



## ***The Influence of Career Development and Job Satisfaction on Teacher Performance at SMA Negeri 1 Sungai Raya, Kubu Raya Regency, West Kalimantan***

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### **Abstract**

Human resource management is the science of managing all human resources in an educational institution. One of the human resources that has a very dominant role in an educational institution is the teacher. Teachers are the spearhead of the success or failure of an educational institution. Without teachers it is impossible for an educational institution to be able to stand well. This is because functionally teachers are people who carry out activities and provide knowledge, skills, education and experience to students. Teacher performance is generally the result of work achieved in carrying out their duties. Likewise with teacher performance at SMA Negeri 1 Sungai Raya. The aims of this research is to determine the influence of career development on teacher performance at SMA Negeri 1 Sungai Raya, Kubu Raya Regency, West Kalimantan, both partially and simultaneously. The sample used in this study was 59 respondents, with data collection tools using a questionnaire. The data analysis methods used are classical assumption tests and multiple linear regression analysis with coefficient of determination hypothesis tests, partial tests and simultaneous tests. The results of this research are 1) Career Development variables influence Teacher Performance; 2) The Job Satisfaction variable influences Teacher Performance, and; 3) Simultaneously, Career Development and Job Satisfaction influence Teacher Performance by 53.5%.

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## **INTRODUCTION**

The Indonesian nation in the current era of development is faced with various future challenges and problems which are not only limited to the rapid and unlimited process of changing economic and social structures. One of the problems faced by the Indonesian nation is the quality of human resources which is the main key in all development efforts in all fields (Nurkholis, 2013).

Human resource management is a movement to recognize the importance of the human element as a resource that is quite potential and very dominant in every organization. Therefore, human resource management is the entire process of planning, organizing, directing and supervising the activities of selecting, training, placing, compensating, developing, integrating, maintaining and releasing human resources to achieve various individual, community,

government and organizational customers' goals. concerned.

Human resource management is the science of managing all human resources in an educational institution (Primayana, 2015). One of the human resources that has a very dominant role in an educational institution is the teacher. a teacher must be able to become a competent teacher (Jamin, 2018) in teaching and carrying out tasks related to education and teaching (Mubarok, 2022). Teachers are the spearhead of the success or failure of an educational institution. Without teachers it is impossible for an educational institution to be able to stand well. Because, functionally a teacher is a person who carries out activities and provides knowledge, skills, education, experience to students.

Career development is very important for an organization, because career is a need that must continue to be developed within a teacher so that it can motivate teachers to improve their performance (Purnamasari & Alimuddin, 2019). Career development includes all activities to prepare someone to take a particular career path. The career plan that a worker has made must be accompanied by realistic career goals. Because the meaning of planning includes career planning.

So that teachers can carry out their duties well, the quality of teachers must continue to be improved. In an effort to improve teacher quality, there are several competencies that a teacher must have, namely: 1) pedagogical competency; 2) personal competence; 3) social competence; 4) professional competence. Apart from these things, there are many other supporting factors that need to be considered in improving teacher quality, including needs. Needs are a fundamental aspect of human life. According to Maulidah, human needs are divided into five parts, one of which is the need for appreciation or the need for position, rank

and so on (Istiqomah, 2015). To get this, you can get it through career development.

Career development is the process and activities of preparing an employee to occupy a position in an organization or company, which will be carried out in the future (Bahri & Nisa, 2017). The expression above explains that career development is a personnel activity that helps employees plan their future careers either in an educational institution or a company and the employee concerned can develop himself to the maximum.

Career development is also important in management because it can increase productivity, improve teachers' attitudes towards their work and build higher job satisfaction. From the description above, it is clear that career development has a very dominant role in efforts to improve teacher performance. So that with good teacher performance and responsibility for their work, what is desired to create a quality educational institution will be realized.

However, the problem in educational institutions today is a performance crisis. This is one of the aspects that causes the quality of education in Indonesia to lag far behind other countries. Teacher performance is generally the result of work achieved in carrying out their duties. Teacher performance can be measured through planning, implementing and evaluating learning, working group collaboration, understanding and ability to work as well as self-evaluation in achieving achievement.

