

## **The Relationship between Self-Concept and Job Satisfaction on the Performance of Private High School Teachers**

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**Abstract:** This study aims to find out and analyze: (1) The relationship between self-concept and teacher's performance, (2) the relationship between job satisfaction and teacher's performance, (3) the relationship between self-concept and job satisfaction together on teacher's performance. This study is quantitative research with partial correlation and multiple correlation methods. This research was conducted at a private high school in Seberang Ulu 1 District, Palembang with 89 teacher respondents. Data collection techniques are in the form of questionnaires and documentation. The validity test uses the validity of the construct while the reliability test uses Cronbranch Alpha. The prerequisite test for analysis uses the normality test, linearity test, multicollinearity test and the data are analyzed using partial correlation analysis and multiple correlation followed by the t-test. The results of this study showed that there was a significant relationship between self-concept and job satisfaction on the performance of private high school teachers in Seberang Ulu 1 District, Palembang with a correlation value of 0.533, the simultaneous contribution or contribution of self-concept and job satisfaction variables to teacher's performance was 28.4% while 71.6% was determined by other variables.

**Keywords:** Job Satisfaction, Performance, Self-Concept

### **A. Introduction**

The low quality of human resources in the era of globalization can slow down development. The era of globalization is an era of quality competition, both economic quality and educational quality (Haseeb et al., 2019). If Indonesia is going to be involved and participate in global competition, then Indonesia must first improve its human resources, both in terms of moral, intellectual, creativity, responsibility, and spiritual factors. Related to improving resources, efforts must be made gradually and sustainably. The superiority and progress of a country is not only assessed from its natural resources but also from quality human resources and a quality education system (Saleh et al., 2020), a quality education system in the

formal, informal, and non-formal education roadmap, from basic education to higher education.

The importance of developing a quality education system must be further emphasized because many different indicators show that the current education system is unable to provide resource results based on community development and current development needs (Kioupi & Voulvoulis, 2019). In the education system, the most dominant and most needed thing is the role of teachers. Teachers are one of the main parts in the teaching and learning process and participate in efforts to train the potential of human resources that need to be developed (Irby & O'Sullivan, 2018). Therefore, teachers are one of the factors in the field of education who must play an active role and act professionally, in line with the increasing needs of society that need education (Postholm, 2018). The role of teachers is not only to teach students and transfer knowledge, but also teachers are tasked with forming the character of students, personality, and teaching moral values in society (Intania & Sutama, 2020).

The law that discusses the professional duties of teachers has been stated in Law of the Republic of Indonesia No. 14 of 2005, Article 20(a). The duties of teachers and lecturers are to plan and design learning, organize quality learning, and assess the results of the tasks given and evaluate the results (Martin et al., 2019). The main duties of teachers that are applied in teaching and learning activities and the tasks that have been stated in the institution are one form of teacher's performance (ÖZGENEL, 2019). If teacher's performance improves, it can improve the quality of the teaching and learning process in the school, in addition to improving student learning outcomes. Therefore, efforts are needed from schools in the form of support from various parties with the aim of improving teacher's performance.

Teacher's performance is an important thing in education, and teacher's performance determines the high or low quality of education. In addition, the results of the quality of education in schools are the results of teacher's performance (Baluyos et al., 2019), because every day students often interact and communicate with teachers during the teaching and learning process so that it will produce quality education. Education in Indonesia still has quite a lot of problems, starting with the low quality of education (Churiyah et al., 2020). This problem is the result of teacher's performance, facilities and infrastructure, the curriculum applied, and the educational environment. Teachers are indeed expected to contribute a lot to education. According to Savitri & Sudarsyah (2021), education in Indonesia has a characteristic crisis, namely teachers have not been able to show decent performance (work performance). This reveals that teacher's performance in Indonesia cannot be said to be good. Therefore, it is necessary to improve the competence, abilities, and skills that teachers need to have to create effective and quality learning. However,

improving the quality of educational outcomes is influenced by the professional abilities and quality of teacher performance (Bakar, 2018).

