

THE EFFECT OF THE WORK ENVIRONMENT AND WORK FACILITIES ON THE JOB SATISFACTION OF EDUCATORS IN SMK MITRA INDUSTRI KAWASAN MM 2100

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ABSTRACT

Industry has a significant role in supporting the Indonesian economy. Realizing this, the Ministry of Education and Culture in collaboration with the Ministry of Industry collaborates with the industry to create a synergy between the industrial world and vocational education to prepare human resources whose competence is in accordance with industry needs. By increasing the competence of human resources, it will be able to further increase the competitiveness of the industry in the global market. The Ministry of Education and Culture has collaborated with several SMKs and one of them is SMK Mitra Industri which is located in the MM 2100 Cibitung industrial area, Bekasi. The SMK, which is managed by industry experts in the industrial area, has received appreciation from the Ministry of Education and Culture because it is considered good with a curriculum that is in accordance with the wishes of the industry. The success of this vocational school cannot be separated from the support of the parties in it, including the educators who work in the vocational school. How this SMK can achieve success is an interesting thing to study. The success of SMK which has several regulations and industrial values, especially how to manage the factors that become school inputs to achieve the success that has been achieved, is expected to be a reference for other schools in developing their schools. On this occasion, the researcher conducted a study on the influence of the work environment and work facilities on the job satisfaction of educators at the SMK Mitra Industri MM2100 area and it was found that the work environment independently had a positive effect on the job satisfaction of educators.

At SMK Mitra Industrial Estate MM 2100 Cibitung Bekasi and the influence of the work environment (X_1) on the Job Satisfaction of Educators (Y) at SMK Mitra Industrial Estate MM 2100 Cibitung Bekasi, the stronger after being controlled by work facilities (X_2). Based on this, the management of the school environment and work facilities of educators can be a reference for other vocational schools in managing their schools, especially how to create a conducive work environment and in providing work facilities to educators so as to further increase their job satisfaction. However, Management still needs to make improvements and be ready to face the DVUCA D era (Leading with Emotional Intelligence (EQ) in the New Workplace", there is one leadership topic that is becoming a trend and is something that is discussed in depth, VUCA stands for volatility, uncertainty, complexity and ambiguity, volatility or volatility, where we are required to be more agile (a method with maximum utilization of resources). So it is necessary to conduct a more in-depth study, in addition to the influence of the work environment and work facilities, it is also necessary to further study the factors- other factors that can affect the job satisfaction of educators at SMK Mitra Industri.

This quantitative research was conducted by involving 61 teachers as a sample with data collection techniques using closed questionnaires where respondents only chose

one answer from the available options. The sampling technique used is non-probability sampling which is a type of purposive sampling. The data obtained were analyzed to interpret the research results.

The results showed a strong correlation between work environment (X_1) and job satisfaction (Y) with a correlation value of 0.662, and there was a currently correlation between work facilities (X_2) and job satisfaction (Y) with a correlation value of 0.592.

Furthermore, there is a correlation between work environment (X_1) and job satisfaction (Y) when work facilities (X_2) are included as control variables. There is a strengthening or moderating variable by work facilities (X_2), there is a positive value with a correlation value of 0.601. This study suggests maintaining the strengthening and improvement of work facilities so that job satisfaction in learning activities.

Keywords: *Job satisfaction, work environment and work facilities*

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Introduction

Industry has a significant role in supporting the Indonesian economy because it can trigger the development of other economic activities (Rahmah & Widodo, 2019). In order to be able to manage industry optimally, the government builds industrial estates. In supporting its operational activities, this industrial area certainly requires human resources whose competence must also be in accordance with the needs of the industry. By increasing the competence of human resources, it will be able to further increase the competitiveness of the industry in the global market.

