The Relationship of Self-Concept and Work Satisfaction with Teachers' Performance of Islamic Elementary School in Tebing Tinggi, Indonesia

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Abstract : One of the basic things that affect the performance of teachers in carrying out their duties is self-concept. Self-concept is all ideas, thoughts, beliefs and convictions that individuals know about themselves and influence individuals in dealing with others. An important factor in self-concept is that self-concepts are learned through individual experiences and interactions with others. In addition, self-concept is a critical and basic aspect of the formation of individual behavior, developing rapidly and together with the development of speech. There is a positive and significant relationship between the self-concept of teachers in the State of Madrasah Ibtidaiyah Tebing Tinggi with the performance of teachers at the State Madrasah Ibtidaiyah in Tebing Tinggi. This means that the higher and positive self-concept, the higher and positive the performance of teachers in State Madrasah Ibtidaiyah Tebing Tinggi by providing an effective contribution of 28.7%. This means that the variation that occurred in the teacher's self-concept variable Tebing Tinggi State Madrasah Ibtidaiyah was 28.7% predictable in improving the performance of teachers at State Madrasah Ibtidaiyah in Tebing Tinggi. There is a positive and significant relationship between job satisfaction with the performance of teachers at State Madrasah Ibtidaiyah in Tebing Tinggi. This means that the higher and positive job satisfaction of teachers at State Madrasah Ibtidaiyah in Tebing Tinggi city, the higher and positive the performance of teachers in State Madrasah Ibtidaiyah Tebing Tinggi by making an effective contribution of 32%.

Keywords : self-concept; work satisfaction; teachers' performance; students

I. Introduction

Every teacher should have a good attitude and relationship concerns teachers and cooperation so as to realize a good goal. In interacting between teachers one with the other teachers can form a good collaboration or interact with each other well. Teacher performance will be optimal, when integrated with school components, be it the principal, school climate, teachers, employees or students (Pidarta , 1999:70).

Regarding the teacher's performance, based on the preliminary study the researchers conducted at the research location by interviewing the Head of MIN 1 Madrasah in Tebing Tinggi City, problems were found: (1) there were teachers who did not have learning tools such as annual programs, semester programs, syllabus and learning implementation plans (RPP), (2) teachers lack the use of learning media in learning activities, (3) communication between teachers and students is less intense, communication is limited to the delivery of teaching material, and (4) lack of teacher attention to student development, coming just sitting in the teacher's room and limited to routine communication only and rarely conduct discussions about student development and the learning process carried out.

One of the basic things that affect the performance of teachers in carrying out their duties is self-concept. Self-concept is all ideas, thoughts, beliefs and convictions that

individuals know about themselves and influence individuals in dealing with others. An important factor in self-concept is that self-concepts are learned through individual experiences and interactions with others. In addition, self-concept is a critical and basic aspect of the formation of individual behavior, developing rapidly and together with the development of speech. Self-concept is formed because of the role of the family, especially in the childhood that underlies and helps its development.

In relation to self-concept, based on interviews with the madrasa principals, the following problems were found: self-concept of madrasah teachers MIN 1 Tebing Tinggi City has not been fully good enough. There are some teachers who think that teaching is an obligation , after teaching, the obligation is completed and does not care whether the student has understood the teaching material to the maximum or not.

II. Literature Review

2.1 Teacher Performance

Performance is the appearance of one's work both in terms of quantity and quality in the organization. Simamora (2002: 423) constrain the performance, the performance is a translation of the English *performance* or *job performance* but in English Language but often shortened to just performance. Performance in Indonesian is also called work performance.

Performance or achievements interpreted as an expression of the ability of labor based on the knowledge, attitudes, soft skill and motivation to produce something. Job performance is defined as an achievement of certain requirements which ultimately can be directly reflected in the output produced both in quantity and quality. The definition above highlights performance based on the results achieved by someone after doing work.

Mangkunegara (2004: 67) defines performance is the result of work that is in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Sulistiyani and Rosidah (2003: 223) state that a person's performance is a combination of ability, effort, and opportunity that can be assessed from his work.

