

THE INFLUENCE OF WORK ENVIRONMENT AND ORGANIZATIONAL CULTURE ON TEACHER JOB SATISFACTION IN SUPPORTING ECONOMIC DEVELOPMENT IN THE EDUCATION SECTOR

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Abstract

This study aims to explain the influence of the work environment on the job satisfaction of honorary teachers at Senior High School Tanjung Jabung Barat. This research method is included in survey research with a quantitative approach. The data collection technique used is a questionnaire. The research data sources are primary data, namely questionnaires, and secondary data, namely Basic Education Data and related articles. The study's results revealed a significant and simultaneous influence between the work environment and organizational culture on the job satisfaction of honorary teachers at Senior High School Tanjung Jabung Barat. So that work environment and organizational culture factors are given more attention to improving the job satisfaction of honorary teachers at Senior High School Tanjung Jabung Barat. The novelty of this study lies in the in-depth analysis of the role of the work environment and organizational culture in improving the job satisfaction of honorary teachers, with the implication that strategies to strengthen both factors can significantly improve their welfare and performance at Senior High School Tanjung Jabung Barat.

Keywords: Honorary Teachers, Job Satisfaction, Organizational Culture, Work Environment



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INTRODUCTION

Honorary teachers in the context of the education system, refer to educators who work without permanent employment status and are usually placed on temporary contracts (Bowden et al., 2021; Koskela & Kärkkäinen, 2021; Medina, 2023; Rinjani & Romadona, 2023; Mardiyati et al., 2024). Honorary teachers often work in more uncertain conditions than teachers who have permanent employee status. Honorary teachers can be found at various levels of education, from elementary school to university (Giannakos et al., 2017; Uerz et al., 2018; Ro, 2021; Fitriani et al., 2023). Although honorary teachers contribute significantly to students' education and development, honorary teachers often face challenges such as lack of job security, lower compensation, and limited access to facilities and professional training (Kopnina, 2020; Kuty et al., 2020; Perdana et al., 2023; Alam & Mohanty,

2023; Halimah et al., 2024). Continuous discussion and policy changes related to the status and recognition of honorary teachers are an important aspect in efforts to improve the working conditions and welfare of honorary teachers (Wassie & Zergaw, 2019; Fayzhall et al., 2020; Mulang, 2021; Rosada, 2023).

Experienced honorary teachers bring the advantage of knowledge and teaching skills that have been tested in various teaching courses (Chetty et al., 2019). Previous teaching experience gives honorary teachers an edge in terms of classroom management, in-depth understanding of subject matter, and the ability to overcome challenges that may arise during the learning process (Barthelemy et al., 2015; Megawanti, 2015; Agustin et al., 2021; Ouahi et al., 2022; Rachmanto, T. B., & Akande, 2024). With an established teaching background, experienced honorary teachers can also provide inspiration and guidance to colleagues, as well as have a positive impact on students' professional and academic development (Tamsah et al., 2021; Timm & Barth, 2021; Nahar, 2023; Rahmawati et al., 2023; Farikhah & Mahbubah, 2024; Hanoum et al., 2024). On the other hand, inexperienced honorary teachers may bring new enthusiasm, creativity, and innovative approaches to the teaching environment. Even if you don't have experience yet long periods of teaching, inexperienced honorary teachers can bring new perspectives and the adoption of new teaching methods that can increase the attractiveness and effectiveness of learning (Akgunduz, 2016; Imananda & Hendriani, 2020; Trisahid et al., 2024). The presence of inexperienced honorary teachers also provides an opportunity to continue developing the skills of honorary teachers through training and mentoring, which can contribute to professional growth over time (McKnight et al., 2016; Davoudi et al., 2018; Darmawan et al., 2021; Muhasriady & Tiwari, 2024).

