

## TEACHER'S JOB SATISFACTION: A LESSON LEARNED FROM INTEGRATED ISLAMIC PRIMARY SCHOOL CONTEXT IN INDONESIA

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### Abstract

This study investigates teacher job satisfaction within the context of Integrated Islamic Primary Schools in Indonesia, offering insights into factors influencing educators' professional fulfillment. Utilizing a qualitative descriptive approach, the research explores the interplay of organizational culture, leadership style, work environment, and Islamic values in shaping teachers' job satisfaction. Findings reveal that alignment with Islamic principles fosters a sense of purpose, while supportive leadership and collaborative environments enhance morale and productivity. Challenges such as workload and resource limitations are mitigated by the integration of spiritual and professional development. The study underscores the importance of a values-driven educational framework and its role in sustaining teacher satisfaction. Recommendations for fostering teacher well-being in similar contexts are also provided, highlighting strategies to balance professional demands with spiritual and emotional fulfillment. This research contributes to understanding the dynamics of job satisfaction in faith-based educational settings and offers valuable lessons for broader educational practices.

**Keywords:** *Job Satisfaction, Integrated Islamic Primary Schools, Islamic Values*

### Introduction

The current issues in education focusing on organizational climate, work motivation and job satisfaction have drawn a lot of attention from various parties, since they have a significant impact on teacher's quality and quality education. Quality education itself has something to do with quality teaching and learning that is achievable through positive and encouraging school organizational climate as well as job satisfaction (Ghavifekr & Pillai, 2016). In Indonesia's context, Waruwu (2015) found that organizational climate has a significant positive correlation with teacher's job satisfaction in a state senior high school in Nias. Arifin

(2014)'s study discovered that work motivation affects positively and significantly on teacher's job satisfaction, whereas in other countries, previous research has indicated that teacher's job satisfaction is associated with teacher's self-efficacy (Karabiyik & Korumaz, 2014; Viel-Ruma et al., 2010; You et al., 2017), school climate (Aldridge & Fraser, 2016), transformational leadership style (Aydin et al., 2013), attrition and work enthusiasm (Chen, 2007), job performance (Judge et al., 2001), students' educational outcomes (Caprara et al., 2006), school's organizational climate (Ghavifekr & Pillai, 2016), and organizational culture (Habib et al., 2014).

Serving as a central concept in organizational and work psychology (OECD, 2009), job satisfaction is one of the most commonly discussed issues in organizational behavior and management (Lee, 2000) which is defined in terms of positive or negative attitudes held by individuals towards their works (Greenberg & Baron, 2008), and an effective response or emotional response toward various facets of one's job (Kinicki & Fugate, 2013). Job satisfaction can be explained as an encouraging feeling about a job subsequent to an evaluation of its characteristics. An individual with a high level of job satisfaction holds positive feelings about his or her job, while a dissatisfied person holds negative feelings (Robbins & Judge, 2009). Job satisfaction also reflects the extent to which individuals find fulfillment in their works (Slocum & Hellriegel, 2011). Organizational climate, which also has a profound effect on teacher's job satisfaction, is described as relating to the prevailing atmosphere surrounding the organization, in terms of levels of morale and the strength of feelings or belonging, care and goodwill amongst members (Mullins, 2013). Taguiri, (cited in Stringer, 2002), has defined organizational climate as a moderately influential quality of the internal environment of an organization that (a) is experienced by its member, (b) influences their behavior, and (c) can be described in term of the value of a particular set of characteristics (or attribute) of the organizational. Organizational climate is also defined as a human environment through which an organization's employee does their work. In the context of school, the organizational climate is then the characteristic of all school environments including ecology, milieu, social system and culture (Owens, 2001). George and Jones (2008) highlight that work motivation refers to the psychological strength of a particular individual, which determines his or her behavior in an organization, their level of effort and persistence in tackling the problems, as well as self-determination with regard to the various dimensions of their jobs. However, Tentama and Pranungsari (2016) found that teachers' work motivation has a more dominant effect on organizational commitment than teachers' job satisfaction. In the perspective of Wong and Tay (2010), teachers' job satisfaction has been shown to play an influential role in education because the quality of education is dependent on the teacher's quality and efficiency. On that basis, job satisfaction research has attracted educators' attention in recent years (Ostad et al., 2019).