A good teacher's performance is certainly reflected in their appearance both from the appearance of academic ability and professional ability to be the meaning teacher able to manage teaching in the classroom and educate students outside the classroom as well as possible.

Based on various definitions of performance above, it can be concluded that performance is the result or level of success achieved by someone in the field of work according to certain criteria and evaluated by certain people, especially the boss in question. It may be added that the performance of the teacher is the ability shown by teachers in implementing the tasks at au job. Performance is said to be good and satisfying if the goals achieved are in accordance with the standards set.

Bernardin and Russel in Ruky (2000: 340) propose six primary criteria that can be used to measure work performance, namely :

Quality of, is the degree to which the process or the result of execution of work close to perfection or closer to the expected goals.

The quantity, is the amount produced, for example the number of rupiahs, the number of units or the number of cycles of activities completed.

On time, is the length of an activity completed at the desired time, taking into account the number of other outputs and the time available for other activities.

Cost effectiveness, the amount of use of organizational resources to achieve maximum results or reduction of losses in each unit of use of resources.

Supervision, namely the ability of employees to carry out work functions without requiring supervision by a supervisor to prevent unwanted actions.

Capacity of inter-personal, is the ability of employees to maintain the dignity, reputation and ability to collaborate among peers and subordinates.

2.2 Self Concept

Self-concept or self concept according to Cawagas as quoted by Pudjijogyanti (1991: 2) explains self-concept includes all individual views on its physical dimensions, personal characteristics, motivations, weaknesses, intelligence, failure and so on.

The same thing expressed by Rachmat (2008: 99) self-concept is the views and feelings of individuals about individuals. This perception of self may be psychological, social and physical. By observing yourself, comes the picture and self-assessment, this is called self-concept.

Self-concept is an operating system that runs a mental computer, which affects one's thinking ability (Gunawan, 2005: 76). This self-concept after entering the subconscious mind will have a weight of influence of 88% on the level of one's consciousness in a moment. The better the self concept, the easier it will be for someone to succeed or vice versa.

Burns (1993: 180) explains self-concept is the relationship between attitudes and beliefs about oneself which can be distinguished into three things:

The conscious self-concept, namely the individual's view of his abilities, his status and his role.

A social me or I think of others, namely the individual views about how others perceive or judge him.

I am ideal, i.e. an individual's hope about him or what he will become. So I am ideal is the aspiration of every individual.

Djaali (2009: 81) explains self-concept is a person's view of himself concerning what he knows and feels about his behavior, the contents of his thoughts and feelings, and how his behavior affects other people. Furthermore Agustiani (2003: 75) explains the concept of self is a picture that someone has about himself, which is formed through experiences obtained by someone from interaction with their environment. Cage and Berliner (1998: 85) suggest that self-concept relates to self-confidence and various feelings about self-respect. Therefore, in this context, if individuals feel better or vice versa, then self-esteem and individual appreciation of themselves will be better or vice versa.

2.3 Job Satisfaction

Blum in Anoraga (2006: 82) explains job satisfaction is a general attitude which is the result of some special traits of work factors, adjustment and individual social relations outside the work environment.

Wexley and Yukl in (http://jurnal-sdm.blogspot.com/2009/04/) interpret job satisfaction as *" the way an employee feels about his or her job "*. Feelings related to work involve aspects such as efforts, career development opportunities and relationships with other employees, work placements, and organizational structures . Meanwhile, feelings related to him include age, health conditions, abilities and education.

According to Robbins (in http://angel.crysta-corp.com/?p=12) job satisfaction is defined as a person's general attitude towards his work. This definition contains a broad

understanding. In other words, job satisfaction is a complicated sale of a number of elements of work that are distinguished and separated from each other.

According to Kumar in Aditya (2011: 11), teacher job satisfaction is a complex symptom that has various related factors, namely personal, social, cultural and economic. Teacher job satisfaction is also the result of various attitudes of a teacher towards his work and to the factors related to his work.

