EFFECT OF QUALITY OF WORK LIFE, WORK ATTITUDE AND COMPETENCY OF TEACHER AND NON TEACHER SATISFACTION (Case Study at SMAN 102 Jakarta, Kayu Tinggi Street, Cakung East Jakarta)

Novia Rosa
Indonesian College of Economics, Jakarta
Noviarosaa48@gmail.com

Abstract
This study aims to determine and analyze the influence of quality of work life, work attitudes and competencies on job satisfaction of teachers and non-teachers at SMAN 102 Jakarta Jl. Kayu Tinggi, Cakung, East Jakarta.

The strategy used in this study is a quantitative associative research strategy and the research method used is a survey. The population in this study were teachers and non-teachers at SMAN 102 Jakarta Jl. Kayu Tinggi, Cakung, East Jakarta. Sampling was done by sensing technique in which 60 people were sampled.

Based on the results and discussion shows that partially there is a significant positive influence between the quality of work life on teacher and non-teacher job satisfaction, partially there is a significant positive effect between work attitude on teacher and non-teacher job satisfaction, partially there is a significant positive effect between competence on teacher and non-teacher job satisfaction and partially simultaneous there is a significant positive effect between quality of work life, work attitude and competence on teacher and non-teacher job satisfaction at SMAN 102 Jakarta Jl. Kayu Tinggi, Cakung, East Jakarta.

Keywords: Quality of work life, work attitude, competence, job satisfaction

I. PRELIMINARY

Education has a very important role in all aspects of human life. That is because education has a direct effect on human development, the development of all aspects of human personality. Education according to language is called the process of training and developing knowledge, skills, thoughts, behavior and others, especially by formal schools.

The objects in this study are teachers and non-teachers at SMA Negeri 102, which is located at Jalan Kayu Tinggi, RW.6, East Cakung., Kec. Cakung, Kota Jakarta Timur, Special Capital Region of Jakarta 13910. SMA Negeri 102 Jakarta is one of the State High Schools in the Province of DKI Jakarta, Indonesia. Same as high school in general in Indonesia, the period of school education at SMAN 102 Jakarta, Cakung, East Jakarta took three years.

Starting from this point, this study discusses how the quality of work life, work attitudes, and competencies affect teacher job satisfaction at SMAN 102 Jakarta, Cakung, East Jakarta.

1.1. Formulation of the problem

Based on these problems, a research question was formulated as follows:
1. Is there an influence on the quality of work life on job satisfaction of teachers and non-

teachers at SMAN 102 Jakarta, Cakung, East Jakarta?
2. Is there an influence of work attitudes on teacher and non-teacher job satisfaction at SMAN 102 Jakarta, Cakung, East Jakarta?
3. Is there a competence effect on teacher and non-teacher job satisfaction at SMAN 102 Jakarta, Cakung, East Jakarta?
4. Is there an influence on the quality of work life, work attitude, and competence on job satisfaction of teachers and non-teachers at SMAN 102 Jakarta, Cakung, East Jakarta?

1.2.   Research purposes

Based on the background and formulation of the problem above, this research was conducted with the aim of:
1. To determine the effect of quality of work life on job satisfaction of teachers and non-teachers at SMAN 102 Jakarta, Cakung, East Jakarta
2. To determine the effect of work attitudes on teacher and non-teacher job satisfaction at SMAN 102 Jakarta, Cakung, East Jakarta
3. To determine the effect of competence on teacher and non-teacher job satisfaction at SMAN 102 Jakarta, Cakung, East Jakarta
4. To find out the influence of the quality of work life, work attitude and competence simultaneously on the job satisfaction of teachers and non-teachers at SMAN 102 Jakarta, Cakung, East Jakarta

II.   LITERATURE REVIEW
2.1. Review of Previous Research Results

The first review was entitled "The Effect of Teacher Competence on Job Satisfaction of Pariaman State High School Teachers" by Asfar et al (2014) Journal of Education Policy and Development Volume 2, Number 2, July 2014; 101-106 ISSN: 2337-7623; EISSN: 2337-7615. The purpose of this study is to analyze the influence of pedagogical competence, personality competence, social competence, professional competence, intellectual competence and spiritual competence on teacher job satisfaction. The study population was 294 Pariaman High School teachers. Samples taken through *stratified random sampling of 129 teachers. Data collection using a questionnaire, while data analysis using multiple linear regression analysis with the help of SPSS version 16.0. The results found that pedagogical competence affected teacher job satisfaction, personality competence affected teacher job satisfaction, social competence affected teacher job satisfaction, professional competency affected teacher job satisfaction, intellectual competency affected teacher job satisfaction and spiritual competence affected job satisfaction teacher.*

When compared with research by researchers, the differences include: (1) research in the journal uses independent variables pedagogical competence, personal competence, social competence, professional competence, intellectual competence and spiritual competence with the dependent variable job satisfaction. While the research equation uses the independent variable of competence and the dependent variable is job satisfaction. (2) research in the journal uses multiple linear regression analysis, researchers use determination.

"The Effect of Quality of Work Life and Teacher Performance on Job Satisfaction of State High School Teachers in the City of Mataram" by Hamidi, Jufri, Karta (2016) Scientific Journal of Education Profession Volume: 1 No: 2 November 2016 ISSN: 2502 - 7069. The purpose of this study is to know the influence of the quality of work life and teacher performance on the job satisfaction of high school teachers in the city of Mataram. *This research is a quantitative research with a methodex-post facto. The population of this study was all 580 high school teachers in the city of Mataram. The study sample consisted of 85 teachers taken using proportionate random sampling technique. The results of the study are: 1) there is an effect on the quality of work life by 9.2% on the job satisfaction of teachers of state high schools in the city of Mataram, 2) there is an effect on the performance of teachers at 9.5% on the job satisfaction of teachers of state high schools in the city of Mataram, 3) there is an influence of the quality of work life and teacher performance together by 17.7% on the job satisfaction of high school teachers in the city of Mataram. Thus, it can be concluded that the better the quality of work life and performance of teachers, the job satisfaction of high school teachers in the city of Mataram will increase.*

When compared with the research of researchers, the differences include: (1) research in the journal uses the independent variable quality of work life and teacher performance with the dependent variable of job satisfaction. While the research equation uses the independent variable quality of work life and the dependent variable is job satisfaction. (2) research in the journal uses multiple linear regression analysis, while research uses the coefficient of determination analysis.

"The Effect of Quality of Work Life and Work Attitudes on Job Satisfaction of State High School Teachers in Jekan Raya District, Palangka Raya City, Central Kalimantan Province" by Moh Khoiri (2017) EDUKA Journal of Education, Law and Business Vol.1 No. V December 2017 ISSN: 2505-5406.This study aims to determine the effect of (1) quality of work life, (2) work attitude, (3) job satisfaction of teachers working in the Royal High School, Jekan Subdistrict, Palangkaraya City, Central Kalimantan Province. In analyzing the data, this study used a survey method using the Causal Strip analysis technique. This study used a sample of 138 teachers in three secondary schools in the Royal District of Jekan, Palangkaraya City, selected using the Slovin formula. Statistical analysis used the coefficient of determination and hypothesis. The results showed that: first, there was a positive influence between the quality of work life and teacher job satisfaction at school. Second, there is a positive effect between work attitudes and teacher job satisfaction in schools. Third, there is a positive effect between the quality of work life and the work attitude of teachers at school.kuality of work life and work attitude towards teacher job satisfaction, while the remaining 12% influence other factors.

When compared with the research of researchers, the differences include: (1) research in the journal uses the independent variable quality of work life and work attitude with the dependent variable of job satisfaction. While the research equation uses the independent variable quality of work life and work attitude and the dependent variable is job satisfaction. (2) research in the journal uses multiple linear regression analysis, while research uses the coefficient of determination analysis.