The role of the world of education in efforts to improve the competence of human resources is very important. This is in line with what is contained in Law Number 20 of 2003 which contains the National Education System, in article 3, one of the functions of national education is to develop the potential of students in terms of faith and skills in God, morals, science, health, creativity, independence so that they can become citizens of a democratic and responsible nation (Kemdikbud, 2003). This is in accordance with the contents of the preamble of the 1945 Constitution regarding the ideals of the intellectual life of the nation. The output of a series of educational processes produces graduate competencies that meet the standards. And, to support the achievement of this, it is necessary to ensure that the process runs well and the input provided is also good (Kemendikbud, 2003). For this reason, in an effort to increase the competence of human resources, the government has redesigned the education curriculum to suit what is needed in the industrial era 4.0. The Ministry of Education and Culture collaborates with the Ministry of Industry in collaboration with the industry to create a synergy between the industrial world and vocational education. Through this activity, it is hoped that the development of vocational schools that are appropriate (link and match) with the needs of the industrial world can be realized. By cooperating with the industrial world, the curriculum is adjusted to be "demand driven", namely how the existing curriculum is in accordance with the needs of the workforce in the industrial world so that the number of graduates who can be accepted increases and becomes a quality workforce. To achieve this goal, educational organizations need to maintain their quality and quality in accordance with established standards

The standard used to ensure the quality of education in Indonesia is the National Education Standard (SNP). This standard is a minimum requirement that has been set by the government to be met by educational organizations. The National Education Standard (SNP) contains 8 standards which are described in several indicators and sub-indicators. The eight synergies with each other as inputs, processes are carried out and outputs are produced (Dirjend, Pend Basic Medium, 2017).

Referring to the national education standards, the main indicator for the standards of educators and education personnel is the availability of educators with competencies in accordance with the provisions. In more detail, the provisions on the competence of educators are described in the national education standards through several sub-indicators concerning the competence of educators, including an educator having a minimum qualification of S1/D4, having a certificate as an educator, having pedagogic, personality, professional, and social competencies at least good. .

According to Wina Sanjaya quoted in (Pasinringi, 2016), as a developer of the curriculum, educators carry out curriculum preparation according to the characteristics, vision and mission of the school by adjusting students' learning needs and then determining learning content and how to evaluate learning outcomes. As a researcher, the role of an educator is to analyze the learning process that has been implemented as a reference for making improvements in improving the performance of educators. Educators as implementers play a role in the application or application of the existing curriculum. As adapters, educators play a role in aligning the curriculum according to student needs and regional characteristics that can vary.

In order to carry out this role, it is very important for an educator to improve their performance. Based on research conducted by (Kumala, Burhanuddin, & Bafadal, 2018, p. 400) the performance of educators is strongly influenced by job satisfaction, the performance of educators will be higher if job satisfaction is high. From a similar study conducted by (Tentama, 2015, p. 5), it was found that job satisfaction with the performance of educators has a positive and significant relationship. The performance of educators will be high if they have job satisfaction. Vice versa, the lower the job satisfaction, the lower the performance. According to Robins (Robbins & Judge, 2013, p. 89) a person will have positive feelings about his job if the level of job satisfaction is high, otherwise someone will have negative feelings about his job if the level of job satisfaction is low. As part of the school organization, the school as a place for educators to work can affect the job satisfaction of educators. School as an open organization is a system that interacts with the environment. According to (Tampubolon, 2020, p. 29) an open system is a system that relates to and is affected by its external environment. A good control system must be owned by this system because this system accepts input and produces output for the external environment or other subsystems. This needs to be watched out for because as an open system if the organization does not succeed in getting the required inputs and the output is not absorbed or rejected by other systems, the organization will eventually lose its existence.

The environment itself can be in the form of the internal environment (internal environment) and the external environment (external environment). The internal environment exists from within the organization and affects the organization directly. The external environment exists outside the organization and can be a threat and opportunity for the organization (Susanthi, 2017). Schools as educational organizations must always develop strategies in accordance with the demands and needs of the environment in order to survive and compete with other educational organizations (Kurniady & Anggorowati, 2018). The work environment and facilities provided by each school are different and can have different effects on the school organization. In an effort to synergize the industrial

world with the business world, the government through the Ministry of Education and Culture in collaboration with the Ministry of Industry seeks to promote vocational education and as an effort to support this, the development of Vocational High Schools in each industrial area is sought.