Satisfaction that occurs when individual needs are met and associated with the degree of likes and dislikes associated with employers a common attitudes by them which is closely related to the rewards they believe they will receive after making a sacrifice. When viewed from Robin's opinion, there are two dimensions , first, satisfaction felt by individuals who focus on individual members of society, another dimension is satisfaction which is the general attitude possessed by employees .

Based on the description above, it can be concluded that job satisfaction is the way an individual feels himself or his job, and it can be concluded also that job satisfaction is a feeling that supports or does not support the employee's work and condition.

III.   Research Methods

The study was conducted at State Madrasah Ibtidaiyah (MIN) Tebing Tinggi City which consisted of 2 (two) MIN, namely MIN 1 and MIN 2, Tebing Tinggi. This location was chosen considering that there had not been any research in Madrasa previously related to the title of this thesis research.

Table 3.2 Research Population

No.	School name	Total number of teachers
1.	MIN 1 Tebing Tinggi	29
2.	MIN 2 Tebing Tinggi	31
Total		**60**

Because the population is not too much, the whole population is the sample of the study, which is 60 teachers of State of Madrasah Ibtidaiyah in Tebing Tinggi City, so that the sampling technique is done by means of *total sampling*.

IV. Discussion

The results of processing data show for self-concept variables teachers of State of Madrasah Ibtidaiyah Tebing Tinggi have an average value or mean = 11 7 , 66 ; mod us = 1 18 , 6; median = 118, 2 ; variance = 1 23 , 7 0; standard deviation = 1 1 , 1 2; maximum score = 1 4 8; and minimum score = 8 3 .

Picture tell about the frequency distribution of the self-concept variable data teacher of State Madrasah Ibtidaiyah Tebing Tinggi presented at T able 4.1 as follows:

Table 4.1 Self Concept Data Frequency Distribution

Interval Class	$f_{absolute}$	$f_{relative}$ (%)
83 - 92	2	3.33

93 - 102	3	5,00
103 - 112	10	16.67
113 - 122	26	43,33
123 - 132	16	26.67
133 - 142	2	3.33
143 - 152	1	1.67
total	60	10 0

Based on the data in Table 4.1 above, it can be described the teacher self-concept variable data of State of Madrasah Ibtidaiyah Tebing Tinggi that with a mean of 117.66 in the interval class 113-122, this means that there are 43.33% of respondents in the class average score. 25% below the class average score and 31.67% above the class average score.

The results of processing data show for job satisfaction variables teachers of State of Madrasah Ibtidaiyah Tebing Tinggi have an average value or mean = 11 4 , 96 ; mode = 1 14.38 ; median = 11 5.1 ; variance = 1 59.43 ; standard deviation = 1 2 , 62 ; maximum score = 1 3 8; and minimum score = 8 6 .

Figure an about the variable frequency distribution of job satisfaction variables State Elementary School teacher Tebing Tinggi are presented in T able 4.2 as follows:

Table 4.2 Variable Data Distribution Job Satisfaction

Interval Class	absolute f	f relative (%)
86 - 93	4	6.67
94 - 101	5	8.33
102 - 109	9	15.00
110 - 117	17	28,33
118 - 125	12	20.00
126 - 133	9	15.00
134 - 141	4	6.67
total	60	100

Based on the data in Table 4.2, it can be explained the data on the variable job satisfaction of teachers in the State of Tebing Tinggi Islamic Madrasah that with a mean of 114.96 in the interval class 110-117, this means that there are 28.33% of respondents in the class average score, 30% below the class average score and 41.67% above the class average score.

The results of variable data processing of teacher performance of State of Madrasah Ibtidaiyah Tebing Tinggi shows an average value or mean = 10 6 , 88 ; mode = 10 5.81 ; median = 108.4 ; variance = 1 1 8, 74 ; standard deviation = 1 0.89 ; maximum score = 127; and minimum score = 83.

