

Analysis of Job Satisfaction Levels Among Islamic Religious Education Teachers in Kabupaten Agam

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ABSTRACT

This study aims to analyze the level of job satisfaction among Islamic Education (PAI) teachers in Agam Regency, West Sumatra, Indonesia. Employing a quantitative descriptive approach, data were collected through structured questionnaires administered to 138 PAI teachers across various educational levels. The descriptive analysis revealed a generally high level of job satisfaction, with 51.4% of respondents categorized as "Very Satisfied" and 43.5% as "Satisfied." The mean job satisfaction score reached 190.59 out of a maximum of 225, indicating that most teachers experience fulfillment across multiple dimensions, including work environment, leadership, rewards, and interpersonal relationships. These findings suggest that the majority of PAI teachers perceive their professional, emotional, and administrative needs as being adequately met. Nevertheless, a small proportion of respondents reported lower satisfaction levels, highlighting the need for further qualitative investigation. The results provide empirical insights that may inform educational policymakers and school management in formulating strategies to enhance teacher well-being, motivation, and professional performance within Islamic education contexts.

Keywords: Job Satisfaction, Islamic Education, PAI Teachers, Quantitative Descriptive, Agam Regency, Teacher Performance

Artikel Info

Masuk

June 06, 2025

Revisi

June 09, 2025

Diterima

June 12, 2025

Terbit

June 13, 2025

INTRODUCTION

Education is a fundamental instrument in shaping the quality of human resources, as well as an important pillar in national development (Sesmiarni, 2014). Through education, moral, spiritual, and social values are instilled in students from an early age (Latif; Zulfani Sesmiarni; Arif Septiawan, 2024). In Indonesia, Islamic Religious Education (PAI) plays a very important role in the national education system, particularly in instilling values of faith and noble character as the foundation of the nation's character. In this process, the role of Islamic Religious Education teachers is vital, as they are responsible for systematically and contextually internalizing Islamic teachings to students (Rusli S, Muhammad Tang, 2024).

This responsibility includes their performance and the effectiveness of their task implementation. The performance and effectiveness of PAI teachers in carrying out their duties are greatly influenced by their level of job satisfaction. Robbins and Judge define job satisfaction as a person's positive feelings toward their work, which is the result of evaluating various aspects of the job, such as compensation, work environment, relationships with colleagues, and career development opportunities (Muhammad Taufik, Teguh Rozi Syahputra, Asrizal Efendy Nasution, 2024).

Teachers who are satisfied with their work tend to have high commitment, good productivity, and actively contribute to creating a conducive learning environment. Conversely, job dissatisfaction can lead to burnout, low motivation, and even the potential to change professions. From a legal perspective, Law Number 14 of 2005 concerning Teachers and Lecturers clearly regulates teachers' rights, including the right to a decent income, recognition of professionalism, and opportunities for competency improvement (Dewan Perwakilan Rakyat Indonesia, 2005). However, the reality on the ground shows that not all teachers, especially PAI teachers, enjoy these rights equally, especially in non-urban areas with limited educational resources. In this context, analyzing the level of job satisfaction among PAI teachers is important to determine the extent to which educational policies and their implementation impact teachers' well-being and motivation in regional areas.

Empirically, various studies indicate that PAI teachers in some regions face challenges in terms of high workloads, excessive administrative demands, insufficient recognition of their profession, and limited access to professional training and development (Ali Nurdin & Samudi, 2024). This study specifically focuses on Islamic Education teachers in Agam Regency, West Sumatra, an area known for its strong religious culture and Islamic values deeply rooted in the community's daily life. However, few studies have specifically analyzed the job satisfaction levels of PAI teachers in this region or the factors influencing them. Therefore, this study aims to fill this research gap by comprehensively analyzing the aspects of job satisfaction among PAI teachers in Agam Regency, including welfare factors, work environment, and intercollegial relationships. Thus, this study is expected to provide factual insights and policy recommendations for local governments, educational institutions, and other stakeholders to improve the welfare and work motivation of PAI teachers as part of enhancing the quality of religious education at the local level.