As stated in a press release (Kemenperin, 2022), as of January 2022, Indonesia has 135 industrial estates, but only a few areas have vocational school facilities in the form of SMK Mitra Industri. One of them is the Industrial Partner Vocational School which is located in the MM 2100 Cibitung industrial area, Bekasi which has been established since 2011. The Director General of Vocational Education of the Ministry of Education and Culture, Wikan, during his visit to this Vocational School appreciated the MM2100 Industrial Partner Vocational School. This vocational school is one of the vocational schools located in the industrial area which is considered good with a curriculum that is in accordance with the wishes of the industry. Industrial partner SMKs are proven to have succeeded in producing graduates who are accepted for work, to Japan, to study, or to do practical work in other countries. The success achieved by this SMK makes this SMK of superior quality and different from other SMKs. This success certainly cannot be separated from the support of more than 300 companies in the MM2100 Industrial Estate. And thanks to the role of the management of this SMK which is managed by company practitioners in the Industrial Estate. By prioritizing 5 main values in the form of honesty, responsibility, discipline, cooperation and caring, educators and educators at SMK Mitra Industri carry out their duties and responsibilities well so that this SMK can maintain its quality and quality. In addition to management, educators also have a very important role in supporting the achievement of the success of SMK. The average educator feels comfortable working at this school and based on the information obtained the turnover rate is very low, only a few educators resign and even if they do, the reason is because they are accepted as civil servants.

How this SMK can achieve success is an interesting thing to study. The success of SMK which has several regulations and industrial values, especially how to manage the factors that become school inputs to achieve the success that has been achieved, is expected to be a reference for other schools in developing their schools. In addition, from the results of the study conducted, evaluation materials can also be obtained for SMK Mitra Industri to be more prepared to face challenges and problems that may occur but are not realized. As stated in (Tampubolon, 2020, p. 1) that organizations need to anticipate and adapt to changes that occur and continue to develop rapidly which causes a lot of things that were never expected before. So that the organization will still be able to protect its employees in accordance with the development of the era. Organizations must be ready to change to survive in the face of the challenges of the times.

By looking at the success of this SMK management and all educators and teaching staff and as material for evaluation or anticipation for schools in facing future challenges, on this occasion a research will be conducted at SMK Mitra Industri Industri MM 2100 with the research title "The Effect of the Work Environment and Work Facilities on Job Satisfaction of Educators at SMK Mitra Industri MM2100 Region".

Job satisfaction

According to (Robbins & Judge, 2013, p. 82) job satisfaction is a evaluation of characteristics that result in positive feelings about the job somebody. Happy workers are more likely to be productive workers. Job satisfaction is not just about working conditions. Personality also plays a role. Research has shown that people who have a positive self-image more satisfied with their jobs than those whose self-image negative. Those who have a negative self-image tend to be easier give up in the face of adversity. As is the case

in Nyang's research conducted (Sokmen & Kilic, 2019) found that educators' sense of self-efficacy elementary school also affects their job satisfaction.

According to (Purnamasari, 2018) job satisfaction is a positive attitude related to how educators adapt to their work. When the educator is satisfied with his work, then the educator has pride and is positive and considers their work to be of high value, because of what they need, what they want and what is expected to be fulfilled by his work. There are several things that affect a person's job satisfaction, namely salary, promotion, work environment and in-service training. All over the world, people engage in work to receive wages that can be used to acquire the necessities and luxuries needed to improve their lives (Obineli, 2013). Job satisfaction as an output in the school organizational system is influenced by its inputs and how far the job meets their needs. The input itself can come from within and from outside.

Thus, it can be concluded that the job satisfaction of educators is a positive feeling about the work of educators who are influenced by themselves and their work (from outside themselves) which can affect performance in the form of improving the performance of educators which of course will have an impact on schools and provide benefits for schools which can be seen from the outcomes produced by educators.

