

The Role of Job Satisfaction on Teacher Performance in Schools in the Bantul Region

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ABSTRACT

Teachers are pillars of society, helping students grow to take on the responsibility of bringing the nation for the better. They want security, recognition, and new experiences. When this need not fulfilled, they become dissatisfied. Dissatisfaction among workers is certainly undesirable if it occurs in the teaching profession. If the factors responsible for dissatisfaction can be distinguished and known. Efforts can be made either to change the condition or to reduce its intensity, thereby increasing professional support. This study tries to determine the aspects or dimensions that affect the job satisfaction of teachers at a school in the Bantul area. This study takes into account intrinsic and extrinsic factors to determine the level of job satisfaction and to see the effects that exist on academic job satisfaction. This paper aims to identify aspects that affect job satisfaction of teacher performance. So that you can find out what strategies can be done to create and maintain teacher job satisfaction.

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INTRODUCTION

In this era of globalization, education is crucial. The provision of education owned by a community will develop well, and it is undeniable that the community is getting more qualified and able to compete competitively in increasingly fierce and tough competition in various aspects of life activities. In this kind of competitive atmosphere, quality human resources are needed, namely human resources who can face competition and are skilled in various life problems. Improving the quality of education is the responsibility of educational institutions, where these educational institutions contain teachers who are ready to provide insight and lessons to improve one's mindset (Judge, et al., 2020).

Bantul is one of the regencies located on the south side of the Special Region of Yogyakarta, which also has educational institutions in it to improve the quality of human resources. Education in Bantul is not very good, but not bad either. One of the education personnel who plays a very important role is the teacher. The teacher-teaching figure affects the education quality in the Bantul region Riyadi, 2015).

One of the places for teachers to convey knowledge is in schools (Newell, et al., 2006). Schools are teaching and learning facilities provided by the local government. Schools are educational

institutions that organize formal education levels, in the form of public schools managed by the government or the private sector. In carrying out teaching and learning activities, schools aim to educate students under the supervision of teachers (Usop, et al., 2013).

Teachers play an important role in improving the quality of education in schools in an area (Özgenel & Mert, 2019). The teacher is a determining factor for the success of a quality learning process. So that the success or failure of education in achieving its goals is always associated with the gait of the teachers. Therefore, efforts to improve the quality of education should start with improving the quality of teachers. Qualified teachers include knowing and understanding their roles and functions in the learning process (Harris & Sass, 2014). The teacher, as an educator, does not only know about the material to be taught. However, he must also have a strong personality that makes him a role model for his students (Özgenel & Mert, 2019). This is important because, as an educator, the teacher does not only teach his students to know some things. Teachers must also train the skills, attitudes and mentality of students. The inculcation of these skills, attitudes and mentalities cannot be just mere knowledge but must be mastered and practised by students in their daily lives. Therefore, teacher performance is indispensable in improving the quality of education (Harris & Sass, 2014).

Teacher performance can be influenced by several things, one of which is the level of satisfaction (Miahra, 2013). Satisfaction is an important keyword for every individual in carrying out their activities, including teachers in carrying out their routines at school in the form of teacher job satisfaction. Teacher job satisfaction is a reflection of the attitudes and feelings of a teacher towards his work in teaching and learning activities at school Riyadi, 2015). The attitude and behaviour of teachers who are satisfied with their work are marked by a sense of pride in their work, enjoy work, are passionate about work, carries out work with full responsibility (Newell, et al., 2006).

Teacher job satisfaction in schools is the most important item and is always considered in order to improve teacher performance for the better Riyadi, 2015). Based on the entire previous explanation, this study was conducted to examine the role of job satisfaction on teacher performance in schools.

LITERATURE REVIEW

Job satisfaction basically depends on what someone wants from their job and what they get. The most dissatisfied people are those who want the most, but get the least, while the most satisfied are those who want a lot and get it. Job satisfaction is a set of pleasant or unpleasant feelings and emotions that are seen by employees to review their work (Bhat & Beri, 2016). Job satisfaction is also one of the most studied attitudes in industrial and organizational psychology (Judge, et al., 2020). Academics and practitioners alike have recognized the value of job satisfaction, given the usefulness of job satisfaction in predicting outcome effectiveness. The emotional orientation that employees have towards their role at work is also job satisfaction . (Raziq & Maulabakhsh, 2015). In addition, job satisfaction is also an important component to motivate employees and can lead to better performance (Bhat & Beri, 2016).

