The Effect Of Organizational Culture And Job Stress On Job Satisfaction Catholic Private School In East Jakarta

Lamria Novalita, Matin, Nurjannah

Abstract: This study to see the influence of organizational culture and job stress to job satisfaction for Catholic High School teachers in East Jakarta. This research uses survey method with quantitative approach with path analysis to describe a causal relationship. The survey involving 103 teachers and was determined randomly by using Slovin formula. The result of this study indicates: the direct positive and significant effect of organizational culture to job satisfaction. The influence of job stress is directly negative to job satisfaction. The influence of organizational culture is directly negative to work stress. Based on this study the principal to be an example for teachers in carrying out the values contained in organizational culture. The School Foundation assists the principal in terms of wage policies and promotion of appropriate positions for teachers. Teachers carries out the organizational culture value, respect the school leadership and coworkers, and to create a harmonious atmosphere so that the level of job satisfaction can achieved.

Keywords: Organization Culture, Work Stress, Job Satisfaction

INTRODUCTION

Education is the most important sector that the Government of Indonesia considers in improving and promoting the living standards of a nation. National Education System (Sisdiknas) in Law no. 20 of 2003 mentions National Education function to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life. The Catholic Church with a vision of realizing a Catholic society whose quality of faith and high demands invites Catholic communities to participate actively in achieving the nation's development goals. Currently high school schools in Jakarta especially East Jakarta continue to develop. Growth raises a healthy competition among high school especially private high school, but if you see the data of the number of students from several Catholic high schools that are observed actually decreased. One indication of declining student interest is due to the decline in the average grade of the school's National Exam. All components of Catholic high school certainly struggle together in the face of the phenomenon. One of the keys to success to improve the quality of education is the presence of professional teachers. The characteristics of professional teachers are (1) having talent, interest, calling soul, and idealism, (2) having commitment to improve the quality of education, faith, piety, and noble character, (3) having academic qualification and educational background according to the task field. The existence of professional teachers themselves is influenced by the level of job satisfaction of teachers, where “…job dissatisfaction caused disengagement of some teachers with a consequent lack of focus on professional activities and being negative in their job”.[1] Dissatisfaction can make the teachers not focus on their work and this affects the attitude of professionalism of teachers. To achieve the same goal between schools and teachers in improving the quality of schools, the schools need to increase job satisfaction so that teachers “…as the Job Satisfaction levels of teachers go up so do their Organization Commitments levels” [2]. Teachers who have high levels of satisfaction are motivated to realize the goals of the school. Job satisfaction will be achieved when teachers feel comfortable and happy to work. A comfortable and happy attitude will be built within a strong organizational culture where a strong organizational culture will make a person comfortable and enthusiastic in doing his job well. Therefore if organizational culture is not appropriate will the impact on the low satisfaction of teachers work. A teacher is happy in working and achieving job satisfaction if he is satisfied with the results of his work. Quality work can only be achieved if there is an appreciation of the outcomes achieved, promotional policies, supervisory supervision, and relationships with colleagues and good workplace conditions and do not cause any work pressures. When teachers get the pressure of work and the school either the leader or colleagues do not respond positively will provide work stress for teachers. And this certainly affects the level of satisfaction of teachers. Based on the background and identification of the problems that have been described, the teacher's job satisfaction is related to organizational culture and job stress. Therefore, this study is divided into two variables. First, independent variables are organizational culture and work stress, and the dependent variable is teacher work satisfaction.