Organizational climate, work motivation and job satisfaction have been examined for decades. However, it is still imperative to acknowledge why primary school teachers in this research exhibit somewhat good performance in spite of the status as non-permanent teachers. Studies of congregation schools or religiousbased schools have found that religious faith and belief have provided a profound contribution to teachers' devotions to the schools despite their lower income (Brown & Sargeant, 2007; King & Williamson, 2005; Mancuso, 2003; Rezapour et al., 2016). In contrast, few studies have focused on the effect of organizational climate and work motivation on teacher's job satisfaction in Islamic-based schools. For the last fifteen years, such schools have become one of the fastest growing trends in education, where it is estimated that over 1000 of primary and secondary integrated Islamic schools exist in Indonesia (Bryner, 2011). Such schools today became one of the first choices for the middle- upper class of Muslim parents/family for the reason that Islamic teaching values have become the primary consideration to send their children to school. As a consequence, this study is of great importance within the context of integrated Islamic primary schools. Thus, the aim of this research was to determine whether school's organizational climate and work motivation have an effect on teachers' job satisfaction.

### **Methodology research design**

This study adopted mix method which both data of quantitative and qualitative approach were collected. For a quantitative approach, a cross-sectional survey design was employed by using path analysis technique. For this

research, three variables were established as the object of research: organisational climate is an exogenous variable, while work motivation and job satisfaction are endogenous variables. The questionnaires were distributed to primary school teachers in Depok city, Indonesia to determine their perceptions on the variables. For qualitative data, we had semi structure interviews to explore the three connected variables.

## Participants

The population for this research comprises private primary school teachers with a total population of 133 non-permanent teachers in four private integrated Islamic Primary schools or known as *Sekolah Dasar Islam Terpadu* (SDIT). All of the teachers are still non-permanent since these four schools are established for lower middle-class families. Thus, the schools could not afford to recruit and promote permanent teachers yet. SDIT is an Islamic school organized by combining integrative Islamic values, Islamic teachings and science in the curriculum with effective learning approaches and cooperative engagement amongst teachers, parents and communities to foster students' character and competitions. One hundred teachers participated in the research as a sample, while thirty other teachers were involved in the pilot test instrument. The participants comprise of 100 teachers based on gender, age, employment years and level of education. Of 100 participants, 85 are female and 15 are male; 81 of them are between 24 – 34 years old, and 19 of them are between 35- 45 years old. In terms of educational level, 98 of them have undergraduate degree with different majors, and 2 of them (both are principals) have graduate degree. In the meantime, 53 of them teach in the schools for 1-3 years, 24 of them for 4-6 years and 19 of them teach for more than 7 years.

## Demographic profile

It comprises of 100 respondents based on gender, age, employment years and level of education. Of 100 respondents, 85 are female and 15 are male; 81 of them are between 24 – 34 years old, and 19 of them are between 35- 45 years old. In terms of educational level, 98 of them have undergraduate degree with different majors, and 2 of them (both are principals) have graduate degree. In the meantime, 53 of them teach in the schools for 1-3 years, 24 of them for 4-6 years and 19 of them teach for more than 7 years.

## Data collection procedure

The researchers used a survey questionnaire to gather the data to address the research questions, comprising a cover letter with instructions on how to complete the questionnaire. The total number of the questionnaire is 114 items including the variables of job satisfaction (36 questions), school organizational climate (40 questions) and work motivation (38 questions). Participants were requested to provide information about work unit, gender, age, highest degree attained and years of teaching experience. A five- point Likert scale was produced for the question responses: "always" = 5, "often" = 4, "sometimes" = 3, "seldom" = 2 and "never" = 1. The participant who chose a higher scale point was considered as having a stronger positive feeling, whereas the participant who chose a lower scale point was considered as having a weaker positive feeling.

