

The Influence of Quality of Life on the Teachers' Performance in the Junior High School 1 in *Labuhan, Deli Serdang* Regency

Mesiono, Syafaruddin, Mardianto, Abdillah, Siti Halimah
Universitas Islam Negeri Sumatera Utara

Keyword: Quality of life, teachers' performance.

Abstract: Teacher performance is the ability of teachers in various skills such as guiding, assessing, using media, communicating with students, teaching and classroom administration. This study aims to determine the significant effect of Quality of Life on teachers performance of Junior High School (SMP Negeri 1) Labuhan, Deli Serdang Regency. Hypothesis proposed: there is a significant influence of quality of life on Teacher Performance. The population of this study is all teachers of SMP Negeri 1 which consist of 30 teachers. Sample was taken by using census sample where all population become as sample. Validity and reliability was applied for the data. The data were analyzed by using path analysis by using Lisrel Program. The data analysis showed that the influence of quality of life is very significant on teachers' performance. This means that the high level of teacher performance is strongly influenced by the quality of life. So the better and higher quality of life, the better and higher the performance of teachers SMP Negeri 1 Labuhan Deli Deli Serdang District.

1 INTRODUCTION

(Mouly, 1977) states that a teacher must have three abilities: to direct and motivate students, to provide a learning experience and develop a personality thoroughly. According to the Directorate General of Primary and Secondary Education and the Directorate General of Higher Education, a teacher in performing his duties must master 10 (ten) basic competencies, namely: (1) mastering materials, (2) managing the teaching and learning process, (3) managing classes (4) using the media/ learning resources, (5) mastering the educational foundation, (6) managing the teaching and learning interaction, (7) assessing the child's achievement for the teaching process, (8) recognizing the function and program of guidance and counseling services, (9) and organizing school administration, and (10) understanding principles and interpreting educational research for teaching purposes. In fact, based on preliminary research data, it shows that teachers do not have that ability yet.

In learning activities, ideally a teacher should have the abilities as above, so that their performance becomes qualified, the sustainability of the quality of education will be even better. However, empirical

facts through preliminary studies at SMP Negeri 1 Labuhan Deli indicate that these abilities have not been fully owned by the teachers. Still found low teacher performance. This is indicated by the presence of teachers who act only as teachers, renderers who have not played the role of classroom managers. The process of teaching and learning activities observed by researchers varies, some are effective and some are lacking, in fact there are none at all. These conditions appear in different teaching and learning situations, the teacher has not used the available teaching time, there are still teachers who arrive late, start the lesson not on time, end the lesson before the expiration of time, less concerned with the condition of the students, rarely use interactive media, less creating cooperation among teachers. There are also teachers who have never been involved in an education and training so that teachers experience or feel less satisfied and stagnant in the development of professionalism skills. This condition has an impact on the teacher's personality pressure so it is difficult to develop a positive pattern of thinking in the education process. Empirical facts above, cannot be left alone, necessitated a serious attention and improvement efforts from the government through in-service education such as education and training. However,

these efforts have not shown any significant change in teacher performance improvement. For that must be known and understood what factors are very decisive or affect the performance of the teacher. According Colquit (2009) the factors that affect the performance of one of them is the quality of life. These factors that influence performance are described by Colquit in the model as follows:

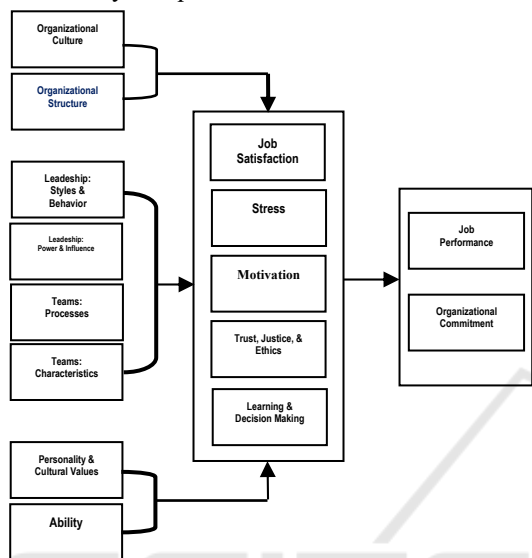


Figure : 1. Integratif Model of Organization Behavior Colquitt, Lepine, Wesson, *Organizational Behavior*, Mc Graw Hill 2009, p. 8.

