Phenomenology Study of Teachers' Satisfaction at the State Junior High School

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Abstract: Teacher is one of several professions that is quite popular in Indonesia. Like many other profession, many factors are involved to determine the success of a teacher, one of which is job satisfaction. This study was aimed to provide information about the teachers' job satisfaction at the State Junior High School. The phenomenology approach was used to explore the teachers' experience. The data were obtained from interviews and observations on the teachers. All primary and secondary data from the results of interviews and observations were collected and analyzed through four stages of analysis (analysis, horizontalization, meaning classification, and essence description). The subjects of this study were 15 main respondents and 2 supporting of one of state junior high school in Bogor. This study reveals that teachers' job satisfaction was based on peers, altruism, and work enjoyment. Besides, it was found that worship, merit, and reward were some of the essences obtained from the teachers' job satisfaction. The researchers assumed that these phenomena contained the essence of a sense of religiosity. This study recommends the whole stakeholders to pay more attention on the teachers' job satisfaction to supoort the learning success at schools.

INTRODUCTION

Teachers are one of the main objects in education at various levels (Anwar et al., 2018). Teachers have important tasks in the world of education to direct, guide, assess, and evaluate the students so that they could possess good personalities (Anwar et al., 2018; Harjono et al., 2019; Sari & Zulfadewina, 2018). A good personality is the main goal of learning (Tadjuddin et al., 2020). These goals can be achieved with a quality learning process. Several indicators of quality learning processes are 1) preparing learning plans, 2) implementing the learning plans, 3) evaluating the learning achievement, 4) carrying out follow-up assessments, 5) understanding the educational foundation, 6) understanding educational policies, 7) understanding the level of student development, 8) understanding learning approaches, 9) applying work cooperation, 10) utilizing the Science and Technology in education, 11) mastering science and skills according to the learning material, and 12) developing profession (Subagyo, 2015).

These indicators must be applied by teachers to obtain quality learning. Also, teachers must have four basic competencies, including pedagogical, personality, professional, and social competencies (Wahyuni, 2018). The teachers' basic competencies regarding their job are applied equally to teachers

anywhere and at any level (Supriyono, 2018). Some teachers feel satisfied with working while others are not. Colquitt states that a person's satisfaction at work depends on the value he gets at his workplace (Colquitt et al., 2015). The meaning of value for a variety of people is different. Some are pursuing salaries and some are pursuing careers or work satisfaction even though they are not well paid (Rodiyana, 2019; Sulfemi & Mayasari, 2019; Suwandi & Sari, 2019).

Danumiharja states that several factors affect teachers'satisfaction (Danumiharja, 2014), namely employee benefits, security at work, good working conditions or social needs, opportunities for self-development, and fostering good relations between teachers and students. These employee benefits can be in the form of material such as salary or non-material such as awards. The feeling of security at work can be in the form of a sense of security regarding family, career, or the future (Ibda, 2018). The good working conditions or social needs concern with the social relationships with coworkers or superiors. Opportunities for self-development is needed by the teachers because knowledge is developing significantly so that the teachers should adjust themselves to the development of time. The opportunity to foster teachers' relationships with students will make both parties comfortable and increase teachers' job satisfaction (Subekti et al., 2018; Wahyuni, 2018).

Also, Colquitt mentions that the work environment is one of the criteria for job satisfaction (Colquitt et al., 2015). If the environment can provide comfort even though its location is far from where the teacher lives, there will be no desire to change jobs. This is in line with the teachers who teach in one of the schools located on the edge of the city of Bogor, precisely in the District of South Bogor. This school is bordered by Bogor Regency and Sukabumi, West Java. The majority of graduates of this school are registered in private schools. There were only a small number of graduates who were successfully registered at state schools. The rest did not continue their formal school because they continued their study at boarding schools, because of economic limitations, work, and even married.

The national examination results of the 2018/2019 academic year reveal that Bogor State Junior High School 17 ranked the lowest out of 20 State Junior High Schools in Bogor City (Puspendik (Pusat Penilaian Pendidikan), 2017). This school maximizes the acceptance of students with certificates of disability, low-income families, and Smart Indonesian Card (KIP). The new students are admitted using the zoning system so that students who are accepted come from the area around the school. Even so, the teachers who teach at this school look satisfied and happy in carrying out their work.