The teacher's anonymity and confidentiality were not disclosed since they did not write self-identity. The researchers used a personal approach to teachers and requested that they answer the questionnaires honestly as well. Hence, the teachers participated voluntarily without feeling threatened and burdened. Before collecting the data, the researchers obtained the permission of principals to distribute the questionnaire and explain their research

objectives. Before we collected the data, we conducted a pilot test of the survey instrument to examine the validity and reliability of the instrument. Thirty participants were then selected for the pilot test from the school. There was thus a total of 133 questionnaires, while 100 teachers returned the questionnaire used for data analysis. Then 30 questionnaires were employed for the pilot test, while three questionnaires were not used due to incomplete answers. Since we also interviewed teachers, 10 teachers agreed to participate in interview session during the break time for around 15 – 20 minutes at schools. The teachers who have more than four years teaching experience were selected purposively for the interview. Beforehand, we interviewed two teachers to make sure that the questionnaires are easy to comprehend regarding the wordings and ambiguity.

### Data analysis

The data was analysed descriptively consisting of a data presentation with histogram, mean, median, standard deviation and the range of each variable. Inferential analysis was used to test the hypothesis with path analysis. Previously, the normality test employed Kolmogorov- Smirnov Z Test and linearity regression by using the F Test was conducted for data analysis requirements. To test data normality, linearity, correlation coefficient and path coefficient, the researchers used SPSS version 23.00. For the pilot test, the Pearson Product Moment was used to test the validity of the instrument. The criteria for validity is if  $r_{\text{value}} > r_{\text{table}} = \text{valid}$ , if  $r_{\text{value}} < r_{\text{table}} = \text{invalid}$ .  $R_{\text{table}}$  for a pilot test ( $n=30$ ) is 0.361. Based on the criteria of validity, 36 out of 40 items of job satisfaction are valid, 40 out of 42 items of school's organisational climate are valid, and 38 out of 40 items of work motivation are valid. While for the reliability of the test items, the formula of Alpha Cronbach was employed with significant level  $\alpha = 0.05$ . In terms of reliability, 0.940 ( $N=40$ ) was found for teacher's job satisfaction, 0.954 ( $N=42$ ) for the schools' organisational climate and 0.942 ( $N=40$ ) for work motivation, which are considered excellent (D. George & Mallery, 2003). Henceforth, the results showed that the questionnaire is a reliable measurement instrument. For the interview questions, after we transcribed the recording data, we reduced the data to fewer themes in a meaningful way, and categorized it and coded into several themes according to the research questions. The last step was to extract the themes related to the researched topics.

### Results

#### **Hypothesis 1: The schools' organisational climate has a positive and direct effect on teachers' job satisfaction.**

Based on the regression analysis, it was indicated that the influence of school organisational climate on teachers' job satisfaction as depicted in equation  $\hat{X}_3 = 29.344 + 0.716 X_1$ . From these results, the correlation between the school's organisational climate and teachers' work satisfaction is significant and linear. This equation means that every increase of one unit in a school's organisational climate will increase teachers' work satisfaction by 0.716 units to a constant 29.344. From the results of t-test analysis on the table, the result of  $t_{\text{value}} = 9.788$  and  $t_{\text{table}} = 1.660$ .  $T_{\text{value}} > t_{\text{table}}$  is  $9.788 > 1.660$  was obtained. Hence, it can be inferred that the school's organisational climate has a positive effect on teachers' job satisfaction. It can be concluded that the correlation coefficient  $r_{13} = 0.703$  is significant, meaning that there is a positive influence of school's organisational climate on teachers' job satisfaction with the coefficient of determination  $r^2_{13} = 0.494$ . It explains that the school's organisational climate influences 49.40% of the variation of teachers' job satisfaction. The F test aims to test the significance of the regression model of the school's organisational climate on job satisfaction. Based on the calculation of SPSS, it was obtained  $F_{\text{value}}$  is 95.806 while the critical value of  $F_{\text{table}}$  to the degrees of freely numerator 1 and the denominator 98 on  $\alpha (0.05)$  is 3.94. As  $F_{\text{value}} (95.806) > F_{\text{table}} (3.94)$ , obviously  $H_0$  is then rejected and  $H_a$  is accepted. It shows that the regression model of the school's organisational climate is significant to teachers' job satisfaction. It can be

interpreted that the higher the quality of the school's organizational climate, the more influential it is to increase teachers' job satisfaction, on the contrary, the lower the school organizational climate, the more influential it is to the decrease in teachers' job satisfaction.

