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# Sequential Explanatory Analysis of Teachers' Job Satisfaction Viewed from Organizational Culture, Transformational Leadership, and Effectiveness of Integrated Quality Management

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**ABSTRACT:** The objectives of this research are to examine the relationship of organizational culture, transformational leadership, and the effectiveness of total quality management with teachers job satisfaction in the region of Bogor Regency. This research was conducted on 209 teachers of Civil Servants Proportional selected by the multistage sampling of 22 Senior State High School in Bogor Regency.

This research used Mixed Methods Sequential explanatory that begins with a quantitative research and deepened by qualitative research. The research concludes there is a positive and very significant relationship and is strengthened by the results of qualitative research covers: 1) Organizational Culture with Teachers Job Satisfaction with a correlation coefficient  $r_{y.1} = 0.655$  and a coefficient of determination  $r^2_{y.1} = 0.429$ . 2) Transformational Leadership with Teachers Job Satisfaction with a correlation coefficient  $r_{y.2} = 0.613$  and a coefficient of determination  $r^2_{y.2} = 0.376$ . 3) Effectiveness of Total Quality Management with Teachers job satisfaction with a correlation coefficient  $r_{y.3} = 0.602$  and a coefficient of determination  $r^2_{y.3} = 0.362$ . 4) Organizational Culture, Transformational Leadership and Effectiveness of Total Quality Management together with Teachers Job Satisfaction with a correlation coefficient  $r_{y.123} = 0.697$  and a coefficient of determination  $r^2_{y.123} = 0.486$ . The quantitative research results are reinforced by the qualitative research. The quantitative research phase Also shows the existence of Reviews their alleged with s Job satisfaction factors.

**KEYWORDS:** Organizational Culture, Transformational Leadership, Total Quality Management, Job Satisfaction

### I. INTRODUCTION

Job satisfaction is an important factor associated with the achievement of educational goals. The purpose of education is to produce good quality human resources, both in science and personality. If the teacher job satisfaction is low, teachers tend to work loose, and the learning process is not optimal. If learners do not acquire maximum learning from his teacher, it will undoubtedly have an impact on learning outcome which are not optimal anyway. This can lead to low-quality graduates.

Based on the results of preliminary surveys acquired in January 2017 through a questionnaire given to 30 civil service teachers from three high schools in Bogor regency showed that the level of job satisfaction in the vast majority of teachers is relatively low. This indication can be seen from the data processing that the achievement of a new teaching job satisfaction at a value of 58.5%. Many other factors are expected to affect the job satisfaction of teachers, among others: motivation, confidence, justice gap, ethics and learning, and adaptability. However, this study only

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analyzed three factors that affect the job satisfaction of teachers, which is, organizational culture, transformational leadership, and effectiveness of total quality management.

In detail, based on restrictions above problems, the formulation of the question posed in this study is:

1. Is there a relationship between organizational culture and job satisfaction?
2. Is there a relationship between transformational leadership and job satisfaction?
3. Is there a relationship between the effectiveness of the quality management and job satisfaction?
4. Are there relationships among organizational culture, transformational leadership and the effectiveness of the integrated quality management together with job satisfaction?

Job satisfaction as a pleasurable emotional state resulting from the appraisal of one's job or job experiences. It represents the how people feel about the job and what they think about their jobs.: Employees with high job satisfaction experience positive feelings when they think about their duties or take part in task activities. Employees experience low job satisfaction when their negative feelings believe about obligations or take part in their task activities. Furthermore, job satisfaction is one of the mechanisms that directly affect individual job performance and organizational commitment. There are five (5) factors mostly enjoyed by individuals in the work, namely: a) salary (high and uncertain), b) promotion (opportunities based on performance and ability), c) the supervision of bosses (the employment relationship that good with the boss, and the award), d) colleagues (the excellent and responsible connection), and e) the work itself (the ability to realize the flexibility, creativity, achievement, etc.) [1]

Six essential characteristics of the culture of the organization, namely: a) observed behavioral regularities or way of acting of the members seemed found; b) norms; the various existing standards of conduct, including on guidelines for the extent to which the work should be done; c) the dominant value; that is the core values that are shared by all members of the organization; d) philosophy; namely the existence of policies with regard to confidence in the agency treats its customers and employees; e) rules; namely the strict guidelines associated with the progress of the organization; f) organization climate; i.e., the overall feeling reflected and conveyed through spatial conditions, how to interact with the members of the group, and how members of the organization and the customers treat themselves or others [2].

