

The Relationship between Competence and Job Satisfaction on the Performance of Private Madrasah Tsanawiyah Teachers in the City of Surabaya

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ABSTRACT

This study aims to discuss the relationship between competence and job satisfaction on the performance of private Madrasah Tsanawiyah teachers in the city of Surabaya. The research method used is the type of research used that is explanatory with a quantitative approach with a sample size of 244 of 628 teachers from 44 private Madrasah Tsanawiyah in the city of Surabaya). The results showed that teachers' competence had an effect on teachers' job satisfaction with a value of 0.184. Teachers' competence affected teachers' performance with a value of 0.118. Teachers' job satisfaction affected teachers' performance with a value of 0.222. Teachers' job satisfaction on teachers' performance showed a high influence with a CR value of 2.772 (greater than 2.00) and a significance level (p-value) of 0.006 (less than 5%). It can be concluded that teachers' competence affected teachers' job satisfaction and teachers' competence affected teachers' performance. Teachers' job satisfaction had a strong effect on teachers' performance.

Keywords: Competence, Job Satisfaction, Performance, Teacher

INTRODUCTION

Competence is a combination of knowledge, skills, values and attitudes that are reflected in the habit of thinking and acting, in line with Anderson & Ball (1978) who argued that teacher competence is the collection of knowledge, abilities and beliefs that a teacher has and is displayed in teaching situations. The same thing is stated in article 8 of Law Number 14 of 2005 concerning Teachers and Lecturers that competence is a set of knowledge, skills, and behaviors that teachers and lecturers must possess, live and master in carrying out their professional duties. Thus it can be said that if every teacher has competence according to their area of expertise, this can make their performance increase (Narsih, 2017; Deswarta, 2017; Kembau et al., 2018).

Job satisfaction is individual, namely feelings of satisfaction and pleasure because expectations and reality can be fulfilled. Thus, individual characteristics affect employee job satisfaction (Arifin, 2010). The level of job satisfaction between employees varies. This difference can occur due to differences in the value system within him. Satisfaction is an attitude that employees develop over time regarding various aspects of their work such as wages, supervisory style, and co-workers. In the context of the teacher, the description above can be concluded that job satisfaction is an expression of the teacher's feelings of pleasure or displeasure with his job.

The development and progress of education from time to time move so fast and so progressively. This can not be separated from the presence of teacher performance management factors that are increasingly targeted and effective because the central government, provincial governments, district / city governments, education providers and school / madrasah principals are increasingly aware of the importance of teacher performance management for accelerating teacher performance improvement.

Good teacher performance cannot be obtained by being lazy, working with origin without planning, but must be pursued and carried out with strong fighting power and never give up through careful planning, hard work, sincere work and thorough work accompanied by good governance. true and based on the awareness that the main duties and functions of the teacher. Knowledge of strengths and weaknesses is greater; performance appraisal can increase knowledge and skills in analyzing one's own strengths and weaknesses in an effort to build strengths and reduce weaknesses. Therefore, this study aims to analyze the relationship between competence and job satisfaction on the performance of private Madrasah Tsanawiyah teachers in the city of Surabaya.

METHODS

The type of research used is explanatory with a quantitative approach. The researcher collected data on teachers in each private tsanawiyah in the city of Surabaya through the principal of the school / madrasah, so that the number of teachers who were actively teaching in 44 madrasah was 628 teachers. The type of research used is explanatory with a quantitative approach. The researcher collected data on teachers in each private tsanawiyah in the city of Surabaya through the principal of the school / madrasah, so that the number of teachers who were actively teaching in 44 madrasah was 628 teachers. The sample is part of the number and characteristics of the population, Sugiyono (2008) and Sugiyono (2016). Based on the total population of 628 teachers.

The operational definition of research variables is (1) teacher competence, namely the respondent's response to the ability of the teacher when carrying out learning activities and the ability of the teacher to play a number of roles during learning activities in order to achieve optimal performance. The indicators used include pedagogic competence, personality competence, social competence, professional competence. (2) Then for teacher job satisfaction, namely the respondent's response to the work atmosphere and other related matters that could affect the performance of private Madrasah Tsanawiyah teachers in the city of Surabaya. For the purposes of this study, six indicators are used, namely honorarium, working conditions, supervision, workload, cooperation and career opportunities. (3) Teacher performance, namely the respondent's response to aspects that indicate the level of success / failure of the teacher in carrying out a number of main tasks, namely educating, teaching, compiling learning instruments and other relevant tasks. The indicators used to measure the performance of private Madrasah Tsanawiyah teachers in the city of Surabaya are the results of an interpretation study of the theory put forward by Robbins (2006) and Robbins (2012), namely quality, quantity, level of attendance, and initiative, independence and loyalty.

