

The Relationship Between Organizational Climate and Teacher Job Satisfaction at Madrasah Tsanawiyah Al-Jam'iyatul Washliyah Tembung

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ABSTRACT

The problem in this study is whether there is a relationship between the organizational climate and teacher job satisfaction. What is the organizational climate in madrasah Tsanawiyah Al-Jam'iyatul Washliyah Tembung. How is the job satisfaction of teachers in Madrasah Tsanawiyah Al-Jam'iyatul Washliyah Tembung. Based on the above problems, the purpose of this study is to determine the organizational climate in madrasah Tsanawiyah Al-Jam'iyatul Washliyah Tembung, to find out the job satisfaction of teachers in Madrasah Tsanawiyah Al-Jam'iyatul Washliyah Tembung and to find out the relationship between the organizational climate and teacher job satisfaction in Madrasah Tsanawiyah Al-Jam'iyatul Washliyah Tembung. To study the above problems, the author used quantitative data processing, the author's sample determined as many as 30 people which were carried out at the Private Tsanawiyah Madrasah PAB 1 Sampali because they had the same characteristics as population schools. Sampling was carried out outside the population because in madrasah Tsanawiyah Al-Jam'iyatul Washliyah Tembung there were only 57 people, to find out the extent of the relationship between the organizational climate and teacher job satisfaction, the product moment correlation formula was used. From the results of calculating the Product Moment correlation between the organizational climate variable (X) and the teacher job satisfaction variable (Y), an r_{xy} of 0.806 was obtained and at a significance level of 5% was obtained r_{table} 0.266, thus $r_{calculation}$ greater than r_{table} ($0.806 > 0.266$). H_0 is rejected while H_a is accepted this means that there is a significant relationship between the organizational climate variable (X) and the teacher job satisfaction variable (Y).

Keywords: Climate, Teacher Job Satisfaction, Organization.

INTRODUCTION

Education is one of the organized and continuous teaching and learning processes designed to communicate a combination of knowledge, skills / skills and understanding that is valuable for all life activities (Zaini & Syafaruddin, 2020). In the National Education System Law Number 20 of 2005, it is stated that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state" (Anwar, 2019).

In achieving the above objectives, cooperation from various components of education is needed, for example, principals, teachers, education staff and their facilities and infrastructure. The principal must be able to evaluate the activities carried out by the teachers, so that teaching can run effectively and efficiently, the principal needs to cooperate between education staff and teaching staff in making decisions in order to create a good and conducive organizational climate. Therefore, teachers are required to be disciplined in their work with the aim of creating an organizational goal and improving student learning achievement (Achmad, 2016).

(Sri Banun, Yusrizal, n.d.) Principals must have competence in carrying out their leadership, which includes how to read and understand the environment, build a network of partnerships, understand the importance of social responsibility, manage complexity, use technology and information and encourage teacher creativity in the learning process. Leaders realize that creative ideas require recognition, especially for those who are willing to work hard in the organization.

(Shahputra, 2021) The teacher's focal point is to encourage and support his organization in order to produce various products and new ideas. Leaders must be able to place teachers in their leadership roles and encourage teachers to be creative and innovative in the learning process. An organization that has a strong desire to encourage creativity, can overcome the problems that are being faced, and will be more competitive in achieving the organizational goals that have been set.

It can further be stated that in order for the leadership function of the principal to successfully empower all school resources to achieve goals in accordance with the situation and conditions, a principal who has professional abilities such as: personality, basic skills, experience, professional training and knowledge, as well as administrative and supervisory competencies is needed. A principal needs to have the ability to create a conducive teaching and learning situation, so that teachers can carry out learning well and students can learn with peace of mind and goals can be achieved optimally (Miller et al., 2016). In addition, a principal is required to be able to cooperate with the teachers. The principal is able to manage and empower the potential of teachers to continue to improve their abilities in the learning process. With the improvement of the ability to all the potential that each teacher has, it is certain that teachers are also partners of the principal in various fields of

educational activities and can strive to display a positive attitude towards their work to improve their performance and there is satisfaction in their work (Sonedi et al., 2018).

