

# The Internal Factor of Satisfaction among Teachers at State Junior High Schools in Indonesia

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## Abstract

The objective of this study is to describe the internal factor of teacher satisfaction. In this study, a descriptive quantitative approach was employed with the number subject of 40 teachers working in 24 state Junior High Schools in Malang, Indonesia. The data are collected through a five-scale closed instrument. The data are analysed based on the spread of teacher perception in the form of frequency and percentage in order to describe teacher perception on the work satisfaction through internal. The results of this study show that teacher perception on the internal factor of satisfaction show the very satisfactory rank.

**Keywords:** dimensions of teacher empowerment, teacher, work satisfaction, determination coefficient

## 1. Introduction

The success in the implementation to education is especially determined by the factor of teachers (Fasli & Dedi, 2001; Syaiful, 2000; Ibrahim, 2004). Professional teachers give an implication for the learning task and high-quality teachers imply the improvement of the students quality and this makes the quality of school better. It can be stated that teacher professionalism means the quality improvement and educational accountability, and teachers should always be ready to face any demands for changes in living a life. Therefore, it is vital to empower teacher in a planned, directed and sustainable manner.

Indonesia is a country which always tries to improve and develop the quality of human resources in order to become a developed country and one of the efforts is to adopt a decentralization approach, including in the field of education. There are many factors to take into account in making the policy and in implementing the basis of education decentralization, namely: 1) quality improvement, with an authority possessed by schools to have more freedom to manage and to empower the potential sources the schools possess; 2) financial efficiency, by making use of people support that may reduce the operational costs the government carries; 3) administrative efficiency, by cutting off the long bureaucratic chain and omitting complicated procedures; 4) chances to organize education in remoted areas so that education extension and even distribution can be made (Sakdanur, 2004).

The implementation of education decentralization in Indonesia means that the central government give some autonomies to local governments to manage education by considering situation and condition of each local areas. Local autonomy means that a local government can make policies on education in line with its situation and condition. But the central government still centralize some matters, among other the standarization of student evaluation, and of quality teachers should posses.

## 2. Review of Literature

Empowerment possesses two dimensions of meaning: *first* is the delegation of authorities to those who have less or who haven't had any power and *second* is to give chances to other parties to do something (Onny & Pranarka, 1996). Teacher empowerment means an effort to give an authority to teachers to do activities in line with their duties in to do learning activities (Sumodiningrat, 2000).

Dealing with work satisfaction, it can be stated that someone getting satisfaction in during their work will give an effect to him, namely it enables him to manipulate all potentials he possesses to do his jobs well. In other words, one of factors supporting any success to get optimum work results is work satisfaction (Veithzal, 2006).

The satisfaction is one's positive attitudes that lead him to play more roles in his jobs so that he can discover and repeat methods he considers more variative and valuable to obtain maximum results (Alo, 1997; Hadari, 2003; Veithzal, 2006). It also can be stated that work satisfaction is a positive or negative attitude one possesses towards various jobs, work place and his relation to his peers resulted from internal and external point of views and his perception of his work (Schermerhom et al, 1994; Gibson et al, 1995). It is also stated that work satisfaction is a general attitude of a worker that there is some differences between the real amount of rewards he gets and the amount of rewards he deserves to get (Robbin, 1990).

Concerning with education, if teachers getting some satisfactions for their activities show their attitudes in doing their duties as teachers, it will give effects to them, namely they will do their jobs well. But if they are not satisfied with their works, this will affects on their duties as teachers. In short, teacher work satisfaction will really support their success in reaching the objectives of education (Evans, 1997; Rita, 2002).

### 3. Methodology

In this study, a descriptive quantitative approach was employed, where the subject are 40 teachers working in 24 State Junior High Schools in Malang, Indonesia. Data on work satisfaction was obtained through instrument the researcher had developed with the number of items of 40. A Likert scale was used to measure each statement: (1) very Dissatisfactory; (2) Dissatisfactory; (3) less satisfactory; (4) satisfactory and (5) very satisfactory. A tryout was made to test the validity and reliability of the instrument and also to complete it.