The model above informs that performance is influenced by many factors. Ideally these factors can improve work ability or teacher performance. However, in reality there still shows weaknesses which indicate that it is less relevant to the reality in Labuhan Deli 1 Public Middle School. There are still teachers who are less concerned or less participating in school events or education, lack of knowledge and mastery about learning strategies, lack of maintaining the authority of educators, lack of religious activities, lack of understanding of vision and mission and goals of education and teaching and not caring about negative motivation from the leadership, there are also teachers who have workloads while the rewards are low. While there are teachers whose workload is low but their desires are more fulfilled. Another phenomenon also occurs that there are still teachers who do not feel satisfaction in carrying out their duties, such as low quality of work, lack of discipline in carrying out teaching, often late coming to school, less attention to students who are problematic, seeking activity

elsewhere, being apathetic, and lacking initiative to innovate in the teaching and learning process.

Such conditions greatly affect teacher performance and ultimately will lead to the quality of education. How can the quality of education be good if this condition is allowed to continue? Therefore such facts cannot be tolerated because these things will be able to create obstacles in efforts to improve the quality of education so that the quality of our education is decreases.

Based on the above explanation, it is illustrated that the performance of teachers in Labuhan Deli 1 Public Middle School needs attention to improve the quality of education. Efforts to improve teacher performance have been made, but efforts to examine the factors that caused the decline in teacher performance have been neglected. One reason for this lack of attention is because of the lack of empirical data about how many of these factors contribute to teacher performance.

This research has not many been done yet. Therefore, the researcher is interested to study more deeply by doing research on "The Influence Of Quality Of Life on The Performance Of Teachers Of SMP Negeri 1 Labuhan Deli Serdang District". The purpose of this study is to determine: Significant influence between quality of life on Teacher Performance of SMP Negeri 1 Labuhan Deli Serdang District.

2 THEORETICAL FRAMEWORK

2.1 The Performance of Teachers

According (Colquit, 2009) Job performance is formally defined as the value of the set of employee behaviors that contribute, either positively or negatively, to organizational goal accomplishment. Performance is likely to be high when (a) challenging goals have been set, (b) the moderators (ability, goal commitment, feedback, and task complexity) are present, and (c) the mediators (direction, effort, persistence, and task strategy) are operating. (Slocum, 2009)

Performance is all of these. It's the end result of an activity. And whether that activity is hours of intense practice before a concert or race or whether it's carrying out job responsibilities as efficiently and effectively as possible, performance is what results from that activity. According Benton (1974), performance act of doing is required by a contract.

According (Handoko, 1987), Performance is a value that results from the ability to carry out tasks assigned to the executor, due to the consequences of the employee agreement. With different editors, (Wahjosumijo, 2001) suggests the notion of Performance or Appearance is the performance of work contributed by a person or group of people in supporting the achievement of organizational goals. Gibson, et all (1996) mentioning that individual performance is the basis for the organization, organizational performance depends on individual performance, motivation and ability to interact determine performance, group behavior and interpersonal influence also gives strength to organizational performance.

More broadly stated by (Sudjana, 1989) define the performance with "The ability of teachers in various teaching skills, guiding, evaluating, using teaching aids, associating or communicating with students, skills in preparing teaching / planning, classroom administration skills, and others. While Ruki (2002) revealed that this performance aims to improve work and personal achievements by giving them feedback about their achievements.

Based on several definitions the experts above can be concluded that, Performance is the achievement or ability of a person in carrying out the work or the results of his work. When associated with the teacher performance is the work performance or the ability of a teacher to carry out the task of achieving organizational goals or performance, the ability to carry out tasks, which can improve the achievement of organizational goals in this case is at school.

High performance needs to be possessed by the teacher, because the performance will be the glue and the driving force for someone to do the job. In this case, Dhakidae (1978) argues that "performance" will color our behavior in work and appear when we carry out their respective roles. This behavior is the creativity of work that is actualized by the teacher and with it will have an impact on performance. The higher the creativity, the higher their performance will be.

