The Correlation Between School Climate and Teacher Job Satisfaction at Inclusive School in Martapura

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ABSTRACT

This study aimed to explore the school climate at SMK Negeri 1 Martapura, assess the level of teacher job satisfaction, and examine the correlation between school climate and teacher job satisfaction. A survey method with a correlation approach was employed, using questionnaires distributed to 25 teachers at SMK Negeri 1 Martapura as respondents. To collect data on variables X (school climate) and Y (teacher job satisfaction), a Likert-scale questionnaire was used as the research instrument. The results of this study indicated that teachers perceive their school climate as an open type; however, the intimacy dimension remains relatively low. In addition, many teachers at SMK Negeri 1 Martapura reported a moderate level of job satisfaction. The product-moment correlation coefficient test yields a count of 0.612, which is greater than the table of 0.396 at a 5% significance level. This demonstrates a positive correlation between school climate and teacher job satisfaction.

Keywords:
Job Satisfaction;
School Climate

INTRODUCTION

School climate is inherently linked to the broader concept of organizational climate, which encompasses the roles of teachers, students, and the surrounding environment. Organizational climate refers to individuals' perceptions of various elements within the organizational setting (Owens & Valesky, 2014; Halpin, 1971). These perceptions are considered reliable indicators for assessing school climate. According to Sergiovanni (as cited in Kusmintardjo, 1998), school climate comprises two key dimensions: the organizational dimension and the individual dimension. From the organizational dimension, school climate refers to the distinctive characteristics of a school that set it apart from others and influence the behavior of all members within the institution, including teachers, students, parents, and educational staff (Sergiovanni in Kusmintardjo, 1998; Hoy in Pidarta, 1988). In contrast, the individual dimension pertains to how individuals within the school perceive their organizational environment. A favorable school climate fosters the development of social values such as tolerance, respect for diverse perspectives, collaboration, and collective problem-solving.

A positive and supportive work environment enables all members of the school community to experience a sense of comfort, calmness, familiarity, and mutual respect. These behavioral attributes are indicative of an "open climate" school (Hayes, as cited in Hoy & Miskel, 1987), which can be cultivated through effective, open, and transparent communication—primarily fostered by the principal and teaching staff. An open school climate has been shown to positively influence students' learning motivation (Karyati & Ariani, 2024). This finding reinforces the notion that school climate serves as the core or "soul" of the institution, significantly shaping the emotional well-being of both teachers and students (Ryan & Sutherland, as cited in Rahmawati, 2016). A school characterized by a favorable climate fosters a sense of

comfort and belonging, thereby encouraging all members of the school community to perform at their best (Jimmerson et al., 2009).

Teachers play a crucial role in achieving educational objectives; therefore, their job satisfaction warrants serious consideration. According to Robbins and Coulter (2012), job satisfaction reflects an individual's overall attitude and emotional response toward their work. Educators who experience high levels of job satisfaction are more likely to demonstrate strong loyalty and make substantial contributions to school development, often accompanied by increased motivation and a greater commitment to their professional responsibilities. On the other hand, job dissatisfaction can lead to adverse outcomes, including increased absenteeism, disengagement from organizational activities, and, in some cases, the decision to leave the organization. These behaviors ultimately diminish the overall productivity of the institution. In contrast, teachers who report relatively high levels of job satisfaction tend to strengthen their commitment to their professional roles and demonstrate greater organizational loyalty, thereby extending their tenure within the institution (Karyati et al., 2023).

Fostering teacher job satisfaction is essential for enhancing their enthusiasm, commitment, and passion for their profession. High levels of work enthusiasm contribute to the effective and efficient realization of a school's vision, mission, and objectives. According to Krismawati and Manuaba (2022), both the work environment and motivation significantly influence teacher job satisfaction. Improved working conditions and stronger motivational support are positively associated with higher levels of job satisfaction among teachers.

School climate is shaped by the dynamic interactions among students, teachers, and educational staff within the school environment (Hoy & Miskel, as cited in Hadiyanto, 2004). In the context of inclusive education—where students with special needs are given equal opportunities to learn alongside their peers without disabilities (Ilahi, 2013; Kustawan & Meimulyani, 2013)—collaboration and adaptability from all members of the school community are essential to fostering an environment that supports the inclusion and development of every learner. Cooperation and adaptability are essential due to the unique needs of students with special needs, which differ from those of their typically developing peers. These students often require increased attention and collaborative support from all stakeholders involved, including classroom teachers, special education assistants, and parents (Ariani et al., 2019).

