nonsignificant effect on X3 H1: X2 has a significant effect on X3 Criteria for testing the hypothesis:
H0 is rejected if the value of sig<0.05 H0 is accepted if the value of sig>0.05
The conclusion: The value of Sig. 0.081>0.05, then H0 is accepted thus leaving X2 (work passion) has a nonsignificant effect on X3 (job satisfaction).
With the second hypothesis proved that there is no significant direct effect between work passion and job satisfaction, it indicates that work passion in an organization or institution where the research is conducted has not been able to significantly improve employee/teacher satisfaction.

3.   The effect of incentives on work achievement
The results of path analysis of incentives (X1) on work achievement (X4) revealed a path coefficient of -0,072 with Sig. of 0.371>0.05; thus, we can conclude that the

path coefficient is nonsignificant where;
H0: X1 has a nonsignificant effect on X4 H1: X1 has a significant effect on X4 Criteria for testing the hypothesis: H0 is rejected if the value of sig<0.05 H0 is accepted if the value of sig>0.05

The conclusion: The value of Sig. 0.371>0.05, then H0 is accepted thus leaving X1 (incentives) has a nonsignificant effect on X4 (work achievement).

With the third hypothesis proved that there is no significant direct effect between incentives and work achievement, it indicates that incentives in an organization or institution where the research is conducted have not been able to significantly improve employee/teacher work achievement.

4. The effect of Work Passion on Work Achievement

The results of path analysis of work passion (X2) on work achievement (X4) revealed a path coefficient of 0,296 with Sig. of 0,000>0.05; hence, we can conclude that the path coefficient is nonsignificant where;

H0: X2 has a nonsignificant effect on X4 H1: X2 has a significant effect on X4 Criteria for testing the hypothesis: H0 is rejected if the value of sig<0.05 H0 is accepted if the value of sig>0.05

The conclusion: The value of Sig. 0.000>0.05, then H0 is rejected thus leaving X2 (work passion) has a nonsignificant effect on X4 (job satisfaction).

With the fourth hypothesis proved that there is significant direct effect between work passion and work achievement, it indicates that teacher work passion in an organization or institution where the research is conducted has been able to significantly improve employee/teacher work achievement.

5. The effect of Job Satisfaction on Work Achievement

The results of path analysis of job satisfaction (X3) on work achievement (X4) revealed a path coefficient of 0,208 with Sig. of 0.004<0.05; hence, it can be concluded that the path coefficient is significant where;

H0: X3 has a nonsignificant effect on X4 H1: X3 has a significant effect on X4 Criteria for testing the hypothesis: H0 is rejected if the value of sig<0.05 H0 is accepted if the value of sig>0.05

The conclusion: The value of Sig. 0.004>0.05, then H0 is rejected thus leaving X3 (work passion) has a nonsignificant effect on X4 (job satisfaction).

With the fourth hypothesis proved that there is significant direct effect between job satisfaction and work achievement, it indicates that teachers' job satisfaction in an organization or institution where the research is conducted has been able to significantly improve employee/teacher achievement at work.

6. The effect of incentives on work achievement through job satisfaction

The results of path analysis of incentives (X1) on work achievement (X4) through job satisfaction (X3) are obtained from the results of multiplication between the X1 regression coefficient and X4 regression coefficient. The direct effect *of* incentives (X1) on work achievement

(X4) is obtained from regression coefficient of X1 value on X4 $(P_{41}X_1)$ which is -0,072, while the indirect *effect* of X1 on X4 through X3 is obtained from the multiplication of X1 regression coefficient with X3 regression coefficient on X4, as follows:

$(P_{31}X_1 \times P_{43}X_3)$ = $(0,138 \times 0,208)$
= 0,029

The *total effect of* X1 on X4 is seen from direct effect plus (+) indirect effect = -0.072 + 0,029 = -0,043 Criteria for drawing conclusions:

a. If the coefficient value of indirect effect > direct effect, then the variable of X3 is an intervening variable, which the real effect is indirect.

b. If the coefficient value of indirect effect < direct effect, then the variable of X3 is not an intervening variable, which the effect is direct.

Conclusion: The value of 0,029 > -0,072, meaning that the coefficient value of indirect effect > direct effect, then X1 affects X4 indirectly or in other words, X3 is an intervening variable or the real effect is direct.