Teacher performance can be seen from: 1) Teachers always try to guide students thoroughly, 2) Teachers always implement the curriculum according to the needs of each student, 3) Teachers always communicate, especially to obtain information about students, 4) Teachers always create an atmosphere of school life so that students feel at home and studying

at school, 5) Teachers always maintain relationships with parents, 6) Teachers always maintain good relationships with the community, 7) Teachers always strive to develop and improve their profession, such as reading books, attending workshops, increasing seminars and research activities, 8) Teachers always establish and maintain relationships between fellow teachers, 9) Teachers always comply with government policies and regulations in the field of education, 10) Teachers carry out their professional duties with full responsibility. discipline and a sense of devotion (Kartomo & Slameto, 2016).

Job satisfaction is the level of conformity between a person's expectations for their work, which can be in the form of work performance provided by the organization and the rewards given for their work. In essence, a person is motivated to carry out an activity because he hopes it will bring about a more satisfying situation than the current situation. Satisfaction of physical needs in an organization is usually associated with money, because money can buy clothing, food and shelter (Yuliana, 2019), and if it is linked to the basic premise put forward by Maslow that clothing, food and shelter are the main needs.

Dissatisfied teachers indicate that their needs have not been met. If this condition persists for a long time, a deep feeling of frustration, sadness and disappointment will arise in him. As a result, their work productivity will decrease, both due to low morale and high levels of absenteeism. Thus, there is a close relationship between performance and job satisfaction. Teacher satisfaction has an impact on work performance, discipline and the quality of their performance. Teachers who feel job satisfaction will always improve their performance.

Job satisfaction can have an impact on achieving target work completion times and optimizing quality. Meanwhile, teachers who feel dissatisfied will tend not to have the drive to achieve maximum performance. There is a close relationship between needs, actions or behavior and satisfaction. Therefore, satisfaction is about matching one's expectations with the rewards provided.

From the results of observations made at SMA Negeri 1 Sungai Raya, Kubu Raya Regency, West Kalimantan, there were several teachers whose level of discipline was low, namely many teachers who were late for school. This is proven by teacher attendance data for the last four months from January to April 2023.

**Table 1.** Recapitulation of Teacher Absences at SMA Negeri 1 Sungai Raya

No.	Month	Number of Teachers	Absent			Late
			Sickness	Permission	Alpha	
1	January	59	8	13	1	177
2	February	59	17	15	1	136
3	March	59	8	10	1	126
4	April	59	10	14	4	277
<b>Total</b>			43	52	7	716

Source: SMA Negeri 1 Sungai Raya, Kubu Raya Regency, West Kalimantan (2023)

From table 1 above, it can be concluded that teacher absenteeism and tardiness are still high. The number of tardiness of up to 716 times from January to April 2023 raises suspicions that there is a perception of dissatisfaction which leads to undisciplined behavior. This

indiscipline shows that there is an attitude of dissatisfaction felt by the teachers of SMA Negeri 1 Sungai Raya, Kubu Raya Regency, West Kalimantan.

Apart from that, there are still teachers whose work does not meet the demands of their profession. They work

only to seek a position/rank and a large salary, but few realize that a teacher's job is a form of service to the nation and state. They are competing to pursue their respective careers by collecting a

predetermined credit score, but their performance has not improved.

Furthermore, from the existing data, the results of the 2022 teacher performance assessment are as follows:

**Table 2.** Summary of Teacher Performance Assessment for SMA Negeri 1 Sungai Raya in 2022

No	Value	Number of Teachers	percentage (%)
1	75	31	52,5%
2	80	12	20,3%
3	85	10	16,9%
4	90	6	10,2%
<b>Total</b>		<b>59</b>	<b>100%</b>

Source: SMA Negeri 1 Sungai Raya, Kubu Raya Regency, West Kalimantan (2023)

Based on table 2, half of the total teachers at SMA Negeri 1 Sungai Raya have performance assessment results that are at the minimum value, namely 52.5%. Even though it has reached the minimum score, this also shows that teacher performance still needs to be improved to become better.

