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RESEARCH ARTICLE

THE INFLUENCE OF MOTIVATION AND WORK SATISFACTION TOWARD PERFORMANCE OF SENIOR HIGH SCHOOLS GUIDANCE AND COUNSELING TEACHERS IN SOUTH SULAWESI

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Abstract

This study examines the effect of the performance of the guidance and counseling teachers from guidance and counseling graduate who assigned in state high schools in South Sulawesi. Furthermore, the influence of work motivation and job satisfaction toward of performance guidance and counseling teachers. The research method used a quantitative survey with a rating scale instruments and documentation. Data processing techniques with path analysis of Amos models to test the influence (motivation, satisfaction and performance) and anova test of differences preceded with descriptive analysis. Goal of this study was to determine (i) the influence of performance, work motivation, and job satisfaction of guidance and counseling teachers, and (ii) the difference of affect between has of guidance and counseling teachers on performance, work motivation and job satisfaction. Sampling technique was stratified random sampling (area sampling) with 163 person from eight city/region in a south, central and north area. The results of the study are (i) influences on work motivation and job satisfaction toward performance. (ii) There was difference on work motivation and job satisfaction toward performance of guidance and counseling teachers

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INTRODUCTION

A. Research Background

Important note to all parties, especially the government, particularly the Ministry of Education and Culture from the top down, from the Minister to the Supervisor and Principal. The parties can always give guidance, monitoring, coordination, and oversight more conducive, focused and more productive for Guidance and counseling teachers in the school. Assessment of school principals and supervisors need to be programmed and continuously. Various efforts must be made to achieve quality education, one of them is the performance improvement of Guidance and counseling school teachers. Improved performance of Guidance and counseling teachers professionally to motivate to work vigorously with adequate satisfaction, in other words encourage Guidance and counseling teachers to work hard and empower satisfaction to optimum level for Guidance and counseling teachers who have professional performance.

Government policies to improve the quality of education, in particular the quality of guidance and counseling services to motivate educators as Guidance and counseling teachers or counselor. There are underlying the Act and Regulation implementation, namely the use of the term counseling teachers as professional educators (term in Article 1, Section 6 UUSPN No 20th 2003). Then followed the Law on Teachers and Lecturers No. 14th, 2005. Finally RI Regulation No. 19th 2005 on the SNP states that teachers and Guidance and counseling teachers are professionals educators who mastering the various competencies as learning agent.

Interview results 12 September 2012 with two principals in Makassar, namely SMAN 3 and SMAN 8. The principal of SMAN 3 states that the performance of Guidance and counseling teachers cannot be distinguished by two forms of motivation or job satisfaction is more influential.

Likewise, the principal of SMAN 8 in doubt states the performance appraisal before and after Guidance and counseling teachers get motivated or measurement of job satisfaction cannot be assessed. More questionable whether the performance of the motivation and job satisfaction effect or not.

B. Problem Identification

Research problem that are based on the description of the problems background above.

1. How does the motivation and job satisfaction affected on performance of Guidance and counseling teachers at school?
2. What is the difference between job satisfaction and work motivation on Guidance and counseling teachers performance in school.

C. Research Objectives

In detail, this study aims to identify and analyze the following matters:

1. Effect of motivation and job satisfaction on the performance of Guidance and counseling teachers at the school.
2. The difference in work motivation and job satisfaction on performance Guidance and counseling teachers in school.

D. Benefits Research

This study was useful theoretically and practically, as described below.

1. The theoretical benefit is performance improvement for of guidance and counseling teachers to motivate and measure job satisfaction of guidance and counseling teachers as a strategy of science, both in the short term and in the long term that can be accounted for.
2. Practical benefit is guidance and counseling teachers can improve performance through motivation and job satisfaction at school where he worked.

II. LITERATURE REVIEW

A. Definition of Performance and Understanding of Guidance and Counseling Teachers

Before describe further on the performance, firstly discussed on the understanding of Guidance and Counseling as follows.

1. Understanding of Guidance and Counseling
 - a. Definition of Guidance and Counseling. Both of these terms have similarities and differences. The similarity is both guidance and counseling is a process of providing assistance to develop an individual or group of individuals on the school system to follow societal norms that exist in the surrounding environment. While the difference of them, the guidance is more general and widespread in the provision of information and not too detailed, more preventive orientation. While counseling is more specific and narrower but more detail and depth. Counseling also oriented on healing and more curative solutions, using interview techniques.
 - b. The purpose of Guidance and Counseling. The purpose of guidance and counseling services by Kartadinasta, S. et al, (2005: 136) that the counselee may (1) planning study activities, career development, and life in the future, (2) develop the potential and strengths, (3) conform to the environmental community and the work environment, and (4) to overcome obstacles and difficulties encountered.
 - c. The function of guidance and counseling. Guidance and counseling have argued function Kartadinata, S. et al. (2008: 200-202), which is presented as follows.
 - 1) Understanding function is a function that helps the counselee to know the potential of himself and his environment.
 - 2) Facilitation function is a function where the counselee can be easier in achieving optimal growth and development, harmonious, balanced of all aspects of the counselee personality.
 - 3) Adjustment function is the function to help the counselee to be able to adjust to himself and his environment in a dynamic and constructive.
 - 4) Distribution function is to help the counselee choose extra-curricular activities, choose department / program of study and choose careers that match their talents, interests and ability.

