
The Effect of Job Satisfaction On Teachers' Performance: A Survey with Elementary School Teachers in Kendari City, Indonesia

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ABSTRACT: *The research objective was to examine the effect of job satisfaction on the performance of elementary school teachers in Kendari City, Indonesia. There were 125 elementary school teachers who participated in this study. Data were collected using five-choice Likert scale model questionnaires, namely: the teacher job satisfaction scale $r=0.91$ and the teacher performance scale $r=0.94$. The data was analyzed using structural equation modeling (SEM) through analysis of moment structures (AMOS) software. The results showed that there was a significant positive effect of job satisfaction on the performance of elementary school teachers. The study's findings suggest that it is critical for elementary school administrators and education administrators in local governments to ensure teacher job satisfaction in order to improve their performance.*

KEY WORDS: job satisfaction, teacher performance, structural equation modeling, and confirmatory factor analysis

INTRODUCTION

Recently, teaching has been considered the most challenging profession (Vesely, Saklofske & Leschied, 2013). Teachers are responsible for achieving academic achievement, social and emotional development of the younger generation (Elias & Arnold, 2006). Teachers are expected to inspire the next generation to achieve their goals. Given the enormous demands of contemporary society on the growth of the younger generation, teachers who excel both inside and outside the classroom are crucial demands for all parties, including school principals, parents, education policy makers, and society in general (Alrajhi et al., 2017). Therefore, teachers must strive to fulfill the principles of effective learning practices so that the best learning experiences are adequately available to students.

The reputation of a school and its influence on people's lives depend on the quality of the teachers working in it (Halder & Roy, 2018). According to Stronge, Tucker, & Hindman (2004), based on a number of studies, teacher performance is influenced by several factors,

namely: 1) verbal intelligence in explaining teaching material, which has a positive effect on student achievement; 2) mastery of teaching science as measured by educational background and professional competency improvement; 3) education and training were stronger predictors of teacher teaching effectiveness; 4) teacher certification, regardless of the type of certification held, certified teachers generally teach more effectively; 5) teaching experience, to a certain extent, influences teacher performance, especially in terms of lesson planning, class management, questioning skills, and the ability to reflect on learning. Meanwhile, according to Stronge (2007), the four characteristics of an effective teacher for students of various levels of academic ability are: 1) caring for students; 2) understanding the complexity of the learning process; 3) communicating clearly in learning; and 4) serving students seriously.

In this study, teacher performance was associated with job satisfaction. Whereas job satisfaction is an emotional state, perception, attitude, and positive feelings about work results from evaluating the characteristics of the work itself (Gibson et al., 2012; McShane et al., 2013; Robbins & Judge, 2013; Locke, 2009; Luthan, 2011; and Newstrom, 2011). This shows that job satisfaction is a positive belief, emotional state, feeling, and attitude that arises in a person as a result of an assessment of the work being done. Thus, job satisfaction will be evident in a person's attitude toward carrying out his work. The attitude in question is a form of reaction that describes the emotional state as a result of an assessment of a person's work experience. A teacher who is satisfied with his work will have a positive attitude towards his assignments so as to encourage him to do the learning properly and correctly. Conversely, absenteeism from teaching, poor learning performance, a lack of enthusiasm in teaching, and a lack of discipline in teaching are the results of teacher dissatisfaction with their work. According to Hongying (2007), teacher job satisfaction is the attitude and views of teachers as a whole toward their profession. Teacher job satisfaction affects the quality of learning, administrative effectiveness, and performance (Talabi, 2016; Sutrisno, Isyanto & Hasbullah, 2017). High teacher satisfaction will make him evaluate his work positively and can encourage him to make various efforts to carry out his duties properly.

Teacher job satisfaction is one of the factors that must be considered. If the teacher feels satisfied at work, an atmosphere full of togetherness, responsibility, good communication, and high morale will be created so that learning can be carried out optimally. Conversely, if the teacher is not satisfied, a stiff, boring atmosphere will be created and low morale will result. Teachers are role models for their students, therefore, teacher performance is the main factor determining student success. The low learning achievement of elementary school students is essentially related to the low performance of teachers. In this case, research is needed on the performance of elementary school teachers in the city of Kendari, which is associated with their job satisfaction as a predictor variable.