"The Influence of Personality Competence, Teacher Teaching Attitude and Teacher Job Satisfaction on the Performance of Teachers of SMP N 1 Pagai Utara Selatan by Lilis Suriani Maria Siritoitet (2015) "in the E-Journal of Economic Education in Teacher Training and Education (STIKIP) PGRI West Sumatra Padang 2015 ISSN : 4025-1025. This study aims to analyze: 1) the effect of personality competence on teacher performance, 2) the effect of teacher teaching attitude on teacher performance, 3) the effect of teacher job satisfaction on teacher performance, 4) the influence of personality competence, teacher teaching attitude and teacher job satisfaction together - affect the performance of North Nagai Pagai Middle School 1 teacher. When this research was conducted in September 2015. This type of research used in this research is associative descriptive research. The

population of this study were all teachers who taught at SMP N 1 Pagai Utara Selatan as samples in the study of 38 people (total sampling). Data analysis techniques used are descriptive analysis techniques and inductive analysis, with the help of SPSS version 16.0. The results showed that: First, personality competence had a positive and significant effect on the performance of North Nagai Pagai Middle School teachers. Where indicated by the coefficient value of 0.207. This coefficient value is significant because the value of t is 2,240> table is 2.03. This means that if the personality competency increases by 1%, the teacher's performance will increase by 0.07 in each unit. Both the teaching attitudes of teachers have a positive and significant effect on the performance of teachers at SMP N 1 Pagai Utara Selatan. Where indicated by the coefficient value of 0.276. This coefficient value is significant because the value of t is 3.372> ttable 2.03. That is, if the teacher's teaching attitude increases by 1%, the teacher's performance will increase by 0.276 in each unit. Third, teacher job satisfaction has a positive and significant effect on the performance of North N 1Pagai Middle School teachers. Where indicated by the coefficient value of 0.385. This coefficient value is significant because the value of tcount, 3.611> ttable of 2.03. That is, if teacher job satisfaction increases by 1%, then teacher performance will increase by 0.385 in each unit. The four personality competencies, teacher teaching attitudes and teacher job satisfaction together have a positive and significant effect on the performance of teachers at SMP N 1 Pagai Utara Selatan. Where a Fcount of 89 is obtained, 367> Ftable 3.08 with a significant level of $0.000 <= 0.05$. This means that Ha was accepted and Ho was rejected.

When compared with researchers' research, the differences include: (1) the research in the journal uses a quality independent variable Personality competencies, teacher teaching attitudes and teacher job satisfaction on teacher performance the dependent variable is teacher performance. While the research equation uses variablesPersonality competence and teacher job satisfaction . (2) research in the journal uses multiple linear regression analysis, while research uses the coefficient of determination analysis.

"The Effect of Work Involvement and Work Competence on Job Satisfaction and Performance of Elementary School Teachers in Malalayang District, Manado City" by Jefan Basten Kembau, Greis M. Sendow and Hendra N. Tawas EMBA Journal Vol.6 No.4 September 2018, Hal. 3428 - 3437. ISSN 2303-1174. The purpose of this study, to determine the effect of work involvement and work competence on job satisfaction and performance of elementary school teachers in Malang district. Based on the background of the problem and the formulation of the existing problem, the characteristics of the problem examined in this study use an associative model that is research that explains the causal relationship and tests the relationship between several variables through hypothesis testing or explanatory research. The sampling technique used was purposive sampling. In this study the number of samples successfully obtained and analyzed by 88 elementary school teachers. The results showed that work engagement and work competence variables significantly affected simultaneously job satisfaction variables. The variable work engagement and overall work competence contributed to the job satisfaction variable by 54.2%.

When compared with the research of researchers, the differences include: (1) research in the journal uses the independent variable work engagement and work competence with the dependent variable job satisfaction and performance. While the research equation uses the independent variable of competency quality and the dependent variable is job satisfaction. (2) research in the journal uses path analysis, while research uses analysis of the coefficient of determination.

"*The Relationship Between Quality of Work Life and Job Satisfaction of Faculty Members in Zahedan University of Medical Sciences "by Fatihe Kermansaravi et al from the Global Journal of Health Science; Vol. 7, No. 2; 2015 ISSN 1916-9736 E-ISSN 1916-9744 Published by the Canadian Center of Science and Education. The purpose of this study was to determine the relationship between quality of work life and job satisfaction.*

*This study uses a sample of lecturers at Zahedan University with a sample of 100 people. The analysis technique used is quantitative descriptive analysis of correlation and determination. The results of the study stated that a*There is a significant and positive correlation between job satisfaction of lecturers and the quality of their work life (P = 0.003). In addition, two components of quality of work life and compensation are adequate and fair.

When compared with the research of researchers, the differences include: (1) research in the journal uses the independent variable quality of work life with the dependent variable job satisfaction. While the research equation uses the independent variable quality of work life and the dependent variable is job satisfaction. (2) research in the journal uses multiple linear regression analysis, while research uses the coefficient of determination analysis.

"*The Effect Competence And Motivation To Satisfaction And Performance "by* Fikri Adam, Jeny Kamase (2020) *International Journal of Scientific & Technology Research Volume 8, Issue 03, March 2019 ISSN 2277-8616.*This study aims to determine and analyze the effect of competence, motivation on job satisfaction. To find out and analyze competencies and motivations for employee performance. To find out and analyze to find out and analyze the effect of competence and motivation on performance through job satisfaction. This research method is quantitative descriptive using observations, interviews and questionnaires in analyzing data to explain the phenomenon. The analytical tool used by testing the hypothesis using SPSS. The population in this study were as many as 150 employees and the sample of this study used*multistage sampling, where this method is carried out in stages as follows using sampling or assessment based on criteria and both use proportional stratified random sampling. The results of this study are the insignificant positive effect of competence on job satisfaction, motivation and significant positive effect on job satisfaction, positive effect of competence and not significant on employee performance. Positive and significant influence of motivation on employee performance. Job satisfaction has a positive and significant effect on employee performance. Competence has a positive and not significant effect on employee performance through job satisfaction. Significant motivation and positive influence on performance is mediated by job satisfaction.*

When compared with researchers' research, the differences include: (1) the research in the journal uses the independent variable of competence and motivation with the dependent variable of job satisfaction and performance. While the research equation uses the independent variable quality of work life and competence and the dependent variable is job satisfaction. (2) research in the journal uses path analysis, while research uses analysis of the coefficient of determination.

"*Impact of Quality of work life on Job satisfaction of School Teachers in Udaipur city "by Tanushree Bhatnagar, Harvinder Soni (2015) IOSR Journal of Business and Management (IOSR-JBM) e-ISSN: 2278-487X, p-ISSN: 2319- 7668. Volume 17, Issue 3.Ver. II (Mar. 2015), PP 10-14*www.iosrjournals.org. The purpose of this study was to determine the impact of quality of work life on job satisfaction of school teachers in the city of Udaipur. Quality of work life is a critical concept with many interests in the life of the teacher. Quality of work life shows the right balance between work and personal life which also ensures organizational productivity and job satisfaction. This research method is a descriptive study and survey conducted on 100 school teachers in the city of Udaipur. Data collection instruments are questionnaires and reliability is based on the Pearson correlation coefficient. In this study, there is an influence of quality of work life on job satisfaction, which has been studied based on gender, age and work experience demographic variables.

When compared with the research of researchers, the differences include: (1) research in the journal uses the independent variable quality of work life with the dependent variable job satisfaction. While the research equation uses the independent variable quality

of work life with the dependent variable job satisfaction. (2) research in the journal uses linear regression analysis, while the study uses analysis of the coefficient of determination.

2.2. Human Resource Management

Human resource management (HRM) is one area of general management that includes aspects of planning, organizing implementation and control (Veithzal, 2016: 1). Human resource management is an activity that regulates how to supply labor, develop, compensate, maintain, and separate labor through management processes in order to achieve organizational goals (Yuli, 2015: 15).

2.3. Quality of work life

Cascio (2012: 24) revealed there are two ways in explaining the quality of work life, namely: First, the quality of work life is seen as a set of employees' perceptions about security in work, job satisfaction and conditions to be able to grow and develop as humans. Second, the quality of work life is seen as a set of goals to be achieved through organizational policies such as: safe working conditions, work involvement, career development policies, fair compensation and others. In short, Cascio (2012: 24) states that the quality of work life is the employee's perception of their mental and physical well-being at work.

2.4. Work attitude

Jones (2012: 71) defines that work attitudes are collections of feelings, beliefs, and thoughts about how to behave that people currently hold about their work and organization. In addition Mocci (2012: 54) states that work attitudes are our feelings towards different aspects of the work environment.

2.5. Job satisfaction

According to Handoko (2015: 193), job satisfaction is a pleasant or unpleasant emotional state with the extent to which employees view their work. Meanwhile, according to Donni (2015: 291) defines job satisfaction as a set of employees' feelings towards their work, whether they like / dislike or dislike as a result of employee interactions with their work environment or as perceptions of mental attitude, as well as the results of employee evaluations of their work. Employees' feelings about their jobs reflect their attitudes and behavior at work.