METHOD

This study uses a quantitative approach with a descriptive research type (Waruwu et al., 2025). Descriptive research aims to determine the value of a variable without relating it to other variables. The objective is to describe phenomena in a realistic and systematic manner. In a quantitative approach, descriptive research presents data based on field facts and draws conclusions through statistical analysis of numbers (Wulandari et al., 2023). The quantitative approach was chosen because it is suitable for describing, analyzing, and measuring the level of job satisfaction of Islamic Education (PAI) teachers in Agam Regency objectively based on numerical data obtained through standardized instruments. The main objective of this approach is to determine trends, frequencies, and relationships between variables that can be measured statistically. The population in this study was all Islamic Education teachers teaching in Agam Regency, totaling 762 people. The sampling technique used was random sampling, which is taking samples at random. Random sampling in this study used Islamic Education teachers in each subdistrict in Agam Regency as the sample objects. The number of samples obtained was 138 people.

Data collection was conducted using a questionnaire based on indicators of teacher job satisfaction. The questionnaire used was a closed-ended questionnaire, i.e., one that provided answer options (using a Likert scale), so that respondents only

chose the answer that best suited their circumstances. The data obtained from the questionnaire was analyzed descriptively and quantitatively by calculating the percentage, mean (average), and standard deviation. Furthermore, the results of the analysis were used to interpret the level of job satisfaction of PAI teachers in the categories of very low, low, moderate, high, and very high. The categories were determined based on the score interval adjusted to the Likert scale, using the formula:

$$\text{Range} = (\text{Highest score} - \text{Lowest score}) / \text{Number of categories.}$$

RESULT AND DISCUSSION

Job satisfaction is an emotional or psychological condition felt by employees in response to their evaluation of their work experience, which arises when there is a match between expectations and reality in the workplace. If these expectations are not met, dissatisfaction arises, which has a negative impact on employees' attitudes toward their work. Generally, job satisfaction encompasses feelings of pleasure resulting from the fulfillment of various needs, both physical, social, and psychological, such as salary, working conditions, relationships with colleagues, and management style (Thaiyabiah & Pohan, 2023). This satisfaction also develops as a result of personal evaluation of how well the job meets individual expectations and values.

In the context of education, particularly the teaching profession, job satisfaction plays a crucial role in enhancing the quality of learning. Teachers who feel satisfied tend to perform better, demonstrate higher commitment, and create a positive learning environment (Rosdiana, 2020). Factors influencing teachers' job satisfaction include financial well-being, workload, social relationships within the school environment, opportunities for professional development, and recognition of performance. If these factors are met, teachers will feel a sense of meaning in their work, which drives motivation and dedication in teaching. Conversely, a lack of recognition or an unsupportive work environment can reduce job satisfaction, leading to a decline in teaching quality, increased stress, and a desire to change professions (Siti Patimah, Subandi, Deden Makhbulloh, 2023). Therefore, a deep understanding of teacher job satisfaction is crucial for policymakers and school management in creating a work environment that supports teachers' well-being and professionalism in a sustainable manner.

Teacher job satisfaction is a crucial aspect that influences the effectiveness and quality of learning in schools. To understand the dynamics of job satisfaction, various theories have been developed as a basis for analysis. One of the most influential theories is Herzberg's Two-Factor Theory, which distinguishes between hygiene factors (such as salary, physical conditions of the school, job security, and relationships with colleagues) and motivators (such as student academic achievement, recognition of accomplishments, and opportunities for competency development). In the context of teachers, the fulfillment of hygiene factors only prevents dissatisfaction, while motivators are the key to increasing job satisfaction (Munandar, 2021), (Hendri & Sesmiarni, 2024). In addition, Value Theory emphasizes the importance of alignment between what teachers receive and their expectations; if there is a mismatch, dissatisfaction tends to increase.

Equity Theory highlights that teachers' perceptions of fairness in the distribution of workloads, incentives, and career development opportunities play a significant role in determining satisfaction levels. When teachers feel that their efforts and rewards are equal to those of their peers, job satisfaction increases. Conversely, inequality can lead to dissatisfaction and decreased motivation (Selviani et al., 2024). Furthermore, the Discrepancy Theory explains that job satisfaction arises when workplace realities align with or exceed teachers' personal expectations, such as in terms of facilities, administrative support, and career progression. Discrepancies between expectations and reality can be a source of dissatisfaction (Selviani et al., 2024). Overall, these theories provide a comprehensive conceptual framework for understanding the various factors that shape teachers' perceptions of their work, thereby helping educational institutions create a healthier and more productive work environment.

