

THE EFFECT OF JOB SATISFACTION AND JOB MOTIVATION ON MADRASAH IBTIDAIYAH NEGERI TEACHERS' PERFORMANCE

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Abstract: The purpose of this study is to determine the effect of job satisfaction on the performance of state Islamic elementary school teachers in Gunung Sitoli City, the effect of work motivation on the performance of state Islamic elementary school teachers in Gunung Sitoli City, and the effect of job satisfaction and work motivation combined on the performance of teachers of public secondary schools throughout Gunung Sitoli. In this study, the population consisted of 42 permanent teachers who worked at State Islamic Madrasahs throughout Gunung Sitoli. A total sampling technique was used to select the samples. Product Moment Correlation, Simple Regression, and Multiple Regression techniques were used to analyze the data. The study's findings show that water has a significant effect on job satisfaction and performance of Madrasah Ibtidaiyah State Teachers in Gunung Sitoli City, implying that the better the teachers' job satisfaction, the better the teachers' performance, with the magnitude of the effect reaching 14.36 percent. There is a significant and significant effect of work motivation on the performance of State Madrasah Ibtidaiyah teachers in Gunung Sitoli City, which means that the higher the teacher job satisfaction, the higher the teacher performance, with the magnitude of the effect reaching 16.5 percent, and there is a significant effect of job satisfaction and work motivation together on the performance of Madrasah Ibtidaiyah Negeri teachers in Gunung Sitoli City.

Keywords: Job Satisfaction; Teacher Performance; Work Motivation.

INTRODUCTION

It is a challenge and an opportunity for this nation to coexist and coexist with other world communities in the face of globalization and industrialization. Opportunities for faster development are created, but so are difficulties due to the increasingly fierce competition that globalization and industrialization bring. In today's global economy, demand gives national industries an advantage over all other products and services. As a result, human capital is now the primary driving force behind the national industry's pursuit of excellence in a more comprehensive and innovative setting.

Human beings can only be improved through education, which makes education a crucial component of national development. Additionally, education can develop a wide range of skills that are necessary for everyone in society, including knowledge, skills, and attitudes.

Both forward and backward links can be found in quality education, according to Jalal in Suryadi (Suryadi, 2014). The link to the future is that a well-educated populace is necessary for a developed, modern, and prosperous nation. Teachers who are professional, prosperous, and dignified are essential to a high-quality education, which in turn relies heavily on the quality of the teachers themselves. With this, Zamroni stated that if you want to see student achievement, you should look at the quality of your teacher (Zamroni, 2007). Teachers face a

wide range of challenges, including those related to their own personal and professional development as well as those related to their ability to teach effectively in the classroom. To ensure that education proceeds smoothly and fairly, there must be clear performance standards for teacher education providers, which are a gauge of how well teachers perform daily. Finally, there must be quality assurance measures for teacher education implementation that are representative of actual teacher performance (Djohar, 2006).

Teaching quality is the most important factor in improving educational quality, so it is essential to improve the teaching profession. Professional educators need to have the necessary competencies so that they can carry out their duties, which include teaching and training students. In addition to having a thorough understanding of the scientific fields, teaching materials, and methods, educators must be able to inspire their students and have a wide range of knowledge and skills. According to Sardiman, the teacher is one of the human components in the teaching and learning process who contributes to efforts to develop potential human resources in the field of development (Sardiman, 2005). As a result, teachers, as one component in the field of education, must take an active role and position themselves as professionals to meet the demands of a growing society. In this case, the teacher serves not only as a teacher who imparts knowledge but also as an educator who imparts values and as a mentor who provides direction and guidance to students as they learn.

However, data from the field shows that there are still many issues to be addressed to improve teacher quality and performance. According to Baedlowi's findings, only 1,043,000 teachers (40 percent) in a total of 2,607,311 teachers in Indonesia have a four-diploma education or S1 education. As a result, 1,564,311 teachers, or 60% of all teachers, do not meet the educational level requirements to teach.

