



Reflections on Teacher Job Satisfaction: The Role of Principal Supervision, Organizational Culture, Motivation, and Compensation

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Article Info	Abstract
Keywords: Principal supervision; Organizational culture; Motivation; Compensation; Job satisfaction	The success and failure of an organization are influenced by competent Human Resources (HRM) who are oriented towards efficiency, quality, and productivity. This research aims to determine the role of principal supervision, organizational culture, motivation, and compensation as predictors of job satisfaction. The research design used a quantitative approach to causality. To obtain research data using documentation instruments and distributing questionnaires online. The sample used in the study was 215 respondents. The basis for determining the sample is oriented towards a non-probability sampling approach using a purposive sampling formula. To examine the relationship between principal supervision, organizational culture, motivation, and compensation on job satisfaction, then the structural equation modeling (SEM) approach is used using partial least squares. Findings. Following the study results, it was found that the supervision of the principal has a significant effect on job satisfaction. Furthermore, organizational culture has a significant influence on job satisfaction. Motivation and compensation have a significant effect on job satisfaction.
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1. Introduction

In general, every educational institution ranging from elementary schools to tertiary institutions, is expected to prepare young people who can implement self-actualization through developing competencies and intellectual skills (Ekawarna et al., 2020). Every education unit, including schools, really needs optimal teacher performance. Teachers' ability is an essential target in human resource management because it will directly or indirectly affect students' creativity (Juniarti et al., 2020). An educator's performance is essential in achieving the priorities of quality education execution (Estafianto et al., 2020). The measure of the performance success that a person displays can be seen when the achievement in his or her field of work goes well and is successful with consideration and evaluation based on specific criteria (Damanik, 2018). One of the criteria that affect optimal performance is the level of job satisfaction obtained by a teacher (Lie et al., 2019). Regarding job satisfaction in the context of education, the essence of the role of a teacher will be realized if job satisfaction and the needs of teachers are met (Saiti & Papadopoulos, 2015) and school performance is mainly dependent on the teaching staff in it (Caprara et al., 2006).

The development of job satisfaction for workers is one of the essential ways of human resource management in an organisation. Reflection on job satisfaction is the attitude of an instructor towards jobs related to work conditions, employee cooperation, workplace incentives and physical and psychological influences (Saputra & Mulia, 2020). Job satisfaction represents the mentality of an individual towards his job. This is apparent in workers' optimistic approach to work and everything they face in their working environment (Rosita & Yuniati, 2016). Teachers who have satisfaction with their work will carry out their duties properly, sincerely, discipline and increase their enthusiasm for work. The problem of job satisfaction is very important because it is related to work behavior such as productivity and efficiency (Saiti & Papadopoulos, 2015). To strengthen their job actions, a satisfied educator is more motivated. Those that are subject to irritating and uncomfortable working conditions, on the other side, continue to be less effective. Several previous studies that examined the job satisfaction of a teacher put several variables as predictors, including the role of school principal supervision (Rifaldi & Roesminingsih, 2014); (Yohanas, 2018), organizational culture (Trishananto & Suseno, 2013); (Julaeha et al., 2020), motivation (Virgana & Suprijadi, 2012); (Azis, 2020), and compensation (Oktulkani et al., 2018); (Muliati et al., 2020).

Principal supervision is an effort to guide teachers to improve the quality of learning by going through lesson planning steps and authentic teaching performances (Wibowo, 2014). The inability of a teacher to use various learning methods that are attractive to students provides an opportunity for the principal to play a more active role by carrying out academic supervision properly (Pujianto et al., 2020). The implementation of supervision, if carried out continuously, will provide a stimulus to a person's morale so that it is expected to be able to provide a level of satisfaction following the teachers' expectations. This condition illustrates that the role of school principal supervision can encourage cultural improvement work so that every teacher who carries out the work gets maximum satisfaction (Ghautama, 2015). The supervision applied by the principal aims to provide space for teachers to increase innovation and creativity in carrying out the learning process. If supervision is appropriately implemented, the implication for teachers is to get satisfaction at work (Suchyadi & Nurjanah, 2018). The principal, as a supervisor is in charge of providing professional assistance and guidance to teachers who lack professional skills in teaching (Ghautama, 2015). This is based on the assumption that teachers work and expect material and non-material rewards, they also want a work climate following their expectations (Rifaldi & Roesminingsih, 2014). The working climate in question is openness in the organization, working conditions, attention, support, appreciation, promotion opportunities, decent income, and a sense of fairness from the principal (Suchyadi et al., 2019).

