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The Level Of Job Satisfaction Affects Teacher Performance At UPT SMPN 18 Medan

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ABSTRACT

Teacher performance is a key determinant of educational quality, as teachers play a central role in the learning process. However, variations in teacher performance are often linked to differences in job satisfaction, which encompasses aspects such as compensation, leadership, work environment, interpersonal relationships, and opportunities for professional development. This study aimed to examine the effect of job satisfaction on teacher performance at UPT SMPN 18 Medan. The research employed a quantitative approach with a descriptive-correlational design. The population consisted of all teachers at UPT SMPN 18 Medan, and the sample was selected using a non-probability sampling technique. Data were collected through Likert-scale questionnaires measuring job satisfaction and teacher performance. The data were analysed using descriptive statistics and simple linear regression, supported by prerequisite tests for normality, linearity, and heteroscedasticity. Hypothesis testing was conducted using the t-test and the coefficient of determination (R^2) at the 0.05 significance level. The results show that job satisfaction has a positive and significant effect on teacher performance. The regression analysis indicates that job satisfaction accounts for 32.8% of teacher performance, while the remaining 67.2% is influenced by other factors not examined in this study. These findings suggest that improving teachers' job satisfaction can enhance their performance. Therefore, school management is encouraged to prioritise strategies that promote job satisfaction to improve teacher performance and achieve educational goals.

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1. INTRODUCTION

Education is one of the fundamental factors driving a country's progress and development. Through education, a nation can shape human resources who are not only intellectually capable but also morally grounded and socially responsible [1]–[3]. Education is essentially a process of developing students' attitudes, knowledge, and skills

to achieve the functions and objectives of national education as stipulated in Law Number 20 of 2003 concerning the National Education System. This law emphasises that education aims to develop learners' potential so that they become faithful individuals, devoted to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and responsible members of society [4]–[6]. Therefore, education is not merely oriented toward producing intelligent and knowledgeable students, but also toward forming strong character, independence, positive attitudes, and a religious spirit through continuous curriculum development [7], [8].

In achieving these educational goals, teachers play a very strategic and central role. Teachers are the main actors in the learning process and are directly responsible for shaping students' competencies and character [9]–[11]. The duties and responsibilities of teachers as professional educators require them to possess adequate abilities, skills, and competencies in carrying out the teaching and learning process. Competent teachers can become a major supporting factor in improving the quality of education. Teachers are expected to fulfil their roles and functions as educators, continuously developing their knowledge and teaching skills in line with the rapid advances in science and technology and evolving educational demands. As stated by Nur and Fatonah, teachers are a crucial factor in producing quality graduates through effective learning processes in schools [12]–[14].

However, in the field, many teachers, particularly at the junior high school level, face various challenges that can affect their performance. Teachers often feel physically and mentally exhausted in handling students' behaviour and learning difficulties. They are responsible not only for delivering learning materials but also for guiding, directing, and educating students to prevent repeat misbehaviour. In addition, there are still many cases where teacher placement does not align with their educational qualifications or areas of expertise. This mismatch can reduce teachers' effectiveness and confidence in teaching. Furthermore, inadequate facilities and infrastructure to support the learning process also become obstacles that may negatively affect teacher performance in carrying out their professional duties [15]–[17].

One important factor closely related to teacher performance is job satisfaction. Yasinta (2018) explains that needs are essential elements that must be fulfilled in order for individuals to survive and achieve satisfaction. Teachers will feel satisfied if the compensation they receive for their work meets their basic living needs. Conversely, if the compensation received does not adequately meet these needs, teachers may find it difficult to feel satisfied with their work. If such conditions persist for a long time, they may lead to frustration, disappointment, and emotional fatigue. As a result, teacher productivity may decline, either through low work motivation or increased absenteeism. This condition indicates a strong relationship between job satisfaction and performance [18]–[20].

