THE INFLUENCE OF TEACHER CERTIFICATE, JOB SATISFACTION AND MOTIVATION ON THE TEACHER'S PERFORMANCE

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Abstract: This study aims to determine the effect of Teacher Certification, Job Satisfaction, and Motivation on Teacher Performance at Central Jakarta State Elementary School. The population in this study is all teachers who have been certified in Central Jakarta State Elementary School, amount 332 teachers. The sampling technique used is purposive sampling. Respondents numbered 181 teachers who have been certified. Data were analyzed using 2 methods, namely: 1). Descriptive analysis, and 2). Multivariate regression analysis with Structural Equation Modeling (SEM). Based on data analysis and discussion, it can be concluded that (1) Teacher certification has a significant positive effect on job satisfaction ; (2) Job satisfaction has a significant positive effect on motivation; and (3) Teacher certification has significant positive effect on teacher performance through motivation, (4) The teacher certification has no significant positive effect on the motivation and teachers' performance; (5) Motivation and job satisfaction has no significant positive effect on teachers' performance. (6) Job satisfaction has no significant positive effect on teacher performance through motivation. However, although teacher certification does not contribute directly to improvement of the teacher performance, it has increased job satisfaction which ultimately enhances motivation. Thus, motivation factor is an important factor to be managed in order to improve the performance. Moreover, the performance variable shows the average interval value of 2.85 to 4.4 with an average of 4.34 which means the performance of teacher is very good. Understanding the relationship between teacher certification, job satisfaction, motivation toward performance could help the leader improve educational system because the leader knows the factors that become the leverages of the performance of teacher.

Keywords: Teacher Certificate, Job Satisfaction, Motivation, and Performance of Teachers.

1. BACKGROUND

Human resource is one of the most important capital and wealth of every organization because it consists of the persons, who are ready, willing and able to contribute to the achievement of organizational goals (Slaus and Jacobs, 2011). Human resource as one of the most important elements must be analyzed and developed, in order that various factors influencing its performance can be optimized. Performance is affected by several factors, either individual (psychological) or organizational. Various efforts to enhance the performance of the teachers are conducted by the Indonesian government.

One of the efforts to improve the quality of teachers is teacher certification program. Teacher certification is the process of giving certificates to teachers who have met the teacher's professional standards. The teachers have to fulfill the requirements set in the in the Law No. 14 Year 2005 on Teachers and Lecturers, which regulates academic qualifications, competencies, educator certification, physical and mental health, and the ability to realize the goals of national education. The teachers should be a learning agent and realizes national education objectives. Teacher certification aims to make sure the teachers meet the requirements specified in the law and also to increase the quality of education, to enhance

teacher dignity, and to improve teacher professionalism. Teachers who get certified are awarded rewards. Thus, teacher certification also aims to improve teachers' welfare. It is hoped that with the increase of their welfare, their job satisfaction will also increase (Robbins and Judge, 2015). The teacher certification began in 2006 for preparation and started to implement in 2007. Total number of certified teachers from 2007 to 2017 was 1,471,812 people. While, the total number of teachers not certified was about 656,150 (Budi, 2017). Although lot of teachers have received certification and have received professional allowances, the quality of teachers in Indonesia is still relatively low. From HDI statistical data it is shown that there are 60% of elementary school teachers, 40% junior high school, 43% senior high school, 34% vocational school which do not comply to be the teachers in their respective levels. In addition, 17.2% of teachers equivalent to 69,477 teachers who are not teaching in their field of study (*http://www.geocities.ws/guruvalah/mutu_guru.html*). Overall, only 13.32% of teachers from the total number of teachers at all levels (2,607,311) are declared competent or professional. Thus teacher certification has not shown improvement of teacher performance. The reason is that the motivation of the teachers in following the certification program is mainly to obtain professional allowance. Therefore, many parties have expressed criticism that teacher certification is still considered to be less significant for improving the quality of the teachers (Budi, 2017).

