

# CONSTRUCTION OF THE JOB SATISFACTION SCALE IN JUNIOR HIGH SCHOOL TEACHERS

Enasely Mega Wenyi, Fatwa Tentama

**Abstract**— Teachers have a very important role in the success of educational institutions. The teacher's involvement in his work depends on morale, motivation and perceived job satisfaction. Teacher job satisfaction will have a positive impact on an institution to improve maximum education. The purpose of this study is to analyze the construct validity and construct reliability of the job satisfaction scale, and to find the dimensions and indicators that make up the construct of the job satisfaction scale. The job satisfaction scale is measured by five dimensions, namely the job itself, salary, promotion opportunities, supervision and coworkers. Subjects in this study were teachers who worked in "X" schools with a total of 60 people. Data collection methods using job satisfaction scale. Data in this study were analyzed using Structural Equation Modeling (SEM) SmartPLS 3.2.8 with reflective constructs through CFA 2nd Order. Based on the results of the analysis of construct validity and construct reliability, the dimensions and indicators that make up job satisfaction for teachers are declared valid and reliable. The dominant dimension that reflects the construction of job satisfaction is salary, while the lowest one that reflects job satisfaction is a colleague. This shows that all dimensions and existing indicators are able to reflect and shape job satisfaction. Thus the model can be accepted because the theory that describes job satisfaction in accordance with empirical data obtained.

**Keywords** — Coworkers, Job, Job Satisfaction, Partial Least Square, Promotion Opportunities, Pay, Supervision

## 1 INTRODUCTION

Teachers have a very important role for the success of educational institutions. The teacher's involvement in his work depends on morale, motivation and perceived job satisfaction. The importance of the teacher's role requires school institutions to create management that can maximize the potential of the teacher effectively. Satisfaction refers to individual elements of one's job, such as pay, growth prospects, physical environment, working hours, and so on [1]. Based on the results of interviews with four junior high school teachers in Yogyakarta, showing that teachers feel satisfaction with the work done, as well as problems with colleagues that cause discomfort in the workplace. Skaalvik and Skaalvik [2] say that job satisfaction can improve teacher performance, if teacher job satisfaction is not met then it will lead to teacher replacement. A teacher who is satisfied will choose to continue working while a teacher who is not satisfied will be more likely to leave the institution [3]. Teacher satisfaction will have an impact on quality student education. Qualified teachers are able to motivate and inspire students in schools [4]. Teacher job satisfaction has a very positive impact on improving the quality of education. Satisfied employees will carry out their obligations well, have more positive motivation to work, and make performance better [5], [6], [7]. Low job satisfaction will adversely affect the level of productivity, fatigue, absenteeism, turnover [8], and decreased health [9]. Based on the description above it can be concluded that teacher job satisfaction plays an important role in the progress of an educational institution. This is because the teacher is the main key that shapes students to succeed and have good achievements.

Job satisfaction affects work engagement and organizational commitment [10]. All teachers agree that every time there is something better (working conditions, pay and promotion, and work relations) there will be higher job satisfaction and better performance [11]. Other research shows that there is a significant influence between job satisfaction on work discipline [12], job satisfaction also affects organizational citizenship behavior [13]. Other literature shows that job

satisfaction positively affects employee productivity, failure to maintain job satisfaction results in worsening employee productivity [14]. Empirical studies of job satisfaction have a relationship with rewards and recognition [3]. The work itself and the work environment [15]. Employee performance [16]. Job satisfaction influences employee benefits, human resource policies and retention [17]. The definition of job satisfaction over the years has been developed by many experts. Hoppok and Spielgler [18] define job satisfaction as a set of psychological, physiological and environmental conditions that encourage employees to recognize that they are satisfied or happy with their work. Furthermore Vroom [19] developed job satisfaction as an emotional orientation that employees have towards the role they perform in the workplace. Gruneberg [20] defines job satisfaction as a collection of feelings a person has about his work. Schultz [21] continued that said that job satisfaction is a psychological tendency for people to work.