Several previous studies have confirmed the relationship between job satisfaction and teacher performance. Research by Wolomasi et al. shows that teacher performance is positively related to job satisfaction and can even predict the level of satisfaction teachers experience. Similarly, Rahmasar and Hastuti found that job satisfaction has a positive and significant influence on teacher performance. This means that the higher the teachers' job

satisfaction, the better their performance. On the other hand, low job satisfaction tends to be associated with lower performance [21]–[23].

Teachers who feel satisfied with their work conditions—such as receiving fair salaries, having opportunities for professional development, obtaining support from school leaders, receiving benefits and appreciation, working under clear policies, maintaining good relationships with colleagues, performing tasks that match their competencies, and experiencing effective communication within the school environment—tend to show higher performance levels. This satisfaction encourages teachers to master learning materials, develop creative learning strategies, design effective lesson plans, manage classrooms efficiently, and demonstrate responsibility and commitment to their professional duties.

Based on these conditions, school leadership, particularly the role of the principal, becomes an important element in creating a work environment that supports teacher job satisfaction and performance. Effective leadership can influence teachers' motivation, work climate, and overall performance. Therefore, understanding the factors that affect teacher performance, especially job satisfaction, is crucial for improving the quality of education.

The objectives of this research are to determine the extent to which job satisfaction influences teacher performance at UPT SMPN 18 Medan and to provide considerations for school management, particularly principals, in improving teacher performance. The expected benefits of this research include serving as a reference for principals in enhancing leadership practices to improve teacher performance, as well as providing useful input for educational stakeholders concerned with improving teacher performance at UPT SMPN 18 Medan.

Based on the background of the problems described above, the formulation of the research problem in this study is:
How does the level of job satisfaction affect teacher performance at UPT SMPN 18 Medan?

2. METHODS

Types of research

This quantitative research is research that is used to answer problems through careful measurement techniques of certain variables, thereby producing conclusions that can be generalised, regardless of the context of time and situation, as well as the type of data collected, especially quantitative data [24]–[26]

Population and Sample

Population

A population is a generalised area consisting of objects/subjects that have certain qualities and characteristics. The study population was students at UPT SMPN 18 Medan.

Sample

The sample is part of the population's number and characteristics (Jasmalinda, 2021). This sample was taken because this research could not possibly examine all members of the population.

Data Collection Techniques and Instruments

The sampling technique in this research was non-probability. Non-probability sampling is a sampling technique that does not provide equal opportunities for each element or member of the population selected as a sample.

Data analysis technique

Data analysis activities include grouping data by variables and respondent types, tabulating data by variables and respondent types, presenting data for each variable studied, carrying out calculations to answer the problem formulation, and testing the hypotheses proposed.

Simple Linear Regression Analysis

Simple linear regression is a parametric statistical analysis that requires interval-scaled data and normality. The general equation of simple linear regression is:

$Y = a + b$

Hypothesis testing

A hypothesis provides a statement, in the form of an assumption, about the tentative relationship between the phenomena under investigation. The testing method for the proposed hypothesis is partially carried out.

Partial Test (t Test)

A t-test was used to assess the significance of the constants and independent variables in a single dependent variable design. This t-test shows how well one independent variable accounts for the variation in the dependent variable. If tcount is greater than or equal to t table at the 5% significance level, it indicates a significant association between the independent and dependent variables. On the other hand, if the calculated t is smaller than the t table value at the 5% significance level, it indicates that the independent variables do not individually have a significant influence on the dependent variable. (Fatmawati & Lubis, 2020)

Coefficient of Determination Test (R2)

The coefficient of determination measures how well the model explains variation in the dependent variable. The coefficient of determination lies between 0 and 1. Here is the explanation:

- If it is close to 0, it means the independent variable cannot explain a large proportion of the variation in the dependent variable.

- If it is close to 1, it means the independent variable explains a large percentage of the variation in the dependent variable.

Validity test

A test of a measuring instrument can be said to have high validity if the instrument performs its measurement function and provides results that are in accordance with the measurement's purpose. Tests that produce data that are not relevant to the purpose of measurement are said to be tests that have low validity. Then the correlation coefficient value of each statement item is compared with the r table value (0.3610). If the correlation coefficient of an item is smaller than 0.3610, it means that the item has a lower relationship with other statement items than with the variable under study, so the item is declared invalid.

