

## Job Satisfaction Judging from the Emotional Labor

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### Abstract

*This study aims to link the emotional labor with job satisfaction for teachers at the F. Tandean Tebing Tinggi College. The research subjects of this study were 120 teachers in F. Tandean Tebing Tinggi School. This quantitative research uses a questionnaire in data collection. The assumption test consists of a normality test and a linearity test. The data analysis method used is the Product Moment correlation technique with the help of SPSS Statistics 25 for Windows. The results showed that there was a positive correlation between job satisfaction with emotional labor. The contribution of emotional labor to job satisfaction was 7.1 percent. The conclusion from this study shows that there is a positive relationship between emotional labor and job satisfaction among teachers was accepted.*

**Keywords:** *emotional labor, teachers, relationships, job satisfaction,*

### Abstrak

Penelitian ini bertujuan untuk hubungan antara *emotional labor* dengan kepuasan kerja pada guru di perguruan F. Tandean Tebing Tinggi. Subjek penelitian dari penelitian ini sebanyak 120 guru di Sekolah F. Tandean Tebing Tinggi. Penelitian kuantitatif ini menggunakan kuesioner dalam pengumpulan data. Uji asumsi yang dilakukan terdiri dari uji normalitas dan uji linearitas. Metode analisis data yang digunakan adalah teknik korelasi *Product Moment* dengan bantuan SPSS *Statistic 25 for Windows*. Hasil penelitian menunjukkan bahwa adanya korelasi positif antara kepuasan kerja dengan *emotional labor*. Sumbangan *emotional labor* terhadap kepuasan kerja adalah sebesar 7,1 persen. Kesimpulan dari penelitian ini menunjukkan adanya hubungan positif antara *emotional labor* dengan kepuasan kerja pada guru diterima.

**Kata Kunci:** *emotional labor, guru, hubungan, kepuasan kerja,*

### Introduction

T Globalization is a phenomenon that cannot be avoided by countries in the world. Indonesia must follow the global flow, in order to improve the quality of education. Education is a process of development, maintenance, and direction. Education is also a tool to ensure survival and endless processes. Benchmarking the quality of education is to the extent that education is able to create an atmosphere for sustainable growth and provide ways to make that growth happen well.

The success of these educational goals must pay attention to the educational component, especially human resources, which have a very important role in realizing educational goals. Teachers are the key to success for the creation of quality young generation, not only from the intellectual side but

also from the code of conduct in society. Improving teacher performance is one way to explore the potential that exists within. Schools that considered quality if students have high achievement. The role of the teacher in managing the teaching and learning process determines the quality of education.

Teachers are required to be able to educate students to have a view in the future. Therefore teachers must also have the motivation to give good lessons to their students so students can receive them well. This is as stated in the Ministry of National Education (2006) that the teacher has a role as a motivator, meaning that future teachers are able to have motivation to continue learning and learning, and of course will also provide motivation for students to learn and continue learning as exemplified by their teacher. The teacher must give an example of openness, for example, admitting his mistakes if he is wrong, acknowledging his backwardness in a particular field to students if it is true that the student follows the most recent developments. This is the role of the teacher as a Developer, meaning that the teacher wants to continue to develop himself and of course wants to transmit abilities also and skills to their students and to everyone (Ministry of National Education, 2006).

Teachers' work demands that are not matched with the appropriate rewards obtained by the teacher can cause job dissatisfaction. Job satisfaction is an important aspect of the job itself, where every individual has the hope to get comfort while working. According to Hasibuan, Hartini, & Mirza (2019), job satisfaction is a pleasant emotional attitude and loves his work. Job satisfaction employees must be created as well as possible so that morale, dedication, love, and employee discipline increase. This attitude is reflected by work morale, discipline, and work performance. Thus job satisfaction is needed in a job because if the individual feels satisfied, then the results achieved will be maximal.

There are several factors that affect job satisfaction. One of them is *emotional labor*, as research conducted by Sarraf (2018) where the results obtained show a positive correlation, where if an individual is able to meet the emotional needs of the organization or the environment, then the individual has high job satisfaction, and vice versa if the individual unable to meet emotional needs in the organization, then the individual has low job satisfaction.

