

THE EFFECT OF QUALITY OF WORK LIFE ON TEACHER JOB SATISFACTION

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ABSTRACT

The purpose of this study was to determine the effect of work life quality on job satisfaction of teachers of senior high school in Mataram city. This research is a quantitative research with ex-post facto method. The population of this study was all teachers of senior high school in Mataram city, which amounted to 580. The study samples were 85 teachers taken using the proportionate random sampling technique. The results of the study are there is an influence of the quality of work life by 9.2% on the job satisfaction of senior high school teachers in Mataram city. Thus, it can be concluded that the better the quality of work life of senior high school teachers' job satisfaction in Mataram city will increase.

KEYWORDS

Quality of Work Life, Teacher, Job Satisfaction

INTRODUCTION

It is important for schools to make teachers feel comfortable with work and work environment so that they get satisfaction at work. Many things need to be considered to achieve teacher job satisfaction, one of which is to pay attention to the quality of work which is the teacher's perception of their physical and psychological well-being at school. The quality of work life includes providing opportunities for teachers to make decisions related to their work, design their workplaces, and the need for teachers to be more creative. The quality of work life discusses the extent to which the teacher feels that he is safe, prosperous, and able to develop himself (Botutihe, 2010:241).

Every organization, including schools, has problems to face. Teacher job satisfaction is one of the important things to note and improve. To improve teacher job satisfaction in schools, one that can be pursued is to improve the quality of work life. The results of research conducted by Jofreh (2012: 2513) concluded that, the quality of work life has a positive effect on employee job satisfaction in the organization. Kasraie (2014: 80) and Kermansaravi (2015: 231) concluded that, there is a positive and significant relationship between quality of work life and job satisfaction. From the results of this study indicate that, with a high quality work life, the level of teacher job satisfaction in work will increase and vice versa with a low quality of work life, teacher job satisfaction will also be low.

Quality of work life is a picture of the quality of personal relationships with overall working conditions. Rokhman (2012: 1135) suggests that the creation of a quality work environment is the duty of all components in the organization. The quality of work life is a multidimensional concept that covers various aspects that exist in work that have an impact on the overall performance of the organization.

Based on the explanation above, quality of work life is a problem that must get full attention in an organization (school). With full attention in school, the quality of work life will be able to increase the role and duties of teachers as educators. As a good educator, the teacher must be able to give the best role so that the educational goals can be achieved. With a good quality of work life, it is expected that the teacher's performance will be better because the basic purpose of the quality of work life is to develop the best possible working environment for all members in an organization so as to provide job satisfaction which certainly has a positive impact on employee performance.

Teacher job satisfaction is closely related to teacher competence. The 2015 Teacher Competency Test (in Indonesia called UKG) results show that only 10% of teachers score above 5,5. According to the Head of the NTB Province Education Quality Assurance Agency (in Indonesia called LPMP), there are still 90% of teachers in NTB Province whose competencies need to be given attention to be improved. When referring to the results of the 2014 UKG score, most of the teachers in NTB scored below 4.7. This shows that, teachers in NTB Province have competence and professionalism still in the low category. Although there was an increase, the value of UKG in 2015 was still not encouraging (Sudirman, 2015: 1).

The teacher competency data which is still low above concludes that teacher job satisfaction in NTB including Public High School teachers in Mataram City is also still in the low category. With good teacher competence, the job satisfaction of senior high school in Mataram City will be better. The results of Amir et al's study (2014: 104), Tasir (2012: 143), Singh & Amruth (2013: 183), and Marsana (2010: 13) concluded that good teacher competence was followed by increasing teacher job satisfaction.

Susilowati (2009: 3) states that job satisfaction is basically an individual thing, each individual will have different levels of satisfaction with the value system that applies to him. While Armstrong (2006: 264) argues that job satisfaction refers to the attitudes and feelings someone has about the job. From some understanding of job satisfaction stated above shows that job satisfaction is related to someone's pleasant and pleasant feelings. Because these feelings are felt by someone as an individual, one's job satisfaction can be different from others.

LITERATURE REVIEW

Quality of Work Life

According to Widiastuti & Margaretha (2012: 899), the concept of quality of work life has emerged since more than 25 years ago. Around 1969-1974 practitioners, trade union leaders began to be interested in the problem of how to influence workers' on the job training experiences. This is due to the growing concern about the effects of health, welfare and job satisfaction on employees in America and the new autonomous working group in Europe in 1979, attention to the quality of work life began to increase again.

