

## Conference Paper

# Job Satisfaction in SMA Negeri at Kupang City- East Nusa Tenggara

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## Abstract

**The Objective** of this study was to recognize the influence of teachers' professional competence toward job satisfactions, influence of school culture toward job satisfactions and combination the influence of teachers' professional competence and school culture toward job satisfactions.

**The research method** used was a quantitative research method with a sample of 215 teachers who are representative of each subject chosen in a *proportional random sampling*. The data were collected with instruments that have been tested for validity and reliability for independent variables of both school cultures and job satisfaction dependent variables while the first independent variables of teachers' professional competence were derived from the results of online teachers' competence test.

**Result of research:** 1) there was significant influence of teachers professional competence toward job satisfactions equal to  $R^2 = 0,047 = 4,7\%$ ; 2) there was significant influence of school culture on job satisfactions equal to  $R^2 = 0,513 = 51,3\%$ , 3) the combination of professional competence and school culture there was significant influence on job satisfactions equal to  $R^2 = 0,522 = 52,2\%$ .

**Authenticity:** The results of this study help teachers to understand and improve job satisfaction and factors that support increased job satisfaction.

**Keywords:** Teachers Professional Competence, School Culture, Job Satisfaction

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## 1. Introduction

In this globalization era, teachers are required to develop and update their professionalism, science and technology, and the needs of society. Professional teachers should understand the components of educational applicable so that they understand the foundation and education policy, the level of development of learners and learning approaches related to the learning materials.

### OPEN ACCESS

A professional teacher is a person who has special skills and expertise in the field of teacher training so that he or she is able to perform tasks and functions well. Professional teachers are well-educated and trained people, and have rich experience in their fields ([10]: 15). Given the complex tasks and responsibilities of teachers, this profession requires special requirements such as:

a) Demanding skills based on deep concepts and scientific theories. b) Emphasize on a skill in a particular field related to his profession. c) Demand an adequate level of teacher education. d) Sensitivity to the social impacts of the work performed. e) Allows development in line with the dynamics of life. f) Having a code of ethics as a reference in carrying out its duties and functions. g) Have a client / service object that remains like a doctor with his patients, teachers with his students. h) Recognized by society because of the necessary services in the community. ([10]: 15).

In connection to those requirements, a teacher is required to be able to manage the learning process and develop the profession of teachers in a sustainable manner. To be able to do it all it needs to be supported by a conducive school culture as Maslowski (2001: 8-9) defines school culture as the basic assumptions, norms and values, and cultural artifacts that are shared by school members, which influence their functioning at school. This definition refers to a number of cultural elements, i.e. basic assumptions, norms and values, and cultural artifacts, and a number of cultural aspects, i.e. its shared nature and influence on behavior.

School culture is one element of school that is important in supporting the improvement of school performance and quality. The concept of culture in the world of education comes from the workplace culture in the industrial world as presented by Deal and Peterson (1999: 3) as follows: The concept of culture has a long history in the explanation of human behavior across human group, other social scientists applied the culture concept to the more limited aspects of the patterns of behavior and thought within formal work organizations.

Hargreaves (1999: 3) reveals a positive school culture in relation to teachers: They are teachers who help the most unmotivated student, have a positive effect on all outcomes”, teachers who have self-efficacy and with his confidence able to motivate students so as to have a positive impact on school outcomes as a whole. The ability of teachers verbally has a close relationship with improving student achievement. A positive school culture has healthy, dynamic or active, and professional characteristics. In addition to having characteristics that are positive, school culture also has characteristics that are negative. The negative school culture reflects the negative attitudes and beliefs held by the school community. Negative attitudes and beliefs can arise

from various sources as Peterson (1999a: 2) puts it this way: Negative attitudes and beliefs can spring from many sources: perhaps staff development activities poorly conceived in the past and did not address teacher needs. Or the school has struggled academically for a long time and staff members have given up, telling each other that “nobody could teach these kids”. School culture that can improve the achievement and quality of education will provide satisfaction for all components of school and other stakeholders.

Job satisfaction is a pleasant or unpleasant feeling for employees (teachers) in looking at their work. In measuring the components of job satisfaction, using the measurement of satisfaction with the Job Description Index scale, this measure of satisfaction was developed by Smith, Kendall and Hulin (1996) in Sopiah (2008). The measured index scale is the attitude of workers to job, leadership, and promotion of position. Thus, job satisfaction in this research is measured by job satisfaction, compensation, environment and satisfaction of supervisory by leader.