2.6. The Relationship Between Research Variables
2.6.1. Effect of quality of work life on job satisfaction

Quality of work life is one of the determinants of organizational commitment because, according to Taylor and Cozensa (2012: 52), although money is still an important thing, it is not able to generate organizational commitment among employees. Nowadays, employees are not only oriented towards compensation. There has been a change in the value of employees who indicate that employees are now more interested in improving the quality of their lives. Beyond income, employees have expectations to get additional benefits from their work, such as challenges and rewards, career development and improvement, a balance between work and family life, harmonious institutional atmosphere, and managerial support.

In relation to organizational commitment, improving the quality of work life also affects the level of attendance and reduces employee turnover. In addition, according to Haryanto (2013: 12) Improving the quality of work life will bring a direct positive effect, which is the first, increasing job satisfaction and commitment. Second, increase productivity. Third, related to the two previous advantages is to increase organizational effectiveness. For this reason, agencies must be able to offer a better quality of work life to obtain and retain employees who have capabilities within the agency so that it can be said

that there is a relationship between the application of quality of work life to employee organizational commitment.

2.6.2. Effect of work attitude on job satisfaction

Griffin (2014: 81), states that sikap is based on emotions, knowledge, and intended behavior. Cognitive dissonance arises from attitudes, behaviors, or both that are conflicting or incompatible. Job satisfaction or organizational dissatisfaction and commitment are important attitudes related to work. Employee moods, assessed in terms of positive or negative effectiveness, also influence attitudes in the organization.So.he continued according to Robbins (2015: 375), revealed thatJob satisfaction refers to a person's general attitude towards his job. Someone with a high level of job satisfaction has a positive attitude towards their work. Someone who is dissatisfied has a negative attitude.

Job satisfaction is more clearly stated by Schermerhorn (2013: 72),job satisfaction, an attitude that reflects a person's positive and negative feelings towards a job, coworkers, and work environment. Robbins and Coulter (2012: 375), also suggestedJob satisfaction refers to an employee's general attitude towards his job. Job satisfaction refers to an employee's general attitude towards his job. The results of this study are consistent with previous studies conducted by Jefan Basten Kembau, Greis M. Sendow and Hendra N. Tawas (2018).

2.6.3. Effect of competence on job satisfaction

Competence is an ability possessed by a person which is a combination of personal, scientific, technological, social and spiritual abilities. According to Narimawati (2016: 15) stated that the construct of employee competence as an element of intellectual capital can be seen from three aspects of competency, namely intellectual, emotional, social aspects because competency measurement uses indicators of the level of knowledge, skills and education. This is consistent with Lawler's theory which states that expertise is part of the input factors that affect job satisfaction or dissatisfaction (Munandar, 2012: 356).

Competency mismatch will reduce job satisfaction level. So the point is that job satisfaction will be influenced by competence. The better competence will be able to make employees satisfied at work and have expertise in their respective fields. Competence according to Robbin (2012: 38) is an ability *(ability) or one's capacity to do various tasks in a job, where this ability is determined by two factors, namely intellectual ability and physical ability.*

The results of this study are in accordance with previous studies conducted by Asfar et al (2014), Lilis Suriani Maria Siritoitet (2015), Jefan Basten Kembau, Greis M. Sendow and Hendra N. Tawas (2018) and Fikri Adam, Jeny Kamase (2020).

2.7. Hypothesis Development

The hypothesis is a temporary answer to the results of the study. It was said temporarily because the answers given were only based on relevant theories, not yet based on empirical facts obtained through data collection, with the following hypotheses:
1. It is suspected that there is a significant influence on the quality of work life on job satisfaction
2. It is suspected that there is a significant influence of work attitude on job satisfaction
3. It is suspected that there is a significant influence of competence on job satisfaction
4. It is suspected that there is a significant influence on the quality of work life, work attitude and competency simultaneously on job satisfaction

2.8. Research Conceptual Framework

Based on the theoretical basis and the hypothesis shows the influence quality of work life, work attitude and competence on job satisfaction. With the quality of work life (quality of work life) can foster the desire of employees to stay and survive in the

organization, this can be assessed that employees show their satisfaction with the agency's treatment of him. With a work attitude can lead to job satisfaction in employees. Other than that,employee competence can have a positive effect on agency job satisfaction. If the agency provides training and development programs aimed at employees, the ability and skills of employees will increase. This condition is expected to affect both teacher and non-teacher job satisfaction for both employees and institutions.

Referring to the relationship between research variables that have been explained, then a conceptual framework can be arranged in this study as presented in the form of a paradigm. The paradigm in this study is the paradigm of three independent variables and one dependent variable that can be described as follows:
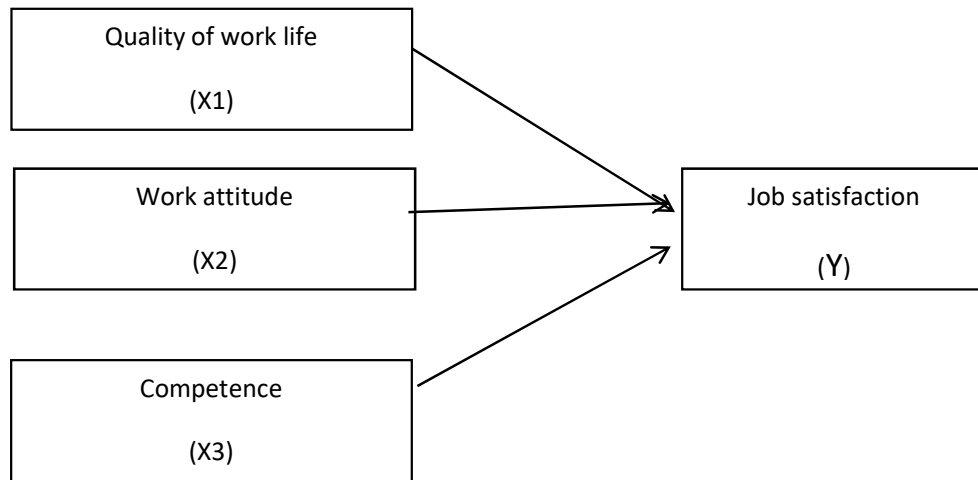

Figure 2.1. Research Conceptual Framework

III.   RESEARCH METHOD
3.1.   Research Strategies
The research strategy used in this study is an associative research strategy. Associative research is used because it is appropriate to answer questions that are influential between two or more variables (Sugiyono, 2015: 292). The purpose of an associative strategy is to be able to provide an explanation of the influence of quality of work life, work attitude and competence on job satisfaction.

3.2.   Population and Research Samples
Sugiyono (2017: 116) Population can be divided into two types, namely sampling population or research population and target population or target population, where the target population has a size larger than the size of the sampling population. Population sampling is a unit of analysis that provides information or data needed by a study or research. Whereas the target population is all units of analysis that are within the study area. The general population in this study were all employees of SMAN 102 Jakarta, Cakung, East Jakarta, while the target population were teachers and non-teachers of SMAN 102 Jakarta, Cakung, East Jakarta totaling 60 people

Based on this study, because the total population in this study was not greater than 100 respondents, the researchers took 100% of the total population residing in SMA 102, namely 60 respondents. Thus the use of the entire population without having to draw the sample of researchers with as an observation unit is called the census technique.

3.3.   Data analysis method

The steps used for data processing in this study are as follows:

3.3.1.   Data processing method

The data obtained is then processed using SPSS software. SPSS software is used to facilitate data processing, so the results are faster and more precise. Where do editing and coding. Editing is the first step in processing data obtained by researchers from the field by checking the possibility of respondents 'answers to errors and the uncertainty of respondents' answers. Coding is to give or sign or a certain code for alternative answers of a kind or classify so that it can facilitate researchers about tabulation.

3.3.2.   Data presentation method

In this study the collected data is presented in tabular form so that it is easier to analyze and understand the data so that the data presented is more systematic. Where do tabulations. Tabulation is a calculation of data that has been collected in each category until arranged in a table that is easy to understand. Data obtained, after being processed and sorted will be used for statistical analysis of data in accordance with the purpose of the study. Analysis of the data used is the analysis of the coefficient of determination and hypothesis testing.