Quality of work life is a picture of the quality of personal relationships with overall working conditions. Rokhman (2012: 1135) suggests that the creation of a quality work environment is the task of all components in the organization. The quality of work life is a multidimensional

concept that covers various aspects that exist in work that have an impact on the overall performance of the organization.

According to Husnawati (2006: 15), Quality of work life is one form of philosophy applied by management in managing organizations in general and human resources in particular. As a philosophy, the quality of work life is a management's perspective on humans, workers and organizations. The main elements in the philosophy are: management concern about the impact of work on humans, the effectiveness of the organization and the importance of employees in solving decisions especially those concerning work, career, income and their fate at work.

Based on the explanation above, quality of work life is a problem that must get full attention in an organization. With full attention in school, the quality of work life will be able to increase the role and duties of teachers as educators. As a good educator, the teacher must be able to give the best role so that the educational goals can be achieved. With a good quality of work life, it is expected that the teacher's performance will be better because the basic purpose of the quality of work life is to develop the best possible working environment for all members in an organization so as to provide job satisfaction which certainly has a positive impact on employee performance.

The main components in the quality of work life that are useful for increasing employee productivity and improving product quality and reducing absenteeism according to Wayne (in Rokhman, 2012) are: 1) Pay (wages); 2) Employee benefits (the most common issues that are health care, dental care, and retirement) / problems related to employees such as health insurance etc. 3) Job security, 4) Alternative work schedules (alternative work schedules) and 5) Job stress.

Restiandani (2015) states that the components of work life quality consist of: 1) Fair and adequate compensation, 2) Healthy and safe working conditions, 3) Opportunities to develop individual capacity, 4) Future opportunities for career advancement and security, 5) Social integration in work organizations, 6) Constitutionalism in work organizations, 7) Distance between work and life of personnel, 8) Social relevance in work life.

According to Cascio (2003), the organization's effort to improve the quality of work life (quality of work life) is an effort to improve the following components: 1) available facilities, 2) safety of the work environment, 3) teacher involvement, 4) balanced compensation, 5) communication, 6) career development, 7) security of work, and 8) pride in school. The component of the quality of work life is used as an indicator to determine the quality of work life of senior high school in Mataram city.

Job Satisfaction

Kusumayani (2013: 3) states that job satisfaction is closely related to employee performance. Susilowati (2009: 3) states that, job satisfaction is basically an individual thing, each individual will have different levels of satisfaction with the value system that applies to him. Whereas Armstrong (2006: 264) argues that, job satisfaction refers to the attitudes and feelings someone has about work. From some understanding of job satisfaction stated above shows that, job satisfaction relates to someone's feelings that are pleasant and unpleasant. Because these feelings are felt by someone as an individual, one's job satisfaction can be different from others.

Rivai and Mulyadi (Kusumayani, 2013: 3) explain that job satisfaction is the general attitude of individuals to their jobs. A person with a high level of job satisfaction shows a positive attitude towards his job, someone who is not satisfied with his work shows a negative attitude towards the job. Basically the satisfaction or non-compliance of work is the response of the worker to the reward or reward given to satisfy the desired needs. Teacher job satisfaction is certainly reflected from the teacher himself in behaving in his duties.

In doing the work, job satisfaction is very helpful. Work will be better if the individual who does the job feels satisfaction in working. Many things can create satisfaction in work, one of which is a work environment. Mulyanto (2009: 4) suggests that individual satisfaction in work is strongly influenced by the work environment, meaning the work environment is one of the important factors in achieving organizational goals through job satisfaction of employees.

Employee satisfaction in an organization is strongly influenced by its performance. The better the employee's performance, the better job satisfaction he will have. This is in line with the opinion of Mulyana (2013: 62) that an employee not having job satisfaction will express his dissatisfaction in four ways as follows: 1) get out of his job and look for another job; 2) working arbitrarily, for example being late, not going to work, making mistakes intentionally; 3) talk about his dissatisfaction with his boss honestly so that his condition can change; 4) wait patiently and optimistically that the organization and management can do the best.

