

PROFESSIONALISM AND COMPENSATION IN IMPROVING JOB SATISFACTION

Cipto Wardoyo

Faculty of Economics State University of Malang

JAM

15, 1

Received, August 2016
Revised, December 2016
February 2017
Accepted, March 2017

Abstract: The act number 14 year 2005 on Teachers and Lecturers, is a new era for the teaching profession; because the teacher is a professional job that requires different competencies that must be mastered. These competencies are include pedagogical competence, personality, social, and professional; then called variables professionalism of teachers, which will determine the job satisfaction of teachers. Related with job satisfaction of teachers, compensation is also a variable that is important in determining the level of job satisfaction, and compensation will be measured by indicators of intrinsic and extrinsic translated into several indicators of compensation financial reward, interpersonal rewards and a sense of completion, recognition and autonomy, and the promotion, achievement and growth. The level of job satisfaction related to characteristics of the job, a job that requires the completion of the high level of complexity, of the work requires concentration, skill and expertise that will provide satisfaction are different compared to a job that does not require the mind, high craftsmanship. This study aimed to analyze the influence of teacher professionalism and compensation to job satisfaction partially, as well as to test the research hypothesis. In this research a population of 132 teachers of economic subjects /Accounting High School in Malang City, samples taken 66 (50%) with incidental sampling technique. The analysis technique used is multiple regression techniques, which is preceded by the classical assumption. The analysis showed that the variables of professionalism and teacher compensation partially significant effect on job satisfaction of teachers; and the dominant influence on job satisfaction variables are variables professionalism which means that also the hypothesis that this study received a hypothesis that has been formulated.

Keywords: professionalism, compensation, and job satisfaction



Jurnal of Applied
Management (JAM)
Volume 15 Number 1,
March 2017
Indexed in Google
Scholar

The act of the Republic of Indonesia Number 2 of 1989 on National Education System, abbreviated to Sisdiknas, which was amended by Act of the Republic of Indonesia Number 20 of 2003, is a milestone and a force of new law in implementing national education better and planned for Indonesia. The act of National Education System has given very clear direction for Indonesian national education

at all levels of education, as well as one of the sources of law in carrying out formal education. Better and planned education is education that can develop the potential of the society that can grow a willingness and also raise the motivation of young generation to explore and develop their potential optimally for the benefit of society as a whole and complete unit based on planning stage. Therefore, education is able to produce qualified human resources and also can have the foresight, which is not only concerned with themselves and their group, but always prioritize the interest of the country in various aspects of life. To produce qualified resources, not only the government that is responsible, but society and schools play an

Correspondence Author:
Cipto Wardoyo, Faculty of
Economics State University of
Malang, DOI: <http://dx.doi.org/10.18202/jam23026332.15.1.05>

important role. School, both in the context of formal education, namely as the smallest system in national education system in Indonesia has an important role in processing and producing qualified human resources. Therefore, all of the elements such as teachers, learning resources/facilities, the existing curriculum in school system should be provided sufficiently so that a shared desire to produce qualified students can be achieved. Teacher, as one component of education, plays an important role in achieving the goals of education. Teacher is a position or profession that requires special expertise. Teacher's job cannot be done by people who do not have the expertise to carry out activities or work as a teacher. To be a teacher, special conditions are required, especially professional teachers should master the ins and outs of education and teaching with a variety of other science that needs to be constantly nurtured and developed constantly, so that they will become professional teachers. It is inevitable that compensation is a variable that can determine the level of job satisfaction.

THEORETICAL REVIEW

Basic Concept of Professionalism

Reviewing professionalism cannot be separated from the word "profession" is a vocation in which professed knowledge of some department of learning or science is used in its application to the affairs of others or in practice of an art founded upon it. McCully (Raka Joni, 2008). According to the functionalist approach, professionalism is associated with the view that the profession that shows a number of characteristics, which are required by profession (Goode, 1957 and Kalbers and Fogarty, 1995). While Hall (1968) in Kalbers and Fogarty, (1995) theorized five elements of individual professionalism that are dedication, social obligation, autonomy demands, belief in self-regulation, and professional community affiliation. The concept of professionalism which was developed by Hall is widely used by researchers to measure the professionalism of a particular profession that is reflected in attitude and behavior. Furthermore, it is explained that there is a reciprocal relationship between attitude and behavior, that professionalism behavior is a reflection of the professionalism and vice versa.