Based on the views of Colquitt, LePine, and Wesson in the book *Behavior in Organizations*, which has been cited by several researchers (Munandar, 2021)(Noviyanti et al., 2023)(Selviani et al., 2024) job satisfaction encompasses nine main dimensions that represent important aspects of an individual's work experience. First, pay satisfaction reflects employees' feelings about the salary they receive, which is not only seen in terms of the nominal amount, but also its suitability to their living needs and internal fairness. Second, external fairness refers to employees' perceptions of wage fairness when compared to other workers within or outside the organization. Third, promotion satisfaction relates to employees' views on promotion policies, whether they are fair and based on competence. Fourth, supervision satisfaction includes assessments of supervisors' behavior, support, and competence in creating a positive work environment.

Fifth, colleague satisfaction focuses on interpersonal relationships among employees, including the quality of cooperation and social support received. Sixth, satisfaction with the job itself relates to the meaning and challenges of daily tasks, where intellectually stimulating work tends to increase satisfaction. Seventh, altruism refers to the willingness to help coworkers, which contributes to team solidarity and a supportive work culture. Eighth, status encompasses the social recognition, power, and prestige that employees obtain, which reinforces pride and self-esteem. Ninth, work environment refers to the physical conditions of the workplace, including comfort, cleanliness, and supporting facilities. In the context of the teaching profession, these nine dimensions are highly relevant, for example in the form of fair remuneration, career opportunities, support from school principals, collaboration among teachers, and social status in the community. Therefore, comprehensive management of these dimensions is very important to improve teacher job satisfaction, well-being, and professionalism.

Measuring job satisfaction is a complex challenge in human resource management because it involves many factors that influence employees' perceptions of their work. Five main models are used to measure job satisfaction. First, the need fulfillment model emphasizes that satisfaction arises when work can meet employees' personal needs. Second, the discrepancy model suggests that the gap between expectations and reality forms the basis for satisfaction. Third, the value achievement

model states that work will be satisfying if it can fulfill values important to individuals, such as integrity and social contribution (Wiliandari, 2019). Fourth, the equity model explains that satisfaction arises from fair treatment within the organization, including the distribution of workloads and compensation. Finally, the dispositional model highlights that an individual's personality and natural tendencies also influence satisfaction levels, regardless of objective workplace conditions (Noviyanti et al., 2023).

Furthermore, factors influencing job satisfaction can be categorized into several aspects, including psychological factors such as attitude and motivation, social factors encompassing inter-employee and supervisor relationships, and physical factors involving workplace environmental conditions (Munandar, 2021). Additionally, financial factors, such as salary and benefits, are key determinants, alongside individual factors like age, education, and work experience. Equally important, relationships with supervisors and the quality of supervision also have a significant impact on job satisfaction. Even external factors such as family conditions and recreational activities can influence employees' moods at work. Therefore, a holistic approach that considers a combination of internal and external factors is crucial in creating a work environment that supports employee well-being and productivity (Selviani et al., 2024).

This study aims to analyze the level of job satisfaction among Islamic Education (PAI) teachers in Agam Regency using a quantitative descriptive method. The instrument used is a questionnaire consisting of 45 statements covering various dimensions of job satisfaction, such as leadership, work environment, rewards, professional development, and relationships with colleagues. The measurement scale uses a 1–5 Likert scale, enabling researchers to obtain a total score for each respondent based on the sum of scores for each statement. The questionnaire was distributed to 138 PAI teachers from various educational levels in the region.

Table 1. Research Population and Sample

No	Description	Total
1	Population of PAI teachers in Agam Regency	762 people
2	Sample of PAI teachers studied	138 people
3	Sampling technique	Random Sampling
4	Sampling Unit	PAI teachers from all subdistricts in Agam Regency

Based on the total scores obtained, respondents were classified into five job satisfaction categories: Very Unsatisfactory, Unsatisfactory, Fairly Satisfactory, Satisfactory, and Very Satisfactory. This data was then visualized in the form of a diagram to show the overall distribution of satisfaction levels.