Several previous studies have discussed teachers' job satisfaction (Rusydiati, 2017), optimization of teachers' job satisfaction (Hardianto, 2018), teachers' job satisfaction relationships, teacher competency, and job (Kumala et al., 2018), teachers' motivation and job satisfaction (Tukiyo, 2015), and the level of teachers' job satisfaction (Irwani, 2017). This study analyzed the main causes of teachers' job satisfaction in remote environments.

METHOD

This study employed the qualitative approach of the phenomenology method. The subjects of this study were the teachers at the State Junior High School 17 Bogor consisted of 15 main respondents and 2 supporting respondents. The data collection technique used was a structured interview. The data were analyzed descriptive-qualitatively. The steps of data analysis were 1) analysis phase: the researcher described the events or phenomena experienced directly by the teacher, 2)

horizontalization stage: the researcher inventoried important statements relevant to the topic, 3) meaning classification stage: at this stage, the researcher wrote the phenomenon experienced by the teacher, and 4) the essence description stage: the researcher constructed a comprehensive description of the meaning and essence of the teacher's experience (Corbin & Strauss, 2008). Furthermore, the researchers looked for links between the concepts found or called propositions. The schema of the method used in this study is shown in Figure 1.
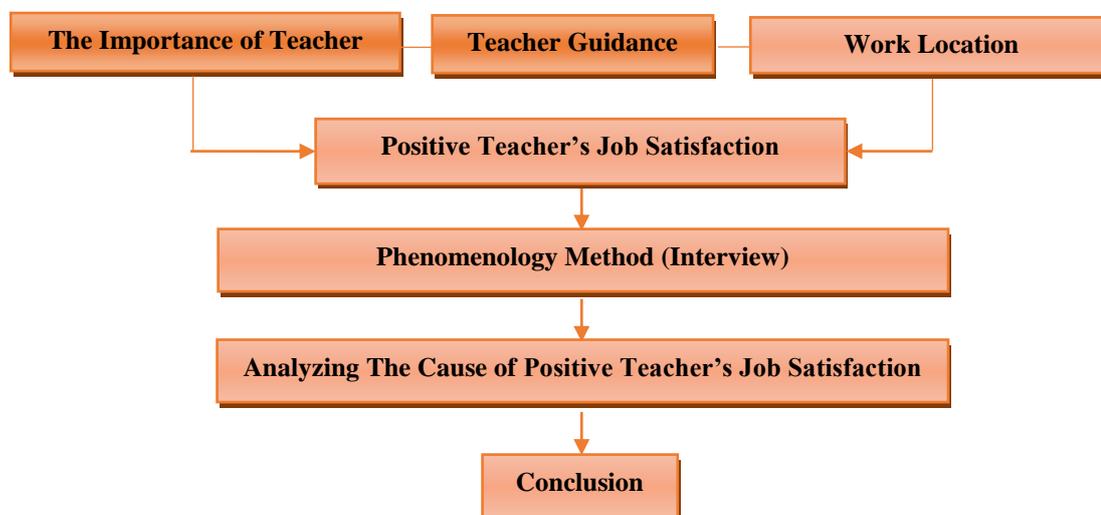

Figure 1. Interrelation Scheme between Concepts

RESULT AND DISCUSSION

After analyzing the results of structured interviews, the researchers found several interesting things from the interview. The researcher raised several themes and discussed them into phenomena.

Table 1. Structured Interview Questions

No	Question
1	Why do teachers choose to become teachers?
2	How did teachers work at the State Junior High School 17 Bogor at the beginning of their job?
3	How do teachers describe job satisfaction at the State Junior High School 17 Bogor?
4	How do teachers cope with turnover intention in the State Junior High School 17 Bogor?
5	How do teachers describe satisfaction with work itself?
6	How do teachers cope with mood and emotions in teaching?