Transformational leadership is a leader who inspires followers to transcend their self-interest and who can give a remarkable influence on followers. The factors are a) charisma, command respect, trust and admiration that followers want to emulate, b) inspire, motivate followers to have high expectations for delivering the challenge of working in order to prosper and improve morale, c) intellectual stimulation, can encourage followers to be creative and innovative in solving problems, d) consideration of the individual, always giving particular attention to every follower needs to act as trainers or advisors [3].

Integrated quality management is defined as a framework suitable for use in and by organizations to ensure the optimization of the value added so that their goal is realized to the fullest. There are five dimensions of quality management, namely: a) commitment from top management, b) involving employees and teamwork, c) education and training for quality, d) strategic planning, and e) customer satisfaction focus [4].

Based on a description of some of the theories about the management integrated quality above, it is synthesized that the effectiveness of the integrated quality management is a value system that is fundamentally and comprehensively designed as an effort to manage and optimize an organization with the aim of improving sustainable performance over the long term by giving particular attention to the achievement customer satisfaction by taking into account appropriately for fulfillment of all the stakeholders of the organization concerned.

From the description above theoretical study, the research hypothesis can be formulated as follows:

1. There is a definite relationship between job satisfaction and organizational culture.
2. Transformational leadership is a positively related to job satisfaction.
3. There is a definite relationship between the effectiveness of integrated quality management and job satisfaction.
4. There is a definite relationship between organizational culture, transformational leadership and the effectiveness of the integrated quality management to job satisfaction simultaneously.

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## II. RESEARCH METHODOLOGY

The method used is a combination of sequential explanatory design. The study is divided into two stages: quantitative and qualitative methods.

The sampling technique in this study was Proportional Multistage Random Sampling. In this research, sampling technique was done by dividing the population areas of the level of Bogor regency become the regional level where each region was sampled by proportionally 50%, taken at random from a drawing from the resulting at 22 schools that constitute the population generating the number of 437 teachers.

The next sampling technique is to calculate the number of samples by using the proportional random method with Taro Yamane formula and the obtained sample of 209 teachers. Regression analysis was used to determine the impact of the independent variable to the dependent one.

## III. RESULT AND DISCUSSION

The results show that there is a positive relationship between the culture of the organization to the teacher job satisfaction. This is indicated by the correlation coefficient ( $r_{y,1}$ ) of 0.665 which is very significant. The contribution of organizational culture teacher to job satisfaction is 42.9% which is expressed by the coefficient of determination ( $r^2_{y,1} = 0.429$ ). The strength of the relationship between variables of organizational culture with teacher job satisfaction indicated by a correlation coefficient  $r_{y,1} = 0.655$  with the coefficient of determination  $r^2_{y,1} = 0.429$ . This means that the organizational culture contributed as much as 42.9% to the teacher job satisfaction, while 57.1% are influenced by other factors. To test the significance of a positive relationship between the culture of the organization and the teacher job satisfaction, correlation coefficient significance test is required by conducting the t-test. If  $t_{\text{test}} > t_{\text{table}}$ , then the correlation coefficient is significant. The calculation,  $t = 12.48$ , while  $t_{\text{table}} = 1.97$  at significance level  $\alpha = 0.05$   $df = 207$ . Because of  $t_{\text{count}} > t_{\text{table}}$ , then the correlation coefficient between the organizational culture teacher job satisfaction is very significant.

Observations indicate that organizational culture and job satisfaction of teachers in SMA Bogor Regency quite enough. Teacher job satisfaction can be improved among them is the clarity of career activities and opportunities to develop themselves. Thus, the findings of facts and data in this analysis further support previous findings regarding the existence of a strong relationship between organizational culture to teachers job satisfaction either directly or indirectly. The results also showed that there is a definite relationship between transformational leadership with teacher job satisfaction. This is indicated by the correlation coefficient ( $r_{y,2}$ ) of 0.613 which was significant. Contributions of transformational leadership on job satisfaction of teacher = 37.6% which is expressed by the coefficient of determination ( $r^2_{y,2}$ ) of 0.376

The presence of a positive relationship between transformational leadership with teacher job satisfaction shows that the role of transformational leadership will significantly help achieve the teacher's job satisfaction. Furthermore, the results indicate that leadership transformational is the behavior of a leader who is knowledgeable, think ahead, have the ability to influence, change, motivate, be a role model, consider, make decisions, and develop the organization into a better direction for the present and the future, so as to create job satisfaction and commitment, in order to achieve the goals aspired together.

