Determinant of Teachers' Performance of Elementary School in Humbang Hasundutan Regency, North Sumatera Indonesia

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Abstract
The embodiment of a professional teacher is shown through high performance. Performance is influenced by various factors, one of which is job satisfaction. This study was conducted to determine the relationship between job satisfaction and the performance of elementary school teachers, and the tendency of job satisfaction to teachers' performance of elementary school in Paranginan, Humbang Hasundutan Regency. This study is a correlational study with a population of 91 elementary school teachers and a sample of 76 people. The results of the study found that there was a significant positive correlation between job satisfaction and performance of elementary school teachers in Paranginan, Humbang Hasundutan Regency. The magnitude of the correlation value is $0.097 > 0.05$, with a significance value of 0.000 0.05. The tendency of teacher job satisfaction has a level of job satisfaction in the satisfied category and the tendency of teacher performance is good as many as 62%. As a recommendation, to ensure good performance from a teacher, school leaders must pay attention to teacher job satisfaction which is realized through promotion satisfaction, satisfaction with the work itself, salary satisfaction, co-worker satisfaction, and supervision satisfaction in improving teacher performance.
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1. Introduction

Teacher performance is the result/achievement achieved by a person in carrying out the tasks or work assigned to him (Mangkunegara, 2015), which is indicated by the quality and quantity achieved in carrying out the duties in accordance with the responsibilities given to him (Denim, 2011). Performance can be influenced by various factors that exist within workers and factors outside of workers (Ambarita, 2011), such as organizational culture and job satisfaction because can spur better job performance (Suryadi, 2014).

However, the performance of primary school teachers nationally in the last 5 years is classified as poor, where the performance of teachers in rural areas is lower than the performance of teachers in urban areas (Wahdati, 2019). The low performance of elementary school teachers according to Mentari (2017) can be seen from the teaching skills was not as expected because in the sufficient category, and most classroom teachers in elementary schools are less professional in carrying out their duties as learning teachers.

Nationally, the low performance of teachers can be seen from the quality of national education which still faces obstacles in meeting the community's need for quality education (Suryadi, 2014), where Indonesian education is in an emergency situation with various indicators as follows: (1) as many as 75% of schools in Indonesia do not meet service standards; (2) the average value of teacher competence is only 44.5, even though the standard value of teacher competence is 75; and (3) Indonesia is ranked 103 in the world, a country whose education world is marked by bribery and fees (Ramadani et al, 2017). Based on the above background, the problems are formulated as follows: Does job satisfaction have a positive impact on the teachers' performance of elementary school?

2. Literature Review

Luthan (2006) infers that job satisfaction is the result of employees' perceptions of how well their works. For instance, if organizational members feel that they work too hard than others in the department, but receive fewer awards, they may have a negative attitude on their job, leader, and or work colleague. They are not satisfied. Conversely, if they feel that they are treated well and paid properly, they will probably have a positive attitude on their work, so they are satisfied. While Newstrom (2007) suggests that job satisfaction is a set of favorable or unfavorable feelings and emotions with which employees view their work. Job satisfaction is an attitude expressed by sameone related to his/her job and characterized by a pleasant or unpleasant based on the appropriateness between expectation and reality.   It can be interpreted that job satisfaction as a set of pleasant or unpleasant on their work.

Theoretically, Siburian (2012) suggests that the main sources that cause poor performance come from: 1) Individual sources themselves, namely: a) intellectual weakness, b) psychological weakness, c) demotivation, d) personality factors , e) obsolescence/oldness, and f) value orientation; 2) Sources from the organization, namely: a)

organizational system,
   b) organizational role, c) groups within the organization, d) behavior related to supervision,
   e) organizational culture; 3) Sources from the external environment, namely: a) family, b) economic conditions, c) political conditions, d) legal conditions, e) social values, f) labor markets, g) technological changes, h) associations. Job satisfaction affects teacher performance, but in rural schools the level of job satisfaction of primary school teachers is not as expected because it is not included in the high category (Pamungkas, 2012). Organizational Behavior Integration Model Theory explains that job satisfaction directly affects performance (Colquit, LePine, Wesson, 2015).
   Based on the results of field studies obtained from several State Elementary School Principals in Paranginan, Humbang Hasundutan Regency, it can be seen that the performance of elementary school teachers they lead still needs to be improved because the results are not optimal and there has never been a research on the relationship of job satisfaction with the performance of classroom teachers at the school where they work.
   So, based on the results of the research and the statement above, it can be seen that there is a gap between the performance of elementary school teachers who are expected to be very good and the performance of elementary school teachers who are in fact classified as poor. In addition, the results of the study also found that there was a problem with job satisfaction for elementary school teachers because they had job satisfaction that was not in line with expectations. If the problem of teacher performance and the factors that influence it, namely teacher job satisfaction, do not receive serious attention and are not immediately addressed, then efforts to achieve national education goals will be difficult to achieve effectively and efficiently, and can even become a major source of decreasing the quality of elementary school graduates. Therefore, in order to improve the performance of elementary school teachers, it is necessary to conduct research on the relationship between job satisfaction and the performance of elementary school teachers in Paranginan, Humbang Hasundutan Regency of North Sumatra Province.

