



## The Influence of Job Satisfaction on the Performance of *Madrasah Aliyah* (Islamic Senior High School) Teachers

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**Abstract:** The quality of education is strongly influenced by teacher performance. One factor that supports the improvement of teacher performance is job satisfaction. When job satisfaction is high, it will affect job performance and achieve goals optimally. This study aims to determine the effect of job satisfaction on teacher performance in the state Islamic Senior High School in Medan, Indonesia. The research method used is quantitative methods with a sample of 45 teachers taken from Madrasah Aliyah Negeri 3 Medan. Data analysis was performed using a t-test with a significance level of 95 %. Based on the test result, it is obtained that  $t_{count} > t_{table}$ . This shows that there is a significant correlation between job satisfaction and teacher performance. Based on the analysis results, it is concluded that job satisfaction is one of the factors that increase teacher performance where the higher the job satisfaction, the better and the performance of the teachers. This study provides recommendations for educational policyholders to increasingly pay attention to the factors that can increase teacher job satisfaction in state Islamic High School public in particular or other educational institutions in general.

## INTRODUCTION

The era of globalization requires the world of education to continue to improve human resources to be more qualified (Hasyim & Supardi, 2018; Kembau, Sendow, & Tawas, 2018; Nurhasnawati & Subhan, 2018). Quality of human resources can be produced from quality educational processes as well. Implementation of quality education, of course, must meet the standards set by the government.

One important standard that must be met is the educational process standard. The educational process standard is a measure of success in achieving educational goals (Arifin, Panjaitan, & Chandra, 2018; Bungawati & Syafaruddin, 2016; Susilowati &

Setiawan, 2019). The main scope of the standard education process is the learning process in the classroom. A good learning process can facilitate students to explore their potential and develop them. Teachers must have good skills in managing the learning process in class (Hidayat & Sari, 2017). According to Mouly, a teacher must have three abilities, namely directing and motivating students, providing learning experiences, and developing personality as a whole (Mouly, 1997). Teachers must also be a facilitator in exploring and developing students' potential through a learning process that can stimulate the growth of this potential. Therefore, the learning process must be interactive, inspiring,

challenging, and motivating students to participate actively.

Four competencies must be possessed by a teacher and become the basis of professional teacher performance. The four competencies are pedagogical competence, personal competence, professional competence, and social competence. In learning activities, ideally, a teacher must carry out the four competencies so that their performance becomes excellent and the quality of education can be improved. But in reality, the current problem is due to the low performance of teachers (Harlina, Bachri, & Dewi, 2019; Hatta, Tamsah, & Ilyas, 2019). This can be seen from the low number of teachers in carrying out basic competencies in teaching such as not making lesson plans and teaching materials, ineffective time management, minimal use of resources and media, lack of interaction with students, and inadequate service and guidance processes (Dike & Parida, 2019; Verawati, 2016).

Based on observations on one of the State Madrasah Aliyah in Medan, the reality is that teacher performance is still relatively low. This can be indicated from the existence of teachers who act only as presenters who have not yet played roles as class managers. The process of teaching and learning activities observed by researchers were varied, some were effective, and some were lacking, even some were ineffective. In the time management, it seemed that the teachers did not manage the time well. Some teachers arrived late, started the lessons, not on time, and ended the lesson before the time run out. In terms of the use of instructional media, the teachers have not been using interactive media in learning in the class.

Furthermore, in terms of competency development, the fact is that there were still teachers who had never participated in training activities or competency development. This is one

reason some teachers feel less satisfied with their professionalism and pedagogical abilities. This condition is thought to have an impact on their ability to develop learning in the classroom.

Based on this fact, a solution is needed to overcome teacher performance problems (Adrianto, 2018; Koedel, Li, Springer, & Tan, 2019; Sopandi, 2019). Teacher performance is strongly influenced by teacher job satisfaction. Teacher performance becomes a determining factor in the quality of graduates of educational institutions (Aprilian & Wibisono, 2017; Sulaeman, Entang, & Muharam, 2018). Various factors affect teacher performance, including motivation, organizational culture, leadership, personality, ethics, decision making, and job satisfaction (Aziizah, 2018). In this study, researchers look at the effect of job satisfaction on teacher performance.

