

The Analysis of Relationship between Job Satisfaction and Working Environment of Teachers in Islamic Private School

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Abstract

The goal of this study is to investigate how the workplace environment affects teachers' job satisfaction in junior high schools. Between October and November 2022, this study was undertaken. The study's independent variable was the workplace environment, while the dependent variable was teacher job satisfaction. With a quantitative approach, this research methodology employs the ex-post facto method. Random sampling is the method used for sampling. The research tool utilized was a questionnaire with five different options for answers and a Likert scale score. While the t test is employed as a hypothesis test for the regression technique. The alternative hypothesis (H_a) proposed is accepted based on the results of calculating the hypothesis with the t test between the work environment and teacher job satisfaction in junior high schools. The value of $t\text{-count} > t\text{-table}$ ($6.047 > 1.682$) indicates that the work environment has a significant impact on teacher job satisfaction in junior high schools. The findings of calculating the coefficient of determination also demonstrate that, in junior high schools, the working environment contributes 46.5% to teacher job satisfaction. The work of teachers should be closely supervised by principals, who should also encourage them and reward their accomplishments, both material and non-material, to improve the level of job satisfaction among teachers.

Keywords: Work Environment, Job Satisfaction, Teacher, Junior High School.

Abstrak

Tujuan dari penelitian ini adalah untuk menyelidiki bagaimana lingkungan tempat kerja mempengaruhi kepuasan kerja guru di sekolah menengah pertama. Antara Oktober dan November 2022, penelitian ini dilakukan. Variabel bebas penelitian ini adalah lingkungan tempat kerja, sedangkan variabel terikatnya adalah kepuasan kerja guru. Dengan pendekatan kuantitatif, metodologi penelitian ini menggunakan metode ex-post facto. Random sampling adalah metode yang digunakan untuk pengambilan sampel. Alat penelitian yang digunakan adalah kuesioner dengan Lima pilihan jawaban yang berbeda dan skor skala Likert. Sedangkan uji t digunakan sebagai uji hipotesis untuk teknik regresi. Hipotesis alternatif (H_a) yang diajukan diterima berdasarkan hasil perhitungan hipotesis dengan uji t antara lingkungan kerja dengan kepuasan kerja guru di sekolah menengah pertama. Nilai t hitung $>$ t tabel ($6,047 > 1,682$) menunjukkan bahwa lingkungan kerja berpengaruh signifikan terhadap kepuasan kerja guru di sekolah menengah pertama. Hasil perhitungan koefisien determinasi juga menunjukkan bahwa di sekolah menengah pertama, lingkungan kerja memberikan kontribusi sebesar 46,5% terhadap kepuasan kerja guru. Pekerjaan guru harus diawasi secara ketat oleh kepala sekolah, yang juga harus mendorong mereka dan menghargai prestasi mereka, baik materi maupun nonmateri, untuk meningkatkan tingkat kepuasan kerja di kalangan guru.

Kata Kunci: Lingkungan Kerja, Kepuasan Kerja, Guru, Sekolah Menengah Pertama.

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INTRODUCTION

Education is important in a nation's progress because it can create and prepare students who are reliable, qualified, and have high cognitive abilities to compete and position themselves in every

change. In addition, it is also expected to be able to create reliable, professional, highly competent, and productive workforce candidates. In the educational process, there are several factors that can improve the quality of education, including the factors of students, school facilities and infrastructure, and teaching staff (Anwar, 2001). Students' interest and willingness to learn, as well as their enthusiasm and desire to compete highly, can all be factors. Facilities and infrastructure can be in the form of the physical school building, its facilities, and the quality of the buildings contained in the school that are used as learning support tools. Another factor that is no less important is the factor of educators, namely teachers (Astuti et al., 2023).

Teachers are one of the human resources that support the realization of educational goals. Teachers have more responsibilities than just imparting knowledge; they also serve as mentors who foster potential, create alternatives, and enlist pupils in their own learning. Meaning that in addition to having to understand the material to be taught and technical teaching abilities, instructors also have complex tasks and responsibilities to achieve educational goals. They must also exhibit personalities that can serve as role models for pupils (Badri, 2007). Teachers as individuals have feelings, thoughts, and desires that can influence attitudes in teaching. Given the relatively heavy tasks that a teacher must perform, it is appropriate for the teacher to obtain fulfillment of his personal and professional needs while performing his role as a teacher. In this case, one of the things that must be considered is teacher job satisfaction (Badriyah, 2015).