LITERATURE REVIEW

2.1 Job Satisfaction

The definition of job satisfaction according to Stephen Robbin, Job satisfaction can be defined as a positive feeling about one’s job resulting from evaluation of its characteristics [3]. A person with a high level of job satisfaction holds positive feeling about the job, while a person who is dissatisfied holds negative feelings about the job. Job satisfaction is defined as the employee's positive feelings toward the results of his work from the assessment results based on the quality of the work itself. Robbin, states that an employee with high job satisfaction has a positive feel to the job, while the employee with low job satisfaction has a bad feeling towards his job [3]. Angelo Kinicki's opinion, Brian K. Williams said that job satisfaction is: Job satisfaction is the extent to which you feel positive or negative about various aspects of your work. Their overall satisfaction depends on how they feel about several components, such as work, pay, promotions, coworkers and supervision [4]. Based on the above understanding, job
satisfaction is the extent to which feel positive or negative about various aspects of the job. Overall employee satisfaction depends on how they feel about some components, such as the job itself, salary, promotion, coworkers and supervision. Job satisfaction factors that are directly related to work by Herzberg are called motivator factors, which indicate something that the employee's satisfaction with his work [5]. While the job satisfaction factors that are in the work environment of the employees concerned are called hygiene factors. Motivator factors (motivation or intrinsic) include: achievement, recognition, responsibility, advancement, the possibility of growth, and the work itself. The hygiene factors (maintenance or extrinsic factors) include salary, technical and qualification supervision, company policies and administration, the quality of interpersonal relationships among co-workers; with superiors; and with subordinates, job security, status, fringe benefits, and working conditions. Based on the definition of the concept that has been described, it can be synthesized that job satisfaction is the response of a person's feelings shown in the form of positive and negative attitudes toward work and work experience in an organization with indicators: 1) award received, 2) supervisory supervisor, 3) colleagues, 4) the work itself, 5) conditions at work.

2.2 Organizational Culture

According to Robert G. Owen the organizational culture can be viewed as: The norm that inform what is acceptable and what is not, the dominant value that the organizational cherishes above others, the basic assumption and belief that are shared by member of the organization, the rules of the game that must be observed if one is to get along and be accepted as a member, the philosophy that guide the organization in dealing with its employees and it clients [6]. Based on these quotations it can be explained that culture is the norm that becomes the reference of what is acceptable and what is not, the dominant values that become references, the basic assumptions and beliefs held by the members of the organization, the rules that must be learned by new members when received at organization, and become a philosophy that is a reference in dealing with issues both within and outside the organization. Kreitner and Kinicki states that: The system of shared norms, beliefs and assumptions which binds people together thereby creating and habits meaning. This system is manifested by customs and habits that exemplify the values and beliefs of the organization [4]. This explanation shows that organizational culture is a system of norms, beliefs, and assumptions of shared meaning. This system is manifested by customs and habits that provide examples of organizational values and beliefs. Another opinion was put forward by West-Burham: the product of the shared values, beliefs, priorities, expectations and norms that serve to inform that way in which an organization manifests itself to the world [7]. Culture is a product that relates to values, beliefs, priorities, expectations, and norms relating to service to an organization and make it happen in society. Observing the definition, culture is formed from a combination of values, beliefs, norms, and expectations that are used as an unwritten provision that is adhered to and adhered to by a particular group. Violations of such values, beliefs, and norms may result in certain consequences. Robbins holds that culture is a standard pattern of acceptable behavior within a community group. This figure also suggests that culture is a system mutually agreed upon. Therefore, culture can combine individuals who have different backgrounds and positions or status within a community group. Based on the description of the concept above it can be synthesized that organizational culture is the similarity to the values, norms, and beliefs that exist in the organization formed from the process of interaction between members of the organization to achieve common goals with indicators: 1) the spirit of togetherness, 2) cohesiveness with fellow members organization, 3) confidence in value consensus, and 4) sincerity toward the achievement of common goals.

