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INFLUENCE OF INTERPERSONAL COMMUNICATION, WORK ENVIRONMENT AND LOCUS OF CONTROL ON TEACHERS' JOB SATISFACTION

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ABSTRACT

Improving teachers' job satisfaction is a challenge since the needs and the character of teachers who live in small districts are different to those living in big cities. The purpose of this study is to obtain information about the influence of interpersonal communication, work environment, and locus of control on job satisfaction. This research involved public elementary teachers in Tigapanah District, North Sumatera, Indonesia. The total sample of 136 teachers were selected using the Kreijcie and Morgan Table, while proportional random sampling was used to determine the selected data. To test the hypothesis, the data was analysed by using path analysis after fulfilling the analysis requirements test, namely the Normality and Linearity test. The research findings show that teachers' job satisfaction was directly influenced by interpersonal communication, work environment and locus of control. Based on these findings, it can be concluded that any change or variation that occurs in Job Satisfaction is influenced by interpersonal communication, work environment and locus of control. From the findings on the three variables, it turns out that the locus of control influences more in increasing job satisfaction, followed by work environment and interpersonal communication. Therefore, in managing job satisfaction of the teachers, interpersonal communication, work environment and locus of control must be included in the strategic planning of human resource development in Public Elementary School Teachers' in Tigapanah District, while other variables need to be taken into account by future research on job satisfaction

Keywords: *Job Satisfaction, Interpersonal Communication, Work Environment, Locus of Control, Strategic Planning, Human Resources, Indonesia*



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INTRODUCTION

Education is one of the determinants of a country's success. It can be seen from how the country can manage every factor that supports the success of its education such as equal school funding policies, doing the assessment carefully and fair examination for students, active policies to promote learning process, strong institutional capacity and especially policies that develop teacher skills will produce maximum results (Crowford, 2018). This is because as a human resource, teacher is an important component of learning process in school and determines the quality of education. The roles of a teacher are: instructor, educator, and trainer for students, as well as a social change agent which can influence the mindset, attitude, and behaviour of the students to be better. This will help them to have an independent life in the future.

Taleb (2013) stated that teacher's role is important because they are the spearhead of the success of a nation. Teachers who are innovative, confidence, creative and smart will produce superior generation for the future because they are one of the main figures in the world of education in shaping the characters of students. Therefore, it is very important to pay attention to all aspects that could decline and increase their work performance (Crisci, Sepe, & Malafronte, 2018; Liu, 2016; Suriansyah, 2014; Taleb, 2013). Job satisfaction is the behaviour presented by an individual through the work whether or not he/she has achieved satisfactory work results.

Based on the Programme for International Students Assessments (PISA) (OECD, 2010) it shows that Indonesia's education is still rated as Below-Average performing system level with less than 400 points which is far away from good result compare to the other countries such as Malaysia with 450 points, Vietnam with 510 points and Singapore as one of Top performing system level with above 550 points. The fact shows that Indonesia's education needs to be improved and they are now looking for innovation for all sectors to relate to education especially on the teacher's part because teachers hold the key to fix the problem of Indonesia Education.

Teacher's job satisfaction is really important to be discussed in Indonesia as an aspect that requires innovation. Besides that, improving teachers' job satisfaction is challenging since the needs and the characters of teachers who live in small districts in North Sumatera, Indonesia is different from those who are living in big cities. Job satisfaction is a topic that always gets attention in the schools because when teachers are not comfortable with their job, it is hard to achieve optimum results as it can be seen from PISA.

Hasibun (2006) said job satisfaction is an emotional attitude showing that working is fun and showing a feeling that they love their job, which is reflected by work ethics, discipline, and performance. Job satisfaction is feeling enjoy at work, outside the work both. However, the problems in Indonesia are (i) What makes teachers feel satisfied with their job? (ii) How to make teachers satisfied with their job? (iii) How to improve their performance? Luthan (2011) said that money cannot guarantee job satisfaction since each person has different point of view about job satisfaction.

In the previous studies by Anila and Krishnaveni (2016) and Luthan (2011), they stated that work environment is included in the top 5 dimensions which influence job satisfaction and becomes an indicator of job satisfaction. Data from the Center for Educational Data and Statistic and Culture (2017), stated that school facilities and infrastructure in Indonesia is in the low category reaching 70 % and this fact can illustrate the job satisfaction of teachers in Indonesia. For example, in 2017, almost 40% of teacher's toilet at School did not meet the national standard and even in some regions such as in Papua and Sulawesi, teacher's toilet at school has not been available yet. It is reasonable that teachers' performance is low (Manik & Syafrina, 2018) since the work environment is poor, this will give a direct influence on their works.



