



Job Descriptions and Communication Effect on Teachers' Job Satisfaction in Vocational High School

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Abstrak

Kepuasan kerja merupakan salah satu faktor yang berpengaruh pada pencapaian tujuan pendidikan yang sukses. Faktor ini menjadi objek penelitian yang menarik dan penting untuk dipertimbangkan dalam manajemen sumber daya manusia, terutama dalam pendidikan kejuruan. Penelitian ini berusaha mengungkap pengaruh simultan dan parsial dari deskripsi pekerjaan dan komunikasi terhadap kepuasan kerja guru. Penelitian ini penting karena memahami faktor-faktor yang mempengaruhi kepuasan kerja dapat membantu dalam merumuskan kebijakan manajemen yang lebih efektif dan strategis, yang pada akhirnya dapat meningkatkan kualitas pendidikan secara keseluruhan. Sebanyak 33 guru terlibat sebagai populasi dan sampel dalam penelitian ini, dan data dikumpulkan melalui survei. Kuesioner dikembangkan sebagai instrumen penelitian, dan hipotesis diuji dengan uji t dan uji F. Regresi linier berganda diterapkan untuk menganalisis data yang dikumpulkan. Studi ini menemukan bahwa deskripsi pekerjaan dan komunikasi secara simultan mempengaruhi kepuasan kerja guru. Dengan kata lain, berdasarkan koefisien determinasi, deskripsi pekerjaan dan komunikasi secara simultan mempengaruhi kepuasan kerja sebesar 58.4%, secara parsial terbesar 52% oleh deskripsi pekerjaan dan 38.2% oleh variabel komunikasi. Tindak lanjut dari penelitian ini disarankan untuk mengeksplorasi faktor-faktor lain yang mungkin mempengaruhi kepuasan kerja guru, serta mengembangkan intervensi yang dapat meningkatkan deskripsi pekerjaan dan komunikasi dalam konteks pendidikan kejuruan.

Kata Kunci: Deskripsi Pekerjaan, Komunikasi, Kepuasan Kerja Guru

Abstract

Job satisfaction is one of the factors that influence the achievement of successful educational goals. This factor is an exciting and vital research object in human resource management, especially in vocational education. This study attempts to reveal job description and communication's simultaneous and partial influence on teacher job satisfaction. This study is critical because understanding the factors that influence job satisfaction can help formulate more effective and strategic management policies, ultimately improving the overall quality of education. A total of 33 teachers were involved as the population and sample in this study, and data were collected through a survey. A questionnaire was developed as a research instrument, and the hypothesis was tested using the t-test and F-test. Multiple linear regression was applied to analyze the collected data. This study found that job description and communication simultaneously influenced teacher job satisfaction. In other words, based on the coefficient of determination, job description and communication simultaneously influenced job satisfaction by 58.4%, partially the largest 52% by job description and 38.2% by communication variables. Follow-up to this research is suggested to explore other factors that may influence teacher job satisfaction and develop interventions that can improve job descriptions and communication in the context of vocational education.

Keywords: Job Description, Communication, Teacher's Job Satisfaction

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1. INTRODUCTION

In today's education world, creating high teachers' performance for school development is essential. School must be able to build and improve performance in their environment, assessing competition, technological change, globalization and other factors quickly (Gill et al., 2021; Johari, K.S. & Amat, 2019; Sahito, Z. & Vaisanen, 2020; Zysberg, 2020). The success of an organization is influenced by several factors, one of the important factors is human resources. In other words, the primary pillar in attaining an organization's objectives is its human capital (Khasanova et al., 2021; Kuka et al., 2020; Kurminov et al.,

2019). These are without a doubt the organization's sources of growth and prosperity and human resources who are dedicated and hardworking form the foundation of the educational organization (Cobanoglu et al., 2018; Opatha, 2019; Sivalingam, 2019). When the personnel of a school are given ideal working conditions and opportunities to reveal their hidden abilities, there is no doubt that they will do everything in their capabilities to make the institution into one that is unmatched. In an educational setting, a teacher's function is more dominant in cultivating learners' mindsets with long-term perspective (Kouni et al., 2018; Yaakob et al., 2019). As a result, schools with plenty of capable and successful instructors can be seen as a major force in advancing society and mankind (Brown et al., 2021; Carlyon, T. & Branson, 2018; Harris, A. & Jones, 2019). In short, education, which is mostly delivered by teachers in order to streamline students' soft skills and repertoire, is the most effective tool for instilling practical wisdom into the learner's brain.

