

**The Effect of Education Level on Job Satisfaction and Their Impact on Teacher Performance in South Sulawesi Province, Indonesia**

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**Abstract:** This study aims to analyze the effect of education level on job satisfaction, the effect of education level on teacher performance, the effect of job satisfaction on teacher performance and the effect of education level on teacher performance through teacher job satisfaction in South Sulawesi, Indonesia. The object of the research is the teachers who work in schools in South Sulawesi, Indonesia, as many as 115 (one hundred and fifteen) teachers. The method used in this research is descriptive quantitative, namely a research approach that uses a lot of numbers, starting from collecting data, interpreting the data obtained, and presenting the results using primary data, namely research questionnaires using SmartPLS software. The results showed that education level had a significant effect on job satisfaction, education level had a significant effect on teacher performance, job satisfaction had a significant effect on teacher performance and education level had a significant effect on teacher performance through teacher job satisfaction in South Sulawesi, Indonesia.

**Keywords:** education level, job satisfaction, teacher performance.

## **I. INTRODUCTION**

Education is an important factor for a person's life and the progress of the nation. Education is an important issue in a person's life. This is the key to future success, and has many opportunities in our life. Education has many benefits for humans. For example, illuminating one's thoughts and thoughts. It helps students to plan jobs, or pursue higher education by graduating from university. Having an education in an area helps people think, feel, and behave in ways that contribute to their success, and increase not only their personal satisfaction but also their community. In addition, education develops human personality, mind, and social skills. It also prepares people for life experiences. It makes people have a special status in their own society and wherever they live (Al-Shuaibi, 2014). If the education of a nation is good, the next generation will be good. Meanwhile, whether or not education in a nation can be seen from the implementation and orientation of the education system. The clearer the education, the more visible the development and progress of a nation (Agustina, et., al., 2020). Education in all respects is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and the world. This improves their quality of life and leads to broad social benefits for individuals and society. Education increases people's productivity and creativity and encourages entrepreneurship and technological progress. Moreover, it plays a very important role in securing economic and social progress and increasing income distribution (Ilhan, 2001).

The quality of education is highly dependent on the quality of teachers. Teachers can also be said to be at the forefront of the progress of the Indonesian nation. If examined further, the effective time that students have for learning, interacting and communicating, is more spent at school, so it is not an exaggeration to say that the potential of students is strongly influenced by the school environment, in this case of course the teacher's attention. Teachers are expected to be able to bring about change for students, especially to arouse students' enthusiasm and desire to learn, which in turn will bring students to success (Leonard, 2015). Various strategies have been developed in the quality improvement process in various countries. One of them is the establishment of educational process standards which is a very important and strategic policy for equity and improving the quality of education. Through the standard of the educational process, every teacher and or school manager can determine how the learning process should take place (Dewi, 2018). Various factors including curriculum, content delivery, learning environment, supervision, and administration of academic facilities contribute to the quality of education, the central role of the teacher is undeniable. The competence and enthusiasm of teachers determine the heights that can be reached by the education system, the quality of teachers is the most important aspect of a school and has a direct impact on student learning, therefore teacher education is very important in achieving the goals of quality education (Dilshad, 2010). The quality of education certainly cannot be separated from the problem of teacher performance in schools. In this case, it can be seen from how far the teacher has

done to produce quality education. That is, the performance of teachers has a very important role in the success of their students. Teachers are expected to have a goal to educate their students so that they can be independent, creative, and achieve (Patarai, 2018).

The level of education can affect teacher performance, because education can shape a person's mindset and increase knowledge. Differences in a person's level of education can cause differences in thinking and acting. The level of knowledge possessed by a teacher greatly influences in carrying out his duties as an educator in charge of transferring knowledge to students. In addition, the way an educated person behaves will think before acting. This affects how a teacher carries out the mandate properly and maintains his performance. In improving teacher performance, motivation is also an influential factor. Motivation is a very important aspect in determining a person's behavior, including work behavior. To motivate someone, it is necessary to understand how the process of motivation is formed. Motivation is defined as the factors that direct and encourage a person's behavior or desire to carry out an activity that is expressed in the form of a hard or weak effort. These factors are called motivation, as the desired goals that encourage people to behave in certain ways. So that motivation is often defined as a desire, goal, need, or drive, and is often used interchangeably to describe a person's motivation. A very strong motive will form a hard effort based on the complexity of motivational factors (Yogie, 2018).

