

Practical Strategies to Increase Teacher And Staff Job Satisfaction at “Yayasan Anak Global Indonesia, Jakarta”

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ABSTRACT

Teacher job satisfaction is one of the factors that must be considered. If teachers feel satisfied with their work, an atmosphere of togetherness will be created; they will have the same responsibility, a good communication climate, and high work enthusiasm to achieve school goals optimally. Likewise, school staff have an essential role in supporting school teaching and learning activities. This study aimed to determine practical strategies for improving teacher and staff job satisfaction at the Yayasan Anak Global Indonesia, Jakarta. The instrument used was a questionnaire distributed to 32 teachers and staff through a saturated sample sampling technique. Using multiple linear regression analysis, all hypotheses were finally tested and proven. It was found that practical strategies to improve job satisfaction are to optimize the work environment, make the organizational culture positive, and improve interpersonal communication between teachers and staff. This study is limited to one school only, so it cannot be generalized to all schools. Further research is expected to expand the research area, not only in 1 school, and differentiate between teachers and staff because they have different roles.

Keywords: Job Satisfaction, Work Environment, Organizational Culture, Interpersonal Communication, Education Management

ABSTRAK

Kepuasan kerja guru merupakan salah satu faktor yang harus diperhatikan. Apabila guru merasa puas dengan pekerjaannya maka akan tercipta suasana kebersamaan, memiliki tanggung jawab yang sama, iklim komunikasi yang baik, dan semangat kerja yang tinggi untuk mencapai tujuan sekolah secara optimal. Begitu pula dengan staf sekolah yang memiliki peran penting dalam mendukung kegiatan belajar mengajar di sekolah. Penelitian ini bertujuan untuk mengetahui strategi praktis peningkatan kepuasan kerja guru dan staf di Yayasan Anak Global Indonesia, Jakarta. Instrumen yang digunakan adalah kuesioner yang disebarakan kepada 32 guru dan staf melalui teknik pengambilan sampel jenuh. Dengan menggunakan analisis regresi linier berganda, semua hipotesis akhirnya diuji dan dibuktikan. Ditemukan bahwa strategi praktis untuk meningkatkan kepuasan kerja adalah dengan mengoptimalkan lingkungan kerja, menjadikan budaya organisasi menjadi positif, dan meningkatkan komunikasi interpersonal antara guru dan staf. Penelitian ini dibatasi hanya pada satu sekolah saja, sehingga tidak dapat digeneralisasikan ke semua sekolah. Penelitian selanjutnya diharapkan dapat memperluas wilayah penelitian, tidak hanya pada 1 sekolah saja, dan membedakan antara guru dan staf karena memiliki peran yang berbeda.

Kata Kunci: Kepuasan Kerja, Lingkungan Kerja, Budaya Organisasi, Komunikasi Interpersonal, Manajemen Pendidikan

Introduction

Teachers are a school's most valuable asset since it would be easier for institutions to meet their academic objectives with them (Murray-Orr & Mitton, 2023). Teachers continue to be crucial to accomplishing the objectives of the curriculum, regardless of how well the curriculum is implemented in the classroom (Gulo, 2024). Comparably, school staff play a challenging part in school development, teaching, and learning (Fashiku et al., 2023). One of the aspects that needs to be considered is the extent of job satisfaction among teachers and school personnel (Sadikin et al., 2023). In order to fulfill school goals as effectively as possible, a climate of unity, shared responsibility, excellent communication, and high work excitement will be developed if teachers and other staff members are happy in their jobs (Toropova et al., 2021). On the other hand, an environment of rigidity, boredom, and low team spirit will develop if teachers and staff members are not happy (Masoom, 2021).

Employees' emotional state—good or bad—is known as job satisfaction while evaluating their work (Nurhidayati et al., 2022). This is evident from an employee's positive comments about his work and the overall conditions of the workplace (Zhenjing et al., 2022). An individual who achieves optimal job happiness can enhance performance and positively impact the work itself (Rachman, 2021). Therefore, the foundation in charge of a school must carefully consider how satisfied its staff and teachers are in their jobs.

