

Organizational Culture and Job Satisfaction: It's Effect on Teachers on Turnover

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Abstract: *The purpose of this research is to examine the information about the influence of organizational culture and job satisfaction on the organization of turnover of private junior high school teachers in Karang Tengah sub-district. This research used survey method with path analysis method. The process of collecting data in private SMP in Karang Tengah sub-district, in this case the teacher, is done by using questionnaire as research instrument that selected as the analysis unit with 103 people as the sample who determined by random sampling technique. Result of research: First, there is influence of organizational culture to turnover; Second, there is the influence of job satisfaction on turnover; Third, there is an influence of organizational culture on job satisfaction.*

Keywords: organizational culture, job satisfaction, and turnover.

1. Introduction

The phenomenon of teacher discharge from one school to another or even to another profession caused by several factors is also referred to a phenomenon of turnover. The phenomenon will have a negative impact for the school especially if the teacher who chooses to make the move is a teacher who has good potential as a human resource in the learning process at school.

In general, the phenomenon of turnover can be regarded as an withdrawal behavior as a last resort for an employee to do if he finds his working environment is not in accordance with what is expected. In human resources at school, turnover for teacher can be one way to get a better life for the teacher itself, but for the school, turnover can be positive and can also be negative. The school needs to learn more about what causes a teacher moves to another school or even to another profession. This is done in an effort to minimize turnover when turnover is negative. The high turnover rate can be reduced by overcoming the factors that cause the turnover, especially if these factors can still be controlled by the company.

Currently collecting good employee in skills and performance is getting harder to do, moreover maintaining existing ones. They should prioritize finding, hiring, motivating, training, developing teachers closest to school culture and desired performance, and retaining qualified teachers. Human resource management is an important activity in an organization. Organizations need to manage human resources to reach their goals effectively. By constantly investing in the acceptance, selection and retention of potential human resources can be done to avoid turnover.

Teachers are one of the most important components of education, where teachers play a vital role in the conduct of formal education in particular. For the sake of the implementation of good education, teachers as part of it are required to have qualifications in accordance with the standards established by the government and master the pedagogical, professional, personality and social competence as regulated in *Permendiknas No. 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru*. All qualifications that have been determined by the existing legislation will be disrupted by the presence of

turnover behavior or workplace change behavior. In the city of Tangerang, especially in Karang Tengah sub-district, there are 12 private Junior High schools and only one state Junior High School. From 12 private Junior High Schools that located in Karang Tengah sub-district, only 3 junior high schools get the accreditation A that are, SMP Budi Luhur, SMK Kafah Unggul and SMP Yadika 3, while other junior high schools have accreditation B, and the rest are not accredited yet

Private Junior High School in Karang Tengah sub-district has four groups of teachers, including civil servant teachers, fixed foundation teachers, non-permanent foundation teachers, and honorary teachers, withdrawing in this Karang Tengah sub-district, there is only one state Junior High School with a total population of 151.000 that will certainly clash with the central government policy where the zonation system is enacted in the admission of new students, so that students who do not accepted in the state Junior High School will choose the private junior high schools that are located in Karang Tengah sub-district. From 12 private junior high schools in Karang Tengah sub-district, the most of them are religious-based private junior high schools and only 4 public private junior high schools in Tangerang

