

Contribution of Incentives and School Climate to Teacher's Job Satisfaction Senior High School

Hasni Julidawati¹, Nurhizrah Gistituati^{2*}, Yahya³, Irshad⁴
^{1,2,3,4}Padang State University

*Corresponding Author

Email: gistituatinurhizrah@gmail.com

Abstract

Based on the pre-survey results, it is illustrated that the job satisfaction of Kampar Regency Senior High School teachers is still low. It was assumed that it dealt with two issues including unfulfilled incentives and uncondusive school climate. Thus, it is required to conduct research to test the truth. This study aims to reveal the contribution of incentives and school climate to the job satisfaction of teachers at Kampar Regency High School. The hypotheses put forward in this study are: (1) incentives contribute to teachers' job satisfaction, (2) school climate contributes to teacher' job satisfaction, (3) incentives and school climate contribute to teachers' job satisfaction. The population in this study were 687 teachers with PNS status at Kampar Regency State High School. The samples were chosen through two different techniques, the first technique was cluster random sampling based on the distance from the school to the city center, and it was obtained 6 schools with 205 teachers. The second was stratified proportional random sampling based on strata, and it was obtained 27 teachers as the sample. The research instrument used is the assessment scale and the Likert Scale Questionnaire model which has been tested for its validity and reliability. The research data were analyzed using correlation and regression techniques. The research finding show 3 main points: (1) incentives contribute to teachers' job satisfaction by 51.6%, (2) school climate contributes to teachers' job satisfaction by 22.4%, (3) incentives and school climate jointly contribute to teachers' job satisfaction of 70.9%. The achievement level of the teachers' job satisfaction score is 83.95% which is considered as satisfied category, and for incentives 83.44% is in the good category while for the school climate 84.10 from the ideal score is in the conducive category. To conclude, the findings imply that incentives and school climate are two factors that can increase teachers' job satisfaction, apart from other factors.

Keywords:*School Climate, Teacher's Job Satisfaction, Contribution of Incentives*

INTRODUCTION

School is one place to realize educational goals. Schools as educational organizations are places where the teaching and learning process takes place to achieve national development goals. The success of educational goals in schools depends on the human resources in the school. In addition, it must also be supported by adequate facilities and infrastructure.

Teachers have an important role in achieving educational goals because teachers can determine the success or failure of education in schools. According to Sopian (2016) the teacher is a very important role holder, it is the teacher's duties and responsibilities in planning and carrying out the process of teaching and learning activities. The teacher is a person who is needed to spur the success of students, no matter how well the curriculum is designed, but in the end the success of students is very dependent on the responsibility of the teacher in carrying out their duties. The role of the teacher cannot be replaced by technology, no matter how great, because technology cannot be a facilitator, inspiration, motivator, imagination, creativity, social empathy and team work as well as a developer of character values.

So it can be concluded that the teacher's role in education is very important, because the teacher directly interacts with students in motivating, facilitating and playing a role in developing the character of students in carrying out learning. In the learning process the teacher must be able to translate and describe the content contained in the curriculum, then transform

the content to students through the learning process. Therefore, given the important role of the teacher in education, teacher job satisfaction must be given more attention in order to achieve quality education goals.

Teacher job satisfaction is a very important factor for teachers in working to get more optimal results. Job satisfaction is a pleasant psychological state felt by workers (teachers) because all needs are met adequately. Job satisfaction is the attitude and feelings of teachers towards work related to work situations, rewards/salaries, relationships with superiors, interpersonal cooperation and other matters related to physical and psychological (Suchyadi, 2019). Furthermore, Hakim (2020) states that job satisfaction is a form of pleasure that is felt by someone for their role or work and is also the result of forms of interaction between individuals and their work environment. When a person gets pleasure from his work,

So it can be concluded that teacher job satisfaction is the psychological or emotional state of the teacher in the form of feeling happy, relieved, satisfied and not complaining about the work and work environment and the results of the work. When a person feels satisfied at work, of course, he will try as much as possible with all his abilities to complete his duties and work as well as possible. A person with a high level of job satisfaction shows a positive attitude towards his work. Satisfied individuals are more likely to speak positively about the organization, helping others and far exceeding the normal expectations of their jobs. It can be understood that if the teacher has high job satisfaction then he will be able to increase his productivity optimally.

