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Full Length Research Paper

Influence Workload, Work Ethic and Job Satisfaction toward Teacher's Performance (Study of Islamic-based School in Makasar- Indonesia)

Muh Akob

Sekolah Tinggi Ilmu Ekonomi Makassar YPBUP (STIEM BONGAYA), Jln. Andi Mappoudang 28 Makassar - Indonesia
Phone: 0411- 873797 (K) - 0411-8115777 (R), 081 625 6071 (HP)

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This study aims to demonstrate empirically the effect of partial and simultaneous Workload, Work ethics and satisfaction on Teacher Performance. Population and the study sample was 57 teacher performance of Islamic-based School in Makasar - Indonesia. Technique of sampling used in this study using a questionnaire method of data collection. The results showed that the workload is located in the High category amounted to 44.12%, in the category of work ethic is lower by 41.18%, teacher job satisfaction is at a low category of 47.06% and Teacher Performance located in category worse by 41.18%. Direct and indirect influence on the whole are as follows: the effect of variable workload (X1) of 33.64%, Work ethics (X2) is 17.95%, job satisfaction (X3) of 27.30% so that the total effect of X1, X2, X3 to Y is equal to 78.89%. Based on the results of this study concluded that the effect of a very large workload on teacher work ethics and job satisfaction, which in turn will influence the performance of the execution of the work. However, there are other factors that affect the performance of which allows future research to examine these factors.

Keywords: workload; work ethics; satisfaction; performance.

INTRODUCTION

Education has a very important role in the development and survival of the nation. The personnel who deal directly with the task of providing education are the principal and teachers. In the exercise of its functions and duties, the teacher as a profession which bears the specific requirements, Teacher is one of the determining factors of high and low quality of education, then any attempt to improve the quality of education needs to give great attention to the improvement of teacher performance.

In all education system, the performance of teachers is one of the handfuls of factors determining school

effectiveness and learning outcomes. (Sarita and Tomer, 2004) view teaching is one of the most influential profession in society. Teachers are the lifeblood of any education system.

Teachers are required to have performance that is able to provide and realize the hope and desire of all parties, especially the general public who have trusted the school and teachers in fostering students. To achieve a good quality of education is strongly influenced by the performance of teachers in performing their duties so that the performance of the teacher becomes an important requirement to achieve educational success. In general,

the quality of education that is both a benchmark for the success of the performance which is shown by teachers.

But nowadays much lameness occurred in the education system; due to the implementation of the principle of education is less than perfect. Curiously, although the teachers have a complete knowledge and experience in the theories of learning, but many of them are running away from the responsibility of education. There are many teachers who do not pay attention to the discipline of work because it is so large workloads they face. The disciples left alone free to do whatever they want. This situation is constantly taking place throughout the day. As a result, many students are weak in trouble thinking, reading, and writing.

Further, the task of teachers is closely related to human resource development through education sector, therefore it is necessary efforts to improve the performance of teachers in order to become a professional force. To improve the performance of teachers we need to hold coaching constantly and continuously. Improved performance of teachers through the provision of upgrading, training and providing the opportunity to further develop but should also pay attention to the teacher in terms of the others such as increased discipline, work ethics, counseling or supervision, incentives, a decent salary, thus enabling teachers be satisfied in work as educators. That why, Satisfaction with teaching as a career is an important policy issue since it is associated with teacher effectiveness which is ultimately affects student achievement. Beside that, (Mohanty, 2000) explains that teacher performance as the most crucial input in the field of education. Teachers are perhaps the most critical component of any system of education.

Factors of workload are a factor encountered by teachers in the school environment. The workload is a set or a number of activities that must be completed by an organizational unit or office holders within a certain period. The workload is stipulated in the Regulation of the Minister of National Education No. 30 of 2011 for some teachers there that adds to their workload, some teachers do not give rise to the workload. Even more so for RSBI as designed based international school, the school should be an example for other schools, so that teachers are required to have the ability and skills to better teaching.