The concept of professionalism which was developed by Hall (1968) is the concept of professionalism at the individual level, which includes five elements: 1) dedication, which is reflected in the professional dedication through the use of knowledge and skill possessed. This attitude is an expression of total self-enlightenment to the profession that is defined as an objective; it is not just a means to an end, while totality is the personal commitment, so that the expected major compensation of job satisfaction is in the form of spiritual and material satisfaction. Social obligation is the view of the importance of the role of profession and the benefits obtained both by society and professionalism itself. Self-reliance is a view that a professional should be able to make their own decisions without pressure from others. Confidence in the regulation of profession is a belief that the ultimate authority in assessing the professional work is a fellow in the same profession, not outsiders who do not have competence in the field of science and work, and relationship with the fellow in the same profession, such as the use of professional association as a reference, including formal organization and informal colleague groups as the source of the main ideas of this work. Although the indicator of professionalism has not been tested extensively, a few empirical studies support that professionalism is multidimensional, although not always identical to be applied to members of different groups (Snizek, 1972, Kerr, et al., 1977, and Bartol, 1979 Kalbers and Fogarty, 1995).

Based on Law No. 14 of 2005 on Teachers and Lecturers, professionalism is a job or activity carried out by a person and becomes source of livelihood that requires expertise, or skills that meet certain quality standards or norms and require professional education. Teacher as a professional job requires professional competence conditions that must be owned by prioritizing the need of learners in the execution of their duties, and a reasonable compensation should be provided, so that it becomes more attractive. Professionalism consists of four dimensions/components that are the pedagogic dimension, dimension of personality, social dimension, and professional dimension.

Teacher as a professional job requires academic, competency, and certification qualification. Academic

qualification is a diploma on the level of academic education which has to be possessed by teachers according to the type, level and formal education unit at the place of assignment. Competence is a set of knowledge, skill, and behavior that should be owned, felt, and controlled by teachers in carrying out their professionalism duties. Certification is the process of giving certificate of educators for teachers. According to (Joni, 2008), the certification is a statement about the feasibility of someone's competence to do a task that requires specific expertise based on the result of assessment on the mastery of competencies that have been set as the standard.

Component of Teacher's Professionalism

Based on Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers, professional competence of teachers includes of pedagogical competence, personality competence, social competence, and professional competence.

Pedagogical Competence and Its Measurement

According to Ditjen Dikti (2006), pedagogic competence is the ability to manage the education of students includes: a) comprehension of the learners, b) the design and implementation of learning, c) evaluation of learning outcomes, and d) development of learners' potential. From the definition above, it can be grouped into two parts: the first is how teachers have the ability to manage learners; the second is how teachers have the ability to manage the learning process well.

Based on the Regulation of the Minister of National Education Number 16 of 2007 about the standard of academic qualification and competence standard of teacher, it is explained that the competence standard of subject teacher consists of core standard of teacher and standard of subject teacher, each of them is described in detail and in-depth. Pedagogical competence includes 10 core competences that include of the mastery of students' characteristics that cover physical, moral, cultural, emotional, and intellectual aspect, mastering the learning theory and principles of learning, developing the curriculum, conducting development activity that is educating, utilizing information technology, facilitating the

development of learners' potential, communicating effectively, empathetically and politely, conducting assessment and evaluation of learning process and learning outcome, utilizing the result of the assessment and evaluation for the sake of learning, and doing reflective action to improve the quality of learning. The comprehension and implementation of the competencies referred in Permendiknas above is compulsory for every teacher in carrying out their duties as a professional educator.

Pedagogical competence is a competence in the field of teacher that must be owned and controlled by teachers, in accordance with the Regulation of the Minister of National Education (Permendiknas) Number 16 of 2007 about the standard of academic qualifications and competence standards of teachers, it is explained that the competence standard of subject teacher consists of core standard of teacher and standard of teacher subject, each of them is described in detail and in-depth. Pedagogical competence includes 10 core competences; those ten competences become the mastery measurement of pedagogical competence of a teacher, which has been described in the previous section.