According to the latest data from the Minister of National Education, 54 percent of teachers still do not meet the qualifications. This issue is exacerbated by the large number of teachers who teach outside of their area of expertise. Low teacher performance can be caused by teachers' lack of professional insight, incompatibility of educational background with the subjects being taught, and less optimal teacher work motivation. Preliminary Competency Test (UKA) results in 2012. North Sumatra is ranked 25th out of 34 provinces, with an average score of 37.4, significantly lower than the national average of 42.25.

This is the worst quality of teachers we've ever seen, according to Ari Kristianawati of Sagala. Science, technology, art, and society are constantly changing, and teachers aren't keeping up. As a result, teachers become "robots" for the curriculum and lose sight of how to improve student outcomes. Efforts to learn and experiment with new methods of learning, teaching materials, and teaching and learning patterns are still lacking (Sagala, 2004). Being competent and effective in this context is essential for a teacher to be successful.

Efficiency and effectiveness at work are the two metrics used by Stoner to assess performance (Stoner, 1992). In contrast to work efficiency, which refers to completing tasks correctly while using as few resources as possible, work effectiveness refers to completing tasks correctly even when doing so requires a significant investment of time and resources. It is clear from this definition that the performance measure includes the concepts of effectiveness and efficiency because results are achieved through more efficient or effective use of resources.

Worker satisfaction, stress, and motivation are among the individual outcomes that are considered to influence performance in the Integrative Model of Organizational Behavior proposed by Colquit et al. (Colquit et al. 2012). In addition to group mechanisms such as leadership style and behavior, leadership power and influence, team processes, team characteristics, and individual characteristics such as personality and cultural values and abilities, organizations also use individual mechanisms, such as the culture of the organization and the structure of the organization to influence individual mechanisms.

According to this model, leadership style has a direct influence on job satisfaction, stress, and motivation, whereas performance has an indirect influence. Gibson asserts in his process model for the cause of effectiveness that motivational factors, leadership, and culture are the root causes of the emergence of effectiveness in groups and organizations.

METHOD

Quantitative data is collected through ex post facto research, whereby factors such as symptoms that have been observed or predicted are used to reveal truths about what will happen rather than being controlled by the researcher. According to Bungin, ex post facto research is used when attempting to uncover ongoing events (Bungin, 2008: 49). The survey method was used for the research, and it was used to compare one variable to other variables.

RESULT AND DISCUSSION

Job Satisfaction's Influence on Teacher Performance

The calculations yielded a correlation between X1 and Y of 0.379, while the table with $N = 42$ and a significance level of 5% yielded a correlation of 0.304. As a result, the price of $r_{X1Y} > r_{table}$ ($0.379 > 0.304$). The t-test was then used to perform the correlation significance test. With the calculated value = 0.379, $t_{count} = 2.586$ is obtained. At the 5% level of significance, the t_{table} value for $N = 42$ is 1.68. As a result of $t_{count} > t_{table}$ ($2,586 > 1,68$), the effect of job satisfaction on teacher performance can be accepted and verified.

Furthermore, to examine the pure effect in the absence of other independent variables, a partial correlation test was performed, yielding a correlation between X1 and Y = 0.376, while the table with $N = 42$ and a significance level of 5% is 0.304. In addition, the t-test was used to

perform the partial correlation significance test. $t_{count} = 2.531$ was obtained with the price $r_{y2.1} = 0.376$. At the 5% level of significance, the t_{table} value for $N = 42$ is 1.68. Because $t_{count} > t_{table}$ ($2.531 > 1.68$), the proposed research hypothesis is that job satisfaction has a significant effect on teacher performance, with a magnitude of 37.6 percent when the work motivation variable is controlled.

