


The Influence of Self-Efficacy and School Culture on the Job Satisfaction of RK Bintang Timur Private Elementary School Teachers

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Abstract

The objectives of this research are: 1. To find out the picture self efficacy school culture and teacher job satisfaction. 2. To know the influence self efficacy and school culture on teacher job satisfaction both simultaneously and partially. This research uses a library research design and field research. The population in this study was all 33 teachers. The types of data used are qualitative data and quantitative data. The data sources used are primary data and secondary data. Data collection was carried out by interviews, documentation and questionnaires. The research instrument test used is the validity and reliability test. Data analysis techniques consist of normality tests, qualitative descriptive analysis and quantitative descriptive analysis. The results of this research can be concluded as follows: Self efficacy teachers are good, school culture is still strong enough, and teacher job satisfaction is high. There is a strong and positive relationship between self efficacy with school culture, teacher job satisfaction. The high and low level of teacher job satisfaction can be explained by the contribution of self efficacy And school culture. To optimize self efficacy teachers are optimized by trying to make the work environment comfortable. To increase teacher job satisfaction with a review by the foundation with requests from school principals regarding salaries and other compensation received by teachers by comparing them with government regulations regarding UMR and also salaries in other schools that are parallel to the schools being managed.

Keywords: Self Efficacy, School Culture, Job Satisfaction, Teachers.

ARTICLE INFO

Article history:

Received

August 23, 2024

Revised

October 15, 2024

Accepted

October 17, 2024

Published by

ISSN

Website

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CV. Creative Tugu Pena

2774-4299

<https://attractivejournal.com/index.php/bse/>

<https://creativecommons.org/licenses/by-sa/4.0/>



INTRODUCTION

Human resources are the main key in realizing organizational goals. The school as a tiered and continuous educational unit for carrying out teaching and learning activities is a form of organization. In carrying out its activities, schools need teachers to achieve the school's vision and mission, which leads to national education goals. Managing a school and the resources within it certainly requires management knowledge, specifically educational management. Good educational management can help improve the quality of education and create a conducive learning environment (Dwi, 2023; Saragih, Sherly, & Herman, 2024).

YPK St. Laurentius Pematangsiantar as one of the providers of education from kindergarten, elementary, middle school, high school and vocational school levels in

several areas such as Pematangsiantar, Simalungun, Labuhan Batu, Samosir, Lubuk Pakam, Deli Serdang, Belu and Merauke. This foundation has been established since 1983, operating based on No. Minister of Law and Human Rights Legal Entity Approval Decree: AHU-0001180.AH.01.12. January 16 2020 (Laurentius, 2024). This research will focus on the elementary school unit held by YPK St. Laurentius, namely RK Bintang Timur Parapat and Raya Private Elementary Schools.

In achieving this school vision, human resources, especially teachers, are inseparable from the spearhead of implementing learning in schools. This is due to the main task of teachers as professionals with the main task of educating, teaching, guiding, directing, training and evaluating students in early childhood education through formal education, primary and secondary education (Law of the Republic of Indonesia Number 14 concerning Teachers and Lecturer, 2005).

One effort is to support teachers in carrying out their duties and responsibilities to produce good performance by paying attention to, creating, encouraging and optimizing teacher job satisfaction. Teachers with high job satisfaction will motivate them to perform high, this is in line with research (Hernawati, Sudirman and Sridana, 2020; Jamali and Refi, 2022; Sinaga, Sherly, & Herman, 2024). Likewise with the teacher at RK Bintang Timur Private Elementary School which was held by YPK St. Laurentius Pematangsiantar, if teacher job satisfaction is high, it is hoped that it will encourage high teacher performance. Measuring teacher performance satisfaction at this school can be done through the dimensions: mentally challenging work, adequate rewards, supportive working conditions, and supportive colleagues.

Teacher job satisfaction at RK Bintang Timur Private Elementary School held by YPK St. Laurentius Pematangsiantar is still not optimal. This can be seen from the phenomenon of job satisfaction, based on pre-research interviews with several teachers in May 2024. Teacher job satisfaction which is not yet optimal is in the dimensions *reward* adequate, this is because the level of salary and allowances received by teachers is not in accordance with government regulations, both civil servant salaries or the applicable City/Regency UMR. Likewise, with the dimension of supportive working conditions, this is because the distribution of teaching hours given is still felt to be unfair, resulting in competition in working with fellow teachers and disrupting comfort at work.

