

Teaching Satisfaction Factors with Organizational Commitment as Intervening Element Private School Foundation Case Study in Depok City, West Java

^{1*}Esra Christina Simangunsong, ²Noverdi Bross, ³Kabul Wahyu Utomo

^{1,2,3}Trilogi University, School of Business and Banking, Jakarta, Indonesia *Corresponding author

Abstract: Teachers are one of the leading components in efforts to improve the quality of education. Without teachers, activities in school cannot run well. Every teacher is expected to be required to always carry out their duties well. Teacher's work behavior arising from teacher job satisfaction is greatly influenced by motivation and remuneration. Therefore, this study aims to examine the effect of remuneration and teacher's work motivation to teaching satisfaction with organizational commitment as intervening variable. Data were collected from a sample of 73 people using accidental sampling with questionnaire at one of the Private School Foundation located in Depok, West Java. This study shows that level of remuneration has significant effect to organizational commitment, while motivation has no significant effect to organizational commitment. Remuneration and motivation doesn't have any significant effect to teaching satisfaction, simultaneously, while organizational commitment has significant effect to teaching satisfaction. The effect of remuneration and work motivation to teaching satisfaction is fully intervening by organizational commitment.

Keywords: Teaching Satisfaction, Organizational Commitment, Work Motivation, Remuneration.

I. INTRODUCTION

In Indonesia, the low quality of education is one of the four main problems of education that have been identified since late 60s. Government gives their attention to education world, although there were many efforts to improve the education aspect, up until now the problem of education quality seems to be a bit difficult to handle. Many talks about low quality of graduates continue to resonate. Many of elementary, junior high, and senior high graduates have not be able to reason and think critically, and are still dependent on their teachers [1]. The ability of students to be independent has not been realized, so that student's initiatives to start things have not yet been found. Students are more focused on factual knowledge because that is what is required in the final exam. Many identified root cause of all of this but the main accusation is directed at the teacher because the teacher is the factor in the field that interacts with students all the time [2]. Therefore, teacher is considered as the factor that responsible for the results of their students.

Work satisfaction is one of the important factors in every job. Work satisfaction is an emotional side. Work satisfaction is an employee's emotional state that occurs or not, between the value of employee and organizational work compensation and the level of reward that is actually desired by the employees [3]. Work satisfaction is basically one of the psychological aspects that reflect a person's feelings towards his work, and he will feel satisfied with his abilities, skills and expectations with the responsibilities that he faces at work [3]. Someone expects to be rewarded for supporting himself and his family for their own responsibility at work. However, it often happens that getting rewards is not enough.

Based on study in Depok Private School Foundation, the level of remuneration or wages, compared to the minimum wage in Depok city, West Java, is very far expected in accordance with the needs of teachers. Table I below is the comparison of annual wages and remuneration received by teachers and requirement annual minimum wages in Depok City, West Java (in Indonesian Currency).

International Journal of Novel Research in Education and Learning

Vol. 5, Issue 4, pp: (75-81), Month: July - August 2018, Available at: www.noveltyjournals.com

TABLE I: Annual Salary received compared with minimum wage

| Position | Annual Min. Wages | Annual Salary and Wages Received | | |
|--------------------------|-------------------|----------------------------------|------------|------------|
| | | 2015 | 2016 | 2017 |
| Headmaster | 42,584,400 | 51,000,000 | 52,520,000 | 54,000,000 |
| Vice Principle | 42,584,400 | 45,000,000 | 42,000,000 | 41,000,000 |
| Homeroom Teacher | 42,584,400 | 40,000,000 | 39,200,000 | 38,500,000 |
| Permanent Teacher | 42,584,400 | 32,800,000 | 31,100,000 | 30,500,000 |
| Honorary Teacher | 42,584,400 | 15,600,000 | 15,500,000 | 15,200,000 |

A. Problem Statement:

This study using multiple problem statements such as:

1. Is there any effect on Remuneration to Organizational Commitment?
2. Is there any effect on Work Motivation to Organizational Commitment?
3. Is there any effect on Remuneration to Teaching Satisfaction?
4. Is there any effect on Work Motivation to Teaching Satisfaction?
5. Is there any effect on Organizational Commitment to Teaching Satisfaction?
6. Is there any effect on Remuneration to Teaching Satisfaction through Organizational Commitment?
7. Is there any effect on Work Motivation to Teaching Satisfaction through Organizational Commitment?