Personality Competence and Its Measurement

Personal competence is the ability of personality that of steady, stable, adult, wise, authoritative, noble, and be an example (Ditjen Dikti 2006). Elaboration of personality competence above indicates that the formation of personality of a person is not easily and immediately formed when one learns to become a teacher. The Law on National Education System No. 20 of 2003 states that every citizen is entitled to qualified education service. In supporting that expectation, the Indonesian government set the academic qualification standard and competence of teachers as stipulated in the Regulation of the Minister of National Education No. 16 of 2007, personality competence covers five core competences that are act in accordance with religious, legal, social, and cultural norms in Indonesia, the appearance as a person who is honest, noble, and becomes role model for students and the public, present herself/himself as a person who is steady, stable, mature, wise and dignified, show the work ethic, high responsibility, a sense of pride to

be a teacher, and self-confidence, and Uphold the ethical code of the teacher.

Personality competence is a competence that is formed not only through formal education, but also family. The measurement of this competence uses two ways, the first is by using questionnaires which are filled by teachers and the second is by conducting in-depth interviews with the head of education, and the school principal. Component that is measured based on the personality competence is based on the Minister of National Education Regulation No. 16 of 2007; personality competence covers five core competencies as described in the previous section.

Social Competence and Its Measurement

Social competence means that educators are from society as well, so they should have the ability to communicate and friends effectively with a students, fellow educators, educational personnel, students' parents, and the surrounding communities. In the lesson plan, social competence is the ability of teachers as part of the society, which at least have the competence of communicating orally, in written and by signs, using the technology of communication and information functionally, interacting effectively with learners, fellow teachers, staff, parents/students' parents; and mingle politely with surrounding communities (Mulyana, 2008: 173). The law on National Education System No. 20 of 2003 states that every citizen has a right to get qualified education service. In supporting that expectation, the government of Indonesia set the academic qualification standard and competence of teachers as stipulated in the Regulation of the Minister of National Education No. 16 of 2007, social competence includes four core competencies that are being inclusive, act objectively and non-discriminatory, communicating effectively, empathetically and politely with fellow educators, staff, parents, and the society, adapting in the work place in the entire region of the Republic of Indonesia which has social and cultural diversity, and communicating with the community of professions and other profession orally and in writing or other forms. Social competence is the ability of teachers to communicate with society, the members of school effectively. The measurement of social competence is based on the Regulation of Minister of National Education No. 16

of 2007; social competence includes four core competences that have been described in the previous section.

Professional Competence and Its Measurement

From a few studies on professional competence, in general, these competence that are understood and can apply the foundation of education both philosophical, psychological, and sociological, understand and apply the theory of learning in accordance with the level of development of learners, can handle and develop the field of study which becomes their responsibility, understand and apply the various learning methods, can develop and use various tools, media, and learning resources that are relevant, can organize and implement learning programs, can carry out the evaluation of students' learning outcomes, and can cultivate the personality of learners (Mulyasa, 2008: 136).

The law on National Education System No. 20 of 2003 states that every citizen has a right to get qualified education service. In supporting that expectation, the government of Indonesia set the academic qualification standard and competence of teachers as stipulated in the Regulation of the Minister of National Education No. 16 of 2007, professional competence includes five core competencies that are master the material, structure, concept and scientific mindset that supports the subjects they teach, master competence standards and basic competences of the subjects they teach, develop subject matter they teach creatively, develop professionalism in a sustainable manner by doing the action reflective, and Utilizing information technology and communication to develop themselves. Professional competence is a competence related to the mastery of subject material and packing the lesson plan, so that it is ready for the learning activity. Measurement of professional competence is based on the Regulation of Minister of National Education No. 16 of 2007; professional competence includes five core competences as described in the previous section.

Compensation

To improve the job achievement, motivation, job satisfaction, one way is by giving compensation;

compensation means everything that is received by a person as remuneration for the work that has been done. Dessler (2009) said that the compensation is all form of payments or gifts given to employees, and it comes from their jobs. Mondy (2008) says that compensation is the total of all rewards provided employees in return for their services. Sastroradiwiryo (2005) said that compensation is compensation for services that have been given by the company to their workers because the employees have contributed to energy and thoughts for the improvement of the company to achieve its intended purpose. While Rival and Sagala (2009) say that compensation is something that is received by employees for their contribution to the company. Furthermore, it is said that compensation can be given in the form of financial or nonfinancial; the view which leads that the form of financial compensation is more meaningful for a person is not always true because in fact the form of non-financial compensation is also needed by a person, for example, the attention from the leaders, giving trust to subordinates. From some definitions above, it can be concluded that compensation is remuneration is provided by company to employees because they have contributed their energy and mind for the benefit of company. From the conclusion of compensation above, compensation needs to be developed in a program; Henderson (2006) called it "compensation program", it is important to develop a competitive advantage in global competition. Related to teachers, then compensation is the remuneration received by teachers for the work that has been done. Compensation given to a person should be based on the logical, rational and should be maintained as they are related to the emotional factor of people who are compensated.

