



## **The Relationship Between School Climate and Compensation with Job Satisfaction of ASN Teachers in Junior High Schools Throughout Jepara Regency**

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### **ABSTRACT**

This study aims to determine the relationship between school climate and teacher job satisfaction, the relationship between compensation and job satisfaction, and the relationship between school climate and compensation and ASN job satisfaction at SMPN throughout Jepara Regency. The research method applies quantitative descriptive-correlational with a quantitative approach through questionnaire studies as a data collection tool. The location of this research was at SMPN throughout Jepara Regency with a sample of 60 teachers as research respondents. This study aims to describe the level of school climate, level of compensation, level of teacher job satisfaction, the relationship between school climate and teacher job satisfaction, the relationship between compensation and job satisfaction of junior high school teachers in Jepara. This study uses a quantitative approach with a descriptive-correlational quantitative research type. The results of the study indicate that the level of school climate is in the fairly conducive category, the level of compensation is in the high category, the level of performance is in the high category, there is a relationship between school climate and teacher job satisfaction at SMPN throughout Jepara Regency, there is a relationship between compensation and teacher job satisfaction at SMPN throughout Jepara Regency, and there is a relationship between school climate and compensation and job satisfaction of SMPN teachers throughout Jepara Regency. The effective contribution of school climate to teacher job satisfaction is 5.86 percent and compensation to job satisfaction is 35.79 percent. The rest is other variables of 58.30 percent in influencing performance. The relative contribution of school climate to job satisfaction is 14 percent and compensation to job satisfaction is 86 percent.

**Keywords :** School Climate, Compensation, Job satisfaction

### **INTRODUCTION**

Educational institutions in managing their components are very important to pay attention to the role of teachers in achieving educational goals. Kusumaadmadja (1984) stated that all components of education consisting of curriculum, teaching methods, and educational facilities do not necessarily guarantee the success of education because teachers are the driving force of these components (Sion, 2006). In line with this opinion, Adler (1992) stated that teachers are an element of educational success, because teachers have a close relationship with students, so that in order to move towards this direction teachers can get priority and great attention in carrying out their profession.

One factor that can support better teacher quality is maximizing the job satisfaction felt by teachers. Schools that pay more attention to teacher needs will more quickly meet teacher job satisfaction. This makes teachers work and contribute based on sincerity in carrying out their duties. Teachers will be motivated to work better to fulfill their own rights and obligations and to improve the school environment where they teach. Job satisfaction possessed by the teacher can increase teacher happiness towards their work, so that the presence of teachers has a positive impact on the teaching process which also provides a sense of comfort in learning for students. High teacher job satisfaction can also be said that the school has good management in managing resource components (Ega Gushandi, 2012.)

There are many factors that can determine the success and satisfaction of teacher performance. contribution to the success of the implementation of tasks or teacher performance, both external and internal factors. One of the factors originating from external is school climate. Owens argues that school climate is the atmosphere of the work environment in the school that is felt by all school residents . This definition contains two things, namely, *first*, school climate is the perspective of school members related to all aspects in the school environment, both personal, social, and cultural aspects. *Second*, school climate is related to all attitudes that form behavioral patterns to become school characteristics that influence or shape the behavior of residents within the school (Kastawi et al., 2017)

Educational institutions as educational organizations are required to create a climate to encourage increased teacher professionalism. Teachers who work with a school climate that meets expectations will find it easier to meet organizational goals. Such as good cooperation and togetherness between teachers, creative support, appreciation and attention from the principal if they experience obstacles in carrying out their duties. This is because the school climate can affect school performance and student learning success, so the school climate is very important in supporting and providing a sense of comfort to create enthusiasm to work together to realize shared success.

Another factor that affects job satisfaction is compensation. Compensation is something that employees receive as a reward for contributing to the organization (Hendro & Siwalankerto, 2018) . Direct compensation consists of wages, bonuses, and allowances, while indirect compensation includes various allowances. To determine the amount of compensation given fairly, the government and educational institutions have carried out management by considering rank, term of office, certification and so on. Compensation is also the main support for teachers in working, because with financial teachers can meet their needs, so that it can affect teacher job satisfaction. Affandi argues that job satisfaction leads to increased performance, so that satisfied teachers will be more productive in their work (Afandi & Bahri, 2020) . So in this case the researcher wants to conduct research on the Relationship Between School Climate and Compensation with Job Satisfaction of ASN Teachers at SMPN throughout Jepara Regency.

