# Madrasah Teacher Job Satisfaction, How Does It Relate to Work Motivation? A Meta-Analysis

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## Abstract

The low quality of education refers to teachers' low work motivation and job satisfaction. These two variables are important because they affect their performance in madrasas. Therefore, this paper aims to analyze the relationship between teacher work motivation and madrasah teachers job satisfaction in the last ten years. This research uses meta-analysis and systematic review using JASP 0.14.1.0 software. The data found as many as 25 papers through a search, and nine papers were selected according to predetermined characteristics. The data taken from the selected articles is the number of samples ($N$) and the correlation value ($r$) in each paper, and then the effect size is analyzed. The study results found that the effect size value resulting from the relationship between the two variables was 0.610, with a moderate category at a 95 per cent confidence level at an interval of 0.450 to 0.770. The meta-analysis results in this study have stated the consistency of the results of previous studies and have strengthened existing theories, so it can be concluded that there is a significant relationship between work motivation and madrasah teachers job satisfaction. Recommendations from the results of this study, it is necessary to conduct further research on job satisfaction of honorary teachers at every level of madrasah education.

**Keywords:** teacher job satisfaction, madrasah teacher job satisfaction, work motivation

## 1. Introduction

In the last ten years, along with the development of the industrial revolution 4.0 marked by the rapid development of Information and Communication Technology (ICT) (Supardi et al., 2021), teachers influence educational institutions' effectiveness, including madrasahs. Madrasahs are Islamic educational institutions that combine general education with Islamic religious education. Teachers' skills in managing ICT for their students are very urgent because Learning Model System (LMS) platforms such as Google Meet (Septantiningtyas et al., 2021), Skype, Zoom, YouTube, and WhatsApp have been implemented in the learning process in the 21st century. However, several madrasahs in Indonesia seems not ready to use the platform. Various factors such as teacher competence, internet network coverage, and the high quota are suspected to be the cause. In addition, due to the lack of adaptability of teachers in learning technology and innovation, teachers' low motivation and job satisfaction are also suspected to be variables that contribute to the effectiveness of learning. Therefore, the madrasah principal as a manager needs to increase the teachers' work motivation in his madrasah.

The leadership of madrasah principals changed significantly during the 20th century due to the demands to improve their work (Biggerstaff, 2012). Madrasah principal leadership is illustrated as a purposeful action and sharing responsibility, involvement, and knowledge in learning management (Huber, 2004). Good madrasah principal leadership is essential for madrasah development in the long term. Therefore, Chong et al. (2015) stated that school

leadership is considered an essential mediator for the development of educational organizations in which there are teachers as human resources whose skills need to be developed. Fikri and Nasution (2018) also stated that the role of the principal is to influence subordinates, educate subordinates, mobilize subordinates, motivate subordinates' morale, and supervise subordinates. However, it seems that some madrasah principals have not carried out their role optimally in motivating the work of their subordinates. It is indicated by the achievements of madrasahs that are not yet significant compared to public schools, especially madrasahs under the foundation's auspices. The low work motivation impacts the achievement and effectiveness of the madrasah.

Several previous researchers have carried out researches on work motivation. From the reports found, work motivation is proven to affect performance (Valero et al., 2015; Andriani et al., 2018; Pancasila et al., 2020) significantly. According to Tanzeh (2019), motivation is a condition that encourages a person to take actions that take place in a conscious state. That is, the actions taken by a person at work will determine whether or not performance is good. Within the scope of madrasah education, teachers' work motivation impacts their performance in madrasahs (Abdurrahim et al., 2020). In addition, teachers' work motivation also impacts their job satisfaction in madrasahs (Isnaya, 2020; Rohim & Umam, 2020). In a sense, there is a correlation between work motivation and job satisfaction. For example, the results of Utami and Widiatna's (2021) research concluded that job satisfaction positively affected their attendance at work, which resulted in their performance. So, job satisfaction is influenced by the existence of work motivation factors. However, the work motivation variable is not the only variable that affects job satisfaction. Many variables affect job satisfaction, such as salary, job stress, and lack of communication (Hee et al., 2018).