The achievement of organizational objectives is influenced by job satisfaction, which has a significant direct and indirect impact on organizational productivity. Teachers who are happy in their jobs will therefore be optimistic and driven to finish their task, which is typically shown in the consistent and goal-oriented activities they engage in (Kamaruddin et al., 2023). Teachers who are driven to achieve corporate goals are, therefore, motivated. Low teacher job satisfaction results in symptoms like absenteeism, lazy work, frequent teacher complaints, low work performance, low teaching quality, teacher indiscipline, and other detrimental symptoms, in contrast to teachers whose behavior is unmotivated, who are not committed to organizational goals (Nugroho et al., 2023).

Employee job satisfaction is mostly influenced by two categories of elements, namely internal and external factors. Every employee has internal elements that affect them since they first began working there, whereas extrinsic factors are external to the employee and include things like the physical state of the workplace, interactions with coworkers, the payroll system, and other things (Panji et al., 2023). Given this, schools must be able to increase teacher job satisfaction in a variety of ways, one of which is by providing a pleasant and comfortable working environment, both physically and virtually. Teachers will be able to feel content, cozy, and at home in the workplace with such setups. Reduced teacher stress and boredom can be attributed to a healthy physical work environment. Without a supportive work environment, good work facilities are useless. Physical and non-physical aspects of the work environment are crucial in fostering and elevating teacher job satisfaction (Parinussa et al., 2023).

The phenomenon that appears in Indonesia shows that many teachers have low job satisfaction. This can be proven by the results of Wahyu Sri Ambar Arum and Eliana Sari's research showing that teachers have low job satisfaction, which is influenced by lighting, temperature, humidity, air circulation, noise, security, relations with superiors, and relations with co-workers. According to the study's findings, a supporting work environment will make a teacher feel satisfied at their job; conversely, a non-supportive work environment will make a teacher unhappy at their job (Ramli et al., 2023). Dissatisfaction is shown by truancy or being late to work, especially after arriving, attending, and then returning home; ineffective use of working hours; poor performance; teaching late; completing assignments late; often leaving the office before office hours are over; and others. This shows that the teacher's job dissatisfaction has a negative impact on improving the quality of education, does not fulfill students' rights to study optimally, and will lead to high levels of teacher absence from school (Safrida et al., 2023). This is evidenced by the findings of the Analytical and Capacity Development Partnership (ACDP) program. The rate of teacher absence has decreased in the last ten years, from 19 percent in 2003 to 10 percent in 2013. There is evidence that teachers may be in the school environment but not teaching in class. The study also found that schools in remote areas and schools with a small number of students had higher absenteeism than schools in urban areas and schools with more students. Male teachers also had a higher absence rate (13.4 percent) than female teachers (7.7 percent). 893 elementary and junior high schools from Sumatra, Java, Bali, Nusa Tenggara, Sulawesi, Kalimantan, Papua, and Maluku made up the study's sample. This is a benchmark for the work environment in providing job satisfaction to teachers. Judging from the level of teacher absenteeism itself, teachers who feel they do not get job satisfaction tend to be absent or negligent in their duties more often (Usop, 2013).

The phenomenon of low teacher job satisfaction occurs in various schools without exception in one junior high school in South Tangerang City. Even though this school already has various facilities and infrastructure to ensure that teachers have high job satisfaction, this has not yet materialized. The problems seen in teachers at this school are the dissatisfaction with the work of some teachers due to a lack of leadership supervision, the difficulty of building cooperation between teachers in completing responsibilities, and the less than optimal condition of the physical environment (Wursanto, 2009). The findings of Usop and Annierah Maulana's study show that teachers are satisfied with aspects of school policy, supervision, interpersonal relationships, opportunities for advancement, working conditions, related to the work itself, achievement, recognition, and responsibility. Low teacher work satisfaction at the school is attributed to a number of issues, the first of which is the presence of superior supervision, namely technical supervision and behavioral support for the rules that have been established in this madrasa. During class times, teachers converse. The madrasah's coworkers' support is the second factor; yet, there is still a lack of collaboration and social support from coworkers. The third factor is suitable working conditions; however, there is still noise and colder temperatures in the surroundings.

METHOD

In this study, the method used was ex-post facto, which is a study in which the independent variables were treated or the treatment was not carried out during the research. Although the methodology used in this study is a quantitative approach, that is, research whose analysis focuses more on numerical data (numbers) that are processed using statistics, the use of this method provides a detailed description of the current conditions and facts because, in this study, we want to know clearly about the effect of the work environment (variable X) on teacher job satisfaction (variable Y). The population of this study consisted of 65 instructors and staff members from junior high schools. In order to obtain data for this study, questionnaires and document analyses were used. The data is then assessed using statistical analysis techniques such as data quality testing, data interpretation techniques, classical assumption testing, and hypothesis testing when the questionnaire is distributed and the necessary data has been collected.