Many previous studies in and outside the country have studied teacher workload in general. However, less relevant studies focused on the workload of teachers. Some related studies on teacher's workload included research by Abdull Sukor Abd. Rahim and Mohamad Yazi; Azita; Angle et al.; Ballet and Kelchtermans; Bridges and Searle; and Galton and MacBeath (Abdull Sukor et al., 2006; Azita, 2012 ; Angle et al., 2008; Ballet and Kelchtermans, 2009; Bridges and Searle, 2011; Galton and MacBeath, 2010). All these studies examine

the general workload of teachers in performing their duties and responsibilities in the school.

LITERATURE REVIEW

Workload

Various definitions of the workload have been submitted by previous researchers. According to Harold (Harold, 1984), workload refers to all activities that involved teachers' time either directly or indirectly with professional duties, responsibilities and interests. While according to (Wefald et al., 2008), Workload refers to the amount of work that must be done by employees. The workload is stipulated in the Regulation of the Minister of National Education No. 30 of 2011 for some teachers there that adds to their workload, some teachers do not give rise to the workload.

Workload also refers to the total time a teacher teaches in class, the time allocated to accomplish the school work or official duties as a teacher in school and also after school hours. Workload is also a form of responsibilities expected to be performed by teachers although not favorable. These responsibilities include teaching and learning, co curricular activities, file management, meetings and anything related to the official duties as a teacher (Azita, 2012). Referring to the many definitions of workload, we could conclude that workload is the total time taken for teachers to accomplish their official duties in or out of the school hours. Workload could be measured by the total time taken to accomplish a particular task. However, several models are used in studies regarding teacher workload and one of them is the Priority Model (Cooper, 2013).

Islamic Work Ethics

(Ahmad, Shukri and Musa Owoyemi, 2012) defines the work ethic of Islam as a set of values or belief system derived from al-Qur "an and the Sunnah of the labor and hard work. Rizk (2008) in (Mari et al., 2012) found the work ethic of Islam is the orientation towards work, and almost equal to the goodness in people's lives.

According to (Ali and Al Owaihan, 2008), Islamic Work Ethic is an orientation that shape and influence the engagement and participation of Muslims in the workplace. Islamic work ethic see work as a way to interest over the private interests of economic, social, and psychological, social prestige resume, improve social welfare and strengthen the faith.

Further, according to (Rokhman, Wahibur 2010) Islamic work ethics can be also defined as a set of moral principles that distinguish what is right from what is wrong. Meanwhile, the work ethic of Islam is also the orientation

towards work and work as a virtue in human life approach. The work ethic of Islam is originally based on the Qur'an, the teachings of the Prophet symbolized that hard work causes of sin will be forgiven and the legacy of the four caliphs of Islam. The Islamic work ethic is built on four main concepts, namely businesses, competition, transparency and responsible behavior. (Ali and Al Owaihan, 2008) The overall concept implies that building a business with minimum restrictions or no restrictions at all and with a vibrant environment will basically produce high performance and well-being will be widespread.

From the definition above can be concluded that the Islam work ethic is a principles, value system, or orientations held an organization in determining the work behavior or business decision-making is right and wrong based on Sharia al-Qur'an and the Hadith the prophet Muhammad SAW.

Many studies about the work ethic of Islam has been done, ranging from (Ali, 2001), which resulted in scale to the work ethic of Islam, (Ali and Al Owaihan, 2008) defines the fundamentals of work ethics of Islam consists of 11 concepts previously described, namely, "pursuing legitimate business", "wealth must be earned", "quality of work", "wages", "reliance on self", "monopoly", "bribery", "deeds and intention", "transparency", "greed", and "generosity". But no studies that clearly define the dimensions of the work ethic of Islam, so (Chanzanagh and MAkbarnejad, 2011) describes seven dimensions of work ethic Islam is, "Work intention", "Trusteeship", "Work type", "Work for the Islamic Ummah" "Justice & Fairness", "Cooperation and collaboration" and "Work as the only source of ownership"

Job Satisfaction

The concept of job satisfaction does not have a conventional definition despite being widely researched by many scholars. (Zembylas and Papanastasiou, 2006) argue that there is no conventional definition of the concept of job satisfaction although many scholars have studied it for a long time. The concept of teacher job satisfaction is defined as the "teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher.

