

Analysis of the Role of Job Satisfaction in Improving the Performance of Educators at SMK Maarif NU 2 Karanglewas

Rahmadini Mulya Aisah, Astuti Astuti, Prisilia Mutiara Sari, Eli Indriastuti, Suparjo Suparjo

UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Jalan Raya Dukuhwaluh, Kembaran, Kabupaten Banyumas, Jawa Tengah

Correspondence: aisahrahma48@gmail.com

Article received: November 2025, Revision: Desember 2025, Approval: Desember 2025

DOI: 10.17977/um025v10i12025p14

Abstract: This study aims to analyze in depth the role of job satisfaction in improving the performance of educators at SMK Maarif NU 2 Karanglewas. The urgency of this research is based on the fact that the quality of education is highly influenced by teachers' professionalism, which is inseparable from their psychological condition and satisfaction in carrying out their duties. Job satisfaction is one of the key factors that can affect teachers' enthusiasm, responsibility, and the quality of educational services provided to students. Therefore, this research seeks to explain how the level of teachers' job satisfaction contributes to their performance in conducting the teaching and learning process. This study employs a quantitative approach with an ex post facto correlational design to determine the direction and magnitude of the contribution of job satisfaction toward improving teacher performance. The research population consisted of 60 teachers, all of whom were selected using a saturated sampling technique. The research instrument was a Likert-scale questionnaire (1–5) that had passed both construct validity and reliability testing, ensuring accurate data collection. The results revealed that job satisfaction has a positive and significant effect on teacher performance, contributing 38%, while the remaining 62% is influenced by other factors such as work environment, workload, facility availability, and managerial support. Based on these findings, it can be concluded that the higher the level of job satisfaction experienced by teachers, the better their performance in the learning process. Therefore, schools need to pay attention to aspects such as welfare, career development, and a conducive work climate to maintain and improve teachers' job satisfaction sustainably.

Keywords: Job satisfaction, Teacher performance, Vocational high school, Educator productivity

The performance of educators is one of the main factors that determine the success of education in schools (Maisyaroh & Rosyidi, 2024). Teachers with high performance tend to be able to manage learning effectively, deliver material optimally, and produce significant learning outcomes for students. In vocational schools, the quality of teacher performance has a more complex role because teachers not only teach theory but also vocational skills (Yanti, Yanti, & Azima, 2025; Sam, & Sulastri, 2024; Wahyuni, Maulana, & Ardiansyah, 2025). This means that teachers must have professional readiness, classroom mastery, and optimal practice- and technology-based learning skills. Various studies show that teacher performance does not stand alone but is influenced by many internal and external variables. One of the

most dominant is the level of teacher job satisfaction in carrying out work tasks. When teachers feel satisfied, comfortable, valued, and supported by their work environment, their teaching performance improves naturally (Sari, Fauzan, & Bedi, 2024; Fatimah et al., 2024; Bessie & Lao, 2025). Thus, job satisfaction is an important indicator that deserves to be analyzed in greater depth, in a planned, sustainable, and systematic manner.

Job satisfaction reflects the psychological condition of an educator in carrying out their duties and responsibilities at school. Satisfied teachers will show high dedication, work more consistently, and have enthusiasm in designing and implementing learning with high creativity and innovation and are oriented towards optimal results (Rifki & Sesmiarni, 2025; Suryaningsih & Winasis, 2025; Prameswari, 2024; Christover & Ie, 2021). Factors that shape job satisfaction include adequate compensation, a positive organizational climate, effective communication between leaders and teachers, adequate learning facilities, and social support from colleagues. Various studies confirm the significant relationship between job satisfaction and teacher performance in formal schools. Juwanti, Rochman, & Edy (2022) state that job satisfaction has a direct influence on improving the performance of vocational school teachers through the mediation of work discipline. Meanwhile, Maisyaroh & Rosyidi (2024) prove that job satisfaction has a significant contribution in empirically influencing the performance of early childhood education teachers. These findings reinforce the assumption that SMK Maarif NU 2 Karanglewas may also face similar dynamics and require strategic attention to the overall welfare of teachers.

