

THE EFFECT OF WORK MOTIVATION, QUALITY OF WORK LIFE, AND JOB SATISFACTION ON TEACHER PERFORMANCE

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<http://dx.doi.org/10.18860/rosikhun.v4i1.28388>

ARTICLE HISTORY

Received: July 2024
Revised: October 2024
Accepted: December 2024

KEYWORDS

Work Motivation; Quality of Work Life; Job Satisfaction; Performance

KATA KUNCI

Motivasi Kerja; Kualitas Kehidupan Kerja; Kepuasan Kerja; Kinerja

Abstract:

The position of the teacher is very strategic and decisive in the teaching and learning process because the assignment of the teacher is to sort and select the learning material to be presented to students. One of the important factors to achieve optimal teacher performance by providing good work motivation, a conducive work environment supports work activities. Job satisfaction with the job will contribute greatly to improving teacher performance. The purpose of the study is to (1) Analyze and explain the effect of work motivation on performance in teachers, (2) Analyze and explain the effect of quality of work life on performance in teachers, (3) Analyze and explain the effect of job satisfaction on performance in teachers of State High School 2 Batu City. The research method uses correlative with a quantitative approach. Questionnaire data collection using questionnaires. The population is 67 teachers. Data analysis using logistic regression. The results showed that partial work motivation had a significant positive effect on performance; Quality of work life has a significant positive effect on performance; Job satisfaction has a significant positive effect on performance. Work motivation, quality of work life, and job satisfaction has a significant positive effect simultaneously on the performance of teachers of State High School 2 Batu City.

Abstrak:

Kedudukan guru sangat strategis dan menentukan dalam proses belajar mengajar karena tugas guru yang memilah dan memilih bahan pelajaran yang akan disajikan kepada peserta didik. Salah satu faktor yang penting untuk mencapai kinerja guru yang optimal dengan memberikan motivasi kerja yang baik, lingkungan kerja yang kondusif mendukung aktivitas kerja. Kepuasan kerja dengan pekerjaannya akan memberikan kontribusi besar terhadap peningkatan kinerja guru. Tujuan dari penelitian untuk (1) Menganalisis dan menjelaskan pengaruh motivasi kerja terhadap kinerja pada guru, (2) Menganalisis dan menjelaskan pengaruh quality of worklife terhadap kinerja pada guru, (3) Menganalisis dan menjelaskan pengaruh kepuasan kerja terhadap kinerja pada guru SMA Negeri 2 Kota Batu. Metode penelitian menggunakan korelatif dengan pendekatan kuantitatif. Pengumpulan data angket menggunakan kuesioner. Populasi sebesar 67 guru. Analisis

data menggunakan regresi logistik. Hasil penelitian menunjukkan secara parsial motivasi kerja berpengaruh positif signifikan terhadap kinerja; Quality of work life berpengaruh positif signifikan terhadap kinerja; Kepuasan kerja berpengaruh positif signifikan terhadap kinerja. Motivasi kerja, quality of work life, dan kepuasan kerja berpengaruh secara positif signifikan secara simultan terhadap kinerja guru SMA Negeri 2 Kota Batu.

Please cite this article in APA style as:

Pratama, B., R., Wahidmurni, Harini, S., (2024). The Effect Of Work Motivation, Quality Of Work Life, And Job Satisfaction On Teacher Performance. *Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam*, 4(1), 25-38.

INTRODUCTION

Human resource management is either the important factors supporting the sustainability of educational institutions. According to Sutrisno, human resources can be seen individually and in groups, this is because human behaviour has different traits and characteristics from each other. All the potential contained in human resources has an influence on the efforts made by the organization to achieve its goals (Sutrisno, 2015, p. 13). The stakeholders of educational institutions need to pay more attention to the human resources they have as an effort to maintain the survival of the educational institution organization so that it can operate and develop properly in accordance with the goals that have been designed, especially at State High School 2 Batu City.