This sixth hypothesis which state that there is an indirect effect of incentives on work achievement through job satisfaction leads to the conclusion that with the policy of providing incentives, teachers work achievements will improve through job satisfaction. Therefrom, in this case, incentives provision and job satisfaction can be directly linked through job satisfaction variable.

7. The effect of work passion on work achievement through job satisfaction

The results of path analysis of work passion (X2) on work achievement (X4) through job satisfaction (X3) are obtained from the results of multiplication between the X2 regression coefficient and X4 regression coefficient. The direct effect of work passion (X2) on work achievement (X4) is seen from X2 regression coefficient value on X4 $(P_{42}X_2)$, which is 0,296; while indirect effect of X2 on X4 through X3 can be seen from the multiplication of X2 regression coefficient on X3 regression coefficient towards X4 as follows:

$(P_{32}X_2 \times P_{43}X_3)$ = $(0,144 \times 0,296)$
0.030

The *total effect of* X2 on X4 is seen from direct effect plus (+) indirect effect = 0.296 + 0,030 = 0,326 Criteria for drawing conclusions:

a. If the coefficient value of indirect effect > direct effect, then the variable of X3 is an intervening variable, which the real effect is indirect.

b. If the coefficient value of indirect effect < direct effect, then the variable of X3 is not an intervening variable, which the effect is direct.

Conclusion: The value of 0,030 < 0,296, meaning that the coefficient value of indirect effect < direct effect, then X2 affects X4 directly or in other words, X3 is non-intervening variable or the real effect is direct.

This seventh hypothesis maintains that there is a direct effect of work passion on work achievement without through the job satisfaction variable, where the results of the tests conclude that with work passion, teacher work achievement improves. Therefore, in this case, teachers work passion can be directly linked to the work achievement variable.

6. CONCLUSIONS AND SUGGESTIONS

6.1 Conclusions

Based on the results of data analysis, hypothesis testing and descriptive findings from the questionnaire with the samples size of 183 teachers in the City of Medan, the following conclusions are drawn:

1. From the results of the test conducted, it is concluded that there is a direct yet non-significant effect between the variables of incentives on teacher job satisfaction with a path coefficient value of 0,138 with Sig. of 0,095>0.05 and t count (1,676) > t table (1.65 at α=0.05 and 2.35 at α=0.01). With the first hypothesis proved that there is no significant direct effect between incentives on job satisfaction, it indicates that by providing incentives in an organization or institution where the research is conducted, in the city of Meda, has not been able to significantly improve employee/teacher job satisfaction. This requires other variables to significantly improve employee/teacher job satisfaction.

2. From the results of the test conducted, it can be concluded that there is a direct yet non-significant effect between the variable of work passion on teacher job satisfaction with path coefficient 0,144 with Sig. of 0,081>0.05 and t count (1,753) > t table (1.65 at α=0.05 and 2.35 at α=0.01). With the first hypothesis proved that there is no significant direct effect between work passion and job satisfaction, it indicates that work passion in an organization or institution where the research is conducted, in the city of Medan, has not been able to significantly improve employee/teacher satisfaction. Thus, other variables should be sought in order to significantly improve employee/teacher satisfaction at work.

3. From the results of the test conducted, it is concluded that there is a direct and significant effect between the variables of job satisfaction on teachers work achievement with a path coefficient value of 0,208 with Sig. of 0,004>0.05 and t count (2,909) > t table (1.65 at α=0.05 and 2.35 at α=0.01). With the first hypothesis proved that there is significant direct effect between job satisfaction and work achievement, it indicates that work passion in an organization or institution where the research is conducted, in the city of Meda, can significantly improve employee/teacher achievement in their daily tasks.

4. From the results of the test conducted, it is concluded that there is a direct yet non-significant effect between the variables of incentives on teachers work achievement with a path coefficient value of 0,138 with Sig. of0,371>0.05 and t count (-0,897) > t table (1.65 at α=0.05 and 2.35 at α=0.01). With the first hypothesis proved that there is no significant direct effect between incentives on work achievement, it indicates that by providing incentives in an organization or institution where the research is conducted, in the city of Meda, has not been able to significantly improve teacher achievement at work. This thus requires other research variables so that teacher work achievement can be significantly improved.