In addition, job satisfaction is also directly influenced by organizational citizenship behaviour (Soparidah et al., 2021). The research of Wolomasi et al. (2019) revealed that the performance of 352 primary school teachers was predicted to be significantly positive with their job satisfaction in school. This finding illustrates that job satisfaction is correlated with job performance. People who are satisfied with their work will show their performance achievements. Therefore, madrasah principals need to increase the job satisfaction of their teachers in madrasahs through additional salaries, allowances, recognition for their work, and appreciation for their work. However, some teachers in madrasahs feel that they do not have reasonable job satisfaction. It is indicated by the teaching place, which is not only one place. Some madrasah teachers teach in several other schools or madrasahs so that their achievements and performance in madrasahs are not optimal. As a result, the achievements of madrasahs have not become the pride of the community and other users.

The study of Alnıaçık et al. (2012) concluded that career motivation positively correlates with organizational commitment and job satisfaction. Someone with high career motivation will show commitment to his work to achieve organizational goals. Furthermore, extrinsic motivation can lead to job satisfaction (Talachi et al., 2014). Therefore, a person's high motivation allows him to achieve job satisfaction. In summary, workers who have high motivation will get compensation following their efforts to create self-satisfaction at work. Therefore, a person's job satisfaction will be reflected in his attitude towards his work. However, research conducted by previous researchers is still about the company or its organization.

Meanwhile, research in the scope of education, especially madrasah education, is still minimal. Therefore, it is very urgent to research the job satisfaction of madrasah teachers and

the factors that influence it to know which variables need to be followed up to improve the performance of madrasah teachers. In this case, this study aims to analyze the interaction between the variables of madrasah teacher work motivation and madrasah teacher job satisfaction. The question of this study is how big the effect size is.

## 2. Literature Review

### 2.1 Madrasah teacher job satisfaction

According to Talachi et al. (2014), Herzberg's Hygiene Motivation theory contributes to determining job satisfaction by categorizing the determinants into two groups, namely: motivational factors (intrinsic) and hygiene factors, respectively (extrinsic or situational) (Herberg et al., 1993; Stello, 2011). Teachers' intrinsic motivation is seen as a force associated with job satisfaction (Zaman et al., 2013; Gheitani et al., 2019). On the other hand, hygiene factors (external or situational) can cause teachers to feel dissatisfaction in working in schools. Various job satisfaction theories are based on a person's needs and satisfaction factors that cause him to act and behave (Lester, 2013). These job satisfaction theories explain what can encourage someone to work and get job satisfaction (Celik, 2011; Stello, 2011).

A person's job satisfaction is measured by calculating the difference between what should be and the perceived reality (Pawirosumarto et al., 2017). A person's job satisfaction depends on the discrepancy between what should be (expectations, needs, and values) with what, according to his perception, has been obtained or achieved through the work he does. *Job satisfaction* is a complex and multifaceted concept that can distinguish different things from different people. Job satisfaction is usually related to motivation, but the nature of this relationship is unclear. Satisfaction is not the same as motivation (Oraman, 2011; Sekhar et al., 2013). Job satisfaction is more an attitude, an internal state (Colquitt et al., 2011). When associated with Islamic teachings, job satisfaction will be related to the concepts of sincerity, patience, and gratitude. These three things are closely related to matters of job satisfaction. Thus, madrasah teacher job satisfaction is the feelings and beliefs that madrasah teachers have about their current job.

### 2.2 Work motivation

*Motivation* is an internal force that explains the level, direction, and persistence of effort expended in the workplace (Dinibutun, 2012). *Work motivation* is a condition that affects generating, directing, and maintaining behavior related to the work environment (Herberg et al., 1993). *Work motivation* is a potential force within a human being, which can be developed by several external forces that revolve around monetary rewards and non-monetary rewards that can affect their performance results positively or negatively, which depends on the situation and conditions—faced by the person concerned. Work motivation can be interpreted as a desire or need that underlies a person to be encouraged to work (Simarmata, 2020). Work motivation is encouragement from inside and outside (extrinsic and intrinsic) of the individual (Ng & Ng, 2015) to do a better job than now to achieve goals with indicators trying to improve work performance, carry out tasks following work procedures, accept responsibility, strive to be better than now, and strive to exceed the achievements of others. Anderfuhren-Biget et al. (2010) explain that work motivation is one of the important determinants of individual and organizational performance. Thus, madrasah teacher work motivation is a

condition that makes teachers have the will or need to achieve certain goals by implementing a task.

