



THE EFFECT OF WORK ENVIRONMENT AND WORK FACILITIES ON THE JOB SATISFACTION OF EDUCATORS AT SMK MITRA INDUSTRI MM2100

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ARTICLE INFO

Date received : 02 September 2022
Revision date : 15 September 2022
Date Approved : 26 September 2022

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

ABSTRACT

To prepare human resources that suitable with industrial needs, The Ministry of Education and Culture collaborate with the Ministry of Industry and industrial factory create a synergy between the industrial world and vocational education. SMK Mitra Industri MM 2100 is one of Middle High Vocational School whose manage by industrial experts and companies in MM 2100 industrial estate that have a curriculum that "match" with industrial needs. This paper will analyze the influence of environment and work facilities as input factors against job satisfaction of teachers as the designer of the curriculum that has important role in supporting the success of this vocational school. The results of the research can thus be used as evaluation material for schools and also useful for other vocational schools reference. The research was conducted using quantitative methods with data collection using questionnaires distributed to 61 respondents of educators in SMK which were then processed using Microsoft Excel and SPSS. The results showed that there was a positive influence between the work environment (X1) and job satisfaction (Y) with an influence strength of 0.662, and there was a positive influence between work facilities (X2) and job satisfaction (Y) with an influence strength of 0.592. Furthermore, there is a relationship between the work environment (X2) and job satisfaction (Y) if work facilities (X2) are included as a control variable but the effect is weakened to 0.601. So this study suggests re-evaluating the work facilities provided whether it is necessary to make adjustments or increase the provision of work

facilities based on current developments so that their influence is stronger in creating a positive work environment for educators. In addition, Vocational High Schools need to continue to innovate and improve to be ready to face the VUCA era in which we are required to be more agile.

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INTRODUCTION

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

The participation of the world of education in efforts to improve hr competencies is very important. This is in line with what is contained in Law Number 20 of 2003 which contains the National Education System, in article 3, one of the functions of national education is to develop the potential of students in terms of faith and proficiency in God, morals, science, health, creativity, independence so that they can become residents of the nation who are democratized and have responsibility. This is in accordance with the content of the preamble of the 45th Constitution regarding the ideal of educating the life of the nation. (Kemdikbud, 2003)

The output of the series of educational processes produces the competence of graduates who meet the standards. And, to support the achievement of this, it is necessary to ensure that the process runs well and the inputs provided are also good (Kemendikbud, 2003). For this reason, in an effort to improve HR competence, the government redesigned the educational curriculum to suit what is needed in the industrial era 4.0.

The Ministry of Education and Culture collaborates with the Ministry of Industry together with industry to synergize between the industrial world and vocational education. Through this activity, it is hoped that the development of vocational schools that are suitable (*link and match*) with the needs of the industrial world can be realized. Through this collaboration, the curriculum is adjusted to be "*demand driven*", which is how the existing curriculum is in accordance with the workforce needed in the industrial world so that the number of graduates who can be accepted is increasing and becoming a quality workforce.

To achieve this goal, educational organizations need to maintain their quality in accordance with applicable standards. The standard used in ensuring the quality of education in Indonesia is the National Education Standard (SNP). This standard is a minimum requirement that has been set by the government to be met by educational organizations. The National Education Standard (SNP) contains 8 standards that are described in several indicators and sub-indicators. Its eight synergize with each other as *inputs*, processes are carried out and *outputs* are generated (Director General , Pend Basic Intermediate, 2017).

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

According to Vienna Sanjaya who is quoted in , as the (Pasinringi, 2016) *developer* of the curriculum educators carry out the preparation of the curriculum in line with what is the character, vision and mission of the school by adjusting the learning needs of students then determining the content of learning and how to evaluate learning outcomes. As a *researcher*, the role of an educator is to analyze the learning process that has been carried out as a reference to make *improvements* in improving educator performance. Educators as *implementers* play a role in the application or application of existing curricula. As *adapters educators* play a role and align the curriculum according to the needs of students and the characteristics of the regions that can vary.

In order to carry out this role, it is very important for an educator to improve his performance. Based on research conducted by educator performance is strongly influenced by (Kumala, Burhanuddin, & Bafadal, 2018, p. 400) *job satisfaction*, educator performance will be even higher if *the job satisfaction* is high. From similar studies conducted by job (Tentama, 2015, p. 5) *satisfaction* with performance in educators, it was found that the relationship was positive and significant. The performance of educators will be high if they have *job satisfaction*. Vice versa, the lower the *job satisfaction*, the lower the performance. According to Robins, someone will have positive feelings about their job if the job (Robbins & Judge, 2013, p. 89) *satisfaction* level is high, on the other hand, someone will have negative feelings about their job if the *job satisfaction* level is low. As part of a school organization, schools as a place for educators to work can affect the *job satisfaction of* educators.