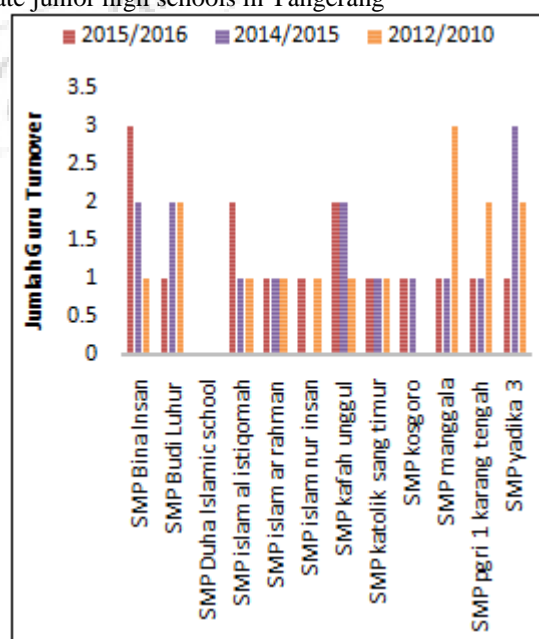


Figure 1.1: Number of Turnover Teachers in SMP Karang Tengah sub-district

Sumber: <http://dapo.dikdasmen.kemdikbud.go.id> dan Pengolahan data

Table 1.1 and figure 1.1 above indicate that turnover teacher in Karang Tengah sub-district is occurring every year although with a non-fixed amount. The phenomenon of turnover occurred in SMP BinaInsan, SMP Budi Luhur, SMP Manggala, SMP, PGRI 1 Karang Tengah, SMK KafahUnggul, and SMP Yadika 3. The number of turnover teachers is most prevalent in SMP BinaInsan and Manggala, if the case of turnover continues to occur then the effectiveness of learning process will decline.

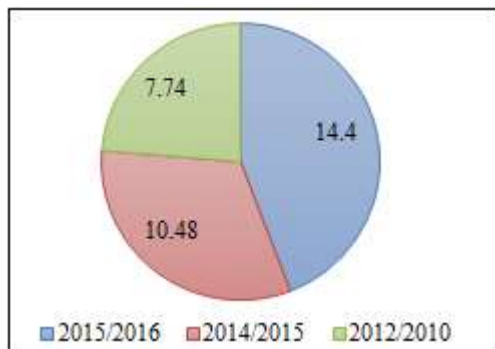


Figure 1.2: Percentage of Private Junior High School Turnover (out) in Karang Tengah sub-district (%)

Sumber: <http://dapo.dikdasmen.kemdikbud.go.id> dan Pengolahan data

Based on Figure 1.2 can be seen the percentage of teacher turnover (out) every year increase over 7% from the year 2013/2014 until 2015/2016. Presented by Tangerang Mayor, H. Arief R. Wismansyah, when opening Development Planning Working Meeting (Musrenbang) Work Plan of Local Government (RKPD) Tangerang City, that in the field of education, the consistency of Tangerang City Government will always be improved. Improving the quality of teachers and improving the welfare of teachers will continue to be done to support the improvement of the quality of education for students, the provision of infrastructure and facilities, and the management of quality education systems and financing of education, consideration of labor market needs, the provision of educational facilities based on special skills.¹

The statement is also related to the teacher turnover phenomenon, in which the improvement of teacher quality is one of the reasons for the recruitment of young teachers to influence the quality of the learning process in a school undertaken by students and teachers. Teachers, as is known, are human resources that play an important role in the education process, teachers are also a very important and necessary aspect in determining the success and effectiveness of a school organization. Therefore, the existing Human Resources must be managed from an early stage of the recruitment and selection process up to the performance appraisal stage. Similarly in young teachers who are productive regeneration in an effort to improve the quality of learning in school.

However, the phenomenon of turnover becomes an obstacle to realize the goal of improving the quality of education systems in schools as already mentioned.

Moving of potential teachers can of course have an impact on the decrease in the quality of the learning process. The incidence of teachers moving from one school to another becomes a phenomenon that schools are difficult to avoid. Turnover that occurs can be affected by several factors. According to MooeheadGraffin Turnover seems to come from a number of factors, including aspects of work in this case job satisfaction, organizational culture, individual, labor market, and family influences.

Turnover is addressed as an important phenomenon and behavior in the life and sustainability of the organization. From the observation, there is the fact that some teachers leave their profession or increase their career ladder influenced by several factors namely work period, education level, organizational commitment, job satisfaction, unclear role and existence of hope. According to data obtained in 2016, there are at least 30% of teachers withdrawing from their teaching places each year.¹ Based on the description, it is assumed that the organizational culture and job satisfaction are the factors that influence the turnover. This becomes an interesting scientific study material, so it is necessary to prove it by conducting a research entitled Influence of Organizational Culture and Job Satisfaction on Teacher Turnover in Karang Tengah sub-district, Tangerang City.