B. Research Purposes:

To examine the effect of Remuneration and Work Motivation to Teaching Satisfaction and Organizational Commitment, this study has multi purposes as following:

1. To examine the effect of Remuneration to Organizational Commitment.
2. To examine the effect of Work Motivation to Organizational Commitment.
3. To examine the effect of Remuneration to Teaching Satisfaction.
4. To examine the effect of Work Motivation to Teaching Satisfaction.
5. To examine the effect of Organizational Commitment to Teaching Satisfaction.
6. To examine the effect of Remuneration to Teaching Satisfaction through Organizational Commitment.
7. To examine the effect of Work Motivation to Teaching Satisfaction through Organizational Commitment.

II. LITERATURE REVIEW AND HYPOTHESIS FRAMEWORK

A. Remuneration:

Remuneration is something that employees received in return for the contribution they have given to their organization. Remuneration has a wider meaning, because it covers all rewards, whether in the form of money or goods, whether it was given directly or indirectly [4]. Many previous studies have tried to measure the effect of remuneration in various fields [5][6][7]. The results of the previous studies give different results.

B. Work Motivation:

Work motivation is seen as a willingness to carry out high-level efforts to achieve organizational goals that are conditioned by ability to meet certain individual needs [8]. This study takes about eight factor from Frederick Herzberg theory about Work Motivation which is used as the variable as follows: (1) employee's organizational status, (2) manager-subordinate relationship at work, (3) interpersonal relationship, (4) supervisory techniques, (5) organization's policy, (6) administration system, (7) work environment, (8) punishment and reward system. Many previous studies have tried to measure the effect of work motivation in the mentioned field above [9][10][12]. The results were vary from significant relationship to no connection at all.

C. Organizational Commitment:

Employee commitment is seen as strong recognition and involvement of someone in a particular organization. Level of commitment was divided into three parts as follow: (1) effective commitment by referring to emotions attached to employees to identify and involve themselves with the organization, (2) normative commitment refers to a reflection of someone’s feelings for his obligation to become a company employee, (3) continuous form of commitment refers to employee awareness of costs related to the consequences of leaving the organization.

D. Work Satisfaction:

Work satisfaction is a pleasant or unpleasant emotional state by which employees perceive their work that reflects a person's feelings towards work, which can be seen from the employee's positive attitude towards work and everything they are facing in their work environment [13]. There five dimensions of work satisfaction as follow: (1) the work itself, employees tend to prefer interesting jobs, opportunities to learn, and opportunities to accept greater responsibility, (2) fair supervisory, open, and willingness to cooperate with subordinates will influence employees in working, (3) co-workers or cooperative team players are a source of job satisfaction, a "strong" team is a source of support, comfort, advice and employee assistance, (4) an effective reward-and-punishment system based on job demands, individual skill levels, and wage standards will create job satisfaction, (5) fair promotion opportunities based on performance and tenure will increase job satisfaction.

E. Hypothesis:

Hypothesis is a temporary answer to the formulation of the research problem [14]. Based on theories mentioned in the previous section, this study will test multiple hypothesis as follows:

- H1: Remuneration has a significant effect to Organizational Commitment.
- H2: Work Motivation has a significant effect to Organizational Commitment.
- H3: Remuneration has a significant effect to Teaching Satisfaction.
- H4: Work Motivation has a significant effect to Teaching Satisfaction.
- H5: Organizational Commitment has a significant effect to Teaching Satisfaction.
- H6: Remuneration has a significant effect to Teaching Satisfaction through Organizational Commitment.
- H7: Work Motivation has a significant effect to Teaching Satisfaction through Organizational Commitment.

