



## THE EFFECT OF PERSONALITY AND CLIMATE ORGANIZATION ON JOB SATISFACTION PRIVATE TEACHERS OF TECHNICAL HIGH SCHOOL

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### Abstract

*This aim of this research was to study the influence of personality, climate organization, on job satisfaction. The method used is a survey method with the type of explanatory research. The method used is this research was quantitative approach. Survey data collected 231 teachers. Data analysis using path analysis. Result, the high conducive organizational climate directly positively influences high job satisfaction, good personality will directly affect positively the organizational climate of the teachers. Based on the hypothesis testing that has been done, it can be described as the following research findings: (1) there is a positive direct influence of personality on job satisfaction, (2) there is a positive direct influence of climate organizations on job satisfaction, (3) there is a positive direct influence between personality on climate organizations.*

**Keywords :** *personality, climate organization, and job satisfaction*

The quality of job satisfaction that is conducive can be created if all school members, be it the school principal, teachers and administrative staff, can create an environment of quality of work life. Job satisfaction is the level of pleasure a person feels over his role or work in the organization. So job satisfaction concerns the psychological individual in the organization caused by the perceived condition of the environment. Basically job satisfaction is a dream for every educator in teaching. Teachers who feel satisfied in their work environment will have a positive impact both for the teacher himself and for his organization. Job satisfaction is an individual thing because each individual will have a different level of satisfaction in accordance with the values that apply in the individual himself. The more aspects of work that are in accordance with individual desires, the higher the level of satisfaction felt.

Increased teacher job satisfaction will bring progress for institutions to be able to survive in an unstable organizational environment competition. It was said in an international journal on the study of Civil Servants Teachers in Central Jakarta Administration City, "that strong character personality, conducive organizational climate, and great job satisfaction can improve the Citizenship Behavior of Teacher Organizations and it is also said teacher job satisfaction can increase with character personality strong teachers and a conducive school organization climate (Quote, Asari, Abdullah, & Wibowo, 2018). Efforts to improve teacher job satisfaction are the most serious challenges of school management, because success in achieving goals and the survival of the organization and the progress of an institution depends on whether or not the teacher is satisfied in teaching at the school. Based on research by Alfikasari, Karnati and Armeliza (2015) said that: *As an issue that occurred in the news written in JPNN.com (2014:*

1). *The teachers of Civil Servants (PNS) starting from elementary, junior high, high school, and vocational levels in the Bekasi District Education Office, who are entitled to Educator Profession Allowance (TPP) complained that TPP phase I was not yet liquid, which was the first quarter of January-March. In the news, the professional allowance for educators in the district education office in the Bekasi district was late, which was probably caused by a person. This can reduce the job satisfaction of teachers who serve the country because the benefits they receive are also needed for their daily lives.*

Associated with the comfort of teachers to carry out job and function in a comfortable environment, almost all buildings in renovated Private Vocational Schools become more attractive, all vocational teachers have their own workspaces as required as facilities and infrastructure. A teacher who carries out tasks based on personality that shows sincerity and enthusiasm in working will influence the formation of a good organizational climate. This study aims to determine the effect of personality and organizational climate on job satisfaction of private vocational school teachers in South Tambun District, with the formulation of the problem, namely, Is personality directly influential on job satisfaction? Does the organizational climate directly affect job satisfaction? Does Personality directly influence the organizational climate?

Job satisfaction according to Schermerhorn, Hunt, Osborn and Uhl-Bien (2010), "job satisfaction is the degree to which individuals feel positively or negatively about their jobs". Job satisfaction is the level at which individuals feel positively or negatively about their work. According to Werther and Davis "job satisfaction is the favorability or unfavorability with which employers view their work". Job satisfaction is a pleasant or unpleasant situation, in which employees view their work. Jex (2002) defines, "job satisfaction is typically defined as an employee's level of positive affect toward his or her job or job situation". According to him job satisfaction is defined as positive feelings of employees that affect the direction of work or work situation. Colquitt, Lepine, and Wesson (2015) stated that: Job satisfaction is defined as a pleasurable emotional state resulting from the appraisal of one's job experiences. In other words, it represents how you feel about your job and what you think about your job. Employees with high job satisfaction experience positive feelings when they think about their duties or take part in task activities. Employees with low job satisfaction experience negative feelings when they think about their duties or take part in their task activities.

