

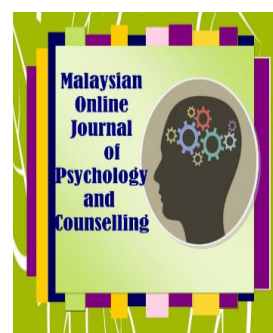
RELATIONSHIP BETWEEN SCHOOL CLIMATE AND SELF-EFFICACY WITH PAUD TEACHER JOB SATISFACTION

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ABSTRACT

This study aims to determine the relationship between school climate and self-efficacy with PAUD teacher job satisfaction. The research method used in this research is descriptive quantitative and correlational research. The population in this study were honorary PAUD teachers in Pace District, Nganjuk Regency. The sample in this study was 107 people using the sampling technique Proportionate Stratified Random Sampling. The type of research instrument uses a psychological measurement scale consisting of 3 scales, namely the teacher job satisfaction scale, the school climate scale, and the teacher self-efficacy scale. The author adapts the Teacher Job Satisfaction Questionnaire (TJSQ) developed by Lester (1984), then for the school climate scale Scales of School Climate developed by Kallestad et al. (1998), and the Teacher Self Efficacy Scale self-efficacy scale developed by Skaalvik & Skaalvik (2007). The results showed that there was a significant positive relationship with the acquisition of a significance value of 0.001 ($0.001 \leq 0.05$) and a correlation coefficient of 0.827, which means a simultaneous correlation between school climate and self-efficacy and job satisfaction. This shows that the lower the school climate and self-efficacy experienced, the lower the job satisfaction, and vice versa. 0.827, which means a simultaneous correlation between school climate and self-efficacy with job satisfaction, shows that the lower the school climate and self-efficacy experienced, the lower the job satisfaction, and vice versa. 0.827, which means a simultaneous correlation between school climate and self-efficacy with job satisfaction, shows that the lower the school climate and self-efficacy experienced, the lower the job satisfaction, and vice versa. The conclusion of this study is that school climate and teacher self-efficacy are simultaneously positive and has a significant relationship to job satisfaction of PAUD teacher.

Keywords: *School Climate, Self-Efficacy, Job Satisfaction, Honorary Teachers, PAUD*



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INTRODUCTION

Education is a very important field in a country as only with education, a more advanced civilization will be formed. In order to educate the nation, the implementation of quality national education will later give birth to a superior generation and bring change for the better in Indonesia. Education begins at an early age. Early childhood education, as stipulated in the 2003 National Education System Law article 1 paragraph 14 states that: Early childhood education is a coaching effort aimed at children from birth up to the age of six which is carried out by providing educational stimuli to help growth and development. physical and spiritual development so that children are ready to enter further education. In general, the purpose of early childhood education is to develop the potential of children from an early age in preparation for life and to adapt to their environment (Nurani, 2011). Early childhood education in Indonesia is known as Pendidikan Anak Usia Dini (PAUD).

The role of teachers in human resource development efforts is very important. Teachers have an obligation to educate and teach. To carry out the task of educating and teaching, teachers are required to have competence. According to Suwondo (2013), the staffing status of education personnel in an educational institution and the teaching profession is divided into two, namely permanent teachers and non-permanent (honorary) teachers. According to the KBBI, permanent teachers are teachers who are paid regularly every month, while honorary teachers are teachers who are not paid as permanent teachers, but receive an honorarium based on the number of hours provided.

The problem of honorary teachers in Indonesia is quite complicated, one of that, is the existence of honorary teachers who are often considered non-existent or have minimal appreciation, either from the government or from the school where they teach. Problems that are experienced quite a lot by honorary teachers can have an impact on the level of job satisfaction they have. Teacher job satisfaction is one of the factors that must be considered. If the teacher feels satisfied at work, it will create an atmosphere full of togetherness, have the same responsibilities, a good communication climate and also high morale so that school or the goals of the school can be achieved maximally. Quoted from Mubin and Masruri (2020) it is stated that many teachers with honorary status are considered to be just school administrators, their needs are often ignored, and must be willing to obey what is ordered by seniors. With such a working environment, this could be a factor in reducing teacher job satisfaction. For PAUD schools which are the most basic education for preschool student, the role of teachers is very big. If the teacher's performance is not optimal, preschool student will find it difficult to learn, considering age of children are still very dependent on teachers.