Picture tells about teacher performance variable data State of Madrasah Ibtidaiyah Tebing Tinggi presented in Table 4.3 as follows:

Table 4.3 Variable Data Distribution Teacher performance

Interval Class	f absolute	f relative (%)
83 - 89	4	6.67
90 - 96	6	10.00
97 - 103	13	21.67
104 - 110	15	25.00
111 - 117	11	18.33
118 - 124	8	13,33
125 - 131	3	5,00
total	60	100

Based on the data in Table 4.3 above can be translated variable data of State State of Madrasah Ibtidaiyah Tebing Tinggi of teacher performance that with mean 1 06,88 are in class intervals of 1 04-11 0, this means that there is a 2 to 5% of respondents in the average score of the class , 3 8.34 % below the class average score and 36.66 7% above the class average score.

Testing the tendency of data for each research variable, namely: (1) self-concept (X_1), (2) job satisfaction (X_2) and (3) teacher performance (Y) used ideal score and ideal standard deviation of each variable which was then categorized into 4 (four) categories, namely high, medium, low and low.

4.1 Variable Tendency Test Self Concept

The Self concept of this variable Teachers of State of Madrasah Ibtidaiyah show mean = 117.66 in the interval score 98 - 126 medium category. More complete is analyzing an early tendency variable self concept Teachers of State of Madrasah Ibtidaiyah Tebing Tinggi City (X_1) can be seen in Table 4.4 below:

Table 4.4 Level of Trend of Self Concept Variables (X_1)

Score Interval	Frequency	f relative (%)	Category
≥ 127	13	21.67	High
98 - 126	45	75.00	Is being
68 - 97	2	3.33	Less
≤ 67	-	-	Low
total	60	100	

Based on the data in Table 4.4 above can be described for self-concept variables of teacher in State of Madrasah Ibtidaiyah Tebing Tinggi of 21.67% category, category is being by 7 5%, less category of3.33% and 0%, while the low category. Thus it can be concluded that self-concept teachers in State Madrasah Ibtidaiyah, Tebing Tinggi in this study tend to be moderate as evidenced by 75% of respondents in the medium category.

Job satisfaction variable Teachers of State of Madrasah Ibtidaiyah Tebing Tinggi showed have mean = 114.96 in the interval score of 78 - 116 in the less category. Complete calculation test trend job satisfaction variable The number of teachers at State Madrasah Ibtidaiyah Negeri Tebing Tinggi (X_2) is illustrated in Table 4.5 below:

Table 4.5 Tendency of Variables to Job Satisfaction (X_2)

Score Interval	Frequency	f relative (%)	Category
≥ 1 56	-	-	High
117 - 1 55	28	46.67	Is being
7 8 - 116	32	53,33	Less
≤ 7 7	-		Low
total	60	100	

Based on the data in Table 4.5 can be described for the variable job satisfaction teachers of State of Madrasah Ibtidaiyah Tebing Tinggi in the high category 0 %, the medium category was 46.67 %, the poor category was 5 3.33% and the low category was 0%. Thus it can be concluded that job satisfaction teachers in State of Madrasah Ibtidaiyah Tebing Tinggi in this study tend to be less as evidenced by 53.33% of the respondents in the less category.

Teachers' performance variables in State Madrasah Ibtidaiyah Tebing Tinggi have mean = 106.88 in the interval score of 74 - 110 in the less category. The complete calculation of the test of the tendency of trends in teacher performance variables (Y) is illustrated in Table 4.6 se like the following:

Table 4.6 Level of Teacher Performance Trends (Y)

Score Interval	Frequency	f relative (%)	Category
≥ 148	-	-	High
111 - 147	22	36.67	Is being
74 - 110	38	63,33	Less
≤ 73	-	-	Low
total	60	100	

Based on the data in Table 4.6, it can be described for teacher performance variables in State of Madrasah Ibtidaiyah Tebing Tinggi in the high category of 0%, the medium category is 36.67%, the category is 63.33% and the low category is 0%. Thus it can be concluded that teacher performance Teachers of State of Madrasah Ibtidaiyah Tebing Tinggi in this study tended to be less as evidenced by 63.33% of respondents included in the less category.