The existence of teacher work motivation is the most important thing to realize teachers who have optimal performance. According to Gibson et al., the importance of understanding motivation is because high motivation is a significant contributor to performance (Gibson et al., 2012, p. 127). Work motivation as a means of educating and learning teachers in formal, non-formal, and informal ways to achieve optimal productivity. The role of work motivation is one of the driving factors to produce optimal performance. The principal should think about efforts to motivate teachers well in order to improve teacher performance. Therefore, work motivation has an important role to be carried out to control teacher performance in high school continuously.

One form of controlling teacher performance is the fulfillment of work activities that are conducive to supporting work activities. The formation of a conducive work environment can be achieved if the QWL program has. According to Mangkunegara, in order for performance to be consistent, at least the organization always pays attention to the work environment of employees to influence the ability of employees when carrying out their duties such as QWL, *self-efficacy* and job satisfaction (A. A. P. Mangkunegara, 2010, p. 67). The QWL factor is an important part of controlling the work climate in the teacher's work environment. Teachers' performance will be able to grow if the work climate can attract interest from the human resources needed to be willing to exert all their abilities in working optimally.

A conducive work environment will create healthy working conditions so that the feelings and attitudes of teachers in carrying out their duties will run in accordance with the situation and conditions of the work environment in the school. Job satisfaction is an important thing to pay attention to, this includes the attitude shown by employees towards the assignments given to them, these attitudes can be positive or negative while carrying out work duties. According to Robbins and Coulter, job satisfaction refers to an

individual's general attitude towards his or her job. A person with a high level of job satisfaction shows a positive attitude towards his job, someone who is dissatisfied with his job shows a negative attitude towards the job (Robbins & Marry, 2012, p. 68). The fulfillment of satisfaction in work by teachers will have an impact on the performance produced by teachers. Job satisfaction is one of the factors that linearly affects teacher performance.

In reality, there are still many cases related to teacher performance, according to the observation of the beginning observers at State High School 2 Batu City get some problems such as: there are still teachers who have not made learning preparations before teaching, teachers who have not been able to conduit classroom conditions to be calm when there are students who make a fuss in the classroom, teachers in the implementation of learning have also not used varied learning strategies so that what happens learning feels boring for students. These problems ultimately have an impact on the work of teachers who are not optimal in delivering learning materials, therefore the need for good managerial of human resources, namely teachers in terms of teachers' enthusiasm in delivering learning, a conducive environment that supports teacher activities, and teachers' positive attitudes in carrying out the assignments that have been given.

RESEARCH METHODS

The method used in this study is through a quantitative approach. The type of research is in the form of correlational research. The population is 67 teachers. Data were collected using questionnaires. Scale measurement using likert. The data were analyzed using classical assumption tests, logistic regression, and hypothesis tests.

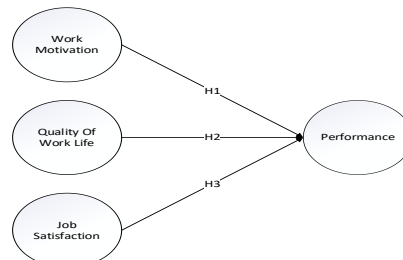


Figure A.1 Thought Framework

Source: Data processed by researchers

Based on the above framework of thought, the author designed a research scheme that was carried out as follows:

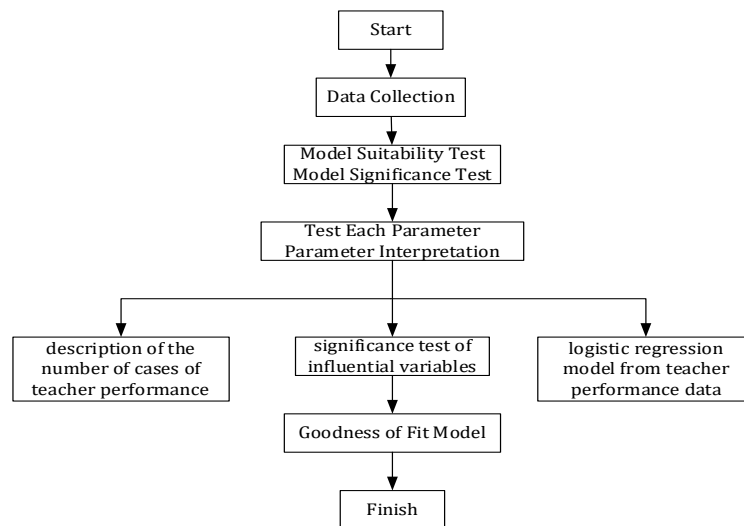


Figure A.2 Research Scheme

Source: Data processed by researchers

RESULTS AND DISCUSSION

Based on the results of the descriptive statistical test, there are 40 active teachers. Observation data was obtained from data from State High School 2 Batu City teachers on the academic year 2023/2024. This study has 3 independent variables in the form of work motivation, QWL, and job satisfaction and 1 dependent variable in the form of teacher performance. From these several variables, the minimum, maximum, mean, and standard deviation values can be known. In data that uses a nominal measurement scale, it is explained in the form of frequency and number.

Descriptive Statistics

Table A.1. Descriptive Data on Work Motivation, QWL, and Job Satisfaction of Teachers of State High School 2 Batu City on the Academic Year 2023/2024

		<i>Statistics</i>	<i>Std. Error</i>
Work Motivation	<i>Mean</i>	43,63	0,406
	<i>95% Confidence Interval for Mean</i>	<i>Lower Bound</i>	42,80
		<i>Upper Bound</i>	44,45
	<i>Variance</i>	6,599	
	<i>Minimum</i>	40	
	<i>Maximum</i>	49	
QWL	<i>Mean</i>	73,68	0,380
	<i>95% Confidence Interval for Mean</i>	<i>Lower Bound</i>	72,91
		<i>Upper Bound</i>	74,44
	<i>Variance</i>	5,763	
	<i>Minimum</i>	70	
<i>Maximum</i>	78		
Job Satisfaction	<i>Mean</i>	33,10	0,242
	<i>95% Confidence Interval for Mean</i>	<i>Lower Bound</i>	32,61
		<i>Upper Bound</i>	33,59
	<i>Variance</i>	2,349	
	<i>Minimum</i>	31	
<i>Maximum</i>	36		

Source: Data processed by researchers

Multicollinearity Test

Table A.2 Multicollinearity Test

Type	Coefficients				Sig.	Collinearity Statistics	
	Unstandardized Coefficients		Standardized Coefficients			Tolerance	VIF
	B	Std Error	Beta	T			
1 (Constant)	45,533	10,018		4,545	0		
X1	-0,165	0,209	-0,181	-0,789	0,435	0,504	1,983
X2	0,063	0,206	0,075	0,306	0,761	0,439	2,278
X3	0,361	0,374	0,251	0,966	0,340	0,389	2,568

a. Dependent Variable: Y

Source: Data processed by researchers

The results can be concluded that there is no multicollinearity between independent variables in the regression model. The study uses hypothesis testing that is analyzed by logistic regression because the *performance-dependent* variable has a dichotomy between good performance or poor performance.

Case Processing Summary

The *Case Processing Summary* is a table that contains information related to missing or missing data during data processing. The provision by looking at "N" (respondent data) can be seen as a total of 40 respondents with a presentation level of 100% with the number of *Missing* is 0. This shows that in data processing there is no data lost.

Table A.3 Case Processing Summary

		N	Marginal Percentage
Teacher Performance	5	40	100%
Valid		40	100%
Missing		0	
Total		40	

Source: Data processed by researchers

In table A.3, the *output* is obtained in the form of the amount of valid data to be processed along with the power produced. In the table above, it is known that there are 40 valid cases that have a percentage of 100%, then it is known that there is no data issued (exclude) with a percentage of 0% and a total of 40 data.

Goodness of Fit

Model goodness testing (*Goodness Of Fit*) is used to determine the results of the ordinal logistic regression model can and should be used (Liu & Koirala, 2012). The following are the results of the model goodness test using the *Goodness Of Fit*:

Table A.4 Goodness Of Fit

	Chi-Square	df	Sig.
Pearson	0	0	0
Deviance	0	0	0

Source: Data processed by researchers

In table A.4, the results of the chi square deviation method of 0 and the degree of freedom are 0. The significance value of 0 means that the significance value has <0.05 . So it was obtained that the model used was feasible.

