The Role of Self Efficacy in Determining Job Satisfaction: Case Study on Senior High School Teacher

Irawan Wahyono
Education, Youth, and Sports Office, Kota Cirebon, Indonesia
irawan.wahyono.co.id

Joko Widodo
Doctoral Program, Universitas Negeri Semarang, Indonesia

Abstract---This study aims to examine the effect of organizational culture, competence toward job satisfaction through self-efficacy. Organizational culture determines teacher comfortability at school. Perceived teacher competency specifies the level of self-efficacy. Previous studies slightly elaborate on the relationship of the variables, therefore further research is needed. Job satisfaction is an organization essential aspect, when many teachers satisfied with their work, it potentially strengthens teacher retention and improves performance. When teacher performance increases at the individual level, as well as escalates on the organizational level. This study employs high school teachers as a sample (n = 138). Research data were analyzed using SEM-AMOS. The results show that self-efficacy fully mediates the influence of organizational culture and competence on job satisfaction. This research provides cutting-edge insight that self-efficacy is an important element in determining job satisfaction. This research implies that the principal, as a leader, needs to develop an opportunity for improvement in teacher self-efficacy. Principals and teachers play an important role in creating a healthy organizational culture, therefore enhance self-efficacy. Teachers require regular training to increase their expertise, hence confidence is build up when convey the material in the classroom.

Keywords: Self-efficacy; Competence; Organization Culture; Job Satisfaction

I. INTRODUCTION

The existence of a teacher needs to get attention due to concerning the performance given during the teaching and learning process takes place [13]. The teacher needs to get satisfaction during work because it is directly related to performance when a teacher feels satisfaction then has the potential to have an achievement in carrying out previous research work and its relation to job satisfaction. [22] shows that having a positive influence on organizational culture is in the character of the organization when an organization has a free character this will provide a positive space in the organization to do an improvisation that is deemed necessary in the teaching and learning process. The existence of an organizational culture that gives teachers the freedom to express their opinions in a forum when the meeting takes place will encourage freedom in expressing the teacher's aspirations. Other research related to organizational culture shows that a teacher is not too affected by the existing culture in the research organization [27] contrary to previous research which states that organizational culture has a significant role in shaping job satisfaction. The argument that is built is that a teacher has a basis in feeling satisfaction work is not only built by the organizational culture there is a teacher who is indifferent to the culture that is formed in the organization hence every action taken is not based on organizational culture that exists in a school or institutional teacher feels that the perceived freedom is a form of detachment between the teacher and organization hence the teacher has a culture that is not intervened by the culture in the organization h because it is still necessary for further research in organizational culture to influence job satisfaction.

Competence for a teacher is an important element in determining the success of teaching a student will obtain educational knowledge and teaching based on the competency of the teacher, hence the higher the competency of a teacher will affect the success of understanding obtained by competent teacher-students is a human resource which is very important in the organization's. Organizational success to provide the understanding and increase student graduation depends on the ability and competence of teachers in the school competency is associated with job satisfaction because when teachers feel that having sufficient competence in managing a class this will affect the satisfaction of doing a work when the teacher has successfully taught and students obtain satisfactory results on the test this will be an indicator that strengthens the competence of the teacher when teaching previous research still has not much to link competence and job satisfaction [17]. Teacher competence is a part of organizational competitiveness, that is the competition between schools that use indicators of teacher ability and competence in their respective organizations. A school will promote the competencies of its human resources hence other organizations are no better than the schools promoted. raises an attraction for students to enter the school teacher competency becomes an

important part of the organization hence its existence cannot be denied the school will try to improve the quality of teacher competence to improve the quality of schools at the organizational level this research seeks to test the effect of teacher competence on job satisfaction hence it can be known in more depth the relationship created between competence and job satisfaction [11].