RESEARCH METHODOLOGY

Variables and Hypotheses

The variables studied in this study include job satisfaction (X) as an exogenous variable and teacher performance (Y) as an endogenous variable. The alleged causal relationship between variables can be formulated as a hypothesis: there is a significant positive effect of job satisfaction on the performance of elementary school teachers in the city of Kendari, Indonesia.

Participants

There were 125 elementary school teachers in the city of Kendari who participated in this study. The selected respondents consisted of 78 women and 47 men, with an age range of 27 to 56 years (average age of 41 years). The distribution of questionnaires is generally done offline, although in several schools in the city center it is done online via Google Forms, email, and WA groups.

Measures

The research instrument consists of a job satisfaction scale that includes four sub-scales, namely: pride, comfort, responsibility, and optimism. The teacher performance scale consists of five sub-scales, namely: lesson planning, learning implementation, assessment, enrichment, and remedial. The two questionnaires were developed by the researchers themselves using a five-choice Likert scale model. After conducting a tryout on 55 respondents who were selected simply randomly from the study population, the total person-item correlation coefficient was obtained between 0.37 and 0.90 with an internal consistency reliability coefficient of 0.91 for the job satisfaction scale, and 0.43-0.95 with an internal consistency reliability coefficient of 0.94 for the teacher performance scale. The factor score is obtained from the average score of the items that measure the factor.

Data Analysis Techniques

Research data were analyzed using descriptive statistics and structural equation modeling (SEM). Descriptive statistics are used to describe respondents' answers to the scale of job satisfaction and teacher performance. Meanwhile, structural equation modeling is used to test measurement models and structural models. In testing the research hypothesis, the AMOS 26 program was used.

RESEARCH FINDINGS

Description of Teacher Job Satisfaction Data

Job satisfaction is a pleasant feeling and emotional state resulting from an individual's assessment of his work or work experience, which includes the following indicators: pride, comfort, responsibility, and optimism. To determine the level of teacher job satisfaction, a scale was used (Vaquilar-Romo, 018): very satisfied (4.60-5.00); satisfied (3.60-4.59); unsatisfied

(2.60-3.59); not satisfied (1.60-2.59); and very dissatisfied (1.00-1.59). Clearly, a description of the level of job satisfaction of elementary school teachers can be seen in Table 1.

Table 1. Description of Elementary Teacher Job Satisfaction Levels

Scale	Sub-Scale	Items	Mean	Descriptive Rating
Job Satisfaction (X)	Pride (X1)	In my opinion, being a teacher is the most noble profession	3.99	Satisfied
		Working as a teacher suits my personality perfectly	4.00	Satisfied
	Comfort (X2)	My income as a teacher is able to meet the needs of my family	3.86	Satisfied
		The work situation at school supports my duties as a teacher	3.72	Satisfied
	Responsibility (X3)	I strive to create a conducive learning environment for students	4.00	Satisfied
		I have never neglected my main task as a teacher	3.78	Satisfied
		I guide students according to their potential	3.99	Satisfied
	Optimism (X4)	I have sufficient competence to become a professional teacher	3.99	Satisfied
		I find it easy to achieve teaching and learning goals	3.90	Satisfied
	Mean Total			3.91

The average value of the scale items that make up teacher job satisfaction ranges from 3.72 to 4.00, with an overall average score of 3.91. This shows that the level of job satisfaction of elementary school teachers in Kendari City is generally included in the satisfied category.

Data Description of Teachers' Performance

Teacher performance is the achievement of the teacher in carrying out his duties, which include lesson planning, learning implementation, assessment, enrichment, and remedial learning. To determine the level of teacher job satisfaction, a scale is used (Vaquilar-Romo, 018): very good (4.60-5.00); good (3.60-4.59); fairly good (2.60-3.59); bad (1.60-2.59); and very bad (1.00-1.59). Furthermore, respondents' responses to teacher performance scale items in this study can be described in Table 2.

