# Productive teacher job satisfaction: Disentangling organizational climate, facility management, and organizational citizenship behavior

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## ABSTRACT

Productive teachers are teachers who teach vocational subjects. A productive teacher has complex characteristics and professional requirements so that job satisfaction must be considered. The research objective was to analyze the direct effect of organizational climate, management of facilities and infrastructure, organizational citizenship behavior on the job satisfaction of productive teachers. The research employed a quantitative approach with a survey method. The research sample was conducted at 46 private vocational high schools with a total of 270 productive teachers in East Jakarta, Indonesia. Data was analyze using path analysis. The results showed that there is no direct influence of organizational climate on job satisfaction of productive teachers; there is no direct effect of facility and infrastructure management on job satisfaction of productive teachers; there is a direct influence of organizational citizenship behavior on job satisfaction of productive teachers.

**Keywords:**  
Citizenship behavior  
Infrastructure management  
Job satisfaction  
Organizational climate  
Productive teachers

## 1. INTRODUCTION

Vocational high school (VHS) is a formal education institution that prepares graduates who are following the needs of the industrial world and are expected to be entrepreneurs [1]. However, until now, the link and match between VHS graduates and the industrial world still need to be improved [2]. The quality and quantity of teachers, especially productive teachers, is one of the causes of imperfect links and matches and the quality of learning in VHS [3]. The shortage of quality teachers, especially productive teachers in VHS reaching 91,681 teachers adds to the complexity of the problem of the quality of education in VHS [4].

One of the factors causing the low number of productive teachers in VHS is low teacher job satisfaction [4]. Teachers in VHS who need to pay attention to job satisfaction are productive teachers. Vocational teachers in productive programs have specific professional characteristics and requirements (competencies), namely: i) Have adequate practical skills in all productive fields of study (subjects); ii) Able to organize learning (education and training) that is relevant to the competencies needed by the world of work; iii) Able to design learning (education and training) in schools and the business or industrial world [5]. A productive teacher has complex characteristics and professional requirements including having adequate practical skills in all fields of study (productive subjects), being able to organize learning (education and training) relevant to the competencies needed by the world of work, and being able to design learning in

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in learning can be achieved according to the target. Problems that arise regarding the low job satisfaction of productive teachers. This finding is reinforced by the results of simple observations when communicating with productive teachers of VHS in East Jakarta. Complaints that were submitted ranged from the unsupportive working climate, often given additional assignments from the principal, naughty students to inadequate facilities. This is a natural thing because private schools are not fully supported by the government, especially in terms of providing facilities and infrastructure.

The low job satisfaction of productive teachers is thought to be caused by organizational climate, management of facilities and infrastructure, and organizational citizenship behavior. This is because until now there has been no empirical research on productive teacher job satisfaction seen from the aspects of organizational climate, management of facilities and infrastructure, and OCB. The learning process in schools becomes effective if the quality of the teaching teacher and a comfortable work environment supports the teacher at work. One of the qualified teachers has a high OCB, while the work environment is one of the indicators is the management of facilities and infrastructure and a conducive organizational climate [22]. If this is fulfilled, student learning achievement can be achieved following national education standards. The purpose of this research is to analyze the direct influence of organizational climate on job satisfaction, the direct influence of management facilities and infrastructure on job satisfaction, and the direct effect of OCB on job satisfaction.

2. RESEARCH METHOD

The study employed a quantitative approach with a survey method. The results of the survey method with this causal approach were analyzed using path analysis. The endogenous variable group is teacher job satisfaction while the exogenous variable group is the organizational climate, facility and infrastructure management, OCB. The population in this study was productive teachers from 46 VHS scattered in East Jakarta, Indonesia. Not all teachers in VHS are productive teachers. Productive teachers are teachers who teach vocational subjects in VHS. Productive teachers teach one particular skill from a variety of skills taught in VHS. For example, vocational high schools majoring in automotive have productive teachers in retreading tires, engines and vehicle frames. The sampling technique used purposive sampling because this determination technique in determining the sample of the productive teacher representatives from each VHS was considered [23]. To find out a large number of representative samples as the validity of the generalization process for this study, a sampling technique was used using the Slovin formula [24]. The sample size is 46 schools and each school has an average of five to six productive teachers, so the total sample is 270 teachers.