Teacher performance can increase if the competency of the teacher is also sufficient, resulting in high job satisfaction (Kapa & Gimbert, 2017; Kumala, Burhanuddin, & Bafadal, 2018), the level of teacher satisfaction can have an impact on the performance of a teacher and the educational institution (Edinger & Edinger, 2018; Kuswoyo, Komara, & Junaedi, 2018; Saepudin & Djati, 2019). Teachers who have good performance levels will have high teaching quality (Corcoran & O'Flaherty, 2018; Nurviza, Yusrizal, & Usman, 2019).

As for some studies that discuss job satisfaction with teacher performance including; 1) The Relationship between Job Satisfaction, Competence, and Teacher Performance (Kumala et al., 2018), 2) The Effect of Job Satisfaction on Organizational Support and Work Motivation on Teacher Performance (Fatati, Tobing, & Hana, 2017). The difference between this study and previous research is that the researchers will see the effect of teacher job satisfaction significantly on teacher

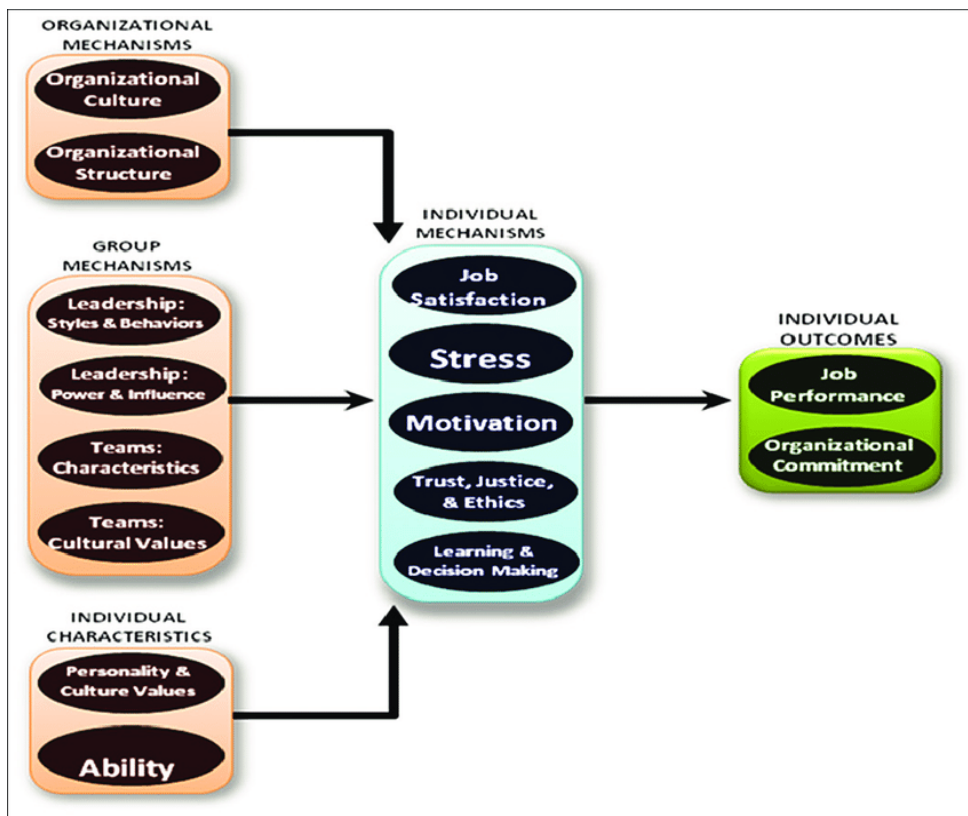
performance and the correlation between job satisfactions on teacher performance. Researchers will also explain in detail how job satisfaction greatly affects teacher performance, where job satisfaction is manifested in the ability to make a teacher realize the sense of responsibility and recognition for work. Job satisfaction in religious perspectives is involving themselves in the implementation of mental mentoring efforts to sharpen emotional feelings so that this study clearly shows that job satisfaction is one of the factors in increasing teacher performance.