There are several factors that cause the emergence of job satisfaction; Robbins (2007) states the existence of five factors that support the creation of job satisfaction for employees of an organization, namely:

1. Work that is mentally challenging, challenging work is defined as giving tasks related to the work skills of employees or even able to generate the spirit of learning from the employees.
2. Appropriate Rewards, Rewards or appropriate compensation will be satisfying because it can be used by employees to improve the welfare of their lives.
3. Working environment, working environment associated with the working atmosphere. An employee may not be able to complete his job without any support either in the form of facilities or infrastructure of the organization.
4. Supportive colleagues. As a human being, employees will need others' help. Co-workers who are able to provide assistance that is positive for the development of employee quality will lead to job satisfaction of the employee.
5. The suitability of personality with work. Work is essentially personal employee needs. To be able to meet these needs then employees need to find a job that suits him.

According to Sutrisna (2009: 80) there are some factors effect job satisfactions:

1. Psychological factors, relate to the psychiatric employees that include interest, skills in work, attitudes toward work, talents and skills.

2. Social factors, is a factor associated with social interaction between employers and employees with superiors.
3. Physical factors, which are related to the physical condition of the employee, include the type of work, time and time settings of the structure, workplace, room condition, temperature, lighting, air exchange, employee health conditions, age and so on.
4. Financial factors are factors related to employee guarantees and welfare, which includes the system and the amount of salary, social security, various benefits, and facilities provided, promotion and so forth.

Based on the explanation above, professional competence of teachers, school culture and job satisfaction, the three variables must be related to each other. However, in reality there are still many gaps of what is expected, as happened at SMA Negeri in Kupang city that teacher job satisfaction is still low according to the results of observations made by researchers. In relation to the phenomenon, it is necessary to examine the professional competence of teachers, school culture and job satisfaction.

## 2. MethodOLOGY

Method used in this research is quantitative method. Quantitative approach is used to measure the variables that exist in the study (variables  $X_1$ , Variable  $X_2$  and Variable Y) and then find out the differences between variables.

The type of this research is descriptive correlation, it shown by the relationship of the analysis between variable endogens which consist of professional competence of teacher and school culture exogenous variable of job satisfaction. This research used quantitative approach with multiple regression analysis through SPSS 21. Researchers want to find out systematic empirical data, and in this research the researchers did not directly control the independent variable because the event has happened and cannot be manipulated.

Research subjects who become the population in this study are the teachers of SMA Negeri in Kupang City. The total of high school teachers in Kupang City is 713 teachers. The number of teachers is spread across 12 SMAN Schools in Kupang City. Based on the total population of teachers in Kupang City amounted to 713 people, then the sample is 215 teachers at the level of 30% error, the sample is representative of each subject.

### 3. Results and Discussion

Linearity test with regression analysis and hypothesis testing based on problem formulation and research objectives. Hypothesis tested in this study is the influence of professional competence of teachers and school culture on job satisfaction either partially or jointly. Test the influence of teacher competence ( $X_1$ ) to job satisfaction ( $Y$ ). The effect model ( $X_1$ ) to ( $Y$ ) is  $y = a + bx_1$ . Based on the results of data processing, the influence of professional competence of teachers ( $X_1$ ) on job satisfaction ( $Y$ ) obtained  $Y = 93.584 + 0.159X_1$ . The linearity test  $H_0: \beta = 0$  ( $X_1$  is not linear or has no effect on  $Y$ ) and  $H_1: \beta \neq 0$  (linear  $X_1$  or any effect on  $Y$ ). Value of sig = 0.001 < 5% means  $H_0$  rejected or  $H_1$  accepted so there is positive influence of teacher professional competence ( $X_1$ ) to job satisfaction ( $Y$ ). To see the magnitude of the effect seen *R Square* value or  $R^2 = 0,047 = 4,7\%$  meaning professional competence of teacher have influence to job satisfaction ( $Y$ ) equal to 4,7% there is still 95,3% influenced by other factor.

