The Effect of Psychological Empowerment on Job Satisfaction through Intrinsic Motivation and Creativity at SMP Negeri Bengalon East Kutai District

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Abstract
This study aims to examine the effect of psychological empowerment on intrinsic motivation, to test psychological empowerment on creativity, to examine the effect of intrinsic motivation on job satisfaction, to examine the effect of creativity on teacher job satisfaction at SMP Negeri Bengalon, East Kutai. This type of research uses survey research with an explanation or exposition approach (explanatory research) which aims to explain the relationship or correlation between two or more observed variables (observed variables) through hypothesis testing so that conclusions can be drawn. The population in this study were all teachers at the Bengalon District Junior High School, using purposive sampling technique in sampling. The data analysis used SEM-PLS with program support SmartPLS 3.2 in data processing. The results of the analysis of the existing data showed that psychological empowerment had a significant positive effect on intrinsic motivation, psychological empowerment had a significant positive effect on creativity, intrinsic motivation had a significant positive effect on job satisfaction, creativity had a significant positive effect on job satisfaction, psychological empowerment had a significant positive effect on job satisfaction.
Keywords: Psychological Empowerment, Intrinsic Motivation Creativity, Job satisfaction.

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I.   Introduction

The school is one of the developing educational organizations. The performance of teachers and employees in schools is strongly influenced by motivation and job satisfaction. Psychological empowerment carried out in school life will have an effect on both teachers and employees. However, in its implementation, injustice often occurs in the treatment between teachers and employees which results in unbalanced job satisfaction in an educational organization. Teachers as educators are one of the determinants of the success of learning objectives because teachers are in direct contact with students to provide tutorials that will produce the desired output. Teachers are sources of human energy who become planners, actors, and determinants of achieving national learning goals as mandated in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers. The education quality assurance system in Indonesia has been regulated in the Regulation of the Minister of Learning and Culture (Permendikbud) No. 28 of 2016 concerning the quality assurance of lower and secondary learning, covering several matters, including: planning, implementing, controlling, and developing the quality of learning referring to the National Standard Learning. So how far is the Permendikbud able to push all learning actors and those who are adrift able to realize the management of quality learning institutions both in the process and in the product. On the other hand, the parameters or dimensions used to calculate or measure quality learning in East Kutai refer to government regulation (PP) No. 13 of 2015 concerning National Learning Standards. Judging from the 8 national education standards, the standard for financing seems to be good because it is supported by funds from the National Bosnas, Bosprov, and also Bosda from the East Kutai Regency Government. Likewise, the standards of educators and education staff have begun to be improved thanks to the collaboration of the educator qualification program in collaboration with the Open University and Mulawarman University. Meanwhile, the standard of school facilities and infrastructure as well as infrastructure development shows that there is a gap between schools located in villages and in cities. Hasanah (2017) reports that an increase in facilities, infrastructure and infrastructure can support an increase in the quality of learning in remote and inland areas in East Kutai. Children in rural areas also want to experience something that can improve the quality of their learning. For example, a proper and safe study room for them to study, so that they can absorb the lessons given by their teacher well. The increase in the quality of learning should not only rely on urban areas. But in remote and inland areas also need to be observed. Education in the District of Bengalon, especially the State Junior High

School, there are still visible differences between schools located in the sub-district city area and in the interior of the Bengalon sub-district. Schools located in cities such as SMPN 1 and SMPN 4 have supporting facilities such as the availability of lights, water, internet network, comfortable study rooms that support the process of education and learning activities in the Bengalon area. Unlike the case with SMPN 2 and SMPN 5 Bengalon, which are located far from the sub-district city but are surrounded by palm oil and coal mining companies, so they still receive support for educational activities apart from the local government as well as from palm oil and coal companies in the area. Based on the explanation of the background stated above, the researcher wants to conduct research on these variables with the object of research being teachers at State Junior High Schools in Bengalon District, East Kalimantan Province and the authors are interested in raising the title of the research "The Effect of Psychological Empowerment on Satisfaction Work Through Intrinsic Motivation and Teacher Creativity at SMP Negeri Bengalon District, East Kutai Regency.