According to Tanjung et al. (2020), job satisfaction is an important factor. A teacher who has job satisfaction will carry out his work better and get optimal work results. Due to that, school management must not allow teacher satisfaction to continue to reduce. The statement shows that school climate factors have a role in teacher job satisfaction, because school management is one of the external factors causing teacher satisfaction, which is part of the school climate. According to Martini and Rostiana (2003), climate can be a means to find the causes of negative behavior that appears in employees. Negative behavior in the workplace can be an indicator that the individual may not have good job satisfaction. Job satisfaction is one of the important factors that must be considered by the school, because by fulfilling job satisfaction, teachers will work with sincerity and are encouraged to work better not only to fulfil their rights and obligations, but also to improve the school environment in which they teach.

Many things affect the performance and job satisfaction of teachers, in addition to external factors such as school climate, there are also internal factors that affect job satisfaction. According to Byars

(2008), there are two factors that affect the performance of a teacher, namely individual factors and environmental factors. Individual factors include physical and mental energy used in completing tasks, personal traits, and role perceptions, while environmental factors include physical conditions, equipment, time, materials, education, supervision, school design, training, and so on. Self-efficacy is one of the internal factors that affect teacher job satisfaction. Self-efficacy, according to Stajkovic and Luthans (1998), refers to an individual's belief about his ability to mobilize motivation, cognitive resources, and actions needed to succeed in carrying out tasks in a particular context. Furthermore, Kalkan (2020) has explained a person's self-efficacy will affect the feelings, ways of thinking, and behavior of individuals, while job satisfaction is defined as an emotional reaction to work, therefore between the two are considered interrelated.

From the results of a preliminary study conducted by researchers, it is known that honorary PAUD teachers in Pace sub-district, have a fairly low level of job satisfaction, this happens due to several things, ranging from too little honorarium given, unfulfilled teacher welfare, lack of appreciation from government, to learning models that do not allow direct interaction with children. It is known that the existing school climate between teachers is quite good, although sometimes there are disputes in making learning models, but the interaction between teachers and superiors is not very good, because teachers often feel confused and do not understand the orders/information given, so it is quite difficult for teachers in carrying out the tasks given, especially with a fairly short deadline, plus the orders are often fluctuating and confusing, making the teacher sometimes feel uncomfortable. Regarding teaching efficacy (teacher's belief in doing the given task), teachers feel they have not been able to carry out teaching tasks properly and optimally, which causes constraints on the creativity of learning models, which causes the teaching and learning process to be less than optimal.

Based on the explanation above, this research was conducted with the aim of investigating the relationship between school climate and teacher self-efficacy with job satisfaction of PAUD teacher. This research is important to help reduce the low level of teacher job satisfaction by creating a conducive school climate and by increasing teacher self-efficacy.

LITERATURE REVIEW

According to Lester (1982), teacher job satisfaction is the extent to which teachers perceive and assess aspects of their work, such as evaluation, relationships with colleagues, responsibilities, and recognition. Meanwhile, according to Irwani (2018), teacher job satisfaction is a reflection of a teacher's attitudes and feelings towards his work in teaching and learning activities at school. According to Efrilya (2013), the attitude and behavior of teachers who are satisfied with their work are marked by a sense of pride in their work, enjoys work, passionate about work, carries out work with full responsibility. According to Robbins (2012), a person with high job satisfaction will feel positive feelings about his work, and vice versa. Someone with low job satisfaction will feel negative feelings about his job. The aspects of job satisfaction according to Lester (1982) are supervision, co-workers, working conditions, salary, responsibilities, the work itself, promotion, security, and rewards.