Robbins & Judge (2012) suggested that *emotional labor* is a situation where an employee expresses desirable emotions organically during interpersonal interactions at work. According to Hanggraeni (2011), *emotional labor* is a condition when an individual for work is required to expresses a certain emotion that is different from the emotion that is actually felt. One effort to improve school quality by paying attention to the *emotional labor* owned by a teacher is by looking at job satisfaction. Sihotang and Febriyanti (2020) conducted a teacher emotional labor study in Semarang where teachers still had a low emotional labor where teachers were exhausted from controlling student behavior due to inadequate number of teachers. The research was conducted at an Extraordinary School in Semarang with the quality of schools considered to be of poor quality and not getting the attention of the community.

Based on the description above and the phenomena related to job satisfaction, the researcher is interested in conducting research with the title "Job Satisfaction in terms of *Emotional labor* on teachers in F. Tandean Tebing Tinggi School".

## Research Methods

The populations in this study were the teachers in the School of F. Tandean Tebing Tinggi, amounting to 120 people. The technique in this study uses a *total sampling* technique or saturated sampling, so that the sample in this study are the teachers in the School of F. Tandean Tebing Tinggi, amounting to 120 people.

This research was conducted with a quantitative method with a survey using a questionnaire. This research variable consists of dependent variables, namely job satisfaction and independent variables, namely emotional labor. Job satisfaction is measured based on aspects of job satisfaction according to Martoyo in Hartatik (2014), which consists of five aspects of job satisfaction, namely: the job itself, superiors, coworkers, promotions, salary / wages. *Emotional labor* is measured based on the dimensions of Brotheridge & Lee (2003), which include: *frequency, variety, intensity, deep acting, surface acting*. The research scale is a Likert scale consisting of 4 alternative answers, namely SS (strongly agree), S (agree), TS (disagree), and STS (strongly disagree).

The measuring scale is tested for validity and reliability first. Validity test is done to test the discriminatory power of the item is by using the *Corrected Item-Total Correlation* formula. On the job satisfaction scale, the results of testing the measuring instrument showed that 29 items were declared valid from 50 items tested. On the *emotional labor* scale, the results of testing the measuring instrument showed that 26 items were declared valid from the 50 items tested. Reliability is the level of confidence or reliability of the measuring instrument with regard to the ability of the measuring tool to provide consistent results. Reliability testing uses the Cronbach *Alpha method with the help of the SPSS 18 for Windows Program*. On this job satisfaction scale *Alpha Cronbach's* reliability coefficient was obtained at 0.893. On this *emotional labor* scale a *Alpha Cronbach* reliability coefficient of 0.893 was obtained. Thus, the variables of job satisfaction and emotional labor are stated to be reliable.

The analysis technique used to analyze the data from this study is the *Product Moment* Correlation technique (Pearson Correlation) and the coefficient of determination is calculated. Before the assumptions are tested in the form of normality and linearity testing. Data analysis was performed with the help of the SPSS 18 program *for windows*.

## Results and Discussion

### *Research Data Description*

The emotional labor data categorization can be seen in Table 1.

**Table 1. Emotional Labor Data Categorization**

Variabel	Value Range	Category	Total (n)	Percentage
<i>Emotional</i>	$x < 52$	Low	1	0.8%
<i>Labor</i>	$52 \leq x < 78$	Moderate	19	15,6%
	$x \geq 78$	High	100	83,6%
total			120	100%

Based on the categories in Table 1, there were 1 subject (0.8 percent) who had low *emotional labor*, there were 19 subjects (15.6 percent) who had moderate *emotional labor*, and there were 100 subjects (83.6 percent) who had *emotional labor*. Thus, the average research subject has a high level of emotional labor.

Job satisfaction data categories can be seen in table 2.