Yayasan Anak Global Indonesia Jakarta, which oversees Golden Baby School (Playgroup and Kindergarten, and Daycare) and Golden Tree School (Elementary School), is one of the foundations in the field of education that continues to strive to improve the job satisfaction of its teachers and staff. So, determining the variables that most affect instructors' and their staff's job happiness thus becomes homework.

Previous research has demonstrated that a comfortable work environment can enhance job satisfaction (i.e. Juwita & Marsidin's, 2023; Ferdian et al., 2023; Desriani et al., 2023; Idris et al., 2022; and Gomez & Tantiado, 2022). Teachers and school workers will experience higher levels of satisfaction when the working environment is more comfortable. Furthermore, numerous more investigations showed that the level of job satisfaction perceived by individual team members is highly contingent upon the state of the organizational culture (i.e. Ulvayanti et al., 2024; Boudouaia et al., 2024; Wua et al., 2022; and Saherbanun et al., 2021). Greater levels of employee satisfaction at work are directly correlated with a more favourable business culture. Conversely, multiple studies have demonstrated that the interpersonal communication skills of individual employees primarily drive job satisfaction (i.e. Oksiani & Purwaningrat, 2023; Afifah & Tuti, 2023; and Ruwaida

et al., 2021). Better interpersonal communication directly correlates with increased job satisfaction.

The objective of this study is to assess the impact of the work environment, organizational culture, and interpersonal communication on the job satisfaction of teachers and staff at Yayasan Anak Global Indonesia Jakarta.

Hypotheses Development

Work Environment and Job Satisfaction

The management-based state vocational school where Juwita & Marsidin's (2023) research was conducted demonstrated the beneficial impact of the work environment on teacher job satisfaction. Irma & Yusuf (2020) earlier research pointed out the substantial impact of the workplace on workers' job satisfaction. Job satisfaction is positively and significantly impacted by the workplace, as evidenced by the findings of Ferdian et al. (2023) with research subjects of Teachers and Administrative Staff of SMA Negeri 2 Playen Gunungkidul. Desriani et al. (2023) carried out a similar study that further established the highly significant impact that a favorable work environment has on raising teacher job satisfaction at primary schools in Bunut District, Pelalawan Regency, Riau. Similarly, a study conducted by Idris et al. (2022) regarding Guru Baji Minasa Makassar yielded comparable findings. A study conducted by Gomez & Tantiado (2022) on teachers in West District - 3, Gingoog City, Philippines, revealed a substantial correlation between work environment and job satisfaction. These empirical studies suggest the following hypothesis:

H1: Enhancing the work environment can improve job satisfaction level among the teachers and staff of Yayasan Anak Global Indonesia, Jakarta.

Organizational Culture and Job Satisfaction

The research conducted by Ulvayanti et al. (2024) at Bright Star School in Makassar City elucidates that the organizational culture inside schools significantly impacts teacher job satisfaction. Similarly, the research executed by Saherbanun et al. (2021) found that the job satisfaction of primary school teachers in Rumbai Pesisir District, Pekanbaru City can be enhanced by implementing an appropriate organizational culture. A study conducted by Boudouaia et al. (2024) in Algeria, examining English teachers in public middle schools, found that school culture had a major effect on teacher work satisfaction. At this point, focusing on staff or employees, Wua et al. (2022) discovered that an established company culture can enhance staff satisfaction with their job. When it comes to school organizations, it is crucial to consider the impact of the school's culture on school staff since it directly

affects their job satisfaction. Monitoring job satisfaction is crucial in order to provide assistance to schools in the event that highly qualified workers depart. These empirical studies suggest the following hypothesis:

H2: Enhancing the organizational culture can improve job satisfaction level among the teachers and staff of Yayasan Anak Global Indonesia, Jakarta.