Teacher's performance will be more stable and better if the school organizational apparatus is good, namely the principal, school climate, teachers, staff, and students (Mailool et al., 2020). Based on interviews with several private high school teachers in Seberang Ulu I District, Palembang, related to teacher's performance, the following problems were found: (1) There are teachers who do not have learning tools, including the syllabus, semester program, and annual program. He explained that the constraints were lack of time, difficulty in using learning media, and lack of experience in making learning tools. (2) Teachers and students do not communicate well because they only communicate about the material being taught; the rest outside the classroom do not communicate well and only greet each other. (3) Teachers rarely use learning media such as video media where senior teachers are not yet proficient in making videos because there are several teachers who are not yet proficient in using ICT, so teachers prefer to use lecture methods. (4) Teachers have not been able to create a conducive atmosphere if there is student noise in the classroom. (5) Teachers rarely use varied learning strategies so that lessons feel boring; (6) lack of teacher knowledge about the material to be taught because several teachers teach not in line with their majors.

It should be realized that professional teachers who have high performance in carrying out the teaching process at school will not succeed if there is no sincere will and intention in them; this is called self-concept. Self-concept is one of the factors that influences teacher's performance (Zhu et al., 2018); self-concept is a basic force that gives energy and directs teacher behavior (Sorge et al., 2019). If there is no positive self-concept, it will result in poor performance. Self-concept is where someone has all the ideas, thoughts, self-confidence, and strong stances and can influence how the individual relates to others (Sambaga, 2024). Self-concept is usually learned through the individual's experience interacting with other individuals. Then self-concept is also a fundamental aspect in shaping human behavior along with the development of communication skills in everyday life, where communicating every day with others (Bartoli et al., 2023; Mafarja & Zulnaidi, 2022). The most basic factor in forming self-concept is in childhood, and the formation of this self-concept cannot be separated from the role of the family and the environment and parenting patterns in the family.

Based on interviews with several private high school teachers in Seberang Ulu I District, Palembang, regarding self-concept, the following problems were found: (1) Teachers assume that if they teach, their obligations have been fulfilled, and after teaching they do not care whether the students have understood the material that has been given or not. (2) Teachers do not care about their students if the teacher is in a bad mood. (3) Teachers assume that using learning media such as showing

videos is not effective because, according to them, students are just playing around and are not serious about learning and do not understand the learning material.

Some research results related to the contribution of self-concept to performance that researchers can collect include: (1) Research by Setyati & Dwiatmaja (2010) showed that self-concept has a positive and significant effect on the performance of near-phase retirement teachers at SMA Negeri 1 Semarang. Testing the third hypothesis using self-concept and performance variables showed that the influence of self-concept and performance had a t-value of 2.132 with a probability significance of 0.016. Because the probability significance is  $< 0.05$ , it is concluded that self-concept has a positive and significant effect on performance. (2) Research by Djasmi (2015) showed that there was a significant and positive relationship between self-concept and teacher's performance. Around 36.2% of the teacher's performance variance score can be explained by the self-concept variance. (3) According to research by Herawati (2017), the results of the product moment correlation value calculation of  $r = 0.527$  were on a moderate scale, and the calculation of the determination coefficient, which only gave a contribution of self-concept to teacher's performance, was only 27.80%. Then the results of the hypothesis testing show the value of t-count  $> t$ -table, or  $2.461 > 1.695$ . So it is concluded that there is a very significant influence of self-concept on teacher's performance at Sawah 2 Ciputat Elementary School.

The creation of teacher's performance is related to the effectiveness or ineffectiveness of teacher job satisfaction (Sahito & Vaisanen, 2020). Job satisfaction is a behavior displayed by individuals in expressing feelings about their work. According to Dhamija et al. (2019), job satisfaction is an individual's general attitude towards their work, and the factors that influence job satisfaction are opportunities for advancement, job security, salary, organization and management, intrinsic and job factors, working conditions, social aspects of work, communication, and facilities provided. By creating a conducive school climate, teachers will feel comfortable working and motivated to work more optimally and better. This reflects that a conducive school atmosphere greatly supports the improvement of teacher's performance.

