



DESCRIPTIVE STUDY OF TEACHERS' LOYALTY IN YAA BUNAYYA 1 KINDERGARTEN, SURABAYA

TIKA IZZATUL AF'IDAH

Universitas Airlangga, Airlangga St. No. 4-6, Surabaya - 60286

E-mail: tqatulafidah@gmail.com

ABSTRAK

Loyalitas guru merupakan hal yang penting karena turnover guru yang terlalu sering akan berdampak buruk kepada para murid. Para guru KB/TK Yaa Bunayya 1 Surabaya memiliki loyalitas yang sangat tinggi, dimana sebagian besar para guru di sekolah ini telah bekerja di atas 3 tahun, meskipun para guru ini digaji dibawah UMK Kota Surabaya. Studi ini bertujuan untuk mengetahui faktor-faktor yang mempengaruhi loyalitas para guru terhadap lembaga pendidikan tempatnya bekerja selain kompensansi finansial. Penelitian ini menggunakan metode wawancara semi terstruktur dengan para guru yang telah bekerja selama minimal 6 tahun dan disertai dengan observasi untuk mendapatkan data tambahan. Beberapa hal yang mempengaruhi loyalitas para guru di luar gaji adalah lingkungan kerja, hubungan dengan rekan kerja dan atasan, serta landasan keagamaan.

Kata kunci: studi deskriptif; loyalitas; non-financial reward; guru; gaji

ABSTRACT

Teachers' loyalty is an important thing as frequent teachers' turnover will have negative effect towards students. Teachers in Yaa Bunayya 1 Kindergarten Surabaya are highly loyal towards their school, where most teachers had worked for more than 3 years even though their wages are below minimum payment in Surabaya City. This study aimed to magnify factors that contribute towards teacher's loyalty upon their organization aside from financial reward. This study used semi-structural interview with teachers that has worked in the school for at least 6 years, along with observation to obtain secondary data. Some things that contribute towards teachers' loyalty aside from wage are work environment, relationship with co-workers and supervisors, and religious believe.

Keywords: Descriptive Study; loyalty; non-financial reward; teacher; wage

INTRODUCTION

Ronfeldt *et al.* (2013) stated that *turnover* has a negative impact on the performance of children who have been at the school since the previous grade. Guin (2004) found that *turnover* also had an impact on fellow teachers, where more senior teachers had less time to interact with students because they had to assist new teachers. *Turnover* can be viewed as the frequency with which a workplace gets and loses its employees, or how long an employee usually works at that place (Choi *et al.*, 2012). This means, an employee's loyalty to his place of work is reflected in the *turnover* at that place.

Loyalty according to Hasibuan (2001, in Soegandhi, 2013) is loyalty to their work, position, and organization, which is reflected in their willingness to defend the organization. Soegandi (2013) also stated that loyalty means a strong drive to remain part of the workplace. Rajputs *et al.* (2016) found that factors underlying employee loyalty include a sense of belonging, involvement in doing work, and organizational commitment.

Rusbult & Farrell (1983) who examined the phenomenon *turnover* of voluntary employee *reward* that is greater than *cost* to be incurred. Galvin & Brommel (1982) stated that *reward* consists of anything that fulfills one's needs, satisfaction, pleasure and gratification. Everyone has *reward* a different

Kurnia et al. (2018) in his study of SMA Negeri 10 Samarinda Sebrang teachers found that there was a relationship between improving the quality of work life and loyalty. Factors that affect the quality of work life according to Cascio & Wayne (nd, in Irawati, 2015 in Kurnia, 2018) are an innovative reward system, participation, and a conducive work environment.

One example of the phenomenon of high loyalty occurs in KB/TK Yaa Bunayya 1, which is one of the educational institutions under the auspices of PP Hidayatullah Surabaya. Teachers who work in the Yaa Bunayya 1 KB/Kindergarten tend to stick around for quite a long time. Based on the *tirto.id* report, the UMK for the city of Surabaya in 2020 is IDR 4.2 million. When asked about the amount of salary they receive, Yaa Bunayya 1 KB/Kindergarten teachers who have taught for 10 years and over do not reach that figure. The research question is "why is the loyalty of Yaa Bunayya 1 KB/Kindergarten teachers so high even though their salary in 2020 does not reach the Surabaya City UMK?"

RESEARCH METHODS

Location and Time of Research

Interviews were conducted in person at Yaa Bunayya 1 Surabaya KB/Kindergarten which is located within the Hidayatullah Islamic Boarding School Foundation complex in early November 2020 accompanied by observations during 2017-2020.

Method

This study uses a descriptive qualitative method, which allows researchers to find out the many factors that contribute to a teacher's loyalty and is not limited to a few factors. The method used to obtain primary data was through semi-structured interviews with teachers and curriculum director KB/TK Yaa Bunayya 1. The interviews were conducted in person at the school in early November 2020. This primary data was then supported by secondary data obtained through observation. The results of this interview will be compared with loyalty factors according to Steers & Porter (in Kusumo, 2006 in Soegandhi, 2013) states that job loyalty is influenced by four things: personal characteristics, job characteristics, company design characteristics, and experience gained from work . Plus factors regarding motivation, job satisfaction, and religious factors.

