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The Influence of Intrinsic and Extrinsic Rewards on Middle School Teachers' Job Satisfaction

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ABSTRACT

This study aims to determine the effect of intrinsic and extrinsic rewards on teacher job satisfaction at a junior high school in Batanghari. This research is a quantitative study. The population of this study is the number of all teachers who teach at that school, with a sample of 32 teachers. The analysis used is multiple regression analysis, and the data is processed with the help of the SPSS version program 20.0. The results showed that intrinsic reward significantly affected job satisfaction with count > t table (4,564 > 1699). This shows H_a is rejected and H_o is accepted, which means the extrinsic reward had a significant effect on job satisfaction with the value $t_{count} > t_{table}$ (3.213> 1699). This shows that H_a is rejected and H_o is accepted. It can be said that there is a partial influence between intrinsic reward and extrinsic reward on job satisfaction by looking at the results of the coefficient of determination (r square) of 0.965, which means that the intrinsic reward and extrinsic reward variables can increase job satisfaction by 96.5% and 3.5% are variables residual (residual) which are influenced by other variables.

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1. INTRODUCTION

Education is a process of learning the knowledge, skills, and habits of a group of people passed down from one generation to the next to educate and develop competencies and create individual quality figures through teaching, training, or experience gained. Education is also a human effort to foster personality according to society and culture's values (Ary, 2018). Education is obtained through parents or family, community, residential environment, non-formal institutions, or formal institutions such as schools (Affeldt et al., 2017). In conclusion, education is a significant aspect of providing a better future for the younger generation.

A school is an institution or organisation established to educate the younger generation and to provide knowledge that is expected to be useful for the nation and state. Schools can run well if existing resources can be managed properly (Gamboa & Melao; Liu & Cavanaugh, 2011). Employees, leaders, and organisational systems are important elements of human resources within the organisation. Various elements are carried out by schools in developing human resources to be more competent in facing increasingly fierce competition (Alammar, 2015). One of the efforts made is to fulfil employee job satisfaction. Mohanty (2016) stated that a positive attitude towards work has a positive relationship with job satisfaction. Job satisfaction is a general attitude towards a person's job, the difference between the rewards employees receive and the amount they believe they should receive. Every individual needs an appreciation for what they do daily, and employees always need appreciation.

In the world of education, rewards are used as a form of motivation or an award for good results or achievements, such as words of praise, a smile, giving applause, or giving that pleases students or teachers (Costica, 2014). According to Kokubun (2019), rewards are incentives that link payments based on increasing employee productivity to achieve a competitive advantage. Meanwhile, according to Riener & Wagner (2022), a reward is a form of appreciation for efforts to obtain professional staff in accordance with the demands of the position. Balanced coaching is needed, namely a business activity of planning, organising, using, and maintaining the workforce to be able to carry out tasks effectively and efficiently.

Teacher performance indirectly causes satisfaction, and this performance will receive both intrinsic and extrinsic rewards. Satisfaction will be obtained through job evaluation of rewards, both intrinsic and extrinsic (Terera & Ngirande, 2014). Satisfaction will be obtained through the employee's assessment of the reward received, if the employee feels that the award is fair, it will increase job satisfaction, but if the opposite occurs, it will cause job dissatisfaction. Additionally, Gibson (2006) shows that intrinsic and extrinsic rewards can affect job satisfaction. Rewards as remuneration for work that is seen and felt to be adequate will be satisfactory. On the contrary, the rewards that are perceived and felt to be inadequate will not be satisfactory.

The explanation above can be understood that employee job satisfaction in any institution requires rewards, both intrinsic and extrinsic. Extrinsic rewards in the form of money, promotions, and intrinsic rewards in the form of a feeling that they have carried out their duties well and feel that their needs have been met through the work, are factors that determine job satisfaction for leaders (Price et al., 2009). A teacher's job satisfaction can be seen as the teacher's attitude towards his work (Toropova, 2021). Attitudes towards work will be influenced by many things, such as relationships with superiors, relationships with colleagues, working conditions, school policies, personal life, abilities, acceptance, characteristics of the work itself, and responsibilities.