Model Fitting Information

Table A.5 Model fitting information

Type	Model Fitting Criteria			Likelihood Ratio Tests
	-2 Log Likelihood	Chi-Square	df	Sig.
<i>Intercept Only</i>	96,584			
<i>Final</i>	7	89,584	117	0,972

Source: Data processed by researchers

In table A.5, the results of the hypothesis to be tested are obtained as follows: $H_1: \beta_1 = \beta_2 = 0$ and $H_1 =$ at least (minimal) there is one $\beta_p \neq 0$. It is known that the -2 *In Likelihood* model B (no predictor variable) is 96,584 and the result of -2 *In Likelihood* model B (no predictor variable) is 33,664. Based on the data above, it can be seen that the statistical value of G is 88,860. The test criteria used taking the real level of $\alpha = 0,05$ from the *chi-square* distribution table of $X^{20,05; 60} = (79,082)$. Due to the statistical value G ($88,860 > X^{20,05; 3} (79,082)$), so that the decision is to reject H_0 and accept H_1 . It can be concluded that there is at least one with a value of $\beta \neq 0$.

Pseudo R Square

Table A.6 Pseudo R-Square

Coefficient of Determination	Value
<i>Cox and Snell</i>	0,892
<i>Nagelkerke</i>	0,922
<i>McFadden</i>	0,654

Source: Data processed by researchers

The value of McFadden's determination coefficient is 0,928 or 92,8% while the Cox and Snell determination coefficient is 0,981 or 98,1% and the Nagelkerke determination coefficient is 0,928 or 92,8%. Koefisien Nagelkerke 92,8% means that all independent variables in terms of work motivation, QWL and job satisfaction affect the general performance assessment by 92,8% while 7,2% are influenced by other factors that are not included in the model test. However, this value is only an approach because in logistic regression the value of the determination coefficient cannot be calculated like linear regression, so what needs to be paid more attention is how much we can predict correctly which is reflected in the value of *the Classification Table*.

Likelihood Ratio Tests

Table A.7 Likelihood Ratio Tests

Likelihood Ratio Tests				
Effect	Model Fitting Criteria		Likelihood Ratio Tests	
	-2 Log Likelihood of Reduced Model	Chi-Square	df	Sig.
Intercept	7,000a	0,000	0	0
Motivation	6,482b	0	24	0
QWL	14,490b	7,490	27	1,000
Satisfaction	10,015b	3,015	6	0,807

Source: Data processed by researchers

Based on the table above, the model with only intercepts produces 2 loglikelihood of 7,000, while if the work motivation variable is included in the model, then the value of 2 likelihood drops to 6,482 and this decrease is significant at 0,000 which means that the model with an independent is not better than using intercept alone. So it can be concluded that the model fits. If the QWL variable is included in the model, then the value of 2

likelihood rises to 14,490 and this increase is significant at 1,000 which means that the model with the independent is better than using intercept alone. So it can be concluded that the model is not fit. If the job satisfaction variable is included in the model, the 2-loglikelihood value drops to 10,015 and this decrease is significant at 0,807 which means that the independent model is better than using intercept alone. So it can be concluded that the model fits.

Classification

Table A.8 Classification

<i>Observed</i>	<i>Predicted</i>				<i>Percent Correct</i>
	0	1	3	4	
0	8	0	0	0	100%
1	0	15	0	0	100%
3	0	0	2	1	100%
4	0	1	1	15	100%
Overall Percentage	20%	37,5%	5%	37,5%	100%

Source: Data processed by researchers

Based on the table above, the accuracy of classification in each category of 0 is 8 observations, category of 1 is 15 observations, category of 3 is 2 observations, and category of 4 is 15 observations. The accuracy of the model obtained is 100%.

