

# International Journal of Educational Review

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## Analysis of Teachers' Job Satisfaction in Public Primary School

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**Abstract:** Teachers' job satisfaction is the teacher's perception of what he has obtained, through the indicators compiled. In this study the indicators used are the fields of promotion, salary and incentives, promotions, coworkers as well as supervisory and leadership evaluation. The purpose of this research is to look at the level of satisfaction of teachers who teach in public primary schools on Pulau Rimau. The method used in this research is descriptive qualitative and quantitative (mixed method). The number of objects in this study were five public primary schools. The results obtained from the research that has been done are stated that the level of satisfaction of teachers who teach in public primary schools in the Pulau Rimau region is included in the quite high category, but in the field of salary and incentives is an area with the highest average value of job satisfaction low.

**Keywords:** Job Satisfaction, Teacher, Primary School

### 1. Introduction

Human Resources (HR) has an important role in its interaction with all factors contained in an organizational unit, these factors are capital, material, methods, and machines. Existing complexity can determine human quality. Thus requires us to always be careful and pay attention to every aspect. The important role of human resources in educational institutions is because of their role as subjects of implementing education policies and operational activities.

Professional competence is needed to achieve optimal performance, in order to achieve this performance it must be done in stages in accordance with existing conditions (Khasanah et al, 2019; Salwa et al, 2019; Fitria, 2018). At present, professional competence is supported through formal education. However, if only formal education then the competency will not be more optimal for improving performance. That is why empowerment is needed through training or workshops. According to Marwansyah (2010) human resource management (HR) is the utilization of human resources within an organization, and is carried out through the

basic functions of management including planning all aspects related to human resources, conducting rigorous selection in the recruitment process, and developing human resource competencies, making career development plans for employees or employees, providing compensation and paying attention to the level of welfare, to the aspects of occupational safety and health.

The definition presented above, is a necessity that should be fulfilled by an organization or educational institution, to increase job satisfaction for educators and education staff. In the world of education today, it is important for educators and education personnel to understand the development of information system technology in order to improve quality and services to the community. Job satisfaction is intended as a feeling that becomes motivation or provides encouragement within the educator or educational staff related to work or his condition.

Robbins (2007) provides a definition of satisfaction that is as a general attitude shown by an individual towards the work he does. The perspective on satisfaction comes

from the individual's perspective about his work.

Teachers play a very important role especially in building the character and develop students' potency (Kristiawan, 2015; Kristiawan et al, 2019). The teacher existence is irreplaceable, especially in our multi cultural and multi dimensional society, in which the role of teacher is rarely replaced by technology (Kristiawan and Muhaimin, 2019). The teachers have a very important role in determining the success of education. In class room the teacher is the main subject in learning process. Herdayati et al (2020) state that teacher performance influence student achievement (GPA), because the better the visionary leadership style and lecturer performance, the better the student's achievement by measuring how much influence.

Affirmed by Wijono (2010) that satisfaction is a feeling that gives a sense of pleasure and results from an individual's perception in order to complete a task or fulfill his needs to obtain work values that are important to him. Job satisfaction for teachers as educators is very important to obtain, because obviously the transformation of knowledge is mostly done by teachers who educate students in schools. This is so important to note, because by definition the teacher is part of the term educator defined in article 1 paragraph (6) of the National Education System Number 20 of 2003 which states that the educator is a person or individual who has the qualifications specifically, such as teachers and lecturers, counselors, tutors, lecturers, tutors, instructors, facilitators, as well as other designations that suit their specialty, and participate in organizing education.

Educators have a very complex task, one of which is to make students and the public generally mature in attitude, be independent in doing everything, have insight so that they are able to become problem solvers, and have characters or behaviors that are in accordance with the prevailing positive

and universal moral values (Nasir, 2013; Lian et al, 2018). The success of educators will produce students who have character, knowledge and morals which become the pride and satisfaction for the teachers and the principal. Because the hope for a teacher is not only a large salary but also if the students can succeed and have good morals (Fitria et al, 2019). For this reason, a teacher must first feel satisfaction at work. That way, then carrying out the task in a professional manner is a necessity that is done with all my heart.