Organizational culture is part of the main component of schools in encouraging and supporting organizational strategies in overcoming the challenges of environmental change that occur rapidly (Hendra, 2020). The school organizational culture is a set of values, norms, assumptions, beliefs, principles, and habits or rules that apply within an organization that regulates and directs the behavior of its members to do a job in solving problems (Sidabutar et al., 2017). Organizational culture refers to certain organizational beliefs and principles that profoundly impact one group and the relationship between employees and management and other employees. Every organization has a unique culture that differentiates it from other organizations, so it is crucial to understand and adapt to the environment (Indajang et al., 2020). Organizational culture consists of a firm guiding boundaries that aim to shape behavior (Darmawan, 2016). Organizational culture is a habit that differentiates one organization from another (Indajang et al., 2017). Organizational culture is related to how individuals understand the distinctive culture of their organization (Paramita et al., 2020). The values of the organizational culture are reflected as

beliefs and ideas about what the goals of the members of an organization should be to pursue appropriate standards of behavior for organizational members to use (Ng'ang'a & Nyongesa, 2012). The existence of a quality organizational culture and work culture will improve the quality of education optimally (Dirwan, 2014). The practice of a pleasant organizational culture encourages teachers to carry out their duties competently, and the impact will be seen from every activity they do (Nurviza et al., 2019).

Another factor that can encourage job satisfaction is motivation. Motivation questions how to encourage teacher morale so that they are willing to work hard by giving all their abilities and skills to realize school goals (Hutabarat et al., 2018). Motivation can also be said as a plan or desire for success or avoiding life's failure. In other words, motivation is a process to achieve a goal in carrying out a job (Rasyid & Tanjung, 2020). Everything must be carried out in a balanced manner by the teachers, in the direction system to encourage teachers to apply their abilities in carrying out their teaching assignments (Diyanti et al., 2017). Motivation arises because of a need, and therefore the action is directed towards achieving specific goals. If the goal has been achieved, satisfaction will be achieved, and the tendency is to be repeated to be more substantial and more stable (Sekartini, 2016). Leaders must know the goals of a worker and the actions that workers must take to achieve them (Hutabarat et al., 2018). Motivation in a teacher is beneficial for schools because this motivation will create a sense of belonging to the institution (Julyanthry, 2016). The essence of the motivation function will be seen when there is a change in the state before and after a stimulus is given in the mind of a teacher in the form of a work motivation boost (Sugito et al., 2019). To do a job following organizational planning, a strong push from the principal to the teacher is needed in the form of motivation (Tohidi & Jabbari, 2012). Strong encouragement will always motivate a teacher to work according to plan (Shaheen et al., 2013).

In addition to principal supervision, organizational culture, and motivation, the role of compensation is considered crucial in encouraging one's job satisfaction. Compensation is one of the critical functions of human resource management. Everyone works to earn money to make ends meet. A teacher who works at an educational institution will work hard to get rewarded for his services as desired. Therefore, the school provides compensation for the teacher's performance (Fauzi, 2017). Compensation plays an essential role in an organization, where compensation is everything that teachers receive in return for the services they provide to schools (Syahputra et al., 2013). Compensation is the costs incurred by the organization that is given to its workers, either directly or indirectly as a form of remuneration for the performance they have manifested in the organization (Damayanti & Ismiyati, 2020). In principle, compensation results from human resources sales to companies and organizations (Pertiwi et al., 2019). With the insecurity of the wages or honoraria obtained, private school teachers must be clever in utilizing the available free time to carry out other jobs to make ends meet (Tetuko, 2012). Providing compensation will increase or decrease job satisfaction. Therefore it is essential that the organization's attention to compensation arrangements is fairly and correct (Rafi et al., 2015). From this statement, it is clear that there is a link between compensation and job satisfaction, which means that an increase in the compensation given will increase teacher job satisfaction (Pertiwi et al., 2019).

