



The Influence of Organizational Culture on Teachers Job Satisfaction

Anitia Fadhila Bumay

Program Studi Pendidikan Agama Islam, Sekolah Tinggi Agama Islam Ibnu Rusyd Lampung

Email Korespondensi: anitiafadhilah@gmail.com

Abstract. *Job satisfaction is an essential factor influencing the quality of teaching, professional performance, and the achievement of educational goals. One factor that is believed to contribute to teachers' job satisfaction is the organizational culture established within the school environment. This study aims to examine the effect of organizational culture on teachers' job satisfaction among junior high school teachers in North Lampung Regency. The research employed a quantitative approach with an ex post facto design. A total of 312 teachers were selected as the research sample using the cluster random sampling technique. Data were collected through questionnaires developed based on the indicators of the research variables. The data were analyzed using simple linear regression to determine the effect of organizational culture on teachers' job satisfaction. The findings reveal that organizational culture has a positive and significant effect on teachers' job satisfaction. These results indicate that a stronger and more supportive organizational culture is associated with higher levels of teacher job satisfaction. Therefore, strengthening a conducive, collaborative, and professionally oriented organizational culture is an important strategy for enhancing teachers' job satisfaction while supporting the continuous improvement of educational quality.*

Keywords: *Educational Quality; Junior High School Teachers; Organizational Culture; School Organization; Teacher Job Satisfaction.*

1. INTRODUCTION

The quality and welfare of education are greatly influenced by a teacher's job satisfaction. Teachers, as educators, are not exempt from feeling satisfied or dissatisfied while working. Job satisfaction is the negative or positive emotional state in which an individual views their job and workplace conditions. It is important for schools where teachers work to pay attention to teacher job satisfaction because teachers will work optimally when they have a sense of satisfaction with their job.

The low job satisfaction of teachers is one of the issues in today's educational world. Various countries face challenges associated with low teacher job satisfaction. This statement is supported by research articles indicating that teacher job satisfaction is still relatively low. Furthermore, other studies demonstrate that schools in Indonesia have been facing the same issue for years, namely the low job satisfaction of teachers. Teachers who are dissatisfied with their jobs tend to be unhappy in their lives, ultimately leading to reduced performance at work. Previous research findings indicated that low teacher job satisfaction stemmed from dissatisfaction with salaries and the school's promotion system. Moreover, low job satisfaction leads to a high rate of absenteeism and a decline in interest in work. This issue certainly requires attention since teachers are pivotal to the success of education in schools.

There are various factors that influence teacher job satisfaction, and one of these factors is organizational culture. Each organization has a culture that can influence the attitudes and behaviors of its members, including educational institutions or schools. In cultural anthropology, the term "culture" is used as an abbreviation of the term "culture," and these terms are often interpreted similarly. Organizational culture refers to a set of values within an organization that distinguishes it from others. Members of the organization agree upon and adhere to these values as guidelines for behavior and problem-solving within the organization.

Organizational culture evolves through ideas created by the organization's founders and then instilled in followers through learning processes and experiences. An organization does not just have one culture but several cultures due to the diversity of its human resources. Organizational culture tends to change over time in response to the situation, conditions, and size of the organization. Culture is the essence of what is important in organizations. Organizational culture encompasses what may or may not be done as a guideline for carrying out organizational activities. Organizational culture is an important factor that influences an individual's job satisfaction within an organization. A positive organizational culture has the potential to increase teacher job satisfaction. If teachers perceive the organizational culture positively, their level of job satisfaction is also likely to be higher.

Several studies have examined the influence of organizational culture on teacher job satisfaction and consistently reported a significant relationship between the two variables. The stronger the implementation of organizational culture, the higher the level of teacher job satisfaction. However, no previous study has specifically investigated the effect of organizational culture on teacher job satisfaction in North Lampung Regency, Lampung Province. Therefore, this study aims to fill this research gap by examining the influence of organizational culture on teacher job satisfaction, guided by the following research question: How does organizational culture affect teacher job satisfaction?

