

TEACHER JOB SATISFACTION AT PUBLIC ELEMENTARY SCHOOLS IN THE SUTERA SUBDISTRICT

Nurul Fitra^{1*}, Nurhizrah Gistituati², Irsyad³, Tia Ayu Ningrum⁴

¹²³⁴ Educational Administration, Universitas Negeri Padang, Padang, Indonesia

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ABSTRACT

This study is motivated by phenomena related to teachers' job satisfaction, such as high workloads, lack of appreciation, limited career development, and inadequate work facilities. The purpose of this study is to determine the level of job satisfaction among public elementary school teachers in the Sutera Subdistrict based on the indicators of workload, career development, coworkers, and recognition of achievements. This study employs a quantitative descriptive approach. The population consists of 538 teachers, with a sample of 151 respondents selected using proportional random sampling. Data were collected through a Likert-scale questionnaire, whose validity was tested using the item-total correlation formula and reliability using Cronbach's Alpha. The results show that teachers' job satisfaction in terms of workload, with an average score of 4.06 and a TCR of 81.4%, falls into the "Satisfied" category; career development, with an average score of 4.08 and a TCR of 81.6%, also falls into the "Satisfied" category; and coworkers, with an average score of 4.08 and a TCR of 81.6%, falls into the "Satisfied" category. Meanwhile, recognition of achievements, with an average score of 3.99 and a TCR of 79.9%, falls into the "Less Satisfied" category. Overall, teachers' job satisfaction obtained an average score of 4.05 with a TCR of 81.12%, which is categorized as "Satisfied."

Corresponding Author:

Nurul Fitra

Email: fitranurul277@gmail.com

1. INTRODUCTION

Education is a conscious and planned process aimed at creating a conducive learning environment so that students can fully develop their potential. This is in line with Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which affirms that education aims to develop abilities and shape the character and civilization of a dignified nation, thereby creating individuals who are faithful, devout, of noble character, knowledgeable, competent, creative, and independent, as well as democratic and responsible citizens. In realizing these educational goals, teachers play a crucial role as professionals. According to Law No. 14 of 2005 on Teachers and Lecturers, a teacher is a professional educator whose primary duties include educating, teaching, guiding, directing, training, assessing, and evaluating students. Teachers do not merely serve as conveyors of learning materials but also as mentors, facilitators, and motivators in optimally developing students' potential. Therefore, the quality of teachers is a decisive factor in the success of the learning process and the quality of education.

However, the quality of teachers is not determined solely by pedagogical, professional, social, and personal competencies but is also influenced by psychological factors, one of which is job satisfaction. Job satisfaction is an emotional state reflecting an individual's feelings of contentment or dissatisfaction with their work. Stephen P. Robbins and Timothy A. Judge (2019) state that job satisfaction is the level of an individual's overall happiness with their work, encompassing aspects such as the work environment, recognition, social relationships, workload, and career development opportunities. Furthermore, Yuliani and Sari (2024) explain that job satisfaction is influenced by two main factors: motivators and hygiene factors.

Motivators relate to rewards, recognition, and individual achievements, while hygiene factors relate to working conditions, organizational policies, and work relationships. This perspective aligns with the two-factor theory proposed by Frederick Herzberg (1959), which states that job satisfaction is influenced by intrinsic motivator factors and extrinsic hygiene factors.

