Relationship of Teacher Performance to Student Satisfaction in Islamic Education Learning Process at SMAN 1 Canduang

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ABSTRACT

The purpose of this study was to identify and analyse the relationship between teacher performance and student satisfaction in PAI learning at SMAN 1 Canduang. This study used a quantitative approach with a correlational method to identify the relationship between teacher performance and student satisfaction in PAI learning at SMAN 1 Canduang. The results of this study indicate that there is a highly correlated relationship although at a very low level. Teacher performance does play a role in providing satisfaction to students in PAI learning. The product moment correlation calculation of 0.147 indicates that teacher performance, although with a low influence, still has a positive impact on student satisfaction. This indicates that improving teacher performance through more effective teaching methods, better interaction, and delivery of interesting material can increase student satisfaction. In addition, other factors such as learning environment, school facilities, and support from parents also need to be considered to improve overall student satisfaction. Further research is needed to explore other factors that influence student satisfaction and develop more effective strategies in improving teacher performance and creating a more satisfying learning environment for students.

Keywords: Relationship, Teacher Performance, Student Satisfaction in PAI learning.

INTRODUCTION

According to Law No. 14 of 2005, the role of teachers is as educators, instructors, mentors, directors, trainers, assessors and evaluators of students [1]. Law Number 20 of 2003 concerning the National Education System Article 39 paragraph [2] states that education is a professional staff tasked with planning and implementing the learning process, providing guidance and training as well as conducting community service research.

A teacher is one of the most important components in teaching and learning activities (KBM), having a position that really determines the success of learning, because the teacher's main function is to design, manage, implement and evaluate learning. Apart from that, the teacher's position in teaching and learning activities is also very strategic and decisive. Strategic because the teacher will determine the depth and breadth of the lesson material, while decisive because the teacher will sort and select the lesson material that will be presented to students. One of the factors that influences the success of a teacher's job is his performance in planning/designing, implementing and evaluating the teaching and learning process. Nana Sudjana, teacher performance indicators are carried out on three classroom learning activities, namely; 1) Planning learning activity programs 2) Implementing learning activities 3) Evaluation/assessment of learning [2].

Teacher skills are everything related to good learning skills. Teacher skills that influence student satisfaction consist of teacher skills in planning, teacher skills in implementing learning and teacher skills in evaluation. Factors that influence teacher skills are learning materials, learning equipment, conditions and atmosphere in the teaching and learning process [3]. States that there is a significant influence on learning outcomes on teacher skills, student satisfaction and school conditions. On the other hand, if there is less similarity between the expectations and experiences received by students in one lesson at school, the lower the level of satisfaction felt by students. Student satisfaction is important in the learning process to determine students' emotional states regarding the material studied in PAI learning.[4]

Good teacher competence will lead to student satisfaction. Student satisfaction is the attitude of students who show a sense of satisfaction with the teaching and learning process services provided by the teacher because there is a match between what is expected and the reality they receive[5]. Student satisfaction also influences student learning achievement, because students who are satisfied with the services provided by the school, especially teachers, can improve student learning performance [6].

The quality of a nation's education really depends on the quality of the teachers who teach in it. Teachers play an important role in the learning and education process, which includes planning, implementation, and evaluation of learning outcomes. At SMAN 1 Canduang, the teacher's role is not only limited to delivering lesson material, but also includes character development, motivation and student satisfaction in the teaching and learning process. The importance of the teacher's role has encouraged various studies to assess how teacher performance can influence student satisfaction in PAI learning.[7]

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Teacher performance is one of the key factors that influences the success of the teaching and learning process. Teacher performance can be measured through various indicators, such as the ability to convey material, the teaching methods used, interactions with students, and the ability to evaluate and provide feedback to students. This research will focus on how teacher performance at SMAN 1 Canduang influences student satisfaction in PAI learning [8].