Job satisfaction is a behavior displayed by individuals in expressing feelings about their work (Lee, 2018). In the world of work, teachers will need communication and interaction with the principal and other teachers, must comply with applicable rules and existing policies, work standards must be met, and a comfortable work atmosphere and environment. The integrity of the number of workers and the quality of teachers are also factors in student success in learning; this can increase the quality of education (Darling-Hammond, 2021; Kemethofer et al., 2022). Therefore, teachers are asked to be more professional in carrying out and carrying out their duties. Based on interviews with several private high school teachers in Seberang Ulu I District, Palembang, related to job satisfaction, the following

problems were found: (1) Several teachers complained about the delay in salary payments where teachers needed the salary for daily needs; (2) the salary given did not match the teacher's expectations and performance; (3) the teacher's major with the subjects taught was not suitable so that teachers did not master the material being taught; (4) uncomfortable working conditions where there were several classrooms that were poorly lit and narrow but had many students so that the classrooms felt stuffy.

Based on the explanation above, researchers are interested in researching related to teacher's performance, seen from the aspects of self-concept and job satisfaction. The reason researchers want to conduct research on the variables is based on the fact that self-concept and job satisfaction are important factors in institutions, including educational institutions. Teachers are asked to have a self-concept and job satisfaction. If teachers cannot develop their self-concept and their job satisfaction is not good, it is calculated that teacher's performance will decline; this will affect the quality of education and learning activities in schools.

## **B. Methods**

The research was conducted at private high schools in Seberang Ulu I District, Palembang, were SMA PGRI 2 Palembang and SMA Nahdatul Ulama Palembang, for 3 months, from February to May 2024. This research is quantitative research with a correlational research method, with the aim of describing three things:

- a. Knowing the relationship between the self-concept variable of private high school teachers in Seberang ulu I District, Palembang (X1) with the performance variable of private high school teachers in Seberang ulu I District, Palembang (Y)
- b. Knowing the relationship between the job satisfaction variable of private high school teachers in Seberang ulu I District, Palembang (X2) with the performance variable of private high school teachers in Seberang ulu I District, Palembang (Y).
- c. To determine the relationship between the self-concept variables of private high school teachers in Seberang Ulu I District, Palembang (X1) and the job satisfaction variables of private high school teachers in Seberang Ulu I District, Palembang (X2) with the performance variables of private high school teachers in Seberang Ulu I District, Palembang (Y).

The population of this study is private teachers in Seberang Ulu 1 District, Palembang, who have the status of assistant teachers or non-permanent teachers. The population included in this study can be seen in the following table.

**Table 1. Teacher Population**

No.	School	Number of Teachers
1.	SMA Alam Palembang	11
2.	SMA BSI Palembang	13
3.	SMA Gadjia Mada Palembang	19
4.	SMA Methodist 3 Palembang	8
5.	SMA NU Palembang	54
6.	SMA PGRI 2 Palembang	85
7.	SMA Muhammadiyah 9 Palembang	5
	<b>Total</b>	<b>195</b>

(Source: Dapodik, 2024)

In this study, the researcher only took samples of teachers at SMA PGRI 2 Palembang and SMA Nahdatul Ulama (NU) Palembang. Determination of the sample in this study by taking the sample size can be done statistically or by research estimation without forgetting its representative nature. The population of this study was 195 teachers, so the percentage of leniency used was 10% and the calculation results could be rounded to achieve suitability. Based on the calculation of the sample, the respondents in this study were adjusted to 89 people from the entire population of private high school teachers in Seberang Ulu 1 District, Palembang. To obtain the data needed in this study, several techniques were used, namely through questionnaires, observation and documentation.

Through the questionnaire, researchers can provide a number of questions to respondents according to the problems in the study. The type of questionnaire used in this study is a closed questionnaire with the type of scale used is an interval scale. The documentation used in this study is in the form of photographs of the research conducted, and school documents related to teacher's performance. The variables in this study consist of two independent variables, namely the self-concept of private high school teachers in Seberang Ulu I District, Palembang (X1) and job satisfaction of private high school teachers in Seberang Ulu I District, Palembang (X2) and one dependent variable, namely the performance of private high school teachers in Seberang Ulu I District, Palembang (Y).

### **C. Results and Discussion**

This study uses partial correlation analysis which aims to determine the strength of the relationship between the correlation of two other variables that are considered influential controlled or made constant (dependent variables). The variables to be studied are data in the form of intervals, so the person correlation product moment statistical technique will be used (Sugiyono, 2019). The results of the partial correlation test of Pearson product moment between self-concept (X1) and teacher's performance (Y) can be seen in the following table.

