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Professional Development and Job Satisfaction on Teaching Performance

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***Abstract*---**This study aimed to determine teacher professional development, job satisfaction and teaching performance and to determine the influence of teacher professional development and teacher satisfaction on teaching performance. The research method used was a quantitative method with descriptive correlational techniques. Data collection techniques conducted in this study was a questionnaire. Respondents in this study were 60 junior high school teachers in Gowa Regency. The data analysis technique used product

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moment and regression analysis which was analyzed using the SPSS program. The results showed that teacher professional development and job satisfaction had a positive and significant influence on teacher performance. The implication of this research was to improve teacher performance through teacher professional development by providing training and increasing job satisfaction through leadership.

Keywords---job satisfaction, leadership, professional development, teacher, teaching performance.

Introduction

One of the gifts to the community related to education is the presence of teachers (Chamundeswari, 2013). Teachers must develop the profession as a dignified profession by showing professional teaching performance. Teachers must have the knowledge, skills and attitudes that form the basis for the realization of effective teacher performance (Kaur et al., 2019). Teaching performance contributes very significantly to the effectiveness of learning Guskey (2003); Mihăescu & Andron (2019) and becomes a major factor in influencing student outcomes (Aaronson et al., 2007; Goldhaber et al., 2010).

Improving the quality of learning is a core business in school and teacher management systems as a key to improving student performance (McMillan & Hearn, 2008; Goddard et al., 2007). Learning activities are activities that are essential in the whole educational process that involves two active actors, namely the teacher and students. Differences in organizing learning, the methods and materials used, and interaction will have different effects on learning outcomes in students (Freeman, 2002). Ideally, a learning should encourage students to learn independently, actively develop the potential and talents of their interests, thus making learning more meaningful (Ismirawati et al., 2018). Active learning stimulates students to find ideas, solve problems or apply what they have just learned to a real problem (Mart, 2013). Many studies showed professional development influences teaching performance. Typically, good teaching performance will influence satisfaction, but it is different from this study which measures teacher professionalism and job satisfaction and its influence on performance.

Literature review

Improving teacher performance is seen as a tool in improving the educational process (Mahgoub & Elyas, 2014). Teaching performance is a pedagogical practice that can be observed and manifested in the teacher when the teacher expresses competence and is related to the expected learning achievement, that is, the intentionality of education and the implementation of the tasks given (Benítez et al., 2017). Performance is a person's ability to do certain jobs which are assessed based on established standards (Khan et al., 2012). Teaching performance indicators are: 1) Organizes students for effective instruction, 2) Demonstrates effective planning, 3) Monitors seatwork closely, 4) Uses guided practice before independent practice, 5) Communicates effectively with students, 6)

Demonstrates processes at beginning of learning (cueing), 7) Manages student behavior in a constructive manner, 8) Demonstrates ability to inspire and motivate students, 9) Prepares appropriate evaluation feedback, 10) Moves quickly through the curriculum, 11) Desires feedback from supervisors and principals, 12) Effectively usesavailable materials and resources, and 13) Demonstrates effective interpersonal relationships (Manatt & Daniels, 1990). The Academic Excellence Indicator System (AEIS) identified eight domains, namely: 1) Active, successful student participation in the learning process, 2) Learner-centered instruction, 3) Evaluation and feedback on student progress, 4) Management of student discipline, instructional strategies, time and materials, 5) Professional communication, 6) Professional development, 7) Compliance with policies, operating procedures and requirements, and 8) Improvement of academic performance of all students on the campus (Ovando & Ramirez, 2007).

Teacher professional development programs are one way to make teachers as active learners in order to form teacher professional development (Clarke & Hollingsworth, 2002). Darling-Hammond et al. (2017), stated that professional development as a product of externally provided activities is integrated with the work of teachers to improve knowledge and change the way they carry out learning in ways that support students. Likewise, Komariah et al. (2018) argued that professional development (PD) has a great benefit in maintaining teacher capacity in terms of competence, skills and personality because PD has provided direct experience by studying, conducting experiments, sharing, problem solving, and developing the knowledge. Professional development is a person's development related to the professional role (Villegas-Reimers, 2003). Professional development is needed to help teachers succeed and help the development of teaching as a professional (Walling & Lewis, 2000). Some studies showed that to improve teacher competence, PP is required, which is expected to encourage student achievement through good teacher performance (Bromley, 2018; Meijer et al., 2011; Ponte et al., 2004).