The Effect Of Work Motivation On Performance

Based on the results of the above study, it shows that work motivation has a significant influence on teacher performance. These results show that if the teacher's motivation is increased, it will improve teacher performance. The fulfillment of the basic needs of State High School 2 Batu City teachers as a form of motivation, including by paying attention to physiological needs in the form of food, drinks, physical protection, breathing and others has been fulfilled as a whole. The work motivation of State High School 2 Batu City has provided the fulfillment of the underlying needs of teachers to carry out their duties as teachers. From the results of the investigation, it was found that the teachers were mostly motivated to carry out the assigned assignments. Overall, most of the respondents of State High School 2 Batu City teachers gave answers that the fulfillment of their basic needs had been fulfilled while working as a teacher at State High School 2 Batu City. Therefore, conclusions can be drawn from the results of the study to support the theory previously proposed and convince that the existence of work motivation has a significant positive influence on teacher performance. Assuming that the fulfillment of work motivation in the form of basic needs of teachers well will be able to provide optimal performance to improve the quality of teachers' work.

The results of this study support Henni Yulia's research which produces work motivation has a positive influence on performance (Yulia, 2021). This shows that there is work motivation to support the optimal implementation of assignments both internally and externally by individuals. These results support the research of Mubarok and Darmawan which produces motivation has a significant positive influence on performance (Mubarok & Darmawan, 2019). Providing stimulus to teachers periodically and regularly will be able to control the teacher's work results. The fulfillment of the needs of teachers will arouse enthusiasm to do their duties properly and correctly.

Supported by the results of the research, Pangestu and Wijaya stated that work motivation has a significant influence on performance (Pengestu & Wijaya, 2022). Teachers who are motivated to carry out their duties with full responsibility and expectations for

the desired goals while they are working will provide a person's motivation for teachers to do their assignments optimally and well. The results of Sabila and Jabar research stated that work motivation has a positive and significant influence on performance (Sabila & Jabar, 2022). Some of these studies support the existence of work motivation that has a significant effect on performance. The existence of a positive influence of work motivation on teacher performance shows a one-way relationship which means that the higher the work motivation possessed by teachers, the higher the level of teacher performance.

From the results of this study, it was found that work motivation was measured by meeting the basic needs of teachers. In the physiological needs of teachers in the form of fulfilling food and drink needs, they have been fulfilled. The teachers felt that the school had paid good attention to their living needs. This is obtained from the results of the research that teachers have felt that their income from teaching has fulfilled their living needs in the form of basic materials, clothes and shelter. So it can be concluded that teachers have the motivation to work according to what is expected by the school because their food and drink needs have been fulfilled from the income provided by the school.

From the results of the above research, it was found that the need for a sense of security in the form of protection from the threat of danger and the work environment has been good. This is evidenced by teachers who have received health benefits while working. The risk in the implementation of teaching and learning at school has been minimized in occupational safety, this is done by the school by providing Occupational Health and Safety equipment, health allowances in the form of Social Security Agency on Health that have been supported by the school. However, for teacher pension funds, not all teachers get pension fund guarantees. Pension funds are given by the school only to teachers who have worked for a predetermined period of time. Some teachers who have worked for a short time at this school have not received a guarantee for retirement benefits.

From the results of the above research, it was found that most teachers have felt safe while teaching at school. This feeling of security is supported by the completeness of teaching and learning facilities and the availability of adequate teaching and learning spaces, so that the risk of accidents can be minimized as much as possible. So that the safety factor of the work environment provided by the school is good and optimal to support the motivation of teachers to carry out their duties. From the results of the above study, it was also found that the social needs and sense of belonging of teachers as measured by the teacher's working relationship with fellow teachers have been classified as good. This is evidenced by the results of the above research for most teachers who state that the relationship between teachers and fellow teachers in carrying out group assignments can cooperate with each other. The feeling of belonging to each other is a factor that strengthens the working environment conditions so that it runs conducive and comfortable. Interaction between fellow colleagues and interaction between superiors and subordinates that are maintained in harmony are factors that strengthen the established organization. Relationships that are maintained within the organization will have an impact on better work results. The environmental conditions that have high integrity in high school are a factor in the success of maintaining and improving the performance of teachers in fulfilling the assigned assignments.

