

## The Contribution of School Management and Job Satisfaction to Teacher Performance

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### Abstract

Many variables contribute to the development of a high quality educational program. The variables include school management, principal's leadership, school culture, job satisfaction and teacher performance. This study aimed at determining the contribution of the school management based on *Tri Hita Karana* local wisdom and job satisfaction to the performance of teachers in SMP Negeri in Sukasada district. This *ex-post facto* study used a population of 110 civil servant teachers. The data were collected by a questionnaire and analyzed by descriptive and inferential statistics. The results showed that teacher's performance was in a very good category (82.73%), the school management based on the *Tri Hita the Karana* local wisdom was in a good category (82.73%) and job satisfaction was in a good category (75.45%). This results showed that (1) there was a significant contribution of the school management based on *Tri Hita Karana* local wisdom to the teacher performance with a 24.96% contribution; (2) there was a significant contribution of job satisfaction to the teacher performance with a 39.24% contribution; and there was a simultaneous contribution of the school management based on *Tri Hita Karana* local wisdom and job satisfaction to teacher performance with a 64.24% effective contribution.

**Keywords:** school management, job satisfaction, teacher performance

### Introduction

Education is very important in the globalization era since it becomes one of the determinants of human resources. The supremacy of a nation is no longer marked by the abundance of natural resources, but by excellence in human resources. Human resources are closely related to educational quality, since a good educational quality, especially of a school requires various supporting factors such as organizational commitment, school culture, school principal leadership, teachers, infrastructure and facilities, budget, etc.

Many variables contribute to the development of a high quality educational program. The variables include school management, principal's leadership, school culture, job satisfaction and teacher performance. However, the fact shows that teacher performance is still low as shown by the low mean (only 53.02) of the national teacher competence test result in 2015 (Dapodik, 2015:2) and the fact that only 44% of the teachers who took UTN (a national written test) in PLPG (Education and Training for Teacher Profession) in 2017 passed the test (Dapodik, 2017: 1). It was suspected that this was influenced by external and internal factors. The external factors included school management and the internal ones included job satisfaction.

Based on the various factors above this study aimed at finding out the contribution of the implementation of the school management based on *Tri Hita Karana* local wisdom (MSBKL-THK) and job satisfaction to teacher performance.

Teacher performance can be expected to support the success of education when it meets various aspects as stipulated in the Act of the Republic of Indonesia No. 20 of 2003 on National Education System, Act No 14 of 2005 Chapter IV Article 20 on Teacher and Lecturer and the Regulation of the

National Education on the Process Standard for Elementary and Secondary Schools, in which teacher performance covers 5 aspects, namely teaching process planning, (2) teaching process implementation, (3) evaluation of teaching outcome, (4) students guidance and training, and (5) teaching process supervision, and (6) extra-tasks implementation.

The school management which can be expected to support the success of the educational process is the one which integrates the teaching of *Tri Hita Karana* with the regulations and acts. One can see some relationships between The Regulation of the Ministry of the National Education No. 19 of 2007 on the Standard of Education Management and the concept of *Tri Hita Karana*. The former consists of (1) student affairs management, (2) curriculum management, (3) teachers and school staff management, (4) infrastructure and facilities management (5) financial and cost management and the latter consists of (1) the *parahyangan* aspect (which has to do with the relation between humans and God), (2) the *pawongan* aspect (which has to do with the relation between a human and other human(s), and (3) the *palemahan* aspect (which has to do with the relation between human and nature).

If the variables in MSBKL-THK are implemented well, then there will arise job satisfaction among the teachers, school staff, and students. Teacher's satisfaction will lead to a maximal performance on the part of the teachers. The indicators of teacher satisfaction that is based on Robbins (1996: 180) and Luthans (2002: 230) describe 12 dimensions, namely (1) job organization, (2) job condition, (3) communication, (4) job performance and performance review, (5) coworkers, (6) supervision, (7) business management, (8) wage, (9) benefit, (10) career development and training, (11) content and job satisfaction, (12) institution's image and changes.

The implementation of MSBKL-THK and job satisfaction will support teacher performance and will increase it. This is supported by various previous studies that studied various variables related to this study. According to Agung (2017) in his study entitled "Developing School Management Model Based on Balinese Local Wisdom", MSBKL Bali contributes strongly to teacher performance. Similarly, Werang and Agung (2017) entitled "Teachers' Job Satisfaction Organizational Commitment, and Performance in Indonesia; A Study from Merauke District, Papua"; Tobing (2015) in the study entitled "School Leadership, Culture, Strategy and Teacher Performance"; Eny (2015) with the study entitled "The Effect of SMM ISO 9001-2008, Total Quality Management, and Job Environment on Job Satisfaction at PT Mount Dreams Indonesia in Gresik"; Mahri (2014) in the study entitled "School Principal's Leadership, its Effect on Competence, Motivation and Teacher Job Satisfaction and its Implication on Teacher Performance"; Abidin (2015) in a study entitled "The Effect of School Principal's Leadership Style, Job Satisfaction, and Organization Commitment in Enhancing Elementary School Teachers' Performance in Sangia Ambulu District of Buton Regency"; Ebry Zakharia (2014) in the study entitled "The Effect of Organization Culture and Job Satisfaction on Teacher Performance in SMP Yadika 3 Tangerang"; and Sudira (2012) in a study entitled "Praxis *Tri Hita Karana* in the Structure and Culture of Vocational Character Education at SMK's in Bali".