Although many studies have revealed the relationship between job satisfaction and teacher performance, not much research has been conducted specifically on vocational schools in the NU environment, especially on religious-based secondary schools in rural areas. Previous studies have focused more on primary education and early childhood education, so a study is needed to examine the relationship between job satisfaction and teacher performance at the vocational school level. Religious-based school environments have unique characteristics such as high religious values, a collective work culture, strong organizational discipline, and social norms that influence employee interactions as a whole (Auliya, Maulidin, & Janah, 2024; Saba, 2024; Rifai et al., 2024). This opens up interesting opportunities to understand the extent to which job satisfaction affects teacher performance in vocational schools, including how teachers balance professional duties and religious values. Thus, this study adds several new perspectives to the literature on educational management, particularly in the realm of educator job satisfaction, and provides a strong empirical basis for the formulation of more relevant and sustainable human resource quality improvement policies in religious-based schools.

Based on the above explanation, this study was designed to answer research questions that focus on the role of job satisfaction in improving the overall and contextual performance of educators at SMK Maarif NU 2 Karanglewas. The scientific novelty of this study lies in the scope of the location and object of study, which has not been widely highlighted in previous studies, especially in religious-based vocational schools that have unique characteristics in human resource management and work culture. In addition, at the end of the study, detailed practical recommendations are formulated so that the school can design more effective

strategies to improve teacher performance by strengthening various aspects of job satisfaction, such as compensation, work environment, organizational culture, and supportive leadership. Thus, this study is expected to not only contribute academically as a scientific reference, but also provide tangible benefits for the development of the quality of educators, improvement of learning quality, and more professional and sustainable school management in the context of religious-based vocational secondary education.

METHOD

This study uses a quantitative approach with a correlational ex post facto design, as it aims to analyze the relationship and contribution of the Job Satisfaction variable to the Performance of Educators. The research population consisted of 60 educators, all of whom were used as research samples through saturated sampling or total sampling techniques, so that each teacher had the same opportunity to provide data based on real conditions. The variables in this study consist of one independent variable, namely Job Satisfaction (X), and one dependent variable, namely Educator Performance (Y). The Job Satisfaction variable is based on Herzberg's two-factor theory (1959), which includes motivators and hygiene factors, so that satisfaction indicators include achievement, recognition, responsibility, working conditions, supervision, and interpersonal relationships. Meanwhile, the Teacher Performance variable refers to the dimensions of professional performance as outlined in Permendiknas No. 35 of 2010, which includes learning planning, learning implementation, evaluation, guidance, and professional responsibility.

The questionnaire instrument was developed through a systematic procedure that included grid preparation, item writing, and validity and reliability testing. Construct validity was evaluated by ensuring consistency between the basic theory and the preparation of indicators, while content validity was carried out by seeking the consideration of experts consisting of school principals, education lecturers, and learning evaluation practitioners. The experts assessed the readability, conceptual appropriateness, accuracy of indicators, and adequacy of the number of items as a representation of the research variables. After revision based on expert input, the instrument was then tested for reliability using Cronbach's Alpha with a minimum threshold of 0.70 as the standard of feasibility. This reliability is important to ensure that the instrument is consistent in measuring what it is supposed to measure. The data analysis techniques in this study included descriptive statistical analysis, Pearson's correlation test, and simple linear regression test. Descriptive analysis was used to obtain an overview of the distribution of Work Satisfaction and Teacher Performance variable scores through mean values, percentages, and data trends. The next step was to perform Pearson's correlation test to determine the strength and direction of the relationship between variable X and variable Y. The research was conducted following standard procedures, from questionnaire distribution and data collection to final analysis. The questionnaire was given directly to all teachers at SMK Maarif NU 2 Karanglewas to minimize non-response error and ensure that respondents understood the instructions for filling out the questionnaire.

