
**THE INFLUENCE OF WORK CLIMATE ON TEACHER JOB SATISFACTION AT
SKYE DIGIPRENEUR VOCATIONAL SCHOOL BANDUNG**

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ABSTRACT

This study aims to determine the effect of work climate on teacher job satisfaction at SMK Skye Digipreneur Bandung. Work climate is measured through relationships between teachers, leadership, and communication, while job satisfaction is seen from comfort, appreciation, and opportunities for development. The study used a quantitative method with a descriptive approach. The sample of the study was all 60 teachers, with a saturated sampling technique. The research instrument was a Likert scale questionnaire, which was tested for validity and reliability, then analyzed using simple linear regression with the help of SPSS. The results showed that work climate has a positive and significant effect on teacher job satisfaction. The regression coefficient value of 0.702 with a significance of 0.000 (<0.05) proves that the better the work climate, the higher the teacher job satisfaction. The coefficient of determination (R²) of 0.840 indicates that 84% of the variation in job satisfaction can be explained by work climate, while the remaining 16% is influenced by other factors. These findings emphasize the importance of supportive leadership, effective communication, and harmonious working relationships in improving teacher satisfaction. It is recommended that further research involve a larger number of respondents and consider other variables that can influence teacher satisfaction. Work."

Keywords: *Work climate, Job satisfaction, Teachers, Leadership, Communication*

INTRODUCTION

In today's era of globalization, human resources are a crucial factor in the success of organizations, particularly educational institutions. However, numerous issues remain in the education sector concerning teacher effectiveness. A common issue is the increasing workload of educators, particularly administrative responsibilities not directly related to learning activities. Responsibilities, including completing various reports, online data entry, and additional tasks outside of class hours, diminish teachers' focus on the educational process. Furthermore, inadequate teacher welfare, particularly for those in contract positions, is a significant issue that impacts morale and work motivation. This negatively impacts job satisfaction.

Robert and Date (1969) defined work climate as the collective perception of the work environment held by members of an organization. This climate describes how the company's internal environment can influence the behavior and work morale of employees, particularly teachers. This study examined work climate using various indicators: working relationships (the level of collaboration among teachers), leadership (how leaders manage and motivate their subordinates), and communication (the clarity and openness in disseminating information).

Garcia et al. (2019) define job satisfaction as an individual's favorable disposition toward their work. If an individual perceives that their work offers significance, solace, and adequate compensation, they will experience satisfaction. This study

identified indicators of job satisfaction as job comfort (a sense of security and calm while working), rewards (recognition received from superiors or the organization), and career growth (options for advancement or skill enhancement). Bashor and Darmawan (2024) found that a principal's transparent and supportive leadership style significantly influenced teachers' workplace comfort.

This research on the impact of the work environment on educator job satisfaction was conducted at SMK Skye Digipreneur, a private vocational high school located at Jalan Walini No. 24, Bojongloa, Rancaekek District, Bandung Regency. This institution is under the auspices of the Skye Media Cipta Teknologi Foundation and was built in 2021 and officially licensed to operate on August 23, 2022. SMK Skye Digipreneur emphasizes entrepreneurship and digital technology-oriented education, aiming to produce graduates who are ready to compete in the current industrial landscape. The educators at this institution contribute significantly to facilitating students to acquire technological and digital competencies in a pragmatic and relevant manner.

Several previous studies have demonstrated a correlation between the work environment and job satisfaction. Dasar et al. (2021) found that a conducive work environment can motivate teachers to work harder and achieve higher satisfaction. Research by Djati (2024) emphasized that an open leadership style and effective communication significantly influence teachers' work satisfaction in schools. This study seeks to assess the impact of work climate on teacher job satisfaction at SMK Skye Digipreneur Bandung. The conclusions of this study are expected to provide valuable input for schools in improving their work environment.

FRAMEWORK

This study suggests that a positive work environment influences teacher job satisfaction. A positive work environment is characterized by three elements: harmonious relationships among teachers, supportive leadership that guides and assists teachers, and transparent communication. These three elements are anticipated to foster a conducive work environment.

A positive work environment will increase teachers' well-being, recognition, and career development opportunities. Conversely, an unfavorable work environment can lead to stress, reduced motivation, and decreased job satisfaction. Therefore, it can be concluded that the work environment has a positive effect on teacher job satisfaction in educational institutions.