Teachers who have followed PP will have good self-confidence and have job satiscfaction. Job satisfaction is an effectiveness or emotional response to various aspects of work (Kreitner & Kinicki, 2001). Job satisfaction is a set of feelings that indicate the happiness about their work (Davis, 1989). Job satisfaction also means a general attitude towards one's work that shows the difference between the amount of appreciation received by workers and the amount they should receive (Robbins, 2009). Locke (1976) defined job satisfaction as a pleasant or positive emotional state resulting from an assessment of one's work experience. This means, job satisfaction is the difference between the value of what is expected by a person and what is provided by the job. Smith (1969), stated that job satisfaction is a feeling or affective response to a situation. Dawis & Lofquist (1984), defined job satisfaction as a result of workers or an assessment of the extent to which the work environment meets individual needs. These definitions, as Lease (1998) pointed out, are similar to other definitions where job satisfaction is seen as the level of employee affective orientation towards the role of work occupied in the organization. Most study showed that job satisfaction can be influenced by many factors (Rashid et al., 2021; Egorychev et al., 2021).

Three main categories that influence job satisfaction are 1) factors related to work arrangements, 2) factors related to certain aspects of work, and 3) factors relating to the individuals involved (Baron & Greenberg, 1986). High teaching performance in addition to being influenced by the professional development, it also depends on job satisfaction level (Iordanoglou, 2007). Job satisfaction is something that is individualized like one's feelings or state of mind (Ololube, 2006). Job satisfaction by teacher is a relationship between what is felt and what is desired by someone from the job (Ho & Au, 2006). Teachers who are dissatisfied with their work will not be committed and productive (Usop et al., 2013; Iordanoglou, 2007). Job satisfaction influences commitment in providing good teaching performance (Baluyos et al., 2019).

Research Method

This study used a correlational method to determine the effect of teacher professional development and job satisfaction on teaching performance in junior high schools in Gowa Regency. The population and sample in this study were saturated samples with 60 respondents consisting of teachers (18 men, 42 women); the average age ranged from 30-60 years, with formal education from diploma to master. The research instrument used a Likert scale questionnaire. Before the questionnaire was used in this study, a trial was conducted to determine the validity and reliability of the instrument. These results were used as instruments to collect data in field. This study used descriptive correlational analysis to measure the relationship between variables. Data was processed by regression method with SPSS Version 24 software. Data analysis used were: 1) data description; 2) requirement-based test: normality and linearity test; 3) hypothesis test by determining the level of influence through correlation analysis, significance level, coefficient of determination analysis, and regression analysis. The description of each variable can be illustrated from the mean score obtained by using the mean calculation technique to find out the mean value of respondents' answers based on each indicator. The relationship between the variables studied can be seen in the following figure.

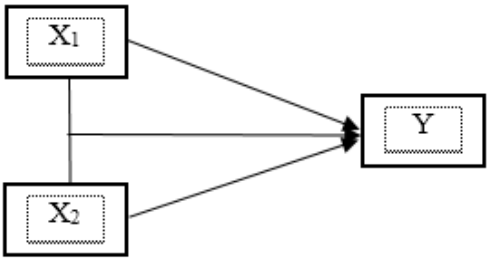

Figure 1. Relationship between X_1, X_2 on Y

Description:
X_1 : Teacher professional development
X_2 : Job satiscation
Y : Teaching Performance

Research Results

The results showed that in general, the conditions for each research variable can be seen in the following table:

Table 1
Descriptive statistics calculation

Variable	Indicator	Ideal Score	Obtained Score	Percentage	Mean	Criteria
Teaching Performance	Role in learning process	960	788	82.08	3.28	High
	Self-development	1920	1290	67.19	2.69	Fair
	Classroom Learning Activities	2880	2368	82.22	3.30	High
	Mean			77.16	3.09	High
Teacher Professional Development	Participation	960	580	60.42	2.42	Fair
	Development Needs	3360	2627	78.18	3.13	High
	Development Obstacles	1680	1038	61.79	2.47	Fair
	Mean			66.80	2.67	Fair
Job Satisfaction	School Support	1200	923	76.92	3.08	High
	School environment	960	807	84.06	3.36	High
	Teaching as Work	2400	1770	73.75	2.95	Fair
	Mean			78.24	3.13	High

Teaching performance

Teaching performance had a mean of 3.09 with obtained percentage of 77.16% in high category. Highest obtained percentage was classroom learning activities indicator with obtained percentage of 82,22% and a mean of 3.30. Role in learning process indicator was in high category with percentage of 82.08% and a mean of 3.28. While self-development was in fair category with obtained percentage of 67.19% and a mean of 2.69.