Teacher job satisfaction is a complex symptom that has various related factors, namely personal, social, cultural and economic. Teacher job satisfaction is also the result of various attitudes of a teacher to his work and to factors related to his work. Teacher work satisfaction is the teacher's feelings about whether or not to please the work based on the teacher's expectations in return given by the school. The job satisfaction of the teacher is indicated by his attitude in working or teaching. If the teacher is satisfied with the circumstances that affect him, then he will work or teach well (Dewi & Sujadi, 2019).

In reality, human beings are never satisfied with what they get, such as high salaries, positions, recognition and so on. Thus, one of the duties of the principal is to be able to adjust between the wishes of the teachers, the staff and the goals of the school. Although job satisfaction is basically a way of looking at a person both positive and negative about the work he does.

Job satisfaction is "The emotional state of the teacher where there is or does not occur a meeting point between the value of the teacher's work services from the institution or organization and the level of return value of services that are really desired for the teacher concerned".

Thus it can be concluded that job satisfaction is a set of feelings of the teacher about his work such as:

1. A feeling of pleasure for the rewards received.
2. Feelings of pleasure over working conditions.
3. A feeling of joy for the appreciation of the leadership.
4. Feelings of pleasure for the support of colleagues.
5. A feeling of pride in the successful completion of the work.

Ritonga (2020) said The pleasant organizational climate will make teachers feel happy to work in it and encouraged to improve their work performance. Thus it can be said that the better the organizational climate, the better the performance of teachers. Circumstances like this can be a motivation and encouragement for teachers to improve their performance and devotion to the organization. One of the factors of the organizational climate is a mutually beneficial relationship with each other, in the sense of a relationship that is established both between fellow human beings, both between leaders and teachers, as well as a good relationship between fellow teachers.

Along with the development of various ways of communication today, it causes a view of the organizational climate created in an organization. The climate formed will greatly affect the people who are in the organization. A bad climate will reduce the number of job satisfaction which has an impact on reducing the performance of

members of the organization so that organizational goals are not achieved optimally (Syafaruddin, 2017).

Thus the organizational climate is divided into two parts, namely:

1. Work Climate/Open Organization

The open climate is trust in subordinates, open in communication, helpful and appreciative leadership, problem solving in groups, autonomy of workers, variety of information, creating high-yield goals and kinship.

2. Work Climate/Closed Organizations

The closed climate is to give priority to personal over cooperation, leadership is autocracy and coercion, the subordinates work according to what is ordered only or the work behavior is determined by the rules and procedures of centralization of decision making, dissatisfaction causes the morale of subordinates to low goals not achieved.

The research conducted by Natassia Ayudiarini entitled The Influence of Organizational Climate and Career Development on Job Satisfaction shows an influence on the organizational climate and career development, organizational climate on employee job satisfaction and career development on job satisfaction which gets the results as stated below.

The study was conducted on 103 respondents. The data collection method uses a questionnaire with a likert scale. In the multiple regression test, it is known that the organizational climate and career development together will have a significant influence, as evidenced by the value of R square = 0.608. Meanwhile, the organizational climate itself has a significant influence on employee job satisfaction, this is evidenced by the value of R square of = 0.591. As for career development, satisfaction also has a significant influence on job satisfaction where the value of R square is = 0.464.

The results of a study conducted by Natassia Ayudiarini entitled The Influence of Organizational Climate and Career Development on Job Satisfaction are in line with research conducted by Hera Rebecca entitled The Relationship between Organizational Communication Climate and Job Satisfaction, both of which have a significant correlation. The results of the research from Hera Rebecca are explained below.

The sampling technique uses a total sampling technique, where all populations of 35 people are sampled, because if the population is less than 100 people, according to Arikunto, it should be taken entirely, then this study is a population study.