There are many factors that can be pursued in creating or encouraging teacher job satisfaction, one of which is through encouragement within teachers in the form of *self efficacy* or self-efficacy. A person's self-efficacy will usually influence the individual's actions or way of working in carrying out their duties. Teachers with good efficacy will encourage him to carry out his duties and give him satisfaction at work. This is in line with research (Tanjung *et al.*, 2020; Rochani, Natuna and Miharty, 2021) which shows that self-efficacy has a positive and significant influence on job satisfaction. Teacher self-efficacy at RK Bintang Timur YPK St. Private Elementary School. Laurentius Pematangsiantar can be measured using the dimensions: *past experience*, *vicarious experience*, *verbal persuasion*, And *emotional cues*.

Based on pre-research interviews with several teachers, it can be described that the phenomenon of teacher self-efficacy is not optimal. This can be seen in the dimensions *past experience*, where there are some teachers who always rely on past experiences when studying without seeing any changes in current conditions which are no longer relevant. Likewise with dimensions *emotional cues* where there are some teachers who have not been able to exercise self-control in the learning process. There are teachers whose attitude is that they do not control their emotions well and raise their voice volume when teaching their students, while their students are still children.

Apart from self-efficacy, there are other factors that can increase teacher job satisfaction, such as school culture. A school culture that is formed and implemented strongly by the school community will support teachers in carrying out their duties so that

job satisfaction can be created. Research from (Harum, Niha and Manafe, 2022; Suryati, Nyoto and Sudarno, 2022), shows that school culture has a positive and significant effect on teacher job satisfaction. The stronger the school culture will encourage higher teacher job satisfaction. The school culture applied at RK Bintang Timur YPK St. Private Elementary School. Laurensius Pematangsiantar can be measured using the dimensions of Faith, Caring, Collaboration, Visionary and Simplicity.

The phenomenon of school culture at RK Bintang Timur Private Elementary School, YPK St. Laurensius Pematangsiantar is not yet optimal. This is based on the results of pre-research interviews with several teachers. As for dimensions that are not optimal in the dimension of faith, it can be seen that there are still some teachers who have not been able to apply the teachings of the holy book to life, which can be seen from the devotion to morning worship or meditation carried out at school. Thus, in the visionary dimension, there are still some teachers who have not carried out their duties seriously, regarding the discipline of preparing and collecting learning administration.

From the description above, it is known that there is a gap between what is expected by school administrators, namely the principal and the management of the RK Bintang Timur Private Elementary School foundation organized by YPK St. Laurensius Pematangsiantar with the facts related to teachers as the spearhead of education implementation. The hope is that each variable studied will be optimal, but in reality not all variables have been achieved optimally. Thus, the author is interested in conducting research related to the variables in question.

METHODS

A. Research Design

This research was carried out by filtering information obtained by reviewing reference books, literature or documents related to research variables. This research was carried out by examining directly at the RK Bintang Timur Private Elementary School held by YPK St. Laurensius Pematangsiantar. This research was carried out by collecting data through questionnaires that were distributed along with interviews with the parties concerned regarding the objects studied.

B. Research Object

The author appointed a permanent teacher at the RK Bintang Timur Private Elementary School held by YPK St. Laurensius Pematangsiantar as the research object in this research.

C. Time and Place of Research

The author plans the research time for approximately 5 months starting from April to August 2024. The place of this research is the RK Bintang Timur Private Elementary School held by YPK St. Laurensius Pematangsiantar whose address is Jalan Anggarajim Atas 60 Parapat, Jalan Cut Meutia 48 Rantau Prapat and Jalan St. Stefanus Marti Pamatang Raya.

D. Population and Research Sample

The population in this study included all permanent teachers at RK Bintang Timur Private Elementary School held by YPK St. Laurensius Pematangsiantar, totaling 33 people, were all used as samples in this research. The author used two types of data in this research, namely qualitative and quantitative data, these two types of data can be explained as follows; The qualitative data in this research is in the form of a general description, organizational structure and responsibilities of each job position at the RK Bintang Timur Private Elementary School held by YPK St. Laurensius Pematangsiantar. Quantitative data in this research uses the number method (*scoring*). Data can be obtained from the number of employees or data received from questionnaires that have been distributed to respondents.