- 5) Adaptation function is to assist the executive education (principals and staff, guidance and counseling teachers, teachers) to adjust educational programs against the background of the counselee in accordance with the capabilities.
 - 6) Prevention function is a function where the guidance and counseling teachers to help counsees anticipate problems that may occur and prevent the counselee not to experienced it.
 - 7) Repair function is to fix mistakes or errors in thinking, feeling and acting.
 - 8) Healing function is closely related to efforts to provide assistance to the counselee who have problems that are personal, social, learning and career.
 - 9) Maintenance function is to help the counselee in order to keep themselves and maintain a conducive situation that has been created in himself.
 - 10) Development function is proactive rather than other functions.
2. The principles of guidance and counseling. By Kanto, K. (2005: 15) suggests the following four principles.
 - a. Principle with regard to the target of service, include (a) serve all individuals, (b) personal behavior which unique and dynamic, (c) development of the individual, aspects and the stages, and (d) a focus on individual differences.
 - b. Principle with regard to individual issues, including (a) matters concerning the effect of individual conditions to self adjustment and (b) inequality of social, economic, cultural and religious.
 - c. Principles relating to services program, including (1) an integral part of the individual, (2) the program flexibility, (3) a program compiled on an ongoing basis, and (4) the content of the program was assessed regularly.
 3. The principles relating to the implementation of services, including (1) self development, (2) the decision taken on their own, (3) cooperation with relevant parties, and (4) development program through the utilization of the results of measurement and research.
 4. The fundamental of guidance and counseling
 fundamental of guidance and counseling is the underlying foundation of the organization of guidance and counseling, both in school and outside of school. This base is the law protection of the profession for guidance and counseling teachers and their code of ethics. Some of the principles are set forth in the opinion Kartadinata, S.dkk (2008: 204-206) as follows.
 the fundamental of confidentiality, the fundamental of voluntarism, the fundamental of openness, the fundamental of activity, the fundamental of independence, the fundamental of novelty, the fundamental of dynamics, the fundamental of integration, the fundamental of harmony, the fundamental of expertise, and the fundamental of the case hand over.
 5. Definition of guidance and counseling teachers performance according Wibowo that performance is how to do the work and results of the work, what to do and how to do it. Furthermore, it was revealed that the performance defined as work result or work achievement. Therefore guidance and counseling teachers performance is the result of work or work achievement in the guidance and counseling aspect to overcome learning problems faced by students. While Armstrong and Baron argued that the performance is the result of work that has a strong relationship with the organization's strategic objectives, customer satisfaction, and contribute to the economy. Similarly, the opinion emphasizes that guidance and counseling as a professional organization who can make students be satisfied or happy and effective and efficient in learning.
 6. Professional is similar to profession or job that has good results, with structured and adequately well done. According to Sikun which proposed definition that profession essentially is a statement or an open appointment, that someone will devote himself to a position or job. It contains aspects of (1) the profession nature is a promise that is open, (2) profession contains devotion elements, and (3) profession is an title or employment.
 7. The theory of guidance and counseling teachers performance according Mc.Clelland (Sholeh, 2008: 1145) states that there is a positive relationship between motivation and performance. This means that every worker who has a high work motivation will result a high performance anyway. Sajidan (2011: 3) quality improvement of guidance and counseling teachers must have a strong character and intelligent to be able to develop the quality of counseling which impact on improving the quality of performance.
 8. Performance Assessment. According Kartadinata, S et al that performance appraisal of guidance and counseling is the planning, implementation, evaluation, assessment analysis and follow-up.
 - a. Program planning. Initial activities of guidance and counseling in the preparation of the program is an assessment. Assessment includes components of basic services, responsive service, individual planning, and systems support.

- b. Program implementation at every service, including basic services (class guidance, orientation, information, group counseling and data collection), and responsive services (individual and group counseling, referrals, and collaboration of teachers and guardian, collaboration with parents, collaboration with related parties, consultation, peer counseling, case conferences, and home visits).
 - c. Program Assessment is a feedback service on the effectiveness of guidance and counseling services that have been implemented.
 - d. Assessment analysis is programs feedback that need to be repaired, unserved, the ability of personnel and academic achievement, improving the quality of learning.
 - e. Follow-up in order to optimize service.
9. Factors affecting the performance of guidance and counseling teachers. There are three main factors that affect the performance of guidance and counseling teachers expressed by Mahmudi (2007: 20), namely knowledge, ability and motivation. These factors are complementary to each other, explained briefly that, (1) Knowledge of a person in the form of concepts and skills that can be measured by the level of education attained and held both formal and informal, such as diplomas and certificates owned. Knowledge academic or non-academic, highly colored from specification and major were occupied or deepened. Specific knowledge of somebody in certain field of study becomes specialties and professions in developing adequate performance. (2) The ability that gained since born as innate ability and the other ability obtained from learning. Innate ability consist of general abilities and special abilities. General ability-called intellectual (intelligence) and specific abilities commonly called talent. This situation is very big influence on performance, both general and specific capabilities. A person who has special abilities and adequately general, support the work performance or inadequate performance. (3) Motivation as a mover and encouragement from within yourself and encouragement from outside yourself to do anything, including job performance. Someone who works in earnest through adequate achievement will be driven by a great motivation. Furthermore, if the performance is not driven by the motivation will impact an unacceptable performance. Motivation is also an effort to fulfill the needs of the work, both the need for power, achievement, affiliation and the need to stand alone.

