



Improving Madrasah Ibtidaiyah Teacher Job Satisfaction Through Madrasah Compensation and Facilities

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ARTICLE INFO

Article history:

Received June 23, 2023

Revised August 07, 2023

Accepted August 09, 2023

Available online August 10, 2023

Kata Kunci:

Kepuasan Kerja, Kompensasi, fasilitas madrasah, guru Madrasah Ibtidaiyah

Keywords:

Job Satisfaction, Compensation, madrasa facilities, Madrasah Ibtidaiyah teachers

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Published by Program Studi Pendidikan Guru Madrasah Ibtidaiyah

ABSTRAK

Penelitian ini memiliki tujuan untuk mencari celah dan menggali informasi tentang permasalahan kepuasan kerja yang dipengaruhi oleh beberapa faktor diantaranya adalah kompensasi dan fasilitas, terdapat dua rumusan masalah yang menjadi pembatas pembahasan agar tidak melebar yaitu menganalisa kepuasan kerja guru (Y) yang dipengaruhi oleh kompensasi (X1) dan fasilitas (X2) secara parsial, Sedangkan pertanyaan kedua adalah menganalisa kepuasan kerja guru (Y) yang dipengaruhi oleh kompensasi (X1) dan fasilitas (X2) secara simultan. Metode penelitian yang digunakan adalah kuantitatif dengan menggunakan metode survey. Data yang digunakan adalah data primer yang di dapatkan secara langsung dari responden yang berjumlah 32 orang dengan menggunakan kuesioner. Kuesioner yang digunakan telah melakukan uji validitas dan uji reliabilitas. Teknik analisis data penelitian menggunakan uji regresi linier berganda dan melakukan uji F dan uji T. Hasil penelitian menunjukkan bahwasanya kompensasi dan fasilitas berpengaruh positif terhadap kepuasan kerja guru di Madrasah Ibtidaiyah Mambaul Khoir talang secara parsial maupun simultan. Bagi stakeholder perlu memperhatikan pemberian kompensasi baik secara finansial maupun non finansial sehingga dapat meningkatkan kepuasan kerja guru.

ABSTRACT

This study has the aim of finding loopholes and digging up information about the problem of job satisfaction which is influenced by several factors including compensation and facilities, there are two problem formulations that limit the discussion so that it does not widen, namely analyzing teacher job satisfaction (Y) which is influenced by compensation (X1) and facilities (X2) partially, while the second question is to analyze teacher job satisfaction (Y) which is affected by compensation (X1) and facilities (X2) simultaneously. The research method used is quantitative using survey methods. The data used is primary data obtained directly from 32 respondents using a questionnaire. The questionnaire used has tested the validity and reliability tests. The research data analysis technique used multiple linear regression tests and carried out F tests and T tests. The results showed that compensation and facilities had a positive effect on teacher job satisfaction at Madrasah Ibtidaiyah Mambaul Khoir Talang partially or simultaneously. Stakeholders need to pay attention to the provision of compensation both financially and non-financially so as to increase teacher job satisfaction.

INTRODUCTION

Teacher job satisfaction is something that is important to improve the quality of life of human resources in a country in the future. This is because the teacher is a character shaper, educating, teaching and changing the behavior of the nation's children today and in the future who have a very fundamental task.. (Novia, 2016) it was revealed that many workers in the world of education are still dissatisfied with the salary they receive. (Sihaloho, 2020) the level of teacher satisfaction is still low, this can be seen from the high number of honorary teachers

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who resign and choose other jobs. (Lumbanrau, 2021) teacher job satisfaction still needs to be improved due to the low salary of honorary teachers, as well as uncertain salaries and bosses every month. Related to this, there have been many regulations regarding compensation and facilities in order to increase teacher job satisfaction, but with these problems it is necessary to formulate an analysis in order to overcome these problems comprehensively.