Collecting data using a questionnaire which is arranged based on the indicators of each variable. productive teacher job satisfaction variables have indicators: the job itself, superiors, coworkers, promotion and salary received. The organizational climate variable has indicators: physical environment, social environment, and physical condition of organizational members. The facility and infrastructure management variables have indicators: planning, inventory, procurement, maintenance, and supervision. OCB has several variables: sportsmanship, altruism, courtesy, civic virtue, conscientiousness. The process of calculating data analysis using SPSS 24 software. The research hypothesis is:

H1: Organizational climate has a direct influence on the job satisfaction of productive teachers
H2: Management of facilities and infrastructure has a direct influence on job satisfaction of the productive teacher
H3: Organizational citizenship behavior has a direct influence on the job satisfaction of productive teachers

3. RESULTS AND DISCUSSION

Data were analyzed using SPSS 24 software with output table Summary Model, Anova, and Coefficients. Table 1 provides the results of calculating the partial variable test conditions, while Table 2 presents the results of calculating the F value using SPSS 24 in partial variable testing. Based on Table 1, it is obtained that the value of R square=0.453. Table 2 reveals that Anova test obtained an F value of 73.508 with a probability value (sig)=0.000, then the sig. value<0.05, the decision Ho is rejected and Ha is accepted. Therefore, partial testing between variables can be done. Table 3 presents the results of data calculations using SPSS 24 in the form of partial correlation coefficients and the significance of the relationship of each variable.
3.1. H1: Organizational climate has a direct influence on the job satisfaction of productive teachers

The path analysis significance test was analyzed by comparing the sig. value and probability value of 0.05. The test criterion if the probability value is 0.05≤sig. value, then Ho is accepted and Ha is rejected, which means not significant. Meanwhile, if the probability value is 0.05≤sig. value, then Ha is accepted and Ho is rejected, which means significant. Table 3 contains the path coefficient value, there is a sig. value of 0.434 which means it is greater than the probability value of 0.05 or a value of 0.05≤0.434, then Ho is accepted and Ha is rejected. Organizational climate does not have a direct influence on job satisfaction. This finding is contrary to the hypothesis formulated by the researchers. An individual’s expression of personal wellbeing is associated with doing the job assigned [25]. Job satisfaction is a level of positive or negative feelings about several aspects of work, work situations, and relationships with colleagues [26].

These positive or negative feelings arise after employees interact with the work they are doing. Another opinion says the level of job satisfaction depends on the level of feeling intrinsically and extrinsically received by the individual. The intrinsic and extrinsic results that each person receives is different [25]. There are two factors that influence job satisfaction, namely factors that come from within the employee (intelligence quotient (IQ) level, special skills, biographical characteristics, education, and work experience); and occupational factors (type of work, organizational structure, rank, position, quality of supervision, financial security, promotion opportunities, social interactions, and work relationships). According to this opinion, physical conditions and social interactions are some of the components that affect job satisfaction which is part of the indicators of organizational climate.

The organizational climate affects job satisfaction in each country, because the organizational climate is formed based on individual teacher perceptions and becomes the starting point for exploring the organizational climate [27]. The difference between the results of the study and the hypotheses formulated can be explained by the results of research which state that the dominant factors affecting teacher job satisfaction are the work itself and the leadership of the school principal [28]. The leadership of the principal greatly influences the organizational climate that is formed in the school because it will determine the social interactions that arise in the school. The leadership factor is also an indicator that dominates the formation of an organizational climate in various sectors [29]. This assumption is reinforced by another research that states that the dominant factor in creating teacher job satisfaction is the social environment that appears in schools in the absence of seniority among teachers.

The other studies show evidence that the factors that determine the formation of organizational climate in schools are gender and unity [29]. It can be assumed that the weak and insignificant organizational climate in influencing teacher job satisfaction is due to the leadership of the principal of private vocational schools in East Jakarta which results in a less conducive atmosphere of social interaction at school. So, the majority of teachers at private vocational schools in East Jakarta have a fairly high job satisfaction but not with the organizational climate felt by teachers in schools.
3.2. H2: Management of facilities and infrastructure has a direct influence on job satisfaction of the productive teacher

The path analysis significance test was analyzed by comparing the probability value of 0.05 and the sig. value. The test criterion if the probability value is 0.05≤sig. value, then Ho is accepted and Ha is rejected which means not significant. Meanwhile, if the probability value is 0.05≥sig. value, then Ha is accepted and Ho is rejected, which means significant. It can be seen that the sig. column in Table 3 has a sig. value 0.205, which means that the sig. value is greater than the probability value 0.05 or the value 0.05<0.205, then Ho is accepted and Ha is rejected. This means that the path analysis coefficient is not significant. So, the management of facilities and infrastructure is not significant for teacher job satisfaction.