Smith, Kendall and Hullin [22] who mentioned that job satisfaction has a close relationship with a pleasant or unpleasant emotional state regarding the way employees view their work. Furthermore Chen, Sparrow, and Cooper [23] define job satisfaction as a term that expresses a person's thoughts, feelings and attitudes towards work. Job satisfaction is also defined as how people feel about their work and various dimensions of their work [24]-[26]. Robbins and Judge [27] explain that job satisfaction is a positive feeling about work, which results from self-evaluation.

Smith, Kendall and Hullins [22] mention that the dimensions of job satisfaction consist of the job itself, pay, promotion opportunities, supervision and co-workers. 1) The work itself, namely the extent to which the job gives individuals interesting tasks, opportunities to learn, and opportunities to accept responsibility. The indicator of the work itself is that the individual feels attracted to the work he wants to do, the job creates opportunities for learning, and the individual can be responsible for his work. 2) pay, i.e. the amount of financial remuneration received and the extent to which this is seen as equal compared to others in the organization. Indicators of pay include pay in accordance with work performed, the pay is paid on time and the pay received is reasonable. 3) Promotion opportunities, namely opportunities for progress in the

- Enasely Mega Wenyi, Faculty of Psychology Ahmad Dahlan University, Yogyakarta, PH-085339349777. E-mail: enaselymega@gmail.com
- Fatwa Tentama, Faculty of Psychology Ahmad Dahlan University, Yogyakarta, PH-081904100008. E-mail: fatwa.tentama@psy.uad.ac.id

organization. Indicators relating to individuals get promotion opportunities with the job. 4) Supervision, namely the ability of supervisors to provide technical assistance and behavioral support. The supervisory indicator explains the extent to which the work done is appreciated, the work feels valued, and is carried out in a disciplined manner. 5) Colleagues, i.e. the extent to which coworkers are technically socially supportive. Indicators of co-workers are mutually supportive at work, helping in completing work and giving advice at work. This research is important to be done to find out how the job satisfaction of junior high school teachers by using the validity and reliability test of the job satisfaction construct using partial least square.

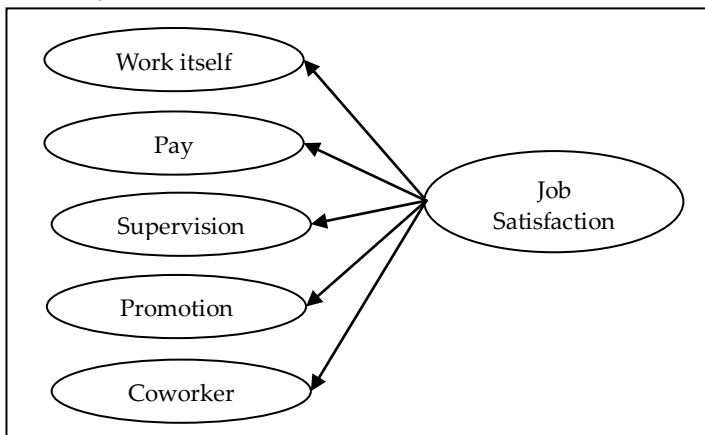


Fig. 1. Conceptual dimensions of job satisfaction

Hypothesis: The dimension of job satisfaction is the job itself, pay, promotion opportunities, supervision and coworkers, able to form a construct of job satisfaction.

One approach that can be used in testing the construction of a measuring instrument is Confirmatory Factor Analysis. Confirmatory Factor Analysis (CFA) is one of the main approaches in factor analysis. CFA can be used to test the dimensionality of a construct. This test is used to measure the model (model measurement) so that it can describe the dimensions and indicators of behavior in reflecting latent variables namely job satisfaction by looking at the factor loading of each dimension that forms a construct. Confirmatory Factor Analysis (CFA) is also used to test the validity of the extracts and the reliability of the constructs of the indicators (items) forming latent constructs [28]. The CFA used in this study is a second order confirmatory factor analysis (2nd Order CFA), a measurement model that consists of two levels. The first level of analysis is carried out from the latent construct of the dimension to its indicators and the second analysis is carried out from the latent construct to its dimension construct [28]. Based on the description above it can be concluded that teacher job satisfaction is important for educational institutions. Given the importance of job satisfaction, the formulation of the problem in this study is 1) Is the job satisfaction contract valid and reliable? 2) Are the dimensions of the job itself, pay, promotion opportunities, supervision and colleagues able to form a construct of job satisfaction? The purpose of this study is to: 1) Test the validity and reliability of job satisfaction constructs and 2) Analyze dimensions and indicators that can form job satisfaction variables.