Educational success can be measured by student satisfaction. [9]who stated that customer satisfaction with educational services is one of the determining factors for the success of educators' competence. Another factor that can influence the level of student satisfaction with subject teachers, namely the teacher's readiness to become a teacher, is perception, in this case the perception of the teaching profession. Student satisfaction is an important measure in assessing the success of a learning process. Students who are satisfied with learning tend to have high learning motivation, active participation in class, and better learning outcomes. Student satisfaction can be influenced by various factors, including the quality of teaching, school facilities, curriculum, and interactions with teachers [10]. Therefore, understanding the relationship between teacher performance and student satisfaction is very important to improve the quality of education at SMAN 1 Canduang.

The problem faced at SMAN 1 Canduang is that there are indications that not all students are satisfied with the ongoing learning process. Student complaints that arose included a lack of variety in teaching methods, a lack of interaction between teachers and students, and lack of clarity in the delivery of material. Some students feel that the teacher's way of teaching is too monotonous and less interesting, which has an impact on decreasing interest and motivation to learn. In addition, there were complaints about limitations in providing constructive and timely feedback, which is considered important for helping students understand deficiencies and improve their performance.

This problem is exacerbated by differences in perceptions between teachers and students regarding the quality of teaching. While teachers feel they have done their best in delivering the material, students feel that the approach used is less effective in helping them understand the lesson. This student dissatisfaction shows that there is a gap between students' expectations of the learning process and the reality they experience in class. Therefore, this research aims to identify and analyze the relationship between teacher performance and student satisfaction in PAI learning at SMAN 1 Canduang.

RESEARCH METHODOLOGY

This research uses a quantitative approach with correlational methods to identify the relationship between teacher performance and student satisfaction in PAI learning at SMAN 1 Canduang.[11] The population in this study were all students and teachers of SMAN 1 Canduang. The study sample consisted of 150 students and 30 teachers who were randomly selected to ensure adequate representation of the entire population. Data was collected using two types of specially designed questionnaires: one to measure teacher performance based on student perceptions, and another to measure students' level of satisfaction with learning. The teacher performance questionnaire covers various aspects such as the ability to convey material, use of effective teaching methods, interaction with students, as well as evaluation and feedback.

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Student satisfaction questionnaires assess aspects such as the quality of teaching, student engagement in the teaching and learning process, and general satisfaction with learning. The validity and reliability of the questionnaire were tested first to ensure the accuracy and consistency of the research instrument. The collected data was analyzed using Pearson correlation statistical techniques to determine the relationship between teacher performance and student satisfaction. The results of the analysis will provide an idea of how strong and significant the relationship between these two variables is. Additional analyzes were also conducted to identify other factors that might influence student satisfaction with PAI learning. Based on these findings, recommendations will be provided to schools and teachers to improve the quality of teaching and student satisfaction. It is hoped that this research can make a significant contribution to the development of more effective and evidence-based educational strategies at SMAN 1 Canduang .

RESULTS AND DISCUSSION
Data Description
The main data used in this research are as follows:
Teacher performance
To obtain teacher performance , the author created a questionnaire consisting of 25 statements answered by students containing indicators of teacher performance . The validity of the 25 questionnaires was tested and the results showed that all 25 questions were valid.

The research was conducted on a sample of 29 student respondents. The time to fill out the questionnaire is 20 minutes. The respondent's task is only to tick or tick ($\sqrt{}$) the "SS" mark for the statement very often worth five, "S" or often if the positive statement is worth four, "KK" for the statement sometimes if the positive statement is worth three, "J " for rare statements is worth two if negative is worth four, and "TP" is worth one.

After tabulating or tallying the teacher performance questionnaire data , data was obtained showing that the results of all the statement values in the questionnaire totaled 3017 or $\sum X = 3107$

Student Satisfaction
To obtain data on student satisfaction , the author created a questionnaire consisting of 25 statements answered by students containing indicators of student satisfaction . Of the 2 5 questionnaires, their validity was tested and the results were that all 25 questions stated valid .

