



Research Article

Analysis of the relationship between job satisfaction and the performance teachers of Middle School Nahdlatul Ulama Medan

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KEYWORDS

job satisfaction
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teacher performance

ABSTRACT

Performance is a mental attitude that always has the view that the quality of life today must be better than yesterday and tomorrow must be better than today. This research aims to reveal the relationship between job satisfaction and junior high school teacher performance. The method used in this research is a qualitative research approach. Validation of research data was carried out using triangulation techniques consisting of observation, interviews and documentation studies. The results of this research reveal the following findings: (1) The principal has established standard operational procedures for each teacher's work unit so that it makes work easier and there is a clear career path for each teacher. (2) Teacher work productivity has increased, school principals continue to strive to improve the quality of education. (3) Efforts to increase teacher job satisfaction experience several obstacles, the obstacle being budget limitations so that the programs that have been prepared have not been implemented optimally. (4) Teacher job satisfaction is relatively high because the majority are Nahdlatul Ulama members so they think that working at NU universities not only expects a salary but also takes part in growing the Nahdlatul Ulama organization. The conclusion of this research is: the job satisfaction of Medan Nahdlatul Ulama Middle School teachers is in the high category, so this finding shows that in general teachers will feel at a loss if they leave their place of work, this has an impact on teacher performance.

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1. INTRODUCTION

There are many problems that plague honorary teachers, ranging from status which is currently unclear to the problem of very low income compared to Civil Servant (PNS) teachers. The fate of honorary teacher salaries is still very worrying. The salaries they receive are still far below the Provincial Minimum Wage (UMP). Teacher job satisfaction is not only determined by age factors. The increasing need for living means that teachers' salaries cannot keep up. Many honorary teachers work part time to make ends meet, such as teaching tutoring, private lessons, selling and so on. It is not impossible that this will disrupt the quality of education. Teachers have to look for other income outside of their work as teachers, so teachers

may become tired while teaching. This side job will of course affect the teacher's work concentration so that it will affect the teacher's loyalty to work.

The government's policy in implementing income policies that are more profitable for civil servant teachers aims to ensure that civil servant teachers have loyal behavior. So that the teachers are disciplined in teaching at the school and are always ready to be at the school to serve students at the school who need guidance and solve problems of students experiencing learning problems. The readiness to remain at a school will be difficult for most honorary teachers because they have to look for additional work to meet their living needs.

With not as much money as civil servant teachers in state schools, honorary teachers in private schools are still required to remain professional in teaching. They are still charged with the same work as other civil servant teachers. Job enrichment can help teachers in private schools to work better. When they feel involved in managing the school where they teach, high loyalty will be formed. High loyalty means having a strong bond with the school. School is no longer considered only as a place to earn a living, but also as a place for them to apply the various knowledge they gain during school and college. A place where they share knowledge with students for the betterment of the nation. School is an organizational forum where educators and students meet.

Teacher job satisfaction is also an important thing that can help increase teacher loyalty to survive amidst the pressure of living costs. Demands for professionals in teaching, and readiness to complete administrative tasks related to the curriculum. A teacher who gets job satisfaction in his teaching place will have an impact on the teacher's level of loyalty in carrying out his duties as an educator. Non-academic activities in schools are needed at high intensity, of course this really requires energy, time and thought from the teachers who are responsible for them. This of course requires seriousness from teachers in its implementation.

The role of the principal as a manager who manages all activities in the school should empower existing human resources both in decision making and in implementing school programs, so as to increase teacher satisfaction and loyalty. If the school principal is unable to empower existing human resources, then the teachers who come to school lose their goal of helping their students gain knowledge. (Ritonga, 2018)

Teachers in private schools who persist in teaching for years, with salaries that do not meet their living needs, need to pay attention to their job satisfaction. Job satisfaction from a teacher is not always in the form of material things, but also the feelings received from the school principal. Teacher job satisfaction can be in the form of satisfaction because they feel involved and given responsibility in managing the school. This is important because job satisfaction also contributes to growing teacher loyalty to the school where they work.

Therefore, it is very important to conduct research to find out how job satisfaction can influence teacher performance. Thus, even though there are differences in the welfare of civil servant teachers in state schools and honorary teachers in private schools, the involvement of teachers in school management and job satisfaction as expected, teachers in private schools can still continue their aspirations to teach professionally.