Schools as an open organization are a system that interacts with the environment. According to the open system is a system that has relationships and is influenced by its

external environment. A good control system must be owned by this system because it accepts inputs and produces outputs for the outside environment or other subsystems. This needs to be watched out for because as an open system if the organization does not succeed in obtaining the (Tampubolon, 2020, p. 29) necessary *inputs* and the outputs are not absorbed or not accepted by other systems, it can result in the organization over time losing its existence.

The environment itself can be in the form of *an internal environment (internal environment)* and an external environment (*external environment*). *The internal environment* exists from within the organization and affects the organization directly. *The external environment* exists outside the organization and can be a threat as well as an opportunity for the organization (Susanthi, 2017). The school as an educational organization must always develop strategies according to the demands and needs of the environment in order to survive and compete with other educational organizations (Kurniady & Anggorowati, 2018).

The work environment and facilities provided by each school are different and can have a different influence on the school organization. In an effort to synergize the industrial world with the business world, the government through the Ministry of Education and Culture in collaboration with the Ministry of Industry seeks to advance vocational education and as one of the efforts to support this, the development of vocational schools in each of them in the industrial estate environment is sought.

It was conveyed in a press release (Ministry of Industry, 2022), as of January 2022, Indonesia already has 135 industrial estates but only a few regions have vocational school facilities in the form of SMK Mitra Industri. One of them is SMK Mitra Industri which is located in the MM 2100 Cibitung industrial estate, Bekasi which has been established since 2011. The Director General of Vocational Education of the Ministry of Education and Culture, Wikan, during his visit to this VOCATIONAL SCHOOL appreciated smk Mitra Industri-MM2100. This vocational school is one of the vocational schools located in the Industrial Estate environment which is considered good with a curriculum that is in accordance with the wishes of the industry. Smk industry partners have proven to have succeeded in producing graduates who are accepted to work, to Japan, to study, and practice work to other countries.

The success achieved by this VOCATIONAL SCHOOL makes this VOCATIONAL SCHOOL have superior quality and is different from other vocational schools. This success certainly cannot be separated from the role of the management of this VOCATIONAL which is supported by more than 300 companies located in the MM2100 Industrial Estate and of course managed by the management of MM2100 and FKKSM who are company practitioners in the Industrial Estate. Because it is managed by practitioners, the management system more or less also follows the management system in the industry

including the work entry schedule of educators and education staff who follow working days and holidays such as industry. SMK that runs a dynamic learning flow based on BMW plus specialization (Work, Continue to study, Entrepreneur plus Japanese Internship and German Internship) has Networking with industry in the MM2100 Industrial Estate and collaborates with schools, campuses, and companies in Japan.

The education system that is implemented seeks to create a *link and match* with industry needs and is competency-based that focuses on a positive attitude based on 5 main values that shape the character of its students in accordance with the needs of the industrial world and the business world, namely honesty, responsibility, discipline, cooperation, and care and cultivating the 6 S (Smile, Greeting, Greeting, Polite, Polite, and Spirit). In establishing relationships with educators and parents, smk which is SMK runs the golden triangle of communication, parents, schools, and students intensely to achieve success together.

How this vocational school can achieve its success is an interesting thing to study. The success of SMK, which has several regulations and values in the industrial world, especially how to manage the factors that input schools to achieve the success that has been achieved, is expected to be a reference for other schools in the development of their schools. In addition, from the results of the studies carried out, evaluation materials can also be obtained for SMK Mitra Industri to be more prepared to face challenges and problems that may occur but are not realized. As stated in that the organization needs to anticipate and adapt to changes that occur and continue to develop rapidly which causes things to happen beyond previous expectations. By adjusting, the organization will still be able to nurture its employees in accordance with the development of the times. Organizations must be ready to change to continue to exist in the face of the challenges of the times (Tampubolon, 2020, p. 1).

By seeing the success of the management of this VOCATIONAL school along with all educators and educators and as material for evaluation or anticipation for schools in facing future challenges, on this occasion a research will be carried out at SMK Mitra Industri MM 2100 with the research title "The Influence of the Work Environment and Work Facilities on *Job Satisfaction* of Educators at SMK Mitra Industri MM 2100".