The research was conducted on a sample of 29 student respondents. The time to fill out the questionnaire is 20 minutes. The respondent's task is only to tick or tick ($\sqrt{}$) the "SS" mark for the statement very often worth five, "S" or often if the positive statement is worth four, "KK" for the statement sometimes if the positive statement is worth three, "J " for rare statements is worth two if negative is worth four, and "TP" is worth one. After tabulating or tallying the student satisfaction questionnaire data , data was obtained which showed that the results of all the statement values in the questionnaire totaled 3391 or $\sum Y = 3391$

Analysis of Research Instruments
Teacher Performance Validity Test
The instrument for measuring students' homework is in the form of a questionnaire containing 34 statement items. The highest score is 5 and the lowest score is 1. This test is carried out to test the validity of each statement item in measuring the variable. Validity testing in this research was carried out by correlating the score of each item statement addressed to the respondent with the total score for all items. The correlation technique used for test validity item statement in research This is correlation Pearson Product Moments. The statement item is declared valid if the $_{\text{calculated r value}}$ > r $_{\text{table.}}$ The results

of the questionnaire validity test for the variables studied are presented in the following table:

Table 1: Results Test Validity Questionnaire Teacher Performance

Question Items	r count	r table	Information
1	0.567	0.367	Valid
2	0.611	0.367	Valid
3	0.744	0.367	Valid
4	0.558	0.367	Valid
5	0.741	0.367	Valid
6	0.371	0.367	Valid
7	0.637	0.367	Valid
8	0.595	0.367	Valid
9	0.551	0.367	Valid
10	0.718	0.367	Valid
11	0.535	0.367	Valid
12	0.388	0.367	Valid
13	0.723	0.367	Valid
14	0.600	0.367	Valid
15	0.586	0.367	Valid
16	0.588	0.367	Valid
17	0.696	0.367	Valid
18	0.456	0.367	Valid
19	0.459	0.367	Valid
20	0.713	0.367	Valid
21	0.648	0.367	Valid
22	0.459	0.367	Valid
23	0.696	0.367	Valid
24	0.738	0.367	Valid
25	0.617	0.367	Valid

From the results of the questionnaire validity test, which consisted of 25 statement questions, 25 statement questions were declared valid.

Validity test of student satisfaction

same thing is done in measuring the satisfaction instrument students in the form of a questionnaire containing 25 statement items. The results of the questionnaire validity test for the variables studied are presented in the following table :

Table 2: Results Test Validity Questionnaire Student Satisfaction

Question Items	r count	r table	Information
1	0.824	0.367	Valid
2	0.709	0.367	Valid
3	0.767	0.367	Valid
4	0.696	0.367	Valid
5	0.565	0.367	Valid
6	0.524	0.367	Valid
7	0.510	0.367	Valid
8	0.443	0.367	Valid
9	0.595	0.367	Valid
10	0.474	0.367	Valid
11	0.663	0.367	Valid
12	0.639	0.367	Valid
13	0.555	0.367	Valid
14	0.425	0.367	Valid
15	0.387	0.367	Valid
16	0.557	0.367	Valid
17	0.668	0.367	Valid
18	0.524	0.367	Valid
19	0.801	0.367	Valid
20	0.560	0.367	Valid
21	0.572	0.367	Valid
22	0.580	0.367	Valid
23	0.565	0.367	Valid
24	0.676	0.367	Valid
25	0.469	0.367	Valid

From the results of the questionnaire validity test, which consisted of 29 statement questions, there were 2 0 valid statement questions and 9 invalid questions. The results of the valid statement questions will then be used in this research .

Teacher Performance Reliability Test

Reliability testing is carried out on statement items that fall into categories valid. Reliability testing is carried out by testing the instrument very just Then analyzed with use method Cronbach 's Alpha . Something A variable is said to be reliable if it provides a Cronbach Alpha value > 0.7. The following are the results of the reliability test:

Table 3: Reliability of Teacher Performance

Reliability Statistics

Cronbach's Alpha	N of Items
,921	25

From the calculation results the questionnaire valid then The instrument was tested using the Cronbach Alpha method and the reliability coefficient was 0.921. With these results, it can be said that the homework assignment variable is reliable because 0.921 > 0.7.

Reliability Test of student satisfaction

The same test was also carried out to test the reliability of the student satisfaction variable , so from the test results the following results were obtained:

Table 4. Reliability of Student Satisfaction

Reliability Statistics

Cronbach's Alpha	N of Items
,910	25

From the calculation results the questionnaire valid then The instrument was tested using the Cronbach Alpha method and the reliability coefficient was 0.910. With these results, it can be said that the learning motivation variable is reliable because 0.910 > 0.7.