3. Method

This research is a quantitative research using correlational approach to determine the magnitude and direction of the relationship between job satisfaction and teacher performance variables. Conducted at a State Elementary School in Paranginan District, Humbang Hasundutan Regency, North Sumatra Province in April 2021. The population in this study were all 91 public elementary school teachers in Paranginan District, Humbang Hasundutan Regency, then through the proportional random sampling technique based on the total of respondents were obtain to be 76 teachers.
   The procedure and research design consisted of 3 stages, namely: (1) preparation stage; (2) implementation stage, and (3) final stage. The preparation stage includes: taking care of research permits, field observations, making research instruments, until valid research instruments are obtained. The implementation phase of the research includes instrument testing to analyze the data from the test results. The final stage of the research includes: processing data, analyzing data (descriptive analysis, testing requirements analysis, and testing hypotheses using the product moment correlation formula), concluding the results of research data analysis, and compiling research reports.

4. Results

Job satisfaction data description (X)

Table 1 Frequency Distribution of Job Satisfaction Score (X)

Class	Interval Class	Absolute Frequency	Frequency Relative (%)	Cumulative Frequency (%)
1	89 – 96	1	1,32	1,32
2	97 – 104	5	6,58	7,90
3	105 – 112	13	17,10	25,00
4	113 – 120	26	34,21	59,21
5	121 – 128	11	14,47	73,68
6	129 – 136	11	14,47	88,15
7	137 – 144	8	10,53	98,68
8	145 - 152	1	1,32	100
Total		76	100,00	

Source: Primary Data Processed, 2021
   Based on Table 1, it is known that the highest score for the teacher job satisfaction variable is 148, the lowest score is 89, the mean is 120.33, the median is 118, the mode is 117, and the standard deviation is 11.77, while the highest ideal score is 160, the lowest score is ideal. 32, the ideal mean is 96, and the ideal standard deviation is 21.33. So, the highest score of observation is smaller than the highest ideal score, that is; 148 < 160, so it can be stated that none of the research subjects has the highest ideal score, namely the job satisfaction score that is

expected to be owned by elementary school teachers.

Table 2 Job Satisfaction Variable Achievement Score Category (X)

No	Score Group	Observation Frequency	Frequency Relative (%)	Category
1	32 -63	0	0	Very Dissatisfied
2	64 -95	1	1,32	Dissatisfied
3	96 - 127	52	68,42	Satisfied
4	128 - 160	23	30,26	Very Satisfied
Total		76	100,00*	

Source: Primary Data Processed, 2021

Based on Table 2, it is known that there are no research subjects (0%) who are included in the category of very dissatisfied job satisfaction, as many as 1 person (1.32%) is included in the category of job satisfaction is dissatisfied, as many as 52 people (68.42%) including in the category of job satisfaction is satisfied, and as many as 23 people (30.26%) included in the category of job satisfaction very satisfied. So, it can be concluded that primary school teacher job satisfaction is dominant in the satisfied category. The findings of this study are in accordance with the results of Khairunnisa (2015) who found that the job satisfaction of public elementary school teachers in Banjarmasin Tengah District was dominant in the satisfied category. The findings of this study is also in accordance to Hernawati (2020) to find out the job satisfaction of State Elementary School teachers in Narmada District, West Lombok Regency was dominant in the satisfied category.

Teachers performance data description (Y)

Table 3 Frequency Distribution of Teachers Performance(Y)

Class	Interval Class	Absolute Frequency	Frequency Relative (%)	Cumulative Frequency (%)
1	31 – 34	9	11,84	11,84
2	35 – 38	10	13,16	25,00
3	39 – 42	5	6,58	31,58
4	43 – 46	12	15,79	47,37
5	47 – 50	17	22,36	69,73
6	51 – 54	8	10,53	88,26
7	55 – 58	8	10,53	90,79
8	59 - 62	7	9,21	100
Total		76	100,00	

Source: Primary Data Processed, 2021

Based on Table 3, it is known that the highest score for the teacher performance variable is 61, the lowest score is 31, the mean is 46.08, the median is 47.00, the mode is 48.00, and the standard deviation is 8.48, while the highest ideal score is 63, 00, the lowest ideal score is 0.00, the ideal mean is 31.50, and the ideal standard deviation is 10.50. So, the highest score of observation is smaller than the highest ideal score, that is; 61 < 63, so it can be stated that none of the research subjects had the highest ideal score, namely the expected performance score for elementary school teachers.

