

The Influence of Organizational Culture and Compensation on Teacher Job Satisfaction

(Case study at SD and SMP Pembangunan Jaya, Bintaro)

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ABSTRACT

This study aims to examine the influence of organizational culture, compensation, on job satisfaction of teachers in SD, SMP Pembangunan Jaya. The method used in this research is to use multiple linear regression with a quantitative approach to determine how much influence the variables of organizational culture, compensation, on job satisfaction of elementary school teachers, SMP Pembangunan Jaya.

The population and sample in this study were quota (saturated) as many as 65 elementary school teachers (45), junior high school (20) Pembangunan Jaya. This research was obtained by distributing questionnaires. The instrument used in the research data collection was a questionnaire of 30 items for variable X_1 (organizational culture), 30 items for variable X_2 (compensation) and 20 items for variable Y (teacher job satisfaction).

The results of this study indicate that the F count is 46.959 with a significance value of $0.000 < \alpha 0.05$, which means that H_0 is rejected and H_1 is accepted. This shows that there is a joint influence between the independent variables of organizational culture, compensation on teacher job satisfaction. When viewed from the results of the t test value, the organizational culture variable has a coefficient (β) of 0.709 with a sig value of 0.000. The significant value is smaller than $\alpha = 0.05$ or $0.000 < 0.05$, then the coefficient (β) value is positive, the compensation variable has a coefficient (β) of 0.736 with a sig value of 0.000. The significant value is smaller than $\alpha = 0.05$ or $0.000 < 0.05$, the coefficient (β) value is positive. The calculation of the coefficient of determination obtained a figure of 59.9% and the remaining 40.1% was influenced by other factors that were not included. Thus there is a positive influence between organizational culture and co, pensasu on teacher job satisfaction in SD, SMP Pembangunan Jaya. Organizational culture and compensation contribute to producing good teacher job satisfaction at SD, SMP Pembangunan Jaya.

Keywords: *organizational culture, compensation, teacher job satisfaction*

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Introduction

In the current era of globalization, it is not easy to be an example, the existence and socio-economic situation greatly influences character building. Teachers are also ordinary humans who cannot separate themselves from the interactions of their surrounding environment, live in the midst of various moral decadences, socio-cultural, economic conditions and so on. At the same time the

teacher must still have a strong character so that all the circumstances around him do not control his life.

The teacher is placed in a central position in shaping the character of students. Teachers are expected to be living role models to cultivate the spiritual and social intelligence of their students. Teachers who have spiritual intelligence and good social attitudes will become models for their students. Such is the role of the teacher as an educator whose job is to grow and shape the character of his students.

This very important teacher position needs support in various aspects including psychological aspects such as what has been regulated by the Government of the Republic of Indonesia in Government Regulation of the Republic of Indonesia Number 13 of 2015 which is the second amendment to Government Regulation Number 19 of 2005 concerning National Education Standards (SNP).) where one of the standards that gets more attention is the standard of educators and education personnel.

In carrying out their duties, teachers are in educational institutions, namely schools. School is one of the organizations in the field of education. Every school has a different culture, such as the school's vision and mission, teacher rules, student rules, and the habits of organizational members, namely teachers will also be different.

Culture has a full role in organizational achievement. A good culture will have a good influence on the organization, and vice versa, a bad culture will have a bad influence on the organization. Organizational culture is the controller and direction in shaping the attitudes and behavior of members in an organization individually or in a group of people who will not be separated from the organizational culture and in general members of the organization will be influenced by the diversity of existing resources.

The behavior of organizational members towards other members can have a negative impact. Such as the lack of teacher awareness to contribute to activities that require the participation of all teachers. The task of the teacher is not only to teach in the classroom but for the development of the school towards a better direction, teachers with integrity are needed. If all teachers behave like that, the school will have a bad culture.

The school environment greatly affects teacher job satisfaction where a harmonious dynamic school atmosphere will foster positive energy for the teacher so that the teacher will feel comfortable in the school environment. What teachers feel in their work affects how the level of communication between the teacher and the principal or between fellow teachers. Teachers seldom communicate with the principal unless called or have matters related to official duties.

As teacher educators, teachers are also ordinary people who expect rewards for their contribution to educating students. With a busy teaching load, teachers often receive very low compensation. The phenomenon that exists in several schools, especially primary and secondary schools, shows that there is a mismatch between expectations and reality regarding the mental aspects related to the function of teachers in schools, namely low encouragement caused by the dissatisfaction felt by teachers.