II.   LITERATURE REVIEW

Psychological Empowerment

Psychological empowerment was first defined by Conger and Kanguno (1998) in Xiaomeng & Bartol (2010) as a way of enhancing feelings of self-efficacy through the introduction of situations that help the development of helplessness and through its elimination with official body practices and careful data collection methods. After that Thomas and Velthouse (1990), in Xiaomeng & Bartol (2010), developed an approach with a more perfect determination as a conditional file (meaningfulness, competence, choice and impact) that ensured the essential motivation of workers. Meanwhile, according to Spreitzer (1995:122), intellectual empowerment as a method or intellectual status that is fulfilled in 4 awareness is meaning (meaning), competence (competence), self-determination (self-determination) and impact (impact).

Job satisfaction

Job satisfaction according to Robbins (2015:62) is the general attitude of an employee towards his work. Meanwhile, according to Handoko (2015: 32), defining job satisfaction is a pleasant or unpleasant emotional state in which employees view their own work.

Intrinsic Motivation

According to Hasibuan (2018: 88), motivation comes from the Latin word movere which means encouragement or the provision of a driving force that creates one's work enthusiasm so that they want to work together, work effectively, and integrate with all their efforts to achieve satisfaction. According to Nawawi (2001: 359) reveals that intrinsic motivation is an advocate of activities that come from within the worker as an individual in the form of understanding the meaning or efficacy of the meaning of the profession he is carrying out. In other words, this motivation comes from the work that is done, either because it can fulfill a desire or it is fun or allows it to achieve a goal, or because it provides specific goals that are efficient in the future.

Teacher Creativity

According to Sudarma (2013: 6) creativity is the ability to produce something new, both in ideas, ideas, steps, products and services, both non-existent and existing combinations to produce creative products.

Hypothesis Development

Psychological Empowerment on Intrinsic Motivation

Referring to previous research conducted by (Zhang et al., 2010) with the title "Linking Empowering Leadership and Employee Creativity: The Influence of Psychological Empowerment, Intrinsic Motivation and Creative Process Engagement" proves that psychological empowerment has a positive and significant influence on intrinsic motivation. Likewise, research conducted by (Haozahan., 2010) with the title "Analysis on Influence Empowerment an Emperical Analysis of Banking Line" proves that psychological empowerment has a positive and significant influence on intrinsic motivation. Based on the explanation above, the hypothesis in this study, namely.

H1: Psychological empowerment has a significant positive effect on intrinsic motivation

Psychological Empowerment on Creativity

Referring to previous research conducted by (Cekmeceliouglu and Ozbag, 2014) with the title "Linking Psychological Empowerment, Individual Creativity and Firm Innovativeness: A Research on Turkish manufacturing Industry" proves that psychological empowerment has a positive and significant influence on creativity. Then also with research conducted by (Zhang et al., 2010) with the title "Linking Empowering Leadership and Employee Creativity: The Influence of Psychological Empowerment, Intrinsic Motivation and

Creative Process Engagement" proves that psychological empowerment has a positive and significant influence on teacher creativity. Based on the explanation above, the hypothesis in this study, namely.
H2: Psychological empowerment has a significant positive effect on creativity

Intrinsic Motivation on Job Satisfaction
Referring to previous research conducted by (Ghosh et al, 2019) with the title "Psychological detachment - A creativity perspective on the link between intrinsic motivation and employee engagement" proves that intrinsic motivation has a positive and significant influence on job satisfaction. This study develops an additional perspective on why intrinsic motivation can predict teachers by presenting a contextual boundary of psychological detachment in relation to the relationship between intrinsic motivation, creativity and job satisfaction. Then also with research conducted (Yi Li et al, 2014) with the title "Locus of control, psychological empowerment and intrinsic motivation relation to performance" proves that intrinsic motivation has a positive and significant influence on job satisfaction. This study looks at managerial interventions aimed at motivating employees at different locus of control. This study also expands on the psychological empowerment literature by first examining the psychological mechanisms through which empowerment affects job satisfaction through intrinsic motivation. Based on the explanation above, the hypothesis in this study, namely.
H3: Intrinsic motivation has a significant positive effect on job satisfaction