2. METHOD

The type of research used by the author is descriptive qualitative research. Descriptive research is intended to explore and clarify a phenomenon or social reality, by describing variables relating to the problem and unit being studied. (Sugiyono, 2019) This research was carried out at the Medan Nahdlatul Ulama Private Elementary School which is located on Jalan H. A. Manaf Lubis (Gaperta Ujung), Medan Helvetia District, Medan City.

Sampling in this case is to collect as much information as possible from various sources, with the aim of detailing the specificities that exist in a unique context. According to Salim & Sahrum (Salim, 2007) the existence of sampling is also intended to explore information that will

become the basis for the design and theory that emerges. Therefore, in qualitative research there is no random sample but a purposive sampling.

Data collection in qualitative research is carried out directly by researchers through observation, interviews and documentation review. As the data collection process in this research continues, the researcher is really expected to be able to interact with the object that is the target of the research. The success of research is very dependent on field data, so accuracy, accuracy, detail, completeness and flexibility in recording information observed at the research location is very important. Data collection in qualitative research uses interview, observation and document methods (notes or archives).

In this research, data was obtained using observation techniques regarding social situations in planning process activities, structured and unstructured interviews with school principals and other parties who may later be needed to obtain data, and reviewing the documents obtained. Participant observation, interviews and document review support and complement each other in providing the data required in the research focus. The collected data is recorded in field notes.

The necessary data and information is collected and then analyzed in order to find the meaning of the findings. Data analysis is the process of organizing and sorting data into patterns, categories and basic units of description so that themes can be found and working hypotheses can be formulated as suggested by the data. Boglan and Biklend in the book Syahrums & Salim explain that data analysis is the process of searching and systematically organizing interview transcripts, field notes and other materials that have been collected to increase one's own understanding, enabling these findings to be reported to other parties. Data that has been organized into a pattern and created categories. So the data is processed using data analysis and the Miles and Huberman model, namely: 1) Data reduction. Data reduction aims to make it easier to draw conclusions about the data obtained during the research. Data reduction is a form of analysis that sharpens, reveals important things, categorizes, directs, removes what is not necessary and organizes data to make it more systematic so that meaningful conclusions can be made. The reduced data can provide a sharp picture of the implementation of strategic planning in improving the quality of education. 2) Data Presentation. Data presentation is a collection of structured information from which it is possible to draw conclusions and take action. Data presentation is carried out after the reduction process. By presenting data about the object under study, researchers can understand what is happening in the research arena regarding the implementation of strategic planning in improving the quality of education and what researchers will do to anticipate this. 3) Drawing conclusions. After data is collected from the research location through interviews, observations and documents. So the next process is drawing verification conclusions. The conclusions in the first stage are loose, remain open and unclear, then become more detailed and more firmly rooted as the data increases so that the conclusions become a complete configuration. The final conclusion will be obtained as the data increases so that the conclusion becomes a complete configuration. (Salim, 2007)

To strengthen the validity of the data from the findings and to maintain research validity, the researcher refers to the four validation standards suggested by Lincoln and Guba, which consist of: 1) Credibility 2. Transferability 3. Dependability 4. Confirmability.

3. RESULTS AND DISCUSSION

The results of this research were prepared based on answers to research questions through interviews with data sources and direct observations in the field. To calculate the value of the relationship between job satisfaction and teacher performance, it is calculated using the formula (1). Next, Table 1 present the assessment criteria used in this study,

$$Value = \frac{Observation\ Result}{Observation\ Items} \dots\dots\dots(Sahretian\ Piet.A, 2010) (1)$$

Table 1. Assessment criteria

No	Assesment Criteria	Information
1.	A= 81-100 %	Very High
2.	B=61-80 %	High
3.	C=41-60 %	Enough
4.	D=21-40 %	Low
5.	E=0-20 %	Very Low

Note:

$$Value = \frac{Observation\ Result}{Observation\ Items} = 62/80 \times 100\% = 77,5 \%$$

Criteria = **High**

Based on the table above, it is known that the results of observations regarding the relationship between job satisfaction and teacher performance are 77.5%. This means that the level of understanding of school principals regarding the importance of job satisfaction is in the High category.