**Table 2. Job Satisfaction Data Categories**

Variabel	Value Range	Categories	Total (n)	Percentage
Job satisfaction	$x < 58$	Low	0	0%
	$58 \leq x < 87$	Moderate	65	54%
	$x \geq 87$	High	55	46%
Total			120	100%

Based on the categories in Table 2, there were no subjects (0 percent) who had low job satisfaction, there were 65 subjects (54 percent) who had moderate job satisfaction, and there were 55 subjects (46 percent) who had high job satisfaction. Thus, the average research subject has job satisfaction in a moderate level.

#### *Assumption Test Result*

The assumption tests used in this study are the normality test and the linearity test.

#### *a. Spread Normality Test*

The distribution normality test uses the *Kolmogorov Swirnov Test* presented in Table 3.

**Table 3. Normality Test Results**

Variabel	SD	KS-Z	Sig.	P	Information
<i>Emotional Labor</i>	9.257	0.963	0.156	$p > 0.05$	Normal distribution
Job satisfaction	9.464	0.852	0.231	$p > 0.05$	Normal distribution

Data is said to be normally distributed if  $p > 0.05$  (Priyatno, 2011). Normality test conducted on *emotional labor* variables obtained coefficient KS-Z = 0.963 with Sig of 0.312 for the 2 (two) test, while this study has a one-way hypothesis, so the one that is used is the 1 (one) tail / Sig 1-tailed test equal to 0.156 ( $p > 0.05$ ), which means that the data on the *emotional labor* variable has a normal distribution or distribution. Normality test on work satisfaction variable obtained coefficient KS-Z = 0.852 with Sig of 0.462 for the 2 (two) direction test and Sig of 0.231 for the 1 (one) direction test ( $p > 0.05$ ), which means that the data on the satisfaction variable work has a normal distribution or distribution.

#### *b. Test for Linearity Relationship*

Linearity test is used to determine whether the distribution of research data that is the variable job satisfaction and *emotional labor* has a linear relationship F Test (Anova). Job satisfaction and *emotional labor* variables are said to have a linear relationship if  $p < 0.05$ . The results of the linearity test can be seen in Table 4.

**Table 4. Linearity Relationship Test Result**

Variabel	F	Sig	Information
<i>Emotional Labor</i> - Job satisfaction	10.221	0.002	Linier

Job satisfaction and *emotional labor* variables have a linear relationship. This can be seen from the significance value obtained that is 0.002, then  $p < 0.05$ , it can be concluded that the two variables have a linear relationship and have fulfilled the requirements for *product moment* correlation analysis.

#### *Hypothesis Test Results*

After the assumption test is accepted, then the hypothesis test is performed. The hypothesis in this study is a positive relationship between job satisfactions with *emotional labor*. Based on the research objectives, the *Pearson Correlation* test was performed. Statistical test results can be seen in Table 5

**Table 5. Correlation between *Emotional labor* and job satisfaction**

Variabel	<i>Pearson Correlation</i>	Significance (p)
<i>Emotional Labor</i>	0.280**	0.001

Based on the results of the correlation analysis between job satisfaction with *emotional labor*, obtained *product moment* correlation coefficient of 0.280 with a significant of 0.001 ( $p < 0.05$ ). This shows that there is a positive correlation between job satisfactions with *emotional labor* so that a strong enough relationship is categorized. Thus, there is a positive relationship between job satisfaction with *emotional labor* received, and it can be stated that there is a positive relationship between job satisfactions with *emotional labor*.

**Table 6. Effective Donations**

Model	R	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	0.280	0.079	0.071	8.923

This study obtained the coefficient of determination *R Square* ( $R^2$ ) of 0.071. Based on these results, it can be concluded that the contribution of 0.071 percent of job satisfaction affects *emotional labor* and the rest 99.92 percent is influenced by other factors, such as personality, *perceived organizational support* and *burnout*. Thus, it can be concluded that the higher job satisfaction possessed by the

teacher, the higher the *emotional labor* of the teacher. Conversely the lower the job satisfaction of the teacher, the lower the *emotional labor* of the teacher.

