



The Effect of Reward Punishment System and Work Culture on Teacher Job Satisfaction

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ABSTRACT

Teacher job satisfaction is one of the incentives for teachers to do their job well to achieve school goals. Of course, in order to educate high-quality students and achieve the goal of running a school, schools must pay attention to the level of teachers' job satisfaction. The purpose of this study was to describe the impact of reward system and work culture on job satisfaction among teachers in SMP Negeri 1 Aceh Tengah. This study used quantitative methods and research design (survey). The population used in this study was teachers from SMP Negeri 1 Aceh Tengah. The techniques used in this study were questionnaires, observations and recordings. The data analysis technique used in this study was multiple regression analysis. The result is shown below: 1). The reward and punishment system has an impact on teachers' job satisfaction, the t value is 3.576, and the t table of 1.683 indicates that $3.576 > 1.683$, then reject H_0 and accept H_1 . 2). Work culture has an impact on teacher job satisfaction, t-count is 3.443, t-table is 1.683, indicating that the value is $3.443 > 1.683$, then reject H_0 and accept H_1 . 3). The reward system and work culture have an impact on teacher job satisfaction, the calculated f value is 16,733, and the f table value is 3.23, indicating that the value $16,733 > 1,683$, then H_0 rejects and H_1 accepts becomes . Therefore, the reward system and work culture had a significant impact on the job satisfaction of SMP Negeri 1 Aceh Tengah teachers.

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INTRODUCTION

In creating the success of a school, it is very necessary to pay attention to the level of teacher job satisfaction (Daniel, 2016; Jhupa Kumari Budhathoki, 2021). Teacher job satisfaction is an individual matter, because each person must have different satisfaction and can be obtained in accordance with general values in one way, namely the existence of a work culture and aspects of the job, the higher the teacher's job satisfaction is felt (Khan et al., 2020; Peters, 2022).

To produce quality students and achieve school goals, schools must pay attention to the level of teacher job satisfaction (Zulfikar, 2021). High teacher job satisfaction is one of the factors that encourage teachers to carry out their duties very well so that school goals are achieved (Prasetyo & Sukatin, 2020; Samancioglu et al., 2020). Thus teacher job satisfaction needs to get the main attention in determining policies. Job satisfaction shows a person's general attitude towards work. Shows the difference between the amount of reward workers receive and the amount they think they should receive. This work shows that job satisfaction comes when teachers receive their rights according to what is expected. (Perdiaz et al 2020).

Job satisfaction is a phenomenon that must be observed by a school, increasing job satisfaction can be used as a way to improve work compliance, and work ethic. Many people see that with job satisfaction, Teachers are trained in tasks and have solutions to complete tasks within the specified time. In addition, teachers are more motivated to learn to complete obligations and have strong compliance with leaders in their schools (Alex Acquah et al., 2021; Glewwe et al., 2020).

Teacher job satisfaction is strongly influenced by some aspects including the reward punishment system and work culture. If these factors have been achieved, there is good teacher job satisfaction. Reward punishment is used by the government in mobilizing teachers to work together at school (Ritonga & Prasetyo, 2019; Sprague, 2002). This system has long been recognized in the world of work. Reward is one way to improve and motivate teachers to take responsibility for their duties (Ostime, 2019). Meanwhile, punishment is given to employees who make mistakes.

Effective ways of providing rewards and punishments for teachers are such as giving sincere praise, celebrating success with office mates, annual awards, cutting income or irregular assistance, providing special counseling, and others. To achieve good teacher job satisfaction, of course, schools must have a good work culture in the school environment (Hakim & Muhdi, 2020; Irawan, 2012; Orphanos & Orr, 2014).

Work culture includes social values or general patterns of behavior in schools that relate to the minds and hearts of teachers in completing work. This is done in order to carry out work in accordance with duties, be honest at work, work commitment, be able to cooperate with coworkers and be responsible for work (Iqbal et al., 2013; Luxmi & Yadav, 2011; Steers, 1977).

