

The Relationship between Organizational Climate and Teacher Job Satisfaction in Islamic Junior High School

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Abstract

A calming organizational climate will increase teacher job satisfaction. One way to increase teacher job satisfaction is to provide a comfortable workplace, and leaders should treat teachers well and don't discriminate against one another in order to create a conducive organizational climate. The teachers feel that the organizational climate will be more conducive if the teachers do something useful and their work is appreciated by the principal or leader. Therefore, a feeling of joy and pride will arise in the education staff, so if the school can meet the needs of teachers, the level of teacher satisfaction will also increase. This research was carried out from June to August 2022. The method used in this study is the correlational method; correlational research is research that will look at the relationship between variables X and Y and is intended to obtain information about the status of symptoms at the time the research is conducted. This study's population consists of principals and teachers who are still actively teaching at SMPN 8 Jakarta in the 2021/2022 academic year. Based on the data that has been obtained, the description of the data, and the processing of statistical data, the authors can draw the following conclusions: The result of calculating the product moment correlation between variables X and Y is obtained as $r_{xy} = 0.627$, and at a significance level of 5%, $r\text{-table} = 0.361$, while at a significance level of 1%, $r\text{-table} = 0.463$, thus at a significance level of 5% or 1%, $r\text{-count}$ was greater than $r\text{-table}$ ($0.627 > 0.361$). H_0 is rejected, while H_a is accepted. This means that there is a significant relationship between variable X and variable Y.

Keywords: Organizational Climate, Job Satisfaction, Teacher

Abstrak

Iklm organisasi yang menyenangkan akan meningkatkan kepuasan kerja guru. Salah satu cara untuk meningkatkan kepuasan kerja guru adalah dengan menyediakan tempat kerja yang nyaman, dan pimpinan hendaknya memperlakukan guru dengan baik dan tidak membedakan satu sama lain agar tercipta iklim organisasi yang kondusif. Guru merasa bahwa iklim organisasi akan lebih kondusif jika guru melakukan sesuatu yang bermanfaat dan hasil kerjanya dihargai oleh kepala sekolah atau pimpinan. Oleh karena itu akan timbul rasa senang dan bangga pada tenaga kependidikan, sehingga apabila sekolah dapat memenuhi kebutuhan guru maka tingkat kepuasan guru juga akan meningkat. Penelitian ini dilaksanakan pada bulan Juni hingga Agustus 2022. Metode yang digunakan dalam penelitian ini adalah metode korelasional; penelitian korelasional adalah penelitian yang akan melihat hubungan antara variabel X dan Y dan dimaksudkan untuk memperoleh informasi tentang status gejala pada saat penelitian dilakukan. Populasi penelitian ini terdiri dari kepala sekolah dan guru yang masih aktif mengajar di SMPN 8 Jakarta tahun ajaran 2021/2022. Berdasarkan data yang telah diperoleh, deskripsi data, dan pengolahan data statistik, penulis dapat menarik kesimpulan sebagai berikut: Hasil perhitungan korelasi product moment antara variabel X dan Y diperoleh $r_{xy} = 0,627$, dan pada taraf signifikansi 5% $r\text{-tabel} = 0,361$ sedangkan pada taraf signifikansi 1% $r\text{-tabel} = 0,463$ maka pada taraf signifikansi 5% atau 1% $r\text{-hitung}$ lebih besar dari $r\text{-tabel}$ ($0,627 > 0,361$). H_0 ditolak, sedangkan H_a diterima. Artinya terdapat hubungan yang signifikan antara variabel X dan variabel Y.

Kata Kunci: Iklim Organisasi, Kepuasan Kerja, Guru

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INTRODUCTION

Education is one of the most basic and important needs that everyone has. Education is very important in life, both in family life and in the life of the nation and state. The success of an education certainly cannot be separated from the function and purpose of education itself. In the Law on the National Education System No. 20 Article 3 of 2003, it is stated that: "National Education functions to develop abilities and form dignified character and civilization in the context of educating the life of the nation. It aims to develop the potential of students to become human beings who believe, fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens."

To achieve the above objectives, cooperation from several educational components is required, for example: school principals, teachers, and facilities. The principal must be able to coordinate the activities of the teachers so that teaching can run smoothly. The principal needs to cooperate between school staff and teaching staff in making decisions so as to create a good and conducive organizational climate. Therefore, teachers are required to be disciplined in their work with the aim of creating an organizational goal and improving student achievement.