The work environment for honorary teachers who comply with world standards and Indonesian standards has differences that reflect the educational framework and policies of each country (Zhou et al., 2017; Arslan-Cansever, 2019; Rinaldi & Hema, 2024). World standards can emphasize global principles such as teacher rights, student empowerment, and educational justice. A world-standard honorary teacher work environment may provide more access to professional training, mentor support, and career development opportunities. On the other hand, the Indonesian standard honorary teacher work environment will be reflected in the context of national education policy and culture (Şemin, 2019; Heleta & Bagus, 2021; Wibowo, 2023; Sofyan & Tlali, 2024). This may include the implementation of a national curriculum, training tailored to local needs, and an emphasis on values and social norms in the classroom (Keiler, 2018; Ha et al., 2020). Despite these differences, both should remain committed to providing working conditions that support professional growth, well-being, and ultimately, providing students with a quality education.

The work environment has a significant role in shaping teacher job satisfaction, which in turn can influence teacher performance as a whole. A supportive and enjoyable work environment can create an atmosphere that is conducive to teachers' professional development and psychological well-being (Ferreira et al., 2018; Rosowulan, 2018; Anifah & FoEh, 2022; Kun & Gadanecz, 2022). Factors such as management support, adequate learning facilities, and availability of educational resources can have a positive influence on job satisfaction. When teachers feel valued, supported, and have access to necessary resources, they tend to be more motivated to provide their best in teaching (Kwon et al., 2021; Sabil et al., 2023). Conversely, a non-conducive work environment, including a lack of support from colleagues or less effective management, can be a source of dissatisfaction and reduce teacher motivation (Fernandez-Antolin et al., 2021; Mulyati et al., 2023). Therefore, understanding and paying attention to work environment factors that influence teacher job satisfaction is important in efforts to improve student performance and learning outcomes (Azahara, 2020; Juniwati, 2020; Respati et al., 2022).

Organizational culture is a variable that can influence satisfaction Work. Organizational culture includes the values, principles and traditions within an organization. Organizational culture is a distribution system beliefs and values that develops within an organization and direct the behavior of its members (Sabuhari et al., 2020; Werdhiastutie et al., 2020; Aziz et al., 2021). Organizational culture can be instrument of competitive advantage main, namely if the organizational culture supports the organization's strategy, and if the culture the organization can answer or address environmental challenges quickly and appropriate (Eilks, 2015; Amtu et al., 2020; Mandriesa, 2020). Deep organizational culture every organization arises from the results of life's journey the founders of the organization or members of the organization, play a role in decision making and determining the

direction of organizational strategy (Giannakos et al., 2017; Ekasari & Maulidinah, 2023; Hardi et al., 2023).

Based on previous research, it was found that the working environment of honorary teachers according to Indonesian standards is often influenced by various factors that create unique dynamics in the educational context (Crul et al., 2019; Dishon, 2021; Mawardani et al., 2023). Despite having an important role in the learning process, honorary teachers often work with limited resources and do not have access to training or professional development (Aisyah & Chisol, 2020; Schallert et al., 2022; Rohmawati et al., 2023; Soleha & Mujahid, 2024). Creating a supportive working environment, providing certainty of employment status, and providing adequate resources and training are essential to improving the working conditions and teaching quality of honorary teachers (Kleij, 2019; Maria et al., 2023).

The novelty of this study lies in the exploration of the relationship between the work environment, motivation, and job satisfaction of honorary teachers in Sumatra, which is rarely studied specifically in the local geographic and socio-cultural context. Where work motivation for honorary teachers has an important role in improving the quality of education and providing a positive impact on students (Argaw et al., 2017; Fortus & Touitou, 2021). Honorary teachers who have high motivation tend to be more enthusiastic in providing quality teaching to students (Asaloei et al., 2020; Solé-Llussà et al., 2020; Astuti & Sianipar, 2023). In terms of work motivation, honorary teachers can also trigger innovation and creativity in the learning process (Cleary & Kitsantas, 2017; Díez-Palomar et al., 2020). Although limited by limited resources and support, motivated honorary teachers tend to find ways to maximize their learning potential by using existing resources.