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Moreover, interpersonal communication is also important to be discussed regarding job satisfaction in Indonesia. how well a purpose to be communicated is determining the success of the purpose to be received. The Government of Indonesia has programs for every five years even less, Indonesia create a new program especially in education regarding the curriculum, regulations and teacher salary. However, the development of education in Indonesia is in the slow category (PISA, 2017). Indonesia is still lacking in communication. It can be seen from many examples, one of them is since 2013 Indonesia has a compulsory curriculum called K-13 which was introduced in 2013, until 2019 many schools in Indonesia implemented this curriculum just to meet the regulation but some schools even do not implement it yet because it is hard for teacher to understand the curriculum, while they must implement it even when they don't understand. It certainly brings poor result, which is below the average expectation because the teachers do not understand the materials they deliver to the students. The slow implementation of K-13 program is reflected in the slow communication in this country, particularly interpersonal communication.

In addition to work environment and interpersonal communication, locus of control is also important to be discussed in terms of job satisfaction of teacher in Indonesia. How teachers perceived and did their needs to be studied because when they love their job, they will always try to give the best. Based on Kemendikbud (2017), the applicants for teacher position is significantly increasing every year. With greater number of competitors, the competitiveness and teachers' quality should be increased as well. However, the result has not met the current expectation. In addition, the perception of being a "teacher" is considered good if they know the actual meaning of a teacher. Several previous researches such as Samiksha and Vibhuti (2017) and Steliana (2016) urged that locus of control is an indicator of job satisfaction as one's perception of his job will be referred to the performance.

Based on the explanation above, the researchers examined the job satisfaction of teachers in Indonesia by using the aforementioned variables and the following objectives:

1. To find out the relationships of work environment and locus of control toward interpersonal communication among teachers
2. To investigate the relationship among variables such as interpersonal communications, work environment, and locus of control toward teachers' job satisfaction

Through the research objectives above, it is expected that this research can provide answers to teachers' job satisfaction and also the issues why teachers cannot perform well in improving their job performance.

THEORITICAL FOUNDATION

Job Satisfaction

Ambarita, Paningkat, Benyamin, and Sukarman (2014) said that job satisfaction is the perception, attitude and emotional response of workers to work. Emotional responses can be positive, negative, happy, unhappy when exerting all the skills for the job or working only for routine purpose. Job satisfaction refers to a simple feeling about the job, such as feeling happy with the job, believing that the work is meaningful and also being satisfied with the work (Adil & Kamal, 2016; Burusic, 2019).

Colquitt, Jeffery, and Michael (2009) argue that job satisfaction is akin to having a pleasant feeling obtained from a person's work assessment or work experience. Job satisfaction reflects how you feel about your job and what you think about your work. Sopiah (2008) suggests that job satisfaction is influenced by several things, among others: promotion, salary, job, supervision, colleagues, job security, workplace conditions, administration or organizational policy, communication, responsibility, recognition, work performance, and opportunity to improve. Thus, job satisfaction for a teacher is an emotional response to the work situation, with many indicators determining it such as the job itself, salary, promotion, supervision, teamwork and workplace condition.



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Interpersonal Communication

Communication exists everywhere since communication is a tool for exchanging information directly or indirectly. Elfridauli (2018) said that communication process is now diminishing due to the increasing variety of personalities in organizations, not to mention the advancement of sophisticated technology which makes interpersonal communication of the members within an organization is decreasing. Thoha (2008) interpersonal communication is communication between individuals or between people. Interpersonal communication is oriented to behaviour, behaviour change, and as a basic way to unite perception, understanding, motivation, and language.

Devito (1987) explains interpersonal communication takes an important part in an organization because this communication can build a special relationship and is always connected to one another. Communication in this study is the communication between the principal and teachers and among teachers. Interpersonal communication in schools can create understanding, coordination, and directing school activities to achieve their goals.

Wikaningrum, Udin, and Yuniawan (2018) explains that communication is not only delivered, accepted, understood by the interlocutor, but it should be effectively achieving the aim, target, punctuality and situational purposes of communication. Interpersonal communication is essentially a unique communication and has an immediate influence and direct feedback because the actions and reactions of other person will immediately appear due to the short distance. Therefore, interpersonal communication is the behaviour of communicators in the process of delivering information including: ability to convey messages, receive messages and provide feedback in order to influence others' behaviour and establish a good relationship to achieve common goals indicated by: openness, empathy, support, positive thinking, and similarity.