Principals must have competencies, which include how to read and understand the environment, build partnership networks, understand the importance of social responsibility, manage complexity, use technology and information, and encourage the creativity of their employees. Leaders recognize that creative ideas require recognition, especially for those who are willing to work hard. They focus on encouraging and supporting their organization to produce new products and ideas. Leaders place employees in leadership roles and encourage employees to be creative. Organizations that have a strong desire to encourage creativity can overcome the problems they are facing and become more competitive.

It was further stated that in order for the principal's leadership function to be successful in empowering all school resources to achieve goals according to the situation, a school principal who has professional abilities is needed, namely: personality, basic skills, experience, training, and professional knowledge, as well as administrative and supervisory competencies. Principals need to have the ability to create a conducive teaching and learning environment so that teachers can carry out their work well and students can study in peace. In addition, the principal is required to be able to work closely with his subordinates, in this case, the teacher. Principals are able to manage and empower teachers to continue to improve their work abilities. By increasing all the potential, they have, it is certain that teachers who are also partners of the school principal in various fields of educational activities can try to display a positive attitude towards their workers and improve their performance.

A pleasant organizational climate will make employees feel happy to work there and motivated to improve their performance. This indicates that the better the organizational climate, the better the employee performance. This kind of condition can be a motivation for employees to

improve their performance and dedication to the organization. One of the organizational climate factors is a mutually beneficial relationship, in the sense of a good relationship between human beings, both between leaders and employees, as well as good relations between fellow employees.

However, humans are never satisfied with what they get, such as high salaries and so on. Because of that, one of the tasks of the manager or principal is to be able to match the wishes of the teachers and staff with the goals of the school. Although job satisfaction is basically a person's perspective, both positive and negative, about his work, job satisfaction is an "employee's emotional state where there is or is not a meeting point between the value of employee remuneration from a company or organization and the desired level of remuneration value for the employee concerned."

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Definition of job satisfaction according to Tiffin in Moch. As'ad job satisfaction is closely related to the attitude of employees towards their own work, work situations, cooperation between leaders and employees. Meanwhile, according to Blum in Moch. As'ad argued that job satisfaction is a general attitude that is the result of several specific attitudes towards work factors, adjustment, and individual social relations outside of work. Job satisfaction is a general attitude toward one's work; it is the difference between what an employee receives and what they believe they should receive.

School as a formal educational institution is a place where the educational process takes place on a regular basis by involving a number of resources that work together to achieve the goals that have been set. Human resources (principals, teachers, administrative staff, and students) and non-human resources (curriculum or learning resources, facilities in the form of facilities and infrastructure) are at stake.

The arrangement of these resources needs to be done so that educational goals can be achieved effectively and efficiently. Teachers play an important role in the educational process as one of the human resources. The importance of the teacher's role in the educational process has given rise to the belief that the quality of education is largely determined by the quality of the teachers. If we have agreed that teachers play an important role in the educational process, attention to teachers should not be ignored, both in terms of education and other aspects. There are symptoms that teacher job satisfaction is still relatively low.

This is reflected in the relatively low level of teacher welfare. As a professional position, it is appropriate for a teacher to obtain a decent and adequate life guarantee, because this will not only lead to job satisfaction but also allow a professional to work full time to carry out his work.

So, the conclusion is that teacher job satisfaction is a feeling related to work involving aspects such as effort, career development opportunities, relationships with other employees or teachers, work placements, and organizational structure. Meanwhile, feelings related to him include age, health condition, ability, and education. The pleasurable emotional state with which teachers perceive their work Job satisfaction reflects a person's feelings towards his work. This has an impact on the teacher's positive attitude towards work and everything that is encountered in the work environment.

Along with the development of various ways of communication today, it causes a degradation of the organizational climate that is created within an organization. The climate that is formed will greatly affect the people and non-people who are in the organization. A bad climate will reduce job satisfaction, which results in a decrease in the performance of members of the organization.

As a result, organizational structure, size (the size of the organization), nature of work technology, external environment, policies, and management practices can all influence organizational climate. The organizational structure includes the state of the relationship between teachers, leaders, students, and parents, as well as the community as a whole, who work together and are open in communication, communicative, disciplined, and full of responsibility. While the external environment is the community, parents are expected to maintain good relations with each other in order to maintain the quality of the school. The nature of the work technology used by an organization influences the climate. Technology that is more dynamic or changing will lead to more open communication, a high level of trust, fostering creativity, and taking personal responsibility for completing tasks.