Besides teacher certification, various factors affect performance, especially job satisfaction and motivation (Begley and Czajka, 1993). Job satisfaction is always on the top priority of almost all leading organizations (Karim et al., 2017). The recognition of the skills and capabilities of the teachers through a certificate can become one of the factors increasing their job satisfaction because the recognition of their profession can be expected to give them the sense of dignified and appreciated (Houtte, 2006). Acknowledgement is the most significant factor influencing job satisfaction of the teachers (Ramatulasamma, 2007). Certificate is formal evidence given to the teachers as the recognition and acknowledgement for their professionalism. Reward in the form of allowance amplifies the recognition of the teacher's professionalism which will affect teacher job

satisfaction (Ramatulasamma, 2007). Teachers who get certified are awarded rewards. Thus, teacher certification also aims to improve teachers' welfare. Increase welfare will increase job satisfaction (Robbins and Judge, 2015). Inadequate income is often a contributing factor for teacher to work discontentedly. As job satisfaction increases, performance increases (Frye, 2004). Workers who are satisfied with their work will increase their motivation. Igalens and Roussel, (1999) found that the relationship of motivation and job satisfaction is positive. Increased motivation will improve performance (Begley and Czajka, 1993). Therefore, this study aims to analyze the influence of teacher certification, job satisfaction and motivation on performance of teacher.

Job satisfaction encompasses a number of psychological reactions to an individual job and these personal responses have three different components which include affective (emotional), cognitive (evaluative) and behavioral (Hulin and Judge, 2003). An empirical research conducted by Crossman and Harris (2006), in the United Kingdom indicated that job satisfaction of teachers varied according to the nature of school. In this regard, they found that teachers working in private schools of United Kingdom were better satisfaction with their job as compared to those working in public school. The more aspects in the job which are in accordance with his or her intentions, the higher level of he or she perceived satisfaction (Bagirova and Vavilova, 2015). Perie (1997) stated that job satisfaction is an affective reaction to a person's work situation. If a person desires for something, then it means that he has a hope, and thus he will be motivated to take action towards the achievement of these expectations. And if expectations are met, then he will feel satisfied. The nature of the job, administration, salary, advancement opportunities, and relationships are all key factors that must be taken into consideration with job (Robbins and Judge, 2015). In this study, to measure job satisfaction used Minnesota Satisfaction Questionnaire (Weiss *et al.,* 1967).

Motivation is a set of internal powers that effectively define work-related personalities in the form of behavior, direction, intensity and perseverance (Pandey and Moynihan, 2007). Motivation is a process that explains the intensity, direction and persistence of effort to achieve

a goal (Robbins and Judge, 2015). Motivation and job satisfaction not only make lecturers and employees have higher commitment and loyalty to the organization, but also cause them to like their work more. The motivation of staff members can be achieved through a set of policies, including financial and non-financial measures. In this study, the indicators of motivational construct are derived from what is stated by Sekaran (2003), which include driven by work, unable to relax, impatience with ineffectiveness, seeks moderate challenge and seeks feedbacks.

Performance is an organization's ability to achieve its goals, accomplish its tasks and implement its strategies (Daft, 2003). Performance is a valuable asset and entails the set of behavioral characteristics of possessed by an employee, which has both positive and negative consequences for the achievement of an organization's goals. Individual performance depends on the system of motivation, willingness of employees to do the necessary

work, their level of training and development, and the ability to perform tasks that have provided the service. Performance is influenced by individual attributes (knowledge, skills, and experience), the respective work effort, but also organizational support. The objective of this study is to examine the impact of policies that have been made by the Indonesian government within 10 years since the enactment of teacher certification on teacher performance. In addition, it also sees the impact of certification on job satisfaction and teacher's motivation. While the individual performance used in this research is referring to research done by Sawitri (2016), namely: innovative behavior, initiative, self-potential level, time management, work quality and quantity achievements and self-ability to fulfill goals. Table 1 shows the indicators of the constructs based on the literature which was mentioned in Weiss, (1967), Sekaran (2003) Sawitri (2016), Theresia and Bangun (2017).