## Methods

This *ex post facto* study was an approach to the subjects with the aim of studying the phenomena that the subjects show in which the researcher studies them naturally without giving any treatment to make the variables which the researcher wants to study appear and the design used an *ex post facto* design which consisted of correlational and comparative designs (Dantes, 2012: 59).

The population of this study consisted of 110 teachers who were government officials at SMP Negeri in Sukasada district, Buleleng regency. The study was a population study in which the population was selected as the sample. The selection of civil servant teachers as the subjects was based on the consideration that in this study there was a need for high psychological continuity and intensity and only teachers who are civil servants know continually and experience fully the existence of their schools and school principals and school management.

The variables in this study consisted of an independent variable and two dependent variables. The independent variable was the implementation of the school management based on the *Tri Hita*

*Karana* local wisdom, job satisfaction, and teacher performance.

Operationally, teacher performance is defined as the result of a teacher's job during a certain period of time which consists of (1) the planning of the teaching process, (2) the implementation of the teaching process, (3) the evaluation of the teaching process, (4) the guidance and training of the students, (5) the supervision of the teaching process, and (6) the implementation of extra tasks to produce an optimal performance, especially at school. The implementation of the school management based on the values of the local wisdom of the *Tri Hita Karana* consists of (1) student affairs management based on *parahyangan*, *pawongan*, and *palemahan*, (2) the curriculum management based on *parahyangan*, *pawongan*, and *palemahan*, (3) teachers and school staff management based on *parahyangan*, *pawongan*, and *palemahan*, (4) infrastructure and facilities management based on *parahyangan*, *pawongan*, and *palemahan*, (5) financial and cost management based on *parahyangan*, *pawongan*, and *palemahan*. Job satisfaction is an individual's feeling which is related to the extent the needs can be met through experiences in the work situation and performance review which consists of (1) job organization, (2) working condition, (3) communication, (4) job performance and performance review, (5) coworker, (6) supervision, (7) business management, (8) wage, (9) benefits, (10) career development and training, (11) content and job satisfaction, and (12) institution image and changes. All of the variables were measured with questionnaire method and the data collected were in the form of scores (interval).

The instrument was written based on the matrix that had been determined. After the instrument was written, it was validated by an education management expert. The empirical validation used Product Moment Correlation technique (Candiasa, 2011: 38) which produced the following validation results. The instrument of school management based on the values of *Tri Hita Karana* local wisdom consisted of 39 valid items, the instrument of job satisfaction consisted of 40 valid items. The testing of the reliability of the instruments used Alpha Cronbach (Candiasa, 2011: 67) and it was obtained that the reliability coefficient of the MSBKL-THK instrument = 0.97, that of job satisfaction = 0.98, and that of the teacher performance = 0.95, each of them has a very high reliability.

The analysis of the results of the study was done by using a descriptive statistical analysis and an inferential statistical analysis (regression analysis). To test the hypothesis that has been formulated, first an analysis of the data collected was done. In doing the data analysis for this study there were four stages that were followed: (1) data description, (2) prerequisite test, and (3) null hypothesis testing.

## Results and Discussion

To test the normality of the data this study used Kolmogorov-Smirnov test aided by SPSS -22 for Windows computer program with the probability value smaller or equal to 0.05 for the data to be said to be normal, otherwise the data were said to be not normal. The result of the analysis showed that the score for teacher performance, the score for the school management implementation based on the values of the local wisdom of the *Tri Hita Karana* and the score for job satisfaction all had normal distributions.

The linearity test was done using SPSS -22 for Windows computer program. From the result of the testing it was obtained that F Dev from Linearity at sig > 0.05. It was obtained that there was a linear relation between the implementation of the school management implementation based on the values of the local wisdom of the *Tri Hita Karana* ( $X_1$ ), and job satisfaction ( $X_2$ ) with Teacher Satisfaction ( $Y$ ).

The result the test of multicollinearity can be seen from the value of tolerance and Variance Inflation Factor (VIF) with the help of SPSS - 22 for window program. The value of tolerance was greater than 0.1 and the value of VIF was smaller than 10. It can be concluded that the variables in this study were free from multicollinearity.

