

SATISFACTION OF MI DARUL ULUM TAMBAKREJO WARU SIDOARJO TEACHERS: THE ROLE OF WORK ENVIRONMENT AND SCHOOL COMPENSATION

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Abstrak - Penelitian ini bertujuan untuk menganalisis pengaruh lingkungan kerja dan kompensasi terhadap kepuasan guru di MI Darul Ulum Tambakrejo Waru Sidoarjo. Penelitian ini menggunakan pendekatan kuantitatif dengan melibatkan 32 guru sebagai responden yang diambil secara sensus dari MI Darul Ulum Tambakrejo Waru Sidoarjo. Data dikumpulkan melalui kuesioner yang dirancang untuk mengukur persepsi guru terhadap lingkungan kerja, kompensasi dan kepuasan mereka. Hasil analisis regresi menunjukkan bahwa lingkungan kerja dan kompensasi secara signifikan berpengaruh terhadap kepuasan guru. Lingkungan kerja yang mencakup aspek fisik, sosial, dan psikologis memiliki dampak langsung pada kepuasan guru. Selain itu, kompensasi yang adil dan komprehensif juga memainkan peran penting terhadap kontribusi guru. Penelitian ini memberikan kontribusi pada pemahaman mendalam tentang dinamika kompleks antara lingkungan kerja, kompensasi dan kepuasan guru. Implikasi hasil penelitian ini dapat digunakan sebagai dasar untuk pengembangan kebijakan sekolah yang mendukung kesejahteraan dan profesionalisme guru, khususnya di lingkungan pendidikan Islam.

Kata-kata kunci: Lingkungan Kerja; Kompensasi; Kepuasan Guru.

Abstract - This study aims to analyze the effect of work environment and compensation on teacher satisfaction at MI Darul Ulum Tambakrejo Waru Sidoarjo. This study uses a quantitative approach involving 32 teachers as respondents taken by census from MI Darul Ulum Tambakrejo Waru Sidoarjo. Data were collected through a questionnaire designed to measure teachers' perceptions of their work environment, compensation and satisfaction. The results of regression analysis show that work environment and compensation significantly affect teacher satisfaction. The work environment, which includes physical, social and psychological aspects, has a direct impact on teacher satisfaction. In addition, fair and comprehensive compensation also plays an important role in teachers' contribution. This study contributes to an in-depth understanding of the complex dynamics between work environment, compensation and teacher satisfaction. The implications of the results of this study can be used as a basis for the development of school policies that support the welfare and professionalism of teachers, especially in the Islamic education environment.

Keywords: Work Environment; Compensation; Teacher Satisfaction.

INTRODUCTION

Education, as the foundation of a nation's progress, requires an active and positive role from teachers. Teachers, as the main agents in the learning process, have the competence and responsibility to guide, provide knowledge, and shape student character (Darmawan, 2014; Putra et al., 2017). To achieve the goal of quality education, the importance of teacher welfare and satisfaction is the focus of attention. To achieve the goal of quality education, the role of teachers is to convey information. They also act as mentors who develop students' intellect, character, and moral values.

Teacher well-being and satisfaction are individual issues and are linked to the overall quality of education. Teachers who feel recognized, supported, and satisfied with their work environment tend to be more dedicated and motivated to provide optimal learning experiences for students. Teacher satisfaction is a subjective indicator and a key factor influencing educational outcomes (Yanti & Darmawan, 2016). Therefore, to design policies that can improve teacher well-being and satisfaction, it is necessary to take these factors into account. Teacher satisfaction is about the individual and is related to its impact on teaching quality and overall education outcomes. Teachers who are satisfied with their jobs tend to provide more meaningful learning experiences for students (Darmawan et al., 2021). In this view, teacher satisfaction becomes more than just an end goal; it becomes a strategic investment in the advancement of national education. The two main factors that play a role in determining teacher satisfaction are the work environment and compensation.

The work environment is not just a physical place where teachers carry out their duties but also includes psychological and social aspects that influence job satisfaction (Wibowo et al., 2014; Mardikaningsih & Sinambela, 2022). The work environment for a teacher is not just a physical place where teaching tasks are carried out but also involves psychological and social aspects that play an important role in developing their satisfaction (Darmawan, 2015; Sudiarditha et al., 2016). Teachers who feel safe, valued, and supported by their work environment tend to feel more satisfied with their jobs. Conversely, a work environment that is stressful and does not provide support can have a negative impact on teacher satisfaction. In a psychological context, the role of school leadership becomes very significant. Principals who have a better understanding of teachers' needs and expectations can create policies and management practices that support their well-being. Previous research stated that the work environment and compensation play a role in shaping teacher satisfaction (Rasyid & Tanjung, 2020). This includes providing emotional support, providing resources to overcome challenges, and providing recognition for teacher contributions. Open and transparent communication between school leaders and teachers can help overcome uncertainty, strengthen professional relationships, and provide a better understanding of each party's expectations and needs. Teachers who feel recognized and heard in school decision-making tend to have higher levels of satisfaction. Apart from that, a conducive work environment also includes a social dimension (Astuti & Iverizkinawati, 2018). Teacher-to-teacher relationships, team collaboration, and a supportive work culture can contribute to teacher satisfaction.