Teacher job satisfaction must be considered, because if the teacher gets satisfaction at work then high morale will be created so that school goals can be achieved optimally, which is supported by research conducted by Ahmadiansyah (2016) concerning "The Influence of Work Motivation and Job Satisfaction on Teacher Performance at SMK Muhammadiyah Salatiga" states that job satisfaction has a positive and significant effect on teacher performance.

However, based on the results of several studies that have been conducted, it shows that job satisfaction is still not optimal as expected. One of the research by Susanti (2016) research results show teacher job satisfaction is still low with an average score of 38.80%. Furthermore, Nugraha (2019) more than 50% of teachers have low job satisfaction. The job satisfaction described in this study consists of job characteristics, salary, supervisors, co-workers, and working conditions.

This is in line with research conducted by Juniari (2015) which found that employees were dissatisfied with the amount of compensation received in the form of performance allowances that were not in accordance with the workload, dissatisfied with the timing of payment of performance allowances that were not on time, dissatisfied with the work assigned to them. because it is not in accordance with the expertise they have, and they are not satisfied with the internet facilities which often turn off, which hinders the completion of work. This shows the existence of employee dissatisfaction with payment, working conditions and the work itself which will ultimately affect employee performance. For this reason, it is necessary to maintain teacher job satisfaction in order to improve teacher performance in work and achievement.

Based on the news released by Republika.co.id Jakarta entitled "Level of Teacher Satisfaction with Salary Still Low". According to the results of research conducted by the Jobplanet website (an online community platform for sharing information about the world of work and companies) at the end of April 2016 regarding the level of job satisfaction in educational institutions which include schools, universities, colleges, to course and training institutions, it is stated that teacher satisfaction level in Indonesia is still low. This can be seen from research results where the level of satisfaction of employees in the education industry with regard to career paths is 2.91, the level of satisfaction with salaries and benefits is 2.79,

the level of satisfaction with work-life balance factors is 3.07, the level of satisfaction with organizational culture (educational institutions) of 3.27, as well as the level of satisfaction with organizational management of 2.81. This rating is still quite far from the highest score, which is 5.0 which represents a very satisfied rating.

Based on the results of observations that the author made in August 2022, 20 teachers (3 public high schools) in Kampar Regency found the following phenomena: (a) There are still teachers who feel dissatisfied because the principal does not give rewards to outstanding teachers; (b) There are still teachers who feel dissatisfied with co-workers in problems related to the teaching and learning process; (c) There are still teachers who are dissatisfied with the assessments made by supervisors in carrying out supervision; (d) There are still teachers who complain in carrying out the learning process because of the incomplete facilities and infrastructure that support the learning process. Existing facilities cannot be functioned and some of the required learning media are not available as needed; (e) There are still teachers who complain because of the lack of praise given by the principal to teachers who have done a good job; (f) There are still teachers who are dissatisfied with the unclear delegation of authority given by the principal; (g) There are still teachers who are dissatisfied with the provision of material incentives in the form of prizes given by the principal to teachers who excel; (h) There are still teachers who feel unhappy working at school because of the lack of harmony in the teacher's relationship with the principal and with fellow teachers; (i) There are still some teachers who are indifferent, full of suspicion and don't like to be criticized or like to defend themselves; (j) Teachers do not like to be at school for a long time other than just teaching, this is due to the unsupportive atmosphere.

Given the importance of teacher job satisfaction, the conditions as stated in the phenomenon above cannot be tolerated, because if allowed to continue, it will affect the quality and quality improvement of public high schools in Kampar Regency. Based on this, the researcher is interested in examining the problem of job satisfaction for state high school teachers in Kampar Regency, about the factors that influence teacher job satisfaction and how much the contribution of these factors is to teacher job satisfaction.

RESEARCH METHODS

This research uses a correlational quantitative method with the type of research "ex post facto" in which ex post facto research is an attempt to explore by not manipulating conditions. With this method is intended to investigate and analyze the factors that are suspected to be the cause of the incident.

The variables of this study are divided into two groups, namely the independent variables and the dependent variables. The independent variables are incentives and school climate, while the dependent variable is teacher job satisfaction. Thus this study reveals the magnitude of the contribution of incentives and school climate on teacher job satisfaction.

