

# Teacher Satisfaction, Self-Efficacy Affect On Teacher Performance: An Evidence From A Vocational School Of Pharmaceutical Study Program East Borneo, Indonesia

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## Abstract

This study aims to analyze the effect of teacher satisfaction, self-efficacy, and burnout on teacher performance in vocational schools in East Kalimantan. The method used in this research is quantitative. This study uses a questionnaire that has been validated and tested its reliability on 118 teachers. The data collection technique used a questionnaire to obtain data on teacher satisfaction, self-efficacy, and teacher performance. Data analysis with instrument validation of the three variables using Pearson correlation and reliability using Cronbach alpha, while for the approach using multiple linear regression analysis. The results showed that (1) teachers had a significant effect on teacher performance, meaning that higher teacher satisfaction resulted in an increase in teacher performance, (2) self-efficacy had a significant effect on teacher performance, (3) teacher goals and teacher self-efficacy jointly affected performance. teacher. significant on teacher performance. Results Based on the research, it can be concluded that the performance of teachers in the Pharmacy Study Program Vocational School can be improved through satisfaction and self-efficacy.

*Keywords:* Teacher Satisfaction, Self-Efficacy, Teacher Performance

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## 1. Introduction

Education is the main basis for advancing and increasing the dignity and progress of a nation's civilization. The educational process can run well if all elements are met, namely students, teachers, learning processes, learning objectives, learning materials, learning tools and methods and learning environment. One important element in the learning stage is the teacher. In the field of education, teachers are professionals who play an active role in directing and guiding their students to become good people and in accordance with increasingly dynamic community standards. (Hasanah & Laily, 2020)

One of the government policy strategies in improving Indonesian human resources is through improving the quality of education, in accordance with the functions and objectives of national education. The formation of quality human resources is not an easy and fast process, but it takes the right facilities and time. In this case the educational institution is considered the most appropriate institution to prepare quality human resources (Komariyah, L., et al., 2021).

The performance of a teacher certainly has a big influence on the quality of graduates, so the performance of a teacher needs to be considered further. The learning process carried out by the teacher directly affects the Quality Management System (QMS) because the output of QMS is a superior graduate and can compete with the times. Therefore, the alignment of the curriculum continues to be carried out by the central government. The impact of the alignment of this curriculum makes the teacher have to take the time and mind to adjust to the latest curriculum demands. The TQM process has input for customers' desires, needs, and expectations, processing inputs in institutions to produce goods or services that in turn satisfy customers (Azainil et al., 2018). In addition, the latest study (Ahmed & Idris, 2021) gives the result that is TQM has a significant effect on job satisfaction, especially on the TQM sub-variable empowerment of employees with the highest correlation compared to the TQM sub-variable. The results of the study (Glaveli et al.,

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2021) show the same thing where TQM affects teacher job satisfaction, which can also be concluded that quality improvement especially in schools is important to improve.

When a person does a job must have a minimum level of satisfaction, in order to do a continuous work. In the management of an employee can be called an internal customer, where this internal customer must first be satisfied so that the performance of employees (internal customers) can increase. According to (Azainil, 2012), "the causes of customer dissatisfaction are: (1) not according to expectations and reality; (2) services during the process of enjoying unsatisfactory services; (3) Personnel behaviour (co-workers) is unsatisfactory; (4) atmosphere and physical condition, the environment does not support; (5) Costs are too high, (due to distance, much time wasted, the price is not appropriate (6) Promotion is too grandiose ".

Evans explained that customer satisfaction as "mental state determined by the extent to which an individual believes that the needs related to their work are met" (Toropova et al., 2021) " In addition, according to Evans there are two main components in teacher job satisfaction, namely: work comfort and work fulfilment (Toropova et al., 2021). The first component refers to how the conditions and conditions of work are satisfying for an individual, while the second component refers to the level of satisfaction of a person with personal achievement in the aspect of work, where personal achievement in the aspect of psychology regarding self-efficacy.

According to (Firdausi, 2018) job satisfaction is the attitude and perception, pleasure and displeasure that arises based on his assessment of the work situation with an indicator of feelings towards; (1) The work itself, (2) opportunities for promotion, (3) recognition, (4) working conditions, (5) benefits (benefits), (6) co-workers, and (7) stakeholders (principals). Furthermore, the results of Firdausi's research (2018) found that when a school principal (leader) carried out supervision, teacher job satisfaction increased. However, in other studies (Peltokorpi & Ramaswami, 2021) it was found that teacher job satisfaction actually declined when supervision was carried out.