According to Colquitt, Lepine and Wesson, job satisfaction is a pleasant emotional state that results from work assessment or work experience. The same thing was stated by Robbins and Judge (2015) that, "job satisfaction is a positive feeling about one's job resulting from an evaluation of its characteristics". Job satisfaction is a positive feeling about one of the results of his work that comes from evaluation. Mullins (2005) also believes the same about job satisfaction, "job satisfaction is an emotion, a feeling, an attitude and matter of perception. It results from an appraisal of an employee's experiences at work. Job satisfaction involves likes, dislike, extrinsic and intrinsic seeds ". Job satisfaction is a feeling of emotion, attitude and problem of perception. This is the result of an assessment of employee experience at work. Job satisfaction involves likes, dislikes, as well as extrinsic and intrinsic needs.

Ivancevich, Konopaske and Matteson (2008) say, "job satisfaction, an attitude that workers have about their jobs. It results from their perception of the jobs ". Job satisfaction is a person's attitude about his job. This is the result of their perception of work. While George and Jones (2012) argued, "job satisfaction is the collection of feelings and beliefs that people have about their current jobs". Job satisfaction is a collection of feelings and beliefs that a person has about their current job. So job satisfaction is the response of someone's happy and unhappy feelings to their work, with indicators: (1)

feelings towards promotional opportunities, (2) feelings towards harmonious cooperation, (3) feelings towards the suitability of ability to work, and (4) feelings towards favorable working conditions.

An individual's personality determines one's job satisfaction. Gibson, et.al., "An individual's personality is a relatively stable set of characteristics, tendencies, and temperaments that have been significantly formed by inheritance and by social, cultural, and environmental factors" (Gibson & et al, 2012) Personality of a An individual is a set of relatively stable characteristics, tendencies, and temperaments that are shaped by inheritance and by significant social, cultural, and environmental factors. Griffin and Moorhead (2014) revealed that, "Personality is a relatively stable set of psychological attributes that distinguish one person from another." Personality is a standard set of psychological attributes that distinguish one person from another. Meanwhile, according to Robbins and Judge (2013), "Personality is the dynamic organization within the individual of those psychophysical systems that determine its unique adjustments to his environment." Personality is the dynamics of the organization in individuals with psychophysical systems that determine unique adjustments to its environment.

The concept of personality is also explained by Allport in Schneider and Smith (2004), "personality is the dynamic organization with the individual of those psychophysical systems that determine its unique adjustments to his environment. Personality is the dynamics of the organization with each individual psychological system that determines the unique adjustments of each individuals in their environment. Rothmann and Cooper (2012), "Personality has been defined as the enduring, inner characteristics of individuals that organize their behavior. An etic or ernic approach to the conceptualization of personality may be employed. "Personality has been defined as something permanent, individual characteristics that are able to shape their attitudes and traits. Rothmann and Cooper (2012) also explained that personality can be explained by five approaches:

*The Big Five personality dimensions are: (1) extraversion: a personality dimension describing someone who is sociable, talkative and assertive, (2) agreeableness: a personality dimension describing someone who is good-natured cooperative and trusting. (3) Conscientiousness: a personality dimension describing someone who is good-natured, cooperative and trusting. (3) conscientiousness: a personality dimension describing someone who is responsible, dependable, persistent and achievement oriented. (4) emotional stability: a personality dimension which characterizes someone who is calm, enthusiastic, secure (positive) to tense, nervous, depressed and insecure (negative). (5) openness to experience: a personality characteristic which characterizes someone who is imaginative, sensitive and intellectual.*

So it can be synthesized that personality is a tendency in someone to explain the characteristics of behavior patterns that are consistent with indicators, namely: (1) attitude of caution, (2) attitude of self-disclosure, (3) friendliness, (4) emotional stability, ( 5) Self-expolar. Organizational climate is important to be created because it is a person's perception of what is given by the organization and is used as a basis for determining the behavior of future members. Steve Kelneer (2002) mentions the six dimensions of organizational climate as follows. 1) Flexibility Conformity Flexibility and Conformity are organizational conditions that provide freedom of action for employees and make adjustments to the tasks given.