Teachers have the right to prosper and receive appropriate rewards. The teacher as a member of the organization in the school has given everything he can to the school. However, the teacher's hopes for compensation were never fulfilled. Teaching experience is not a reference, years of dedication to the school do not provide welfare. In fact, what he has done for years to school has done everything in body and soul.

Compensation is not just a salary. The teacher hopes that the reward for his work is solely for recognition for old age, not for today. For some teachers, getting a bond between the foundation and themselves is sufficient compensation. Because if there is no definite bond the teacher will be terminated at any time. because of their status as an honorary teacher.

As for schools that can provide high compensation for teachers, however, very many demands are given as tasks that must be carried out by teachers as loyalty in educating. In addition to teaching, teachers must be able to handle all areas related to the programs that have been designed by the school. Here cooperation between teachers is needed to run all programs that have been designed. In this case, there was social jealousy between teachers with honorary status, contract teachers and permanent teachers in carrying out all school activities.

Contract teachers and teachers will still make a high contribution because they have received the appropriate compensation so that they will be alert in all activities. However, teachers with honorary status who have not received appropriate compensation will take into account their contribution to activities.

Job satisfaction is what every member of the organization feels about the rewards that match his expectations. Organization members such as teachers will feel job satisfaction if the welfare of teachers is upheld. How can teachers feel satisfied if their welfare is not fulfilled? Teachers will not be enthusiastic in educating if their feelings of welfare are not fulfilled. If the teacher is prosperous, the performance given will be better, so the teacher will feel satisfied at work.

The existence of a status or work bond as a reference such as the status of honorary teachers. So teachers who are honorary teachers will not be satisfied because the compensation received is only in accordance with their status. So the teacher becomes undisciplined, lacks contributions, there are many reasons for not coming to work because the teacher does not get job satisfaction in carrying out his duties, namely teaching and educating.

In contrast to teachers who will feel satisfied if they have received recognition as a contract or permanent teacher. Usually the teacher will make a high contribution to school because they have received compensation in accordance with expectations. Even the teacher feels fully responsible for all activities.

Teachers feel that even though they work for a reward that is in line with expectations, there are not many social activities carried out together, especially in school activities, so all activities that require teacher contributions do not provide satisfaction at work. Job satisfaction will not be obtained if the lack of harmonization between teachers will make teacher contributions not optimal even though they have received appropriate compensation

The teachers stated that the assistance to be given for all activities was in accordance with what was received or in accordance with work status only. In fact, there are still many who do not care about school activities that require more contribution from other teachers. This is because teachers who do not receive inadequate compensation think that the contributions are given appropriately because the compensation they receive is not appropriate. Lack of job satisfaction has a negative impact on teachers who are still honorary teachers.

Seeing the various problems that have been described above, this is what encourages researchers to conduct research on organizational culture and compensation to the effect of job satisfaction on elementary school teachers, SMP Pembangunan Jaya.

According to Robbins (1996) in (Badriyah, 2015: 228) argues that job satisfaction is a general attitude towards a person's job, the difference between the amount of reward a worker receives, and the amount of reward they believe should

be received. This means giving employees the opportunity to use their skills and abilities, and offering a wide variety of assignments, freedoms, and job feedback. When these challenges are well surpassed by employees, job satisfaction will be felt.

Berry (1998: 228) defines job satisfaction as a work attitude that includes individual reactions to work experience and defines it as a cognitive component of work experience. In this case, positive and negative reactions will appear, if you feel satisfied at work it will give a positive reaction, on the other hand, if you don't feel satisfied at work, there will be a negative reaction.

According to (Hasibuan, 2018: 202) argues that job satisfaction is a pleasant emotional attitude and loves his job. This attitude is reflected by work morale, discipline, and work performance. In this case an employee will provide positive behavior at work when job satisfaction has been obtained.

According to (Mangkunegara, 2017: 117) job satisfaction is a feeling that supports or does not support employees who are related to their work or their condition. If you feel satisfied, an employee will support all his work, giving a very high contribution and vice versa.

Wether & Davis (1996) in (Badriyah, 2017: 228) defines job satisfaction as the feelings of employees related to their work, namely feelings of pleasure or displeasure in viewing and carrying out their work. An employee, if he is satisfied with his work, will feel happy in carrying out his work. If they are not satisfied, they will not feel happy at work and as a result, the employee will not work optimally because he feels unhappy.