B. Nature of Guidance and Counseling Teachers Work Motivation

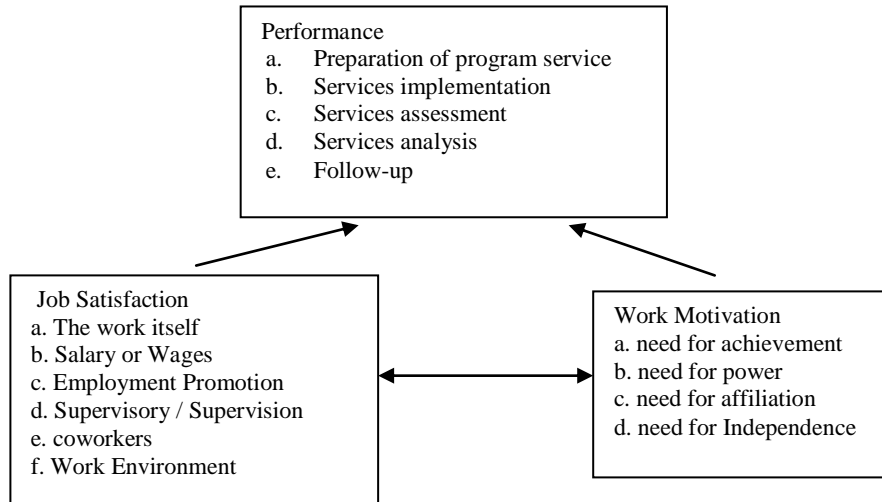
1. Definition and kind of motivation by Sardiman AM that the locomotion from subject within to perform certain activities in order to achieve a goal. While by Mitchell that "... the motivation represent psychological processes, which cause appearance, directional, and the persistence of volunteer activities that are drive to a specific objective". Another case in the terms of working or employment that activity to behave in produce a product from the effort. The work describe by Henslin that the longer we are engaged in a kind of work, then the work is increasingly becoming a part of our self-concept. While the types of motivation by Dimiyati and Mudjiono classified in two types, namely primary and secondary. The primary motivation is motivation that is based on the basic motifs, such as from the physical aspects of the human. Secondary is motivation that able to learned from the environment, that's why how to done jobs well have to be learned
2. The theory of motivation or needs according Mc.Clelland in four types, 1) Need for Achievement (n Ach), 2) Need for Power (n Po), 3) Need for Affiliation (n Aff) and 4) Need for Autonomy (n Aut). Need for Achievement (n Ach), is reflected in the encouragement to achieve progress and achievement. Need for Power (n Po) is the need to have power through a desire to influence others. Need for Affiliation is affiliated needs to build friendships with others. Need for Autonomy (n Aut) is not to rely on others.

C. Nature of Guidance and Counseling Teachers Job Satisfaction

1. Definition of satisfaction by Wexley and Yukl that job satisfaction as one's feelings towards work. Tiffin pointed satisfaction is closely related to attitudes toward the work itself, the employment situation and cooperation between management and workers. Luthans; job satisfaction is the result of the employee's perception of how good a job they give as the items considered important. So the concept of job satisfaction is individual and as the result of a person's interaction with its environment.
2. Theories of job satisfaction by Luthans consist of four types, namely (1) discrepancy theory, (2) equity theory, (3) two-factor theory, and (4) control theory. Discrepancy theory considers that job satisfaction depends on the discrepancy between should be (expectation needs or values) with what he feels has been obtained or achieved through the job. Equity theory that people will feel satisfied or not, depending on whether or not he felt justice .Two factors theory state that job satisfaction are not continuum variable. The attitudes towards work divide

into two; (1) satisfiers group (motivators) and (2) Dissatisfiers (hygiene factors). Control theory is a cognitive phenomenon that is related to the level of individual to feel control their own lives.

3. There are several factors that influence job satisfaction, namely (1) the salary or wages earned regarded as deemed appropriate, (2) a challenging job, which the work gives an interesting task and accept responsibility. (3) chance of promotion according to the set time. (4) proficient technically co-workers and support socially to improve job satisfaction. (5) the supervisor, job satisfaction are possible by supervisor style. (6) the organization's policies regarding compensation, health and safety policies. (7) working environment of guidance and counselor teachers who pay great attention to their school environment.