Job satisfaction

Job satisfaction guru had a mean of 3.13 with obtained percentage of 78.24% in high category. Highest obtained percentage was school environment indikator with obtained percentage of 84.06% and a mean of 3.36. School support indicator was in high category with a mean of 3.08. Teaching as Work indikator was in fair category with obtained percentage of 73.75% and a mean of 2.95.

Teacher professional development

Teacher professional development had a mean of 2.47 with obtained percentage of 66.80% in fair category. Highest obtained percentage in teacher professional development variable was development needs indicator with obtained percentage of 78.18% and a mean of 3.13. Participation indicator in teacher professional development was in fair category with a percentage of 60.42% and a mean of 2.42. While development obstacles indicator was in fair category with obtained percentage of 61.79% and a mean of 2.47.

Requirement-based test

There are several conditions that must be met before conducting hypothesis testing with the requirement-based test, namely by normality and linearity test. Based on the results of the requirement-based analysis test, research data was normally distributed and linearly patterned. The results of the requirement-based test indicated that the score of each research variable met the requirements for further statistical testing.Research hypothesis test was performed by calculating the correlation coefficient, significance level, coefficient of determination, and regression analysis (Lukman et al., 2016; Mantra, 2017).

Influence of teacher professional development (X1) variable on teaching performance (Y)

Calculation of teacher professional development (X1) variable on teaching performance (Y) was conducted by using simple correlation and regression analysis which can be seen in the following table.

Table 2
Hypothesis Test of Influence of teacher professional development (X1) variable on teaching performance (Y)

		Teacher professional development	Teaching performance
Teacher professional development	Pearson Correlation	1	,402**
	Sig. (2-tailed)		,001
	N	60	60
Teaching performance	Pearson Correlation	,402**	1
	Sig. (2-tailed)	,001	
	N	60	60

Based on the results of hypothesis testing, correlation coefficient of teacher professional development (X1) on teaching performance (Y) was 0.402. It indicates that there was a moderate relationship between teacher professional development (X1) and teaching performance (Y). Significance value of teacher professional development (X1) on teaching performance (Y) was 0.001. The results of this test showed the significance value of 0.001 which is smaller than the probability value of 0.05. Therefore, it can be concluded that there was a significant relationship between teacher professional development (X1) and teaching performance (Y). The coefficient of determination between teacher professional development (X1) and teaching performance (Y) can be seen in the following table.

Table 3
Coefficient of Determination of teacher professional development (X1) variable on teaching performance (Y)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,402a	,162	,147	8,957
a. Predictors: (Constant), Teacher professional development				

Based on the table above it can be seen that the coefficient of determination (R^2) was 0.162. This indicates that the the influence of teacher professional development (X1) on teaching performance (Y) was 16.2%. The remaining 83.8% was determined or influenced by other variables. To determine the regression equation formula between the teacher professional development (X1) and job satisfaction (Y), the formula used was $\hat{Y} = a + bX1$ and determined through the following table.

Table 4
Regression equation model of influence of teacher professional development (X1) on teaching performance (Y)

Coefficients						
Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	39,057	10,548		3,703	,000
	Teacher professional development	,495	,148	,402	3,342	,001
a. Dependent Variable: Teaching performance						

Based on the above table, a calculation formula of $\hat{Y} = a + bX1$ was produced namely $\hat{Y}=39.057 + 0.495X1$. Based on this equation, it can be interpreted that each increase in the teacher professional development (X1) variable of 1 unit will contribute to an increase in teaching performance (Y) of 0.495 unit in the same direction (Widana et al., 2020; Amori, 2021).

Influence of job satisfaction (X2) variable on teaching performance (Y)

Calculation of job satisfaction (X2) on teaching performance (Y) was conducted by using simple correlation and regression analysis which can be seen in the following table.

Table 5
Hypothesis Test of Influence of job satisfaction (X2) variable on teaching performance (Y)

		Teaching performance	Job satisfaction
Teaching performance	Pearson Correlation	1	,500**
	Sig. (2-tailed)		,000
	N	60	60
Job satisfaction	Pearson Correlation	,500**	1
	Sig. (2-tailed)	,000	
	N	60	60

Based on the hypothesis test, the correlation coefficient of job satisfaction (X2) on teaching performance (Y) was 0.500. This indicates that there was a moderate relationship between job satisfaction (X2) and teaching performance (Y). Significance value of job satisfaction (X2) on teaching performance (Y) was 0,000. The results of this test showed significance value of 0/000 is smaller than the probability value of 0.05. Therefore, it can be concluded that there was a significant relationship between job satisfaction (X2) and teaching performance (Y). The coefficient of determination between job satisfaction (X2) and teaching performance (Y) can be seen in the following table.