## **II. LITERATURE REVIEW**

### **A. Motivation**

Mangkunegara (2009) defines motivation, namely: "The conditions that move a person to be able to achieve the goals that have been determined." Ernest J. McCormick in Mangkunegara (2013) suggests that: "Work motivation is defined as a condition that influences generating, directing and maintaining behavior related to the work environment". An individual motivation can arise from within the individual (intrinsic motivation) and can arise from outside the individual (extrinsic motivation), both of which have an influence on behavior and work performance (performance). From some of the definitions above, it can be concluded that work motivation is a desire that arises from within an individual to act and do something to achieve certain goals.

The indicators that can be used to measure work motivation according to Syahyuti (2010) are as follows:

1. The drive to achieve the goal

Someone who has high work motivation has a strong drive in him to achieve maximum performance, which will affect the goals of a company or agency.

2. Spirit at work

Morale is a good psychological state if the work spirit creates pleasure that encourages someone to work harder and better and consequently in achieving the goals set by the company or agency.

3. Initiative and creativity

Initiative is defined as the strength or ability of an employee or employee to start or continue a job with full energy without any encouragement from others or of his own free will, while creativity is the ability of an employee or employee to find new relationships and make good combinations. new so you can find something new. In this case, something new does not mean that it did not exist before, but something new can be something that has not been known before.

4. Responsibility

Individual attitudes of employees who have good work motivation must have a sense of responsibility for the work they do so that the work can be completed in a timely manner.

### **B. Education Level**

According to (Suhardjo, 2007), "Education level is the stage of education that is determined based on the level of development of students, the goals to be achieved and the willingness to be developed". The level of education has an effect on changes in attitudes and behavior of healthy living. A higher level of education will make it easier for a person or society to absorb information and implement it in daily behavior and lifestyle, especially in terms of health. Formal education forms value for a person, especially in accepting new things.

According to the National Education System Law No. 20 of 2003, indicators of education level consist of education level and suitability of majors. Educational level is the stage of education that is determined based on the level of development of students, the goals to be achieved, and the abilities developed, which consist of:

1. Primary education: The initial education level is for the first 9 (nine) years of schooling for children which underlies the secondary education level.
2. Secondary education: Secondary education level is basic education.
3. Higher education: Education level after secondary education which includes undergraduate, master, doctoral, and specialist programs organized by universities.

### **C. Job Satisfaction**

Locke (1969) defines job satisfaction as a happy emotional state or positive emotion that comes from evaluating one's job or work experience. Job satisfaction by Locke is also defined as the result of employees' perceptions of how well their jobs provide things that are considered important. Robbins and Judge (2015) explain that job satisfaction is a positive feeling about work, resulting from an evaluation of its characteristics. Someone with a high level of job satisfaction has positive feelings about his job, while someone with a low level of job satisfaction has negative feelings.

According to Ass'ad (2003) job satisfaction indicators include job satisfaction, wages/salaries, promotions, co-workers and supervision. The explanation for each indicator is satisfaction with:

#### **1. Work**

Work is a person's suitability in carrying out activities that are in accordance with the skills he has and pride in his duties and responsibilities.

#### **2. Wages/Salary**

Wages/salaries are a person's basic needs to meet the necessities of life, including the incentives obtained. The salary received by the teacher is an important role in motivating teachers to choose high job satisfaction as well.

#### **3. Promotion**

Promotion is an opportunity to gain experience and increase ability during work. Promotions that are carried out transparently and compete in a healthy manner, this will encourage someone to be motivated to achieve high performance, so that it will affect their job satisfaction.

#### **4. Colleagues**

The relationship between co-workers, namely the relationship between the teacher and the teacher or with the principal, is one of the factors in completing work lightly if the relationship between coworkers helps each other and works.

### **D. Performance**

Wibowo (2013) states "Performance is about doing work and the results achieved from that work. Performance is about what is done and how to do it." Meanwhile, Rivai (2013) states that "Performance is a real behavior that is displayed by everyone as work performance produced by employees according to their role in the company". Performance is a very important thing in the company's efforts to achieve its goals.

Aspects that can be used in measuring a person's performance according to Handoko (2014) are as follows:

#### **1. Working quantity**

Quantity of work is the achievement of employee performance that can be seen in the employee himself at work, which includes timing in doing work, accuracy in doing tasks and also being skilled in doing assignments.