The test results of this study variable data normality variable self-concept, variable job satisfaction and teacher performance variable teachers of State of Madrasah Ibtidaiyah Tebing Tinggi are likely to be normally distributed. This can be seen from the price of Liliefors observation (Lo), the calculation results of each variable indicate a value that is smaller than the value of Liliefors table (Lt). Thus the data from the three research variables came from populations that were normally distributed, so that they met the requirements to be analyzed by correlation and regression.

Summary of data normality test results: (1) State of Madrasah Ibtidaiyah Tebing Tinggi teacher self-concept variable on the performance variables of State of Madrasah Ibtidaiyah Tebing Tinggi of teachers, and (2) data on State of Madrasah Ibtidaiyah Tebing Tinggi of teacher job satisfaction variables on teacher performance can be seen in Table 4.7.

Table 4.7 Summary of Normality Test Analysis

No.	Estimated Error	Lo	L_{tabel} ($\alpha = 0.05$)	Information
1	Y on X_1	0.0760	0.1144	Normal
2	Y on X_2	0.1074	0.1144	Normal

From the table above, it can be seen that Liliefors observation value is smaller than Liliefors table value, this shows the overall score of the research variable is normally distributed. For self concept variables teacher of State of Madrasah Ibtidaiyah Tebing Tinggi towards the performance of teachers in State of Tebing Madrasah Ibtidaiyah Tinggi in the price of Lo $(0.0760) < L_{table}$ (0, 11 44) thus the self-concept variable teacher of Tebing Tinggi State Madrasah Ibtidaiyah towards teacher performance Teachers of State Madrasah Ibtidaiyah Tebing Tinggi are normally distributed.

For the variable job satisfaction the teacher for State of Madrasah Ibtidaiyah Tebing Tinggi obtained the price of Lo $(0.1074) < L_{table}$ (1 , 1 144), thus the variable job satisfaction teacher of State of Madrasah Ibtidaiyah Tebing Tinggi towards teacher performance Teachers of State Madrasah Ibtidaiyah Tebing Tinggi are normally distributed.

The simple regression equation that is sought is a simple regression equation Y over X_1 and Y over X_2 with model the equation is: $\hat{Y} = a + bX_1$ and $\hat{Y} = a + bX_2$.

a. Test inieritas and significance of regression variables X_1 with Y

The calculation results obtained by a simple regression equation $\hat{Y} = 4\,2.71 + 0.54X_1$ Summary of the calculation results can be seen in Tabel 4.8 the following:

Table 4.8 Anava Summary Linearity Test Between X_1 With Y

Source of Variation	JK	DK	RJK	F count	F table $\alpha = 0.05$
Total	694671	60	-	-	-
Regression (a) Regression (b / a) Residue	687154.01 2164,57 5352.42	1 1 58	687154,01 2164,57 92,28	23.45	4,008
Coco Tuna k Error	3334.07 2018.35	31 27	107.55 74.75	1.43	1,876

From the table above can be seen that F count obtained regression 23.45 while the price of F table with DK numerator is 1 and denominator is 58 at the significance level $\alpha = 0.05$ is 4.008. It turns out that the price of F regression (23.45) is greater than the price of F table (4.008), it can be concluded that the regression coefficient Y on X_1 means at the significance level $\alpha = 0.05$.

Further F_{tuna} of prices matched the calculations got around 1.43 meanwhile in F_{table} with DK numerator is 31 and DK denominator is 27 at significance level $\alpha = 0.05$ is 1,876. Therefore the price of F_{tuna} is suitable arithmetic F 1.43 less than the value of F_{tabel} 1, 876. So, this shows the self-concept variable teacher of State Madrasah Ibtidaiyah Tebing Tinggi (X_1) towards teacher performancevariables of Tebing Tinggi State Islamic School Madrasah (Y) with regression line equation $\hat{Y} = 42.71 + 0.54X_1$ is linear.