Sahertian (1994) states that "people who do work with high creativity will have better performance compared to people who have low levels of creativity." Bafadal (1992) states that the assessment of teacher performance basically looks at whether there is an increase in the quality of teacher performance in planning and assessing the teaching-learning process as a result of its implementation as a teacher. Therefore, Arikunto (1990) states that the teacher is a manager in a special learning

environment. They have the right and responsibility in compiling the learning process, planning, directing, and organizing all student activities.

Teacher performance can be seen from ten teacher competencies or competencies expressed by Sardiman (1992), as: 1) mastering the material, 2) managing the teaching and learning program, 3) managing the class, 4) using the media/ sources, 5) mastering the educational foundation 6) managing the teaching and learning interactions, 7) assessing student achievement for teaching purposes, 8) recognizing functions and guidance and counseling service programs in schools, 9) knowing and administering school administration, and 10) understanding the principles and interpret the results of educational research for teaching needs.

other than that, Usman (1995) also stated that the teacher's performance was seen from ten abilities or competencies, namely: 1) developing personality, 2) mastering the educational foundation, 3) mastering teaching materials, 4) developing teaching programs, 5) implementing teaching programs, 6) assessing results and processes teaching and learning that has been carried out, 7) implementing a guidance program, 8) organizing school administration, 9) interacting with colleagues and the community, and 10) conducting simple research for teaching needs.

The three opinions that state the teacher's abilities or competencies measured as performance or performance, it is clear that there are no fundamental differences in terms of the implementation or implementation of tasks as a profession for each teacher.

2.2 Quality of Life

According Bernardin and Russel (1993:520) Quality of Work Life (QWL) is the degree to which individuals are able to satisfy their important personal need (e.g. need for independent) while employed by the firm. Defined QWL as "a process by which an organization responds to employee needs by developing mechanisms to allow them to share fully in making the decisions that design their lives at work". While Gibson (2009:368) said that Quality of Work Life is now widely used to refer to "a philosophy of management that enhances the dignity of all workers, introduces changes in an organization's cultural and improves the physical and emotional all-being of employees.

Wheter and Davis, (1996:502) Quality of work life is how workers feel their role in each organization. Role here is interpreted as part of a systematic way in which employees participate in

each decision making involving attitudinal issues and related to their work, activities and organization, so that the role is able to give a sense of responsibility and sense of belonging to each job which arises from mutual agreement and decisions.

3 METHOD

The population of this study is all teachers of SMP Negeri 1 Labuhan Deli in Deli Serdang District, amounting to 30 people. While Sampling is done by using Saturation Sampling technique (Census) According Sugiono (1993) saturated sampling is a technique of determining the sample when all members of the population used as a sample. This is often done when the population is relatively small, less than 30 people. Based on the sampling technique, the population of 30 teachers of SMP Negeri 1 Labuhan Deli was taken as sample of research.

Prior to the data collection, first experimental test instrument. The data collection of this research is done by using the questions that are contained in the questionnaire instrument and observation. Data analysis techniques used are descriptive and inferential statistical techniques. The analysis used is path analysis with LISREL program. In LISREL, the path coefficient testing is done through t test statistic while the model conformity test is performed by the test criteria: If the P-value of chi-square statistic is <0.05 , the value RMSEA >0.80 .

4 FINDINGS

Based on the results of data analysis obtained information as follows: There is Influence between quality of life to Performance Teachers of 0.35, the value of t-count coefficient of 8.32 at the level of significance Alpha 0.05 t-table value of 1.98. Based on the findings of the analysis, quality of life significantly influences Teacher Performance. This means that the quality of life owned by the teacher is able to support the improvement of teacher performance, so the better and higher the quality of life the better and higher the performance of teachers.