According to Kallestad et al. (1998), school climate is a pattern of one's relationships, belief systems, values, cognitive structures, and meanings that exist in a school organization. Aspects of school climate can be explored, in relation to school members in general, but can also refer to specific groups such as students or groups of teachers. Hoy (2002) states that school climate refers to the atmosphere and ideology that exists in the school environment. Just as the individual has a personality, so does

the school, the school climate can be considered as the personality of the school. Aspects of school climate according to Kallestad (1998) are teacher-leader collaboration, teacher-teacher collaboration, openness in communication, orientation to change, and influence on work in the classroom.

According to Bandura (1997) self-efficacy is a person's assessment of one's own ability to carry out certain behaviors or certain goals. According to Luthans (2010) self-efficacy is the individual's perception or belief that she/he has successfully completed a certain task, which is related to the commitment goal. According to Acchura and Villardon (2013) teacher self-efficacy is a belief about the ability to teach and to have a positive effect on student learning, this belief is related to the behavioral patterns shown by the teacher in the classroom, such as the type of teaching and the teaching strategies used by the teacher. According to Klassen and Tse (2014), teacher self-efficacy has an important role in educational psychology research, as a result of its implications for teaching effectiveness, instructional practice, and for student academic achievement. According to Caprara et al. (2006) teacher self-efficacy refers to the teacher's belief in his ability to succeed in carrying out the duties, obligations and challenges associated with his professional role.

Research by Kelner (in Satria, 2004) states that in addition to being influenced by commitment, job satisfaction is also influenced by the school climate. A conducive school climate and good working relationships can increase job satisfaction because a good climate is one of the factors that can increase job satisfaction as well as support passion and enthusiasm for work. School climate can also determine the feelings that employees have towards their work, namely in the form of job satisfaction. According to Suchyadi and Nurjanah (2018), teacher job satisfaction can be increased in several ways, including creating a school climate that favors teacher welfare, is open, and focuses on achievement.

According to Hutagaol (2015) individuals with high levels of self-efficacy tend to be able to complete their tasks, because they have the confidence to be able to complete them. This condition will encourage individuals to feel satisfied with the work that has been completed. According to research conducted by Yakin and Erdil (2012), it is stated that, self-efficacy and job satisfaction are related significantly, it is also mentioned that one of the intrinsic job satisfaction factors is self-efficacy, which means self-efficacy is something that is obtained from oneself.

Based on Gufron's research (2017), it is known that school climate and teaching efficacy have a positive influence on teacher job satisfaction, through the quality of a good internal organizational environment and self-efficacy that directs individuals to determine challenging goals and persist in the face of difficulties will result in satisfaction work for teachers. According to Fayzhal et al. (2020), the more teachers view their teaching job as a profession and the center of their life, the more they will be satisfied with it. In viewing the teacher's teaching work, this cannot be separated from how much confidence the teacher has in completing the given work, and also the role of the environment in supporting the teacher's work so that it can be completed properly also has an important role.

METHODOLOGY

This research uses descriptive quantitative approach and correlational research methods. The sampling method (sampling technique) used is Proportionate Stratified Random Sampling, which is a technique of determining when a population has members or elements that are not homogeneous

and proportionally stratified. Correlational research aims to determine the relationship of the variables to be studied. Personal data such as gender, age, and duration of teaching were collected from each respondent. The data on school climate, self-efficacy, and job satisfaction were collected using the scale described below:

- The school climate scale was measured using the Scales of School Climate scale compiled by Kallestad, et al (1998). This scale consists of 5 aspects, namely teacher-leader group collaboration, teacher-teacher collaboration, openness in communication, orientation to change, and influence on work in the classroom with a total of 20 items. Subjects choose one of 6 answer options, namely Always, Very Often, Often, Rarely, Very Rarely, and Never.
- The self-efficacy scale was measured using the Teacher Self-Efficacy Scale compiled by Skaalvik and Skaalvik (2007). This scale consists of 6 aspects, namely teaching, adapting to the needs of each student, motivating students, maintaining discipline, having a cooperative nature with colleagues and parents, and overcoming change with a total of 24 items. Subjects choose one of 4 answer choices, namely very sure, quite sure, quite unsure, and not at all sure.
- The job satisfaction scale was measured using the Teacher Job Satisfaction Questionnaire scale compiled by Lester (1984) with aspects of job satisfaction, namely supervision, co-workers, working conditions, salary, responsibility, work itself, self-development, sense of security, and appreciation with a total of 59 items. Subjects choose one of 5 answer choices, namely (STS) strongly disagree, (TS) disagree, (N) neutral, (S) agree, (SS) strongly agree.

