



DOI: <https://doi.org/10.38035/dijms>
<https://creativecommons.org/licenses/by/4.0/>

Reward System Realizes Teacher Job Satisfaction at An-Nahl Integrated Islamic High School, Jambi City

Arlen Mardayanti¹, Samsu Samsu², Badarussyamsi Badarussyamsi³, Afif Fuadi⁴

¹ Postgraduate Doctoral Student, UIN Sulthan Thaha Saifuddin, Jambi, Indonesia, email. mardayantiarlen@gmail.com

² Lecturer at UIN Sulthan Thaha Saifuddin, Jambi, Indonesia, email. Samsu@uinjambi.ac.id

³ Lecturer at UIN Sulthan Thaha Saifuddin, Jambi, Indonesia, email. badarussyamsi@uinjambi.ac.id

⁴ Lecturer at UIN Sulthan Thaha Saifuddin, Jambi, Indonesia, email. amiraafifa2606@gmail.com

Corresponding Author: mardayantiarlen@gmail.com¹

Abstract: This study aims to analyze in depth the "Reward System in Realizing Teacher Job Satisfaction at SMAIT An-Nahl Jambi City. This study is a study that uses a qualitative approach with data collection techniques using observation, interviews and documentation as supporting data. Data analysis techniques use qualitative techniques through domain analysis, taxonomy and components, and data is reduced, presented and concluded. The results of the study indicate that: 1) Forms of awards at SMA-IT An-Nahl are salary/honorarium, bonuses, umrah, gold, achievements, performance, praise and gratitude, career levels, leave, allowances and school institutional policies; 2) Forms of teacher job satisfaction at school include continuing to attend SMA-IT An-Nahl, enthusiasm in carrying out daily obligations, positive towards work, cooperation between leaders and subordinates, gratitude for God's blessings; 3) Awards are given at school every three months and once a year; 4) Driving and inhibiting factors in the reward system create teacher job satisfaction at SMA-IT An-Nahl such as incentives to increase teacher motivation. Inhibiting factors include suboptimal funding; and 5) The results achieved from the awards given to teachers are that teachers demonstrate good attitudes and behaviors in accordance with the demands and guidance of the school, teachers continue to teach at An-Nahl. Based on the results of the study, it can be concluded that apart from the awards given at school, teachers feel job satisfaction because they feel called within themselves to teach.

Keywords: Reward System, Job Satisfaction

INTRODUCTION

Teacher dissatisfaction with the job where they work can also result in teachers quitting the school where they work. To avoid this and so that teachers feel satisfaction at work, schools should

think about solutions to the problems or causes experienced by teachers. In this case, a reward system can be one solution to provide employee satisfaction and prosperity.

Based on the results of a grand tour conducted by researchers at the An-Nahl Integrated Islamic High School, Jambi City, Jambi Province. The researchers found that the results of the observations were getting to know the school more deeply and digging up some important information as temporary data material regarding the school being studied, starting from school identity, the reward system in the school to the level of teacher job satisfaction.

An-Nahl Integrated Islamic High School, Jambi City, Number NPSN 69942523, private status with full address: Jalan Dr. Tazar, RT 14, Buluran Kenali, Telanaipura District, Jambi City, Jambi Province, 36361 (Dapo.kemdikbud.go.id). An-Nahl School has a vision, namely to become a leading school in forming a generation that is strong, religious, broad-minded and has good morals (TAQWA). Its mission is to foster students in building clean aqidah (salimul aqidah) and correct worship (sholihul worship) (Website sitAn-Nahljambi.sch.id/profile/).

In order to increase teacher job satisfaction in this school, many supporting factors are needed so that human resource management can be managed well, good leadership is needed, and a good reward system is also needed to provide satisfaction for teachers whose services in the world of education cannot be repaid.

Theoretically, the reward system and job satisfaction of teachers at the An-Nahl Integrated Islamic High School has generally been fulfilled in accordance with modern theories put forward by management experts such as Colquitt, Sondang, and Hani Handoko. However, the author found several indicators regarding the reward system and job satisfaction that have not been optimally fulfilled but the school's Human Resources Management is running ideally. Researchers found a very interesting thing that An-Nahl Integrated Islamic High School has advantages in implementing a teacher reward system. There are other aspects that seem to increase teacher job satisfaction in schools. Based on this, it is interesting for the author to research in more depth so that it can be used as an example for other schools.