RESULTS AND DISCUSSION

Teacher Competency Variable Description

The teacher competence variable was measured using four indicators with a total of eight questionnaire items. The description of the respondents' assessment of the teacher competence variable is explained as follows:

Table 1. Respondents' Assessment of Teacher Competency variables

Indicator	Item	Answer Frequency					Mean Item	Mean Indicator	Description	
		S T S	T S	N	S	S S				
X2.1	Pedagogic Competence	X2.1.1	0	0	82	148	14	3.7213	3.6639	High
		X2.1.2	0	0	98	144	2	3.6066		
X2.2	Personality Competencies	X2.2.1	0	0	80	146	18	3.7459	3.6762	High
			X2.2.2	0	0	99	142	3		
X2.3	Social Competence	X2.3.1	0	0	81	140	23	3.7623	3.6988	High
			X2.3.2	0	0	97	139	8		
X2.4	Professional Competence	X2.4.1	0	1	73	154	16	3.7582	3.7131	High
			X2.4.2	0	0	90	145	9		
<i>Mean Variable</i>								3.6880	High	

Table 1. shows that the competence of private Madrasah Tsanawiyah teachers in the city of Surabaya is perceived as "high", as indicated by the average score of 3.6880 which is in the range of 3.41 - 4.20, in the "high" category. The indicator on the teacher competence variable that was rated the highest by the respondents was professional competence with an average score of 3.7131, in the "high" category. The indicator on the teacher competence variable that was rated the lowest by respondents was pedagogic competence with an average score of 3.6639, in the "high" category.

Teacher Job Satisfaction Variable Description

The teacher job satisfaction variable is measured using six indicators with a total of twelve question items. The description of the respondent's assessment of the teacher job satisfaction variable is explained as follows:

Table 2. Respondents' Assessment of Teacher Job Satisfaction Variables

Indicator	Item	Answer Frequency					Mean Item	Mean Indicator	Description	
		S T S	T S	N	S	S S				
Z1	Honorarium	Z1.1.1	0	20	33	149	42	4.2705	4.2377	Very High
			Z1.1.2	0	24	35	155	30		
Z2	Working	Z2.2.1	3	52	97	79	13	4.2787	4.2602	Very High

Indicator	Item	Answer Frequency					Mean Item	Mean Indicator	Description
		S T S	T S	N	S	S S			
	Conditions	Z2.2.2	0	22	43	146	33	4.2418	
Z3	Supervision	Z3.3.1	3	29	43	127	42	4.2131	Very High
		Z3.3.2	0	12	29	135	68	4.2664	
Z4	Workload	Z4.4.1	0	11	47	144	42	4.2131	Very High
		Z4.4.2	0	15	55	109	65	4.2500	
Z5	Cooperation	Z5.5.1	0	10	72	129	33	4.2992	Very High
		Z5.5.2	0	0	69	129	46	4.3197	
Z6	Career Opportunities	Z6.6.1	0	0	21	131	92	4.1844	High
		Z6.6.2	0	60	103	47	34	4.1926	
<i>Mean Variable</i>								4.2462	Very High

Table 2. shows that the job satisfaction of private Madrasah Tsanawiyah teachers in the city of Surabaya is perceived as “very high”. This is indicated by the average answer score of 4.2462 which is in the range 4.21 - 5.0, in the "very high" category. The indicator on the teacher job satisfaction variable that was rated the highest by the respondents was about cooperation with an average score of 4.3094, in the "high" category. The indicators on the teacher job satisfaction variable that were rated the lowest by respondents were career opportunities with an average score of 4.1885, in the "high" category.