The relationship between the influence of the reward punishment system and work culture on teacher job satisfaction is that in general both can increase teacher work motivation, Reward can provide satisfaction for the needs that teachers want to fulfill, and punishment can provide punishment for mistakes made (Nyoman Dini Andiani 2019). However, the work culture still seems to have problems such as the ability to create lessons consisting of material and scientific designs that must be taught is not good, and the ability to manage using learning resources is not good. Job satisfaction here must also better reflect the nature and behavior in carrying out their work (Brazer et al., 2014; Mahipalan et al., 2019).

Based on the observations of researchers, the reward punishment system and work culture on teacher job satisfaction at SMPN 1 Aceh Tengah, many experienced damage to the condition of the school organization, these factors are the occurrence of lazy work, many teacher complaints, and poor work performance. SMP N 1 Aceh Tengah teacher job satisfaction is lacking, because the school creates a rigid atmosphere, boredom, low team spirit due to lack of support or motivation, and teacher job satisfaction is also lacking because teachers are given salaries that are not in accordance with their work, therefore to overcome these problems the teacher is also This factor is closely related to the achievement of goals and the smooth running of learning activities so that it must be the concern of the parties involved.

Based on the facts and background mentioned above, the authors are interested in examining the research entitled "The Effect of Reward Punishment System and Work Culture on Teacher Job Satisfaction of SMPN 1 Aceh Tengah".

THEORETICAL FOUNDATION

Concept of Teacher Job Satisfaction

Job satisfaction is the emotional act of inspiring and liking a job. This behavior is seen in the type of activities, the sequence and results of activities, and job satisfaction at work, outside of work, both mixed inside and outside of work. This teacher job satisfaction comes when individual needs are met and is related to likes and dislikes (Erkutlu, 2008; Kondalkar, 2007; Marijanović, 2021). Job satisfaction is the reward given by the teacher and the teacher's feeling whether the job is pleasant or not based on the school teacher's dream, and job satisfaction is a reflection of a person's actions, feelings and preferences for his job (Febrianti & Ririn Handayani, 2022; Rosmaini & Tanjung, 2019; Virgana & Kasyadi, 2020). Job satisfaction is reflected in the teacher's positive attitude towards his job and everything he encounters in his work environment. Employees who fail to achieve job satisfaction are often psychologically dissatisfied and end up with negative attitudes and behaviors. (Alfandi et al 2021) (Indrawijaya, 2010; Siagian, 2007).

Job satisfaction stems from a teacher's feelings and opinions about his or her job. Teachers who are satisfied with their jobs show pride in their work, enjoy what

they do, are passionate about their work and show full accountability when performing their duties. Since satisfaction is an individual expression of approval gained from seeing or hearing something each teacher will have a different level of satisfaction. (Irwani T 2017) (Mangkunegara, 2017; Salabi et al., 2022; Wirawan, 2018).

From some of the theoretical opinions above, it can be concluded that job satisfaction is assessed subjectively by considering aspects of the job such as relationships with coworkers, salary and promotion opportunities. When teachers are satisfied with their jobs, they experience pleasure or satisfaction because of their work. Alternatively, dissatisfaction can lead to fatigue in the quality of supervisors and relationships with coworkers.

Concept of Reward Punishment System

Reward is something we give to someone for doing something pleasant in the form of an award, and punishment is Employees who do not complete work as ordered will be sanctioned. In addition, workers get rewards for completing work. (Shadily et al 2021) (French, 2011; Lee & Lawrence, 2013; Sagala & Sos, 2016).

reward is a form of appreciation in maintaining professional employees based on the position held through continuous training, such as planning, organizing, using and maintaining employees so that they can carry out their duties in an efficient and efficient manner in carrying out their duties based on their position. And punishment is as a threat of punishment imposed on someone (employee) who violates the rules to cause a sense of deterrence and disobedience to these actions (Shiahahan et al 2021). Reward is a means used to continue the ingenuity and goodness that exists in students, giving rewards is one way to increase students' enthusiasm and motivation in learning. And punishment is a result that undermines the possibility of forming an attitude (Bafador et al 2021).

From the opinion of the theory above, it can be said that reward punishment is all that is in the form of appreciation or punishment that is pleasant or offensive which is handed over to students because of good results in their upbringing with the aim of continuing to carry out a good and commendable profession.