The calculation of regression significance Y on X_1 in Table 4.8 shows the price of $F_h >$ F_t. This means that the regression coefficient Y on X_1 is significant at the level of α = 0.05. Thus the regression equation $\hat{Y} = 42.71 + 0.54X_1$ can be accounted for to draw conclusions about the relationship between self-concept Madrasah Ibtidaiya teachers at Tebing City High School with teacher performance teacher of State Madrasah Ibtidaiyah Tebing Tinggi City in the table . In other words, a progress in one self-concept score will increase by 0.54 scores on the performance of teachers in State Madrasah Ibtidaiyah Tebing Tinggi.

4.2 Test linearity and significance of regression variable X $_2$ with Y

Linearity calculation results obtained by a simple regression equation y = 2 5, 79 + 0.5 1 X $_2$ Summary of results of the calculations can be seen in T able 4.9 as follows:

Table 4.9 Anava of Summary Linearity Test Between X $_2$ and Y

Source of Variation	JK	DK	RJK	F count	F table α = 0.05
Total	6946 71	60	-	-	-
Regression (a) Regression (b / a) Residue	687154.01 2407.12 5109.87	1 1 58	687154.01 2407.12	27,32	4,008
Tuna Cocok Galat	2925,23 2184,64	33 24	88,64	1,014	1,905

From the table above it can be seen that F_{count} regression is obtained 27.32 while the price of F $_{table}$ with DK is numerator 1 and DK denominator is 58 at the significance level α = 0.05 is 4.008. It turns out that the price of F regression (27.32) is greater than the price of F_{table} (4.008), it can be concluded that the regression coefficient Y on X $_2$ means at the significance level α = 0.05.

Furthermore, it is known that the price of F tuna cocok of result counting is obtained at around 1.014 while the price of F $_{table}$ with DK numerator is 33 and the denominator is 24 at the significance level α = 0.05 is 1.905. Because the price of F tuna cocok counting is 1.014 smaller than the value of F_{table} is 1.905. It shows the variable to work satisfaction (X_2) to the teacher performance variable (Y) with the regression line equation $\hat{Y} = 25.79 + 0.51X$ $_2$ is linear.

The calculation of the mean of the regression of Y on X $_1$ in Table 4.9 shows the price of $F_h > F_t$. This means that the regression coefficient of Y on X $_2$ significant at the level of α = 0.05. Thus the regression equation $\hat{Y} = 25.79 + 0.51X_2$ can be accounted for to draw conclusions regarding the relationship between job satisfaction and teacher performance teacher of State Madrasah Ibtidaiyah Tebing Tinggi. In other words an increase in one job satisfaction score will increase around 0.5 1 score on teacher performance teacher of State Madrasah Ibtidaiyah Tebing Tinggi.

Before carrying out correlation and regression analysis, it is necessary to know the relationship between independent variable self-concept teacher of State Madrasah Ibtidaiyah

Tebing Tinggi City(X_1) and job satisfaction teacher of the State Madrasah Ibtidaiyah Tebing Tinggi City (X_2) truly independent or not having a correlation with each other, it is necessary to test independence between independent variables .

The results of testing analysis between self-concept variables teacher of State Madrasah Ibtidaiyah Tebing Tinggi City (X_1) and job satisfaction teacher of State Madrasah Ibtidaiyah Tebing Tinggi (X_2) has a correlation of 0.166 . Summary results of the calculations can be seen on Table 4:10 as follows:

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Tabel 4.10 Test Summary Independently Between Variables X_1 with X_2

Correlation	Correlation coefficient (r)	Determinant coefficient (r^2)	t count	t table ($\alpha = 0.05$)
rX_1 X_2	0, 075	0,0 05	0 , 57	1,671

Based on the above table , it shows that the correlation coefficient between self-concept variables teacher of State Madrasah Ibtidaiyah Tebing Tinggi City (X_1) and job satisfaction teacher of State Madrasah Ibtidaiyah Tebing Tinggi City (X_2) of 0, 075 with a coefficient of determination (r^2) of 0.005 . Through the test has been done it turns out that t_{count} = 0.57 while the value of t_{table} = 1.671.Therefore t_{count} (0.57) < t_{table} (1,671), this shows that the both of independent variables do not have correlation so the two independent variables are independent variables.