A teacher in carrying out his work to teach the material to students has challenges that must be resolved one of which is the ability to transmit a material that is difficult to be easily accepted by students the task of a teacher is to understand the material that students do not understand hence it becomes useful knowledge for students both now and in the future the teacher has a procedure for delivering material to students. The procedure regulates the delivery of material during the lesson in the learning plan. learning hence students can receive knowledge more easily understood learning strategies are strongly related to the self-efficacy of the teacher self-efficacy is needed to increase the confidence of a teacher in conveys learning. Teachers will successfully deliver the material well when they have high self-efficacy. Teachers when having a confidence will not have a nervous feeling in front of the class the material that has been mastered can be conveyed so well that students are able to understand thoroughly the application of self has an important role in the role of a teacher to deliver material in teaching and learning activities previous research shows that the efficacy self can reduce the burn out job [20], hence the confidence held in a teacher can increase feelings of depression born when a teacher feels unable to do learning optimally when a person is working and feels the ability possessed is not optimal it will undermine self-efficacy, therefore the feeling of stress appears and feel not suitable with the work done so far self-efficacy has been associated with competence and organizational culture when a teacher feels that he has sufficient competence to carry out their daily tasks both ahead class and within the organization will increase the level of self-efficacy organizational culture plays an important role in shaping self-efficacy when a person who works and feels accepted in the organizational environment will improve self-efficacy and can improve performance so far this research is conducted aims to test and understand the interrelation of organizational cultural competence and self-efficacy. This study aims to analyze the relationship between organizational culture competence and job satisfaction mediated by self-efficacy.

Literature Review

Self-efficacy is a form of self-confidence that the teacher has to be able to manage class and relationships in organizing in schools. The existence of self-efficacy is an important foundation for increasing teacher job satisfaction. Self-efficacy is closely related to teacher performance [3]; [14]

Competence, Self-efficacy and Job Satisfaction

Research shows that competence has a positive relationship to job satisfaction when teachers have competence in providing material in the teaching and learning process [19], which will encourage satisfaction in carrying out the work of teachers with inherent competencies will feel that learning has been successful because students have understood the material well. Competence is a core that must be possessed by human resources at a school when a teacher has competence that can be relied upon to deliver material in learning this will encourage satisfaction in working both in himself and the organization will recognize the abilities of the teacher hence appreciation provided by the organization will be a pride for the teacher concerned [7]. A competent teacher is able to know the problems in learning well and thoroughly when an organization conducts a meeting to formulate policies needed to improve teaching and learning activities [12]. Competent teachers will provide a proposal and input as well as suggestions that can improve organizational performance. Competence is not only seen when the teacher delivers the material in front of the class to students but competence can be demonstrated by a thorough understanding of the learning problems that have been going on hence when the teacher can provide a useful suggestion to improve organizational performance it is considered as a competent teacher when the suggestions given by the teacher and accepted by the organization this will bring up a feeling of pride in themselves hence job satisfaction increases.

H1: Competence positively influence job satisfaction
H2: Competence positively influence self-efficacy

Organization Culture, Self -efficacy, and Job Satisfaction

Organizational culture is an important part in giving character to the activities and activities of organizational culture. It is a mirror in every character that is owned by members of an organization. Organizational culture is unique because, in the same profession, teachers have different cultures in each cultural school. the organization formed because the vision and mission that exist in each school has differences, therefore formed different cultures in each organization organizational culture can be formed by the presence of leaders who give character to the organization every leader has a certain character, hence organizational culture can change along with the replacement of existing leaders in schools that

is the principal and organizational structure higher organizational culture plays an important role in determining job satisfaction of a teacher. A good organizational culture is to give satisfaction to teachers in carrying out activities or work [18]. The main task of a teacher is to carry out education and teaching hence the class can receive useful knowledge when a teacher feels that his job satisfaction has been met will have implications for better performance. The results of the study indicate that organizational culture has an important role in shaping the satisfaction of a teacher who has ties to the school will feel that the existing organizational culture gives room to develop to be better and more competent in carrying out daily tasks as a teacher [4]. Organizations that have a culture by providing space for members to develop will bring up confidence called self-efficacy. [5] state that self-efficacy does not appear suddenly and brought individually by the teacher but some factors that can form self-efficacy are organizational culture when culture the organization has a match with the confidence that is owned individually by the teacher will encourage the growth of a self-efficacy organizational culture is able to strengthen the confidence that is owned by the teacher hence the organizational culture can have implications for the emergence of self-efficacy in addition to that organizational culture can lead to job satisfaction Research conducted by showing that organizational culture has a positive effect on job satisfaction.