From the results of the above research, it was also found that the teachers had fulfilled the need for appreciation from the school, this was proven that most of the teachers felt that the teachers' work achievements had been appreciated. Most teachers

feel that the principal and leaders in the school give good treatment and respect for the teachers. Teachers who perform well feel that their performance has been rewarded with flattery from the leadership for the teacher's achievements. Every achievement of teachers who have achievements in the teaching and learning process and achievements outside the school is always appreciated by school leaders. The work environment seen from the relationship between superiors and teachers has been fairly good. The teachers feel that every work achievement that has been produced as a form of participation in the school's success goals has been well appreciated, whether it is in oral writing or good treatment.

From the results of the above research, it is found that the need for actualization has been fulfilled. This is evidenced by the results of the research, most teachers feel that the principal provides opportunities for teachers to be creative in learning and develop skills and abilities during teaching and learning. So that the teacher's work motivation which is measured from the fulfillment of actualization needs has been well achieved.

Based on the results of the research that has been conducted, it supports the opinion of Mathis and Jackson that performance is influenced by ability, motivation, support received, the existence of their work, and relationships with the organization (Mathis & Jackson, 2006). Based on the results of research conducted at State High School 2 Batu City, it can be seen that work motivation has a significant positive influence on teacher performance. Teachers who are motivated will carry out their duties as best as possible to get remuneration according to expectations, both in the form of material and non-material. With the compatibility between the targets that have been expected by the teachers and the expectations given in the form of material and non-material rewards, it is a support for teachers to fulfill the assignments given properly and correctly.

The results of this study corroborate the opinion of Handoko who states that motivation is one of the factors that can affect performance (Handoko, 2012). A person who has the motivation to carry out his or her duties will produce optimal performance. Work motivation as a contributor to improving the performance of State High School 2 Batu City teachers. According to Gibson et al., the importance of understanding work motivation is because a high level of work motivation is a significant contributor to performance (Gibson, 2008). Work motivation as a form of contributor to improving teacher performance, the greater the work motivation given to teachers, the more it will provide a positive stimulus to the improvement of teacher work results.

According to McShane et al, performance can be affected by motivation, ability, perception and situational factor (McShane et al., 2018). Work motivation is an important factor to achieve optimal teacher performance. If teachers have work motivation when carrying out the assignment, the level of teacher productivity will be achieved in accordance with the expected targets, teachers of State High School 2 Batu City who have the motivation to work optimally will be in line with the work results expected by the institution and vice versa if teachers do not have the motivation to work, it will cause work results to be not optimal so that it will have an impact on the expected work results by teachers of State High School 2 Batu City will be motivated to work optimally will stimulate positive behaviors. According to Terry, motivation is a desire in humans that provides a stimulus to take action (Terry, 1986). Teachers will carry out the assignment properly and correctly as an effort to meet their basic needs.

Work motivation as a factor affects the performance of teachers of State High School 2 Batu City. This is in line with Dessler's statement, that there are factors that affect performance, including work motivation, satisfaction, stress level, physical condition of

the job, compensation system, job design, commitment to the organization, economic, technical, and other aspects. According to Mangkunegara, if a person has high work motivation, then the implementation of assignment is carried out optimally according to goals and targets (A. A. P. Mangkunegara, 2011). Providing work motivation to teachers as a continuous effort must be maintained and developed by every organization to maintain the performance of State High School 2 Batu City teachers.

The Effect Of QWL On Performance

Based on the results of research at State High School 2 Batu City, it is known that QWL is quite good. The results of the research data show that the tendency of most respondents to state that QWL is assessed from 8 aspects that exist from within and outside the teacher in a conducive manner that can arouse teacher performance. Aspects of QWL include human resource participation, career development, conflict resolution, communication, job security, decent and balanced compensation, pride in the organization, and occupational safety and health issues.