(Hakim & Muhdi, 2020) in his research revealed that teacher compensation and motivation have an influence on teacher job satisfaction. job satisfaction is a person's perspective in this context is a teacher of the good and bad of the job he is doing (Ardana, Mujiati, & Utama, 2013). (Sahnan & Ritonga, 2018) reveals indicators of teacher job satisfaction are feelings of pleasure, feelings of relief, feelings of satisfaction and not complaining about work challenges. One of the benefits of teacher job satisfaction is minimizing teacher turnover in a school. while compensation is everything that is given to employees (teachers and staff) as a substitute for contributions for services that have been devoted to these employees (Kartiko & Azzukhrufi, 2019). Compensation is given based on fair, proper and reasonable principles (Tsyvinski & Werquin, 2017). Indicators of compensation are salaries, benefits, incentives and awards (Ari Kartiko, Sanusi Anwar, 2021). The benefits of providing compensation include obtaining quality human resources, retaining existing employees, ensuring fairness, rewarding the behavior expected of the organization, controlling costs, complying with legal regulations, acting as a facilitator and increasing administrative efficiency (Orajaka, 2021; Sarkodie Baffoe & Amponsah-Bediako, 2021).

(Monde, Pio, & Rogahang, 2022) revealed that the facilities provided by the organization affect employee job satisfaction. Work facilities are a form of organizational service to employees to support performance to meet employee needs (Pratiwi, Jamaluddin, Niswaty, & Salam, 2019; Taylor, Mulvey, Hyman, & Bain, 2002). School facility (Arifin, 2012; Sahrul, Prasetyo, & Utari, 2022) synonymous with educational facilities and infrastructure. Educational Facilities have six indicators, namely spatial considerations/planning, room planning, equipment/furniture, lighting and color, messages conveyed graphically, and supporting elements (Alana & Putro, 2020). The benefits of providing learning facilities include helping students to focus more on learning, increasing time and space efficiency, supporting students to develop their existing potential, enhancing student learning experiences and creating a comfortable learning environment.

This study aims to find gaps or differences and test the consistency of theories that have not been studied in previous studies. So this study asked two research questions. The first is to analyze teacher job satisfaction (Y) which is affected by compensation (X1) and

facilities (X2) partially, while the second question is to analyze teacher job satisfaction (Y) which is influenced by compensation (X1) and facilities (X2) simultaneously. This question is addressed to respondents who understand and understand the variables in question and understand the conditions of the research object.

Based on the description above, a tentative answer (hypothesis) in this study can be compiled. The first is that compensation and facilities have a positive and significant effect on teacher job satisfaction partially. This is based on research conducted by (Pepra-mensah, Ntimadjei, & Agyei, 2017) compensation which has dimensions of basic salary, incentives and benefits correlated with job satisfaction, but this study did not include rewards as the dimensions or indicators studied. Work facilities have a partial effect on job satisfaction as research conducted by (Harefa, Pane, Fachrudin, & Sitanggang, 2021). Both compensation and facilities have a positive and significant effect on teacher job satisfaction. This temporary answer is based on research conducted by (Prawira, 2020) that compensation and facilities have a significant effect on employee job satisfaction. The difference between this study is the location of the object of this research is the teacher who has different characteristics from previous researchers.

RESEARCH METHOD

The research conducted at the Mambaul Khoir Ibtidaiyah Madrasah which is located in Prigen Pasuruan District was chosen because it is located in a rural area but is able to have B accreditation, which means it has facilities and finances beyond the minimum standard of accreditation determined by the School or Madrasah Accreditation Board, which has the status of Madrasah private. This type of research is quantitative research using a survey method, which means that the researcher directly met the respondents when taking the research data. The type of data in this study is primary, which means that the data obtained directly from the respondents through a questionnaire containing questions from the indicators of each variable studied are measured using a Likert scale of 1-5 (Joshi, Kale, Chandel, & Pal, 2015). The value of 1 is the lowest value while the value of 5 is the highest value.

The population is the entire object of research, the object of this research is Madrasah Ibtidaiyah Mambaul Khoir. The research sample is part or slice of the research object with certain criteria (Sugiyono, 2017). the samples were teachers and staff of MI Mambaul Khoir, totaling 32 people. if the total population is less than 100 then it is advisable to take the

sample as a whole or hereinafter referred to as the census method.(Ari Kartiko, Sanusi Anwar, 2021).