## RESEARCH METHODS

This study uses a quantitative approach with a descriptive-correlational quantitative research type. Descriptive-correlational quantitative research aims to determine whether or not there is a relationship between variables. The research location was at SMP Negeri Bahasa Indonesia-Jepara using a population of 60. Data collection in this study used a research instrument in the form of a questionnaire. The measurement scale used in the questionnaire used a Likert scale with five alternative answers, including SS (Strongly Agree), S (Agree), TS (Disagree), and STS (Strongly Disagree). And then the respondents gave answers by giving a checklist (✓) on one of the alternative answers according to the

conditions felt by the respondents. The stages of data collection consist of four stages including: (1) preparation stage, (2) implementation/data collection stage, (3) data processing stage, and (4) reporting stage. Data analysis used consists of: (1) descriptive analysis, namely by determining the length of the interval class and the percentage of each variable, (2) analysis prerequisite tests in the form of normality tests, linearity tests, and (3) hypothesis tests in the form of Pearson product moment correlation tests, multiple correlation tests, and finding effective contributions and relative contributions.

## RESULTS AND DISCUSSION

### *Descriptive Analysis of School Climate Variables*

Description of school climate variable data was obtained from a questionnaire given to 60 respondents. The questionnaire for the school climate variable is described in 9 indicators with 22 statement items. Thus, for the class category, the researcher applies 3 categories which are includes categories of less conducive, quite conducive, and conducive. Description of school climate variable data is presented in Table 1.

SCHOOL CLIMATE		
No Interval Categorization	F	Percent
1 Less Conducive 22-44	9	15%
2 Quite Conducive 45-66	18	30%
3 Conducive 65-88	33	55%
<b>Total</b>	<b>60</b>	<b>100%</b>

Based on the table above. It can be interpreted that the school climate in SMPS throughout Jepara Regency which is classified as conducive is 55%, classified as quite conducive is 30% and classified as less conducive is 15%. It can be concluded that the percentage of school climate levels in SMPN throughout Jepara is classified as conducive, with a size of 55%.

### *Descriptive Analysis of Compensation Variables*

Description of compensation variable data obtained by civil servant teachers of junior high schools in Jepara Regency was obtained from a questionnaire distributed to 60 respondents. The job satisfaction variable questionnaire consists of 8 indicators with 22 statement items. Meanwhile, for the class category, the researcher uses 3 categories which include: low, sufficient, and high categories. To find out the frequency and percentage of each category, as in Table 2.

Table 2

COMPENSATION		
No Interval Categorization	F	Percent
1 Low 22-44	8	13.3%
2 Enough 45-66	16	26.6%
3 Height 65-88	36	60%
<b>Total</b>	<b>60</b>	<b>100%</b>

Based on the table above, it can be seen that compensation at SMPN throughout Jepara is classified as high at 60%. is classified as sufficient at 26.6% , and is classified as low at 13.3 %. So it can be concluded that the percentage of school compensation levels in SMPN throughout Jepara Regency is classified as high with a frequency of 60%.

### Job Satisfaction Variable Description Analysis

Data description for job satisfaction variables was obtained from a questionnaire given to 60 respondents. The performance variable questionnaire is described in 6 indicators with 22 statement items. For the interval class category, this study uses 3 categories, Meanwhile, for the class category, the researcher uses 3 categories which include: low, sufficient, and high categories.

**Table 3**  
**JOB SATISFACTION**

No Interval Categorization	F	Percent
1 Low 22-44	4	7%
2 Enough 45-66	18	23 %
3 Height 65-88	42	70%
<b>Total</b>	<b>60</b>	<b>100%</b>

From the results of Table 3, it can be seen that the job satisfaction of Indonesian language teachers in SMAN throughout Jepara Regency is classified as high at 70%, classified as sufficient at 23%, and low at 7%. So it can be concluded that the percentage of job satisfaction levels of Indonesian language teachers in SMPN throughout Jepara Regency is classified as high, with a size of 70%.