According to (Spector, 1997), job satisfaction is defined as "simply how people feel about their different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs." Job satisfaction is an affective reaction to an individual's work situation. It can be defined as an overall feeling about one's job or career or in terms of specific facets of the job or career (e.g., compensation, autonomy, coworkers) and it can be related to specific outcomes, such as productivity (Rice et al., 1991). With teachers, satisfaction

with their career may have strong implications for student learning. Specifically, a teacher's satisfaction with his or her career may influence the quality and stability of instruction given to students. Some researchers argue that teachers who do not feel supported in their work may be less motivated to do their best work in the classroom (Ostroff, 1992)- (Ashton and Webb, 1986)

Additionally, (Mbua, 2003) then, defines job satisfaction as "the fulfillment acquired by experiencing various job activities and rewards." Whereas, job satisfaction is defined as "the amount of importance a school places on its human resources" (Lunenburg and Ornstein, 2004). They also refer to it as job morale which according to (Luthans and Kreitner, 1975), "has been replaced by job satisfaction.

Moreover, for Robbins, the concept job satisfaction refers to the employee's feelings about her or his job. Similarly, Robbins & Judge stated that job satisfaction is a positive feeling about the work of someone who is the result of an evaluation of its characteristics. An employee with high levels of job satisfaction has positive feelings about his job, while a disgruntled employee had negative feelings about his job (Robbins et al., 2008).

Locke in (Luthans, Fred 2006) gives the definition of job satisfaction is an emotional state that is happy or positive emotions derived from the assessment of a person's job or work experience. Job satisfaction is a result of the employees' perception of how good a job they do provide things that are considered important.

(Kreitner and Kinicki, 2010) explains that the five models of high job satisfaction focusing on different causes. The causes are need fulfillment, discrepancies, value attainments, equity and dispositional / genetic components. Factors that influence job satisfaction according to (Luthans, Fred 2006) is as follows: The work itself, salary, promotion, Monitoring Working Group and Working Conditions

Teacher Performance

Under the National Education System Law No. 14 of 2005 article 1, the teachers are professional educators and scientists with the main task of transforming, develop and disseminate science, technology, and art through education, research, and community service.

Performances are very much depending on perception, values and attitudes. There appear to be so many variables influencing the job performance that is almost impossible to make sense of them. Performance is defined as a function of individual ability and skill and effort in a given situation. Porter and Lawler as cited by (Fred et al., 2008) suggested that satisfaction will affect a worker's effort, arguing that increased satisfaction from performance possibility helps to increase expectations of performance leading to rewards.

According (Rao and Kumar, (2004), performance of teachers mainly depends on the teacher characteristics

such as knowledge base, sense of responsibility, and inquisitiveness; the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure, and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organization and management. If the teachers take care of these factors, their performance can be enhanced to the optimum level.

Faustini Gomes Cardoso cited of (Mangkunegara Anwar Prabu, 2009) said that the performance was a record result in the production of a specific job function or activity during a specific time period, comprising:

- 1) Quantity of work, the number of jobs that can be completed in a certain period
- 2) Quality of work, quality of work achieved by the requirements specified.
- 3) Job knowledge, the understanding of teachers on work procedures and information about the job.
- 4) Creativeness, namely the ability to adapt to the conditions and reliable in the work.
- 5) Cooperation, namely cooperation with colleagues
- 6) Dependability, namely the ability to complete the work without depending on others.
- 7) Initiative, namely the ability to bring forth ideas in work
- 8) Personal quality, the ability in various fields of work

RESEARCH METHODS

This study was an observational analytic study with cross sectional approach, where the study variables were measured at the same time to a sample of teachers who have defined criteria. Target populations in this study are teachers of Islamic-based school in Makassar Indonesia. While the study sample was taken by purposive sampling, non-random sampling scheme with certain restrictions for specific explicit purpose.