Work environment

Work environment. In general, the environment is everything outside the organization whose existence is very important for the continuity of the school's organizational functions. It is the energy source of the school system that provides resources, values, technology, demands, and history that all place constraints and opportunities on organizational action (Hoy, Miskel, & Tarter, 2013, p. 30). Sedarmayanti in (Hasibuan & Bahri, 2018) distinguishes broadly, the environment is a physical environment and a non-physical environment. The physical work environment is an area of workers in their activities that can affect the spirit and emotions of workers. Non-Physical work environment is related to work relations with leaders or fellow co-workers and subordinates. According to (Riyanto, Sutrisno, & Ali, 2017) the physical environment has the greatest influence on worker performance while the correlation between the non-physical environment is small on quantitative performance. The physical environment itself can be divided into an environment that is directly related to employees such as chairs, tables, etc. as well as an intermediary environment or the general environment. The intermediate physical environment, also called the work environment, affects the human condition, for example: temperature, humidity, air circulation, lighting, noise, mechanical vibration, bad smell, color, decoration, music, and security (Sedarmayanti, 2017).

Thus, it can be concluded that the work environment is everything around educators whose existence is very important for the continuity of the school's organizational functions and also influences their work which can create situations and can trigger various emotional reactions which can be in the form of a non-physical environment that includes good work relations with leaders (principal) or with fellow co-workers (educators and educators) and in the form of a physical environment that includes temperature, humidity, air circulation, lighting, noise, mechanical vibrations, unpleasant odors, colors, decorations, music, and safety.

Work facilities

Work facilities are physical facilities that support company activities and worker activities. As an effort to improve employee performance, workers are provided by the company with adequate work facilities and in proportion to the needs of the job. Although

there are companies that only provide work facilities according to work standards and still earn quite a large profit. However, it is natural that the provision of maximum work facilities will provide maximum profit for the company and this of course affects the progress of the company. (Lubis, 2018, p. 2). As a supporter of performance in meeting the needs of school educators, it provides services in the form of work facilities to educators. Through giving

It is hoped that the work productivity of educators can be further improved as well. The availability of work facilities provides support to educators in doing their work so that educators become assisted and make it easier for educators to complete their work and of course will make educators more productive. Thanks to work facilities, it provides comfort for them to do their work and results in the emergence of enthusiasm for work so that results are obtained according to school expectations (Heriati & Daulay, 2020, p. 183). According to Hafidhuddin in (Putra, 2018, p. 13) the work facilities provided can be in the form of training & development, rewards, incentives, motivation & enthusiasm. Meanwhile, according to Moenir in (Yuliana, 2019) work facilities include work equipment (laptops, computers, etc.), work equipment (work desks, props, etc.), as well as social facilities (official houses, official vehicles, etc.). Provision of cafeterias, housing facilities, whether in the form of official houses, dormitories, or housing allowances, shop facilities that provide goods produced by the company at special prices, health facilities, financial advisors, and educational facilities according to Ranupandjojo and Husnan in (Dahlius & Ibrahim, 2007). 2016) is a work facility that can be provided by the company to support the performance of its employees.

Thus, it can be concluded that work facilities are facilities that support school and educator activities as an effort to improve the performance of educators so that they can increase the productivity of educators' work and can be in the form of work equipment such as laptops and computers, work equipment such as work desks or teaching aids, social facilities. such as housing, or transportation, health facilities, training & development, as well as rewards and incentives.

Research methodology

A research really needs a sampling technique based on Isaac and Michael the number of samples for a population of 79 with an error rate of 10% the number of samples is 61, the author uses a non-probability sampling technique, namely purposive sampling (saturated sample), which is a sampling technique for data sources with certain considerations. This will be considered in a study. In the author's research, the sample in question is a teacher with the status of a permanent employee at the Foundation and has a minimum of three years of work experience as a teacher. In the author's research, the sample in question is a teacher with permanent employee status at the Foundation and has a minimum work experience of three years as a sample of 61 teachers.