Related to the form of compensation granted to employees, generally, the form compensation is divided into three, namely: 1) a material form, 2) social, and 3) activities. Compensation in the form of material is not only in the form of money and remuneration, but all forms of other physical reinforcer such as the presence of convenient parking lot, office and telecommunication facilities which are adequate. While social compensation is closely related to the need to interact with others, for example, at a certain moment there is "family gathering", recreation, and group

discussion to solve problems. Recently, compensation in the form of activity is an activity of compensation that can compensate unpopular activity of the job. All three forms of compensation can motivate employees both in the supervision, security, personal development and commitment to the organization. Still associated with the form of compensation, Dessler (2009) said that the form of compensation in the form of direct payment includes wages, salaries, incentives, commissions and bonuses; whereas indirect payments such as payments in the form of financial benefits such as insurance. According to Mondy (2008) stated that the various forms of compensation are direct financial compensation, pay that a person receives in the form of wages, salary, commissions, and bonuses; indirect financial compensation that all financial rewards that are not included in direct financial compensation. Nonfinancial compensation, that satisfaction that a person receives from the job itself or from the psychological and/or physical environment in which the person works.

Giving compensation should consider the principles of justice, meaning that the size of the compensation granted to employees must be in accordance with the workload the employees have done; if the principle of fairness is not achieved then the compensation will cause friction among employees and ultimately it leads to dysfunctional compensation. It is in contrary to the purpose of providing compensation itself. Related to the issue of fairness in giving compensation, Strauss and Sayles (1990) said that the inequity in the provision of compensation in the form of wages and salaries is a source of employee dissatisfaction against compensation, which in turn may lead to disputes and low morale of the employees themselves. From the result of research on compensation, it can be concluded that compensation can be used to measure several sizes, such as intrinsic and extrinsic rewards. Intrinsic rewards in the form of in exchange for money (salary/wages and benefits), interpersonal reward, recognition, promotion (Opshal and Dunnette, 1966 in Owen, 1991), whereas extrinsic rewards such as a sense of completion, achievement, autonomy, and growth (David, 1981 in Owen 1991). Another thing that is important to measure the compensation is to consider the characteristics of the compensation itself, meaning

that the compensation awarded should have meaning an important for employees, flexible, frequency, visibility, and cost. Financial compensation includes of wages, salary, incentives, allowance, and facilities (Henry, 1997). Interpersonal reward and the sense of completion, recognition and autonomy, promotion, achievement and growth are essentially inherent in human needs that are salary/wages, a job which is secure economically, solid colleagues, respect for work employees have performed, meaningful work, the opportunity to be better, working conditions, comfortable and attractive, fair and wise leaders, reasonable direction and order, and as well as the organization they work in is appreciated by society. The relationship between the results above with this study is that the variables of compensation that will be measured by intrinsic and extrinsic indicators that are elaborated into several indicators of compensation include of financial reward, interpersonal reward and sense of completion, recognition and autonomy, and the promotion, achievement and growth.

Job Satisfaction

Discrepancy Theory by Porter in 1961 (in Gibson 1996) explains that job satisfaction is the difference or ratio between expectation of employees with the reality; employees will feel satisfied when the actual condition is in accordance with what they expected; thus when the actual condition is in accordance with what they expected, the employees feel more satisfied and vice versa, if the condition is far from what they expected, the employees will feel very disappointed.