H3: Organization culture positively affect job satisfaction

H4: Organization culture positively affect self-efficacy

Self-efficacy and Job Satisfaction

The confidence possessed by birds can have implications for job satisfaction when the teacher has strong self-confidence then identical can convey material well and clearly in front of the class when the teacher can deliver the material well [31]. it can encourage job satisfaction a performance shown by the teacher and assessed based on performance appraisal is the extent to which the ability of teachers to provide an understanding of the material to students when students who are taught can meet the graduation criteria. directly to job satisfaction [28]. Job satisfaction is obtained based on certain criteria that have been done during a certain period the teacher assessed its performance based on the period every semester hence each graduation exam or semester exam success the teacher can be seen in the value obtained by students when students can obtain

material well and can hone skills both cognitive, affective, and psychomotor this indicates the success of learning and is associated with sufficient grades or above average and above the standards set by school and curriculum of self-confidence obtained by teachers comes from students' success in completing exams optimally when the teacher can complete his assignments well this can have implications for job satisfaction. Previous research from Li et al., (2017) states that self-efficacy is positively related to job satisfaction because the teacher believes in completing a job has been successful and has a relationship with job satisfaction

H5: Self-efficacy positively impact on job satisfaction

II. METHOD

This study aims to examine the effect of organizational culture competence on job satisfaction through self-efficacy. This study was conducted using several indicators based on previous research. Competence is adapted from [24]. An organizational culture based on [1]. Self-efficacy adopted from [26]. Job satisfaction based on [29]. The number of samples obtained in this study was 138 respondents who meet [9] criteria and processed using SEM AMOS.

III. RESULT

The validity result is represented in Table 1. The whole indicator fit with the validity criteria.

Table 1. Valdity Test Result

Variable	Indicator	Loading Factor
Organization Culture	OC1	0.69
	OC2	0.84
	OC3	0.84
Competence	C1	0.68
	C2	0.87
	C3	0.85
Self-Efficacy	SE1	0.77
	SE2	0.72
	SE3	0.78
Job Satisfaction	JS1	0.77
	JS2	0.65
	JS3	0.73

Reliability test result depicted in Table 2, all variable meet reliability test criteria

Table 2. Reliability Test Result

Variable	Cronbach Alpha
Organization Culture	0.826
Competence	0.839
Self-Efficacy	0.798
Job Satisfaction	0.758

Hypothesis test result shown in Table 3.

Table 3. Hypothesis Test Result

Hypothesis	Variable Effect	Estimate	S.E.	C.R.	P
Hypothesis 1	Competence->Job Satisfaction	.125	.079	1.592	.111
Hypothesis 2	Competence->Self-Efficacy	.270	.080	3.361	***
Hypothesis 3	Organization Culture->Job Satisfaction	.173	.116	1.494	.135
Hypothesis 4	Organization Culture->Self-Efficacy	.489	.104	4.709	***
Hypothesis 5	Self-Efficacy->Job Satisfaction	.799	.169	4.736	***

Table 4. The goodness of Fit Index Result

Goodness of Fit Index	Cut-off Value	Analysis Result	Model Evaluation
CMIN/DF	≤ 2,00	1.956	Good
GFI	≥ 0,90	0.899	Marginal
AGFI	≥ 0,90	0.836	Marginal
TLI	≥ 0,95	0.930	Marginal
CFI	≥ 0,95	0,950	Good
RMSEA	≤ 0,08	0,084	Marginal