The teaching and learning process will run smoothly if it is supported by complete facilities and infrastructure, therefore, the problem of facilities is an essential problem in education, so in education renewal we must also have time to renew from the building to the most dominant problem, namely tools (Irmayani et al, 2018; Tobari et al, 2018). According to Kristiawan (2017), the means are everything that can be used as a tool in achieving meaning and purpose. So facilities are all facilities needed in the teaching and learning process, both moving and immovable so that the achievement of educational goals can run smoothly, regularly, effectively and efficiently. And tehn, using computers is one of the activities that support teaching-learning proses (Kristiawan & Muhaimin, 2019).

Research on Teachers' job satisfaction has previously been studied by many researchers. Among them was conducted by Ilmawan in 2012 with the research title "Teachers' job Satisfaction in PPMI Assalam: A Study of Bigraphic Differences". The results obtained from the research he conducted were the lowest levels of job satisfaction of PPMI Assalam teachers in the compensation dimension, then the dimensions of work conditions, coworkers and direction. The highest dimension of satisfaction is responsibility as a teacher, and overall PPMI Assalam teacher satisfaction is stated to be high.

Other research was also conducted by Perdani in 2010, with the research title "Analysis of Teachers' job Satisfaction: A

Study in SMA Negeri 46 Jakarta". The results obtained from the research he conducted was that the productivity of an organization was influenced by perceptions regarding employee job satisfaction. If an employee has felt satisfaction in carrying out his work, then everything that is done will be positive. However, if an employee does not get satisfaction at work then it will be difficult to obtain high productivity. In the research he conducted it was stated that employees feel satisfaction in working well in terms of achievement, recognition and progress, work, responsibilities and growth factors.

Likewise with research that has been carried out by Indah in 2010, which focuses on "Job Satisfaction Analysis of primary School Teachers in Yogyakarta City." The results of the research he conducted stated that female teachers tended to feel more job satisfaction compared to male teachers, so in testing the results obtained stated that there were differences in job satisfaction in terms of gender. Job satisfaction is higher for female teachers compared to male teachers.

In this regard, researchers feel it is important to conduct research on Teachers' job satisfaction, especially in teachers who teach in primary schools. This is motivated by the researchers' initial discovery through direct observation on March 25, 2019 in one of the state primary schools in the Pulau Rimau region, namely SDN 4 Pulau Rimau which has some uniqueness in it. That these observations are generally concluded that there are symptoms that indicate that the job satisfaction of teachers who teach is so varied or varied. Likewise with other identified problems related to job satisfaction, namely stacked tasks, so that they are often not completed at the specified time as occurs in the completion of the learning kit (syllabus, Learning Implementation Plan, effective hours, annual programs and semester programs) that should have been collected at the beginning of the school year begins. The lack of discipline from some teachers is evidenced by the late attendance at school

and leaving school during working hours. This was identified because the work environment was felt to be less comfortable, one proof of the work environment that was assumed to be less comfortable was that there were still certain groups of associations for teachers who taught at school.

From the results of these preliminary observations, the researchers took the initiative to make a deeper observation of Teachers' job satisfaction not only at SDN 4 in Rimau, but also at nearby SDNs. For this reason, the title of the research conducted is "Analysis of Work Satisfaction of Public primary School Teachers". It is hoped that through in-depth analysis, the determination of policies regarding the implementation of education can be more targeted and the level of job satisfaction will continue to be optimal.

In principle, each individual has his own perspective on job satisfaction. Therefore, a person's job satisfaction cannot be compared with the satisfaction felt by others, even the definition of satisfaction that each person sometimes has a different perspective. According to Arnold and Feldman (2001) job satisfaction is defined as the sum of all positive influences (or feelings) that each person has on the work he does. When someone claims to have high satisfaction with what he is doing, it can be described that someone likes the job and has a positive impact on the work done.

According to Smith, quoted from Triton (2009) job satisfaction is expressed as a feeling experienced by employees about the work they do. There are many studies that produce information that job satisfaction with the level of negative feelings has a difference. That is, if someone has felt satisfaction at work, the activities carried out will be more likely to act positively, because the negative aspects of the perception have been eliminated. Job satisfaction is a pleasant or unpleasant feeling for an employee to see his own work. Job satisfaction component is measured through job description index or job description index scale. In general, job



satisfaction theory is divided into three: 1) discrepancy theory; 2) equity theory; and 3) two-factor theory.