Several previous studies related to the relationship of principal supervision on job satisfaction have been studied by (Firdausi, 2018); (Suchyadi et al., 2019); (Wibowo, 2014), who stated that there is a significant contribution from the supervision of a principal on job satisfaction. While the findings (Subagia et al., 2019), stated that the implementation of principal school supervision made a negative and insignificant contribution to job satisfaction. Furthermore, the relationship between organizational culture and job satisfaction is based on research results (Parwazalam et al., 2012); (Zechariah, 2014); (Abadiyah & Purwanto, 2016), stated that there is a

significant contribution from the application of organizational culture to job satisfaction. While the findings (Parimita et al., 2013), stating that organizational culture makes an insignificant contribution to job satisfaction. Then the relationship between motivation and job satisfaction is based on the research results (Arifin Noor, 2012); (Ratnaningsih, 2017); (Hutabarat et al., 2018), which states that there is a significant effect of motivation on job satisfaction. While the findings (Haryanto et al., 2020), stated that motivation has an insignificant contribution to job satisfaction. Furthermore, the relationship between compensation to job satisfaction is based on research results (Rafi et al., 2015); (Robirodia & Prihatin, 2016); (Pertiwi et al., 2019), states that there is a significant effect of motivation on job satisfaction. While the findings (Suhardi & Yunita, 2018), stating that compensation has an insignificant contribution to job satisfaction.

The basic foundation for making this article is to bridge the results of previous studies with different findings. This basis opens the gap for the author to reexamine what factors are dominant in influencing a teacher's job satisfaction. The author has the opportunity to conduct further research related to principal supervision, organizational culture, motivation, and compensation as antecedent variables that are thought to affect the level of teacher job satisfaction. Then the authors try to use different indicator measurements on the antecedent variables which are then outlined in the form of questions on the online questionnaire. The main objective of this study is to determine how much the role of principal supervision, organizational culture, motivation, and compensation affect teacher job satisfaction. Furthermore, another urgency of doing this research is input for every principal of private junior high schools and the Pematangsiantar City Education Authority to determine increasing teacher job satisfaction.

2. Research Method

The urgency of implementing this research is to determine the contribution of principal supervision, organizational culture, motivation and compensation in influencing the level of job satisfaction of junior high school teachers. The quantitative causality approach used in this study is oriented towards the theoretical model assessed by the PLS-SEM analysis. The reason for using PLS-SEM is that the number of samples is quite large. In addition, this study wants to know how big the role of the manifest variable contributes to the latent variable through the results of empirical research. The research population used was all private junior high school (SMP) teachers. The research object was carried out in all private junior high schools (SMP) in Pematangsiantar city. Determination of the number of samples using nonprobability sampling with purposive sampling technique. According to (Hair, 2014), the sample size can be determined from 10 times the number of indicators used in a single construct. This study uses 23 indicators from existing constructs, so that the number of samples obtained is 320 samples. Data analysis using PLS-SEM through a two-stage data processing procedure. First, the research data were analyzed for validity and reliability using Cronbach's alpha testing, composite reliability, outer loading and average variance extracted. Then, perform Confirmatory Factor Analysis analysis to check the model's fit and model reliability and discuss the hypothesis through the variance-based Structural Equation Model (SEM).

The instrument used for this study used an online questionnaire with a Likert scale approach, namely (1) which stated "strongly disagree to" (5) "strongly agree". The measurement of the dependent and independent variables uses previous references relevant to the research topic and research variables. The dependent variable, namely job satisfaction is measured using previous research (Aziizah, 2018); (Damayanti & Ismiyati, 2020) which consists of 5 indicators. Then for the first independent variable, namely the supervision of the principal, it was measured using

previous research (Rifaldi & Roesminingsih, 2014); (Yohanas, 2018) which consists of 3 indicators. The second independent, namely organizational culture, is measured using previous research (Fitria, 2018); (Damayanti & Ismiyati, 2020), consisting of 7 indicators. The third independent, namely motivation is measured using previous research (Badawi, 2014); (Hakim & Muhdi, 2019), consisting of 4 indicators. Furthermore, the fourth independent, namely compensation is measured using previous research (Tanthowi, 2014); (Suyusman et al., 2020), which consists of 4 indicators.