Table 1. Indicators of the Role of Job Satisfaction in Improving the Performance of Educators

Research Variables	Indicators	Number of Items
Job Satisfaction (X)	Salary & Benefits	1
	Performance Appreciation	2
	Relationships with Colleagues	1
	Work Facilities & Learning Environment	2
	Professional Development Opportunities (PKB)	1
	Psychological Safety & Comfort	1
	Work Policies & Systems	1
	Appropriateness of Workload	1
	Communication between Management and Teachers	
	Remuneration & Incentives	1
	Meaning & Pride in the Profession	2
	Moral Support and Motivation from Management	1
	Overall Job Satisfaction	
	Total Job Satisfaction Items (X)	
Teacher Performance (Y)	Lesson Planning (RPP/Modules)	1
	Lesson Implementation (Teaching Methods & Strategies)	1
	Classroom Management	1
	Student Assessment	1
	Use of Media & Technology	1
	Attendance & Time Management	1
	Feedback	1
	Impact on Student Learning Outcomes	1
	Participation in School Programs	1
Total Teacher Performance Items (Y)		12 items

Source: Research, 2025

RESULTS AND DISCUSSION

RESULTS

Based on data processing using simple linear regression tests, it was found that the Job Satisfaction variable (X) had a positive and significant effect on Educator Performance (Y). The regression coefficient value of 0.72 indicates that every one-unit increase in job satisfaction is followed by a 0.72-unit increase in teacher performance. The coefficient of determination (R^2) of 0.52 indicates that 52% of the variation in teacher performance can be explained by job satisfaction, while the remaining 48% is influenced by other factors outside this study. The Pearson correlation test results show a value of $r = 0.72$ with $p < 0.05$, which means that there is a strong positive relationship between job satisfaction and teacher performance. This means that the higher the level of teacher job satisfaction, the higher the performance shown, and this relationship is statistically significant. Descriptively, the average job satisfaction score of respondents was 3.85 (with a standard deviation of 0.42), which is classified as high. Meanwhile, the average teacher performance score was 3.78 (with a standard deviation of 0.38), which is also classified as high. These findings indicate that the majority of teachers at SMK Maarif NU 2 Karanglewas experience good job

satisfaction, and this is reflected in their professional performance in the classroom and in school activities.

DISCUSSION

The results of the study indicate that job satisfaction has a strong positive relationship with the performance of educators, as evidenced by a Pearson correlation coefficient of $r = 0.72$ ($p < 0.05$). This means that the higher the level of teacher job satisfaction, the higher the performance shown, and this relationship is statistically significant. These findings are in line with various previous studies that confirm that teachers who are satisfied with their work will show more optimal performance in carrying out their professional duties as a whole. Job satisfaction creates positive psychological conditions that encourage teachers to work more disciplined, creative, and responsible towards various types of learning processes in the classroom and interactions with colleagues. According to Darmansyah, Lubis, & Ibnu (2023), high job satisfaction directly contributes to the stability of teacher retention and performance in educational institutions. Similarly, Iba et al. (2021) emphasize that motivation, work environment, and job satisfaction are the most decisive factors in shaping consistent teacher performance. Thus, the findings of this study reinforce empirical evidence that job satisfaction is not only an internal factor but also a strategic determinant that cannot be ignored in comprehensive improvements to the quality of education.

The strong relationship between job satisfaction and teacher performance can also be explained through motivational satisfaction theory, which emphasizes that the fulfillment of physiological needs, appreciation, and a sense of security will increase work commitment and result in more productive, effective, and consistent performance. Ishkak (2022) and Suryanti (2025) show that charismatic leadership that is able to provide moral and emotional reinforcement to teachers has a significant effect on job satisfaction levels, which ultimately improves teachers' overall professional performance. In addition, Juwantini, Rochman, & Edy (2022) emphasize that transformational leadership and job satisfaction have a direct influence on several aspects, namely work discipline, which is one of the main indicators of teacher performance. Research by Mahanangingtyas, Lesnussa, & Nussy (2021) also shows that effective leadership management creates a comfortable working atmosphere so that all teachers feel appreciated and motivated to work better. Thus, several theories and empirical evidence reinforce the research results that job satisfaction plays a fundamental role in improving the overall professionalism of educators.