Picture 2.2 Conceptual Framework

D. RESEARCH HYPOTHESES

Furthermore, the following are presented hypothesis to be research are:

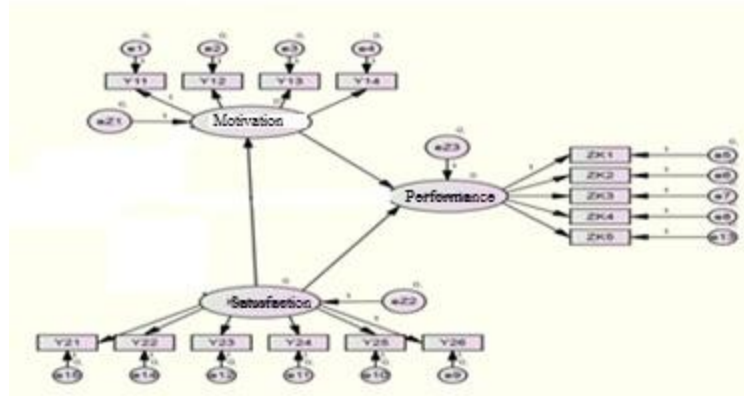
1. Motivation and job satisfaction affect on performance of guidance and counseling teachers in schools.
2. There is a difference in the influence of motivation and job satisfaction on performance of guidance and counseling teachers.

III. RESEARCH METHODOLOGY

A. Approach, Design and Place / Time Research

1. Research Approach. This study uses a quantitative approach with survey forms. The design of this study was analysis of Structural Equation Model (SEM) in the form of Analysis of Moment Structures (AMOS), namely the influence of motivation and job satisfaction of guidance and counseling teachers as independent variable to guidance and counseling teachers performance as the dependent variable or endogenous variables. In addition, the analysis was also performed by regression analysis and analysis of variance.

2. Research Design expressed as follows



Picture 3.1. Research design

3. Research Place and Time. This research was conducted at State High School in South Sulawesi in 4 months, including validation and testing. The place of research in 6 District and 2 City, each region in Bone, Soppeng, Sidenreng Rappang, Sinjai, Maros and Gowa and Makassar City and Pare Pare. The date of this research was conducted on July 1, 2013 and at the same time data collection as instrument field trial.

B. Population and Research Sample

1. The study population includes all guidance and counseling teachers of SMAN in Sulawesi from Bachelor of Guidance and Educational Psychology, amounting to 24 city / district as much as 373 people.
2. The research sample drawn randomly by stratified random sampling (sampling area) in the regions of South, Central and North. Representatives of each region and the southern part is Soppeng, Bone and Sinjai, Middle section is Makassar, Maros and Gowa and northern parts of Parepare and Sidrap. Total sample of 163 people, with the following details.

Table 3.1 Samples Each City/Region

City/Region	Amount
Makassar	70
Parepare	20
Bone	19
Soppeng	19
Gowa	13
Sidrap	9
Maros	7
Sinjai	6
Total	163

2. Data Collection Techniques

Table 3.2. Grid Performance Variable After Field Trial

Dimension	Indicators	Favor.	Unfavor	Total
Planning	Basic service program	1	-	5
	responsive program	11	29	
Implementation	system support	2, 7	-	
	Basic service	12,16	28, 30	
	Implementation	20, 23	-	10
	Implement. Responsive service.	25	-	
Assessment	Conformity implementation prog..	27	-	
	Conformity implementation prog..	3, 8	24, 26	
Assessment	Program implementation	13	-	5
Analysis	Program obstacle	17, 21	-	
	Service impact to pbm	4, 9	19, 22	7
	Student change fr GC Obj.	14	-	
Follow up	Reparation program	18	-	
	Student Needs	5	-	
	Personnel ability	10	15	
	Learning & education improve.	6	-	3
	Program sustainability	22	8	30
	Optimum service developmnt Referral to another expert			
	Amount item			

Assessment Scale or questionnaire is data collection using a written statement or question with answer written too. Assessment scale is structured in closed statement form, using a Likert scale with value range 0 - 4. Statement category consist of two, positive and negative. Positive with SS (strongly agree) grades 4; S (agree) grades 3; N (neutral) grades 2; TS (disagree) grades 1; and answer STS (strongly disagree) with grades 0. The trial results were analyzed by the internal consistency test with correlation coefficient, the construct validity test with the confirmatory factor analysis and calculate the reliability coefficient with Crombach alpha coefficient. Documentation as data collection techniques by recording or copying the documents kept by sample school. Documentation recorded on the work program, the service unit (RPBK), case records, case conferences, parents consulting, students counseling, and so on.