2.3 Working Stress
Stress can be said to be the result of conflicts caused by stresses, tensions, and demands that coincide with the work or activity of human life that can make the individual feel overwhelmed and objected to settling as his duty. W. Slocum's opinion on job stress stated that: Job stress is a common and costly problem in the workplace, leaving a few workers untouched. Stress is excitement, feeling of anxiety, and/or physical tension that occurs when the demands placed on an individual are thought to exceed the person's ability to cope [8]. Another opinion about job stress is defined by Richmond: work stress is defined as the harmful physical and emotional responses that occur when job requirements do not match the worker's capabilities, resources, and needs.[9] Furthermore, John Bernardin said: Job stress has been defined as a situation where in job related factors interact with a worker to change his or her psychological and/or her psychological condition such that the person is forced to deviate from norms functioning [10]. Stress is considered to be major problem for workers in today turbulent and highly competitive environment, with its emphasis on cost control, reduced labor expense and higher productivity. Job stress is a situation where work-related factors interact with a worker to change the psychological condition so that the person is forced to deviate from the existing norm. Stress is feared to be a major problem for workers in today's turbulent and highly competitive environment, with emphasis on cost control, reduced labor costs and higher productivity.Verna Blewett, Andrea Shaw Job stress is a widespread concern across all employment sectors and occupational levels, and is commonly reported cause of occupational illness and associated organizational outcome. Job stress is a major concern in all job sectors and employment levels, and is generally indicated from the heavy workload resulting in disease as a result organizational goals are not achieved [11]. Hans Selye in Riggio defines stress as a psychological reaction to express threats from environmental situations. In Selye's perspective, work stress generally refers to the stress caused by the influence of the work environment [12]. Job stress depends on the worker's point of view, where stress is the result of workers' perceptions of the environmental situation as a threat or challenge. The factors that cause work stress include intrinsic, role in organization, career development, relationship in work and individual. Indicators of work stress according to Robbins are (1) task demands, are factors that are linked to one's work such as working conditions, physical layout, (2) role demands, relating to the pressure given to a person as a function of a particular role that is played in an organization, (3) interpersonal demands, constituted by the pressure created by other employees, (4) organizational structure, description of the institution colored by unclear organizational structure,
lack of clarity about position, roles, authority and responsibility; 5) Organizational leadership provides a management style to the organization. Some parties in it can create an organizational climate that involves tension, fear and anxiety [3]. From the description above can be synthesized that work stress is a tension condition that is felt by a person in the work that leads to an adaptive response to the psychological and physical indicators: the pressure in the workplace, job demands that are not in accordance with the ability, physiological responses and individual behavioral responses.

3 METHOD
The research method used is survey method with quantitative approach, the method commonly called path analysis is aimed to explain correlation or causal correlation of several variables, as for the variable in question is the influence of (1) organizational culture on job satisfaction, (2) job stress on job satisfaction, and (3) organizational culture on job stress. To see the effect between variables designed hypothetical model as follows:

![Figure 1. Research Design](image)

**Description:**
X1: Organizational Culture  
X2: Work Stress  
X3: Job Satisfaction  
→ : Direct Influence

The study was conducted at all Private Schools of Catholic Senior High School in East Jakarta, with an affordable population in this study are teachers with permanent status of 139 teacher.

**Table 1. Data on Catholic High School Teachers in East Jakarta**

<table>
<thead>
<tr>
<th>School name</th>
<th>Teacher Status</th>
<th>Permanent</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMA Don Bosco II</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>SMA Santo Antonius</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>SMA Fons Vitae I</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>SMA Budhaya II Santo Agustinus</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>SMA Santo Yosep</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>139</strong></td>
</tr>
</tbody>
</table>

Large population to be taken then in this study using sample 103 high school teachers, while the sample size is taken by following the calculation of Slovin formula. The survey method is to spread questionnaires designed according to the selected variables, where each variable consists of 5 indicators with response answers in the form of a scale of 1 to 5. Before the questionnaire was distributed, a trial was conducted to determine the validity and reliability of each instrument. While the sample size involved in this trial is 24 high school teachers. The analysis of the test result data is intended to establish valid instrument from product moment correlation result between grain score with total score, and calculation of reliability to consistency of questionnaire data using Cronbach Alpha formula.

