

THE EFFECT OF JOB SATISFACTION AND SCHOOL ORGANIZATIONAL CULTURE ON TEACHER WORK ENCOURAGEMENT AT STATE VOCATIONAL HIGH SCHOOL 3 BOYOLANGU TULUNGAGUNG

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Abstract

Work enthusiasm is the passion to do work more diligently, so that the work can be expected to be better. Teacher enthusiasm is influenced by several factors including job satisfaction and school culture. This study aims to determine and examine between theory and reality, that job satisfaction and good school organizational culture have a positive effect on work enthusiasm. The objects in this study are Job Satisfaction, School Organizational Culture and Teacher Work Spirit at SMK Negeri 3 Boyolangu. The location of the study is at SMK Negeri 3 Boyolangu Tulungagung which is located at Jl. Ki Mangun Sarkoro, Beji Village, Boyolangu District, Tulungagung Regency. In this study the method used is the quantitative method. Data collection techniques in the study include: interviews, documentation, observation and questionnaires. Data analysis techniques use descriptive percentage analysis and multiple linear regression analysis. The independent variables in this study are job satisfaction (X1) and school organizational culture (X2) while the dependent variable is teacher work enthusiasm (Y). The results of the study concluded: (1) Teacher job satisfaction is in the high criteria, as well as the school organizational culture in the good criteria, and teacher work enthusiasm in the high criteria. (2) There is an influence of job satisfaction on teacher work enthusiasm of 26.52%. (3) There is an influence of school organizational culture on teacher work enthusiasm of 8.06%. (4) There is an influence of job satisfaction and school organizational culture together on teacher work enthusiasm with a contribution of 41.6% and the remaining 58.4% is influenced by other factors not studied in this study.

Keywords: Job Satisfaction, School Organizational Culture, Work Spirit

1. Introduction

Teachers are the most important component of the entire education system that must receive primary attention. This indicator is always a strategic focus when talking about education, because teachers are always involved in every component of the education system (Nurani, 2024). Teachers play an important role in the development of education,

especially in the development of education that is held formally in schools. Teachers also determine the success of students, especially in relation to teaching and learning. A teacher's work spirit is a condition where a teacher feels comfortable, appreciated and confident to be able to do his job more diligently and better (Isro'iyah, 2014). When the teacher's work spirit is high, the teacher feels comfortable with himself and with other school staff, so that this can affect the behavior and learning achievements of students. Teacher work spirit is influenced by several factors including job satisfaction and school culture (Willis & Varner, 2018). Job satisfaction is a person's emotional state about their work which can be influenced by supervision, working conditions and the work environment. Job satisfaction has an important meaning in increasing teacher work spirit. Teachers who are satisfied with their work will have a positive attitude towards their work so that they will be motivated to do their work as well as possible, on the other hand, absenteeism, poor work results, lack of enthusiasm for teaching, theft, low achievement, teacher transfers/replacements are the result of teacher dissatisfaction with the organization's treatment of them (Rahmawati, 2022).

School culture contains the meaning of school life order and norms that apply in the school environment. Thus, school culture is a perception, thought, idea, behavior and norms that are believed by school residents and function as a guideline and provide direction in achieving school education goals. School culture that is developed through interaction between school personnel can be used as a guideline in behaving by school personnel. School culture will affect all aspects of the school, including how personnel behave, how teachers carry out the learning process in the classroom, and how teachers improve their competence (Hinde, 2017). This illustrates the discrepancy between theory and reality, that job satisfaction and good organizational culture have a positive effect on work enthusiasm. Based on the background above, the author is interested in taking a study entitled "The Influence of Job Satisfaction and School Organizational Culture on Teacher Work Spirit at SMK Negeri 3 Boyolangu Tulungagung".

According to (Prasetyo et al., 2021) work enthusiasm is a person's desire and sincerity to do their work well and be disciplined to achieve maximum work performance. Work enthusiasm will stimulate someone to work and be creative in their work. Another definition of work enthusiasm is the condition of a group where there is a clear and fixed goal that is felt to be important and integrated with individual goals (Larasati, 2018). Moekijat (Sastrohadiwiryono & Syuhada, 2021) stated that work enthusiasm (morale) is the ability of a group of people to work together actively and consistently in pursuing common goals. Based on this description, it can be concluded that teacher work enthusiasm is a condition where teachers do their work more actively and better so that the expected goals are achieved.