Equity Theory, by Adam 1963 (in Gibson, 1996) says that the employees or individuals will feel the satisfaction on special aspects in their work; for example reward/salary, coworkers, and supervision. Therefore, the higher the reward/salary they receive, the higher the expectation, enjoy working with coworkers, the supervision helps improve the quality of work, employees increasingly feel satisfaction, and vice versa, if employees feel that the reward/ salary they get is not as expected, they do not enjoy working with their co-workers, supervision is not boosting the quality of work, employees are less/not satisfied. Robbin (2007) job satisfaction is the general attitude of employees toward their work, while Mathis and Jackson (2003) said that job satisfaction is a positive

emotional statement as the result of the evaluation of work experience. The same opinion also said that job satisfaction is an emotional expression that is positive or pleasant as the result of the assessment of a job or work experience. Robbins and Jugde (2009: 117) say "job satisfaction as a positive feeling about a job the resulting from an evaluation of its characteristic. From the opinions regarding job satisfaction, it can be concluded that job satisfaction is expressing sense of accomplishment of the job that has been done; the more successful the job done of course the higher the level of job satisfaction felt by employees, and conversely, the lower result of the work carried out, the lower the level of job satisfaction felt by employees. Some indicators as a measurement of job satisfaction have been described by some experts, who concerned on job satisfaction, one of which was developed by one of universities in other country, namely in Mennosota, the tool is then called MSQ (Mennesota Satisfaction Questionnaire), in this study, the variable of job satisfaction is measured by MSQ that has been modified by considering the existing conditions in Indonesia.

Relationship between Teacher's Professionalism and Job Satisfaction

Research on professional commitment was stated by Copur (1990), who stated that in addition to organizational commitment, professional orientation underlies the emergence of it. Professional commitment also affects job satisfaction. The professionals feel happier to associate themselves with the organization in their profession in carrying out their duties, and they also want to obey the norms, rules, and the codes in their profession in solving the problems they face. Aranya, et al (1982) states that professional commitment that are A belief and acceptance of the goals and values of the profession, A willingness to use effort seriously for the interests of the profession, and A desire to maintain the membership in the profession. Professional commitment is the level of individual loyalty to his/ her profession as perceived by the individual. Professional commitment is measured by using an instrument which was developed by Hall (1968) and also instrument which was developed by Trisnaningsih (2003), which consist of eighteen items of questions with a five-point Likert scale. Job

satisfaction is the level of individual satisfaction with the position in the organization relatively compared to other coworkers. Job satisfaction in this study was measured by using the instrument that consists of four instruments with a five-point Likert scale.

Mahias and Jackson (2003) said that job satisfaction is a positive emotional statement and the result of the evaluation work experience. The same opinion said that job satisfaction is an emotional expression that is positive or pleasant as the result of an assessment of a job or work experience. By holding on to the two opinions above, job satisfaction is strongly associated with the professionalism of a person; the level of one's emotional feeling towards the evaluation of the work certainly cannot be separated from the factor of preparation and work implementation done by someone. Thus, organizing the preparation perfectly and implementing based on existing resources and capabilities, supported by various tools and adequate learning resources, will certainly create adequate job satisfaction.

Relationship between Compensation and Job Satisfaction

Several studies have been conducted regarding the relationship between compensation and job satisfaction, in general, the relationship between the two variables shows that dissatisfaction occurs because compensation is not like the expectation of employees (Mobley in Birbaun Dee, 1993). While Noe (1994) said that dissatisfaction with the compensation received may lead to negative behaviors/dysfunctional and impact on jobs, this can be seen from the decline in employee commitment, which in turn will lower job performance (Noe, 2000). Thus there is indeed a relationship between compensation and job satisfaction, the appropriate compensation received by employees, the better the job performance, and vice versa. The research that has been done by Sastrohadiwiryono (2005) found that job satisfaction which is associated with the compensation which will be received by employees is influenced by several things of the amount which is received and expected, the comparison with what is accepted to what is earned by other employees, the wrong view about the compensation received by other employees, and the

amount of intrinsic and extrinsic compensation which is received.

CONCEPTUAL FRAMEWORK

From the review of study theoretically supported by the facts of some of the results of empirical studies related to the relationship between professionalism and compensation to job satisfaction, thus descriptively it can be explained that professionalism and compensation will determine the level of satisfaction of one's work. Conceptually, theoretical framework looks like Figure 1 below

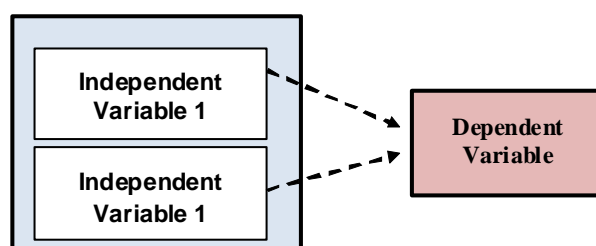


Figure 1. Theoretical Framework

RESEARCH METHOD

A quantitative approach was used in this study to describe and analyze the relationship between one variable and the other variables, in particular, the study used causal relationship design between professionalism and compensation on job satisfaction. In this study, there are several variables, either as the dependent variable and independent variables include: X1 = Teacher's Professionalism, X2 = Compensation, Y = Teacher's Job Satisfaction