METHOD

To see the influence of the work environment and work facilities with *the job satisfaction* of educators, this study will use a quantitative descriptive approach method using statistical analysis. Data collection is carried out by distributing questionnaires through google forms to get data in the form of numbers which will then be processed and analyzed. The design of this study provides an initial overview of the influence of variables X1 (work environment) and X2 (work facilities) on variables Y (*job satisfaction*)

and the influence of X1 (work environment) and X2 (work facilities)) against the variable Y (*job satisfaction*). The depiction of the relationship between these variables can be illustrated as follows :

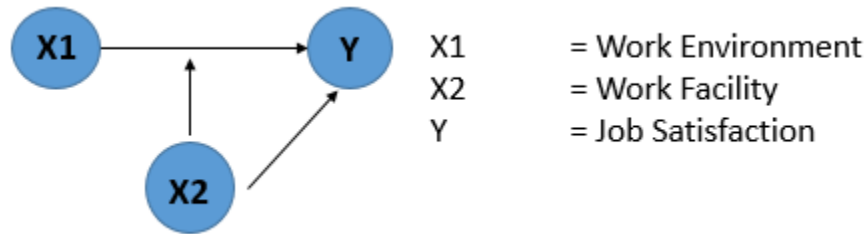


Figure 11. Research Thinking Framework

RESULT AND DISCUSSION

1. The Effect of the Work Environment on The Job Satisfaction of Educators at SMK Mitra Industri MM 2100

Based on the results of a simple regression between X1 and Y, the regression equation $Y = 47.848 + 0.938 X_1$ is generated. From the results of significance and linearity testing, it is concluded that the regression equation is linear and significant. The equation shows that each increase of 1 work environment score (X1) affects the increase in *the educator job satisfaction* variable (Y) by 0.938.

Table 1. Simple Regression Between X1 and Y Educator

Coefficients^a

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

a. Dependent Variable: y

Table 2. Correlation Significance Test Between X1 and Educator Y (Y)

Model Summary

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

a. Predictors: (Constant), x1

The correlation coefficient of the Work Environment (X1) with *Job Satisfaction* (Y) is 0.813 while the strength of influence between the Work Environment (X1) and *Job Satisfaction* (Y) is indicated by the value of Rsquare = 0.662 which indicates that the

strength of influence is 66.2% variation of the variable Y can be explained by the variable X1 with the coefficient significance test listed in the following table:

Table 3. Correlation Significance Test Between X1 and Y

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7279.998	1	7279.998	115.357	.000 ^b
	Residual	3723.412	59	63.109		
	Total	11003.410	60			

a. Dependent Variable: y

b. Predictors: (Constant), x1

Thus it can be concluded that the first hypothesis is significant because its significance level is 0.000 < from the significance test table of 0.05.

2. The Effect of Work Facilities on Educator Job Satisfaction at SMK Mitra Industri MM 2100

Based on the results of a simple regression between X2 and Y, the regression equation $Y = 66.8 + 0.829 X_2$ is generated. From the results of significance and linearity testing, it is concluded that the regression equation is linear and significant. The equation shows that each increase of 1 work facility score (X2) affects the increase in the variable variable job satisfaction (Y) of 0.829.

Table 4. Simple Regression Between X2 and Y

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

a. Dependent Variable: y

Table 5. Correlation Significance Test Between X2 and Y

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

a. Predictors: (Constant), x2

The correlation coefficient of Work Facilities (X2) with *Job Satisfaction* (Y) is 0.769 while the strength of influence between Work Facilities (X2) and *Job Satisfaction* (Y) is indicated by the value of Rsquare = 0.592 which means the strength of influence is 59.2%. The variation of variable Y can be explained by variable X1 with its significance test listed in the following table:

Table 6. Correlation Significance Test Between X2 and Y

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6514.820	1	6514.820	85.634	.000 ^b
	Residual	4488.590	59	76.078		
	Total	11003.410	60			

a. Dependent Variable: y

b. Predictors: (Constant), x2

Thus it can be concluded that the first hypothesis is significant because its significance level is $0.000 <$ from the significance test table of 0.05.

3. Th Effect of the Work Environment after Being Controlled by Work Facilities on The Job Satisfaction of Educators at SMK Mitra Industri MM 2100

Based on the results of the significance test, it can be concluded that the influence of the Work Environment (X1) with *Job Satisfaction* (Y) after being controlled by X2 (Work Facilities) is 0.601 or the strength of influence is only 60.1% so it can be seen that the strength of influence is weakening when compared to without being controlled by X2 (Work Facilities) where the Rsquare value is 0.662 which indicates that the strength of influence is 66.2%. From these results, it can be said that the work facilities provided need to be evaluated and improved so that the power of their influence is even greater.

Table 7. Regression Between X1 and Y after controlling X2

Correlations

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

Based on the correlation analysis carried out, it was also found that the significance level of $0.000 <$ from the significance test table of 0.05 so it can be said that this third hypothesis is significant

CONCLUSION

First: The work environment (X1) positively affects the *Job Satisfaction* of Educators at SMK Mitra Industri MM 2100. Thus H_0^1 which states the work environment does not affect the job satisfaction of educators at SMK Mitra Industri MM 2100 is

rejected, and H_a^1 which states that the work environment affects the job satisfaction of educators at SMK Mitra Industri MM 2100 is accepted.

