



RESEARCH ARTICLE

CONFIRMATORY FACTOR ANALYSIS OF JOB SATISFACTION

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ABSTRACT

Every job creates satisfaction with the work done to get maximum results. This research aims to analyze the factors that influence job satisfaction, as well as find dimensions and indicators that can shape job satisfaction. Job satisfaction is measured by the dimensions of the work itself, salary, promotion, supervisor, and co-workers. The population in this research were junior high school teachers in Purwokerto, with a total of 327 teachers. The sample of this research was 90 teachers. The sampling technique in this research used accidental sampling. The data collection method is the job satisfaction scale. The research data were analyzed by Structural Equation Modeling (SEM) through SmartPLS program 3.2.8. The analysis results show that the dimensions and indicators that make up the job satisfaction construct are valid and reliable. The dominant dimension reflecting the construction of job satisfaction is co-workers, with a loading factor of 0.814. The lowest dimension reflecting the construct is the supervisor, with a loading factor of 0.766. Thus, all aspects and indicators can reflect and form a job satisfaction construct, as well as a measurement model that can be accepted because the theory that describes job satisfaction corresponds to empirical data obtained from the subject.

KEYWORDS

Job Satisfaction, Supervisor, Co-workers, Structural Equation Model

1. INTRODUCTION

Every job creates an emotional response called satisfaction. A group researchers researched the job satisfaction of health staff (Chang et al., 2017). The results showed that the job satisfaction scale had high reliability and validity, $\alpha = 0.942$ and $r = 0.77$, so it could be used to measure the job satisfaction of health staff. Research conducted on teachers shows that job satisfaction can be seen in the number of students who are managed, teaching time, and co-workers (Anderson, 2017). A group researcher analyzed job satisfaction using Structural Emotional Model (SEM) with the AMOS application showing that factors affecting job satisfaction include the work itself, the work environment, and time (Mustafa et al., 2019). According to same study, the application of SEM using the AMOS analysis approach is less developed if applied to teacher job satisfaction (Mustafa et al., 2019). In this research, to determine certain constructs, confirmatory factor analysis is needed to find out whether the constructs of the job satisfaction scale can be applied in a certain job (Byrne, 2010).

Satisfaction is an important thing and wants to be achieved by every student in his work, for example, in the field of education (Gomes and Borba, 2011). According to a study, educational institutions to achieve their objectives often face obstacles in the form of low loyalty and job satisfaction of teachers (Widayati et al., 2020). Teachers have an important role in classroom management and school (Viseu et al., 2016). Teachers have workloads and responsibilities for their work, and the effect of a considerable workload makes teachers feel emotional exhaustion, performance to job satisfaction (Charbonnier, 2015).

Teacher job satisfaction has been the focus of considerable research, some studies show that teachers in schools experience burnout and job satisfaction decreases (Luthan, 2011; Hakanen et al., 2011). While the research of shows that 50% leave their profession after working for 5


years (Jesus and McCharty, 2011). This shows that there are factors that affect teachers leaving their profession, including teacher motivation in their work which shows dissatisfaction (Viseu et al., 2016; aloe, et al., 2014). Work satisfaction felt by teachers is not only the result of social and intellectual factors but is influenced by commitment, decision and motivation (Skaalvik and Skaalvik, 2011).

Job satisfaction is fundamental in an organization that is an evaluative process and a form of effectiveness or emotional response to the work itself (Judge and Kammeyer-Mueller, 2012; Kreitner et al., 2014). According to job satisfaction is considered as a satisfactory state of mind related to the appreciation obtained by teachers from student success and evaluation of the work environment in developing teachers' capabilities (Song et al., 2020). Teachers will leave their jobs when they do not get a suitable salary and competitive tasks and students who behave badly are the main dissatisfaction in teachers (Firestone, 2014; Aloe et al., 2014).

According to job satisfaction is an evaluation of a person's work or the context of the work itself (Mcshane and Glinow, 2015). The evaluation is a value of perceived values such as job characteristics, work environment, and emotional experiences in the workplace. Whereas explain that job satisfaction is the feeling of the extent to which individuals feel positive or negative about their work (Schermehorn et al., 2010). Job satisfaction can be concluded as a positive feeling that employees bring up their work.