Creativity on Job Satisfaction
Referring to previous research conducted by (Ghosh et al, 2019) entitled "Psychological detachment - A creativity perspective on the link between intrinsic motivation and employee engagement" proves that creativity has a positive and significant influence on job satisfaction. Based on the explanation above, the hypothesis in this study, namely.
H4: Creativity has a significant positive effect on job satisfaction

Psychological Empowerment on Job Satisfaction
Referring to previous research conducted by (Ghosh et al, 2014) with the title "Psychological detachment. A creativity perspective on the link between intrinsic motivation and employee engagement" proves that psychological empowerment has a positive and significant effect on job satisfaction. Then also refers to the research conducted by (Yi Li et al, 2014) with the title "Locus of control, psychological empowerment and intrinsic motivation relation to performance" proving that psychological empowerment has a positive and significant influence on job satisfaction. This research supports the importance of increasing psychological empowerment to increase job satisfaction. Managerial intervention that aims to motivate employees, by expanding the psychological empowerment literature by first examining the psychological mechanisms through empowerment that affect job satisfaction. Based on the explanation above, the hypothesis in this study, namely.
H5: Psychological empowerment has a significant positive effect on job satisfaction
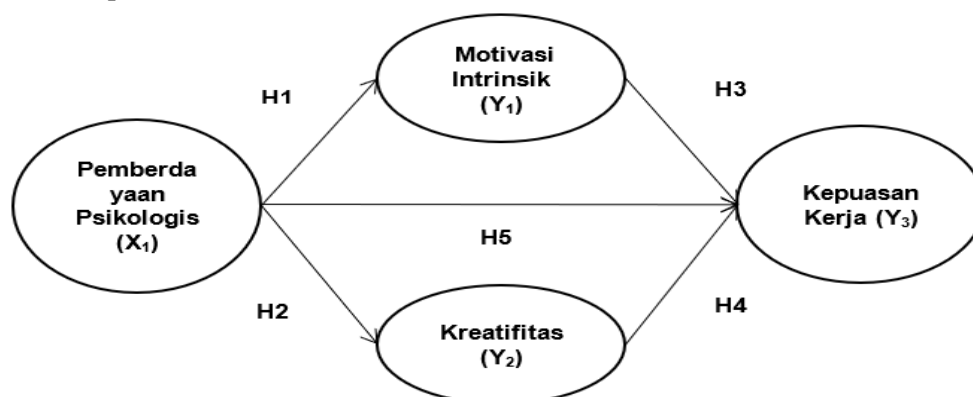
Research Conceptual Model

Figure 1. Research Conceptual Model

III. RESEARCH METHOD

Population and Sample

The population is a generalization area consisting of objects and subjects that have certain characteristics that have been determined by the researcher. The population in this study were all teachers of SMP Negeri Bengalon, East Kutai consist of 39 civil servants and civil servant teachers, 45 TK2D teachers, and 16 honorary teachers, so the sample of respondents used in this study was 100 respondents.

Data Analysis Method

Outer Model

The measurement model is carried out to describe the relationship between the indicator block and its latent variables. There are three measurement criteria to assess the outer model, namely convergent validity, discriminant validity, and composite reliability.

Inner Model

In evaluating the structural model with PLS, there are several criteria used to measure the prediction of the model, namely.

1)   Coefficient of determination (R2 or R-square)

Evaluation of the structural model begins by looking at the coefficient of determination (R2 or R-square). The value of R-squares for each endogenous latent variable as the predictive power of the structural model. The interpretation is the same as OLS regression. According to Chin (1998) in (Ghozali and Latan, 2015:81) revealing the role of thumb evaluation of structural models for R2 or R-square values of 0.66, 0.50, and 0.25 it can be concluded that the model is strong, moderate, and weak.