The tryout was done at two State Junior High Schools in Malang Indonesia and the schools were different from the schools in which the real tests were administrated. Based on the analysis using the SPSS program version 15,0, the value of Cronbach's Alpha of 0.902 was obtained. It means that the instrument meets the reliability criterium. And the instrument items, except 6 items namely No. 3 with  $r_h = 0.029$ , No.9  $r_h = 0.044$ , No. 13  $r_h = -0,136$ , No. 28  $r_h = -0.179$ , No. 32  $r_h = -0.208$  and No. 35  $r_h = 0.189$ , all fulfilled the validity criterium since the values of  $r_h$  are lower and those of  $r_j$ , and the number of instrument items meeting validity and reliability criterias is 42. The teacher perception towards work satisfaction was described using frequency and percentage and to analyse the influence of teacher empowerment on the work satisfaction, a multilinear regression analysis was employed.

### 4. Findings and Discussions

The internal factor of satisfaction are categorized into five dimensions namely work, responsibility, opportunity to develop, acknowledgement, and achievement. The teacher perception towards the internal factors are presented below.

#### 4.1 Work Dimension

The interpretation of the responses in the form of frequency and percentage can be divided into two categories. First is that teachers feel "satisfactory", consisting of responses "satisfactory" and "very satisfactory" and second is "less satisfactory", consisting of "less satisfactory," "Dissatisfactory" and "very Dissatisfactory".

On the basis of decisions presented in Table 1, it is found that respondents said that there are 276(96.5%) responses stating satisfaction with the statement that teacher profession enables them to meet and interact with other persons. It is a sociological aspect, namely it is dealing with work satisfaction. There are few teachers who are unsatisfied with this problem. based on Table 1, it is shown that working as teachers is in line with one's personality, and there were 220 (79%) respondents showing that they felt satisfied with this job. It means that in doing their tasks, teachers felt satisfactory since they really felt that their tasks are in line with their desires, namely to give knowledge to their students and it is also in line with the intention of this profession. There are 245(85.7%) responses stating the condition and few responses stated that being a teacher is less "satisfactory".

Then, it is dealing with the work dimension itself, namely work satisfaction factor, where the mean score of response is 3.739, and on the basis of Table 1, this dimension may be categorized into "very satisfactory", namely internal factor of teacher satisfaction in doing the jobs is "very satisfactory".

Table 1: Responses to Work Dimension

Items	Responses								Mean		
	Very Dissatisfactory		Dissatisfactory		Less Satisfactory		Very Satisfactory				
The works s/he makes enable her/him to meet and interact with other persons.	2	0.7%	2	0.7%	6	2.1%	132	46.2%	144	50.3%	3.949
His/her work is in line with her/his personality	4	1.4%	17	5.9%	39	13.6%	156	54.5%	70	24.5%	3.548
Her/his works is in line with what s/he deserves	1	0.3%	5	1.7%	35	12.2%	151	52.8%	94	32.9%	3.721
Mean	2.3	0.9%	8	2.7%	26.7	9.3%	146.3	51.2%	102.7	35.9%	3.739

#### 4.2 Responsibility Dimension

The next dimension is "responsibility" consisting of two items in the instrument on the basis of 15 items, including internal factors in work satisfaction as shown in Table 2.

Table 2: Frequency, Percentage and Mean Responses of Responsibility Dimension

Items	Responses								Mean		
	Very Dissatisfactory		Dissatisfactory		Less Satisfactory		Very Satisfactory				
Teachers are responsible for their own efforts	4	1.4%	8	2.8%	18	6.3%	160	55.9%	96	33.6%	3.750
Teachers are given responsibility without any promise of development in profession	9	3.1%	44	15.4%	89	31.1%	63	22.0%	81	28.3%	3.115
Mean	6.5	2.3%	26	9.1%	53.5	18.7%	111.5	39.0%	88.5	30.9%	3.433

On the basis of Table 2, in general it can be stated that the mean responses for the responsibility dimension can be categorized into “satisfactory”. But concerning with the responsibility for the tasks themselves, the mean responses are 3.750 that can be interpreted as “very satisfactory”. It shows that teachers felt satisfied with their tasks and responsibility in doing their tasks. This can be proved from the frequency and responses of 256 (89.5%) respondents and some respondents 30 (10.5%) felt less satisfied with the matter.

It is different from giving new responsibilities to teachers without any profession development. The mean response of this matter is 3.115, with the interpretation of “satisfactory” and there are 114 (50.3%) responses stating this condition and there are 142 (49.3%) responses stating “less satisfactory” for this matter. It means that teacher responsibility in doing this task is very great, and they will do their jobs well. But if the impacts on their profession are unclear, they showed “less satisfactory”.