Table 1
Sources of Construct

No	Variable	Indicator
1	Teacher Certificate (X_1)	Performance improvements (X1.1)
		Does not affect performance (X1.2)
		Develop professionalism (X1.3)
		Dignified and proud (X1.4)
		Satisfied with allowance (X1.5)
		Allowance payment as expected (X1.6)
2	Job satisfaction (X_2)	Safety, structure, predictability stability in work environment ($X_{2.1}$)
		Autonomous, initiative and self-control ($X_{2.2}$)
		Pleasant work environment ($X_{2.3}$)
		Altruism, opportunity to serve and intertwine harmony with other ($X_{2.4}$)
		Achievement, ability to resolve using one's ability ($X_{2.5}$)
		Status, recognition and social prestige ($X_{2.6}$)
3	Motivation (Y_1)	Behavior driven by work ($Y_{1.1}$)
		Do not like to relax (unable to relax) ($Y_{1.2}$)
		Do not like the ineffectiveness (impatience with ineffectiveness) ($Y_{1.3}$),
		Like challenge (seeks moderate challenge). ($Y_{1.4}$)
		Like feedback ($Y_{1.5}$)
4	Performance (Y_2)	Innovative behavior (Y $Y_{2.1}$)
		Initiative ($Y_{2.2}$)
		Self-potential level ($Y_{2.3}$)
		Time management ($Y_{2.4}$)
		Work quality and quantity achievements ($Y_{2.5}$)
		Self-ability to fulfill goals ($Y_{2.6}$)

2. RESEARCH METHODOLOGY

This research is an explanatory research, which aims to solve the problem. The framework for problem solving in this study is illustrated in the causal relationships that occur between teacher certificate, job satisfaction, motivation and individual performance, to be tested in this study. Systematically, the conceptual framework of the study can be seen in Figure 1.
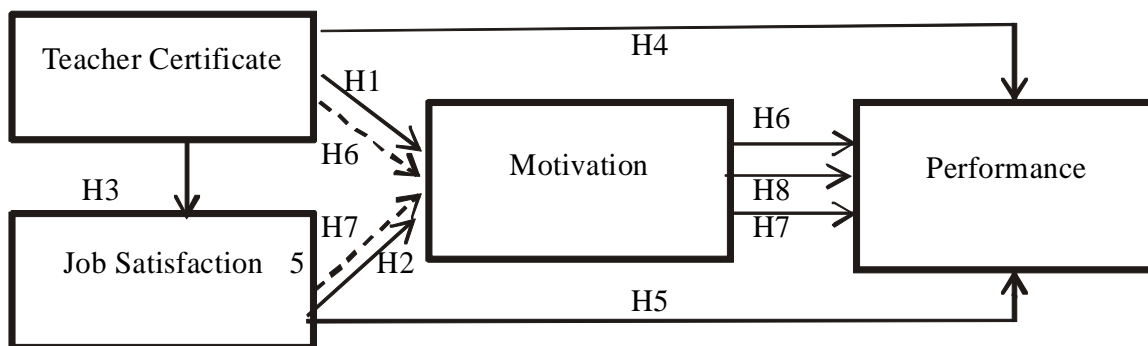

Figure 1: Conceptual Framework

Based on research objectives and theoretical reviews, the research hypothesis is:

H1: Teacher certification has a significant influence on motivation

Teachers who have passed the certification program of the profession will get a teacher certificate to proof that the teacher has met the qualification and competence standards as a teacher (Kunandar, 2009). In addition to getting a certificate of educators, teachers who have passed the certification will also get a professional allowance of one time basic salary. The motivation of a person can be increased by rewarding the appreciation in the form of material, like money or goods and nonmaterial, like medal or merit certificate. This is in line with the research conducted in SMKN Surakarta by Murwati (2013) which stated that teacher certification influences teacher motivation. The professional allowance provided for certified teachers has an impact on improving teacher welfare, which ultimately improves his or her work motivation. The study of Liu et al. (2015) in China showed that the larger incentives can motivate teachers to work harder. But the results of his research also showed that greater incentives could also place teachers under greater pressure and make competition with colleagues greater.

H2: Job satisfaction has a significant influence on motivation

Igalens and Roussel (1999) examined the relationship of work motivation and job satisfaction and found that the relationship of motivation and job satisfaction is positive. The research undertaken by Bennell & Akyeampong (2007) on job satisfaction and motivation of teaching faculty in Asia and Sub-Saharan Africa has pointed out that the teachers who have low job satisfaction have excessive rate of absenteeism and are concerned with their task.