Table 2. Description of Elementary School Teacher Performance

Scale	Sub-Scale	Items	Mean	Descriptive Rating
Teacher's Performance (Y)	Lesson plan (Y1)	I prepare lesson plans before teaching in class	3.86	Good
		I choose teaching materials according to the curriculum	3.82	Good
		I prepare teaching materials before entering the classroom	3.72	Good
	Teaching and learning implementation (Y2)	I first convey the purpose when starting learning	3.92	Good
		I use teaching strategies and methods according to the needs of students	3.99	Good

		I give lots of examples to clarify the subject matter	3.92	Good
Evaluation (Y3)		I use the right instruments when assessing students	3.78	Baik
		I assess students objectively	3.86	Baik
Remedial (Y4)		I provide additional reading material to students who have completed the study	3.82	Baik
		I give independent assignments to students who have achieved minimum completeness criteria	3.90	Baik
Remedial (Y5)		I provide special guidance to students who have not completed their learning	4.00	Baik
		I provide additional learning to students who are slow in learning	3.92	Good
Mean Total			3.88	Good

The average value of the scale items that make up teacher performance ranges from 3.72 to 4.00 with an overall average score of 3.88. This shows that the performance of elementary school teachers in Kendari City is generally in the good category.

SEM Assumptions Assessment

Evaluation of data normality was carried out using the critical ratio skewness value criterion of ± 2.58 at a significance level of 0.05. The test results show that the data is normally distributed because the critical skewness value and multivariate ratio is smaller than 2.58, namely 2.296.

Evaluation of the presence or absence of outlier data is detected through the Mahalanobis d-square statistic. This statistical test is based on the Chi-Square value with as many degrees of freedom as indicators in the SEM model. If the Mahalanobis statistic d-square $> X^2$ then there are outlier data and vice versa. It was found that the Chi-Square value of the hypothetical model was 37.05. The results of observing the Mahalanobis d-square values in this study did not exceed the Chi-Square value. It was concluded that there were no multivariate outliers in the data.

Assessment of Measurement and Structural Equation Modeling

The results of the measurement and structural equation modeling analysis as a whole can be seen in Figure 1.

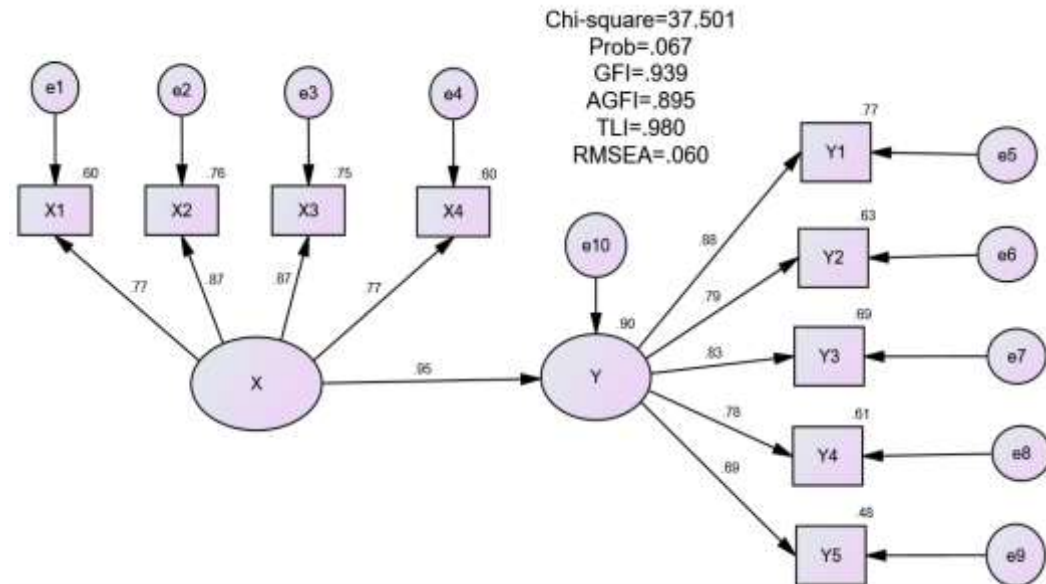


Figure 1. Measurements and Structural Model of the Effect of Job Satisfaction on Elementary School Teacher Performance

Assessment of Goodness of Fit Model

An assessment of the goodness of fit index was carried out to ensure the suitability of the Chi-square, CMIN/DF, GFI, AGFI, CFI and RMSEA criteria. The results of the Goodness of fit index test can be seen in Table 3.