3.3.3.   Statistical analysis of data

To discuss the results of the study, the authors used paired data based on the data obtained. Because there are more than one independent variable, namely three independent variables, and one dependent variable, the method of analysis used in this study is the analysis of the coefficient of determination and hypothesis testing (partial and multiple) as follows:

1. Determination Coefficient Analysis (R^2)

R^2 analysis (R square) or the coefficient of determination is used to find out how much the percentage contribution of the influence of the independent variables together to the dependent variable. The coefficient of determination is zero to one (0-1). If the value of R^2 approaches 1 (one), it can be said that the model is stronger in explaining the independent variables to the dependent variable. conversely, if R^2 approaches 0 (zero) then the weaker variation of the independent variable explains the dependent variable. (Priyatno, 2012: 125) To state the size of the contribution of independent variables to the dependent variable can be determined on the formula of the coefficient of determination as follows:

a. Contribution of the influence of quality of work life on job satisfaction
$$Q21 = (r_{Y1.23})2. 100\% \dots\dots\dots (3.5)$$

b. The contribution of the influence of work attitudes on job satisfaction
$$Q22 = (r_{Y2.13})2. 100\% \dots\dots\dots (3.6)$$

c. Contribution of the influence of competence on job satisfaction
$$R23 = (r_{Y3.12})2. 100\% \dots\dots\dots (3.7)$$

d. Contribute to the influence of quality of work life, work attitude and competence together on job satisfaction
$$Q24 = (r_{Y123})2. 100\% \dots\dots\dots (3.8)$$

Information :

$r_{Y1.23}$ = Partial correlation coefficient between X1 and Y (X2 and X3 = constant)

$r_{Y2.31}$ = Partial correlation coefficient between X2 and Y (X1 and X3 = constant)

$r_{Y3.12}$ = Partial correlation coefficient between X3 and Y (X1 and X2 = constant)

r_{Y123} = Multiple correlation coefficient

$R12$ = Partial deternation coefficient between X1 and Y

       R22 = Partial deternation coefficient between X2 and Y
       R32 = Partial deternation coefficient between X1 and Y
       R42 = coefficient of multiple deternation between X1 X2 X3 and Y
       X1 = Quality of work life
       X2 = Work attitude
       X3 = Competence
       Y   = Job satisfaction

2. Hypothesis test

       Hypothesis testing is used to test the effect partially and simultaneously. The hypotheses to be tested in this study are:

a. Effect of X1 on Y

    Ho: $\rho_{y1.23} = 0$ (Partially the coefficient of population correlation between quality of work life and job satisfaction is not significant).

    Ha: $\rho_{y1.23} \neq 0$ (partially the coefficient of population correlation between quality of work life and significant job satisfaction).

b. Effect of X2 on Y

    Ho: $\rho_{y2.13} = 0$ (Partially the coefficient of population correlation between work attitude and job satisfaction is not significant).

    Ha: $\rho_{y2.13} \neq 0$ (partially the population correlation coefficient between work attitudes to job satisfaction is significant).

c. Effect of X3 on Y

    Ho: $\rho_{y3.12} = 0$ (Partially the coefficient of population correlation between competence and job satisfaction is not significant).

    Ha: $\rho_{y3.12} \neq 0$ (partially the population correlation coefficient between competence and job satisfaction is significant).

    To test the effect of independent variables on partially dependent variables, seen from the P-value compared to α (5% = 0.05)

    Ho is rejected, Ha is accepted if P-value <0.05 means significant

    Ho is accepted, Ha is rejected if P-value> 0.05 means that it is not significant

d. Effect of X1X2and X3 with respect to Y

    Ho: $\rho_{y123} = 0$ (multiple population correlation coefficients between quality of work life, work attitude and competence to job satisfaction are not significant).

    Ha: $\rho_{y123} \neq 0$ (multiple population correlation coefficients between quality of work life, work attitudes and significant job satisfaction).

    As for testing the effect of independent variables on the dependent variable multiple (together), the Significance F value is compared to α (5% = 0.05).

    Ho is rejected, Ha is accepted if the Significance F <0.05 means that it is significant

3.4. Ho is accepted, Ha is rejected if Significance F> 0.05 means that it is not significant

IV.   RESULTS AND DISCUSSION

4.1.   Description of Research Object

    SMA Negeri (SMAN) 102 Jakarta is one of them Public senior high school in the Province DKI Jakarta, Indonesia. Same as high school in general in Indonesia, the period of school education at SMAN 102 Jakarta is taken within three years. Where the school has the following facilities:

Table 4.1. SMAN 102 Jakarta School Facilities

1. The mosque	11. Teacher's room
2. Library	12. BP / BK Room
3. Classroom	13. Student Council Room

4. Multimedia room	14. Multipurpose room
5. Laboratory Biology	15. Medical room
6. Laboratory Physics	16. Public toilet
7. Laboratory Chemistry	17. Cooperative
8. Laboratory Computer	18. Canteen
9. Principal's office	19. Field
10. The vice head master chamber	

Source: SMAN 102 Jakarta (2020)

SMA Negeri 102 Jakarta provides activities extracurricularthe quality of educating and being able to foster and train the leadership spirit of students. Students can choose from a variety of extracurricular activities available in accordance with the direction of each student's interest. Various extracurricular activities from marawis, to sports extracurricular activities such as futsal and volleyball.

4.2. Description of Respondents

In this study obtained from filling out the questionnaire by respondents namely all teachers and non-teachers of SMAN 102 Jakarta, Cakung, East Jakarta as many as 60 teachers and non-teachers. First what is done is knowing the description of the respondent's identity which includes gender, age, position, status, level of education and length of work. Detailed respondent data based on these characteristics, namely:

59

Table 4.2. Respondent Data Based on Gender

No.	Gender	Number of people)	Percentage (%)
1	Girl	35	58
2	Male	25	42
	total	60	100

Source: Processed Data Results (2020)

BerBased on Table 4.2 above based on the sex of teachers and non-teachers of 60 teachers and non-teachers shows that teachers and non-teachers at SMAN 102 Jakarta who have female sex of 35 people (58%) while those who have male sex of 25 people (42%) can be concluded that the most respondents are women, as many as 35 people from 60 respondents. Dominant teachers and non-teachers are women due to the level of accuracy that is better than men.

Table 4.3. Data of Respondents by Age

No.	Age	Number of people)	Percentage (%)
1	21 - <30 years old	11	18
2	31 - <40 years	28	47
3	41 - <50 years	18	30
4	51 - <60 years	2	3
5	> 60 years old	1	2
	total	60	100

Source: Processed Data Results (2020)

BerBased on Table 4.3 above based on the age of teachers and non-teachers of 60 teachers and non-teachers shows that all teachers and non-teachers at SMAN 102 Jakarta who have 21- <30 years old are 11 people (18%), then those who have age 31- <40 years as many as 28 people (47%), then those who have ages 41- <50 years as many as 18 people (30%) and aged 51- <60 years as many as 1 person (3%) and those who have> 60 years of age 1 (2%). The majority of respondents aged 31 - <40 years, because with this age is a productive age for work and teaching.

Table 4.4. Respondent Data Based on Position

No.	Position	Number of people)	Percentage (%)
1	Teacher	49	82
2	Non Teacher	11	18
	total	60	100

Source: Processed Data Results (2020)

BerBased on Table 4.4 above, it is known that there are 49 teachers (82%) while those who have non-teacher positions are 11 (18%). It was concluded that the majority of respondents were Teachers at SMAN 102 Jakarta.

Table 4.5. Respondent Data Based on Marital Status

No.	Position	Number of people)	Percentage (%)
1	Married	32	53
2	Single	28	47
	total	60	100

Source: Processed Data Results (2020)

BerBased on Table 4.5 above, it is known that Marriage Status at SMAN 102 Schools in East Jakarta is Married by 32 people (53%), while Married by 28 people (47%). The dominant marital status is Marriage.

Table 4.6. Respondent Data Based on Education Level

No.	Level of education	Number of people)	Percentage (%)
1	High school	5	8%
2	Diploma	15	25%
3	S1	38	63%
4	S2	2	3%
	total	60	100%

Source: Processed Data Results (2020)

BerBased on Table 4.6 above, it is known that the level of education of 60 teachers and non-teachers at SMAN 102 East Jakarta, both teachers and non-teachers, namely high school education level of 5 people (8%), then Diploma education level of 15 people (25%), then the level 38 people have a Bachelor's education (63%) and a Masters level of education are 2 people (3%). It was concluded that the majority of respondents were S1 educated.

Table 4.7. Respondent Data Based on Length of Work

No.	Duration of work	Number of people)	Percentage (%)
1	0-5 years	39	65
2	6-10 years	14	23
3	11-15 years old	5	8
4	> 15 years	2	3
	total	60	100

Source: Processed Data Results (2020)

BerBased on Table 4.7 above, it is known the duration of work of both teachers and non-teachers at SMAN 102 East Jakarta Schools, namely those who have worked for 0-5 years by 39 people (65%) while those who have the lowest duration of work by> 15 years are 2 people (3 %). Dominant respondents based on the length of work is 0-5 years, 39 of 60 people.