3. Instrument Research

This study uses three kinds of instruments, namely (1) the instrument for guidance and counseling teachers performance, (2) Instruments of work motivation and (3) job satisfaction Instruments for guidance and counseling teachers. The table consists of Table 3.2, Table 3.3 and Table 3.4. All type of instrument table was presented in the grid form as follows

Table 3.3. Motivation Variable Gratings After Field Trial

Dimension	Indicators	Favor	Unfavor	Total
Needs of Achievement	Trying to be exelent	1	19	
	Take a personal responsibility	2	15, 20	
	Like challenge	3	21	13
	Goal realist	-	22	
Needs of Power	Choose a moderate purpose	4	23	
	Feedback needed	5	24	3
Needs of Affiliation	Have high spirit	6	-	
	Working hard	7	16	
	Impluensing othes	-	25	
	Like competion	-	12	
Needs of Independent	Build friendship	8	17	8
	Wants to be love	9	18	
	Enjoi social activity	10	26	
	Wants to having Independent	11	14	
	Haven't Cheleng	13	27	3
		<u>12</u>	<u>15</u>	<u>27</u>

Table 3.4. Gratings Job Satisfaction After Field Trial

Dimension	Indicators	Favor	Unfavor	Total
Job	Challenge to face	-	17	
Salary	Guidance and counseling	1	18	
	Teachers talent	-	19	
	Amount of salary	-	20	
Job Promotion	Salary discount	2	-	
	On time salary	3	21	5
	Easy promotion	4	22	7
	Achievement promotion	5	23	
Controlling	Fair in promotion	6	24	6
	Leader control	7	-	
	Objective supervision	8	25	
Partner	Helpful supervision	9	26	
	Relation with school staf	10	-	5
Working environment	Friendship with staf	11	27	
	Differentiate with friends	12	-	
	Work environment condition	13	28	5
	Work facilities	15	29	
	Classroom	14	30	
	Society support	<u>16</u>	<u>14</u>	<u>30</u>
	Amount Item			

a. Construct Validity Test of Guidance and Counseling Teachers Performance

Table 3.5 Construct Validity Test of Performance Guidance Counseling Teachers

			Estimate	.E.	.R.	P
Planning		F1	1.000			
Implementation	←-	F1	.884	.379	.335	.020
Assessment	←-	F1	.868	.305	2.848	.004
Assessment Analysis	←-	F1	1.608	.446	3.607	***
Follow up	←-	F1	.960	.299	3.213	.001

Conclusion that all the indicators of guidance and counseling teachers performance variables is supported by empirical facts

b. Construct Validity Test of Work Motivation guidance and counseling Teachers

Table 3.6 Construct Validity Test of Work Motivation

			Estimate	S.E.	C.R.	P
Achievement	←-	Motivation	1.000			
Power	←-	Motivation	.485	.231	2.101	.036
Affiliation	←-	Motivation	.742	.317	2.342	.019
Independent	←-	Motivation	.383	.172	2.230	.026

Conclusion that the guidance and counseling teachers work motivation variable supported by indicators in accordance with the empirical facts.

c. Construct Validity Test guidance and counseling Teachers Job Satisfaction

Table 3.7 Construct Validity Test guidance and counseling Teachers Job Satisfaction Variables

			Estimate	S.E.	C.R.	P	Label
Job	←-	Satisfaction	1.000				
Salary	←-	Satisfaction	1.861	.853	2.182	.029	
Promotion	←-	Satisfaction	2.422	1.064	2.277	.023	
Supervision	←-	Satisfaction	2.583	1.044	2.474	.013	
Partner	←-	Satisfaction	3.341	1.359	2.460	.014	
Work environment	←-	Satisfaction	3.224	1.317	2.447	.014	

Conclusion that the six indicators of job satisfaction variables from empirical facts support to guidance and counseling teachers job satisfaction.

IV. RESULTS AND DISCUSSION**A. Data Analysis**

Data processed by SEM analysis with path system of AMOS to see any or no influence of performance to work motivation and job satisfaction. While the ANOVA analysis are used to reveal there are or not differences in guidance and counseling teachers performance, work motivation and job satisfaction counseling teachers in the school. Analysis of data from field trials in presented table regarding the construct validity of guidance and counseling teachers performance, work motivation and job satisfaction as follows.

1. Descriptive analysis

Descriptive analysis of performance variables, work motivation and job guidance and counseling teachers.