2. LITERATURE REVIEW

Job satisfaction results from employees' perceptions of their work (Luthans, 2011). Robbins and Judge explain that job satisfaction is a positive feeling shown towards work resulting from the evaluation of its character (Robbins and Judge, 2017). The level of an individual's satisfaction with his or her work varies, usually an individual who is satisfied with the work that correspond to his or her expectations and goals (Vizano et al., 2020). According to the two-factor theory Herzberg

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distinguishes between intrinsic and extrinsic factors associated with job satisfaction. Intrinsic factors increase job satisfaction while extrinsic rewards cause job dissatisfaction.

Extrinsic job satisfaction factors are compared to health hazards, such as impure water or polluted air, and result in people leaving their jobs. These factors are also called hygienic or dissatisfaction and are mainly related to the work environment, including organizational policy and administration; interpersonal relationships with supervisors, co-workers; working conditions; salary; supervision; status; and work security (Herzberg, 1965). If the organization can create a comfortable work situation, a suitable salary and always maintain relationships between co-workers, then employees will have high job satisfaction (Tentama et al., 2019).

3. RESEARCH METHOD

3.1 Population, Sample, and Sampling Techniques

The population in this research were teachers in Junior High School located in the Purwokerto region with 327 teachers. The sample of this research consisted of 90 teachers of 52 women and 48 men. The subjects in this research are teachers who are state employees with a service period of 1 27 years. The sampling technique in this research used

accidental sampling. The scale used in data collection is a modification of the theory of job satisfaction including co-workers, salaries, promotions, supervisors and the work itself (Lutans, 2011).

3.2 Data Collection Method

Job satisfaction in this research was measured using a job satisfaction scale using a Likert scale consisting of four alternative answers, namely very appropriate, appropriate, inappropriate and very inappropriate. The research scale compiled refers to the job satisfaction dimension, namely the work itself, salary, promotion, supervisors and co-workers (Luthans, 2011).

The example of the job satisfaction scale item on the job dimension itself is "I work according to my educational background", example of item on the salary dimension "the salary I receive is quite satisfactory", example of an item in the dimension of promotion "Colleague communication runs well in accordance with my workload and responsibilities.", example of an item in the dimension of supervisor "I did not find difficulties in cooperating with co-workers.", and example of an item in the dimension of coworkers "The process of promotion is carried out openly".

The blueprint that is used as a reference in the preparation of the job satisfaction scale can be seen on table 1

No	Aspect	Indicator	Item No.		Σ
			Favorable	Unfavorable	
1.	Work Itself	Interesting Job, Responsibilities	1,11	6,18	4
2.	Salary	Money, Allowance	2,12	7,13	4
3.	Promotion	Job Transfer, Career Growth, Responsible	3,14	8,15	4
4.	Supervision	Technical Assistance, Moral Support from Superiors, there is An Attitude of Respect for Subordinates	4,16	9,19	4
5.	Co-workers	Support, Advice or Suggestions and Help from Co-Workers	5,17	10,2	4
Total Item					20

3.3 Data Analysis

The research data were analyzed by Structural Equation Modeling (SEM) through the SmartPLS 3.2.8 program with a 2nd Order CFA approach, namely a measurement model consisting of two levels. The first level of analysis is carried out from the aspect construct to its indicators and the second analysis is carried out from the latent construct to the aspect construct (Latan, 2012). Hendryadi and Suryani add that the 2nd Order CFA is measured based on several dimensions or aspects and these dimensions or aspects still require other indicators to measure them (Hendryadi and Suryani, 2014). CFA measurement model based on CFA theory according to Joreskog and Sorbom is used to test the unidimensional, validity and reliability of the construct measurement model that cannot be measured directly (Joreskog and Sorbom, 2008). The purpose of CFA is to focus on whether the unidimensionally conceptualized indicators are appropriate and consistent and what are the dominant indicators that comprise the studied construct (Hendryadi and Suryani, 2014).