H3: Teacher certification has a significant influence on job satisfaction

Teachers who pass the certification process are considered to have met the academic qualifications and master the four requirements of teacher competences. The recognition of the skills and capabilities of a teacher can become one of the factors increasing one's job satisfaction because this recognition is expected to give a sense of pride and appreciated to his profession (Houtte, 2006). Teachers who have passed the certification also get additional benefits outside of salary so that it can be a guarantee of certainty of teacher work that ultimately leads to feelings of security. Salary is one factor that plays a role to improve job satisfaction (Luthans, 2005).

Additional income through teacher certification ultimately will increase job satisfaction.

H4: Teacher certification has a significant influence on teacher performance

By following training in the certification process, teachers gain lot of new knowledge which will improve their skills or competences. And in turn, the knowledge they get in certification training could be implemented in school. It could be expected that the competence of teachers as learning agents will increase after pursuing the training in accordance with the established standards on certification. The research conducted by Murwati (2013) states that teacher certification has an effect on performance. The certified teachers receive rewards that have a direct impact on their well-being, thereby improving their performance. This is in line with the research of Theresia et al. (2017) which shows that the improvement on the performance of lecturers/employees is primarily driven by factors directly affecting them.

H5: Job satisfaction has a significant influence on teacher performance

The relationship between job satisfaction and performance has been firmly established in the organizational behavior literature (Barakat, *et al.,* 2015). No effort to improve teachers' commitment and performance is likely to be successful unless their job satisfaction is properly taken care of. If the teacher is satisfied with the circumstances that affect him, then he will work or teach well (Suwar, 2008). It is a well-known fact that when teachers are motivated, they will render services to the institution quite effectively and efficiently (Mbua, 2003).

H6: Teacher certification has a significant influence on the performance of the teachers through motivation

Teacher certificates must have an impact on teacher motivation to achieve organizational goals. Motivated employees will be more productive. Teacher certificate plays an important role, because it relates to how a person feels about his work, how much teacher satisfaction with

his work that ultimately affects the motivation to work to improve its performance. Research done by Yustiyawan and Nurhikmahyanti (2014) states that the performance of teachers SMP 1 Surabaya influenced by motivation and certification.

H7: Job satisfaction has a significant influence on teacher performance through motivation

A study of teachers in Shiraz conducted by Asgari (2017) showed that intrinsic motivation, self-determined motivation, and disconnected motivation have a positive correlation with job satisfaction. Tripathi stated that job satisfaction refer to an employee general attitude towards his job (Saranya, 2014). When workers are satisfied with their work, their motivation will increase, which will ultimately improve their performance. The research of Kanto (2014) on high school guidance and counseling teacher showed that job satisfaction had positive effect to work motivation and work motivation had positive effect on teacher performance on guidance and counseling. This is in line with the research conducted by Theresia *et al.* (2017) which shows that ITI lecturer's job satisfaction influences performance through motivation.

H8: Motivation has a significant influence on teacher performance

One of the internal factors affecting the performance is motivation, and even thought a primary determinant of performance. The research done by Sutriyantono (2013) shows there is a significant positive relationship between work motivation and performance, suggesting that the higher the intensity of motivation, the higher of performance. Therefore, teachers who have high motivation to work will be able to improve their performance. In line with that, Covington (1993), who studied the course grade of college students found that college students' course grade were positively influenced by motivation.

Target population of this study is all the teachers at elementary school in Central Jakarta who have been certified. Total population is 332 teachers. Busy schedule of teachers was taken into consideration; questionnaires were distributed among available teachers. Because some

teachers are not in place and some cannot be disturbed, only 225 questionnaires were distributed among teacher, using Likert scale on the interval of 1 (one) to 5 (five). Total 190 teachers filled in the questionnaire and the number of valid questionnaires is 181 pieces. Afterwards, collected data are processed and presented based on the principle of descriptive statistics, while for the analysis and testing of hypotheses, statistical approach used inferential variables. Hypothesis testing is done by the processing of structural equation modeling (SEM) (Jöreskog and Sörbom, 1993), from calculation of regression weights through the value of causality critical ratio (CR), and the calculation of standardized indirect effect.