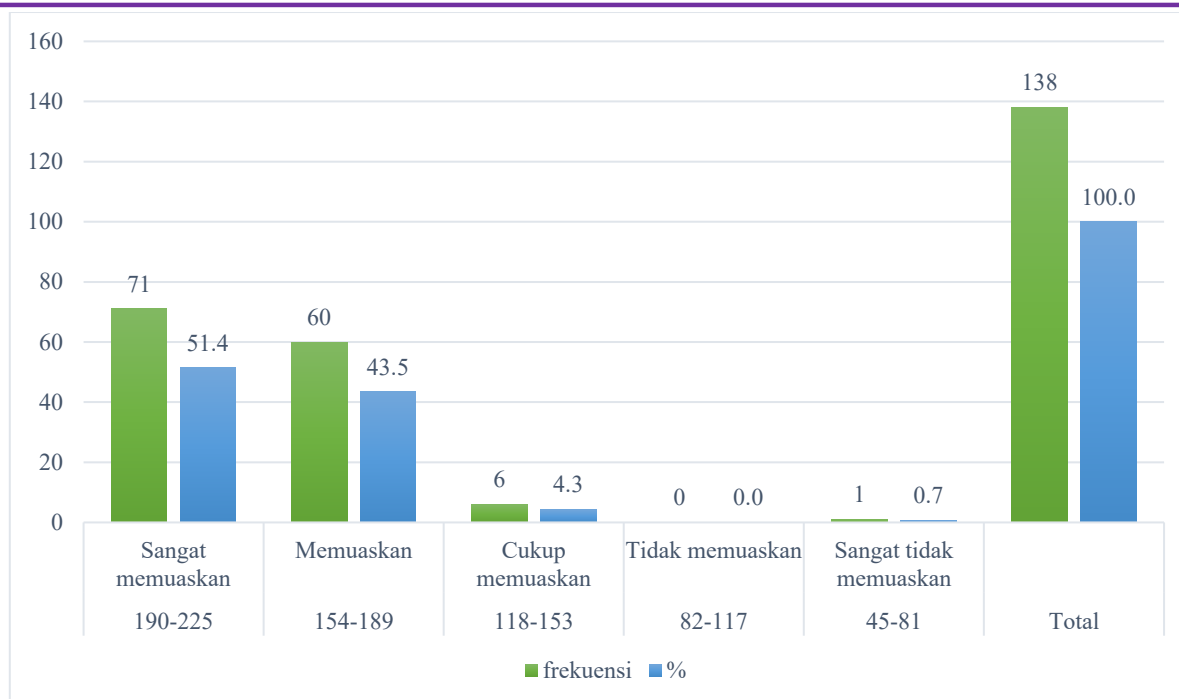


Figure 1. Descriptive Analysis of Job Satisfaction Levels

This descriptive analysis provides an important initial overview of teachers' perceptions of their working conditions and serves as a basis for efforts to improve the welfare and work effectiveness of PAI teachers in Agam Regency. The results of the descriptive analysis of the job satisfaction questionnaire for Islamic Education (PAI) teachers in Agam Regency show a generally high level of satisfaction. The average total score of the 138 respondents was 190.59 out of a maximum of 225, with a minimum score of 75 and a maximum of 225, and a standard deviation of 23.94. This figure indicates a significant variation in perceptions of job satisfaction among PAI teachers. Based on category classification, most respondents fell into the "Very Satisfying" (71 teachers) and 'Satisfying' (60 teachers) categories, while only one respondent felt "Very Unsatisfying," and none fell into the "Unsatisfying" category. Only six teachers were in the "Fairly Satisfactory" category.

The highest average scores were found in items such as P38 (4.51), P40 (4.42), and P43 (4.43), which reflect dimensions of motivation and work comfort, such as recognition of performance and a conducive work environment. Conversely, the lowest average scores were recorded for items P2 (3.69) and P7 (3.59), which relate to satisfaction with compensation, indicating that financial aspects are a primary concern requiring further evaluation. These items also show a high dispersion of perceptions with standard deviations of 1.09 and 1.07, respectively, indicating significant differences in teachers' views on the issue. In general, the majority of respondents gave scores of 4 or 5 on most items, but the presence of low scores on some statements indicates that not all aspects of the job meet teachers' expectations evenly. Therefore, an additional qualitative approach is needed to explore the sources of dissatisfaction that still arise among a small proportion of respondents. The detailed results are presented in Table 2.