Summary of calculation can be seen in T able 4:11 as follows:

Table 4.11. Summary of X_1 Correlation Analysis Results of X_1 with Y And the Test of Meaning

Correlation	Correlation coefficient (r)	Determinant coefficient (r^2)	t count	t table ($\alpha = 0.05$)
rX_1 Y	0, 540	0, 291	4 , 88	1,671

Based on the table above shows that the coefficient between self- teacher concept variables of State Madrasah Ibtidaiyah Tebing Tinggi City (X_1) with teacher performance teacher of State Madrasah Ibtidaiyah Tebing Tinggi City (Y) of 0, 540 with a coefficient of determination (r^2) of 0,291 . Through the test that has been done it turns out that t_{count} = 4,88 while the value of t_{table} = 1.671.Therefore t_{count} (4.88) > t_{table} (1,671), this shows that there is a positive and significant relationship between self-concept variables teacher of State Madrasah Ibtidaiyah Tebing Tinggi City with teacher performance Public Madrasah Ibtidaiyah Tebing Tinggi with the form of linear and predictive relationships through regression lines $\hat{Y} = 4 2 , 71 + 0.54 X_1$.

Based on the above analysis it can be concluded that self-concept teacher of State Madrasah Ibtidaiyah Tebing Tinggi has a positive and significant relationship between fish and teacher performance teacher of State Madrasah Ibtidaiyah Tebing Tinggi. This shows that the first hypothesis of this study has been empirically tested.

Testing to find out the relationship between job satisfaction variables teacher of State Madrasah Ibtidaiyah Tebing Tinggi (X_2) with teacher performance Madrasah Ibtidaiyah

Negeri Tebing Tinggi City(Y) simple correlation analysis is used, while test is used to test its significance. Correlation between variables of job satisfaction teacher of State Madrasah Ibtidaiyah Tebing Tinggi City (X_2) with State Government Elementary School teacher performance Tebing Tinggi (Y) can be seen conclusion of calculation results can be seen in Table 4:12.

Table 4.12 Summary of X_2 Correlation Analysis Results with Y
And the Test of Meaning

Correlation	Correlation coefficient (r)	Determinant coefficient (r^2)	t_{count}	t_{table} ($\alpha = 0.05$)
$rX_2 Y$	0.5 70	0.3 24	5 , 2 7	1,671

Based on table above shows that the coefficient between job satisfaction variables teacher of State Madrasah Ibtidaiyah Tebing Tinggi City (X_2) with the performance of teachers in State Madrasah Ibtidaiyah Tebing Tinggi (Y) of 0.5 70 with a coefficient of determination (r^2) of 0, 3 2 4 .

Through "t" has been test that has been done it turns out that $t_{count} = 5 , 2 7$ while the value of t table = 1.671. Therefore t_{count} (5.27) > t_{table} (1,671), this shows that there is a positive and significant relationship between the variables of job satisfaction teacher of State Madrasah Ibtidaiyah Tebing Tinggi with the performance of teachers in State Madrasah Ibtidaiyah Tebing Tinggi with linear and predictive relationships through regression lines regression = 2 5, 79 + 0.5 1 X_2 .

Based on the analysis above it can be concluded that job satisfaction of teacher in State Elementary School Tebing Tinggi has a positive relation and significant and predictive performance of State Elementary School teacher Tebing Tinggi. This shows that the second hypothesis of this study has been empirically tested.

Testing to determine the relationship of self-concept variables teacher of the State Madrasah Ibtidaiyah Tebing Tinggi City (X_1) and job satisfaction teacher of State Madrasah Ibtidaiyah Tebing Tinggi City (X_2) together with the performance of teachers at State Madrasah Ibtidaiyah Tebing Tinggi (Y), multiple correlation analysis was used, while the F test was used to test its significance.