The three scales used in this study have gone through an adaptation process using back translation techniques (Beaton et., 2000) with the following steps: (1) the original English scale was translated by 2 translators, (2) the translated scale was then synthesized, (3) the synthesized scale was then translated back into Indonesian, (4) discussion with experts regarding the translation results as a whole, then (5) the items were tested on 40 respondents. After testing the instrument, the researcher tested the validity and reliability. The validity test in this study used the Pearson product moment and the reliability test used Cronbach Alpha. After the validity test, it is known that there are 59 valid items for the job satisfaction scale, with a reliability of 0.966. For the school climate scale obtained 20 valid items, with a reliability of 0.941,

Data Analysis

Descriptive analysis was carried out to describe or provide an overview of objects that have been previously studied through samples or populations as they are. Hypothesis testing in this study used correlational analysis to determine the relationship between school climate and self-efficacy with job satisfaction. Data analysis in this study was processed using SPSS 24.0 for Windows.

Assumption Test

In this study, the assumption test was used to determine whether the research data could be tested with parametric data or not. The assumption test used is the normality test with a significance rule exceeding 0.05 (sig. > 0.05) so that it can be said to be normally distributed. The normality test in this study used the Kolmogorov Smirnov technique. Furthermore, linearity test to see the existence of a

regression line between the two variables with a significance value of (sig. > 0.05) so that it is considered linear. Both tests were conducted by using SPSS 24 for Microsoft Windows.

Hypothesis Testing

In this study, in order to see the relationship between the two research variables, a hypothesis test was carried out using a correlation test. Correlation test using product moment person correlation was conducted using SPSS 24 for Microsoft Windows. The criteria for two variables that can be said to be significantly related is if the significance number is less than 0.05 (sig 0.05).

Procedure

The data collection carried out in this study was carried out by distributing questionnaires through Google Forms. Questionnaires were distributed to PAUD honorary teachers in Pace Subdistrict, Nganjuk Regency. Data collection was carried out from 23 July to 29 July 2021.

FINDINGS

Description of Research Subject Characteristics

Table 1. Overview of Research Subject Characteristics

Gender	Frequency	Percentage
Woman	107	100%
Man	0	0%
Total	107	100%

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Age	frequency	percentage	age	frequency	Percentage
22	1	0.9	43	3	2.8
25	1	0.9	44	2	1.9
26	5	4.7	45	3	2.8
27	3	2.8	46	2	1.9
28	3	2.8	48	4	3.7
29	3	2.8	49	2	1.9
30	5	4.7	50	3	2.8
31	2	1.9	51	7	6.5
32	1	0.9	52	5	4.7
33	5	4.7	53	4	3.7
34	4	3.7	54	1	0.9
35	2	1.9	55	1	0.9
36	5	4.7	56	1	0.9
37	3	2.8	57	3	2.8
38	3	2.8	59	1	0.9
39	1	0.9	60	2	1.9
40	7	6.5	61	1	0.9
41	3	2.8	62	2	1.9
42	3	2.8	Total	107	100.0
length of teaching (years)	frequency	Percentage (%)	length of teaching (years)	frequency	Percentage (%)
2	4	3.7	18	4	3.7
3	2	1.9	19	1	0.9
4	6	5.6	20	2	1.9
5	5	4.7	21	1	0.9