### **Hypothesis 2: work motivation has a positive and direct effect on teachers' job satisfaction**

The second hypothesis in this study is work motivation has a positive effect on teachers' job satisfaction. From the results of the regression analysis, the findings are that the influence of work motivation to teachers' job satisfaction is depicted to equation  $\hat{X}_3 = 55.829 + 0.603 X_2$ . It is concluded that the correlation between work motivation and teachers' job satisfaction is significant and linear. This equation means that every increase of one unit of work motivation will increase of teachers' job satisfaction by 0.603 units to a constant 55.829. From the results of t-test analysis on the table, it was obtained  $t_{\text{value}} = 8.039$  and  $t_{\text{table}} = 1.660$ .  $T_{\text{value}} > t_{\text{table}}$  is  $8.039 > 1.660$ . Hence, it can be inferred that work motivation has a positive effect on teachers' job satisfaction. The correlation coefficient  $r_{23} = 0.630$  is significant, meaning that there is a positive influence of work motivation on teachers' job satisfaction, with the coefficient of determination  $r^2_{23} = 0.397$ . It explains that as much as 39.70% variation of teacher's job satisfaction is influenced by work motivation. Based on SPSS, an  $F_{\text{value}}$  of 64.618 was obtained, with a critical value of  $F_{\text{table}}$  to the degrees of freely numerator 1 and the denominator 98 on  $\alpha$  (0.05) is 3.94. Being that  $F_{\text{value}}$  (64.618)  $> F_{\text{table}}$  (3.94),  $H_0$  is obviously rejected and  $H_a$  is accepted, showing that the regression model of work motivation is significant to teachers' job satisfaction. It can be interpreted that the higher the quality of work motivation, the more influential it will be on increasing teachers' job satisfaction, conversely the lower the work motivation, the more it will affect the decrease in teachers' job satisfaction.

**Hypothesis 3: a school's organisational climate has a positive and direct effect on work motivation.** The third hypothesis presented by this study is that there is a positive and direct influence of school's organisational climate on teachers' work motivation. From the regression analysis, the influence of the school's organisational climate to work motivation was a finding depicted in equation  $\hat{X}_2 = 33.457 + 0.743 X_1$ . Based on the results, it can be concluded that the correlation between the school's organisational climate with work motivation is significant and linear. This equation means that every increase of one schools' organisation climate will increase the 0.743 work motivation to a constant 33.457. From the results of t-test analysis, the result  $t_{\text{value}} = 9.635$  and  $t_{\text{table}} = 1.660$ .  $T_{\text{value}} > t_{\text{table}}$  is  $9.635 > 1.660$  was obtained. Hence, it can be inferred that the school's organisational climate has a positive effect on work motivation. The correlation coefficient  $r_{12} = 0.697$  is significant, the implication is that there is a positive influence of school's organisational climate on work motivation, with the coefficient of determination  $r^2_{12} = 0.486$ . It explains that as much as 48.60% variation of work motivation is influenced by the school's organisational climate. Based on SPSS, it was obtained  $F_{\text{value}}$  is 92.834 while the critical value of  $F_{\text{table}}$  to the degrees of freely numerator 1 and the denominator 98 on  $\alpha$  (0.05) is 3.94. Because  $F_{\text{value}}$  (92.834)  $> F_{\text{table}}$  (3.94), so obviously  $H_0$  is rejected and  $H_a$  is accepted. It shows that the regression model of school organisational climate is significant to work motivation. It can be interpreted that the higher the quality of the school's organizational climate, the more influential it is on increasing work motivation, conversely the lower the school organizational climate, the more influential it will be on the decrease in work motivation. It can be inferred from this statistical analysis that organizational climate has a significant effect on work motivation in the circumstance of these four primary schools.