Work motivation and teacher performance

The calculations yielded a correlation between X_2 and Y of 0.374, while the table with $N = 42$ and a significance level of 5% yielded a correlation of 0.304. As a result, the price of $r_{X_2Y} > r_{table}$ ($0.374 > 0.304$). The t-test was then used to perform the correlation significance test. The calculated $t = 2.552$ is obtained with the calculated value = 0.374. At the 5% level of significance, the t_{table} value for $N=42$ is 1.68. Because $t_{count} > t_{table}$ ($2.552 > 1.68$), the proposed research hypothesis, that there is a significant effect of work motivation on teacher performance, can be accepted and verified.

Furthermore, to examine the pure effect in the absence of other independent variables, a partial correlation test was performed, yielding a correlation between X_2 and $Y = 0.371$, while the table with $N = 42$ and a significance level of 5% is 0.304. In addition, the t-test was used to perform the partial correlation significance test. With a price of $r_{y1.2} = 0.371$, $t_{count} = 2.497$ was obtained. At the 5% level of significance, the t_{table} value for $N = 42$ is 1.68. Water has a significant effect on work motivation on teacher performance, with a value of 37.1 percent when the variable job satisfaction is controlled, because $t_{count} > t_{table}$ ($2,497 > 1,68$).

The Interaction of Job Satisfaction and Work Motivation on Teacher Performance

The correlation coefficient $R_{Y(1,2)}$ calculated from the multiple correlations between the variables X_1 and X_2 with Y is 0,554, while the table with $N = 42$ and a significance level of 5% is 0.304. As a result, $r_{count} > r_{table}$ ($0.554 > 0.3094$). The F-test was also used to perform the correlation significance test. $F_{count} = 8.638$ is obtained at a price of $r_{count} = 0.554$. At the 5% significance level, the value of F_{table} for $N = 42$ is 3.23. Because $F_{count} > F_{table}$ ($8.638 > 3.23$), the proposed research hypothesis, that there is a significant effect on job satisfaction and work motivation in conjunction with the performance of Madrasah Ibtidaiyah teachers in Gunung Sitoli City, can be accepted and verified. See Figure 7 for more information.

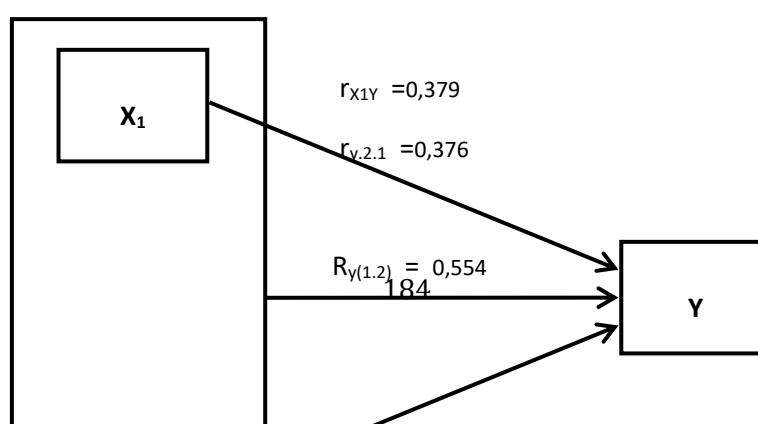


Figure 1. Overview of the Independent Variable's Relationship to the Bound Variable.

r_{X1Y}	= Coefficient of product-moment correlation between X1 and Y
$r_{y,2.1}$	= Partial correlation coefficient between X1 and Y
r_{X2Y}	= denotes the product-moment correlation coefficient between X2 and Y.
$r_{y,1.2}$	= Partial correlation coefficient between X2 and Y
$r_{y(1,2)}$	= Double correlation coefficient between X1 and X2 with Y

According to the description analysis, the teachers of the State Islamic Madrasah in Gunung Sitoli City had a medium level of job satisfaction, a high level of work motivation, and a medium level of teacher performance.

