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Analisis Faktor-Faktor yang Mempengaruhi Kepuasan Kerja Guru: Studi Kasus Kualitatif di SMP IT Al Munawwarah, Bekasi

Factors Influencing Teacher Job Satisfaction: A Qualitative Case Study at SMP IT Al Munawwarah, Bekasi

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Kata Kunci: Kepuasan Kerja; Guru; Sekolah Islam Terpadu; Dukungan Manajerial; Nilai-Nilai Agama.

Abstrak

Penelitian ini menganalisis faktor-faktor yang membentuk kepuasan kerja guru di SMP IT Al Munawwarah, Tambun Utara, Bekasi, dengan perhatian khusus pada pengintegrasian nilai-nilai Islam sebagai karakteristik sekolah Islam terpadu. Penelitian menggunakan studi kasus kualitatif deskriptif. Dokumentasi penelitian yang tersedia mencatat pemilihan guru secara purposif dari berbagai mata pelajaran dan pengalaman mengajar serta rentang 10–15 guru; jumlah akhir partisipan yang terverifikasi tidak tercatat dalam arsip penelitian. Data penelitian dihimpun melalui wawancara mendalam, observasi partisipatif, dan dokumentasi, kemudian dianalisis secara tematik melalui familiarisasi, pengodean, pengembangan tema, peninjauan, dan interpretasi. Keabsahan diperiksa melalui triangulasi sumber dan teknik. Lima tema utama muncul: lingkungan kerja, hubungan interpersonal, kompensasi dan penghargaan, dukungan manajerial, serta pengintegrasian nilai-nilai agama. Temuan menunjukkan bahwa kepuasan kerja tidak hanya berkaitan dengan kondisi material dan relasional, tetapi juga dengan rasa makna dan kesesuaian nilai yang muncul dari budaya sekolah Islam. Karena arsip transkrip verbatim tidak tersedia dalam dokumentasi penelitian yang dapat dianalisis, temuan dilaporkan secara konservatif pada tingkat tema dan tidak merekonstruksi kutipan yang tidak terdokumentasi.

Keywords: *Job Satisfaction; Teachers; Integrated Islamic School;*

Abstract

This study analyzes the factors shaping teacher job satisfaction at SMP IT Al Munawwarah, Tambun Utara, Bekasi, with particular attention to the integration of Islamic values as a distinctive feature of an integrated Islamic school. The study employed a descriptive qualitative case-study design. The

Managerial Support; Religious Values.

available research documentation records purposive selection of teachers from different subject areas and levels of teaching experience and a participant range of 10–15 teachers; a verified final participant count was not preserved in the research archive. Data were collected through in-depth interviews, participant observation, and document review, and were analyzed thematically through familiarization, coding, theme development, review, and interpretation. Source and method triangulation were used to strengthen credibility. Five themes emerged: work environment, interpersonal relationships, compensation and recognition, managerial support, and the integration of religious values. The findings indicate that job satisfaction was associated not only with material and relational conditions but also with the sense of meaning and value congruence created by the school's Islamic culture. Because verbatim interview transcripts were not available in the research documentation that could be analyzed, findings are reported conservatively at the thematic level and no undocumented quotations are reconstructed.

INTRODUCTION

Teacher job satisfaction is closely linked to the quality and continuity of educational work because it shapes motivation, commitment, willingness to innovate, and the stability of teacher-school relationships. In an integrated Islamic school, the issue has an additional dimension: teachers work not only within formal organizational structures but also within a value-laden institutional culture that connects teaching with religious meaning, moral responsibility, and collective educational mission.

The case is situated at SMP IT Al Munawwarah, Tambun Utara, Bekasi, and examines work environment, interpersonal relationships, compensation and recognition, managerial support, and religious values as the central factors. Earlier studies cited in the manuscript generally emphasized compensation, training, work environment, and interpersonal relations, while research focused specifically on the integrated Islamic school context remained more limited.[1]

Four theoretical lenses are useful for interpreting these factors. Herzberg distinguishes motivators from hygiene

[1]Harahap, S., & Ningsih, A. (2019). "Pengaruh kompensasi dan pelatihan terhadap kepuasan kerja guru di sekolah swasta," Jurnal Pendidikan, 10(2), 123–136; Putra, A. R., & Aminah, R. (2021). "Faktor-faktor yang mempengaruhi kepuasan kerja guru di sekolah menengah," Jurnal Ilmiah Pendidikan, 14(1), 45–59; Wulandari, D. (2021). "Pengaruh hubungan interpersonal terhadap kepuasan kerja guru di sekolah menengah," Jurnal Pendidikan Indonesia, 19(4), 1012–1025.

