



The Relationship Between Management Skills and Job Satisfaction of Educators at Private Islamic Religious Colleges (PTKIS) in Jambi Province

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Abstract

This study was aimed at analyzing the relationship among management skills, leadership style, and interpersonal communication towards job satisfaction of the academic staff of private Islamic higher education either partially or simultaneously. Quantitative research was set up as the method of the research. The design of the research was survey research. The research was carried out at Private Islamic Universities in Jambi Province. The unit of analysis was the academic staff at Private Islamic Universities in Jambi Province. The population was 115 people. The samples were selected by using the total sampling technique. The hypothesis in this study was: management skills, leadership style, and interpersonal communication have a significant relationship either partially or simultaneously on the job satisfaction of academic staff. The hypothesis was tested by using the Pearson Product Moment Correlation technique analysis and multiple regression, with a significance level of 5 percent alpha ($\alpha = 0.05$). The findings of the research showed that simultaneously, management skills, leadership style, and interpersonal communication have 44.8% relationship on job satisfaction of education.

Keywords: Management Skills, Leadership Style, Interpersonal Communication and Job Satisfaction

Introduction

Human Resources (HR) is one of the keys to the success of an institution. Efficient and effective human resource management can improve productivity and the performance of both educators and educational staff as well as the organization. Therefore, it is important for companies to pay attention to the influencing factors productivity and employee performance, and one of the most important is job satisfaction.[1]

Satisfaction comes from the Latin: *enough* means good enough, adequate and *facio means make* or do so can be interpreted as an effort to fulfill something or make something adequate. Satisfaction is a person's perspective, either positive or negative about something.[2] In simple terms, satisfaction can be interpreted as the level of one's feelings after comparing the product performance (or results) that he feels with his expectations.[3] Job satisfaction according to Colquitt is the level of pleasant feelings that obtained of assessing one's job or work experience.





Satisfaction is the perceived conformity with previous expectations or with performance norms.[4] Job satisfaction according to Robbins is a positive feeling towards work resulting from an evaluation of its characteristics.[5] Job satisfaction according to Colquitt is the level of pleasant feelings that obtained from the assessment of one's work or work experience.[6] Job satisfaction according to Angelo Kinicki is an affective or emotional response to various aspects of one's work.[7] Job satisfaction is a person's feeling towards his work that is generated by his own efforts (internal) and supported by things that come from outside himself (external), on the working conditions, work results, and the work itself.[8]

Robbins and Judge explain that job satisfaction is a positive feeling about work, which results from an evaluation of its characteristics. Someone with a high level of job satisfaction has positive feelings about his job, while someone with a low level of job satisfaction has negative feelings.[9]

Job satisfaction is the result of employees' perceptions of how well their work provides things that are considered important. Job satisfaction has three dimensions. First, job satisfaction is an emotional response to work situations. Second, job satisfaction is often determined by how well the results achieved meet or exceed expectations. Third, job satisfaction represents several related attitudes.[10] The most important job characteristics for employees that become an affective response consist of five job dimensions, namely: 1). The work itself, where work provides interesting assignments, opportunities to learn, and opportunities to accept responsibility. 2). Salary, the amount received and the level of salary can be considered appropriate compared to other people in the organization. 3). Promotional opportunities, opportunities to advance in the organization. 4). Supervision, supervisor's ability to provide technical assistance and behavioral support. 5). Colleagues, the degree to which work is technically proficient and socially supportive.[11]

Job satisfaction is a reflection of the individual's creativity, taste and intention.[12] When someone has a need that needs to be met, he will make various efforts by directing his thoughts, energy, time, and possibly having to take risks that can occur in carrying out his work.

Expectancy theory predicts that employees will exert high levels of effort if they perceive a strong relationship between effort and performance, performance and rewards, and rewards and personal goal satisfaction.[13]

According to Law No. 20 of 2003 concerning the National Education System article 1 paragraph 5 and 6 what is meant by teaching and educational staff are members of the community who are dedicated and appointed to support the implementation of education. Therefore, education personnel are valuable internal stakeholders and help develop a climate of cooperation and mutual trust.

Educators and educational staff as professionals have a vision of realizing the implementation of education in accordance with professional principles to fulfill the equal rights of every citizen to obtain quality education.