**Table 2. Results of a Partially Correlation Test the Relationship between Self-Concept (X1) and Teacher’s performance (Y)**

		Correlations	
		Self-Concept	Teacher’s performance
Self-Concept	Pearson Correlation	1	.293**
	Sig. (2-tailed)		.005
	N	89	89
Teacher’s performance	Pearson Correlation	.293**	1
	Sig. (2-tailed)	.005	
	N	89	89

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results of the partial correlation test of Pearson product moment obtained a correlation result with a significance value of  $0.005 < 0.05$  and the Pearson correlation value was 0.293.  $N = 89$ , then the r-table price of 0.213 turned out to be greater than r-table, then  $H_{01}$  was rejected and  $H_{a1}$  was accepted. The correlation coefficient relationship of 0.263 is included in the low level of relationship. In addition, the simultaneous contribution or contribution of the self-concept and job satisfaction variables to teacher’s performance was 2.86%, while 97.14% was determined by other variables. It can be concluded that self-concept has a low relationship to the performance of private teachers in Seberang Ulu 1 District, Palembang. The large t-count with a 5% error rate (95% confidence) two-sided test and  $dk = N-2 = 88$  then the t-table price was 1.658, it turned out that the t-count price was 2.542611, greater than the t-table price, then  $H_{01}$  was rejected and  $H_{a1}$  was accepted. So the conclusion is that there is a positive and significant relationship between self-concept (X1) and teacher’s performance (Y). Partial correlation between job satisfaction (X2) and teacher’s performance (Y) can be seen in the following table:

**Table 3. Results of Partial Correlation Test the Relationship between Job Satisfaction (JS) (X2) and Teacher’s performance (TP) (Y)**

		Correlations	
		JS	TP
JS	Pearson Correlation	1	.525**
	Sig. (2-tailed)		.000
	N	89	89
TP	Pearson Correlation	.525**	1
	Sig. (2-tailed)	.000	
	N	89	89

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results of the partial correlation test of Pearson product moment obtained a correlation result with a significance value of  $0.000 < 0.05$  and the Pearson correlation value was 0.525.  $N = 89$ , then the r-table price of 0.213 turns out that r-count is greater than r-table, then  $H_{01}$  is rejected and  $H_{a1}$  is accepted. The correlation

coefficient relationship of 0.525 is included in the moderate relationship level. In addition, the simultaneous contribution or contribution of the job satisfaction variable to teacher's performance is 27.6%, while 72.4% is determined by other variables. It can be concluded that job satisfaction has a moderate relationship to the performance of private teachers in Seberang Ulu 1 District, Palembang.

This multiple correlation analysis test will be used to determine the magnitude or strength of the relationship between the independent variables and the dependent variables simultaneously, namely self-concept (X1) and job satisfaction (X2), to the dependent variable, namely teacher's performance (Y). The results of the multiple correlation test of the two independent variables and one dependent variable in this study can be seen in the table below:

**Table 4. Multiple Correlation Test Results**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.533 <sup>a</sup>	.284	.268	7.802

a. Predictors: (Constant), JS, SC

Based on the table above, it can be seen that the magnitude of the relationship between self-concept and job satisfaction on teacher's performance has a correlation coefficient of 0.533, meaning it has a strong influence. In addition, the simultaneous contribution or contribution of self-concept and job satisfaction variables to teacher's performance is 28.4%, while 71.6% is determined by other variables.

**Table 5. Multiple Correlation Test Results**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2078.684	2	1039.342	17.077	.000 <sup>b</sup>
	Residual	5234.260	86	60.863		
	Total	7312.944	88			

a. Dependent Variable: TP  
 b. Predictors: (Constant), JS, SC

Based on the results of the table above, it can be seen that the significance value obtained is 0.000 < 0.05, so Ho is rejected and Ha is accepted. Self-concept and job satisfaction have a simultaneous and significant relationship with teacher's performance in Seberang Ulu 1 District, Palembang.



The results of the study are in line with the results of previous research conducted by Zahara (2019) entitled "The Relationship between Self-Concept and Job Satisfaction with the Performance of State Elementary Madrasah Teachers in Tebing Tinggi City", which shows that self-concept and job satisfaction have a positive and significant correlation with teacher's performance. From the results of data analysis and observations that have been carried out, the results of the discussion of the study can be described regarding the relationship between self-concept and job satisfaction with the performance of private high school teachers in Seberang Ulu 1 District, Palembang.