Based on the big picture theory, the results of past research, and the author's observational tour, many things affect how happy teachers are with their jobs. The author sees this as a problem and thinks it's essential to find out how intrinsic and extrinsic rewards affect how pleased teachers are at a junior high school in Batang Hari. This research aims to find out and analyse the effect of intrinsic rewards on teacher job satisfaction, the impact of extrinsic rewards on teacher job satisfaction, and the development of both intrinsic and extrinsic rewards on teacher job satisfaction.

2. METHODS

The method used in this research is quantitative to describe and test the established hypothesis. To collect the data needed in the study, the authors used a questionnaire designed from three research variables: intrinsic reward, extrinsic reward and teacher job satisfaction. The questionnaire was given to respondents in order to get answers to questions and attitudes from respondents. This questionnaire method was used by the author to obtain certain data about the effect of intrinsic and extrinsic rewards on teacher job satisfaction.

Table 1. List of Values (Scores) Rating Scale

No	Alternative Answer	Score (+)
1	SS (Strongly Agree)	5
2	S (Agree)	4
3	KS (Disagree)	3
4	TS (Disagree)	2
5	STS (Strongly Disagree)	1

The participants of this study were 32 teachers in a junior high school in Batanghari; respondents who were used as research samples were asked to choose one of the alternative answers that had been provided. In order for the questionnaire used to collect data gives objective results, the researcher calibrates the instrument because the accuracy of testing a hypothesis about the relationship between research variables is highly dependent on the quality of the data used in the test. The research instruments for each observed research variable include conceptual definitions, operational definitions, instrument grids, and instruments used. The items in this study are arranged in the form of questions and statements and each answer is in the form of a Likert scale with research criteria 1 to 5, as shown in the table above.

3. FINDINGS AND DISCUSSION

3.1. Findings

Descriptive statistics used are measures of central symptoms, which include the highest score, lowest score, average (mean), the value that often appears in respondents' answers (mode), the mean (median), standard deviation (standard deviation), and sample variance. In addition to the size of the central symptom and the data distribution, frequency distribution tables and histogram graphs are also used. The description of the data presented in this section includes data on the Intrinsic Rewards (X1), Extrinsic Rewards (X2), and Job Satisfaction (X3) variables after being processed using descriptive statistics with the SPSS version 20.0 program, a measure of central tendency is obtained as shown in the following table:

Table 14.
Central Tendency Measure [90]

Statistics				
		x1	x2	X3
N	Valid	32	32	32
	missing	0	0	0
mean		82.0625	78.8750	81.5938
median		82,0000	80,000000	82,0000
Mode		78.00 [a]	80.00	82.00
Std. Deviation		5,00927	5.06570	5,11077
Variance		25,093	25.661	26,120
Range		21.00	22.00	23.00
Minimum		69,00	65.00	67,00
Maximum		90.00	87.00	90.00
Sum		2626.00	2524.00	2611.00

a. Multiple modes exist. The smallest value is shown

Based on the results of data processing with the SPSS version 20.0 program above, it can be described as follows.

3.1.1. Job satisfaction (X3)

The job satisfaction variable was measured through a questionnaire consisting of 22 statements. Based on the data obtained and then statistically processed into a frequency distribution list with the number of classes calculated according to the Sturges rule (K = 1 + 3.3 logs n) obtained 6 classes with the lowest score of 67 and the highest score of 90, the mode value for the satisfaction variable work of 82,00 median 82,0000, mean (mean) 81,5938, standard deviation or standard deviation obtained is 5,11077 and variance 26,120. The detailed steps taken manually to obtain the above values are as follows.