Hypothesis testing

From the statistical data, the value of distributing questionnaires regarding teacher performance on student satisfaction in PAI learning will be analyzed. For this reason, below we will explain the results of calculations to obtain the correlation coefficient between teacher performance and student satisfaction.

Table 5: Calculations to obtain the coefficient between teacher performance and student satisfaction

Correlations

		TEACHER PERFORMANCE	STUDENT SATISFACTION
TEACHER PERFORMANCE	Pearson Correlation	1	,147
	Sig. (2-tailed)		,446
	N	29	29
STUDENT SATISFACTION	Pearson Correlation	,147	1
	Sig. (2-tailed)	,446	
	N	29	29

Respondent	X	Y	X^2	Y^2	XY
1	118	109	13924	11881	12862
2	118	98	13924	9604	11564
3	115	116	13225	13456	13340
4	114	105	12996	11025	11970
5	101	114	10201	12996	11514
6	92	94	8464	8836	8648
7	105	115	11025	13225	12075
8	125	97	15625	9409	12125
9	99	101	9801	10201	9999
10	121	105	14641	11025	12705
11	103	89	10609	7921	9167
12	97	107	9409	11449	10379
13	108	101	11664	10201	10908
14	118	99	13924	9801	11682
15	103	125	10609	15625	12875
16	118	112	13924	12544	13216
17	86	101	7396	10201	8686
18	100	94	10000	8836	9400
19	111	96	12321	9216	10656
20	123	96	15129	9216	11808
21	99	98	9801	9604	9702
22	102	85	10404	7225	8670
23	101	124	10201	15376	12524
24	121	118	14641	13924	14278
25	110	118	12100	13924	12980
26	101	112	10201	12544	11312
27	89	85	7921	7225	7565
28	94	107	8836	11449	10058
29	115	97	13225	9409	11155
Amount	3107	3018	336141	317348	323823

From the results, the calculation values obtained are:

$\sum X = 3107$

$\sum X^2 = 336141$

$\sum Y = 3018$

$\sum Y^2 = 317348$

$\sum XY = 323823$

Information:

The first column is the name of the 29 respondents

The second column is the sum result of the teacher performance questionnaire (variable x)

The third column is the sum of the student satisfaction questionnaires (variable y)

The fourth column is the sum of the variables x squared (X^2)

The fifth column is the sum of the variables y squared (Y^2)

The sixth column is the sum of variable x times variable y

Next, the validity of the calculation results above will be tested using the product moment formula to determine the level of correlation, namely:

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\left(n\sum (X)^2 - (\sum X)^2\right)\left(n\sum (Y)^2 - (\sum Y)^2\right)}}$$

$$r = \frac{29 x 323823 - 3107\,(3018)}{\sqrt{\{29 x 336141 - (3107)\}^2 \{29 x 317348 - (3018)\}^2}}$$

$$r = \frac{9.390.867 - 9.376.926}{\sqrt{\{9.748.089 - 9.653.449\}\{9.203.092 - 9.108.324\}}}$$

$$r = \frac{13.941}{\sqrt{94.640 x 94.768}}$$

$$r = \frac{13.941}{\sqrt{8.968.003.040}}$$

$$r = \frac{13.941}{94.699,540}$$

$$r = 0.147$$

A hypothesis is a temporary answer to a formulated problem. Therefore, the validity of this temporary answer must be tested empirically. Hypothesis testing in this research was carried out using the Product Moment correlation technique from Pearson, namely to find the correlation between variables (X) and (Y). An explanation of the results of hypothesis testing in this research is: Hypothesis (X) to (Y) states that "There is a positive and significant relationship between teacher performance and student satisfaction". The results of the analysis show that by calculating the product moment correlation between teacher performance (X) and student satisfaction (Y), a correlation coefficient of 0.147 is obtained, the size of which is in the range of 0.000 - 0.199 with a very low level. This shows that there is a positive and significant relationship between teacher performance variables and student satisfaction.