Based on the results of the study, it was found that the teacher's QWL was good. In terms of human resource participation, most teachers felt that the school had provided the opportunity to participate in conveying ideas and suggestions to the school and to be creative in teaching and learning in accordance with the direction of the school. In the career development factor, the teachers' response has been good on the opportunity for training to increase the teaching potential of teachers. As well as periodic evaluations for measuring teacher progress during teaching. In terms of conflict resolution factors, most of the teachers' responses stated that the working relationship between leaders and colleagues was going well. The existence of fairness, openness and honesty in the school environment is classified as transparent with each other, but internally depends on each individual. The results of this study strengthen the theory taken by the researcher that the conflict resolution factor in the teacher environment has been running well.

In terms of teachers' job security as measured by the availability of old-age benefit, most of them feel that only a small percentage of teachers get old age security or pension funds. For the factor, the teacher's employment agreement or work contract with the school has been classified as good. This can be seen from the work agreement that has been agreed between the school and the teachers. On the pride factor in the organization, most teachers feel that they have a feeling of pride in being a teacher at school. This is evidenced by some teachers who answered that they felt proud to be a teacher at this school. The teachers feel that they have a good image in the eyes of the community around the teacher who lives and is in school.

In terms of occupational safety and health, most teachers feel that they have been paid attention to in terms of occupational safety with adequate facilities and guaranteed occupational safety such as physical protection, a safe and healthy work environment), psychological protection, namely protection from the threat of severe punishment, the provision of a assignment load that exceeds the capacity of the teacher's ability and burdensome responsibilities. Most teachers also feel that the opportunity to take leave and have a joint vacation has been given at the end of the school year as a form of appreciation for the work of the teachers who have carried out their duties during the period.

The overall research results of all aspects of QWL have a significant influence and have a positive value on performance. The aspects contained in QWL in the form of human resource participation, career development, conflict resolution, communication, work

security, decent and balanced compensation, pride in the organization, and overall occupational safety and health have been assessed to have a positive and significant influence on improving teacher performance.

According to Cascio, QWL can be understood as a conducive working environment to produce a profitable organization and aims to meet the needs of individual employees by shaping their values, improving their health and well-being, establishing job satisfaction and security, improving their competence, and maintaining a work-life balance. QWL is referred to as an intrinsic tool that can show the organization to achieve a higher level of performance among employees, if used effectively. Therefore, QWL includes all activities in the organization, which are intended to form a working environment that is able to generate employee performance (Cascio, 2003).

From the results of the research that has been carried out above, it is found that the QWL factor has been fulfilled by the school. A conducive work environment as a form of response given by the school to the needs of teachers in working by providing flexibility for teachers to develop their potential and allowing teachers to participate in contributing to the taking of life and work life in the school has been good overall. This strengthens Cascio's opinion that QWL is an intrinsic tool that can direct school organizations to form healthy working conditions and can improve teachers' performance in carrying out their duties.

The Effect Of Job Satisfaction On Performance

Based on the results of the study, it was found that teacher job satisfaction has a positive and significant influence on teacher performance. This is evidenced by the results of the analysis that most teachers have a feeling of satisfaction with the salary received on time. The salary system at this high school has been relatively good, the provision of incentives to teachers is carried out on a timely basis on a predetermined date. Based on the results of the research, it was found that the salary received was appropriate to meet the needs of the teachers. The income received by the teacher is felt to be in accordance with the skills and abilities of the teacher given during work.

In terms of the workload given by the school to teachers. Most teachers stated that the assignment were in accordance with the abilities and potentials possessed by the teachers. Teachers have a good and balanced perception between the rewards received and the rewards expected by the teachers. This is proven from the results of research that most teachers have been satisfied with the salary they receive from their work while teaching at school. In terms of the suitability of salaries with the needs of teachers, most teachers think that their salaries are in accordance with their needs.

In terms of job promotion, most teachers are satisfied with the job promotion that has been designed by the school. The expectation of promotion or rank as long as teachers work well is wide open to teachers. It was found that most teachers feel that they will have the opportunity to have a higher position if the abilities and skills possessed by the teachers are in accordance with the desired level of position.

In the aspect of satisfaction with fellow teachers, it was found that most teachers felt that their colleagues around them had been considered conducive to the existence of colleagues who had a friendly nature and could understand each other as teachers. It can be concluded that teachers have colleagues who can understand the difficulties experienced. The existence of a feeling of mutual understanding is a factor in teacher satisfaction during the teaching and learning process in high school.