The data collection technique in this study was to use a questionnaire that had been tested for validity and reliability tests. The validity test is used to reveal the validity of a data while the reliability test is a test to measure the reliability of an instrument (Arikunto, 2008). The questionnaire instrument uses a Likert measuring scale 1-5(Joshi et al., 2015). To view the data obtained, tabulate the data on the results of the respondents' answers and carry out the classic assumption test which contains the normality test, linearity test, heteroscedasticity test and multicollinearity test. Data analysis using multiple linear regression test with the following equation: $y = b_0 + b_1 X_1 + b_2 X_2 + e$.

RESULT

The research results obtained data about the validity test, reliability test, classical assumption test and multiple linear regression and the results of hypothesis testing. The results of the validity test are calculated using the Pearson product moment coefficient is the method used to assess the validity of the instrument in the following analysis:

$$r_{xy} = \frac{N \sum XY - \sum X \cdot \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

The product moment table is obtained for validity testing, which ensures $df = n-2$, namely $32-2 = 30$ with sig. $\alpha = 0.05$, so that the two-sided r table is 0.254. In conclusion, statement items are valid if r count is greater than r table. The results of the validity test of the principal's leadership, motivation, and teacher performance are also valid because the r table value is 0.3494 lower than the r count.

The reliability test in this study was calculated using SPSS 22 with the Cornbach Alpha formula, in which a variable is said to be reliable if it gives a Cornbach Alpha value of > 0.60 . The following results of the reliability test are presented in table 1 below:

No	Variable	Cronbach alpha	Description
1	Compensation	0,866	Reliable
2	Facility	0,855	Reliable
3	Job satisfaction	0,992	Reliable

Table 1 Reliability Test Results

Based on the results of the reliability test for each variable, it has a Cronbach's Alpha coefficient > 0.60 so it can be concluded that the measurement for each variable is declared reliable, has a good level of consistency and can be used for this study.

Classic assumption test

Based on the rules that can be used to find out whether a distribution is normal or not, namely if $p > 0.05$ then the distribution will be said to be normal and vice versa if $p < 0.05$ the distribution can be declared abnormal. This can be seen in the following table:

Tabel 2 Hasil Uji Linieritas

Variabel	Devition From Linearity	Keterangan
(X1).(Y)	0,165	Linier
(X2).(Y)	0,682	Linier

Sumber : Data Primer diolah, 2023.

Based on the results of the linearity test above, it is known that the sig Deviation from Linearity value of the two variables is greater than 0.05. Therefore there is a linear relationship from the variable Compensation (X1) to Job Satisfaction (Y), and the Facility variable (X2) to Job Satisfaction (Y).

The result of the heteroscedasticity test which was carried out using scatterplot image analysis is that the arranged points must spread chaotically and be both above and below the number 0 on the Y axis. In this situation, it can be said that there is no heteroscedasticity and the regression model is feasible. used. Figure 1 below shows the results of the scatterplot.

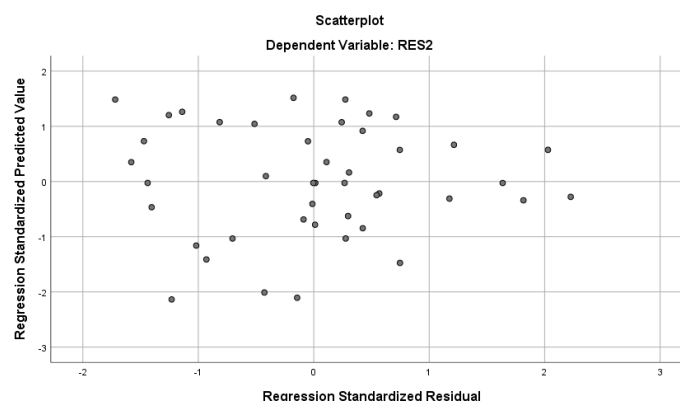


Figure 1 Scatterplot

The scatterplot image above shows that the points are randomly scattered and scattered both above and below the number 0 on the Y axis. There is no clear pattern. Therefore, it can be said that this regression model does not show heteroscedasticity.