2. Literature Review

Turnover from the workplace, according to Mooehead Graffin is occurred when people quit their jobs. An organizational usually incurs costs in replacing workers who have quit, and if turnover involves especially productive people, it is even more costly. Turnover seems to result from a number of factors, including aspects of the job, the organization, the individual, the labor market, and family influences. In general, a poor person-job fit is also a likely cause of turnover. John W. Newstrom said that: Turnover as might be expected, higher job satisfaction is associated with lower employee turnover, which is the proportion of employees leaving an organization during a given time period (usually one year). Employees that are more satisfied are less likely to think about quitting or announce their intention to quit. Thus, they are more likely to stay with their employer longer. Similarly, those employees who are lower satisfaction usually have higher rates of turnover. The definition of Turnover is also proposed by Stephen P. Robbins. He said that turnover is the voluntary and involuntary permanent withdrawal from an organization. According to George, turnover is the permanent withdrawal of an employee from the employing organization.

Furthermore John W. Newstrom suggested that organizational culture is defined as the set of assumptions, beliefs, values, and norms shared by an organization's members. The same idea is also proposed by Edgar H. Schein in the book of John R. Schermerhorn that organizational culture is the system of shared belief and values that shapes and guides the behavior of its members. Meanwhile Kreitner and Kinick stated Organizational culture is the set of shared, taken-for-granted implicit assumption that a group holds and that determines

how it perceives, think about, and reacts to its various environments. this definition highlights three important characteristics of organizational culture. first, organizational culture is passed on to new employees through the process of socialization. second, organizational culture influences our behavior at work. finally, organizational culture operates at different levels.

According to Colquitt, LePine and Wesson, job satisfaction is a pleasurable emotional state resulting from the appraisal of one's job or job experiences. The same opinion also proposed by Kinicki and that Job satisfaction is an affective or emotional response toward various facets of one's job. Mullins also defined job satisfaction is an emotion a feeling, an attitude and matter of perception, it result from an appraisal of an employee's experiences at work. Job satisfaction involves likes, dislike, extrinsic and intrinsic.

3. Research Methodology

The research method used in this research is survey method with quantitative approach. This research was conducted at Private Junior High Schools in Karang Tengah sub-district, Tangerang City and this study has 138 population, and 103 people as sample. The sampling technique used is random sampling technique, and data analysis used is path analysis technique. This study used path analysis to determine the effect between the variable tested in accordance with the causal model that formed. Exogenous variables of organizational culture (X1) and job satisfaction (X2) are the variables that are considered to influence the turnover of endogenous variables (X3). Priority for the undertaken research, the test instrument is performed first to understand the validity and reliability of the instrument. The results will be used for research and data collection instruments. Data

analysis used include: 1) data description, 2) prerequisite test of normality analysis, 3) path analysis including: model analysis, hypothesis testing and determination of level of influence.

Instrument of data collection for each variable. The research instrument that will be used, for private junior high school teachers in Karang Tengah sub-district, Tangerang City, was in the form of questionnaires before being used to collect research data, first test the validity and calculation of reliability. Validity test was done to know how far the accuracy and accuracy of measuring instrument in performing the measurement function, while calculation of reliability to understand how far measuring instrument can give relative result no different when measured back to same symptoms at different times. Questionnaires of private junior high school teacher in Karang Tengah Sub-district, Tangerang City. The instrument was then developed by the researcher and had been tested for its validity and reliability. Measurement of instrument validity using product moment correlation formula. Measurement of instrument reliability using Cronbach alpha formula. The experimental results show that from 40 teacher questions about turnover, there are 36 valid items with the calculation of teacher's turnover reliability of 0.94, organizational culture variable consists of 40 question items and there are 32 valid items with calculation of organizational culture instrument reliability 0.96, From job satisfaction variable there are 40 question items and there are 33 valid items with calculation of reliability of job satisfaction instrument of 0.97.