Another interesting fact was discovered when conducting an interview with the principal of SMA Negeri 1 Sungai Raya, he said that there are many symptoms that usually appear in teachers at SMA Negeri 1 Sungai Raya, Kubu Raya Regency, West Kalimantan, including the following: 1) some teachers are less interested attend educational seminars; 2) some teachers are indifferent to career development programs; 3) some teachers do not know the objectives of career development programs; 4) there are still some teachers who arrive late; 5) there are still some teachers who talk to their colleagues during working hours; 6) lack of teacher loyalty to the work they carry out; 7) some teachers still do not know the objectives of career development programs; and 8) Some teacher learning tools are still incomplete.

Career development is the process of increasing individual work abilities achieved in order to achieve the desired career (Massie, 2015; Maulyan, 2019). Apart from that, career development is a personnel activity that helps employees plan their future careers in the company

so that the company and the employees concerned can develop themselves to the maximum(Widyani & Devy, 2021). Based on the opinion above, it can be concluded that career development is a process of improving and adding to an employee's ability to achieve his career goals and objectives in the company. Someone who has a career will find many factors that influence him to develop. A person's career development can be realized through work performance, experience and training.

Job satisfaction is an employee's attitude towards work which is related to the work situation, cooperation between employees, rewards received at work, and matters involving physical and psychological factors(Siregar & Pasaribu, 2022; Tanjung et al., 2022). According to Nabawi, everyone who works hopes to get satisfaction from their place of work(Farisi & Lesmana, 2021). Many factors influence Job Satisfaction. The factors themselves provide satisfaction to employees depending on the personality of each employee.

Pianda explained that the Georgian Ministry of Education had developed a teacher performance assessment instrument modified by the Ministry of Education, namely the Teacher Ability Assessment Tool (APKG) which includes 1) learning plans (RPP); 2) learning procedures, and; 3) interpersonal relationships(Riyadi & Mulyapradana,

2017). Indicators for evaluating teacher performance include 1) Learning Planning; 2) Learning Implementation Activities; and 3) Learning Evaluation/Assessment. Therefore, learning assessment must be in accordance with the objectives.

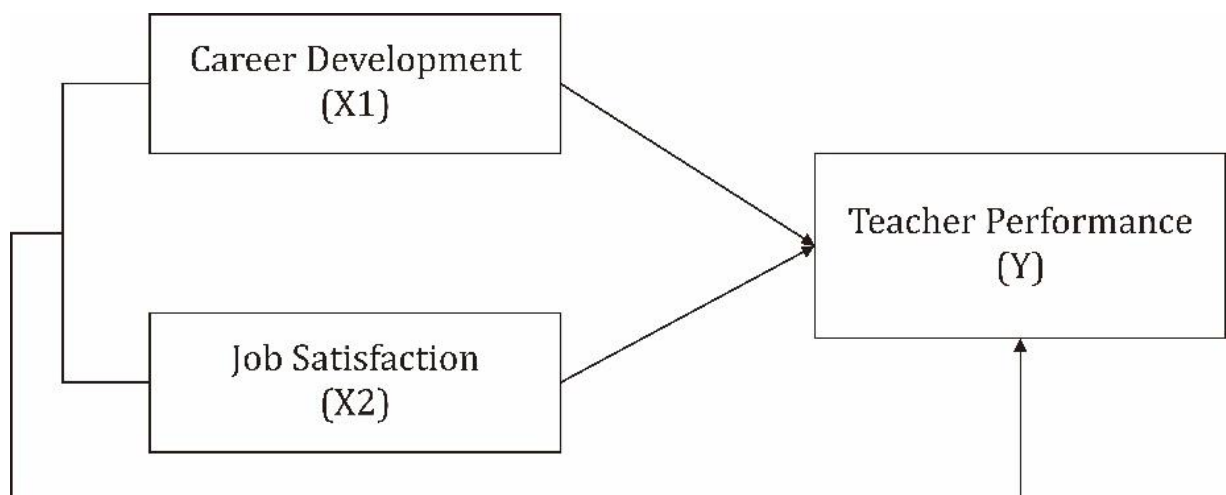
Previous research states that there is a significant influence between career development and teacher job satisfaction (Salam & Heriyanto, 2018). In her research, Mulyanti (2018), states that there is an influence of job satisfaction on teacher performance. Lastly, based on previous research, a unidirectional relationship and significant influence were also found between career development and teacher performance (Suastina et al., 2021; Yustiyawan et al., 2016).