Honorary teachers can create innovative teaching methods, utilize technology, and collaborate with fellow teachers to improve the quality of education amidst the limitations they face. The short-term impact of a positive teacher work environment, high work motivation, and job satisfaction related to school accreditation can be directly reflected in teacher participation in the evaluation process and compliance with accreditation standards (Brenig et al., 2016; Hekmah et al., 2019; Sulasmi et al., 2022; Teachers who feel motivated and satisfied with a supportive work environment are more likely to actively contribute to efforts to achieve school accreditation goals in a relatively short time (Oyedeji, 2017; Nisa & Sujarwo, 2020; Syauqi et al., 2020). A positive work environment provides a foundation for sustainable motivation and job satisfaction, which in turn contributes to teacher involvement in curriculum development, teaching innovation, and continuous improvement of education quality (Rhoades, 2020; Finamore et al., 2021; Jana et al., 2024). The hope of this study is that with continued support, teachers can maintain their commitment to achieving accreditation standards, creating a results-oriented school culture, and providing a sustainable positive impact on the quality of education across the school.

RESEARCH METHOD

The research method used is survey research with a quantitative approach. Quantitative research is research in the form of steps or techniques in examining the relationship between one variable and another to test certain theories (Creswell, 2016; Ridha, 2017; Ding, 2019). This type of survey research focuses on revealing causal relationships between variables, namely research that is directed at investigating causal relationships based on observations of the effects that occur, with the aim of separating the direct and indirect effects of a causal variable on the effect variable (McMaster & Cook, 2019; Bali & Musrifah, 2020). In this research, two data sources are used, namely: first, primary data. The primary data intended in this research is data obtained through the results of basic educational data, questionnaires or work environment questionnaires, organizational culture, and teacher job satisfaction. Meanwhile, the second data used in this research is secondary data. Secondary data is data that is directly obtained by researchers through second hand (Hodis & Hancock, 2016; Azuratunnasuha, 2023; Mohd, 2023). So in this research, the secondary data used is in the form of literature, as well as articles related to this research.

Population is a general area consisting of: objects or subjects that display certain qualities and characteristics determined by researchers to be analyzed and then draw conclusions (Creswell, 2014; Sugiyono, 2017). The population is also said to be the totality of the research subjects. Meanwhile, the target population is the population that is observed by researchers (Arikunto, 2021; Hwang & Chang, 2023). The population in this research is all state high school honorary teachers in the Tanjung Jabung Barat area, while the target population in this research is all state high school honorary teachers in

Jambi, especially in Tanjung Jabung Barat, totaling 198 honorary teachers. Which registered in Basic Education Data The sampling technique used was a total sampling technique. Total sampling is a sampling technique where all members of the population are sampled (Sugiyono, 2019; Flores-Tena, 2020). The total sample was 198 honorary teachers at State High School, Tanjung Jabung Barat.

Table 1. Characteristics of Research Respondents by Gender

Gender	Amount	Percentage
Man	70	40.9%
Woman	108	52.9%
Amount	178	100%

(Basic Education Data, 2021)

Based on the table above, it shows that 100% of the respondents used in this study were female, amounting to 108 people (59.2%) while the majority of respondents were male, amounting to 70 people (40.8%).