Herzberg (Perdani, 2010) found that the factors that caused job satisfaction differed from the factors that led to job dissatisfaction. Factors that cause job satisfaction are called motivator factors, while the factors that lead to dissatisfaction are called hygiene factors. The factors that belong to the motivator group tend to be factors that lead to better work motivation, while the factors included in the hygiene group tend to produce more reactive work motivation. Hygiene factors can move dissatisfaction and improve performance, but to a certain extent, improving these factors no longer has much effect. For this reason, the efforts made to improve performance and attitudes are more positive, preferably using motivating factors.

Furthermore, Herzberg (in Perdani, 2010) defines the factors including motivator factors, namely, 1) achievement (achievement). The definition of achievement also includes the failure and loss of achievement. Success in this category is success in completing work, overcoming problems, and enduring one job. 2) Recognition. The biggest criterion of this category is someone's confession about us. Sources of recognition can come from employers, management, clients, groups, professional or public colleagues. In this case criticism and criticism are also included in recognition, usually called negative recognition. Recognition can also be in the form of promotions or salary increases; 3) The work itself (the work itself). This category can be known when the employee mentions what is actually done in the work or task as a source of pleasant or unpleasant feelings from the job. These tasks can be routine or varied, creative or boring, too easy or too difficult; 4) Responsibility. Factors related to responsibility and authority included in this category include the sequence of reported events about satisfaction received from the responsibilities of their work or the work of others or in the form of newly accepted responsibilities; 5) Progress (advancement). This category exists if there is a real change in the status or position of someone in the company. In situations where someone transfers from one part to another in the company without any change in status but there is an increase in opportunities in job responsibilities; 6) Growth of possibility. The

possibility of this growth is not only an increase in someone in the organization but also a situation where the person can improve their skills and expertise. In addition, if there are new elements in the situation that make employees learn new skills or gain new insights. Ramatulasamma (2003: 7) states that teaching is an art and is a job with high skills and cannot be achieved without preparation.

Thus, teacher job satisfaction in this study uses Herzberg's Two Factor theory by focusing only on motivator factors with indicators (1) achievement factors, (2) recognition factors, (3) work factors themselves, (4) responsibility factors, (5) progress factors, and (6) growth factors.

RESEARCH METHOD

This research will be carried out in senior high school in Mataram city, West Nusa Tenggara Province. This study uses an ex-post facto approach, meaning that researchers do not use the treatment of research variables, but rather examine the facts that have occurred. The population in this study was the quality of work life, teacher performance and job satisfaction of senior high school in Mataram city, amounting to 580 people. The study sample was 85 people or 14.65% of the study population.

The research instrument used as a measuring instrument of the research variable was a *Likert scale* model questionnaire with 5 (five) answer choices. Sugiyono (2008) says that the scale can be used to measure attitudes, opinions and perceptions of a person or group of people about a particular phenomenon. The selection of the *Likert scale* model questionnaire (questionnaire) instrument is based on the consideration that with this instrument the respondent's answers can be obtained adequately and facilitate the processing/description of the results and in accordance with the objectives to be achieved in this study.

The data analysis technique used in this study is regression analysis, both simple regression and multiple regression. The next step is to carry out the data analysis requirements test which includes multicollinearity, autocorrelation, homogeneity, and data normality tests and proceed with hypothesis testing. Quantitative influence between the quality of work life (x) on job satisfaction (y) is calculated by analyzing the form of a simple linear regression equation, with the equation model:

$$y = a + bx + \varepsilon$$

with:

- y = Dependent variable
- a = Regression constant
- b = Regression coefficient
- x = Independent variable
- ε = Error

RESEARCH RESULT AND DISCUSSION

Based on the results of the analysis obtained the results of a simple regression analysis of the quality of work life on the job satisfaction of teachers of senior high school in Mataram city as Table 1.

Table 1. Results of Simple Regression Analysis of Quality of Work Life against Senior High School Teacher Job Satisfaction in Mataram City

Model	Coefficient		t _{count}	t _{table}	Sig.	R ²
	Value	Standard Deviation				
Constant (a)	60.003	6.996	8.577		0.001	0.092
Quality of work life (b)	0.249	0.086	2.904	1.989	0.005	

Based on Table 1, the value of t_{count} of 2.904 is greater than the t_{table} value of 1.989, so it can be concluded that there is an effect on the quality of work life on the work satisfaction of senior high school teachers in Mataram City, while a significant value of 0.005 is smaller than 0.05 (Sig. <0.05). It was concluded that there was a significant positive effect on the quality of work life on the job satisfaction of senior high school teachers in Mataram city.