Therefore, the correlation between variables can be articulated as follows:

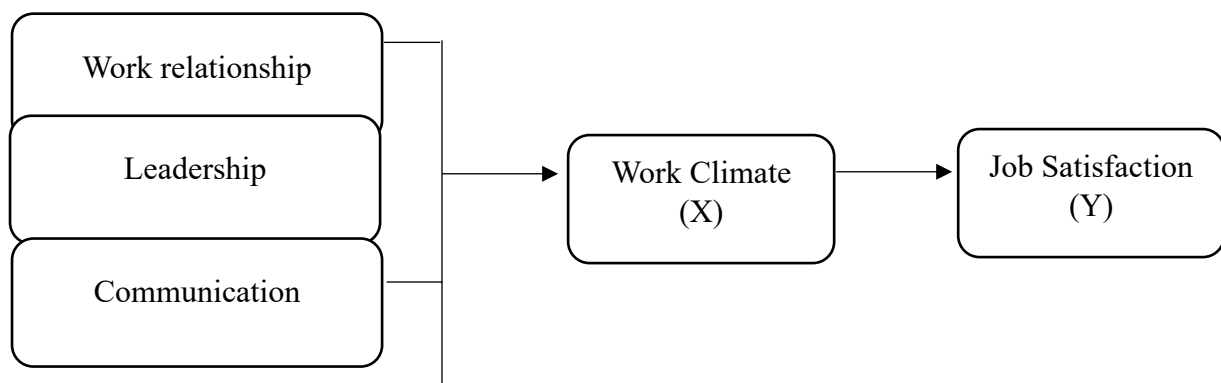


Figure 1. Thinking Framework

Hypothesis

H1 : "There is a positive influence between work climate on teacher job satisfaction at Skye Digipreneur Vocational School Bandung.

H0 : There is no influence between work climate on teacher job satisfaction at Skye Digipreneur Vocational School Bandung."

RESEARCH METHODOLOGY

This research "is a quantitative research with a descriptive approach, which aims to determine the influence of work climate (X) on teacher job satisfaction (Y) through simple linear regression analysis."

Location and Time of Research

The research was "conducted at SMK Skye Digipreneur Bandung, Jalan Walini No. 24, Bojongloa, Rancaekek District, Bandung Regency, in March–May 2025."

Research Variables

1. Independent variable (X): "Work climate, measured through indicators of work relations, leadership, and communication.
2. Dependent variable (Y): Teacher job satisfaction, measured through indicators of job comfort, appreciation, and career development."

Population and Sample

The study population consisted of 60 teachers at Skye Digipreneur Vocational School. Since the population size was less than 100, this study used a saturated sampling strategy to ensure that all teachers were included in the sample.

Data Types and Sources

The final results generated from the data processing mechanisms used during the investigation are as follows:

1. Primary data is information obtained through direct field research, including interviews and questionnaires completed by respondents. This data was collected exclusively for this particular study and has not been previously published. The data used in this study is primary data.
2. Secondary data is information obtained from the research location, including published and unpublished data relating to institutions, strategies, employee performance, and other supporting elements.

Primary data was collected through a questionnaire with a Likert scale ranging from 1 to 5. The questionnaire consisted of 15 statements regarding work climate factors and 15 statements related to teacher job satisfaction variables. Secondary data were obtained from school records, journal excerpts, and related literature.

Data collection technique

This study uses a data collection method that involves distributing Likert-scale questionnaires to assess individual attitudes towards a particular attitude object.(Rachman et al., 2024)The questionnaire functions as a data collection instrument by presenting a series of written questions to be distributed to respondents.(Haryono, 2016)The questionnaire was distributed to teaching staff at SMK Sky Digipreneur Bandung and then distributed to all respondents to collect data to support the research through Google Forms.

Data Analysis Techniques

The SPSS application facilitates data analysis. The analysis stages consist of:

1. Validity Assessment: using Pearson Product Moment correlation. Items are considered valid if the calculated r exceeds the table r value of 0.3610 at a significance level of 5%.
2. Reliability Assessment: using Cronbach's Alpha. The instrument is considered reliable if the α value exceeds 0.70.
3. Simple Linear Regression Analysis: to assess the impact of work environment on teacher job satisfaction.
4. T-Test (Partial): to assess the influence of work climate variables on teacher job satisfaction partially.
5. Coefficient of Determination (R^2): to assess the extent of the influence of work climate on teacher job satisfaction.