Based on the problems above, the aims of this research is to determine the influence of career development on teacher performance at SMA Negeri 1 Sungai Raya, Kubu Raya Regency, West Kalimantan, both partially and simultaneously.

## RESEARCH METHODS

This research uses quantitative research methods, as well as an Explanatory Survey approach. West Kalimantan, totaling 59 teachers. The population in this study were all teachers at SMA Negeri 1 Sungai Raya, Kubu Raya Regency, West Kalimantan, totaling 59 teachers. Because the number was <100 respondents, the entire population also served as the research sample.

A questionnaire is used in the data collecting technique. A Likert scale model was used to create the questionnaire, which had a score range of 1 to 5. The validity and reliability of the study instrument were evaluated prior to conducting data analysis. Multiple linear regression analysis with coefficient of determination hypothesis testing, simultaneous testing, and partial testing is the data analysis method used in this study. A traditional assumption test is run first, followed by multiple linear regression testing.



**Figure 1.** Research design

## RESULTS AND DISCUSSION

### *Respondent Characteristics*

Based on the results of the questionnaire answers given to

respondents, data on the characteristics of respondents based on gender were obtained as follows:



**Table 3.** Characteristics of Respondents Based on Gender

Gender	Total Respondents	Percentage (%)
Male	30	50,8
Female	29	49,2
<b>Total</b>	<b>59</b>	<b>100%</b>

Based on Table 3 above, it can be seen that the characteristics of teachers at SMA Negeri 1 Sungai Raya based on gender have almost the same percentage. The number of male respondents was 1 more than female respondents.

Furthermore, based on the results of the questionnaire answers given to respondents, the following characteristic data based on age was obtained:

**Table 4.** Characteristics of Respondents Based on Age

Age	Total Respondents	Percentage (%)
≤25	0	0
26-30	10	16,9
31-35	25	42,3
36-40	15	25,4
≥40	9	15,3
<b>Total</b>	<b>59</b>	<b>100%</b>

Based on Table 4 above, it can be concluded that teachers at SMA Negeri 1

Sungai Raya are dominated by teachers aged 31 to 35 years, namely 42.3%.

**Table 5.** Characteristics of Respondents Based on Education Level

Education	Total Respondents	Percentage (%)
Senior High School	0	0
Associate's Degree (D3)	3	5,1
Bachelor Degree (S1)	55	93,2
Master Degree (S2)	1	1,7
<b>Total</b>	<b>59</b>	<b>100%</b>

Based on Table 5 above, it can be seen that the majority of students at SMA Negeri 1 Sungai Raya are dominated by Bachelor Degree (S1) graduates, namely 55 teachers.

After knowing the characteristics of the respondents, the next step is to carry out data analysis.

### **Hypothesis Test**

After all the classical assumption tests have been carried out with the results all fulfilling, then the next process is to carry out the Hypothesis Test.

**Table 6.** Results of Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	26,606	4,135		6,435	,000
Career Development	,298	,141	,186	2,409	,004
Job Satisfaction	,302	,083	,003	2,024	,004

Based on table 4, the following regression equation is obtained:

$$Y = 26,606 + 0,298X_1 + 0,302X_2$$

Based on the equation above, it can be concluded that if the number of Career Development increases by one unit,

Teacher Performance will increase by 0.298. Apart from that, if the number of Job Satisfaction increases by one unit, Teacher Performance will increase by 0.302.

Next, a t-test was carried out. The t-test is used to determine the impact of the independent variable on the dependent variable partially. Following are the results of the t-test.

