

Relationship Following Training and Achievement Motivation with Work Satisfaction Learning Citizens in Mandir Institution Courses and Training of Tanjung Balai City

Tien Rafida¹, Toni Julham²

¹Lecturer in Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra UINSU, Medan, Indonesia

²Master Student in Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra UINSU, Medan, Indonesia

titinrafida@gmail.com

Abstract

The research aims to find out: (1) a significant positive relationship between participating in training with job satisfaction of learning citizens, (2) a significant positive relationship between achievement motivation and job satisfaction and (3) a significant positive relationship between participating in training and achievement motivation together with job satisfaction of citizens learning. The study population was all citizens studying the Tanjung Balai City Course and Training Institute with a total of 72 people. The entire population was sampled as a study. The research instrument used was a Likert scale questionnaire. Requirement test is performed to test the normality, linearity, and independence of the independent variables. Data analysis techniques used correlation and regression and simple correlation and regression and multiple correlations at the significance level $\alpha = 0.05$. The research findings show: (1) there is a positive and significant relationship between training and job satisfaction It means that the higher and more positive the training, the higher and more positive job satisfaction by making an effective contribution of 20.00%. (2) There is a positive and significant correlation between achievement motivation and job satisfaction. This means that the higher and more positive achievement motivation, the higher and more positive job satisfaction by making an effective contribution of 9.90%. And (3) there is a positive and significant effect together between participating in training and achievement motivation with job satisfaction. This means that the higher and more positive training and achievement motivation, the higher and more positive job satisfaction by making an effective contribution of 30.20%.

Keywords

following training, achievement motivation, satisfaction of working



I. Introduction

Job satisfaction is also related to the general attitude towards a person's work, the difference between the amount of reward a worker receives and the amount they believe they should receive. The belief that satisfied employees are more productive than unsatisfied employees is a basic tenet among leaders. A person with a high level of job satisfaction

shows a positive attitude towards the work. A person who is dissatisfied with his work shows a negative attitude towards the work.

Factors that need attention in analyzing one's job satisfaction, for example the nature of one's work has a certain impact on job satisfaction. Various studies have shown that if a person has the autonomy to act, there is variation, in making an important contribution to the success of the organization and employees, obtaining feedback about the results of the work done by the person concerned will be satisfied.

Factors related to job satisfaction assessed as research variables are training. In this case, if we associate training, it means that there is an action taken by learning citizens to improve their performance. In addition, training is an educational part that concerns the learning process to acquire and improve skills outside the applicable education system in a relatively short time and with methods that prioritize practice over theory.

Education and training is one of the important factors in developing human resources. Education and training not only increase knowledge, but also improve work skills, thereby increasing work productivity. Training can be carried out through formal courses or workshops. To benefit from the training each participant must understand the principles and objectives of performance appraisal, the intention is that the assessment is not only for the filling of the conduct but rather for evaluating to see the extent of knowledge / skills progress after the training has taken place.

Besides the training factors, the achievement motivation factors are examined in this study as factors that influence job satisfaction. Achievement motivation is very important to carry out its activities as a learning citizen because without it there is no desire of citizens to learn to strive so that learning is always carried out full of innovative, creative, and fun.

II. Review of Literature

Anoraga (2006: 82) explains job satisfaction is a general attitude which is the result of some special traits towards work factors, adjustment and social relations of individuals outside the work environment. The same thing was explained by Aditya (2011: 11) that job satisfaction is a complex phenomenon that has various related factors, namely personal, social, cultural and economic. Job satisfaction is also the result of various attitudes towards work and factors related to work.

Job satisfaction according to Locke (1996: 197) is a feeling of pleasure or positive emotional states that are pleasant to the job that comes from one's assessment of the work or experience in his work. Job satisfaction according to Colquit, LePine (2001: 105) is the level of pleasant feelings obtained from the assessment of one's work or work experience. In other words, job satisfaction reflects how you feel about work and what is thought about work.

Job satisfaction according to Smith (1983: 655) is as an affective reaction that is emotional to the work that results from a comparison made by employees between the actual results or rewards received with what employees want or expect.

Based on the description above it can be concluded that job satisfaction is the way an individual feels himself or his work, and it can be concluded also that job satisfaction is a feeling that supports or does not support in individuals who are related to work or his condition.

Various factors related to job satisfaction are personal, social, cultural and economic. Job satisfaction is also the result of a variety of attitudes towards work and factors related to work (Aditya, 2011: 11). Furthermore, the elements in the assessment of job satisfaction

according to Siswanto (2003: 234) are loyalty, work performance, responsibility, obedience, honesty, cooperation, initiative and leadership.

Training is a systematic process of changing the behavior of employees in a direction in order to improve organizational goals. Systematic process means, in the implementation of training it must follow scientific standards (Sulistiyan and Rosidah, 2003: 175).