The role of compensation is a key element that cannot be ignored to create job satisfaction (Mahendrawan & Indrawati, 2015). Compensation leads to income and reflects appreciation and recognition for the significant contributions made by teachers (Azhar et al., 2020). Compensation, in this context, includes salaries, allowances, incentives, and other benefits received by teachers as compensation for their work. Fair and competitive compensation is an important factor influencing teachers' perceptions of the value of their work and, consequently, their satisfaction with that work. Fair compensation creates fairness in employment relationships and creates a sense of financial stability and security, which can have a positive impact on teacher well-being (Jufrizen et al., 2017). Apart from that, transparency in the compensation system is also important. Teachers need to understand how compensation policies are implemented, including the criteria and assessment processes used to determine additional compensation or incentives (Bancin, 2016). This transparency creates greater trust and understanding among teachers, reduces uncertainty, and provides a stronger basis for teacher satisfaction.

Compensation becomes a tool to meet teachers' financial needs and becomes a powerful instrument for developing a positive work culture and increasing their satisfaction with their work. In an era where challenges in the world of education are increasingly complex, creating working conditions that support and empower teachers is a strategic step to improve the overall

quality of education. Therefore, awareness of the relationship between compensation and teacher satisfaction is very important in the development of sustainable education policies oriented towards improving teacher welfare and professionalism.

Thus, this research intends to dig deeper into how the work environment and compensation influence teacher satisfaction. By understanding the complex dynamics between these three variables, it is hoped that this research can provide better insights for designing management policies and practices in schools.

METHOD

This quantitative research is to investigate the impact of the work environment and compensation system on teacher satisfaction levels. Quantitative research is a research approach that prioritizes collecting and analyzing data in the form of numbers or statistics to test hypotheses, identify patterns, and formulate generalizations about a phenomenon (Mardikaningsih & Darmawan, 2013). This research has a population consisting of 32 teachers at MI Darul Ulum Tambakrejo, Waru, Sidoarjo. In this case, all teachers in the school are research subjects. This research uses a census approach as a sampling method, so that every teacher in the school has the opportunity to be included in this research. The independent variables in this research are the work environment and compensation, while the dependent variable is teacher satisfaction.

1. Work Environment (X1) refers to the conditions and context of the place where teachers work. According to Robbins (2009), there are several aspects of formation, namely (a) facilities and equipment to support work; (b) physical conditions of the activity location, such as lighting and cleanliness; (c) a guarantee of safety factors to provide a sense of security for employees; and (d) healthy social interactions.
2. Compensation (X2) refers to all forms of compensation or rewards given to them as appreciation for their work, dedication, and contribution to the educational process. This compensation includes basic salary and additional benefits, incentives, and other facilities that can improve teacher welfare and motivation. The constituent indicators are (a) salary and benefits; (b) performance incentives; (c) welfare benefits; and (d) professional development (Mardikaningsih & Darmawan, 2012).
3. Teacher satisfaction (Y) is a teacher's attitude towards their work and work environment. According to Andayani (2011), the constituent indicators are (a) feeling happy with their work; (b) always trying to do the best for the organization; and (c) providing effective methods for problems in the organization.

The data collected in this research will undergo careful analysis using quantitative statistical methods, mainly involving multiple linear regression analysis techniques. Regression analysis to identify the extent to which each variable contributes to variation in teacher satisfaction levels helps illustrate their relative roles in influencing these outcomes. To ensure data integrity, reliability and validity tests will be carried out as a data quality test step. By conducting reliability and validity tests, researchers can have greater confidence that the data collected will provide reliable and relevant results for the research questions. These steps increase confidence in the interpretation of research findings and improve the quality of research methodology.

RESULT AND DISCUSSION

Data collection was carried out via Google Form at MI Darul Ulum Tambakrejo, Waru, Sidoarjo, involving the entire teacher population of 32 people. All respondents actively participated and responded well to the questionnaire. This process leverages the practicality and accessibility of Google Forms, allowing teachers to complete the questionnaire online. With a number of respondents that corresponds to the number of teachers in the population, the

data collected is expected to provide a representative picture of teachers' views regarding the work environment, compensation, and their level of satisfaction. Furthermore, the survey results can be used for statistical analysis and gain insight into the factors that influence teacher satisfaction at MI Darul Ulum Tambakrejo.

The variables of this research, namely two independent variables (work environment and compensation) and one dependent variable (teacher satisfaction) have passed the validity test stages. As the SPSS output results show, no statement items were discarded because the value obtained on the corrected item total correlation was more than 0.3 and all variables obtained a Cronbach's alpha value of more than 0.6. The work environment variable has a value of 0.813; the compensation variable reached 0.847; and the teacher satisfaction variable has a value of 0.882. These results can be declared reliable enough to be used as a measuring tool.