RESULTS AND DISCUSSION

Research result

Table 1. Respondent Characteristics

Characteristics	Category	Amount	Percentage
Gender	Man	12	40.0%
	Woman	18	60.0%
Age	< 30 years	8	26.7%
	30-40 years	15	50.0%
	> 40 years	7	23.3%
Years of service	< 5 years	10	33.3%
	5-10 years	12	40.0%
	> 10 years	8	26.7%

The characteristics of the research respondents indicate that the majority of teachers at SMK Skye Digipreneur Bandung are female (60%), with a dominant age range of 30-40 years (50%). In terms of length of service, most have 5-10 years of teaching experience (40%). This indicates that the research respondents are in their productive age with considerable teaching experience, and are expected to provide objective answers regarding the work climate and job satisfaction.

Validity Test

Table 2. Work Climate Validity Test

Item	Pearson Correlation Value	T-Table	Validity Results
1	0.600	0.3610	Valid
2	0.639	0.3610	Valid
3	0.721	0.3610	Valid
4	0.458	0.3610	Valid
5	0.759	0.3610	Valid
6	0.815	0.3610	Valid
7	0.513	0.3610	Valid
8	0.756	0.3610	Valid
9	0.806	0.3610	Valid
10	0.860	0.3610	Valid
11	0.687	0.3610	Valid
12	0.767	0.3610	Valid

13	0.677	0.3610	Valid
14	0.554	0.3610	Valid
15	0.689	0.3610	Valid

The validity test results indicate that 15 statement items related to the work climate variable (X) are considered valid. All statement items can be used to assess the work climate variable in this study.

Table 3. Validity Test of Teacher Job Satisfaction

Item	Pearson Correlation Value	T-Table	Validity Results
1	0.587	0.3610	Valid
2	0.428	0.3610	Valid
3	0.535	0.3610	Valid
4	0.632	0.3610	Valid
5	0.658	0.3610	Valid
6	0.547	0.3610	Valid
7	0.654	0.3610	Valid
8	0.818	0.3610	Valid
9	0.584	0.3610	Valid
10	0.652	0.3610	Valid
11	0.670	0.3610	Valid
12	0.794	0.3610	Valid
13	0.750	0.3610	Valid
14	0.726	0.3610	Valid
15	0.748	0.3610	Valid

Validity test findings for the teacher job satisfaction measure indicate that all 15 items related to this variable (Y) are considered valid. These results indicate that this research tool is suitable for use.

Reliability Test

Table 4. Reliability Test of Teacher Work Climate and Job Satisfaction

Variables	Cronbach Alpha Value	Reliability Standards	Reliability Results
Work Climate	0.905	0.70	Reliable
Teacher Job Satisfaction	0.904	0.70	Reliable

Reliability test findings indicate that the work environment variable has a Cronbach's Alpha of 0.905, while the teacher job satisfaction variable has a value of 0.904. Both results are above 0.70, indicating that this research measurement tool is reliable.

t-Test (Regression Coefficient)

Table 4. Regression Coefficient (t-Test)

Variables	B	Std. Error	Beta	t	Sig.
Constant	18,028	8,079	-	2,231	0.034
Work Climate (X)	0.702	0.130	0.714	5,399	0,000

The regression equation formed is:

$$Y = 18.028 + 0.702X$$

The regression coefficient of 0.702 indicates that a one-unit increase in work climate will result in a 0.702-point increase in teacher job satisfaction. A significance value of 0.000 (<0.05) indicates that the effect is statistically significant. Therefore, the research hypothesis stating that work climate has a positive effect on teacher job satisfaction is proven true. This finding supports previous research indicating that open leadership, pleasant working relationships, and good communication are important elements in increasing teacher job satisfaction.

Coefficient of Determination Test

Table 5. Determination Coefficient Test

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	0.714	0.840	0.493	4,398

A correlation value (R) of 0.714 indicates a strong relationship between work climate and teacher job satisfaction. A coefficient of determination (R^2) of 0.840 indicates that 84% of the variance in job satisfaction is due to work climate, while the remaining 16% is influenced by other variables, including salary, welfare, and workload. This confirms that the work environment significantly influences teacher job satisfaction, although it is not the sole determinant.

DISCUSSION

The findings of this study confirm that the work climate has a positive and significant effect on teacher job satisfaction at SMK Skye Digipreneur Bandung. The regression coefficient of 0.702, with a significance value of 0.000 (<0.05), indicates that a better work climate correlates with increased teacher job satisfaction. The coefficient of determination (R^2) of 0.840 indicates that 84% of the variance in job satisfaction is due to the work climate, while the remaining 16% is influenced by other factors including compensation, administrative burden, facilities, and the possibility of professional development.