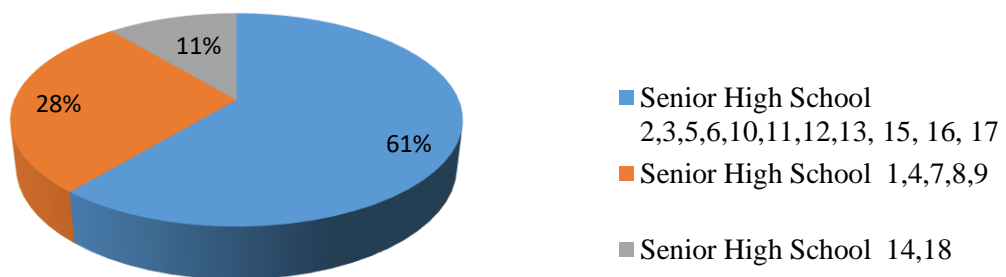


Figure 1. School Accreditation

Information from the pie chart above shows that the percentage of A accreditation is 11%, B accreditation is 61%, and C accreditation is 28%. Apart from that, this research also used the cluster concept. Cluster can be explained as a concept or method used to group data or samples into similar groups based on certain characteristics (Lotz-Sisitka et al., 2015; Permatasari et al., 2019). In a research context, clusters can be used to identify patterns or relationships between similar units, thereby enabling more detailed analysis and a better understanding of the phenomenon under study.

The following are the research procedures.

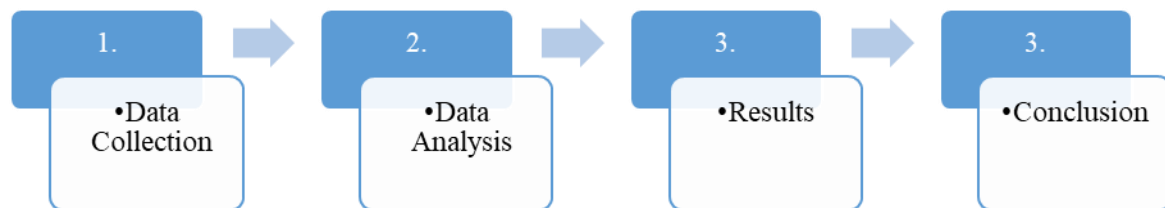


Figure 2. Research procedure

Research data collection can be carried out in various settings or various ways and with various sources (Sugiyono, 2010; Asiksoy & Özdamlı, 2016; Firmansyah et al., 2021). Data collection can be through primary sources where data is directly given to researchers or through secondary sources where data is not directly given to researchers such as documents and so on. So in the research a questionnaire/questionnaire will be used.

Table 2. Questionnaire grid

Variable	Indicator
Job satisfaction	1. Opportunity to develop career 2. Working conditions 3. Relationships with coworkers
Work environment	1. Lighting 2. Air circulation 3. Noise 4. Facility 5. Color
Organizational culture	1. Innovation and Risk Taking 2. Orientation to Individuals 3. Team Orientation

(Tahir & Sajid, 2019; Agung et al., 2020)

To provide a score for this research or its measurement scale, the researcher used a Likert scale. The Likert scale is used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena (Hao et al., 2017; Sugiyono, 2017; Habig & Gupta, 2021). In survey research, a Likert scale is often used where respondents express attitudes or other responses related to the statements in the questionnaire. The following are the levels of questionnaire scores used by researchers in this study as follows table 3.

Table 3. Likert Scale Assessment

Question	Weight
Strongly Agree (SS)	5
Agree (S)	4
Neutral (N)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

The answers to each instrument use a Likert scale which has a gradation from very positive to negative. Alternative answers consist of 5 alternative answers, namely strongly agree (SS), agree (S), Neutral (N), disagree (TS), strongly disagree (STS).

Analysis technique used is descriptive statistical analysis and classical assumption testing. Descriptive statistical analysis displays research data in the form of average scores. Data is processed using the SPSS application. The function of using the SPSS application is to view descriptive statistics, in the form of mean, min, max, percentage and categories (Liu, 2016; Mbonyiryivuze et al., 2021; Darmaji et al., 2023). In the assumption test, two tests are carried out, namely the normality test and the linearity test. The normality test is used to test whether in a regression model, the dependent variable and the independent variable or both have a normal distribution or not (Wu et al., 2020; Sabil et al., 2023). In research, the data is first tested before the data is analyzed. This aims to test whether the data population is included or not, or also aims to test the regression model, whether the independent variable and dependent variable are related to each other, whether they are normal or not. The linearity test functions to see whether the data is linearly distributed or not.

RESULTS AND DISCUSSION

The following describes the results Descriptive statistics work environment, organizational culture, and job satisfaction. Variable descriptions are shown in the following table.