Table 2. Comprehensive Results of the Study

Variable / Aspect	Indicators / Items	Statistical Results	Interpretation
Over all Job Satisfaction	Total Score	Mean: 190.59 / 225 SD: 23.94	High satisfaction level
Satisfaction Categories	-	Very Satisfied: 51.4% Satisfied: 43.5% Fairly Satisfied: 4.3% Unsatisfied: 0% Very Unsatisfied: 0.7%	Majority satisfied
Highest Scoring Items	P38 (Recognition of performance) P40 (Conducive work environment) P43 (Supportive leadership)	P38: 4.51 P40: 4.42 P43: 4.43	Strong positive aspects
Lowest Scoring Items	P2 (Salary adequacy) P7 (Financial benefits)	P2: 3.69 P7: 3.59	Financial factors require attention
Variability	-	SD: 23.94	Moderate variability in responses
Theoretical Alignment	Herzberg's Two-Factor Theory	Motivators (high) Hygiene factors (low on salary)	Relevant to job satisfaction theory
Practical Implications	-	Need for salary adjustment, improved financial incentives, and continued professional support	To sustain high satisfaction and performance

The findings of this study indicate that the level of job satisfaction among Islamic Education (PAI) teachers in Agam Regency is relatively high, with 91.3% of respondents falling into the "Satisfactory" and "Very Satisfactory" categories. These results reflect that most teachers feel their needs are met, both emotionally, professionally, and administratively in carrying out their teaching duties. This high level of job satisfaction has important implications for school management, particularly in maintaining and strengthening programs such as rewarding teacher performance, providing ongoing professional training, creating a conducive work environment, and adopting a participatory leadership style by school principals. Theoretically, these findings align with Herzberg's two-factor theory, which divides the causes of job satisfaction into motivators (such as recognition and achievement) and hygiene factors (such as working conditions and interpersonal relationships), where the motivators in this study showed high scores. Although the majority of teachers feel satisfied, the presence of a small number of respondents in the

“Unsatisfactory” and “Very Unsatisfactory” categories indicates the need for further qualitative studies to identify the root causes of the problem, such as excessive workloads, internal conflicts, or insufficient recognition from leadership. Furthermore, the results of this study are consistent with previous studies, such as that conducted by Rahmawati (2022), which found a positive correlation between job satisfaction and the performance of PAI teachers in West Sumatra, particularly at the junior high and high school levels, especially when work environment and leadership factors are harmonious. These findings reinforce the importance of human resource management based on the actual needs of teachers to maintain optimal motivation and performance.

CONCLUSION

Based on the results of an analysis of questionnaires completed by 138 Islamic Religious Education (IRE) teachers in Agam Regency, it was concluded that the overall level of teacher job satisfaction was high, with 51.4% of respondents feeling “Very Satisfied” and 43.5% feeling “Satisfied.” This indicates that the majority of teachers are satisfied with various aspects of their work, particularly in terms of the work environment, leadership support, recognition, and colleague relationships. The average total score reached 190.59 out of a maximum of 225, reflecting work conditions that support teachers' emotional and professional satisfaction. The indicators with the highest satisfaction levels include good social relationships among teachers (P38), recognition of performance (P40), and feeling valued in the school environment (P43). Conversely, aspects that require attention are satisfaction with salary (P2) and equitable benefits (P7), which received relatively low scores. These findings support work satisfaction theories such as Herzberg's theory, which emphasizes the importance of recognition, appreciation, and social relationships in enhancing work satisfaction. Based on these findings, it is recommended that schools and the Education Department maintain and enhance these positive factors, including addressing fairness in workload and financial aspects. Teachers are expected to continue to maintain their work enthusiasm and improve their competencies through training. Meanwhile, further researchers are encouraged to conduct follow-up studies using a qualitative approach to explore more deeply the factors that have not been fully revealed, as well as to expand the research object to other levels of education in order to gain a more comprehensive understanding of the dynamics of teacher job satisfaction.

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