2)   Predictive relevance (Q2 or Q-square)

According to (Ghozali and Latan, 2015:79) explains that in addition to looking at the magnitude of the value of R2 (R square) above, the evaluation of the structural model in PLS is carried out with Q2 predictive relevance or predictive sample reuse developed by Stone (1974) and Geisser (1975). The value of Q2 is useful for validating the ability to predict the model in which this model is only suitable for use on endogenous constructs that have reflective indicators. The following approach is used with the blindfolding procedure with the formula.

$$Q^2 = 1 - \frac{\Sigma_D E_D}{\Sigma_D O_D}$$

Where.

D : Omission distance

E : The sum of squares of prediction errors

O : The sum of squares errors using the mean for prediction

The value of Q2 > 0 indicates that the model has predictive relevance while the value of Q2 < 0 indicates that the model lacks predictive relevance.

Hypothesis Testing (Resampling Method)

Hypothesis testing between constructs, namely exogenous constructs to endogenous constructs and endogenous constructs to endogenous constructs was carried out using the bootstrap resampling method developed by Geisser. (Ghozali, 2015:25). Furthermore, the explanation of Hair, et al (2012) in Ghozali and Latan (2015:81) reveals the role of thumb evaluation of the structural model regarding the two-tailed (two-tailed) significant test, which if the t-value is > 1.96 with a significance level of 5% or 0.05, it is concluded that it is significant. The following is the basis for making the decision.

a.   If the t-value is smaller than the t-table value or t-value < 1.96 then Ho is accepted and Ha is rejected.

b.   If the t-value is greater than or equal to the t-table or t-value > 1.96 then Ho is rejected and Ha is accepted.

IV. ANALYSIS AND DISCUSSION

Analysis

Outer Model Evaluation

The measurement model is used to determine the results of testing the validity and reliability of the instrument. The validity test was conducted to determine the ability of the research instrument or the results of the respondents' answers. Meanwhile, the reliability test is used to measure the consistency of the measuring instrument from the results of the respondents' answers in answering the questionnaire statement items or research instruments. In addition, this measurement model is used to explain the relationship between latent variables and manifest variables or indicators as shown in Figure 2 below
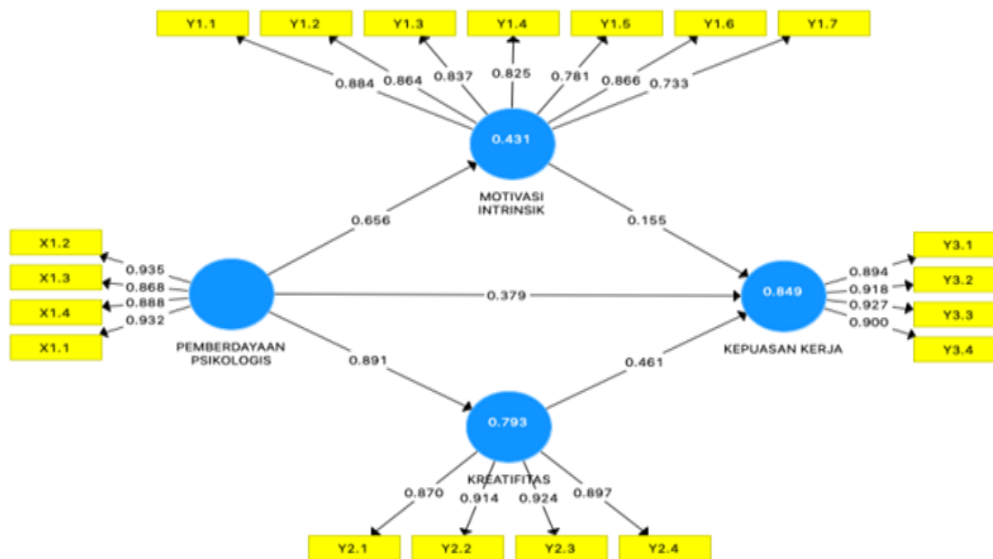
Figure 2. Measurement Model Diagram With Reflective Indicators
Source: Processed in 2022.