Based on the categorization of the self-concept variable (X1) of private high school teachers in Seberang Ulu 1 District, Palembang, the high category is 3.37% with a norm range of  $> 94$ , the medium category is 87.6 with a norm range of 67-993, the low category is 10.1% with a norm range  $< 66$ . It can be concluded that the self-concept of private high school teachers in Seberang Ulu 1 District, Palembang, 87.6% of respondents are in the medium category. From this analysis, the principal should follow up to create a comfortable and conducive atmosphere for teachers so that the hope is that the self-concept of teachers in private high schools in Seberang Ulu 1 District, Palembang, will be better.

Based on the categorization of job satisfaction variables (X2), the high category is 11.23% with a norm range of  $> 115$ , the medium category is 83.14% with a norm range of 93-114, and the low category is 6% with a norm range of  $< 92$ . It can be concluded that the job satisfaction of private high school teachers in Seberang Ulu 1 District, Palembang, tends to be moderate, as evidenced by 83.14% of respondents being in the moderate category. From this analysis, it is better for the principal to follow up on factors that influence teacher job satisfaction, such as a comfortable work environment and a salary that is commensurate with the workload given. This is the same fact as the opinion put forward by Cerci & Dumludag (2019), that job satisfaction is a person's attitude towards their work, such as work situations, coworkers, and income earned.

Based on the categorization of the performance variable of teachers (Y) of private high schools in Seberang Ulu 1 District, Palembang, the high category is 49.43% with a norm range of  $> 100$ , the medium category is 47.19% with a norm range of 86-99, and the low category is 5.61% with a norm range of  $< 85$ . It can be concluded that the performance of private high school teachers in Seberang Ulu 1 District, Palembang, tends to be moderate, as evidenced by 49.43% of respondents being in the high category. From this analysis, the principal has been quite good at improving and giving appreciation to teachers by considering all factors that affect the performance of the teachers themselves, such as holding training programs for teachers, adequate facilities and infrastructure, and complete learning tools owned by all teachers.

Based on the statistical analysis data, the three hypothesis tests in this study were accepted either individually or simultaneously: (1) there is a relationship between self-concept and the performance of private teachers in Seberang Ulu 1 District, Palembang; (2) there is a relationship between job satisfaction and the performance of private teachers in Seberang Ulu 1 District, Palembang; and (3) there is a relationship between self-concept and job satisfaction together with the performance of private teachers in Seberang Ulu 1 District, Palembang. There is a relationship between self-concept and the performance of private teachers in Seberang Ulu 1 District, Palembang. By looking at the correlation figure, which shows a figure of 0.293, it can be concluded that self-concept has a low relationship with the performance of private teachers in Seberang Ulu 1 District, Palembang. The self-concept of private teachers in Seberang Ulu 1 District, Palembang, provides an effective contribution to the performance of private teachers in Seberang Ulu 1 District, Palembang by 29.8%.

The contribution of teacher self-concept to the performance of private teachers in Seberang Ulu 1 District, Palembang, is influenced by the self-concept formed by the individual himself, including teacher perception and perspective on the self-concept that arises, including personal factors consisting of beliefs in one's abilities and views on the future, situational factors consisting of reactions to success and failure as well as reactions to criticism and praise, and interpersonal factors consisting of relationships with others. These data provide opportunities for madrasah leaders to activate better teacher development patterns so that the self-concept of madrasah teachers is strengthened. Self-concept creates a teacher personality that is interested in carrying out their duties and responsibilities optimally. A good and healthy school climate creates a positive self-image of teachers towards their duties and work. Therefore, it is expected that the performance of teachers in private schools in Seberang Ulu 1 District, Palembang, also has high performance.

This study is in line with the results of research by Sugiarta et al. (2013), which stated that there was a significant determination between self-image and teacher's performance, with a correlation coefficient of 0.325. This means that the higher the teacher's self-image, the better the performance of elementary school teachers in group IV, Sukasada District. Teacher self-awareness may further explain the increase in elementary school teacher's performance by 10.5%. These results indicate that teacher self-concept plays an important role in improving elementary school teacher's performance. The effective contribution of the teacher self-concept variable to the performance results of elementary school teachers in group IV in Sukasada Regency is 5.4%.

