THE EFFECT OF JOB SATISFACTION AND ENGLISH TEACHER'S JOB STRESS ON STUDENT'S LEARNING ACHIEVEMENT

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ABSTRACT

This study aims to determine the effect of job satisfaction and job stress honorary English teachers on English learning achievement of students at Junior High School in Lubuklinggau. The sample used in this study was 30 honorary teachers of English subject at Junior High School. Based on the research results, it is known that a= 11.785, b1= 0.165, b2= 0.231. Based on the equation Y=a+b1X1+b2X2, it can be seen that Y= 11.785 + 0.165X1 + 0.231X2. With the analysis that a was 11.785, it means that if the Honorary English Teacher did not take Job Satisfaction and Job Stress, the Student's English Learning Achievement will be 11.785, it means that if the teacher make an increase of 1 unit of Job Satisfaction, there will be an increase in the Student's English Learning Achievement by b1 = 0.165, b2 of 0.231 it mean that if the agency make an increase of 1 unit on Work Stress, it will reduce Student Learning Achievement by 0.243, it can be said that the variables of Job Satisfaction and Job Stress on Students' English Learning Achievement have a simultaneous influence.

Keywords: English Teachers, Job Satisfaction, Job Stress, Students achievement

INTRODUCTION

In the world of education, teachers are the most important figures in creating education quality. Therefore, teachers must have good intellectual and emotional abilities. In addition, teachers must also have a sense of satisfaction in their work, such as getting awards that are in accordance with their achievements or performance. This is in line with the opinion (Afandi, 2017) Job satisfaction was a general attitude towards a person's work, which shows the difference between the number of awards workers receive and the amount they believe they should receive.

The status of teachers in the Indonesian bureaucracy basically consists of permanent civil servants and non-permanent civil servants. Those with permanent teacher status are teachers who are civil servants, while those with temporary teacher status have various names such as regional honorary teachers. These two types of staffing have a number of basic differences as a consequence of the differences in their status. Teachers' Civil servants as permanent employees have a career system, salary system, workload, responsibilities, rights and obligations that are clearer than non-permanent or honorary teachers.

Honorary teachers in an education office are really needed because with the existence of honorary teachers they can help do the work given by the principal.Honorary teachers are assistant teachers, who receive a letter of assignment from the principal or

mayor, who are assigned to help provide education in schools, according to the level or department of education they have. The duties of honorary teachers are often heavier than those of civil servant teachers, such as busy working hours and lower salaries than civil servants.This is what often triggers the emergence of work stress for temporary workers. This of course also happens to honorary teachers of English subjects at Lubuklinggau State Junior High School.

Job stress is the emotional tension or pressure experienced by someone who is facing enormous demands, obstacles and very important opportunities that can affect a person's emotions, thoughts, and physical condition (Ardana, 2017).The work stress experienced by honorary teachers needs to be considered by all parties or educational institutions. Because, this will not only affect the individual or the honorary teacher, but will also affect the learning achievement of the students they teach. Achievement is the result of an activity that has been done, created both individually and in groups (Sedarmayanti, 2018),

In the Big Indonesian Dictionary, it is stated that what is meant by learning achievement is "mastery of knowledge or skills developed by subjects, usually indicated by test scores or scores given by the teacher".Student learning achievement is a measure of the success or failure of the education system carried out by an educational organization, with high learning achievement, the education system is successful and vice versa if student learning achievement decreases then the education system is considered a failure.As we know English is an important language to master for many people in many aspects, such as social, economic, politic, education, religion etc. Therefore student's achievement in English subject is very important for education program.

This study aims to determine the effect of job satisfaction and job stress on honorary English teachers on student achievement at Junior High School Lubuklinggau. From some of the problems above, a research was carried out with the title "The Effect of Job Satisfaction and Job Stress of Honorary English Teachers on Student Achievement Junior High School Lubuklinggau". By doing this study, the writer hope the result of this study can give the good effect to the school and government in makingpolicy about teacher well-being which can affect the education quality

RESEARCH METHOD

This study discusses the effect of job satisfaction and job stress for honorary English teachers on student achievement at Junior High School Lubuklinggau. This research uses quantitative methods. Quantitative research method is a survey method. Survey research is research conducted on large or small populations, but the data studied are data from samples taken from that population, to find relative events, distributions and relationships or sociological and psychological variables. Based on these quotes, it can be stated here that the survey research method is a quantitative research method used to obtain data that occurred in the past or present, about beliefs, opinions, characteristics, behavior, variable relationships and to test several hypotheses about sociological and psychological variables from samples taken from certain populations, data collection techniques with in-depth observations, and research results tend to be generalized.