1) Counting Number of Interval Class

K = 1 + 3.3 Log n

= 1 + 3.3 Log 32

= 1 + 3,3 . 1.50

= 5.95

=6

So, the K value is 6

2) Calculating Data Range

The largest data minus the smallest data, then add 1

The largest data = 90, the smallest data = 67

So, 90 – 67 = 23 + 1 = 24

3) Calculating Class Length

That is, the range divided by the number of classes

= 24 : 6

= 4

Based on the above calculations, the score range is 24, and calculations using the Sturges formula show that there are 6 class intervals with a class length of 4. The following table shows a summary of how the job satisfaction variable data is spread out in terms of frequency:

Table 1. Frequency Distribution of Job Satisfaction Variables (X3)

No	Interval Class	Frequency	Relative frequency (%)	Cumulative Frequency
1	67-70	1	3.125	1
2	71-74	2	6.25	3
3	75-78	6	18.75	9
4	79-82	11	34,375	20
5	83-86	6	6.25	26
6	87-90	6	6.25	32
Amount		32	100	

Based on the table above, the mode, median, and mean are all between 79 and 82, which is a fourth-class interval. Also, the number of people who got the highest and lowest scores was about the same,

so the data were mostly spread out evenly. The table above also shows that the frequency of job satisfaction variables is spread out in a symmetrical curve. With the help of the diagram in the next figure, it is easier to see how the scores on the job satisfaction variables are spread out.

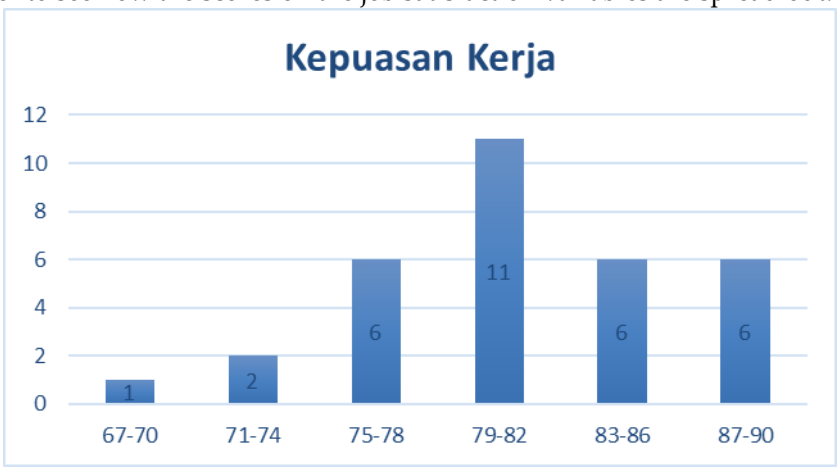

Figure 1. Job Satisfaction Diagram(X3)

3.1.2. Intrinsic Reward (X1)

The intrinsic Reward variable was measured through a questionnaire consisting of 18 statements. Based on the data obtained and then processed statistically into a frequency distribution list with the number of classes calculated according to the Sturges rule (K = 1 + 3.3 logs n) obtained 6 classes with the lowest score of 69 and the highest score of 90, the mode value for the reward variable intrinsic value of 78.00 medians 82.0000, mean (mean) 82.0625. The standard deviation or standard deviation obtained is 5,00927, and the variance is 25,093.

The detailed steps taken manually to obtain the above values are as follows.

1) Counting the Number of Interval Class

K = 1 + 3.3 Log n

= 1 + 3.3 Log 32

= 1 + 3,3. 1.50

= 5.95 =6

So, the K value is 6

2) Calculating Data Range

The largest data minus the smallest data, then add 1

The largest data = 90, the smallest data = 69

So 90 – 69 = 21 + 1 = 22

3) Calculating Class Length

That is, the range divided by the number of classes

= 22 : 6

=3.66

=4

Based on the above calculations, the score range is 22, and calculations using the Sturges formula show that there are 6 class intervals with a class length of 4. The following table shows how the frequency of the intrinsic reward variable data is spread out.