conditions; Adams emphasizes perceived fairness in social exchange; Vroom links motivation to expected relationships between effort, performance, and reward; and self-determination theory highlights the importance of internalized purpose and meaningful motivation. These perspectives help explain why salary and facilities may prevent dissatisfaction, while recognition, participation, meaningful work, and value congruence can deepen positive attachment to the profession.[2]

The research gap is therefore not simply whether teachers are satisfied, but how organizational conditions and Islamic value integration operate together in a specific integrated Islamic school. The distinctive contribution of this case lies in treating religious-value integration not as a decorative school identity but as a potential source of professional meaning that interacts with work climate, recognition, collegial relationships, and managerial participation. This context-sensitive emphasis differentiates the study from approaches that explain teacher satisfaction primarily through compensation or general organizational variables.

Accordingly, this study addresses three research questions: (1) What factors are reported to shape teacher job satisfaction at SMP IT Al Munawwarah? (2) How do work environment, interpersonal relationships, compensation and recognition, and managerial support interact in teachers' experience of satisfaction? and (3) What distinctive contribution is associated with the integration of Islamic values in this school context?

RESEARCH METHODS

This study used a descriptive qualitative case-study approach at SMP IT Al Munawwarah, Tambun Utara, Bekasi. A case-study orientation was appropriate because the research sought to understand teachers' experiences within a bounded institutional setting rather than to estimate population-level effects. The school was selected because it combines ordinary secondary-school management with an explicitly Islamic organizational culture, making it relevant for examining both general and context-specific dimensions of teacher job satisfaction.[3]

Participants were selected purposively from teachers representing different subject areas and levels of teaching experience. The available

[2]Frederick Herzberg, The Motivation to Work (John Wiley & Sons, 1959); J. S. Adams, "Inequity in Social Exchange," Advances in Experimental Social Psychology 2 (1965): 267–299; Victor H. Vroom, Work and Motivation (Wiley, 1964); Edward L. Deci and Richard M. Ryan, Intrinsic Motivation and Self-Determination in Human Behavior (Springer, 1985).

[3]John W. Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 5th ed. (SAGE Publications, 2018); John W. Creswell and Cheryl N. Poth, Qualitative Inquiry and Research Design: Choosing Among Five Approaches, 4th ed. (SAGE Publications, 2018).

methodological archive records a participant range of 10–15 teachers, but it does not contain a final verified participant roster. Accordingly, the analysis does not report a fabricated exact number; the missing roster is treated as a documentation limitation.

Data were collected through in-depth semi-structured interviews, participant observation, and document review. The interview guide focused on teachers' perceptions of the physical and social work environment, collegial relationships, compensation and recognition, managerial support, participation in decision-making, and the role of religious values in professional experience. Observation focused on everyday interaction among teachers, teacher-management communication, classroom and staff-room conditions, use of learning facilities, and visible religious routines. Relevant school documents were used to provide contextual support for interpreting organizational practices.

The data were analyzed thematically. The process involved familiarization with the available interview and field summaries, initial coding, grouping related codes, developing candidate themes, reviewing theme boundaries, defining the themes, and interpreting their relationships to the research questions. The final thematic structure retained five recurring domains already evident in the study records: work environment, interpersonal relationships, compensation and recognition, managerial support, and integration of religious values.[4]

Credibility was strengthened through source and method triangulation by comparing patterns across teacher accounts, observational records, and available documents. However, the available research archive did not contain a final participant roster or verbatim transcript excerpts. For research-integrity reasons, the study does not reconstruct quotations or attribute invented statements to participants. The findings below are therefore presented as documented thematic summaries rather than transcript-level claims.[5]

RESULTS AND DISCUSSION

A. Overview of the Thematic Findings

The case analysis identified five interrelated dimensions of teacher job satisfaction. Teachers were generally described as comfortable with the school environment and collegial relations, while concerns remained regarding multimedia facilities, formal recognition, performance-based incentives, and participation in some managerial decisions. A fifth dimension distinguished this Islamic-school context: teachers associated the integration of religious values with a stronger sense of purpose and professional meaning. Because the

[4]Virginia Braun and Victoria Clarke, Thematic Analysis: A Practical Guide (SAGE Publications, 2021).

[5]Uwe Flick, An Introduction to Qualitative Research, 6th ed. (SAGE Publications, 2018).

available research record contains thematic summaries rather than verbatim excerpts, qualitative frequency terms such as "most teachers" and "some teachers" are retained as reported and are not converted into numerical percentages.