Hasibuan (2017: 202) argues that job satisfaction in work is job satisfaction that is enjoyed at work by getting praise for work results, placement of treatment, equipment, and a good working environment. In this case, what the employee has done while working, the employee will be more satisfied if his work gets feedback, not only that to get good work results the employee also requires a good work environment.

As stated (Handoko, 2014: 193) that job satisfaction is a pleasant or unpleasant emotional state with which employees view their work. Job satisfaction reflects a person's feelings about his job. If the job is fun, the employee will feel satisfied at work, but on the other hand, if the job is not fun, the employee will not be satisfied at work. This refers to the field of work that employees prefer so that employees will feel happy in their work

Tampubolon (2015: 187) argues that overall job satisfaction is influenced by the extent to which employees feel satisfied with the extrinsic and intrinsic counterparts they receive for the work they do.

According to the Indonesian dictionary (p. 377) a teacher is a person whose job (livelihood, profession) teaches.

So teacher job satisfaction is the attitude of feeling satisfied or dissatisfied with his work, namely in teaching and the contribution given as loyalty to the school organization.

According to Tampubolon (2015: 222) culture is everything that is done, thought, and created by humans in society and includes historical accumulation of objects or actions that are carried out all the time (Perucci & Hamby, 1977). Culture is the work of humans where all the rules, order, norms, morals, and laws that apply in society itself serve as a reference in life.

Fieldman (1966) in Tampubolon (2015: 223) states that culture consists of learning attitudes, beliefs and behavior which are characteristics of a society, individual or a population. Culture is the social glue between communities that functions as an inevitable part of community life. Culture can be viewed from several levels, as stated (Lindsay, 1997) in Tampubolon (2015: 224), which are as follows:

- a. Artifacts and creations (art, technology, or observed behavior).
- b. Values (group norms in the form of social consensus or physical environment).
- c. Assumptions (beliefs, perceptions, feelings that become sources of action in human relations with the environment, human nature, and human activities).

Trewatha and Newport in Winardi (2015: 53), present a definition of an organization, namely:

"An organization can be defined as a social structure, which is designed to coordinate the activities of two or more people, through a division of labor, and a hierarchy of authority, in order to carry out the achievement of certain general goals."

The organization runs if there are members who have the same vision and mission, and work together to achieve the goals that have been designed. The organization will not run if it only relies on individual work separately. Each member of the organization is fully responsible for the achievement of the goals that have been designed.

According to Winardi (2015: 56), we can think of an organization as a unit consisting of a number of interrelated components, where consideration and coordination are keys for efforts to maximize performance and optimize overall efficiency. In the running of an organization, the participation of each member of the organization to achieve goals requires cooperation and collaboration between elements and organizational rules that have been designed.

According to (Harrison, 1972) in (Sedarmayanti, 2016: 100) argues that there are 4 organizational ideologies, namely as follows:

- a. Strength-oriented: competitive, responsive to personality rather than skills.
- b. People-oriented: related to consensus, abandoned management control).
- c. Task-oriented: focus on dynamic competencies.
- d. Role-oriented: focuses on legality, legitimacy, and bureaucratic organizational ideology

Sedarmayanti (2016: 99) argues that organizational culture is a subjective aspect of what happens in the organization. It refers to abstractions, such as values and norms that cover all or part of a business. This may not be defined, discussed or even addressed, but culture can have an important influence on people's behavior. Organizational culture is the behavior of every member in the organization. The importance of communication of each member in achieving an organizational goal is expected as a culture that can make organizational work effective.

The next concept of organizational culture that is studied includes the opinion of Randolph & Blackburn (1989) in Tampubolon (2015: 225), which states that corporate culture is a set of key values, beliefs, and established understandings. by and for members of the organization.

According to Robbins, (1991) in Tampubolon (2015: 226) argues that organizational culture is a social glue for organizational members together, through clear standardized values and norms of what members can and cannot do and say.

According to Usman (2016: 213) organizational culture describes how people in the organization think (copyright), feel (feel) and act (initiative). This means that the organizational culture includes its members to perform tasks in the organization and the role of each member for the progress of the organization.

Thus organizational culture is the attitude and behavior of teachers, where teachers are able to innovate in learning activities, respect for fellow teachers, and the attitudes of each teacher's contribution to school activities.