Robbins and Judge (2013) state that. "Organizational climate refers to the shared perception organizational members have about their organization and work environment". Organizational climate refers to the shared perceptions of organizational members about what they have around the organization and their work environment. Another opinion Owens (1995) defines organizational climate as follows, "" organizational climate is the study of perceptions that individuals have of various aspects of the environment in the organization ". Organizational climate is the study of the perception that individuals have various aspects in the organizational environment. Another understanding of organizational climate

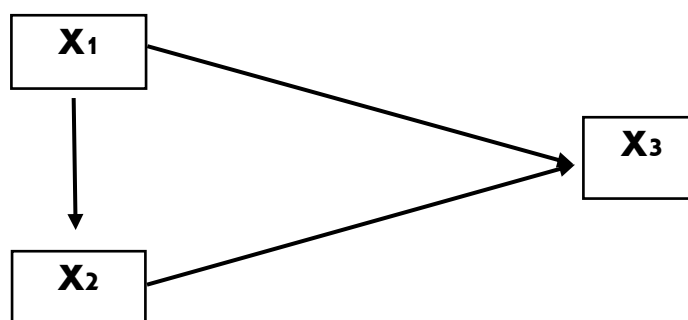
is stated by Lussier as follows, "" organizational climate is the relatively enduring quality of the internal environment of the organization as perceived by its members. Climate is employees' perception of the atmosphere of the internal environment (Lussier, 2008). Organizational climate is a quality that is relatively enduring in the internal environment of the organization as felt by its members.

Armstrong defines organizational climate as follows, "organizational climate is a set of properties of the work environment. perceived directly or indirectly by the employees, that is assumed to be a major force in influencing employee behavior (Armstrong, 2008) ". Organizational climate is a set of nature of the work environment, felt directly or indirectly by employees, which is assumed to be a major force in influencing employee behavior. "Organizational climate refers to the shared organizational perceptions that members have about their organization and work environment" (Robbins & Judge, 2013). Lussier (2008) as follows, "Organizational climate is the relatively enduring quality of the internal environment of the organization as perceived by its members. Climate is employees perception of the atmosphere of the internal environment. Organizational climate is a relatively enduring quality in the internal environment of an organization that is felt by its members. Climate is the employee's perception of the atmosphere of the internal environment, Mullins (2006) argues that, Organizational climate is a relatively enduring quality of the internal environment of an organization that (a) is experienced by its members, (b) influences their behavior, and ( c) can be described in terms of the values of a particular set of characteristics (or attributes) of the organization.

Then it can be synthesized the organizational climate is the atmosphere around the workplace that supports the implementation of work and felt directly or indirectly by employees that affect work behavior within the organization with indicators: 1) implementation of responsibilities 2) awarding 3) familiarity of support 4) loyalty.

### METHOD

This research uses a quantitative approach with survey research methods and path analysis techniques. The population in the study was all permanent teachers of private vocational foundations in the South Tambun District. The sample in this study was taken using Random Sampling technique totaling 231 permanent foundation teachers at the Private Vocational School in South Tambun District. Data collection techniques were carried out using a questionnaire (questionnaire) method. The pattern of the relationship between variables to be studied can be seen through the pictures:



Information :

X1: Personality, X2: Organizational Climate, X3: Job Satisfaction

Figure 1 Research Correlation

## RESULT

The data description in this section includes data variable X3 (job satisfaction) as a final endogenous variable, variable X1 (personality) as an exogenous variable and X2 variable (organizational climate) as an intermediate endogenous variable.