4.3.   Research Instrument Testing Results

This research uses primary data. Data were collected by distributing questionnaires, namely by giving written statements to respondents. Furthermore the

respondent gave a response to the statement given. This questionnaire is closed where the answer is already available. The following are the results of the validity and reliability test

4.3.1. Validity test

From the results of the data obtained through questionnaires made by researchers consisted of 23 questions including the results of the quality of work life (X1), work attitude (X2), competence (X3) and job satisfaction of teachers and non-teachers (Y). **This is done so that the data collection can be representative and accurate and support qualitative analysis of the quality of work life, work attitudes, and competencies towards job satisfaction of teachers and non-teachers. Based on the results of the respondents' answers in the appendix, it can be seen the weight of the assessment criteria using the validity test.**

Data processing results for all statements in the quality of work life instrument consisting of 6 statement items (Appendix 7), in Table 4.8. as follows :

Table 4.8. Validity of Instruments per Item for Variable Quality of work life

No. Statement	count	critical	Decision
1	0.716	0.30	Valid
2	0.784	0.30	Valid
3	.876	0.30	Valid
4	0.848	0.30	Valid
5	0.827	0.30	Valid
6	0.463	0.30	Valid

Source: SPSS Processed Results (2020)

Based on Table 4.8. above, the results obtained for the variable quality of work life (X1), all statements have a calculated value greater than 0.30 so that all statements on the variable quality of work life (X1) can be used in data collection in this study.

Data processing results for all statements in the work attitude instrument consisting of 6 statement items (Appendix 8), in Table 4.9. as follows :

Table 4.9. Validity of Instruments per Item for Work Attitude Variables

No. Statement	count	critical	Decision
1	0.613	0.30	Valid
2	.626	0.30	Valid
3	.491	0.30	Valid
4	0.846	0.30	Valid
5	.776	0.30	Valid
6	0.843	0.30	Valid

Source: SPSS Processed Results (2020)

Based on Table 4.9. above, the results obtained for the work attitude variable (X2), all statements have a calculated value greater than 0.30 so that all statements on the work attitude variable (X2) can be used in data collection in this study.

Data processing results for all statements in the competency instrument consisting of 6 statement items (Appendix 9), in Table 4.10. as follows :

Table 4.10. Validity of Instruments per Item for Competency Variables

No. Statement	count	critical	Decision
1	0.885	0.30	Valid
2	0.793	0.30	Valid
3	.777	0.30	Valid
4	.621	0.30	Valid

5	0.789	0.30	Valid
6	.874	0.30	Valid

Source: SPSS Processed Results (2020)

Based on Table 4.10. above, the results obtained for the competency variable (X3), all statements have a calculated value greater than 0.30 so that all statements on the competency variable (X3) can be used in data collection in this study.

Data processing results for all statements in the teacher and non-teacher job satisfaction instruments consisting of 5 statement items (Appendix 10), in Table 4.11. as follows :

Table 4.11.   The Validity of Instruments per Item for the Teacher and non-teacher job satisfaction variables

No. Statement	count	critical	Decision
1	0.822	0.30	Valid
2	0.863	0.30	Valid
3	0.870	0.30	Valid
4	0.786	0.30	Valid
5	.801	0.30	Valid

Source: SPSS Processed Results (2020)

Based on Table 4.11. above, the results obtained for teacher and non-teacher job satisfaction variables (Y), all statements have a rcount value greater than 0.30 so that all statements on the teacher and non-teacher job satisfaction variable (Y) can be used in data collection in this study .

4.3.2. Reliability Test

The reliability test is used to determine the consistency or stability of the measuring instrument, whether the instrument used is reliable and remains consistent if the measurement can be repeated. In this reliability test the SPSS program is used with the Cronbach's Alpha method. For reliability testing of the same instrument the Cronbach's Alpha formula was used. This formula is used to see the extent to which the measuring instrument can give relatively no different results if the measurements are taken again to the same symptoms at different times. So the measurement of reliability relates to the consistency and accuracy of measurements. Reliability test results for independent and dependent variables (Appendix 11):

Table 4.12. Instrument Reliability Test Results

Variable	***Alpha Cronbach***	**> / <**	**Constant**	**Information**
Quality of work life (X1)	0.844	>	0.60	*Reliable*
Work Attitude (X2)	.801	>	0.60	*Reliable*
Competence (X3)	.881	>	0.60	*Reliable*
Job Satisfaction (Y)	.886	>	0.60	*Reliable*

Source: SPSS Processed Results (2020)

From the output table the reliability test results above show Alpha Cronbach values for all four variables (X1 = 0.844; X2 = 0.801; X3 = 0.881 and Y = 0.886) used in this study is greater than 0.60. So it can be concluded that all variables in this study are reliable.

4.4.   Statistical Analysis of Data
4.4.1.   Analysis of the coefficient of determination

The influence of quality of work life, work attitude, and competence on job satisfaction of teachers and non-teachers is shown by the coefficient of determination (R2). The coefficient of determination (R2) shows the proportion or percentage of total variation in the variable Y which can be explained by the independent variables X1 X2 and X3.

1. **Partial Determination Coefficient**
   a. The coefficient of determination of the quality of work life (X1) on job satisfaction of teachers and non-teachers (Y) as follows:

   Table 4.13. Partial Determination Coefficient Quality of work life (X1) and teacher and non-teacher job satisfaction (Y)

Correlations

Control Variables			Quality of work life	Teacher and non-teacher job satisfaction
Work attitude	Quality of work life	Correlation	1,000	, 359
		Significance (2-tailed)	.	, 005
		df	0	57
	Teacher and non-teacher job satisfaction	Correlation	, 359	1,000
		Significance (2-tailed)	, 005	.
		df	57	0

Source: SPSS Processed Results (2020)

$$\begin{aligned} KD &= (r)^2 \times 100\% \\ &= (0.359)^2 \times 100\% \\ &= 0.129 \times 100\% \\ &= 12.9\% \end{aligned}$$

This shows that the partial determination coefficient of 0.129 can be interpreted that the influence of the quality of work life on job satisfaction of teachers and non-teachers is 12.9% or in other words 12.9% of variations in the variables of teacher and non-teacher job satisfaction can be explained by the variable quality work life, while the remaining 87.1% is the influence of other variables not included in this research model.

   b. The coefficient of determination of work attitude (X2) on job satisfaction of teachers and non-teachers (Y) is as follows:

   Table 4.14. Coefficient Determination Partial Work Attitude (X2) and Job satisfaction of teachers and non-teachers (Y)

Correlations

Control Variables			Work attitude	Teacher and non-teacher job satisfaction
Competence	Work attitude	Correlation	1,000	, 684
		Significance (2-tailed)	.	, 000
		df	0	57
	Teacher and non-teacher job satisfaction	Correlation	, 684	1,000
		Significance (2-tailed)	, 000	.
		df	57	0

Source: SPSS Processed Results (2020)

$$\begin{aligned} KD &= (r)^2 \times 100\% \\ &= (0.684)^2 \times 100\% \\ &= 0.468 \times 100\% \\ &= 46.8\% \end{aligned}$$

This shows that the partial determination coefficient of 0.468 can be interpreted that the influence of work attitudes on job satisfaction of teachers and non-teachers is 46.8% or in other words 46.8% of the variations in the variables of teacher and non-teacher job satisfaction can be explained by the work attitude variable , while the remaining 53.2% is the influence of other variables that are not included in this research model.

   c. Value of the coefficient of determination of competence (X3) on job satisfaction of teachers and non-teachers (Y) as follows:

   Table 4.15. Partial Determination Coefficient of Competency (X3) and Job satisfaction of teachers and non-teachers (Y)

Correlations

Control Variables			Competence	Teacher and non-teacher job satisfaction
Quality of work life	Competence	Correlation	1,000	, 722
		Significance (2-tailed)	.	, 000
		df	0	57
	Teacher and non-teacher job satisfaction	Correlation	, 722	1,000
		Significance (2-tailed)	, 000	.
		df	57	0

Source: SPSS Processed Results (2020)

$$KD = (r)^2 \times 100\%$$
$$= (0.722)^2 \times 100\%$$
$$= 0.521 \times 100\%$$
$$= 52.1\%$$

This shows that the partial determination coefficient of 0.521 can be interpreted that the effect of competence on teacher and non-teacher job satisfaction is 52.1% or in other words 52.1% of the variable variation in teacher and non-teacher job satisfaction can be explained by the competency variable, while the remaining 47.9% is the influence of other variables that are not included in this research model.