Results and Discussion

The path calculation is divided into 3 (three) substructures, namely: work environment (X_1), work facilities (X_2), and job satisfaction (Y).

Path coefficient calculation for Substructure 1 (one). The results of the calculation of Substructure 1 (one) can be seen in Table 1.1. under

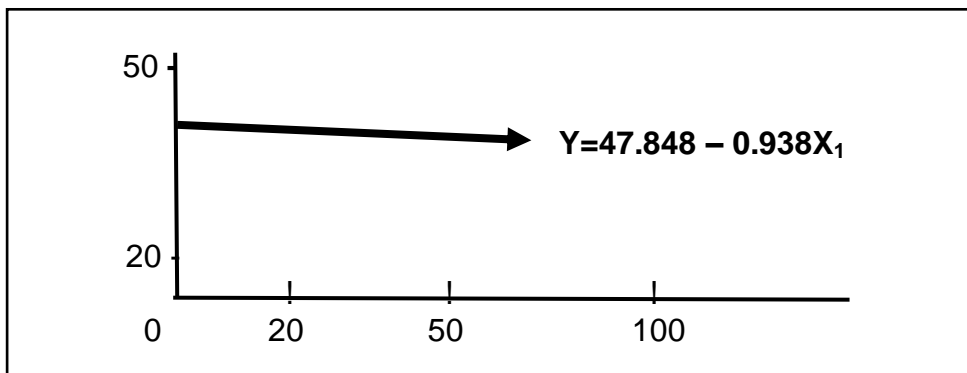
Table 1.1. Path Coefficien Substructural 1 (one)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	47.848	11.873		4.030	.000
	x1	.938	.087	.813	10.740	.000

a. Dependent Variable: y

Based on the significance test and the regression linearity test above, it can be concluded that the regression equation $Y = 47.848 + 0.938 X_1$ is linear and significant. This equation shows that every 1 increase in the work environment score (X_1) affects the increase in the educator job satisfaction variable (Y) by 0.938.

Figure 1.1. Regression $Y = 47.848 - 0.938 X_1$.



The correlation coefficient between Work Environment (X_1) and Job Satisfaction (Y) is 0.813, while the strength of the correlation between Work Environment (X_1) and Job Satisfaction (Y) is indicated by the correlation determination coefficient = 0.662, which means that the correlation strength is 66.2%. explained by the X_1 variable with the correlation coefficient significance test listed in the following table

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.813 ^a	.662	.656	7.944

a. Predictors: (Constant), x1

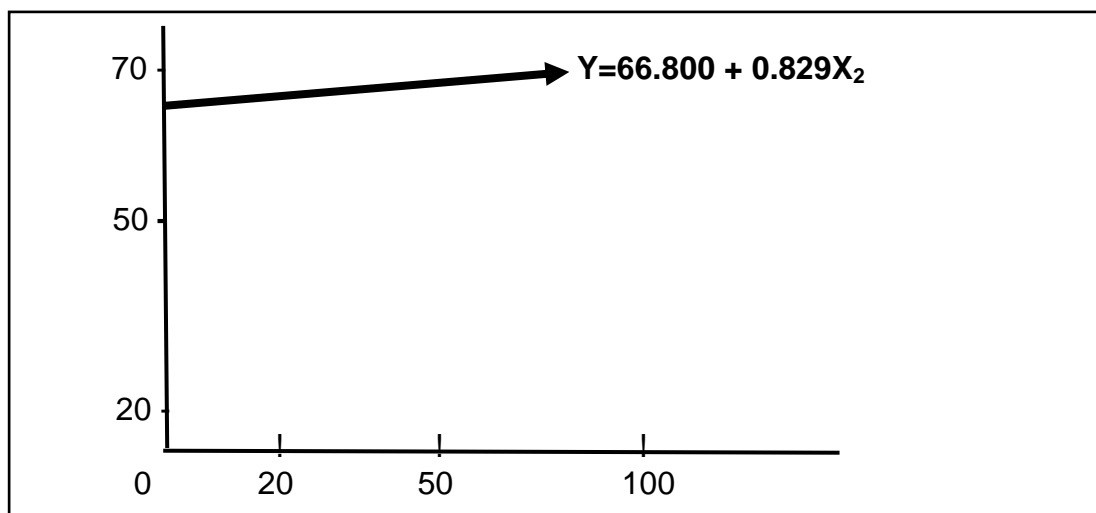
Table 1.2. Path Coefficient Substructural 2 (two)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	66.800	11.735		5.692	.000
	x2	.829	.090	.769	9.254	.000