The population in this study were all teachers with Civil Servants (PNS) status at Kampar Regency Public High School, totaling 687 people spread across 38 public high schools in 21 sub-districts in Kampar Regency. Based on the population data above, the sampling is based on a predetermined population area. This is because the population area that will be studied is very broad, namely public high schools in Kampar Regency. The samples were chosen through two different techniques, the first technique was cluster random sampling based on the distance from the school to the city center, and it was obtained 6 schools with 205 teachers. The second was stratified proportional random sampling based on strata, and it was obtained 27 teachers as the sample.

Data collection was carried out after the results of the questionnaire trial data analysis were declared valid or reliable. The research instrument used is the assessment scale and the Likert Scale Questionnaire model which has been tested for its validity and reliability. The research data were analyzed using correlation and regression techniques. Data analysis was performed with the help of the SPSS 24.0 computer program.

RESULT AND DISCUSSION

Based on the results of data analysis and the level of achievement of the responses of teachers of SMA Negeri Kampar Regency in general, the results show that the variable of teacher job satisfaction is at an achievement level of 83.95% with the interpretation of "satisfied" and the incentive variable is at an achievement level of 83.44%. with a "good" interpretation, then for the school climate variable it is at an achievement level of 84.10% with a "conductive" interpretation.

The findings of this study are different from the results of the initial observations that the researchers made. Preliminary observations found that the job satisfaction of teachers at State Senior High Schools in Kampar Regency was still not optimal. Differences in research findings with initial observation findings occur because the results of measurements carried out based on observations alone or without valid and reliable instruments are not strong enough to be used as a basis for generalization, so it is necessary to carry out systematic research in accordance with procedures, to obtain empirical evidence and truth. .

The results of data analysis and hypothesis testing show that the three hypotheses tested in this study are acceptable. The results of the data analysis show that incentives contribute to teacher job satisfaction, school climate contributes to teacher job satisfaction and incentives and school climate together have a significant contribution or role in increasing teacher job satisfaction in SMA Negeri Kampar Regency. For more details, the following will discuss the research findings in detail.

Incentive Contribution to Teacher Job Satisfaction

From the results of the study it was found that the incentive variable contributed significantly to teacher job satisfaction. This means that the incentive variable can be used as a tool to predict teacher job satisfaction. The better the incentives received, the better the teacher's job satisfaction. The method of providing proper incentives to employees, in this case the teacher, is the driving force that stimulates the creation of employee maintenance. Giving incentives will make employees/teachers feel that they are getting attention and recognition for their achievements so that their morale and loyalty will be better. Based on some theoretical and empirical evidence about teacher job satisfaction through the provision of incentives, It can be understood that teachers will feel satisfied with their work if the achievements achieved can be rewarded by providing incentives. Therefore, giving incentives is an important element that needs to be considered when wanting to give satisfaction to employees in their work. Even so, giving incentives is not the only way to increase job satisfaction, but can be an effective alternative as a form of appreciation for work achievements achieved by employees.

The results of the research that the author has conducted also support previous research conducted by (Hakim, 2020; Rahim, 2020; Fajrina, 2022; Handoko, 2021; Sestriani, 2019; Juliana, 2020; Kardinah, 2021; Purba, 2022; Dewi, 2023; and Aprinawati, 2021) which also proves that incentives contribute to teacher job satisfaction in which the contribution range ranges from 34.1% to 57.3%, which means that previous research is not too far from the research results that the authors got.

Furthermore, based on the results of the descriptive analysis, it can be seen that the incentive variable is in the "good" category. Meanwhile, when viewed from each research indicator, it can be seen that the indicator with the highest level of achievement score is the second indicator, namely praise which is in the good category, while the indicator with the lowest level of response achievement is the fourth indicator, namely packages/gifts which are in the good category. It turned out that from the four indicators of the incentive variable analyzed it was found that the four indicators were still in the good category. This means that by providing incentives both material and non-material, it will be able to generate a desire from teachers to be more enthusiastic in carrying out tasks so that they can increase teacher work productivity.