A calming organizational climate will increase teacher job satisfaction. One way to increase teacher job satisfaction is to provide a comfortable workplace, and leaders should treat teachers well and don't discriminate against one another in order to create a conducive organizational climate. The teachers feel that the organizational climate will be more conducive if the teachers do something useful and their work is appreciated by the principal or leader. Therefore, a feeling of joy and pride will arise in the education staff, so if the school can meet the needs of teachers, the level of teacher satisfaction will also increase.

Based on the explanation above, this research is necessary to provide insight regarding the correlation between organizational climate and teacher job satisfaction in order to optimize efforts to achieve common goals. So, the author gives a title to this study entitled, "The Relationship between Organizational Climate and Teacher Job Satisfaction in SMPN 8 Jakarta."

METHOD

This research was carried out from June to August 2022. The research was carried out at SMPN 8. The method used in this study is the correlational method; correlational research is research that will look at the relationship between variables X and Y and is intended to obtain information about the

status of symptoms at the time the research is conducted. This study's population consists of principals and teachers who are still actively teaching at SMPN 8 Jakarta in the 2021/2022 academic year. There were 52 students. The type of sample used by researchers is random sampling (random sample). To obtain up to 30 teachers from this population through a lottery, 20 teachers were used as trial questionnaire respondents, while 30 teachers were used as actual questionnaire respondents with the excuse that they were permanent and bonded teachers or were already civil servants at SMPN 8 Jakarta, where all of these teachers are from, is well aware of the school's situation. The instrument used to collect data in this study was in the form of a questionnaire.

The data analysis technique used by the author is to find the Product Moment Correlation Index number between variables X and Y. Provide a rough (simple) interpretation of the Product Moment Correlation Index number "r." In giving a simple interpretation of the correlation index number "r" of Product Moment (r_{xy}), with the testing criteria: If $r_{count} (r_{xy}) > r$, then H_0 is rejected and H_a is accepted (there is a relationship between variables X and Y). If $r_{count} (r_{xy}) < r_{table}$, then H_a is rejected and H_0 is accepted (there is no relationship between variable X and variable Y). The significance test was carried out to find out whether the correlation between the two variables obtained was significant. Then the t-count that has been obtained is consulted with the t-table with degrees of freedom (dk) $n-2$ at a significance level of 5% and at a significance level of 1%. Thus, if the t-count is smaller than the t-table, it can be interpreted that there is no significant relationship between school work climate and teacher job satisfaction. Conversely, if the t-count is greater than the t-table, it can be interpreted that there is a significant relationship between school work climate and teacher job satisfaction. The test criteria are as follows: if $t_{count} > t_{table}$, H_0 is rejected; otherwise, H_a is accepted (there is a significant relationship between variables X and Y). If $t_{count} < t_{table}$, then H_0 is accepted and H_a is rejected (no significant relationship between variable X and variable Y). Furthermore, calculating the coefficient of determination is carried out to determine the contribution of the independent variable to the dependent variable using the coefficient of determination formula.

RESULT AND DISCUSSION

Description of School Work Climate Variable Data (X)

The first step in analyzing the data is to assign a value to the answers to the questionnaire regarding organizational climate (variable X) and teacher job satisfaction (variable Y). Each respondent answered the questionnaire, and when it was collected, the writer gave a score to each questionnaire answer. Based on these results, the teacher's work climate data (independent variable) shows that the highest score is 85.5-90.5 with a frequency of 2, a value of 80.5-85.5 with a frequency of 0, a value of 75.5-80.5 with a frequency of 13, a value of 70.5-75.5 with a frequency of 8, the value is 65.5-70.5 with a frequency of 6 and the lowest score is 60.5-65.5 with a total frequency of 1. The

average value is 75.3, the median is 75.5, the mode is 75.5, and the standard deviation is 5.54.

Data Description of Teacher Job Satisfaction Variable (Y)

Based on the results of calculating teacher job satisfaction data as the dependent variable, it shows that the highest score is 104 with a total frequency of 5, a score of 99 with a frequency of 6, a score of 94 gets the highest frequency of 10, a score of 89 gets a frequency of 6, and a score of 84 gets a frequency of 0, and the lowest score is 78 with a frequency of 3. The mean value is 92.67, the median is 92.5, the mode is 92, and the standard deviation is 7.009.