2. **Coefficient of Double Determination**

The coefficient values of multiple determinations of quality of work life (X1), work attitude (X2), and competence (X3) on teacher and non-teacher job satisfaction (Y) are as follows:
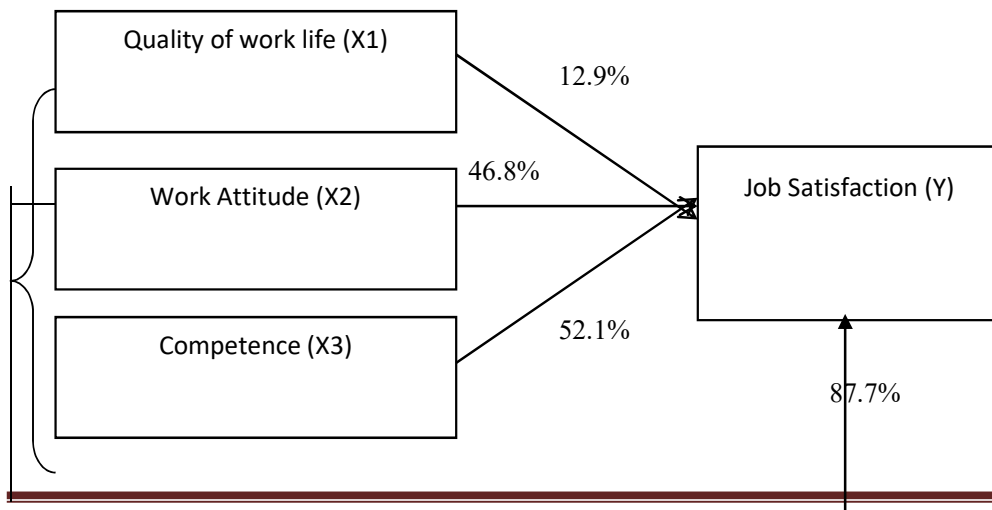
Table 4.16.   Coefficient of Double Determination

Summary Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	, 936a	, 877	, 870	1.26197

a. Predictors: (Constant), Competence, Quality of work life, Work attitude

Source: SPSS Processed Results (2020)

Still in Table 4.16, the results of the calculation of the coefficient of multiple determination with a value of $R^2 = 0.877$ can be interpreted that the influence of the quality of work life, work attitude, and competence together on job satisfaction of teachers and non-teachers is 87.7% or in other words 87 , 7% of the variation in the variable of job satisfaction of teachers and non-teachers can be explained by variables of quality of work life, work attitudes, and competencies together, while the remaining 12.3% is the influence of other variables not included in this research model.

Quality of work life (X1) — 12.9%

Work Attitude (X2) — 46.8% — Job Satisfaction (Y)

Competence (X3) — 52.1%

87.7%

Source: Processed Data Results (2020)

Figure 4.5 The results of the coefficient of partial and multiple determination.

4.4.2. Hypothesis test

1. Partial testing

Table 4.17. Partial Hypothesis Testing quality of work life (X1), work attitude (X2), and competence (X3) on job satisfaction (Y)

Coefficientsa

Model		t	Sig.
1	(Constant)	2,856	, 006
	Quality of work life	3,068	, 003
	Work attitude	4,639	, 000
	Competence	3,651	, 001

a. Dependent Variable: Job satisfaction of teachers and non-teachers (Y)
Source: SPSS Processed Results (2020)

a. Effect of quality of work life (X1) on job satisfaction (Y)

Ho: $\rho_{y1.23} = 0$ partially the coefficient of population correlation between the quality of work life and the job satisfaction of teachers and non-teachers at SMAN 102 Jakarta, Cakung, East Jakarta is not significant

Ha $\rho_{y1.23} \neq 0$ partially the coefficient of population correlation between quality of work life and job satisfaction of teachers and non-teachers at SMAN 102 Jakarta, Cakung, East Jakarta is significant

After testing the hypothesis of the above-mentioned research and based on the results of the calculation of SPSS Version 24.0, the P-value of X1 variable is 0.003 (Table 4.17) smaller than the real level or 0.003 <0.05. Therefore, it can be concluded that Ho is rejected or Ha accepted, partially there is a significant influence on the quality of work life on the job satisfaction of teachers and non-teachers at SMAN 102 Jakarta, Cakung, East Jakarta.

b. Effect of work attitude (X2) on job satisfaction (Y)

Ho: $\rho_{y2.13} = 0$ partially the population correlation coefficient between work attitudes on teacher and non-teacher job satisfaction at SMAN 102 Jakarta, Cakung, East Jakarta is not significant

Ha: $\rho_{y2.13} \neq 0$ partially the population correlation coefficient between work attitudes on teacher and non-teacher job satisfaction at SMAN 102 Jakarta, Cakung, East Jakarta is significant

After testing the hypothesis of the above research and based on the results of the calculation of SPSS Version 24.0, the P-value variable X2 of 0,000 (Table 4.17) is smaller than the real level or 0,000 <0.05. Therefore, it can be concluded that Ho is rejected or Ha accepted, partially there is a significant influence of work attitude on teacher and non-teacher job satisfaction at SMAN 102 Jakarta, Cakung, East Jakarta

c. Effect of competence (X3) on job satisfaction (Y)

Ho: $\rho_{y3.12} = 0$ partially the coefficient of population correlation between competencies and job satisfaction of teachers and non-teachers at SMAN 102 Jakarta, Cakung, East Jakarta is not significant

Ha: $\rho_{y3.12} \neq 0$ partially the population correlation coefficient between competence and job satisfaction of teachers and non-teachers at SMAN 102 Jakarta, Cakung, East Jakarta is significant

After testing the hypothesis of the above-mentioned research and based on the results of the calculation of SPSS Version 24.0, the X3 variable P-value of 0.001 (Table 4.17) is smaller than the real level or 0.001 <0.05. Therefore, it can be concluded that Ho is rejected or Ha accepted, partially there is a significant effect of competence on teacher and non-teacher job satisfaction at SMAN 102 Jakarta, Cakung, East Jakarta.

Table 4.18. Results of partial hypothesis testing X1, X2, X3 with Y

Variable	Significance Test Results	Decision process
Quality of work life (X1)	0.003 <0.05	Significant
Work Attitude (X2)	0,000 <0.05	Significant
Competence (X3)	0.001 <0.05	Significant

Source: Processed Data Results (2020)

2. **Multiple tests**

Table 4.19.   Multiple Hypothesis Testing quality of work life (X1), work attitude (X2), and competence (X3) on job satisfaction (Y)

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	635,799	3	211,933	133,075	000b
	Residual	89,184	56	1,593		
	Total	724,983	59			

a. Dependent Variable: Job satisfaction of teachers and non-teachers

b. Predictors: (Constant), Competence, Quality of work life, Work attitude

Source: SPSS Processed Results (2020)

Ho: $\rho_{y123} = 0$ the correlation coefficient of the population between the quality of work life, work attitude and competence on job satisfaction of teachers and non-teachers at SMAN 102 Jakarta, Cakung, East Jakarta is not significant

Ha: $\rho_{y123} \neq 0$ multiple population correlation coefficients between the quality of work life, work attitudes and competence on teacher and non-teacher job satisfaction at SMAN 102 Jakarta, Cakung, East Jakarta are significant

After testing the hypothesis in accordance with the test steps mentioned in the previous chapter and based on the results of the calculation of SPSS Version 24.0, the Significance F obtained is 0,000 (Appendix 15) smaller than the real level or 0,000 <0.05. Therefore it can be concluded that Ho is rejected or Ha is accepted, then simultaneously (multiple) there is a significant influence on the quality of work life, work attitude and competence on job satisfaction of teachers and non-teachers at SMAN 102 Jakarta, Cakung, East Jakarta which means the addition and reduction of quality work life, work attitude, and competence will have a significant impact on increasing and decreasing job satisfaction.