Total populations in this study are all teachers who have educational background in the field of economic education in two local government that became the location of this study. From the results of initial observation that has been done in two Local Governments, there were 132 teachers, both for Public Senior High School and Private Senior High School. The amount of sample which would be taken was 50% of the total number of teachers in the two local governments. The sampling technique used is proportional and incidental sampling.

Descriptive analysis was used to describe the research variables and multiple regression was used to determine the effect of variable of compensation

on the professionalism and job satisfaction of economics/accounting teachers in Senior High School in Malang City and Malang Regency. Before analyzing with regression technique, classical assumption test was done (Gozali, 2009), while conceptual equation of multiple regression is:

$$Y = a + bX_1 + bX_2 + e$$

FINDINGS AND DISCUSSIONS

Description of Respondents

The tenure of most economic/accounting teachers in Malang is more than 20 years, three people have been working for 10 to 20 years, and there is only one person who has been working for less than 10 years. While in Malang Regency, the economic/accounting teachers who have been working for 10 to 20 years are 16 people and 10 people have been working for more than 20 years, and also 7 people have been working for less than 10 years.

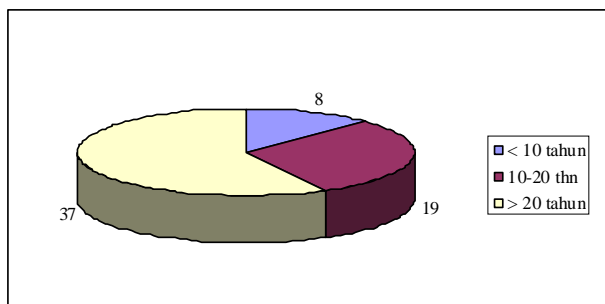


Figure 2. Respondent Distribution based on tenure

Based on the employment status, most of economic/accounting teachers in High School in Malang City, 24 of them are teachers whose status is PNS/DPK, 5 of them are teachers in foundations and only 2 of them are honorary teachers. While in Malang Regency, majority of economic/accounting teachers of Senior High School who are PNS/DPK are 24 people and 7 of them are foundation teachers, as well as 2 honorary teachers.

Result of Classical Assumption Test

From the result of classical assumption test, it can be explained that multicollinearity test and heteroscedasticity test meet the requirement; but normality test is not met because there are two outliers data, namely

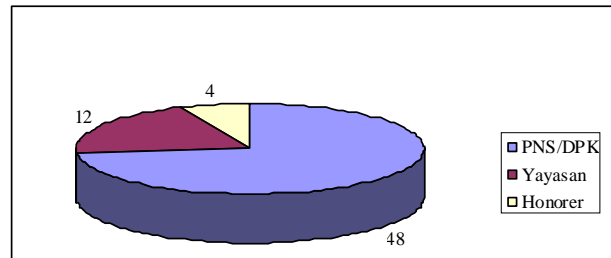


Figure 3. Respondent Distribution Based on the Employment Status

data on job satisfaction with a score of 20 and 23 for the respondents number 13 and 14. Both of these data should be excluded from the analysis, so that the number of respondents is 64 (66-2), and the result of normality classical assumption test has been met.

DESCRIPTION OF RESEARCH VARIABLES

Variable of Teacher's Professionalism

In Figure 4, it can be seen that most, i.e. 37.9% or 25 economic/accounting teachers in High School in Malang City and Malang Regency have very good quality; 53% or 35 teachers are good; 6.1% or 4 teachers are mediocre and respectively 1 or 1.5% have less quality and very less.