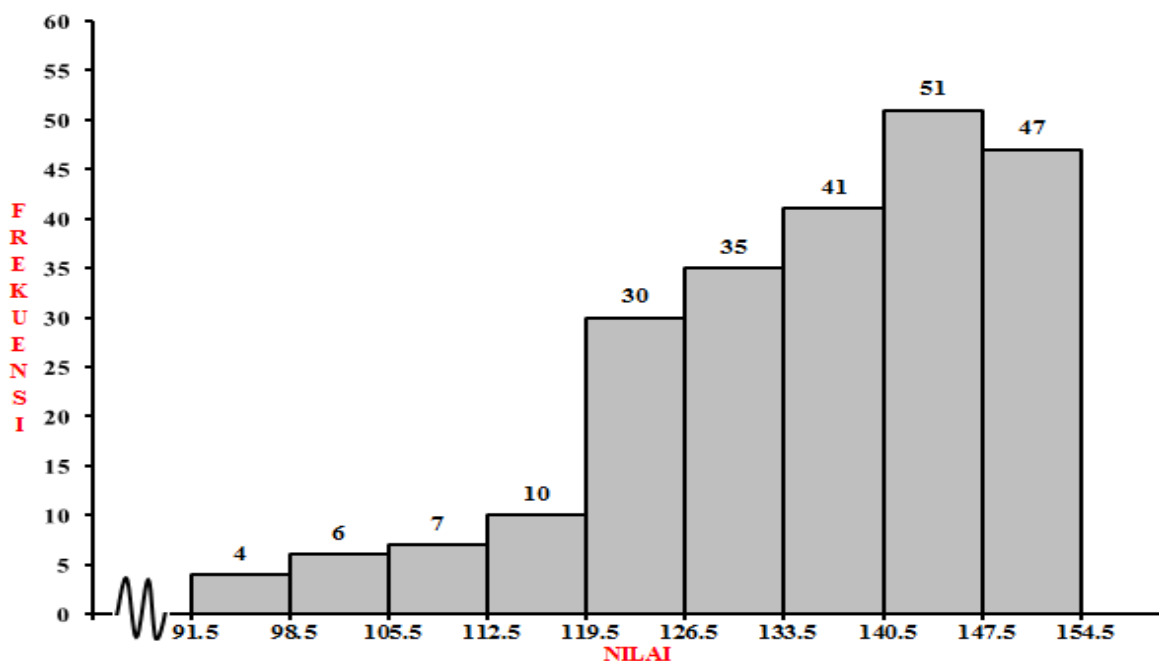
### 1. Job Satisfaction

The data obtained in the field are then processed statistically into a frequency distribution list, the number of classes is obtained by nine classes with a maximum score of 154 and a minimum score of 92, so that the range of scores is 62. Descriptive statistical calculation results are obtained that the job satisfaction data has a value average (mean) of 135.12554 with a standard deviation of 14.18 where the variance is 201.20, the median value is 137.51 and the mode value is 145.50 Grouping the data can be seen in the frequency distribution table as follows;

Table1 Frequency Distribution of Job Satisfaction Scores

No	Interval Classes			limit		Frequency		
				under	Above	Absolute	Cumulative	Relative
1	92	-	98	91.5	98.5	4	4	1.73%
2	99	-	105	98.5	105.5	6	10	2.60%
3	106	-	112	105.5	112.5	7	17	3.03%
4	113	-	119	112.5	119.5	10	27	4.33%
5	120	-	126	119.5	126.5	30	57	12.99%
6	127	-	133	126.5	133.5	35	92	15.15%
7	134	-	140	133.5	140.5	41	133	17.75%
8	141	-	147	140.5	147.5	51	184	22.08%
9	148	-	154	147.5	154.5	47	231	20.35%
						<b>231</b>		<b>100%</b>

Based on the above table, the histogram is then made. There are two axes needed in making the histogram, namely the vertical axis as the absolute frequency axis, and the horizontal axis as the job satisfaction score axis. In this case on the horizontal axis written limits of the interval class, ranging from 91.5 to 154.5. These prices are obtained by subtracting the number 0.5 from the smallest data and adding the number 0.5 for each class boundary at the highest limit. Histogram graph of the distribution of job satisfaction data as shown in the following figure:



## 2. Personality

Personality variable data has nine classes with a minimum score range of 93 and a maximum score of 155, so that the range of scores is 62. The calculation results obtained an average of 132.61905; the standard deviation is 14.18, the variance is 172.40 the median is 132.82, and the mode is 126.90. Data grouping can be seen in the frequency distribution table as follows.