Tabel 3. Test results Goodness of Fit Model

Goodness of Fit	Cut-off-Value	Hasil Analisis	Decision
Chi-Square (X^2)	≤ 38.885	37.051	Good fit
Probability	≥ 0.05	0.067	Good fit
Cmin/DF	≤ 2.00	1.442	Good fit
GFI	≥ 0.90	0.939	Good fit
AGFI	$\geq 0,90$	0.895	Marginal fit
CFI	≥ 0.95	0.986	Good fit
TLI	≥ 0.95	0.980	Good fit
IFI	≥ 0.90	0.986	Good fit
NFI	≤ 0.90	0.956	Marginal fit
RMSEA	≤ 0.08	0.060	Good fit

Based on the table above, only AGFI and NFI criteria do not meet the requirements. A model can be said to be feasible if it meets the minimum fit, namely: 1) Chi-square model with degrees

of freedom and probability values; 2) root mean square error of approximation (RMSEA); and 3) comparative fit index (CFI) (Kline, 2016). The results of the goodness of fit model test in Table 3 show that the model fits the data adequately. So that testing can be continued.

Assessment of Measurement Model

The results of the loading factor test through Confirmatory Factor Analysis can be seen in Table 4.

Tabel 4. Factor Loadings of Job satisfaction Variabel (X)

Factor	Factor Loadings
Pride (X1)	0.773
Convenience X2	0.871
Responsibility (X3)	0.866
Optimism (X4)	0.772

Table 4 shows that the loading factor of the four indicators of teacher job satisfaction is > 0.5 so that the four indicators can reflect the teacher job satisfaction variable. Convenience is the first and biggest factor that determines teacher job satisfaction, with a loading factor of 0.871; responsibility is the second factor that determines teacher job satisfaction, with a loading factor of 0.866; pride is the third factor that determines teacher job satisfaction, with a loading factor of 0.773; and optimism is the fourth factor that determines teacher job satisfaction, with a loading factor of 0.772.

Tabel 5. Loadings Factor of Teacher Performance (Y)

Factor	Factor Loadings
Lesson plan (Y1)	0.879
Task implementation (Y2)	0.794
Assessment (Y3)	0.833
Remedial (Y4)	0.783
Achievement (Y5)	0.689

Table 5 shows that the loading factor of the five teacher performance indicators is > 0.5 so that the five indicators can reflect teacher performance variables. Lesson plan is the first most important factor determining teacher performance, with a loading factor of 0.879; assessment is the second most important factor determining teacher performance, with a loading factor of 0.833; task implementation is the third factor determining teacher performance, with a loading factor of 0.794; remedial is the fourth factor determining teacher performance, with a loading factor of 0.783; and achievement is the fifth factor determining teacher performance, with a loading factor of 0.783.

Assessment of Structural Model (Hypothesis Testing)

The results of hypothesis testing about the causal relationship between research variables can be seen in Table 6.

Table 6. Results of SEM model hypothesis testing

Casual Path	Path Coefficient	P-value	Result
Job satisfaction → Teacher's Performance	0.946	0.000	Accepted

The results of the research hypothesis testing show that job satisfaction has a significant positive effect on teacher performance ($\beta=0.946$; $p>0.001$).