Concept of Work Culture

Work culture exists because of the emergence of habits, customs, and the usual way of carrying out a body, which, among other things, is due to the causes of things that have been tried first, as well as the level of stability that the organization has achieved (Yoyo Sudaryo et al 2022). work culture is an understanding of work, norms / rules, mindsets and behavior of each individual or group in carrying out activities. (Enjang 2022).

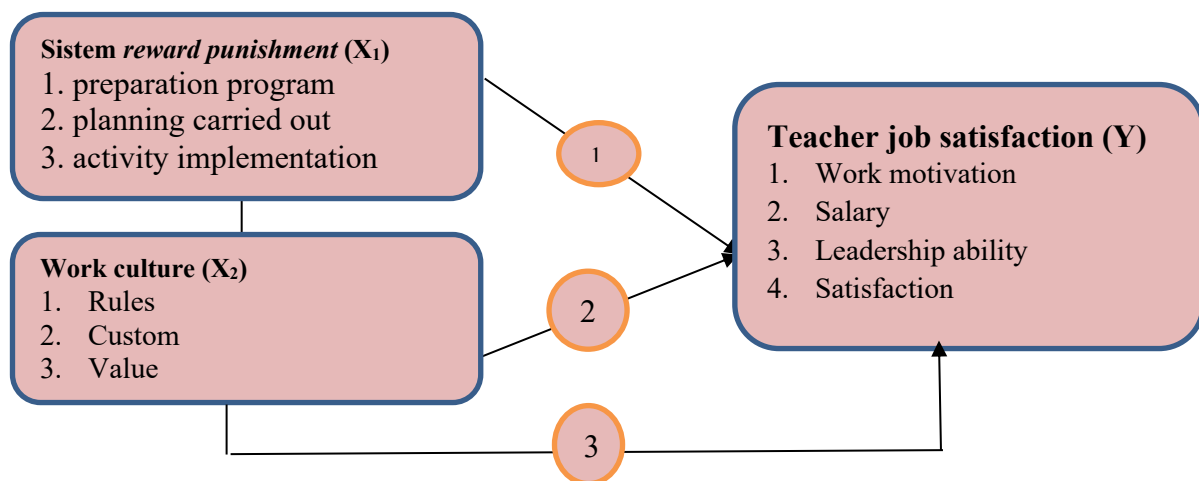
Work culture is closely related to organizational culture, because work culture is part of organizational culture. Organizational culture is the way values are shared

within an organization that serves as a foundation for achieving goals. It develops from the collection of norms, values, beliefs, expectations, assumptions, and philosophies of the people in it, and thus it is possible when it is clearly visible in the behavior of individuals and groups at a later date. (Fanlia Adiprimadana Sanjaya 2021).

work culture is a routine that is tried repeatedly by employees in an agency, violation of this routine does not have a clear sanction, but from the organizational actors in a moral way it has passed that the routine is a routine that must be adhered to in the context of applying the profession to achieve goals, as well as work culture is a system of shared understanding among organizational members that distinguishes the organization from others (Nawawi 2022).

From several theoretical opinions as mentioned earlier, it can be concluded that work culture is a perspective that develops employee beliefs based on values to achieve good work performance.

RESEARCH FRAMEWORK



Keterangan :

X₁ : Sistem reward punishment

X₂ : Work culture

Y : Teacher job satisfaction

Based on the picture of the framework above, it can be concluded that the reward punishment system and work culture affect teacher job satisfaction. reward punishment system and work culture affect teacher job satisfaction.

RESEARCH METHODOLOGY

This research uses quantitative methods. The approaches used include descriptive surveys. Quantitative research is a research method based on the philosophy of positivism which is used to determine and examine what a researcher must study, namely by making a questionnaire, distributing questionnaires, determining the number of statements, and collecting results from respondents. Quantitative research requires a certain population or sample, where data collection techniques are carried out using questionnaires, observation and documentation. Data collection is carried out using research instruments. Data analysis is quantitative or statistical with the aim of testing the hypothesis that has been formulated (Notoatmojo 2018).