4. Result and Discussion

From the test results, the overall hypothesis between variables X1, X2, and X3 can be summarized through the table below:

Table 4.13: Summary of Hypothesis Testing Result Proposed

Direct Effect	Statistical Hypothesis	Statistical Test		t _{table} 0.01	Decision	Conclusion
		Path Coefficient	t _{count}			
X ₁ to X ₃	H ₀ : β ₃₁ ≤ 0 H ₁ : β ₃₁ > 0	-0.461	-5.744**	2.61	H ₀ rejected	Direct negative effect
X ₂ to X ₃	H ₀ : β ₃₂ ≤ 0 H ₁ : β ₃₂ > 0	-0,364	-4.531**	2.61	H ₀ rejected	Direct negative effect
X ₁ to X ₂	H ₀ : β ₂₁ ≤ 0 H ₁ : β ₂₁ > 0	0,485	5.442**	2.61	H ₀ rejected	Direct positive effect

** Description is very significant

From all path coefficient analyzes, then illustrated the path analysis model as below:

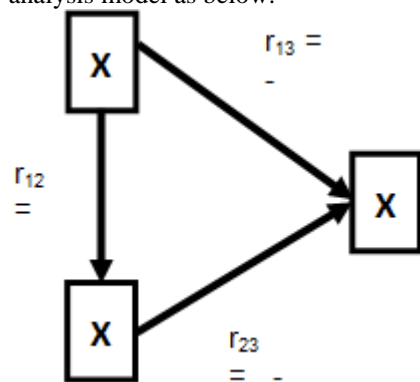


Figure 4.7: Hypothesis End Lines Analysis Model

Based on the first hypothesis testing, the researcher concludes, there is a direct negative effect of organizational culture on turnover. From the calculation results obtained correlation coefficient $r_{13} = -0,637$ and path coefficient value of $\beta_{31} = -0.4461$. This explains that organizational culture has a direct effect on turnover.

These results are similar to the research conducted by Racquel S. Nails (Capella University) 2015 with his dissertation entitled A Quantitative Study Of The Relationship Between Organizational Culture And Turnover Intent Among Minorities In A Federal Agency ": Which states that,

The implications from this study suggest there is a significant relationship between organizational culture, Asians, and turnover intent, and although the literature suggested that demographics play a role in turnover intent,

when combined with organizational culture, there was relationship significance in Asian minorities. Particularly notable, however, was the fact that Asian employees' responses showed that Asians contemplate leaving a job if Performance, emphasis on rewards, and stability are viewed as being negative or are not part of the organization's culture. These findings support prior research findings and also warrant future investigation.

The results of this study are also in line with some experts namely, by Austin and Claassen and Pervaiz. Each stated that a strong organizational culture acts as a facilitator of change because if a culture is strong, there is a tendency that it will profoundly affect employee behavior and belief in this case a teacher, thus making changes easier. In school organizational culture as a variable that is very influential on a job. The "shared meaning" aspect of the culture makes it a powerful tool for guiding and shaping behavior. But culture can influence the behavior of members as well.

Furthermore statements on organizational culture and influential turnover are also mentioned by Stephen P. Robbins and Timothy A. Judge with a socialization model, socialization being a way to keep a culture alive, where in the process of cultural socialization to employees or workers, the results are divided into three possibilities i.e. if the process of socialization both can cause productivity and good commitment to employees, while organizational culture that does not work well through the process of socialization will lead to employee dissatisfaction that impact on turnover behavior or the ease of employees in the workplace.

Organizational culture serves as a control mechanism to shape behavior. The norms that guide behavior are part of the culture. If the corporate culture norms should be characterized by communication, teamwork, and team integration. Organizational culture is the value and norm prevailing in an organization, even more so in this study within the scope of organizational culture in schools. Organizational culture greatly affects a person's behavior. The culture applied in private junior high school in Karang Tengah sub-district is still relatively weak, this is evidenced by high turnover in school. Culture is very influential on teacher behavior. In this case more teachers in the work, in teaching, guiding students as well as interacting with colleagues and colleagues in a team.

Thus, it can be concluded when organizational culture strengthens then turnover will decrease, based on the description it is clear that organizational culture has a direct negative effect on turnover.

Based on the second hypothesis testing can be drawn conclusion there is a direct negative effect of job satisfaction on turnover. From the calculation results obtained correlation coefficient value $r_{23} = -0.587$ and coefficient value of the path of $p_{23} = -0.364$. This means that job satisfaction has a direct effect on turnover.