Table 2 Frequency Distribution Score Personality

No	Interval Classes	limit		Frequency		
		under	Above	Absolute	Cumulative	Relative
1	93 - 99	92.5	99.5	5	5	2.16%
2	100 - 106	99.5	106.5	6	11	2.60%
3	107 - 113	106.5	113.5	7	18	3.03%
4	114 - 120	113.5	120.5	9	27	3.90%
5	121 - 127	120.5	127.5	52	79	22.51%
6	128 - 134	127.5	134.5	48	127	20.78%
7	135 - 141	134.5	141.5	42	169	18.18%
8	142 - 148	141.5	148.5	37	206	16.02%
9	149 - 155	148.5	155.5	25	231	10.82%
				<b>231</b>		<b>100%</b>

Based on the above table, a histogram is then made. There are two axes needed in making the histogram, namely the vertical axis as the absolute frequency axis, and the horizontal axis as the personality score axis. In the horizontal axis written class interval limits ranging from 92.5 to 155.5. These prices are obtained by subtracting the number 0.5 from the smallest data and adding the number 0.5 for each class boundary at the highest limit. Histogram graph of the distribution of personality data as shown in the following image:

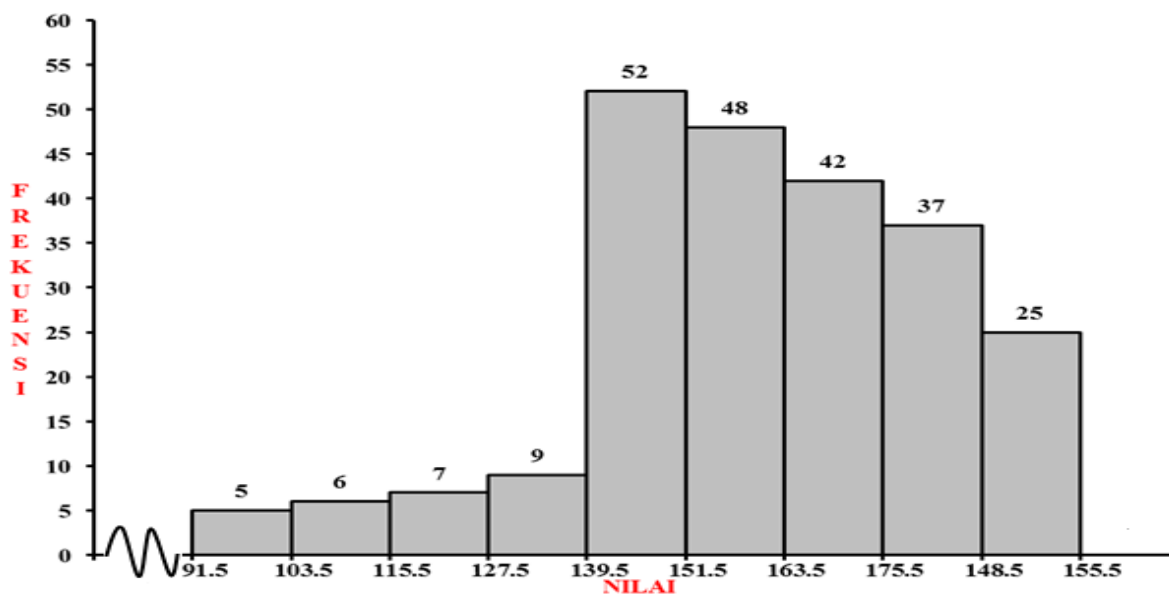


Figure 2 Personality Data Histogram

### 3. Organizational Climate

Organizational climate data has nine interval classes, obtained with a maximum score of 140 and a minimum score of 97, so the range of scores is 43. The calculation results obtained an average of 127.36364, standard deviation of 8.63, variance of 74.44 ; a median of 152,45; and mode of 154.45. Data grouping can be seen in the frequency distribution table as follows.

Table 3 Frequency Distribution of Organizational Climate Scores.