Can be seen in table 1 below:

TABLE 1

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,217 <sup>a</sup>	,047	,043	12,36525

a. Predictors: (Constant), Teacher Professional Competencies

The influence of teachers' professional competence ( $X_1$ ) to job satisfaction ( $Y$ ) partially 4.7% means that job satisfaction in school is not good or increases the professional competence of teachers but through various efforts to improve teacher competence. Shah, Anderson and Humpfrey (2008) in their research entitled "*Teaching Professionalism*" revealed that educators' professionalism will increase as they get used to interacting with colleagues from other schools who learn about curriculum innovation as well as discipline of teachers who can develop their educational professionalism and pedagogic skills. Entin Suhartini (2011) in her research on factors influencing teacher competence in SMK RSBI in Indramayu district, found that there are at least four variables that have significant effect on teacher competence, they are motivation, pedagogic teacher, teacher professionalism, and school climate. Those four variables affected the competence of teachers. Adnan Hakim (2015) saying "that partially pedagogical, personal competence, professional competence and social competence has a significant influence in improving learning performance. The contribution of all simultaneously or jointly declared significant influence in improving the quality

of performance in the learning process. M, Novauli (2015) research results shown that professional competence could be seen from teachers' mastering science, related to the field of study, understand the teaching materials that exist in the school curriculum, understand the structure, concepts and methods of science that shade or coherent with teaching materials, develop professionalism on an on-going basis by taking reflection measures and utilizing information and communication technologies to improve themselves.

School culture influence test ( $X_2$ ) consisting of visible school culture (tangible) that is physical and behavior while school culture that is not visible (intangible) is value also norm and philosophy of school to job satisfaction (Y). The effect model ( $X_2$ ) to (Y) is  $y = a + bx_2$ . Based on the results of processed data on the influence of school culture ( $X_2$ ) to job satisfaction (Y) obtained  $Y = 22.876 + 0.946X_2$ . The linearity test  $H_0: \beta = 0$  ( $X_2$  is linear or there is an effect on Y) and  $H_2: \beta = 0$  ( $X_2$  is linear or there is an effect on Y). Value sig = 0.000 < 5% means  $H_0$  rejected or  $H_2$  accepted so there is positive influence of school culture ( $X_2$ ) to job satisfaction (Y). To see the magnitude of the effect seen R Square value or  $R^2 = 0,513 = 51,3\%$  meaning that school culture have influence to job satisfaction (Y) equal to 51,3% there is still 48,7% influenced by other factor. Can be seen in table 2 below:

TABLE 2

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,716 <sup>a</sup>	,513	,511	8,84171
a. Predictors: (Constant), School Culture				

The influence of school culture ( $X_2$ ) to job satisfaction (Y) partially 51.3% means that job satisfaction in school was good or increase if school culture is applied well on every component of school. Hargreaves (1999: 3) reveals a positive school culture in relation to teachers: They are teachers who help the most unmotivated student, have a positive effect on all outcomes ", teachers who have self-efficacy and confidence are able to motivate students; positive impact will be seen from school outcomes. The ability of teachers verbally has a close relationship to the improving of student achievement. A positive school culture has healthy, dynamic or active, and professional characteristics. A healthy school culture provides an opportunity for all citizens of the school to perform their functions optimally, work efficiently, full of vitality, passion and desire to continue growing. The positive characteristics of school culture can form a strong school culture that includes three aspects of artifact culture, values and basic assumptions.

Hongboontri & Keawkhong (2014) speech "Quantitative data demonstrated strong correlations among eight social organizational variables of a school culture. Qualitative data further revealed the influences of a school culture on these teacher participants' instructional practices ". Macheil, Prater and Steve Busch (2009) findings of this study suggest that students achieved higher scores and standardized test in school with healthy learning environments. Barnes (2012), "The results of hierarchy regression analysis indicated that school culture and school climate can be used to explain a significant percentage of variance in school violence".

Test of simultaneously between teacher professional competence ( $X_1$ ) and school culture ( $X_2$ ) to job satisfaction ( $Y$ ). The effect model  $X_1$ ,  $X_2$  and  $Y$  is selected  $y = a + bX_1 + bX_2$ . Based on data processing effect of  $X_1$  and  $X_2$  to  $Y$  obtained  $y = 20,214 + 0,070X_1 + 0,924X_2$ . Linearity test  $H_0: \beta = 0$  (linear  $X_1$  or any influence on  $Y$ ) and  $H_1: \beta \neq 0$  (linear  $X_2$  or any effect on  $Y$ ). Sig value  $0,000 < 5\%$  means  $H_0$  is rejected or  $H_1$  and  $H_2$  which means there is a positive influence  $X_1$  and  $X_2$  to  $Y$ . To see the magnitude of the effect seen the value of R square or  $R^2 = 0,522 = 52.2\%$  This means that  $X_1$  and  $X_2$  have an effect on ( $Y$ ) of 52.2% there is 47.8% influenced by other factors can be seen in table 3 below:

TABLE 3

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,722 <sup>a</sup>	,522	,517	8,78181

a. Predictors: (Constant), School Culture, Teacher's Professional Competence

The influence of teacher's professional competence ( $X_1$ ) and school culture ( $X_2$ ) on job satisfaction ( $Y$ ) together equal to 52,2%, meaning that professional competence of teacher and school culture is the most important factor to job satisfaction if they had done together then they will give a greater influence on increasing of job satisfaction.