This research is an analytic observational study with cross sectional approach, where the study variables were measured at the same time on a sample of teachers who meet the criteria in question. The target populations in this study are based school teachers of Islam in Makassar Indonesia. While this sample was taken by purposive sampling of non-random sampling scheme with certain restrictions for certain explicit purpose.

Testing of the validity and reliability of the instrument used in this study aimed directly at the sample. Consideration is because $n \approx N$, the number n (sample) is almost equal to N (population), so there is a chance n (sample) obtains repeatability of measurements. The reliability of measuring instruments / instrument performance seen from the Alpha Cronbach and the results obtained? = 0.789 thus be concluded that this measure includes having high reliability.

The research method is a method of verification, using path analysis. The path coefficients are coefficients that does not discount the unit, so it can be concluded that the greater the path coefficient, the relatively greater influence given that variable. The path analysis can be described as follows:

The figure above shows that between X_1 , X_2 , X_3 to Y there is a relationship. While the relationship X_1 to X_2 , X_1 to X_3 and X_2 to X_3 is a correlational relationship.

The above diagram can be expressed by the structural equation as follows:

Structural equation:

$$Y = \rho_{yx1} X_1 + \rho_{yx2} X_2 + \rho_{yx3} X_3 + \varepsilon$$

Description:

X_1 = Workload

X_2 = Work Ethics

X_3 = Satisfaction

Y = Teacher Performance

ε = Valuable Epsilon

RESULT AND DISCUSSION

Based on the calculation result, variables that have the highest degree of correlation is workload (X_1) on the performance (Y) with $r = -0.776$. From the results of these calculations it can be stated there is a negative relationship between workloads with performance-based school teacher of Islam in Makassar. Sequences that have a high correlation followed were a correlation between job satisfaction (X_3) on the performance (Y) with a value of $r = 0.765$, From the results of these calculations it can be stated there is a positive relationship between job satisfaction and performance-based school teacher of Islam in Makassar. A positive correlation with the direction it can be stated that, the lower the job satisfaction of the performance-based school teacher of Islam in Makassar will be low.

Next Relations between ethics (X_2) with performance (Y) with a value of $r = 0.697$. From the results of these calculations it can be stated there is a positive relationship between ethics with performance-based school teacher of Islam in Makassar. A positive correlation with the direction it can be stated that, the lower the ethics of the performance-based school teacher of Islam in Makassar would be lower. As for the correlation between the independent variables are the highest values of work ethic (X_2) and job satisfaction (X_3) $r = 0.602$, From the results of these calculations it can be stated there is a positive relationship between ethics and job satisfaction of teachers of Islamic-based schools in Makassar.

Furthermore, the workload (X_1) and job satisfaction (X_3) $r = -0.585$. The results of these calculations it can be stated there is a negative correlation between workload and job satisfaction of teachers of Islamic-based schools