As for the hypothesis test using the spearman rank formula through the SPSS 17.0 program, the result $r_s = 0.530$ was obtained which means that the relationship shows a fairly meaningful correlation. This means that the hypothesis accepted is H_a , namely There is a relationship between the Organizational Communication Climate and Job Satisfaction among Employees of bank Sumut Medan Sukaramai

branch. Based on the correlation coefficient using the Guilford scale, where the result is 0.530, which is on a scale of 0.40-0.70, this shows a significant relationship between the Organizational Communication Climate and Job Satisfaction among Employees of bank Sumut Medan Sukaramai branch. In this case, the Communication Climate consists of trust, joint decision making, support, openness, high performance goals and Job Satisfaction consisting of salary/wages, employment, promotion opportunities, supervisors, co-workers. Then based on the calculation of the correlation index, a KP result of 29%, meaning that the influence of the organizational communication climate on job satisfaction was 29%, then the other 71% was influenced by other factors that were not studied in this study.

From the explanation above, the author concludes temporarily, that there are problems related to teacher job satisfaction caused by a less conducive organizational climate due to various causal factors, so the author is interested in researching according to the information that the author will get in the field.

METHOD

The time of this study was conducted from October to February 2022. The research was conducted at madrasah Tsanawiyah Al-Jam'iyatul Washliyah Tembung, Percut Sei Tuan District, Deli Serdang Regency. Population is the whole object that will or will be scrutinized. This population is often also referred to as the universe of population members in the form of living objects and inanimate objects, and humans where the traits present in them can be measured or observed. Populations that are never known with certainty in number are known with certainty are called "finite populations" (specific/limited). The sample of this study used arikunto theory. In this case taking the number of samples is 57 i.e. population studies because the subjects are less than 100. To obtain data in this study, the data collection technique that the authors used in this study was to use questionnaires (Sugiyono, 2020).

Arikunto et al., (2015) said to describe the data of each variable, descriptive statistics are used. The use of descriptive statistics aims to find the highest, lowest, mean, median, mode and standard deviation scores. Then it is arranged in a list of frequency distributions as well as in the form of a chart. After the analysis requirements are met, the next step is to test the hypothesis using correlation analysis and t-tests carried out to test the relationship between each Organizational Climate Variable (X) and Teacher Job Satisfaction (Y), this correlation test and t-test use SPSS version 16.

RESULTS AND DISCUSSION

Data Description

The first step in analyzing the data is to rate the questionnaire answers regarding the organizational climate (Variable X) and teacher job satisfaction (Variable Y). Each respondent answered the questionnaire and when collected then

the author gave a score to each questionnaire answer. The data obtained after distributing the questionnaire to respondents can be described as follows:

Table 1.
Data Description

	X	And
Mean	103.26	98.88
Median	103,00	99.00
Mode	103	99
Std. Deviation	2.913	2.733
Variance	8.483	7.467
Sum	5886	5636

Test Analysis Requirements

Good data should have a linear relationship between the free variable (X) which is the organizational climate, and the bound variable (Y) which is teacher job satisfaction. To test the linearity of organizational climate variables with teacher job satisfaction was carried out by analyzing the *Anova table* analyzed using SPSS 16.0 *for windows*. The results of the analysis carried out can be seen in the following table and figure.

Table 2.
Organizational Climate Linearity ANOVA Table
with Teacher Job Satisfaction ANOVA Table

		Sum of Squares	Df	Mean Square	F	Itselt f.
Teacher Job Satisfaction *	Between Groups (Combined)	83.890	11	7.626	1.027	.440
	Linearity	.464	1	.464	.062	.804
	Deviation from Linearity	83.426	10	8.343	1.123	.367
Organizational Climate	Within Groups	334.251	45	7.428		
	Total	418.140	56			

According to the table above, a significance value of $0.367 > 0.05$, which means that there is a significant linear relationship between the organizational climate variable (X) and teacher job satisfaction (Y).

In addition, based on the value of F obtained a value of F_{hitung} 1.123, while F_{tabel} 10;45 with a degree of significance ($\alpha = 0.05$) obtained the number 2.05. Because $F_{hitung} < F_{tabel}$ it can be stated that there is a positive and significant linear relationship between the organizational climate variable (X) and teacher job satisfaction (Y). This means that if the value of the organizational climate rises, then the value of teacher job satisfaction also rises, and vice versa.

Normality Test

Table 3.
Normality Test of Each Variable

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Itself.	Statistic	Df	Itself.
Organizational Climate	.119	57	.042	.931	57	.003
Teacher Job Satisfaction	.185	57	.000*	.903	57	.000

Homogeneity Test

To determine the homogeneity of the organizational climate variables (X) and teacher job satisfaction (Y) were analyzed using SPSS 16.0 *for windows*.