Based on the above results it can be concluded that the professional competence of teachers and school culture to job satisfaction has a significant influence in supporting of teacher work satisfaction in Kupang city, as proved by research results of George Kouali (2017) saying that "multiple regression analysis indicated that the higher levels of teachers' job satisfaction are not predicted when principals deal with and accomplish their instructional tasks. This result is rather unexpected, considering the trends of modern bibliography about the value and effects on teachers of principal's instructional leadership. The triangulation of the results helped the authors to re-examine the research question and creates a deeper understanding of the practice of principals'

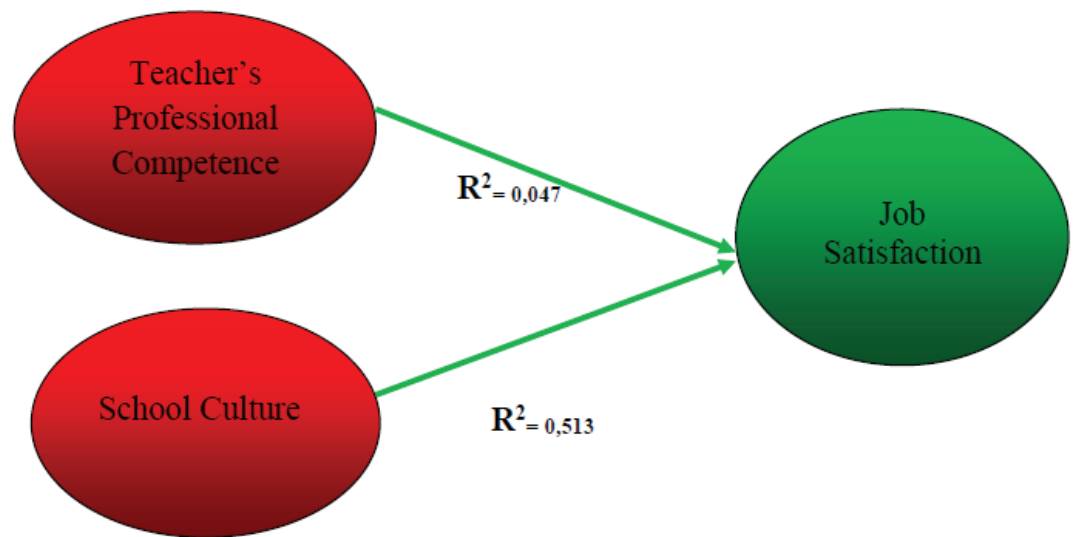


Figure 1: Simultaneously influence.

instructional role and the sources of teachers' job satisfaction." Jorg Vianden (2017) saying "participant perceive satisfaction and dissatisfaction stemming primarily from their courses of study, their interactions with faculty, and their perceptions of administrative and study services. Yu-Chuan Chen (2017), saying "brand association, student trust, and commitment were commitment related to student satisfaction. Brand association has a direct influence on student trust, commitment, and satisfaction of higher education institutions. Student trust and commitment also have a direct influence on student satisfaction, and they are all mediating variables. Chamundeswari (2013) saying "the result of the study indicated that the teachers of this board are better than their counterparts in matriculation and state board schools. This may be attributable to the fact central board teachers enjoy better infrastructure facilities and congenial working environment than the matriculation and state board teachers. It is for the school authorities, policy makers and societies at the maximum possible extent and thereby enhancing their teaching performance to optimum ". Tukiyo (2015) research result generally said that work motivation and job satisfaction of elementary school teacher of klaten is in medium category. Sukanti (2010) research results shown that there is a positive influence of accounting teacher's satisfaction on the work commitment of high school accounting teachers Kulonprogo District Istimewa Yogyakarta  $Y = 4.543 + 0.694X$ , correlation coefficient of 0.648 and coefficient of determination of 0.419 means 41.90% work commitment teachers determined by the remaining teacher satisfaction of 58.10% influenced by other factors not examined in this study.



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