There are several data analysis techniques used in this study, including multiple regression analysis used to measure whether there is an influence of more than one variable with the dependent variable. For the unit of analysis, namely education management at SMPN 1 Aceh Tengah with a sampling technique of 42 samples. The subject of this research consists of teachers in the school, the model to be studied comes from theories and concepts that can explain the basic scientific assumptions between variables. As for what is to be studied, namely in accordance with the formulation of the problem, among others: reward punishment, work culture, and teacher job satisfaction (Hermawan, 2019; Siregar, 2015).

Population is an abstraction area consisting of objects, variables, concepts, phenomena or subjects that have specific characteristics and characters determined by researchers, which are to be monitored, after which conclusions are drawn, which are to be used as the basis of information in research (Sugiyono, 2013). The sample is part of the size and character possessed by a population (population). In other words, population and sample are two things that are interrelated and cannot be separated. To determine the sample size of a population, the researcher uses the respondent's opinion (Emzir, 2013; Manzilati, 2017).

No	Variabel	Indikator
1	Teacher job satisfaction (Y)	<ol style="list-style-type: none"> 1. Work motivation 2. Salary 3. Leadership ability 4. Satisfaction
2	Sistem Reward Punishment (X ₁)	<ol style="list-style-type: none"> 1. Preparation program 2. Planning carried out 3. Activity implementation
3	Work culture (X ₂)	<ol style="list-style-type: none"> 1. Rules 2. Custom 3. Value

The instrument above is the measurement of variable data on the reward punishment system, work culture and teacher job satisfaction. This researcher measures for instruments that will be used for valid quantitative data results. To get a research instrument that is suitable for distribution to respondents, several stages are needed in preparing the instrument, namely developing an instrument grid, validity test and reliability test. The data collection technique in this study is by distributing questionnaires.

TESTING THE ANALYSIS REQUIREMENTS

The analysis requirement test is carried out to determine whether the data collected meets the requirements to be described by the planned technique. These tests include: Normality, Homogeneity, and Linearity Test. Analysis techniques are used to test the hypothesis of the Reward Punishment System and Work Culture on Teacher Job Satisfaction both individually and in groups with Multiple Regression analysis techniques. To be able to use the Multiple Regression, the three requirements of the analysis above must be fulfilled.

Normality

Normality test is part of traditional acceptance testing. It aims to determine whether the residual values of both the related and independent variables are normally distributed. A good regression model is a model whose residuals are normally distributed. The basis for decision making is if the significant value > 0.05 then the residual value is normally distributed, if the significant value < 0.05 then the residual value is not normally distributed.

Keterangan	Hasil	Keputusan
Y	0.066 > 0.05	Normal
X1	0.409 > 0.05	Normal
X2	0.521 > 0.05	Normal

Based on the normality test results in the table above using the Kolmogorov - Smirnov Test formula with the help of the SPSS21 application, it shows that the value of the teacher job satisfaction variable (Y) sig value. 0.066 > 0.05, thus it can be concluded that teacher job satisfaction is normally distributed. Reward punishment system variable (X1) sig value. 0.409 > 0.05 thus it can be concluded that the reward punishment system is normally distributed. Work culture variable (X2) sig value. 0.521 > 0.05, thus it can be concluded that the work culture is normally distributed.

Homogeneity

Homogeneity Test Used to determine whether the variances of multiple populations are equal. This test was run as a prerequisite for the Independent Sample t Test analysis by nova Funds. The two-variance similarity test is used to test whether the distribution of data is uniform by comparing two variables. If two or more data sets have the same variance, then the data is considered uniform and there is no need to perform the homogeneity test again. If the distribution of the groups is not uniform, you can perform a homogeneity test. The basis for decision making is if the significant value > 0.05 then the residual value is Homogeneously distributed, if the significant value < 0.05 then the residual value is not Homogeneously distributed.