5 DISCUSSION

Analysis of data showing the significance of the influence of quality of life on the performance of teachers manifested because of the satisfaction of the needs of the teachers. As noted by experts such as Bernardin and russel (1993: 520), Quality of Work Life (QWL) is implied by the firm. QWL defined as "a process by which an organization responds to employee needs by developing mechanisms to allow them to share fully in making the decisions that design their lives at work". While the Gibson (2009; 368) states that the physical and emotional all-being of employees is the philosophy of management. In addition Quality of Life is able to make changes in organizational culture and improve the physical and emotional employees. So naturally if the quality of life is built in monumental and sustainability affect the performance of the teacher.

The quality of life condition can motivate the teachers to improve their performance by realizing their work ability in: 1) mastering the material, 2) managing the teaching and learning program, 3) managing the class, 4) using the media / source, 5) mastering the educational base 6) managing the interaction teaching, 7) assessing student achievement for teaching purposes, 8) recognizing the function and program of guidance and counseling services at school, 9) recognizing and organizing school administration, and 10) understanding principles and interpreting educational research results for teaching purposes. In addition, high performance teachers need to have, because the performance will be able to be adhesive and propulsion for someone in carrying out the work. Performance intensity will color our behavior or behavior in carrying out duties and responsibilities. In doing the work required a high creativity. Because quality performance requires work creativity supported by the quality of life of teachers will have an impact on the performance of teachers who are more qualified. Therefore, it needs to be paid serious attention to the quality of life of teachers, so that the performance of the teacher is more qualified. So the higher the quality of life of teachers has, the higher the performance of teachers will be.

6 CONCLUSIONS

Based on the results of hypothesis analysis can be concluded that there is a significant influence

between quality of life on teacher performance can be accepted. This means that the high level of teacher performance is strongly influenced by the quality of life. So the better and higher quality of life has, the better and higher the performance of teachers SMP Negeri 1 Labuhan Deli Serdang District will be.

REFERENCES

- Armstrong and Angelo Baron. 1998. *Performance Management*, British Library.
- Arikunto. Suharsimi. 1990. *Prosedur Penelitian, Suatu Pendekatan Praktis*, Jakarta: Rineka Cipta
- Bafadal, Ibrahim. 1992. *Supervisi Pengajaran Teori dan Aplikasinya dalam Membina Profesional Guru*. Jakarta : Bumi Aksara.
- Benton William, 1974. *Encyclopedia Britanica Volume viii*. London: The Encyclopedia Britanica.
- Colquit, LePine, Wesson. 2009. *Organization Behavior Improving Pervormance and Comitment the Workplance*. New York : The McGraw-Hill Companies.
- Donald. F. Hervey and Donald F. Brown. 1992. *An Experiential Approach To Organization Development, Fourt Edition*, New jersey : Prentice Hall.
- Dhakidae, Daniel. 1978. *Etos Sosial*. Jakarta : LP3ES, Prisma No.11 Tahun VII.
- Erwin Estradison Siahaan. 2002. *Kepuasan Kerja dan Produktivitas Karyawan*, Pikiran Rakyat.
- Fraser, T. M. 1992. *Stres dan Kepuasan Kerja*, Seri Manajemen Nomor 14, Pustaka Binaan Presindo, Jakarta.
- Gibson, Ivancevich, Donelly. 1997. *Perilaku, Stuktur, Proses Organisasi*, BinapuraAksara, Jakarta.
- Henderson, Michael and Dougal Thompson. 2003. *Values At Work* (New Zealand : Herper Collins Publisher
- Hugh J. Arnold and Daniel C. Feldman. 1986. *Organization Behavior*, New York: McGraw-Hill Book Company.
- Hani, Handoko. 1987. *Manajemen Personalial dan Sumber Daya Manusia*, BPFE, Yogyakarta. Publishers, Fourth Edition.
- Mouly, G., 1997. *Psychology of Effective Teaching*, New York: Holt, Rinehart Adwiston Inc.
- Russell, Bertrand. 1984 *Human Knowledge, Its Scope and Limits*. London : George Allen and Unwin Ltd.
- Slocum, Hellriegel, 209. *Principles of Organization Behavior*, South Western: Cengage Learning.
- Stephen P. Robbins, 2002. *Teori Organisasi, Struktur, Desain dan Aplikasi*, Edisi Tiga, Erlangga.