## 3. Research Method

This study uses quantitative research that examines a phenomenon by converting data into numbers analyzed statistically. In this case, the phenomenon in question is the madrasah teachers work motivation and the madrasah teachers job satisfaction. Quoting Sugiyono's (2013) opinion that quantitative research is based on positivism, which is used to examine a particular population or sample.

### 3.1 Research approach

Meta-analysis was used as an approach in this study. The techniques used include: summarizing research data, reviewing, and analyzing the data from several relevant research results that have been published. In addition, a meta-analysis approach was carried out to combine and evaluate quantitative statistical data found based on research findings, namely the relationship between madrasah teacher work motivation and madrasah teacher job satisfaction.

### 3.2 Data collection

Research data was collected through the page: https://openknowledgemaps.org with "work motivation" and "madrasah teacher job satisfaction". The search for research data is limited to the last ten years, namely between 2011 and 2021. Based on the search, 25 papers were obtained, and there were nine papers according to predetermined characteristics.

### 3.3 Research data analysis

Nine of the 25 papers have been determined based on predetermined characteristics. These characteristics include an analysis of madrasah teacher work motivation, madrasa teacher job satisfaction, sample size, *r*-value, madrasah levels include: Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA), research location, the standard of error, and effect size. The effect size is the standard measure used by meta-analyses to determine the strength and direction of correlation (Borenstein et al., 2021). Data analysis in this study using JASP 0.14.10 software.

## 4. Findings and Discussions

The study results according to the predetermined characteristics can be seen in Table 1 below.

Table 1 The study results

| Authors | Levels | County/City | Province | N | r |
|---|---|---|---|---|---|
| Abdurrahim, A., Jumiati, J., & Putra, D. S. (2020) | MI | Tanah Laut | Kalimantan Selatan | 30 | 0,638 |
| Fouriswadi, A., Wilian, S., & Muntari, M. (2016) | MI | Kediri | Jawa Timur | 52 | 0,715 |
| Karnati, N., & Sibawaihin, I. (2017) | MTs | Bogor | Jawa Barat | 106 | 0,393 |
| Tanjung, N. (2019) | MTs | Medan | Sumatera Utara | 38 | 0,568 |
| Lispiana, H. (2021) | MTs | Jembrana | Bali | 52 | 0,690 |
| Rohim, N., & Umam, K. (2020) | MA | Jember | Jawa Timur | 100 | 0,510 |
| Kadar, I. (2014) | MA | Sukabumi | Jawa Barat | 104 | 0,620 |

| Isnaya, K. (2020) | MA | Malang | Jawa Timur | 103 | 0,496 |
| Nasir, M. (2018) | MA | Bawean | Jawa Timur | 100 | 0,695 |