Theoretically, the level of satisfaction does not have an absolute benchmark, because every individual has different standards of satisfaction according to his feelings towards the work done. This job satisfaction indicator is only measured by discipline, work morale, and small turnover. Relatively good employee job satisfaction, but it is better if discipline, work morale and employee turnover is large, then this employee job satisfaction is lacking. In principle, job satisfaction felt by employees can have an impact on improving work quality and work productivity, this indicator is the easiest to see by management to determine whether employees feel satisfaction in doing work or not (Fathoni, 2006). There are five sources of Teachers' job satisfaction, namely Achievement; Recognition; The work itself; Responsibility; Rank advancement.

The teacher is someone who has taken special education so that he has the main task of educating, teaching science, guiding students, directing, training and evaluating, and evaluating students. Law Number 20 of 2003 concerning the National Education System in Article 1, regarding general provisions in item 6, states that educators are qualified educational staff as teachers and lecturers, counselors, tutors, instructors, lecturers or quality assurance of education, tutors, instructors, facilitators, and other designations that are appropriate to the specifics of their fields, and participate in organizing education. In other words, it can be said that the teacher is an educator.

According to Imran (2010), a teacher is a position or profession that requires special expertise in his main duties namely educating, providing learning, implementing mentoring, providing direction, training, evaluating, and evaluating students in early childhood to secondary education.

The teacher is also defined as someone who has a noble duty to provide

encouragement, guide and provide learning facilities for students to achieve the goals set. The teacher's responsibility for student learning is very large, beginning with planning learning in accordance with the curriculum and finally conducting an evaluation of the learning that has been done, as part of the phases in the learning process as students develop (Slameto, 2003). There are a number of previous studies that have been referred to, including research conducted by Ilmawan (2012); Perdani (2010); Beautiful (2010); Hutabarat (2017); Tentama (2015); Rusydiati (2017); and Sumantri (2012); Renata et al (2018); Wandasari et al (2019); Fitria et al (2017).

## 2. Research Method

The place for this research is the Public Primary School (SDN) located in the Pulau Rimau region including SDN 3, SDN 4, SDN 7, and SDN 9 and SDN 11 Pulau Rimau. Schedule or time for conducting research is planned to begin in June - August 2019. The research method uses qualitative quantitative research or mixed methods so that researchers more easily determine the formulation of the problem and preparing the report. The use of quantitative methods in this study includes collecting data derived from research questionnaires. Data obtained from the research questionnaire in the form of numbers which are then tabulated and processed so as to give a picture of the condition or perception of teachers regarding job satisfaction they feel. The qualitative method in this study is a continuation of the results of tabulating existing data, so there is a clear picture and interpreting these results. The interpretation of these results is believed to be part of the implementation of qualitative methods in this study.

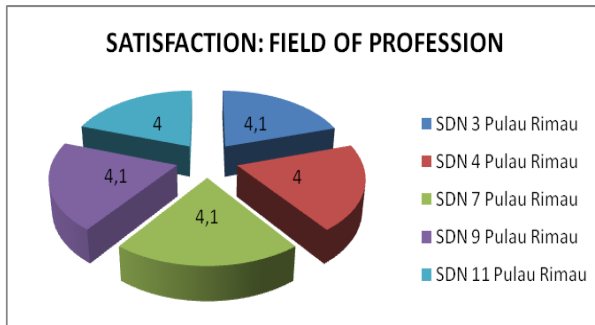
The samples used in this study were 47 teachers who taught at SDN 3 Pulau Rimau, SDN 4 Pulau Rimau, SDN 7 Pulau Rimau, SDN 9 Pulau Rimau and SDN 11 Pulau Rimau. Data collection used in this study were observation, interviews, questionnaires, and

documentation. The data analysis was performed using the Miles and Huberman model as cited through Abidin (2015) where the process starts from data reduction, data display, and conclusion drawing or verification. For data validity, a credibility test is performed; Transferability; Defendability and Confirmability.