The urgency of explaining the research framework to describe the study path, create basic theory, and construct variables. The overall objective of the research framework is to design and interpret the results of studies to be more relevant so that the construction can be accessed theoretically and can be generalized (Adom et al., 2018). The explanation of Figure 1 shows all the causal relationships between variables consisting of exogenous variables, namely the supervision of the principal (Ghautama, 2015; Suchyadi et al., 2019), organizational culture (Darmawan, 2016; Indajang et al., 2020), motivation (Diyanti et al., 2017; (Sugito et al., 2019) and compensation (Rafi et al., 2015); Robirodia & Prihatin, 2016) effect on endogenous variables, namely job satisfaction. As for the development of the hypothesis in this study are as follows:

H₁: Principal supervision affects job satisfaction

H₂: Organizational culture affects job satisfaction

H₃: Motivation affects job satisfaction

H₄: Compensation affects job satisfaction

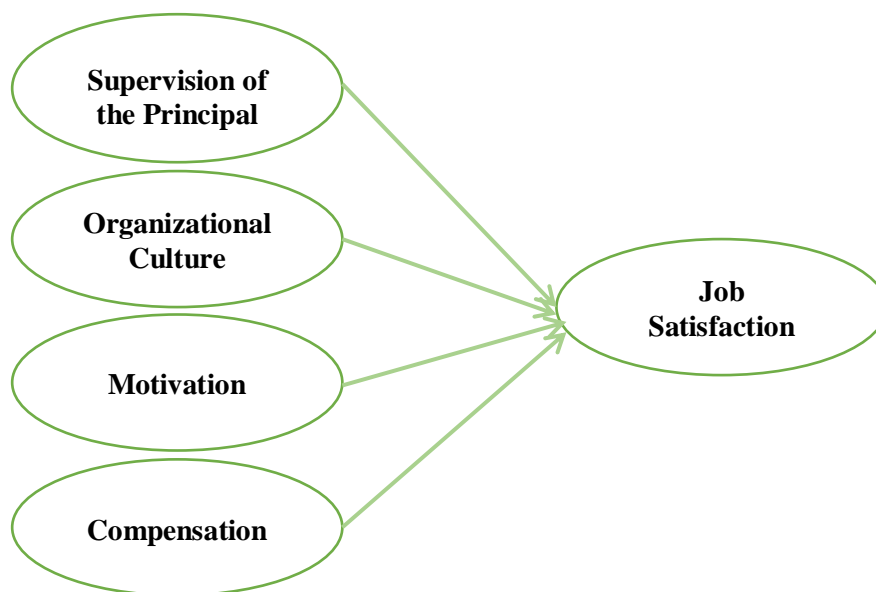


Figure 1. Framework

3. Results and Discussions

Questionnaires were distributed online using google form media and distributed through WhatsApp and telegram applications to private junior high school teachers in Pematangsiantar City. Based on the recapitulation results of respondents answers who filled out the online questionnaire, it was found that 320 respondents entered the data, but only 215 respondents filled in the data validly. The general characteristics of respondents in this study are clearly described in Table 1 below:

Table 1. General Profile of Respondents

Category	Detail	Total	Percentage
Gender	Men	92	42.79%
	Woman	123	57.21%
Age	20-29 years	38	17.67%
	30-39 years	95	44.19%
	40-49 years	53	24.65%
	50-59 years	29	13.49%
	20-29 years	38	17.67%
Level of education	High school	7	3.26%
	D1 to D3	54	25.12%
	Bachelor	133	61.86%
	Masters	21	9.76%
Years of service	< 1 year	12	5.58%
	1-5 years	16	7.44%
	6-10 years	44	20.47%
	> 10 years	143	66.51%