No	Interval classes	limit		Frecuency		
		under	Above	Absolute	Cumulative	relative
1	97 - 101	96.5	101.5	1	1	0.43%
2	102 - 106	101.5	106.5	2	3	0.87%
3	107 - 111	106.5	111.5	9	12	3.90%
4	112 - 116	111.5	116.5	20	32	8.66%
5	117 - 121	116.5	121.5	22	54	9.52%
6	122 - 126	121.5	126.5	42	96	18.18%
7	127 - 131	126.5	131.5	46	142	19.91%
8	132 - 136	131.5	136.5	59	201	25.54%
9	137 - 141	136.5	141.5	30	231	12.99%
				<b>231</b>		<b>100%</b>

Based on the above, the histogram is then made. There are two axes needed in making a histogram namely the vertical axis as the absolute frequency axis, and the horizontal axis as the organization's climate score axis. In this case on the horizontal axis the limits of the interval class are written, ranging from 96.5 to 141.5. These prices are obtained by subtracting the number 0.5 from the

smallest data and adding the number 0.5 for each class boundary at the highest limit. Histogram graph of the distribution of organizational climate data as shown in the following figure:

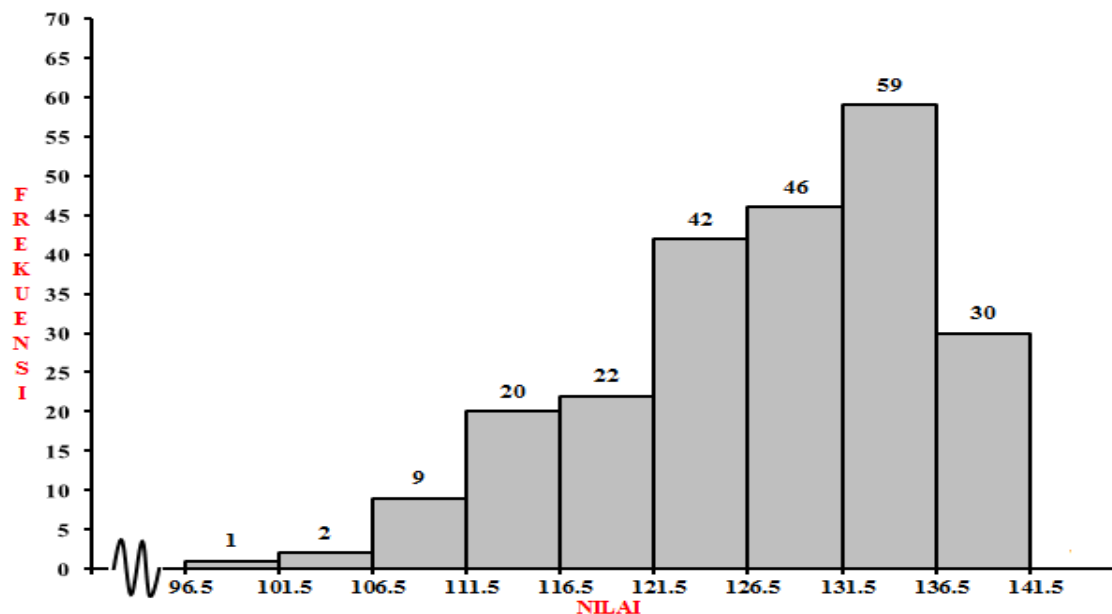


Figure 3 Histogram of Organizational Climate Data

The overall results of the significance and linearity regression tests are summarized in the following table.

Table 8 Test Results Significance and Test Linearity Regression

Reg	Equation	Regression Test		Linearity Test		Conclusion
		F <sub>count</sub>	F <sub>table</sub> α = 0,01	F <sub>count</sub>	F <sub>table</sub> α = 0,05	
X <sub>3</sub> atas X <sub>1</sub>	$\hat{X}_3 = 111,26 + 0,18X_1$	6,52 **	6,75	1,36 <sup>ns</sup>	1,44	Very significant regression / Linear regression
X <sub>3</sub> atas X <sub>2</sub>	$\hat{X}_3 = 116,03 + 0,15X_2$	3,91 **	6,75	1,44 <sup>ns</sup>	1,48	Very significant regression / Linear regression
X <sub>2</sub> atas X <sub>1</sub>	$\hat{X}_2 = 115,42 + 0,09X_1$	4,01 **	6,75	1,17 <sup>ns</sup>	1,68	Very significant regression / Linear regression

Information :

\*\* : Very significant, ns : Non significant (linear regression)



A. Hypothesis Testing

From the results of the analysis in the previous section and the calculation process carried out in annex 6, it can be summarized as follows. Table 9 Simple Correlation Coefficient Matrices between Variables.