The results of the multicollinearity test can be seen in table 3 below:

Table 3 Multicollinearity Test Results

Variable	tolerance	VIF	Information
X1	0.773	1,368	Non Multicollinearity
X2	0.773	1,368	Non Multicollinearity

Source: Primary data processed, 2023.

Based on the results of the multicollinearity test, the independent variables show that the VIF value is 1.368 where the value is less than 10 ($1.368 < 10.00$), and the independent variables show that the Tolerance value is 0.773 where the value is greater than 0.1000 ($0.773 > 0.1000$). finally it can be concluded that there is no multicollinearity

Hypothesis testing

Testing the hypothesis in this study using multiple linear regression analysis. Multiple linear regression serves to determine the effect of the relationship between two independent variables (compensation and facilities) or more with the dependent variable (job satisfaction).

**Tabel 4
Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	6.080	3.834		1.614	.110
Compensation	.214	.086	.266	2.635	.010
Facility	.463	.102	.449	4.449	.000

Sumber : Data Primer yang diolah, 2023.

Based on the test results in the table above, it can be seen that the regression equation for the effect of compensation (X1) is 0.226 and facilities (X2) is 0.454 with a constant value of 6.190 so that the equation of the regression can be seen as follows:

$$\text{Job satisfaction} = 6.080 + 0.226X_1 + 0.454X_2 + e$$

Based on the values of the coefficients from the results of the formulation of multiple linear regression can be explained as follows:

- 1) Constant (a) = 6.080, this means constant price, if compensation (X1) and facilities (X2) = 0, then job satisfaction = 6.080.
- 2) Compensation regression coefficient (X1) = 0.214. meaning that if each increase in compensation (X1) is 1%, then job satisfaction also increases by 0.214. This shows that the compensation variable provided has a positive contribution to job satisfaction.

- 3) Facility regression coefficient (X_2) = 0.463. means that if each facility increase (X_2) is 1%, then the facility will increase by 0.463. This shows that the variable facilities provided have a positive contribution to job satisfaction.

To see the effect of compensation and facilities on teacher job satisfaction simultaneously combined, which can be seen from the calculations using the summary model using SPSS 22, specifically on the R Square (R^2) number below:

Table 5 Test Results for the Coefficient of Determination Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.630 ^a	.375	.382	1.83368

Sumber : Data Primer Yang diolah, 2023,

The magnitude of the number of R Square (R^2) which is 0.396 can be seen in table 4.10 Model summary. This figure can be used to see the magnitude of the effect of compensation and facilities on job satisfaction, namely 0.375 (37.5%), while the remaining 62.5% is influenced by variables not examined in this study. To see the correctness of the summary model above, an F test is needed as listed in the following table of F test results :

Table 6 Simultaneous F Test Results ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	178.885	2	89.442	26.601	.000 ^b
Residual	272.354	81	3.362		
Total	451.238	83			

(Sumber: Hasil pengolahan kuesioner menggunakan SPSS 22)

Based on the results of the F test, it has been found that F_{count} is 26.601 > F_{table} is 3.11 so it can be concluded that there is a positive simultaneous effect between compensation and facilities. Therefore, the coefficient of determination test above is feasible and it is also true that the magnitude of the effect is 39.6% and 60.4% are influenced by other variables outside of the variables studied.

DISCUSSION

1. Compensation and Facilities Have a Partial Effect on Teacher Job Satisfaction

Based on research results compensation consisting of salary, allowances, incentives and awards affect teacher job satisfaction consisting of feelings of pleasure, feelings of relief,

feelings of satisfaction and not complaining about work challenges. based on the results of the award test is the most dominant of the compensation in fostering teacher job satisfaction. This is because there is an award for teachers who excel, there is praise from the leadership when they are able to complete the work well and there is leadership motivation when the teacher does not carry out the work optimally while the last thing that makes the teacher satisfied is the promotion of special successes achieved by the teachers.