a. Dependent Variable: y

Based on the significance test and the regression linearity test above, it can be concluded that the regression equation $Y = 66,800 + 0,829 X_2$ is linear and significant. This equation shows that every 1 increase in work facilities score (X_2) affects the increase in the educator's job satisfaction variable (Y) by 0.829.

Figure 1.2. Regression $Y = 66.800 + 0.829 X_2$



The correlation coefficient between Work Facilities (X_2) and Job Satisfaction (Y) is 0.769 while the strength of the correlation between Work Facilities (X_2) and Job Satisfaction (Y) is indicated by the correlation determination coefficient = 0.592, which means that the correlation strength is 59.2%. explained by the X_2 variable with the correlation coefficient significance test listed in the following table.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.769 ^a	.592	.585	8.722

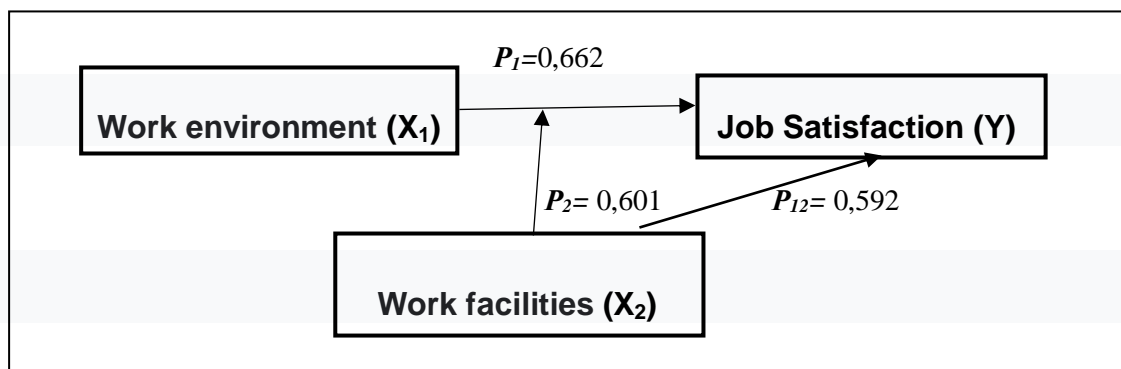
a. Predictors: (Constant), x2

Table 1.3. Path Coefficient Substructure 3 (three)

Calculation of path coefficient for Substructure 3 (three), correlation between work environment for job satisfaction after being controlled by work facilities. The results of Substructure 3 (three) calculations can be seen in Table 1.3 below:

Control Variables			x1	y
x2	x1	Correlation	1.000	.601
		Significance (2-tailed)	.000	.000
		df	0	58
y	y	Correlation	.601	1.000
		Significance (2-tailed)	.000	.000
		df	58	0

Figure 1.4: Teoretic Models



The work environment (X_1) has an effect on Job Satisfaction (Y) is 0.662 after being controlled by work facilities (X_2 to decrease (Work facilities (X_2) become an intervening variable), to decrease / weaken, namely 0.601. This means that the work facilities variable (X_2) must be improved so that it becomes a moderating variable in increasing the Job Satisfaction variable (Y).