Interpersonal Communication and Job Satisfaction

A study conducted by Chudaifah (2020) on teachers at private vocational schools in East Jakarta showed that interpersonal communication has played an essential part in enhancing satisfaction with work. Oksiani & Purwaningrat (2023) undertook a study on employees of Lembaga Perkreditan Desa (LPD) revealing that interpersonal communication has a substantial impact on job satisfaction. The research undertaken by Ruwaida et al. (2021) has demonstrated a strong connection between interpersonal communication of State High School teachers in Batu City and job satisfaction. The research conducted by Darmawati et al. (2020) in Pidie Jaya, with 154 respondents from 28 Public Elementary Schools, demonstrated that strengthening interpersonal communication is crucial for attaining job satisfaction. Meanwhile, according to a study undertaken by Afifah & Tuti (2023), employees with better interpersonal communication skills tend to experience better levels of job satisfaction. These empirical studies suggest the following hypothesis:

H3: Enhancing the interpersonal communication can improve job satisfaction level among the teachers and staff of Yayasan Anak Global Indonesia, Jakarta.

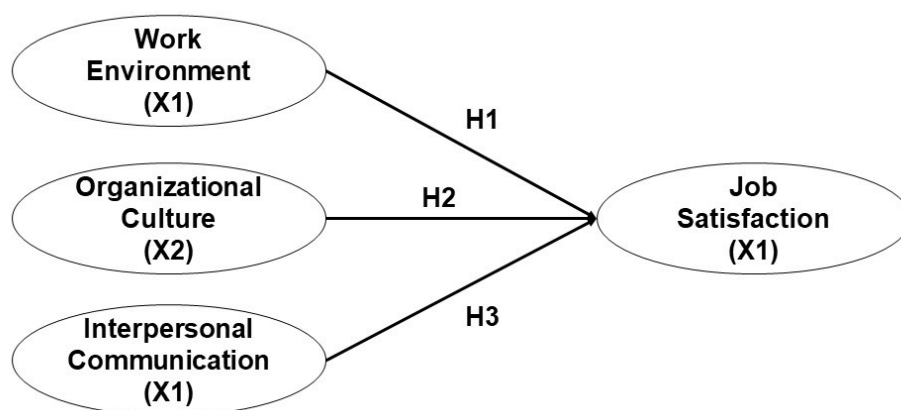


Figure 1. Conceptual Framework

Source: Created by the Authors (2024)

Method

This empirical study explores the correlation between work environment elements, organizational culture, and interpersonal communication in connection to job satisfaction. The data-gathering process involved the administration of an online questionnaire to all teachers and staff members at Yayasan Anak Global Indonesia Jakarta, located on Jalan Cassia Utama, Perumahan Jakarta Garden City, Cakung, East Jakarta, in June 2024.

This study's population comprised 32 individuals who were teachers and staff members of Yayasan Anak Global Indonesia. This group comprised 17 teachers, seven assistant teachers, and eight education personnel. The sampling approach employed was the saturated sample sampling technique, also known as a census. The data analysis employed was multiple linear regression analysis. The measurement indicators for each research variable are displayed in Table 1.

After completing the Research Instrument Test, which included Validity and Reliability Tests, a further Classical Assumption Test was conducted. This test encompassed three components: (1) Normality Test, (2) Multicollinearity Test, and (3) Heteroscedasticity Test. In addition, the gathered data was analyzed using multiple linear regression analysis. This involved creating a multiple linear regression model and conducting a hypothesis test using the t-test. Furthermore, a determination test (R^2) was conducted to ascertain the proportion of the dependent variable that can be accounted for by the independent variables.

Table 1. Variable Measuring Items

Variables	Indicators	Items
Wok Environment (X1) Sunnyoto (2016)	Employee Relations	(X.1.1) Engage in collaborative endeavors to accomplish designated tasks.
	Noise in the workplace	(X.1.2) I can focus effectively on my work due to the absence of any distracting noise.
	Penerangan	(X.1.3) The illumination in the work area is satisfactory. (X.1.4) Appropriate lighting surroundings at the workplace have an advantageous impact on the performance and productivity of teachers and staff.
	Work Regulations	(X.1.5) Have the chance to participate in a training program. (X.1.6) Afforded the chance to further their study to a higher level.
	Air Circulation	(X.1.7) The room's temperature provides an optimal atmosphere for work.
	Security	(X.1.8) The building in which we are employed complies with safety regulations.
Organizational Culture (X.2) Robbins (2013)	Innovation and Risk Taking	(X.2.1) Teachers and staff are fully trusted to do the assignment.
	Attention to the little things	(X.2.2) Teachers as well as staff have to complete their work on time.
	Result orientation	(X.2.3) Always strive for the greatest possible results.
	Orientation to humans	(X.2.4) Teachers and staff are happy with their jobs because they can make the school better, which encourages them to do their best.
	Orientation to the group	(X.2.5) Try to work along with others in order to attain the best results.