B. Work Environment: Comfort, Facilities, and Daily Teaching Conditions

The work environment emerged as a basic condition of satisfaction. The case findings describe classrooms and the teachers' room as generally adequate and supportive, but also note that multimedia facilities in several learning spaces required improvement. This pattern is consistent with Herzberg's treatment of physical working conditions as hygiene factors: their adequacy does not automatically produce deep motivation, but deficiencies can generate dissatisfaction and interfere with effective work.[6]

The finding also suggests that "work environment" should not be reduced to buildings or equipment. In this case it includes the practical ability to teach effectively, access instructional resources, and experience an orderly daily routine. The management implication is therefore to audit learning facilities according to their actual pedagogical use rather than merely their availability. Improvement of multimedia equipment is particularly relevant because it affects lesson preparation, classroom variation, and teachers' perception that institutional support matches contemporary teaching demands.

C. Interpersonal Relationships and Perceived Fairness

Teachers were generally described as having harmonious and mutually supportive relationships with colleagues and students. This relational climate appears to function as a protective factor for job satisfaction because collegial cooperation reduces isolation and supports problem-solving in day-to-day teaching. At the same time, the source findings indicate that some teachers felt insufficiently involved when management made decisions directly affecting instruction or student evaluation.

This tension is analytically important. Adams' equity perspective suggests that satisfaction is influenced not only by outcomes but also by perceived fairness in exchanges and organizational treatment. Research cited in the manuscript likewise links positive interpersonal relations with teacher satisfaction. In the present case, good personal relationships coexisted with concerns about voice in formal decision-making. This means that collegial harmony should not be assumed to substitute for procedural participation; teachers can feel socially supported while still perceiving limited

[6]Frederick Herzberg, The Motivation to Work (John Wiley & Sons, 1959); H. Widodo, "Pengaruh lingkungan kerja terhadap kepuasan kerja guru di sekolah swasta," Jurnal Pendidikan Indonesia 13, no. 2 (2020): 70–82.

influence over decisions that affect their professional work.[7]

D. Compensation, Recognition, and the Expectation of Reward

The case findings report that most teachers regarded their salaries as generally consistent with established standards, yet some expected clearer performance-based incentives and more structured recognition of teacher achievement. Formal appreciation appeared to focus more strongly on student achievement than on teachers' pedagogical effort, innovation, or institutional contribution.

This pattern can be interpreted through Herzberg and Vroom. Compensation may reduce dissatisfaction when it is perceived as adequate, but recognition and a credible link between effort, performance, and reward can strengthen motivation. The issue is therefore not simply increasing financial payment. A transparent recognition system could include non-financial acknowledgment, professional-development opportunities, leadership responsibilities, and clear criteria for performance-based incentives. Such mechanisms communicate that teachers' efforts are visible and institutionally valued.[8]

E. Managerial Support and Teacher Participation

Managerial support was described positively in routine administration and general school operations, but the case findings repeatedly indicate the absence of a sufficiently formal channel for teacher participation in decisions concerning teaching policy and student evaluation. This distinction matters because operational support and participatory governance are different dimensions of leadership.

Transformational leadership theory emphasizes intellectual and emotional support, while studies cited in the literature suggest that participation in educational planning can strengthen ownership and responsibility. In the case of SMP IT Al Munawwarah, the most practical improvement is not a wholesale change in management but the creation of predictable mechanisms for teacher voice: scheduled consultation forums, agenda-based staff discussions, documented feedback, and transparent follow-up on proposals. These practices can strengthen procedural fairness and institutional trust.[9]

F. Religious-Value Integration as a Context-Specific Source of Meaning

[7]J. S. Adams, "Inequity in Social Exchange," Advances in Experimental Social Psychology 2 (1965): 267–299; Y. Setiawan, "Pengaruh hubungan interpersonal terhadap kepuasan kerja guru di sekolah menengah," Jurnal Ilmu Pendidikan 22, no. 1 (2021): 98–112.

[8]Frederick Herzberg, The Motivation to Work (John Wiley & Sons, 1959); Victor H. Vroom, Work and Motivation (Wiley, 1964); Harahap, S., & Ningsih, A. (2019). "Pengaruh kompensasi dan pelatihan terhadap kepuasan kerja guru di sekolah swasta," Jurnal Pendidikan, 10(2), 123–136.

[9]Bernard M. Bass, Leadership and Performance Beyond Expectations (Free Press, 1985); S. Suryani, "Pengaruh keterlibatan guru dalam pengambilan keputusan terhadap kepuasan kerja di sekolah," Jurnal Manajemen Pendidikan 16, no. 4 (2020): 215–229.