CONCLUSION

First: The work environment (X_1) has a positive effect on Job Educator Satisfaction at SMK Mitra Industri MM 2100 Cibitung Bekasi. Thus, H_01 which states that the work environment does not affect the job satisfaction of educators at SMK Mitra Industri Industri Kawasan MM2100 is rejected, and H_{a1} which states that the work environment affects teacher job satisfaction at SMK Mitra Industri Kawasan MM2100 is accepted.

Second: Work facilities (X_2) have a positive effect on the Job Satisfaction of Educators at SMK Mitra Industri MM 2100 Cibitung Bekasi. Thus, H_02 which states that work facilities do not affect the job satisfaction of educators at the MM2100 Industrial Partner Vocational School is rejected and H_{a2} which states that work facilities affect the

job satisfaction of educators at the MM2100 Industrial Partner Vocational School is accepted.

Third: The work environment (X_1) has a positive effect on the Job Satisfaction of Educators although the strength decreases to 0.601 at SMK Mitra Industri MM 2100 Cibitung Bekasi after being controlled by work facilities (X_2).

Based on the results of the three research hypotheses, it can be concluded that the success of the MM2100 Cibitung Industrial Partner Vocational School, which is supported by the educators in it, is influenced by the work environment and available work facilities, both of which have a positive effect on educator job satisfaction. in the SMK, but the work facilities still need to be improved.

IMPLICATIONS

To be able to maintain and further improve the Job Satisfaction of Educators at SMK Mitra Industri Kawasan MM 2100 and as reference material from other SMKs in achieving success as has been achieved by SMK Mitra Industri Industri MM 2100 Region, the variables that influence it can be increased.

1. How to improve and maintain Educator Job Satisfaction at SMK Mitra Industri Kawasan MM 2100 Cibitung Bekasi while maintaining and continuing to create a conducive work environment (X_1) for all educators. Based on research data, the work environment (X_1) has a positive effect on the Job Satisfaction of educators at SMK Mitra Industri MM 2100 Cibitung Bekasi. This shows that a positive work environment will certainly make educators feel comfortable and will increase teacher job satisfaction.

2. How to maintain and improve Educator Job Satisfaction at SMK Mitra Industri MM 2100 Cibitung Bekasi with work facilities (X_2) given to educators. Based on research data, work facilities (X_2) have a positive effect on the Job Satisfaction of Educators at SMK Mitra Industri MM 2100 Cibitung Bekasi. This shows that good work facilities (positive) will certainly make educators feel comfortable and will increase teacher job satisfaction. Work facilities can be adapted to the needs of the times which are also growing.

3. How to improve and maintain Educator Job Satisfaction at SMK Mitra Industri MM 2100 Cibitung Bekasi by creating a positive work environment (X_1) for educators supported by work facilities (X_2). The correlation between the work environment (X_1) is still significant on the Job Satisfaction of Educators after controlling for the Work facilities variable (X_2), at SMK Mitra Industri MM 2100 Cibitung Bekasi

RECOMMENDATION

Based on the results of the research that has been done, the conclusions obtained and implications, there are several suggestions put forward, namely:

1. The results of this study are expected to be used as a reference for other vocational schools in their school management, especially how to create a conducive work environment (X_1) and in providing work facilities to educators to further increase job satisfaction.

2. Overall, it can be seen that the work environment supported by work facilities (X_2) at SMK Mitra Industri Industri MM2100 Cibitung has had a positive impact on educator job satisfaction. However, Management still needs to make improvements and be ready to face the DVUCA D era where we are required to be more agile. So it is necessary to conduct a more in-depth study, in addition to the influence of the work environment and work facilities, it is also necessary to study further about other factors that can affect the job satisfaction of educators at SMK Mitra Industri.

3. In addition to creating a conducive work environment and providing conducive work facilities, school educators can also provide space for educators to further develop

themselves such as holding time for regular brainstorming with educators on school opportunities to continue to innovate both related to learning activities as well as related to the provision of qualified facilities and infrastructure in accordance with the demands of the times that are also developing.

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