Table 4.20. Results of multiple hypothesis testing X1, X2, X3 with Y

Variable	Significance Test Results F	Decision process
Quality of work life (X1), work attitude (X2), Competence (X3)	0,000 <0.05	Significant

Source: Processed Data Results (2020)

4.5. Research Findings

Based on the research analysis shows that Partially the coefficient of population correlation between the quality of work life and job satisfaction of teachers and non-teachers at SMAN 102 Jakarta, Cakung, East Jakarta is significant where P-value variable X1 of 0.003 is smaller than the real level or 0.003 <0.05 then Ho is rejected or Ha accepted. With the contribution of the influence of quality of work life on job satisfaction by 12.9% or in other words 12.9% of variations in work satisfaction variables can be explained by the variable quality of work life, while the remaining 87.1% is the influence of other variables not included in the model this research. P.eThis research is in line with the opinion of several experts including Griffin (2014: 81), statedThe conditions under which workers work and live, this is an important factor affecting worker satisfaction or vice versa and consequently job satisfaction. ScHermerhorn (2002: 14), statesof course employees can accept that job satisfaction is important based only on the quality of work life; namely people who are worthy of having satisfying work experience′ Of course it can be accepted that job satisfaction can be affected by the quality of work life so that both become satisfying work experiences.This is in accordance with previous research conducted by Hamidi, Jufri, Karta (2016), Moh Khoiri (2017), Fatihe Kermansaravi et al (2015) and Tanushree Bhatnagar, Harvinder Soni (2015) who stated that there was an influence on the quality of work life on job satisfaction.

Partially the population correlation coefficient between work attitudes on teacher and non-teacher job satisfaction at SMAN 102 Jakarta, Cakung, East Jakarta is significant where the P-value variable X2 is 0,000 smaller than the real level or 0,000 <0.05 then Ho is rejected or Ha is accepted . With the contribution of the influence of work attitude on job satisfaction by 46.8% or in other words 46.8% of variations in job satisfaction variables can be explained by work attitude variables, while the remaining 43.2% is the influence of other variables not included in this research model .Griffin (2014: 81), states that, attitudes are based on emotions, knowledge, and intended behavior. Cognitive dissonance arises from attitudes, behaviors, or both that are conflicting or incompatible. Job satisfaction or organizational dissatisfaction and commitment are important attitudes related to work. Employee moods, assessed in terms of positive or negative effectiveness, also influence attitudes in the organization. "his job. Someone with a high level of job satisfaction has a positive attitude towards his job. Someone who is not satisfied has a negative attitude.This is in line with previous research conducted by Jefan Basten Kembau, Greis M. Sendow and Hendra N. Tawas (2018) who said that work attitude influences job satisfaction.

Partially the population correlation coefficient between competence and teacher and non-teacher job satisfaction in SMAN 102 Jakarta, Cakung, East Jakarta is significant where the P-value of variable X3 is 0.001 smaller than the real level or 0.001 <0.05 then Ho is rejected or Ha is accepted. With the contribution of the influence of competence on job satisfaction by 52.1% or in other words 52.1% variations in job satisfaction variables can be explained by competency variables, while the remaining 47.9% is the influence of other variables that are not included in this research model.Teachers are the spearhead of the success of education so they need to make efforts to reform both internally and externally then what must be met by teachers by understanding and mastering the basic competencies required. In the learning process in the corridor Competency Based

Curriculum is strongly supported by the ability of teachers to pay attention to a number of things related to the learning approach of Competency Based Curriculum including child development, child independence, vitality of democratic relationship models, vitality of explorative souls, Freedom, living children's experiences, balance of developmental aspects personal and social and emotional intelligence.This is consistent with the results of previous studies conducted by Asfar et al (2014), Lilis Suriani Maria Siritoitet (2015), Jefan Basten Kembau, Greis M. Sendow and Hendra N. Tawas (2018) and Fikri Adam, Jeny Kamase (2020) which says there is an effect of competence on job satisfaction.

The correlation coefficient of the population between the quality of work life, work attitude and competence on job satisfaction of teachers and non-teachers at SMAN 102 Jakarta, Cakung, East Jakarta is significant, which means the addition and reduction of quality of work life, work attitude, and competence will have a significant impact on improving and decreased job satisfaction where Significance F of 0,000 is smaller than the real level or 0,000 <0.05 then Ho is rejected or Ha is accepted. With the contribution of the influence of the quality of work life, work attitude, and competence together to job satisfaction by 87.7% or in other words 87.7% of variations in the variable of job satisfaction can be explained by variables of work life quality, work attitude, and competence together, while the remaining 12,

V.   CONCLUSIONS AND SUGGESTIONS
5.1.   Conclusion
Based on research analysis shows that:

1. Partially the population correlation coefficient between the quality of work life and job satisfaction of teachers and non-teachers at SMAN 102 Jakarta, Cakung, East Jakarta is significant where P-value variable X1 of 0.003 is less than the real level or 0.003 <0.05 then Ha is accepted, means the quality of work life if it increases, job satisfaction will increase, while the contribution of the effect of quality of work life on job satisfaction by 12.9% or in other words 12.9% of variations in work satisfaction variables can be explained by the variable quality of work life, while the remaining 87 , 1% is the influence of other variables that are not included in this research model.

2. Partially the population correlation coefficient between work attitudes on teacher and non-teacher job satisfaction at SMAN 102 Jakarta, Cakung, East Jakarta is significant where the P-value variable X2 is 0,000 smaller than the real level or 0,000 <0.05 then Ha is accepted, meaning the attitude work when experience increases, job satisfaction will increase, while the contribution of the influence of work attitude on job satisfaction by 46.8% or in other words 46.8% of variations in job satisfaction variables can be explained by the variable work attitude, while the remaining 43.2% is the effect Other variables were not included in this research model.

3. Partially the population correlation coefficient between competence and teacher and non-teacher job satisfaction at SMAN 102 Jakarta, Cakung, East Jakarta is significant where the P-value variable X3 is 0.001 smaller than the real level or 0.001 <0.05 then Ha is accepted, meaning competence if has increased the job satisfaction will increase, while the contribution of the influence of competence on job satisfaction by 52.1% or in other words 52.1% variation in the variable job satisfaction can be explained by the competency variable, while the remaining 47.9% is the influence of other variables that are not incorporated into this research model.

4. The correlation coefficient of the population between the quality of work life, work attitude and competency on job satisfaction of teachers and non-teachers at SMAN 102 Jakarta, Cakung, East Jakarta is significant, which means the addition and reduction of quality of work life, work attitude, and competence will have a significant effect on increasing and a decrease in job satisfaction where Significance F of 0,000 is smaller than the real level or 0,000 <0.05 then Ha is accepted, meaning that the quality of work life, work attitude, and competence if there is an increase will increase job satisfaction,

while the contribution of the influence of the quality of work life, work attitude, and competency together towards job satisfaction by 87.7% or in other words 87.7% of variations in job satisfaction variables can be explained by the variable quality of work life, work attitude and competency together, while the remaining 12.3% is the influence of other variables that are not included in this research model.

5.2.   Suggestion

Based on the results of the analysis of the discussion and conclusions that have been made, the suggestions that can be given are as follows:

1. Based on the statement of the lowest variable quality of work life in number 1 "There is an opportunity for me to attend education and training" agencies should in this case the DKI Jakarta Education Office provide opportunities for teachers and non-teachers of SMAN 102 Jakarta, Cakung, East Jakarta to attend education and training that the holding.

2. Based on the lowest statement of work attitude variable at number 4 "In carrying out my daily tasks I do well" and 5 "I always finish every task that is entrusted to me" suggested the school provides an assessment of teachers and teachers who work well and give appreciation for its performance

3. Based on the statement of the lowest competency variable at number 2 "With the understanding that I know, I can do the work from the school agency" it is suggested that the school provides good facilities and infrastructure for teachers and non-teachers at work

4. Based on the lowest statement of job satisfaction variable at number 3 "The salary / salary received from satisfying me " It is recommended that the DKI Jakarta Education Agency provide other allowances for teachers and non-teachers.

REFERENCE LIST

Ahmadi. 2012. Management of Islamic Education. Laksbang Pressindo. Yogyakarta.

Asfar et al. 2014. The Effect of Teacher Competency on Job Satisfaction of Pariaman State High School Teachers. Journal of Education Policy and Development Volume 2. Number 2. July 2014; 101-106 ISSN: 2337-7623; EISSN: 2337-7615

Azwar 2015. Preparation of Psychology Scale Edition 2. Library. Learn. Yogyakarta.

Broto 2012.*Effective Communication*. Indonesian Council. Jakarta.

