

## **Career Development and Job Satisfaction of Teachers of SMA Negeri 1 Darul Imarah Aceh Besar**

**Jalaludin<sup>1\*</sup>, Marwan<sup>2</sup>, Juli Firmansyah<sup>3</sup>**

<sup>1</sup>Faculty of Teacher Training and Education, Universitas Serambi Mekkah, Banda Aceh, Aceh, Indonesia

<sup>2</sup>Faculty of Teacher Training and Education, Universitas Al Muslim, Bireuen, Aceh, Indonesia

<sup>3</sup>Faculty of Teacher Training and Education, Universitas Terbuka, Jakarta, Indonesia  
Correspondence: *jalaluddin@serambimekkah.ac.id*

### **ABSTRACT**

This study aims to determine the career development and job satisfaction of SMA Negeri 1 Darul Imarah Aceh Besar teachers. This research uses the ex post facto method. This research was conducted at SMA Negeri 1 Darul Imarah Aceh Besar. This research will be conducted from January 2023 to August 2023. The population of this study was all teachers at SMA Negeri 1 Darul Imarah Aceh Besar, which amounted to 59 people, while the sample in this study amounted to 59 people. The data collection technique used in this study was a survey to SMA Negeri 1 Darul Imarah Aceh Besar by distributing questionnaires to teachers who were used as research samples. The data analysis technique used in this study is descriptive analysis. The results showed that improving the career development system would increase teacher job satisfaction at SMA Negeri 1 Darul Imarah Aceh Besar.

**Keywords: Career Development, Job Satisfaction, Teacher**

## **A. INTRODUCTION**

Education is an important factor for human needs. Developed countries can be seen from the side of the economy that is extraordinarily supported by education (Sahlberg, 2010). Therefore, education cannot be ignored and underestimated by the government and society as a very vital factor (Silitonga et al., 2020). According to Hanushek and Rivkin (2006), the role of teaching staff in building education is very important, qualified teaching staff will transmit intelligence to their students. In the context of individual and organizational goals, career development is the process of increasing an individual's employability in order to achieve the desired career. Career development aims to match individual goals with career opportunities available within the company for now and for the future (Naway, et al. 2017).

Human resource management is a series of strategies, processes and activities designed to support the goals of organizations / companies, educational institutions and individuals. Educational Institutions are an effort to improve quality human resources. Therefore, every educational process continues to be built and developed so that the implementation process produces as expected (Alfa, F. 2020).

In work organizations, human resource development is a process to improve the quality of employees in order to master knowledge, skills, expertise and insights in accordance with the development of science and technology. With the development of human resources, each employee is able to handle various types of work that are assigned to him in a constantly changing situation. One of the employee development that must be done is career development (Dewi, et al. 2020). To realize this goal, reliable and dedicated human resources are needed. This is influenced by job satisfaction.

Murtiningsih et al, (2019) and Renata et al, (2018) Teachers become more disciplined in compiling learning tools, more enthusiastic and innovative in carrying out learning. Increasing teacher competence is also followed by increasing student competence as evidenced by increasing academic and non-academic achievements.

Job satisfaction is one of the most important factors to get optimal work results. When a person feels satisfaction at work, of course, he will try his best with all the ability he has to complete his work tasks. Thus the productivity and work results of employees will increase optimally, automatically human resources will increase and will feel job satisfaction by itself (Lisdiani et al. 2017). There are several theoretical models that explain the factors that cause high job satisfaction in the teaching profession (e.g. Klassen and Chiu, 2010, Lent and Brown, 2006). Although these models differ in detail, there is a consensus in the literature

that job satisfaction is influenced by external factors such as working conditions as well as internal factors such as self-efficacy beliefs.

## **B. LITERATURE REVIEW**

Career development, according to Bahri (2016), is an effort or steps carried out by an employee and/or by human resource leaders in order to develop employee potential to be able to occupy higher positions in an effort to achieve company goals. Career development is an effort or steps carried out by an employee and/or by human resource leaders in order to develop employee potential to be able to occupy higher positions in an effort to achieve company goals.

According to Handoko (2016), there are several principles of career development that can be explained as follows: (a) Work itself has a very large influence on career development. While every job day presents a different challenge, what is learned on the job is far more important than the activities of a formal development plan. (b) The form of skill development required is determined by the specific job demand. The skills needed to become a supervisor will be different from the skills needed to become a middle manager. (c) Development will occur only if an individual has not acquired skills appropriate to the demands of the job. If the goal is further developed by an individual, the individual who already has the skills demanded by the job will occupy a new job. (d) The time spent on development can be reduced by identifying a rational set of individual job placements.

