



The Positive Influence of Satisfaction and Workload on Teachers Performance

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ABSTRAK

Di era globalisasi seperti sekarang ini, pendidikan sangatlah penting. Ketentuan pendidikan yang telah dikembangkan masyarakat dengan cukup baik tidak dapat disangkal, dan masyarakat akan semakin berkualitas dan mampu bersaing secara kompetitif, serta era persaingan yang semakin ketat dan ketat di berbagai sudut kegiatan kehidupan. Penelitian ini bertujuan untuk menganalisis pengaruh kepuasan dan beban kerja terhadap peningkatan kinerja guru. Penelitian ini menggunakan metode penelitian kuantitatif dan teknik pengumpulan data yang digunakan berupa wawancara dan angket. Audiens dalam penelitian ini adalah seluruh guru yang berjumlah 73 guru. Metode analisis yang digunakan untuk regresi linier berganda. Hasil pengujian secara simultan juga menunjukkan bahwa variabel kepuasan kerja dan beban kerja berpengaruh signifikan terhadap kinerja guru dengan diperolehnya F-hitung sebesar 92,615. Sedangkan F-tabel pada taraf signifikan = 5% adalah 3,033. Hal ini menunjukkan, berdasarkan uji statistik Fhitung menunjukkan Fhitung > Ftabel, dengan tingkat probabilitas 0,000. Jadi, dapat disimpulkan bahwa kepuasan dan beban kerja berpengaruh positif terhadap kinerja guru.

ABSTRACT

In today's age of globalization, education is very important. The educational provisions that society has developed well enough is undeniable, and the community will be increasingly qualified and able to compete competitively, as well as an era of increasingly fierce and tougher competition in various corners of life's activities. This study aims to analyze the impact of satisfaction and workload on improving teachers' performance. This study uses quantitative research methods and data collection techniques used as interviews and questionnaires. The audiences in this study were all teachers in total 73 teachers. The analytical method was used to multiple linear regressions. The simultaneous test results also show that the variables of job satisfaction and workload have a significant effect on the performance of teachers by obtaining an F-count of 92.615. While F-table at the significant level $\alpha = 5\%$ is 3.033. It shows, based on the statistical test F-count shows the F-count > F-table, with a probability level of 0.000. So, it can be concluded that satisfaction and workload have a positive influence on teacher performance.

1. INTRODUCTION

In today's age of globalization, education is very important (Singh, 2019). The educational provisions that society has developed well enough is undeniable, and the community will be increasingly qualified and able to compete competitively, as well as an era of increasingly fierce and tougher competition in various corners of life's activities (Hussin, 2018; Konakll, 2015). National Education System, Law № 20 of 2003 which states that, National education functions to develop capabilities and shape the character and civilization of a nation with dignity in order to educate the life of the nation, aiming at developing the potential of students to become faithful and human beings (Helda & Syahrani, 2022; Johnes et al., 2017). To be devoted to God almighty, have a noble character, be healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Iramdan, 2019; Prasanti & Fitriani, 2018). All organizations including schools must have a goal of achieving good work performance (Bidayah, 2019; Indajang et al., 2021). To achieve this goal, of course, the role of the teacher is very important. In achieving this goal, teachers are required to work hard in providing the best for the school (Lie et al., 2021; Sudirman et al., 2021). Teachers who work well enough are expected to improve overall school performance, which in turn brings common prosperity (Koedel et al., 2017; Runhaar et al., 2013). So to achieve all aims, it is necessary to pay attention to job satisfaction so far, the workload given so far, and how it results the performance (Swaminathan & Jawahar, 2013; Zeinabadia, 2010). So, by paying attention to these three aspects, the best academic quality will be realized.

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Basically, job satisfaction is an individual approach, because each individual will have a different level of satisfaction according to the values that apply in each of them (Andriyanti & Supartha, 2021; Tharikh et al., 2016). A person's job satisfaction depends on the reality of expectations, needs and values and what according to its feelings or perceptions has been achieved through the work (Saepudin & Djati, 2019; Sherly et al., 2021; Weikamp & Göritz, 2016). From this definition, job satisfaction is an emotional attitude of a person which is described by feeling of being happy and satisfied if its is no difference between what is desirable and the really perception, because the desirable smallest limit has been met for his job. Workload is a construct that arises because of the limited capacity to process the information (Chen et al., 2016; Tavares & Eva, 2013). When facing a task, individuals are expected to complete the task at a certain level. If the individual's limitations hinder the work achievement results on the prospective level, it means that there has been a distance between the prospective ability level and the possessed capacity. The distance causes failure on performance (Yanuar Mufti et al., 2019). This is the fundamental thing in measuring workload.