There is a relationship between job satisfaction and the performance of private teachers in Seberang Ulu 1 District, Palembang, by looking at the correlation figure, which shows a figure of 0.525, including at a moderate level of relationship. It can be

concluded that job satisfaction has a moderate relationship with the performance of private teachers in Seberang Ulu 1 District, Palembang. Job satisfaction of private teachers in Seberang Ulu 1 District, Palembang provides an effective contribution to the performance of private teachers in Seberang Ulu 1 District, Palembang by 26.7%. The contribution of teacher job satisfaction to the performance of private teachers in Seberang Ulu 1 District, Palembang, is influenced by several factors, such as the work itself, which requires certain skills, a fair superior who appreciates his employees, friends in a comfortable work environment, opportunities to develop, such as participating in teacher training, and a decent salary.

This can provide an opportunity for the principal to develop the job satisfaction of private high school teachers in Seberang Ulu 1 District, Palembang, because job satisfaction is the most influential thing to improve teacher's performance by looking at the factors that influence job satisfaction itself. According to Purwanto & Wahyuddin (2007), things that influence job satisfaction are: (1) relationship factors between teachers, such as good or bad communication relationships between teachers at school; (2) personal factors, such as how the individual responds to and carries out his work; and (3) external factors, such as family conditions and finances. Teachers have high job satisfaction, so their teacher's performance will be even higher.

The results of the analysis of self-concept and job satisfaction variables on the performance of private teachers in Seberang Ulu 1 District, Palembang, showed a significance value of  $0.000 < 0.05$ , so  $H_0$  was rejected and  $H_a$  was accepted. Self-concept and job satisfaction have a simultaneous and significant relationship with teacher's performance in Seberang Ulu 1 District, Palembang. While the magnitude of the relationship between self-concept and job satisfaction on teacher's performance has a correlation coefficient of 0.533, meaning it has a strong influence. In addition, the simultaneous contribution or contribution of self-concept and job satisfaction variables to teacher's performance is 28.4%, while 71.6% is determined by other variables.

Self-concept is important for private high school teachers in Seberang Ulu 1 District, Palembang, and is related to a person's assumptions, beliefs, and evaluations of all situations, including all views on individual physical aspects, personal characteristics, motivation, weaknesses, intelligence, and failures. If the self-concept of private high school teachers in Seberang Ulu 1 District, Palembang, is positive, then the relationship between teachers and other employees will be good and harmonious. The self-concept of private high school teachers in Seberang Ulu 1 District, Palembang, must continue to be maintained, developed, and improved because it can improve their performance in Seberang Ulu 1 District, Palembang. In this case, it can be said that if the self-concept of teachers in private high schools in Seberang Ulu 1 District, Palembang, is positive, then their performance will be more

positive. Furthermore, job satisfaction of teachers in private high schools in Seberang Ulu 1 District, Palembang is the emotional state of teachers, namely the relationship between the value of teacher work compensation and the compensation desired by teachers, namely the emotional state of teachers to achieve results by carrying out certain tasks. Performance is a manifestation of the results of teacher work, both in quantity and quality. This devotion can be in the form of group work. A teacher's performance is said to be good if he has high knowledge, a desire to work, appropriate salary and wages, and hopes for the future.

The research findings that have been explained above provide an opportunity for the principal to establish good communication with teachers at school. Based on the effective contribution given by self-concept and job satisfaction to teacher's performance, the thing that determines teacher's performance is good communication and a good and harmonious relationship between the principal and other teachers.

#### **D. Conclusion**

Based on the results of data analysis and discussion in this study at Seberang Ulu 1 District, Palembang, it can be concluded 1) there is a significant relationship between self-concept and the performance of private teachers. Self-concept has a low relationship to the performance of private teachers; 2) there is a significant relationship between job satisfaction and the performance of private teachers. Job satisfaction has a moderate relationship to the performance of private teachers; and 3) there is a significant relationship simultaneously between self-concept and job satisfaction to the performance of private teachers. The simultaneous contribution or contribution of the variables of self-concept and job satisfaction to teacher's performance is 28.4%, while 71.6% is determined by other variables.

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