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Effect of Work Environment and Salary on Private School Teachers in Indonesia

Efecto del entorno laboral y el salario en los docentes de escuelas privadas en Indonesia

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RESUMEN

Este estudio tiene como objetivo identificar el efecto del ambiente laboral y el salario en el nivel de satisfacción laboral de los maestros de escuelas privadas en Indonesia. El número de participantes en este estudio es de 216 maestros de escuelas privadas en Yogyakarta, Indonesia. Los resultados mostraron que la relación entre el ambiente de trabajo y el salario con el nivel de satisfacción de los maestros de escuelas privadas en Indonesia podría verse en la ecuación de regresión: $Y = 1,099 + 0,458 (X1) + 0,149 (X2) + e$. La ecuación muestra que el salario contribuye a una menor satisfacción laboral en comparación con las condiciones del entorno laboral para los maestros de escuelas privadas en Indonesia.

Palabras clave: Ambiente de trabajo, Cuantitativo, Indonesia, Maestro privado, Salario, Satisfacción laboral.

ABSTRACT

This study aims to identify the effect of the work environment and salary on the level of job satisfaction of private school teachers in Indonesia. The number of participants in this study is 216 private school teachers in Yogyakarta, Indonesia. The results showed that the relationship between work environment and salary with the level of satisfaction of private school teachers in Indonesia could be seen from the regression equation: $Y = 1,099 + 0,458 (X1) + 0,149 (X2) + e$. The equation shows that salary contributes lower to job satisfaction compared to working environment conditions for private school teachers in Indonesia.

Keywords: Indonesia, Job satisfaction, Private school teacher, Quantitative, Work environment, Salary.

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INTRODUCTION

In the era of education 4.0 (Hussin, 2018), people were freer to choose the best school for their children (Denessen, Slegers, Peter & Smit, 2001). Each parent will look for a school that valued according to their family's educational goals (Kyle, 2011). Therefore, school managers must be creative so that the schools they manage to remain attractive to the community (Luhn, 2016).

School managers need to pay attention to teacher job satisfaction (KNigama, Selvabaskar, & Surulivel, 2018) because job satisfaction is a significant factor influencing teacher performance (Baluyos, Rivera, & Baluyos, 2019; Ram, 2013). Job satisfaction can increase teacher productivity and creativity (Ahmad & Sahar 2019; Sarwar & Khalid, 2011). Teacher productivity and creativity directly serve to improve the ability of teachers to build effective teacher-student interaction (Che Ahmad, Shaharim, & Abdullah, 2017), and instill character in students (Wagner & Ruch, 2015).

Teacher job satisfaction is the result of the configuration of the relationship between what individuals get from work in terms of salary, employment status, working environment conditions, etc. (Bota, 2013). In other words, job satisfaction is a positive psychological condition of the teachers caused by the factors of work. These factors primarily derived from various policies of school administrators. Therefore, in designing school management policies, school managers need to have an adequate body of knowledge regarding multiple aspects of school organization, adhere to professional ethics and values, and are oriented towards improving processes and results (Bratianu, 2015), to support the realization of high teacher job satisfaction

Adequate knowledge about teacher job satisfaction for school managers serves to meet the needs of proper planning (Azi & Augustine, 2016; Ahmad & Ahmad 2018). The managers of private schools need this information. Job factors identified as having a close relationship with the level of satisfaction of individual teachers in Indonesia are salary and work environment factors because the payroll system and compliance with work environment standards in private schools are carried out independently by school administrators so that the quality is highly dependent on the financial ability of the Foundation of school administrators. This is different from the salaries and work environment facilities received by the teachers of civil servants, which are entirely borne by the state.

The condition of the work environment is one aspect of teacher work that is important to be considered by the managers of Educational Institutions because the health of the work environment can affect the terms of welfare and job satisfaction of teachers that allows teachers to work optimally (Ahmad & Ahmad 2019; Akinyele, 2007). In addition to the conditions of the work environment, salary is also a dominant factor in building teacher job satisfaction. The results of previous studies indicate that wages have a significant impact on the level of job satisfaction of teachers (Malik, Danish & Munir, 2012).

This study aims to examine the relationship between work environment conditions and salaries with the level of job satisfaction of private school teachers in Indonesia. In theory, research expected to enrich knowledge about the development of Educational Institutions from the perspective of teachers on aspects of their work as private school teachers in Indonesia. With the revealed level of job satisfaction of private school teachers in Indonesia, it can be valuable information for managers and organizers of private education in Indonesia to develop the Educational Institutions they manage.