Table 4. Descriptive statistics results work environment, organizational culture, and job satisfaction

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Job satisfaction	178	2.67	5.00	3.8920	.58811
Work environment	178	2.78	5.00	4.0019	.61909
Organizational culture	178	2.67	5.00	3.8521	.73366
Valid N (listwise)	178				

Table 5. Normality test of work environment variables, organizational culture, and job satisfaction

Variables	Kolmogorov-Smirnov		
	Statistics	Df	Sig.
Work environment	.086	178	.200*
Organizational culture	.082	178	.200
Job satisfaction	.085	178	.200

Table 6. Linearity test of work environment variables, organizational culture, and job satisfaction

Variables	N	Sig. (2-tailed)
Work environment	178	0.044
Organizational culture	178	0.035
Job satisfaction	178	0.039

Based on the table above, it can be concluded that the linearity test has a linear pattern on the variables of work environment, organizational culture and job satisfaction. It is proven that the sig (2-tailed) result is less than 0.05.

Table 7. Test the Regression hypothesis with ANOVA on the variables Work Environment, Organizational Culture, and Job Satisfaction

Model	Sum of Squares	df	MeanSquare	F	Sig.
Regression	14,626	1	15,795	.656	.034b
residuals	262,268	26	14,692		
Total	273,333	27			

ANOVA regression test for work environment variables, organizational culture, and job satisfaction. So it can be concluded that it has an effect. This is identified with sig. < than 0.05. So the table below is the result of the Regressive test with ANOVA as follows:

Table 8. Test the Regression hypothesis with ANOVA

R	R Square	Adjusted R Square	std. Error of the Estimate
.327 a	.065	.003	4.23017

The regression test on R is 0.327, R square 0.065, Adjusted R square 0.003, and Std. Estimation Error 4.23017. So the table below is the result of a regression test of the Work Environment and Organizational Culture variables on Job Satisfaction as follows:

Table 9. Test the Regression hypothesis Work Environment and Organizational Culture variables on Job Satisfaction

	Unstandardized Coefficients		Standardized Coefficients		
	B	std. Error	Betas	Q	Sig.
Work Environment and Organizational Culture >< Job Satisfaction	69,540	12,667		4,342	0.002

It was concluded that there was an influence of the work environment and organizational culture on job satisfaction. This can be seen from the sig results. (2-tailed) smaller than 0.05.

School accreditation is a process of assessing and recognizing educational standards set by local or national education authorities. In the context of honorary teachers, school accreditation plays an important role because it determines the quality of education that can be accessed by teachers and students (Sabirova, 2016; van Uum et al., 2016; Dumford & Miller, 2018; Reffiana & Pertiwi, 2023). Organizational culture in schools also has a significant impact on honorary teachers' job satisfaction. A positive work atmosphere, teamwork, and support from colleagues can increase teacher (Fauth et al., 2019; Lutfah et al., 2019; Asaloei et al., 2020). A conducive school environment, both physical and social, plays a role in creating pleasant working conditions for honorary teachers (Corbo et al., 2016; Alvunger, 2018; Weissman, 2021). With good accreditation, a positive organizational culture and a supportive school environment, it is hoped that it can increase the level of job satisfaction of honorary teachers, which in turn will have a positive impact on the overall quality of learning and education.

Social and cultural factors related to gender roles may influence an honorary teacher's work experience. For example, traditional roles that are often tied to gender can create additional expectations or pressures on honorary teachers, affecting perceptions of the job and work environment (Hökkä et al., 2017). In addition, differences in leadership styles and interpersonal interactions between male and female teachers may also contribute to the level of job satisfaction. Therefore, understanding the role of gender in the work context of honorary teachers is important for improving working conditions and identifying strategies to increase overall job satisfaction.

