

Teacher Performance Analysis in Terms of Job Satisfaction and Commitment

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Abstract

The problem of teacher performance is an important problem that must be addressed immediately. Factors The main cause in terms of lack of job satisfaction and commitment. This study aims to prove that job satisfaction and commitment have an effect either partially or simultaneously on performance. And to prove which of the job satisfaction and commitment have a dominant effect on the performance of teachers in SMA PGRI 1 Lumajang, East Java, Indonesia. This research uses multiple linear regression method and then the data results are processed with the help of the SPSS program and hypothesis testing. The results showed that job satisfaction and commitment to performance. The higher the job satisfaction, the higher the performance. Likewise with commitment, the higher the commitment to work, the higher the performance. The uniqueness of this research is the main supporting factor in improving performance, namely job satisfaction. In improving teacher performance, what must be considered is the teacher's job satisfaction factor.

Keywords: Commitment, Employee Performance, Job Satisfaction

Introduction

In the current modern era, it is required to create high employee performance for the development of a company or organization (Zhang et al., 2018). Every organization must be able to build and improve performance within its environment (Sulistyan, 2017). The success of the organization in achieving its goals is influenced by several factors, one of which is human resources (Sulistyan, Ermawati, Hidayat, Lukiana, & Kasno, 2019), because human resources are the driving force from all levels of planning to evaluation that are able to utilize other resources. owned by the organization (Sulistyan, Ermawati, & Ariyono, 2019). The human resource factor owned by an organization becomes something that plays a very strategic role in the continuity or progress of a company with the help of several supporting factors (Tobak, Nagy, Petó, Fenyves, & Nábrádi, 2018). A clear example is that modern and sophisticated equipment is useless if it is not balanced with the ability of human resources to use the tool (Yoganathan, Osburg, & Bartikowski, 2021).

Human resources are the most important asset of a government agency (Sulistyan, 2017) because of their role as the subject of implementing policies and organizational operational activities in the agency. Employees or human resources who work in a government agency are important to be treated as well as possible so that employees have good performance (Qomariah, Hermawan, Isnaini, & Azhad, 2020) and the goals of the organization can be achieved (Sulistyan, Lukiana, & Ato'illah, 2022). A leader should also know the abilities of employees and the needs needed as support in work so that employee performance increases and work can be completed more effectively and efficiently (Sulistyan, 2021).

Employee performance will determine the results to be achieved by an organization. Maximum employee performance will produce maximum results as well (Kour, El-Den, & Sriratanaviriyakul,

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2019). However, often employees who do not work optimally are influenced by several factors that prevent employees from performing optimally. Performance is the result of the achievement of the efforts that have been made which can be measured by certain indicators (individual performance and organizational performance (Sutrisno, 2009). Thus the issue of employee performance is also related to the issue of people's ability to develop themselves in order to be able to work to achieve the goals desired by the organization. To discuss success or performance, one needs to set a certain measure to assess whether the organization has high or low performance.

Every organization will always try to improve the performance of its employees with the hope that the organizational goals can be achieved (Sulistyan, Paramita, Setyobakti, Rizal, & Lukiana, 2020). There are many ways that organizations do in an effort to improve the performance of their employees, for example by paying attention to employee job satisfaction and commitment within the organization (Soomro & Shah, 2019). So that employee job satisfaction is always consistent, at least an organization pays attention to the environment in which subordinates carry out their duties related to co-workers, leaders, work atmosphere, and other things that can affect a person's ability to carry out his work. Job satisfaction is a general attitude towards a person's job, which indicates the difference between the number of awards that workers receive and the amount they are supposed to receive.

In addition to job satisfaction, another important factor is organizational commitment (Ushie, Agba, & Okorie, 2015). The organizational commitment that employees have in working in an organization in this sense is no longer seen as merely earning a living, but has a deeper meaning (Sulistyan, Ermawati, & Ariyono, 2019; Sulistyan, Ermawati, & Yunus, 2019). With the concept of quality of work life where leadership policies empower organizations through a human work environment through the four dimensions of quality of work life, employees will feel more valued so that organizational commitment to work is also higher. Commitment is a person's dedication or devotion to his work and he sees it as a necessity and very important in his life. While organizational commitment can be identified as the degree to which a person identifies himself as part of the organization and wishes to continue active participation in it. Organizational commitment is a psychological bond between employees or employees with their organization that makes the employee or employee not willing to leave the organization.