Matrix	Correlation coefficient		
	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>
X <sub>1</sub>	1,00	0,172	0,253
X <sub>2</sub>		1,00	0,201
X <sub>3</sub>			1,00

From table 4.9 it can be seen that the correlation between personality and organizational climate is 0.172. The correlation between personality and job satisfaction is 0.253. The correlation of organizational climate with job satisfaction is 0.201.

The results of the third hypothesis analysis provide findings that personality has a direct positive effect on organizational climate. Thus it can be concluded that the organizational climate is directly affected positively by personality. High personality results in a conducive organizational climate.

Table 12 Path coefficients Effect of X1 to X2

The direct effect	path coefficient	T <sub>count</sub>	α = 0,05	t <sub>table</sub> α = 0,01
X <sub>1</sub> against X <sub>2</sub>	0,172	2,64 **	1,97	2,60

\*\* The path coefficient is very significant (2.64 > 2.60 at α = 0.01)  
A summary of the path analysis model can be seen in Figure 4.7 as follows:

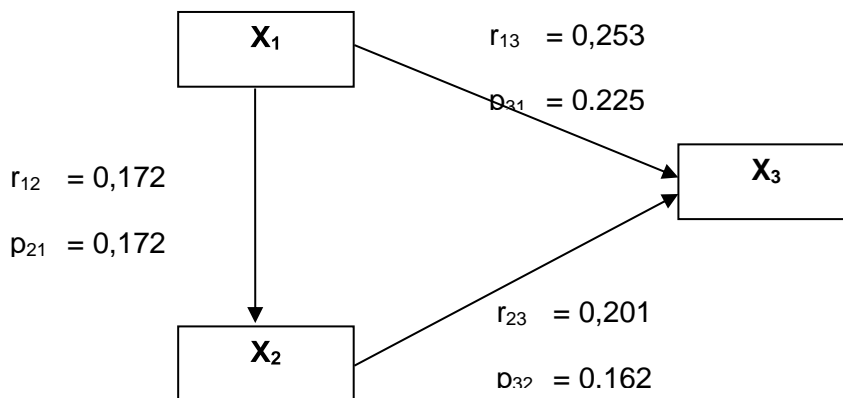


Figure 7 Empirical Model Between Variables

## **DISCUSSION**

### **1. Effect of Personality on Job Satisfaction**

From the results of testing the first hypothesis it can be concluded that there is a positive direct effect of personality on job satisfaction with a correlation coefficient of 0.253 and a path coefficient of 0.225. This means that it is explained that personality has a direct positive effect on job satisfaction.

The previous explanation also explained that personality had a direct positive effect on job satisfaction. Schermerhorn, Hunt, Osborn and Uhl-Bien (2010), "job satisfaction is the degree to which individuals feel positively or negatively about their jobs". Job satisfaction is influenced by individuals both positively and negatively on their work. Jex (2002) defines, "job satisfaction is typically defined as an employee's level of positive affect toward his or her job or job situation". According to him job satisfaction is defined as positive feelings of employees that affect the direction of work or work situation. Colquitt, Lepine, and Wesson (2015) stated that: Job satisfaction is defined as a pleasurable emotional state resulting from the appraisal of one's job experiences. In other words, it represents how you feel about your job and what you think about your job. Employees with high job satisfaction experience positive feelings when they think about their duties or take part in task activities. Employees with low job satisfaction experience negative feelings when they think about their duties or take part in their task activities.