Job satisfaction is a phenomenon that is often raised and discussed in various discussions and scientific meetings, job satisfaction has an effect on the output of a process in the organization. High job satisfaction will be achieved if the factors that cause job satisfaction are well available. Job satisfaction is not a stand-alone variable, it is influenced by various factors both sourced from within the organization and sourced from the employees themselves (Bahri, 2017).

According to Sinambela, (2016) there are at least two reasons to know satisfaction and its consequences, namely: Sourced from organizational factors, satisfaction is something that can affect work behavior, work slowness, absenteeism and entry and exit of employees. And sourced from resources and causes of satisfaction because satisfaction is essential to improve individual performance.

Factors that affect job satisfaction or dissatisfaction are: type of work, co-workers, benefits, fair treatment, job security, opportunities to contribute ideas, salary, and opportunities to develop according to (Lantara, 2019) If employees are productive at work

and the company can meet their expectations, job satisfaction can be achieved. If leaders or coworkers do not support or care about each other, the work done will not run smoothly, problems will arise, and employee job satisfaction will naturally decrease. According to Priansa (2016), high job satisfaction will encourage the effective realization of organizational goals.

### **C. METHOD**

This research was conducted at SMA Negeri 1 Darul Imarah Aceh Besar. This research will be conducted from January 2023 to August 2023. This study used the ex post facto method, where the data collected in this study came from the symptoms of the five existing variables without special treatment of these variables. Therefore, the method used in this study is a quantitative method with the technique of giving questionnaires to all respondents involved. The population of this study was all teachers at SMA Negeri 1 Darul Imarah Aceh Besar which amounted to 59 people, while the sample in this study amounted to 59 people. The data collection technique used in this study was a survey to SMA Negeri 1 Darul Imarah Aceh Besar by distributing questionnaires to teachers who were used as research samples. This technique is used to obtain primary data, which is in the form of data obtained directly from respondents through several questions from questionnaires.

The instrument used in this study is job satisfaction. The research instrument is a closed questionnaire Likert scale model with five answer choices. Giving an answer score for each questionnaire item on the agreed interval scale, namely; (a). Strongly agree, (b) Agree, (c). Disagree and (d). Strongly disagree. In accordance with the questionnaire used, the scoring for each questionnaire answer item in the study is one of the continuum of scores 1, 2, 3 and 4. The career development referred to in this study is a policy taken to develop teachers through coaching and career planning.

The policy can be promotion, mutation, demotion, development and training. The indicators and descriptors used are: developing skills and jobs, job level growth is the smooth change of position for each level / rank in this case measured by applicable standards, knowledge of work is an individual's understanding of work both operational and technical, teacher expectations in career advancement at work, teachers' emotional responses to positions which are a reflection of how far career aspects can be Satisfy teachers and the suitability of work, knowledge, teacher skills with the position level. Job satisfaction is a pleasant or unpleasant feeling for teachers in looking at their work. Job satisfaction is seen as a statement of pleasure and displeasure that arises because of sacrifices and gains among

teachers while serving in schools. In measuring the components of job satisfaction, using satisfaction measurement with a job description index scale (job description index). The data analysis technique used in this study is descriptive analysis. Descriptive analysis is used to interpret the data from the answers to research questions.

## D. RESULTS OF DISCUSSION

### Content of Results and Discussion

The description of the data that will be presented in this section is Career development. The data is the result of quantifying respondents' answers to questionnaires distributed to high school teachers as a research sample of 59 respondents.

**Career Development Variable Data Description Table**

N	Valid	59
	Invalid	0
Average		72,82
Median		74,00
Standard deviation		3,89
Varian		82,82
Range		51,00
Minimum		48,00
Maximum		99,00

Based on data processing, it will be described about the data description, it is known that the lowest career development questionnaire score is 48, the highest score is 99, the average score is 72.82, with a median of 74, a range of 51, a standard deviation of 3.89 and a variance of 82.82. From the career development data score, the frequency distribution of the 36-115 interval class can be obtained as much as 22.5 percent. While the smallest percentage of values is in the interval class 16-33, which is as much as 2.6 percent.