Work Environment

A conducive work environment will certainly increase the enthusiasm of every teacher in school. However, if the work environment is poor, it will have a direct influence on their works (Manik & Syafrina, 2018) The school where teacher perceived poor, average or good work environment, will result in different performance. School with a good work atmosphere will create a better learning condition (Burusic, 2019). A work environment is categorized as good if its members can work optimally, healthily, safely and comfortably so that it creates a conducive workplace which in turn can determine the success of an organization in achieving its goals.

A conducive work environment will certainly increase the enthusiasm of every teacher. If the work environment is not good, it will have a direct influence on their works. Researches by Rossberg, Eiring, and Friss (2004) alongside Anila and Krishnaveni (2016) describe that a poor work environment has been shown to be associated with reduced job satisfaction, absenteeism, somatic complaints, fatigue and depression. Thus, the work environment is a work atmosphere perceived by teachers in their workplace indicated by relationship with colleagues, relationships between subordinates and leaders and the availability of facilities and infrastructure.

Locus of Control

Locus of control is closely related to several factors, namely work stress, work ethics, job satisfaction and performance. Henis, Mochammad, and Alfianty (2016) explained the two types of Locus of Control. The first internal locus of control is the response from all the results obtained, both good results and bad results due to capacity and factors coming from oneself. The second is external locus of control, which is a response to everything obtained, both good and bad results which are beyond their own control such as luck, opportunity and destiny. Thus, locus of control is a belief of each individual about the ability to influence all events related to himself and his work. It includes indicators of ability, interest, effort, fate, luck, socio-economic and influence of other.



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Whilst carrying out various activities in their lives, human always try to respond to internal and external factors that exist within themselves and their environment around other people. Individual activities in response to internal and external factors are controlled by the Locus of control factor. The essence of locus of control is how an individual accepts everything that happens in their lives and how that individual responds to every event that comes into their lives. Nadaek (2017) states that Locus of control is an individual's perception of achieving success that is trusted because of ourselves through several thoughts, namely success achieved because of hard work, independence and high self-confidence.

Conceptual Framework

Luthan (2011) stated that poor work environment will decrease the performance and employee (teacher) will find it more difficult to get things done and according to Eisenberger et al. (2002) work environment influences communication because high pressure of work environment will decrease the willingness to communicate among employee (teachers). Researches by (Step & Finucane, 2002; Taylor, 2010; Helene & Marilyn, 2010; Negressu, 2015). Interpersonal communication is influenced by one's level of Locus of Control; Higher Locus of control allows someone to increase his persuasive ability in interaction as well as to perceive communication.

Alhassan, Ghazali, and Ahmad (2017) stated communication between workers depends on the work environment. Having poor work environment will reduce communication because workers prefer to do other things and safe workplaces will make better interpersonal communication and felt safer speaking up about problem and concern (Nancy & Scoot, 2014). Meanwhile, work environment in the research of Samiksha and Vibhuti (2017) alongside Carness and Knotts (2018) found that locus of positive control is related to job satisfaction, in his research explaining individuals who believe what connects them to whatever is there. Trusted by outside factors, Taleb (2013) and Alhassan et al. (2017) explains two important dimensions in job satisfaction of a teacher, which are: 1) the condition of the workplace (work environment) and 2) demographic variables of a teacher. Therefore, in order to develop the hypotheses, the researcher shows Figure 1 which consists of the framework model of the study below.

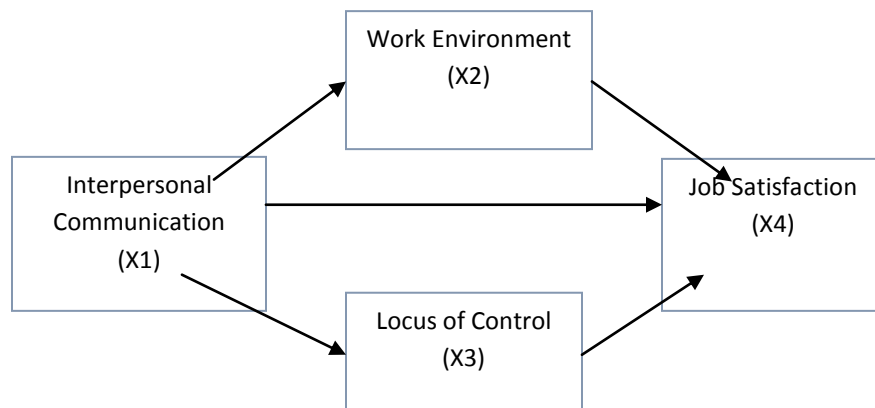


Figure 1: Conceptual Framework of Study

From the explanation of theoretical studies and relevant among variables, the following research hypotheses are proposed:

H_1 : Interpersonal Communication has a positive direct influence on Work Environment

H_2 : Interpersonal Communication has a positive direct influence on Locus of Control

H_3 : Interpersonal Communication has a positive direct influence on Teacher's Job Satisfaction



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H_4 : Work Environment has a positive direct influence on Teacher's Job Satisfaction

H_5 : Locus of Control has a positive influence on Teacher's Job Satisfaction

METHOD

Research Design

The method used in this study was a quantitative method in which researchers distribute questionnaires to teachers that consist of four parts, namely job satisfaction, work environment, interpersonal communication and locus of control.