The results of the analysis in Table 1 also obtained a regression coefficient b of 0.249, and a constant (intercept) a of 60.003. Thus, the form of the regression equation of work life quality (x) on teacher job satisfaction (y) of senior high school in Mataram is $y = 60.003 + 0.249x$. This means that, changes in one unit of perception on the quality of work life variables are followed by changes in the work satisfaction of teachers in senior high school in Mataram City by 0.249 units in the same direction as the intercept of 60.003. The graphical form of the regression equation is given in Figure 1.

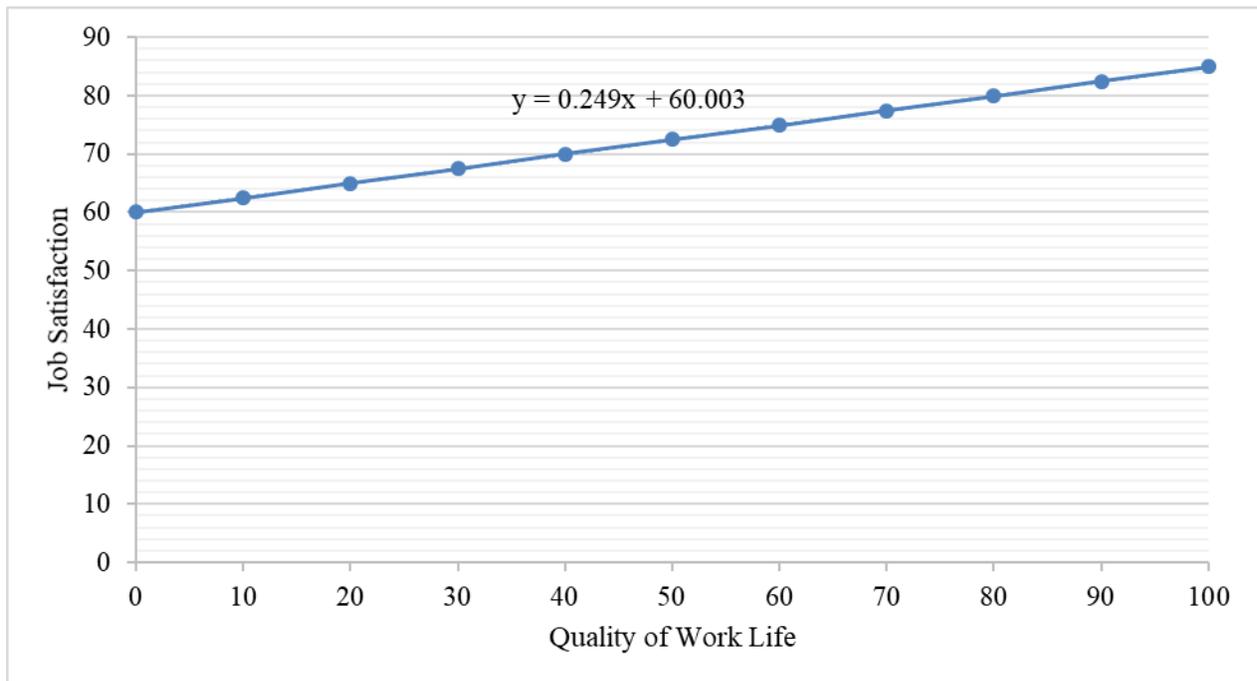


Figure 1. Graph of the Effect of Quality of Work Life on Job Satisfaction of senior high school Teachers in Mataram City

The influence of work quality on the work satisfaction of senior high school teachers in Mataram city can be seen from the value of $R^2 = 0.092$ found in Table 1. This means that, the quality of work life has an effect of 9.2% on the job satisfaction of teachers of senior high school in Mataram city, while the rest is influenced by other factors. The same is concluded from the results of research conducted by Retnowati (2003), Li & Yeo (2011), and Rethinam & Ismail (2008). The influence of the quality of work life on the job satisfaction of senior high school teachers in Mataram city is due to the fact that most senior high school teachers in Mataram city argue that the quality of work at senior high school in Mataram city is good enough. This is evidenced by the opinions of respondents through a quality work life questionnaire which shows 45.88% stated moderate (sufficient) and 39.41% stated high (good).