Busro, Muhammad. 2018.*Theories of Human Resource Management*. Prenada Media. Jakarta

Cascio. 2012. Managing Human Resorce Management Productivity. Quality of Work Life. Profits 9th edition. McGraw-Hill Irwin. New York America

Chrisienty. 2015. The Influence of Quality of Work Life on Organizational Commitment of Employees at CV Sinar Plasindo. AGORA Vol. 3. No. 2. (2015) ISSN: 4025-1072

Donni. 2017.*HR Management in Public and Business Organizations*. Bandung: Alfabeta

Fatihe, Kermansaravi et al. 2015. The Relationship Between Quality of Work Life and Job Satisfaction of Faculty Members in Zahedan University of Medical Sciences. Global Journal of Health Science; Vol. 7. No. 2; 2015 ISSN 1916-9736 E-ISSN 1916-9744 Published by the Canadian Center of Science and Education

Fikri, Adam. And Jeny Kamase. 2019. The Effect Competence And Motivation To Satisfaction And Performance. *International Journal of Scientific & Technology Research Volume 8. ISSUE* 03. MARCH 2019 ISSN 2277-8616.

Gibson, Ivancevich and Donnely. 2010. Organization. Behavior. Structure. Process. eighth edition. Binarupa Aksara. Jakarta

Griffin, William 2014. Organizational Behavior. Salemba Empat. Jakarta.

Hamidi, JufriKarta. 2016. The Effect of Quality of Work Life and Teacher Performance on Job Satisfaction of Public High School Teachers in the City of Mataram. Educational Professional Scientific Journal Volume: 1 No: 2 November 2016 ISSN: 2502 - 7069

Handoko, T. Hani. 2015. Management second edition. BPFE. Yogyakarta.

Haryanto. 2013.Organizational Commitment and Its Development. Unitas Journal 4.2: 59-80. Jakarta

Husnawati, Ari. 2013.Analysis of the Effect of Quality of Work Life on Employee Performance with Commitment and Job Satisfaction as Intervening Variables (Study at PERUM Pegadaian Regional Office VI Semarang). Semarang: Diponegoro University.

Jannatin 2012.Effect of Quality of Work Life on Production Employee Productivity. Journal Vol. 1 Number 22. Jakarta.

Jefan Basten Goes Back. Greis M. Sendow and Hendra N. Tawas. 2018. The Influence of Work Involvement and Work Competence on Job Satisfaction and Performance of Elementary School Teachers in Malalayang District, Manado City. EMBA Journal Vol.6 No.4 September 2018. Pg. 3428 - 3437. ISSN 2303-1174

Jones, J. George. 2012.*Understanding and Managing Organizational Behavior*. Pearson Education. Inc. New Jersey

Judge. 2012. Organizational Behavior Book 2. Salemba Empat. Jakarta.

Kanten 2012An empirical research on relationships quality of work life and work engagement. Procedia - Social and Behavioral Science. Vol. 62. Pg. 360-366

Kasali, Rhenald. 2015.*Public Relations Management*. PT Pustaka Utama Grafiti. Jakarta.

Katz. 2012. The Social Psychology of Organization. A Willey International Edition. The USA

Lilis, Suriani and Maria Siritoitet. 2015. Effect of Personality Competence. Teachers' Teaching Attitudes And Teacher Job Satisfaction Toward Teacher Performance in North Nagai Pagai Middle School. E-Journal of Economic Education Teacher Training and Education (STIKIP) PGRI West Sumatra Padang 2015 ISSN: 4025-1025.

L.iliweri. 2012.*Interpersonal Communication*. PT. Citra Aditya Bakti. Bandung.

Luthans, Fred. 2011*Organizational behavior*. Tenth Edition. Andi. Yogyakarta.

Mocci, James. 2012. The Proncipil Of Management. By Free Press. New York.

Moeheriono. 2014. *Competency-based Performance Measurement*. Ghalia Indonesia Publisher. Bogor.

Moh Khoiri. 2017. The Effect of Quality of Work Life and Work Attitudes on Job Satisfaction of State High School Teachers in Jekan Raya District, Palangka Raya City, Central Kalimantan Province. EDUKA Journal of Education. Law and Business Vol.1 No. V December 2017 ISSN: 2505-5406

Muljani et al. 2013.The Effect of Transformational Leadership and Quality of Work Life on Work Motivation and Employee Job Satisfaction (Study of Educators Led by Female Leaders at Widya Mandala Catholic University in Surabaya). Journal of the Faculty of Administrative Sciences Universitas Brawijaya Vol. 1 Number 7.

Mulyasa 2012.*Teacher Competency Standards and Certification*. PT Youth Rosdakarya. Bandung.

Munandar. 2012.*Gifted Child Creativity Development.* Rineka Cipta. Jakarta.

Narimawati, Umi. 2016. Human Resource Management Research. AgungMedia. Jakarta.

Olii. 2012. HR Management. Rineka Cipta. Jakarta.

Palan. 2017.*Competency Management: Technical Implementing Competency Based HR Management to Improve Organizational Competitiveness.*PPM. Jakarta

Panggabean, M. 2012. Human Resource Management. Ghalia Indonesia. Jakarta.

Priyatno, Duwi. 2012. Quick Learning Method of Data Analysis with SPSS 20. Andi Offset. Yogyakarta.

Robbins. Stephen P. and Coulter. 2012.*Management Twelfth Edition*. Pearson Education Limited. The USA.

_____. 2015. Organizational Behavior: Concepts. Controversy. Application. Indonesian edition. PT Prenhallindo. Jakarta.

ScHermerhorn. 2013.*Introduction to Management. Twelfth edition. ISBN: 978-1-118-32402-8. John Wiley & Sons. Singapore*

Schiffman 2012.*Consumer Behavior.*10th Edition. Pearson Education. Inc. New Jersey.

Awarmayanti. 2012. Human Resource Management. Refika. Aditama. Bandung.

Now, Uma. 2014 Research Methods for Business: A skill. Building Approach. John Wiley. New York.

S.everin and Tankard. 2013 Communication Theory. History. Method. & Exposure in Mass Media. Kencana Prenada Media Group. Jakarta.

Sudarmanto. 2012 HR Competency Performance and Development. Learning Library. Yogyakarta.

Sugiyono 2015.*Quantitative Research Methods. Qualitative. and R&D.*Alfabeta. Bandung.

Sulistiyani and Rosidah. 2013. Human Resource Management. Graha Science. Yogyakarta.

S.uneth. 2012.*The Effect of Quality of Work Life on Employee Performance at PT. Sulselbar Bank*. Makassar Hasanuddin University

Sutrisno, Edy. 2014. Human Resource Management. Fifth Matter. Prenada Media. Yogyakarta.

Suyanto and Asep Jihad. 2013.Become a professional teacher. Strategies to improve Teacher Qualifications and Quality in the Global Era. The essence of Erlangga Group. Jakarta.

Tanushree, Bhatnagar and Harvinder Soni. 2015. Impact of Quality of work life on Job satisfaction of School Teachers in Udaipur city. IOSR Journal of Business and Management (IOSR-JBM) e-ISSN: 2278-487X. p-ISSN: 2319-7668. Volume 17. Issue 3.Ver. II (Mar. 2015). PP 10-14*www.iosrjournals.org*

Taylor and Cozensa. 2012. Social penetration: The development or interpersonal relationship. Holt. Rinehart & Winston. New York.

Umar, Hussein. 2015.*HR Design Research and Employee Behavior*. Rajawali Press. Jakarta.

Uno, 2012. *Learning with the PAIKEM Approach*. Earth Literacy. Jakarta

Veithzal, Rivai 2016 Human Resource Management for Companies. 7th edition. PT Rajagrafindo. Depok.

Wibowo. 2014 Performance Management. third edition. Rajawali Press. PT. RajaGrafindo Persada. Jakarta

Yuli 2015. Human Resources Management. UMM Press. Poor

Yusuf. 2013. Effect of Quality of Work Life. Work Commitment. And Motivation Towards Job Satisfaction (Case Study of PDAM Makassar Employees). Journal of Economics Vol. 2 Number 17.

CURRICULUM VITAE

Personal data

Name	: Novia Rosa
NPM	: 21150000262
Place and date of birth	: Jakarta, July 3, 1997
Religion	: Islam
Gender	: Woman
Citizenship	: Indonesia
Address	: JL. Kayu Tinggi, Cempaka VI RT 006 RW 09 No. 94 Cakung, East Jakarta
Status	: Single
Telephone	: 08989099240
E-mail	: Noviarosaa48@gmail.com

Formal education

SDN 03 morning   : 2003-2009
Middle School 262   : 2009-2012
N 102 High School   : 2012-2015
STIE Indonesia Jakarta : 2015-2020

Organizational experience

Join UKMJ STEI Indonesia management organization