In Indonesia workload of both teachers and Lecturers is at least 24 (twenty four) hours face-to-face and as much as possible. Forty hours face to face a week. So that, teachers workload becomes a discourse for them considering that both currently certified teachers and non-certified teachers both need workload for twenty four hours a week. For teachers who have not been certified, it seems that this is a prerequisite so that these teachers can be certified, while for teachers who have been certified, a minimum workload for twenty four hours a week is required so that the teachers get their right as the professional educator allowances. A minimum workload of 24 (twenty four) face-to-face hours a week is a requirement for teachers to obtain professional educator allowances as required by Law Number 20 of 2005. The term performance comes from the actual performance of the work or actual achievements achieved by someone (Tierney & Farmer, 2011). Performance is the result of work that is achieved in quality and quantity by an employee in carrying out his duties in accordance with the responsibilities assigned to him (Colquitt et al., 2014; Leong & Rasli, 2014). So that teacher performance is the ability and effort of teachers to carry out learning tasks as well as possible in planning teaching programs, implementing learning activities and evaluating learning outcomes (Lie et al., 2021; Taştan et al., 2018). Furthermore, Teacher performance is the ability and effort of teachers to carry out learning tasks as well as possible in planning teaching programs, implementing learning activities and evaluating learning outcomes. Teacher performance that is achieved must be based on the standards of professional ability while carrying out obligations as a teacher in schools (Lie et al., 2019). So that the notion of performance is a work performance in quality and quantity that served by an employees in carrying out their duties in accordance with the responsibilities assigned to them.

This research is in line with previous study conducted by researcher. Previous research investigates how organizational justice affects employee's workload and job satisfaction (Chughati & Perveen, 2013). It finds that teachers are more flexible and satisfied with their working hours and working conditions as compared to private school teachers. Teachers should be encouraged by their heads for better performance. The successful teachers showing good results in their subjects should be given incentives for their job satisfaction. Workload should be reasonable for every teacher. Then in line with other previous researcher, who examine the influence of autonomy, workload, and work-life balance on job performance among teachers (Johari et al., 2018). The findings reported that autonomy and work-life balance had a significant impact on respondents' job performance. Workload, on the other hand, had no substantial bearing on job performance among school teachers in this study. From those studies, there are different findings between the two studies. It makes the authors are interested in conducting research with the aims to analyze the impact of satisfaction and workload on improving teachers' performance. The novelty of this research is using two variable namely satisfaction and workload to analyse its effect regarding to teacher performance.

2. METHODS

This research uses explanatory survey method (Sugiyono, 2015). This method is considered appropriate because this research was conducted to collect factual information through the use of questionnaires to test hypotheses (Sugiyono, 2015). Respondents were taken from all 73 teachers of SMK 1 Banda Aceh to fill out the satisfaction and workload questionnaire. And a total of 245 students filled out the teacher performance questionnaire.

The data collection instrument was a rating scale model questionnaire consisting of three parts. The first part, which consists of 27 items, is a questionnaire to measure respondents' perceptions about teacher satisfaction, which are described in five indicators: satisfaction with salary, promotion, coworkers, superiors, and satisfaction with the job itself. The second part, which consists of 27 items, is a

questionnaire to measure respondents' perceptions of the teacher's workload, which is outlined in five indicators, namely: planning learning, implementing learning, evaluating results, guiding and training, and carrying out additional tasks. The third part, which consists of 28 items, is a performance questionnaire to measure respondents' perceptions of teacher performance, which are described in six indicators: learning strategies, mastery of the material, classroom management, and teacher communication with students, teaching techniques, and assessment of student learning outcomes. Descriptive statistics use an average score that is used to obtain a description of the level of respondents' perceptions of teacher satisfaction, burdens, and performance. Inferential statistics use regression analysis which is used to test hypotheses. The t test was used to analyze the different test partially job satisfaction variables on teacher performance and the effect of workload on teacher performance.