4 RESULT AND DISCUSSION

4.1 Testing Requirements for Analysis
Before testing the model, first test the two requirements that apply in the path analysis, namely the Normality test and the significance and linearity of the Regression coefficient. Testing for normality requirements is carried out using the Liliefors test technique. The H0 reject test criteria which states that the score is not normally distributed are, if \( L_{count} \) is smaller than \( L_{table} \). The H0 rejection limit shown in the Liliefors test at \( \alpha = 0.05 \) and \( n = 886 \), therefore the results of the calculation of the normality test obtained can be seen in the table 2:

**Table 2. Test Results for Normality Error Estimated Regression**

<table>
<thead>
<tr>
<th>Estimated Regression Error</th>
<th>n</th>
<th>( L_{count} )</th>
<th>( L_{table} )</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>X3 to X1</td>
<td>103</td>
<td>0.067</td>
<td>0.0873</td>
<td>Normal</td>
</tr>
<tr>
<td>X3 to X2</td>
<td>103</td>
<td>0.049</td>
<td>0.0873</td>
<td>Normal</td>
</tr>
<tr>
<td>X2 to X1</td>
<td>103</td>
<td>0.068</td>
<td>0.0873</td>
<td>Normal</td>
</tr>
</tbody>
</table>

Regression analysis and correlation techniques are carried out to test the research hypothesis. Through the calculation results obtained for the preparation of the regression equation model between job satisfaction and organizational culture obtained regression constants \( a = 45.21 \) and regression coefficients \( b = 0.672 \) So that the relationship of simple regression equation model is obtained \( \hat{x}_3 = 45.21 + 0.672X1 \).

The estimated distribution of points forms an acceptable linear line, can be seen in figure 2.

![Figure 2. Graph of Regression Equation \( \hat{x}_3 = 45.21 + 0.672X1 \)](image)

Meanwhile the regression equation between the job satisfaction and job stress, obtained a regression constant \( a = 172.17 \) and a regression coefficient \( b = -0.49 \). Thus the relationship of the simple regression equation model is \( \hat{x}_3 = 172, 17 - 0.49X2 \). The estimated distribution of points forms an acceptable linear line, can be seen in figure 3.
Job satisfaction is a set of attitudes from some parts of a job. It can be measured simply by asking a person, overall, how satisfied are you with your job? The teacher establishes subjective perceptions of the various parts of job. It can be described simply by asking the teacher, overall how satisfied you are. Meanwhile, according to James L. Gibson: job satisfaction is an attitude that individuals have about their jobs. It results form their perception of their jobs, based on factors on the work environment work group affiliation, working conditions and fringe benefit. Job satisfaction is a person’s attitude about his work which is based on work environment factors, job security, working conditions and income [16]. A teacher who has high job satisfaction will certainly strive to provide maximum service and more professional so as to create a quality learning process. Likewise, the school culture becomes the organizational strength to achieve the goal. In fact, when job satisfaction is not achieved then the leadership reinforces the values contained in the school culture, one of the spirit of togetherness as a counterweight. Thus, organizational culture has a direct positive effect on job satisfaction.

From the results of the first hypothesis testing can be concluded that there is a direct positive influence of organizational culture on job satisfaction with the value of correlation coefficient of 0.478 and coefficient value of 0.642. This gives the meaning of organizational culture a direct positive effect on job satisfaction. The results of this study are consistent with the views of some experts among others according to Scherermerhorn: organizational culture that shared beliefs and values that influence the behavior of organizational members [13]. One thing that has a large contextual impact on organizational behavior is the organizational culture, beliefs and values that affect the behavior of each teacher within the school organization. According to Colquitt, LePine & Wesson: Organizational culture as the shared social knowledge within an organization regarding the rules, norms and values that shape the attitudes and behaviors of its employees [14]. Organizational culture is a form of social knowledge in an organization by looking at the rules, norms and values that shape the skills and behavior of each member. The indicator of school success is seen from the output of the school that produces learners with superior character and high achievement. The effort to realize the success of teachers required high work productivity. The results of research Stephen P. Robbins argues: This overall perception becomes, in effect, the organization’s culture or personality and affects employee performance and satisfaction, with stronger cultures having greater impact [3]. The teacher establishes subjective perceptions of the organization based on the overall perception factors that constitute the organizational culture or personality that can affect teacher performance and satisfaction. With a strong culture has a greater impact. According to Rae Andrea there is influence between organizational cultures with job satisfaction: Job satisfaction is a collection of attitudes about the various parts of job. It can be measured simply by asking a person, overall, how satisfied are you with your job? [15]. Job satisfaction is a set of attitudes from some parts of a job. This can be described simply by asking the teacher, overall how satisfied you are. Meanwhile, according to James L. Gibson: job satisfaction is an attitude that individuals have about their jobs. It results form their perception of their jobs, based on factors on the work environment work group affiliation, working conditions and fringe benefit. Job satisfaction is a person’s attitude about his work which is based on work environment factors, job security, working conditions and income [16]. A teacher who has high job satisfaction will certainly strive to provide maximum service and more professional so as to create a quality learning process. Likewise, the school culture becomes the organizational strength to achieve the goal. In fact, when job satisfaction is not achieved then the leadership reinforces the values contained in the school culture, one of the spirit of togetherness as a counterweight. Thus, organizational culture has a direct positive effect on job satisfaction.