Population and Sampling

The area of research of this study was done in Tigapanah District, North Sumatera, Indonesia. The population was defined as teachers from all the 22 Elementary schools with total of 213 teachers which come from various demographic background. Moreover, a number of samples Krejcie and Morgan tables were used in which obtained 136 teachers using the Proportional Simple Random Sampling technique. In this research, the criteria required in order to select the respondents were: 1) being a teacher, 2) working in a Public Elementary School as well as 3) having obtained Civil Servant status.

Instrumentation

The questionnaire was adopted from several previous researches. For example, questionnaire by Moeheriono (2012) were adopted to measure job satisfaction, questionnaire by Gani and Farooq (2001) was adopted to measure work environment, and in measuring interpersonal communication, it was adopted from Lueg and Finney (2007). Moreover, the research by Hodgkinson (1992) was utilized to measure the Locus of control variable. The questionnaire was distributed to 22 elementary schools and finally a total of 136 were returned. The Likert scale was designed to measure the satisfaction level using the statement on the 5-point scale with anchors: 1= Very Satisfied, 2 = Satisfied, 3 = Neutral, 4 = Unsatisfied, 5 = Very Unsatisfied.

- Part I. Demographic Data
In this section, the respondent was asked to complete the questionnaire in the Gender, Age, Education Level and Echelon columns.
- Part II. Items for each Variable
In this section, the respondents were asked to answer the questions which were divided into 4 section: job satisfaction of 40 items, interpersonal communication of 38 items, work environment of 39 items and locus of control of 38 items.

Validity and Reliability

The internal consistency reliability was tested using Cronbach's Coefficient Alpha. A research variable was considered as reliable if the Cronbach's Alpha value was equal or more than 0.5 (Sekaran, 2010) while for validity test, Pearson Correlation was used to obtain the validity of each items. SPSS 23 was utilized to test the validity and reliability of the analysis.



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Table 1
Reliability test

Variables	Items	Cronbach's Alpha	Status
Job Satisfaction	40 Items	.841	Reliable
Interpersonal Communication	40 Items	.811	Reliable
Work Environment	38 Items	.971	Reliable
Locus of Control	39 Items	.784	Reliable

From the Reliability test, r critical value with Alpha 0.05, the items should be $\text{Alpha} > 0.1416$ to be said as reliable and the result of each Variable was reliable. The result of Cronbach's Alpha for Job satisfaction with 40 items was at 0.841, the value of Cronbach's Alpha for Interpersonal Communication with 38 items was at 0.811, the value of Cronbach's Alpha for Work Environment with 39 items was at 0.971 and the result of Cronbach's Alpha for Locus of Control with 38 items was at 0.784.

Table 2
Validity test

Variables	Items	Corrected Item-Total Correlation	Description
Job Satisfaction	JS1	0.667	Valid
	JS2	0.776	Valid
	JS3	0.786	Valid
	JS4	0.664	Valid
	JS5	0.881	Valid
	JS6	0.660	Valid
	JS7	0.816	Valid
Interpersonal Communication	IC1	0.771	Valid
	IC 2	0.656	Valid
	IC3	0.876	Valid
	IC4	0.811	Valid
	IC5	0.678	Valid
	IC6	0.778	Valid
	IC7	0.701	Valid
Work Environment	WE1	0.881	Valid
	WE2	0.798	Valid
	WE3	0.678	Valid
	WE4	0.660	Valid
	WE5	0.867	Valid
	WE6	0.546	Valid
	WE7	0.779	Valid
Locus of Control	LoC1	0.570	Valid
	Loc2	0.734	Valid
	LoC3	0.678	Valid
	Loc4	0.780	Valid
	Loc5	7.811	Valid
	LoC6	0.771	Valid
	LoC7	0.569	Valid



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The item is categorized as valid item if $r_{\text{count}} > r_{\text{table}}$ ($r_{\text{count}} > 0.176$), the value of 155 items was valid because it had a value above 0.176. Table 2 as the representative of each variable showed the value in good categories and valid and conclusion of overall value was around 0.7.