2. Data Source

In this research the author used two types of data sources, including: Data Primer Namely, data obtained from the results of respondent research. Primary data was obtained by distributing questionnaires and interviews with the parties concerned. Namely data obtained from other parties conducting research such as literature studies. In this literature study, researchers read guidelines for completing final assignments, books, notes and previous reports.

E. Data Collection Techniques

The data collection methods implemented are:

Questionnaire Method

This is a data collection technique obtained using a number of written questions for respondents to answer. This technique uses a measurement scale as a reference, the scale is called a Likert scale in the form of:

Table 2. Likert scale

Question/Statement Category	Likert scale
Very Good/Very High	5
Good/High	4
Fairly Good/High Enough	3
Not Good/Low	2
Very Poor/Very Low	1

Source: (Sugiyono, 2017)

Interview Method

Namely collecting data by directly interviewing the parties concerned. The results of the interview can be used as input in writing a research proposal.

Documentation Method

Namely by obtaining data from various theoretical books with research titles carried out as material for writing research proposals.

F. Data Analysis Techniques

To analyze the data in this research, the author used the following method:

1. Normality Test

The author uses the normality test method to prove that the data studied by the author is normally distributed. With terms and conditions *Asymp. Sig (2-tailed)* which must be greater than 0.05. This normality test uses SPSS version 24 calculation assistance.

2. Qualitative Descriptive Analysis

The author carries out this analysis by observing selected parts in detail to obtain data that matches the problems stated by the author in the research objectives, then the data will be processed, analyzed and processed using previously studied theories, then the author will draw a conclusion. .

3. Quantitative Descriptive Analysis

The analysis method is carried out by means of data collection, classification, analysis and interpretation of data, thereby providing a clear picture of the problems faced. This analysis consists of:

Multiple Regression Analysis

The analysis used by researchers is to determine the influence of the independent variable on the dependent variable. Below is the multiple regression equation used as follows:

$$\hat{Y} = b_0 + b_1 X_1 + b_2 X_2 + \text{and} \quad (\text{Sugiyono, 2017}) \text{ Description:}$$

\hat{Y} = Dependent Variable (Job Satisfaction)
(Self Efficacy)
 X_1 = Independent Variable 1
 X_2 = Independent Variable 2 (School Culture) b_0 = Constant, Y value if X = 0

b_1, b_2 = Regression direction coefficient e = Error

Analysis of Correlation and Determination Coefficients

Correlation analysis is used by comparing two or more variables to determine the level of their relationship. The two variables in question are the independent variable with the symbol X and variable *bound* which has the symbol Y. In this research the author used the help of calculations from the SPSS version 24 program. The results of correlation calculations can be determined based on the conditions described in table 3.4. following:

Table 3. Criteria for Level of Relationship between Variables

Coefficient Interval	Relationship Level
0,00 – 0,199	Very Low/ <i>Negligible correlation</i>
0,20 – 0,399	Low/ <i>Low correlation</i>
0,40 – 0,599	Currently/ <i>Moderately correlation</i>
0,60 – 0,799	Strong/ <i>Moderately high correlation</i>
0,80 – 1,000	Very strong/ <i>High correlation</i>

Source: (Sugiyono, 2017)

After getting the results of the correlation calculation, proceed with looking for the coefficient of determination which is the key to determining the magnitude of the role of the independent variable (X) in the rise and fall of the value of the dependent variable (Y). Where the R value is in the interval $0 \leq R \leq 1$.

RESULTS AND DISCUSSION

Self Efficacy RK Bintang Private Elementary School Teacher East which was held by YPK St. Laurentius Pematangsiantar

Self Efficacy The teacher's assessment is his or her ability or competence in carrying out tasks to achieve goals and produce something in the school environment in particular. *Self efficacy* Teachers at this school are generally good with an average score of 3.60, with a score range of 2.68 – 4.52, in the fairly good to very good category. This means that there are still several indicators of measurement *self efficacy* that needs to be optimized, namely indicator values that are still below the overall average value.

On dimensions *past experience* with an indicator of teaching experience based on education obtained with a value of 3.45, it can be improved with a willingness to continue learning both with seniors and independently with various parties and sources. The indicator of the ability to convey knowledge to students with a value of 3.52 can be improved by participating in training either carried out by schools, foundations, or independently to improve teaching abilities. Thus, the ability indicator showing performance with a value of 3.55 can be improved by continuously improving *upgrade* And *update* the latest knowledge, so that school principals regularly and systematically assess teacher performance.