### **Path Analysis / Path Coefficient**

Based on the result of regression analysis and correlation, the results  $r_{12} = 0.697$ ,  $r_{13} = 0.703$  and  $r_{23} = 0.603$  were obtained. The next step is to find path analysis. Here,  $P_{21} = 0.697$ ,  $P_{31} = 0.703$  dan  $P_{32} = 0.630$  above 0.05 which means that the path analysis is significant. The first hypothesis is proven that there was a positive and direct influence of the school's organisational climate on teacher's job satisfaction. The level of influence of the school's organisational climate on teachers' job satisfaction can be shown from the correlation coefficient  $r_{13} = 0.703$ . The matrix of correlation coefficient in path analysis between school's organisational climate to teachers' job satisfaction  $p_{31} = 0.703$ , which means  $p_{31} = 0.703 > 0.05$  is significant at correlation coefficient  $r_{13} = 0.703$ , meaning that the first hypothesis is accepted. The second hypothesis has proven that there was a direct and positive influence of work motivation on teacher's job satisfaction. The level of the influence of work motivation on teacher's job satisfaction can be shown in the correlation coefficient  $r_{23} = 0,630$ . The matrix of correlation coefficient in path analysis between work motivation to teacher's job satisfaction is then  $p_{32} = 0.630$ , which means  $p_{32} = 0.630 > 0.05$  is significant to correlation coefficient  $r_{23} = 0.630$  and the second hypothesis is accepted. The third hypothesis proved that there was a direct and positive influence of school organisational climate on work motivation. The strength level of a school's organisational climate influence on work motivation can be shown from the correlation coefficient  $r_{12} = 0,697$ . The matrix of correlation coefficient in path analysis between school organisational climate ( $X_1$ ) to work motivation ( $X_2$ )  $p_{21} = 0,697$ , which means  $p_{21} = 0,697 > 0.05$  is significant on correlation coefficient  $r_{12} = 0,697$  and third hypothesis is accepted. From this calculation, the effect of the value of each correlation coefficient between variables are presented as follows:

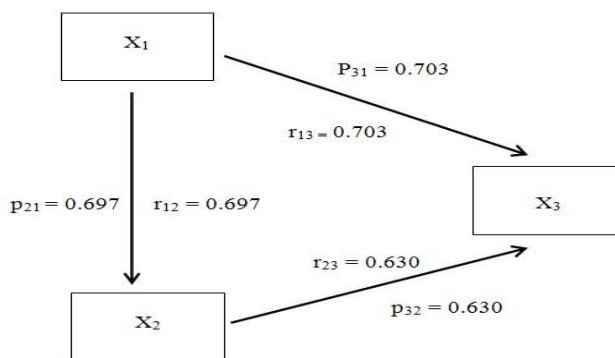


Figure 1. Diagram Model of Path testing result between  $X_1 X_2 X_3$

The three path coefficients in the constructed model have been empirically tested to meet the test standards. Thus, the path analysis model can be classified as a good and correct model which does not change. The analysis of the path that has the largest percentage between  $X_1$  to  $X_3$  is 70.30%, the second one between  $X_1$  to  $X_2$  is 69.70% while the smallest analysis of the path analysis  $X_2$  to  $X_3$  is 63.0%.

**How the schools' organizational climate, teachers' job satisfaction and work motivation are related to educational and religious values.**

**The questions are about how they think about the school's organizational climate and the impact of their work motivation and job satisfaction. Here are a few interviews related to the routine activities.**

*"We share our teaching experiences, and feelings on student learning for at least once a week during our break time. The principal invited us to talk about academic problems. The principal listens to our problems and gives some inputs to us. The principal also asks other teachers' opinion related to the issues. For me, it's good since it can stimulate us to be more open and reflect our teachings. Our principal is so religious; he always gives advice to us based on Islamic point of views." (WD, school A)*