Based on Figure 2 above, the results of the measurement model with reflexive indicators in which this model is explained by the variance as a manifestation of the construct domain and the direction of the indicator from variable to indicator. The following criteria must be met in testing the measurement model (outer model), which are as follows:

1.   Convergent validity

Convergent validity of the measurement model with reflective indicators is assessed based on the correlation between item scores / component scores estimated with PLS software. The convergent validity test can be seen from the loading factor value for each construct indicator which is reflected in the outer loading results. According to Chin (1998) in Ghozali and Latan (2015:74) explains that the rule of thumb which is usually used to assess convergent validity is the loading factor value must be greater than 0.7 for confirmatory research and the loading factor value is between 0.6 -0.7 for exploratory research is still acceptable and the average variance extracted (AVE) value must be greater than 0.5. However, for research in the early stages of developing a measurement scale, a loading factor value of 0.5-0.6 is still considered sufficient, but if it is below 0.5 it can be replaced or removed from the analysis. To assess the results of the validity test, it can be seen from the loading facto value which is reflected in the results of the outer loading in PLS. The following are the results of the convergent validity test using the outer loading as shown in Table 1 below.

Table 1. Convergent Validity Test Results Using Outer Loading

Item Indicators	Loading Factor	Description
X1.1	0,932	Valid
X1.2	0,935	Valid
X1.3	0,868	Valid
X1.4	0,888	Valid
Y1.1	0,870	Valid
Y1.2	0,914	Valid
Y1.3	0,924	Valid
Y1.4	0,897	Valid
Y1.5	0,884	Valid
Y1.6	0,864	Valid
Y1.7	0,837	Valid
Y2.1	0,825	Valid

Item Indicators	Loading Factor	Description
Y2.2	0,781	Valid
Y2.3	0,866	Valid
Y2.4	0,733	Valid
Y3.1	0,894	Valid
Y3.2	0,918	Valid
Y3.3	0,927	Valid
Y3.4	0,900	Valid

Source: Processed in 2022.

Based on Table 1 above, the results show that the indicators used to measure each variable in this study all have a loading factor value of more than 0.50 so it can be concluded that all indicator items are valid to explain the variables and no indicators are omitted in the study. this.

2. Discriminant Validity

Discriminant validity is carried out to ensure that each concept of each latent variable is different from other variables. The way to test discriminant validity with reflexive indicators is to look at the value of the cross loading factor for each variable which must be greater than 0.7. Cross loading is useful for assessing whether the construct has adequate discriminant validity, by comparing the relationship between indicators of a variable with the correlation of indicators with other variables. If the construct indicator relationship has a higher value than the indicator relationship to other variables, it can be said that the construct has high discriminant validity. The following are the results of the discriminant validity test based on the cross loading value which can be seen in Table 2 below.

Table 2. Discriminant Validity Test Results Using Cross Loading

Item Indicators	Psycological Empowerment (X1)	Intrinsic Motivation (Y1)	Creativity (Y2)	Job Satisfaction (Y1)
X1.1	0,932	0,843	0,651	0,849
X1.2	0,935	0,813	0,616	0,805
X1.3	0,868	0,765	0,591	0,815
X1.4	0,888	0,806	0,515	0,758
Y1.1	0,861	0,884	0,566	0,769
Y1.2	0,792	0,864	0,476	0,816
Y1.3	0,787	0,837	0,495	0,813
Y1.4	0,769	0,825	0,497	0,797
Y1.5	0,501	0,781	0.489	0,583
Y1.6	0,542	0,866	0.445	0,530
Y1.7	0,416	0,737	0.329	0,410
Y2.1	0,631	0,561	0,870	0,605
Y2.2	0,558	0,479	0,914	0,539
Y2.3	0,586	0,501	0,924	0,612
Y2.4	0,539	0,434	0,897	0,539
Y3.1	0,822	0,860	0,625	0,894
Y3.2	0,783	0,781	0,574	0,918
Y3.3	0,808	0,801	0,562	0,927
Y3.4	0,827	0,777	0,653	0,900

Source: Processed in 2022.