Based on the first question and the fifth question, the researcher found that most respondents claimed to be teachers were not their ideals from childhood. However, the majority of respondents studied at the education and teacher training faculty. The respondents became teachers because they were forced or because of ideals from childhood stated that they were satisfied with being teachers. The profession of a teacher is rewarding work because it lets them share knowledge with others, advise the students, help the students, get to know characters and get knowledge from students. The respondents worked without a burden because it was done sincerely.

From the second question and the third question, it was found that the respondents claimed different ways of starting work. The respondents said they were satisfied working at the State Junior High School 17 Bogor. The satisfaction was due to factors of friends and family. The satisfaction experienced by the respondents made a great distance to

arrive at the school no longer felt. The rather heavy teaching burden did not become a burden anymore. The researchers assumed that the teachers enjoyed the location of the school although it was far in the remote area. The respondents felt the same fate and responsibility in working. It was caused by a good relationship among them and they can accept each other's strengths and weaknesses.

The fourth question indicated that not all respondents intended to transfer to another job. Most respondents did not want to transfer from this school. The teachers did not intend to transfer to another job because they enjoy and were satisfied working at the school. For the teachers who wanted to transfer to another job, they continued to teach as usual and kept trying to be successfully transferred. Their efforts were varied, some submitted applications as prospective supervisors, seek information to move to the structural field of work, lobbied the authorized officials, and looked for loopholes to move to other schools.

The sixth, third, fourth questions are interrelated. The respondents gave different answers about how to deal with moods and emotions. The respondents dealt with moods and emotions by spending time with friends. The pleasant friends and close family relations were manifestations of the main causes of their job satisfaction at this school and the reasons for not wanting to transfer from this school. Based on the interview, it was found that the teachers were satisfied with their job due to several things, namely 1) the peers phenomenon, 2) the phenomenon of altruism, and 3) the phenomenon of enjoyment.

The Peers Phenomenon

The researcher analyzed the initial questions of work and job satisfaction at the State Junior High School 17. The researcher found one reason that the respondents were satisfied working at the school, namely because their peers at school were good, understanding, not nosy, caring and not individualist, provided advice when they made mistakes without insinuating, and liked to joke and talk. Those natures caused the respondents to be happy and comfortable teaching at the State Junior High School 17 Bogor.

The explanation of the peers phenomenon resulted in a proposition that is to get high job satisfaction, good friendship relationships at work must be improved. With high job satisfaction, teachers are satisfied, comfortable, and reluctant to change workplaces. Ways to achieve this proposition are: 1) holding events to strengthen family ties, 2) maintaining friendships, 3) minimizing seniority, 4) reprimanding teachers for their mistakes politely, not in front of people and not using innuendos, 5) assigning the tasks alternatively so that all can have experience of doing the tasks, 6) delegating tasks or committees to teachers by performance, not based on the Employment Sequence List, and 7) facilitating the teachers in licensing and career development.

The Altruism Phenomenon

Most respondents became teachers not because of the ideals of childhood. However, after undergoing work as a teacher, they said that they were satisfied working as teachers. Based on the answers from the respondents, the researchers analyzed the altruism phenomenon. Altruism is the character of a generous spirit (Gula, 2009). Altruism is indicated by helping others and moral causes (Colquitt et al., 2015). This phenomenon rose after the researchers analyzed the respondents' answers regarding the satisfaction of being a teacher. The respondents claimed to be satisfied being teachers because teachers can help other people. The meaning of helping others is very broad, including sharing knowledge, inspiring students,

motivating students, and advising students. The help from the teacher can inspire students in managing their future.

The explanation of altruism can be prepositioned that to increase teachers' job satisfaction, they must increase sharing with others. The more they share with others, the more satisfied the teacher will be. Much sharing is directly proportional to teacher satisfaction. This preposition can be achieved by sharing knowledge, advice, and motivation to students.