6	5	4.7	22	2	1.9
7	8	7.5	23	1	0.9
8	5	4.7	25	4	3.7
9	5	4.7	26	2	1.9
10	6	5.6	27	2	1.9
11	13	12.1	28	3	2.8
12	2	1.9	30	4	3.7
13	2	1.9	32	4	3.7
14	1	0.9	33	2	1.9
15	7	6.5	35	1	0.9
16	1	0.9	37	1	0.9
17	1	0.9	Total	107	100.0

Based on Table 1, it is known that the subjects in this study were all female. The age of the respondents is quite diverse, starting from the youngest at the age of 22 years with a percentage of 0.9%, to the oldest age being 62 years with 2 people with a percentage of 1.9%. While the age of 40 years and 51 years each amounted to 7 people with the highest percentage compared to other ages, namely 6.5%. In addition, it is known that the length of teaching for teachers is quite diverse, starting from the shortest time, which is 2 years, as many as 4 people or 3.7%, and the longest duration for teaching is 37 years, with 1 person, with a percentage of 0.9%. While the duration of teaching with the highest percentage is 11 years, that is as many as 13 people, with a percentage of 12.1%.

Descriptive Analysis of Research Variables

Based on the results of the descriptive analysis that has been carried out, the results can be seen in table 2. For the job satisfaction variable, the average score of honorary PAUD teachers in Pace District is 198.44 with a standard deviation score of 29.604. Then on the school climate variable, the average PAUD honorary teacher in Pace sub-district got a score of 77.50 and a standard deviation score of 14.771. While on the self-efficacy variable, the average score obtained by honorary PAUD teachers in Pace District is 114.04 with a standard deviation score of 22.367.

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Table 2. Results of Variable Statistical Calculations

Variable	N	Minimum	Maximum	Average	Std. Deviation
Job satisfaction	107	147	257	198.44	29,604
School Climate	107	53	116	77.50	14,771
Self Efficacy	107	58	168	114.04	22,367

Subject categorization can be seen in Table 3, and it is known that as many as 70 (65.4) % of PAUD honorary teachers in Pace Subdistrict obtained job satisfaction in the medium category, and 61 (57%) respondents had a school climate level in the medium category, while the low self-efficacy experienced into the moderate category as many as 64 (59.8%).

Table 3. Variable Categorization

Variable	Category	Frequency	Percentage
Job satisfaction	Low	17	15.9%
	Currently	70	65.4%
	Tall	20	18.7%
School Climate	Low	26	24.3%
	Currently	61	57%
	Tall	20	18.7%
Self Efficacy	Low	22	20.6%
	Currently	64	59.8%
	Tall	21	19.6%

Hypothesis Testing

Hypothesis testing was carried out if the data were normally distributed (Kolmogorov Smirnov Asymp Sig 0.200 > 0.05). The data obtained also had a linear relationship between school climate variables – job satisfaction (Deviation from linearity Sig. 0.072 > 0.05) and self-efficacy variables – job satisfaction (Deviation from linearity Sig. 0.332 > 0.05).

Table 4. Correlation Test Results

Variable	Correlation coefficient	Significance	Information	Conclusion
School Climate- Job Satisfaction	0.820	0.001	Sig < 0.05	There is a Positive Relationship
Self-Efficacy-Job Satisfaction	0.713	0.001	Sig < 0.05	There is a Positive Relationship
School Climate and Self-Efficacy – Job Satisfaction	0.827	0.001	Sig < 0.05	There is a Simultaneous Relationship

Based on Table 4, it can be concluded that there is a significant relationship between climate school and job satisfaction. The results of the correlation coefficient obtained 0.820 which means the correlation between the two variables is unidirectional. So it can be concluded that the higher the school climate, the higher the job satisfaction of PAUD honorary teachers. Furthermore, there is a relationship between teacher self-efficacy and job satisfaction. The results of the correlation coefficient obtained 0.713 which means the correlation between the two variables is unidirectional. So it can be concluded that the higher the teacher's self-efficacy, the higher the job satisfaction of PAUD honorary teachers, and vice versa. The school climate and teacher self-efficacy together have a positive and significant relationship to the job satisfaction of honorary PAUD teachers in Pace District. The results of the correlation coefficient obtained is 0.827, which means that the level of correlation is high.