The analysis in this study is descriptive analysis and multivariate regression analysis. The first step is to do

confirmatory factor analysis (CFA). The level of confidence used is 95%, which requires the value of probability (p-value) in the test Goodness of Fit is greater than 0.05 in order that the model is good. After analyzing one-dimensional level of the indicators forming latent variables with confirmatory factor analysis, the next stage is to do multivariate regression analysis with SEM by using Analysis of Moment Structure Software (AMOS). SEM analysis is done by using full model.

3. RESULT AND DISCUSSION

3.1. Descriptive Analysis

Results of data processing on questionnaire for teacher certification, job satisfaction, motivation and performance are shown in Table 2.

Table 2
Respondent Responses

Variable	Indicator	Satisfaction Level					Index
		1	*2*	*3*	*4*	*5*	
Teacher Certification (X1)	X1.1	29	37	43	55	17	2.97
	X1.2	0	7	64	88	22	3.69
	X1.3	0	62	47	59	13	3.13
	X1.4	0	11	58	56	56	3.87
	X1.5	0	56	49	65	11	3.17
	X1.6	0	45	51	74	11	3.28
Job Satisfaction (X2)	X2.1	0	5	68	87	21	3.69
	X2.2	0	9	11	77	84	4.30
	X2.3	0	10	77	79	15	3.55
	X2.4	0	7	68	95	11	3.61
	X2.5	0	10	75	78	18	3.57
	X2.6	0	11	52	50	68	3.97
Motivation (Y1)	Y1.1	0	11	6	78	86	4.32
	Y1.2	0	6	73	87	15	3.61
	Y1.3	0	10	6	80	85	4.33
	Y1.4	0	7	10	64	100	4.42
	Y1.5	0	10	4	73	94	4.39
Performance (Y2)	Y2.1	0	10	7	65	99	4.40
	Y2.2	0	10	10	66	95	4.36
	Y2.3	0	45	60	56	20	3.28
	Y2.4	0	9	66	95	11	3.60
	Y2.5	0	49	61	52	19	3.23
	Y2.6	0	80	65	19	17	2.85

Respondents' interval values were assigned in classes, to find the limit values of each classes, then the average or mean value of each were incorporated into classes, presented in Table 3.

Table 3
Interval Value and Mean Category

Interval	Mean Category
1.00 – 1.80	Very poor/very low
1,81 – 2,60	Poor/low
2,61 – 3,40	Fairly well/fairly high
3,41 – 4,20	Good/high
4.21 – 5,00	Excellent/very high

Based on Table 2, it shows that teacher certification is at the interval 2.97 - 3.87 with an average of 3.35. This shows that the satisfaction of respondents to teacher certification factor is in the category of good enough. Job satisfaction is at intervals of 3.55 - 4.3 with an average of 3.78. This shows that the satisfaction level of the respondents to job satisfaction factors is in the good category. Motivation is at intervals of 3.61 - 4.42 with an average of 4.21. This shows that the level of satisfaction of respondents to motivation factors is in very good category. Level of satisfaction on performance is at intervals of 2.85 to 4.4 with an average of 4.34. This shows that the level of satisfaction of respondents to the performance factor is in very good category.

3.2. Multivariate Regression Analysis

3.2.1. Confirmatory Factor Analysis

Confirmatory factor analysis is used to test unidimensionality, validity and reliability of construct measurement models that cannot be measured directly. The purpose of the confirmatory factor analysis is to evaluate whether a pre-specified factor model provides a good fit to the data. The model shows the operationalization of variables or research constructs into measurable indicators are formulated in terms of equations and/or specific path diagrams (Long, 1983). Feasibility test of the model as the results of confirmatory factor analysis for construction: teacher certificate, job

satisfaction, motivation, and performance are presented in Table 4.