**Table 3. Coefficient of Influence Line X1 on X3**

<table>
<thead>
<tr>
<th>Influence Line</th>
<th>Coefficient Path</th>
<th>dk</th>
<th>t(count)</th>
<th>t(label)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1 to X3</td>
<td>0.642</td>
<td>100</td>
<td>6.76</td>
<td>1.98</td>
</tr>
</tbody>
</table>

**Very significant path coefficient (6.760 > 2.63 at α = 0.01)**

![Figure 3. Graph of Regression Equations \( x_3 = 172.17 - 0.49X2 \)](image)

![Figure 4. Graph of Regression Equations \( x_2 = 145.54 - 0.497X1 \)](image)
4.3 The Influence of Job Stress on Job Satisfaction
From the calculation of path analysis, the direct effect of job stress on job satisfaction, coefficient value of -0.432 and the value \( t_{count} = -0.6164 \) value \( t_{table} \) for \( \alpha = 0.01 \) of 2.63. Therefore the value of \( t_{count} \) is smaller than \( t_{table} \) value then \( H0 \) is rejected and \( H1 \) accepted, thus work stress directly negative effect on job satisfaction is acceptable. Based on the second hypothesis analysis resulted in the finding that work stress had a direct negative effect on job satisfaction. Based on the findings it can be concluded that job satisfaction is directly affected by negative work stress. The high work stress resulted in low job satisfaction.

Table 4. Coefficient of Influence Line X2 on X3

<table>
<thead>
<tr>
<th>Direct Influence</th>
<th>Coefficient Direct</th>
<th>( t_{count} )</th>
<th>( t_{table} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>X2 to X3</td>
<td>-0.432</td>
<td>6.104**</td>
<td>1.98</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.63</td>
</tr>
</tbody>
</table>

\** The path coefficient is very significant (-6.104 < 2.63 at \( \alpha = 0.01 \))

From the results of testing the second hypothesis can be concluded that there is a direct negative effect of work stress on job satisfaction with the value of correlation coefficient of -0.614 and coefficient value of the path of -0.432. This gives the meaning of work stress directly negative effect

Related to that, Verna Blewett and Andrea Shaw: Job stress is a widespread concern across all employment sectors and occupational levels, and is commonly reported cause of occupational illness and associated organizational outcome [11]. Job stress is a major concern in all job sectors and employment levels, and is generally indicated from the heavy workload resulting in illness as a result the organization’s objective are not achieved. The results are similar to Robert Kreitner and Angelo Kinicki revealed: Stress can have very negative effects on organizational behavior and an individual health. Stress is positively related to absenteeism, turnover, coronary heart disease and viral infection. It is hoped that managers would attempt to reset the negative effects of stress by improving job satisfaction [17]. Stress can have a very negative impact on organizational behavior and individual health. Stress is positively associated with absenteeism, turnover, coronary heart disease, and viral invasion. Thus, organizational expectations managers will seek to manage the negative effects of stress by increasing job satisfaction. According to Anwar: work stress is a pressing feeling or feeling depressed experienced by employees in the face of their work. Work stress cannot be avoided, but work stress can be reduced and managed. Job stress if managed properly can be a driver and increase the intensity of work, whereas if not managed well work stress will cause problems that have negative impact for individuals and schools [18]. Based on the above description, the school needs to seriously overcome the problems associated with job stress because of its adverse impact on the organization because of the decrease in teacher job satisfaction. Thus, work stresses negatively affect job satisfaction.