Table 4.1 Mean, Median, Standard Deviation, Curtosis and Skewness analysis

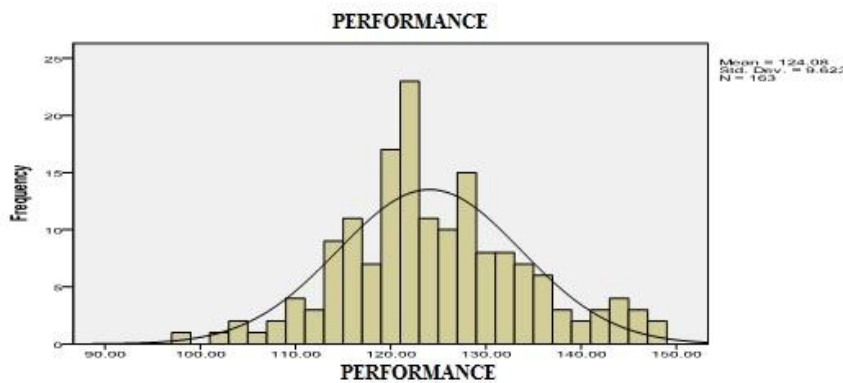
Description	Performance	Motivation	Satisfaction
Mean	124.0798	106.7669	113.6135
Std. Error of Mean	.75374	.78695	.95281
Median	123.0000	106.0000	114.0000
Mode	121.00	102.00	112.00 ^a
Std. Deviation	9.62313	10.04715	12.16468
Variance	92.605	100.945	147.979
Kurtosis	.092	1.657	.686
Skewness	.228	-.529	-.388

It can be concluded that the chart shows the normality line, does not lead to the left or to the right extremely.

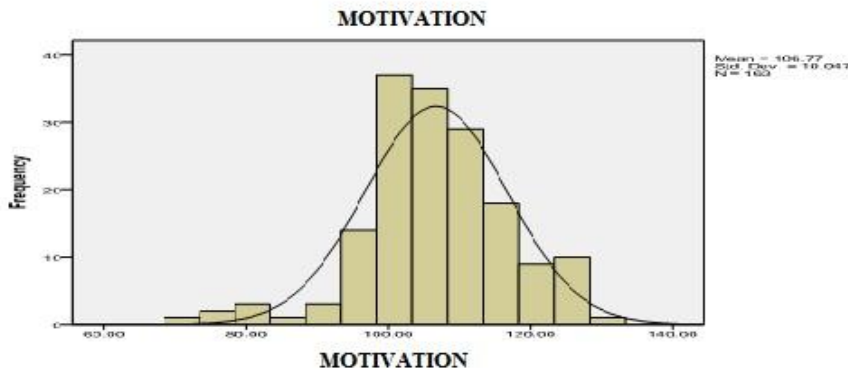
Table 4.2 Analysis Normal Test

Antend Trait		Performance	Motivation	Satisfaction
N		163	163	163
Normal Parameters ^{a,b}	Mean	124.0798	106.7669	113.6135
	Std. Deviation	9.62313	10.04715	12.16468
MostExtreme Differences	Absolute	.082	.103	.078
	Positive	.082	.059	.043
	Negative	-.047	-.103	-.078
Kolmogorov-SmirnovZ		1.053	1.313	.990
Asymp. Sig. (2-tailed)		.217	.064	.281

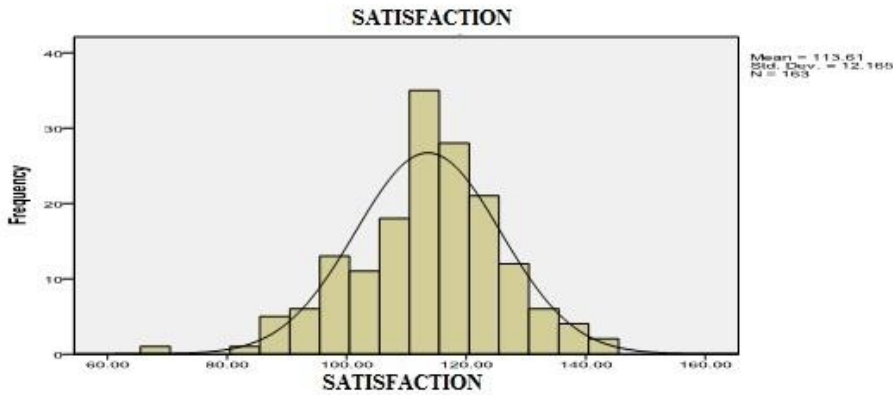
Furthermore, if the variable is made in the histogram form, the histogram formed normality regarding the performance, work motivation and job satisfaction of guidance and counseling teachers. The histogram is presented as follows.



Picture 4.1 Histogram of Guidance and Counseling Teachers Performance



Picture 4.2 Histogram Work Motivation Assessment Guidance and Counseling Teachers



Picture 4.3 Histogram Job Satisfaction Assessment of Guidance and Counseling Teachers

2. Inferential Statistical Analysis with Path Analysis

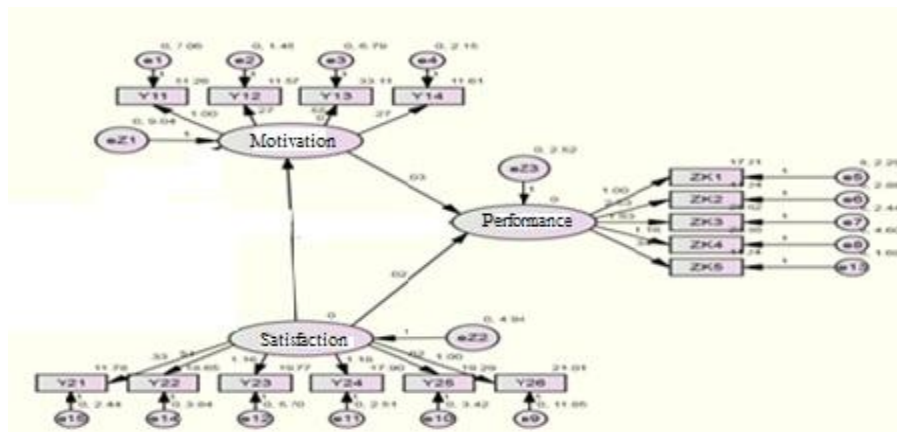
a. Analysis of Relationship with another Variables