There were seven interviewees interviewed for this study, of which six were teachers who had worked for more than five years and one curriculum director who had been a principal at the same school. The resource persons were determined through *purposive sampling*, namely by selecting teachers who had worked for more than 3 years. This figure is

one year added to the average length of time someone has worked in an organization or company according to jobstreet.com Country Manager, Faridah Lim, when interviewed by Jawa Pos in 2016. The teacher resource persons in this study were identified as resource persons A, B, C, D, E, and F while the resource persons for the curriculum director were resource persons G.

RESULTS AND DISCUSSION

Personal

Characteristics These characteristics include personal matters concerning the interviewees, including age, years of service, gender, level of education, and so on. Resource persons A, C, E, and F have educational backgrounds as teachers of early childhood and work as kindergarten teachers directly after college. The possibility for them to find a job that is not in accordance with their educational background will be small because this profession is in accordance with the knowledge and *training* that the resource persons received in college.

Murali et al. (2017) through his study found that women tend to be more loyal to their workplace than men. Murali also stated that as they get older, the tendency of their respondents to leave their place of work is less and less. The seven informants are all female. Informants C, E, and F are in their mid-30s while informants A, B, D, and G are in their late 40s. Their tendency to change jobs is small because they are older than teachers and new employees who are in their early to mid-20s.

Job Characteristics

A job as an early childhood teacher is not only responsible for children's basic educational abilities, but also their daily behavior and abilities. In addition, teachers also have a responsibility to advise parents on their children's interests, talents and abilities.

Wright & Bonnett (1991) stated that one of the factors that influence an employee's ability to adapt to his workplace is the employee's ability to meet the *demands* of their work. Seeing that teachers spend most of their time with children, work challenges that come from parents will not have a significant effect on the loyalty of resource persons to their place of work. Equipped with training once a month held by the school, the resource persons also have the provision of knowledge to deal with the behavior of their students and therefore can survive to work at the school.

The challenges faced by classroom teachers are certainly different from the challenges faced by those in the position of school principals. Resource person G, who has previously held this position, stated:

“The challenge from the outside is clear because there are many new kindergartens, so we must continue to innovate. From within, yes, we have to keep the team strong, stay united, and like teachers, they also have to have qualified educational knowledge” (Informant G)

. Job characteristics also include opportunities for social interaction. The informants revealed that the relationship they had with their co-workers was good. Such as the experience of Resource Person E who was escorted by the school principal and his co-workers to the hospital to give birth because he had experienced contractions during working hours. Conflict resolution through dialogue between disputing parties has also proven to be effective when referring to the answers of informants who feel that there are no problems with their co-workers, and even feel that there is a sense of kinship in their work environment.

Corporate Design Characteristics

The hierarchy in this school is only structured on paper based on the duties and responsibilities of each teacher and employee and is not binding in terms of interaction. Just because someone is in the position of head of school, that person doesn't necessarily act authoritarian towards other teachers. Driven by the possibility that the principal and deputy principal may exchange positions in one or several later periods, it can be said that the principal and his deputies have an almost equal relationship.

Teachers also have a good relationship with their superiors and have the opportunity to express ideas or problems encountered in class in weekly meetings which are held every Friday afternoon after school hours. The relationship between those who serve as regular teachers and the principal, deputy principal, and curriculum director is classified as *casual*. As stated by resource persons A and C:

"In that case, there is no problem with the superiors, they are like friends. It's all the same here. Sometimes those of us who are positioned below are supposed to have uploaded and uploaded, but later on we also forget when we have chatted. For example, we want to meet the director (Informant G, who serves as curriculum director) and then we have to make an appointment for such an hour, such a date, we don't have to use that. Just come. There are no partitions here," (Informant A)

"The boss is good, nurturing. I am also always asked by my boss how, is there a problem? The term here is not to let us feel that here we are fighting alone, we are working alone, but together." (Informant C)

A healthy relationship between superiors and subordinates can foster an employee's sense of loyalty (Leverin & Liljander, 2006 in Park et al., 2014). Seeing that the six informants had no *complaints* against their superiors, even mentioning that their superiors were kind and cared for their needs, this shows that the sense of loyalty of the six informants was built because of their good relationship with their superiors.

Experience Gained

These factors include a positive attitude towards the company, a sense of trust, and a sense of security. Informants A, B, and F stated that while working at other schools, a desire arose to teach at KB/TK Yaa Bunayya 1. Resource persons C re-registered to work at the school upon returning from Sumatra. Resource person D had no objection to starting work at Yaa Bunayya 1 KB/Kindergarten at the age of 41 after serving as principal at a school in Jember. When asked if they had the desire to move to another school, the seven informants stated that they did not.

This means that the informants had a positive view before working at the Yaa Bunayya 1 KB/Kindergarten, and this positive view did not change after the informants taught at the school. A sense of security and comfort was also expressed by Resource Persons F and G, and this encouraged the positive views held by the resource persons, enabling the resource persons to remain in their places of work for many years.