Place and Time of Research

This research was conducted for 6 months, from September to February, in Lubuklinggau. There were 15 junior high schools in Lubuklinggau with 30 honorary teachers of English.

Research Design

The following is the research design carried out in this study:
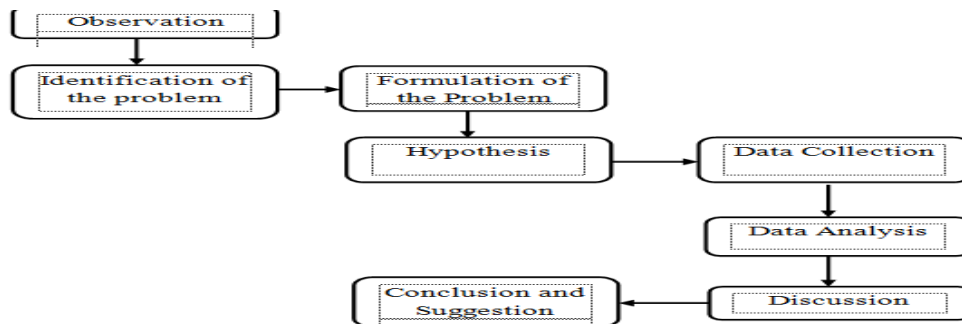
Picture 1. Research Design

Based on the systematic flow of the research, it can be explained that the research begins by making observations or observations on the object of research followed by problem identification, problem formulation, formulation of hypotheses, followed by data collection, determining population and samples, developing instruments and testing instruments and then analyzing data and draw conclusions, based on conclusions and then determine suggestions from the results of the study.

Framework of Thinking

The following is the framework of thinking in this research:
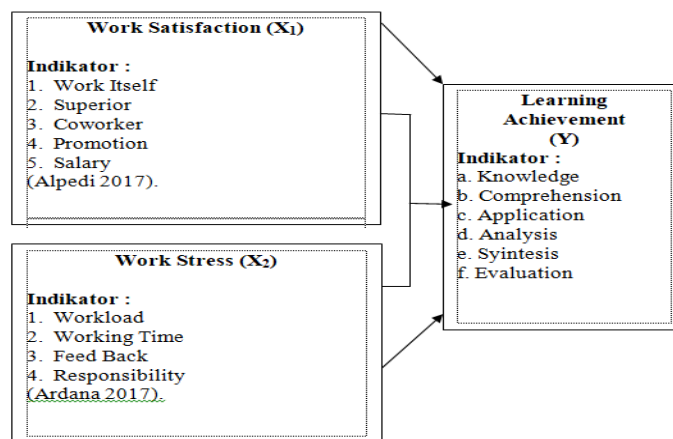
Picture 2. Theoretical Framework

Hypothesis

The hypothesis is a temporary answer to the research problem formulation, where the research problem formulation is stated in the form of a question sentence, the hypotheses in this study are as follows:

Ho : There is an influence between job satisfaction and job stress of honorary teachers on student achievement at Junior High School Lubuklinggau.

Ha : There is no effect between job satisfaction and job stress of honorary teachers on student achievement at Junior High School Lubuklinggau.

Research Sample

Sampling in this study used the saturated sampling technique. Saturated sample is a sample which, when added in number, will not increase the representation so that it will not affect the value of the information that has been obtained. (Sugiyono 2019). In this study, the sample used was all honorary English teachers at Junior High Schools in Lubuklinggau. which was 30 people.

Data Collection Technique

Data collection methods for research consist of: (1) Observation: make observations directly to the object of research to see closely the activities carried out; (2) Questionnaire: the method of collecting data is by using a list of questions used by researchers to obtain data directly from sources through the communication process or by asking questions, and; (3) Documentation: methods of collecting data by taking notes and other documents regarding secondary data that are related to this research

Research instrument

Questionnaire questions were prepared using a Likert scale. Likert scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena. With a Likert scale, the variables to be measured are translated into variable indicators. Then the indicator is used as a starting point for compiling instrument items which can be in the form of statements or questions