According to Andrew F. Sikula (1981: 283) in Mangkunegara (2017: 83), the compensation is as follows:

... A compentation is anything that constitutes or is considered as an equivalent or recompense. In the employment world, financial rewards are the compensation

resources provided to employees for the return of their service ... (compensation is anything that is constituted or considered as remuneration or its equivalent. employees in appreciation of their service).

Hasibuan (2018: 118) argues that compensation is all income in the form of money, direct or indirect goods received by employees as compensation for services provided to the company. This means that an organization member or employee is entitled to receive compensation for the services provided to the organization or company.

According to William B Werther and Keith Davis in Hasibuan (2018: 119): compensation is what employed receive in exchange of their work. Whether hourly wages or periodic salaries, the personnel department usually designs and administers employee compensation. Compensation is what a worker receives in return for a given job. Either in the form of hourly wages or periodic salaries are designed and managed by the personnel department.

According to Edwin B. Flippo in Hasibuan (2018: 119) states that: Wages is defined as the adequate and equitable remuneration of personnel for their contribution to organizational objectives. (Wages are defined as fair and reasonable remuneration given to workers for their services in achieving organizational goals). Compensation is a reward given to an organization member or employee for services rendered. The rewards are in the form of wages or salaries or others such as old age benefits, education allowances, and others.

Based on the description above, the problem above can be formulated, there are several questions that have been clearly formulated, structured and do not have multiple meanings as below:

1. Can organizational culture affect teacher job satisfaction at SD, SMP Pembangunan Jaya?
2. Can compensation affect the job satisfaction of teachers in SD, SMP Pembangunan Jaya?
3. Do organizational culture and compensation jointly affect teacher job satisfaction at SD, SMP Pembangunan Jaya?

Research methodology

The sampling technique used in this study is the Nonprobability Sampling technique, namely by using saturated sampling. Nonprobability Sampling or saturated sampling is a sample that represents the total population. Sampling saturation is a sampling technique when all members of the population are used as the sample. This technique can be used if you want to make generalizations with very small errors (Sugiyono, 2011: 85) Another term saturated sample.

The following is the number of teachers teaching at SD, SMP Pembangunan Jaya. The number of teachers in the sample was 65 people (elementary school teachers = 45, junior high school teachers = 20).

Results and Discussion

Calculation of the Substructure path coefficient of 1 (one). The results of Substructure 1 (one) calculation can be seen in Table 1.1. under:

Table 1.1. Path Coefficien Substructur 1 (one)

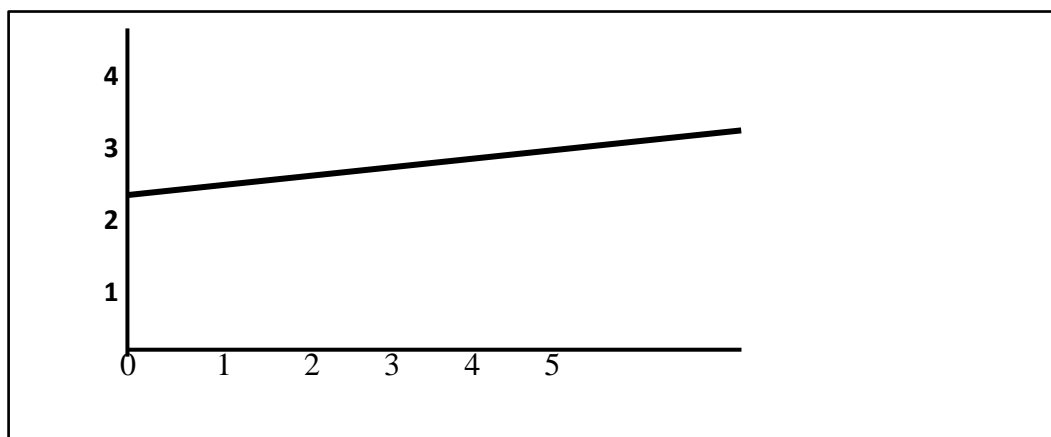
Coefficients ^a				
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

		B	Std. Error	Beta		
1	(Constant)	2,356	9,510		0,248	0,805
	Organization Culture (X1)	0,587	0,074	0,709	7,990	0,000

a. Dependent Variable: Teacher Job Satisfaction (Y)

The regression equation obtained between X_1 (organizational culture) and Y (Teacher job satisfaction) is $Y = 2.356 + 0.587 X_1$. From the calculation results obtained a regression coefficient of 2.356, which means that each increase of one score for the X_1 variable will increase the score for the Y variable by 0.587 at a constant of 2.356. This change is an increase because β is positive. So the shape of the influence of the X_1 and Y variables based on the regression model is significant (0.000) and positive. For more details, it can be seen from the following graph:

Figure 1.1. Regression $Y = 2.356 + 0.567 X_1$.