Data Collection Procedure

Data collection was conducted by using a survey questionnaire to 22 elementary schools in Tigapanah District, North Sumatera Utara, Indonesia. Before distributing the questionnaire to the respondents, the researchers asked for permission from the Head of Education Office of Tanah Karo to conduct a research. Then, the researchers asked for permission from the schools' principal to distribute the questionnaire to the teachers and make a schedule for questionnaire completion. The respondents were asked to complete the provided questionnaires wherein each school was represented by 9-12 respondents.

Data Analysis

This research used SPSS (V.23) in processing the data, started from validity test and reliability test on the research instruments. This software was also utilized in processing the results of the data for hypotheses testing, started from processing the results of normality test, linearity test and regression significant, following the hypotheses testing.

FINDINGS

The teachers are the samples of this research and since the process of analysis have been done, in order to achieve the research objective and answer the hypotheses proposed, the following results are explained.

Demographic Information of Participants

Table 3
Demographic Table

No	Item	Categories	Frequency	Percentage	Total
1	Gender	Female	81	59%	136
		Male	55	41%	
2	Age	20-35 years old	52	38%	136
		More than 35 years old	84	62%	
3	Education level	Diploma	8	7%	136
		Bachelor Degree	124	91%	
		Master Degree	4	2%	
		Doctoral Degree	0	0%	



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4	Echelon/Rank	II-a	3	2%	136
		II-b	6	6%	
		II-c	5	4%	
		II-d	3	2%	
		III-a	86	63%	
		III-b	15	11%	
		III-c	6	4%	
		III-d	5	3%	
		IV-a	3	2%	
		IV-b	2	1%	
		IV-c	1	0.5%	
		IV-d	1	0.5%	

**II (Lowest Rank), III (Middle Rank), IV (Top Rank) is the rank for Civil Servant*

**a (Lowest), b (Middle), c (Middle), d (Top) is the level of Rank*

The respondents for this research were chosen randomly among male and female teachers. The female respondents were 81 in total and for male, there were 55 respondents. The age of respondents was dominated by above 35 years-old with the total of 84 and the remaining 52 respondents were 20-35 years-old. The educational background of the respondents at the average was 124 bachelor degree holders, 8 diploma holder, and 4 Master's degree holder. The required criteria for the respondent were teachers who obtained Civil Servant status, so each respondents (teacher) had Echelon/ Rank (according to education level and years of service), and therefore the Table shows the rank of respondents with rank III-a of 86 respondents (63%) and rank III-b of 15 respondents and the rest came from other ranks.

Hypotheses Testing

A Path analysis was conducted to answer the hypotheses in this study, so at first, the analysis test was carried out through normality test, linearity test and regression significance. Based on the calculation of the normality test, the following is the summary of the results from each variable.

Table 4
Summary of Data Normality Results

		IC	WE	LoC	JS
N		136	136	136	136
Normal Parameters ^{a,b}	Mean	123.51	136.46	124.72	136.13
	Std. Deviation	21.277	20.636	20.629	21.981
Most Extreme Differences	Absolute	.068	.082	.058	.091
	Positive	.068	.082	.052	.078
	Negative	-.065	-.080	-.058	-.091
Kolmogorov-Smirnov Z		.795	.955	.674	1.055
Asymp. Sig. (2-tailed)		.552	.321	.754	.215

a. Test distribution is Normal.

b. Calculated from data.

Table 4 above explains that the value of *Asymp. Sig (2-tailed)* > 0.05. Based on all research variables, it can be concluded that the data distribution deviates the normal distribution, meaning that the assumption of normality is fulfilled in which the interpersonal communication (IC) is 0.552 > 0.05, work environment is 0.321 > 0.05, locus of



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control is $0.754 > 0.05$ and job satisfaction is $0.215 > 0.05$. The summary of the linearity test and significance test results of the regression equation for each pair of exogenous variables with endogenous variables is presented in the following table.