DISCUSSION

Based on the results of the descriptive analysis that has been carried out, it can be seen that teachers who get low scores are 26 respondents with a percentage of 24.3%, teachers who get moderate scores are 70 respondents with a percentage of 65.4%, and teachers who get high scores are as many as 20 people with a percentage of 18.7%. These results indicate that the school climate felt by PAUD honorary teachers in Pace sub-district is mostly in the moderate category, which means that the school climate in each school can be said to be quite conducive.

The author calculates the percentage of low school climate based on the length of time the teacher has taught, namely with a long working period of 2-10 years, 11-19 years, 20-28 years, and 29-37 years. With the following details: of 46 teachers with a teaching duration of 2-10 years 34% have a low school climate; of 32 teachers with teaching duration of 11-19 years 23.5% have a low school climate; of 17 teachers with a teaching duration of 20-28 years 12.5% have a low school climate, and of 12 teachers with a teaching duration of 29-37 years 0% have a low school climate. So it can be explained that teachers with shorter teaching durations show more teachers with lower levels of school climate when compared to teachers with longer teaching durations. According to Denis

(2010), the longer the teaching experience of a teacher, which strongly shows he is influenced by the school climate in which he works. From this it can be concluded that the stronger the teacher is influenced by the school climate in which he works, the more positive the view of the school climate will be. This can happen because the adaptation process to the school climate in the school has not been long enough compared to other respondents who have a longer teaching duration. According to Forehand & Gilmer (1964) explains that school climate as a set of characteristics that describe a school, which distinguishes it from other schools, is relatively durable and can influence the behavior of people in it. According to this understanding, the school climate is relatively durable and does not change easily.

Based on the results of the descriptive analysis that has been done, it can be seen that the teachers who get a low score are as many as 22 respondents with a percentage of 20.6%, teachers who get a moderate score are 64 respondents with a percentage of 59.8%, and teachers who get a high score of 59.8%. 21 people with a percentage of 19.6%. These results indicate that the self-efficacy or teaching efficacy of PAUD honorary teachers in Pace sub-district are in the moderate category, which means that teachers have enough confidence to be able to complete their duties as teachers well.

The author calculates the presentation of low teacher self-efficacy based on the length of teaching the teacher has, namely with a long working period of 2-10 years, 11-19 years, 20-28 years, and 29-37 years. With the following details: from 46 teachers with a teaching duration of 2-10 years, 35% of them have low self-efficacy; of 32 teachers with teaching duration of 11-19 years, 11% of them have low self-efficacy; Of the 17 teachers with a teaching duration of 20-28 years, 0.05% of them have low self-efficacy, and of 12 teachers with a teaching duration of 29-37 years, 0% have low self-efficacy. From these results, it can be seen that the less duration of teaching, the higher the percentage of low teacher self-efficacy. This is in accordance with Bandura's research (1989) which says that four important sources are used by individuals in shaping self-efficacy, namely the first mastery experience (success experience), second vicarious experience or modeling (imitating), third verbal persuasion (verbal persuasion) and fourth psychological and emotional level. Self-efficacy will develop gradually and continuously as abilities increase and related experiences increase. So it can be said that with less working experience the PAUD honorary teachers in Pace sub-district may also be less than teachers who have a longer duration of teaching time, so that teachers get less teaching duration, which also has less teaching experience.

Based on the results of the descriptive analysis that has been carried out, it can be seen that teachers who get low scores are 17 respondents with a percentage of 15.9%, teachers who get moderate scores are 70 respondents with a percentage of 65.4%, and teachers who get high scores are as many as 20 people with a percentage of 18.7%. These results indicate that the job satisfaction of PAUD honorary teachers in Pace sub-district is mostly in the moderate category, which means that teacher job satisfaction is quite good.