Reliability Test

Reliability is a measuring instrument to determine the extent to which the measuring instrument can be consistently relied upon. Measurement results can be trusted if the measuring instrument yields the same results or does not change when measurements are repeated. Reliability calculations were carried out using SPSS Version 25, and Cronbach's alpha was used as the reliability test. The test results can be said to be reliable if Cronbach's Alpha > 0.6

Variable Dimensions and Indicators

Dimensions and Variable Indicators of Job Satisfaction

The dimensions of job satisfaction include job conditions, the job itself, and satisfaction expressed in attitudes. The indicators are employee work comfort, communication, contingent rewards, employee performance, absenteeism, implementation procedures, and co-workers.

Dimensions and Indicators of Teacher Performance Variables

Dimensions of teacher performance include preparing learning plans, carrying out learning, maintaining interpersonal relationships, assessing learning outcomes, and carrying out enrichment programs.

Research Variables and Variable Operationalisation

The variables in this research consist of two: one free or independent variable (variable x), namely Level of Satisfaction, and one dependent variable (variable y), namely performance. Next, the operational research variables are arranged as follows.

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Table 1. Variable Operationalization

Variabel	Dimensi	Indikator
Tingkat Kepuasan (Variabel X)	Wages	Decent salary
	Promotion	Opportunities for career advancement
	Work colleague	Good relations with fellow colleagues
	The job itself	Work according to the area of expertise.
	Supervisor	Functional relationship between superiors and employees
Kinerja (Variabel Y)	Planning Learning	a. Guiding the Teaching and Learning Process b. Measuring Student Abilities
	Implementation of Learning	Preparing Assessment Instruments
	Learning Evaluation	a. Carrying out evaluations b. Follow up on evaluation results

Source: Processed by myself, 2023

3. RESULT AND DISCUSSION

3.1. RESULTS

Classic assumption test

The normality test was performed to determine whether the data distributions in the experimental and control classes were normal. The normality test used in this study was the Kolmogorov-Smirnov normality test. Data is said to be normally distributed if the value of the Asymptotic Sig coefficient on the Kolmogorov-Smirnov test output is greater than the specified alpha value, namely 5% (0.05).

Table 2. One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			57
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		6.34553086
Most Extreme Differences	Absolute		.172
	Positive		.172
	Negative		-.085
Test Statistic			.172
Asymp. Sig. (2-tailed)			.000[c]
Monte Carlo Sig. (2-tailed)	**Sig.**		**.062[d]**
	99% Confidence Interval	Lower Bound	.056
		Upper Bound	.068

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. Based on 10000 sampled tables with starting seed 1502173562.

In Table 2, the Kolmogorov-Smirnov test indicates that the residuals follow a normal distribution; the p-value is 0.062, which is greater than 0.05. Thus, the residual data is normally distributed.

Linearity test

The linearity test determines whether there is a significant linear relationship between the independent and dependent variables. Linear tests can be performed using linearity tests. The criterion for the linearity test is that if the p-value for linearity is < 0.05, the independent and dependent variables have a linear and significant relationship.

Table 3. Linearity Test Results

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	625.959	1	625.959	15.268	**.000**[b]
	Residual	2254.883	55	40.998		
	Total	2880.842	56			

a. Dependent Variable: Kinerja
b. Predictors: (Constant), Tingkat_Kepuasan

In Table 3, it is known that the Sig value. linearity = 0.00 < 0.05, meaning there is no difference in linearity between Variables X and Y. This shows that the data for variables X and Y are linear.

Heteroscedasticity Test

The Heteroscedasticity Test aims to determine whether the variance and residuals are similar across observations. The way to see heteroscedasticity is in the Scatterplot, where data points are spread out and lack a pattern. If the Scatterplot graph shows scattered points above and below zero on the Y axis, then heteroscedasticity does not occur.