Job satisfaction is a positive attitude that concerns the healthy adjustment of employees to work conditions and situations, including issues of wages, social conditions, physical conditions and psychological conditions (Duha, 2018). Purba et al., (2020) stated that job satisfaction is an emotional state of employees that is pleasant or unpleasant in viewing their work. Job satisfaction reflects a person's feelings about their work. So it can

be said that job satisfaction is the key to driving morale, discipline and teacher work performance in supporting the realization of educational goals (Isro'iyah, 2023). Thus, it can be concluded that teacher job satisfaction is a teacher's feeling about whether or not the work is pleasant based on the teacher's expectations with the rewards given by the school/organization.

Sulaksono (2015) stated that organizational culture refers to a shared system held by members of an organization, which distinguishes the organization from other organizations. Amir (2014) also stated that school organizational culture is the perception, thoughts, ideas, behaviors and norms believed by school residents and function as a guideline and provide direction in achieving school education goals. Based on several definitions above, it can be concluded that school organizational culture is a system of values believed by all school residents, studied, applied and developed continuously, functions as a glue and can be used as a reference for behavior to achieve the goals set by the school.

The importance of building an organizational culture in schools is especially related to efforts to achieve school education goals and improve school performance. A strong school culture will increase school productivity and flexibility. Teachers will be more committed to the school and more enthusiastic about working so that it will also have an impact on improving student achievement (Alfattama, 2023). Teachers are not the only determining factor in the success of education, but teachers are the central point of the education process. To advance the world of national education, teachers should have high work enthusiasm to carry out their super complex tasks and roles (Sudrajat, 2024). Teachers with high work enthusiasm have positive traits. Such as loyalty, optimism, pride in service and obedience to obligations (Subagyo, 2021).

Based on the framework of thought, the formulation of the hypothesis is the basis for temporary assumptions. The formulation of the hypothesis put forward is as follows: (1) There is a significant influence between job satisfaction and teacher work enthusiasm at SMK Negeri 3 Boyolangu Tulungagung. (2) There is a significant influence between school organizational culture and teacher work enthusiasm at SMK Negeri 3 Boyolangu Tulungagung. (3) There is a significant influence between job satisfaction and school organizational culture on teacher work enthusiasm at SMK Negeri 3 Boyolangu Tulungagung.

2. Method

The object of research in a research itself can be the nature of a person or a group of people. Then a problem or view of a group of people is found that needs to be studied in more depth. The object of this research is Job Satisfaction, Organizational Culture and Work Spirit of Teachers at SMK Negeri 3 Boyolangu. The location of the research is at SMK Negeri 3 Boyolangu Tulungagung which is located at Jl. Ki Mangun Sarkoro, Beji Village, Boyolangu District, Tulungagung Regency. The research was conducted for 6 (six) months from January to June 2023. The population in this study were all teachers of SMK

Negeri 3 Boyolangu Tulungagung totaling 55 people. Because the research subjects were less than 100 people, this research is a population research because all existing subjects were studied.

3. Results and Discussion

In the job satisfaction variable, the assessment is carried out with 5 (five) indicators, including compensation, promotion opportunities, supervision, coworkers, and the work itself. The following is a descriptive table of job satisfaction:

No.	Kriteria	Interval	Frekuensi	%	Rata-rata
1	Sangat tinggi	>84% - 100%	4	7,27%	Tinggi
2	Tinggi	>68% - 84%	47	85,45%	
3	Cukup	>52% - 68%	4	7,27%	
4	Rendah	>36% - 52%	0	0,00%	
5	Sangat rendah	≥20% - 36%	0	0,00%	
Jumlah			55	100%	

Table 1. Frequency Distribution of Job Satisfaction

In the job satisfaction variable, overall teachers have high job satisfaction, namely teachers feel satisfied with the compensation given, the opportunity for promotion, supervision from the principal, co-workers between teachers, and their work as teachers. Based on table 1 above, it shows that as many as 47 teachers (85.45%) have high job satisfaction, 4 (7.27%) teachers have job satisfaction in the very high criteria, the rest, namely 4 (7.27%) teachers have fairly high job satisfaction.