The context of research

Indonesia is a country located in the Asian continent, consisting of thousands of islands and thousands of regional cultures (Hasanah, et al., 2019). Cultural diversity in Indonesia requires a comprehensive education system to accommodate all the aspirations of the community reasonably. Although not perfect, the Indonesian government has tried to provide various community aspirations about education through the national education system.

In the context of the Education system in Indonesia, two parties entitled to manage schools, namely the government that manages public schools and the private sector that operates private schools. In terms of the

regulation of the education system in Indonesia, for matters of a general nature (such as the determination of national holidays, the setting of national education standards, national examinations, and teacher certification), public and private schools must comply with policies issued by the Ministry of Education and culture. While for things that are specific and technical (such as organizational development strategies, school branding, payment of teacher salaries, and achievement strategies), all schools are free to be creative following their respective abilities. In this context, private schools in Indonesia have more significant opportunities and challenges compared to public schools. That is because private schools have autonomy for school development programs, but also have the full obligation to fund school operational costs independently.

In Indonesia, many non-governmental organizations run schools and get permission from the government to manage schools independently. One of the largest private school management institutions in Indonesia is Muhammadiyah (Ramírez; Villalobos Antúnez & Herrera, 2018; Tahang, Wekke, Ismail, & Fatimah, 2019; Ramírez Lay & Sukier, 2020). Most private schools under the management of Muhammadiyah grew into large schools and became the community's first choice. However, among them, there are still undeveloped Muhammadiyah schools, even though the location of the school is in the Yogyakarta Region as the most developed region in Indonesia. The issue of inequality between Muhammadiyah schools in Yogyakarta, both in terms of teacher welfare and working environment conditions, were the main highlights which were allegedly the cause of the lack of progress in some Muhammadiyah schools. Therefore, this study seeks to get a real picture of the influence of the work environment, and aspects of salary on the level of job satisfaction of private school teachers.

Purpose of the Study

This research was conducted with the following objectives:

1. To examine the relationship between working environment conditions and salary aspects with the overall level of teacher job satisfaction
2. To find out the factors that have a significant impact on the satisfaction of private school teachers in Indonesia.

Framework for thinking

In this study, two independent variables identified as factors that influence one dependent variable, namely, aspects of the work environment and salary aspects. There are seven indicators to explore work environment conditions, namely the comfort of the work environment, accessibility of the work environment, student participation, supply of learning materials and tools, student attitudes, and the availability of refreshment facilities for teachers. Meanwhile, to explore the variable aspects of salary consists of 4 questions, namely salary amount, the accuracy of salary payment, periodic increase in salary, and the incentive for extra work. To find out the level of teacher job satisfaction in general, we ask one question about: The working environment and salary conditions at my school are very satisfying.

The theoretical framework that explains the relationship between work environment conditions and salaries with the level of job satisfaction of private school teachers in Indonesia can be seen in Figure 1 below:

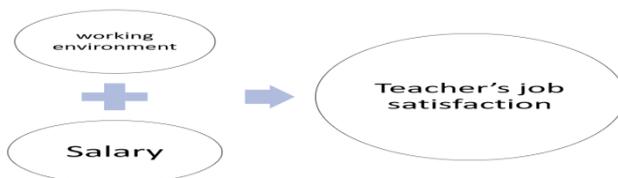


Figure 1. Relationship between work environment and salary with teacher job satisfaction

HYPOTHESIS

Hypothesis 1:

Ha: Working environment and salary conditions together have a significant effect on job satisfaction of private school teachers in Indonesia

H0: Working environment and salary conditions together are not has a significant influence on job satisfaction of private school teachers in Indonesia

Hypothesis 2:

Ha: Conditions of work environment partially have a significant effect on job satisfaction of private school teachers in Indonesia.

H0: The working environment partially does not have a significant effect on job satisfaction of private school teachers in Indonesia.

Hypothesis 3:

Ha: Partial salary has a significant effect on job satisfaction of private school teachers in Indonesia

H0: Partial salary does not have a significant effect on job satisfaction of private school teachers in Indonesia

METHODS

Procedure and participants

The paradigm of this study is post-positivist (Panhwar et al.: 2017), so the method used is a quantitative method of a cross-sectional survey. The population in this study were all Muhammadiyah high school teachers in Yogyakarta. In the initial process of data collection, we submitted written permission requests to 15 Muhammadiyah high school principals in Yogyakarta. After getting the principal's approval, we sent 345 pieces of research instruments to the teachers to voluntarily fill the instruments. Of the 345 devices sent, 216 tools were filled entirely, so that the number of participants in this study was 216 teachers. In more detail, the characteristics of the sample in this study are as follows:

Factor	Level	Total	Percentage of
Gender	L	79	36.6
	P	137	63.4
Work experience (years)	<= 5	100	46.3
	6 - 12	34	15.7
	13 - 19	39	18.1
	20 - 26	20	9.3
	27 - 33	21	9.7
	34+	2	.9

Table 1. Participant characteristics

Research Instrument

The instruments used in this study were compiled based on a literature review of teacher job satisfaction theories and the factors that influence them. Besides, researchers also studied the measurement instruments for the level of academic satisfaction written by Al-Rubashi, Rahim, Abumadani, and Wosomu (2011), specific aspects of the work environment and salary. The instrument has adapted to the theme of research and culture of Muhammadiyah schools in Indonesia. The reliability of the device tested through the Alpha Cronbach reliability test.

Data processing techniques

The level of teacher satisfaction measured by descriptive statistics is calculated both on the teacher's job satisfaction aspects of the work environment and salary separately. To find out the magnitude of the influence between variables, we calculated the person correlation statistics and also used regression analysis. All calculations we use the SPSS 25 application

Instrument reliability

The following are the results of statistical calculations to test instrument reliability.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.852	.851	12

Table 2. Reliability Statistics

A minimum of Cronbach's Alpha value of 0.7 is considered reliable and accepted as a secure data collection instrument (Hair et al.: 2010). Based on table 2, it is known that the instrument reliability statistic is 0.852 Cronbach's Alpha. It means that the instrument used is valid.

DISCUSSION

Level of teacher satisfaction with aspects of work environment conditions

Data on the level of job satisfaction of teachers obtained by using a closed questionnaire. In the instrument, participants asked about how participants assessed the neatness and comfort of the work environment, access to the work environment, student participation in co-curricular activities, adequate supply of learning materials, student attitudes, and refreshment facilities provided for teachers. Total questions about the level of job satisfaction of private school teachers in the work environment aspect consisted of 7 items in 5 Likert scales. The criteria for measuring the level of job satisfaction of teachers about the work environment are determined as follows:

<8	Very low
8.00 - 14.00	Low
15.00 - 21.00	Medium
22.00 - 28.00	High
29.00 - 35.00	Very high

Table 3. Criteria for the level of teacher job satisfaction aspects of the work environment
 Statistically, the level of teacher job satisfaction with the work environment shown in the following table 3:

	N	Minimum	Maximum	Mean	Std. Deviation
Cleanliness	216	1	5	4.69	.791
Accessibility	216	1	5	4.75	.767
Student participation	216	1	5	4.50	.964
Learning tool	216	1	5	4.30	1,081
Work atmosphere	216	1	5	4.78	.664
Student attitude	216	2	5	4.50	.905
Means of teacher refreshment	216	1	5	4.07	1.167
The level of job satisfaction of teachers about the work environment	216	2	5	4.73	.505
Valid N (listwise)	216				

Table 4. Descriptive Statistics

Based on table 4, note that statistically descriptive, the average value of all respondents for all indicators of environmental quality work, worth above 4.0. It means that in general, the teachers feel that their work environment is at a satisfactory and very satisfying level. Even so, there are still teachers who think that their work environment is not adequate. It was proven by the participants who chose scores 1 and 2 for each item.

In table 3, it can be seen that in Muhammadiyah Yogyakarta, high schools, all the minimum requirements for work environment services for teachers have met the standards, but the availability of refreshment facilities for teachers has the lowest score. It means that teachers consider that the provision of facilities for teacher refresher is not proper in the form of facilities and activities that are refreshing. A refresher tool for teachers is a necessity so that teachers do not stress in carrying out their work. It is in line with the results of research (Leung et al.: 2006) that the arrangement and provision of facilities are essential to note because it has a significant influence on teacher work behaviour. The provision of refreshment facilities for teachers also has a psychological effect that is very beneficial for teachers (Savitskaya: 2015). Therefore, education managers need to develop programs and facilities that support refreshment for teachers, so that teacher satisfaction increases so that their performance becomes better distribution of teacher job satisfaction levels from aspects of the work environment can be seen in the following table 35:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8.00 - 14.00	1	.5	.5	.5
	15.00 - 21.00	5	2.3	2.3	2.8
	22.00 - 28.00	37	17.1	17.1	19.9
	29.00 - 35.00	173	80.1	80.1	100.0
Total		216	100.0	100.0	

Table 5. Y (level of teacher satisfaction) (Binned)

Based on table 5 it is known that the level of job satisfaction of teachers in the work environment aspect consists of 80.1% of teachers having a very high level of job satisfaction, 17.1% in the top category, 2.3% in the group of middle levels, and as much as 0.5% had lower levels of job satisfaction categories.