For dimensions *vicarious experience* with an indicator of the influence of co-workers in carrying out tasks with a value of 3.48, it can be optimized by always building good relationships with co-workers who have a positive influence on their performance. Likewise with dimensions *emotional cues* with an indicator of the ability to manage emotions in the school environment with a value of 3.24, it can be optimized by trying to make the work environment comfortable, building communication and participation of students inside or outside the classroom, understanding the characteristics of colleagues and students, then taking time to take a break, look for activities that please you, share fatigue or difficulties with others, and foster an optimistic attitude in work and life.

In addition to the efforts already described, *self efficacy* teachers can also be

optimized by paying attention to factors that can influence *self efficacy* such as treating teachers with consideration of individual characteristics and psychological factors possessed by teachers, level of education, work experience possessed, skills possessed, work achievements previously achieved, motivation possessed to succeed, and so on Bandura (Satria, 2021), (Cherry, 2023), (Alwisol, 2018).

School Culture for RK Bintang Timur Private Elementary School Teachers held by Yayasan Perguruan Katolik (YPK) St. Laurentius Pematangsiantar

School culture is the values that underlie the behavior, traditions, daily habits and symbols practiced by the principal, teachers, administrative officers, students and the community around the school. Teachers who implement a strong school culture will influence their actions both in the school environment and outside the school. It is hoped that a strong school culture will provide satisfaction for teachers. The culture implemented by teachers at this school is generally still quite strong, and not yet optimal. This can be seen from the average value of 3.26, with a value range of 2.43 – 4.09, in the weak to strong category. This means that there are still several indicators of school culture that need to be strengthened, namely indicators with scores that are still below the overall average score.

From the results of the qualitative analysis carried out, it is known that the indicators that are below the average are in the faith dimension with the indicator of obedience to using the sign of the cross every time you pray with a value of 3.12 which can be optimized with an appeal for teachers when praying in the school environment to continue doing it according to what which was conveyed when he was first accepted to work as a teacher at the school. The indicator of living out the teachings of the holy book with an indicator of 3.09 can be improved with a personal approach to teachers who are known to be inactive in serving in the church or environment, as well as by being an example by school leaders in terms of service.

For the collaboration dimension, the indicator of the ability to work together with students is 3.12. This can be optimized by opening a mindset with a new view that students are partners or friends, not just students or students. The visionary dimension is an indicator of the level of seriousness in carrying out tasks at school with a value of 2.94. This can be optimized by providing a deadline or *dead line* Completion of teacher administrative tasks is accompanied by strict sanctions if they violate the stated time limits.

Thus, the simplicity dimension in the indicator of practicing a simple lifestyle in everyday life with a value of 3.12 can be improved by appealing to the simplicity of the founders of the foundation, as well as a personal approach by school leaders for teachers who have an excessive lifestyle. The final indicator of courage to state the truth with a value of 2.97 can be optimized by motivating every meeting or worship service in the school environment by emphasizing verses from the holy book related to honesty and daring to state the truth. Also by providing incentives or rewards for teachers who dare to be honest or have integrity at the end of each school year.

In addition to the efforts described above in developing school culture, school leaders and teachers can also strengthen the existing culture by paying attention to the characteristics that shape school culture such as: teacher commitment, teacher competence, consistency in work, cohesion, mutual respect, work patterns. regular, encouragement for achievement, trust and confidence in teachers and schools, professional and skill development, recognition of achievements, sincere appreciation, participative management, maintaining teacher privacy, maintaining good habits or traditions, upholding honesty and openness, and so on (Suhardan, 2014), and Hickman and Silva (Mustajab, 2015).