This study is also in line with previous studies conducted by (Iwu et al., 2013; Arifin, 2015) which examined job satisfaction. In the study conducted by Arifin, (2015) it was stated that the factors underlying the effectiveness of educators include conducive working conditions, a collegial work environment, and opportunities for advancement. Job satisfaction has a positive and significant effect on teacher performance. If job satisfaction can be increased, it will encourage teachers to improve their performance. However, in this study, several tests were not carried out by this study, namely the assumption test. One of the assumption tests is the normality test, where this normality test is important to determine whether the data we are testing is normal or not. In the study we conducted, we conducted a complete test of the assumption test so that the research we conducted was precise and accurate.

School accreditation has major implications for the job satisfaction of honorary teachers. The accreditation process not only assesses the quality of education in schools but also creates standards that must be met by teachers and education personnel (Eğmir et al., 2017; Fadzil & Saat, 2019). For honorary teachers, having an accredited school can provide clarity regarding the expected performance standards and provide recognition for their efforts (Sogunro, 2014; Ghavifekr & Rosdy, 2015 Ali et al., 2022). On the other hand, when schools do not obtain accreditation, this can cause stress and uncertainty for honorary teachers, resulting in decreased job satisfaction. Therefore, it is important to understand that accreditation not only assesses educational institutions but can also affect the motivation and job satisfaction of individuals within them.

Novelty research is about the relationship between school accreditation, organizational culture, and gender roles in shaping job satisfaction of honorary teachers. Unlike previous studies that focused primarily on general job satisfaction factors, this study integrates assumption tests to ensure proper and accurate analysis, especially regarding data normality (Firmansyah et al., 2021). In addition, this study highlights how accreditation indirectly affects job satisfaction through institutional expectations and recognition, while also examining how gender dynamics affect teachers' experiences in the workplace. This comprehensive approach offers a more nuanced understanding of the factors that contribute to job satisfaction for contract teachers.

This study is limited in scope because it focuses primarily on contract teachers without including permanent teachers as a comparison, who could provide a broader perspective on the determinants of job satisfaction. Furthermore, although the role of gender is discussed, this study does not explore in depth intersectional factors such as socioeconomic background or regional disparities that may further influence contract teachers' work experiences (Sogunro, 2014). This study also relies on assumption tests without including qualitative insights, which could enrich the findings with a deeper contextual understanding.

Based on the above findings, it is recommended that improvements can be made through salary increases, greater responsibility, encouragement of teacher creativity, and opportunities to develop teacher careers. Factors such as gender equality, support in career development, and empowerment of gender roles in the work environment can affect job satisfaction of honorary teachers (Galović et al., 2014; Kee-Jiar & Shih-Hui, 2020; Dewinta et al., 2021). If there is unequal treatment of the gender of

honorary teachers, this can lead to dissatisfaction and hinder performance. Therefore, creating an inclusive and supportive work environment for all genders is important to improve job satisfaction of honorary teachers and ensure optimal quality of education.

CONCLUSION

A conducive work environment, which includes adequate facilities, management support, and effective communication, is expected to increase honorary teachers' job satisfaction. Apart from that, an organizational culture that places value on participation, appreciation, and recognition of the contributions of honorary teachers is also considered to have a positive impact on job satisfaction. Through careful research methods and appropriate statistical analysis, it is hoped that the results of this research can provide valuable insights for the development of management policies and practices that can improve the welfare of honorary teachers in the context of the work environment and organizational culture. The research results can be a basis for developing strategies and programs to improve the working conditions of honorary teachers while improving the quality of teaching at the primary and secondary education levels. As an implementation, schools and education policymakers should prioritize enhancing work facilities, establishing clear career development paths, and fostering an inclusive and supportive organizational culture to ensure sustained job satisfaction and optimal teaching performance.

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AUTHOR CONTRIBUTIONS

This study contributes to providing a deeper understanding of the influence of work environment, organizational culture, and gender roles on job satisfaction of honorary teachers. Through careful statistical analysis, this study emphasizes the importance of school accreditation and organizational support in improving the welfare of honorary teachers.

CONFLICTS OF INTEREST

The author(s) declare no conflict of interest.

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