In (Miahra, 2013) it is explained that one's work behavior or performance is correlated with job satisfaction. This can be grouped into four namely turnover, absenteeism, accidents and work performance. So that it can be concluded from the correlation between work behavior and job satisfaction as follows:

1. There is a constant negative relationship between job satisfaction and the likelihood of resignation.
2. There is an inconsistent negative relationship between job satisfaction and absenteeism.

3. There are several indications of a negative relationship between job satisfaction and accidents.
4. There is no single relationship between job satisfaction and job performance.

Job satisfaction comes from many interrelated factors . (Raziq & Maulabakhsh, 2015). Each factor has its own importance that cannot be ignored and is interrelated. All of these factors may change from time to time. The influence of job satisfaction can come from the environment around us. The influencing factors are personal, work, and management factors (Miahra, 2013).

Personal factors involve many things such as gender, age, education and working time (Miahra, 2013). In some studies, women will be more satisfied with their jobs than men (Miahra, 2013). This is due to the dual role of women when they take on roles outside the home. In some studies said that age has little relationship with job satisfaction . (Raziq & Maulabakhsh, 2015). Several studies show that the tendency of employees who have a good education feel less satisfied, while employees who have a less good education feel satisfied (Miahra, 2013). Job satisfaction will be higher at the start of work and decrease as a person works for a company or other place. Occupational factors refer to the type of work, skills, responsibilities, and also job status. An important factor in work is the type of work. Types of work that are known in the community will have more job satisfaction than those that are less known to the public. Skills are needed at work, when the skill level is good enough to increase job satisfaction. Employment status shows a high correlation with intelligence and income. In (Judge, et al., 2020) it is explained that employees are more dissatisfied in work that are less in social status. Responsibility plays a major role in a job. Someone who has a big responsibility at work will feel more satisfied at work. Management factors refer to the wages given, working conditions, benefits from a company, job security, and opportunities for promotion and growth (Miahra, 2013). Wages are the most important factor of job satisfaction. The higher the wage, the more satisfied you are at work. Comfortable working conditions are also an important factor in job satisfaction. Utilizing the benefits and facilities provided by the workplace can increase job satisfaction. Security at work is always desired by all employees. When job security is good, employee job satisfaction also increases. After many years in a job, one will place more importance on promotion than pay, and the higher the rank one will definitely feel more satisfied.

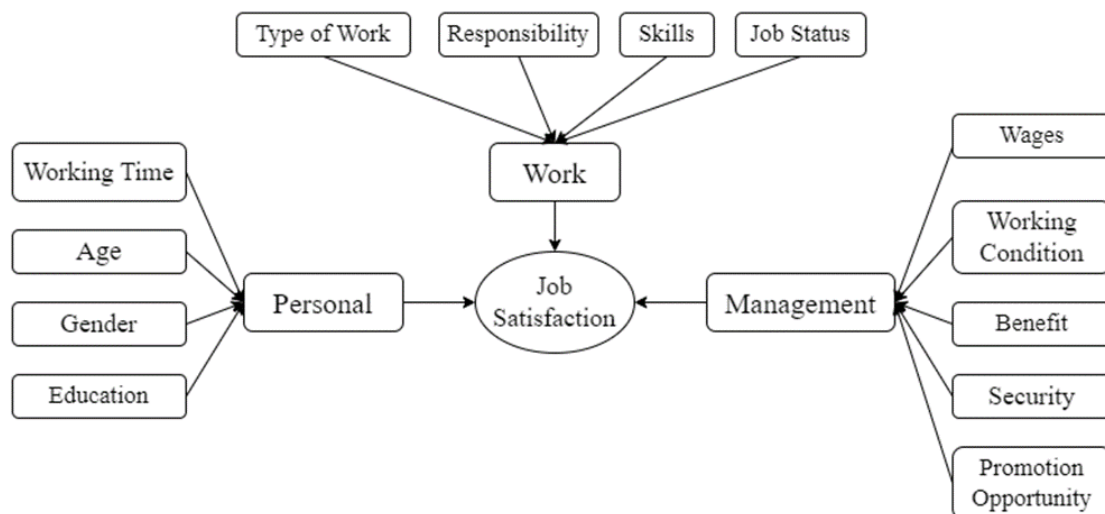


Figure 1. Job satisfaction factor.

Job satisfaction can also be seen in the broader context of the various issues that affect individuals' work experience, or their quality of work life . (Raziq & Maulabakhsh, 2015). Job satisfaction can be

understood in terms of its relationship to other key factors, such as general well-being, stress at work, control at work, homework interface, and working conditions.