IV. DISCUSSION

The results of the research on the first hypothesis indicate that competence has a positive effect on job satisfaction not supported on the second hypothesis which states that competence has a positive effect on job satisfaction mediated by self-efficacy supported by the results of hypothesis testing. This study can provide an explanation that self-efficacy can be formed in the presence of competence and influence on job satisfaction. This research proves that without self-efficacy competence unable directly related to job satisfaction, meaning a teacher needs to have a competency which ultimately forms a self-efficacy and it has an effect on job satisfaction. The results of this study complement the previous research which shows that competence influences self-application. However, the results of this study indicate that it is not only limited to self-efficacy but continues to work satisfaction. [2] states that competence has an effect on self-efficacy this arises because of a motivation built in an employee's self when an employee has competence that can be used to carry out daily tasks as capital to achieve a goal, self-efficacy can be formed employees attempt to provide motivation to themselves hence a conviction can appear to be able to carry out tasks that have been given by the leadership self-efficacy is a concept that states beliefs can be formed

because of competence hence employees who do not have competence will be difficult to bring up self-efficacy. When employees do not have competence is difficult to achieve job satisfaction a because there are no activities or actions that can be carried out properly without competence and competence is not necessarily satisfied with the work because employees do not have enough confidence in carrying out their duties.

Competency and self-efficacy research continues to develop, [16] shows that the existence of competence can encourage self-efficacy because teachers in implementing motivated learning based on competencies that have been mastered by teachers have learned a lot based on the material provided during teacher professional education takes place. Therefore the success of a teacher in taking education will form a professional teacher when the teacher has identified himself with his professionalism in teaching This can indicate the teacher has accepted in himself and perceives about his professionalism which encourages the formation of self-confidence and confidence in teaching in front of the class the teacher can avoid any anxiety or ignorance related with material with a lot of reading and practicing throughout the education. Therefore professionalism of the teacher is the key in building competencies that end in self-application who has succeeded in building the belief that can master the class well, deliver

maximum material and guide students optimally to complete the material that must be studied hence they can get maximum value when the final school exam or other competency tests. The current competency that teachers need to master is the ability to manage a class and combining learning with a digital internet presence is one of the factors that drives teacher competency needs to be sharpened and developed because the internet is closely related to digitization where teachers have limited knowledge while the internet is a source that is not limited [10].

Students can gain new knowledge through the internet that can be managed by teachers to improve student knowledge teacher's ability to carry out learning using a combination method can encourage the emergence of self-efficacy in learning and education in the classroom teachers who can master the internet and digital literacy can have pride and confidence to deliver a material and accompanied by evidence that can be obtained through the internet teachers who can master the use of material digitally can encourage job satisfaction because they can show competence in front of the class besides self-confidence arise with the existence of good mastery in the digital field in the teaching and learning process in class.

Based on hypothesis result, self-efficacy is mediate competence to job satisfaction, this is because the ability of teachers to manage beliefs and the ability to complete work can be done well when self-efficacy increases a teacher needs to have a self-efficacy to obtain job satisfaction if a teacher cannot manage beliefs and self-confidence when doing a job will ultimately reduce the level of job satisfaction at school [15]. An organization needs to provide a satisfaction to members who join in a school, including in organizations that need to pay attention to job satisfaction of teachers so as not encouraged to improve self-efficacy through the existence of school competence is an organization or institution that provides a facility for teachers to improve self-efficacy, one of which is the provision of facilities and infrastructure in teacher schools, which can improve their abilities through many resources. The only reason is the internet when teachers can learn well the material that can be obtained on the internet this will encourage better knowledge and competence teachers can learn new things and serve as material that can be conveyed in class Besides the teacher can take advantage of training facilities and improving seminar skills that can improve teacher competency. The results of this study provides a new understanding that self-efficacy is a mediator in the relationship of competence to job satisfaction.

The third hypothesis shows the relationship of organizational culture to unsupported job satisfaction. In this study, the fourth hypothesis showed that self-efficacy as a mediator in organizational cultural relations to job satisfaction proved to be positive and significant, meaning that self-efficacy was formed in the presence of organizational culture and the implications for there job culture satisfaction organization is a character in the organization that influences the work mechanism of employees in the teacher organization is a member of the school organization hence the culture contained in the school can form self-efficacy and job satisfaction when a teacher feels that the organizational culture in school is in accordance with individual character The teacher encourages the emergence of self-efficacy which is increasing otherwise when the teacher feels that the organization that has a culture that is not in accordance with the character of the individual encourages reduced self-efficacy when teacher has strong self-efficacy this will encourage the creation of job satisfaction [6].