*"Well, in my school we invite other clerics as well to give us "siraman rohani" (religious speech or routine activities held regularly for mental and spiritual coaching). We feel like grateful and comfortable in this state since it gives us more energy. In addition, I feel content working in religious condition, which make me become a better person and I can get more knowledge about Islamic teaching and values." (JM & SF, school B)*

*"I think all Islamic based schools have almost the same religious routine activities; such as we have tadarusan (reciting the Qur'an together), performing prayer together. That's the characteristics of SDIT. You know, working with people who have the same religious principles will create good communication among us and motivate us more to do better things. There are some friends who remind us if we make mistakes, or get stressed out because of the condition. And people who give us religious suggestions are like a reminder." (DYN & PT, school D)*

*One of the major themes extracted from the interviews was the role of principal in creating the climate of organization as factors affecting job satisfaction and work motivation, presented in following interview. "One thing that we cannot forget is the role of principal. The principal takes a profound impact to what you ask; job satisfaction and work motivation. The principal is the one who creates a positive organizational climate. If organizational climate is positive and comfortable for every individual here, it will support teachers' job satisfaction and work motivation." (LY, school B)*

*The school environment is also one of the factors, which makes the teachers feel satisfied working in the school, such as mentioned in the following quotation.*

*"Overall, our togetherness with the same faith and the same goal to work inspire me more. That's why; I have been working here for six years. Some of them have worked here longer than me, meaning that they feel satisfied, right!" (MR, school D)*

*"it's not only about the amount of money that we get. The most important thing of working is comfortable environment, which will create a better school climate, working condition and satisfaction. I have the same perspective as my peers here since we share our thought." (LMY, school C)*

Here are some examples of interviews with several teachers about their working motivation, job satisfaction and organizational climate. The first question is about what motivate the teachers to work in the schools in spite of their low incomes and being non-permanent teachers. Below table show the results of the interviews, which we categorized into educational values and religious values.

Table 1. Educational values on working motivation

<p><b>Educational values</b></p>	<ul style="list-style-type: none"> <li>• We are motivated to work here because we want to <b>transfer our knowledge</b> to our students.</li> <li>• I can <b>transfer my beneficial knowledge</b> to the children for the sake of their future so they can practice it to their daily life.</li> <li>• That's my dream to teach the children. So at least <b>I can educate young generation</b> since very early.</li> <li>• Teaching children in primary school is not only teaching the lessons, but also <b>educating them to be good people</b>. That's our responsibility as teachers, right!</li> <li>• I would like to educate young children since early beginning to give <b>good impact later</b>.</li> <li>• The strong fundamental education is instilled from primary schools, and characters are shaped since very young. That motivates me to teach these young children in this school. <b>To build their characters</b> in this complicated era is one of our responsibilities as teachers.</li> <li>• For me, it is for the sake of educating the children's nation and <b>developing our country's</b> education.</li> <li>• All of us graduated from teacher's training college. So, it means that <b>we dream to be teachers</b> aiming to teach the children especially in primary education.</li> </ul>
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Table 2. Religious values on working motivation

<p><b>Religious values</b></p>	<ul style="list-style-type: none"> <li>• It is <b>for <i>amal jariyah</i></b> (good deeds that bring rewards even in the hereafter).</li> <li>• I love teaching in this school <b>because of the Islamic environment.</b></li> <li>• <b>Working as a teacher is <i>ibadah</i></b> (all things that God loves, either in the form of words or deed that are visible and not visible).</li> <li>• <b>This Islamic school is my first choice</b> to work as a teacher.</li> <li>• Well, I love <b>this religious environment</b> so I can become <b>a better teacher.</b></li> <li>• Most of us have been teaching in this school for more than five years. If we just think about the income, we would have probably resigned in the first year. However, the <b>Islamic environment</b> and our responsibility for educating the children make us stay here up to now.</li> <li>• It's like <b>a calling from God</b> that I have to come to this school.</li> <li>• <b>A religious based school is very important</b> for me because we can teach children not only about the general knowledge but also religion teaching and values.</li> <li>• I personally just <b>feel comfortable teaching in this environment.</b> Working with people who have <b>the same faith and religious values</b> is needed to build good communication.</li> </ul>
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## Discussions