### Effect Test Results

#### Multiple Linear Regression Analysis Results

**Table**  
**Results of Compensation Linearity Test Analysis with Job Satisfaction**

ANOVA Table			
No Relationship between Variables		Sig	Trust Level
1.	X1 with Y	0.000	0.05
2	X2 with Y	0.000	0.05
3	X1 and X2 with Y	0.036	0.05

Based on the results above, the significance value of X1 with Y is 0.036. The significance value of 0.000 < 0.05 then H<sub>0</sub> is rejected and H<sub>1</sub> is accepted, so there is a relationship between school climate variables and job satisfaction, and both have a positive relationship. The significance value of X2 with Y is 0.000. The significance value of 0.000 < 0.05, then H<sub>0</sub> is rejected and H<sub>1</sub> is accepted, so there is a relationship between school climate variables and job satisfaction, and both have a positive relationship. And the significance value of X1 and X2 with Y is 0.036, and if the value is compared with 0.05. The value of 0.036 < 0.05, then H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. So there is a relationship between school climate and compensation with the satisfaction of civil servant teachers in SMPN throughout Jepara.

It can be seen that the relationship between school climate and compensation with job satisfaction is a positive relationship. If the school climate variable increases by one unit, while the compensation variable remains the same, then the job satisfaction variable will increase. And if the compensation variable increases by one unit, while the school climate variable remains the same, then the job satisfaction variable will increase. Conversely, if there is a decrease in the school climate variable or compensation, it will be followed by a decrease in job satisfaction. This can be seen from the summary of the Correlation Coefficient, Beta

Coefficient, and R Square values .

**Table 4. Summary of Correlation Coefficient, Beta Coefficient, and R Square Values**

Beta Regression Coefficient	Variable	Coefficient	R Square
X1.	0.093	0.634	41.6
X2	0.555	0.645	

**Table 5. Calculation of Effective Contribution**

SE	Mark
X1.	5.89
X2	35.79
<b>Total</b>	<b>41.69</b>

Based on Table 6, it can be seen that the effective contribution of variable X1 to variable Y is 5.89% and variable X2 to Y is 35.79 %, while the rest are other variables and the joint effective contribution of both variables X to Y is the largest at 41.69%. The rest are other variables at 58.31 % in influencing variable Y.

**Table 6. Relative Contribution Calculation**

SR	Mark
X1.	14
X2	86
<b>Total</b>	<b>100</b>

Based on Table 6, it is known that the relative contribution of variable X1 to variable Y is 14% and variable X2 to variable Y is 86%.

## Discussion

### *Descriptive Analysis and Relationship of Work Environment with Job Satisfaction of ASN Teachers in Junior High Schools throughout Jepara Regency*

Based on the interval class 65-88 (conductive category) with a frequency of 33 and a percentage of 55%. The results show that the level of school climate for teachers at junior high schools throughout Jepara Regency is conducive. A school climate that is in the conducive category indicates that the school climate can be felt by employees. This is in accordance with what Asti (2015) said that the work atmosphere felt by employees is related to their interactions in the work environment and outside the work environment. Terra Erlina's research revealed that organizational climate has a very close relationship with employee job satisfaction, especially in the school environment which prioritizes the creation of conducive activities in carrying out routine tasks that were once tedious. Thus, the school climate has a role in creating smooth and successful work (Erlina, 2019) .

This study aims to determine the relationship between school climate variables and teacher job satisfaction variables at junior high schools in Jepara. based on the calculation results through Pearson Product Moment. The test results obtained a significance value of 0.000 with the condition that the significance value <from the error level of 0.05 so that H0 is rejected and H1 is accepted. Thus there is a significant relationship. It can be concluded that there is a relationship between school climate and teacher job satisfaction in Jepara Regency. This shows that there is a relationship between school climate and job satisfaction of ASN teachers in SMPN throughout Jepara, so it can be said that the creation of a very conducive school climate is able to achieve job satisfaction of ASN teachers in SMPN throughout Jepara Regency. In the Two Factor Theory initiated by Frederick Herzberg, it states that there are two things that influence a person in their work, namely (1) intrinsic factors originating from the individual and extrinsic factors originating from the work environment, both physical and



non-physical environments . There are three important things that need to be considered in influencing job satisfaction, namely (a) Things that motivate employees to achieve, be responsible, progress, recognition. b) Things that disappoint employees include being underestimated, strict regulations, job positions, rights, salaries, benefits, and others. (c) Employees will be disappointed if opportunities for promotion are limited and will start looking for mistakes (Quinerita Stevani Aruan & Mahendra Fakhri, 2017) .