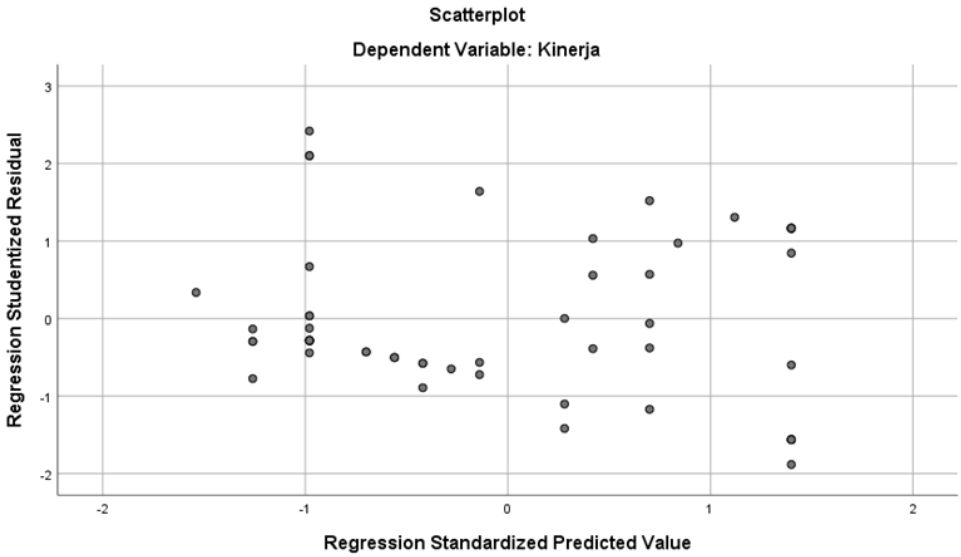

Figure 1. Heteroscedasticity test

Based on Figure 1, the scatterplot graph shows that there is an unclear pattern and points spread above and below the number 0 on the Y axis. So it can be concluded that heteroscedasticity does not occur in the regression model.

Simple Linear Regression Test

This simple linear regression aims to determine whether the independent and dependent variables are related. The coefficient of determination, the F statistic, and the t statistic can measure the regression function's determination.

Table 4. Coefficient of Determination

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate	Durbin-Watson
1	**.466**[a]	.217	.203	6.40296	1.873

a. Predictors: (Constant), Tingkat_Kepuasan
b. Dependent Variable: Kinerja

The R value is a symbol of the coefficient. In the table above, the correlation value is 0.466. This value indicates that the relationship between the two research variables is strong. From the table above, the R Square value, or Coefficient of Determination (KD), is also reported, which shows how well the regression model formed by the interaction of the independent and dependent variables fits the data. The KD value obtained was 21.7%. So it can be interpreted that the independent variable X contributes 21.7% to the variation in variable Y.

Table 5. F-test Results

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	625.959	1	625.959	15.268	**.000**[b]
	Residual	2254.883	55	40.998		
	Total	2880.842	56			

a. Dependent Variable: Kinerja
b. Predictors: (Constant), Tingkat_Kepuasan

The significance test table above is used to determine the significance level and the regression's linearity. Criteria can be determined based on the significance value (Sig), provided that Sig < 0.05. Based on the table above, the value obtained is Sig. = 0.00, indicating Sig. < the significance criterion (0.05). Thus, the regression equation based on the research data is significant, or it meets the criteria.

Table 6. Simple Regression Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	37.965	9.020		4.209	.000
	Tingkat_Kepuasan	.468	.120	.466	3.907	.000

a. Dependent Variable: Kinerja

The results of the simple regression coefficient calculation above show that the constant coefficient is 37,965, and the independent variable coefficient (X) is 0.468. So we get the regression equation.

$$Y = 37.965 + 0.468 \quad 1)$$

From equation 1 above, the constant is 37,965 in a way. Mathematics shows that the relationship between the independent variable (Performance) and the dependent variable (Level of Satisfaction) is unidirectional: every increase of 1 unit in Performance results in an increase in Level of Satisfaction.