Next, there are incentives, incentives. The teacher feels satisfied because the school will give a bonus if the teacher does work that exceeds the predetermined target and there is health insurance for teachers and their families so that teachers feel protected by having health insurance. After the incentive factor, as for the allowance indicator, this can satisfy the work of the teachers because every year the teachers get allowances for religious holidays, the allowances they get are in accordance with what teachers expect and the old age allowance they will receive later is in accordance with regulations -applicable regulations or laws that they know when they sign the work agreement when they are appointed as permanent employees at the school. The indicator with the smallest effect on teacher job satisfaction is the salary indicator, because the salary component is reflected by the physical salary that meets the minimum standards of basic needs in their area and the salary earned is always paid on time, which is normal because every school does the same thing regarding the time of payment and the nominal amount of the salary they receive.

Based on the description above, in order to increase teacher job satisfaction, compensation is not always related to material, but non-material compensation. Because the awards given in the form of praise and praise are non-financial compensation. The results of this partial research reject the results of research conducted by (Irma Rasita Gloria Barus, Dwiningsih Sulistiarti, 2013) which states that the financial compensation variable has a more dominant influence on lecturer job satisfaction when compared to non-financial compensation.

The facilities are reflected in the indicators, namely spatial considerations/planning, room planning, equipment/furniture, lighting and color, messages conveyed graphically, and supporting elements influencing the job satisfaction of employees in this school. The availability of clear room planning facilitates the teacher's work because the room does not move around for a long time. Besides that, there are equipment or furniture facilities provided by the school so that teachers do not experience many complaints about the furniture, such as the availability of proper chairs and tables, and additional furniture such as the presence of a water dispenser makes it a relief. In addition to the equipment or furniture factor, there is also

the lighting factor which does not get complaints, because all rooms have good lighting in the classrooms, teachers' rooms, and places of worship. This research is in line with research conducted by (Izzati & Nurwidawati, 2023; Nasution & DR, 2017) that adequate work facilities and work environment will be able to increase the job satisfaction of teachers and employees.

2. Compensation and Facilities Influence Teacher Job Satisfaction Simultaneously

Simultaneously teacher job satisfaction is influenced by compensation and facilities. This can be seen from the significance value in the multiple regression test which is smaller than the 0.05 significance level, namely 0.000 and the Fcount value is greater than Ftable, namely $26.601 > 3.11$. Job satisfaction which consists of feelings of pleasure, feelings of relief, feelings of satisfaction and not complaining about work challenges. With the awards given by the leadership, it creates a feeling of pleasure in carrying out work so that teachers never experience stress because they work happily. Besides that, feelings of pleasure can arise from the availability of adequate educational facilities in the implementation of teaching and learning activities.

The feeling of satisfaction that is reflected by the feeling of relief can be caused by the compensation given regarding the existence of old age allowances and the availability of health insurance provided by the school for teachers and their families, so that it gives teachers peace and can focus on their work alone, especially supported by facilities that provide supporting elements such as the availability of security guarantees while in the school environment and when carrying out work, such as teaching and learning activities in the classroom and outside the classroom.

Job satisfaction which is the view of workers through feelings and attitudes about the work done, the salary earned there is an opportunity to get a promotion, workload and so on. (Lengkong, Loindong, & Pengaruh..., 2019). This view is reinforced in this study that compensation which includes salary, allowances, incentives, and awards has a good impact on teacher job satisfaction and spatial planning/consideration facilities, room planning, equipment/furniture, lighting and color, messages conveyed visually. graphics, and supporting elements affect employee job satisfaction in this school. These results also support the research (Debora, 2018) that simultaneously compensation and facilities have a positive and significant effect on teacher job satisfaction.

CONCLUSION

Based on the results and discussion of this research, it was revealed that partially compensation has a positive and significant influence, where compensation has the most dominant influence on job satisfaction is awards that do not touch on the material, so this non-financial compensation breaks several previous studies which stated that compensation in the form of material or financial compensation. While other findings are that compensation and facilities influence teacher job satisfaction significantly and facilities have a more dominant influence. This research has a theoretical contribution, namely adding to scientific treasures and becoming a reference for researchers in the field of human resources, especially in the field of education, while practically stakeholders need to improvise in order to develop their educational organization based on the findings of this research. Meanwhile, this study has limitations on research methods, research variables and research objects which are relatively small in number, so that in the future different methods are needed in similar studies, as well as adding several research variables and increasing the number of population objects and research samples so that the results are more consistent.

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