3. RESULT AND DISCUSSION

Results

Based on the results of the reliability test, it can be concluded that the variables of job satisfaction, workload, and teacher performance used in this study are reliable, this is because the Cronbach Alpha coefficient is above 0,6. Based on the normality test, the Kolmogorov-Smirnov Test value obtained a value of 0.637 with a significant level of Asymp. Sig. (2-tailed) of 0.194. The results of this study indicate that the significance level is greater than 5%, so that the normality test in this study is accepted. The next test regarding multicollinearity is tested by looking at the VIF of each independent variable on the dependent variable. The presence or absence of multicollinearity in the regression model can be detected if the value of VIF (Variance Inflation Factor) <10 and tolerance >0.1 means there is non multicollinearity problem. The variable independent value is shown in [table 1](#).

Table 1. Variable Independent Value

Independent	Tolerance	VIF	Adjective
Job Satisfaction (X_1)	0.899	1.113	Non Multikolinieritas
Workload (X_2)	0.899	1.113	Non Multikolinieritas

From the results of [table 1](#), it can be seen that all the variable indicators used in this study do not occur Multicollinearity (Non-Multicollinearity), because they have a Variance Inflation Factor value of less than 5, as a requirement in this study. Then in this study it is also known that the tolerance value in multicollinearity testing also shows a value greater than 0.5. Furthermore, the Heteroscedasticity Test is an indication that the variance between residuals is not homogeneous which results in the estimated value obtained that is no longer efficient. One way that can be used to monitor the presence or absence of heteroscedasticity can be done by using the Glejser test as shown in the following [Figure 1](#).

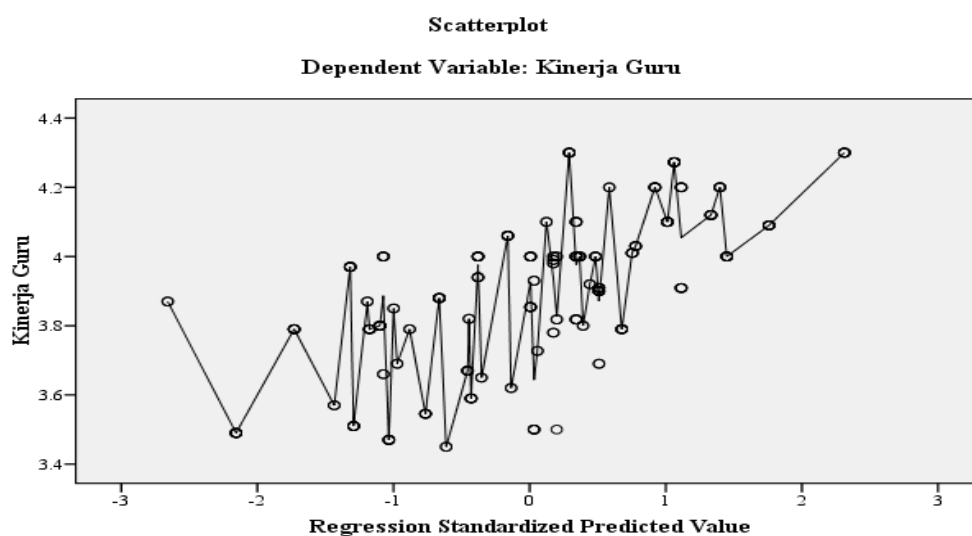


Figure 1. Teacher Performance Scatterplot

Based on the [Figure 1](#), it can be explained that the points spread above 3.4 and on the Y axis, so there is no heteroscedasticity, meaning that the data in this study can be used as an indicator of variable

measurement (Sugandini & Erawati, 2020). The effect of satisfaction and workload on teacher performance is shown in table 2.

Table 2. The Effect of Satisfaction and Workload on Teacher Performance

Variable Name	B	Standard Error	T _{Count}	T _{Table}	Sig
Constant (a)	2.691	0.090	29.872	1.969	0.000
Job Satisfaction (X ₁)	0.146	0.021	7.077	1.969	0.000
Workload (X ₂)	0.169	0.019	8.767	1.969	0.000

From the results of table 2, statistical calculations using the help of the SPSS 19.0 program, the multiple regression equation is obtained as follows: $Y = 2.691 + 0.146x_1 + 0.169x_2$.

Table 3. Analisis of Variance (ANOVA)

Model	Sum of Squares	Df	Mean Squares	F _{Count}	F _{Table}	Sig.
Regresi	5.174	2	2.587	92.615	3.033	0.000
Sisa	6.760	242	0.028			
Total	11.934	244				

Based on the Table 3, the results of simultaneous testing, it was obtained that the value of F_{count} was 92.615, while the F_{table} at the significant level $\alpha = 5\%$ was 3.033. It shows, the test of F_{count} shows the F_{count} > F_{table}, with a probability level of 0.000.