Table 1
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.809 ^a	.655	.631	4.00669

The next analysis is the coefficient of determination, which reveals that there is a relationship between the variables studied, namely the work environment and compensation, and teacher satisfaction. Judging from Table 1, the R value obtained is 0.809. Next, 0.655 is the R square value. This explains that variables such as work environment and compensation have an influence of around 65.5% on teacher satisfaction at MI. Darul Ulum Tambakrejo Waru Sidoarjo. The remaining 34.5% comes from factors outside the scope of the research.

Table 2
t-test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.211	3.360		6.016	.000
	X1	1.852	.724	.348	2.558	.016
	X2	2.814	.693	.552	4.063	.000

As shown in Table 2, the research results form a regression model, which can be formulated as follows: $Y = 20.211 + 1.852X1 + 2.814X2$. This model means that if all variables, namely work environment and compensation, have a value of zero, then the prediction is around 20,211 values obtained by the teacher satisfaction variable. This information also shows that there is a significance level of 0.016 obtained by the work environment, and a significance value of up to 0.000 is owned by compensation.

Based on achieving a significance value of less than 0.05, this explains that the work environment and compensation play a significant role in realizing teacher satisfaction at MI. Darul Ulum Tambakrejo Waru Sidoarjo. Each coefficient of the independent variable shows that between the work environment and compensation, it turns out that the work environment has a smaller value, namely 1.852, compared to compensation, which has a coefficient value of 2.814. These results illustrate compensation as the dominant variable influencing teacher satisfaction compared to the work environment.

Table 3
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	881.946	2	440.973	27.469	.000 ^b
	Residual	465.554	29	16.054		
	Total	1347.500	31			

The results of the F test, as shown in Table 3, show that the F-calculated value is 27.469 and the significant value is 0.000. Obtaining a probability value lower than 0.05 as the basis for the regression equation has a close level of significance. In more detail, this analysis indicates that these work environment and compensation variables have a significant influence on teacher satisfaction at MI Darul Ulum Tambakrejo Waru Sidoarjo. Thus, this means that the satisfaction of MI Darul Ulum Tambakrejo Waru Sidoarjo teachers is simultaneously impacted by factors such as the work environment and compensation.

The work environment plays a role in determining the job satisfaction of MI Darul Ulum Tambakrejo Waru Sidoarjo teachers, as has been proven by previous research findings (Agbozo et al., 2017; Lestari et al., 2020; Arifin & Mardikaningsih, 2022). This research highlights that internal factors such as school policies or the principal's leadership patterns and external factors such as the physical and social conditions of the workplace can make a significant contribution to teachers' job satisfaction. This indicates that certain aspects of the work environment, such as social support, physical facilities, and the overall condition of the workplace, have a direct impact on teachers' levels of job satisfaction. The availability of resources, a positive atmosphere, and support from colleagues and principals also play a role in creating a work environment that supports and motivates teachers to give their best in their duties. The work environment influencing teachers' job satisfaction is very relevant for improving their working conditions and has significant implications for improving the quality of education at MI Darul Ulum Tambakrejo Waru Sidoarjo.

Compensation plays a role in teacher satisfaction at MI Darul Ulum Tambakrejo Waru Sidoarjo. This is in accordance with the findings from the study by Mardikaningsih and Darmawan (2012), Rahayuningsih et al. (2017), and Munir et al. (2022). These studies highlight compensation as an administrative aspect of human resource management as well as a key factor that directly influences teachers' perceptions and satisfaction with their work. Mardikaningsih and Darmawan (2012) noted that clarity and fairness in the compensation system can shape teachers' positive perceptions of the value and appreciation of their contributions to the world of education. In addition, findings from Munir et al. (2022) show that compensation that is appropriate to employee contributions from a financial and non-financial perspective can have a positive impact on the motivation and performance of each member of the organization. In the context of MI Darul Ulum Tambakrejo Waru Sidoarjo, further understanding of how compensation meets teacher expectations and needs is crucial. Factors such as fairness in allowance allocation, financial well-being, and recognition of work performance are an important focus for evaluating the impact of compensation on teacher job satisfaction.

CONCLUSION

The results of this research reveal the significant role of the work environment and compensation on teacher satisfaction at MI Darul Ulum Tambakrejo Waru Sidoarjo. A conducive work environment and adequate compensation play a key role in determining teacher satisfaction. These findings can guide the development of strategies and policies to increase teacher satisfaction while also contributing to the literature on teacher satisfaction in Islamic education contexts.

Based on the research findings, there are several suggestions, namely improving the work environment by identifying aspects of the work environment that influence teacher satisfaction, such as physical facilities, work atmosphere, and availability of resources. A fair and transparent compensation system is established by reviewing and updating the compensation system to ensure fairness and transparency in determining salaries and benefits.

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