3.2. DISCUSSION

This study examined the effect of job satisfaction on teacher performance at UPT SMPN 18 Medan using simple linear regression analysis. Prior to hypothesis testing, classical assumption tests were conducted to ensure that the regression model met statistical requirements.

The normality test using the Kolmogorov–Smirnov method yielded a Monte Carlo p-value of 0.062, which is greater than the significance level of 0.05. This indicates that the residual data were normally distributed, fulfilling one of the essential assumptions of linear regression. Normal data distribution strengthens the validity of regression estimates and supports the reliability of the statistical conclusions.

The linearity test results showed a p-value of 0.000 (< 0.05), indicating a significant linear relationship between job satisfaction and teacher performance. This finding confirms that changes in teacher performance tend to follow changes in job satisfaction linearly. Such results are consistent with organisational behaviour theory, which posits that employee attitudes, including job satisfaction, are directly associated with work outcomes such as performance.

Furthermore, the heteroscedasticity test using a scatterplot showed that the residuals were randomly distributed above and below zero, with no clear pattern. This indicates the absence of heteroscedasticity and suggests that the regression model has constant variance, thereby meeting another key assumption of linear regression.

The regression analysis revealed a correlation coefficient (R) of 0.466, indicating a moderate to strong relationship between job satisfaction and teacher performance. The coefficient of determination (R^2) was 0.217, meaning that job satisfaction accounts for 21.7% of the variance in teacher performance. Although this contribution is not dominant, it is statistically meaningful and indicates that job satisfaction is an important factor influencing teacher performance, alongside other variables such as motivation, leadership, organisational culture, and work discipline.

The F-test results showed a significance value of 0.000 (< 0.05), confirming that the regression model is statistically significant and suitable for explaining the relationship between the variables. Additionally, the t-test results indicated that job satisfaction has a positive and significant effect on teacher performance, with a regression coefficient of 0.468. This means that every one-unit increase in job satisfaction leads to a 0.468-unit increase in teacher performance, assuming other variables remain constant.

These findings align with previous studies, which report that higher job satisfaction is associated with better teacher performance, greater commitment, and greater instructional effectiveness. Teachers who feel satisfied with their work conditions, leadership support, compensation, and professional development opportunities are more motivated to perform their duties effectively.

Overall, this study reinforces the argument that job satisfaction plays a significant role in enhancing teacher performance. Therefore, school management should prioritise policies and practices that foster job satisfaction to improve teacher performance and achieve educational goals more effectively.

4. CONCLUSION

This study concludes that job satisfaction plays a meaningful role in shaping teacher performance at UPT SMPN 18 Medan. Overall, the findings indicate that teachers who experience positive feelings toward their work—such as satisfaction with compensation, leadership support, work conditions, interpersonal relationships, and professional growth opportunities—tend to demonstrate stronger commitment and effectiveness in fulfilling their professional responsibilities. Job satisfaction, therefore, emerges as an important internal factor that supports teachers in performing their roles optimally.

From a practical perspective, these findings imply that efforts to improve educational quality cannot focus solely on curriculum or infrastructure, but must also address teachers' psychological and professional well-being. School leaders and education policymakers are encouraged to design management practices that foster a supportive work climate, transparent leadership, and fair reward systems, as these elements can indirectly enhance teacher performance and, ultimately, student learning outcomes.

This research examined job satisfaction as a single predictor of teacher performance and was conducted at a single public junior high school. As a result, the findings may not fully represent conditions in other educational settings or capture the influence of broader organisational and personal factors that also affect teacher performance.

Future research is recommended to incorporate additional variables, such as leadership style, work motivation, organisational culture, and work environment, and to involve a wider range of schools and research methods. By doing so, future studies can provide a more comprehensive explanation of teacher performance. This study contributes to the general public and educational stakeholders by reinforcing the importance of teacher job satisfaction as a foundation for improving teaching quality and strengthening the overall education system.

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