**THEORETICAL SUPPORT**  
**Teacher Performance**

Performance is the result or level of success achieved by someone in the field of work according to certain criteria evaluated by certain people, especially by the employer (Rachmawati, 2013). Teacher performance can be defined as the value of employees' behavior, which

contributes positively and negatively towards the fulfillment of organizational goals (Colquit, LePine, & Wesson, 2009a). Performance tends to be high if (a) challenging goals have been set, (b) moderators (ability, commitment to goals, feedback, and task complexity) are present, and (c) mediators (direction, effort, perseverance, and strategic tasks) that operate (Slocum & Hellriegel, 2009).

Performance problems always receive attention in management because it is closely related to the productivity of the institution or organization. The main factors that affect performance are ability and willingness (Hasanah, Fattah, & Prihatin, 2010). The essence of teacher performance is nothing but the ability of teachers to demonstrate the skills or competencies they have in the real world of work (Widoyoko & Rinawati, 2012). The factors that influence this performance are described by Colquitt in the following model.



**Figure 1.** Factors Affecting Performance

Many factors influence performance such as organizational culture, leadership, personality, job satisfaction, stress, motivation, ethics, and decision making (Colquit, LePine, & Wesson, 2009b). Teacher performance can be measured through the mastery of four competencies, namely pedagogical competence, personality competence, professional competence, and social competence. Pedagogic competence is related to the ability to teach. Professional competence is related to the mastery of teaching material. Meanwhile, personal and social competence is closely related to the ability to communicate and maintain good relations with students, fellow teachers, principals, and the community in general. These four competencies must be improved and developed by teachers to become professional teachers.

### Teacher Job Satisfaction

Job satisfaction is the degree to which a person feels positive or negative about various aspects of work, workplace, and relationships with coworkers. Teacher job satisfaction is important because it involves the problem of work outcomes (performance) of teachers which is one step in improving the quality of service to students (Liana, 2012).

Many indicators affect work satisfaction such as harmonious relationships, work atmosphere, motivation, economic satisfaction, mental calmness and the pride toward the job. In many cases, there are often positive relationships between high satisfaction and high work performance. Furthermore, it will be feedback that will affect work performance in the future. So, the relationship between achievement and job satisfaction becomes a continuous system.

Job satisfaction is something important in achieving the goals set by the organization because if someone has high job satisfaction, it will make it easy to achieve goals to the fullest. Conversely, if job satisfaction is low, it will be difficult

for organizations to achieve goals well. Job satisfaction in 5 dimensions as follows: (1) satisfaction toward the salary (2) satisfaction toward the promotion (3) satisfaction toward the coworkers (4) satisfaction toward the supervisor (5) satisfaction toward the work itself (Sari, 2013).

### METHOD

This study is a quantitative study with a sample of 45 Madrasah Aliyah Negeri (MAN) 3 Medan. The reason for choosing this school is because it is one of the pilot schools in implementing teacher performance. The instrument used to collect the data on job satisfaction and teacher performance was a questionnaire distributed to the research subjects (respondents). Before using an instrument, a trial was carried out to obtain a valid and reliable instrument. Teacher performance questionnaire can be seen in Table 1.

**Table 1.** Teacher Performance Questionnaire

No	Indicator Statement	Number of Statements
1	Have the willingness to carry out tasks	8
2	Have seriousness in carrying out tasks	8
3	Have the ability to carry out tasks	9

Table 1 shows the teacher performance questionnaire, where every point statement consists of five alternative answers consisting of two groups. The first group consists of Always, Often, Sometimes, Rarely, and Never types of answers whereas the second group consists of Strongly Agree, Agree, Doubtful, Disagree, and Strongly Disagree type of answers.

Furthermore, the instrument of teacher job satisfaction can be seen in Table 2.

**Table 2.** Teacher Job Satisfaction Questionnaire

No	Indicator Statement	Number of Statements
1	Pleasure in working	8
2	Relief over the ability to do work	5
3	Satisfaction toward the achieved results	7
4	Complaints against job	5

Table 2 shows the teacher job satisfaction questionnaire. Each item is provided with five alternative answers consisting of two groups. The first group consists of Always, Often, Sometimes, Rarely, and Never types of answers whereas the second group consists of Strongly Agree, Agree, Doubtful, Disagree, and Strongly Disagree type of answers.