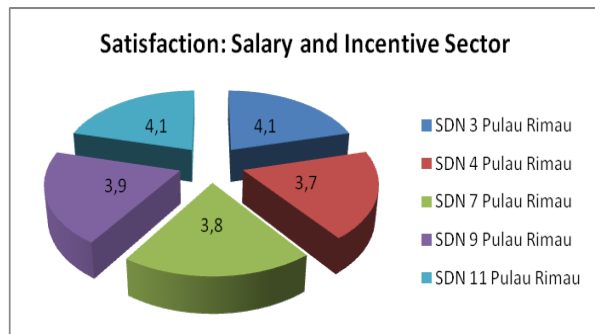
**3. Results and Discussion**

The research data obtained from primary and secondary data collection techniques are then described as follows. The data presented in the pictures below are data that have been processed beforehand as per the established research procedures.

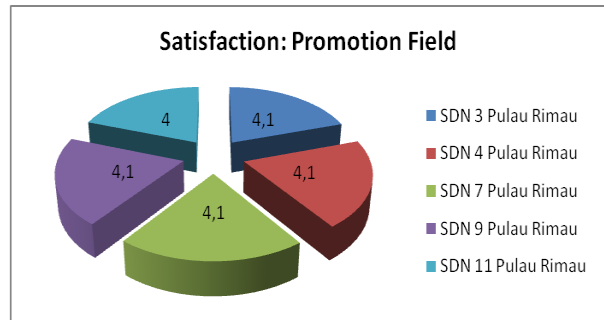
For each research indicator, it is described and described as follows.



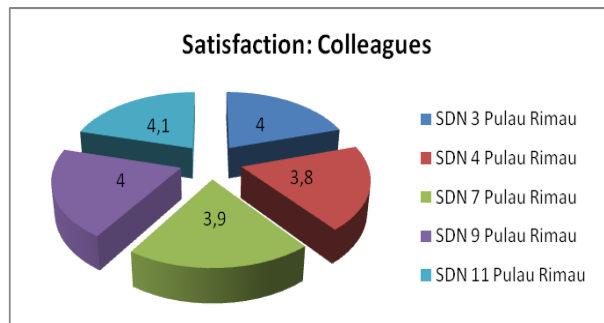
**Figure 1. Average Job Satisfaction Score in the Professional Field**



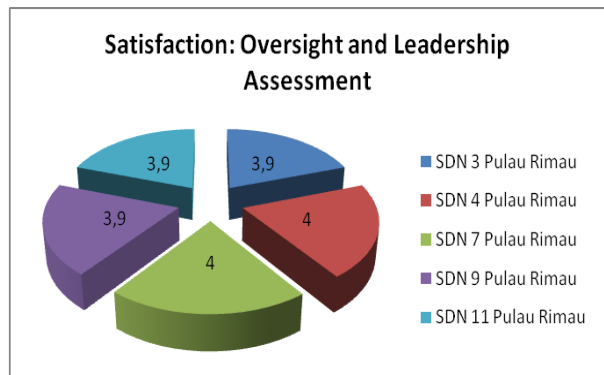
**Figure 2. Average Salary and Incentive Job Satisfaction scores**



**Figure 3. Average Job Satisfaction score in the Promotion Field**



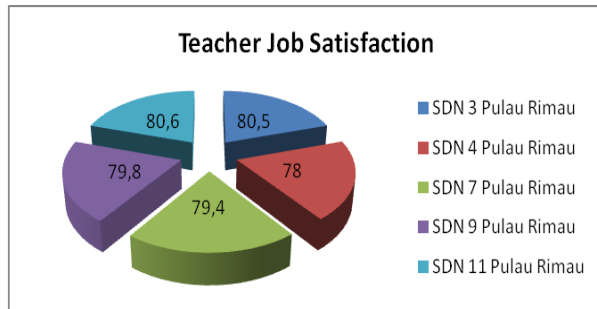
**Figure 4. Average Job Satisfaction Score for Colleagues**



**Figure 5. Average Work Satisfaction Supervisory and Leadership Assessment scores**

From these indicators then a general analysis of job satisfaction is based on the teacher perceptions that were sampled in this study. The results can be seen in the following image.





**Figure 6. Average Teachers' job Satisfaction scores**

Based on the picture above which states that the average overall job satisfaction, namely at SDN 4 Rimau, teachers are perceived to have the lowest job satisfaction among other schools. And for the highest in SDN 11 Pulau Rimau amounted to 80.6. The assessment of the data contained in the picture above was obtained through a questionnaire distributed to research respondents who then the data was processed by researchers.