Teachers' performance was found to be influenced by their level of job satisfaction using simple and partial correlations. This is evident from the $r_{X1Y} = 0.379$ correlation between X1 and Y. Tables with $N = 42$ and a significance level of 5 percent were used to compare these results. $R_{X1Y} = 0.379$ was used to calculate the total count, which is 2.586. These results were compared to a table with a sample size of 42 and a significance level of $5\% = 1.68$. After that, we arrived at $r_{y, 2.1} = 0.376$ by applying the results of the partial correlation calculations. Tables with $N = 42$ and a 0.05 significance level were used to compare these results. When $r_{y,2.1} = 0.376$, we got a value of $t_{count} = 2.531$ as the result. These results were compared to a table with a sample size of 42 and a significance level of $5\% = 1.68$. Teachers at Madrasah Ibtidaiyah Negeri in Gunung Sitoli City reported higher levels of job satisfaction, supporting the hypothesis that job satisfaction affects student achievement. As a result, 14.36 percent of teachers' performance is accounted for by their level of job satisfaction.

The study's findings support the idea that teacher performance peaks and valleys are influenced by their level of job satisfaction. Job satisfaction is defined as the degree to which workers are satisfied or dissatisfied with their jobs (Sutrisno, 2009). Job satisfaction refers to an employee's general attitude toward their work. According to the job description, the employee must also interact with coworkers and supervisors as well as adhere to company rules and

policies, meet performance standards, and work with others in less-than-ideal work environments to fulfill the requirements of the position. Because of their job dissatisfaction, teachers may develop negative attitudes or behaviors that lead to a sense of frustration in their students. Dissatisfied teachers, on the other hand, are less likely to work effectively and are more likely to be enthusiastic. Teacher productivity and discipline will improve as a result. Job satisfaction has been shown to reduce the rate of teacher dismissal and the number of dissatisfaction complaints. In the view of Rivai and Mulyadi, job satisfaction is the general attitude of an employee towards the work he or she does (Mulyadi, 2012). The attitude toward one's job can either be positive or negative depending on whether or not one is content with one's current situation. In the end, job satisfaction or dissatisfaction is a reaction to the rewards or rewards given to meet the desired needs of the workers.

The way a teacher performs his or her job duties shows how happy he or she is in their position. In this definition, job satisfaction is a teacher's attitude toward aligning his actions with the reward he receives from his students to achieve his goals. Research on the impact of job satisfaction on productivity (performance) is based on the assumption that high-achieving employees are satisfied employees. Findings from this study show that job satisfaction has only a 16 percent effect on performance (Robbins, 2001).

Work motivation was also found to have a significant effect on teacher performance at the State Madrasah Ibtidaiyah in Gunung Sitoli City. The simple correlation between X2 and Y (r_{X2Y}) = 0.374 demonstrates this. These findings were compared to the table with N = 42 and a significance level of 5% = 0.304. t_{count} = 2.552 is obtained by multiplying r_{X2Y} = 0.374 by the price of r_{X2Y} = 0.374. These findings were compared to the table with N = 42 and a significance level of 5% = 1.68. The calculated results with partial correlation yielded $r_{y, 1.2}$ = 0.371. These findings were compared to the table with N = 42 and a significance level of 5% = 0.304. $r_{y, 1.2}$ = 0.371 obtained t_{count} = 2.497 with the price $r_{y, 1.2}$. These findings were compared to the table with N = 42 and a significance level of 5% = 1.68. As a result, the research hypothesis that work motivation has a significant effect on teacher performance can be accepted and verified. As a result, work motivation accounts for 16.5 percent of teacher performance.

The research findings above empirically confirm that motivation is what drives teachers to perform a job to achieve the best results. Wibowo mentions that motivation can have an impact on performance, but it is not the only factor that influences performance (Wibowo, 2012). Robert Kraitner and Angelo Kinichi's A Job Performance Model of Motivation demonstrates how motivated individual behavior (motivated behavior) affects performance. According to the model, workers will be more directly motivated if they believe their efforts will be recognized and rewarded. As a result, it is not surprising that teachers who are highly motivated at work tend to perform well, and this, of course, affects their performance. According to Supardi and Anwar,

motivation is a state in a person's personality that encourages the individual's desire to perform specific activities to achieve goals. Siagian stated that what a person wants from his job, in general, is something meaningful to both himself and the institution. To increase worker productivity and motivation, two things must be done: first, determine someone's job pay; and second, assist them in obtaining payment for any additional tasks assigned so that both agency and individual needs are met.