#### **2. Quality of work**

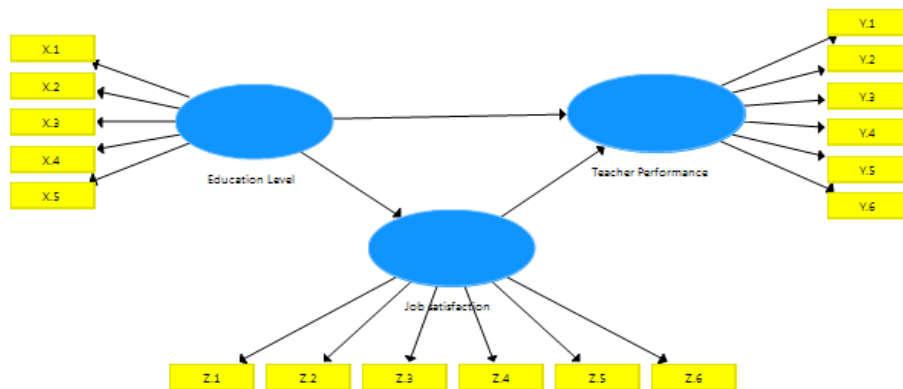
Work quality is the achievement of employee performance as measured by the results of the work achieved by workers at work, work quality can also be measured by output or work results compared to the output standards set by the company.

The indicators that can be used to measure a person's performance according to (Robbins, 2016) are as follows:

1. Quality of Work.
2. Work Efficiency.
3. Independence.

### **E. Konseptual Framework**

Based on the previous description and literature review, the related variables in this study can be formulated into a conceptual framework as follows:



### III. RESEARCH METHOD

#### A. Research Design

The research design is explanatory research with quantitative methods, namely a research approach that uses a lot of numbers, starting from collecting data, interpreting the data obtained, and presenting the results (Arikunto, 2006).

#### B. Object of research

The object of the research is teacher located in South Sulawesi Province as many as 115 (one hundred and fifteen) teacher. This study uses primary data in the form of questionnaire with googleform.

#### C. Data analysis technique

To solve the main problems faced in this research, an analytical method is used, namely descriptive analysis, namely an analysis that describes the results of secondary data. This study uses an analytical tool, namely SmartPLS.

### IV. RESULT

#### A. The characteristics of respondents

To make it easier to identify respondents in this study, an overview of the characteristics of respondents is needed. The description of the characteristics of respondents in this study is:

**Table 1. Characteristics of Respondents**

Characteristics of Respondents	Number of people)	Percentage (%)
<b>Domicile</b>		
Barru	8	7.0
Gowa	7	6.1
Luwu	1	.9
Makassar	56	48.7
Maros	16	13.9
Palopo	1	.9
Pangkep	13	11.3
Pare-Pare	2	1.7
Sinjai	6	5.2
Soppeng	1	.9
Tana Toraja	1	.9
Toraja Utara	2	1.7
Wajo	1	.9
amount	115	100.0
<b>Age</b>		
20-30 Years	18	15.7
31-40 Years	21	18.3
41-50 Year	27	23.5
51-60 Years	49	42.6

amount	115	100.0
<b>Last Education</b>		
Bachelor (S1)	87	75.7
Diploma	2	1.7
Doktor (S3)	2	1.7
Magister	2	1.7
Master (S2)	22	19.1
amount	115	100.0
<b>Length of Work</b>		
> 20 years	49	42.6
1-5 years	16	13.9
11-15 years	17	14.8
16-20 years	18	15.7
6-10 years	15	13.0
amount	115	100.0

Source: Data processed (2021)