The research carried out is a qualitative quantitative descriptive study. Therefore, in this study no testing was carried out to prove or test a certain hypothesis. This descriptive qualitative research is a study that generally describes the level of job satisfaction of teachers who teach in public primary schools in the Banyuasin District, particularly in the Pulau Rimau region. As has been described in the results obtained in this study, that to see the level of job satisfaction of teachers used five main indicators namely satisfaction in the professional field, satisfaction in the field of salary and incentives, satisfaction in the field of promotion, satisfaction in the field of colleagues and satisfaction in the field of supervision or leadership evaluation. Each indicator is measured by the level of satisfaction based on the average value in each indicator.

In general, teachers who teach in public primary schools in the Pulau Rimau region have expressed good job satisfaction. This is known from the analysis of the questionnaire that was processed by researchers and

confirmed through simple interviews conducted by researchers to teachers. The interview was conducted randomly and openly, meant that the interview was open, ie the researcher did not prepare answers to the things asked to the resource person or research sample, but the resource person had the freedom to express his opinion in accordance with the questions asked.

The interview technique was used by the researcher as the research method was arranged, that the interview was carried out as part of the confirmation of the answer. Interviews are also used by researchers to explore more in-depth information about what factors can actually influence teachers so they have good job satisfaction. As a technique used to reinforce research results obtained through questionnaires, open interviews keep in mind the indicators used to measure Teachers' job satisfaction.

Each indicator measured shows varying levels of satisfaction, but the smallest value of the measured indicator is in the area of salary and incentives. After being confirmed through an open interview, it is clear that in this area it is a sensitive area to be questioned. A teacher who teaches at a state primary school located on Pulau Rimau stated that the incentives received in general were sufficient, but the income was felt to be not worth the sacrifice that must be done every day.

This was revealed by several teachers, that to get to the location of teaching sometimes the teacher must be covered with mud because the access road to the school still uses a road that has not been paved. When the rainy season arrives, the scenery every day the clothes used by the teacher look dirtier than usual because of the mud splashing on the way to school. For this reason, some teachers demand more incentives because according to their perception the Pulau Rimau has a different character from other locations. This is a natural thing according to the findings of researchers, because what was said by some

of the teachers was indeed reasonable and not making it up.

The results of this study reinforce the research that was conducted by Indah in 2010. In a study conducted by Indah, it was stated that the level of job satisfaction of teachers who teach at school is included in the high job satisfaction category, even though certain factors or indicators are also not so good compared to other indicators. The lowest indicator of satisfaction is on incentives and salaries, something similar is found in the research conducted. So, it can be understood that although there are differences in objects in the study, the perception of satisfaction in the fields of incentives and salaries has in common, namely the teacher has the perception that there is still need for improvement for these indicators.

From the results of this research, it is important to understand that resource limitations are one factor that cannot be ignored. This study has limitations in taking research samples, so the results obtained have not been able to describe the situation for a wider population, but for the Pulau Rimau region can be an indicator for policy makers to consider the results of this study.

#### 4. Conclusion

Based on the description of the results of the study as well as the discussions that have been carried out in the previous chapter, then there are some important things to conclude in this study. As for the things that are as follows: 1) The professional field in terms of job satisfaction is included in the high satisfaction category; 2) The salary and incentive fields are flatly included in the high enough category, and are the lowest level of satisfaction; 3) The promotion field is included in the high satisfaction category; 4) The field of coworkers is included in the high satisfaction category; 5) The supervisory and leadership evaluation sector is included in the quite high category; 6) In general, from each of these fields or indicators, the level of

satisfaction is included in the category of being quite satisfied or having a high enough job satisfaction. Implications or direct impacts of the implementation of this research on the object under study and related parties (stakeholders) are as follows: 1) Teachers become more disciplined in carrying out their duties, and carry out tasks in a professional manner so as to produce satisfaction with the work done; 2) Stakeholders can optimize indicators that are still considered weak so that the implementation of the tasks and responsibilities of a teacher can be further improved. Judging from the conclusions and implications in this study, then there are some things that according to researchers it is important to give advice or input. The suggestions intended are as follows: 1) Teachers should carry out their duties professionally, so that job satisfaction will be obtained; 2) Stakeholders should optimize indicators of satisfaction that are already high and minimize the possibility of conflicts of interest in the organization of learning; 3) Researchers and academics should use this research as a reference for carrying out further research.

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