Organizational culture can be formed because of transformational leadership when a leader provides futuristic ideas in an organization that can spur a more open organizational culture [8], hence there is a better self-efficacy when a leader provides the opportunity for teachers to explore creativity in conveying learning in class it encourages the increase in self-efficacy of the teacher of organizational culture is inseparable with the vision and mission of the organization of a leader can give a task to its members to create an organizational climate that can expand the teacher's opportunity to do creativity and innovation in conveying organizational culture learning does not limit the methods certain conventional methods hence delivery to students is constrained by certain limitations. The existence of transformational leadership can form the existence of a strong team strength because in leadership a leader provides training and coaching based on the strengths held together leaders emphasize cohesiveness to form strong self-efficacy [21]. The leader gives opportunity for its members to explore and work together to collaborate to form a strong organizational culture.

Organizational culture that collaborates to form team strength can encourage higher self-efficacy hence an organization can have strong ties because organizational culture that works together to achieve common goals in accordance with the vision and mission of the organization's organizational culture cannot directly influence satisfaction work because it requires a variable that mediates the relationship self-efficacy is a variable that can connect organizational culture to job satisfaction when the organization has a good culture then a confidence that emerges encouraging organizational performance both at the individual and group level when an individual is able to carry out tasks well this will encourage job satisfaction hence self-efficacy is a determining factor for job

satisfaction when a teacher already has the confidence to carry out a job successfully This can encourage success to achieve goals, optimism and motivation are important components for organizing job satisfaction and success in carrying out tasks that have been determined by the leader. This research has proven that self-efficacy is a variable that mediates the relationship between organizational culture and job satisfaction. This research can provide a new understanding of the relationships that have existed so far this research can enrich researchers' insights to connect organizational culture to job satisfaction [23].

The second hypothesis and the fourth hypothesis have been supported so indirectly this research has proven that the fifth hypothesis is supported by self-efficacy testing has a positive and significant effect on job satisfaction. This study shows evidence that teacher job satisfaction is formed in the beliefs that are individually owned by the teacher's work have believed that the competencies and organizational culture have supported activities or activities that can be done to complete the work, self-efficacy will increase in carrying out the task of the teacher can get higher confidence based on the support of fellow teachers as well as the competencies and expertise possessed [25]. Self-efficacy is a form of teacher's confidence in carrying out tasks based on targets and plans that have been set when the teacher has succeeded this will encourage the creation of positive job satisfaction and job satisfaction This research has reaffirmed that self-efficacy has a positive and significant relationship to job satisfaction. This study provides a deeper insight into the school context that teacher efficacy is an important element in shaping teacher job satisfaction in school organizations.

V. CONCLUSION AND SUGGESTION

The results of this study have proven that there is a positive and significant relationship to self-efficacy on job satisfaction. In addition, organizational competence and culture have an indirect effect on job satisfaction through self-efficacy. This proves that self-efficacy is a full mediator of the relationship between the two variables. This research provides new insights into linking organizational culture and competence to job satisfaction. Self-efficacy plays a very important role to support and create organizational culture and competencies that teachers have better in determining job satisfaction when a teacher has competent competence in teaching material to students in front of the class do not have a direct effect on job satisfaction but need to create self-efficacy in advance the same thing when organizational culture can support the work that teachers can do but not directly related to job satisfaction need self-efficacy that can encourage

job creation This research confirms the importance of self-efficacy in the organization and needs to be considered by the Principal as a leader in the school. the role of self-efficacy is very important in organizations, especially to increase teacher job satisfaction. Therefore, principals need to improve teacher's self-efficacy hence it can provide satisfaction that has implications for improving research performance affect teacher job satisfaction.

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