SMA PGRI 1 Lumajang is a high school in Lumajang district. The reason the researcher conducts research at SMA PGRI 1 Lumajang about job satisfaction and commitment affects employee performance, is because an assessment of employee performance at SMA PGRI 1 Lumajang teachers is very necessary in order to measure the level of success of employees on the responsibilities given. Job satisfaction is very important to note because it measures the level of job satisfaction of the teacher. Some teachers can be seen to be satisfied with their work but there are also some who are not satisfied with their work. This will lead to a decrease in performance because employees are not satisfied with their work. Organizational commitment is also important because it measures how loyal the employee is to the agency. Some employees have shown that they are committed to the agency, some have not shown their commitment so that some employees resign from the organization. This will also lead to a decrease in performance, because it is certain that employees who are committed to the organization will show good performance. The level of performance of SMA PGRI 1 Lumajang teachers can be known through an assessment of their job satisfaction and organizational commitment. These two factors are closely related to the performance of SMA PGRI 1 Lumajang teachers and are more dominant than other factors.

Methods

This type of research is quantitative research by looking for causal relationships. A causal relationship is a causal relationship (Sugiyono, 2016). Causality research is research that wants to find clarity in the form of a cause-effect relationship between several concepts or several variables or several strategies developed in management (Ferdinand, 2014). In this study there are independent variables and dependent variables.

This research was conducted at SMA PGRI 1 Lumajang, East Java, Indonesia. The considerations that underlie choosing the location for the SMA PGRI 1 Lumajang teacher are the support from the Principal of SMA PGRI 1 Lumajang, so that it is very helpful for researchers in carrying out research, the ease of getting data about teachers at SMA PGRI 1 Lumajang to support the validity of the research and the location of the object of research affordable as the object of research is the independent variable in the form of job satisfaction and commitment to the dependent variable in the

form of performance. Data analysis was carried out by testing the research instrument by testing the validity and reliability. Followed by classical assumption test, regression analysis, and hypothesis testing.

Results and Discussion

Respondents are teachers of SMA PGRI 1 Lumajang. Respondent data in this study can be seen in the following table:

Table 1. Respondent Data

| No | Category | Total | Percentage (%) |
|----|----------------------|-------|----------------|
| 1 | Gender | | |
| | Man | 22 | 60 |
| | Woman | 20 | 40 |
| 2 | Years of Service | | |
| | 0-5 years | 15 | 36 |
| | 6-10 years | 13 | 30 |
| | More than 10 years | 14 | 34 |
| 3 | Level of Education | | |
| | Master (S2) | 2 | 14 |
| | Bachelor Degree (S1) | 40 | 86 |

Source: Data processed, 2021

From the data presented in table 1 shows that the sex of the largest respondents is male. The working period of the respondents, the difference is not too significant and the highest is in the period of 0-5 years. Judging from the level of education, the most dominating level is undergraduate education.

The results of the research instrument testing are presented in table 2 as follows:

Table 2. Instrument Test Results

| No | Variable | Instrumen | r | Cronbach's alpha | Information |
|----|--------------------------|-------------------|-------|------------------|--------------------|
| 1 | Job Satisfaction (JS) | Instrument (JS 1) | 0.655 | 0.857 | Valid and Reliable |
| | | Instrument (JS 2) | 0.753 | | |
| | | Instrument (JS 3) | 0.808 | | |
| | | Instrument (JS 4) | 0.828 | | |
| | | Instrument (JS 5) | 0.776 | | |
| | | Instrument (JS 6) | 0.783 | | |
| 2 | Commitment (CM) | Instrument (CM 1) | 0.836 | 0.875 | Valid and Reliable |
| | | Instrument (CM 2) | 0.799 | | |
| | | Instrument (CM 3) | 0.786 | | |
| | | Instrument (CM 4) | 0.787 | | |
| | | Instrument (CM 5) | 0.812 | | |
| | | Instrument (CM 6) | 0.708 | | |
| 3 | Teacher Performance (TP) | Instrument (TP 1) | 0.833 | 0.823 | Valid and Reliable |
| | | Instrument (TP 2) | 0.742 | | |
| | | Instrument (TP 3) | 0.774 | | |
| | | Instrument (TP 4) | 0.886 | | |

Source: Data processed, 2021

Table 2 shows that the overall instrument of each measured variable is valid and reliable. This is indicated by the value of rcount more than 0.30, and the value of Cronbach's alpha more than 0.60.