Efforts to increase incentives can be carried out in various ways, including through the indicator with the lowest response rate (package/gift indicator). Therefore, the main goal that must be improved so that incentives can work properly is through the provision of packages or gifts to teachers who have done their job well or who have excelled. The teacher is given a package/prize by the school principal in the form of a charter/certificate (non-material incentive) for the achievements. By providing packages/prizes on teacher achievement, it is hoped that it can increase teacher job satisfaction in working at school.

This means that the incentives received by teachers at SMA Negeri Kampar Regency are good. By being in the good category, a school principal needs to increase the provision of incentives to teachers both materially and non-materially so that they become a very good category. If the incentives received by teachers are getting better, this will make a positive contribution to teacher job satisfaction.

Contribution of School Climate to Teacher Job Satisfaction

The results of this study also found that school climate contributed significantly to teacher job satisfaction. This means that school climate can be used as a tool to predict teacher job satisfaction. The results of the research that the author has done also support previous studies conducted by (Tanjung, 2019; Sahnan, 2018; Razak, 2021; Krismawati, 2022; Subagia, 2019; Kurniawan, 2021) which says that climate contributes to job satisfaction Teacher. Which means the better the school climate, the better the teacher's job satisfaction.

Descriptive analysis shows that the climate of Kampar District State Senior High School is already in the conducive category. Furthermore, when viewed from each indicator it appears that the indicator with the highest level of achievement score is the first indicator, namely personal relationships which are in the conducive category, then the indicator with the lowest level of achievement score is the third indicator, namely involvement in the conducive category.

The results of this descriptive analysis indicate that the climate of Kampar District Public High School schools needs to be improved or improved in a better direction so that the category becomes very conducive. This is because an increase in school climate can also increase teacher job satisfaction in accordance with the results of this study which state that school climate has a role in increasing teacher job satisfaction.

This is also reinforced by what Widyaningrum said (2019) If the school climate runs smoothly and well, teacher job satisfaction will automatically increase. Because with this conducive school climate teachers feel comfortable conditions in teaching, good communication with teachers and also the principal. Conversely, without a good school climate that does not match the needs and desires of teachers, it will result in low teacher job satisfaction.

Efforts to improve the school climate can be carried out in various ways, including through the indicator with the lowest level of response (engagement indicator). Therefore the main goal that must be improved so that the school climate can work well is the teacher's

involvement in carrying out orders or assignments. Teachers are given the opportunity to be involved in carrying out the tasks given by the principal. If the teacher has high responsibility, the teacher will try to carry out the orders and assignments as well as possible. By providing the opportunity to be directly involved in carrying out the same duties as the school principal, it is hoped that it will increase teacher job satisfaction in working at school.

Thus it can be stated that the school climate is a determinant of whether or not teacher job satisfaction is good, so it can be interpreted that increasing teacher job satisfaction can be done by creating a conducive school climate.

The Contribution of Incentives and School Climate Together to Teacher Job Satisfaction

The results of this research data analysis indicate that the incentive variable and the school climate variable together contribute to the teacher job satisfaction variable. This means that the better the incentives the teacher receives and the more conducive the school climate, the better the teacher's job satisfaction. The results of the research that the author has conducted also support previous studies conducted by (Rasyid, 2019; Utomo, 2022; Husriya, 2020; William, 2022; Saputra, 2020) which say that incentives and climate contribute to teacher job satisfaction. Furthermore, data analysis shows that teacher job satisfaction is significantly influenced by incentives and school climate, both individually and collectively.

Thus it can be seen that incentives and school climate can be a determinant of teacher job satisfaction, so that these two variables can be used to increase teacher job satisfaction.