Table 1.
Research Instrument

No	Variable	Indicator	Questions	Total
1	Work Satisfaction (X1)	Work itself	3	15
		Superior	3	
		Coworker	3	
		Promotion	3	
		Salary	3	
		(Apandi 2017)		
2	Work Stress (X2)	Workload	3	12
		Working Time	3	
		Feed Back	3	
		Responsibility	3	
		(Ardana 2017)		
3	Learning Achievement (Y)	Knowledge	1	9
		Comperhension	2	
		Application	2	
		Analysis	1	
		Syintesis	1	
		Evaluation	2	
		(AgusSuprijono 2010)		
	Total			36

The answer to each instrument item using a Likert scale has a gradation from very positive to negative. For the purposes of quantitative analysis, the answers can be scored, for example:

Table 2.
Likert Scale

NO	Alternative Answer	Score
1	Very Agree	5
2	Agree	4
3	Doubtful	3
4	Disa5gree	2
5	Strongly Disagree	1

RESULTS
Validity test

Validity test was carried out to see to what extent the indicators that make up the concept can represent the variables formed in the study. A concept can represent a variable that was formed if the corrected total item correlation (r-count) r-table (0.444) with an alpha value of 5% where the validity test was tested outside the population or sample, namely 20 respondents of honorary English teachers at Junior High School in Musi Rawas Regency.

Based on the results of the validity test, it can be seen that all the instruments used were valid because they have the corrected item total correlation (r-count) r-table (0.444) with an alpha value of 5%.

t-test

The t-test was conducted to prove the hypothesis whether job satisfaction had an effect on student learning achievement by comparing t-count with t-table, research was conducted to determine whether the hypothesis was accepted or rejected in accordance with the criteria, namely. If t-count > t-table then Ho is rejected and Ha is accepted otherwise if t-count < t-table then Ho was accepted and Ha was rejected. The research results were as follows:

Table 3.
t-test Work Satisfaction toward Students Achievement in English

Model	t	Sig
1 (Constant)	6.478	000
Work satisfaction (X1)	4.064	000

Based on the recapitulation of the results of the t-test above, the relationship between job satisfaction and student achievement can be explained that: The variable job satisfaction (X1) on student learning achievement shows the value of t-count = 4,064 greater than the value of t-table (1,697) with a significant level of a = 0,05%. With the test criteria was if t-count > t-table then Ho was accepted and if t-count < t-table then Ha is accepted, it can be seen that t count > t-table means Ho was rejected and Ha was accepted that there was a significant effect of Job Satisfaction on Learning Achievement Student in English. This proves that the first hypothesis which reads "It was suspected that there was a significant influence between job satisfaction partially on student achievement was proven and the hypothesis was accepted.

Table 4.
t-test Work Stress toward Students Achievement in English

Model		Unstandardized Coefficients	
		B	**Std. Error**
1	(Constant)	17.106	4.046
	Work Stress (X2)	.317	084

The results showed that the a value of 17.106 and the value of b of 0.317 according to the equation Y = a+ b X then it can be seen that if Y = 17.106 + 0.317X so a = 17.106 means that there was work stress, the student's English learning achievement will be 17.106, while b of 0, 0.317 if there was an increase in Work Stress of 1 unit, it will reduce Learning Achievement by 0.317.

Multiple Linear Regression Test

Multiple linear regression test was used to determine the effect of primary data being tested, which came from 2 independent variables, namely Job Satisfaction and Job Stress on Student Achievement. In this test, statistical software tools with SPSS version 20.0 will be used. The results of multiple linear regression tests in detail will be presented in the table below:

Table 5.
t-test Work Satisfaction and Work Stress toward Students Achievement in English

Model	Unstandardized Coefficients	
	B	**Std. Error**
1 (Constant)	11.785	3.833
Work satisfaction (X1)	. 165	050
Work Strees (X2)	. 231	076

The results of multiple linear regression showed that a = 11.785, b1 = 0.165, b2 = 0.231 based on the equation Y=a+b1X1+b2X2, it can be seen that = 11.785 + 0.165X1 + 0.231X2. With the analysis that a is 11.785, it means that if the Honorary English Teacher does not take Job Satisfaction and Job Stress, the Student's English Learning Achievement will increase by 11.785, meaning that if the employee makes an increase of 1 unit of Job Satisfaction, there will be a decrease in Student Learning Achievement by b1 = 0.165, b2 of 0.231 means that if the agency makes an increase of 1 unit on Job Stress, it will reduce English Learning Achievement by 0.243, it can be said that the variables of Job Satisfaction and Job Stress on Students' English Learning Achievement have a simultaneous influence.