Furthermore, data on the tendency of respondents' opinions on career development variables can be shown in the following table Furthermore, data on the tendency of respondents' opinions on career development variables can be shown in the following table:

**Table of Career Development Tendency Levels**

No.	Interval Class	Frek. Absolut	Frek. Relatife	Category
1	> 85	10	19,3	Tinggi
2	69 – 84	27	42,8	Cukup
3	53 – 68	21	31,9	Kurang
4	< 52	1	6,0	Rendah
<b>Total</b>		<b>59</b>	<b>100</b>	

Based on the table above, the respondents' career development tendency level is dominated by the sufficient category, which is 42.8 percent, so it can be concluded that overall career development tends to be in the fairly good category.

### Descriptive Data from Job Satisfaction Questionnaire Results

From the data from the Job Satisfaction questionnaire, descriptive statistics are obtained as shown in the following table From the data from the Job Satisfaction questionnaire, descriptive statistics are obtained as shown in the following table:

**Job Satisfaction Variable Data Description Table**

N	Valid	59
	Invalid	0
Average		14,72
Median		16,00
Standard deviation		4,19
Varian		27,15
Range		10,00
Minimum		70,00
Maximum		100,00

From the table above, it can be seen that the lowest job satisfaction questionnaire score is 70, the highest score is 100, the average score is 14.72, with a median of 16, a range of 10, standard deviation(s) of 4.19 and variance of 27.15.

Furthermore, by guiding the criteria in the methodology section, data on the tendency of respondents' opinions on job satisfaction can be shown in the following table:

**Tabel Tingkat Kecenderungan Variabel Kepuasan Kerja**

No.	Interval Class	Frek. Absolut	Frek. Relatife	Category
1	> 21	12	22,3	Tinggi
2	10 – 20	35	57,2	Cukup
3	0 – 4	9	12,7	Kurang
4	< 4	3	7,8	Rendah
<b>Total</b>		<b>59</b>	<b>100</b>	

Based on the table above, the tendency level of respondents' job satisfaction is dominated by the sufficient category, which is 57.2 percent, so it can be concluded that overall it is concluded that job satisfaction tends to be in the sufficient category. Based on these categories, it can be identified that teachers of SMA Negeri 1 Darul Imarah Aceh Besar have sufficient satisfaction with; (a) Financial rewards received and viewed as commensurate with the job title, (b) Opportunities to advance within the organization, (c) Job duties that match skills, interests and responsibilities. (d) Supervision from superiors and treatment of

superiors during work and (e) Interaction between colleagues which includes, peer attitudes, family relationships, peer support, cooperation with peers and peer appreciation.

### **The Effect of Career Development on Job Satisfaction of Teachers of SMA Negeri 1 Darul Imarah Aceh Besar**

The results of this study show that career development has a significant influence on job satisfaction of teachers of SMA Negeri 1 Darul Imarah Aceh Besar with  $p = 0.40$  and  $t$  count = 6.11 with a significance level of 0.00; means  $H_0$  is rejected or  $H_a$  is accepted, thus it can be concluded that career development affects the job satisfaction of teachers of SMA Negeri 1 Darul Imarah Aceh Besar.

Based on the results of the study, there is an influence of career development on job satisfaction of teachers of SMA Negeri 1 Darul Imarah Aceh Besar. It can be explained that teacher job satisfaction in a school has a major impact on the achievement of the goals and objectives of public high school 1 Darul Imarah Aceh Besar. High job satisfaction is desired by principals because it can be attributed to the positive results they expect. High job satisfaction is a sign that a school organization is well managed and is basically the result of effective behavior management.

Thus, a school or organization in an effort to achieve its goals must be able to pay attention to the job satisfaction of its teachers which includes its expectations and needs. If what the teacher expects with the fact that there is no gap or there is only a small gap, it means that there is still satisfaction in the teacher.

In line with research conducted by Nabawi, (2019). Job satisfaction is as a general attitude of an individual towards his job, work according to interactions with colleagues and superiors, following organizational rules and policies, meeting performance standards, living in work conditions that are often less than ideal and other similar things. According to (Koesmono, 2014) that job satisfaction is an assessment, feeling or attitude of a person or employee towards his work and related to the work environment is the fulfillment of several wants and needs through work activities or work.

Wibowo (2015) Job satisfaction is the level of a person's feeling of pleasure as a positive assessment of his work and the right environment of his work. While Davis in Mangkunegara (2017) states that job satisfaction is a feeling of feeling that supports or does not support in employees at work. Then Usman (2011) stated that job satisfaction is the fulfillment of all workers' needs in carrying out their duties at a certain time.

