



# Job Satisfaction and Performance of Certified Elementary School Teachers

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## ABSTRACT

**Keywords:**

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The low level of teacher attendance, student national exam scores, and teacher performance assessment results are some indicators of low teacher performance. This article discusses the results of an explanatory survey of the phenomenon of low teacher performance aimed at knowing the effect of job satisfaction on the performance of 53 certified elementary school teachers. By using a questionnaire as a data collection instrument, which was analyzed using a simple regression analysis technique, the data analysis showed that job satisfaction had a positive and significant effect on the performance of certified teachers. To optimize teacher performance, school leaders must be fully concerned with teacher job satisfaction which is realized through promotion satisfaction, satisfaction with the work itself, salary satisfaction, work environment satisfaction, and supervision satisfaction in improving teacher performance.



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## A. INTRODUCTION

Teacher is one of the keys to the success of achieving a successful educational process quality. As a profession, being a teacher is certainly not just being a teacher people who are nurtured and imitated, but become active actors who determine the direction and the level of educational success of students in general. Various theoretical studies and empiricism emphasizes that the teacher plays a very important role in every stages of the educational process. Teachers are defined as figures, role models, and role models for students and their environment (Hernawati dkk, 2020). They play an important role in teaching and creating learning activities that enable students to master optimal learning objectives in schools (Salem H, 2015) and become a component of education that determines the form of education (Buchtova et al, 2015). Teachers are the spearhead in the world of education, forming the character and spirit of the nation, responsible for the good or bad quality of a nation (Sakiman, 2019).

Judging from the daily activities of teachers, it is undeniable that this profession is not easy to do because teachers have a very multifaceted role that requires professional, personal, social and high moral responsibilities (Usop, 2013; Ramadani, 2017). They are required to have competent academic, pedagogical, social and personal competencies (Akdol & Arikboga, 2015). They also have to account for their performance to all stakeholders involved in the education

process in schools, both those in school management and those from the community and users of school graduates. Therefore, to fulfil their duties, teachers are required to have good performance—have professional qualities that support their performance positively (Tepret & Tuna, 2015). To become a professional teacher, there are at least five things that every teacher must have. They must have a commitment to students and their learning process, have good mastery of subjects and teaching methods, have the responsibility to monitor student learning outcomes through various evaluation methods, be able to think systematically, and be part of the learning community in the profession (Siburian, 2012; Mentari et al, 2017).

However, the reality on the ground shows that the problems that exist in the world of education are very complex, so the challenges for teachers never subside, including for teachers who already have a professional certificate at an elementary school in Paranginan, Humbang Hasundutan Regency, North Sumatra, Indonesia. The problem that is currently difficult to solve is the problem of low student learning outcomes which is closely related to the low effectiveness of teacher performance as one of the triggers. Based on secondary empirical data in the form of recapitulation of average school final exam scores, there are 34% of 2098 students who have not met the Minimum Completeness Criteria at the elementary school level. Considering the main purpose of primary school education is to lay the foundation for intelligence, knowledge, personality, noble character, and skills to live independently and attend further education. Thus students can have and instil an attitude of character towards others, this is certainly very worrying because a third of the students have not been able to simply reach the minimum value that has been set. This can be interpreted that quantitatively many students who have low competence and qualitatively it can be ascertained that they are not ready to continue their education at the next level, will have difficulty adapting to the learning system in junior high school when they graduate from elementary school and have the potential to contribute to high levels of competence unemployment rate in Indonesia.

In addition to student learning outcomes data, the low performance of certified teachers in vocational high schools is also supported by data from the 2020/2021 Teacher Performance Assessment results. The results of data processing on the data show that there are 44.11% of teachers who get the predicate below good. The low performance of these certified teachers is certainly very disappointing. Moreover, this data is also supported by other empirical data, namely the attendance data of teachers who already have professional certificates for six consecutive periods, as following table.

**Table 1. Certified Teacher Absence Recapitulation for Academic Year 2020-2021**

Period	Number of Certified Teacher	Absent	Percentage of absence	Percentage of presence
2015/2016	25 person	3	12,0%	88,0%
2016/2017	36 person	2	5,6%	94,4%
2017/2018	41 person	3	7,3%	92,7%
2018/2019	46 person	4	8,6%	91,4%
2019/2020	50 person	2	4,0%	96,0%
2020/2021	53 person	5	9,4%	90,6%
Total		17		

Source: Data on Administration of Elementary Schools

From the table 1, it can be clearly seen that there are still certified teachers who did not attend intentionally or without explanation every year. This can be interpreted that among these teachers there are teachers who have discipline and integrity as well as low responsibility. Although the number is less than 10%, absenteeism of teachers from schools certainly has a bad influence on the climate and overall school performance because to have a good performance, of course, schools need good performance from all parties involved in school organizations, especially teachers who become teachers, planner, implementer and at the same time evaluator of the educational process in schools.