The quality of each teacher's performance in their role, which has an impact on the effectiveness of their teaching and the operation of the school, is largely dependent on how satisfied they are with their work (Cansoy, 2019; Pazim, 2021). Given that teacher work happiness is strongly correlated with students' academic accomplishment, the degree of the teacher's job satisfaction can have a significant impact on both the teacher's life and the lives of others, particularly on the students and school (Baluyos, G.R., Riviera, H.L. & Baluyos, 2019; Torres, 2019). Some studies found that teachers' job satisfaction particularly in vocational high schools in Indonesia were affected by some factors such as motivation, supervision, self-confidence, discipline, organization's culture, integrity, commitment, training, communication, job description and other factors (Agnesta, F.E. & Hasanah, 2023; Damayanti, E. & Ismiyati, 2020; Hasibuan et al., 2022; Kurniawan et al., 2018; Mujiono, 2022; Purnamasari, 2018; Putra et al., 2019; Siahaan, Y.L. & Meilani, 2019).

According to the Ministry of Education and Culture, the key ways to improve vocational education is by increasing existing infrastructure, providing competent educators in their fields, and improving the quality of graduates. Vocational High School has the potential to work as needed, Vocational High School has five elements of competence according to the needs of the field of interest such as the needs of the community, the needs of the employment sector, professional needs, the needs of future generations and knowledge (Disas, 2018; Husein, 2019). Vocational High School of *Simalungun* Protestant Christian Church or *SMK GKPS 2 Pematangsiantar* is an institution engaged in technical or vocational education aiming to improve quality human resources possessing high quality competitiveness. Based on the interview, some challenges were found in order to achieve the school's vision, mission, and aim such as the teachers' job satisfaction. There are still permanent teachers of *GKPS 2 Vocational High School Pematangsiantar* whose salaries are below the Regency/ City Minimum Wage (UMK). In addition, teachers of *GKPS 2 Vocational High School Pematangsiantar* also felt that there was an injustice in the division of teaching hours so that the conditions of job competition were not good. This is a challenge that must be faced by *GKPS 2 Vocational High School Pematangsiantar* to maintain teacher satisfaction.

One of the factors that can be implemented to enhance teachers' job satisfaction includes the job description (Elmazi, 2018; Liu, Y. & Werblow, 2019). Leadership involves guiding and inspiring subordinates to collaborate effectively and achieve the objectives of the organization (Navaridas-Nalda et al., 2020; Saleem et al., 2020). A good leader will be able to manage the employees at work. This is made possible by creating appropriate job descriptions so that all tasks carried out by employees comply with the organizational goals and leads to employee job satisfaction (Baptiste, 2019; Toropova et al., 2021). The phenomenon found in *SMK GKPS 2 Pematangsiantar* is that there were policies created do not involve related subordinates in setting organizational targets. In addition, the

phenomenon depicted is that there is still a rigid relationship between subordinates and superiors who are less communicative so that complaints and problems of teachers are not delivered to superiors. These problems are hidden and superiors seem to burden subordinates with targets and tasks. In addition, the lack of good leadership in implementing job descriptions is an obstacle to organizational goals, such as the imbalance task-load and work responsibilities (Chongwony et al., 2020; Mekpor, B. & Dartey-Baah, 2020). The existence of a job description is useful for providing the person in charge in which they are responsible and prevent the possibility of overlapping clarity for employees to carry out their duties properly according to task-load (Sembiring, R. & Naomi, 2021).