The author calculates the low percentage of teacher job satisfaction based on the length of teaching of the teacher, namely with a long working period of 2-10 years, 11-19 years, 20-28 years, and 29-37 years. With the following details: from 46 teachers with a teaching duration of 2-10 years, 24% of them have low job satisfaction; out of 32 teachers with teaching duration of 11-19 years 15% of them have low self-efficacy; Of the 17 teachers with a teaching duration of 20-28 years, 0.05% of them have low self-efficacy, and of 12 teachers with a teaching duration of 29-37 years, 0% have low self-efficacy. So it can be explained that teachers who work for a period of more than 20 years show a higher level of job satisfaction. The results of this study are in line with the results of previous

research by Lestari (2007), states that employees with long tenures have higher job satisfaction than employees with new tenures. Another study from Sholeha, et al (2015) also states the same thing, that employees who work with long tenures have high job satisfaction.

Then, the author also calculates the percentage of low teacher job satisfaction based on the age of the teacher, namely those aged 22-31 years, 32-41 years, 42-51 years, and 52-62 years. The details are as follows: from 23 teachers aged 22-31 years, 26% of them have low job satisfaction; of 34 teachers aged 32-41 years, 20% of them have low job satisfaction, of 29 teachers aged 42-51 years, 10% of them have low job satisfaction; and of 21 teachers aged 52-62 years, 0.05% of them have low job satisfaction. So it can be explained that the older the age range of teachers, the fewer the number of teachers who experience low job satisfaction. In line with Handoko (2010), explaining that there are several reasons that make older employees tend to be more satisfied, namely the existence of lower expectations and longer experience which makes employees have better adjustments to work situations. Wijono (2014), added that many older employees tend to have greater opportunities for self-fulfillment and self-actualization. This condition makes it possible for older employees to actually get better jobs than younger employees. According to Shafira (2017), the longer an employee is in a company or school, it is assumed that his experience and knowledge of his work is wider and has a high level of job satisfaction. added that many older employees tend to have greater opportunities for fulfillment and self-actualization. This condition makes it possible for older employees to actually get better jobs than younger employees.

Based on the results of hypothesis testing, namely the correlation test of school climate and job satisfaction, the results obtained a significant positive relationship with the acquisition of a significance of 0.001. These results indicate that the p value 0.05 ($0.001 \leq 0.05$), which means that there is a significant relationship between school climate variables and job satisfaction. The correlation coefficient value obtained is 0.820, which indicates that there is a positive correlation, namely when the school climate is high, the job satisfaction obtained will also be high, and vice versa. The results of this study are in line with research conducted by Xiaofu & Qiwen (2007) which in this study shows a close relationship between school climate and teacher job satisfaction, where there is a significant positive correlation between school climate and teacher satisfaction in their work. By Gavifekr & Pillai (2016) says that a positive and healthy school climate can increase teacher job satisfaction. Schools with a good and healthy school climate will not only increase teacher job satisfaction but will improve the learning environment and school productivity at the same time. According to research by Abdullah, et al (2009) in their findings, it implies that schools need to improve existing working conditions, and school management needs to establish a positive school climate and strive to meet teacher job satisfaction. This is because individuals who have job satisfaction will naturally maintain enthusiasm and commitment in their work, which not only contributes to productivity, but also to the teaching quality of a teacher. According to Celik and Yildiz (2018), the school climate is one of the factors that may affect the quality of teacher teaching in early childhood education. Furthermore, research on school climate in early childhood education reveals that there is a strong relationship between an open and positive school climate and positive behavior, attitudes, and teaching from teachers.

Based on the results of hypothesis testing, namely the correlation test of teacher self-efficacy and job satisfaction, it was found that there was a significant positive relationship with the acquisition of a significance of 0.000. These results indicate that the p value ≤ 0.05 ($0.000 \leq 0.05$), which means that there is a significant relationship between the variables of teacher self-efficacy and job satisfaction. The correlation coefficient value obtained is 0.713, which indicates that there is a positive

correlation, namely when the teacher's self-efficacy is high, the job satisfaction obtained will also be high, and vice versa.