So it can be concluded that the work environment affects the job satisfaction of educators at SMK Mitra Industri MM 2100 and from the results of the analysis carried out shows a positive influence.

Second: Work facilities (X2) positively affect the *Job Satisfaction* of Educators at SMK Mitra Industri MM 2100 Cibitung Bekasi. Thus, H_0^2 which states that work facilities do not affect the job satisfaction of educators at SMK Mitra Industri MM 2100 is rejected and H_a^2 which states that work facilities affect the job satisfaction of educators at SMK Mitra Industri MM 2100 is accepted.

So it can be concluded that work facilities affect the job satisfaction of educators at SMK Mitra Industri MM 2100 and from the results of the analysis carried out shows a positive influence.

Third: The work environment (X1) positively affects the *Job Satisfaction* of Educators at SMK Mitra Industri MM 2100 Cibitung Bekasi after being controlled by work facilities (X2), but the effect becomes weakened. Thus, H_0^3 which states the work environment after being controlled by work facilities does not affect *the job satisfaction of* educators at SMK Mitra Industri MM 2100 is rejected and H_a^3 which states The work environment after being controlled by work facilities affects *the job satisfaction of* educators at SMK Mitra Industri MM 2100 is accepted, but the effect is weakening. So that the work facilities need to be improved and looked at again whether they are indeed appropriate.

Based on the results of the research hypothesis test conducted, it can be concluded that the success of the SMK Mitra Industri MM 2100 Cibitung school, which is supported by the educators in it, is influenced by the work environment and work facilities that are already available, both of which have a positive effect on the *job satisfaction of* educators at the VOCATIONAL SCHOOL. However, the influence of the work environment after being controlled by work facilities on *the job satisfaction of* educators at SMK Mitra Industri MM 2100 is weakening so that it needs to be reviewed regarding the suitability of work facilities.

SUGGESTION

Overall it can be seen that the work environment, supported by work facilities (X2) at SMK Mitra Industri MM2100, has had a positive impact on educator job satisfaction. Even so, Management still needs to make improvements and be ready to face the VUCA era where we are required to be more agile. For this reason, the school can conduct periodic brainstorming with educators on school opportunities to continue to innovate both related to learning activities and related to the provision of facilities and infrastructure that are in line with the demands of the changing times.

As an effort to better understand and improve the factors that affect educator job satisfaction, in the future a study of other factors that affect educator job satisfaction can also be carried out. This is very important to do considering that currently changes are happening very quickly in this VUCA (volatility, uncertainty, complexity, ambiguity) era so we must be prepared to anticipate these changes and continue to explore ways to maintain and increase the productivity of educators in accordance with developments. era.

Although the work environment and work facilities provided have had a positive impact on educator job satisfaction, it still needs to be re-evaluated regarding the work facilities provided to educators whether they are in accordance with the conditions and demands of the current era because the results of the study show that the influence from the work environment is getting weaker after being controlled by work facilities. The provision of work facilities can be re-evaluated whether they are in accordance with the demands of the times or need to be improved and adapted to the demands of the current era so that their influence will become stronger in creating a positive work environment for educators. Adjustment of work facilities can be done by updating existing facilities or by adding some infrastructure to support industry 4.0, such as for example a digital library that can be accessed by all school members including students and educators. Besides that, improvement of work facilities can also be done by adding work facilities that can support educator activities such as shuttle buses, dormitories, residential facilities.

To maintain and improve their educational competence, schools can also upgrade their educators so that they are ready to face the digital era, starting with building awareness and providing training on digitalization to educators. In addition to training from outside, schools can facilitate knowledge sharing activities among educators and provide opportunities for educators to document their knowledge in the form of articles or books or through other media so that in addition to adding knowledge it can also provide space for educators to actualize themselves. In addition, in order to be more agile so that they are able to face the challenges that occur in the VUCA (volatility, uncertainty, complexity, ambiguity) era, schools can periodically provide educators with time to brainstorm together to think about and innovate in learning activities so that educators can increasingly developing himself. In an effort to develop educators, schools can also facilitate educators who wish to continue their studies which can provide benefits to schools.

In addition to suggestions for SMK Mitra Industri MM2100 Industry, the researcher also wants to provide advice for other SMKs to be able to make the success of SMK Mitra Industri MM2100 in its management or management a reference for other SMKs in school management, especially how to create a positive work environment and how provision of

work facilities to educators that have a positive effect on the job satisfaction of their educators.

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