Table 6
Coefficient of determination of job satisfaction (X2) variable on teaching performance (Y)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,500a	,250	,237	8,470
a. Predictors: (Constant), Job satisfaction				

Based on the table above it can be seen that the coefficient of determination (R^2) was 0.250. This indicates that the the influence of job satisfaction (X2) on teaching performance (Y) was 25%. The remaining 75% was determined or influenced by other variables. To determine the regression equation formula between the job satisfaction (X2) and teaching performance (Y), the formula used was $\hat{Y} = a + bX1$ and determined through the following table.

Table 7
Regression equation model of influence of job satisfaction (X2) on teaching performance (Y)

Coefficientsa						
		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	9,241	14,782		,625	,534
	Job satisfaction	1,112	,253	,500	4,400	,000
a. Dependent Variable: Teaching performance						

Based on the above table, a calculation formula of $\hat{Y} = a + bX2$ was produced namely $\hat{Y}= 9.241 + 1.112X2$. Based on this equation, it can be interpreted that each increase in the job satisfaction (X2) variable of 1 unit will contribute to an increase in teaching performance (Y) of 1.112 unit in the same direction (Veloo et al., 2013; Skeff, 1983).

Influence of teacher professional development (X1) and job satisfaction (X2) simultaneously on teaching performance (Y)

Calculation of teacher professional development (X1) and job satisfaction (X2) simultaneously on teaching performance (Y) was conducted by using multiple correlation and regression analysis which can be seen in the following table.

Table 8
Hypothesis test of influence of teacher professional development (X1) and job satisfaction (X2) simultaneously on teaching performance (Y)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,573a	,328	,305	8,086
a. Predictors: (Constant), Job satisfaction, Teacher professional development				

Based on the hypothesis test, the correlation coefficient of teacher professional development and job satisfaction (X2) on teaching performance (Y) was 0.573. This indicates that there was a moderate relationship between teacher professional development (X1) and job satisfaction (X2) simultaneously on teaching performance (Y). Significance value of teacher professional development (X1) and job satisfaction (X2) on teaching performance (Y) was 0.000. The results of this test showed significance value of 0.000 which is smaller than the probability value of 0.05. Therefore, it can be concluded that there was a significant relationship between teacher professional development (X1) and job satisfaction (X2) simultanously on teaching performance (Y).

Based on the table above it can be seen that the coefficient of determination (R2) of teacher professional development (X1) and job satisfaction (X2) simultaneously on teaching perofrmance (Y) was 0.328. This indicates that the the influence of

teacher professional development (X1) and job satisfaction (X2) simultanously on teaching performance (Y) was 32.8%. The remaining 67.2% was determined or influenced by other variables. To determine the regression equation formula between the teacher professional development (X1) and job satisfaction (X2) on teaching performance (Y), the formula used was $\hat{Y} = a + bX1 + cX2$ and determined through the following table.

Table 9
Regression equation model of influence of teacher professional development (X1) and job satisfaction (X2) simultanously on teaching performance (Y)

Model		Coefficientsa Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6,116	15,318		,399	,015
	Teacher professional development	,357	,139	,290	2,577	,013
	Job satisfaction	,942	,250	,424	3,765	,000

a. Dependent Variable: Teaching performance

Based on the above table, a calculation formula of $\hat{Y} = a + bX1 + + cX2$ was produced namely $\hat{Y}$= -6.116 + 0.357X1 + 0.942X2. Based on this equation, it can be interpreted that each increase in teacher professional development (X1) variable of 1 unit will contribute to an increase in teaching performance (Y) of 0.357 unit in the same direction and each increase in job satisfaction (X2) variable of 1 unit will contribute to an increase in teaching performance (Y) of 0.942 unit in the same direction (Zeichner, 2005; Hanushek & Rivkin, 2006).

Discussion

Teaching performance

Teaching performance based on the results of quantitative descriptive analysis showed a high mean. But the optimization of teacher performance must be performed through self-development. Of the three indicators of teacher performance, self-development had low score. Teaching performance was influenced by teacher professional development and job satisfaction. Teacher professional development and job satisfaction are two important factors because they can influence teaching performance. Teacher professional development, accompanied by increased job satisfaction, can further improve teacher performance (Avalos, 2011; Knight, 2002).