With a high personality can affect the job satisfaction of teachers in the Private Vocational High School District of South Tambun. The findings of the analysis of researchers for teachers of Vocational Schools in South Tambun Subdistrict with job satisfaction received is felt to be very high for this due to the impact of the democratic personality possessed by a school principal, because teachers can express their abilities and competencies freely without coercion and intervention. This can increase the productivity and performance produced so that it can complete the tasks and responsibilities that are carried out in school agencies. The conclusion from the researchers is that high personality directly positively influences teacher job satisfaction in Vocational Schools in South Tambun District.

### **2. Effect of Organizational Climate on Job Satisfaction**

Based on the results of the second hypothesis testing it can be concluded that there is a positive direct effect on organizational climate on job satisfaction with a correlation coefficient of 0.201 and a path coefficient of 0.162. Defined that the organizational climate has a direct positive effect on job satisfaction. Hi in line with Steve Kelneer (2002) mentions the six dimensions of organizational climate as follows. 1) Flexibility Conformity Flexibility and Conformity are organizational conditions that provide freedom of action for employees and make adjustments to the tasks given. Furthermore Robbins and Judge (2013) stated that. "Organizational climate refers to the shared perception organizational members have about their organization and work environment". Organizational climate refers to the shared perceptions of organizational members about what they have around the organization and their work environment. Another opinion Owens (1995) defines organizational climate as follows, "organizational climate is the study of perceptions that individuals have various aspects of the environment in the organization". Organizational climate is the study of the perception that individuals have various aspects in the organizational environment. Lussier stated another understanding of organizational climate as follows, organizational climate is the relatively enduring quality of the internal environment of the organization as perceived by its members. Climate is employees' perception of the atmosphere of the internal environment

(Lussier, 2008). Organizational climate is a quality that is relatively enduring in the internal environment of the organization as felt by its members.

The results of the dissemination of research instrument tests in the field were then developed by researchers with the conclusion, the level of organizational climate in schools that is conducive for principals and teachers, can increase job satisfaction for teachers. The results are then synthesized that the organizational climate directly positively affects the performance of teachers. A conducive organizational climate is certainly one of the factors that can affect the level of performance of the teachers of the Private Vocational High School in South Tambun District. The researcher's conclusion concluded that the high conducive organizational climate directly positively influences high job satisfaction.

### **3. Effect of Personality on Organizational Climate**

Based on the results of testing the third hypothesis it can be concluded that there is a positive direct effect of personality on organizational climate with a correlation coefficient of 0.172 and a path coefficient of 0.172. This means that personality has a direct positive effect on organizational climate. This is in line with Robbins and Judge (2013), "Personality is the dynamic organization within the individual of those psychophysical systems that determine its unique adjustments to his environment." Personality is the dynamics of the organization in individuals with psychophysical systems that determine the adjustments unique to their environment.

Allport in Schneider and Smith (2004), "personality is the dynamic organization with the individual of those psychophysical systems that determine its unique adjustments to his environment. Personality is the dynamics of the organization with each individual psychological system that determines the unique adjustments of each individual in their environment. Rothmann and Cooper (2012), "Personality has been defined as the enduring, inner characteristics of individuals that organize their behavior. An etic or ernic approach to the conceptualization of personality may be employed. "Personality has been defined as something permanent, individual characteristics that are able to shape their attitudes and traits.

The above explanation can be synthesized that personality influences directly positively to the organizational climate in the Private Vocational High School institutions in the district of South Tambun. A strong personality is one that can affect the organizational climate of Private Vocational High School teachers in South Tambun sub-district. The conclusion of the researchers is that a good personality will directly affect positively the organizational climate of Private High School teachers in South Tambun District.

## **CONCLUSION**

Referring to the results of testing the hypotheses and discussions that have been presented previously, through research that has been conducted on teachers of Private Vocational High Schools in South Tambun sub-district as follows: Personality has a direct positive effect on job satisfaction. That is, a good personality of a school principal will increase the high job satisfaction of teachers in the Private Vocational School of South Tambun sub-district. Organizational climate has a direct positive effect on teacher job satisfaction. That is, an increasingly conducive organizational climate in school agencies will increase the high job satisfaction of teachers in Vocational Schools in South Tambun sub-district. Personality has a direct positive effect on organizational climate. That is, a good personality of a school principal will create an increasingly conducive organizational climate in the Private Vocational School of South Tambun sub-district.

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