From the results of the grand tour conducted by researchers at the An-Nahl Integrated Islamic High School, Jambi City, Jambi Province, it was found that the An-Nahl Integrated Islamic High School, Jambi City, Jambi Province, is generally the same as other Integrated Islamic Schools under the auspices of JSIT (School Network). Integrated Islam) Indonesia. The network of Integrated Islamic Schools in Jambi Province, especially at SIT An-Nahl, can be seen from the availability of infrastructure, academic qualifications of undergraduate and postgraduate teachers, as well as the curriculum used which is both under the auspices of the Ministry of Religion and the Ministry of Education and Culture. Based on this grand tour, it was found that the advantages possessed by the Integrated Islamic School could later be used as examples or role models for other schools.

The following are the advantages of the An-Nahl Integrated Islamic High School in Jambi City. First, accreditation of all levels of education starting from Kindergarten, KB, SD-IT, SMP-IT and SMA-IT received B (Good) accreditation. Second, the teaching staff at An-Nahl Integrated Islamic School already have Bachelor's and Master's degrees. Third, this school is in the middle of Jambi City and is one of the best schools in Jambi City.

Fourth, superior programs at the An-Nahl Integrated Islamic School tahsin and tahfidz al-Quran, Arabic and English language programs, leadership programs. Fifth, establishing various cooperative relationships with domestic and foreign parties in advancing the Institute, such as collaborating with Arabic and English language course managers in Pare Kediri, establishing cooperation in improving Arabic language skills with Syeh Yahya LC Sudan, establishing cooperation with Malaysia, Sole English and establishing collaboration with the UIN STS Jambi campus and UNJA.

Based on the various problems raised in the background of the problem above, the grand question of this research is: What is the reward system and teacher job satisfaction at An-Nahl Integrated Islamic High School? To answer this question, the problem formulation in the research is as follows:

1. What forms of awards are given at An-Nahl Integrated Islamic High School, Jambi City?
2. What is the job satisfaction of teachers at An-Nahl Integrated Islamic High School, Jambi City?
3. When are awards given to teachers at An-Nahl Integrated Islamic High School, Jambi City?
4. How do the encouraging and inhibiting factors in the reward system create teacher job satisfaction at the An-Nahl Integrated Islamic High School, Jambi City?
5. What is the impact of the form of appreciation given on the work of teachers at the An-Nahl Integrated Islamic High School, Jambi City?

METHOD

The The method of writing scientific articles is the qualitative method and literature review (Library Research). Examining theories and relationships or influences between variables from books and journals both offline in libraries and online sourced from Mendeley, Scholar Google and other online media.

This study uses the library research method, namely; this type of qualitative research. In general, in every research discussion obtained in the literature and sources, and or the latest findings regarding the role of leadership in the organization of Islamic educational institutions. Second, analyze everything findings from various readings, relating to the shortcomings of each source, the strengths or relationships of each about the discourse discussed in it. According to Kaelan, in library research sometimes has descriptive and also has historical characteristics (Kaelan, 2010).

In qualitative research, literature review must be used consistently with methodological assumptions. This means that it must be used inductively so that it does not direct the questions posed by the researcher. One of the main reasons for conducting qualitative research is that the research is exploratory in nature (Ali, H., & Limakrisna, 2013).

For this reason, in library research, collecting books must be done in stages, because to get all the needs mentioned above, they can be produced through libraries, books, articles, or journals related to the discussion to be studied, using data from various sources. These references are collected by reading (text reading), reviewing, studying, and recording literature that is related to the issues discussed in this paper. Data collection techniques, in this case the author will identify discourse from books, papers, or articles, magazines, journals, the web (internet), or other information related to writing titles to look for things or variables in the form of notes, transcripts, books, newspapers, magazines and so on related to the study of the role of leadership in the organization of Islamic educational institutions. Meanwhile, as a data analysis model, this study uses a descriptive analysis model.

RESULTS AND DISCUSSION

Research results and discussion and data analysis, researchers can do several things as follows:

1. Forms of appreciation and job satisfaction for teachers at An-Nahl Integrated Islamic High School, Jambi City, namely awards in the form of salary/salary, bonuses, umrah, gold, achievements, performance, praise and thanks, career path, leave, allowances and school institutional policies.