Substructure 2 (two) path coefficient calculation. The results of Substructure 2 (two) calculations can be seen in Table 1.2 below:

Table 1.2. Path Coefficien Substructur 2 (two)

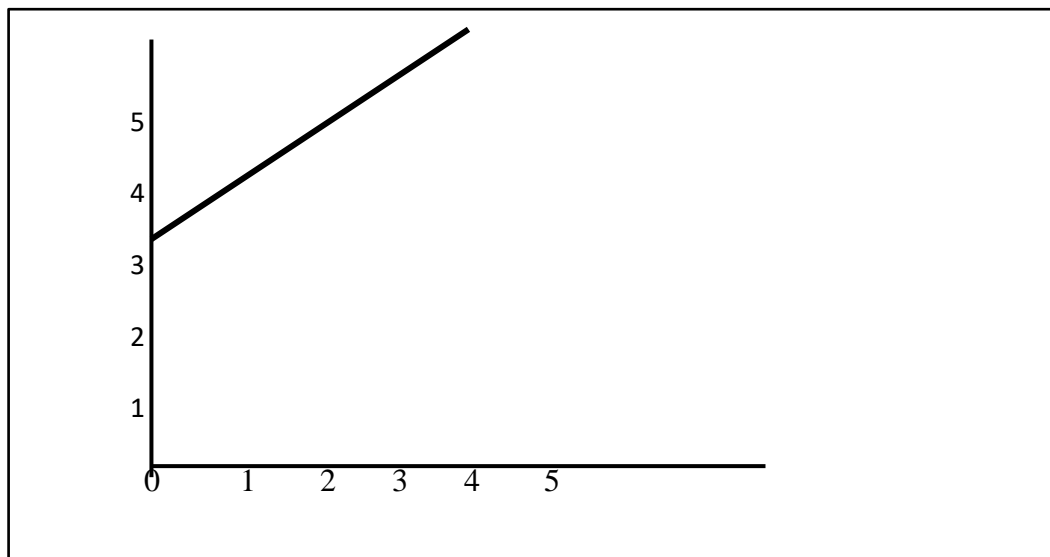
Coefficients ^a						
Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	3,591	8,654		0,415	0,680
	Compensation (X ₂)	0,598	0,069	0,736	8,641	0,000

a. Dependent Variable: Teacher job Satisfaction (y)

The regression equation between (X_2) Compensation and Y (Teacher job satisfaction) is $Y = 3.519 + 0.598X_2$. From the calculation results obtained a regression coefficient of 1 and a constant of 3.519, which means that each increase of one score for the X_2 variable will increase the score for the Y variable by 1 at a

constant of 3,319. This change is an increase because β is positive. So the shape of the influence of the variables X_2 and Y based on the significant regression model (0.000) is positive. For more details, it can be seen from the following graph:

Figure 1.2. Regression $Y = 3.519 + 0.589X_2$.



Substructure 3 (three) path coefficient calculation. The results of Substructure 3 (three) calculations can be seen in Table 1.3 below:

Table 1.3. Path Coefficient Substruktur 3 (three)

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.776 ^a	0,602	0,590	5,646	1,720
a. Predictors: (Constant), Organisation Culture (X_1), Compensation (X_2)					
b. Dependent Variable: Teacher Job Satisfaction (Y)					