The results of multiple correlation analysis and significance test of correlation coefficient can be seen in Table 4.13 calculation results counting as follows:.

Table 4.13 Summary of Correlation Analysis Results and Meaning Test
Variable X_1 and X_2 with Y

Correlation	Correlation coefficient	Determinant coefficient (R^2)	F_{count}	F_{table} ($\alpha = 0.05$)
$Ry_{1.2}$	0.7 55	0.5 70	6 7.85	3.16 2

Analysis results in the table above shows that multiple correlation coefficients between self-concept variables teacher of State Madrasah Ibtidaiyah Tebing Tinggi (X_1) and job satisfaction teacher of State Madrasah Ibtidaiyah Tebing Tinggi teacher of the State Madrasah Ibtidaiyah Tebing Tinggi (X_2) on teacher performance ($Ry_{1.2}$) is 0.7 55.

After F test is done, it turns out F_{count} (6 7 , 85)> F_{table} (3.16 2) at $\alpha = 0.05$, so the multiple correlation coefficient is significant and positive. Furthermore, the coefficient of determination shows the contribution of self-concept teacher of State Madrasah Ibtidaiyah Tebing Tinggi and job satisfaction teacher of State Madrasah Ibtidaiyah Tebing Tinggi City on the performance of teacher in State Madrasah Ibtidaiyah Tebing Tinggi around 57% and the remaining is 43% thought to originate from other variables that are not included in this study. Furthermore, it can be stated that the dual relationship of the independent variable to the dependent variable is in the form of a predictive relationship with the regression equation $\hat{Y} = 3.37 + 0,506 X_1 + 0.484 X_2$.

Table 4.15 Summary of Multiple Regression Analysis

Source of Variation	J K	D K	RJK	F count	F table ($\alpha = 0.05$)
Regression Residue	4312.68 3204.31	2 57	2156.34 56.21	38,36	3,162
Total	7516.99	59			

From the table above shows that the results of the multiple regression analysis obtained turned out to be significant with F_{count} = 3 8 , 36 > F_{table} = 3.16 2 to be used as predictors of teacher performance teacher of State Madrasah Ibtidaiyah Tebing Tinggi. Based on the above analysis it can be concluded that self-concept and job satisfaction Teachers have a significant relationship with the performance of teachers in the State of Madrasah Ibtidaiyah Tebing Tinggi with the regression line equation $\hat{Y} = 3.37 + 0,506X_1 + 0.484X_2$. Thus the third hypothesis in this study has been empirically tested.

V. Conclusion

There is a positive and significant relationship between the self-concept of teachers in the State of Madrasah Ibtidaiyah Tebing Tinggi with the performance of teachers at the State Madrasah Ibtidaiyah in Tebing Tinggi. This means that the higher and positive self-concept, the higher and positive the performance of teachers in State Madrasah Ibtidaiyah Tebing Tinggi by providing an effective contribution of 28.7%. This means that the variation that occurred in the teacher's self-concept variable Tebing Tinggi State Madrasah Ibtidaiyah was 28.7% predictable in improving the performance of teachers at State Madrasah Ibtidaiyah in Tebing Tinggi. There is a positive and significant relationship between job satisfaction with the performance of teachers at State Madrasah Ibtidaiyah in Tebing Tinggi. This means that the higher and positive job satisfaction of teachers at State Madrasah Ibtidaiyah in Tebing Tinggi city, the higher and positive the performance of teachers in State Madrasah Ibtidaiyah Tebing Tinggi by making an effective contribution of 32%. This can be interpreted that the variation that occurs in the variable job satisfaction of 32% can be predicted in improving teacher performance. There is a positive and significant relationship together between self-concept and job satisfaction with the performance of teachers in State Madrasah Ibtidaiyah

Tebing Tinggi. This means that the higher and positive self-concept and performance of teachers in State Madrasah Ibtidaiyah Tebing Tinggi city, the higher and positive the teacher's performance will be by providing an effective contribution of 60.7 %. This means that 60.7% of the variations that occur in teacher performance can be predicted by the two independent variables.

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