



OPTIMAL SOLUTIONS FOR IMPROVING JOB SATISFACTION AMONG HIGH SCHOOL TEACHERS ON P3K CONTRACTS

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Abstract

This study aims to identify the optimal solution from among the available options, given the limitations of management resources. The research methodology employed a quantitative study, with the sample size calculated using Taro Yamane's formula, resulting in a sample of 113 P3K teachers teaching at state senior secondary schools in Karawang Regency. The instrument used in this study was a questionnaire covering each research variable, which had previously been validated. To determine the optimal solution, the SITOREM analysis was used, based on four assessment criteria, namely: 1) cost, 2) benefit, 3) urgency, and 4) importance. The assessment was carried out by experts in their respective fields of educational management. The research results indicate that three indicators require improvement: fair/appropriate remuneration, indirect financial benefits, and the tangible benefits of the remuneration received. As for the indicators to be retained or developed, there are 17, namely: working environment, recognition, opportunities for advancement, feelings towards the job itself, direct financial rewards, non-financial rewards, acceptance of the organisational environment, a sense of identification with the organisation, belief in the organisation's values and objectives, involvement in organisational tasks, a strong desire to remain part of the organisation, career fairness, self-development, career clarity, attention from supervisors, the presence of goals to be achieved, perseverance in achieving goals, and the intensity of effort expended. The research findings imply that there is efficiency in the management of human resources.

Keywords: SITOREM; Optimal Solution; Improved Job Satisfaction; Human Resources; P3K

INTRODUCTION

The PPPK scheme is a solution adopted by the government to resolve various long-standing civil service issues within Indonesian government agencies, where the government actually lacks sufficient staff to manage public administration. The largest number of PPPK appointments has taken place in the education sector, specifically for teachers; this has provided a solution to the controversy surrounding the appointment of honorary teachers—who had previously served for a long period but whose status as honorary teachers had not yet been recognized by the state—as civil servants. The policy framework regarding PPPK is set out in Law No. 20 of 2023 on the Civil Service. Researchers recognize the importance of PPPK staff—particularly teachers—in carrying out their duties within the education sector. Consequently, the job satisfaction of PPPK teachers and the factors influencing this satisfaction must be collectively addressed to ensure that the delivery of educational services runs smoothly. Many factors may contribute to a lack of job satisfaction, including limited career progression and compensation that falls short of expectations, as reflected in issues currently gaining prominence. These conditions can undoubtedly affect the motivation of PPPK teachers in carrying out their duties and functions at school, raising concerns that this may also impact their commitment and productivity within the school.

An assessment of employees' job satisfaction is a combination of various highly complex elements (Robbins & Judge, 2022). Employees with low job satisfaction experience negative feelings

when they think about their tasks or take part in work-related activities. The most common factors people consider when assessing job satisfaction include a 'want versus have' assessment that influences satisfaction with pay, promotion, supervision, colleagues and the job itself (Colquitt et al., 2019). Job satisfaction can be assessed through perceived job characteristics, the working environment and emotional experiences in the workplace. Satisfied employees hold a positive view of their work, based on their observations and emotional experiences (McShane & Von Glinow, 2018). Satisfaction also stems in part from more abstract beliefs about the job. These two factors – affective experiences and belief structures – together give rise to an evaluation known as job satisfaction (Weiss & Cropanzano, 1996). Based on the results of qualitative field research, it has been found that the variables that can influence job satisfaction are 1) career development, 2) remuneration, 3) work motivation, and 4) commitment to the organization.

This study is a follow-up to a previous study that examined research variables influencing teachers' job satisfaction, specifically among upper secondary school teachers in Karawang Regency with P3K status. This article focuses more on the indicators for each research variable, utilizing the SITOREM analysis carried out by two experts in educational management to determine which indicators should be improved and which should be retained, based on a comparison with the empirical average scores from the results of the previous study.