Referring to Table 1 above, some researchers choose education levels according to their characteristics. There are two levels of education at Madrasah Ibtidaiyah (MI), which are used as research samples in the Provinces of South Kalimantan and East Java. While the research sample at the Madrasah Tsanawiyah (MTs) education level was three samples in the provinces of West Java, North Sumatra, and Bali. While at the Madrasah Aliyah (MA) education level, there are four samples in East Java and West Java. Overall, the highest sample was found in research conducted in Bogor Province ($N = 106$), while the lowest was in North Sumatra Province ($N = 38$). The most considerable $r$-value (0.715) is shown by the results of Fouriswadi et al. (2016), while the lowest r-value (0.393) is shown by the results of Karnati and Sibawaihin's research (2017).
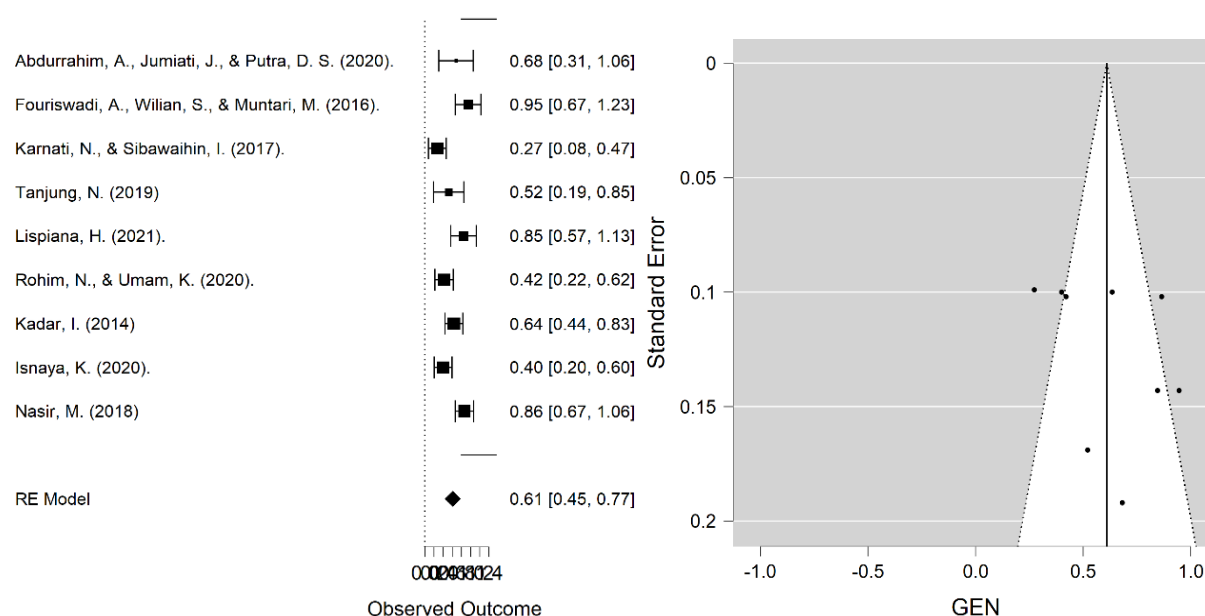


Figure 1. Results from the forest plot and funnel plot effect summary

Then the effect size value analysis was carried out. Based on the analysis results, the effect size value is 0.610, with a standard error of 0.081. The average confidence interval (*M*) is 95 per cent which lies in the range of 0.450 to 0.770. In summary, the results of the effect size analysis of work motivation and job satisfaction of madrasah teachers can be seen in Figure 1 of the forest plots and funnel plots.

Furthermore, in determining whether the hypothesis is rejected or accepted, the *p* and *z* values are calculated on the one-tailed and two-tailed tests. Based on the calculation, the *z*-value is 7.944, and the *p*-value is 6.680e-14 ($p<0.05$) at a significance level of 95 per cent. Because the *p*-value is smaller than 0.05, the hypothesis is accepted, which means that work motivation is significantly correlated with the madrasah teachers job satisfaction. Whether or not there is a strength of the relationship between the two variables of madrasah teacher work motivation and madrasah teachers job satisfaction, then the weighted average value of the effect size (M) is changed to the correlation coefficient (*r*). In this analysis, the *r*-value is 0.610 in the medium category's confidence range between 0.450 to 0.770.

Based on the analysis of the effect size on the two variables, it can be concluded that there is a significant relationship between work motivation and madrasah teachers job satisfaction. That is, the madrasah teachers work motivation has an impact on their job satisfaction (Abdurrahim et al., 2020; Rohim & Umam, 2020; Isnaya, 2020; Kadar, 2014; Karnati & Sibawaihin, 2017; Fouriswadi et al., 2016). Locke (1969) states that job satisfaction is the degree of happiness comfort, and fulfilment of one's needs achieved through his work. The history of the individual influences the level of madrasah teachers satisfaction through the reciprocal relationship with his work as a teacher in the madrasah; Teaching interactions also shape teachers' satisfaction with their work (Van Maele & Van Houtte, 2012). In line with this, the climate of cooperation also affects the madrasah teachers job satisfaction (Tanjung, 2019). The job satisfaction of Madrasah Tsanawiyah (MTs) teachers is also influenced by work motivation (Lispiana, 2021; Tanjung, 2019). From the discussion of the results of this study, it can be concluded that there is a relationship between the madrasah teachers job satisfaction and work motivation.