3.4 Construct Validity and Reliability

The construct validity and reliability of the indicators (items) forming the latent construct by conducting Confirmatory Factor Analysis (CFA) (Latan, 2012). According to a study, in addition to the validity test, the reliability test can also be carried out in confirmatory factor analysis (CFA) using

construct reliability (Hair et al., 2014). Testing the validity and reliability of this instrument needs to be done therefore in conducting research using Confirmatory Factor Analysis (CFA) valid and reliable data is obtained. Testing reliability and validity of construct using outer model testing which consists of the test of convergent validity and discriminant validity. Convergent validity can be seen from the loading factor value > 0.5 and the Average Variance Extracted (AVE) value > 0.5 (Jogiyanto, 2011).

While the discriminant validity can be seen from comparing the roots of the Average Variance Extracted (AVE) between dimensions, it must be higher than the correlation with other dimensions (Jogiyanto, 2011). The construct reliability test was carried out to show the internal consistency of the measuring instrument by looking at the value of composite reliability and Cronbach alpha with a higher value, it will show the consistency value of each item in measuring the latent variable. According to Hair, Black, Babin, and Anderson (2014) the appropriate value of composite reliability and Cronbach alpha is > 0.7 and a value of 0.6 is still acceptable (Jogiyanto, 2011).

4. RESULT

According to the outer model test of the job satisfaction scale conducted using the smart PLS 3.2.8 program, the results can be seen in Figure 1 below.

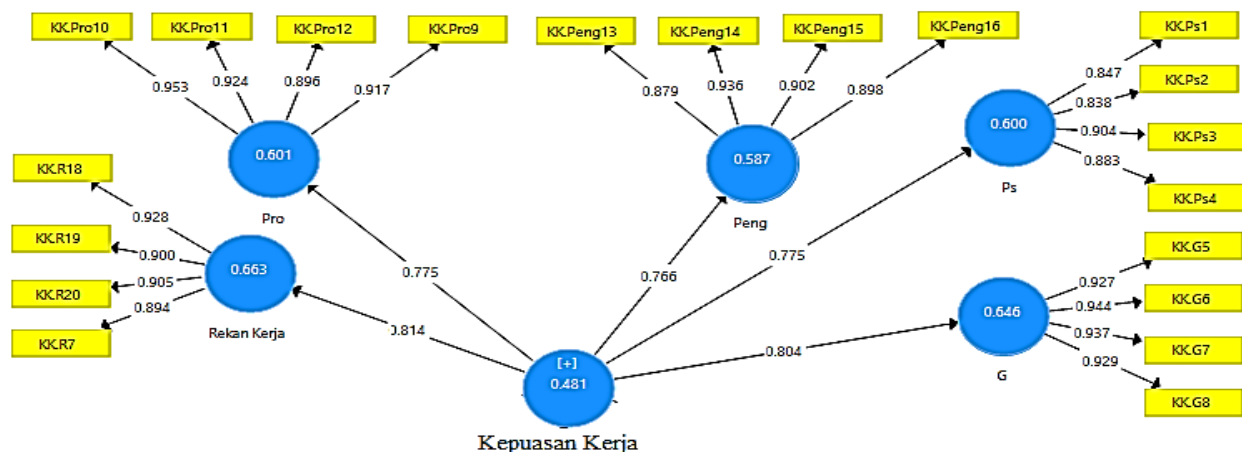


Figure 1: The outer model of job satisfaction scale

4.1 Construct Validity Test Results

4.1.1 Convergent Validity

According to the data analysis, the loading factor values obtained from variables to dimensions and from dimensions to indicators are > 0.4. Loading factor weights of 0.4 or more are considered strong enough validation to explain latent constructs (Hair et al., 2017). The results of the convergent validity test can be seen on Table 2 and Table 3.

Dimension	Loading Factor	Annotation
Work Itself	0.775	Valid
Salary	0.646	Valid
Promotion	0.775	Valid
Supervision	0.766	Valid
Co-workers	0.814	Valid

Item	Loading Factor	Annotation
KK.G5	0.927	Valid
KK.G6	0.944	Valid
KK.G7	0.937	Valid
KK.G8	0.929	Valid
KK.Ps1	0.847	Valid
KK.Ps2	0.838	Valid
KK.Ps3	0.904	Valid
KK.Ps4	0.883	Valid
KK.Peng13	0.879	Valid
KK.Peng14	0.936	Valid
KK.Peng15	0.902	Valid
KK.Peng16	0.989	Valid
KK.Pro9	0.917	Valid
KK.Pro10	0.953	Valid
KK.Pro11	0.924	Valid
KK.Pro12	0.896	Valid
KK.Rk7	0.894	Valid
KK.Rk18	0.928	Valid
KK.Rk19	0.900	Valid
KK.Rk20	0.905	Valid

Furthermore, the convergent validity test results show the average Variance Extracted (AVE) value > 0.5. The Average Variance Extracted (AVE) value of the job satisfaction variable is 0.563 and the Average Variance Extracted (AVE) value of each dimension of organizational citizenship behavior can be seen on Table 4.