Table 5
Summary of Linearity Test and Significance Test Results

No.	Exogenous variable on Endogenous variable	Linearity Test			Regression correlation test		
		F _h	Sig.	Status	F _h	Sig.	Status
1	IC on WE	1,419	0,103	Linear	43,279	0,000	Significant
2	IC on LoC	1,511	0,068	Linear	46,041	0,000	Significant
3	IC on JS	1,223	0,230	Linear	35,355	0,000	Significant
4	WE on JS	1,385	0,109	Linear	23,852	0,000	Significant
5	LoC on JS	1,031	0,442	Linear	23,872	0,000	Significant

Based on Table 5, the linearity test obtained the F_h value with its significant value (sig.) > 0.05 while the regression significance test, the F_h value of all variable pairs have a significance value (sig) < 0.05 . It can be concluded that all variable pairs have linear and significant relationships, where the value of interpersonal communication (IC) on work environment (WE) is 1.419, $p < 0.05$, interpersonal communication (IC) on locus of control (LoC) is 1.511, $p < 0.05$, interpersonal communication on teacher's job satisfaction (JS) is 1.223, $p < 0.05$ while interpersonal communication on teacher's job satisfaction is 1.385, $p < 0.05$ and locus of control on teacher's job satisfaction is 1.031, $p < 0.05$. So, it can be said that the relationship between exogenous variables and endogenous variables is meaningful so that the linearity assumptions is fulfilled.

Testing requirements analysis has been fulfilled, then the hypothesis testing is carried out to answer the research problems that have been formulated. The statistical computation of the correlation coefficients and path coefficients along with their testing are summarized in Table 6 below.

Table 6
Findings for Research Hypotheses

Hypotheses	Correlation Coefficient*	Path Coefficient (ρ)	t _{count}	Significance	Status
1. Interpersonal Communication has a positive direct influence on Work Environment	$r_{12} = 0,352$	$\rho_{21} = 0,352$	4,350	0,000	Accepted
2. Interpersonal Communication has a positive direct influence on Locus of Control	$r_{13} = 0,382$	$\rho_{31} = 0,382$	4,791	0,000	Accepted
3. Interpersonal Communication has a positive direct influence on Teacher's Job Satisfaction	$r_{14} = 0,406$	$\rho_{41} = 0,193$	2,550	0,012	Accepted
4. Work Environment has a positive direct influence on Teacher's Job Satisfaction	$r_{24} = 0,486$	$\rho_{42} = 0,228$	2,728	0,007	Accepted



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5. Locus of Control has a positive influence on Teacher's Job Satisfaction $r_{34} = 0,546$ $p_{43} = 0,347$ 4,105 0,002 Accepted

*significance correlation coefficient $\{t_{count} > t_{table (5\%)} = 1,96\}$

** $p < 0.05$

Table 6 shows that the result of first hypothesis is significant and accepted, interpersonal communication (X1) ($4,350 > 0.05$, $p < 0.05$) has a positive direct influence on work environment (X2). Second hypothesis is significant and accepted where interpersonal communication (X2) ($0.382 > 0.05$, $p < 0.05$) has a positive direct influence on locus of control (X3). Third Hypothesis is Significant and accepted, interpersonal communication variable (X1) ($0.193 > 0.05$, $p < 0.05$) has a positive direct influence on job satisfaction (X4). The value of fourth hypothesis ($0.228 > 0.05$, $p < 0.05$) is significant and accepted explains that work environment (X2) has a positive direct influence on job satisfaction (X4) and fifth hypothesis is significant and accepted where locus of control (X3) has a positive direct influence ($0.347 > 0.05$, $p < 0.05$) on job satisfaction (X4). So this proves that all paths are meaningful and the following research hypotheses are accepted.

Furthermore, based on value of correlation coefficient and path coefficient obtained from the calculations, a flow chart can be illustrated in a fixed model or theoretical model that describes the causal relationships between research variables that determine the job satisfaction of Public Elementary School teachers in Tiga Panah District as shown in the following figure.

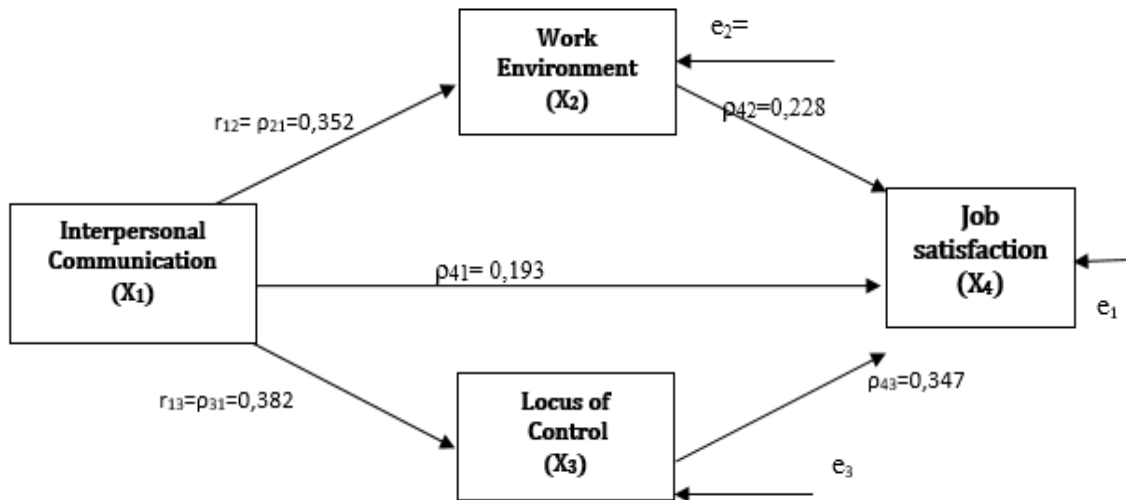


Figure 2. Empirical Causal Relation X_1 , X_2 , X_3 , towards X_4 .