1). Analysis of guidance and counseling Teachers Performance Assessment

Table 4.3 Path coefficients of Motivation, Satisfaction and Performance

			Estimate	S.E.	C.R.	P
Motivation	←-	Satisfaction	1.418	.183	7.741	0,001
Performance	←-	Satisfaction	.020	.108	.182	0,855
Performance	←-	Motivation	.035	.055	.635	0,526

It can be concluded that there was an effect of job satisfaction on work motivation, but not striving against guidance and counseling teachers performance. Likewise, work motivation does not affect the performance of guidance and counseling teachers.



Picture 4.5 Analysis of Guidance and Counseling Teachers Performance Assessment

2) Analysis of Guidance and Counseling Teachers Performance Assessment

Table 4.4 Path Coefficient With Another Variables

			Estimate	S.E.	C.R.	P
Motivation	←-	Satisfaction	1.351	.176	7.654	0.001
Performance	←-	Satisfaction	.102	.070	1.463	.144
Performance	←-	Motivation	.138	.040	3.470	0.001

It can be concluded that job satisfaction effect on work motivation, but has no effect on the performance, otherwise work motivation affect the performance of guidance and counseling teachers



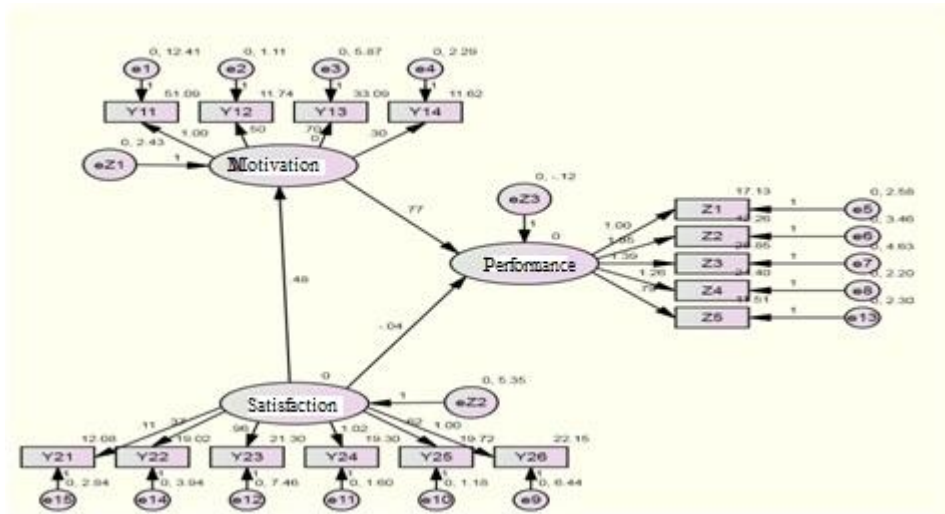
Picture 4.6 performance of guidance and counseling teachers

b. Guidance and counseling teachers Performance Analysis with Motivation and Job Satisfaction

Table 4.5 Path Coefficient of Performance on Teachers Motivation and Job Satisfaction

			Estimate	S.E.	C.R.	P
Motivation	←-	Satisfaction	.475	.198	2.404	0.05
Performance	←-	Satisfaction	-.037	.137	-.274	.784
Performance	←-	Motivation	.767	.313	2.453	0.05

It can be concluded that job satisfaction has significantly influence to work motivation, but had no effect on the performance, and other wise motivation influence significantly to performance.



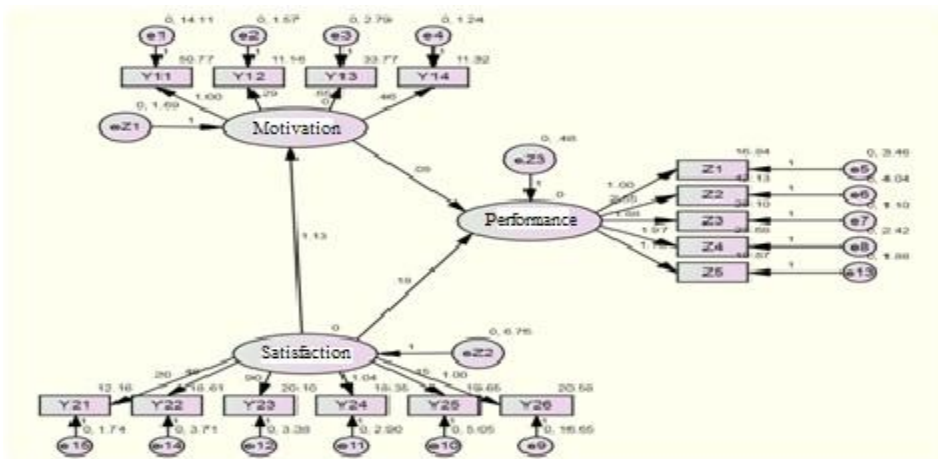
Picture 4.7 Performance data to Motivation and Satisfaction of guidance and counseling Teachers