The results of this study were also proved by research in the International Review of Management and Business Research, stating that,

Turnover Intentions Large numbers of faculty members are willing to turnover (60%) as they are in search of another job (75.4%) and constantly thinking to leave the present organization (74.7%). The mean scores of the variables (= 3.45, 3.76 & 3.81) represents an agreement towards turnover. Majority of Faculty Members (79.3%) are satisfied with their present job and work enthusiastically (80.6%) but they become bored with the routine work (72%). Moreover, the mean scores of respondents Responses about job satisfaction reflects that they are satisfied with their jobs (= 3.75, 3.91 & 3.95). Most of the faculty members (60.7%) are satisfied with their existing salaries and hope that there are chances of increase in their remuneration (74%). Likewise, the respondents shows an agreement towards adequacy of their remuneration (= 3.46, 3.76 & 3.79). Overall result suggesting that Turnover intention is significantly negative correlated with factors such as job satisfaction & remuneration.

This study illustrates that overall results showed that turnover intention is significantly negatively correlated with factors such as job satisfaction & remuneration

Then in *International Journal of Independent Research and Studies-IJIRS* entitled "Factors of Workplace Environment that Affect Employees Performance: A Case Study of Miyazu Malaysia" stated that, in this research study a mixed of results had been gained. This result clarify the factor of workplace environment that could affect the employees' performance at Miyazu (Malaysia) Sdn. Bhd. Based on the past research study by Chandrasekar (2011), he predicted that there are several factors that affecting the employees' performance. The three independent variables in this research study also being included in Chandrasekar's research study which influenced the employees' performance.

In the journal explained that there was the research that the results make clear of the workplace environment can affect employee performance.

This is similar with the idea of Stephen P. Robbins and Timothy A. Judge that also stated that there is relationship between satisfaction and turnover.

"Research on the relationship between satisfaction and turnover is much stronger than the other satisfaction research mentioned so far. Satisfied employees have lower levels of turnover, while dissatisfied employee have higher levels of turnover. Yet factors such as labor-market condition, expectations about alternative job opportunities, and length of employment with the organization also affect an employee's decision to leave. Research suggest that the level of satisfaction is less important in predicting turnover for superior performers because the organization typically does everything it can to keep them (for example, pay raises, praise, increased promotion opportunities.)"

Research on the relationship between satisfaction and turnover is much stronger than the other satisfaction studies mentioned so far. Satisfied employees have lower turnover rates, while disgruntled employees have higher turnover rates. But factors such as labor market conditions,

expectations about alternative employment opportunities, and length of cooperation with organizations also affect employee decisions to leave. Research shows that satisfaction levels are less important in predicting turnover for bosses because the organization typically does everything to keep it (e.g., salary increases, praise, promotion opportunities increase).

In another book, there are statements that reinforce that job satisfaction variables have an influence on the turnover rate of an employee. This was stated by Stephen P. Robbins and Timothy A. Judge that:

“The relationship between job satisfaction and turnover is stronger than between satisfaction and absenteeism. Recent research suggests that managers looking to determine who might be likely to leave should focus on employees' job satisfaction levels over time, because levels do change. A pattern of low job satisfaction is a predictor of possible intent to leave. Job satisfaction has an environmental connection too. If the climate within an employee's immediate workplace is one of low job satisfaction, there will be a “contagion effect.” This research suggests managers should consider the job satisfaction patterns of co-workers when assigning new workers to a new area for this reason.”