Table 2. Frequency distribution of intrinsic reward variable (X1)

No	Interval Class	Frequency	Relative Frequency (%)	Cumulative Frequency
1	69-72	1	3.125	1
2	73-76	4	12.5	5
3	77-80	6	18.75	11
4	81-84	10	31.25	21
5	85-88	8	25	29
6	89-92	3	9,375	32
Amount		32	100	

The mode, median, and mean values are all in the fourth-class interval of 81-84, as seen in the preceding table. The number of responders with the highest and lowest scores was also comparable, suggesting a normal distribution of the data. The following table also shows that there is a symmetrical curve in the distribution of the frequency of the intrinsic reward variable. The following graphic provides a visual representation of the score distribution for the intrinsic reward variable.

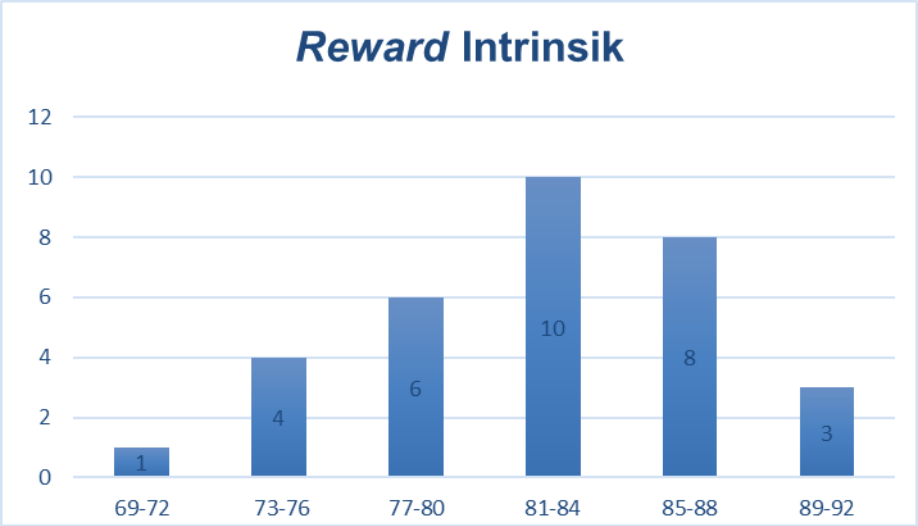

Figure 2. Intrinsic Reward Diagram (X1)

3.1.3. Extrinsic Reward (X2)

The extrinsic reward variable was measured through a questionnaire consisting of 18 statements. Based on the data obtained, then statistically processed into a frequency distribution list with the number of classes calculated according to the Sturges rule (K = 1 + 3.3 logs n) obtained 6 classes with the lowest score of 65 and the highest score of 87, the mode value for the reward variable. Extrinsic is 80.00, the median is 80.0000, the mean (mean) is 78.8750, the standard deviation or standard deviation obtained is 5.06570, and the variance is 25.661.

The detailed steps taken manually to obtain the above values are as follows.

1) Counting the Number of Interval Class

K = 1 + 3.3 Log n

= 1 + 3.3 Log 32

= 1 + 3,3. 1.50
= 5.95 =6
So, the K value is 6
2) Calculating Data Range
The largest data minus the smallest data then add 1
The largest data = 87, the smallest data = 65
So, 87 – 65 = 22 + 1 = 23
3) Calculating Class Length
That is, the range divided by the number of classes
= 23 : 6
=3.83
=4

From this, we can deduce that the possible range of scores is 23, and that there are six 4-point class intervals. What follows is a table summing up the frequency distribution of data on extrinsic reward variables.