2. RESEARCH METHOD

This research is a quantitative study utilizing an ex post facto design. The population in this study consists of all teachers in the Public Junior High Schools of North Lampung Regency, totaling 1421 teachers. Sampling from the research population was conducted using the cluster random sampling technique, resulting in 312 samples being obtained.

The data collection technique in this research involved the use of a questionnaire to assess teachers' responses regarding the school principal's transformational leadership and teacher job satisfaction. A questionnaire is a list of questions given to individuals with the purpose of eliciting responses as per the user's request. The statements in the questionnaire were rated using a Likert scale ranging from 1 to 5, with specifications as follows: 1 (strongly disagree), 2 (disagree), 3 (uncertain), 4 (agree), and 5 (strongly agree).

Before distributing the questionnaire, validity testing was conducted using product-moment correlation, and reliability testing was performed to ascertain the level of confidence using the Cronbach's Alpha formula. Then, the research data was statistically analyzed using the technique of simple linear regression analysis by utilizing SPSS software version 26. This research was tested using an alpha coefficient (α) of 0.05.

3. RESULT AND DISCUSSION

Research Hypothesis Testing

Then, to determine the influence of organizational culture on teacher job satisfaction, a simple linear regression test was conducted. Here are the results of the simple linear regression test in Table 1.

Table 1. Results of Simple Linear Regression Analysis of X on Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.351	2.313		8.365	.000
	X (Budaya Organisasi)	.853	.035	.809	24.250	.000

a. Dependent Variable: Y (Kepuasan Kerja)

(Source: Processed Data from SPSS 26)

Based on Table 1, the constant value obtained is 19.351, and the regression coefficient value is 0.853. Therefore, it can be incorporated into the regression equation as follows:

$$Y = 19,351 + 0,853 X$$

The constant of 19.351 signifies that the consistent value of the teacher job satisfaction variable is 19.351. Furthermore, the regression coefficient of organizational culture (X) at 0.853 indicates that for each increase of 1 unit in the organizational culture score, the teacher job satisfaction value increases by 0.853 units. As the regression coefficient is positive, it can be inferred that the direction of the influence of X on Y is positive.

Furthermore, based on the significance value from Table 1, a significance value of $0.000 < 0.05$ was obtained. Hence, it can be concluded that the organizational culture variable X has an influence on the teacher job satisfaction variable Y. Additionally, with the obtained t-value of 24.250 and the critical t-value of 1.968 ($df = n - 2 = 312 - 2 = 310$; $\alpha = 0.05$), where the calculated t-value $>$ the critical t-value ($24.250 > 1.968$), H_0 is rejected. Thus, it can be concluded that the organizational culture variable (X) significantly influences the teacher job satisfaction variable (Y). The correlation coefficient of organizational culture on teacher job satisfaction can be seen in Table 2.

Table 2. The correlation coefficient of X on Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.809 ^a	.655	.654	6.09433

a. Predictors: (Constant), X (Budaya Organisasi)

(Source: Processed Data from SPSS 26)

Based on Table 2, it is known that the R Square value is 0.655. This indicates that the contribution of organizational culture's influence on teacher job satisfaction is 65.5%, while 34.5% is attributed to other factors. Hence, it can be depicted as shown in the figure 1.

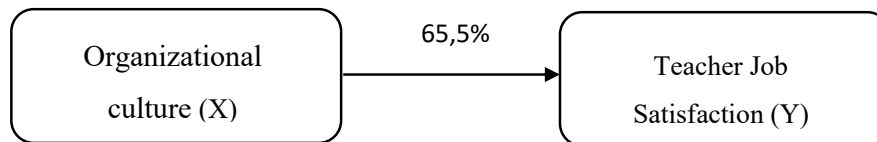


Figure 1. The Influence of X on Y

4. DISCUSSION

The research results regarding organizational culture's impact on teacher job satisfaction indicate that organizational culture has a positive and significant influence on teacher job satisfaction. Regardless of the extent of the contribution provided by organizational culture, it will always affect teacher job satisfaction. Therefore, any positive enhancement in organizational culture will lead to an increase in teacher job satisfaction. This aligns with research findings stating that organizational culture has a positive and significant influence on job satisfaction, indicating that the better the organizational culture, the higher the job satisfaction.