Discussion

To find out the level of relationship between teacher work climate and teacher job satisfaction, the analysis technique and product moment correlation are used with the following formula:

$$\begin{aligned} r &= \frac{n \sum xy - \sum x \sum y}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}} \\ &= \frac{30 \times 210678 - (2261)(2786)}{\sqrt{[30 \times 171315 - (2261)^2][30 \times 260116 - (2786)^2]}} \\ &= \frac{6320340 - 6299146}{\sqrt{[5139450 - 5112121][7803480 - 7761796]}} \\ &= \frac{21194}{\sqrt{27329 \times 41684}} \\ &= \frac{21194}{\sqrt{1139182036}} \\ &= \frac{21194}{33751,77} \\ &= 0.627 \end{aligned}$$

When the product moment r-table at N = 30 is consulted, r-table 0.361 is obtained at a significance level of 5%, while r-table 0.436 is obtained at a significance level of 1%; thus, at a significance level of 5%, the 1% r-count is greater than r-table 0.627 (0.361 > 0.627). Ho is rejected while Ha is accepted; this means that there is a significant relationship between variables X and Y.

The results of this study prove that there is a relationship between the school work climate variable and the teacher's job satisfaction variable. Based on the product moment calculation results obtained, $r_{xy} = 0.627$, and the product moment correlation interpretation table with moderate or sufficient interpretation results, 0.627 is between 0.40-0.70.

Thus, from the results of calculating the data obtained from the field, it can be seen that there is a significant relationship between teacher work climate and teacher job satisfaction in SMPN 8 Jakarta. This proves that teacher job satisfaction is influenced by the teacher's work climate. In addition to the

teacher's work climate, many other factors can influence the teacher's job satisfaction. For example, teacher welfare and teacher career development.

Based on the findings of the study, the authors can demonstrate that the shape of the teacher/organizational work climate is open and familiar because the principal attempts to become acquainted with teachers, staff, and students and communicates openly, particularly regarding school finances and being honest, fair, and providing guidance to teachers so they can gain insight into the career development of teachers.

To find out whether the independent variable has a significant relationship with the dependent variable individually for each variable, the following formula is used:

$$\begin{aligned}
 \text{t-count} &= \frac{\sqrt{n-2}}{\sqrt{1-r^2}} \\
 &= \frac{0.627\sqrt{30-2}}{\sqrt{1-(0.627)^2}} \\
 &= \frac{0.627\sqrt{28}}{\sqrt{1-0.393}} \\
 &= \frac{0.627 \times 5.29}{0.779} \\
 &= \frac{3.316}{0.779} \\
 &= 4.256
 \end{aligned}$$

To test the truth of the hypothesis stated above, it is done by comparing the amount of "t" that has been obtained in the calculation process, namely t-count = 4,256, with the magnitude of the t-table value, first looking for the degrees of freedom (db) or degrees of restriction (df), for which the formula is as follows: $df = n - 2$, then $df = 30 - 2 = 28$. We can find the value of the t-table by obtaining df at the 5% and 1% significance levels, respectively, at the 5% significance level of 2.06 and the 1% significance level of 2.76.

It can be proven that $t\text{-count} > t\text{-table}$ both at a significance level of 5% and at a significance level of 1%, $4.256 > 2.06$. This means that success in rejecting H_0 and H_a is accepted, and thus there is a significant relationship between teacher work climate and teacher job satisfaction.

Furthermore, to find out how big the contribution is between the teacher's work climate and the teacher's job satisfaction, the Coefficient of Determination formula is used:

$$\begin{aligned}
 \text{KD} &= r^2 \times 100 \% \\
 &= (0.627)^2 \times 100\% \\
 &= 0,393 \times 100\% \\
 &= 39.30\%
 \end{aligned}$$

This shows that there is an influence between teacher work climate on teacher job satisfaction for 39.30% of the total (40%), with the remaining 60.70% influenced by other factors such as improving teacher welfare and developing teacher careers.

CONCLUSION

Based on the data that has been obtained, the description of the data, and the processing of statistical data, the authors can draw the following conclusions: The result of calculating the product moment correlation between variables X and Y is obtained as $r_{xy} = 0.627$, and at a significance level of 5%, $r\text{-table} = 0.361$, while at a significance level of 1%, $r\text{-table} = 0.463$, thus at a significance level of 5% or 1%, $r\text{-count}$ was greater than $r\text{-table}$ ($0.627 > 0.361$). H_0 is rejected, while H_a is accepted. This means that there is a significant relationship between variable X and variable Y. Based on the results of calculating the coefficient of determination, a figure of 39.30% is obtained. This indicates that teacher job satisfaction is influenced by the organizational climate

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