Table 4.
Test of Homogeneity of Variance

	Sum of Squares	df	Mean Square	F	Itself.
Between Groups	83.890	11	7.626	1.027	.440
Within Groups	334.251	45	7.428		
Total	418.140	56			

As per the table above, it can be seen that the statistical value for the homogeneity of the organizational climate and teacher job satisfaction was 0.440 at a significance of $0.440 > 0.05$. Therefore, data on teacher job satisfaction variables (Y) based on organizational climate variables (X) have the same variant.

Hypothesis Testing

Table 5.
Correlations Product Moment

Correlations

		Iklm Organisasi	Kepuasan Kerja Guru
Iklm Organisasi	Pearson Correlation	1	.033
	Sig. (2-tailed)		.806
	N	57	57
Kepuasan Kerja Guru	Pearson Correlation	.033	1
	Sig. (2-tailed)	.806	
	N	57	57

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

As per the table above, it can be seen that the calculated r value is obtained a number of 0.806 while the table r is obtained a value of 0.266. Furthermore, in accepting or rejecting the hypothesis, the following provisions are used:

- a. H_a is accepted when the price of $r_{\text{calculates}} > r_{\text{table}}$
- a. H_o is accepted when the price of $r_{\text{counts}} < r_{\text{table}}$

This suggests that between these variables there is a significant relationship between the organizational climate and teacher job satisfaction or $r_{\text{count}} > r_{\text{table}}$ (0.806 > 0.266).

Discussion

Organizational Climate Theory

The term "climate" here is a *metaphor*. Figurative is a form of speech in which a term or phrase of clear meaning is applied to different situations with the aim of expressing a resemblance.

The word "organization" has two general meanings. The first sense signifies an *institution* or functional group, such as a corporate organization, a hospital, a government representative or a sports association. The second understanding relates to *the process of organizing*, as a way in which the activities of an organization are allocated and assigned among its members so that the goals of the organization can be achieved efficiently.

Organizational climate as a concept that reflects the content and strength of general values, norms, attitudes, behaviors and feelings of members towards a social system. Thus the organizational climate is divided into two parts, namely:

- a. Work Climate/Open Organization

The open climate is trust in subordinates, open in communication, helpful and appreciative leadership, problem solving in groups, autonomy of workers, variety of information, creating high-yield goals and kinship.

b. Work Climate/Closed Organizations

The closed climate is to give priority to personal over cooperation, leadership is autocracy and coercion, the subordinates work according to what is ordered only or the work behavior is determined by the rules and procedures of centralization of decision making, dissatisfaction causes the morale of subordinates to low goals not achieved.

Teacher Job Satisfaction

Job satisfaction is an emotional attitude that pleases and loves his job. This attitude is reflected by work morale, discipline, and work achievements. Job satisfaction is enjoyed in the work, outside the job, and a combination of inside and outside the job. Job satisfaction in work is job satisfaction enjoyed in work by obtaining the results of work goals, placement, treatment, and a good work environment atmosphere. Employees who prefer to enjoy job satisfaction in this job will prioritize their work over repayment of the performance of their duties

Thus it can be concluded that job satisfaction is a set of feelings of the teacher about his work such as:

- a. A feeling of pleasure for the rewards received.
- b. Feelings of pleasure over working conditions.
- c. A feeling of joy for the appreciation of the leadership.
- d. Feelings of pleasure for the support of colleagues.
- e. A feeling of pride in the successful completion of the work.

CONCLUSION

The results of calculating the *Product Moment* correlation between the organizational climate variable (X) and the teacher job satisfaction variable (Y) were obtained by R_{xy} 0.806 and at a significance level of 5% obtained r_{table} 0.266, thus $r_{calculation}$ greater than r_{table} ($0.806 > 0.266$). H_0 is rejected while H_a is accepted this means that there is a significant relationship between the organizational climate variable (X) and the teacher job satisfaction variable (Y). Based on the results of calculating the coefficient of determination obtained a figure of 96.4%, this shows that teacher job satisfaction is influenced by the organizational climate.

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