Based on Table 2, it can be seen that some of the discriminant validity test results for each indicator of each latent variable still have a cross loading value that is greater than the loading value when associated with other latent variables. This means that each construct or latent variable has good or high discriminant validity where the indicators in the construct indicator block are better than indicators in other blocks.

3.   Reliability test

The reliability test was carried out to prove the accuracy, consistency, and accuracy of the instrument in measuring the construct. In PLS SEM, to measure the reliability of a construct with reflexive indicators, it is done using Cronbach's alpha and composite reliability. According to Ghozali and Latan (2015:75) explain that the role of tumb used for Cronbach's alpha must be greater than 0.7 for confirmatory research and is still accepted if it is greater than 0.6 for exploratory while composite reliability must be greater than 0.7 for confirmatory research and a value of 0.6-0.7 is still acceptable

Table 3. Measurement Model Reliability Test Results

Variabel	Croncbanch's alpha	Composite realibility	Average Variance Extracted (AVE)
Psycological Empowerment (X1)	0,927	0,948	0,821
Intrinsic Motivation (Y1)	0,923	0,946	0,813
Creativity (Y2)	0,923	0,939	0,687
Job Satisfaction (Y3)	0,931	0,950	0,828

Source: Processed in 2022.

According to Table 3 above, it shows that the value of Cronbach's alpha is greater than 0.6 and composite reliability is greater than 0.7 of all research variables. This indicates that exploratory research with the instruments used to measure the constructs in this study is acceptable or reliable.

Inner Model Evaluation

The structural model or internal measurement is a model that relates the latent variables. Following are the results of the inner model as shown in Figure 3 below.
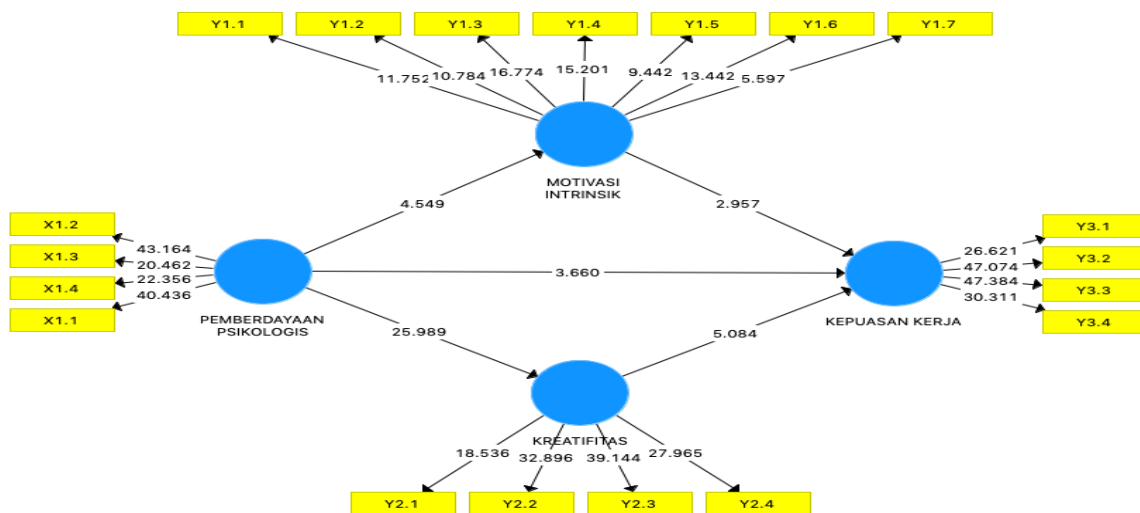

Figure 3. Structural Model Diagram

Source: Processed in 2022.