Communication is very important for a person's life and is used at all times in interacting between individuals and other individuals with community groups (Milanović, V., & Dragičević-Radičević, 2019). A leader must regularly communicate with the employees or staff to deliver important information related to organization's activities. This is in accordance with a research stating that interpersonal communication has simultaneous effect on teacher teaching performance (Ahmad, M. & Rochimah, 2022). Every function of human resource management is always accompanied by communication and good interaction between leaders and teachers will result in effective communication (Crisci, A., Sepe, E., & Malafrente, 2019). Along with the development of technology, communication has greatly developed from time to time and makes it easier for people to communicate both individual goals and organization goals.

This study focuses on the teachers' job satisfaction that are examined through job description and communication among vocational teachers in *SMK GKPS 2 Pematangsiantar*. The attempt of this research aims to procure a precise determination of job description and communication both simultaneously and partially on teachers' job satisfaction. In addition, this study signifies the management of vocational high school through effective management and leadership. This study not only focuses on the influence of communication, but also includes job description as an independent variable that has not been widely researched in the context of teacher job satisfaction. This integration provides a more comprehensive picture of how a combination of clear job descriptions and effective communication can improve teacher job satisfaction. This research was conducted at SMK GKPS 2 Pematangsiantar, which provides a specific and local context. This allows the research to capture the unique dynamics and needs of the environment, so that the results are more relevant and can be implemented effectively. The study involved teachers as research subjects, which provided a more in-depth perspective on how they felt and experienced the influence of job descriptions and communication in their work environment. Thus, this study makes a significant contribution in understanding how the combination of clear job descriptions and effective communication can increase teacher job satisfaction at SMK GKPS 2 Pematangsiantar, as well as provide recommendations that can be implemented effectively to improve the quality of education.

2. METHODS

To acquire a thorough grasp of the connection among job description, communication and teacher's job satisfaction, this study employs a mixed methods research approach. Drawing from existing literature and theories, a structured questionnaire will be developed for the quantitative aspect (Zahedi et al., 2021). This survey collects quantitative data on participants' demographics, perceptions of job description, perceptions of communication, and perception of teacher's job satisfaction. For the qualitative component, a subset of participants will be interviewed in-depth. These semi-structured interviews allow participants

to share their views on how job description and communication influence their job satisfaction. This qualitative approach adds depth and context to the quantitative findings.

The study was conducted at *GKPS 2 Vocational High School Pematangsiantar*, located at Merak Raya Street, Siopat Suhu, East Siantar District, Pematangsiantar City, North Sumatra. The subjects were 33 instructors from this school. Data collection methods included documentation, interviews, and questionnaires distribution (Edmonds, W.A., & Kennedy, 2017). Data analysis encompasses quantitative descriptive techniques, including validity and reliability testing, normality assessment, regression analysis, correlation coefficient determination, and hypothesis testing. The qualitative descriptive analysis is intended to obtain a picture or description of the teachers' responses regarding job descriptions and communication related to job satisfaction among teachers at SMK GKPS 2 Pematangsiantar. The criteria for determining the average value of responses from the respondents are categorized into interval classes, resulting in the following provisions, showed in Table 1.

Table 1. Interval Values and Respondent Answer Categories

Interval Value	Categories		
	Job Description (X ₁)	Communication (X ₂)	Job Satisfaction (Y)
1,00 – 1,80	Very Poor	Very Poor	Very Dissatisfied
1,81 – 2,60	Poor	Poor	Dissatisfied
2,61 – 3,40	Fair	Fair	Neutral
3,41 – 4,20	Good	Good	Satisfied
4,21 – 5,00	Very Good	Very Good	Very Satisfied

3. RESULTS AND DISCUSSION

Result

Based on the results of the qualitative descriptive analysis, a picture or description was obtained regarding the teachers' responses to job descriptions and communication in relation to job satisfaction among teachers at SMK GKPS 2 Pematangsiantar. The results of the qualitative descriptive analysis can be seen in the following Table 2.