5. From the results of the test conducted, it is concluded that there is a direct and significant effect between the variables of work passion and teachers work achievement with a path coefficient value of 0,296 with Sig. of 0,000>0.05 and t count (3,709) > t table (1.65 at α=0.05 and 2.35 at α=0.01). With the first hypothesis proved that there is the significant direct effect of work passion on work achievement, it indicates that work passion in an organization or institution where the research is conducted, in the city of Medan, can significantly improve teachers work achievement in carrying out their daily duties.

6. The test results indicated that there is an indirect effect of incentives on work achievement through job satisfaction with a path coefficient of 0,029. This sixth hypothesis indicates an indirect effect of incentives variable on work achievement through job satisfaction. With the results of the tests, it is indicated that the provision of incentives at a workplace will improve teachers performance through job satisfaction, thus, in this case, incentives and work achievement can be directly linked to the job satisfaction variable.

7. The test results indicated that there is no indirect effect of work passion on work achievement through job satisfaction with a path coefficient of 0,030. This seventh hypothesis indicates a direct effect of work passion variable on work achievement without through job satisfaction. With the results of the tests, it is indicated that passion at work will improve teachers work achievement, thus, in this case, work passion is directly linked to work achievement variable.

6.2 Suggestions

Based on the above explanations and conclusions, the following suggestions are offered:

1. Despite the fact that the variable of incentives has a non-significant direct effect on work achievement and work passion and job satisfaction have a significant effect on improvement of work achievement, this variable, however, must be well implemented and improved on a continuous basis in order to achieve the best work achievement so as to maximally achieve the pre-defined goals or objectives.

2. It is suggested that further research can add several more variables, both exogenous and endogenous, for the purpose of improving and expanding the results of this research, so that the expected findings may bring more benefits for the development and advancement of education, especially in the City of Medan. In addition, the municipal Government of Medan can also take strategic steps that may help improve the quality of education in the City of Medan in general and in particular.

References

Ardana, Komang, Dkk. 2009, *Perilaku Keorganisasian*, Graha Ilmu, Yogyakarta.

Bangun, Wilson, 2012, *Manajemen Sumber Daya Manusia*, PT Gelora Aksara Pratama, Jakarta. Donelly, Ivancevich, Gibson, 2013: *Organisasi*, Binarupa Aksara, Tangerang.

Fudyartanta, Ki, 2011, *Psikologi Umum 1 & 2*, Cetakan 1, Yogyakarta

Hanggraeni, Dewi, 2011, *Perilaku Organisasi*, Lembaga Penerbit Fakultas Ekonomi, Universitas Indonesia, Jakarta. Hasibuan, Malayu S.P H. 2009, *Manajemen Sumber Daya Manusia*, PT Bumi Aksara, Jakarta.

Hermino, Agustinus, SP, M.Pd., Ir., 2013, *Asesmen Kebutuhan Organisasi Persekolahan : Tinjauan Perilaku Organisasi menuju Comprehensive Multilevel Planning*, Gramedia, PT, Jakarta.

Istiqomah, 2008 : *Pengaruh Kepuasan, Komitmen Organisasional Dan Komitmen Profesional Terhadap Keinginan Berpindah Auditor Pada Kantor Akuntan Publik (KAP) Di Jawa Timur*, e-jurnal.ump.ac.id/index.php/ekonomi/article/255, diakses tanggal 18 Mei 2014, jam 08.30 wib.

Karwati, Euis, dan Priansa, Juni, Donni, 2013, *Prestasi dan Profesionalisme Kepala Sekolah Membangun Sekolah yang Bermutu*, Cetakan Kesatu, Alfabeta, Bandung.

Kusnendi, 2008, *Model-model Persamaan Struktural*, Alfabeta, Bandung Manullang, Marihot, 2012, *Penilaian Prestasi*.

Manullang, Marihot, 2012, *Manajemen Sumber Daya Manusia*.

Manullang, Marihot, 2012, *Manajemen Strategi*, Cetakan Pertama, Citapustaka Media Perintis, Bandung.