4.4 The Influence of Cultural Organization on Job Stress
From the calculation of path analysis, direct influence of organizational culture to work stress, coefficient value of -0.381 and \( t_{count} = -4.584 \). The \( t_{table} \) value for \( \alpha = 0.01 \) is 2.63. Since the value of \( t_{count} \) is less than \( t_{table} \) then \( H0 \) is rejected and \( H1 \) is accepted, so organizational culture has a direct negative effect on work stress is acceptable. The results of the third hypothesis analysis provide findings that the organizational culture has a direct negative effect on job satisfaction. Thus, it can be concluded that job stress is directly affected negatively by the organizational culture. The high work stress resulted in low organizational culture.

Table 5. Coefficient of Influence Line X1 to X2

<table>
<thead>
<tr>
<th>Direct Influence</th>
<th>Coefficient Path</th>
<th>( T_{count} )</th>
<th>( t_{table} )</th>
<th>( \alpha )</th>
<th>( \alpha )</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1 to X2</td>
<td>-0.381</td>
<td>-4.584**</td>
<td>1.98</td>
<td>0.05</td>
<td>2.63</td>
</tr>
</tbody>
</table>

\** Very significant path coefficient (-4.584 < 2.63 at \( \alpha = 0.01 \))

From the results of the third hypothesis testing can be concluded that there is a direct negative influence of organizational culture on job stress with correlation coefficient of -0.381 and coefficient value of -0.381. Thus, proves the opinion of Laurie J. Mullins: There appears little doubt that one of the major adverse influences on job satisfaction, work performance and productivity, and absenteeism and turnover is the incidence of stress at work. Stress is a complex and dynamic concept. It is a source [19]. It is likely that stress is one of the major disadvantages affecting job satisfaction, performance and productivity as well as poor work culture such as absenteeism and employee turnover. This gives the meaning of organizational culture has a direct negative effect on job stress. Suprihanto said: that from the organizational point of view, management may not worry if employees experience mild stress. The reason is that at a certain level of stress will have a positive effect, because this will urge them to do a better job. But at high levels of stress or prolonged light stress will make the organization's culture weaker. From the above description there is a negative effect of stress on organizational culture [20]. A summary of the path analysis model can be seen in the picture as follows:

![Empirical Variable Models](image_url)

5 CONCLUSION
Based on the results of research conducted on High School Teachers Catholic East Jakarta the conclusion obtained research as follows:

1. Organizational culture has a direct positive and significant impact on job satisfaction, that is, conducive
organizational culture can improve the job satisfaction of Catholic high school teachers in East Jakarta.

2. Working stress has a direct negative effect on job satisfaction, which means that high work stress resulted in low job satisfaction of Catholic high school teachers in East Jakarta.

3. Organizational culture has a direct negative effect on job stress. That is, a conducive school culture can reduce the stress of high school teachers Catholicism East Jakarta.

Seeing the results of research on the influence of organizational culture and job stress on job satisfaction of high school teachers Catholicism East Jakarta.

So in order to increase job satisfaction of high school teachers Catholicism East Jakarta.

School parties should commit to run their organizational culture and manage the level of work stress of the Teachers. So the implications of the results of this study are directed at improving job satisfaction of the teachers through the improvement of organizational culture and reduce the level of work stress. As for suggestions that may be given by the Principal to be an example in running the values of Catholic teaching, and assist school leaders in terms of wage policies, rewards and promotion of eligible posts for teachers. As well as the Teachers Strongly implement the values of organizational culture that exists, discipline in work, and respect the leadership of the school and fellow co-workers, so as to create an atmosphere of mutual support so that the level of job satisfaction can be fulfilled.

REFERENCE