DISCUSSION

The testing of this research hypothesis strengthens that teacher performance is influenced by job satisfaction. Teachers who have a high level of job satisfaction will carry out their duties properly with a full sense of responsibility. High job satisfaction encourages teachers to not only carry out work as an ordinary routine, but to strive to display behavior and work results in accordance with school standards and expectations. In this study, it was also revealed that the level of job satisfaction of elementary school teachers in Kendari City was generally included in the satisfied category, especially related to the teacher's sense of pride, comfort, sense of responsibility, and optimism. Likewise, the performance of elementary school teachers in Kendari City is generally in the good category, especially in relation to lesson planning, learning implementation, assessment, enrichment, and remedial learning.

The results of this study are in line with the findings of Pilarta (2015) that job satisfaction and teacher performance are significantly positively related in terms of predictors. Job satisfaction Most teachers reported being satisfied with their job status, achievements, personal relationships, promotion opportunities, and professional growth. The researcher also concluded that teachers' job satisfaction and their job success are positively and significantly related to student academic achievement and teacher work performance.

Some researchers reported that job satisfaction has a direct, positive, and significant effect on teacher performance (c.f. Werang, 2017; Halder & Roy, 2018; and Pardosi, 2019). This means that the higher the teacher's job satisfaction, the higher the performance. Likewise, with the findings of Sugianto (2018), job satisfaction has a positive and significant effect on teacher performance. Susanty et al. (2013) also found that there is a significant effect of job satisfaction on employee performance. Teacher job satisfaction is important because it contributes to teacher performance and learning effectiveness, which in turn can affect student achievement. Educational institutions with teachers who are satisfied with their jobs will run more effectively, efficiently, and productively than educational institutions with teachers who are less satisfied or dissatisfied with their jobs.

Research conducted by Getahun et al. (2016) found that there was a significant positive correlation between job satisfaction and teacher performance at school. The findings of this study also reveal that gender is the only demographic variable that has a significant positive relationship with teacher job satisfaction. Likewise, the results of research by Yusuf et al. (2017) indicate that there is a significant positive effect of job satisfaction on the performance of the elementary school principal team. That is, the higher the job satisfaction, the more effective the performance of the principal's team is. According to Cetin, Karabay & Efe (2012), effective leadership and employee job satisfaction are fundamental factors for the success of an organization.

The results of Tien's research (2018) in Vietnam show that job satisfaction is an intrinsic phenomenon of the teacher's teaching duties. Job satisfaction is caused by achievement, the work itself, progress, responsibility, job security, and support from students' parents. On the other hand, dissatisfaction is caused by extrinsic factors including promotion, salary, supervision, student behavior, job pressure, teacher status, teacher training, working conditions, recognition, school policies, relationships with colleagues, school reputation, and career support in schools. The findings of this study provide an analytical framework for policy makers in Vietnam to develop policies that are in the interests of teachers, students, and the education system. Furthermore, understanding teacher job satisfaction can lead to higher teacher work commitment, performance, and attitudes toward work, leading to higher educational outcomes.

Testing the significant positive effect of teacher job satisfaction on teacher performance in this study implied that there was a close relationship between the two variables. In accordance with the theory and some of the research findings above, it can be understood that job satisfaction will be able to encourage teacher performance. That is, teacher participation in achieving school goals will be realized if teachers feel they own the school as an integral part of their lives. The results of this study also reinforce that job satisfaction seems to be a trait associated with a sense of pride, comfort, a sense of responsibility, and teacher optimism aimed at achieving certain performance while the performance itself is needed to support activities within the school organization. Thus, the higher the teacher's job satisfaction, the higher the performance.

CONCLUSION

Based on the results of the data analysis, it can be concluded that there is a significant positive effect of job satisfaction on the performance of elementary school teachers. The more the teacher's job satisfaction increases, the more his performance will increase; conversely, the lower the teacher's job satisfaction, the lower his performance will be. The study's findings imply that it is critical for elementary school administrators and education administrators in local governments to make the most significant efforts to ensure teacher job satisfaction in order to improve their performance. Teacher job satisfaction is related to the various roles of the teacher in the school environment. When the teacher has a positive perception of the quality

of his work, a positive attitude will emerge towards the implementation of his duties. The achievement of success in teaching tasks has the potential to increase teacher job satisfaction. Furthermore, this satisfaction will encourage teachers to continue to improve their performance.

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