From the confirmatory factor analysis process for Goodness of Fit Test result in Table 4 teacher certificate construct, which is used to form research model, fulfills the criteria that have been set. The probability value in goodness of fit test showed a value of 0.132, which is greater than 0.05. This means that feasibility test of the model is qualified as a good model. Therefore, based on the confirmatory factor analysis, the teacher certificate can be used for further analysis. Root mean square error of approximation (RMSEA) describes the residuals contained in the model. RMSEA for teacher certificate shows the number 0.054. If the value is in the 0.05 range, such as 0.05<RMSEAd"0.08 the model is still acceptable as a fit model. Comparative Fit Index (CFI) is the comparative value of the model compiled with the ideal model. The CFI value for professional certificate is 0.995, while the expected value is above 0.90. While the value of AGFI (Adjusted Goodness of Fit) is 0,942 which is e" 0.90, it is recommended that the model is fit. By looking at the model parameters above, we can say that the measurement model for teacher certificate is fit.

Similarly, motivation has shown qualification as a good model. From the model parameters, feasibility test to build the model of motivation has been qualified as a good model because the results of processed data show that the measurement model is fit. This can be seen from the measurement index of RMSEA, GFI, AGFI, CMIN / DF, TLI and CFI in the range of expected values (good).

The former result of feasibility test analysis on Job Satisfaction previously not included good category. But once modified (as shown in Table 4), the probability value in Goodness of Fit test showed a value of 0.427, which is greater than 0.05. This means that feasibility test of the model is qualified as a good model after modification.

Likewise, the results of the feasibility test in the previous analysis on performance variables did not belong to either category. But once modified (as shown in Table 4), the probability value in Goodness of Fit test showed a value of 0.917, which is greater than 0.05. This means that feasibility test of the model is qualified as a good model after modification.

Table 4
Feasibility Model Testing Results on Factor Analysis

Construct	Goodness of Fit Index	Cut-off Value	Result	Model Evaluation
Teacher Certification	Chi Square (X^2)		13,734	
	Probability	≥ 0,05	0,132	Good
	RMSEA	≤ 0.08	0,054	Good
	GFI	≥ 0.90	0,975	Good
	AGFI	≥ 0.90	0,942	Good
	CMIN/DF	≤ 2.00	1,526	Good
	TLI	≤ 0.90	0,924	Good
	CFI	≥ 0.90	0,995	Good
Job Satisfaction	Chi Square (X^2)		8,067	
	Probability	≥ 0,05	0,427	Good
	RMSEA	≤ 0.08	0,007	Good
	GFI	≥ 0.90	0,985	Good
	AGFI	≥ 0.90	0,962	Good
	CMIN/DF	≤ 2.00	1,008	Good
	TLI	≥ 0.90	0,997	Good
	CFI	≥ 0.90	0,998	Good
Motivation	Chi Square (X^2)		8,048	
	Probability	≥ 0,05	0,154	Good
	RMSEA	≤ 0.08	0,058	Good
	GFI	≥ 0.90	0,983	Good
	AGFI	≥ 0.90	0,949	Good
	CMIN/DF	≤ 2.00	1,610	Good
	TLI	≥ 0.90	0,935	Good
	CFI	≥ 0.90	0,968	Good
Performance	Chi Square (X^2)		2,032	
	Probability	≥ 0,05	0,917	Good
	RMSEA	≤ 0.08	0	Good
	GFI	≥ 0.90	0,996	Good
	AGFI	≥ 0.90	0,987	Good
	CMIN/DF	≤ 2.00	0,339	Good
	TLI	≥ 0.90	1	Good
	CFI	≥ 0.90	1	Good