Job Satisfaction of RK Bintang Timur Private Elementary School Teachers held by Yayasan Perguruan Katolik (YPK) St. Laurentius Pematangsiantar

Teacher job satisfaction is a teacher's positive feelings about his work which are obtained from what he feels on the measure of satisfaction itself. Teachers who have high job satisfaction will produce optimal teacher performance. Teacher job satisfaction is generally high, but there are still several indicators that need to be optimized. This can be seen from the average value obtained from the qualitative descriptive analysis which is already high with an average value of 3.64, with a value range of 2.73 – 4.55, in the medium to very high category. This means that there are still several indicators of measuring job satisfaction that need to be optimized, namely indicators with values below the overall average. The dimension that needs to be optimized is a challenging job with a full variation work ability indicator with a value of 3.61. This can be optimized by encouraging teachers to improve their literacy skills, especially reading references related to creativity and innovation, as well as by implementing training activities for teachers to improve teaching skills in the classroom. Dimensions *reward* adequate with an indicator of satisfaction with the salary received with a value of 3.36. This can be improved by a review by the foundation with a request from the school principal regarding the salaries and other compensation received by teachers by comparing them with government regulations regarding UMR and also salaries in other schools that are parallel to the schools being managed.

The dimensions of working conditions that support the physical working environment condition indicator with a value of 3.55 can be improved by repainting several rooms and other facilities whose paint has faded. Thus, the work comfort level indicator with a value of 3.48 can be improved with transparency and objectivity in the standard distribution of teaching hours for teachers. The supportive colleague dimension of the support indicator for colleagues from the same unit with a value of 3.61 is increased by always maintaining a harmonious situation in the office or school environment by school leaders and teachers. The indicator of work support from other units with a value of 3.55 can be optimized by adding joint activities with other units by the foundation, or conducting comparative studies of teachers from one unit to another. The final indicator with a value of 3.58 is that relationships with school leaders can be optimized by the principal's willingness to provide personal time in the office for teachers who wish to *sharing* related to the tasks and conditions experienced, as well as the openness of colleagues to be a place *sharing* by maintaining personal integrity.

Apart from the efforts that have been described above, teacher job satisfaction is something that must be considered in an organization, This will increase the teacher's enthusiasm for carrying out the duties and responsibilities that have been assigned to the teacher and if the teacher has a sense of satisfaction in his work he will be more productive at work. The main task of a teacher is to guide students, so teachers must be able to supervise and develop their students. For this reason, the level of teacher quality is a determinant of the level of teacher confidence in a school. The process of implementing and achieving educational goals is a very important matter so support from various parties is needed (Cahyono, 2015). Thus, the duties and responsibilities of teachers in the process of implementing and achieving educational goals are very important and require support from various parties.

CONCLUSION

Based on the results of the analysis described in the previous chapter, the author can conclude as follows: Results of qualitative descriptive analysis about *self efficacy* the teacher obtained the highest answer score on the dimension *vicarious experience* with indicators of the desire to achieve success in their duties. The lowest answer value of the

dimension *emotional cues* with indicators of the ability to manage emotions in the school environment. The average value of the total answers with standard deviation shows that *self efficacy* teachers are in the range of quite good to very good. The results of the qualitative descriptive analysis of school culture obtained the highest answer scores in the dimensions *visions* with compliance with the regulations in force at school. The lowest answer value is in the visionary dimension as an indicator of the level of seriousness in carrying out tasks in the school environment. The average value of the total answers with standard deviation shows that the school culture among teachers is in the weak to strong range. The results of the qualitative descriptive analysis of job satisfaction obtained the highest answer value in the challenging work dimension with indicators of responsiveness to using skills development opportunities. The lowest answer value on the dimension *reward* adequate indicators of satisfaction with the salary received. The average value of the total answers with standard deviation shows that teacher job satisfaction is in the moderate to very high range. The results of multiple linear regression analysis show that there is a positive influence between *self efficacy* and school culture on teacher job satisfaction. The results of the correlation coefficient analysis show that there is a strong and positive relationship between *self efficacy* teachers with school culture. Likewise the strong and positive relationship between *self efficacy* and school culture with teacher job satisfaction. The results of the analysis of the coefficient of determination show that *self efficacy* teachers and school culture contribute to high and low teacher job satisfaction. The results of simultaneous hypotesis testing with the F test show that H_0 rejected, that is *self efficacy* teachers and school culture have a positive and significant effect on job satisfaction of teachers at RK Bintang Timur Private Elementary School held by YPK St. Laurentius Pematangsiantar. The results of partial research hypothesis testing with the t test show that H_0 rejected, that is *self efficacy* teachers and school culture have a positive and significant effect on job satisfaction of teachers at RK Bintang Timur Private Elementary School held by YPK St. Laurentius Pematangsiantar partially.

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