As a result, to produce the best work effectiveness, teacher work motivation must be awakened, and it becomes an important part of a leader's task. Sulistyorini emphasized that positive leader behavior can encourage groups to direct and motivate individuals to work together in groups to realize organizational goals. Brahmasari proposes that organizational performance is dependent on individual performance, or that individual performance contributes to organizational performance, implying that the behavior of organizational members, both individually and in groups, strengthens organizational performance because their motivation affects organizational performance. Ermayanti also stated that understanding motivation, both within employees and from the environment, could aid in performance improvement. Motivation cannot be given to every teacher in different forms, in this case, so it must be directed well according to priorities and well received by the teacher.

According to Siagian, managers in organizational life, including business organizations, pay close attention to the motivational aspect of work because of four main considerations: The proverb "there is sweet potato, there is no need for taro" is a good example of the "quit proquo" principle, which is reflected in the proverb "there is sweet potato, there is no need for taro." There is no limit to how much we can satisfy our human needs. A single motivational technique that works equally well for everyone in the organization as well as for someone at different times and conditions is not possible because of organizational or company characteristics. Motivated teachers are more enthusiastic about their work, which leads to better results, which in turn leads to better results for their students. This is a linear relationship. There are many ways to show that an employee is motivated by their work, such as making sure they show up on time and taking responsibility for their work hours.

Maulana's research concluded that motivation has a direct impact on the work performance of lecturers in the field of education and teaching at Fisip Unmul's State Administration Study Program, with every 1% increase in motivation increasing work effectiveness by 28.6 percent. Yukl and Lock conducted research that concluded that individual competence has a positive effect on job satisfaction, motivation, and performance. Meanwhile, Banker and Dunk's research concludes that adequate job satisfaction and achievement motivation affect improving performance. Leaders who motivate and create social conditions benefit all teachers by increasing job satisfaction and encouraging teachers to do their best work,

which has implications for increasing work productivity. Thus, increasing motivation, both internal and external, will increase the effectiveness of lecturers' work in the field of education and teaching.

Furthermore, a significant effect of job satisfaction and work motivation on the performance of State Madrasah Ibtidaiyah teachers in Gunung Sitoli City was discovered, with a correlation coefficient of $R_{y(1,2)} = 0,554$; while the table with $N = 42$ and a significance level of 5% is 0.304. As a result, $r_{\text{count}} > r_{\text{table}}$ ($0.554 > 0.304$). The F-test was also used to perform the correlation significance test. $F_{\text{count}} = 8.638$ when $R_{\text{count}} = 0.554$. At the 5% significance level, the value of F_{table} for $N = 42$ is 3.23. Because $F_{\text{count}} > F_{\text{table}}$ ($8.638 > 3.23$), the proposed research hypothesis, that there is a significant effect of job satisfaction and work motivation together on the performance of teachers at the State Islamic Madrasah Ibtidaiyah in Gunung Sitoli City, can be accepted and proven true. Thus, job satisfaction and work motivation together account for 30.70 percent of teacher performance, with the remainder determined by other factors.

CONCLUSION

With this information, we can conclude that job satisfaction has a significant and significant impact on the performance of teachers in Gunung Sitoli City, implying that the more satisfied a teacher is, the more successful they are. The magnitude of this effect is 14.36 percent. There was a 16.5 percent increase in teacher performance if the teacher was more satisfied with their job. Teacher job satisfaction and work motivation have a 30.70 percent combined effect on the performance of teachers at Madrasah Ibtidaiyah Negeri in Gunung Sitoli City, which means that the more satisfied a teacher is with their job, the better their performance will be.

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