## Discussion

Correlation test results indicate a relationship between job satisfaction with *emotional labor* with *Product Moment* correlation coefficient of  $r = 0.280$  and  $p = 0.001$ , meaning that the higher job satisfaction owned by the teacher, the higher the *emotional labor* of the teacher. Instead of lowering the job satisfaction that the teacher has, the lower the *emotional labor* of the teacher. The results of this study are in line with Sarraf's research (2018) that there is a positive relationship between *emotional labor* and job satisfaction, which means that the higher the *emotional labor* owned by employees, the higher job satisfaction will be. Similar results were stated by Lee & Jang (2019) that there is a positive correlation between pleasure and pride with job satisfaction and a negative correlation of anger with job satisfaction. This result confirms the influence of emotions on job satisfaction.

In this study, teachers already have high job satisfaction because they feel satisfied with the salary received. This means that the salary received by the teacher is in accordance with the income desired to meet their daily needs. The work done is also in accordance with the area of expertise and work time is not tiring so the teacher feels happy and satisfied with his work. In addition, the teacher also has good coworkers and a harmonious relationship and good communication with fellow teachers which makes their own satisfaction for the teacher at work. Behavior of coworkers, pleasant work and salary that commensurate with expectations raises positive moods for teachers so that teachers can control their emotions well or have good *emotional labor*. The high of the teacher's *emotional labor* is characterized by an attitude that always smiles when teaching even though the teacher sometimes has personal or family problems. When there are students who are wrong, the teacher also acts decisively but not with anger and makes harsh words. The teacher is assertive by reprimanding and giving understanding to students not to do wrong deeds and act right.

In the teaching process the teacher is required to be able to realize and create situations that allow students to be active and creative. In this system students are expected to optimally carry out learning activities so that instructional goals that have been set are achieved optimally. Reliable teachers and educators must have a set of competencies. The main competencies that must be attached to the teaching staff are the values of mandate, representative, and being able to take a pedagogical approach and being able to think and act intelligently (Hidayatullah, 2009).

Rouxel, Michinov, & Dodeler (2016) state that the influence of positive emotions is positively correlated with job satisfaction, but the influence of negative emotions shows a negative relationship with job satisfaction. Fredrickson (2001) argues that positive emotions help promote job performance and thus potentially increase higher job satisfaction by expanding physical, mental, psychological and social resources.

In this study, the coefficient of determination of *R Square* ( $R^2$ ) of 0.079 was obtained. Based on these results, it can be concluded that the contribution of job satisfaction by 0.071 percent affects *emotional labor* and the rest 99.92 percent is influenced by other factors, such as personality big five, perceived *organizational support* and *burnout*. This study does not show that there are teachers who have low job satisfaction, this is due to the number of teachers who have felt satisfied with the salary increase provided. Based on these descriptions it can be concluded that there is a relationship between

*emotional labor* and job satisfaction. The higher the *emotional labor*, the higher job satisfaction. Conversely the lower the *emotional labor*, the lower the job satisfaction.

## Conclusions and Suggestions

### Conclusions

The results of this study indicate that there is a positive relationship between job satisfaction with emotional labor in teachers in the School of F. Tandean Tebing Tinggi with *Product Moment correlation* ( $r$ ) 0.280 with  $p$  of 0.001 then  $p < 0.05$ . It means that the higher emotional labor, the higher job satisfaction and vice versa if the lower *emotional labor*, the lower the job satisfaction of the teacher. The contribution given to job satisfaction with *emotional labor* is 0.071 percent, while 99.92 percent is influenced by other factors such as the personality of the *big five*, *perceived organizational support*, and *burnout*.

### Suggestions

Suggestions from this research are

1. For teachers, teachers can better understand and appreciate the work done so that in carrying out the work to be more leverage so that the work obtained will also be better.
2. For schools, not only requires teachers to do work beyond their abilities and can contribute to the school but also can meet and pay attention to the needs and desires of the teachers so that they feel more valued so as to cause satisfaction in work.
3. For further researchers, can examine other factors such as *big five personality*, *perceived organizational support*, and *burnout* that can affect job satisfaction.

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