Dimension	AVE Value	Annotation
Work Itself	0.753	Valid
Salary	0.873	Valid
Promotion	0.817	Valid
Supervision	0.851	Valid
Co-workers	0.822	Valid

4.1.2 Discriminant Validity

Based on the result of discriminant validity test shows that the root value of Average Variance Extracted (AVE) on each dimension of job satisfaction is higher than the AVE root on other dimensions, therefore discriminant validity criteria is reached. The root value of Average Variance Extracted (AVE) of job satisfaction variable can be seen on table 5.

Dimension	Co-Workers	Promotion	Salary	Supervision	Work Itself
Co-workers	0.907	0.585	0.475	0.505	0.507
Promotion	0.585	0.934	0.739	0.711	0.634
Salary	0.457	0.739	0.934	0.617	0.688
Supervision	0.505	0.711	0.617	0.904	0.553
Work Itself	0.507	0.634	0.688	0.553	0.868

4.2 The Result of Reliability Construct Test

The construct reliability test was conducted by testing the outer model as seen from the composite reliability and Cronbach alpha values. This test is carried out by looking at the composite reliability value and Cronbach alpha > 0.6, which means that the scale in this research is reliable. The composite reliability and Cronbach alpha values can be seen in Table 6.

Variable	Cronbach Alpha	Composite Reliability	Annotation
Job Satisfaction	0.958	0.962	Reliable

Based on the construct reliability test result in table 6 shows that the job satisfaction scale has good reliability and means that the form that measures the bullying variable meets the unidimensional criteria (Hair et al., 2017). It is shown by the composite reliability value of 0.962 and Cronbach's alpha of 0.958. The validity and construct reliability test make all job satisfaction items valid and reliable. The results of research data analysis using the outer model test show that the measurement model is acceptable because the dimensions of job satisfaction can reflect job satisfaction variables.

5. DISCUSSION

Based on the analysis result of the validity and reliability construct, all dimensions and indicators can reflect the construct of job satisfaction. The most dominant dimension that reflects the construct of job satisfaction is co-workers, as seen in the loading factor value of 0.814. Co-workers are shown to interact socially in a job (Mrhálek and Kajanová, 2018). Based on research by on teacher job satisfaction shows that interpersonal relationships between co-workers can reflect job satisfaction, a teacher who is satisfied with his work will maintain his/her performance (Usop et al., 2013). Dimensions and indicators that are low in reflecting the construct of job satisfaction are supervisors with a loading factor value of 0.766. This shows that the supervisor does not affect the job satisfaction of employees. However, research by shows that the factors that can analyze job satisfaction for teachers are promotions, supervisors and the work itself (Astrauskaite et al., 2011).

Employees who are satisfied with the work itself will highlight their motivation in their field (Posada and Jiménez, 2018). Research supports research which shows that the variables of co-workers, work conflicts, and relationships with supervisors/superiors do not significantly influence job satisfaction (Salesti, 2014). Meanwhile, based on the supervisor dimension, the results of this research are not in line with research which states that the dominant dimension of the supervisor reflects the construct of job satisfaction (Dwiyanti et al., 2019). This research is expected to be applied in organizations, especially in the field of education. The limitation of this research is to analyze the job satisfaction of teachers who have status as civil servants. For further research, it is hoped that job satisfaction needs to be examined on teachers with honorary status so that they can develop what factors affect the job satisfaction of honorary teachers in terms of salary dimensions.

6. CONCLUSION

The conclusion of this research is that all dimensions and indicators can reflect job satisfaction, and the job satisfaction scale can be declared valid and reliable. The CFA results show that the most dominant dimension that reflects job satisfaction is coworkers, while the lowest dimension that reflects job satisfaction is supervisor.

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