## 2 RESEARCH METHOD

### 2.1 Research Subject

The subjects in this study were 60 X teachers in Yogyakarta in Yogyakarta and were willing to participate in the study.

### 2.2 Research Design

The design in this study is semi-construction, where the scale design will be done using theoretical collaborative studies with information directly obtained from field data. The advantage of using this semi-construction design is to strengthen existing theories and reproduce as many behavioral indicators as possible. Then testing the psychometric properties, including content validity analysis, discriminating power, confirmatory factor analysis, and external concurrency validity [29].

### 2.3 Measurement Instruments

The job satisfaction scale was compiled by the authors themselves based on the dimensions of job satisfaction raised by Smith, Kendal, and Hullin [22]. These dimensions include the job itself, pay, promotion opportunities, supervision and co-workers. The scaling method used is a semantic scale model developed by researchers using five answer choices. This scale consists of 30 statements. The score in the statement can be seen in table 1, and the blueprint on the job satisfaction scale can be seen in the table 2.

TABLE 1  
EXAMPLES OF ITEMS FROM THE DIMENSIONS OF THE WORK ITSELF

	In my opinion, my current job .....					
Interesting	1	2	3	4	5	Less attractive
Delight	1	2	3	4	5	Boring

TABLE 2  
BLUE PRINT JOB SATISFACTION SCALE

Dimension	Behaviour Indicators	Item Numbers	Total
The Job Itself	a. Individuals feel interested in the work they want to do	1,2,3,4,5,6	6
	b. The work creates opportunities for learning		
	c. Can be responsible for his work		
Pay	a. The pay is according to the work done	7,8,9,10,11,12	6
	b. The pay is paid on time		
	c. pay received is reasonable		
	d. Feel satisfied with the pay received		
	e. Able to provide motivation		
Promotion Opportunities	a. Individuals get promotion opportunities with the job	13,14,15,16,17,18	6
	b. Individuals have aspirations to develop forward		
	c. Professionally done		
	d. Done fairly		
	e. Done transparently		
Supervision	a. The work done is appreciated	19,20,21,22,23,24	6
	b. Feeling valued in his work		
	c. Included in making decisions at meetings		
	d. Conducted discipline		
Co-workers	a. Support each other in work	25,26,27,28,29,30	6
	b. Assist in completing work		
	c. Give advice at work		
	d. Have a close relationship		
	e. Helpful		
Total		30	30

**2.4 Validity and Reliability**

This research is intended to test the validity and reliability of constructs for measuring job satisfaction with an outer model test. The construct validity test conducted is confirmatory in order to show how well the results obtained from the use of measuring instruments with reference to the theory used in defining the construct. The construct validity test included convergent validity, referring to the results of the loading factor value > 0.5, the average variance extracted value or AVE > 0.05 and the discriminant validity was performed by comparing the roots of the average variance extracted or AVE where the value must be higher than the correlation among the existing dimensions. Next is a reliability test with the aim to show internal consistency in the measuring instruments used. The trick is to look at the value of composite reliability and Cronbach's alpha which according to Cooper the value that must be owned is > 0.7 [30]. Reliability test is carried out to show the internal consistency of the measuring instrument by looking at the value of composite reliability and Cronbach's alpha with a higher value, it will show the consistency value of each item in measuring latent variables. According to Hair, Hult, Ringle, and Sarstedt [31] the expected composite reliability and cronbach's alpha value is > 0.7 and the value 0.6 is still acceptable, then according to Cooper the internal consistency test has also been met if the validity of the extract has met the criteria so that the average variance extracted value (AVE) has represented internal consistency, because a valid extract is a reliable construct but on the contrary a reliable construct is not necessarily a valid construct [30].

dimensions has a value > 0.5 shown in the table 3.