DISCUSSION

The results of the influence of job satisfaction (X1) on students achievement in English (Y) showed that the a value of 19.961 and the value of b of 0.216 according to the equation Y = a+bX, it can be seen that if Y = 19,961+0.216X, so a = 19,961 means that without job satisfaction, students' learning achievement in English will decrease by 19.961 while if Job Satisfaction increases by 1 unit, it will increase English Learning Achievement by 0.216.The results showed that the correlation coefficient between Job Satisfaction and Student Learning Achievement was the R value of 0.609 which was stated

to be strong between the variables of Job Satisfaction and Student Achievement.

Based on the recapitulation of the results of the t test above, the relationship between job satisfaction and student achievement can be explained that: The variable job satisfaction (X1) on students' English learning achievement shows the t-value = 4,064 which was greater than the t table value (1,697) with a significant level of a = 0,05%. With the test criteria was if t-count > t-table then Ho was accepted and if t count < t-table then Ha was accepted, it can be seen that t-count > t-table means Ho was rejected and Ha was accepted that there was a significant influence of Job Satisfaction variable on achievement Learning English by Students This proves that the first hypothesis which reads "It was suspected that there was a significant effect of partial job satisfaction on students' learning achievement in English was proven and the hypothesis is accepted.

Effect of Work Stress (X2) on Students Achievement in English (Y) The results showed that the a value of 17.106 and the value of b of 0.317 in accordance with the equation Y = a+bX then it can be seen that if Y = 17.106 + 0.317X so a = 17.106 means that without work stress the learning achievement will be 17.106, whereas if stress Work increases by 1 unit it will reduce learning achievement by 0.317.The results showed that the correlation coefficient between Job Stress and Student's English Learning

Achievement was 0.583, which was stated to be a strong correlation between Job Stress and Student's English Learning Achievement. The Effect of Job Satisfaction (X1) and Job Stress (X2) Students' Achievement in English (Y) The results of multiple linear regression showed that a = 11.785, b1 = 0.165, b2 = 0.231 based on the equation Y=a+b1X1+b2X2, it can be seen that = 11.785 + 0.165X1 + 0.231X2. With the analysis that a is 11.785, it means that if the Honorary English Teacher does not take Job Satisfaction and Job Stress, the Student's English Learning Achievement will be 11.785, meaning that if the employee makes an increase of 1 unit of Job Satisfaction, there will be an increase in the Student's English Learning Achievement by b1 = 0.165, b2 of 0.231 means that if the agency makes an increase of 1 unit on Work Stress, it will reduce Student Learning Achievement by 0.243, it can be said that the variables of Job Satisfaction and Job Stress on Students' English Learning Achievement have a simultaneous influence.

Conclusion

Based on the results of data analysis and discussion that has been described, it can be concluded. Based on the recapitulation of the results of the t test above, it can be explained that: (a) Job Satisfaction Variable (X1) on Student Achievement in English shows the value of t-count = 4.064 which was greater than the value of t-table (1.697) with a significant level of a = 0.05%. With the test criteria is if t-count > t-table then Ho was accepted and if t-count < t-table then Ha was accepted, it can be seen that t-count > t-table means Ho was rejected and Ha was accepted that there was a significant influence of Job Satisfaction variable on Students achievement in English; (b) Work Stress Variable (X2) on Student Achievement in English showed the value of t-count = 3.798 which was greater than the value of t-table (1.697) with a significant level of a = 0.05%. With the test criteria was if t-count > t-table then Ho was accepted and if t-count < t-table then Ha was accepted, it can be seen that t-count > t-table means Ho was rejected and Ha was accepted that there was a significant influence of work stress variables on achievement Learn English Students. This proves that the hypothesis was accepted. That there was a significant effect between job satisfaction and job stress for honorary English teachers on Students learning achievement in English for junior high school students in Lubuklinggau.

SUGGESTIONS

Based on the conclusions that have been described, there were several suggestions as follows: (a) The principal should pay more attention to honorary teachers so that the cooperation between honorary teachers was maximized; (b) The expectation of honorary teachers to the government was that there was an additional salary that was adjusted to the workload given; (c) It was better if honorary teachers were more disciplined in completing the work assigned by their superiors, and (d) The award given by superiors to their honorary teachers will certainly make the honorary teachers more leverage in educating their students so that they can improve students' learning achievement in English.

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