Table 4 Teachers Performance Variable Achievement Score Category (Y)

No	Score Group	Observation Frequency	Frequency Relative (%)	Category
1	0 - 15	0	0	Very Poor
2	16 - 31	1	1,32	Poor
3	32 - 47	41	53,95	Good
4	48 - 63	34	44,73	Very Good
Total		76	100,00*	

Source: Primary Data Processed, 2021

Based on Table 4, it is known that none of the research subjects (0%) is in very poor performance category, as many as 1 person (1.32%) is included in the category of poor performance, as many as 41 people (53.95%) are included in the category good performance, and as many as 34 people (44.73%) included in the category of very good performance. So, it can be concluded that the job satisfaction of primary school teachers is dominant in the good category.

The findings of this study are in accordance to Khairunnisa (2015) who found that the performance of public elementary school teachers in Banjarmasin Tengah District was dominant in the good category.

Testing requirements analisys

(a) Normality Test

The validity test in this study used the Pearson Product Moment formula. The calculation of the validity test uses the help of SPSS 22 with a summary of the calculations in Table 5. To find out whether the data distribution of the research variables is normal or not, it is done by comparing the highest deviation value (absolute) with the KS table value for n = 76 at =

0.05 of 0.135 with the provisions: If obtained significance is > α, then the data is normal distributed. If obtained significance is < α, then the data is not normal distributed.

Table 5 Summary of Normality Test Results

		X	Y
N		76	76
Normal Parameters [a, b]	Mean	120.3289	46.0789
	Std. Deviation	11.77159	8.47548
Most Extreme Differences	Absolute	.118	.095
	Positive	.118	.095
	Negative	-.065	-.094
Kolmogorov-Smirnov Z		1.028	.826
Asymp. Sig. (2-tailed)		.241	.502

a = Test distribution is Normal   Note: X = Job Satisfaction
b = Calculated from data   Y = Teachers Performance

Based on Table 5, all Asymp values. Sig. (2-tailed) of the variables studied is greater than = 0.05, so it can be concluded that the distribution of job satisfaction variable data and performance variable data distribution is normally distributed.

(b) Test for Linearity and Significance of Regression

To determine the form of the relationship between the independent variable and the dependent variable is linear or non-linear, linearity test is used with the F test. Test criteria are H0 is rejected if the significance of F count > 0.05, or H0 is accepted if the significance of F count ≤ 0.05. And, H0 is rejected, if the significance of F count < 0.05, or aH0 is accepted if the significance of F count ≥ 0.05.

By using a computer tool application program SPSS for Windows version 22 obtained a summary of the linearity test and the regression significance test for the pair of independent variables and the dependent variable as presented in Table 6.

Table 6 Summary of Linearity Test Results

No	Independent Variable to Dependent Variable	Test for Linearity			Regression Significance Test		
		F count	Sig.	Status	F count	Sig.	Status
1	X to Y *)	1,536	0,097	Linier	47,848	0,000	Significant

*Description: X = Job Satisfaction, and Y = Performance

Based on Table 6, the significance value of F count for the linearity test is 0.097 > 0.05, so it can be concluded that the form of linear regression. And the significance value of F count for the regression significance test is 0.000 0.05, so it can be concluded that the regression coefficient is significant.

Research Hypothesis Testing

To test the hypothesis, we used Zero Level Partial Correlation Analysis with the Pearson Product Moment correlation formula with the results of correlation analysis between research variables as shown in Table 7.

Table 7 Summary of Research Variable Correlation Test Results

		X	Y
X	Pearson Correlation	1	.627**
	Sig. (2-tailed)		.000
	N	76	76
Y	Pearson Correlation	.627**	1
	Sig. (2-tailed)	.000	
	N	76	76

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the calculations in Table 7, it is found that the correlation coefficient (r) between job satisfaction (X) and performance (Y), namely: r_{xy} of 0.627, so that the null hypothesis (Ho) is rejected and the alternative hypothesis of the proposed directional type (Ha) is accepted.

The findings of this study are in accordance to Pamungkas (2013) in his research which found that job

satisfaction variables affected the performance of SD MuhammadiyahSapen Yogyakarta teachers. The findings of this study is in accordance with the results of Sakiman (2019) 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 in accordance to Siburian (2012) who 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.

5. Conclution

In general, the trend of job satisfaction for elementary school teachers in Paranginan, Humbang Hasundutan Regency is satisfied, which is dominant in that the teacher has a job satisfaction level in the satisfied category. The tendency of the performance of elementary school teachers in Paranginan, Humbang Hasundutan Regency is good, where the dominant of these teachers has a performance level in the good category. There is a positive relationship between job satisfaction and the performance of elementary school teachers in Paranginan, Humbang Hasundutan Regency, where the higher job satisfaction, the better the performance of elementary school teachers in Paranginan, Humbang Hasundutan Regency. Teacher job satisfaction is realized through promotion satisfaction, satisfaction with the work itself, salary satisfaction, co-worker satisfaction, and supervision satisfaction are positively related to teacher performance. So, job satisfaction as part of the attitude has a positive effect on teacher performance.

Acknowledgments

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