No.	Kriteria	Interval	Frekuensi	%
1	Sangat tinggi	>84% - 100%	5	9,09%
2	Tinggi	>68% - 84%	49	89,09%
3	Cukup	>52% - 68%	1	1,82%
4	Rendah	>36% - 52%	0	0,00%
5	Sangat rendah	≥20% - 36%	0	0,00%
Jumlah			55	100%

Table 2. Frequency Distribution of Jobs

Table 2 shows that 49 (89.09%) teachers have high satisfaction with their work, meaning that teachers are satisfied with their work as teachers, which is an interesting task and always requires teachers to always learn. As many as 5 (9.09%) teachers have very high satisfaction with their work, and 1 (1.82%) teacher has quite high satisfaction with their work.

Based on the results of the descriptive analysis, the overall percentage shows that the job satisfaction variable obtained a percentage of 85.45%, which is included in the high criteria. When viewed from the compensation indicator, overall teachers have high satisfaction with compensation, where teachers are satisfied with the compensation that has

been given on time and can meet daily needs. In the promotion opportunity indicator, teachers have high satisfaction with promotion opportunities, where the principal has appreciated the work results of the teachers and given job promotions to teachers who excel.

In the supervision indicator in high criteria, supervision is carried out continuously by the principal so that teachers feel cared for by the principal. In the co-worker indicator, overall it is in high criteria, meaning that teachers feel satisfied with co-workers who can be invited to work together so that a good family relationship is created between teachers at SMK Negeri 3 Boyolangu Tulungagung. The job indicator is also in high criteria, meaning that teachers are satisfied with their work as teachers which is an interesting task and always requires teachers to always learn. So, overall the job satisfaction of teachers at SMK Negeri 3 Boyolangu Tulungagung is high. Based on the results of the descriptive analysis, the overall percentage shows that the organizational culture variable of the school at SMK Negeri 3 Boyolangu Tulungagung is included in the good criteria. This means that the school's organizational culture affects the work enthusiasm of teachers. Judging from the indicator of the regularity of the way of acting of all school members that can be observed in good criteria, meaning that the behavior, habits, and common language of the school community that reflects the values adopted by the school community are good. The norms regarding the standard of behavior of school members at SMK Negeri 3 Boyolangu Tulungagung are also good. The values and beliefs about achieving the quality of education at SMK Negeri 3 Boyolangu Tulungagung are good, where all school residents have paid attention to the input, process, and output aspects of education at SMK Negeri 3 Boyolangu Tulungagung so that the school is able to achieve, both in academic and non-academic fields. The provisions and rules of the game that bind all members of the organization at SMK Negeri 3 Boyolangu Tulungagung are in good criteria, meaning that school residents in behaving and acting have complied with the provisions and regulations of the school. The organizational climate at SMK Negeri 3 Boyolangu Tulungagung is also good, where the arrangement of the work environment, both physically and socially, is conducive and pleasant so that it supports the work spirit of teachers.

From the results of the descriptive analysis of the overall percentage, it shows that the work spirit of teachers at SMK Negeri 3 Boyolangu Tulungagung is high. Teachers have high loyalty to the school. The indicator of feelings of pleasure towards work is also in the high criteria, meaning that teachers feel proud and happy in doing their jobs as teachers. The optimism indicator is also in the high criteria, meaning that teachers always have the desire to be more advanced and achieve in their work. The attitude of obedience to obligations is also high, where teachers have complied with school regulations, including coming to school on time, preparing a lesson plan before teaching and being disciplined in carrying out their duties.

One of the factors that influence work enthusiasm is job satisfaction. The results of data analysis show that job satisfaction has a positive and significant influence on teacher work enthusiasm at SMK Negeri 3 Boyolangu Tulungagung, as shown in the t count of 4.334 with a significance of $0.000 < 0.05$. This shows that the higher the teacher's job satisfaction will affect the optimal teacher work enthusiasm, and conversely the lower the

teacher's job satisfaction will be followed by a decrease in teacher work enthusiasm. The magnitude of the influence of work enthusiasm on job satisfaction is 26.52%, the rest is influenced by other factors not examined in this study. As previously explained, the description of job satisfaction is mostly in the high criteria of 85.45%, followed by teachers who have high work enthusiasm of 78.18%.