According to Gistituati et al. (2017), satisfaction is a feeling of pleasure or displeasure that arises after an individual compares what is received with what is expected. Meanwhile, Sulastri (2024) defines job satisfaction as a positive feeling arising from an individual's evaluation of their work. This view is reinforced by Hasibuan (in Nur'Aini, 2023), who states that job satisfaction is a pleasant emotional attitude and love for one's work, reflected in work morale. Furthermore, Agustin et al. (2024) suggest that job satisfaction is a sense of contentment expressed through work attitudes and behaviors such as feeling happy, not complaining, and being enthusiastic about work. Additionally, Martoyo (2017) states that job satisfaction is a psychological aspect reflecting the alignment between an individual's abilities, skills, and expectations with the work they perform. Additionally, Nellitawati and Yurmanita (2019) states that job satisfaction is an individual's positive attitude toward their work. Meanwhile, Setiono and Sustiyatik (2020) add that job satisfaction is an individual's evaluation or attitude toward their work and work environment, including social relationships, compensation, and working conditions. Kristanti et al. (2023) also state that job satisfaction is a form of emotional attitude that describes the level of positive or negative feelings based on cognitive and affective evaluations of the job. Meanwhile, Marnis (2008) explains that job satisfaction is an emotional state that occurs when there is a match between the rewards received and those expected, whether in financial or non-financial forms.

Various research findings indicate that teachers' job satisfaction has a significant influence on performance and the quality of learning. Yanni et al. (2022) found that teachers with high levels of job satisfaction tend to demonstrate strong work motivation, institutional loyalty, and a willingness to develop both their own potential and that of their students. In line with this, studies by Octavia (2019), Ahmadiansah (2021), Patniwati (2024), and Sulastri (2024) also show that teachers' job satisfaction affects performance, productivity, and the quality of learning in schools. Conversely, low job satisfaction can lead to various negative consequences, such as increased work-related stress, decreased motivation, emotional exhaustion, and a desire to change jobs or even switch professions, which may ultimately disrupt the stability and effectiveness of the learning process in schools. Therefore, teachers with high job satisfaction tend to demonstrate optimal performance, maintain harmonious working relationships, and create a positive learning environment. However, previous studies have generally focused only on the effect of job satisfaction on teacher performance. In contrast, studies that specifically analyze the level of teachers' job satisfaction based on indicators such as workload, career development, coworker relationships, and recognition of achievements particularly at the elementary school level in Sutera Subdistrict remain limited. Therefore, a research gap exists that warrants further investigation.

Based on preliminary observations conducted in May and July at several public elementary schools in the Sutera Subdistrict, it was found that teachers' job satisfaction still faces several challenges, including high workloads, uneven task distribution, lack of recognition for achievements, limited information on career development, inadequate work facilities, and low responsiveness of school principals to teachers' aspirations. In addition, there are still issues of discipline, such as teachers arriving late, which is supported by the results of the 2024 Education Integrity Assessment Survey conducted by the Komisi Pemberantasan Korupsi, indicating that 64% of students reported such cases. Therefore, teachers' job satisfaction is an important factor in improving the quality of education, and this study aims to analyze the level of teachers' job satisfaction based on the indicators of workload, career development, coworker relationships, and recognition of achievements.

2. METHOD, DATA, ANALYSIS

This study is a quantitative descriptive study. The population of this study consists of all public elementary school teachers in the Sutera subdistrict, totaling 538 individuals, with a sample size of 151. Sampling was conducted using proportional random sampling. The instrument used to collect data was a Likert scale questionnaire with five response options. Before use, the questionnaire was tested for validity and reliability. The validity of the questionnaire was tested using the order scale formula, while its reliability was tested using Cronbach's Alpha. The test results showed that all items were valid and reliable with a value of 0.932. Data analysis was performed using the mean formula.

3. RESULT AND DISCUSSION

Result

Overall, the job satisfaction of public elementary school teachers in the Sutera Subdistrict falls into the “satisfied” category, with an average score of 4.06 and a TCR of 81.4%. The summary of the analysis results is presented in Table 1.

Table 1. Summary of Average Job Satisfaction Scores for Public Elementary School Teachers in the Sutera Subdistrict

No	Indicator	Average Score	TCR (%)	Category
1.	Workload	4,06	81,4	Satisfied
2.	Career Development	4,08	81,6	Satisfied
3.	Coworkers	4,08	81,6	Satisfied
4.	Recognition of Achievements	3,99	79,9	Less Satisfied
Average		4,05	81,12	Satisfied

Based on the table, the indicators with the highest scores are career development and coworker relationships, each with an average of 4.08 and a TCR of 81.6%, while the lowest indicator is recognition of achievements, with an average of 3.99 and a TCR of 79.9%.