LITERATURE REVIEW

Leadership Style and Job Satisfaction

Job satisfaction refers to an employee's positive emotional response resulting from the evaluation of their work experiences, responsibilities, and organizational environment. In the context of senior high school teachers employed under P3K contracts, the principal's leadership style plays a crucial role in creating a supportive and productive workplace. Effective leadership fosters open communication, professional support, and teacher empowerment, which enhance organizational commitment and overall job satisfaction. Therefore, strengthening leadership practices is considered an optimal solution for improving job satisfaction among P3K teachers (Winata & Ie, 2024).

Career Development as a Strategy for Enhancing Job Satisfaction

Career development is a systematic process that enables employees to improve their competencies, professional skills, and career advancement opportunities. For teachers under P3K contracts, access to career development programs, including professional training, certification, and competency-based promotion, contributes to a greater sense of job security and organizational commitment. These opportunities not only improve teaching capabilities but also increase motivation and satisfaction by demonstrating that the organization values professional growth. Consequently,

career development serves as an effective strategy for enhancing job satisfaction among senior high school teachers on P3K contracts (Wulandari, 2024).

Work Motivation and Job Satisfaction

Work motivation represents the internal and external forces that encourage individuals to perform their duties effectively and achieve organizational goals. Teachers on P3K contracts who receive recognition, organizational support, and opportunities for professional growth are more likely to demonstrate higher levels of motivation and commitment. Increased motivation positively influences teachers' perceptions of their work environment, resulting in greater job satisfaction. Accordingly, implementing motivational strategies through fair rewards, supportive working conditions, and continuous professional development is considered an optimal approach to improving job satisfaction among senior high school teachers employed under P3K contracts (Yolanda Safitri & Isnurrini Hidayat Susilowati, 2024).

METHOD

This study employed a quantitative approach using indicator analysis based on the SITOREM model. The target population comprised 30 state senior secondary schools across 23 sub-districts in Karawang Regency. The accessible population consisted of 158 teachers with P3K status. The research sample was determined using the Taro Yamane formula (Riduwan, 2015). This resulted in a sample of 114 teachers with P3K status teaching at state senior secondary schools in Karawang Regency. The instrument used in this study was a questionnaire covering each research variable, which had previously been validated. Data were processed using SPSS to test the hypotheses regarding direct and indirect effects. Subsequently, an analysis of indicators was carried out using the SITOREM analysis to determine which indicators should be retained, developed, or improved, as well as the order of priority for improvements to efficiency and effectiveness, given the limitations of management resources.

RESULTS AND DISCUSSION

Research Result

Table 1. Empirical Mean Results and Expert Assessments for the Research Indicators

JOB SATISFACTION				
	Early Indicators		Indicators following the Expert Assessment	Indicator Value
1	Attitudes towards the job itself	1 st	Fair/appropriate remuneration (20.9%)	3.5
2	Working environment	2 nd	Working environment (20.8%)	4.4
3	Opportunities for advancement	3 rd	Recognition (20.3%)	4.0
4	Fair/appropriate remuneration	4 th	Opportunities for advancement (19.8%)	4.2
5	Recognition	5 th	Attitude towards the job itself (18.2%)	4.5