The increase in teacher work enthusiasm cannot be separated from job satisfaction as one of the supporting factors. Job satisfaction is the key to driving teacher morale, discipline and work performance in supporting the realization of educational goals. Job satisfaction has an important meaning to increase teacher work enthusiasm. Teachers who are satisfied with the compensation received, the opportunity for promotion, supervision from superiors, coworkers, and with their work will have a positive attitude so that it will spur them to be more enthusiastic in doing their work as well as possible. This is in accordance with the theory of justice developed by Adam (in Wexley and Yuki, 2003:130) which views satisfaction as a person's attitude towards the justice or fairness of the rewards received, in this case teachers feel satisfied if the ratio between input (for example, teacher education, teaching experience, number of teaching hours, amount of effort devoted to school) is in accordance with output (for example, wages/salaries, awards, promotions (promotions) compared to other teachers in the same school or in other schools with the same input and output. Therefore, it is very clear that job satisfaction affects work enthusiasm.

In addition to being influenced by job satisfaction factors, teacher work enthusiasm is also influenced by school culture factors. The results of data analysis show that school organizational culture has a positive and significant influence on teacher work enthusiasm, as shown in t count of 2.138 with a significance of $0.037 < 0.05$. This shows that the better the school organizational culture will affect the optimal work enthusiasm of teachers, and conversely the worse the school organizational culture will be followed by a decrease in teacher work enthusiasm. The magnitude of the influence of work enthusiasm on school organizational culture is 8.06%, the rest is influenced by other factors not examined in this study. As previously explained, the description of school organizational culture in the good criteria is 94.55% followed by teachers who have high work enthusiasm of 78.18%.

School culture developed through interaction between school personnel can be used as a guideline for behavior by school personnel. School culture will affect all aspects of the school, including how personnel behave, how teachers conduct the learning process in the classroom, and how teachers improve their competence (Hinde, 2002). The school organizational culture consisting of values, norms, beliefs, regulations, and a positive organizational climate will affect the implementation of high-quality education so that it can increase teacher motivation to be more enthusiastic in carrying out their roles, duties, and commitments in making learning a success. This also means that the school organizational culture affects teacher work enthusiasm.

The results of the study simultaneously obtained F count of 18.501 with a significance of $0.000 < 0.05$ which means that there is a positive and significant influence

of job satisfaction and school organizational culture on teacher work enthusiasm at SMK Negeri 3 Boyolangu Tulungagung. The magnitude of the influence of job satisfaction and school organizational culture on teacher work enthusiasm at SMK Negeri 3 Boyolangu Tulungagung is known from R^2 of 0.416 or 41.6% and the remaining 58.4% of teacher work enthusiasm is influenced by other factors not examined in this study.

4. Conclusion and Suggestions

Based on the results of the research and its discussion, the following conclusions can be drawn: (1) Teacher job satisfaction is in the high criteria, as well as the school organizational culture in the good criteria, and teacher work enthusiasm in the high criteria. (2) There is an influence of job satisfaction on teacher work enthusiasm of 26.52%. (3) There is an influence of school organizational culture on teacher work enthusiasm of 8.06%. (4) There is an influence of job satisfaction and school organizational culture together on teacher work enthusiasm with a contribution of 41.6% and the remaining 58.4% is influenced by other factors not studied in this study.

The suggestions that the author can provide in this study are that the principal should carry out fairer, more open and cooperative work supervision with teachers so that teachers feel that they are cared for and are an important part of the school. This study still has measurement limitations because it only uses two variables, namely job satisfaction and school organizational culture in seeing its influence on teacher work enthusiasm. Further research should not only use job satisfaction and school organizational culture variables to determine their influence on teacher work enthusiasm, but can use other variables such as leadership, motivation, compensation, and others. And not limited to one school only, but also needs to be compared with other schools.

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