The results of this study are in accordance with the results of research from Muljani, et al. (2012: 143) that the quality of work life has a significant effect on job satisfaction. Kasraie (2014: 80), Kermansaravi (2015: 231) concluded that there is a positive and significant relationship between quality of work life and job satisfaction (there is a positive relationship between the quality of work and job satisfaction). The results of this study are also supported by the results of previous studies, namely research conducted by Soltanzadeh et al. (2012), Zakerian et al. (2012), Shahbazi et al. (2011), Heidarie et al. (2010), Goudarznand-Chegini et al. (2010), Saedi et al. (2010), Mirkamali & Narenji (2008), Hong Lu et al. (2007), Hua (2006), Conklin (2008), and Adhikari (2010) which state that the quality of work life has an effect on job satisfaction.

The quality of work life is a picture of the quality of personal relationships with the overall working conditions. Rokhman (2012: 1135) suggests that the creation of a quality work environment is the duty of all components in the organization. The perception of senior high school teachers in Mataram city regarding the quality of work life is so varied that Cascio (2003) defines the quality of work life as an employee's perception of the physical state of work. The components of work life quality used in this study are: (1) available facilities, (2) safety of the work environment, (3) teacher involvement, (4) balanced compensation, (5) communication, (6) career development, (7) security of work, and (8) pride in school.

A good quality of work life in school is defined as a systematic effort from the school to provide good opportunities for teachers to influence their work and opportunities to contribute to overall school effectiveness. Schools that have a good quality of work life are schools that have good supervision, good working conditions, payroll and satisfactory compensation, and make work interesting, challenging and full of rewards. According to Davis and Newstrom (in Widiastuti, 2012) that the elements of the quality of work life itself are openness of communication, a fair reward system, attention to job security, and opening participation in work design.

A good quality of work life in school is a very important and basic thing that must be done well in school because with a good quality of work life, it will have an impact on teacher job satisfaction. Davis and Newstrom (in Widiastuti, 2012) state that the main goal of the quality of work life is to develop the best possible working environment for all members of the organization to create a good and conducive working atmosphere. Thus, schools must be able to create a good quality of work life, so that teachers feel comfortable in working and work satisfaction continues to grow so as to create a good working atmosphere between coworkers, superiors and other employees.

Important things that need to be considered in improving the quality of work life of senior high school in Mataram city are Occupational Safety and Health (in Indonesia called K3) in working. Based on the opinions of respondents in the research questionnaire about K3, 21% of respondents stated that they did not agree with K3 in their respective schools. This proves that the K3 standard of senior high school in Mataram city is not yet appropriate. Hadiguna (2009) states that the Occupational Safety and Health program (K3) aims to provide a conducive climate for workers to excel, every incident both light and fatal accidents and illnesses must be accounted for by the parties concerned. To improve safety in work, safety and health facilities must be improved in schools because it will be related to the level of teacher job satisfaction. Thus, Occupational Safety and Health (K3) in the work needs to be improved in order to create a good quality of work life.

The indicator that gives the highest contribution in improving the quality of work life is communication and career development. Good communication at school can be done between the principal and the teacher, the teacher with fellow teachers, and the teacher with the students. If good communication is established in school, then personal relationships with others will be maintained and certainly have an impact on the satisfaction of someone working in the organization. In addition, career development also has a very good role in improving the quality of work life in schools. Teachers should be given the flexibility to be able to develop their careers better.

CONCLUSION

Based on the results obtained in this study, it can be concluded that there is a significant influence on the quality of work life on the job satisfaction of senior high school teachers in Mataram city. Thus, the better the quality of work life, job satisfaction of senior high school teachers in Mataram city will increase.

Suggestion

Based on the conclusions that have been described, suggestions that can be put forward are the results of this study can be used as a source of ideas for the development of research by the next researcher about the factors that influence teacher job satisfaction by using larger samples and different research sites. The quality of work life can be used as an independent variable in subsequent research by delving deeper into the components included in the quality of work life.

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