Discussion

The results of the analysis indicate that, overall, the level of job satisfaction among public elementary school teachers in the Sutera Subdistrict falls into the “satisfied” category, with an average score of 4.05 and a TCR of 81.12%. This finding suggests that there is a general alignment between teachers’ expectations and the working conditions they experience. It also reflects that key aspects of their work psychological, social, and professional have been adequately fulfilled. In line with Martoyo (2017), job satisfaction is an emotional state that arises from the alignment between expectations, capabilities, and the realities of the job. Therefore, the school work environment can be considered sufficiently conducive to supporting teachers in carrying out their duties.

Based on the findings, the highest indicators are career development and coworker relationships, while the lowest indicator is recognition of achievements. For the workload indicator, job satisfaction falls into the “satisfied” category, indicating that task distribution aligns with teachers’ abilities and responsibilities. However, limited learning facilities remain a constraint. This is consistent with the view of Stephen P. Robbins and Timothy A. Judge (2019), who state that working conditions, including adequate facilities, are important factors in enhancing job satisfaction. Therefore, improving facilities and infrastructure should be prioritized to optimize teachers’ performance.

In terms of career development, job satisfaction is also categorized as “satisfied” and represents one of the highest indicators. This suggests that schools have provided sufficient support for enhancing teacher professionalism. However, promotion opportunities are still perceived as not fully equitable. This finding aligns with the two-factor theory proposed by Frederick Herzberg, which identifies career development as a motivator that can increase job satisfaction.

Regarding interpersonal relationships, teachers are also in the “satisfied” category, indicating that cooperation, communication, and mutual support among coworkers are well established. These conditions contribute to a harmonious work environment. Nevertheless, there is still the potential for unhealthy competition, which may affect workplace comfort.

Conversely, the indicator of recognition of achievements ranks the lowest. This indicates that the existing recognition system has not fully met teachers’ expectations, particularly in terms of performance evaluation and forms of appreciation. According to Robbins and Judge (2019) and Herzberg’s theory, recognition is a key factor related to acknowledgment of individual contributions and serves as a primary motivator in enhancing job satisfaction. Therefore, improving the recognition system is a strategic step toward increasing teachers’ job satisfaction.

Overall, the findings confirm that teachers’ job satisfaction is influenced by a combination of motivator and hygiene factors, as explained in Herzberg’s theory. Motivator factors, such as career development and recognition, play a role in increasing satisfaction, while hygiene factors, such as workload, facilities, and interpersonal relationships, function to prevent dissatisfaction. These findings imply the need

for more comprehensive policies in managing facilities, career systems, workplace relationships, and recognition mechanisms.

This study contributes by providing a focused analysis of teachers' job satisfaction based on four key indicators within the context of public elementary schools in the Sutera Subdistrict. It offers empirical evidence that can inform policy decisions aimed at improving teacher performance and the quality of learning.

CONCLUSION

Based on the research findings, it can be concluded that the job satisfaction of public elementary school teachers throughout Sutera Subdistrict generally falls into the "satisfied" category, as indicated by an average score of 4.05 with a TCR of 81.12%. In this context, the aspects of workload, career development, and relationships with coworkers have been functioning well and have made a positive contribution to the teachers' performance of their duties, while the aspect of recognition for achievements remains in the "less satisfied" category and thus requires greater attention; therefore, it is recommended that school principals maintain existing positive conditions and improve the recognition system to make it fairer, more transparent, and consistent, while also creating opportunities for promotion and expanding access to professional development for teachers, while schools and education authorities are expected to provide more optimal support through the provision of facilities, ongoing training, and a structured recognition system; furthermore, future researchers are advised to examine other variables such as leadership, work motivation, and the work environment to enrich the understanding of the factors influencing teachers' job satisfaction.

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