Mardatilllah, Yos Indra, Nasution, Harmein dan Ishak, Aulia, 2013, *Evaluasi Prestasi Manajemen Sumber Daya Manusia PT. Bank XYZ dengan Human Resource Scorecard*, e-journal Teknik Industri FT USU, Vol. 1, PP 23-27

Mathis, Robert dan Jackson, John H, 2006, *Human Resource Management*, Salemba Empat, Jakarta. Mulyasa, E, 2012, Manajemen Berbasis Sekolah, Cetakan keempat belas, Remaja Rosdakarya, PT, Bandung.

N. Anthony, Robert, dan Govindarajan, Vijay, 2011, *Sistem Pengendalian Manajemen*, Edisi 12, Jilid Dua, Karisma Publishing, Jakarta

Noor, Juliansyah, 2013, *Penelitian Ilmu Manajemen*, Fajar Interpratama Mandiri, Jakarta.

Output Data dan Informasi, 2011, *Manajemen Kepala Sekolah*, Kementerian Pendidikan Nasional, Jakarta.

P. Siagian, Sondang, 2012, *Manajemen Sumber Daya Manusia*, Cetakan Kedua Puluh, Bumi Aksara, Jakarta. Rachmawati, Kusdah, Ike, 2008, Manajemen Sumber Daya Manusia, CV Andi Offset, Yogyakarta.

Riani, Laksmi, Asri, 2013, Manajemen Sumber Daya .

Manusia Masa kini, Graha Ilmu, Yogyakarta.

Rohiat, 2010, *Manajemen Sekolah : Teori Dasar dan Praktik*, Cetakan Ketiga, Refika Aditama, PT, Bandung. Rumengan, Jemmy, 2013, *Metodologi Penelitian*, Cetakan Pertama, Citapustaka Media Perintis, Bandung.

Sarwono, Jonathan, 2007, *Analisis Jalur Untuk Riset Bisnis*, Andi, Yogyakarta Sedarmayanti, 2011, *Manajemen Sumber Daya Manusia*, PT. Refika Aditama, Bandung

Simanjuntak, J Payaman, 2011, *Manajemen dan Evaluasi Prestasi*, Lembaga Penerbit Fakultas Ekonomi Universitas Indonesia, Jakarta.

Subkhi, Akhmad M.M., dkk, 2013, *Pengantar Teori dan Perilaku Organisasi*, PT Prestasi Pustakaraya, Jakarta. Sugiyono, 2013, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Cetakan ke-19, Alfabeta, Bandung.

Suhud, Tubagus. Djumadi, Noor, Muhammad, 2013, *Peningkatan Prestasi Kerja Pegawai pada Dinas Perhubungan Provinsi Kalimantan Timur*, e-Journal Administrative Reform - Fisip Universitas Mulawarman. Kalimantan Timur, Volume 1, Nomor 2, 2013 : 590-601.

Sopiah, 2008, *Perilaku Organisasional*, Edisi Pertama, Andi, Yogyakarta.

Sule, Tisnawati, Ernie, dan Saefullah, Kurniawan, 2013, *Pengantar Manajemen*, Edisi Pertama, Kencana Prenamedia Group, Jakarta.

Sunyoto, Danang, 2012, *Manajemen Sumber Daya Manusia*, CAPS (Center for Academic Publishing Service), Yogyakarta.

Sutrisno, Edy, 2010, *Manajemen Sumber Daya Manusia*, Edisi Pertama, Cetakan Kedua, Kencana Prenada Media Group, Jakarta.

Thoha, Miftah, 2011, *Perilaku Organisasi*, PT Raja Grafindo Persada, Jakarta.

Torang, Syamsir, 2012, *Metode Riset Struktur dan Perilaku Organisasi*, Alfabeta, Bandung. Trihedral C, 2013, *Step By Step IBM SPSS 21 Analisis data Statistik*, CV Andi Offset, Yogyakarta.

Wahab, Azis, Abdul, 2011, *Anatomi Organisasi dan Kepemimpinan Pendidikan : Telaah terhadap Organisasi dan Pengelolaan Organisasi Pendidikan*, Cetakan Kedua, Alfabeta, Bandung

Wibowo, 2013, *Manajemen Prestasi*, PT Rajagrafindo Persada, Jakarta. Wibowo, Agung, 2012, *Aplikasi SPSS*, Tiga Sekawan, Jogjakarta.

Wirawan, 2013, *Kepemimpinan Teori, Psikologi, Perilaku Organisasi, Aplikasi dan Penelitian*, PT Rajagrafindo Persada, Jakarta