1. Working relationships between teachers

Collaborative working relationships foster a supportive environment among educators. Educators who feel accepted within the professional community demonstrate higher motivation in fulfilling their responsibilities. This aligns with the findings of Dasar et al. (2021), who indicated that a conducive work environment can boost work morale. Positive social relationships among teachers can reduce stress and foster a sense of belonging within the school environment.

2. Principal leadership

The role of leadership has proven crucial in creating a conducive work climate. A supportive principal, open in communication, and fair in decision-making will increase teachers' sense of security and respect. Research by Bashor and Darmawan (2024) also found that a democratic and supportive leadership style significantly impacts teachers' comfort at work. In this context, teachers need not only technical instruction but also moral support and appreciation from their leaders.

3. Communication in the school environment

Effective communication between educators and administrators is crucial for preventing misunderstandings, improving coordination, and streamlining workflows. Djati (2024) highlighted that effective communication is a key aspect of increasing teacher job satisfaction. Effective communication allows educators to articulate their goals, accurately understand material, and foster better collaboration.

4. Links to motivation theory and job satisfaction

The results of this study can also be explained through Herzberg's motivation theory, which distinguishes between hygiene factors (work environment, work relationships, supervision) and motivating factors (achievement, recognition). A positive work climate functions as a hygiene factor, preventing job dissatisfaction and encouraging intrinsic motivation. Furthermore, when linked to Maslow's hierarchy of needs, a conducive work climate can fulfill teachers' needs for security, recognition, and self-actualization.

5. Practical implications for schools and teachers

The findings of this study indicate that improving teacher job satisfaction depends not only on material considerations but also on the work environment established within the school. Principals must foster a constructive work environment through supportive leadership and transparent communication. Educators are also expected to foster a healthy work environment through collaboration and professionalism. An optimal work environment influences teacher satisfaction, thereby improving the quality of learning and student performance.

6. Comparison with previous research

The findings of this study align with those of Rachnady (2025), who emphasized a strong correlation between work-life balance, work environment, and employee job satisfaction. Furthermore, Luqy Muzakky et al. (2025) emphasized that participatory leadership and good communication are crucial elements in fostering job satisfaction among educators. The alignment of these findings with previous research strengthens empirical evidence that the work environment is a crucial factor in job satisfaction, particularly in the education sector.

Therefore, it can be concluded that supportive leadership, collaborative relationships, and efficient communication are essential components in fostering a conducive work environment. An effective work environment can increase teacher satisfaction and has the potential to improve overall school performance, particularly in addressing entrepreneurship and digital technology-based education, as implemented at SMK Skye Digipreneur Bandung.

Although the findings of this study provide strong empirical evidence, several limitations must be acknowledged. The sample size used is quite large (60 respondents), making it difficult to generalize the results to the specific situation of the institution analyzed. This study exclusively analyzed one variable, specifically work climate, but job satisfaction can also be influenced by additional aspects, including compensation, benefits, administrative workload, and prospects for career advancement. This study is cross-sectional in nature, so it cannot explain the long-term dynamics of the relationship between work climate and job satisfaction.

Therefore, further research is expected to include a broader sample, incorporate additional variables, and use a longitudinal research approach.

CONCLUSION AND SUGGESTIONS

Conclusion and Suggestions

Based on the results of data analysis, this study concluded that the work climate has a positive and significant influence on teacher job satisfaction at SMK Skye Digipreneur Bandung. The research instrument used was declared valid and reliable, so it is suitable for measuring the variables of work climate and job satisfaction. Simple linear regression analysis showed that the regression coefficient value of 0.702 with a significance of 0.000 (<0.05) proves that the better the work climate created, the higher the level of teacher job satisfaction. In addition, the coefficient of determination (R^2) value of 0.840 confirms that 84% of the variation in teacher job satisfaction can be explained by the work climate, while the rest is influenced by other factors not examined in this study. Thus, this study confirms that supportive leadership, harmonious working relationships, and effective communication are the main factors that can increase teacher job satisfaction.

Here are some suggestions from this study: schools should continue to build a conducive work climate through supportive leadership, open communication, and collaborative activities between teachers. Teachers are expected to maintain harmonious working relationships, maintain a professional attitude, and foster internal motivation to increase job satisfaction. Meanwhile, future researchers are advised to include a broader sample size and include other variables such as compensation or work facilities for more comprehensive research results.

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