#### 4.3 Development and Opportunities to Grow Dimension

The development in work done and opportunities to grow is the third dimension, on the basis of internal factors influencing teacher work satisfaction. It consists of four items from 15 items in the instrument. Table 3 presents each items.

Table 3: Frequency, Percentage and Mean Responses of Development and Opportunities to Grow

Items	Responses								Mean		
	Very Dissatisfactory		Dissatisfactory		Less Satisfactory		Very Satisfactory				
Works form thinking maturity	0	0.0%	0	0.0%	12	4.2%	147	51.4%	127	44.4%	3.925
Works do not need any creavity (-)	6	2.1%	7	2.4%	20	7.0%	58	20.3%	195	68.2%	3.907
Works always need initiatives	2	0.7%	2	0.7%	10	3.5%	138	48.3%	134	46.9%	3.914
Works give opportunities to get experiences for professionan development	0	0.0%	4	1.4%	16	5.6%	149	52.1%	117	40.9%	3.862
Mean	2	0.7%	3.3	1.1%	14.5	5.1%	123	43.0%	143.2	50.1%	3.902

Table 3 shows responses for development and opportunities to grow dimensions which are internal factors in terms of work satisfaction. The highest mean score is 3.925, which may be categorized into “very satisfactory”, concerning with the statement that works teachers do form thinking maturity. The frequency and percentages “thinking maturity” are given by 147 (51.4%) respondents, showing ‘satisfactory’. Meanwhile, those showing responses “very satisfactory” are given 127 (44.4%) respondents. It means that teachers are very satisfied with the statement that their works may form thinking maturity.

Moreover, the works as teachers that always need initiatives occupy the second rank in this dimension. The mean score is 3.914, with category of “very satisfactory”, meanwhile in terms of teacher initiatives and creativities, teachers felt “satisfactory” as shown by 253 (88.5%) respondents. It means that teachers felt satisfactory with opportunities to make some initiatives in doing their tasks.

The next item deals with teacher creativity. This item also involve negative questions, so that the scoring technique adopted is in reversed order, namely score 1 for “very satisfactory, 2 “satisfactory”, 3 “less satisfactory”, 4 “Dissatisfactory” and 5 “very Dissatisfactory”. From the results, most teachers 195 (68.2%) need creativity. And the last rank, with the mean score of 3.862, was occupied by development and opportunities to grow dimensions, but 266 (93%) teachers felt “satisfactory” for this dimensions, while 20 (7%) felt “less satisfactory”. It means that works as teachers give opportunities to always improve knowledge for profession development.

Anyhow, the mean score is 3.09, under the category of “very satisfactory”. From the mean score of all responses, it is shown that the majority of respondents 266.2(93.1%). showed their “satisfaction”, meaning that the development and opportunities to grow are “very satisfactory” for teachers in doing their tasks.

#### 4.4 Acknowledgement Dimension

Appreciation in doing tasks is badly needed by someone, psychologically or materially. As a teacher one needs appreciation or acknowledgement for tasks she has done, either from the government where s/he works or from the society as colleague in developing education, acknowledgment dimension, which is an internal factor of teacher work satisfaction possesses three items, based on 15 items on work satisfaction as presented in Table 4.

Table 4: Frequency, Percentage, and Mean Responses of Acknowledgement Dimension

Items	Responses							Mean			
	Very Dissatisfactory		Dissatisfactory		Less Satisfactory		Very Satisfactory				
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency				
Work makes one feel meritorious for society	4	1.4%	21	7.3%	31	10.8%	149	52.1%	81	28.3%	3.576
Work which is done well gets acknowledgement in the form of appreciation and rewards	4	1.4%	5	1.7%	39	13.6%	161	56.3%	77	27.6%	3.348
Work gets high appreciation from society	3	1.0%	7	2.4%	39	13.6%	160	55.9%	77	26.9%	3.640
Mean	3.7	1.3%	11	3.8%	36.3	12.7%	156.7	54.8%	78.3	27.4%	3.521

The highest mean of score from the acknowledgment dimension is 3.640 under the category of “very satisfactory”. It deals with works as teachers who get high appreciation from the society. There were 230 (80.4%) respondents who felt “satisfactory” with the appreciation they got. Such an appreciation should not be in the form material, but of “work” gave impacts on the feeling of “satisfactory”. It means that a high appreciation from the society is an internal factor that may give impacts on one’s “satisfaction” from doing their tasks.