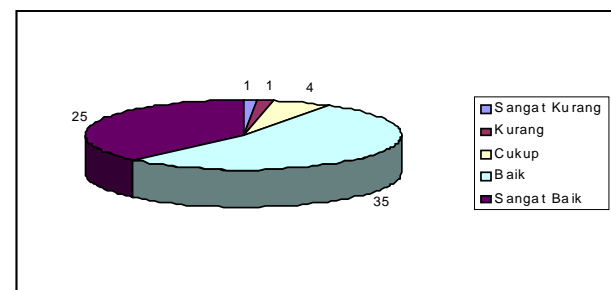


Figure 4. Quality of Variable of Teacher's Professionalism

Variable of Compensation

In figure 5, it can be described that economics/accounting teachers in Senior High School in Malang City and Malang Regency who have very less quality of compensation are 6.2% or four people, who have less quality of compensation are 14.1% or nine people, who have moderate quality of compensation are 26.6% or 17 people, who have good quality of compensation, are 46.9% or 30 people and who have excellent quality of compensation are 6.2% or 4 people.

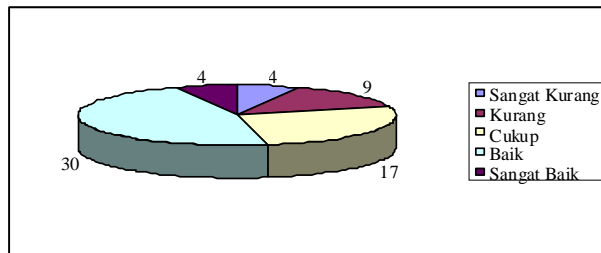


Figure 5. Distribution of Quality of Variable of Compensation

Variable of Job Satisfaction

From Figure 6, it can be explained that economics/accounting teachers in Senior High School in Malang City and Malang Regency who are very less satisfied in their job are 1.6% or only one person, teachers who have poor quality of job satisfaction are 9.4% or six people, teachers who have moderate quality of job satisfaction are 39.1% or 25 people, teachers who have good quality of job satisfaction are 43.8% or 28 people and teachers who have excellent quality of job satisfaction are 6.2% or four people.

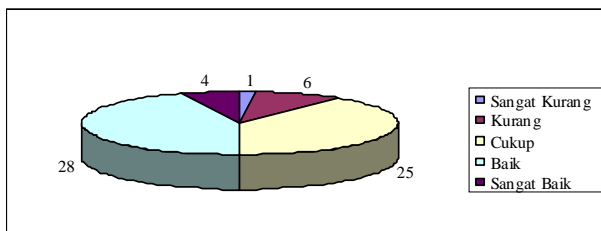


Figure 6. Distribution of Quality of Variable of Job Satisfaction

MULTIPLE REGRESSION ANALYSIS RESULT

Determination Test

From regression analysis, it is shown that simultaneously variable of teacher's professionalism and compensation gives significant effect on job satisfaction. That can be seen in Table 1 that the amount of significance is 0.000 smaller than alpha of 0.05, as the criteria that have been set in the previous section. Therefore, based on table 1 and 2, it can be concluded that teacher's professionalism and compensation simultaneously gives significant effect on job satisfaction of economic/accounting teachers in Senior High School in Malang City and Malang Regency.

Table 1. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.612 ^a	.374	.354	4.785

a. Predictors: (Constant), Compensation, Teacher's Professionalism

Based on table 1, the amount of contribution of these two variables is 35.40% which means that simultaneously variable of teacher's professionalism and compensation affects variable of job satisfaction amounted to 35.40%, while the remaining 64.60% (100% - 35.40%) is influenced by other variables which were not examined.

T Test

T-test is used to see whether each independent variable partially gives significant effect on the dependent variable. The result of the analysis can be seen in Table 3 that the variable of teacher's professionalism significantly influences variable of job satisfaction with the level of significance of 0.001, below 0.05; as well as variable of compensation, which gives significant effect on variable of job satisfaction with the level of significance of 0.008, less than 0.05.

Therefore, the hypothesis which says "The professionalism of teachers and partial compensation give significant effect on job satisfaction of economic/accounting teachers in Senior High School in Malang City and Malang Regency" is accepted. Likewise with the hypothesis that says "Variable of teacher's professionalism dominantly influences job satisfaction of economic/accounting teachers in Senior High School in Malang City and Malang Regency" is accepted because the influence of variable of teacher's professionalism on the variable of job satisfaction by 40.80%, greater than the effect of variable of compensation, which is 31.10% (see table 3).