The research conducted shows that teacher performance affects student satisfaction in PAI learning . Hypothesis testing calculations state that H_1 is accepted, which means there is a relationship between teacher performance and student satisfaction in PAI learning . This is confirmed by the calculation results of the coefficient of determination which obtained a correlation coefficient of 0.147, this means there is a positive correlation between the two variables. Meanwhile, to find out how big the relationship is between these two variables, the results of the data analysis are then consulted with the following "r" product moment interpretation table:

Table 6. Product Moment Correlation Index Table

Mark	Criteria
0.00 0 – 0.199	Very low
0.20 0 – 0.399	Low
0.40 0 – 0.599	Enough
0.6 0 0 – 0.799	Tall
0, 80 0 – 1.00 0	Very high

By paying attention to the magnitude of r obtained, it is in the range of 0.000 – 0.199. Based on the table guidelines, this means that there is a positive correlation between giving homework and learning motivation at a very low level. then the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Thus it can be concluded that there is a positive influence between teacher performance (variable x) and student satisfaction (variable y).

Teacher performance is the result of real work in terms of quality and quantity achieved by a teacher in carrying out his duties in accordance with the responsibilities given to him which include preparing learning programs, implementing learning, implementing evaluations and evaluating evaluations. The extent to which teacher performance is developed has an influence on student satisfaction, giving each student the right to pursue their own skills in accordance with the curriculum being implemented, and student enthusiasm for participating in the learning involved in fulfilling the duties of a teacher. [12]. The main task of teachers is realized in the teaching and learning process activities which is one form of teacher performance. There are four ability group tasks that teachers must master. The skills that a teacher must master are: (1) planning a teaching and learning process program; (2) leading and implementing the teaching and learning process; (3) assessing and evaluating the progress of the teaching and learning activity process; (4) building good relationships with students [13].

Sopiatin stated that student satisfaction is a positive attitude of students towards the teaching and learning process services carried out by teachers because there is a match between what is expected and needed and the reality they receive. If the teaching and learning process service received matches what the student expects, then the student will feel satisfied, and if the service received is not appropriate, then the student will feel dissatisfied [14].

The relationship between teacher performance and student satisfaction shows that this research meets the expectations of experts' opinions or theories which state that teacher performance influences student satisfaction in PAI learning. The hypothesis is supported because teacher performance activities are a supporting factor that can indirectly influence student learning satisfaction. Factors that influence student satisfaction in learning are as follows: a) Rewards for learning outcomes, namely something that students get as a consequence of learning behavior which is formally expressed in the form of values from the results of learning evaluations. b) Feeling of security in carrying out learning. c) Adequate learning conditions, namely learning in good physical and social conditions. opportunities for students to be able to develop themselves for a better future, for example the opportunity to continue to college, promotion to class and freedom to express opinions. e) Personal relationships, namely the atmosphere that creates interpersonal relationships within the school environment [15].

CONCLUSION

Based on the results of research at SMAN 1 Canduang, which examines the relationship between teacher performance and student satisfaction in PAI learning, the researchers can draw the following conclusions: Teacher performance and student satisfaction in general is highly correlated based on the results of questionnaires distributed to respondents, where there is Teacher performance can provide student satisfaction in PAI learning. Apart from that, teacher performance and student satisfaction are also highly correlated based on the calculation of the product moment correlation formula which is obtained at 0.147, which shows that this relationship is at a very low level with a range of 0.000 – 0.199. This means that, even though the relationship is very low, teacher performance still has a role in providing satisfaction to students in PAI learning. Even though the relationship between teacher performance and student satisfaction is at a very low level, these results still show that improvements and improvements in teacher

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performance, such as more effective teaching methods, better interactions with students, and delivery of clear and interesting material, can have a positive impact on student satisfaction in PAI learning.

These findings indicate that other factors besides teacher performance also need to be considered to increase overall student satisfaction. Factors such as the learning environment, school facilities, student involvement in extracurricular activities, and support from parents and the school may also contribute to student satisfaction. Therefore, school management and teachers need to work together in creating a holistic and supportive learning environment, which not only focuses on improving teacher performance but also considers various other aspects that influence students' learning experiences. Further research is needed to explore more deeply other factors that influence student satisfaction and to develop more effective strategies for improving teacher performance and creating a more satisfying and productive learning environment for students.

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