Based on the above, it can be seen that the teacher's work is also the same as the other work profession, where supervision activities can increase the self-efficacy of a teacher or can even reduce the self-efficacy of a teacher. Confidence in self-efficacy is needed to resolve various problems related to the academic field. Faced with various academic problems is an option for teachers who consider teaching as a challenge or burden for them. Self-efficacy will be able to influence the effort and resilience of a person or individual in dealing with difficulties. Individuals with high self-efficacy see a difficult task as a challenge to be faced (Bandura & Wessels, 1994).

The results of observations with several teacher partners in the Indonesian Pharmacy Secondary Education Association (APMFI) East Kalimantan. After 1 year of the Covid-19 Pandemic period and learning was diverted from Luring to online teachers who joined the APMFI environment felt a feeling that was not appropriate when completing learning and administrative tasks. This is supported by the facts on the ground that when supervision by the Principal/Supervisor was met with incomplete teacher administration and also the expression of teacher partners after teaching showing unhappy and negative expressions.

This feeling the author concludes as a teacher's lack of job satisfaction due to discomfort situations or adaptation processes due to pandemic. Some of the fellow teachers when supervision by the Principal/Curriculum Waka, they said that they felt hard to complete tasks such as making RPP, online assessment, and learning online. The occurrence of this situation the author feels that self-efficacy (self-efficacy) of teacher partners needs to be carried out research studies. Based on these problems that will be formulated in this study include:

- 1) Is there an effect of teacher satisfaction and efficacy on teacher performance?
- 2) What is the effect of teacher satisfaction and efficacy on teacher performance?

## **2. Research and Methods**

### *2.1. Types of research*

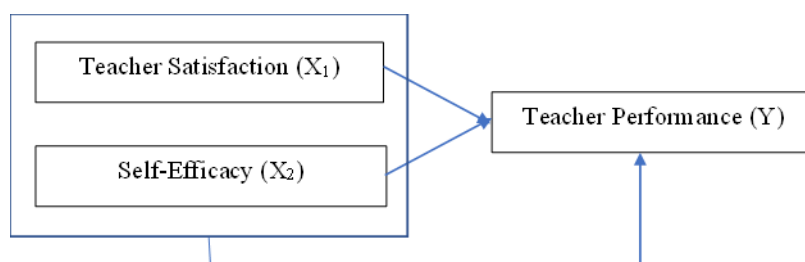
This research used type quantitative research methods. Quantitative research methods also called the positivistic method because it's based on philosophy of positivism. This method used to examine a particular population or sample, collect data using research instruments, analysed quantitative / statistical data, with aim of testing the established hypothesis.

## 2.2. Population and Sample

Population in these researchers is teacher in Vocational School who had program of Pharmacy Study is many as 6 school. The sample is used method sampling fraction per cluster with is give 118 teacher who can represent the entire population.

## 2.3. Research Design

This study consists of three variables consisting of two independent variables and one dependent variable. Teacher satisfaction ( $X_1$ ) and self-efficacy ( $X_2$ ) are independent variables that affect the dependent variable, namely Teacher Performance ( $Y$ ). To see the effect of the independent and dependent variables of this study, the research design was designed (Figure 1).



**Figure 1.** Research design

## 2.4. Operational Definition of Variables

### a) Teacher Satisfaction

Teacher job satisfaction is obtained from the results of questionnaire measurements based on dimensions namely Supervision, Colleagues, Job Conditions, Rewards/salaries, Responsibilities, Work Itself, Promotion, Security, Awards

### b) Self-Efficacy

Self-efficacy is obtained from the measurement results of questioner the self-efficacy scale based on the level of dimensions, namely magnitude, strength and generality.

### c) Teacher Performance

Teacher performance is obtained based on questionnaire measurements with dimensions namely Ability, Initiative, Punctuality, Quality of Work Results, Communication

## 2.5. Data Collection and Analysis Techniques

This research used to distribute questionnaires of teacher satisfaction, self-efficacy, and teacher performance for data collection. For answer the research question is whether there is a significant influence between Teacher Satisfaction and Self-Efficacy on the teacher performance and find out how much contribution given teacher satisfaction and self-efficacy to teacher performance, using statistical method because the data is the number that are the result of measured or calculation.

## 3. Results and Discussion

Multiple linear regression analysis is used to test the hypothesis of this study, namely:

$H_0$ : There is no effect of teacher satisfaction and self-efficacy on teacher performance.

$H_1$ : There is an effect of teacher satisfaction and self-efficacy on teacher performance.

The results of data processing show the value of R,  $R_{Square}$  and F in this table:

<b>R</b>	<b>RSquare</b>	<b>F</b>
0,532	0,284	22,752
		<b>Sig.</b>
		0,000

Based on the results of the multiple regression analysis, it shows that the H<sub>1</sub> hypothesis is accepted and it can be concluded that teacher satisfaction and self-efficacy have a positive and significant influence on teacher performance.