Simamora (1997: 256) explains that training is a systematic process of changing the behavior of employees in a direction in order to improve organizational goals ". So the training can be concluded as a systemic process in which there is an activity, which is intended for the development and improvement of the performance of the participants in order to improve organizational goals.

Sedarmayanti (2016) explained that training is a process of helping employees gain effectiveness in their current or future work through developing habits, thoughts and actions, skills, knowledge and attitudes. Furthermore Indarti and Rispantyo (2009) explain education and training or training can be defined as a business process related to providing assistance to an employee in order to develop to a higher level of knowledge, intelligence, and ability.

Utami (2015) explains education and training is a work requirement that can be determined in relation to expertise and knowledge based on the actual activities carried out on the job (Utami, 2015). Furthermore, Bulow (2013) explained that professional education and training is a process to increase competence and professionalism in carrying out their duties or work as educators, as well as efforts to improve quality that are expected to improve the quality of learning.

The training includes three stages as explained by Sulistyani and Rosidah (2003: 178), namely: assessment of training needs, development of training programs, and evaluation of training programs.

Motivation according to Robbins and Coulter (2007: 212) is the process of willingness to do high-level efforts to achieve organizational goals, which are conditioned by the ability of the business to satisfy the needs of a number of individuals. Meanwhile, according Ningsih (2018) motivation is an encouragement that makes people want to work or act in a certain way. Speaking of motivational matters, what is discussed is human needs.

Usman (2008: 259) explains achievement motivation is an inner urge to overcome all obstacles and challenges in an effort to achieve goals. One of the motives related to a person's behavior in an organization which is approved by psychologists according to Kamars (2005: 175) is achievement motivation (achievement needs). It is this motivation that can cause an organization including educational institutions such as schools to have selling points and be able to compete with other superior schools in producing students.

The concept of achievement motivation according to Robbins (2007: 222) is the drive to excel, to excel based on a set of standards, to strive hard to succeed. Robbins further stated that there are people who have a very strong drive to succeed. They struggle for personal achievements rather than for the mere rewards of success. They have a desire to do things better or more efficiently than they have done before. The drive is the need for achievement.

Thoha (2008: 143) explains that there are several characteristics of high achievers, namely: (1) taking moderate risks, (2) requiring immediate feedback, (3) calculating success, (4) integrating with the task.

Indicators of achievement motivation explained Usman (2008: 260), namely: (1) responsible for all his actions, (2) linking himself to a future career or life, not blaming others in his failures, (3) trying to find feedback on all his work, (4) always willing to listen to the opinions of others as input in improving himself, (5) dare to take risks with full calculation

(challenging and realized) than others, superior, want to create the best, (6) trying to do something innovative and creative (something new, something that is second to none), many ideas, and able to realize their ideas well. want to be free to work, less like the system that limits its movement in a more positive direction, (7) does not feel chased by time, is good at managing time, which can be done now is not delayed until tomorrow, and (8) works hard and is proud of the results has been achieved

III. Research Method

The research method used is correlational quantitative research. The study population was all citizens studying the Tanjung Balai City Course and Training Institute with a total of 72 people. The entire population was sampled as a study. The research instrument used was a Likert scale questionnaire. Requirement test is performed to test the normality, linearity, and independence of the independent variables. Data analysis techniques used correlation and regression and simple correlation and regression and multiple correlations at the significance level $\alpha = 0.05$.

IV. Discussion

Variable data following training among residents learning high category 16.67%, medium category 58.337% and less category 25.00%. Therefore, it can be concluded that the variables following the training of learning citizens in this study tend to be moderate as evidenced by 58.33% of respondents included in the medium category.

The variable data of achievement motivation of high learning citizens is 18.05%, the medium category is 1.39% and the less category is 80.56%. Thus it can be concluded that the achievement motivation of learning citizens in this study tends to be lacking as evidenced by 80.56% of respondents included in the lack category.

The variable data on job satisfaction of learning citizens is in the high category at 45.83% and the medium category at 54.17%. Thus it can be concluded that the job satisfaction of learning citizens in this study tends to be moderate as evidenced by 54.17% of respondents included in the moderate category.

Statistical testing data shows: (1) testing the first hypothesis shows $t_{count} = 14.489$ while the value of $t_{table} = 1.668$. Therefore $t_{count} (14.489) > t_{table} (1.668)$, this shows that there is a positive and significant relationship between training variables (X_1) with job satisfaction (Y) learning citizens with linear and predictive relationships through the regression line $\hat{Y} = 68.96 + 0.28X_1$, (2) testing the second hypothesis is obtained $t_{count} = 3.166$ while the value of $t_{table} = 1.668$. Therefore $t_{count} (3.166) > t_{table} (1.668)$, this shows that there is a positive and significant relationship between achievement motivation variables and job satisfaction of learning citizens with linear and predictive relationships through the regression line $\hat{Y} = 71.60 + 0.23X_2$, and (3) testing the third hypothesis is obtained $F_{count} (75.17) > F_{table} (3.132)$ at $\alpha = 0.05$ thus the multiple correlation coefficient is significant and positive. The coefficient of determination shows the contribution of achievement motivation and training to job satisfaction of learning residents by 30.20% and the remaining 69.80% is estimated to come from other variables not included in this study. Furthermore, it can be stated that the double relationship of the independent variable to the dependent variable is in the form of a predictive relationship with the regression equation $\hat{Y} = 28.44 + 0.25X_1 + 0.18X_2$