The necessity of cooperation and adaptability arises from the distinct needs of students with special needs, whose conditions differ from those of typically developing students. As such, they require greater attention and collaborative support from all relevant stakeholders, including classroom teachers, special education support staff, and parents (Ariani et al., 2019). However, the extent to which the policy of inclusive education is genuinely supported by teachers remains a critical question. Therefore, this study aims to examine the prevailing school climate, assess the level of teacher job satisfaction, and determine whether a relationship exists between school climate and teacher job satisfaction.

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METHOD

This study aims to explore the relationship between school climate and teacher job satisfaction. A quantitative approach was employed, utilizing a survey method to gather data. Survey research involves collecting information from a sample through questionnaires or interviews, with the goal of describing various characteristics of the broader population (Hardani et al., 2020). This study employs a descriptive research design, which seeks to portray a phenomenon as it naturally occurs, without administering any experimental treatment to the subjects (Furchan, 1982). A correlational design was used to examine the potential relationship between variables (Fraenkel & Wallen, 1993). Through this approach, the correlation coefficient or the strength of the association between variables can be determined (Furqon, 1999).

The population in this study consisted of 25 teachers from SMKN 1 Martapura, specifically from the Automation and Office Management and Visual Communication Design departments. Given the relatively small population size, all members were included in the study, thus employing a total sampling technique (Sugiyono, 2003).

The development of the school climate instrument in this study was based on the theoretical framework of Halpin and Croft, later revised by Hoy et al. (1987) in collaboration with a research team from Rutgers University, United States. This revision resulted in the Organizational Climate Descriptive Questionnaire for Elementary Schools (OCDQ-RE). The OCDQ-RE measures school climate across six dimensions: supportive, directive, restrictive, collegial, intimate, and disengagement. These dimensions form a continuum of school climate types, ranging from open to closed, and classify school climates into four categories: open, engaged, disengaged, and closed. The pattern of these combinations is illustrated in the following table.

Table: 1 Prototype Profile of School Climate Types

Climate Dimension	*Climate Tipe*			
	Open	*Engaged*	*Disengaged*	*Closed*
Supportive	*High*	*Low*	*High*	*Low*
Directive	*Low*	*High*	*Low*	*High*
Restrictive	*Low*	*High*	*Low*	*High*
Collegial	*High*	*High*	*Low*	*Low*
Intimate	*High*	*High*	*Low*	*Low*
Disengaged	*Low*	*Low*	*High*	*High*

Source: Hoy and Miskel (1987)

In the development of the teacher job satisfaction instrument, this study adopted the indicators proposed by Afandi (2018), which include five key dimensions: (1) the nature of the work itself, (2) salary and wages, (3) opportunities for promotion, (4) quality of supervision, and (5) relationships with coworkers.

Data for this study were collected using a questionnaire designed in the form of a Likert scale. According to Sahir (2021), a questionnaire is a structured set of questions developed based on research variables, where respondents select answers from predefined options. Each response in the questionnaire was assigned a weighted score. For positively worded items, responses were scored as follows: "Always" = 5, "Often" = 4, "Sometimes" = 3, "Rarely" = 2, and "Never" = 1. Conversely, negatively worded items were scored in reverse order.

Following the scoring of each questionnaire item, the data were converted into percentages and interpreted based on predetermined criteria. Furthermore, the

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Pearson Product Moment correlation analysis was employed to examine the relationship between school climate and teacher job satisfaction (Sudijono, 2018).

RESULTS AND DISCUSSION

Results

1. Descriptive Analysis of School Climate

School climate refers to the perceptions held by individuals or groups regarding the characteristics of the school as an organization (Karyati & Ariani, 2024). A positive and supportive school climate, characterized by safety, comfort, and encouragement, tends to enhance teacher job satisfaction by fostering a sense of value and well-being within the work environment.

Based on the research results, it is known that teachers perceive the climate in their schools as shown in the following Table 2.

Table: 2 School Climate Distribution

School Climate Dimensions	Questionnaire Item Scores	Overall Average Questionnaire Item Scores
Supportive	422	
Directive	210	
Restrictive	250	
Collegial	369	278,17
Intimate	217	
Disengagement	201	
Total	**1669**	

The results indicate that teachers demonstrated high levels in the supportive and collegial dimensions of school climate. In contrast, the directive, restrictive, intimate, and disengagement dimensions were all rated as low. According to the prototype profile presented in Table 1, the overall school climate at SMKN 1 Martapura is classified as an "open" type. However, the relatively low score in the intimacy dimension suggests that close interpersonal relationships among colleagues remain limited.