Table 3. Frequency Distribution of Extrinsic Reward Variables (X2)

No	Interval Class	Frequency	Relative Frequency (%)	Cumulative Frequency
1	65-68	1	3.125	1
2	69-72	4	12.5	5
3	73-76	5	15.625	10
4	77-80	10	31.25	20
5	81-84	9	28,125	29
6	85-88	3	9,375	32
	Amount	32	100	

Based on the table above, the mode, median, and mean value lies in the fourth-class interval 77-80. In addition, the number of respondents who obtained the highest and lowest scores was balanced so that the data tended to be normally distributed. The table above also illustrates that the spread of the extrinsic reward variable frequency is a symmetrical curve. Graphically, the distribution of the score distribution for the extrinsic reward variable can be seen more clearly through the diagram in the following figure:

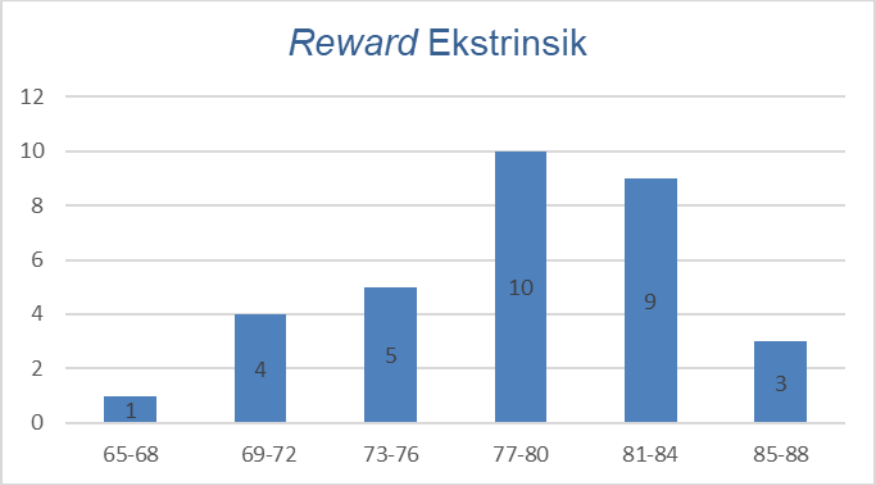

Figure 3. Extrinsic reward histogram (X2)

Table 4. Summary of Test Results Between Exogenous Variables to Endogenous Variables

No	Variable	Test result			Information
		Direct	Indirect	Total	
1	X 1 -Y	59.4%	-	59.4%	Significantly influential
2	X 2 -Y	41.3%	-	41.3%	Significantly influential
3	X 1 X 2 -Y	-	-	96.5%	Significantly influential

Based on the table above, it can be seen that partially the most influential variable is the intrinsic reward variable on teacher job satisfaction, namely 59.4%. Furthermore, based on the results of hypothesis testing both partially (t-test) and simultaneously (f test), it can be seen in the following table:

Table 5. Summary of t-test (partial) and f-test (simultaneous)

å	Hypothesis	t count (0.05)	T table (0.05)	F count	F table (0.05)	Decision
1	H 0 : p yx1 = 0 H 1 : p yx1 0	4,564	1,699	-	-	Hypothesis accepted
2	H 0 : p yx1 = 0 H 1 : p yx1 0	3,213	1,699	-	-	Hypothesis accepted
3	H 0 : p yx11 = 0 H 1 : p yx11 0	-	-	404.911	3.33	Hypothesis accepted

3.2. Discussion of Research Results

3.2.1. Intrinsic reward (X1) has a significant effect on job satisfaction (X3).

Table 6. The value of the coefficients between the indicators of the intrinsic reward variable (X1) on the job satisfaction variable (X3)

Coefficients [a]

Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	,317	3,669		,086	,932
	Confession	1.008	,113	,444	8,946	,000
	Career Progress	,942	,158	,276	5,957	,000
	Responsibility	1.052	,134	,383	7,824	,000
	Learning Opportunities	,941	,151	,280	6,213	,000

a. Dependent Variable: Job Satisfaction

From the table above, it can be seen that partially the most influential indicator is the 3rd indicator, namely responsibility, with a B value of 1.052. Therefore, we can conclude that intrinsic reward affects teacher job satisfaction. This informs that the better the intrinsic reward, it will also increase the job satisfaction of teachers at the research site (Morgan et al., 2013). This can be proven by the results of inferential statistical analysis using multiple regression analysis, stating that partially the most dominant indicator that influences job satisfaction is the indicator of recognition and responsibility, namely 108% and 152% of teacher job satisfaction.