**TABLE 3**  
LOADING FACTOR VALUES (VARIABLE-ASPECT)

Dimension	Loading factor	Annotation
Job itself	0.809	Valid
Pay	0.916	Valid
Promotional opportunities	0.887	Valid
Supervision	0.897	Valid
Co-workers	0.564	Valid

Based on the test of convergent validity on the outer model, it was found that the loading factor value of the dimensions to the indicators has a value > 0.5 shown in the table 4.

**TABLE 4**  
VALUE OF LOADING FACTOR (DIMENSION-INDICATOR)

Dimension	Loading factor	Annotation
PI1	0.770	Valid
PI2	0.876	Valid
PI3	0.840	Valid
PI4	0.748	Valid
PI5	0.831	Valid
PI6	0.599	Valid
GJ7	0.891	Valid
GJ8	0.880	Valid
GJ9	0.872	Valid
GJ10	0.888	Valid
GJ11	0.905	Valid
GJ12	0.661	Valid
PP13	0.840	Valid
PP14	0.888	Valid
PP15	0.882	Valid
PP16	0.704	Valid
PP17	0.796	Valid
PP18	0.828	Valid
PE19	0.869	Valid
PE20	0.870	Valid
PE21	0.846	Valid
PE22	0.779	Valid
PE23	0.874	Valid
PE24	0.803	Valid
RE25	0.796	Valid
RE26	0.863	Valid
RE27	0.869	Valid
RE28	0.726	Valid
RE29	0.760	Valid
RE30	0.612	Valid

**3 RESULT**

Based on the analysis of the outer model test on the job satisfaction scale, it can be seen the results as shown in the figure 1 below.

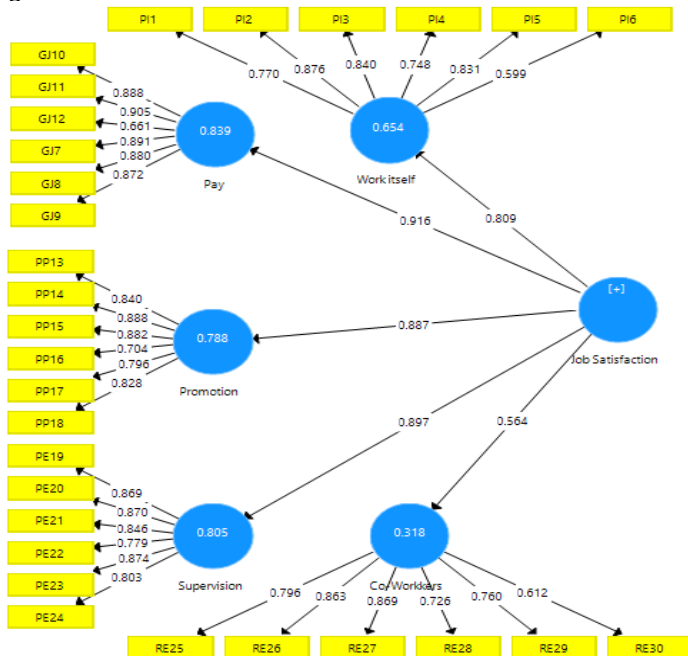


Fig. 2. Output PLS Outer Model construct of job satisfaction

**3.1 The Validity Test Result**

**3.1.1 Convergent Validity**

Based on the test of convergent validity on the outer model, it was found that the value of factor loading from variables to

PE23	0.874	Valid
PE24	0.803	Valid
RE25	0.796	Valid
RE26	0.863	Valid
RE27	0.869	Valid
RE28	0.726	Valid
RE29	0.760	Valid
RE30	0.612	Valid

**TABLE 7**  
VALUE COMPOSITE RELIABILITY AND CRONBACH'S ALPHA  
CONSTRUCTIONS OF JOB SATISFACTION

Variable	Composite Reliability	Cronbach alpha	Annotation
Job satisfaction	0.963	0.959	Reliable

The next convergent validity test in this study saw the average variance extracted (AVE) value > 0.5 has been fulfilled, seen from the AVE of the construct of job satisfaction that is 0.507. AVE values in each dimension can be seen in the table 5.