Keterangan	Hasil	Keputusan
X1-Y	$0.001 < 0.05$	Not homogeneous
X2-Y	$0.054 > 0.05$	Homogeneous
X1-X2	$0.260 > 0.05$	Homogeneous

Based on the Homogeneity test results in the table above, it shows that the value of the reward punishment system (X1) on teacher job satisfaction (Y) sig value. $0.001 < 0.05$, thus it can be concluded that the reward punishment system on teacher job satisfaction is not homogeneously distributed. Work culture (X2) on teacher job satisfaction (Y) sig value. $0.054 > 0.05$, thus it can be concluded that work culture on teacher job satisfaction is homogeneously distributed. Reward punishment system (X1) on work culture (X2) sig value. $0.260 > 0.05$, thus it can be concluded that the reward punishment system on work culture is Homogeneously distributed.

Linearity

Linearity test is one of the requirements carried out in linear analysis or regression. The linearity test aims to determine whether there is a relationship between the independent and dependent variables. The purpose of the linearity test here is that the researcher tests whether the data being analyzed is linear or not and determines the significant value. The conditions used by researchers in this linearity test are by looking at the significant value if the significant value > 0.05 then it is said to be linear, and if the significant value < 0.05 then it is said to be non-linear.

Keterangan	Hasil	Keputusan
X1-Y	$0.803 > 0.05$	Linear
X2-Y	$0.390 > 0.05$	Linear
X1-X2	$0.006 < 0.05$	Non Linear

Based on the table above, we can see that the significant value of the reward punishment system (X1) on teacher job satisfaction (Y) amounts to $0.803 > 0.05$, so we can conclude that there is a significant linear relationship between the reward punishment system and teacher job satisfaction. variable Work culture (X2) on teacher job satisfaction (Y) sig value. $0.390 > 0.05$, then we can conclude that there is a significant linear relationship between work culture and teacher job satisfaction. Variable reward punishment system (X1) on work culture (X2) sig value. $0.006 > 0.05$, then we can conclude that there is no linear relationship between the reward punishment system and work culture.

HYPOTHESIS TEST

Hypothesis testing in this study used a computer with the help of the SPSS21 program, among which the results can be seen below.

1	X1-Y	0.241	3.576	1.683	Influenced
2	X2-Y	0.229	3.443	1.683	Influenced
3	X1,X2-Y	0.462	16.733	3.23	Influenced

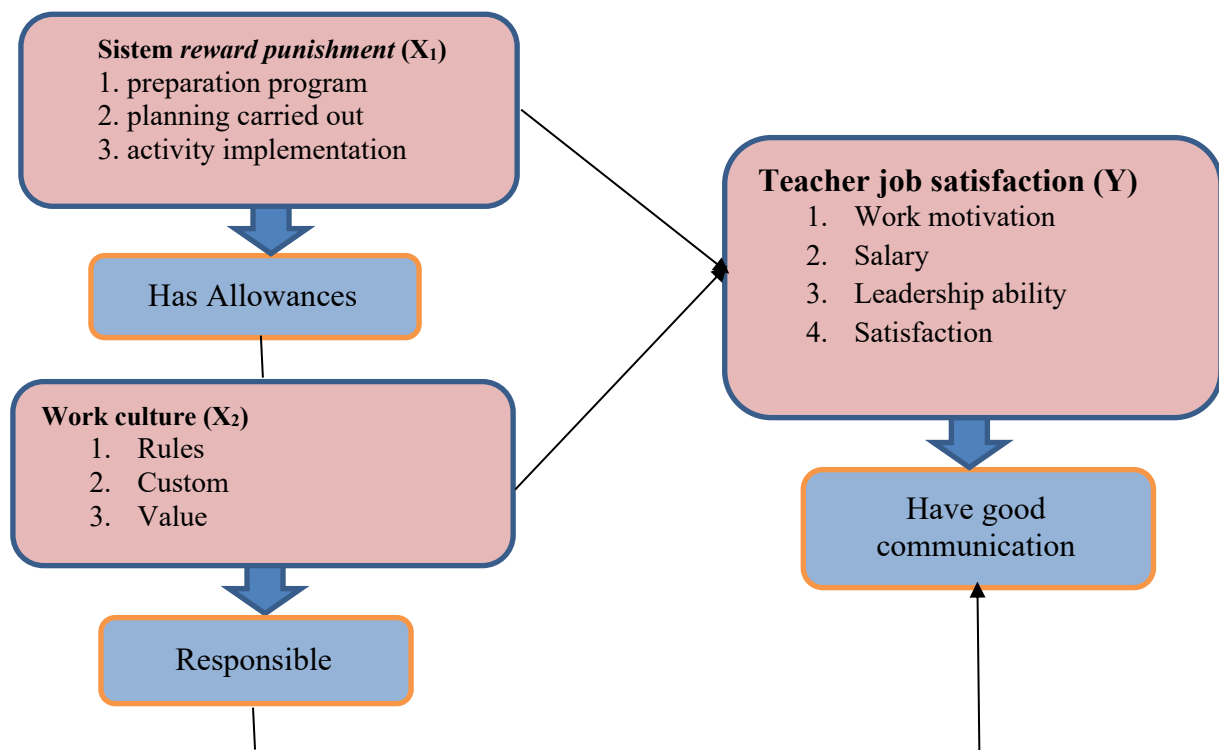
From the results of testing the hypothesis of the reward punishment system and work culture on teacher job satisfaction, the correlation coefficient value = 0.241 or 24.1%, and a significant value of = 0.001 and a T-count value of 3.576, a T-table value of 1.683 so it can be concluded that the reward punishment system on teacher job satisfaction has an effect, and work culture on teacher job satisfaction has a correlation coefficient value = 0.229 or 22.9%, a significant value of = 0.001 < 0.05 and a T-count value of 3.443, a T-table value of 1.683 so it can be concluded that work culture on teacher job satisfaction has an effect.