Educators and educational staff are also required to work by providing the best possible service to higher education users such as students, parents and the community. This is in line with the ultimate goal to be achieved by human resource management, namely high quality of service, and low *complain* from the user. In order to achieve this final goal, it is necessary to gradually achieve intermediary objectives, namely obtaining qualified human resources with development-appropriate skills, expertise and knowledge, qualified human resources willing to work as well as possible, qualified human resources who are dedicated to the broad organization towards his work.[14]

Aspects of work that are in direct contact with individuals and groups include how an institution or agency manages to provide satisfaction to educational staff. According to Husaini, management in a broad sense is planning, implementing and monitoring organizational resources to achieve goals effectively and efficiently.[15]

Group work satisfaction is influenced by the main factors, namely external conditions imposed on the group, which include: (1) these external conditions consist of organizational strategy, authority relations, formal regulations and rules, availability of resources, criteria for selecting educational staff, culture, and performance management systems, (2) these resources consist of knowledge, skills, abilities, and personality), (3) the structure defines roles, norms, conformity, group systems, group unity and leadership and (4) other factors that also determining work and group satisfaction are processes that occur in groups, such as communication, decision making, management, and conflict[16].

In line with opinion on, Robbins and Judge, argued, organizational behavior is a field of study that investigates the relationship that individuals, groups, and structures have on behavior in an organization to make the organization move more effectively. Broadly speaking job satisfaction is influenced by human input consisting of ability, change and pressure consisting of values and attitudes, communication, culture organization, as well as human outcomes consisting of productivity, absence, turnover of educational staff deviant behavior at work, and job satisfaction.[17]

According to Robbins and Coulter's opinion in Wibowo's book, it states that management is a process for making activities resolved efficiently and effectively with and through other people.^[18] However, based on Hikmat's opinion, that management is a scientific process and can also be seen as an art that aims to get work done efficiently efficient and effectively by using existing resources within an organization. For more details management it is to organize and manage as a whole effectively.^[19]

Organizational behavior in the form of job satisfaction relates to educational staff and the organization. If a person is satisfied with his job, that person will like his job and is motivated to do his job and his performance is high or vice versa.) enjoys his work, (2) is proud of his work, (3) low work stress, (4) good physical and psychological health of the education staff, (5) low absenteeism, (6) low conflict and (7) low complaints.[20]]



Ivancevich, Konopaske and Metteson, argue that job satisfaction (*job satisfaction*) depends on the level of intrinsic and extrinsic results how workers perceive these results. Satisfaction with the level of results is different for each individual which is influenced by the level of education, work experience, involvement in work and fairness in work. The fairness factor that is seen as unfair by workers will have an impact on the attitude of workers seeking justice themselves, by seeking greater rewards or by reducing effort.[21]

Based on a grand tour conducted by researchers regarding the job satisfaction of educational staff at Regency/City Private Islamic Religious Colleges, in the leadership of the chairman of the Private Islamic Religious College to 40 (forty) educators. The STAI that distributed the questionnaire were STAI An-Nadwah Kuala Tungkal, STAI Mamba'ul Ulum Jambi and STAI Syekh Maulana Qori Bangko, which had been carried out by distributing questionnaires, interviews and observations.

Tiong's research in Husaini, revealed the characteristics of an effective chairperson, namely: (1) fair and firm in decision making, (2) dividing tasks fairly among education staff, (3) appreciating staff achievements, (4) understanding the feelings of education staff, (5) have a vision and strive to make changes, (6) skilled and orderly, (7) capable and efficient, (8) dedicated and diligent, (9) sincere, and (10) self-confident.[22] In line with the opinion above, the characteristics of effective leadership in the 21st century are: (1) leadership that is honest, defends the truth and has core values, (2) leadership that is willing and able to listen to voices, educational staff, students, parents and members, (3) leadership that creates a realistic vision as a shared property, (4) leadership that believes based on reliable data, (5) leadership that is based on introspection and self-reflection first, (6) leadership who empower themselves and their nature and are willing to share information, and (7) leadership which involves all human resources in tertiary institutions, overcoming obstacles to change both personally and organizationally.[23]

Research methodology

This study uses a quantitative research approach with a survey method. In designing the survey method, Cresswell explained that it is a survey research method in which the researcher conducts a survey of samples or the entire population of people to describe attitudes, behaviors, opinions, or characteristics of the population by taking data samples from one population using a questionnaire as the main data collector.[24] The same thing was conveyed by Bambang, the survey method is a quantitative study using the same structured questions to be recorded, processed and analyzed.[25]

In this study using correlational research. Correlational research aims to test hypotheses by measuring a number of variables and calculating the correlation coefficient between these variables in order to determine which variables are correlated.[26] Correlational research leads to two questions. First, is there a relationship between two or more variables. Second, what is the direction of the relationship and how big is the relationship. Correlational research involves



proving that some of these variables are related to more complex or so-called dependent variable.[27] Therefore, there are two variables in this study, namely: *dependent variable* (influenced variable) and variable *independent* (independent variable). As for variables independent This study consists of management skills. While variable depend this research is job satisfaction.