**TABLE 5**  
AVERAGE VARIABLE EXTRACTED VALUE

Dimension	AVE	Annotation
Job itself	0.613	Valid
Pay	0.729	Valid
Promotional opportunities	0.681	Valid
Supervision	0.707	Valid
Co-workers	0.602	Valid

### 3.1.2 Discriminant Validity

The results of the discriminant validity test analysis with the value of AVE roots that have been compared between dimensions have met, namely the value of the roots of AVE between dimensions higher than the value of the roots of AVE dimensions with other dimensions and the results can be seen in the table 6.

**TABLE 6**  
THE ROOT VALUE OF AVERAGE VARIANCE EXTRACTED (AVE) OF JOB SATISFACTION CONSTRUCT

Dimension	PI	GJ	PP	PE	RE
PI	0.783	0.687	0.613	0.620	0.477
GJ	0.687	0.854	0.773	0.768	0.375
PP	0.613	0.773	0.825	0.731	0.465
PE	0.620	0.768	0.731	0.841	0.508
RE	0.477	0.375	0.465	0.508	0.776

### 3.2 The Construct of Reliability Test+

Based on the results of the construct reliability test that has been done, the Composite Reliability and Cronbach's Alpha values > 0.7 can be obtained so that the items used in this study are reliable.

The results of construct reliability testing with Confirmatory Factor Analysis 2nd Order in Table 7 above show that constructs have good reliability and give meaning that the dimensions that measure construct or latent variables of job satisfaction meet unidimensional criteria [31]. This is indicated by the value of Composite Reliability 0.963 and Cronbach's Alpha 0.959. The validity and reliability test of the construct produced all valid and reliable items, so that all items were able to reflect the dimensions of job satisfaction. Based on the processing and analysis of research data on the dimensions of the variable or construct of job satisfaction formed using the 2nd Order Confirmatory Factor Analysis, the results show that the model can be accepted, because all dimensions are able to reflect the variables or construct formed.

## 4 DISCUSSION

Based on the results of the analysis of the construct validity and construct reliability, the dimensions and indicators that make up job satisfaction are declared valid and reliable. This shows that all dimensions and existing indicators are able to reflect and shape job satisfaction. The most dominant dimension that is able to reflect job satisfaction is pay, with a loading factor of 0.916. The main indicator is that the individual feels attracted to the work he wants to do, the job creates opportunities for learning, the individual can be responsible for his work. If the individual gets a pay fairly and in accordance with his work, then the individual will feel satisfied with the work done. This is consistent with the results of an interview at Yogyakarta "X" Middle School which states that pay is the most important thing for daily living needs. Furthermore, the lowest dimension that reflects job satisfaction is coworkers with a loading factor of 0.564. The main indicators of coworkers are mutual support at work, helping one another in completing work, giving advice at work, having a close and helpful relationship. The results of research conducted by Syauta, Troena, and Setiawan [32] prove that job satisfaction meets the reliability requirements with Composite reliability of 0.807. Other findings made by Awang, Ahmad, and Zin [33] prove that job satisfaction meets the reliability requirements with alpha cronbach of 0.951, while in research proving that job satisfaction meets the requirements with Composite reliability of 0.961. This proves that in this study has a higher reliability than previous studies. Research by Fesharaki, Talebiyan, Aghamiri, and Mohammadian [34] shows that the most dominant indicator is supervision (alpha cronbach 0.82) while in this study the most dominant indicator is pay (0.959). Although in the research of Fesharaki, Talebiyan, Aghamiri, and Mohammadian [34] pay indicators are not the most dominant indicators, salaries still play a role in job satisfaction with alpha Cronbach 0.75. The results of this study are expected to provide an overview of the validity and reliability of the job satisfaction construct of "X" Middle School teachers in Yogyakarta so that it can be used as a reference in further research related to job satisfaction.

## 5 CONCLUSION

Based on the results of the analysis and discussion it can be concluded that the construct of job satisfaction fulfills good validity and reliability. All dimensions can significantly form the construct of job satisfaction, where the most dominant dimension to job satisfaction is pay with a loading factor value 95.9%.

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