The Enjoyment Phenomenon

The researchers analyzed the questions turnover intention, satisfaction with work itself, and overcome moods and emotions when working. The researchers explored the phenomenon of enjoyment from a variety of perspectives.

a. Setting mood and emotions by hanging out with friends

For workers, in this case, the teachers, It is humane to experience uncertain moods and emotions. Most teachers stated that hanging out with friends was an effective way to calm emotions and improve mood. Another way to manage emotions was to empathize. Empathy is placing ourselves in the position of others, meaning, we try to understand someone from his perspective, feelings, and thoughts (Safaria & Rahardi, 2004). We try to understand when other people experience happiness or sadness. According to Rahardi and Safaria, social skills are one component of people with high emotional intelligence (Safaria & Rahardi, 2004). Social skills are the ability to deal well with others.

The proposition is that if the teachers want to manage emotions and arouse mood, then they must hone their social skills (Erozkan, 2013). These social skills can be honed by 1) trying to be empathetic listeners, 2) communicating warmly to anyone, 3) helping teachers or students selflessly.

b. Teaching and remedial

This school applies the 2013 curriculum. The e-report card is obtained based on 3 knowledge assessment techniques, namely written test, oral test, and assignment (Armansyah, 2019). The teacher can choose one or all three aspects. Teachers can choose only assignments as a knowledge assessment technique. The skills assessed using 4 techniques, namely practice, products, projects, and portfolios. This assessment can accommodate students' abilities. The teachers are free to choose any technique. Usually, teachers choose practical skills and product assessments.

It proposes to facilitate the teacher in teaching so that they can use other techniques in teaching, including 1) assessing students based on competencies other than knowledge such as skills, attitudes, and morals, and 2) facilitating remedial based on the competencies mastered by the students.

c. Be yourself

The parents of students at Junior High School 17 Bogor are not as critical as parents at schools in the city. The parents assume that study is merely an obligation and to get a diploma (Jaenudin, 2019). Parents' opinions resulted in students who are accepted in nature and do not compare the teaching of one teacher with another. Also, the teachers are not compared or required to do anything which causes them to be calm and be themselves.

The school is rarely used as a meeting place for the education office so the principal can maximize his role and focus on implementing other programs. The proposition is to make teachers remain confident and to be themselves so that the role of the principal is needed to develop professional and competent teachers. This proposition can be achieved by 1) looking for the strengths of each teacher to be further improved, 2) motivating teachers to improve their

competence, 3) setting a good example in building professionalism and producing real work, and 4) if the principal assigned is less competent, then the teachers must tighten their bond and be the one to keep the school working properly. Mover teachers are teachers who prioritize students and learning above all and do the best actions without being told (Bunga & Purwanto, 2019). In an institution, there must be at least one mover teacher.

d. Close relationship because the ever-changing school principals

The principal at the Junior High School 17 Bogor is changed almost every year. The change is highly frequent compared to other schools. This caused all school members to quickly adapt to the new school principal. The Junior High School 17 Bogor has become a stepping stone for the new headmaster before transferring to another school in the city. Frequently changed principals made the school policies and regulations often changed. Teachers tended to be obedient to the principal. They assumed the principal was only temporary but their colleagues can be forever. This assumption made their relationship stronger. The new principal has been well received by all school members.

The role of the principal is very important for a school. The ever-changing principal has an impact on the immature development of education of the school. However, the change of the principal is a necessity for schools located in remote areas. The proposition is that the development in the Junior High School 17 Bogor goes according to plan and the teachers must unite in building the school. This can be achieved by 1) having the same vision and mission in building schools, 2) supporting school change, and making small changes starting from their classes (Media Indonesia, 2019). Teachers can make significant changes starting from the classroom. If the mindset of the teachers has been embedded to build the

school, no matter how often the school principal changes, it will not be a matter and will not make them lost. This is because the teachers are independent and can become teacher mobilizers following their tracks. 3) Guiding the newly assigned principal, 4) giving input to the new principal, and 5) supporting the new principal's program.

e. Enjoyment depends on idealism and motivation to pursue the career

The teachers at the Junior High School 17 Bogor can quickly get the desired career position because they see career as the main goal. The proposition is that if you want to pursue a career and see the reality of education, then teaching at the Junior High School 17 Bogor is the right choice. The steps that can be are 1) doing a job or mentoring students without being told, 2) being active in school activities, 3) giving input to the stakeholders regarding educational ideas and innovations, 4) carrying out PAIKEM GEMBROT (Active Learning, Innovative, Creative, Effective, Fun, Joyful, and Substantive), 5) carrying out tasks without expecting rewards, 6) helping coworkers in need, and 7) becoming a pleasant person.