RESULT AND DISCUSSION

Teacher job satisfaction was measured using a questionnaire distributed to 44 teachers as respondents. Questionnaires that have been filled out by respondents are then given a score, processed, and analyzed. The teacher job satisfaction variable has nine indicators, including challenging work, adequate income, leadership, communication, co-workers, working conditions, security, school policies, and career development. According to the study's findings, the criteria for interpreting tough job indications is satisfied when three items are given a percentage score of 77.57% or higher, meaning that respondents consider working as a teacher interesting enough so they don't feel bored, that working as a teacher provides opportunities to develop and use the various skills they have, and that working as a teacher gives them the opportunity to use the skills they have. Interpreting adequate income indicators has 4 items, and obtaining a percentage value of 85.35% is in the very satisfied criterion, meaning that respondents consider the salary they receive satisfactory, in accordance with the roles and responsibilities given by the school, in accordance with the frequency of working hours and rewards in addition to the salary received according to workload. The leadership indicator has 4 items and obtains a percentage value of 76%, which is in the satisfaction criterion, meaning that respondents consider superiors to have a positive influence on work, provide work motivation, provide rewards or feedback that are balanced with the work that has been done, and feel satisfied with supervisory supervision.

The communication indicator has 3 items and obtains a percentage value of 77.4%, which is in the satisfied criterion, meaning that the respondent thinks that the supervisor gives clear instructions, gives freedom to the teacher in expressing opinions, and is not awkward in conveying messages to superiors. The co-worker indicator has 3 items and obtains a percentage value of 74.75% in the satisfied criterion, meaning that respondents consider having friendly co-workers, showing a

friendly attitude when receiving input from other teachers, respecting differences in social and cultural backgrounds, and having co-workers help in completing the task. The working condition indicator has 5 items and obtains a percentage value of 84.28%, which is in the criteria of "very satisfied," meaning that respondents feel comfortable with the color of the walls of the workspace, comfortable with the air temperature in the workspace, comfortable with the lighting in the workspace, no noise that arises in the workspace, and space that is not cramped, making it comfortable to work.

The safety indicator has four items and obtains a percentage value of 75.25%, which is in the satisfied criteria, meaning that respondents consider the environment where they work to be safe, not worried about security conditions, safe to leave things indoors, and safe from motorbike theft. The school policy indicator has 4 items and obtains a percentage value of 75.9%, which is in the satisfied criteria, meaning that respondents consider the provision of benefits to provide motivation to work, holiday allowances are always paid on time, comply with work regulations in the company, and are comfortable with the values and goals of the company. Interpreting the career development indicator has three items, and obtaining a percentage value of 75.6% is in the satisfaction criterion, meaning that respondents think they have opportunities in terms of career development at school, the training provided by the school provides benefits, and the training provided by the school is in accordance with the needs of the teachers.

A questionnaire was used to assess the working environment, and 44 teachers participated as respondents. The questionnaire that was filled out by the respondent was then given a score, processed, and analyzed. The work environment variable has 10 indicators, including: coloring, lighting, air, sound, and space for movement, security, cleanliness, and relations with colleagues, relations between subordinates and leaders, and work facilities for teachers. According to the study's findings, the coloring indicator, which has three items, has a percentage value of 76.3%, meaning that it meets the criteria for satisfaction. This indicates that respondents believe that choosing a color for the workspace will increase their enthusiasm for work that choosing a color for the workspace will help them adjust to the light, and that choosing a color for the classroom will increase their enthusiasm for teaching. The lighting indicator has three items to interpret, and a percentage value of 75.6% is in the satisfaction criterion, indicating that respondents believe the lighting in the workspace is appropriate for the needs of the room, the lighting of the lamp on the desk does not cast shadows, and the existing lighting does not dazzle the eyes. The air indicator has three items to interpret, and a percentage value of 78.33% indicates that respondents believe the work space has a good ventilation system, air conditioning (AC) is in good condition, and air conditioning (AC) is used as needed.