Variables	Indicators	Items
	Aggressiveness	(X.2.6) Teachers and other staff members work hard to accomplish their duties.
	Stability	(X.2.7) Feel calm and honest while carrying out work-related tasks. (X.2.8) Positive feelings concerning the working surroundings.
Interpersonal Communication (X.3)	Trust	(X.3.1) Always be honest about what happens when someone encounters a problem. (X.3.2) able to take feedback from other people. (X.3.3) always quick to tell fellow employees the real story.
Ngalimun (2018)	Supportive attitude	(X.3.4) always think that everyone is nice. (X.3.5) easy to give help to others when needed
	Open attitude	(X.3.6) willing to be honest and open with coworkers and leaders. (X.3.7) express opinions in discussion activities (X.3.8) Pay close attention to every thought, idea, or view coworker's share.
Job Satisfaction (Y)	Compatibility between personality and job	(Y.1) duties given based on ability (Y.2) the work received precisely when scheduled
Suparyadi (2015)	Supportive environments to work	(Y.3) The work assists tools are in excellent condition. (Y.4) Cleanliness in the work space is good
	An appropriately earned accolade	(Y.5) The benefits got are the right amount and type. (Y.6) Be compensated with a compensation that is adequate and commensurate with the assigned duties
	Cognitive-intensive tasks	(Y.7) Experience a sense of relief from the assigned duties which coincide with one's capabilities.
	Supportive coworkers	(Y.8) Seek assistance from colleagues

Result and Discussion

A total of thirty-two participants were surveyed. Table 2 provides a breakdown of the respondents' demographics. The largest group consists of female teachers between the ages of 31 and 40. They hold a Bachelor's degree and have over 5 years of work experience.

Table 2. Respondent Demographic

	Category	Frequency	%
Gender	Female	27	84.4%
	Male	5	15.6%
Age	21 – 30 years old	12	37.5%
	31 – 40 years old	14	43.8%
	41 – 50 years old	4	12.5%
	> 50 years old	2	6.2%
Occupation	Teacher	23	71.8%
	Teacher Assistant	3	9.4%
	Administrator	3	9.4%
	Operator	1	3.1%
	Marketer	2	6.3%
Education	Senior High School	3	9.4%
	Diploma	7	21.8%
	Bachelor	19	59.4%
	Master	3	9.4%
Length of work	1 - 3 years	14	43.8%
	> 3 - 5 years	3	9.4%
	> 5 years	15	46.8%

Source: Primary Data Processed by the Authors (2024)

This research instrument is in the form of a 5-point Likert scale questionnaire that is valid ($R\text{-calculated} > R\text{-table}$) and reliable (Cronbach's alpha value > 0.6) in each item measuring the variable as shown in Table 3.

Table 3. Validity and Reliability Test Results

Variables	Items	R-count	Sig. (2-tailed)	Cronbach's Alpha
Work Environment (X.1)	X.1.1	0.373	0.035	0.897
	X.1.2	0.410	0.020	
	X.1.3	0.501	0.004	
	X.1.4	0.464	0.008	
	X.1.5	0.489	0.004	
	X.1.6	0.765	0.000	
	X.1.7	0.636	0.000	
	X.1.8	0.479	0.006	
Organizational Culture (X.2)	X.2.1	0.489	0.004	0.877
	X.2.2	0.516	0.003	
	X.2.3	0.605	0.000	
	X.2.4	0.528	0.002	
	X.2.5	0.632	0.000	
	X.2.6	0.493	0.004	
	X.2.7	0.599	0.000	
	X.2.8	0.569	0.001	
Interpersonal Communication (X.3)	X.3.1	0.597	0.000	0.907
	X.3.2	0.502	0.003	
	X.3.3	0.503	0.003	
	X.3.4	0.526	0.002	
	X.3.5	0.633	0.000	
	X.3.6	0.666	0.000	
	X.3.7	0.406	0.021	
	X.3.8	0.435	0.013	
Job Satisfaction (Y)	Y.1	0.438	0.012	0.851
	Y.2	0.703	0.000	
	Y.3	0.662	0.000	
	Y.4	0.539	0.001	
	Y.5	0.659	0.000	
	Y.6	0.689	0.000	
	Y.7	0.565	0.001	
	Y.8	0.706	0.000	