Description of Teacher Performance Variables

Teacher performance variables are measured using six indicators with a total of twelve question items. The description of the respondent's assessment of the teacher performance variable is explained as follows:

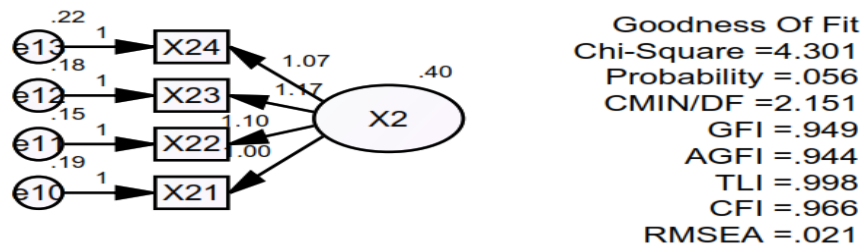
Table 3. Respondents' Assessment of Teacher Performance Variables

Indicator	Item	Answer Frequency					Mean Item	Mean Indicator	Description
		S T S	T S	N	S	S S			
Y1	quality	Y1.1.1	0	0	18	142	84	3.8730	High
		Y1.1.2	0	0	13	168	63	3.7828	
Y2	quantity	Y2.2.1	0	0	21	134	89	3.1926	High
		Y2.2.2	0	0	12	161	71	3.7787	
Y3	Attendance Rate	Y3.3.1	0	0	19	154	71	3.7213	High
		Y3.3.2	0	0	6	167	71	4.0615	
Y4	Initiative	Y4.4.1	0	0	15	162	67	3.8893	High
		Y4.4.2	0	0	9	165	70	3.9180	
Y5	independency	Y5.5.1	0	0	14	143	87	3.7582	High
		Y5.5.2	0	0	5	156	83	3.9057	

Indicator	Item	Answer Frequency					Mean Item	Mean Indicator	Description	
		S T S	T S	N	S	S S				
Y6	Loyalty	Y6.6.1	0	0	20	159	65	4.2910	3.7582	High
		Y6.6.2	0	0	13	171	60	3.2254		
<i>Mean Variable</i>								3.7831	High	

Table 3. shows that the performance of private Madrasah Tsanawiyah teachers in the city of Surabaya is perceived as "high", which means good. This is indicated by the average value of 3,7831 which is in the range 3.41 - 4.20, in the "high" category. The indicator on the teacher performance variable that was rated the highest by the respondents was the initiative indicator with an average score of 3.9037, in the "high" category. Meanwhile, the teacher performance indicator that was rated the lowest by the respondents was the quantity indicator with an average score of 3.4857, in the "high" category.

The results of the CFA (Confirmatory Factor Analysis) test on teacher competency variables using AMOS version 21 software are as follows:



Picture 1.
CFA Results on Teacher Competency Variables
(Source: Appendix 11, Processed data)

Figure 1 shows that all indicators have a factor loading value which is greater than 0.50 or 50%, so that these indicators are valid in reflecting teacher competency variables and can be used for further analysis. The GFI (Goodness of Fit Index) value with a marginal between 0.80 - 0.90 also indicates that the teacher competency construct formed by its indicators is fit with the data.

Teacher Job Satisfaction

The results of the CFA (Confirmatory Factor Analysis) test on teacher job satisfaction variables using AMOS 21 software are as follows:

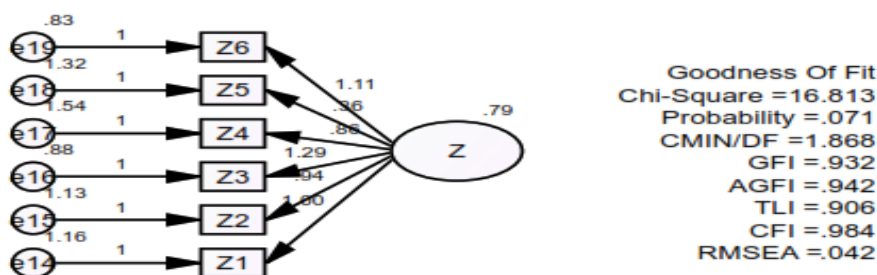


Figure 2.
CFA Results on Teacher Job Satisfaction Variables
(Source: Appendix 11, Processed data)

Figure 2 shows that all indicators have a factor loading value which is greater than 0.50 or 50%, so that these indicators are valid in reflecting teacher job satisfaction variables and can be used for further analysis. A GFI (Goodness of Fit Index) value of more than 0.90 also indicates that the teacher job satisfaction construct which is formed by its indicators is fit with the data.