It is universally recognized that teaching performance plays a key role in student learning and academic achievement (Panda & Mohanty, 2003; Trimperley et al., 2007). Therefore, teaching performance must always be improved. Apart from teacher professional development and increasing job satisfaction, other efforts that can be performed to improve teacher performance are supervision of learning to teachers (Yilmaz et al., 2009; Lawal et al., 2011). Providing compensation to teachers can improve teacher performance because teachers who are satisfied

with the compensation they receive will work with high levels of productivity (Mondello & Maxcy, 2009; Conley & Odden, 1995). In addition, the improvement of leadership functions and behavior will also influence the performance of teachers in the class (Blase et al., 1986). Improving the work environment at school can also improve teacher performance through improving the school's physical environment, school infrastructure, interaction between school members, good relations and communication by all school members (Rahardjo, 2014). Teachers who have high performance must strive to increase motivation and competence both professional and pedagogically so that optimal results are obtained (Rahman, 2014).

Teacher professional development

The optimization of teacher professional development in schools must be performed by increasing participation and removing obstacles in its implementation. Van Driel & Berry (2012), stated that professional development is important to do based on collaboration, collegial interaction, and building relationships. By conducting teacher professional development to improve their performance, this means it will improve school performance. As Feimen-Nemser (2001), stated that *if we want schools to offer more powerful learning opportunities for students, we must offer more powerful learning opportunities for teachers – opportunities that are grounded in a conception of earning to teach as a lifelong endeavor and designed around a continuum of teacher learning.*

Teacher professional development can be used as a tool to improve teaching performance. If teacher professional development increases, the teaching performance will also increase. Therefore the CPD program is an important part of the school budget. In professional development, there are six principles that must be considered, namely: 1) professional development offers meaningful intellectual, social, and movement with ideas, material, and colleagues both inside and outside of teaching, 2) Professional development takes into account explicitly teaching context and teacher experience, 3) Professional development offers support for differences of opinion, 4) Professional development places practice in the classroom within the context of broader school practices and educational careers, 5) Professional development prepares teachers (as well as students and parents) to use inquiry techniques and perspectives, and 6) Professional development governance ensures bureaucratic control and a balance between individual interests and institutional interests (Little, 1993).

Because of significant relationship between teacher professional development and teaching performance, it is necessary to improve teacher professional development. One of the efforts in teacher professional development is performed by increasing and developing skills which can be obtained through the learning process. As stated by Avalos (2011), teacher professional development is all about teacher learning, learning how to learn, and changing their knowledge of practices for their students. Garet et al. (2001), showed that there are three core features of professional development activities that have a positive and significant improving on improving teacher knowledge and skills and changes in classroom practice, namely (a) a focus on knowledge; (b) opportunities for active learning; and (c)

coherence with other learning activities (Avolio & Gardner, 2005; Humphrey, 2002).

Job satisfaction

Job satisfaction was in the high category and had a significant influence on teaching performance. If interpreted, the job satisfaction variable on teaching performance was in the low category. Even though it was in the low category, every time there was an increase in job satisfaction it would have a significant influence on teaching performance. Based on that situation, it can also be interpreted that job satisfaction can be used as one of the tools to increase teaching performance. If job satisfaction increases, teaching performance will also increase. This means that the higher the job satisfaction, the highet the teacher performance. Job satisfaction and performance are interrelated (Ostroff, 1992). Ololube (2006), stated that *job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job/teaching performance*. Sy et al. (2006) stated that one of the things that influences performance is job satisfaction. Job satisfaction that is fulfilled either intrinsically or extinsically will make teachers more motivated to improve their performance. However, it is different from the results of the research by Baluyos et al. (2019) which showed that good performance must be realized first so that satisfaction can be obtained (Raziq & Maulabakhsh, 2015; Beebe et al., 2009).

Conclusion and Recommendation

Teaching performance and job satisfaction were in the high category. Whereas teacher professional development was in the moderate category. Teaching performance was significantly influenced by teacher professional development and job satisfaction. The results also provide information that job satisfaction had a greater influence on teacher performance compared to teacher professional development. Based on this, the implication of this research showed that teacher professional development activities that are not carried out on an ongoing basis will have an impact on nonoptimal performance of teachers in carrying out their duties so that it can lead to nonoptimal learning process. In addition, the level of job satisfaction that is less considered, will also affect teacher performance. Therefore, this study recommends that teacher professional development and job satisfaction must be increased simultaneously so that teaching performance can continue to improve. Efforts that can be made for teacher professional development are through the planned and simultaneous improvement and development of teacher skills. The methods that can be used are as follows, benchmarking activities between teachers, conducting training and workshops in collaboration with various relevant agencies. Then, for an increased job satisfaction, leadership is also important to consider. Principals need to pay attention to teachers who perform well so that teachers can be rewarded and compensated for achievement and also to pay attention to the needs of teachers as well as provide support to teachers in the context of performance development. In addition, another important thing that must be considered is building independence among teachers so that they can actualize themselves in order to realize good quality education.

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