Through career development will help teachers in achieving their own job satisfaction. With this research, it can be known the positive and negative characteristics that exist in a person who will refer to a strong driver to further improve work ability, both by using positive characteristics as capital and by systematic efforts to eliminate or slightly reduce negative characteristics. Likewise, through career opportunities and adjustments between the internal careers of teachers in their implementation, these adjustments can be made with the help of teacher mutation programs and education and training programs, with this program it is hoped that teachers can add insight, experience, abilities and expertise so that it will increase teacher job satisfaction. With career development will encourage teachers to achieve job satisfaction. Whether or not teachers are good in their career development will have an impact on teacher job satisfaction which will ultimately improve teacher performance in schools. With career development will encourage teachers to achieve job satisfaction. Whether or not teachers are good in their career development will have an impact on teacher job satisfaction which will ultimately improve teacher performance in schools.

Career development is an effort from oneself in order to achieve a career plan that has been prepared. Career development is essentially an employee's personal effort, if the employee does not want his career to develop, then his career development will not be carried out. Career development is very important because it can increase awareness of tasks and work, facilitate the utilization of the potential of employees, assist employees in developing development strategies, and career development can also increase employee loyalty to their work (Fitria et al., 2019).

According to Hasibuan (2016), "Development is an effort to improve the technical, theoretical, conceptual, and moral abilities of employees in accordance with the needs of the job/position through education and training." Furthermore, according to Wirawan (2015), "Career is the sequence of jobs, duties, and positions carried out by employees throughout their working lives." In line with that, Handoko (2011) stated, "Career is all work handled or held during one's working life." The desired career path must be carefully planned by individuals and organizations so that the desired career can be achieved effectively and efficiently. Furthermore, the discussion on career development According to Handoko (2011) "Career development is an employee's personal efforts to achieve a career plan". This means that the development or failure of an employee's or teacher's career depends on one's personal efforts.

The achievement of teacher job satisfaction due to career development is a need for every teacher in return for the services provided by school leaders for their work performance



so far. With a positive attitude toward career development, the motivation aspect will be more prominent in teachers, especially in this case towards career motivation. Increasing career motivation will direct teachers' attitudes and behaviors to career goals, namely meeting self-development needs. To satisfy their expectations, teachers will be motivated to develop their potential to achieve their desired position.

As stated by Daryanto and Tasrial (2015) in their foreword, career development is important for a teacher because it is very influential, at least on job satisfaction. Thus, career development is important where school leaders can increase productivity, improve teachers' attitudes toward their work, and build job satisfaction. If the stages of career development have been passed by considering these aspects, it can be suspected that career development can increase teacher job satisfaction. If teacher job satisfaction increases, school leaders will get results such as increased productivity, morale, and work discipline so that teachers are motivated to work better and facilitate the achievement of school goals in a better direction.

## **E. CONCLUSION**

Based on the results of research that has been conducted by researchers, it was concluded that career development affects the job satisfaction of teachers of SMA Negeri 1 Darul Imarah Aceh Besar, where the improvement and improvement of the career development system will have an impact on increasing job satisfaction. Thus, if you want to increase the job satisfaction of teachers of SMA Negeri 1 Darul Imarah Aceh Besar, it is necessary to improve and improve the career development system carried out by considering the individual characteristics of teachers and the characteristics of teacher work. Changing job characteristics will have an impact on increasing job satisfaction. Thus, to increase the job satisfaction of teachers of SMA Negeri 1 Darul Imarah Aceh Besar, efforts are needed to consider the characteristics of the job through, making diversity of skills and work in carrying out work, clarity of stages and job descriptions that must be done, meaningfulness of the work done, describing the meaning of the work done to others. flexibility in completing work, and authority in making decisions. receipt information about the success that has been achieved and information about the conformity of the work done to the wishes of the superior.