3.2.2. SEM Analysis

After performing confirmatory factor analysis, the next step is to conduct SEM analysis using full model. Analysis of processed data at the stage of a full model SEM was conducted by conformation test and statistical test. SEM using modified – full model can be seen in Figure 2.
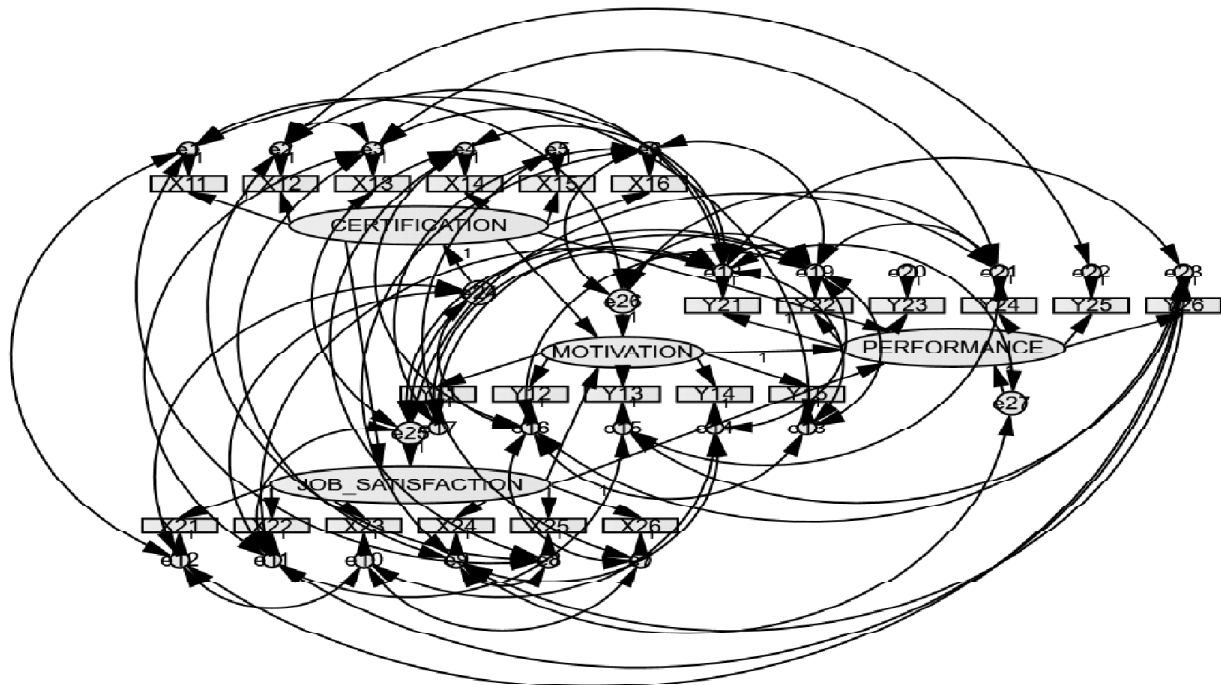
Figure 2: SEM - Using Modified

Data processed using modified – full model SEM can be summarized in Table 5.

Table 5
SEM (Modified) Feasibility Test Result

Goodness of Fit Index	Cut-off Value	Analysis Result	Model Evaluation
Chi Square (X²)		164,237	
Probability	≥ 0,05	0,546	Good
RMSEA	≤ 0.08	0	Good
GFI	≥ 0.90	0,930	Good
AGFI	≥ 0.90	0,984	Good
CMIN/DF	≤ 2.00	0,983	Good
TLI	≥ 0.90	1,006	Good
CFI	≥ 0.90	1	Good

Based on the results in Table 5, it can be seen that the model used was acceptable, since chi-square value obtained was 164.237 with probability value of 0.546, indicating that structural equation model was good enough. Measurement index of RMSEA, GFI, AGFI, CMIN / DF, TLI and CFI indicated that the model tested had already met the required criteria.

3.3. Hypothesis Testing

Hypothesis testing to prove causality of relationship H1, H2, H3, H4, H5 and H8 based on Critical Ratio (CR) value of SEM analysis result, could be seen on Table 6. Hypothesis testing of H6 and H7 was using Standardized Indirect Effect measurement, could be seen on Table 7.

Table 6
Hypothesis Testing Based on Critical Ratio (CR) Value

Variable	Estimate	S.E	C.R.	p-value	Notes
Job satisfaction <— Certification	.047	.185	2.542	***	Significant
Motivation <—- Certification	-.878	.395	-2.223	.026	Not Significant
Motivation <—- Job satisfaction	2.031	.715	2.839	***	Significant
Performance <—- Motivation	-2.606	16.466	-.158	.874	Not Significant
Performance <—- Certification	-2.113	14.605	-.145	.885	Not Significant
Performance <—- Job satisfaction	-5.344	34.006	-.157	.875	Not Significant

Hypothesis testing based on Table 6 shows that teacher certification affects job satisfaction. This study indicates that teacher certification variables have significant effect on job satisfaction. Table 6 shows the magnitude of the estimation coefficient for teacher certification variable on job satisfaction is 0.047. This indicates that if the teacher certification variables increase by 1.0 then the job satisfaction will increase by 0.047. Hypothesis testing based on Table 6 shows that job satisfaction affects motivation. Table 6 shows the coefficient of estimation for the job satisfaction variable on the motivation is 2.031 implying that job satisfaction variable significantly influences motivation. This indicates that the variable of motivation and job satisfaction changes in same direction, and if the job satisfaction variables increase by 1.0 then motivation will increase by 2.031.