From the regression analysis result, then the equation produces is as follows:

$$Y = 16,822 + 0,141X_1 + 0,249X_2 + e$$

Effect of Teacher's Professionalism on Teacher's Job Satisfaction

The result of analysis shows that professional teachers will determine the level of their job satisfaction,

Table 2. ANOVA

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	835.702	2	417.851	18.252	.000 ^a
	Residual	1396.532	61	22.894		
	Total	2232.234	63			

Table 3. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	16.822	6.248		2.692	.009
	Teacher's Professionalism	.141	.039	.408	3.611	.001
	Compensation	.249	.091	.311	2.752	.008

a. Dependent Variable: Job Satisfaction

which means that teachers who have high professionalism will achieve/feel higher level of job satisfaction. The result of this research is also consistent with have been stated by (Raka Joni, 2008) that teacher as a professional job requires academic, competency, and certification qualification. Academic qualification is a diploma of academic level education which has to be owned by teachers in accordance with the type, level and formal education unit in the school they work in. Competence is a set of knowledge, skill, and behavior, which must be owned, felt, and controlled by teacher in carrying out their professional duties. Certification is the process of granting certificates for teachers as educators. Certification is a statement about the feasibility of competence of someone to do a task that requires specific expertise, based on the assessment of the competency mastery that have been set as the standard.

Those three things (academic, competency, and certification qualification) can be obtained in a long process to prepare to be professional teachers. This long process certainly will create a sufficient readiness for teachers to prepare to become the real teacher. The process is the attempt to equip prospective teachers to become professional teachers who have some competences (pedagogical, personality, social, and professional). This competence very influences teacher's activities in performing their daily task as a teacher, the better the understanding of the competencies, the more happy teachers in teaching. They

will be satisfied with what they have done; thus their job satisfaction will be increased. Certainly, this condition will be different if a teacher has not understood the competence they should master because they would feel uncomfortable in performing their duties. They are also less satisfied with their performance because they are not well prepared like what they should be.

Effect of Compensation on Teacher's Job Satisfaction

One way to improve the performance, motivation, job satisfaction is by giving compensation; compensation means everything received by a person as the remuneration for the work has been done by a person. Strauss and Sayles (1990) said that the inequity in the provision of compensation in the form of wages and salaries is a source of employee dissatisfaction against compensation, which in turn may lead to disputes and low morale of the employees themselves. This shows that the compensation should consider the principles of justice, because justice will in turn affect the satisfaction and dissatisfaction.

The results show that the compensation gives significant effect on job satisfaction of teachers, meaning that the amount and timing of giving compensation is in accordance with what is expected by teachers, so that teachers have the satisfaction from the compensation. The results of this study are

consistent with the opinion of Strauss and Sayles (1990), who said that the source of disappointment in the compensation is the matter of justice; it means that the provision of compensation in the form of salary for economic/accounting teachers in Senior High School in Malang City and Malang Regency has fulfilled the factor of fairness. While for the teachers who work as foundation teacher, of course based on the result of this study, it indicates that the compensation given to the teachers has fulfilled the aspect of justice, so that teachers feel satisfied to do the job. The results of this study are also in line with the opinion of (Nawawi, 1998) who said that the rewards should also consider some aspects of accuracy, feasibility and fairness, also in line with Eguity Theory, by Adam 1963 (in Gibson, 1996) who said that the employees or individuals will feel satisfaction in working on the special aspects of their work; the examples of special aspect are reward/ salary, coworkers, and supervision.

Effect of Teacher's Professionalism and Compensation on Teachers' Job Satisfaction

A discussion of the effect of teacher's professionalism and competence on job satisfaction would not be separated from the previous discussion. The results showed that these two variables (teacher's professionalism and compensation) simultaneously give significant effect on job satisfaction of economic/accounting teachers in High School in Malang City and Malang Regency. It means that the combination of teacher's professionalism and compensation will color teacher's job satisfaction; and vice versa. However, the results of this research has not been maximum, these two variables determine job satisfaction because the influence is only 35.40%. From the results of this study, it indicates that what determines job satisfaction of economic/accounting teachers in Senior High School in Malang City and Malang Regency is not only the professionalism of teachers and compensation, but it is also determined by some other variables.

CONCLUSION

The professionalism of teachers has a significant effect on the performance of economic/accounting

teachers in Senior High School in Malang City and Malang Regency. Compensation gives significant effect on job satisfaction of economic/accounting teachers in Senior High School in Malang City and Malang Regency. Professionalism of teachers gives dominant influence on job satisfaction of economic/accounting teachers in Senior High School in Malang City and Malang Regency.

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