## BIBLIOGRAPHY

- Alfa, F. (2020). Analisis Pengembangan Karir dan Motivasi terhadap Kinerja Guru dengan Kepuasan Kerja sebagai Variabel Intervening (Studi Kasus Pada SMK Negeri 13 Malang Jawa Timur). *Jurnal Ilmu Manajemen (JIMMU)*, 3(2), 126-139.
- Bahri, S. (2016). Pengaruh Pengembangan Karier Dan Kompetensi Terhadap Produktivitas Kerja Serta Implikasinya Pada Kinerja Pegawai Dinas Pu Bina Marga Wilayah Kerja Sumatera Selatan. 1(1)
- Bahri, S., & Nisa, Y. C. (2017). Pengaruh pengembangan karir dan motivasi kerja terhadap kepuasan kerja karyawan. *Jurnal Ilmiah Manajemen Dan Bisnis*, 18(1), 9-15.
- Daryanto, & Tasrial. (2015). *Pengembangan Karir Profesi Guru*. Yogyakarta: Gava Media.
- Dewi, AP, & Rusdinal, R. (2020). Perkembangan Karir Guru. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 5 (1), 8-13.
- Fitria, H., Kristiawan, M., & Rahmat, N. (2019). Upaya Meningkatkan Kompetensi Guru Melalui Pelatihan Penelitian Tindakan Kelas. *ABDIMAS UNWAHAS*, 4(1).
- Handoko, T. H. (2016). *Manajemen*. Bpfe
- Hanushek, E. A., & Rivkin, S. G. (2006). Teacher quality. *Handbook of the Economics of Education*, 2, 1051-1078
- Hasibuan, M. S.P. (2016). *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksasra
- Koesmono, H. T. (2014). The Influence of Organizational Culture, Servant Leadership, and Job Satisfaction Toward Organizational Commitment and Job Performance Through Work Motivation as Moderating Variables for Lecturers in Economics and Management of Private Universities in Eas. *Educational Research International*, 3(4), 25–39.
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102, 741-756.
- Lantara, I. W. (2017). Pengaruh Motivasi Kerja terhadap Kinerja Karyawan dengan Kepuasan Kerja sebagai Variabel Intervening PT. Indonesia Tourism Development Corporation (ITDC). *ejournal Jurusan Pendidikan Ekonomi*, 10(2), 1-10.
- Lent, R. W., & Brown, S. D. (2006). Integrating person and situation perspectives on work satisfaction: A social-cognitive view. *Journal of Vocational Behavior*, 69(2), 236-247.
- (Lisdiani, V., & Ngatno, N. (2017). Pengaruh pengembangan karir terhadap kepuasan kerja karyawan melalui motivasi kerja sebagai variabel intervening (studi kasus pada Hotel Grasia Semarang). *Jurnal Ilmu Administrasi Bisnis*, ).
- Mangkunegara, A. A. (2017). *Manajemen Sumber Daya Manusia Perusahaan*. Bandung: PT Remaja Rosdakarya.
- Murtiningsih, M., Kristiawan, M., & Lian, B. (2019). The Correlation Between Supervision of Headmaster and Interpersonal Communication With Work Ethos of the Teacher. *European Journal of Education Studies*
- Naway, F. A., & Haris, I. (2017). The effect of career development, perception of organizational justice and job satisfaction on teacher's organizational citizenship behavior. *International Review of Management and Marketing*, 7(2), 17-21.
- Nabawi, R. (2019). Pengaruh lingkungan kerja, kepuasan kerja dan beban kerja terhadap kinerja pegawai. *Maneggio: Jurnal Ilmiah Magister Manajemen*, 2(2), 170-183.
- Priansa, D. J. (2016). *Perencanaan & Pengembangan Sdm*. Alfabeta.
- Renata, R., Wardiah, D., & Kristiawan, M. (2018). The Influence of Headmaster's Supervision And Achievement Motivation On Effective Teachers. *International Journal of Scientific & Technology Research*, 7(4).

- Sahlberg, P. (2010). The secret to Finland's success: Educating teachers. Stanford Center for Opportunity Policy in Education, 2, 1-8.
- Silitonga, T.B., Sujanto, B., Luddin, M. R., & Susita, D., & Endri, E. (2020). Evaluation of Overseas Field Study Program at the Indonesia Defense University. *International Journal of Innovation, Creativity and Change*, 12(10), 554-573
- Sinambela, L. P. (2016). *Manajemen Sumber Daya Manusia: Membangun Tim Kerja Yang Solid Untuk Meningkatkan Kinerja*. Bumi Aksara.
- Usman, H. (2011). *Manajemen*. Jakarta: Bumi Aksara
- Wibowo. (2015). *Perilaku dalam Organisasi*. Jakarta: PT Raja Grafindo Persada
- Wirawan. (2015). *Manajemen Sumber Daya Manusia Indonesia*. Jakarta: Rajawali Pers