Based on the exposure and analysis of the empirical data above, it can be concluded that the performance of teachers who already have professional certificates in secondary vocational schools is low. This of course happens because of the influence of various things, one of which is the level of job satisfaction where one of the indicators is the level of discipline, as stated by Tanang (2015). Therefore, the author has conducted a study to find out further how the effect of job satisfaction on the performance of teachers who are certified in the school. Several quotations and discussions related to theoretical studies related to these two variables are discussed in the next section below, along with how the research has been carried out, what the results of the research are, and suggestions given based on the findings of the study.

## B. METHODS

To achieve the research objectives, the authors adopted a survey method with a data collection instrument in the form of a questionnaire. This method and instrument was chosen because the number of respondents was quite large, namely 53 teachers of Public Elementary School in Paranginan District, Humbang Hasundutan Regency, Sumatra Province.

The data collection instrument was in the form of a rating scale model questionnaire which consists of two parts. The first part was a questionnaire consists of 15 statement choice items to measure respondents' perceptions of their job satisfaction as elementary school teachers which was described from three indicators, namely work morale, discipline, and work performance (Donni, 2014). The second part was a questionnaire consists of 16 statement items to choose to measure respondents' perceptions of their performance as elementary school teachers which was described from four indicators namely, pedagogic competence, professional competence, social competence, and personality competence (Sadiyo, 2014). Descriptive statistical analysis was carried out by the author to determine the description of the respondents' perceptions in relation to the two variables studied by the author, and inferential statistical analysis in the form of simple regression analysis was then carried out to test the hypothesis made by the author, namely to test whether there was an effect of job satisfaction on the performance of certified primary school teacher.

## C. RESULT AND DISCUSSION

### 1. Teachers' Performance

Based on the results of data analysis from questionnaires that have been filled out by elementary school teachers, it is found that the performance level of certified teachers is in the high category. The details of their performance level according to their competence are as in Figure 1.

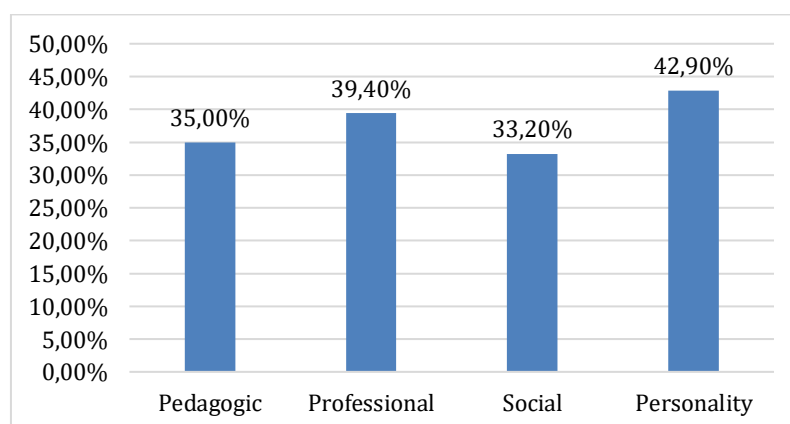
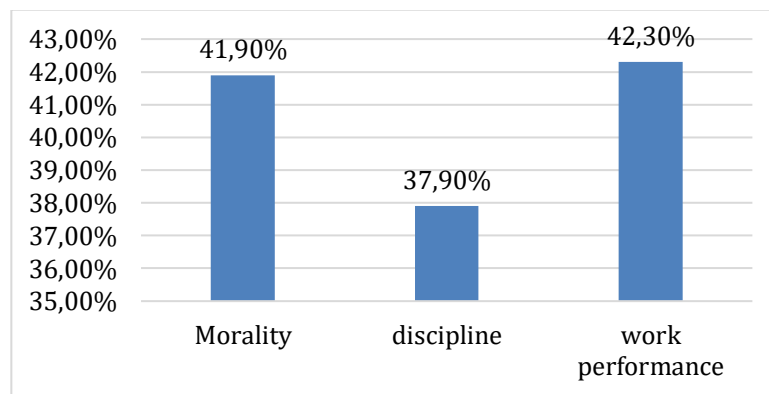


Figure 1. Recapitulation of Teacher Performance Variable Data Calculation

The Figure 1 shows that the highest indicator is the personality indicator of 42.9. Facts in the field found that the performance of teachers who have been certified consists of 4 indicators, namely: 1) pedagogic competence; 2) professional competence; 3) social competence; and 4) Personality competence, is in the high category. Based on the indicators studied in the research conducted by the author, it is known that the personality competency indicators have the highest percentage level. Judging from the size, namely: the ability of the teacher to always be present in class on time, the teacher can speak polite words, and dress neatly and politely during learning, while the social competence indicator has the lowest percentage level with a percentage of 33.2%. Judging from the size, namely: the level of the teacher's ability to communicate and interact effectively regarding both the background (socio-economic) of the students being taught, the level of the teacher's ability to communicate and interact effectively with educators and education staff, the level of the teacher's ability to communicate and interact effectively in establishing good communication with parents of students, and the level of teacher's ability to appreciate the differences in customs between students.

**2. Job Satisfaction**

With regard to the job satisfaction of elementary school teachers, it can be seen that their job satisfaction is in the high category. The following are the calculation results obtained based on the answers to the questionnaire regarding job satisfaction in which there are indicators regarding job satisfaction which can be described in the Figure 2.