Furthermore, after the data was collected, the hypothesis was tested by using a simple correlation analysis technique. The hypothesis testing was carried out at the significance level of 95% or  $\alpha = 0.05$ . Simple correlation analysis was performed to examine the relationship between the variables of job satisfaction (X) and the teacher performance of MAN 3 Medan (Y). To test the significance of the correlation (r), the t-test statistic formula was used t (Sudjana, 2005).

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

The criteria of the test are as follows:

1. Correlation coefficient r means if the value of  $t_{\text{count}} > t_{\text{table}}$
2. No correlation coefficient r means if the value of  $t_{\text{count}} < t_{\text{table}}$

## RESULT AND DISCUSSION

### Teacher Performance

Based on the results of data analysis of the teacher performance through research instruments, the lowest score was 24, the highest score was 11, the average was 17.40, the median was 18.00, the mode was 18.00, and the standard deviation was 2,588. Based on the

average value, the median and mode values obtained were not much different. This shows that the frequency distribution of teacher performance was normally distributed.

A clearer picture of the distribution of teacher performance data on MAN 3 Medan can be seen in Table 3.

**Table 3.** The Scores Frequency Distribution of Teacher Performance in MAN 3 Medan

No.	Class Interval	Frequency	Percentage
1	11 – 12	3	6,67 %
2	13 – 14	3	6,67 %
3	15 – 16	7	15,55 %
4	17 – 18	19	42,22 %
5	19 – 20	9	20,00 %
6	21 – 22	3	6,67 %
7	23 – 24	1	2,22 %
Total		45	100,00 %

Table 3 shows that the first interval class with the scores of 11-12 is composed of 3 teachers (6.67%), the second class interval with the scores of 13-14 is composed of 3 teachers (6.67%), the third interval class with the scores of 15-16 is composed of 7 teachers (15.55%), the fourth class interval with the scores of 17-18 is composed of 19 teachers (42.22 %), the fifth class interval with the scores of 19-20 is composed of 9 teachers (20.00%), the sixth class interval with the scores of 21-22 is composed of 3 teachers (6.67%), and the seventh class interval with the scores of 23-24 is composed of 1 teacher (2.22%).

### Job Satisfaction

Based on the data, the lowest score is 116.00, and the highest score is 133.00, the average is 125.62, the median is 127.00, the mode is 127.00, and the standard deviation is 4.754. The average, the median, and mode values obtained are not much different. This shows that the frequency distribution of job satisfaction is normally distributed. Frequency distribution of job satisfaction can be seen in Table 4.

**Table 4.** Frequency Distribution of Job Satisfaction Variables

No.	Class Interval	Frequency	Percentage
1	116 – 118	4	8,89 %
2	119 – 121	6	13,13 %
3	122 – 124	7	15,56 %
4	125 – 127	11	24,44 %
5	128 – 130	10	22,22 %
6	131 – 133	7	15,56 %
Total		45	100,00 %

In Table 4, the first interval class with the scores of 116 - 118 is composed of 4 teachers (8.89%), the second class interval with the scores of 119 - 121 is composed of 6 teachers (13.13%), the third class interval with the scores of 122 - 124 is composed of 7 teachers (15.56%), the fourth class interval with the scores of 125 - 127 is composed of 11 teachers (24.44%), the fifth class interval with the scores of 128 - 130 is composed of 10 teachers (22.22%), and the sixth class interval with the scores of 131 - 133 is composed of 7 teachers (15.56%).

### Research Variables Tendency

The scores of research variables can be classified with the following criteria: 1) High level: from mean + 1 and above, 2) Medium level: from mean - 1 to + 1 SD, 3) Low level: from mean - 1 and below. Based on the calculation results obtained, the level of teacher job satisfaction tendency variables can be seen in Table 5.

**Table 5.** The Job Satisfaction Tendency Level of the Teachers of MAN 3 Medan

Category	Score Classification	Total	Percentage
High	130 – 133	10	22,22%
Medium	120 – 129	28	62,22%
Low	116 – 119	7	15,56%
Total		45	100,00%

Based on Table 5, the level of teacher job satisfaction tendency is high, which is 22.22%, the medium category is 62.22%, and the low category is 15.56%. This means that MAN 3 Medan teachers have a medium job satisfaction tendency.