These findings are in line with the research by Maisyaroh & Rosyidi (2024), which proves that job satisfaction is a strong predictor of improved performance among early childhood education teachers, where a positive work environment and supportive leadership style encourage teachers to perform at their best. Mulyaningtyas & Soliha (2023) also revealed that compensation and good physical school conditions will increase job satisfaction, which then acts as an intervening variable that strengthens teacher performance. In addition, research by Mursyid et al. (2023) confirms that motivation and job satisfaction are also an important combination in producing teachers with a high work ethic. In this study, high job satisfaction scores in the areas of rewards, work relationships, and school facilities were proven to create stable emotional conditions, allowing teachers to focus more on carrying out their duties and responsibilities professionally. This also confirms that job satisfaction is an important element that cannot be separated

from the formation of optimal performance.

The strong relationship between job satisfaction and teacher performance is also influenced by various supporting factors such as the work environment, organizational culture, communication practices between teachers and leaders, and a fair and transparent reward system. Rahayuningsih, Setyaningsih, & Sunardi (2023) state that effective supervision by school supervisors increases job satisfaction while also driving performance improvement, especially in the implementation of administrative and learning tasks. Sahadah, Trimulyo, & Ihsan (2023) also emphasize that solid teamwork can increase job satisfaction and teacher performance simultaneously through collaboration, coordination, and peer support mechanisms. Research by Syafitri, Sesmiarni, & Devi (2023) shows that the role of the principal as a motivator and facilitator is very important in creating a work atmosphere that encourages teachers to work harder than before. Thus, it can be concluded that the strong relationship between job satisfaction and teacher performance is further strengthened when supported by a healthy school organizational structure, a collaborative culture, and effective and continuous communication interactions.

When compared to other studies, the strong relationship found in this study is consistent with various studies in different educational contexts. Noorrahman et al. (2022) found that job satisfaction has a significant contribution to improving the performance of academic structural officials, a finding that indicates that the effect of job satisfaction is universal in educational organizations. Riyadi's (2022) findings also support these results, stating that work motivation, work stress, and job satisfaction directly affect the improvement of teacher performance. Sudibjo & Ananta (2021) and Binardi, Setiadi, & Dwi (2024) add that job satisfaction is an important mediator between organizational justice and work motivation on teacher performance. All of these studies show the same trend, namely that the higher the level of job satisfaction, the more significant its contribution to teacher performance. This consistency also reinforces the conclusion that job satisfaction is a stable, valid, highly relevant, and crucial factor in predicting teacher performance in various school contexts.

Based on findings and support from previous theories and research, the implications of the strong relationship between job satisfaction and teacher performance emphasize the need for schools to pay more attention to aspects that shape job satisfaction, such as compensation, work environment, organizational culture, and adaptive, communicative, collaborative, and supportive leadership styles that promote the continuous professional development of teachers. Huda (2024) explains that increased self-efficacy and positive work experiences enhance job satisfaction and have a direct impact on the performance of educators. Setiawan & Supriadi (2024) emphasize that job satisfaction plays an important mediating role in lecturer performance, indicating that this factor is relevant at various levels of education. Thus, schools need to develop several relevant managerial strategies that focus on improving work comfort, providing adequate facilities, and strengthening interpersonal relationships among school members. These systematic and planned efforts are believed to be able to improve all aspects of job satisfaction comprehensively, thereby directly impacting the improvement of teachers' professionalism, dedication, and performance significantly.

CONCLUSION AND SUGGESTION

CONCLUSION

Based on the results of the study, it can be concluded that job satisfaction has a positive and significant effect on improving the performance of educators at SMK Maarif NU 2 Karanglewas, with a regression coefficient of 0.72 and an R^2 value of 0.52, which means that 52% of the variation in teacher performance is explained by job satisfaction. These findings indicate that teachers who are satisfied with their jobs, work environment, and leadership support tend to work more diligently, creatively, and responsibly in carrying out their professional duties.

SUGGESTION

The school is advised to improve teacher welfare through compensation, allowances, adequate facilities, and career development, as well as implementing communicative, collaborative, and supportive leadership, so that job satisfaction is maintained and directly encourages optimal and sustainable teacher performance.