The results of the study are in accordance with the opinion of Robbins and Judge who explained that job satisfaction refers to the general behavior of a person individually towards his or her job. A person who has a high level of satisfaction displays positive behavior towards his or her job (Robbins & Judge, 2011). On the other hand, someone who is dissatisfied with their job displays negative behavior towards their work. There is a feeling of satisfaction in work to be shown by the teacher's behavior while doing his or her duties, this behavior can have positive or negative values according to each individual. This is because the benchmark of job satisfaction from one person will be different from another.

From several factors of teacher job satisfaction, it was found that most teachers were satisfied with the salary received, work that matched their abilities, promotions to positions, and relationships with colleagues who understood each other. So that the results have answered the hypothesis of this study that the existence of teacher job satisfaction can improve teacher performance during the teaching and learning process. The results of this study reinforce Luthans's theory that job satisfaction has a positive effect on employee performance (Luthans, 2006). This means that the more satisfied the teacher is in working is fulfilled by the school, the higher the level of performance produced. A person who has a sense of satisfaction with the work he is doing will be in line with improving performance optimally.

The results of this study support the previous study which explained that if a person who has satisfaction with his job wants to share a positive and significant influence on the performance given, namely the results of the Alex Kurnia Putra study which reported job satisfaction has a positive and significant influence on performance (Putra, 2016). There is a feeling of satisfaction with what is shown from the positive attitude of the teachers towards the workload and the assignments carried out are in line with the skills and expertise they have to share the results of the assignment that is suitable for the goals that have been designed by the school to be carried out by the teachers. The results of this study support the results of previous research by Sugianto et al. which explained that satisfaction affects performance positively and significantly (Sugianto et al., 2018). From these results, it is obtained that if the teacher's satisfaction in doing his work increases, which is shown by positive behavior towards the assignments he or she undertakes, it will provide optimal work results in accordance with the goals that have been set by the school in the learning process.

The Effect Of Work Motivation, *Quality Of Work Life*, And Job Satisfaction On The Performance Of Teachers Of State High School 2 Batu City According To An Islamic Perspective

Work is an inseparable part of the implementation and practice of Islamic teachings, because every activity carried out by humans will have a good or bad category that becomes their own judgment to determine the fate of humans in the hereafter. This is explained in Surah Al Maidah verse 35 Allah Subhanahu wa Ta'ala says:

تُفْلِحُونَ لَعَلَّكُمْ سَبِيلُهُ فِي وَجَاهِدُوا أَلْوَسِيلَةَ إِلَيْهِ وَابْتَغُوا اللَّهَ اتَّقُوا أَمْنُوا الَّذِينَ يَأْتِيهَا

It means: "O you who believe, fear Allah, seek wasilah (the way to draw closer) to Him, and jihad (fight) in His way so that you may be lucky." Islam provides signs for its ummah, that when doing a good job, the demand to be serious becomes something absolute. This seriousness can be valued as jihad.

CONCLUSION

Based on the analysis of the results and discussion above, it can be concluded that work motivation significantly has a positive effect on teacher performance, meaning that if the teacher's work motivation is high, the teacher's performance will also increase. QWL has a significant positive effect on teacher performance, meaning that if the work environment covered by QWL runs well, the performance shown will also increase. One of the good performances is supported by a conducive work environment to support the implementation of work. Job satisfaction significantly has a positive effect on teacher performance, meaning that if teachers have a sense of satisfaction in work, it will also improve teacher performance. Thus, work motivation, QWL, and job satisfaction significantly have a positive influence on performance partially and simultaneously, meaning that the influence of work motivation, QWL, and job satisfaction on performance has a high strength.

This section contains answers to the research objectives, simply, concisely, precisely, densely, and comprehensively, and is worthy of publication in a journal. Do not repeat the abstract, or just list the results and discussion. The conclusion can be a generalization of the findings according to the research problem, in addition, there are also recommendations for the next steps.

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