CONCLUSION

Based on the results of the analysis, it can be concluded as follows: (1) Incentives contribute significantly to teacher job satisfaction by 51.6%. This means that 51.6% of the variance that occurs in teacher job satisfaction is the contribution of the incentive variable. The better the incentives received by the teacher, the higher the teacher's job satisfaction. The result of the highest achievement indicator score (87.65%) in the "good" category is praise. Furthermore, the score for the lowest level of achievement indicators is the package/prize (80.73%) in the "good" category. The main target that must be improved so that incentives can work properly is through the provision of packages or gifts to teachers who have done their jobs well or who have achieved achievements so that teacher job satisfaction is achieved. While in general the level of achievement of the incentive score is 83.44% in the "good" category, so that if incentives increase, the job satisfaction of teachers who are in the good category will also increase; (2) School climate contributes significantly to teacher job satisfaction by 22.4%. The result of the highest achievement indicator score (85.86%) in the "conducive" category is personal relationships. Furthermore, the score of the lowest achievement level indicator is involvement (81.82%) in the "conducive" category. The main target that must be improved so that the school climate can run well is the lowest achievement indicator, namely the teacher's involvement in carrying out orders or tasks given by the school principal. In general, the achievement level of the school climate score is 84.10% in the "conducive" category; (3) Incentives and school climate together contribute to teacher job satisfaction by 70.9%. This value is smaller than the total contribution percentage between incentives and school climate. This is due to the intersection of indicators from each variable. If these two independent variables increase, teacher job satisfaction will also increase.

REFERENCES

- Aprinawati, A., Agustini, F., & Harmen, H. (2021). Pengaruh kompensasi terhadap kepuasan kerja dan implikasinya terhadap kinerja individu perawat pada beberapa rumah sakit swasta di Kota Medan. *Liabilities (Jurnal Pendidikan Akuntansi)*, 4(1), 10-23.
- Dewi, S. K., & Mardatillah, A. (2023). Pengaruh Kompensasi Terhadap Kepuasan Kerja Karyawan PT. Gemah Dinamika Perkasa di Pangkalan Kerinci. *JIABIS: Jurnal Ilmu Administrasi Bisnis dan Sosial*, 1(1), 1-13.
- Fajrina, A. N., & Kustini, K. (2022). Dampak Motivasi, Lingkungan Kerja Dan Kompensasi Terhadap Kepuasan Kerja Pt. Puma Logistics International. *Nusantara: Jurnal Ilmu Pengetahuan Sosial*, 9(1), 220-226.
- Hakim, A. R., & Muhdi, M. (2020). Motivasi Kerja Dan Kompensasi Terhadap Kepuasan Kerja Guru Smk Swasta Di Wilayah Timur Kabupaten Pematang. *Jurnal Pendidikan Ilmu Sosial*, 29(2), 105-115.
- Handoko, D. T. (2021). *Pengaruh Motivasi Kerja Dan Insentif Terhadap Kepuasan Kerja Serta Dampaknya Pada Kinerja Pegawai Di Sekretariat Daerah Kabupaten Mesuji* (Doctoral dissertation, 021008 Universitas Tridinanti).
- Husriya, D. (2020). Pengaruh Pemberian Insentif, Iklim Organisasi Dan Gaya Kepemimpinan Situasional Terhadap Kepuasan Kerja Pegawai Pada Kantor Kecamatan Ujung Kota Parepare (Doctoral dissertation, ITB Nobel Indonesia).
- Juliana, J., Ong, J., Marcolino, A., & Tanubrata, J. (2020). Pengaruh Insentif terhadap Kepuasan Pekerja Perusahaan. *Jurnal Sociohumaniora Kodepena (JSK)*, 1(1), 39-51.
- Juniari, N. K. E., Riana, I. G., & Subudi, M. (2015). Pengaruh Motivasi Terhadap Kepuasan Kerja dan Kinerja Pegawai Negeri Sipil (PNS) di Sekolah Tinggi Pariwisata Nusa Dua Bali. *E-Jurnal Ekonomi dan Bisnis Universitas Udayana*, 4(11), 823-840.
- Kardinah Indrianna Meutia, K. I. M., & Bintang Narpati, B. N. G. (2021). Kontribusi Beban Kerja dan Insentif Terhadap Kepuasan Kerja Karyawan pada Perusahaan Manufaktur. *Kontribusi Beban Kerja dan Insentif Terhadap Kepuasan Kerja Karyawan pada Perusahaan Manufaktur*, 5(1), 42-52.
- Krismawati, N. K. A., & Manuaba, I. S. (2022). Kontribusi Lingkungan Kerja dan Motivasi Kerja terhadap Kepuasan Kerja Guru. *Indonesian Journal of Instruction*, 3(2), 92-104.
- Kurniawan, A., & Fitriyani, F. (2021). Pengaruh Insentif Dan Promosi Jabatan Terhadap Kinerja Karyawan. *Jurnal Riset Keuangan dan Akuntansi*, 7(2).
- Nugraha, M. F. (2019). Iklim organisasi dan kepuasan kerja guru di sekolah Singosari Delitua. *Jurnal Diversita*, 5(1), 19-23.
- Purba, F. L. (2022). Pengaruh Budaya Organisasi dan Pemberian Insentif terhadap Kepuasan Kerja Karyawan Astra Credit Companies Medan.
- Rahim, R. (2020). Pengaruh Insentif Dan Kompetensi Terhadap Kepuasan Kerja Pegawai Pada Bandar Udara Lagaligo di Kabupaten Luwu (Doctoral dissertation, Universitas Muhammadiyah Palopo).
- Rasyid, M. (2019). *Pengaruh Kompensasi, Lingkungan Kerja dan Motivasi Terhadap Kepuasan Kerja Guru pada SMA Swasta Perkumpulan Amal Bakti 4 Sampali Medan* (Doctoral dissertation).
- Razak, M., & Waluyo, H. S. (2021). Pengaruh Pemberian Insentif, Iklim Organisasi Dan Gaya Kepemimpinan Situasional Terhadap Kepuasan Kerja Pegawai Pada Kantor Kecamatan