Table 2. Qualitative Descriptive Analysis

Variable	Average Value	Categories
Job Description	3.78	Good
Communication	3.72	Good
Job Satisfaction	3.71	Satisfied

The evaluation of research instruments involves testing for both validity and reliability. Validity testing assesses how accurately and appropriately a measurement instrument performs its intended function. Items in an instrument are considered valid if the validity coefficient is 0.30 or higher. In contrast, reliability testing measures the consistency of indicators within a variable. A variable is deemed reliable if its Cronbach's Alpha value is above 0.70 (Ghozali, 2018). Validity testing aims to evaluate how well a measurement instrument achieves its intended purpose, ensuring that the collected data aligns with the measurement's goals. The validity test results showed in Table 3.

Table 3. Validity Test Results

Variable	Item Instrument-Total Correlation	r-table	Result
Job Description	0.548	0.3	Valid
Communication	0.723	0.3	Valid
Job Satisfaction	0.763	0.3	Valid

Drawing from the validity test results discussed earlier, it can be inferred that all indicators associated with the variables under scrutiny in this study demonstrate validity. Subsequently, reliability testing is undertaken to assess the stability of these indicators within each variable. A questionnaire is considered reliable if individuals provide consistent and stable responses to the questions over time. The outcomes of the reliability assessment, showed in Table 4.

Table 4. Reliability Test Results

Variable	Cronbach’s Alpha	Instrument Items	Result
Job description	0.832	16	Reliable
Communication	0.835	12	Reliable
Job Satisfaction	0.836	12	Reliable

The results of the reliability test, as depicted in Table 4, reveal that each indicator maintains a Cronbach's alpha value exceeding 0.70 even after removing items. Hence, it can be deduced that the indicators pertaining to all variables in the research exhibit reliability. The purpose of the normality test is to ascertain whether the data has a normal distribution and to ascertain the proper formula for hypothesis testing. For this, the Kolmogorov-Smirnov test is employed. The table below illustrates the findings of the normality test, showed in Table 5.

Table 5. Normality Test Results

Variable	N	K-S Test	Asymp. Sig. (2-Tailed)
Job description	33	0.628	0.825
Communication	33	0.605	0.857
Job Satisfaction	33	0.695	0.720

Based on the outcomes of the normality test displayed in Table 5, the asymptotic significance value (2-tailed) for each variable exceeds 0.05. Hence, it can be inferred that all variables exhibit a normal distribution. The purpose of this assessment is to evaluate how job descriptions and communication impact employee satisfaction. The outcomes of the multiple linear regression analysis are outlined in Table 6.

Table 6. Multiple Linear Regression Results

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	0.520	6.899	
Job Description	0.496	0.130	0.546
Communication	0.323	0.151	0.307

Derived from the multiple linear regression analyses, the regression equation $Y = 0.520 + 0.496 X_1 + 0.323 X_2$ is obtained, meaning that if the job description increases by one unit, it will increase job satisfaction by 0.496 units and if communication increases by one unit, it will increase job satisfaction by 0.323 units so that It can be inferred that there is a beneficial impact between job description and communication on job satisfaction at GKPS 2 Vocational High School Pematangsiantar.

The correlation coefficient is employed to assess the strength of the association between job description and communication with teacher's job satisfaction. The correlation coefficient value (r) of 0.764 was found based on the above table, indicating that at GKPS 2 Vocational High School Pematangsiantar, there is a strong and positive association between work description and communication to job satisfaction. Additionally, a coefficient of determination (R) of 0.584 was found, indicating that 58.4% of the variation in job satisfaction can be accounted for by the variables of communication and job description, while 41.6% can be accounted for by variables not covered in this study, such as motivation, commitment, and other elements influencing teacher effectiveness.

Hypothesis testing is performed to ascertain whether there exists a significant relationship between job description, communication and teacher's job satisfaction. t-test. The requirement for the t-test hypothesis testing are if $t_{count} > t_{table}$, and the significance value is less than 0.05. The t-test is carried out in Table 6 in which job description and communication significantly influence the teachers' job satisfaction. This is evidenced by the results of the calculation of the significant value of 0.000 is less than 0.05. While the calculation of the t value for the job description variable is $t_{count} 5.791$ is larger than $t_{table} 2.03851$. This indicates a positive effect between job description and teachers' job satisfaction. The results of the t_{count} of communication variables were calculated in which $t_{count} 4.374$ is larger than $t_{table} 2.03851$. These results exhibit that communication variable positively affects teachers' job satisfaction, showed in Table 7.