Source: SPSS-software output (2024)

The research data meets the classical assumptions where the data is normally distributed (Table 4. Sig. of Kolmogorov-Smirnov > 0.05), there is no multicollinearity between the independent variables (Table 4. Tolerance > 0.1 and VIF < 10), and there is no heteroscedasticity in the residual data (Table 4. Sig. of Glejser > 0.05).

Table 4. Classic Assumption Test

Variables	Kolmogorov-Smirnov			Collinearity Statistics		Glejser Test	
	Statistic	df	Sig.	Tolerance	VIF	t	Sig.
Work Environment	0.146	32	0.082	0.480	2.082	.552	.586
Organizational Culture	0.131	32	0.176	0.404	2.477	.178	.860
Interpersonal Communication	0.136	32	0.141	0.516	1.939	-1.765	.088
Job Satisfaction	0.117	32	0.200				

Source: SPSS-software output (2024)

The Adjusted R-Square value is 0.766 (See Table 5). Approximately 76.6% of job satisfaction can be attributed to factors such as the work environment, company culture, and interpersonal communication. The remaining portion, specifically 23.4%, is linked to additional independent variables that were not taken into consideration in this study.

Table 5. Determination and F Test Results

R	R Square	Adjusted R Square	F	Sig.
.888 ^a	.788	.766	34.768	.000 ^b
a. Predictors: (Constant), Komunikasi Interpersonal (X3), Lingkungan Kerja (X1), Budaya Organisasi (X2)				
b. Dependent Variable: Kepuasan Kerja (Y)				

Source: SPSS-software output (2024)

Meanwhile, the F test shows the feasibility of the model (F-count = 34.768 > F-table = 2.95 and Sig.F = 0.000 < α = 0.05).

The following multiple linear regression model can be constructed using the regression coefficient's data (B) from Table 6:

$$Y = -3.877 + 0.379X_1 + 0.445X_2 + 0.293X_3 + e$$

where Y is Job Satisfaction, X1 is Work Environment, X2 is Organizational Culture, X3 is Interpersonal Communication, and e is the error term.

Table 6. Regression Coefficients and Hypothesis Testing

Variables	B	Std. Error	t	Sig.	Inferences
(Constant)	-3,877	3,997	-0,970	0,340	
Work Environment	0,379	0,144	2,626	0,014	Significant Positive
Organizational Culture	0,445	0,152	2,937	0,007	Significant Positive
Interpersonal Communication	0,293	0,129	2,272	0,031	Significant Positive
Dependent Variable: Job Satisfaction					

Teachers and staff are dissatisfied with their employment if they do not have a pleasant workplace, a supportive company culture, and strong interpersonal communication abilities, as shown by the negative regression constant (-3.877 units). Job satisfaction is positively affected by all three independent variables in this study, according to the t-test results.

Based on the regression coefficient value, t-count or Sig.t value, and the three independent variables tested, it can be concluded that a positive organizational culture condition is the most important factor in teacher and staff work satisfaction ($B = 0.445$, $t\text{-count} = 2.937 > t\text{-table} = 2.048$, and $\text{Sig.t} = 0.007 < \alpha = 0.05$).

With a t-count of $2.626 > t\text{-table}$ of 2.048 and a Sig.t of $0.014 < \alpha = 0.05$, the work environment is the second factor that significantly affects the job satisfaction of teachers and staff ($B = 0.379$). Meanwhile, with a t-count of $0.272 > t\text{-table}$ of 2.048 and $\text{Sig.t} = 0.031 < \alpha = 0.05$, interpersonal communication is the third element that significantly affects the job satisfaction of teachers and staff of Yayasan Anak Global Indonesia, Jakarta.