Source: Data Processed Results (2020)

3.1 Outlier Model Measurement

Convergent validity test in PLS with reflective indicators is assessed based on the loading factor indicator that measures the construct. Individual reflexive measures are highly rated if they correlate more than 0.70 with the construct being measured (Hair, 2014). According to (Chin et al., 2014), a loading value measurement scale of 0.5–0.6 can be used for the initial stage of the research. The discriminant validity test is an automatic indicator measurement based on cross-loading with its latent variable. Another method is to compare the Square root of average variance extracted (AVE) value for each variable with the correlation between other variables in the model. Suppose the initial measurement values of the two methods are better than the values of the other variables in the model. In that case, it can be concluded that these variables have good discriminant validity or vice versa. Composite reliability measures the actual value of the reliability of a construct. The rule of thumb for Cronbach's alpha value and composite reliability must be greater than 0.7, although a value of 0.6 is still acceptable (Hair, 2014).

The following will display an explanation of the measurement of the outer model which is presented using Table 2 below:

Table 2. Outler Model Measurement Results

Construct / item	Outler Loadings	Cronbach 'alpha	CR	AVE
Supervision of the Principal		0.962	0.975	0.730
SKS 1	0.971			
SKS2	0.955			
SKS3	0.967			
Organizational culture		0.963	0.969	0.719
BO1	0.902			
BO2	0.864			
BO3	0.903			
BO4	0.905			
BO5	0.907			
BO6	0.915			
BO7	0.938			
Motivation		0.941	0.956	0.745
MV1	0.944			
MV2	0.956			
MV3	0.876			
MV4	0.898			
Compensation		0.848	0.898	0.688
KP1	0.822			
KP2	0.842			
KP3	0.892			
KP4	0.758			
Job satisfaction		0.897	0.925	0.712
KK1	0.902			
KK2	0.906			
KK3	0.749			
KK4	0.904			
KK5	0.741			

Source: Data Processed Results (2020)

In the validity test presented in Table 2 above, the value of each loading factor and AVE on the indicator of the principal's supervision variable, organizational culture, motivation, compensation, and job satisfaction is above 0.7 for the loading factor and above 0,5 for AVE, so it indicates that all items used in the construct are valid. Furthermore, the value for each reliability as measured by the composite reliability value and Cronbach's alpha, it is known that the principal's supervision variable, organizational culture, motivation, compensation, and job satisfaction have a value above 0.7, thus indicating that all research variables have an excellent reliability value.

3.2 Inner Model Measurement

In the validity test presented in Table 2 above, the value of each loading factor and AVE on the indicator of the principal's supervision variable, organizational culture, motivation, compensation, and job satisfaction is above 0.7 for the loading factor and above 0,5 for AVE, so it indicates that all items used in the construct are valid. Furthermore, the value for each reliability as measured by the composite reliability value and Cronbach's alpha, it is known that the principal's

supervision variable, organizational culture, motivation, compensation, and job satisfaction have a value above 0.7, thus indicating that all research variables have an excellent reliability value.

Inner model calculation is performed using SmartPLS 3.2.8 by bootstrapping study data. The first is the importance of the two associated variables, and also the R-square of the analysis. There are two outcomes derived from bootstrapping. The value of the R-square is a value that shows the ability of exogenous variables to build endogenous variables. According to (Chin et al., 2014), there are three categories of R-square value, if the R-square value is 0.19, the relationship between exogenous variables forming endogenous variables is weak, if it is 0.33 it means the relationship is moderate and if the value is 0.67 it means that the relationship is strong. While (Sarwono, 2016), states that if the R-square value is more than 0.67, the relationship between endogenous and exogenous is solid.

Judging from the endogenous variable's R-square value, namely job satisfaction, the value is 0.265, which implies that the exogenous variables' overall capacity to describe endogenous variables is weak. In addition, a sensitivity test is used to evaluate the relationship between exogenous and endogenous variables to explain the hypothesis test. The criterion for significance is seen from the p-value. With a significance level of 5%, if the p-value between exogenous and endogenous variables is less than 0.05, it means that the exogenous variables have a significant effect on endogenous variables, on the contrary, if the value is more significant than 0.05, it means that the exogenous variables do not have a significant effect in building endogenous variables.