Table 7. t Test

Model	T	Sig.
1 (Constant)	1.714	0.000
Job Description	5.791	0.000
Communication	4.374	0.000

The F-test was carried out to determine how job description and communication influence teachers' job satisfaction simultaneously. The requirements of the test are F_{count} is larger than F_{table} with a significance value below 0.05. The calculated significance value is 0.000 or below 0.05 and $F_{count} 21.022$ is larger than $F_{table} 3.32$. Based on the this calculation, it is clear that job description and communication influence teachers' job satisfaction simultaneously. F test showed in Table 8.

Table 8. F Test

Model	F	Sig.
1 (Constant)		
Residual	21.022	0.000 ^b
Total		

Discussions

Based on the results of a simple linear regression, the results show that the job description has a positive and significant effect on job satisfaction at GKPS 2 Vocational

High School *Pematangsiantar* as is evidenced by the calculated value of $t_{\text{count}} 5.791$ is greater than t_{table} of 2.03951 or a significant level of $0.000 < 0.05$. A clear job description will be able to increase the job satisfaction of the teachers in carrying out their work. The teachers' job satisfaction can be influenced by a proper job description for the career development and the schools will be good if the human resources are able to carry out their jobs clearly which avoid ambiguous and multiple task interpretations (Nguyen, 2016; Paposa, K.K. & Kumar, 2019). With improvements to the job description, teachers will understand what their duties, responsibilities, and authorities (Maslak, 2022). In addition, with a clear job description, teachers can also know the division of work-load so as to work well and discipline. Job description is an essential requirement to be compiled so that existing human resources especially teachers function properly (De Mauro et al., 2018; Wu et al., 2022). This means that the teachers involved could clearly understand the duties, authorities and responsibilities of their positions. When the job description is vague, it results in an unclear duties and responsibilities which leads to improper task achievement which affects the teachers' job satisfaction.

This study found that communication had a positive and significant effect on job satisfaction at *GKPS 2 Vocational High School Pematangsiantar* as is proven by $t_{\text{count}} 4.374$ is larger than t_{table} of 2.03951 or a significant level of 0.000 less than 0.05. Good communication has an impact on the work environment and the teacher as known as the brigade of a successful education should be able to build good communication with the leaders, with colleagues, parents of students, also able to meet the work standards (Khusni & Mahmudah, 2020; Pongton, P. & Suntrayuth, 2019). Effective organizational communication in school can build a comfortable work situation and build good relationships that encourage teachers to carry out their profession (Yao, J., You, Y., & Zhu, 2020). Effective organizational communication can build a comfortable work situation and build good relationships that encourage teachers to carry out their profession. The effectiveness of communication between teachers and principals and co-workers also affects the realization of teacher satisfaction in schools. Teachers experiencing high job satisfaction will persist in their efforts to pursue organizational objectives with elevated dedication (Erben, J., Schneider, F.M., & Maier, 2019; Shen et al., 2019).

The primary objective of this research is to ascertain how the effect of job description and communication on the teachers' job satisfaction. Based on the results of the analysis above, it can be seen that: (1) The variables of job description and communication have a positive and significant impact on the teachers' job satisfaction of *GKPS 2 Vocational High School Pematangsiantar*; and (2) The variables of job description and communication can increase teachers' job satisfaction of *GKPS 2 Vocational High School Pematangsiantar*.

4. CONCLUSION

The results of this study are that each independent variable of job description and communication has a positive and significant effect on teacher job satisfaction. This shows that job description and communication have a positive effect on increasing job satisfaction. In addition, job description and communication variables affect teacher job satisfaction. Because of the many factors that affect teacher job satisfaction, such as leadership supervision, leadership, motivation, and others, it is expected that both teachers and principals pay special attention to clear job descriptions and establish close communication for all elements of the school community, including the provision of clear job descriptions to increase job satisfaction. The findings of this study are essential for increasing teacher job satisfaction through clarity of tasks and effective communication.

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