After calculating and interpreting the path coefficient value, the next step is to calculate the direct and indirect effects of exogenous variables on endogenous variables as summarized in Table 7 below.

Table 7

Relative Direct Effects Summary of Interpersonal Communication (X_1) and Work Environment (X_2), Locus of Control (X_3) on Job Satisfaction (X_4)

Variable	Direct Effect		
	On Work Environment (X_2)	On Locus of Control (X_3)	On Job Satisfaction (X_4)
Interpersonal Communication (X_1)	0,352	0,382	0,193
Work Environment (X_2)	-	-	0,228
Locus of Control (X_3)	-	-	0,347

Table 7 describes the direct influence of interpersonal communication on the work environment by 0.352, or about 35.2% variant of work environment is determined by interpersonal communication and the remaining 64.8% is determined by locus of control of 0.382 or about 38.2% variation of locus of control determined by interpersonal communication, and the remaining 61.8% is determined by other factors. The influence of interpersonal communication on job satisfaction is 0.193 or about 19.3% variation of job satisfaction is determined by interpersonal communication, and the remaining 80.7% is determined by other factors. The influence of work environment on job satisfaction of 0.228 or around 22.8% variation on job satisfaction determined by the work environment, and the remaining 77.2% is determined by other factors, and the Effect of Locus of Control on Job Satisfaction of 0.347 or about 34.7% variation in Job Satisfaction is determined by Locus of Control, and the remaining 65.3% is determined by factors other. Furthermore, a summary of the results of the proportional effect of exogenous variables is presented in the following table on the endogenous variables.



Table 8

Proportional effect summary of Interpersonal Communication (X₁), Work Environment (X₂) and Locus of Control (X₃) on Job Satisfaction (X₄)

Variable	Effect			Total Effect	Non path	
	Direct Toward JS (X ₄)	Indirect towards JS			S	U
		WE (X ₂)	LoC (X ₃)			
IC (X ₁)	0,037	-	0,018	0,055	-	0,018
WE (X ₂)	0,052	-	0,036	0,088	-	0,057
LoC (X ₃)	0,120	-	-	0,120	0,040	

Note:

S = Spurious Component

U = Unanalysed Component

Table 8 shows that the direct influence of interpersonal communication (X₁) on job satisfaction (X₄) is 0.037. The indirect influence of interpersonal communication (X₁) on job satisfaction (X₄) through locus of control (X₃) is 0.018. The direct influence of the work environment (X₂) on job satisfaction (X₄) is 0.052. The indirect influence of work environment (X₂) on job satisfaction (X₄) through interpersonal communication (X₁) is 0.036. The direct influence of locus of control (X₃) on job satisfaction (X₄) is 0.120. Therefore, the total direct, indirect and false influence that are not analysed between interpersonal communication (X₁), work environment (X₂) and locus of control (X₃) on job satisfaction (X₄) is 0.378, while the remaining 0.622 is determined by other factors. From the findings, it can be seen that the value of locus of control (X₃) gives a greater orientation to job satisfaction (X₄), compared to work environment (X₂) and interpersonal communication (X₁).

DISCUSSIONS

The research findings indicate that the tendency level of interpersonal communication, work environment, locus of control and job satisfaction is categorized as fair. There are five hypotheses that have been analysed and all of them are shown to directly positive.

From the analysis, it is known that the first hypothesis is accepted where interpersonal communication has a direct and positive influence on work environment. This finding is supported by previous research stated that interpersonal communication skill can develop performance and create a good work environment and also less of communication in organization will create problems and lead to bullying in workplace, so that it supports negative work environment and it will affect the organization in reaching its goals (Manoela & Cecilia, 2013; Samnani & Singh, 2015; Khetapal, 2010). Workplace with a good relationship which is established through a good communication will make the environment in organization/institutions better.

The second hypothesis is also accepted. It shows a direct and positive influence of interpersonal communication on locus of control and this result is also achieved by previous researcher who stated that low and high belief in opportunity is influenced by communication (Al-Zu'bi, 2016).