- Ujung Kota Parepare. *Jurnal Aplikasi Manajemen & Kewirausahaan MASSARO*, 3(2), 86-95.
- Sahnan, M., & Ritonga, M. (2018). Kontribusi komitmen kerja dan iklim sekolah terhadap kepuasan kerja guru SMA Kecamatan IV Jurai Pesisir Selatan. *INFERENSI: Jurnal Penelitian Sosial Keagamaan*, 12(2), 417-434
- Saputra, N., & Mulia, R. A. (2020). Kontribusi Kompensasi Dan Motivasi Kerja Terhadap Kepuasan Kerja Pegawai Di Dinas Pendidikan Dan Kebudayaan Kabupaten Agam. *Ensiklopedia Social Review*, 2(1), 20-28.
- Sestriani, S., & Kurniawati, T. (2019). Pengaruh Insentif dan Budaya Organisasi Terhadap Kepuasan Kerja Guru. *Jurnal Ecogen*, 2(4), 725-733.
- Sopian, A. (2016). Tugas, peran, dan fungsi guru dalam pendidikan. *Raudhah Proud To Be Professionals: Jurnal Tarbiyah Islamiyah*, 1(1), 88-97.
- Subagia, N. K. T. F., Yudana, M., & Divayana, D. G. H. (2019). Kontribusi supervisi klinis kepala sekolah, motivasi kerja, iklim kerja dan tunjangan profesi terhadap kepuasan kerja guru TK di Kecamatan Kuta Utara. *Jurnal Administrasi Pendidikan Indonesia*, 10(2), 101-110.
- Suchyadi, Y., Karmila, N., & Safitri, N. (2019). Kepuasan Kerja Guru Ditinjau Dari Peran Supervisi Kepala Sekolah Dasar Negeri Di Kecamatan Bogor Utara. *Jurnal Pendidikan dan Pengajaran Guru Sekolah Dasar (JPPGuseda)*, 2(2), 91-94.
- Susanti, D. (2016). Kontribusi Iklim Kerja Dan Insentif Terhadap Kepuasan Kerja Guru Smk Swasta Di Bukittinggi. *Tingkap*, 11(1), 11-25.
- Tanjung, N. (2019). Kontribusi Motivasi Kerja Dan Iklim Kerjasama Terhadap Kepuasan Kerja Guru Madrasah Tsanawiyah Eks Pga Proyek UNIVA Medan (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara).
- Widyaningrum, R. K. N., & Mahmudah, F. N. (2019). Kreasi Iklim Sekolah Melalui Gerakan Sekolah Menyenangkan Di Sd Muhamammadiyah Mantaran. *Profesi Pendidikan Dasar*, 6(2), 115-128.
- William, W., & Ekawati, S. (2022). Pengaruh Kompensasi dan Lingkungan Kerja terhadap Kepuasan Kerja Karyawan PT. Harmoni Makmur Sejahtera. *Jurnal Manajerial Dan Kewirausahaan*, 4(3), 749-758