3.2.2. Extrinsic rewards (X2) have a significant effect on teacher job satisfaction (X3)

Table 7. The value of coefficients between indicators of extrinsic reward variable (X2) on job satisfaction variable (X3)

Coefficients [a]

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,385	4,078		1.075	,292
	Salary or wages	,923	,111	,423	8,325	,000
	Bonus	1,120	,138	,424	8,116	,000
	allowance	,953	,104	,497	9,146	,000
	Promotion	,868	,133	,352	6.508	,000

a. Dependent Variable: Job Satisfaction

From the table above, it can be seen that partially the most influential indicator is the second indicator, namely Bonus, with a B value of 1.120. Therefore, we can conclude that extrinsic rewards affect teacher job satisfaction (Saiti, 2007). This implies that the more extrinsic rewards they have in school, the job satisfaction of teachers at the junior high school will also increase. This can be proven by

the results of inferential statistical analysis using multiple regression analysis, stating that partially the most dominant indicator affecting job satisfaction is the bonus indicator, which is 112%. This means that there is a significant influence between extrinsic rewards on teacher job satisfaction.

3.3.3. Intrinsic reward (X1) and extrinsic reward (X2) have a significant effect on job satisfaction (X3)

Table 8. The value of the coefficients per indicator between the intrinsic reward variable and the extrinsic reward variable (X2) on the job satisfaction variable (X3)

Coefficients [a]

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-,051	3,579		-,014	,989
	Confession	,467	,207	,205	2,257	,034
	Career progress	,453	,212	,133	2,137	.043
	Responsibility	,509	,219	,185	2,319	0.030
	Learning opportunities	,648	,171	,193	3,793	,001
	Salary or wages	,454	,161	,208	2,819	,010
	Bonus	,594	,227	,225	2,610	0.016
	allowance	,487	,173	,254	2,807	,010
	promotion	,422	,172	,171	2,447	,022

a. Dependent Variable: Job Satisfaction

From the table above, it can be seen that if tested simultaneously between variables, we can see that partially the most influential indicator is the fourth indicator, namely the opportunity to learn from the intrinsic reward variable, with a B value of 0.648. Intrinsic and extrinsic rewards affect teacher job satisfaction (Ajmal et al., 2015). This means that the better the intrinsic and extrinsic rewards the school have, the higher the job satisfaction of teachers at that junior high school (Chand et al., 2019). This can be proven by the results of inferential statistical analysis using multiple regression analysis, stating that the most dominant indicator affecting job satisfaction is the Learning Opportunity indicator, which is 64.8%. This means that there is a significant influence between intrinsic rewards and extrinsic rewards on teacher satisfaction.

4. CONCLUSION

Based on the results of processing, data analysis, and statistical calculations as described in the previous chapter, the results of this study can be concluded as follows; there is a significant effect of intrinsic reward on the job satisfaction of junior high school teachers in the research site. That intrinsic reward has a significant effect on teacher job satisfaction by 59.4%. Furthermore, there is a significant effect of extrinsic rewards on teacher job satisfaction. That extrinsic reward has a significant effect on teacher job satisfaction by 41.3%. Lastly, there is a significant effect of intrinsic reward and extrinsic reward on the job satisfaction of the teachers. That intrinsic reward and extrinsic reward have a significant effect on teacher job satisfaction by 96.5%. The better the intrinsic reward and the good extrinsic reward in the school, the more you will know the advantages and disadvantages of what the

school needs. Based on the results of this study, it can be concluded that the research hypothesis which states that the effect of intrinsic and extrinsic rewards on teacher job satisfaction, can be accepted. Thus, future studies can be elaborated to investigate similar problems from the qualitative point of view.

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