Discussion

Based on the effect of satisfaction and workload statistical calculations find out the multiple regression equation. It can be seen that of the two variables studied, it turns out that the workload variable has a dominant influence on the performance of the teachers at SMKN 1 Banda Aceh, with a regression coefficient value of 0.169 having a dominant effect on improving the performance of teachers at SMKN 1 Banda Aceh, while the variable of job satisfaction teachers has a relatively lower effect on teacher performance with a regression coefficient of 0.146. Then, based on the statistical descriptions that have been analyzed, it shows that partially each variable has a significant effect on improving the performance of teachers at SMKN 1 Banda Aceh. The variable that has a dominant influence on employees is the workload variable with a tcount of 8,767 with a significance level or probability of 0.000, while the teacher job satisfaction variable has a smaller effect with a t-count value of 7.077 with a significance level or probability of 0.000. Thus, the results of this calculation can be taken a decision that the proposed alternative hypothesis can be accepted and the null hypothesis is rejected, meaning that job satisfaction (x₁), workload (x₂), together have a significant effect on the performance of teachers at SMKN 1 Banda Aceh.

This research is in line with previous study which examines the influence of autonomy, workload, and work-life balance on job performance among teachers (Johari et al., 2018). Base on previous studies it reveals that autonomy and work-life balance had a significant impact on respondents' job performance. Meanwhile workload, on the other hand, had no substantial bearing on job performance among school teachers. That is found contrast between prevesios and this study. In this study it was found that the workload had a dominant influence on the performance of the teachers, especially in SMKN 1 Banda Aceh. These different results can be caused by the variables used in previous studies with different with current studies and different background of sample also affect the result of study. Then the other previous research is research which study about measurement of teacher performance through teacher certification, motivation, and job satisfaction (Lie et al., 2021). This study conducted in pematangsiantar city middle school. This study using same variable namely, job satisfaction in influence teacher performance. The results of that study indicate that of the three hypotheses developed there is one hypothesis that is rejected, namely for the effect of the motivation variable on the teacher performance, the results do not have a significant effect. Then for the variable teacher certification and job satisfaction, the results significantly influenced teacher performance. This is in accordance with the research conducted, job satisfaction effect on the performance of teachers, although it was found relatively lower effect on teacher performance. Therefore, it can be concluded that workload and satisfaction have a significant effect on the performance of teachers.

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Tharikh et al., 2016). A person's job satisfaction depends on the reality of expectations, needs and values and what according to its feelings or perceptions has been achieved through the work (Saepudin & Djati, 2019; Sherly et al., 2021; Weikamp & Göritz, 2016). From this definition, job satisfaction is an emotional attitude of a person which is described by feeling of being happy and satisfied if its is no difference between what is desirable and the really perception, because the desirable smallest limit has been met for his job. Workload is a construct that arises because of the limited capacity to process the information (Chen et al., 2016; Tavares & Eva, 2013). When facing a task, individuals are expected to complete the task at a certain level. If the individual's limitations hinder the work achievement results on the prospective level, it means that there has been a distance between the prospective ability level and the possessed capacity. The distance causes failure on performance (Yanuar Mufti et al., 2019). This is the fundamental thing in measuring workload.

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Through this research, it is expected to be able to contribute in the field of education, especially in assessing teacher performance. This research provides a fairly clear picture of the influence of satisfaction and workload on teachers' performance, so that it can be a measure or benchmark in making rules, assigning teacher assignments, welfare and so on. The limitation of this research is the sample. This study only takes a small sample which may not be able to generalize similar things found in situations in schools or other places. It is hoped that future research will be able to involve more samples so that the results of the findings will be more varied because they come from different backgrounds.

4. CONCLUSION

According to the results of research and discussion can be drawn: The partial test results of the job satisfaction variable same important effects on teachers performance at SMKN 1 Banda Aceh by obtaining a regression coefficient value of 0.146. The results of the partial test workload variables also have same important effects on the teachers performance at SMKN 1 Banda Aceh by obtaining a regression coefficient value of 0.169. While the simultaneous test results also show that the variables of job satisfaction and workload have a some important influences on the performance of teachers at SMKN 1 Banda Aceh by obtaining the Fcount value of 92.615, while the Ftable at the significant level of $\alpha = 5\%$ is 3.033. It shows, the statistical test of Fcount shows the $F_{count} > F_{table}$, with a probability level of 0.000.

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