d. Guidance and counseling Teachers Performance Analysis

Table 4.6 Path Coefficient of Motivation on Toward Job Satisfaction and Performance of Guidance and Counseling Teachers

			Estimate	S.E.	C.R.	P
Motivation	←-	Satisfaction	1.131	.451	2.507	.012
Performance	←-	Satisfaction	.185	.278	.664	.507
Performance	←-	Motivation	.077	.217	.357	.721

It can be concluded that the job satisfaction effect of on work motivation while job satisfaction and work motivation does not affect the performance of guidance and counseling teachers.



Picture 4.8 Motivation Data Toward Satisfaction and Performance

It can be concluded that no effect performance guidance and counseling teachers to job satisfaction and work motivation to guidance and counseling teachers performance, except job satisfaction effect on work motivation.

3. Dual Comparative Analysis

Through ANOVA on all variables showed in the following table.

Table 4.7 Anova table of variables of Motivation, Satisfaction and Performance

Variable	Group	Sum of Squares	Mean Square	P
Motivation	Between Gr.	65.573	32.786	.725
	In Group	16287.568	101.797	
	Total	16353.141		
Satisfaction	Between Gr.	756.081	378.040	.077
	In Group	23216.470	145.104	
	Total	23972.650		
Performance	Between Gr.	88.980	44.490	.621
	In Group	14912.983	93.206	
	Total	15001.963		

It can be concluded that the variables of motivation, satisfaction and performance are have no difference.

B. Discussion

The test results of the first hypothesis with path analysis and ANOVA on guidance and counseling teachers performance assessment shows that the description of the teachers performance in schools affect guidance and counseling teachers. Similarly, the variance analysis showed no difference in performance of guidance and counseling teachers on motivation and job satisfaction. These findings support on performance further that job satisfaction and work motivation does not affect the performance of guidance and counseling teachers. Thus, it can be concluded that there is no influence of work motivation and job satisfaction on performance of guidance and counseling teachers.

Last hypothesis testing results that there is a difference of performance, satisfaction and motivation of guidance and counseling teachers. Further than that, work motivation who brought harder and more persistent can also easily solve their problems, both personal problems and social problems from the work itself. Thus work motivation which harder and persistent, adequate work will produce a satisfactory job by all parties, including to theirself.

By Dimiyati & Mudjiono (2006) suggested that the type of the primary motivation is motivation which is based on the basic motives. The basic motivation is mainly derived from the physical or biological aspects of human in improving the welfare and dignity of the individual and his position as a guidance and counseling teachers. It is closely related to the financial needs of guidance and counseling teachers along with children and their families, before consider their ability and competence demands of his job duties and responsibilities. Prioritize tasks and work could mean abandoning the family or the child's and wife life. The good thing is to prioritize which one and do not leave the others, meaning that both as the primary concern. Although in the concept, the fulfillment of the higher basic needs come first and then the fulfillment of other requirements. This is reminiscent of the concept of fulfillment by Abraham Maslow presented by Hilgard, Rita, and Richard (1979) are arranged in the form of a pyramid. The most basic form of fulfillment or biological needs (eating, drinking, housing, security or clothing/food, sex and so on) to the highest fulfillment, ie to the form of self-actualization as the highest acceptance socially prosperous life, physical and psychological/mental the physical and spiritual prosperity, religiously reach the living world and the hereafter is better.

V. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

1. Motivation and job satisfaction affect on performance of guidance and counseling teachers in schools.
2. There is a difference influence of motivation and job satisfaction on performance of guidance and counseling teachers.

B. Suggestions

1. The Government should provide motivation and satisfaction as possible to all guidance and counseling teachers who guidance and counseling qualified to get a chance to improve their performance.
2. effectiveness of country/region cost budget expenditure and revenue, should be maximize by the principal to motivation and make guidance and counseling teachers be satisfied in earnest, in order to make them learn properly to improve their performance as a professional manner.
3. For the guidance and counseling teachers should improve the performance and self-motivation to work in a professional manner according his duties as educators in general and as a teachers of guidance and counseling in particular.
4. The teachers of guidance and counseling in general and in high school particular, not only use the opportunity to improve the financial well-being and dignity as a teachers guidance and counseling, but also hard work professionally to improve the quality of national education.
5. The researchers recommended to further examine the factors that lead to improved performance guidance and counseling teachers, especially the PPG pre-positions to the next period.

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