Teacher certification does not affect motivation. This study shows that teacher certification variable significantly doesn't influence motivation. Moreover, the coefficient estimate of teacher certification variables on motivation is approximately -.878 (CR <1.96, not significant). Teacher certification has no significant effect on motivation. Motivation does not affect performance. This research shows that motivation has not significant effect on teacher performance. Table 6

illustrates the magnitude of the estimation coefficient for the motivation variable on the performance is -2.606 (CR <1.96, not significant). Thus motivation was proven to have no significant effect on performance. Teacher certification doesn't affect performance either. The magnitude of the estimation coefficient for teacher certification variable at performance shown in Table 6 is -2.113(CR <1.96, not significant). Thus teacher certification was proven to have no significant effect on performance. As well, job satisfaction does not affect performance.

This study showed that teacher certificate variable had significantly influenced performance through motivation. Table 7, explains the magnitude of the estimated coefficient of certificate variable on teachers' performance through motivation with a direct effect approximately -2.113 and indirect effect approximately 2.312 with total effect of 0.199. Job satisfaction variable did not significantly influence performance through motivation. Table 7 explains the magnitude of the estimated coefficient for job satisfaction variable to teachers' performance through motivation with direct effect of 5.344 and indirect influence of -5.294 with total effect of 0.051. It indicates that job satisfaction has a significant influence on performance without going through motivation.

Table 7
T-Test result (CR) on Teacher Certificate and Job Satisfaction Variables towards
Performance through Motivation (Standardized Indirect Effect)

Variable		Variable	Direct Effect	Indirect Effect	Total Effect
Teacher certificate	—>	Performance	-2.113	2.312	0.199
Job satisfaction	—>	Performance	5.344	-5.294	0.051

4. CONCLUSION

This study shows that teacher certification is not directly beneficial either to improve teacher performance. Although teacher certification does not increase teacher performance directly, but teacher certification increases performance through motivation and motivation increases through job satisfaction. This is in line with the results of descriptive research indicating that respondents agree that certification makes teachers feel more dignified and proud, indicating that teachers are satisfied with their work by certification. However, the results show that certification have not been a leverage factor to improve performance.

This is in line with the study conducted by Houtte (2006) which states that the recognition of the skills and capabilities of the teachers through a certificate can become one of the factors increasing their job satisfaction because the recognition of their profession can be expected to give them the sense of dignified and appreciated.

Motivation not only takes the form of economic interests, but usually also shaped psychological needs in order to encourage someone to do the job more actively. In accordance with the task of a teacher to encourage the increased efficiency and effectiveness of the class and improving student academic achievement, then the motivation is very important for a teacher to carry out his or her duties. This is in line with the research of Vidislavsky & Shemesh (2009) which states that motivated teachers will have a willingness to participate and contribute to the advancement of education.

Various ways can be done to improve teacher motivation. The results show the need for teachers to be challenged, because with the challenge given the teacher will be encouraged to take action to overcome these challenges. This is in line with research of Zeid (2017) which states that someone is encouraged to perform an action to achieve a certain goal with the motivation. Rohaizah states that motivation can be increased, among others, by generating new ideas.

This is also in line with the results of research showing that teachers do not like casual behavior in work, so through engagement in new ideas teachers are constantly motivated to improve their performance. Besides, there is the need for feedback on every activity that has been done, so that teachers are continuously motivated to improve their performance. For that matter, the role of top management is very important. Sagnak (2017) states that the behavior of a leader has very strong influence on the behavior of his followers. The leader who makes his organization a learning organization makes his followers' behavior a learner as well.

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