The obtained effect size value of 0.610 is in the interval 0.450 to 0.770, which is in the medium category with a confidence level of 95 per cent. The results of this analysis have shown the consistency of the results of previous studies to strengthen the existing theories. According to Locke (1969), job satisfaction and dissatisfaction are psychological states that allow a person to have many alternative actions in psychological or behavioral. A positive job satisfaction experience requires involvement in the work related to it. When a person feels that there is little positive satisfaction left from doing the same job task or activity, he needs to be motivated to respond to dissatisfaction by changing the nature of the job. This explanation reinforces the finding that madrasah teacher job satisfaction is significantly correlated with their work motivation. Among the aspects of madrasah teacher welfare, low salary is a problem that has dominated the discussion of madrasah teachers so far and is a very urgent agenda to be addressed to increase work motivation. Therefore, madrasah principals need to develop and improve their job satisfaction because job satisfaction will increase work motivation and improve teacher performance in madrasahs.

The job satisfaction of Madrasah Aliyah (MA) teachers is influenced by various factors such as job placement (Rohim & Umam, 2020). In addition, the job satisfaction of Madrasah Aliyah teachers is influenced by the work environment (Nasir, 2018); and transformational leadership (Isnaya, 2020). According to Yukl (2012), leadership is a process of intentional social influence exerted by one person (or group) over another person (or group) to structure activities and relationships within a group or organization. Madrasah transformational leadership is a leadership approach by making efforts to change awareness, inspire, and inspire subordinates or organizational members to expend extra effort in achieving organizational goals without feeling pressured or pressured. The inspiration built by the madrasah principal will shape teachers' work motivation, so that teacher performance in madrasahs increases dramatically.

Job satisfaction refers to Herberg's Hygiene Motivation Theory (1993) which is categorized into two factors, namely intrinsic motivation factors and hygiene factors (extrinsic). Intrinsic motivation is the strength from within a person related to job satisfaction. Although on the other hand, deprivation of intrinsic factors has an impact on dissatisfaction. According to Ranasinghe (2016), intrinsic factors include the work itself, promotion opportunities, rewards, recognition, sincerity in responsibilities, opportunities for advancement. While extrinsic factors, according to Talachi et al. (2014), cover salary, benefits, incentives, supervision, and

work environment. The motivation factor can also determine madrasah teacher job satisfaction for their work in the madrasah. *Job satisfaction* is a positive or pleasurable emotional state that results from an appreciation of one's work or one's own experiences (Demirtas, 2010). In addition, Celik (2011) stated that job satisfaction is a general expression of the positive attitudes of workers built towards their work. He also argues that attitudes towards work are built on various forms of work, such as social status and experience in the work environment. Variables of economic benefits, characteristics of the work itself, social status, and the expected expectations of workers make job satisfaction among workers. Thus, a person's satisfaction with his work can be determined by external factors.

## 5. Conclusion

Madrasah teacher job satisfaction has a significant relationship with work motivation. The madrasah teachers work motivation will increase if the welfare of teachers can be appropriately handled. Although salary issues are not the only variable that affects teacher job satisfaction, school principals must assist teachers in improving and developing teacher work motivation. Giving awards and fulfilling teacher self-actualization is one example of activities that madrasah principals can carry out to increase teacher work motivation. Teachers who have high work motivation will show high performance so that the achievement of madrasahs will increase. In summary, the results of this meta-analysis conclude that the madrasah teachers job satisfaction is positively correlated with their work motivation. The results of this study recommend that further research on job satisfaction of honorary teachers at every level of madrasah education be carried out.

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