Next, the third hypothesis is accepted; there is a direct and positive influence of interpersonal communication on job satisfaction. This finding supports the theory and research conducted by Siburian (2012) that interpersonal communication has a direct influence on job satisfaction or when the interpersonal communication an organization is good, it will make job satisfaction of the teacher higher. This statement is also supported by several previous researchers (Musah et al., 2017; Awad & Alhashemi, 2012; Wikaningrum et al., 2018; Hills, 2015) who



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have stated that improving a good interpersonal communication will motivate the work performance of employee (teacher).

The fourth hypothesis shows a good result that there is a direct and positive influence of work environment on job satisfaction. This finding supports the theory and research conducted by Taleb (2013) that job satisfaction of a teacher is influenced by the condition at workplace (work environment). In addition, work environment has a significance positive relationship on job satisfaction (Pandey & Asthana, 2017; Kocman & Weber, 2018). Having an uncomfortable work environment will distress the teachers; as they will do meaningless acts like muttering, gossiping, babbling, etc. so it can disturb the learning process in school.

The last hypothesis shows a great result and is accepted. There is a direct and positive influence of locus of control on job satisfaction and this finding is supported by previous studies stated that job satisfaction is positively related to organizational locus of control, the one that has higher locus of control shows more satisfaction (Srivastana, 2013; Kutanis, Mesci, & Ovdur, 2011). It is and also supported by Samiksha and Gupta (2017). Moreover, Kusuma et al. (2018) suggested that locus of control is positively related to job satisfaction and in the research, they explained that individuals who believe they control everything in their lives and all the consequences of their work, will feel more satisfied than those who believe that their lives are controlled by external factors.

From the three variables from hypothesis 3, 4 and 5, it turns out that the biggest variable that influences job satisfaction is the locus of control variable, followed by work environment and interpersonal communication. It means that teacher with higher locus of control, will be more satisfied with what he gets in life without losing enthusiasm for work and shows improvement in his skills without interfering with anything else. The total influence of interpersonal communication, work environment, locus of control on job satisfaction is 0.378 or it can be said that variation in Job Satisfaction is determined by interpersonal communication, work environment, locus of control by 37.8%, while the rest is determined by other variables.

IMPLICATIONS

Based on the findings and discussion, this research has several important implications. For Theoretical Implications, it can be used as a solution in improving teachers' performance in Indonesia. In improving human resources' ability, it is important to pay attention to the needs of teachers through variables (interpersonal communication, work environment and locus of control) that have been discussed. This finding explains that money is not guarantee of satisfaction, many things can make the teachers be satisfied with their work such as having a comfortable work environment, good relationship through communication between superior and subordinates and fellow teachers and perception of work itself.

In terms of practical implication, future research is expected to use other variable to measure the teachers' job satisfaction for improving teachers' performance. In fact, teachers in Indonesia is paying attention in term of facilities to improve their ability.

In order to increase the teachers' performance, the results provide an understanding for the principal or head of elementary school on the matters which may influence employee's satisfaction in their jobs. The other significant factor in order to support the best learning process is having a work environment. A good work environment will produce positive energy for teachers, increase concentration and focus on their job, and also create new ideas for their teaching and learning process. Therefore, teacher's job satisfaction may contribute to the improvement of students' abilities. The findings explain that locus of control shows the highest values on job satisfaction compared to other variables. It means that as a leader, the principal should build a good relationship with the teachers, for instance, establishing good communication in many ways so that the individual has his own way to receive messages or explanations.



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CONCLUSION

Based on the data and research findings, it can be concluded that interpersonal communication, work environment and locus of control have positive direct influences on job satisfaction of Public Elementary School teachers in Tiga Panah District. It is important to understand the needs of the teacher and consider their convenience at school in order to support their quality and creativity through the significant variables such as comfortable work environment, good interpersonal communication and teacher's locus of control. Many factors can affect the satisfaction of teacher, however, this research shows that the better the interpersonal communication, work environment, and locus of control is, the higher level of Teachers' job satisfaction.

There are some suggestions that can be provided that are related to this research. In terms of suggestions towards the principal themselves, it is important to know the information about how to formulate policies to improve teachers' job satisfaction by conducting open communication, creating a conducive work environment and increasing locus of control. For the teachers who acts as the students' educators and parents at school, it is suggested that they improve their quality and competence in teaching and building relationship, so that they can do their jobs with good and maximum results. For future researchers, this research can be used as a comparative material for future relevant research and any future researches involving other variables that influence job satisfaction are also welcomed.

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