III. RESEARCH METHOD

A. Research Framework:

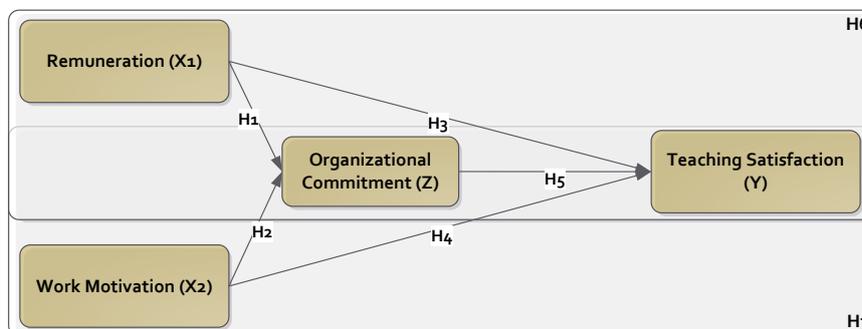


Figure 1: Research Framework

B. Dataset Source:

1. Primary Data:

Primary data is a dataset that comes within the original source [15]. This dataset is not available in the form of compiled or in the form of files. This data must be sought through respondents, namely the person we make the object of research

International Journal of Novel Research in Education and Learning

Vol. 5, Issue 4, pp: (75-81), Month: July - August 2018, Available at: www.noveltyjournals.com

or the person we make as a means of getting information or data. The source of primary data in this study was obtained by filling out a questionnaire from teachers at Private School Foundation in Depok city, West Java.

2. Secondary Data:

Secondary data is dataset that refers to information collected from existing sources. Secondary data sources are company records or documentation, government publications, industry analysis by the media, website, internet and so on [15]. Secondary data in this study were obtained from the general description of the existing teachers in the school, library research, reading document books related to the problem statements.

C. Population and Sample:

1. Population:

This study took place in one of the Private School Foundation in Depok city, West Java. This study using 73 teachers as population.

2. Sample:

Since the number of population is less than 100 people, therefore there were no sample taken from this study.

D. Sample Collection Methods:

Accidental sampling is a chance-based sampling technique, that anyone who happens to meet with a researcher can be used as a sample, if viewed as someone who happens to be found suitable as a data source [14]. The sampling technique used in this study is to spread the questionnaire and use accidental sampling during 1st of June through June 20th, 2018.

TABLE II: Demographic Information

| Demographic Character | Demographic Feature | Frequency | Percentage |
|-----------------------|---------------------|-----------|------------|
| Gender | Man | 30 | 41,09% |
| | Women | 43 | 58,90% |
| | Total | 73 | 100% |
| Age | 25-30 | 5 | 06,84% |
| | 31-40 | 41 | 56,16% |
| | 41-50 | 21 | 28,76% |
| | ≥ 51 | 6 | 08,21% |
| | Total | 73 | 100% |

E. Data Analysis:

In this study, data were analyze using path analysis with statistical software SPSS 22.0.

IV. FINDINGS AND ANALYSIS

Path analysis is an advanced part of regression analysis. Regression analysis is usually used to test whether there is a direct impact given by independent variable to the dependent variable. Meanwhile, path analysis does not only directly test direct impact, but also explains the indirect impact given by independent variables through intervening variables on the dependent variable.

A. Model I Results:

Below is the result of model I regression analysis.

TABLE III: Regression Model I Results

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-----------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 5.002 | 6.466 | | .774 | .442 |
| Remuneration | .508 | .129 | .425 | 3.931 | .000 |
| Work Motivation | .031 | .106 | .031 | .291 | .772 |

International Journal of Novel Research in Education and Learning

Vol. 5, Issue 4, pp: (75-81), Month: July - August 2018, Available at: www.noveltyjournals.com

Model I were formed based on variable Remuneration (X1) and Work Motivation (X2) to Teaching Satisfactor (Y). The results show that Remuneration (X1) has a significant effect to Teaching Satisfaction (Y) ($0.00 < 0.05$), and Work Motivation (X2) has no significant effect to Teaching Satisfaction (Y) ($0.772 > 0.05$). Therefore hypothesis 3 is accepted and hypothesis 4 is rejected.

Below is the summary from model I regression analysis.