The results of this research are in line with what was stated by Luthans who stated that job satisfaction in an organization is closely related to commitment. As stated in the book *Organizational Behavior*, namely:

While satisfaction is mainly concerned with the employee, attitude toward the job and commitment is at the level of the organization, a strong relationship between job satisfaction and organization; commitment has been found over the year. (Fred Luthan, 2011)

Suntari in his research revealed that job satisfaction has a positive and significant influence on employee performance. This proves that job satisfaction has an influence on improving employee performance in an organization (Suntari & Rasto, 2018). Natalia also expressed a similar opinion in her research, stating that job satisfaction is one of the most important things in the world of work. Job satisfaction is also very influential in measuring employee or employee performance. Job satisfaction can be measured from the level of the job, salary, and promotion. (Paparang et al., 2021)

Pandey and Khare also mentioned that there is a significant impact of job satisfaction and organizational commitment on employee loyalty "...the findings of the research conclude that there is a significant impact of job satisfaction and organizational commitment on employee loyalty". (Chetna Pandey, 2014) Teacher job satisfaction as educators is needed to increase their loyalty. Job satisfaction concerns the match between a person's expectations and the rewards provided. Teacher job satisfaction has an impact on work performance, discipline, work quality and loyalty. Teachers who are satisfied with their work will likely have a positive impact on improving the quality of education. Teachers who skip classes, teach unplanned, are lazy, go on strike, often complain are signs of low teacher satisfaction. The teacher takes revenge for the inconvenience caused by the school/office with his wishes and expectations.

The way individuals experience work is influenced by individual characteristics and situations both inside and outside the work environment. Job satisfaction is individual, each person has a different level of satisfaction according to the value system that applies to him or her. The more aspects of the job that are in accordance with the individual's wishes, the higher the level of satisfaction felt, and vice versa, if the fewer aspects of the work are in accordance with the individual's wishes, the lower the level of satisfaction felt. Job satisfaction is a set of employee feelings that are pleasant or unpleasant based on material and psychological (non-material) rewards. Meanwhile, according to Sopiah, job satisfaction is as follows: (1). Job satisfaction is a person's emotional response to work situations and conditions. (2). Emotional responses can be feelings of satisfaction (positive) or dissatisfaction (negative). If you are emotionally satisfied, it means job satisfaction has been achieved, and vice versa, if not, then the employee

is dissatisfied. (3). Job satisfaction is felt by employees after the employee compares what he hopes he will get from his work with what he actually gets from his work. (4). Job satisfaction reflects several related attitudes. (Sopia, 2008)

Danim explained that job satisfaction is a combination of psychological, cultural, self-actualization, appreciation and environmental aspects. Job satisfaction can be interpreted as an individual's attitude orientation to play a role in the work they are currently working on. Job satisfaction is not a single concept. A person can be relatively satisfied with one aspect of the job and dissatisfied with one or more other aspects." (Danim Sudarwan, 2008)

Job satisfaction is a collection of feelings and beliefs that people have about their current job. In addition to having attitudes about their job as a whole, employees can also have attitudes about various aspects of their job such as the type of work they do, their coworkers, supervisors, or subordinates, and their pay. Annisa in her research said that job satisfaction factors in the form of adequate salary, challenging work, supportive working conditions, supportive colleagues, superior attitudes or behavior have no influence on performance. (Annisa Kharenina Augustine et al., 2022)

By giving great responsibility to teachers, teachers will feel more satisfied because their work results are recognized. Job enrichment provides a number of benefits, customers feel satisfied with the service, reduces teacher work that exceeds capacity, and reduces mistakes made by teachers. Improvements in external factors such as wages may reduce job dissatisfaction but may not necessarily increase a worker's satisfaction. Employee satisfaction can be obtained by improving internal factors such as increasing motivation, which can be done through a task expansion approach or job enrichment approach. Expanding task design to give more meaning and provide job satisfaction by involving workers in planning work, organizing work and monitoring work so that job enrichment aims to increase responsibility in decision making, increase autonomy and authority in designing work and broaden work horizons.

The findings above are in line with the results of Hendrayana's research which states that higher employee satisfaction with their work can make employees more diligent at work and produce better performance. (Hendrayana et al., 2021).

4. CONCLUSION

Job satisfaction is a reflection of teachers' feelings regarding work based on the teacher's expectations and the rewards provided by the school. Teacher job satisfaction is an important thing that can help increase teacher productivity to survive amidst the pressure of living costs. A teacher who gets job satisfaction in his teaching place will have an impact on the teacher's level of loyalty in carrying out his duties as an educator. Job satisfaction has a direct effect on teacher performance, in the sense that increasing job satisfaction will have an impact on increasing teacher performance. The implication is: Teacher performance can be improved by improving job satisfaction

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