### **Descriptive Analysis and Relationship of Compensation with Job Satisfaction of ASN Teachers in Junior High Schools throughout Jepara Regency**

According to Notoadmojo (2009) compensation is something received by employees as a reward for their performance (Notoadmojo S, 2009) . According to Hasibuan (2009) the objectives of providing compensation include: (1) obtaining superior employees. (2) Retaining employees who have worked in the organization. (3) There is fairness between management and employees. (4) Changes in attitudes and behavior affect work productivity (Hasibuan, MSP, 2009) . The results of this study indicate that the compensation received by civil servant junior high school teachers throughout Jepara Regency is in the high category, namely 60%. This is in line with research by Saiful Rahman et al. explaining that compensation has a positive and significant effect on job satisfaction of honorary teachers at SMKN throughout Mataram City (Rahman et al. 2023) .

This study aims to determine the relationship between compensation variables and teacher job satisfaction variables at junior high schools in Jepara. based on the calculation results through Pearson Product Moment. The test results obtained a significance value of 0.000 with the condition that the significance value <from the error level of 0.05 so that H0 is rejected and H1 is accepted . Previous research by Sri Ramadhani stated that there is a positive relationship between compensation and job satisfaction, where  $r_{xy} = 0.682$ ;  $p = 0.00 < 0.05$ . This means that the more positive the perception of compensation, the higher the job satisfaction and vice versa, the more negative the perception of compensation, the lower the job satisfaction . This is in line with the theory according to Robbins (2002) namely mentally supportive work, appropriate rewards, supportive working conditions, supportive coworkers and personality suitability with work (Sri Ramadhani, 2015)

Based on the calculation results, it shows that the compensation variable with job satisfaction is in the moderate category. This indicates that the school institution has fulfilled the compensation so that job satisfaction is achieved. The amount of compensation given can affect job satisfaction, work motivation and work results (Mangkunegara, AP, 2013) . This shows that compensation can be used as a tool in raising employee enthusiasm and work motivation. From there, job satisfaction is formed and felt by teachers (Billy Gilman et al., 2023) .

### **Descriptive Analysis and Relationship between Work Environment and Compensation with Job Satisfaction of ASN Teachers in Junior High Schools throughout Jepara Regency**

The calculation results using Pearson Product Moment obtained a significance value of 0.036 , and  $0.000 < 0.05$ , then H0 is rejected and H1 is accepted, so there is a significant relationship between the work environment (X1) and compensation (X2) with job satisfaction (Y). This study was tested using multiple regression significance tests with the aim of finding out the level of relationship between the work environment (X1) and compensation (X2) with job satisfaction (Y). ASN Teacher Work at SMPN throughout Jepara Regency . The results of the multiple regression test obtained a significance value of  $0.036 < 0.05$  , so there is a significant relationship between school climate (X1) and job satisfaction (X2) with performance (Y). The R value of 0.645 means that the relationship is at a sufficient or moderate level.

The results of the calculation of effective contributions show that the effective contribution of variable X1 to variable Y is 5.9% and variable X2 to Y is 35.7%, while the rest are other variables of 58.4% and the largest effective contribution together with both variables X to Y is 41.6%. This shows that the contribution of the work environment to teacher job satisfaction at SMPN throughout Jepara Regency is 5.9%. The contribution of compensation to teacher job satisfaction at SMPN throughout Jepara Regency is 35.79% and the rest are other factors that are not in the study of 58.4% influenced by other factors. If we do not take into account other factors that are not yet in this study, the contribution of the independent variable to the dependent variable can be seen from the relative contribution, namely the contribution of the school climate to ASN teacher job satisfaction at SMPN throughout Jepara Regency is 14% 86% of the contribution of compensation to ASN teacher job satisfaction at SMPN throughout Jepara Regency.

The results of this study state that there is a relationship between school climate (X1) which shows a conducive category, job satisfaction (X2) in the high category and also with performance (Y) which is in the high category, namely a significant relationship, and this is reinforced by the calculations above.

## CONCLUSION

Based on the research results above, it can be concluded that as follows: (1) The results of the descriptive analysis of school climate are in the conducive category 55%, the descriptive analysis of compensation is in the high category 60%, and the descriptive analysis of job satisfaction is in the high category 70%. (2) the results of the study stated that there is a significant positive relationship between school climate and teacher job satisfaction at SMPN throughout Jepara, (2) the results of the study showed a significant positive relationship between compensation and job satisfaction in teachers at SMPN throughout Jepara, and (3) the results of the study showed a significant positive relationship between school climate and compensation with job satisfaction in teachers at SMPN throughout Jepara. The effective contribution of school climate to teacher job satisfaction is 5.86 percent and compensation to job satisfaction is 35.79 percent. The rest is other variables of 58.30 percent in influencing performance. The relative contribution of school climate to job satisfaction is 14 percent and compensation to job satisfaction is 86 percent.

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