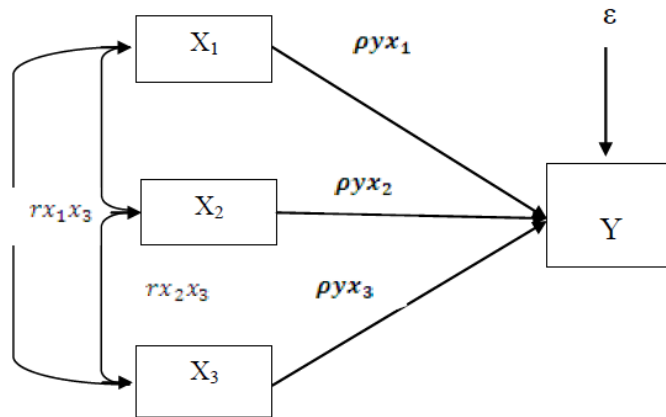


Figure 1. Path Diagram

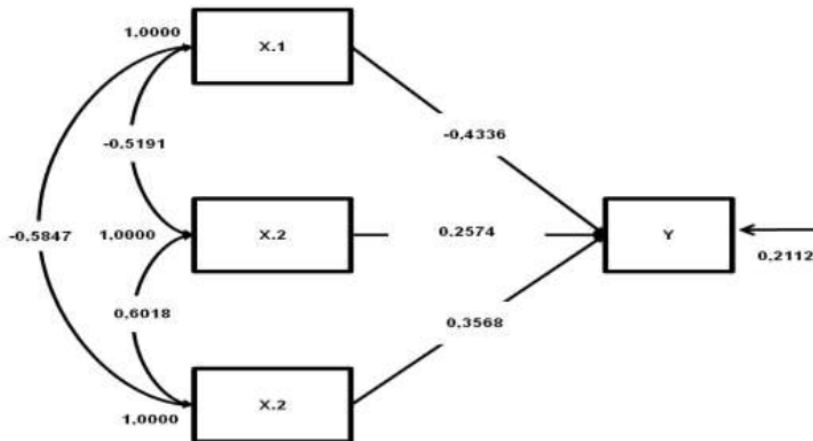


Figure 2. Structural Equation Model

in Makasar. And that has the lowest correlation is workload (X1) and a work ethic (X2) the value of $r = -0.519$. the results of these calculations it can be stated there is a negative correlation between workload with a work ethic based school teachers of Islam in Makasar.

From the picture above is obtained structural equation model of the workload (X1), work ethics (X2) and satisfaction (X3) on the performance (Y) is:

$$Y = \rho_{yx1} X1 + \rho_{yx2} X2 + \rho_{yx3} X3 + \rho_y \epsilon$$

$$Y = -0,4336(X1) + 0,2574(X2) + 0,3568(X3) + 0,2112(\epsilon)$$

From the equation above, shows that the effect of variable workload (X1) which directly determine changes in performance variable (Y) is 18.80% and that through a relationship with ethics (X.2) amounted to 5.79%. and that through a relationship with job satisfaction (X.3) amounted to 9.05%. Thus the total work load variables (X1) determine changes in performance variable (Y) of 33.64%.

If the data obtained from the results of the effect of variable ethics (X2) that directly determines the changes in the performance variable (Y) of 6.63 and that through a relationship with the workload (X1) of 5.79%, as well as

through relationships with job satisfaction (X3) amounted to 5.53%. Thus the total variable ethics (X2) determine changes in performance variable (Y) of 17.95%.

From the results if the data obtained influence job satisfaction variables (X3) that directly determines the changes in the performance variable (Y) amounted to 12.73% and that through a relationship with the workload (X1) of 9.05%, as well as through relationships with ethics (X2) is 5.53%. Thus in total job satisfaction variables (X3) determine changes in performance variable (Y) of 27.30%.

CONCLUSION

Based on the results of data collection and processing, testing hypotheses and discussion of the results of the study, the conclusions of this study are as follows:

1. The workload has a significant influence on the performance-based school teacher of Islam in Makasar. This means that the workload is felt can determine work behavior or teacher performance Islamic-based school.

2. The work ethic has a significant influence on the performance-based school teacher of Islam in Makasar. This means that teacher's ethics will do their best to achieve its goals one by displaying optimal performance. Instead teacher unethical to work then the work shown is not maximized.

3. Job satisfaction has a significant influence on the teacher performance Islamic-based school in Makasar. This means that teachers have job satisfaction can determine the behavior of the teacher with the performance shown.

4. The workload, work ethics and job satisfaction have a significant influence on the teacher performance of Islamic-based school in Makasar. This means that the workload, work ethics and job satisfaction together can provide changes in teacher performance Islamic-based school in Makasar.

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