The regression equation in this study is denoted as follows:

$$y = \beta_0 + \beta_1x_1 + \beta_2x_2$$

The results obtained from the multiple regression analysis of the research conducted produced the following equation:

$$y = 69,131 + 0,349 (\text{Job satisfaction}) + 0,308 (\text{self-efficacy})$$

The effective contribution given by the Job Satisfaction variable and the Self-Efficacy variable can be seen from the results of the regression analysis output through SPSS, some coefficients are known as follows:

<b>Var</b>	<b>Beta</b>	<b>Correlation coefficient</b>	<b>RSquare x 100%</b>
Job Satisfaction	0,300	0,426	28%
Self-Efficacy	0,343	0,454	

The value of R<sub>Square</sub> indicates that the variables of Teacher Satisfaction (X<sub>1</sub>) and Self-Efficacy (X<sub>2</sub>) provide an effective contribution of 28% to the Teacher Performance variable (Y) and there are other variables outside of this study which has an influence that is equal to 72 %.

The results of the calculation of the effective contribution equation showed that the effectiveness of the job satisfaction variable gave an effective contribution of 0,128 or 12,8% and the self-efficacy variable gave an effective contribution of 0,156 or 15,6 % of the teacher performance variable.

The results of data processing from the SPSS application show that the satisfaction variable and the teacher satisfaction variable both affect teacher performance with a percentage of 28%. Based on research from Tanjung et al., (2020) that self-efficacy affects a person's performance because self-efficacy can directly influence individuals. Optimal performance requires several variables, especially teacher satisfaction and self-efficacy.

Teacher satisfaction provides an effective contribution of 0.128 or in percentage is 12,8%. Teacher satisfaction has a direct and simultaneous influence on teacher performance on a small scale. In this study, teacher satisfaction gets a small effective contribution but it is still possible if it is achieved with maximum teacher satisfaction it can also improve teacher performance, this is supported by research (Pratiwi, 2013) and (Sudirman et al., 2021) which shows that in both In this study, teacher satisfaction has an influence on teacher performance in schools. Increased teacher performance certainly affects the output of an educational institution, namely its graduates. Teacher satisfaction itself can be increased in various ways, one of which according to (Sunarsi, 2020) teacher satisfaction can be increased in four ways, namely: 1) Doing job rotation, 2) providing compensation (salary) based on 3 categories; skill-based pay or based on expertise in this case productive, normative and adaptive teachers, then merit pay or based on performance or working hours and finally gain sharing or group payments, in school activities there are certainly activities that require a committee that not all teachers are involved, 3) provide flexible working hours, 4) provide suggestions/programs such as health centers, profit sharing, and teacher sponsored child care.

Fayzhall et al., (2020b) explain that principals have a more dominant influence on teacher satisfaction, especially principals with the transformational type. Research conducted by Sudirman et al., (2021) Sherly et al., (2021) is in line with research conducted by Fayzhall et al., (2020b) that the role of a principal greatly determines teacher satisfaction. Teacher satisfaction is also important to improve in order to get effective teacher performance in 21st century education (Komariyah et al., 2021), in the 21st century, changes in the learning environment occur very quickly marked by advances in science and technology so that teachers must be able to adapt with the surrounding environment so that self-satisfaction can be achieved.

The results obtained from the self-efficacy variable obtained from this research data indicate an effective contribution of 15,6%. Teacher activities which include educating and teaching are in fact more complex and almost similar to the activities of a doctor by profession in curing the disease from his patient, indirectly self-efficacy affect a person's performance because the maximum or not a job can be ascertained from the ability of the individual.

An individual who has high self-efficacy can certainly do work optimally, and even if the individual makes a mistake/failure, he tends to do self-reflection/self-introspection and always improve his abilities to improve performance. In contrast to people who have low self-efficacy, the individual when he makes mistakes/failures at work will feel depressed and tend to blame the situation, people, and himself. Research conducted by (Sulastri & Uriawan, 2020) shows the same thing when individuals have high self-efficacy, performance will certainly increase. In line with research (Saraswati et al., 2017) which shows that temporary employees with high self-efficacy show more performance than civil servants with low self-efficacy.

#### 4. Conclusion

Base on this research that has been done it can be concluded as follows:

- a) Based on the result of overall regression show that teacher satisfaction and self-efficacy has positive and significant effect on teacher performance. These results provide empirical evidence that the higher
- b) The self-satisfaction variable gave an effective contribution of 12,8% to the teacher performance variable and the self-efficacy variable gave an effective contribution of 15,5% and the two independent variables gave an effective contribution of 28%. Variables that are not included in this study have an influence of 72%. The results and data of this study can be an additional theory for further research related to teacher satisfaction and self-efficacy on teacher performance variables.

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