Based on the research findings, the magnitude of the influence of organizational culture on job satisfaction is 65.5%. This considerable impact indicates that organizational culture is a

crucial factor that can affect teacher job satisfaction. A positive and well-aligned organizational culture is likely to lead to job satisfaction among teachers. When teachers feel satisfied and content in their work, they are more inclined to exhibit professional performance, contributing reliability both individually and as a team, thus benefiting the school in fulfilling its objectives. Therefore, this aligns with the data analysis results obtained in this study, indicating that organizational culture has a positive influence on job satisfaction.

Organizational culture comprises the habits existing within an organizational hierarchy, representing the norms of behavior followed by its members. A productive culture is one that can strengthen the organization and accommodate the company's objectives. Organizational culture in schools can be enhanced through various efforts. Schools can strive to conduct routine, scheduled, and continuous activities aimed at improving organizational culture, such as: providing guidance to all staff members regarding the vision, mission, objectives, and organizational culture; directives from educational unit leaders about organizational culture in carrying out tasks and responsibilities according to their respective work units; gatherings that promote a sense of togetherness among all members of the organization.

5. CONCLUSION

Based on the research findings and discussion, it can be concluded that there is a positive and significant influence of organizational culture on teacher job satisfaction. When the organizational culture variable increases, the teacher job satisfaction variable tends to increase as well. Therefore, it can be interpreted that the higher the organizational culture score, the higher the teacher job satisfaction.

REFERENCES

- Abdulah, B. A. (2020). Determinants of teachers' job satisfaction: School culture perspective. *Humaniora*, 32(2), 151.
- Bernarto, I., Bachtiar, D., Sudibjo, N., Suryawan, I. N., Purwanto, A., & Asbari, M. (2020). *Effect of transformational leadership, perceived organizational support, job satisfaction toward life satisfaction: Evidences from Indonesian teachers*.
- Dottin, T. (2023). *Teacher Retention, Perceptions, and Attitudes Toward Job Satisfaction and Culture at Central Elementary School*. Gardner-Webb University.
- Fidyah, D. N., & Setiawati, T. (2020). Influence of organizational culture and employee engagement on employee performance: Job satisfaction as intervening variable. *Review of Integrative Business and Economics Research*, 9(4), 64-81.