Teachers exhibit mutual respect, openness to feedback, attentiveness to colleagues, and a willingness to offer genuine praise and constructive criticism. They also demonstrate enthusiasm and pride in both the school and their peers. However, interpersonal relationships among teachers appear to be limited to surface-level interactions. They do not have deep personal familiarity with one another, tend to engage only in peripheral socialization, and provide minimal emotional support.

2. Descriptive Analysis of Teacher Job Satisfaction

Job satisfaction is defined as an individual's feelings toward their work, which are influenced by internal factors as well as external factors such as salary and other benefits (Setiawan, Bafadal, & Zulkarnain, 2022).

The findings of the study indicate that a majority of teachers exhibit a moderate level of job satisfaction. Further details are presented in Table 3 below.

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Table: 3 Frequency Distribution of Job Satisfaction Questionnaire

Score Interval	Category	f	%
> 108	High	3	12
99–107	Moderate	21	84
< 98	Low	1	4
Total		25	100

As presented in Table 3, the majority of teachers (84%) reported a moderate level of job satisfaction. A smaller proportion of teachers (12%) indicated high job satisfaction, while only a minimal percentage (4%) experienced low job satisfaction. Therefore, it can be concluded that most teachers at SMK Negeri 1 Martapura exhibit a moderate level of job satisfaction.

3. Final Analysis Test (Hypnothesis Test)

To address the research question concerning the relationship between school climate and job satisfaction, the data were analyzed using the Pearson Product Moment Correlation coefficient. The analysis yielded a correlation coefficient (r) of 0.612, which exceeds the critical value (r-table) of 0.396 at a 5% significance level. This result indicates a statistically significant positive correlation between school climate and teacher job satisfaction among teachers at SMK Negeri 1 Martapura.

Discussion

School climate refers to the overall environment or internal atmosphere within a school organization as perceived by its members. For teachers to effectively perform their roles as educators, a supportive and harmonious school climate is essential (Sahnan & Ritonga, 2018). The prevailing climate at this school is classified as an "open" type; however, the intimacy dimension remains relatively low.

According to Hoy and Miskel (1987:229), an open school climate is characterized by cooperation and mutual respect between teachers and the principal. Such cooperation fosters an environment where the principal is receptive to teachers' input, offers genuine and consistent recognition, and respects their professional competencies. Teacher behavior within this climate tends to be supportive and transparent, with strong collegial relationships. In essence, there is openness and mutual respect between the principal and the teachers. However, this school exhibits a unique characteristic in that, despite being classified as an open climate, the level of closeness or intimacy among colleagues remains low. This suggests that while there is substantial professional support (supportive) and collegiality (collegial), the depth of personal relationships (intimate) has not yet developed, indicating that interactions may still be predominantly formal rather than personal (private).

Job satisfaction is a subjective experience, varying from person to person based on individual perceptions. Generally, it can be defined as the degree of pleasure or positive emotional response that an individual experiences as a result of evaluating their work performance.

School climate plays a crucial role in shaping teacher job satisfaction. Erlina's (2019) research indicates a strong association between organizational climate and employee job satisfaction, particularly within educational settings. A positive school climate is generally linked to higher levels of teacher job satisfaction. Therefore, fostering a supportive and conducive school environment—where teachers feel

valued, acknowledged, and comfortable—is essential for enhancing their job satisfaction.

CONCLUSION

The findings of this study reveal that the school climate at SMK Negeri 1 Martapura falls within the "open" climate category. Teachers, school leaders, and students demonstrate collaboration and mutual respect, characterized by a willingness to listen, accept constructive feedback, show attentiveness, express appreciation, and take pride in the school community. Nevertheless, interpersonal relationships remain primarily formal; most individuals do not know each other on a personal level. Social interactions tend to be superficial and lack emotional depth, suggesting that collegial bonds are largely confined to professional contexts.

A significant proportion of teachers (84%) reported a moderate level of job satisfaction. This suggests a reasonable alignment between teachers' expectations and the incentives offered by the school. These incentives may include favorable working conditions, meaningful job roles, recognition of achievements, adequate compensation, job security, quality supervision, positive interpersonal relationships, opportunities for promotion, and avenues for professional development.

School climate is closely associated with teacher job satisfaction. Improvements in the school climate are likely to enhance levels of job satisfaction. The finding that many teachers report a "moderate" level of job satisfaction highlights the importance of fostering a positive and supportive school environment. Such a climate should promote a sense of appreciation, recognition, and comfort, while also encouraging the development of meaningful interpersonal relationships that cultivate intimacy and collegial familiarity among staff members.

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