The first hypothesis is proven that there was a positive and direct influence of the school's organisational climate on teacher's job satisfaction. On the other word, favorable school's organizational climate can increase teacher's job satisfaction. These findings can be interpreted in the following terms: the higher the quality of the school's organisational climate is, the higher effect of teacher's job satisfaction will be or vice versa. The finding is similar to research conducted by Ghavifekr and Pillai (2016) indicating that schools' organizational climate has had a significant positive relationship on teachers' job satisfaction, while Jyoti (2013) has demonstrated a significant influence of organizational climate on job satisfaction. Razavipour and Yousefi (2017) also found in their study of English teachers' job satisfaction that there was a significant positive relationship between organizational climate and EFL teachers' job satisfaction. Hellriegel and Slocum (2007) have emphasized the importance of maintaining a teacher's job satisfaction as low job satisfaction causes absenteeism, a costly turnover, tardiness, and the worst thing is poor mental health. An organizational climate supporting collaboration has also increased job satisfaction (Sargent & Hannum, 2005). In addition, previous study in Iranian schools shows that the school's organizational climate and the job satisfaction of EFL teachers have a strong positive correlation (Rezaee et al., 2020). Schneider and Barbera (2014) have asserted that of the many key factors probably influencing teacher's job satisfaction, a prominent one is the teacher's workplace environment or known as organisational climate. Furthermore, amongst the organisational climate dimensions, the leadership of principal seemed to be the most powerful predictor of job satisfaction, which is consistent with several past research findings (Ghanizadeh & Jahedizadeh, 2015; Rostami et al., 2015). Therefore, organizational climate is a crucial part of increasing job satisfaction in any organization.

The second hypothesis has proven that there was a direct and positive influence of work motivation on teacher's job satisfaction. The finding is similar to Al-Khalifa, and Peterson (2004) that work motivation affects job

satisfaction. Empirical studies show that not all teachers have high motivation and job satisfaction. In his research, Eres (2011) examined the motivation of primary school teacher work in Ankara (Turkey), stating that the work motivation of the average teacher is in a low category. The low motivation and job satisfaction of teachers can affect the quality of teacher performance. Therefore, in his research, Ghenghesh (2013) has revealed that motivation and job satisfaction are important factors affecting the productivity and effectiveness of the organisation. Herzberg's two-factor theory states that a group of variables known as motivators are responsible for job satisfaction, while a different group of factors known as the hygiene factor is responsible for job dissatisfaction (Greenberg & Baron, 2008). Afshar and Doosti (2016) believe that the job satisfaction can promote the performance of EFL teachers. They sustain that teachers who enjoy their job satisfaction perform better than dissatisfied teachers. Hence, it is proven that work motivation makes a significant contribution to job satisfaction.

The third hypothesis proved that there was a direct and positive influence of school's organisational climate on work motivation. This current research finding is similar to several previous studies. For example, by using SEM analysis, Skaalvik and Skaalvik (2011) reported that job satisfaction and motivation to leave the teaching profession with school context variables were related significantly. Ladyong's (2014) revealed that as two factors of organisational climate, the interrelationship of collegial leadership and school community had a significant influence on teacher's work motivation. The study also suggested that organizational climate has been an important factor affecting teachers' job performance (Selamat et al., 2013). Other result showed that job satisfaction and motivation made a significant contribution to teacher's intention to quit (Kosi et al., 2015) and there is a strong and positive effect between organisational climate and teacher's motivation (Saun et al., 2016). Based on Rollinson (2002)'s model attendance and outcome, some attitudinal and behavior outcomes of organizational climate include commitment, motivation, job satisfaction and organizational citizenship. Sergiovanni (2001) and Johnson and Birkeland (2003) assert that retaining good and capable teachers ought to be one of the major concerns for school leaders being that such teachers have the most significant impact on students' learning (Hammond, 2003). Thus, to encourage a teacher's effective performance, principals need to identify teachers' needs and attempt to meet them (Adeyemi, 2008). According to Maslow's theory, the views of individual needs, job satisfaction accord with the extent to which the job and its environment meets an individual's needs. The study also revealed that there is a positive correlation between management performance and employee motivation (Ghodrati & Tabar, 2013).