One of the most important aspects of an individual's work in a group concerns the management of the communication demands he or she encounters on the spot (Miahra, 2013). Demands can be characterized as communication load, which refers to the level and complexity of the communication inputs that must be processed by an individual within a given time frame. Individuals in a group can experience an excessive communication load and a lack of communication load can affect their level of job satisfaction. Overcommunication can occur when a person receives too many messages in a short time which can result in too much information or when an individual encounters messages that are more complex and therefore more difficult to understand. Because given the individual's work style and motivation to complete the task when there are more inputs than outputs, the individual will feel an overload condition which can be positively or negatively related to job satisfaction. In comparison, communication under load can occur when the message or work given is below the individual's ability to complete it (Miahra, 2013). If a person does not receive enough input on the job or is not successful in completing it, the individual is more likely to be dissatisfied and unhappy with their job which leads to a low level of job satisfaction . (Raziq & Maulabakhsh, 2015).

Furthermore, in Riyadi, 2015) it is explained that there are four ways to express job dissatisfaction. The first is leaving, leaving the meaning of leaving the current job and looking for another job. Next is to vote which contains suggestions for improvement and discuss issues with management to improve conditions. The third is to ignore unsatisfied attitudes by allowing the situation to get worse due to frequent absences or making mistakes more often. Lastly is passive loyalty waiting for things to improve, including defending the company against outside criticism.

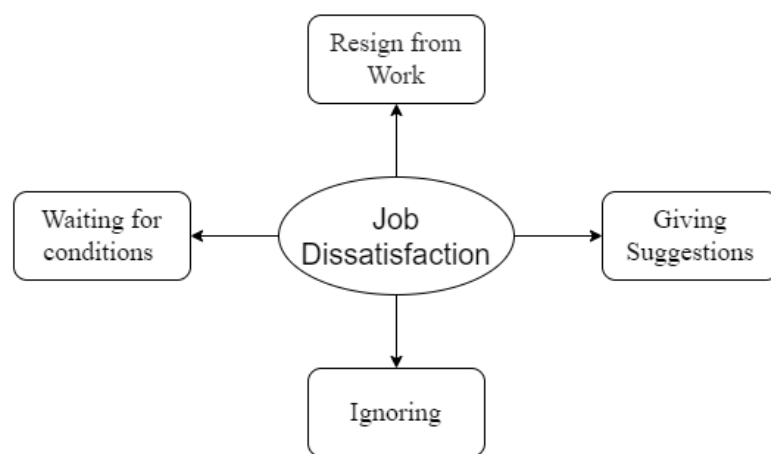


Figure 2. Job dissatisfaction.

Based on the discussion of the concept of job satisfaction theory, the determinants and indicators of job satisfaction above, it can be said that teacher job satisfaction is a statement of hope that causes the achievement of a sense of pleasure towards work (Harris & Sass, 2014). At the operational level, job satisfaction is the achievement of a statement of expectations that creates feelings of liking or disliking the job . (Raziq & Maulabakhsh, 2015). In (Newell, et al., 2006), it is said that teachers are generally satisfied with their work or their teaching. Teachers are more concerned with the altruistic and intrinsic of their work such as helping students in learning, doing the best of their abilities in teaching work, and having good relationships with students, colleagues, and their management (Newell, et al., 2006).

The transaction process of teaching and learning depends on the efficiency of a teacher, which in turn is able to manifest the potential of children. The teaching and learning process cannot be carried

out in a vacuum but it is a positively directed action, in which the teacher should be endowed with teaching competence. Job satisfaction has an important role to make teachers competent in their work. The role of teachers in their workplace is emphasized because there are influences from various elements (Miahra, 2013). If teachers are not satisfied with the tasks assigned to them, they are unsure of factors such as their rights, unsafe working conditions, uncooperative co-workers, superiors do not respect work results, and they are not considered in the decision-making process. This results in employees and teachers feeling separated from the institution or office . (Raziq & Maulabakhsh, 2015).

Work performance is formally defined as the value of a set of employee behaviors that contribute, either positively or negatively, to the achievement of the goals of the institute (Usop, et al., 2013). In contrast to Riyadi, 2015), which states that performance is seen as a function of motivation and work ability. Performance is described as the real behavior of each person as a result of employee performance in accordance with his role in a job. This is the view that performance is a manifestation of motivation and ability to work. In order to be able to complete the work, one must have the appropriate ability in internal and external motivation. A person's performance is less effective if the understanding of the work is still unclear and does not know how to do it.