The study results, which were developed through the first hypothesis, show that the supervision of the principal has a positive but insignificant effect on job satisfaction. These results are in line with the findings (Yohanas, 2018), which said that job satisfaction has no relationship with the implementation of supervision by the principal if the supervision process does not involve the thoughts and opinions of the teacher. The failure of the supervision applied by the principal tends to affect a person's work processes, so that the implication will affect the level of satisfaction. However, the results of this study contrary to the findings (Setyowati et al., 2014), (Rifaldi & Roesminingsih, 2014), (Husnidar et al., 2020), that the role and implementation of supervision by the principal has a significant contribution to the job satisfaction of a teacher. Supervision of school principals in the field of education is essential to do, in addition to improving the teaching and learning situation and the quality of education but it can provide a stimulus to teacher morale so that the implications will be satisfied (Elminiarti, 2017).

Table 3. Path Coefficients Test Results

Path Between Variables	Coefficient	T-Test	P-Value	Conclusion
Principal Supervision >> Job Satisfaction	- 0,228	1,306	0.192	Rejected
Organizational Culture >> Job Satisfaction	0.448	2,240	0.025	Received
Motivation >> Job Satisfaction	0.109	1,617	0.106	Rejected
Compensation >> Job Satisfaction	0.328	5,167	0.000	Received

Source: Data Processed Results (2020)

Based on the results of the processed data presented in Table 3 above, the test for the significance of the direct relationship between exogenous and endogenous variables showed that there was no significant influence between the supervision of the head of school on job satisfaction. In addition, the outcomes were also not significant because of the effect of motivation on work satisfaction. Meanwhile, significant outcomes have been accomplished through the effect of organizational culture on job satisfaction and there is a significant impact of compensation on job satisfaction. Overall, of the four hypotheses developed, it turned out that only two hypotheses were accepted, and two hypotheses were rejected.