The strength of the relationship between the variables of transformational leadership with teacher's job satisfaction indicated by the correlation coefficient  $r_{y,2} = 0.613$  with the coefficient of determination  $r^2_{y,2} = 0.376$ . This means that the transformational leadership contributed as much as 37.6% of the teacher's job satisfaction, while 62.4% are influenced by other factors. Based on the calculation,  $t = 11.17$ , while  $t_{\text{table}} = 1.97$  at the level of  $\alpha = 0.05$  indicating the correlation coefficient between transformational leadership and teacher job satisfaction is very significant. Thus the findings of facts and data in this analysis further support previous findings regarding the existence of a strong relationship between transformational leadership on teacher's job satisfaction either directly or indirectly.

The results showed that there is a positive relationship between the effectiveness of the integrated quality management with teacher's job satisfaction. This is indicated by the correlation coefficient ( $r_{y,3}$ ) of 0.602 which was

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significant. Combined quality management effectiveness contribution to the teacher job satisfaction is 36.2% expressed as the coefficient of determination ( $r^2_{y,3}$ ) of 0.362.

The effectiveness of integrated quality management with teacher job satisfaction was indicated by the correlation coefficient ( $r_{y,3}$ ) of 0.602 which was significant. Integrated quality management effectiveness contribution to the teacher job satisfaction by 36.2% expressed as the coefficient of determination ( $r^2_{y,3}$ ) of 0.362.

Observations show that the effectiveness of the quality management and job satisfaction of teachers in SMA Bogor Regency was quite enough. Job satisfaction of teachers needs to be improved to form a group of quality control and develop the productive working group.

Based on the research and discussion above, it can be indicated that the relationship between the effectiveness of quality management and job satisfaction of teachers healthy and confident, because each reaches the critical achievement category. Efforts to improve teacher job satisfaction is to increase or to develop the productive integrated quality management.

The results showed that there is a positive relationship between organizational culture, transformational leadership and effectiveness of integrated quality management together with the teacher job satisfaction. This is indicated by the correlation coefficient ( $r_{y,123}$ ) of 0.697. Contributions to organizational culture, transformational leadership and effectiveness of integrated quality management jointly against teacher job satisfaction expressed by 48.6% with the coefficient of determination ( $r^2_{y,123}$ ) of 0.486.

The pattern of the relationship between the variables of Organizational Culture, Transformational Leadership and Effectiveness of Integrated Quality Management together with the Teacher Job Satisfaction variables indicated by the multiple linear regression equation  $y = 55.60 + 0,30X_1 + 0,15X_2 + 0,05X_3$  with the regression coefficient expressed is very significant.

Research indicates that organizational culture and transformational leadership and the effectiveness of the integrated quality management strongly together correlated with job satisfaction of teachers. Transformational leadership seeks to affect every teacher involved in activities to provide the best service to increase the productivity and performance of the organization and teacher's job satisfaction. Organizational culture is the embodiment of the every day from the underlying value of the tradition of the school organization and will look how teacher behavior, teacher expectations of the school and vice versa. An organizational culture that nurtured well will affect teacher behavior which affects work performance and job satisfaction of teachers. Transformational leadership of principals applied the quality standards of the school and information transparency, supported by the principal who appear charismatic, being an example, as a mentor to teachers, able to motivate, stimulate intellectual and care needs of teachers who are creative, innovative, so that teachers are excited to continue to develop themselves and be self-sufficient and responsibility towards teacher's job, then together will be associated with increased job satisfaction.

## IV. CONCLUSION

This study concludes that there is a positive relationship and very significant and reinforced by the results of qualitative research include:

1. Organizational culture with teacher job satisfaction with correlation coefficient = 0.655, and the coefficient of determination = 0.429. That is, the better the culture of the organization, the higher the job satisfaction of teachers.
2. Transformational leadership with job satisfaction of teachers produce correlation coefficient = 0.613, and the coefficient of determination = 0.376. That is, the better the transformational leadership; it also increases the job satisfaction of teachers.
3. The effectiveness of integrated quality management to job satisfaction of teachers with the correlation of coefficient = 0.602, and the coefficient of determination = 0.362. That is, the better the effectiveness of the quality management, hence increasing the job satisfaction of teachers.
4. Organizational culture, transformational leadership and effectiveness of integrated quality management together with the teacher job satisfaction generate the correlation coefficient = 0.697 and the coefficient of determination =



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0.486. That is, the better the culture of society together, transformational leadership, and the effectiveness of MMT, hence increasing job satisfaction of teachers.

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