As a teacher, the feeling of “being meritorious” to the society occupies the second rank in this dimension, with the mean score of 3.576 and under “satisfactory” category. The result shows that this dimensions is almost under the “very satisfactory” category with the difference of merely 0.036. Such a feeling in doing an activity may give satisfaction to them and also make them meritorious to the society and this cause them to have got satisfaction in doing their job.

The last rank, with mean score of 3.348 under the category of “satisfactory”, is occupied by the feeling that teachers felt that the work they did well got acknowledgement in the form of appreciation and reward. From the mean score it means that teachers were satisfied with the feeling that if they did their work well, they would get good acknowledgment in the form of either appreciation or reward.

Table 4 presents mean responses. The majority of respondents 235(82.2%) stated that they were “satisfactory” and the rest 51(17.8%) respondents felt that they had “less satisfaction”. It means that teachers feel “satisfactory” with the acknowledgement dimension as a part of an internal factor of the work satisfaction.

#### 4.5 Achievement Dimension

Achievement dimension is one of internal factors of work satisfaction consisting of three items in which the responses in this study is presented in Table 5.

Table 5: Frequency, Percentage and Mean Responses of Achievement Dimension

Items	Responses								Mean	
	Very Dissatisfactory		Dissatisfactory		Less Satisfactory		Very Satisfactory			
Work trains leadership	0	0.0%	4	1.4%	15	5.2%	51.0%	121	42.3%	3.874
Work trains self-discipline	0	0.0%	0	0.0%	16	5.6%	44.1%	144	50.3%	3.939
Work nurtures self-confidence								160	110	3.867
diri	0	0.0%	4	1.4%	12	4.2%	55.9%	38.5%		
Mean	0	0.0%	2.7	1.0%	14.3	5.0%	50.3%	125	43.7%	3.893

Table 5 shows that the highest mean score is 3.939 under the category of “very satisfactory”. It is in line with the teacher job which is a medium to train self-discipline. From the data presented, it is shown that the responses are under category of “very Dissatisfactory” and “Dissatisfactory”. But responses of “very satisfactory” show the frequency and percentage of 144 (50.3%). It means that teachers are satisfactory with the works they did so that they make themselves discipline.

The second rank is of 3.974 under the category of “very satisfactory” stating that being a teacher is a way to train leadership. In the responses, there are 267 (93.4%) teachers who state that they are satisfied with profession as a teacher that is a way to train leadership. It means that they are very satisfied with the jobs that may train their leadership.

The third rank is occupied by a statement that being a teacher can develop self-confidence. There are 270 (94.4%) stating that they felt “satisfactory” with this matter. It means that teachers are satisfactory with their jobs since the jobs can develop their self-confidence.

From the mean, the score of 3.893 under the category of “very satisfactory” is shown from the achievement dimensions on the basis of internal factor of work satisfaction that gives a feeling of “satisfactory” for teachers in doing their jobs.

## 5. Conclusions

The research results show that dealing with the teacher perception towards work satisfaction teacher in State Junior High Schools in Malang, Indonesia were satisfied with various activities they did in implementing teacher empowerment, but they were not satisfied with salary.

Psychologically, the implementation of teacher empowerment may cause teachers to be satisfied with performing their tasks since they a high commitment to do their tast, namely in their teacher and learning activities. A teacher with such a satisfaction in doing their tasks will show his seriousness and this implies for the improvement of students’ achievement. Such an improvement also makes school achievement better and this means that the school achievement also increases. This finding shows that teacher empowerment makes teacher quality improves and implies that the quality of education is better, since teachers are the main factor that improves the quality of school (Fasli & Dedi, 2001; Syaiful, 2000; Ibrahim, 2004).

In this present study, it is also found that salary is a matter that causes teachers to be less satisfactory. Economically, salary a teacher receives in a month is not enough to support his/her family need in a month. The results also show that the majority of teachers who have become teacher in more or less 20 years get salary of 1.5 million to 2 millions a month.

In general, the results of this research show that the implementation of policies on teacher empowerment in State Junior High School in Malang, Indonesia can make teachers feel satisfactory with their tasks, namely teaching-and learning activities and this results in the quality of teachers and teacher commitment to do their jobs improve. This implies that the learning quality also improves and this then may give impacts on the improvement of the quality of students. The quality of schools automatically is also better, and therefore the high-quality education can be realized. Concerning with low salary teachers receive and implies work satisfaction among teachers decreases, the Indonesian government is trying to improve their salaries through the “certification” program, and this program should be continued in order to improve teacher professionalism.

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