REFERENCES

- Auliya, W. S., Maulidin, S., & Janah, S. W. (2024). Budaya organisasi dalam meningkatkan nilai religius: studi di MTs negeri. *ACTION: Jurnal Inovasi Penelitian Tindakan Kelas dan Sekolah*, 4(3), 112-122.
- Bessie, B. G. W., & Lao, H. A. (2025). Analisis Faktor-Faktor yang Mempengaruhi Kepuasan Guru terhadap Kinerja dan Lingkungan Kerja. *Pengharapan: Jurnal Pendidikan dan Pemuridan Kristen dan Katolik*, 2(2), 47-69.
- Binardi, T., Setiadi, P. B., & Dwi, F. (2024). Pengaruh Keadilan Organisasi Dan Iklim Etis Terhadap Kinerja Dengan Variable Kepuasan Kerja Sebagai Variabel Mediasi. *Cakrawala Repositori IMWI*, 7(1), 305-317.
- Christover, G., & Ie, M. (2021). Pengaruh stres kerja dan kepuasan kerja terhadap komitmen organisasi. *Jurnal Manajerial Dan Kewirausahaan*, 3(4), 999-1008.
- Darmansyah, T., Lubis, N.A. & Ibnu, M. (2023). Analisis Kepuasan Kerja dan Retensi Tenaga Pendidik di MTS Al-Jihad. *Jurnal Ilmu Multidisiplin*, 1(2), pp. 59-69.
- Fatimah, F., Yusuf, F. A., Hayadi, H., Suparmoko, M., Sari, G. I., & Muafidah, M. (2024). Peran kesehatan guru dan lingkungan kerja terhadap kinerja guru melalui prestasi kerja pada guru Sekolah Dasar di Cilegon. *Borobudur Educational Review*, 4(2), 97-113.
- Huda, K. (2024). Upaya meningkatkan kinerja karyawan dengan efikasi diri, tingkat pendidikan melalui kepuasan kerja. *Jurnal Maneksi (Management Ekonomi dan Akuntansi)*, 13(3), 566-573.
- Iba, Z., Saifuddin, S., Marwan, M. & Konadi, W. (2021). Pengaruh motivasi, budaya organisasi, lingkungan, dan kepuasan kerja terhadap kinerja guru SMA Kota Juang. *Jurnal Akuntabilitas Manajemen Pendidikan*, 9(1), pp. 75-84.
- Ishkak, I. (2022). Peran Charismatics Leadership Atas Kepuasan Kerja Dan Dampaknya Pada Kinerja Guru Tetap. *Excellent*, 9(2), pp. 145-155.
- Juwantini, N., Rochman, T. & Edy, S. (2022). Pengaruh kepemimpinan transformasional kepala sekolah dan kepuasan kerja terhadap disiplin kerja dan dampaknya pada kinerja. *JURNAL EMAS: Ekonomi Manajemen Akuntansi Kewirausahaan*, 2(2), pp. 36-42.
- Mahananingtyas, E., Lesnussa, A. & Nussy, H. (2021). Peran Manajemen Kepemimpinan Kepala Sekolah Terhadap Kepuasan Kerja Guru Di Sd Inpres 19 Ambon. *Pedagogika*, 9(1), pp. 11-26.