Teacher Performance

The results of the CFA (Confirmatory Factor Analysis) test on teacher performance variables using AMOS 21 software are as follows:

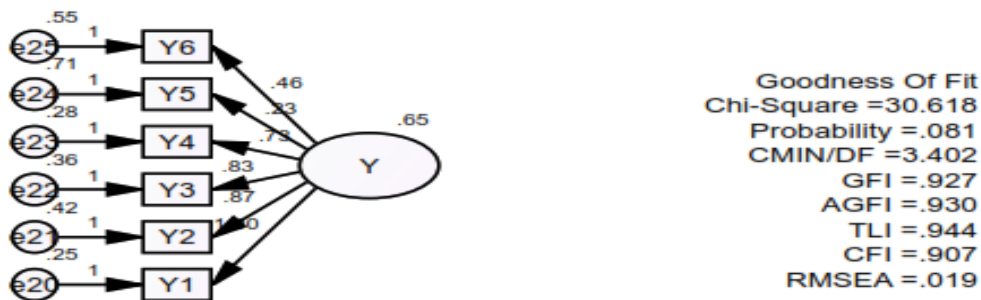


Figure 3.
CFA Results on Teacher Performance Variables
(Source: Appendix 11, Processed data)

Figure 3 shows that all indicators have a factor loading value which is greater than 0.50 or 50%, so that these indicators are valid in reflecting teacher performance variables and can be used for further analysis. A GFI (Goodness of Fit Index) value of more than 0.90 also indicates that the construct of competitive advantage which is formed by the indicators is fit with the data. Teacher competence affects teacher job satisfaction with a value of 0.184. Teacher competence affects teacher performance with a value of 0.118. Teacher job satisfaction affects teacher performance with a value of 0.222. Teacher job satisfaction on teacher performance shows a high influence with a CR value of 2.772 (greater than 2.00) and a significance level (p-value) of 0.006 (less than 5%). The high level of influence generated is 0.200, meaning that the high influence of teacher job satisfaction determines the strength of the effect on teacher performance. Teacher job satisfaction has a strong effect on the performance of private Madrasah Tsanawiyah teachers in the city of Surabaya.

Mangkunegara (2009) states that the factors that influence performance are the ability factor and the motivation factor. Competent teachers as an initial requirement to perform in the learning process. Teachers are obliged to dedicate all their competencies so that they become well-performing and motivated figures.

According to Spencer & Spencer (2003), the basic characteristics of a person are character, motive, self-concept, knowledge and skills that can influence behavior and their ability to produce work performance. It has become a necessity with good competence, good dedication and good teaching ethics can have a positive impact on work performance or performance. Teacher competence referred to here, namely pedagogic competence, competence in the management of learning; professional competence, competence in mastery of learning materials broadly and deeply; social competence, teacher competence in interacting and socializing effectively; Personality competence, teacher competence that should be exemplary for students (Permendiknas No. 16 of 2007), and religious competence which are additional special requirements as teachers in madrasah.

The five teacher competencies above are very much needed in the learning process in madrasah. Given that differences in teacher competencies lead to differences in teacher performance, competence is a measure of the teacher's ability to carry out the learning process. One of the many factors that can affect teacher performance is job satisfaction. This is in line with the findings of Mamahit (2013), Wolomasi et al (2019), and Mesiono (2019) that job satisfaction has a strong influence on employee performance, meaning that job satisfaction plays an important role in an organization to improve employee performance where the higher the satisfaction. work, the employee performance is also getting better. Teacher job satisfaction can determine the level of teacher performance. Teachers who get and feel high job satisfaction become more productive than teachers who are not satisfied, meaning that teachers who are satisfied produce good performance, while teachers who are not satisfied have low performance. This is in line with the statement of Robbins (2007) that if satisfaction is high, productivity will also be high. Conversely, if satisfaction is low, productivity will also be low. Job satisfaction is a pleasant emotional state or someone's perspective, both positive and negative about their work (Handoko, 2003; Siagian, 2012).

CONCLUSION

Overall the results of the study show that teacher competence has a strong effect on the performance of private Madrasah Tsanawiyah teachers in the city of Surabaya. This means that the higher the teacher's competence, the higher the teacher's performance. In other words, the competencies possessed by teachers which include pedagogical competence, personal competence, social competence, and professional competence are implemented in the learning process which contribute to the improvement of the performance of private Madrasah Tsanawiyah teachers in Surabaya City. Teacher job satisfaction has a strong effect on the performance of private Madrasah Tsanawiyah teachers in the city of Surabaya. This means that the higher the job satisfaction of the teacher, the higher the teacher's performance. Job satisfaction provided by private Madrasah Tsanawiyah teachers in Surabaya City which is implemented through honoraria, working conditions, supervision, workload, cooperation, and career opportunities is able to increase the performance of private Madrasah Tsanawiyah teachers in Surabaya City.

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