Teacher performance is related to planning tasks, learning processes and assessment of student learning outcomes Riyadi, 2015). As a planner, the teacher must be able to design learning activities that are suitable for students' circumstances so that they can be easily understood by students. As a manager, the teacher must be able to create a comfortable and conducive classroom atmosphere so that learning goes well and students can learn in peace. As assessors, teachers must be able to evaluate student learning processes and outcomes, and improve if the learning process is still deemed unable to meet the assessment standards of schools and educational institutions. In addition, there are other indicators regarding teacher performance in the learning process, namely the ability or competence of teachers in creating an atmosphere of educative communication between teachers and students which includes cognitive, effective, and psychomotor terms as an effort to learn something based on planning up to the evaluation stage and follow-up to achieve teaching goals (Bhat & Beri, 2016).

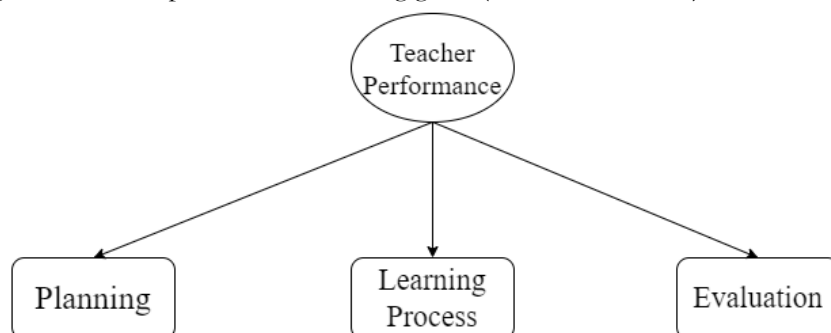


Figure 3. Teacher performance.

Based on the teacher performance indicators above, it can be seen that the teacher's performance in this study is the level of success in the implementation of the teacher running well. This is a whole and within a certain time to achieve the goals in education. It is indicated by the teacher's ability to plan learning, the implementation of active and effective learning, and learning evaluation Riyadi, 2015).

Empirically, the influence of the role of job satisfaction on teacher performance has been reviewed by several previous researchers. As in Riyadi, 2015) that job satisfaction has a significant effect on teacher performance. This finding, showing the effect of job satisfaction on teacher performance, also shows the relationship of these two variables to the level of learning success. Similar results were found by (Newell, et al., 2006), that job satisfaction had a significant effect on teacher performance in schools.

A teacher who is satisfied with their work also makes them productive workers (Usop, et al., 2013). Furthermore, if teachers are satisfied with their work, they will develop and maintain a high level of performance. The teaching and learning process becomes more efficient and effective which can produce highly competitive students. Job satisfaction is an emotional attitude that is pleasant and loves one's work. Job satisfaction in work is job satisfaction enjoyed in work by obtaining work results, placement, treatment, equipment and a good working environment. Outside work satisfaction is the teacher's job satisfaction that is enjoyed outside of work with the amount of remuneration that will be received from the results of his work, so that he can buy his needs. This means that there is a reciprocal relationship between job satisfaction and performance. That high job satisfaction will improve teacher performance and vice versa with more productive performance will get job satisfaction.

Furthermore, (Harris & Sass, 2014) also proves that using job satisfaction has a significant effect on improving teacher performance. In (Bhat & Beri, 2016) proves that job satisfaction has a positive effect on all genders, but the level of significance of each gender is different in performance. However, (Usop, et al., 2013) found that job satisfaction is not a solution to improve teacher performance.

METHODS

This research is a type of descriptive research using a qualitative approach. Descriptive research aims to provide a detailed description of the research focus (Muri, 2016). A qualitative approach is a research approach that does not use statistical procedures in data analysis, but prioritizes data interpretation in the form of descriptions (Anggito & Setiawan, 2018).

The data of this study are secondary data in the form of journals that have relevance to the topic under study, namely the role of job satisfaction on teacher performance in schools. Data were collected using research literature and analyzed using qualitative analysis techniques in three stages, namely: data reduction, data presentation and closing (Creswell, 2014).

CONCLUSION

The conclusion that can be drawn from this study is that most of the previous studies have proven that there is a significant effect of job satisfaction on teacher performance in schools. If the job satisfaction factors of teachers are met, then they will develop and maintain a high level of performance. The teaching and learning process becomes more efficient and effective which can produce highly competitive students.

However, previous research has also shown that job satisfaction does not significantly affect teacher performance in schools. Inconsistencies in previous studies indicate that further research is needed on the role of job satisfaction on teacher performance in schools.

Further research can use primary data obtained from questionnaires, so that it can be tested using statistical procedures to better understand the role of job satisfaction on teacher performance in schools. In addition, the results of data processing from the data obtained can be interpreted in full and in detail so that the reader can more easily understand.

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