Discussion

How Employee Satisfaction Enhanced by the Work Environment

This study found that Job satisfaction is positively and significantly affected by the work environment. In a profession where the working conditions significantly impact the work itself, every educator hopes for a pleasant workplace. The teacher's capacity to finish the work in an attempt to reach a school goal is an indicator of the job's success or failure, which is influenced by the condition of the work environment owned by Yayasan Anak Global Indonesia

That finding is in line with the research of Juwita & Marsidin's (2023), Ferdian et al. (2023), Desriani et al. (2023), Idris et al. (2022), and Gomez & Tantiado (2022) which said that a pleasant workplace correlates with contented employees.

Work Environment is everything surrounding employees that could have an impact on their ability to complete job duties is the work environment (Loudoun et al., 2024). Not only can a positive and encouraging workplace boost teachers' happiness on the job, but it also helps raise the bar for student learning. To foster an environment that promotes positive student development and optimal teacher performance, schools should pay attention to and manage comfortable work environment factors (Sadikin et al., 2023). These factors include having adequate and clean facilities, such as classrooms, workrooms, and technology (Murray-Orr & Mitton, 2023).

At the Yayasan Anak Global Indonesia, Jakarta, the work environment has a significant impact on the job satisfaction of both teachers and staff. The work environment encourages teachers and staff to complete their tasks, which in turn leads to the achievement of goals and a sense of fulfilling in their work.

How Employee Satisfaction Enhanced by the Organizational Culture

This study findings suggest that corporate culture exerts a direct, positive, and substantial impact on job satisfaction. This result implies that the school's organizational culture impacts the motivation and attitude of teachers and personnel. Organizational culture refers to the collective beliefs and values that emerge inside an organization and guide the actions and conduct of its members.

The findings of this study align with the research conducted by Ulvayanti et al. (2024), Boudouaia et al. (2024), Wua et al. (2022), and Saherbanun et al. (2021) which have previously demonstrated the substantial impact of organizational culture on teacher job satisfaction.

The state of the organizational culture at the Yayasan Anak Global Indonesia, Jakarta validates the thesis. Multiple educators and staff members expressed that their dedication to teaching was fuelled by the positive organizational culture at the school, which fostered a deep affection for their profession and the pupils they served. The behavioural standards at the Global Indonesian Children's Foundation are commendable. Quality education can be achieved through the cultivation of values and beliefs.

How Employee Satisfaction Enhanced by the Interpersonal Communication

The study findings suggest that interpersonal communication exerts a direct, positive, and substantial impact on job satisfaction. Enhanced interpersonal communication will lead to a higher level of job satisfaction. Interpersonal communication in education is a crucial factor that impacts the efficacy of instruction, the dynamics between individuals, and the school's overall atmosphere. Effective communication among instructors, students, staff, and school management fosters a favourable and efficient learning atmosphere.

The outcomes of this study align with the research conducted by Oksiani & Purwaningrat (2023) and Afifah & Tuti (2023) demonstrating a clear and positive correlation between interpersonal communication and job satisfaction. Simultaneously, it confirms the findings of Ruwaida et al.'s (2021) research, which concludes that teacher interpersonal contact does not substantially impact teacher work satisfaction.

Establishing effective interpersonal connections among instructors and staff at Yayasan Anak Global Indonesia is crucial for enhancing job satisfaction and facilitating optimal job performance. School laws do not hinder instructors and staff from engaging in interpersonal communication with one another. Yayasan Anak Global Indonesia encourages teachers and staff to be receptive and open-minded toward receiving recommendations or information from their colleagues.

Conclusion

The research findings indicate that a conducive work environment, a favorable organizational culture, and proficient interpersonal communication abilities can substantially enhance job satisfaction of teacher and staff at Yayasan Anak Global Indonesia, Jakarta. This research is subject to some limitations. Firstly, it exclusively focused on teachers and staff members at Yayasan Anak Global Indonesia, Jakarta, which restricts its generalizability to other contexts. Secondly, it needed to distinguish between teachers and staff members despite their distinct responsibilities and functions. Further research is anticipated to broaden the scope of the study beyond a single foundation and distinguish between teachers and staff to mitigate bias and yield more precise results.

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