Based on the 2 above, it shows the relationship between latent variables by displaying t-count (t-values) and path coefficients (path coeficoent). The following are the criteria for testing this structural model (inner model), as follows:

1.   Coefficient of determination

The coefficient of determination is used to determine how much influence between endogenous and exogenous variables. The value of R^2 for each endogenous variable as the predictive power of the structural model where the value of R^2 (R square) can be seen in Figure 2 above. Changes that occur in the value of R^2 can be used to

assess the ability of exogenous variables to explain the effect of endogenous variables. The following are the results of testing the R^2 value of the endogenous variables in Table 4 below.

Tabel 4. Hasil Uji *R^2*

Endogen Variables	R^2 (*R Square*)	R *Square Adjusted*
Intrinsic Motivation (Y1)	0,849	0,791
Creativity (Y2)	0,431	0,425
Job Satisfaction (Y3)	0,849	0,845

Source: Processed in 2022.

According to Table 4, the value of R^2 (R square) or the coefficient of determination for the intrinsic motivation variable (Y1) is 0.849 or 84.9%, for the creativity variable (Y2) is 0.431 or 43.1%. Meanwhile, the job satisfaction variable (Y3) is 0.849 or 84.9% and the remaining three variables are influenced by other variables outside this research model.

2. Predictive relevance

The value of Q^2 is useful for validating the ability to predict the model in which this model is only suitable for use on endogenous constructs that have reflective indicators. The following is the calculation of predictive relevance, namely.

$Q^2 = 1 - (1 - R12) \times (1 - R22) \times (1 - R32)$

$Q^2 = 1 - (1 - 0,793) \times (1 - 0,431) \times (1 - 0,849) = 0,98264$

From the results of these calculations, it is known that the Q^2 value of 0.98264 means that the magnitude of the diversity of data from the research obtained is explained by the structural model designed by 98.26%, while the remaining 1.74% is explained by other factors outside the model. Based on these results, it can be said that the structural model in this study is quite good because it is closer to the value 1. According to this calculation, the value of q2 predictive relevance obtained is 0.13. This indicates that the value of 0.13 is in the moderate category because it is in the position of the value of 0.15.

Hypothesis Test

Hypothesis testing in this study was carried out by looking at the t-count and p-values. The research hypothesis can be declared accepted if the t-value > 1.96 and the significant value < 0.05. The following are the results of hypothesis testing in Table 5 below.

Table 5. Hypothesis Testing Results

Relationshio between variables	Path Coefficient	T-Hitung	T-Tabel	P-Values	Description
Psychological Empowerment (X1) -> Intrinsic Motivation (Y1)	0,891	23,166	1,96	0,000	H1 is accepted - significan
Intrinsic Motivation (X1) -> Job Satisfaction (Y3)	0,461	5,051	1,96	0,000	H1 is accepted - significan
Psychological Empowerment (X1) -> Job Satisfaction (Y3)	0,379	3,664	1,96	0,000	H1 is accepted - significan
Psychological Empowerment (X1) -> Creativity (Y2)	0,656	5,373	1,96	0,000	H1 is accepted - significan
Creativity (Y2) -> Job Satisfaction (Y3)	0,155	3,018	1,96	0,003	H1 is accepted - significan

Source: Processed in 2022.

V. Discussion

Psychological empowerment with a path coefficient of 0.891 has a positive and significant effect on intrinsic motivation with a significance of 0.000 <0.05, which means the first hypothesis is accepted. Psychological empowerment with a path coefficient of 0.656 has a positive and significant effect on creativity with a significance of 0.000 <0.05, which means the second hypothesis is accepted. Intrinsic motivation with a path coefficient of 0.461 has a positive and significant effect on job satisfaction with a significance of 0.000 <0.05, which means the third hypothesis is accepted. Creativity with a path coefficient of 0.155 has a positive and significant effect on job satisfaction with a significance of 0.003 <0.05, which means the fourth hypothesis is accepted. And psychological empowerment with a path coefficient of 0.379 has a positive and significant effect on job satisfaction with a significance of 0.000 <0.05, which means the fifth hypothesis is accepted.