Based on the data collected and the results of the statistical analysis, the first finding shows that there is a positive and significant influence on the variables following the training with job satisfaction (Y) learning citizens with a correlation magnitude of 0.473. This shows the category of the relationship between training and job satisfaction of citizens learning the Tanjung Balai City Independent Training and Training Institute in the medium category. The effective contribution given by the training variable to job satisfaction of learning residents is 20.00%.

Related to the urgency of training in increasing job satisfaction explained Sulistiyani and Rosidah (2003: 175) that training is a systematic process of changing individual behavior in a direction to improve organizational goals. In this case the objectives of the training are: (1) to develop skills so that work can be completed faster and more effectively, (2) to develop knowledge, so that work can be completed rationally, and (3) to develop attitudes that lead to willingness to cooperate with employee friends and with management (leaders).

The findings of this study also support the results of previous studies related to the influence of training including: (1) Yuniarti and Lingga's research (2019), (2) Khadijah's research results (2017), and (3) the results of Arianto and Istikomah's research (2018)).

The training program can be said to be successful if the learning community can receive and experience an increase in knowledge, skills, and appropriate attitudes and are given by the right instructor as well as using methods and media specifically designed to achieve performance improvement / employee competency, this can be known if an ongoing and programmed evaluation is carried out.

It is undeniable, training is one of the main approaches in developing human resources in this case is learning citizens. This is done as an approach, because education and training have a strategic role in the success of achieving the goals of the successful implementation of education and learning in courses and training institutions that provide the knowledge and skills that can be used by citizens to learn in carrying out their professional duties and functions.

The second finding of this study shows that there is a positive and significant effect between achievement motivation and job satisfaction of learning citizens with a correlation rate of 0.354. Achievement motivation also contributed effectively to the job satisfaction of learning citizens with a figure of 9.90%.

Related to the urgency of achievement motivation with job satisfaction explained is the drive to excel, to excel based on a set of standards, to strive hard to succeed. Individuals who have a very strong drive to succeed. They struggle for personal achievements rather than for the mere rewards of success. They have a desire to do things better or more efficiently than they have done before.

The same thing was explained by Usman (2008: 259) that achievement motivation is an inner urge to overcome all obstacles and challenges in an effort to achieve goals. Next Thoha (2008: 143) explains the characteristics of high achievers, namely: (1) moderate risk taking, (2) requires immediate feedback, (3) calculates success, and (4) integrates with the task .

The findings of the three studies are participating in training and achievement motivation together showing a positive and significant relationship to job satisfaction of learning citizens with a correlation magnitude of 0.549 and the effective contribution given by achievement motivation and joint training for job satisfaction is 30.20%.

The training that is followed by learning citizens aims to help citizens learn to improve their abilities. The intended training can be in the form of workshops, education and training related to various abilities / skills related to the profession of learning citizens.

In addition to participating in achievement motivation training is encouragement arising from a person to do something. Learning citizens who are highly motivated will try to give the best they can, because he has a high commitment to the calling of his profession. Individuals work not only because they want to be praised or to get rewards, but more than that because of the demands of their profession.

V. Conclusion

Based on the data description, hypothesis analysis and discussion, the research conclusions are: (1) there is a positive and significant relationship between training with job satisfaction of learning citizens, with a regression line equation $\hat{Y} = 68.96 + 0.28X_1$ which means there is an increase in one training scores will increase every 0.28 scores on job satisfaction, (2) there is a positive and significant relationship between achievement motivation and job satisfaction of learning citizens with a regression line equation $\hat{Y} = 71.60 + 0.23X_2$ which means there is an increase in one motivation score achievement will increase every 0.23 score on job satisfaction, and (3) there is a positive and significant effect together between training and achievement motivation with job satisfaction learning citizens with linearity equation lines $\hat{Y} = 28.44 + 0.25X_1 + 0.18X_2$.

Suggestions that can be delivered are: (1) To the Head of the Course and Training Institute to provide opportunities for citizens to learn to develop their potential to attend education and training that are able to empower themselves to work optimally, (2) To the relevant Ministries in order to empower the full potential exist in citizens learning through a variety of socialization activities and training so that the job satisfaction performance of learning citizens can improve, especially those related to their profession, and (3) To other researchers that this research needs to be followed up especially with regard to the different variables that contribute on job satisfaction.

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