Based on the calculation results obtained, the level of teacher performance variable tendency in MAN 3 Medan can be seen in Table 6.

**Table 6.** Teacher Performance Variable Tendency

Category	Score Classification	Total	Percentage
High	130 – 133	6	13,33%
Medium	120 – 129	32	71,11%
Low	116 – 119	7	15,56%
Total		45	100,00%

Based on Table 6, it can be seen that the level of teacher performance tendency in MAN 3 Medan is relatively high, namely 13.33%. Other respondents are in the medium category with 71.11% and low category with 15.56%. This means that the performance of teachers in MAN 3 Medan is in the medium category.

### Hypothesis Testing

The contribution of job satisfaction variables (X) and Teacher Performance (Y) uses correlation analysis between X and Y. The results of the correlation analysis are summarized in Table 7.

**Table 7.** Summary of Correlation Analysis of X and Y

Correlation Coefficient ( $r_{xy}$ )	0,414
Determination Coefficient ( $r^2$ )	0,171
$t_{count}$	2,985
$t_{table} \alpha = 0,05$	2,016

Based on Table 7, the correlation coefficient between work satisfaction variables (X) and MAN 3 Medan teacher performance (Y)  $r_{xy} = 0.414$  while the value of  $t_{count} = 2,985$  and  $t_{table}$  is 2,016. Thus, the value of  $t_{count} > t_{table}$ . There is a correlation between the job satisfaction variable (X) and MAN 3 Medan teacher performance (Y).

### Relationship between Job Satisfaction and Teacher Performance

The results of the correlation analysis between the variable of job satisfaction (X) with teacher performance (Y) obtained a correlation coefficient

value ( $r_{xy}$ ) of 0.414. This shows a significant correlation. So it can be concluded that job satisfaction and teacher performance has a significant and positive contribution. This correlation is realized because job satisfaction is manifested in the ability to make a teacher realize the sense of responsibility and recognition of his work.

Important factors involved in job satisfaction are progress, recognition, responsibilities, career development, and the job itself. Those factors are called as satisfier when it is optimized, it will improve performance, reduce employee mutations, and show a more tolerant attitude towards management. Besides, the teacher also gets a reward according to the level of work or under the work skills applied. Likewise, there are three areas of thought in job satisfaction, namely the content of the job itself (i.e. skills), the work environment (i.e., the organizational structure and patchwork system where a person works), and the individual needs of office holders or job agents. Teachers who are active by considering the feelings of others (subordinates) are more dominant than their interests. This condition certainly determines teacher performance because the teachers feel more cared for and given rewards that match their skills, assignments, and responsibilities. For this reason, it is natural that job satisfaction can improve teacher performance.

The results of this study have implications for stakeholders in the city of Medan in particular and policyholders in Indonesia in general, namely by giving more attention to improving teacher performance through job satisfaction. Some ways can be taken, including in-service education. Moreover, it can be done by education, training, and experience, or religious training related to job satisfaction in religious perspectives. The efforts to involve themselves in the implementation of mental guidance in the

form of religious studies (*qolbu management*) and working group are also attempting to sharpen emotional feelings. This is in line with the results of previous studies, namely the Relationship between Job Satisfaction, Competence, and Teacher Performance where teachers need to get job satisfaction so that it is expected to improve high performance (Kumala et al., 2018).

Besides, job satisfaction can be increased through efforts to provide refreshment programs such as study tours and assignment tasks according to the potential or hobbies that teachers have. Teachers should also be given a workload is suitable for their abilities. Efforts to resolve problems can be done not only using rationality but also can be done using wisdom and instincts of the heart and sociality approach. Finally, emotional intelligence possessed will motivate teachers to look for their unique benefits and potential.

## CONCLUSION

Based on the results of the study it can be concluded that there is a relationship between job satisfaction and teacher performance in MAN 3 Medan. It can be seen through the value of the determination coefficient is 0.171. It means that job satisfaction contributes to the performance of teachers in MAN 3 Medan. This research provides an idea that job satisfaction is one of the factors to increase teacher performance. The better job satisfaction, the better the teacher's performance. This study provides recommendations for the educational policyholders in the city of Medan in particular and other regions in Indonesia, in general, to increasingly paying attention to the factors that can increase teacher job satisfaction.

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