**Table 7.** t-test Results

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26,606	4,135		6,435	,000
	Career Development	,298	,141	,186	2,409	,004
	Job Satisfaction	,302	,083	,003	2,024	,004

Based on table 7, the significance value for Career Development variable (X1) is 0.004. The significance value of the Career Development variable (X1) is <0.05, meaning that there is an influence between the Career Development variable (X1) on the teachers performance (Y). This statement is in line with Suastina et al. (2021) research, which states that career development has a significant influence on teacher performance.

With living standards that are always changing, people always feel dissatisfied with the position they have and always want to get a promotion, of course. The efficiency and effectiveness of an organization really depends on the good and bad development of human resources/members of the organization itself (Mukti, 2016). Thus, it is clear that employee career development programs in organizations are very important in order to advance the organization concerned, especially if knowledge and technology develop rapidly, it will affect the salary/wages earned (Rahmadona et al., 2021).

Also based on table 7, the significance value for the Job Satisfaction variable (X2) is 0.035. The significance value of the Job Satisfaction variable (X2)

is <0.05, meaning that there is an influence between the Job Satisfaction variable (X2) on the teachers performance (Y). This statement is in line with research carried out by Nasrul et al. (2022), which states that career development and job satisfaction influence teacher performance.

According to Schermerhorn, job satisfaction is formally defined as the level to which individuals feel positively or negatively about their work (Lantu & Irfana, 2019). The research results are in accordance with Gibson's (1987) statement in Umam (2012) which states that one of the factors that influence performance is psychological factors, namely perception, role, attitude, personality, motivation and job satisfaction. The results of this research are in accordance with the theory mentioned, that job satisfaction can foster good performance so that teacher performance can be more effective and integrated (Wijayanto et al., 2021).

After knowing the results of the t-test, the F test is continued. The F test is used to determine whether there is a significant influence between the independent variables together on the dependent variable.

**Table 8.** F-test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	21,359	22	10,680	5,001	,004
Residual	597,488	56	10,669		
Total	618,847	58			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Based on table 6 above, it shows the significance value of Career Development (X1) and Job Satisfaction (X2) of 0.004. The significance value of Career Development (X1) and Job Satisfaction (X2) is  $4.891 < 0.05$ . It can be concluded

that Career Development (X1) and Job Satisfaction (X2) simultaneously influence the teachers performance (Y).

The table 9 below is the result of the coefficient of determination ( $R^2$ ).

**Table 9.** Determinant Coefficient Test ( $R^2$ ) Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,686 <sup>a</sup>	0,535	0,300	3,266

a. Predictors: (Constant), X2, X1

From table 9 above, the R Squares determinant coefficient value is 0.535, meaning that the variables Career Development (X1) and Job Satisfaction (X2) influence Teacher Performance (Y) by 53.5% and the remaining 46.5% is influenced by other variables. Furthermore, the R value shows the direction of the relationship between Career Development (X1), Job Satisfaction (X2) and Teacher Performance (Y) is positive, meaning that if Career Development (X1) and Job Satisfaction (X2) increase, Teacher Performance (Y) will also increase.

Looking at the results above, good teacher career development and good teacher job satisfaction are needed. Teachers are one of the determining factors for high and low educational outcomes. The success of the implementation of education is largely determined by the extent of teacher readiness and a good environment in creating outstanding students. Supported by job satisfaction and good career development, it is hoped that teacher performance will increase (Miyarti et al., 2022).

## CONCLUSIONS AND SUGGESTIONS

Based on the discussion above, it can be concluded that partially or simultaneously, Career Development (X1) and Job Satisfaction (X2) influence Teacher Performance (Y). Based on the coefficient of determination, these two variables together influence teacher performance by 53.5%, the remainder is influenced by other variables not examined in this research.

Based on the research conclusions above, several suggestions that can be taken include 1) Schools or educational institutions can improve career development programs for teachers; 2) The school should be actively involved in communicating with teachers to understand the needs, aspirations and problems they face; 3) The school can regularly evaluate teacher performance and provide constructive feedback; 4) Educational institutions can consider incentive or reward programs for teachers who achieve high performance or contribute significantly; and 5) To explore the relationship between career development, job satisfaction, and teacher



performance, further research can be conducted. This can help in the development of more effective strategies to improve teacher performance.

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