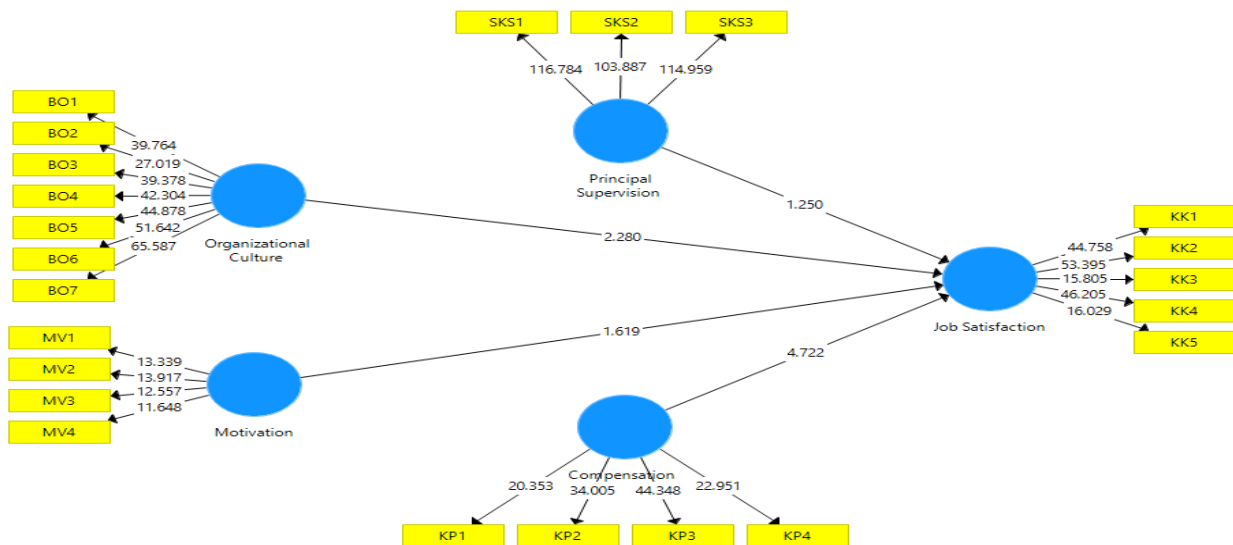


Figure 2. Inner Model view

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Furthermore, the results of the second hypothesis are obtained Research results prove that organizational culture has a positive and significant effect on job satisfaction. These results have in common with research results (Sestriani & Kurniawati, 2019), (Nurlaili et al., 2019), (Arifin et al., 2018), which states that organizational culture makes a significant contribution to teacher job satisfaction. A culture that grows strong can spur the organization towards better development. Meanwhile, job satisfaction is the general attitude of an individual to his job. A solid and rooted culture will contribute significantly to members of the organization in terms of a clear and straightforward understanding of a problem being resolved (Damayanti & Ismiyati, 2020). The more aspects that suit the individual's wishes, the higher the job satisfaction (Aziizah, 2018). The results of this study contradict the research conducted by (Ekawati et al., 2020), which said that the job satisfaction obtained by a person has no relation to the contribution given by organizational culture.

Then, the research results that prove the third hypothesis prove that motivation has a positive and insignificant influence on job satisfaction. This result follows the findings (Haryanto et al., 2020), which states that there is no significant contribution of motivation to job satisfaction. A person who is not satisfied with his job has a negative attitude towards his job. The facts show that the crucial factors that bring more job satisfaction are jobs that give a challenging mentality, proper rewards, supportive working conditions, and supportive colleagues (Badawi, 2014). The results of

this study contradict research conducted by (Suryani & Komarudin, 2014), (Diyanti et al., 2017) (Rasyid & Tanjung, 2020), which states that a teacher's motivation at work has a significant impact on the level of job satisfaction obtained. Work motivation is essential and needed by every teacher to increase job satisfaction, which impacts good performance and the quality of student output that has increased competence (Hakim & Muhdi, 2019).

Then for the results of the fourth hypothesis, research results are obtained which prove that compensation has a positive and significant effect on job satisfaction. These results are in line with the research (Tanthowi, 2014), (Suyusman et al., 2020), (Ramadhanty et al., 2020), which states that there is a significant contribution of compensation to the level of teacher job satisfaction. The measure of job satisfaction for most people cannot be separated from the size of remuneration or compensation. The community has many perceptions that the greater the compensation, the higher the job satisfaction (Damayanti & Ismiyati, 2020). The results of this study contradict the research conducted by (Saladin et al., 2020), who said that teacher job satisfaction could occur not because of compensation. If employees perceive that compensation is inadequate, their work performance, motivation, and job satisfaction decline (Damayanti & Ismiyati, 2020).

4. Conclusions

Based on the results of the analysis of hypothesis testing, the conclusions in this study include: for testing the first hypothesis, it shows that the supervision of the principal has no significant effect on job satisfaction. Then for the results of the second hypothesis obtained organizational culture has a significant effect on job satisfaction. The results of further research developed through the third hypothesis prove that motivation has no significant effect on job satisfaction.

Furthermore, the results of the fourth hypothesis show that compensation has a significant effect on job satisfaction. Furthermore, this research study implies that it is taken into consideration by every principal of private junior high schools and the Pematangsiantar City Education Authority in determining policies related to increasing teacher job satisfaction. This aims to spur teachers to maintain work motivation and increase job satisfaction, so that teacher performance can continue to increase. Then for the theoretical implication, it can be explained that the higher the implementation of supervision from the principal is not able to increase teacher job satisfaction, so that efforts are needed to evaluate the implementation of supervision that has been carried out in order to find the best alternative so that supervision can be maximally accepted. Then in terms of motivation, it is necessary to provide well-coordinated motivation to each teacher, especially in terms of motivation related to improving work quality to optimize teacher job satisfaction. The limitation of this research lies in the research subject only conducted in Pematangsiantar City and the number of predictor variables used. For further research, it is necessary to increase the sample size by selecting a broader research object, so that generalizations can be made and increase the number of predictor variables, such as work discipline, work environment, leadership style, teacher certification, competence, and others.

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