The types of school such as traditional public school, private school, religion- based school, charter school, etc. may likely influence teacher's job satisfaction (Farinde-Wu & Fitchett, 2016). Murtedjo and Suharningsih (2016) found that job satisfaction factors have a direct and significant relationship on the performance of primary school teachers. Nonetheless, Chunghati and Perveen (2013) reported that there is no significant difference between the level of job satisfaction of public and private school teachers, there is no difference between the level of teacher's work satisfaction and their qualifications, and no significant difference between the level of job satisfaction and teacher's teaching experience. Razavipour and Yousefi (2017) have found a significant difference in the organisational climate between private and public language schools. As dimensions of the organisational climate, the principal leadership and reward system seem to be significant predictors of teachers' job satisfaction.

In terms of religion and beliefs in particular, Jiang and Park (cited in Jyoti, 2013) pointed out that job satisfaction takes on some influence since employees develop their working style according to their beliefs, emotions and evaluation of their work. They believe that the higher the importance they give to their job, the greater the satisfaction they derive from it. It is evident that religious organisational climate and teacher's work motivation have affected teachers' job satisfaction. Paloutzian and Ellison (cited in Brown & Sargeant, 2007), observe that religious belief potentially has one of the greatest effects on an individual's life. It has been proven that the longer employees remain at an organization, the higher the levels of organizational commitment and extrinsic job

satisfaction, while sectorial managers and administrators have had higher levels of intrinsic job satisfaction and religious commitment than those in other occupational areas (Brown & Sargeant, 2007). In education, research conducted in Catholic elementary school has indicated that teachers preferred to be teachers and remained in the teaching career because they view their careers as God's choice in a collegial and spiritual enterprise, a ministry and vocational call (Mancuso, 2003). The other finding showed that religious beliefs and faith at work have a significant influence on job satisfaction (Rezapour et al., 2016). Being that all the teachers are Muslim and work in integrated Islamic schools, the Islamic environment becomes their priority as to work and devote to such schools. It was thus found that the acceptance of religious workplace had a significant effect on job satisfaction (King & Williamson, 2005). Based on some prior researches, it means that the internalization of religious beliefs, and values has a profound contribution for the individuals feeling and satisfaction. It can be indicated that this current finding and previous research findings share similarities in terms of the researched variables.

## Conclusions

It is proven that school's organisational climate and work motivation on teacher's job satisfaction amongst primary school teachers, particularly within Islamic education are correlated each other with high category. In addition, religious environments, faith and values contribute to the individual state of satisfaction, and working motivation, which promote positive and satisfactory working condition. Hence, there are some limitations of this study that suggest directions for future research and investigations. Firstly, the measures of researched variables are limited by the nature of close-ended questions of the Likert type scale and some interviews with limited number of teachers. Secondly, the sample was restricted only nonpermanent teachers in four private integrated Islamic primary schools in the district of Depok. Future investigations need to expand both permanent and non-permanent teachers and more Islamic primary schools or secondary school level. Lastly, this research data is partially obtained by using the Likert scale model questionnaire. This instrument is not the only one to reveal the whole aspect under study, although it has conducted a series of trials to obtain valid and reliable instruments. However, the collection through this questionnaire still has weaknesses such as less and dishonest answers, and incomplete questions or poorly understood by the participants. This causes the possibility of teachers not providing optimal answers. Therefore, interpretation and conclusion need to be done carefully. As private integrated Islamic primary school have been in existence for around 25 years in Indonesia, further advanced research about integrated Islamic schools needs to be conducted comprehensively. Thus, the findings have recommendation for all the actors, including principals, stakeholders and decision makers in providing a positive and favorable organisational climate while increasing teacher's work motivation which, finally, will impact to teacher's job satisfaction.

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