CAREER DEVELOPMENT ($\beta y1=0.120$), Rank 3				
	Early Indicators		Indicators following the Expert Assessment	Indicator Value
1	Career clarity	1 st	Fairness in one's career (26.8 percent)	4.0
2	Personal development	2 nd	Personal development (25 percent)	4.0
3	Fairness in the workplace	3 rd	Career clarity (24.6 percent)	4.0
4	Support from supervisors	4 th	Support from supervisors (23.6 percent)	4.0
COMPENSATION ($\beta y2=0.461$), Rank 1				
	Early Indicators		Indicators following the Expert Assessment	Indicator Value
1	Direct financial rewards	1 st	Indirect financial rewards (26.6%)	3.4
2	Indirect financial rewards	2 nd	Direct financial rewards (25.6%)	4.1
3	Non-financial rewards	3 rd	Non-financial rewards (24.6%)	4.0
4	Tangible benefits of the rewards received	4 th	Tangible benefits from the rewards received (22.6%)	3.8
WORK MOTIVATION ($\beta y3=0.064$), Rank 4				
	Early Indicators		Indicators following the Expert Assessment	Indicator Value
1	Having a direction or goal to strive for	1 st	Having a clear direction or goal to achieve (33.8 percent)	4.5
2	The intensity of the effort made	2 nd	Perseverance in achieving goals (33.8 percent)	4.6
3	Perseverance in achieving the goal	3 rd	The intensity of the effort made (32.3 percent)	4.5
COMMITMENT TO THE ORGANISATION ($\beta y4=0.367$), Rank 2				
	Early Indicators		Indicators following the Expert Assessment	Indicator Value
1	Involvement in the organization's tasks.	1 st	Acceptance of the organizational environment (20.8%)	4.0
2	A strong desire to remain part of the organization	2 nd	A sense of identification with the organization (20.4%)	4.0
3	Acceptance of the organization's environment	3 rd	Belief in the organization's values and objectives (20%)	4.0
4	Belief in the organization's values and objectives	4 th	Involvement in organizational tasks (19.6%)	4.0
5	A sense of identification with the organization	5 th	A strong desire to remain part of the organization (19.2%)	4.0

Next, a prioritization process was carried out to determine the order of priority for improvements, based on the most dominant variables and the indicators requiring immediate improvement, as shown in Table 2.

Table 2. Results of the SITOREM Analysis

	Priority Order of Indicators to be Improved		Order of Indicators to be Maintained/Developed
1 st	Fair/appropriate remuneration	1	Working environment
2 nd	Indirect financial remuneration	2	Recognition

3 rd	Tangible benefits from the remuneration received	3	Opportunities for advancement
		4	Attitudes towards the job itself
		5	Direct financial rewards
		6	Non-financial rewards
		7	Acceptance of the organizational environment
		8	Sense of identification with the organization
		9	Belief in the organization's values and objectives
		10	Involvement in organizational tasks
		11	Strong desire to remain part of the organization
		12	Fairness in career progression
		13	Personal development
		14	Career clarity
		15	Support from supervisors
		16	Existence of goals to be achieved
		17	Perseverance in achieving goals
		18	Intensity of effort

Discussion

Career development has a positive and significant effect on job satisfaction, as evidenced by a t-value of 2.148, which is greater than the critical t-value of 2.001, and a p-value of 0.036 (< 0.05) (Yolanda Safitri & Isnurrini Hidayat Susilowati, 2024). Career development has a significant impact on job satisfaction amongst staff at SMK Thorikul Ulum in Lamongan (Firdzaus & Wiratama, 2025). Career development has a significant impact on job satisfaction (Thaci et al., 2024). In theory, these findings can be explained by Social Cognitive Career Theory (SCCT) (Lent & Brown, 2006). This theory explains that job satisfaction is the result of the interaction between individual and environmental factors, such as self-efficacy, progress towards career goals, and organizational support. From this perspective, career development does not always have a direct impact on job satisfaction. However, it may operate through other mechanisms or conditions that support the achievement of an individual's career goals. This study indicates that efforts to maintain career fairness, self-development, career clarity, and attention from employers are effective strategies for enhancing teachers' job satisfaction. These four indicators create a working environment that supports professional development, strengthens teachers' self-confidence in their abilities, and helps them achieve their career goals optimally, as explained in Social Cognitive Career Theory (SCCT). Consistent implementation of these indicators will foster sustainable job satisfaction whilst enhancing teachers' commitment and performance within educational organizations.