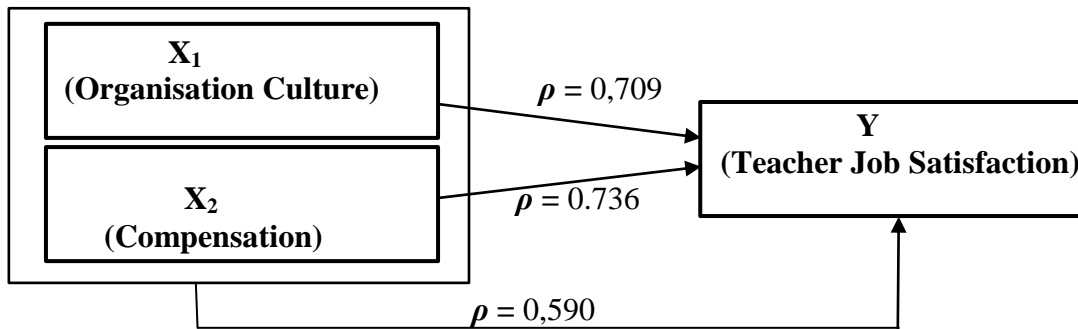
Table 1.4. Path Significant Substructure 3 (three)

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2993,370	2	1496,685	46,959	.000 ^b
	Residual	1976,076	62	31,872		
	Total	4969,446	64			
a. Dependent Variable: Teacher Job Satisfaction (Y)						
b. Predictors: (Constant), Organisation Culture (X_1), Compensation (X_2)						

Based on the table above, it can be concluded that X_1 (organizational culture) and X_2 (compensation) together with Y (Teacher job satisfaction) produce a regression coefficient that is significant (0.000) and positive.

Finally, the Theoretic model is described below.

Figure 1.3: Theoretical Model



Thus the influence between X1 (organizational culture) and X2 (compensation). simultaneously towards Y (Teacher job satisfaction) is significant and positive, where the value of F = 46,959 and a significance level of 0, 000 <0.05.

Conclusion

From the calculation results obtained, the following conclusions can be drawn:

1. There is a positive and significant influence between the variable X₁ (organizational culture) for Y (teacher job satisfaction).

$$H_0: \beta_{y1} \leq 0$$

$$H_1: \beta_{y1} > 0$$

This is indicated by the t value of 7.990 then the correlation coefficient (r_{y1}) is 0.709, which means that the correlation is positive and strong enough, the coefficient of determination (r²_{y1}) is 70.9% and the regression equation Y = 2.356 + 0.567 X₁.

2. There is a positive and significant relationship between X₂ (compensation) for Y (teacher job satisfaction)

$$H_0: \beta_{y2} \leq 0$$

$$H_1: \beta_{y2} > 0$$

This is indicated by the t value of 8.641 then the correlation coefficient (r_{y1}) is 0.736 which means the correlation is positive and strong enough, the coefficient of determination (r²_{y1}) is 73.6% and the regression equation Y = 3.519 + 0.589X₂.

3. There is a less positive and significant relationship between X₁ (organizational culture) and X₂ (compensation) together with Y (Teacher job satisfaction)

$$H_0: \beta_{y3} \leq 0$$

$$H_1: \beta_{y3} > 0$$

This is indicated by the Fcount value of 46,959. Then the multiple correlation coefficient (r_{y12}) is obtained of 0.590. which means the correlation is positive, while the coefficient of determination (r²_{y12}) is 59% and very significant because the level of significance is 0.000 <0.05.

Implications

1. Empirical evidence shows that teacher job satisfaction is strongly influenced by
2. organizational culture. This shows that the teacher understands the professionalism that affects teacher job satisfaction.

2. Empirical evidence shows that teacher job satisfaction is greatly influenced by compensation. This shows that teachers are too professional so that compensation is commonplace and very influential.
3. Empirical evidence shows that organizational culture, compensation jointly affects teacher job satisfaction. This shows that teachers are professional so that teacher job satisfaction is commonplace so other factors that affect teacher job satisfaction that have not been studied need to be developed. more so to research.

Suggestion

After concluding and making implications based on research and supported by existing theories, the researcher tries to provide input and suggestions as follows:

1. For schools to create a work climate that is conducive to being able to provide democratic learning to both teachers and students with existing facilities but still controlled so that creations develop and create inventions and inventions to respond to the demands of the ever changing times in all aspects so that the teacher can direct all existing abilities and is comfortable with other teachers so that it does not cause adverse competition and results in students.
2. For teachers, they can continue to develop the existing potential, both learning creativity and holistic abilities so that students and students can develop parents feel satisfied with academic services and school management and make student psychology better and more focused.
3. For researchers, knowing the influence between organizational culture and compensation on teacher job satisfaction is deeper, can add samples or research schools and in the future can find out other variables or factors that can affect teacher job satisfaction in the future through the results of further research so that schools can get good output and create quality graduates up to world class levels.

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