Data from table 5, illustrated in the form of pie charts can be seen in the following figure 2.

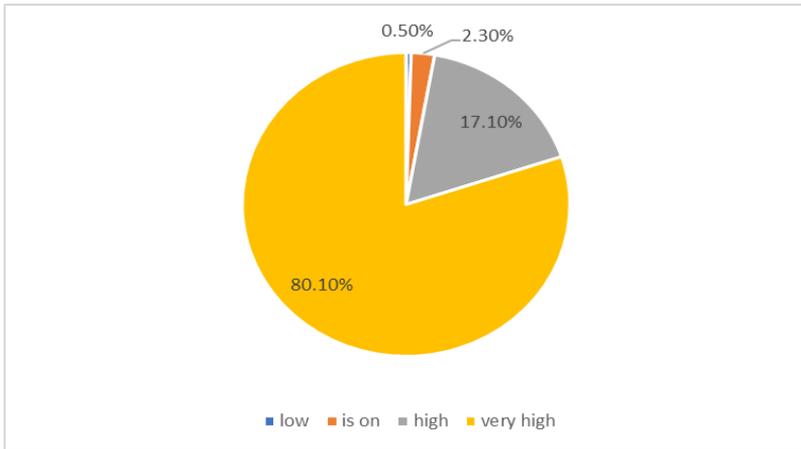


Figure 2. The level of teacher job satisfaction aspects of the work environment

Level of satisfaction of teachers aspects of salary

Data regarding the level of satisfaction of teachers aspects of pay received both the amount and salary procedures received by participants were obtained using a closed questionnaire. The total questions about the level of job satisfaction of Muhammadiyah teacher salaries consisted of 4 items. The criteria for measuring the level of job satisfaction of teachers regarding salary are determined as follows:

Values	Criteria
0-4	Very low
5-8	Low
9-12	Medium
13-16	High
17-20	Very High

Table 6.Criteria for the level of teacher job satisfaction aspects of salary

Statistically, the teacher job satisfaction levels of salary can be seen in Table 7 below:

	N	Minimum	Maximum	Mean	Std. Deviation
Take home pay	216	1	5	3.71	1,482
Timely payment of salaries	216	1	5	4.69	.829
Periodic salary increase	216	1	5	4.22	1,219
Incentive for extra work	216	1	5	4.16	1,219
The level of job satisfaction of teachers about the salaries (Binned)	216	2	5	4.43	.917
Valid N (listwise)	216				

Table 7. Descriptive Statistics

Frequency distribution of teacher job satisfaction levels from the aspect of salary can be seen in the following table 8:

		Frequency	Percent	Valid Percent	Cumulative Percent	Criteria
Valid	5.00 - 8.00	15	6.9	6.9	6.9	Low
	9.00 - 12.00	19	8.8	8.8	15.7	Medium
	13.00 - 16.00	41	19.0	19.0	34.7	High
	17.00 - 20.00	141	65.3	65.3	100.0	Very high
Total		216	100.0	100.0		

Table 8. Frequency distribution of teacher job satisfaction levels of salary

Based on table 8, it is known that the level of job satisfaction of teachers on the salary aspect as much as 6.9% included in the low category. A total of 8.8% of teachers had a level of job satisfaction in the medium category, 34.7% of teachers had a level of job satisfaction in the high category, and as many as 65.3% had a level of job satisfaction in the very high category. The data shows that aspects of salary payment in private schools in Indonesia considered being very varied by teachers. In other words, the payment of private school teacher salaries in Indonesia is not evenly distributed. It needs to be considered by the managers of private educational institutions in Indonesia to narrow the salary payment gap for teachers in the institutions they manage. Inequality in salary payments can lead to negative things in the form of unfair feelings felt by the teacher.