Then, Stephen P. Robbins and Timothy A. Judge also suggested that,

“The satisfaction-turnover relationship also is affected by alternative job prospects. If an employee is presented with an unsolicited job offer, job dissatisfaction is less predictive of turnover because the employee is more likely leaving in response to “pull” (the lure of the other job) than “push” (the unattractiveness of the current job). Similarly, job dissatisfaction is more likely to translate into turnover when employment opportunities are plentiful because employees perceive it is easy to move. Also, when employees have high “human capital” (high education, high ability), job dissatisfaction is more likely to translate into turnover because they have, or perceive, many available alternatives. Finally, employees' embeddedness in their jobs and communities can help lower the probability of turnover, particularly in collectivist cultures.” [Stephen P. Robbins and Timothy A. Judge, *Organization Behavior* (New Jersey: Prentice-Hall, Inc., 2013), h. 112-113]

The relationship between job satisfaction and turnover is stronger than satisfaction and absenteeism. Recent research indicates that managers who want to determine who may tend to go should focus on the level of job satisfaction over time, as the levels do change. A low job satisfaction pattern is a possible predictor of intent to go (turnover). Job satisfaction also has an environmental relationship. If the climate in the workplace immediately an employee is one of the low job satisfactions, there will be “contagious effects.” This study shows that managers should consider the work pattern of satisfying co-workers when assigning new workers to a new area for this reason. That in job satisfaction can affect the behavior of teachers in schools that lead to turnover behavior. Therefore, the job satisfaction that is conducive needed by private junior high school teachers in Karang Tengah sub-district.

Thus, when job satisfaction is high then turnover will decrease, based on the description it is clear that job satisfaction has a direct negative effect on turnover.

Based on testing of the third hypothesis, taken conclusion there is a direct positive influence of organizational culture on Job Satisfaction. From the calculation obtained correlation coefficient $r_{12} = 0,485$ and coefficient value of path equal to $p_{21} = 0,485$. This means that organizational culture has a direct effect on job satisfaction.

In *Journal of business & industrial marketing* "Organizational culture and job satisfaction", This empirical investigation examines the impact of organizational culture types on job satisfaction in a survey of marketing professionals in a cross-section of firms in the USA. Cameron and Freeman's (1991) model of organizational cultures comprising of clan, adhocracy, hierarchy, and market was utilized as the conceptual framework for analysis. The results indicate that job satisfaction levels varied across corporate cultural typology. Within the study conceptual framework, job satisfaction invoked an alignment of cultures on the vertical axis that represents a continuum of organic processes (with an emphasis on flexibility and spontaneity) to mechanistic processes (which emphasize control, stability, and order). Job satisfaction was positively related to clan and adhocracy cultures, and negatively related to market and hierarchy cultures.

From the explanation above, described that has been hypothesized every variable in organizational culture have a positive effect on job satisfaction. In the study proved that there is a significant correlation.

This is similar with the expert opinion, among others, Stephen P. Robbins, that there is a relationship between organizational culture to Job satisfaction “this overall perception becomes, in effect, the organization's culture or personality and effects employee performance and satisfaction, with stronger cultures having greater impact”. [Stephen P. Robbins and Timothy A. Judge, *Organization Behavior* (New Jersey: Prentice-Hall, Inc., 2013), h. 112-113]

Reinforced by Kreitner and Kinicki said organizational culture is a set of shared implicit assumptions, taken for granted belonging to the group and which determines how perceptions, thoughts, and reactions to its various environments. A strongly developed culture will make the organization grow even better. Furthermore, job satisfaction is the emotion of feelings, attitudes and problems of perception. Job satisfaction involves likes, dislikes, extrinsic and intrinsic. A person's job satisfaction can be seen from his emotional in working if someone can control his emotional in work, difficult job will be solved well. The more aspects that suit the individual wants that make emotions, feelings, attitudes, perceptions can be controlled properly, the higher the satisfaction of his work.

Thus, when organizational culture strengthens the job satisfaction is obtained conducive, based on the description

has been clear, organizational culture has a direct positive effect on job satisfaction.

5. Conclusion

Based on the calculation and testing of research hypotheses, it can be concluded that:

- 1) Organizational culture has a direct negative effect on turnover. That is, the strengthening of organizational culture leads to a decrease in turnover of teachers in SMP Karang Tengah sub-district.
- 2) Job satisfaction has a direct negative effect on OCB. That is, increasing the conductivity of job satisfaction resulted in decreased turnover of teachers of SMP Karang Tengah sub-district.
- 3) Organizational culture has a direct positive effect on job satisfaction. That is, the strengthening of organizational culture resulted in increased job satisfaction in teachers of SMP Karang Tengah sub-district.

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