This finding is contrary to the hypothesis formulated by the researchers. If we look back at the grand theory, job satisfaction depends on the match between working conditions. The working conditions in question are partly caused by the management of facilities and infrastructure in the workplace. Management of facilities and infrastructure is an activity used by various scientific disciplines to ensure that all supporting facilities are in place, according to function and can be used by integrating people, places, processes, and technology. Facilities and infrastructure management is a profession that harmonizes a variety of tools to ensure that all of them function properly in building an environment consisting of people, places, processes, and technology. So it can be said that good management of facilities and infrastructure can be a determining factor in creating a work environment to support whether employees are satisfied or not [30]. If the facilities and infrastructure are not properly managed, it will cause bad value for employees. This means affecting the extrinsic level of the teacher while in school. These factors can affect teacher job satisfaction.

The difference between the results of the research and the hypotheses formulated can be explained by the previous studies [31], [32] which state that it is important for a teacher to know the working conditions that are formed in school as one of the consequences of managing facilities and infrastructure. Part of the management of the most important facilities and infrastructure management and directly in contact with the teacher is the part of organizing (providing) facilities and infrastructure. If the facilities and infrastructure owned by the school are complete and following the designation, it can make it easier for teachers to work. Conversely, if it is incomplete and out of date, it will make it difficult for teachers to work [33].

The evaluation of facilities and infrastructure in VHS affects the quality of education, learning outcomes, and teacher satisfaction in teaching. Therefore, it is necessary to revise policies in the provision of infrastructure as has been done by developed countries [34]. Management of facilities and infrastructure will create good or bad working conditions that will affect teacher job satisfaction. If not done, in addition to increasing dissatisfaction at work it can also cause burnout [35]. So, it can be assumed if the weak and insignificant management of facilities and infrastructure in affecting teacher job satisfaction is due to the availability of facilities and infrastructure for private vocational schools in East Jakarta which still have to be improved, resulting in less than optimal teaching. The majority of teachers in private vocational schools in East Jakarta have high job satisfaction but are not followed by maximum management of facilities and infrastructure in schools.

3.3. H3: Organizational citizenship behavior has a direct influence on the job satisfaction of productive teachers

The path analysis significance test was analyzed by comparing the probability value of 0.05 and the sig. value. The test criterion if the probability value is 0.05≤sig. value, then Ho is accepted and Ha is rejected which means not significant. Meanwhile, if the probability value is 0.05≥sig. value, then Ha is accepted and Ho is rejected, which means significant. It can be seen in Table 3 that the sig. value is 0.000, which is smaller than the probability value of 0.05 or the value of 0.05>0.000, then Ho is rejected and Ha is accepted. This means that the path analysis coefficient is significant. It means that OCB has a direct influence on the job satisfaction of productive teachers.

The results of these studies are by the research hypothesis formulated. The organ also identifies that employee work behavior OCB is related to job satisfaction [36]. Other results show that the dominant indicator in creating teacher job satisfaction which is influenced by OCB is altruism, which means personal choice behavior to help others solve organizational problems where the teacher takes shelter [37]. This means that teachers are willing to help colleagues at school even though they are not answered and or outside work hours. This finding is also reinforced by the results of previous study [38], which states that the main characteristic of teachers who have OCB is the employee's altruism.

OCB is influenced by six factors, there are a positive work attitude, cynicism, workplace values, job characteristics, job title, and length of work. The first factor is a positive work attitude. Positive work attitudes can be in the form of low absenteeism and employee turnover rates in the organization [39]. This positive work attitude is owned by employees because employees are satisfied with their work. Other factors can be in the form of organizational support, trust, and the work quality of employees. Job satisfaction that
can be obtained in a work environment is a sense of pride, satisfaction with the success of carrying out tasks to completion. Job satisfaction causes employees to want to cooperate and contribute to the organization. Employees who are satisfied with work will give replies to the organization in the form of attachment and behave as good organizational members, this is known as OCB.

4. CONCLUSION

Based on the results and discussion that have been described, this study concluded that: first, there is no direct influence of organizational climate has a direct influence on the job satisfaction of productive teachers. This result may be due to the ineffective leadership applied in vocational high schools in East Jakarta, which makes the organizational climate felt by teachers not conducive. Because some of the results of previous studies concluded that leadership is a dominant factor in creating organizational climate. Second, there is no direct and significant effect of management of facilities and infrastructure on productive teacher job satisfaction. This result may be due to the weak and insignificant direct influence of the management of facilities and infrastructure in affecting teacher job satisfaction due to the availability of facilities and infrastructure for private vocational schools in East Jakarta which still need to be improved. This condition implies in teaching process become less optimal. Third, there is a direct and significant effect of organizational citizenship behavior on teacher job satisfaction.

There is a need to improve the quality of school principal leadership and organizational citizenship behavior. It can be done by creating a culture to always support among teachers. This study has limitation in term of the sample. It is only taken from private vocational high school (VHS) in Jakarta. Further research is required in a wider area with bigger sample size.

REFERENCES