TABLE IV: Model I Summary

| Model | R | R ² | Adjusted R ² | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------------|-------------------------|----------------------------|---------------|
| 1 | .427 ^a | .183 | .159 | 4.350 | 1.590 |

In above table, it was shown that the R2 was relatively small (0.183), this indicates that only about 18.3% from Teaching Satisfaction (Y) that could be explained by variable Remuneration (X1) and Work Motivation (X2). Meanwhile, R1 statistic can be calculate by using formula $R1 = \sqrt{(1 - 0.183)} = 0.904$. Therefore the results is path framework in figure below.

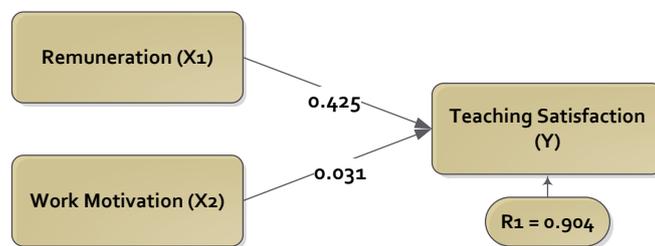


Figure 2: Model I Path Analysis Framework

B. Model II Results:

Below is the result of model II regression analysis.

TABLE V: Regression Model II Results

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---------------------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | -1.236 | 5.141 | | -.240 | .811 |
| Remuneration | .169 | .113 | .142 | 1.502 | .138 |
| Work Motivation | .072 | .083 | .073 | .866 | .390 |
| Organizational Commitment | .757 | .112 | .637 | 6.740 | .000 |

Model II were formed based on variable Remuneration (X1), Work Motivation (X2), Organizational Commitment (Z) to Teaching Satisfaction (Y). The result shows that Remuneration (X1) has no significant effect to Teaching Satisfaction (Y) ($0.138 > 0.05$), Work Motivation (X2) has no significant effect to Teaching Satisfaction (Y) ($0.390 > 0.05$), and Organizational Commitment (Z) has significant effect to Teaching Satisfaction (Y) ($0.00 < 0.05$).

Below is the summary from model I regression analysis.

TABLE VI: Model II Summary

| Model | R | R ² | Adjusted R ² | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------------|-------------------------|----------------------------|---------------|
| 1 | .712 ^a | .507 | .486 | 3.402 | 1.161 |

In above table, it was shown that the R2 was large enough (0.507), this indicates that about 50.7% from Teaching Satisfaction (Y) that could be explained by variable Remuneration (X1), Work Motivation (X2), and Organizational Commitment (Z). Meanwhile, R2 statistic can be calculate by using formula $R2 = \sqrt{(1 - 0.507)} = 0.702$. Therefore the results is path framework in figure below.

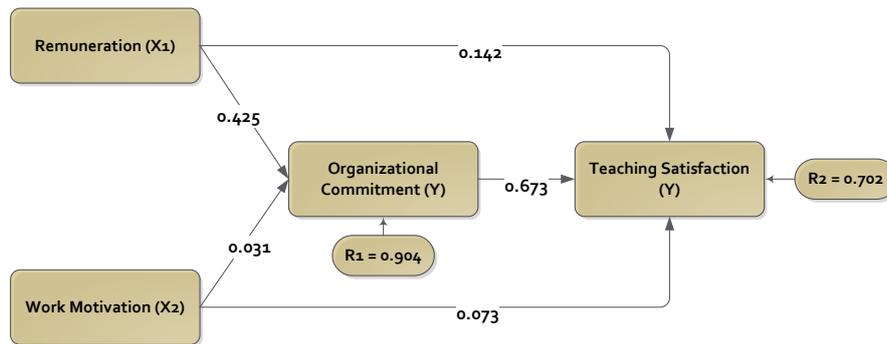


Figure 3: Model II Path Analysis Framework

V. CONCLUSION

Based on the findings and results, this study has the following conclusions :