- Maisyaroh, S.M. & Rosyidi, S. (2024). Pengaruh Kepuasan Kerja, Disiplin Kerja, Lingkungan Kerja, Dan Gaya Kepemimpinan Terhadap Kinerja Guru Pendidikan Anak Usia Dini (PAUD) Sekecamatan Kragan Kabupaten Rembang. *GLOBAL: Jurnal Lentera BITEP*, 2(04), pp. 139–145.
- Mulyaningtyas, B. & Soliha, E. (2023). Pengaruh kompensasi dan lingkungan kerja terhadap kinerja guru dengan kepuasan kerja sebagai variabel intervening (Studi pada Yayasan Pendidikan Setiabudhi Semarang). *Jurnal Darma Agung*, 31(1), pp. 677–687.
- Mursyid, A. et al. (2023). Pengaruh Motivasi dan Kepuasan Kerja Terhadap Kinerja Guru di MTs Muslimin Bojongpicung. *Jurnal Sustainable*, 6(2), pp. 448–459. [Online]. Available at: <https://doi.org/10.32923/kjimp.v6i2.3946>
- Prameswari, W. C. (2024). Pengaruh Kepemimpinan Transformasional Kepala Sekolah dan Kecerdasan Emosional Guru Terhadap Kepuasan Kerja Guru Sekolah Dasar Negeri Kota Surakarta. *Inspirasi Manajemen Pendidikan*, 12(1), 220-231.
- Rahayuningsih, T., Setyaningsih, S. & Sunardi, O. (2023). Pengaruh supervisi pengawas dan kepuasan kerja terhadap peningkatan kinerja Kepala Sekolah. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 7(2).
- Rifai, M., Syahputra, M. R., Thaiyibah, A., Mardiana, M., & Pohan, H. L. (2024). Budaya Pendidikan dan Budaya Organisasi Serta Jaringan Komunikasi Dalam Pendidikan. *MODELING: Jurnal Program Studi PGMI*, 11(4), 583-593.
- Rifki, A., & Sesmiarni, Z. (2025). Pengaruh Kepuasan Kerja Dan Komitmen Organisasional Terhadap Kinerja Karyawan. *Jurnal Ilmiah Penelitian Mahasiswa*, 3(2), 283-294.
- Riyadi, S. (2022). *Peran motivasi kerja, stres kerja dan kepuasan kerja terhadap kinerja guru*. Jejak Pustaka.
- Saba, U. U. (2024). Membangun Budaya Organisasi pada Pembelajaran di Sekolah. *JME Jurnal Management Education*, 2(02), 64-70.
- Sahadah, M., Trimulyo, J. & Ihsan, M. (2023). Peningkatan Kinerja Guru Melalui Penguatan Kepuasan Kerja Dan Kerja Tim Menggunakan Analisis Path pada Guru di Yayasan Haji Muhammad Amin Kecamatan Pamijahan Kabupaten Bogor. *JOURNAL Educational Management Reviews and Research*, 2(2), pp. 1–10.
- Sam, R., & Sulastri, C. (2024). Profesionalisme guru dan dampaknya terhadap hasil belajar siswa. *Arini: Jurnal Ilmiah Dan Karya Inovasi Guru*, 1(1), 1-16.
- Sari, R., Fauzan, A., & Bedi, F. (2024). Faktor-faktor yang mempengaruhi kepuasan kerja Guru. *Jurnal Ilmiah Wahana Pendidikan*, 10(18), 866-876.
- Setiawan, D. A., & Supriadi, Y. N. (2024). Analisis peran mediasi kepuasan kerja pada jabatan fungsional dosen ASN PPPK di Perguruan Tinggi Negeri X. *Ekonomi dan Bisnis*, 11(1), 25–44.
- Sudibjo, N., & Ananta, A. S. (2021). Peran kepuasan kerja sebagai mediator keadilan organisasi dan motivasi kerja terhadap kinerja guru. *Manajemen Pendidikan*, 16(2), 113–127.
- Suryaningsih, N., & Winasis, S. (2025). Pengaruh Kepuasan Kerja, Motivasi Kerja dan Komitmen Terhadap Disiplin Kerja Pegawai. *Jurnal Ilmiah Manajemen, Ekonomi, & Akuntansi (MEA)*, 9(2), 1142-1154.
- Suryanti, D. (2025). Kepemimpinan Karismatik dan Dinamika Sosial di Madrasah: Loyalitas Bawahan dan Iklim Kerja dalam Perspektif Pendidikan. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(03), 223-237.
- Syafitri, A., Sesmiarni, Z. & Devi, I. (2023). Peran Kepala Sekolah Dalam Meningkatkan Kepuasan Kerja Guru Di Smpn 2 Tigo Nagari Kabupaten Pasaman.s *Innovative: Journal Of Social Science Research*, 3(2), pp. 11401–11410.
- Wahyuni, S., Maulana, S., & Ardiansyah, M. (2025). Penerapan Kompetensi Tenaga Pendidik Terhadap Kualitas Pembelajaran Peserta Didik. *Kognisi: Jurnal Manajemen Pendidikan dan Konseling*, 1(02).
- Yanti, H., Yanti, S. N., & Azima, F. (2025). Efektifitas Kompetensi Keterampilan Dasar Mengajar Guru Terhadap Hasil Belajar Peserta Didik di MAN 1 Pasaman. *Jurnal Pendidikan Indonesia: Teori, Penelitian, dan Inovasi*, 5(3).