The results of hypothesis testing are shown in the image below:

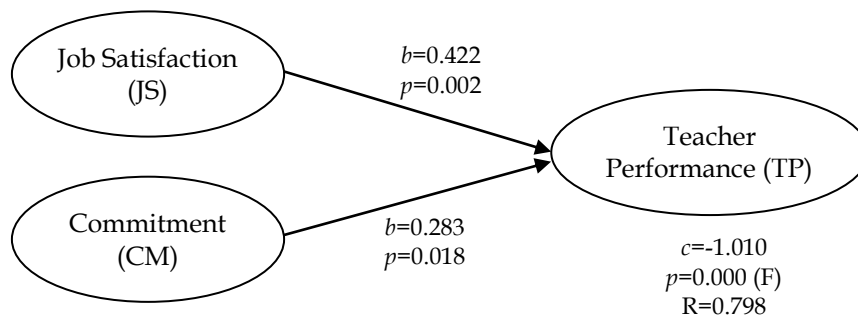


Figure 1. Hypothesis Testing Results

Source: Data processed, 2021

The results of hypothesis testing in Figure 1 show that job satisfaction has an effect on teacher performance ($b = 0.422$, $p = 0.002$). Commitment has an effect on teacher performance ($b=0.283$, $p=0.018$). Job satisfaction has a major influence on teacher performance. The value of R square shows 0.798, meaning that 79.8% of teacher performance is explained by job satisfaction and commitment. While the remaining 20.2% is explained by other variables not examined.

1. Job Satisfaction and Teacher Performance

From the results of the study showed that most of the teachers of SMA PGRI 1 Lumajang gave an agree response to the job satisfaction variable. The results of this study are in line with several previous studies which state that job satisfaction has an important role in improving performance (Suwardi & Utomo, 2011; Ushie et al., 2015). These results provide evidence that the performance of SMA PGRI 1 Lumajang teachers is indicated by job satisfaction in the following forms:

- a. Challenging work
 - Providing opportunities to use skills or abilities.
 - Giving freedom and feedback about the work done.
- b. Worthy reward
 - Sufficient salary in accordance with responsibilities.
 - Get a chance to be promoted.
- c. Supportive working conditions
 - Employees get along well with each other.
- d. Supportive coworkers
 - Employees support each other.

The results of testing the hypothesis which states that job satisfaction affects the performance of SMA PGRI 1 Lumajang teachers are accepted. The job satisfaction of SMA PGRI 1 Lumajang teachers who are perceived as the most important is that the teachers of SMA PGRI 1 Lumajang provide freedom in the form of feedback about the work done. Meanwhile, the performance of SMA PGRI 1 Lumajang teachers who are perceived as the most important is that the employees of SMA PGRI 1 Lumajang teachers are able to complete the work according to the target.

2. Commitment and Teacher Performance

From the results of the study showed that most of the teachers of SMA PGRI 1 Lumajang gave an agreeable response to the commitment variable. The results of this study are in line with several previous studies which state that commitment has an important role in improving performance (Suwardi & Utomo, 2011; Ushie et al., 2015). These results provide evidence that the performance of SMA PGRI 1 Lumajang teachers is shown by their commitment in the following forms:

- a. Affective Commitment
 - Employees are happy to spend the rest of their career in this organization.
 - Employees feel emotionally attached to this organization.
- b. Continuance Commitment
 - Employees feel loss if they leave this organization.
 - Employees are worried about what might happen if they leave without having another

similar job.

C. Normative Commitment

- Switching to another organization seems unethical to employees.
- Employees are educated to believe in the value of remaining loyal to one organization.

The results of testing the hypothesis which states that commitment affects the performance of SMA PGRI 1 Lumajang teachers are accepted. The commitment of the PGRI 1 Lumajang High School teacher which is perceived as the most important is that employees feel happy to spend the rest of their career at UPT. Gucialit Education Office, employees feel emotionally attached to UPT. The Gucialit Education Office, and employees feel a loss if they leave UPT. Gucialit Education Office. Meanwhile, the performance of SMA PGRI 1 Lumajang teachers who are perceived as the most important is that the employees of SMA PGRI 1 Lumajang teachers are able to complete work according to the target.

Conclusion

The results of the study concluded that job satisfaction has an important role in improving teacher performance. In addition, commitment also plays an important role in improving teacher performance. In improving teacher performance, what is important to note is the factor of job satisfaction. It is recommended that the school if you want the performance of the teacher to increase, then increase the job satisfaction first. This research is limited to job satisfaction and commitment in an effort to improve performance. It is recommended for further research on different populations and variables that have not been studied and efforts to develop theories to be explored more deeply.

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