Then testing the hypothesis simultaneously or simultaneously from the reward punishment system and work culture on teacher job satisfaction can be seen from the significant value of = 0.000 and the correlation coefficient value of = 0.462 or 46.2% and the F-count value = 16.733 and the F-table value of = 3.23 so that the results of testing the hypothesis simultaneously the reward punishment system and work culture affect teacher job satisfaction.

CONCLUSION

Based on the results of the research conducted, there are several conclusions such as: 1). The results of testing the first hypothesis there is a significant influence between the reward punishment system variables on teacher job satisfaction with a significant value of $0.001 < 0.05$ and a T-count value of 3.576, a T-table value of 1.683,

thus H1 is accepted and Ho is rejected. While the total R-Square value is 0.241 or 24.1%. This value proves that the reward punishment system on teacher job satisfaction has an influence and the remaining 75.9% is influenced by other factors. 2). The results of testing the second hypothesis there is a significant influence between work culture variables on teacher job satisfaction with a significant value of $0.001 < 0.05$ and a T-count value of 3.443, a T-table value of 1.683, thus H1 is accepted and Ho is rejected. While the total R-Square value is 0.229 or 22.9%. This value proves that work culture on teacher job satisfaction has an influence and the remaining 77.1% is influenced by other factors. 3). The results of testing the third hypothesis there is a significant influence between the variables of the reward punishment system and work culture on teacher job satisfaction simultaneously or simultaneously with a significant value of $0.000 < 0.05$ and the value of the F-count value = 16.733 and the F-table value of = 3.23, thus H1 is accepted and Ho is rejected. While the total R-Square value is 0.462 or 46.2%. This value proves that the reward punishment system and work culture on teacher job satisfaction have an influence simultaneously and the remaining 53.8% is influenced by other factors.



The novelty of the research and the discovery of renewal shows that the reward punishment system and work culture on the job satisfaction of teachers of SMPN 1 Aceh Tengah have indicators of each variable. The indicator of the reward punishment system is having allowances. In the work culture variable, namely

Responsible while in the teacher job satisfaction variable has an indicator Can have smooth communication.

School management cannot be separated from a leader, in the reward punishment system establishing effective and efficient rules is very necessary so that it can provide factors for teacher job satisfaction. The effectiveness of leaders in managing reward punishment must be accompanied by giving responsibility when working, being able to develop careers, having smooth communication, having a type of work and having supervision, related to research so that it can provide factors for teacher job satisfaction.

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