1. Remuneration (X1) has a significant effect to Organizational Commitment (Z), therefore hypothesis 1 is accepted.
2. Work Motivation (X2) has no significant effect to Organizational Commitment (Z), therefore hypothesis 2 is rejected.
3. Remuneration (X1) has no significant effect to Teaching Satisfaction (Y), therefore hypothesis 3 is rejected.
4. Work Motivation (X2) has no significant effect to Teaching Satisfaction (Y), therefore hypothesis 4 is rejected.
5. Organizational Commitment (Z) has a significant effect to Teaching Satisfaction (Y), therefore hypothesis 5 is accepted.
6. Remuneration (X1) has a direct and indirect impact to Teaching Satisfaction (Y) through Organizational Commitment (Z). Direct impact is 0.142, while the indirect impact is $0.425 \times 0.637 = 0.425$. Therefore the total impact of Remuneration (X1) to Teaching Satisfaction (Y) should be $0.142 + 0.425 = 0.567$. This indicates that since the direct impact is smaller than indirect impact, Remuneration (X1) is proven to have significant effect to Teaching Satsosfaction (Y) through Organizational Commitment (Z).
7. Work Motivation (X1) has a direct and indirect impact to Teaching Satisfaction (Y) through Organizational Commitment (Z). Direct impact is 0.073, while the indirect impact is $0.031 \times 0.637 = 0.019$. Therefore the total impact of Work Motivation (X1) to Teaching Satisfaction (Y) should be $0.073 + 0.019 = 0.092$. This indicates that since the direct impact is larger than indirect impact, Work Motivation (X1) is proven to have no significant effect to Teaching Satsosfaction (Y) through Organizational Commitment (Z).

REFERENCES

- [1] Anwar Prabu Mangkunegara1,*, Tinton Rumbungan Octorend2, Effect of Work Discipline, Work Motivation and Job Satisfaction on Employee Organizational Commitment in the Company (Case Study in PT. Dada Indonesia), Journal of Management 3(8): 318-328, 2015.
- [2] Amir Sohail, Robina Safdar, Salma Saleem, Samara Ansar & M. Azeem, “Effect of Work Motivation and Organizational Commitment on Job Satisfaction, journal volume 14 Ussue 6 Version 10 Year 2014.
- [3] Elizabeth Boye Kuranchie-Mensah1 , Kwesi Amponsah-Tawiah2, Employee Motivation and Work Performance: A Comparative Study of Mining Companies in Ghana, 2016, Journal of Industrial Engineering and Management ISSN: 2013-8423.
- [4] Handoko, T. Hani. 2001. Personalialia and Human Resources Management. Yogyakarta: BPFE.
- [5] Hiqma Nur Agustiniingsih, Armanu Thoyib, Djumilah H., Noermijati Noermijati, “The Effect of Rumeneration, Job Satisfaction and OCB on the Employee Perfomance, Science Journal of Business and Management, 2016;4(6): 212-222.
- [6] Luthans,Fred. (1998).Organisasi Behavior, Eighth Edition, McGraw-Hill Intemasional Book. New York:Company.

International Journal of Novel Research in Education and Learning

Vol. 5, Issue 4, pp: (75-81), Month: July - August 2018, Available at: www.noveltyjournals.com

- [7] Martoyo (2000). *Being a Professional Teacher Creating Creative and Fun Learning*. Bandung: PT. Remaja Rosdakarya.
- [8] Muhamad Rizal1 , M Syafie Idrus2 , Djumahir3 , Rahayu Minta, *Effect of Compensation on Motivation, Organizational Commitment and Employee Performance (Studies at Local Revenue Management in Kendari City)*.
- [9] Nielson, dkk. (1996). *Renewal Efforts in Education and Teaching*, Bandung, PT Remaja Rosda
- [10] Priansa, Junni Donni (2014). *Human Resource Planning and Development*, Penerbit Bandung: Alfabeta.
- [11] Revel. Sangkay., S.L.H.V. Joyce Lapian, F. Rumokoy, “ *The Influence of the Compensation and Training Toward Employee Performance At BNI 46 Manado Branch*, 2016, Journal ISSN 2303-1174.
- [12] Siagian, S. (2004). *Motivation Theory and its Applications*. Jakarta: PT. Rineka Cipta.
- [13] Sugiyono. 2011. *Quantitative, Qualitative, and R&D Methods*. Cetakan 14. Bandung: Alfabeta
- [14] Wibowo. 2013. *Performance Management*. Jakarta: Rajawali Pers.