The results of this study are in line with research from Kasalak and Dagyar (2020) based on data collected from 50 different countries showing that teacher self-efficacy has a significant and positive relationship with job satisfaction, therefore it can be said that when teachers' perceptions of self-efficacy increase, then their job satisfaction will also increase. According to Erden (2007) it is impossible to obtain work efficiency from a teacher who is dissatisfied with his work, and who is not happy when his work does not meet his expectations. Furthermore, there are other studies on teacher self-efficacy and job satisfaction, Turkoglu (2017) states that self-efficacy is positively correlated with teacher job satisfaction, which means that when the teacher's perception of self-efficacy increases, the teacher's job satisfaction will also increase. In the preschool setting, there is research from Infurna, et al (2018) that preschool teacher job satisfaction is related to the high level of self-efficacy possessed by teachers.

Based on the results of hypothesis testing, namely with multiple correlations to determine the relationship between school climate and teacher self-efficacy simultaneously with job satisfaction, the results obtained are a significant positive relationship with a significance gain of 0.000. These results indicate that the value of sig. F change 0.05 (0.000 0.05), which means that school climate and teacher self-efficacy are simultaneously and significantly related to job satisfaction of honorary PAUD teachers in Pace District.

The results of this study are in line with Gufron's (2016) research which states that climate school or school climate and teaching efficacy have a positive influence on teacher job satisfaction, through the quality of a good internal school environment and self-efficacy that can lead individuals to set challenging goals and persist in the face of adversity will result in higher levels of job satisfaction for teachers. School climate plays an important role in relation to job satisfaction of preschool teachers. According to Lee and Quek (2017) it was mentioned that most preschool teachers stated that they were satisfied with their work and would remain in their current preschool learning environment (PAUD) because of their caring and supportive co-workers and open communication with supervisory and management staff. these are aspects of the school climate. On the other hand, according to research by Istikomah (2020) teacher job satisfaction is largely influenced by teaching load, principal's leadership, autonomy and decision-making, and intimacy and warmth factors. From the statement it is known that the teaching load is one of the determining factors in teacher job satisfaction, in completing this teaching load it is necessary to have good self-efficacy, so that teaching results are maximized. According to Wulan and Sari (2015) although the workload of honorary teachers is not proportional to the facilities and income received, honorary teachers still persist to carry out their work at school, this is related to how individuals are able to deal with difficult work situations. This statement is in accordance with the concept of self-efficacy, that is how strong an individual's belief is to survive in the face of an obstacle or a difficult situation.

CONCLUSION

Based on the research that has been carried out, the following conclusions were obtained: 1) The job satisfaction felt by PAUD teachers was in the moderate category, 2) The school climate felt by PAUD teachers was in the moderate category, 3) The self-efficacy felt by PAUD teachers was in the middle category. in the medium category, 4) There is a positive and significant relationship between school climate and job satisfaction for PAUD teachers in a positive direction, 5) There is a positive and

significant relationship between self-efficacy and job satisfaction for PAUD teachers in a positive direction, 6) There is a positive and significant relationship between school climate and teacher self-efficacy simultaneously with PAUD teacher job satisfaction.

SUGGESTIONS

Based on the research that has been done, there are several suggestions that can be given, namely as follows:

1. For Teachers

It is expected that teachers can always maintain confidence and self-confidence when doing the tasks assigned to them, in addition, even though the existing school climate is in a fairly good condition, this can be improved by means of open communication, mutual appreciation, giving assistance if needed related to his work, be it with the principal or fellow teachers, so as to create a warmer and more comfortable atmosphere.

2. For School

It is hoped that the school will be able to maintain a positive school environment, because this is one of the keys to a quality learning environment in PAUD schools. Quality learning since pre-school will create a golden generation that will be useful for many parties in the future.

3. For Further Research

For further researchers who are interested in a similar topic, it is hoped that they can add other factors that contribute to the job satisfaction of PAUD honorary teachers, considering that research on PAUD honorary teachers is still very limited.

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