2. Forms of teacher job satisfaction at school include surviving at the An-Nahl Integrated Islamic School, Spark of Faith, Jambi City, enthusiasm for carrying out daily obligations at school, positivity towards work, cooperation between leaders and subordinates, gratitude for Allah's blessings.
3. Awards are given to teachers at An-Nahl Integrated Islamic High School, Jambi City when teachers have achievements that make the school proud, are given awards when they show good performance in accordance with the assessment of superiors/leaders, have high dedication and discipline in the institution/school, Besides that, teacher awards are given during foundation meetings/coordination regarding teacher performance reports. So teachers who have good performance and are trustworthy in carrying out their responsibilities at school deserve to be rewarded.
4. The results achieved from the award given to teachers at the An-Nahl Integrated Islamic High School, Jambi City are that with the award, the teacher also shows good attitudes and behavior in accordance with the demands and guidance of the foundation/school, the teacher remains at An-Nahl We can already say that they have satisfaction in their work by choosing to be part of the An-Nahl family, the teachers are enthusiastic about teaching, the teacher's performance report sheet is good.

So we can understand that the reward system has a very big contribution to the success of a school foundation/institution, including creating teacher job satisfaction. The better the management of the reward system, the more motivation it will give teachers to always improve their performance and achievements at school.

By having a good reward system management in schools at the An-Nahl Integrated Islamic School, it will create a role model/excellence/special characteristic for the school that can be socialized and presented to other schools to be imitated and applied.

By having a good management reward system in schools at the An-Nahl Integrated Islamic School, it will create a role model/excellence/special characteristic for the school that can be socialized and presented to other schools to be imitated and applied.

CONCLUSION

Based on the results of research conducted by researchers regarding the reward system, namely the reward system which includes; salary, gold, bonuses, umrah, allowances, leave, praise, school policies. Where the reward system was deliberately formed and created by the school foundation to motivate teachers to achieve job satisfaction and have high productivity.

Awards are related to teacher services on the basis of being able to realize job satisfaction for teachers in order to achieve the vision and mission of education in schools. Awards can affect a person economically, sociologically and psychologically. For this reason, role models regarding good rewards need to be disseminated so that they can be applied to other schools in other places as well, of course, in order to achieve teacher job satisfaction.

According to Luthans, awards are in the form of 1. financial awards in the form of salaries, wages, incentives or allowances, 2. non-financial awards can be in the form of praise. According to Luthans, non-financial awards are awards that have a higher ranking than financial awards.

Meanwhile, according to Singodimedjo, awards are all the remuneration a person receives from his place of work as a result of the services/energy he has provided to that organization/institution.

Handoko further added that awards are anything that individuals receive as compensation for their work. Awards can be given in various forms, such as: in the form of giving money, providing materials and facilities, and in the form of providing career/work opportunities.

The theory put forward by the figures above is true regarding what happened at SIT An-Nahl High School. As for the model proposed by Fred Luthans, awards are in the form of 1. financial awards in the form of salaries, wages, incentives or allowances, 2. non-financial awards can be in the form of praise. According to Luthans, non-financial awards are awards that have a higher ranking than financial awards.

For this reason, the researcher carried out this theory development in order to answer and provide a solution to the reward system model for realizing teacher job satisfaction by Fred Luthans which is relatively static. With the birth of the offer of a high reward system model that researchers have produced, they will be able to provide a reward system model to realize teacher job satisfaction that is relatively dynamic and continues to progress from one change to another so as to create a transformation of the Integrated Islamic School which will become a role model reference.

REFERENCES

- Aggarwal, A., Jaisinghani, D., & Nobl, K. (2022). Effect of organizational justice and support on organizational commitment and employee turnover intentions: the mediating role of employee engagement. *International Journal of Quality and Service Sciences*, 14(4), 525-554.
- Handoko, T.H. (2000). *Manajemen Personalia Dan Sumber Daya Manusia*. Yogyakarta: Bpfe
- Jason A. Colquitt, Jeffery A. Lepine and Michael J. Wesson. (2015). *Organizational Behavior, Improving Performance and Commite in The Workplace*. New York: McGraw-Hill.
- Luthnas, Fred. (2011). *Organizational Behavior: An Evidence Based Approach*. Boston: Mcgraw Hill.
- Mustapha, N., & Zakaria, Z. C. (2013). The effect of promotion opportunity in influencing job satisfaction among academics in higher public institutions in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 3(3), 20.
- Sarswati. (2013). A Study To Measure Job Satisfaction Level Amongsy Lecturers of Government and Private Colledges in Delhi. *International Journal of Research & Development in Technology and Management Sciences*, Vol. 20, 2.
- Singodimedjo, M. (2000). *Manajemen Sumber Daya Manusia*. Surabaya: Smms.
- Wibowo. (2015). *Perilaku dalam Organisasi*. Jakarta: Rajawali Pers.