**Figure 2.** Recapitulation of Job Satisfaction Variable Data Calculation

The Figure 2 shows that the highest indicator is work performance with a percentage of 42.3%. Facts in the field found that teacher job satisfaction that has been certified consists of 3 indicators, namely: 1) morality; 2) discipline; 3) work performance, is in the high category. Based on the indicators studied in this research, it is known that the work performance indicators have the highest percentage level. Judging from the size, namely: the level of conformity of work results with work targets listed in the teacher performance assessment form, the level of ability to make new innovations in carrying out daily work at school and the level of ability to achieve maximum work results on each work target. While the discipline indicator has the lowest percentage level with a percentage of 37.9%. Judging from the size, namely: the level of attendance of teachers who have been certified at school, the level of obedience of teachers who have been certified to school regulations, the level of accuracy of teaching and learning activities in the classroom according to the teaching schedule (day, place, and duration), the level of suitability of completing assignments other than teaching (teacher administration, making mid-semester exam questions and School Final Exams, etc.) with a predetermined time. The level of clarity of assignment when not attending school, the level of attendance in attending meetings or other school activities, and the level of conformity of the uniforms imposed with school regulations.

### 3. Data Analysis

Based on the correlation test, the correlation coefficient between job satisfaction (X) and performance (Y) is obtained, namely:  $r_{xy}$  of 0.463. Furthermore, to test the significance of the correlation coefficient, the  $r$ -test is carried out by comparing the  $r_{xy}$  ( $r_{count}$ ) price obtained with the  $r_{table}$  price in significance level of 0.05 ( $r_{t5\%}$ ).

**Table 3.** Coefficient of Determination of Job Satisfaction to Performance

Model	R	R Square	Adjusted of R Square	Std. Error of the estimate
1	.463 <sup>a</sup>	.215	.205	.09586
a. Predictors: (Constant), Job Satisfaction				
b. Dependent Variable: Performance				

Based on Table 3, provides an illustration that the value of R or the correlation value between the variables X and Y is 0.463. It was also found that the value of R Square or the value of the coefficient of determination is 0.215. It means the percentage measure of the ability of the variable X to explain Y is 21.5%. for To support these results, further tests were carried out by analysing the significance of the correlation between variables X and Y based on the F test.

**Table 4.** F test result of Job Satisfaction to Performance

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	.203	1	.203	22.128	.000 <sup>b</sup>
	Residual	.744	51	.009		
	Total	.984	52			
a. Predictors: (Constant), Job Satisfaction						
b. Dependent Variable: Performance						

The results of the F test in table 4 shows a significance value (sig) of 0.000. It means that the variable X has an effect on Y. In the sense that the variable Job satisfaction has an effect on teacher performance.

Based on the results of hypothesis testing, there is a significant positive correlation coefficient between job satisfaction and the performance of the teachers of Public Elementary School in Paranginan District, Humbang Hasundutan Regency, namely:  $r_{xy} = 0.627$ . In accordance with the results of the study which found a significant positive correlation between job satisfaction and the performance of elementary school teachers, it can be interpreted that the higher the teacher's job satisfaction, the better the teacher's performance. The findings of this study are in accordance with the theory used as the basis for submitting a hypothesis (Colquitt, LePine, and Wesson, 2015) which explains that job satisfaction directly affects performance.

The findings of this study are in accordance with the results of Pamungkas (2015) in his research which found that the job satisfaction variable affected the performance of Primary School of Muhammadiyah Sapen Yogyakarta teachers. The findings of this study are in accordance with the results of Sakiman's (2019) research which found a significant positive relationship between work motivation and job satisfaction with teacher performance, either jointly or partially. In addition, the findings of this study are also consistent with the results of Wahdati's research (2019) which found that school culture and welfare directly and indirectly

affect teacher performance through job satisfaction, while job satisfaction only has a direct effect on primary school teacher performance.

So, the results of this study found a significant positive correlation between job satisfaction and teacher performance, so this research can be taken into consideration for various parties concerned to improve teacher performance through improving morale, discipline, work performance.

#### **D. CONCLUSION AND SUGGESTIONS**

Job satisfaction has three indicators, namely work morale, discipline and work performance in the high category. Teacher performance which includes four indicators, namely: pedagogic competence, professional competence, social competence, and personality competence are in the high category. Job satisfaction has a significant effect on the performance of teachers who have been certified at elementary school in Paranginan, Humbang Hasundutan Regency, North Sumatra, Indonesia with correlation analysis in the high category. Thus the increase in teacher job satisfaction will be followed by an increase in teacher performance. Job satisfaction has a positive and significant effect on teacher performance. Based on this research, the partial termination coefficient value is 0.215, which means that job satisfaction contributes 21.5% influence on the performance of certified elementary school teachers and the remaining 78.5% is influenced by other factors.

To improve the quality of teacher performance, it is recommended that principals, in particular, be more responsive to the level of job satisfaction of their teachers, by improving the quality of resource management in schools, supporting teachers with various activities that can improve their professional quality, and paying more attention to welfare. teachers so that disciplinary problems can be addressed.

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