- Jigjiddorj, S., Zanaabazar, A., Jambal, T., & Semjid, B. (2021). Relationship between organizational culture, employee satisfaction and organizational commitment. In *SHS Web of Conferences* (Vol. 90, p. 02004). EDP Sciences.
- Kamijan, Y. (2021). Faktor internal dan faktor eksternal terhadap kinerja guru di masa pandemi Covid-19. *Jurnal Ekonomi Manajemen Sistem Informasi*, 2(5), 630-638.
- Kreitner, R., Kinicki, A., & Buelens, M. (2001). *Organizational behavior, Chapter 11: Individual and Group Decision Making*.
- Mesfin, D., Woldie, M., Adamu, A., & Bekele, F. (2020). Perceived organizational culture and its relationship with job satisfaction in primary hospitals of Jimma zone and Jimma town administration: A correlational study. *BMC Health Services Research*, 20(1), 1-9.
- Paais, M., & Pattiruhu, J. R. (2020). Effect of motivation, leadership, and organizational culture on satisfaction and employee performance. *The Journal of Asian Finance, Economics and Business*, 7(8), 577-588.
- Pakpahan, G. E., Simanjutak, J., Nababan, S., & Sudirman, A. (2019). Pengaruh budaya organisasi, komunikasi dan kompetensi guru terhadap kinerja guru SMA Swasta Sultan Agung Pematangsiantar. *Kinerja*, 16(2), 131-138.
- Pham Thi, T. D., Ngo, A. T., Duong, N. T., & Pham, V. K. (2021). The influence of organizational culture on employees' satisfaction and commitment in SMEs: A case study in Vietnam. *The Journal of Asian Finance, Economics and Business*, 8(5), 1031-1038.
- Pranitasari, D. (2020). *Pengaruh Budaya Organisasi dan Lingkungan Kerja terhadap Motivasi Kerja serta Dampaknya terhadap Kepuasan Kerja Karyawan*.
- Ratnasari, S. L., Prasetyo, E. J., & Hakim, L. (2020). The effect of organizational commitment, organizational culture, work environment, and leadership style on job satisfaction. *Enrichment: Journal of Management*, 11(1), 57-62.
- Riyanto, S., & Panggabean, M. (2020). The impact of leadership, organizational culture and organizational climate on employee job satisfaction (Case study: PT Garuda Indonesia (Persero) Tbk). In *Proceedings of the 4th International Conference on Management, Economics and Business (ICMEB 2019)* (pp. 28-36). Atlantis Press.
- Sahito, Z., & Väisänen, P. (2020). A literature review on teachers' job satisfaction in developing countries: Recommendations and solutions for the enhancement of the job. *Review of Education*, 8(1), 3-34.
- Siahaan, A., Rafida, T., & Batubara, K. (2020). Influence of Madrasah head leadership, motivation and Madrasah culture on teacher performance in Madrasah Aliyah Model 2 Medan. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(3), 2174-2182.
- Sirait, D. (2021). The influence of principal transformational leadership, work culture and work environment on teacher performance in state senior high schools throughout Banjarbaru City. *Journal of Advanced Education and Philosophy*, 5(12), 391-400.
- Sirait, L., Junaedi, A. T., Purwati, A. A., & Deli, M. M. (2022). Leadership style, motivation, and organizational culture on job satisfaction and teacher performance. *Journal of Applied Business and Technology*, 3(2), 115-129.
- Sunarsi, D. (2019). The analysis of the work environment and organizational culture impact on performance and its implication for work satisfaction. *Jurnal Ilmiah Ilmu Administrasi Publik*, 9(2), 237-246.

- Suparta, I. W., & Ardana, I. K. (2019). *Pengaruh Budaya Organisasi dan Komitmen Organisasi terhadap Kepuasan Kerja Karyawan PT Pengembangan Pariwisata Indonesia (Persero)*. Udayana University.
- Suryati, N. (2022). Pengaruh budaya organisasi terhadap kepuasan kerja guru Yayasan Prajnamitra Maitreya Pekanbaru. *Jurnal Maitreyawira*, 3(1), 36-47.
- Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71-97.
- Tran, Q. H. (2021). Organisational culture, leadership behaviour and job satisfaction in the Vietnam context. *International Journal of Organizational Analysis*, 29(1), 136-154.
- Utami, P. P., Widiatna, A. D., Karyati, F., & Nurvrita, A. S. (2021). Does civil servant teachers' job satisfaction influence their absenteeism? *International Journal of Evaluation and Research in Education*, 10(3), 854-863.
- Wahjoedi, T. (2021). The effect of organizational culture on employee performance mediated by job satisfaction and work motivation: Evidence from SMEs in Indonesia. *Journal of Management Information and Decision Sciences*, 24(S7), 2053-2060.
- Zakariya, Y. F., Bjørkestøl, K., & Nilsen, H. K. (2020). Teacher job satisfaction across 38 countries and economies: An alignment optimization approach to a cross-cultural mean comparison. *International Journal of Educational Research*, 101, 101573.