Results and Discussion

Based on an initial survey conducted by researchers at An-Nadwah Kuala Tungkal Islamic High School, Mamba'ul Ulum Jambi Islamic High School, and Syekh Maulana Qori Bangko High School regarding the work of educators, the following data were obtained: Through the distribution of questionnaires it appears that job satisfaction The educational staff of STAI An-Nadwah Kuala Tungkal can be seen based on the indicators of job satisfaction of teaching staff as follows: 1). The work itself 51% of respondents said they were satisfied and 14% said they were very satisfied, this means good 2). Income 50% stated satisfied and 10% stated very satisfied, this means good, 3). Supervision 50% satisfied, means good, 4). Promotion 30% who said they were satisfied and 40% said they were not satisfied, this means it is not good, 5). 50% of co-workers say they are satisfied, this means good, 6). Work Performance 50% said they were satisfied, this means good, 7) Responsibility 50% said they were satisfied, this means good from the 7 existing indicators, it can be seen that 6 indicators are in the satisfied category, namely the work itself, income, supervision, co-workers, achievement work and responsibility. Based on the results of filling out the questionnaire and calculated based on the scoring guidelines, it can be understood that the job satisfaction of the education staff at STAI An-Nadwah Kuala Tungkal in the leadership of the head of STAI An-Nadwah Kuala Tungkal is in the good category.

Through the distribution of questionnaires, it can be seen that the job satisfaction of STAI Mamba'ul Ulum Jambi Educators can be seen based on the indicators of job satisfaction of educational staff as follows: 1). The work itself 50% of respondents said they were satisfied, this means good 2). 30% said they were satisfied and 10% said they were not satisfied, this means not good, 3). Supervision 50% stated satisfied, means good, 4). 45% promotion which states that they are not satisfied, this means it is not good, 5). Colleagues 50% said they were satisfied, this means good, 6) Work performance 45% said they were not satisfied, which means this is not good, 7) Responsibilities 50% said they were satisfied, this means good from the 7 existing indicators, you can see 4 indicators entered Satisfied categories are the work itself, supervision, co-workers and responsibility, however this satisfaction rate is also close to the unsatisfied number so that more effort is needed to provide good service to education staff. Based on the results of filling out the questionnaire and calculated based on the scoring guidelines, it can be understood that the job satisfaction of the STAI Mamba'ul Ulum Jambi education staff in the leadership of the head of STAI Mamba'ul Ulum Jambi is in the poor category.



Through the distribution of questionnaires, it can be seen that the job satisfaction of STAI Syekh Maulana Qori Bangko educators can be seen based on the indicators of job satisfaction of teaching staff as follows: 1). The work itself 50% of respondents said they were satisfied, this means good 2). Income 50% stated satisfied and 10% stated very satisfied, this means good, 3). Supervision 40% quite satisfied, means good, 4). 50% promotion that states satisfied, this means good, 5). 50% of co-workers say they are satisfied, this means good, 6). Work performance 50% stated satisfied, this means good, 7). Responsibility: 50% said they were satisfied, this means good, from the 7 existing indicators, it can be seen that 6 indicators are in the satisfied category, namely the work itself, income, promotions, co-workers, work performance, and responsibility. Based on the results of filling out the questionnaire and calculated based on the scoring guidelines, it can be understood that the job satisfaction of the STAI Sheikh Maulana Qori Bangko education staff in the leadership of the head of STAI Sheikh Maulana Qori Bangko is in the good category.

Some things that can support the development of job satisfaction for private Islamic tertiary education educators, namely: The role of leaders of higher education institutions in developing the quality of their human resources. The role of the leadership of higher education institutions in providing motivation or support and authority for teaching staff in carrying out their duties. The role of leaders of higher education institutions who are active in empowering educators in each job or institutional activity. The ability of teaching staff to grow and develop in the higher education environment. Cooperation and communication among educational staff in work. The persistence of educational staff in developing job satisfaction. The responsibility of education personnel to update their knowledge and skills regarding their work. Loyalty of educators to work and higher education institutions.

Conclusion

Based on the results of calculations and analysis of research results, the main conclusion of this study is that management skills, leadership style, and interpersonal communication have a significant relationship with job satisfaction of educators at private Islamic religious colleges in Jambi Province. In detail, this study concludes, namely: There is a direct relationship between management skills and job satisfaction of educators. Based on the results of the analysis calculation, the value is obtained $\text{count}_{(30,066)} > t_{\text{table}} (2.68)$, until H_0 rejected and H_1 accepted. Means that management skills provide a significant relationship with job satisfaction of educators.



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