The Essence of Research

The researchers analyzed the phenomenon to get the essence. The researcher analyzed the essence of the phenomena and propositions that are formed and how to obtain those propositions. Researchers found the essence of the three phenomena. The essences obtained from the teachers' job satisfaction at the Junior High School 17 Bogor are to provide benefits, reward, and good deeds/worship.

Teachers carried out beneficial activities as a part of worshiping God. The reward from God is better than expecting respect and appreciation from humans (Teguh Ibrahim & Robandi, 2020). The teachers sincerely worked

even though far from the city center, got a low salary, and shared with students from poor families.

Researchers analyzed worship, benefit, and reward as the manifestation of a sense of religiosity. This sense of religiosity made the teachers felt useful, what they did rewarding, and made their work as part of worship. This sense of religiosity beat salary, the school distance, the condition of schools, and the conditions of students who came from economically disadvantaged and low academic abilities.

According to Eid and El Gohary, a sense of religiosity is different from religion. Religiosity can be interpreted as something that is closely related to individual experience, individual beliefs, and religious rituals (Firmansyah et al., 2019). Religiosity can be defined as an individual's tendency to view all forms of life and events both positive and negative as a whole and connected with the overall value of life with God (Hadjam et al., 2003). Ahmad Baihaqi, quoted from Ghozali and Samsari's, states that religiosity has a positive effect on job satisfaction (Baihaqi, 2015).

This sense of religiosity caused respondents to be satisfied working at the Junior High School 17 Bogor even though they faced external and internal difficulties. External difficulties are the school distance; low-grade school condition, academically and socio-economically low students. Internal difficulties include a small salary or financial condition.

The respondents saw all kinds of life's trials in working as a whole and were related to the overall value of life with God. A sense of religiosity has become the fundamental foundation of teachers in working. This sense of religiosity was created by the solidarity among peers because of a well-maintained sense of unity and kinship and altruism to students and colleagues so that

in the end, the respondents enjoyed working at this school.

A sense of religiosity depends on the level of faith (Nasrullah, 2015). The condition of one's faith goes up and down. Conducive conditions are needed so that the level of one's faith remains stable or even increased. If the faith decreases, it is expected not to decrease even further. School as an organization must be able to create a work climate that is conducive to the faith of its workers so that the sense of religiosity is maintained and even increased. Increased sense of religiosity will have an impact on teachers' job satisfaction.

The researchers believed that the manifestations of attitudes of those who are accustomed to ease and adequacy of wealth will be different compared to the teachers who teach at low-grade and distant schools. Humans try to find ways to live a good life. If there is a human who survives in an uncomfortable condition, then there is something that causes him to survive. That something is a sense of religiosity.

The way to increase the sense of religiosity can be by 1) linking things that are found either positive or negative with the power of God, 2) linking all struggles with rewards that God will give to His servants who are straight in His path, be patient, and sincere, 3) transmitting the spirit of religiosity to all school members either by example, publication, praise, or appreciation, and 4) conducting activities that increase the faith and piety for all school members. The sense of religiosity itself does affect job because of the better the religiosity, the better the job satisfaction.

CONCLUSION

This study analyzed the teachers who teach at the Junior High School 17 Bogor based on several factors (phenomena) including the peers phenomenon, altruism, and enjoyment. Although the teaching profession is not

their childhood ideal, the teachers feel satisfied with their job because they have friends, altruism, and enjoyment in working. Besides, the teachers are satisfied because the work is rewarding, can share knowledge with others, can advise and help the students, get to know characters, and get knowledge from students. These phenomena have the essence of a sense of religiosity. This study recommends the whole stakeholders to pay more attention on the teachers' job satisfaction to supoort the learning success at schools.

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