The sound indicator has 3 items and obtains a value of 78.6%, which is in the satisfied criterion, meaning that respondents consider sound from outside the work space not to cause noise, the sound of work equipment does not cause noise, and there is no noise in the work space. The space for movement indicator has 3 items and obtains a percentage value of 77.73 percent, which is in the satisfied criterion, meaning that respondents think goods can support smooth work activities, the

arrangement of office items provides freedom of movement, and there are no cables that can block road access. The security indicator has 3 items and obtains a percentage value of 76.33%, which is in the satisfaction criterion, meaning that respondents think it is safe to leave things in the room and the security officer unit provided by the school is able to maintain security and provide comfort.

The cleanliness indicator has 3 items and obtains a percentage value of 79.06%, which is in the satisfaction criterion, meaning that respondents consider the work space clean, a clean work environment motivates them to work, and cleanliness makes it comfortable to work. The indicator of relations with co-workers has three items and obtains a percentage value of 76.53%, which is in the satisfaction criterion, meaning that respondents consider that there is a good relationship between employees in the work environment, respects differences in social and cultural backgrounds between teachers at school, and shows a friendly attitude when receiving input from other teachers. The indicator of the relationship between subordinates and the leader has 4 items and obtains a percentage value of 77.25%, which is in the satisfaction criterion, meaning that respondents think the leader has a good relationship with the teacher, the leader always provides guidance, direction, or encouragement to the teacher, the leader gives good awards to teachers who have good performance, and leaders can delegate authority properly. The work facility indicator for teachers has 3 items and obtains a percentage value of 80.73%, which is in the satisfaction criterion, meaning that respondents consider the school building to be in accordance with comfort standards, the equipment provided by the school makes it easy to complete assignments, and the arrangement of office equipment is in accordance with what is needed.

Discussion

According to the results of the description of the variable data on teacher work satisfaction in junior high schools, the average value was 133.77 in the medium category, with the highest score being 161 and the lowest being 100. So, teachers who have moderate job satisfaction are teachers who lack enthusiasm at work. Job satisfaction has an important role for teachers to display satisfactory work; therefore, the headmaster must pay attention to the salary given to teachers according to working hours and responsibilities, create safe and comfortable environmental conditions, and provide opportunities for teachers to train according to their needs as teachers. The work environment variable scored 151 out of a possible 151, 82 out of a possible 82, and an average of 120.44 in the medium group. Based on this category, it can be explained that some teachers consider the environment in which they work to be in good condition. The work environment plays a very important role in increasing teacher job satisfaction, thus schools must be able to provide a work environment according to the needs of teachers, starting with improving the physical condition of the environment, which includes: coloring, lighting, air circulation, cleanliness, and safety. As well as the physical environment, schools also have to improve the non-physical environment, such as the relationships with the work force, the relationship between subordinates and the leadership, and the facilities provided to teachers.

Based on the calculation of the statistical test regression t, which shows 0.682, this indicates that, with the medium or sufficient category at 0.40-0.70, the work environment has a considerable impact on teacher job satisfaction in junior high schools. This indicates that the workplace and teachers' job happiness have a negligible influence. The contribution made by the work environment variable to the teacher job satisfaction variable is 46.5% in the category of significant influence, and other variables affect the remainder. These factors are in the form of other external factors such as work motivation, workload, work stress, compensation, leadership, and others. Thus, the work environment provided by the school will properly increase teacher job satisfaction. Even so, there are other factors than the workplace that affect how satisfied teachers are with their jobs, setting up a good work environment is very important because it will make it easier for them to achieve quality learning, which has implications for improving the quality of education. Besides that, a good work environment will raise the morale of the teacher.

CONCLUSION

From the presentation of the results of the research that has been done, the following findings can be put forward: Teacher job satisfaction is in the medium category. This is because based on the coworker indicator, some teachers consider the coworkers at school to be less friendly. The work environment is in the medium category. According to the findings of the research questionnaire, some teachers believe the work environment is in good condition, while others believe it is in poor condition. The work environment has a considerable and positive impact on teachers' job satisfaction, with a moderate or sufficient determination coefficient value of 0.682. The contribution of the X variable (work environment) and the Y variable (teacher job satisfaction) through the coefficient of determination expresses this positive link. The work environment contributes 46.5%, and other factors impact the remaining 75%, according to the results of the computation of the coefficient of determination, which is 46.5% in the category of considerable effect. These results suggest that the working environment has a major impact on teachers' job satisfaction in junior high schools. This proves that the workplace has a big impact on teachers' job happiness. The better the work environment, the higher the teacher's job satisfaction. Thus, to increase teacher job satisfaction, it can be done in various ways, one of which is by optimizing the work environment in schools.

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