The level of job satisfaction of teachers in salary aspects can be seen in the following pie chart

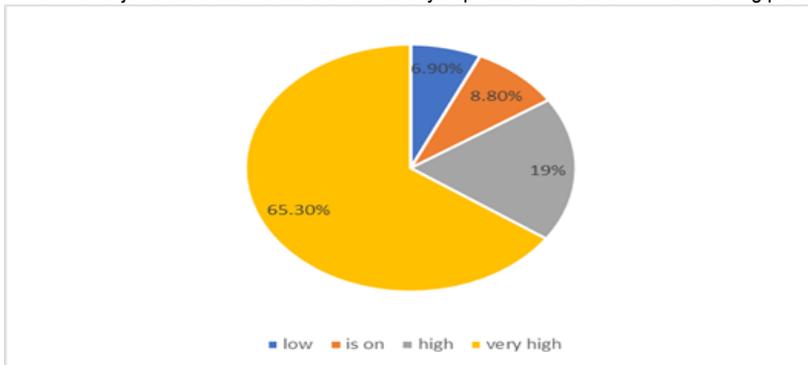


Figure 3. The level of job satisfaction of teachers in salary aspects

Relationship between work environment and salary conditions and teacher job satisfaction

To find out how the relationship between work environment and salary conditions with teacher job satisfaction levels, we conducted a person correlation analysis with SPSS 25. The results of the correlation analysis can be seen in Table 5 below:

		TJS about the Salaries (binned)	TJS about the work environment	The level of teacher job satisfaction
TJS about the Salaries	Pearson Correlation	1	.503**	.541**
	Sig. (2-tailed)		.000	.000
	N	216 216		216
TJS about the work environment	Pearson Correlation	.503**	1	.339**
	Sig. (2-tailed)	.000		.000

	N	216 216		216
The level of teacher job satisfaction	Pearson Correlation	.541**	.339**	1
	Sig. (2-tailed)	.000	.000	
	N	216 216		216

** . Correlation is significant at the 0.01 level (2-tailed).

Table 9. Correlations

Based on the calculation of Person correlation (table 5), it is known that all independent variables have a significant relationship with the dependent variable. This can be seen from the value of Sig. (2-tailed) of 0.00 <0.05. It means that all aspects of the work environment and salary conditions have a relationship with the level of job satisfaction of teachers. For the value of r count on the salary of $r = 0.541$, it can be said that the relationship between salary and the level of teacher satisfaction is at a moderate level.

For the value of r calculate the condition of the teacher's work environment, r count of 0.339. So it can be said that the relationship between the conditions of the work environment with the level of job satisfaction of teachers is at a moderate level.

Test

Hypothesis 1:

To answer hypothesis 1, we use the Anova test. ANOVA test results can be seen in Table 10 below:

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	90,085	11	8,190	26,139	.000b
	Residual	63,915	204	.313		
	Total	154,000	215			

a. Dependent Variable: The level of teacher job satisfaction

Table 10. ANOVA a

From the F test results, it is known that the Sig value of 0,000 <0.050, it can be concluded that all independent variables simultaneously have a significant influence on the level of teacher job satisfaction. Then the null hypothesis is rejected.

Hypotheses 2 and 3:

To test hypotheses 2 and 3 we used regression calculations. The results of the regression calculation are as follows:

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	.457.017	1,099			2,406	(Constant)
	TJS Salary	.061 .496 7,478 .000				.458
	Extended circles TJS work	.111 .089.181			1,343	.149

a. Dependent Variable: TEACHER SATISFACTION LEVEL

Table 11. Coefficients a

Table 10 shows that the regression equation of the function of the satisfaction level job teacher's with the conditions of work environment and salary can be seen as follows: $Y = 1,099 + 0,458 (X1) + 0,149 (X2) + e$.

Hypothesis 2: TJS work environment Sig value of 0.181 > 0.05. Then TKKG work environment partially does not have a significant effect on the level of job satisfaction of teachers. This means the null hypothesis is accepted.

Hypothesis 3: If seen from the Sig value, it can be seen that Sig. Salary TJS 0.000 < 0.05, it can be interpreted Salary TJS partially has a significant effect on teacher job satisfaction. Then the null hypothesis is rejected.

Factors that contribute to the lowest level of teacher job satisfaction

To find out the smallest factor in helping to teacher job satisfaction levels, we look at the value of beta in the results of regression analysis. Beta value shows that the aspect that contributes to the level of job satisfaction of private school teachers in Indonesia is the salary aspect. It can be interpreted that private school teachers in Indonesia see the salary they receive as very important as supporting teacher performance disorders.

CONCLUSION

The focus of this study is to examine the relationship between the teacher's work environment and teacher salaries in private schools in Indonesia. The results showed that the work environment and salary have a relationship with the level of teacher job satisfaction. Among the teacher's work environment and salary, it is known that teacher salaries contribute to a lower level of job satisfaction when compared to aspects of the work environment. It shows that the managers of private schools, especially Muhamamadiyah schools in Yogyakarta, Indonesia, still need to make improvements in terms of teacher payroll systems for organizational progress in the future.

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