The first hypothesis that states that there is a significant contribution from the implementation of school management based on the values of *Tri Hita Karana* local wisdom (MSBKL-THK) to teacher performance. The result of the descriptive analysis showed that the implementation of MSBKL-THK was in the **Good** category (82.72 %). From the result of regression analysis computation it was found

the regression equation  $\hat{y} = 62.255 + 0.573X_1$ , with  $F_{reg} = 59,700$  and  $F_{reg} > F_{tabel}$ ; and the effective contribution = 24.96%. It means that the research hypothesis ( $H_1$ ) was accepted. This finding conforms to the finding in Agung (2017) in the study entitled "Developing a School Management Model Based on Balinese Local Wisdom." that showed that the school management model based on Balinese local culture could build cultural character, and harmony at school. This is confirmed again by Sudira (2012) who studied "The praxis of *Tri Hita Karana* in the Structure and Culture of Vocational Character Education at SMK's in Bali." The study aimed at finding out the structure, culture, and high values of vocational character education at SMK's in Bali in the praxis of the ideology of the *Tri Hita Karana*. Based on the explanation above, then it can be concluded that the implementation of MSBKL-THK contributes to teacher performance so that teachers, in this case, SMP teachers at Sukasada district of Buleleng regency, can do their task optimally in accordance with the effective regulations.

For the second hypothesis that states that there is a significant contribution from job satisfaction to teacher performance, the result of descriptive analysis showed that job satisfaction was in the **good** category (75.45%). The result of the regression showed the regression equation  $\hat{y} = 57.548 + 0.592X_2$  with  $F_{reg} = 87.658$  and  $F_{reg} > F_{tabel}$ ; and the effective contribution = 39.28%. This means that the hypothesis ( $H_2$ ) was accepted. This result confirmed the result of the study done by Werang and Agung (2017) entitled "Teachers' Job Satisfaction, Organizational Commitment, and Performance in Indonesian A Study for Merauke District, Papua" that there is a positive and significant effect from teacher job satisfaction on organizational commitment and teacher performance at public elementary schools in the remote area in Merauke District, Papua" that there is a positive and significant effect from the teacher job satisfaction on organizational commitment and teacher performance at the public elementary schools in the remote area in Merauke district, Papua. Also, this is in line with Mahri (2014) that found that school principal's leadership could enhance teacher competence, motivation, and job satisfaction so that in its turn will enhance teacher performance. Zakharia (2014) in his study entitled "The Effect of Organizational Culture, and Job Satisfaction on Teacher Performance at SMP Yadika 3 Tangerang" found that organizational culture and job satisfaction have a positive and significant effect on teacher performance. Based on the explanation above, then it can be concluded that job satisfaction contributes significantly to teacher performance at SMP Negeri in Sukasada district in Buleleng regency.

The third hypothesis states that there is a simultaneous and significant contribution from the implementation of the school management based on the values of *Tri Hita Karana* local wisdom (MSBKL-THK) and job satisfaction to teacher performance at SMP Negeri in Sukasada district in Buleleng regency. The result of this study showed that there was a simultaneous and significant contribution from the implementation of school management based on the values of *Tri Hita Karana* local wisdom (MSBKL-THK) and job satisfaction to teacher performance with the regression linear equation  $\hat{y} = 32.772 + 0.339X_1 + 0.438 X_2$  with  $F_{reg} = 63.503$  ( $p < 0.05$ ); and the effective contribution = 64.24%. Based on the results it can be interpreted that the variables of school management based on the values of the *Tri Hita Karana* local wisdom (MSBKL-THK) and job satisfaction can be used as predictors for the level of tendency to succeed in the job performance. Thus, it can be concluded that the enhancement of teacher performance at SMP Negeri in Sukasada district in Buleleng regency can be attained by intensifying school management based on the values of the *Tri Hita Karana* local wisdom (MSBKL-THK) and teacher job satisfaction, since both variables have been proven to have significant effects on the enhancement of teacher performance.

## Conclusion

Based on the result of data analysis and discussion then it can be concluded as follows: (1) there is a significant contribution from school management based on the values of the *Tri Hita Karana* local wisdom (MSBKL-THK) on teacher performance through the linear regression  $\hat{y} = 62.255 + 0.573X_1$  with  $F_{reg} = 24.96\%$  ( $p < 0.05$ ); (2) there is a significant contribution from job satisfaction to teacher performance through the linear regression  $\hat{y} = 57.548 + 0.592X_2$  with  $F_{reg} = 87.658$  ( $p < 0.05$ ); and the effective contribution = 39.28%; (3) there is a simultaneous and significant contribution from

the and the effective contribution of school management based on the values of the Tri Hita Karana local wisdom (MSBKL-THK) and job satisfaction to teacher performance with the linear regression  $\hat{y} = 32.772 + 0.339X_1 + 0.438X_2$  with  $F\text{-reg} = 63,503$  ( $p < 0.05$ ); and the effective contribution = 64.24%.

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