Job satisfaction is positively and significantly influenced by remuneration; however, remuneration factors that do not support employees' survival needs will affect their job satisfaction (Nugroho & Manafe, 2023). Furthermore, compensation has a positive effect on employees' job satisfaction, with the partial test results showing a regression coefficient for compensation of 0.740,

indicating a significant contribution to job satisfaction ($R^2 = 0.531$) (Jesika et al., 2024). Similar findings were also reported by Putri & Arfimasri (2024) and Putri et al. (2024), which found that compensation has a positive and significant effect on employees' job satisfaction, based on the results of a partial regression test. The results of the t-test showed that the compensation variable had a significance value of 0.000 (< 0.05), indicating that compensation has a positive and significant effect on employees' job satisfaction (Isti et al., 2024). This study shows that strategies to improve teachers' job satisfaction should not only maintain existing direct financial and non-financial rewards that are already working well, but also improve indirect financial rewards and enhance the tangible benefits of the rewards received. Improvements to both of these indicators will make teachers feel that the compensation provided by the school is not only fair in nominal terms, but also provides tangible benefits for their well-being and professional lives, thereby ultimately leading to a sustainable increase in job satisfaction.

Work motivation has a positive and significant effect on employees' job satisfaction (Dewi & Kartika Dewi, 2024). Work motivation is one of the factors that significantly enhances job satisfaction. The differences in the research findings are thought to be influenced by differences in the characteristics of the respondents, the organizational context, the work culture, and the human resource management systems at each of the research sites (Pambudi et al., 2024). Work motivation has a positive relationship with job satisfaction, as highly motivated individuals tend to show greater enthusiasm, drive, and engagement in carrying out their work, thereby potentially increasing job satisfaction (Kreitner & Kinicki, 2010). This study shows that teachers' job satisfaction can be enhanced by maintaining and developing a clear sense of direction or goals to be achieved, perseverance in achieving those goals, and the intensity of the effort expended. These three indicators will encourage teachers to work in a more focused, persistent, and highly committed manner in carrying out their professional duties. When work motivation is continuously maintained through clear goals, strong perseverance, and optimal effort, teachers will experience a sense of achievement in their work, thereby increasing job satisfaction and having a positive impact on the quality of their performance and the achievement of the school's objectives.

Organizational commitment has a positive and significant effect on employees' job satisfaction (Patola et al., 2024). Organizational commitment has a positive and significant impact on job satisfaction amongst employees at PT XYZ (Winata & Ie, 2024). Organizational commitment has a positive effect on job satisfaction, which in turn contributes to improved staff performance via job satisfaction as an intervening variable (Rahmawati & Trisninawati, 2024). Organizational commitment comprises affective commitment, continuance commitment, and normative commitment. Employees with a high level of organizational commitment tend to demonstrate greater emotional attachment, a sense of belonging, loyalty, and engagement towards both the organization and their work (Meyer & Allen, 1997). Career development has a positive and significant impact on

organizational commitment (Wulandari, 2024). This study shows that teachers' job satisfaction can be enhanced by efforts to maintain and develop their acceptance of the organizational environment, their sense of identification with the organization, their belief in the organization's values and objectives, their engagement in organizational tasks, and their strong desire to remain part of the organization. Strengthening these five indicators will reinforce teachers' emotional attachment, loyalty, and sense of responsibility towards the school. Ultimately, high organizational commitment not only enhances job satisfaction but also drives improvements in individual performance and the overall effectiveness of the educational organization.

CONCLUSION

The research findings indicate that there are 17 indicators to be retained or developed, namely: working environment, recognition, opportunities for advancement, feelings towards the job itself, direct financial rewards, non-financial rewards, acceptance of the organisational environment, a sense of identification with the organisation, belief in the organisation's values and objectives, involvement in organisational tasks, a strong desire to remain part of the organisation, career fairness, self-development, career clarity, attention from supervisors, the existence of goals to be achieved, perseverance in achieving goals, and the intensity of effort expended. The research findings imply that there is efficiency in the management of human resources. The three indicators that have been improved are fair/appropriate remuneration, indirect financial rewards, and the tangible benefits derived from the rewards received. It is therefore hoped that the results of this study will assist stakeholders in determining the direction of policy to be implemented, particularly for teachers with P3K status.

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