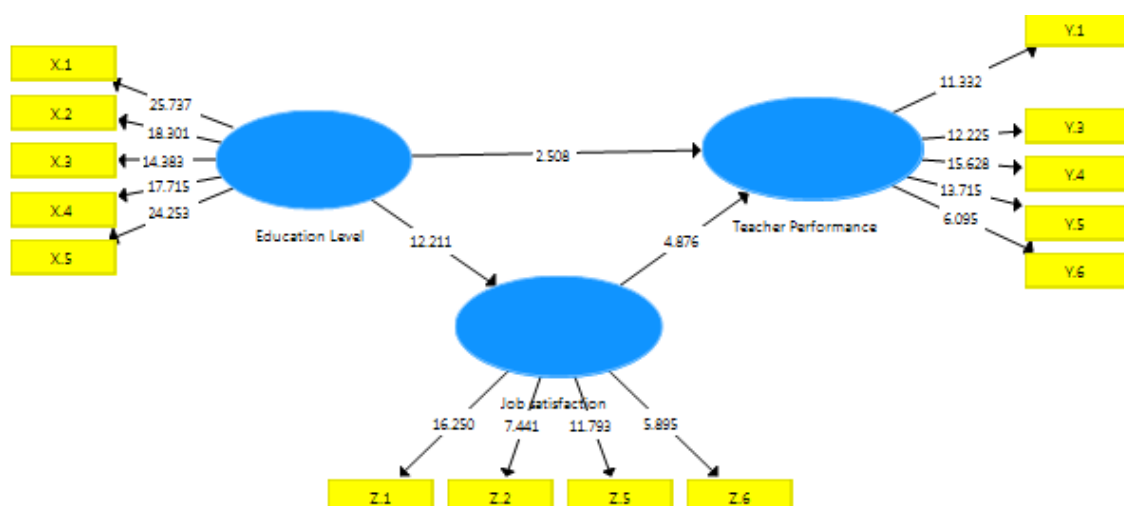
### 1.1. Research Instrument Test

From the results of the validity test of all statements of the research variables, it is stated that the validity is because the value of  $r$  count is greater than the value of  $r$  table ( $r$  count >  $r$  table value). Validity test is done by correlating the score of each item with the total score of each attribute. Validity test is used to know the accuracy and accordance of research instrument as a function of measuring statement items which are made. A valid instrument means that to measuring the instrument, the form of a statement to obtain the data (measuring) is also declared valid. The statements item which is used, have a high positive correlation that can be considered of having high validity as well (Sumarsih&Abidin, 2018). Meanwhile, for reliability testing, all variables are declared reliable because the value of Cronbach's alpha of all variables that have been tested is already above 0.60, it can be concluded that all variables in this study are declared reliable.

### 1.2. hypothesis testing

In general, the description of this research can be seen from the results of data processing using SmartPLS 3.2.9 as follows:

Figure 1. Results of Data Processing with SmartPLS  
Relationship Between Variables



#### 1.2.1. The relationship between education level (X) has a significant effect on job satisfaction (Z)

The relationship between the education level variable (X) and the job satisfaction variable (Z) can be seen in the following table:

Table 2. The Relationship between Education Level and Job Satisfaction

<b>Relationship between Variables</b>	<b>T Statistics ( O/STDEV )</b>	<b>P Values</b>
<b>Education Level -&gt; Job satisfaction</b>	10,408	<b>0.000</b>

Source: processed data (2021)

Based on table 2, the results show that the level of education (X) has a significant effect on job satisfaction (Z) P Values 0.000 (less than 0.05). Thus, hypothesis one (H1) can be accepted.

### **1.2.2. The relationship between education level (X) has a significant effect on Teacher performance (Y)**

The relationship between the education level variable (X) and the teacher performance variable (Y) can be seen in the following table:

Table 3. The Relationship between Education Level and Teacher Performance

<b>Relationship between Variables</b>	<b>T Statistics ( O/STDEV )</b>	<b>P Values</b>
<b>Education Level -&gt; Teacher Performance</b>	2.656	<b>0.008</b>

Source: processed data (2021)

Based on table 2, the results show that the level of education (X) has a significant effect on teacher performance (Y) P Values 0.008 (less than 0.05). Thus, the second hypothesis (H2) can be accepted.

### **1.2.3. The relationship of job satisfaction (Z) has a significant effect on teacher performance (Y)**

The relationship between job satisfaction variables (Z) and teacher performance variables (Y) can be seen in the following table:

Table 4. The Relationship of Job Satisfaction to Teacher Performance

<b>Relationship between Variables</b>	<b>T Statistics ( O/STDEV )</b>	<b>P Values</b>
<b>Job satisfaction -&gt; Teacher Performance</b>	5.236	<b>0.000</b>

Source: processed data (2021)

Based on table 4, the results show that job satisfaction (Z) has a significant effect on teacher performance (Y) P Values 0.000 (less than 0.05). Thus, hypothesis two (H3) can be accepted.

### **1.2.4. The relationship between education level (X) has a significant effect on teacher performance (Y) through job satisfaction (Z)**

The relationship between job satisfaction variables (Z) and teacher performance variables (Y) can be seen in the following table:

Table 5. Relationship between Job Satisfaction and Teacher Performance

<b>Relationship between Variables</b>	<b>T Statistics ( O/STDEV )</b>	<b>P Values</b>
<b>Education Level -&gt; Job satisfaction -&gt; Teacher Performance</b>	4.459	<b>0.000</b>

Source: processed data (2021)

Based on table 5, the results show that job satisfaction (Z) has a significant effect on teacher performance (Y) because the P Values is 0.000 (less than 0.05). Thus, hypothesis two (H3) can be accepted.

## **V. CONCLUSION**

This study aims to analyze the effect of education level on job satisfaction and its impact on teacher performance in South Sulawesi, Indonesia. Based on the results and discussion in this study, it can be concluded that:



1. Education level has a significant effect on teacher job satisfaction in South Sulawesi, Indonesia.
2. Education level has a significant effect on teacher performance in South Sulawesi, Indonesia.
3. Job satisfaction has a significant effect on teacher job satisfaction in South Sulawesi, Indonesia.
4. Education level has a significant effect on teacher performance through job satisfaction in South Sulawesi, Indonesia.

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