VI. Conclusion

Psychological empowerment has a significant effect on intrinsic motivation. The estimated value with a positive sign indicates that the better the psychological empowerment understood by the respondents, the higher the intrinsic motivation of the teachers. When viewed from the factor loading value, the highest is found in X1.2 (Impact or data). This explains that the statement "I am confident in my ability to do my job" is the statement that best represents or builds the influence of psychological empowerment variables on intrinsic motivation. Psychological empowerment has a significant influence on creativity. The estimated value with a positive sign indicates that the better the psychological empowerment understood by the respondents, the more creative the teachers will be. If viewed from the factor loading value, the highest value is found in X1.2 (Impact or data), this explains that the statement "I am confident in my ability to do my job" is the statement that best represents or builds the influence of psychological empowerment variables on creativity. . Intrinsic motivation has a significant influence on job satisfaction. The estimated value with a positive sign indicates that the better the intrinsic motivation is understood by the respondents, the higher the job satisfaction of the teachers. When viewed from the factor loading value, the highest is Y1.1 (Responsibility in carrying out tasks). This explains that the statement "I have full responsibility in carrying out the task" is the statement that best represents or builds the influence of the intrinsic motivation variable on job satisfaction. Creativity has a significant influence on job satisfaction. The estimated value with a positive sign indicates that the better the creativity understood by the respondents, the higher the job satisfaction of the teachers. When viewed from the factor loading value, the highest is Y2.3 (Products that emphasize originality). This explains that the statement "I am looking for technology, process techniques to develop teacher performance with new ideas" is the statement that best represents or builds the influence of creativity variables on job satisfaction. And psychological empowerment has a significant effect on job satisfaction. The estimated value with a positive sign indicates that the better the psychological empowerment understood by the respondents, the higher the job satisfaction of the teachers. When viewed from the factor loading value, the highest is found in X1.2 (Impact). This explains that the statement "I am confident in my ability to do my job" is the statement that best represents or builds the influence of psychological empowerment variables on job satisfaction.

Research Suggestions and Implications

The research data shows the loading factor indicator value of psychological empowerment which has the lowest value, namely X1.3 (competence or competence) among other indicators. These results indicate that the ability or trust of teachers to carry out a task in achieving a short-term or long-term plan is still considered low, so it needs to be improved again. The research data shows the value of the loading factor indicator of intrinsic motivation which has the lowest value, namely Y1.7 (prioritizing achievement over what is done) among other indicators. These results indicate that many of the teachers still do not prioritize the achievement of what they do, so it is necessary to review the underlying motivation for the activities carried out by the teachers. The research data shows the loading factor indicator value for creativity which has the lowest value, namely Y2.1 (Personal) among other indicators. These results indicate that creative actions that arise from the uniqueness of the overall personality in interaction with their environment are considered good enough, only need to be improved. The research data shows the loading factor indicator value of job satisfaction which has the lowest value, namely Y3.1 (Satisfaction with salary) among other indicators. These results indicate that the wages earned by teachers are not commensurate with the effort made or the same as the wages received by others, so that the government and agencies or schools that supervise teachers need to check and evaluate the actual tasks of teachers with the wages given to match them. with the work and responsibilities performed.

Suggestions For Further Research

The object of research on teachers can be investigated at other scale levels such as the increasingly diverse district or provincial scale and broaden the area coverage of the research location to enrich the findings. Further research is recommended to take a population and direct samples of teachers who are not only in state schools but also private schools so that information about the level of job satisfaction of teachers in Bengalon District, East Kutai Regency is obtained. Further research is recommended to be able to develop the existing model by adding other variables and expanding the object of study. To deepen and enrich the research findings, further research can use different research approaches and analytical tools.

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