The most distinctive finding concerns the role of Islamic values. Teachers were described as experiencing additional motivation and satisfaction because teaching in an Islamic school connected professional work with spiritual purpose, moral responsibility, and an orientation extending beyond material outcomes. The case summaries characterize this meaning as education for both worldly benefit and the hereafter.

This finding adds a contextual layer to general job-satisfaction models. Religious values should not be treated as a substitute for fair compensation, adequate facilities, supportive leadership, or respectful relationships. Rather, they appear to operate as a source of meaning and value congruence that can strengthen internalized motivation when basic organizational conditions are also reasonably supported. Self-determination theory helps explain why work that is experienced as personally meaningful can sustain motivation, while prior faith-based education research cited in the study similarly associates religious-value integration with professional commitment.[10]

The novelty of this case therefore lies in the interaction between organizational satisfaction and religious meaning. In many generic job-satisfaction models, spirituality is absent or treated as an individual background variable. At SMP IT Al Munawwarah, Islamic values are embedded in the institutional identity of the school and shape how teachers interpret the purpose of their work. This suggests a context-specific proposition: in an integrated Islamic school, job satisfaction may be strengthened when organizational practices are perceived as consistent with the school's religious mission, but spiritual meaning cannot compensate indefinitely for weak participation, inadequate resources, or insufficient recognition.

G. Integrated Interpretation

Taken together, the five themes indicate that teacher job satisfaction is multidimensional. Physical conditions and compensation form an important baseline; collegial relations create social support; managerial participation shapes perceptions of fairness and ownership; recognition connects effort to institutional appreciation; and religious values provide a distinctive layer of meaning. These dimensions are better understood as interacting conditions than as isolated factors. For example, a strong Islamic mission may deepen commitment, but its motivational effect is likely to be weakened if teachers consistently experience procedural unfairness or inadequate support.

[10]Edward L. Deci and Richard M. Ryan, Intrinsic Motivation and Self-Determination in Human Behavior (Springer, 1985); S. Rahmawati, "Pengaruh nilai-nilai agama terhadap kepuasan kerja guru di sekolah berbasis agama," Jurnal Pendidikan Agama 8, no. 3 (2021): 201–215.

The case also cautions against causal language. The qualitative evidence supports an interpretation of how teachers described and experienced these dimensions, not a statistical estimate of effect size. The themes therefore identify mechanisms and management priorities that are plausible within this school context and can guide further research, rather than proving that any single factor independently causes job satisfaction.

CONCLUSION

This qualitative case study concludes that teacher job satisfaction at SMP IT Al Munawwarah is shaped by an interaction of material, relational, organizational, and spiritual conditions. The work environment was generally supportive but still required improvement in selected learning facilities. Interpersonal relationships were largely harmonious, while limited participation in some managerial decisions remained a source of concern. Compensation was generally perceived as adequate, yet teachers expected clearer recognition and performance-related incentives. Managerial support functioned more positively in routine operations than in structured teacher participation.

The integration of Islamic values represents the most context-specific contribution of the case. It gave teachers a sense that their work carried moral and spiritual meaning, thereby complementing - rather than replacing - organizational conditions such as fairness, recognition, facilities, and participation. The study therefore suggests that an integrated Islamic school can strengthen teacher satisfaction when its religious mission is experienced consistently in both educational purpose and everyday management practice.

PRACTICAL RECOMMENDATIONS

For school management, four priorities follow from the findings. First, establish a regular teacher-consultation forum for instructional and evaluation policies. Second, develop a transparent recognition system that combines financial and non-financial appreciation for teacher contribution. Third, conduct a needs-based audit of multimedia and classroom facilities. Fourth, maintain the school's Islamic values as a lived professional culture through fair leadership, collegial support, reflective religious activities, and a clear connection between institutional mission and teacher development.

LIMITATIONS AND FUTURE RESEARCH

This study is limited by its single-school case design and by incomplete preservation of the underlying qualitative audit trail. The available research archive records a purposive range of 10–15 teacher participants but not a final verified count, and verbatim interview transcripts were not available for re-analysis. Consequently, this article reports theme-level findings conservatively and does not reproduce reconstructed quotations. Future studies

should preserve the final participant roster, coded transcripts, observation logs, and representative verbatim excerpts; conduct member checking where appropriate; and compare multiple integrated Islamic schools to examine whether the role of religious-value integration is transferable across institutional contexts.

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