Motivation

Many previous studies have looked at the influence between work motivation and employee loyalty. Some of them are research by Wibowo (2003) and Martiwi et al. (2012). Both studies found that work motivation has a significant impact on employee loyalty.

Resource person A has a master's degree in education. Resource persons C, E, and F also have degrees in PGTK. Resource persons C, E, F, and G started their careers as kindergarten teachers immediately after graduating from university. Even though Resource Person D holds a degree in secondary school teaching, her *passion* is teaching young children. While informants B and G did not mention their field of education, both of them had years of experience as early childhood teachers and had never taught children at a higher level than elementary school. Accompanied by frequent training, the knowledge they get is very useful in their work. This means that their motivation for working as early childhood teachers is twofold: this work is the *passion* of the resource persons, and to apply the knowledge they have acquired.

Job satisfaction

Job satisfaction is a topic of interest to many researchers because employees who are satisfied with their jobs will bring high productivity due to minimal distractions such as absent employees, departure of competent employees, and disturbing incidents (Brown & Sargeant, 2007). Job satisfaction according to Robbins (2003, in Triyono et al., 2020) is the general attitude of an individual towards his work. The most important aspects of job satisfaction are salary, benefits derived from work, existing supervision, colleagues, and the *nature of work* (Spector, 2020).

It was revealed from the start that the interviewees did not get a salary that was in accordance with the Surabaya City UMK. However, the interviewees stated that they felt no

problem with the salary they were getting, even Resource Person C stated that to the best of his knowledge, no teacher had asked their superiors for a raise.

Aspects of the benefits of the job in question are health insurance, sick leave, maternity leave, and so forth. Even though health insurance is not mentioned, teachers in Yaa Bunayya 1 KB/Kindergarten can take maternity leave and sick leave. Good supervision from superiors and how good the relationship between superiors and those being supervised is a measure of the supervision aspect. Informants A, B, C, D, E, and F stated that their relationship with their superiors was going well. Informant C stated that the principal was also diligent in asking what problems the teachers were facing. In addition to these questions, weekly meetings also help superiors to ask teachers directly about problems that occur in class.

Religion

In the interview process, it was revealed that religion was part of the personality of the seven interviewees. The sources mentioned *sami'na wa atho'na* during the interview process, this shows that they are willing to carry out their religious teachings without protest. In the context of payroll, Resource Person F stated this as one of the reasons why he did not demand more salary:

"All this time wes sami'na wa atho'na , yes, be grateful. Because if you compare it outside, it's lacking. What's important here is to be enjoyed, lived, and grateful for." (Informant F, 2 November 2020)

This sentence was also stated by Resource Person E in the context of his relationship as a teacher with his superiors:

"Because here we have been forged to be sami'na wa atho'na, so even though the task is heavy (given by the superior), but yeah, we're still doing it." (Source E, 1 November 2020)

Even though these teachers do not have the status of preachers, they implicitly view their position as the pastor, namely working to carry out their religious teachings. This is in line with a study conducted by Mancuso (2003, in Brown & Sargeant, 2007) which examined Catholic elementary school teachers and found that teachers at these schools view their work as a calling or spiritual journey.

McDuff conducted a study of Protestant pastors in two denominations in America, namely the *United Church of Christ* and *Disciple of Christ* in 1996. Her study departed from the fact that she saw that female pastors were more likely to carry out assignments in rural areas with inadequate facilities than pastors. men, but their level of satisfaction was higher than the male priests. Female priests are also less likely to be promoted than male priests. McDuff found that female pastors are more likely to choose *subjective rewards* than *objective* or material rewards compared to male pastors (McDuff, 2001).

Referring to McDuff's study, because the interviewees are female, the interviewees tend to choose to receive *rewards* subjectiveA sense of security and comfort, as expressed by Resource Persons A, F, and G in their work environment or a sense of kinship felt by Resource Persons B and C or even the satisfaction of being able to work according to their *passion*, such as Resource Person D, can be considered as *reward* . they receive in exchange for material compensation in the form of an adequate salary.

CONCLUSION

Although the salary received by the Yaa Bunayya 1 KB/Kindergarten teachers in 2020 did not reach the 2020 Surabaya City UMK, there were other things that caused these teachers to continue working at the school. Based on the results of the interviews, there are two sides that influence the loyalty of these teachers. The first side is the work environment side, namely:

- There is a work environment that is safe, comfortable, and constructive.
- There is a harmonious relationship with co-workers and superiors
- Conflict resolution between colleagues in the form of dialogue that has proven effective.
- The attitude of superiors towards teachers and employees is democratic and not rigid.

The second side is the personal side of the KB/Kindergarten teachers Yaa Bunayya 1. The factors that influence the loyalty of teachers from a personal perspective are:

- The work that is owned by the KB/TK teacher Yaa Bunayya 1 is in accordance with *passion* they have and in accordance with their educational background. received. This is also driven by training in accordance with the job.
- KB/TK teacher Yaa Bunayya 1 gets *subjective rewards* from her work in exchange for material compensation, in the form of a sense of security and a sense of kinship, as well as the satisfaction of being able to work in accordance with *passion* her
- .

The results of this study can be used as suggestions for similar educational institutions in an effort to build teacher and employee loyalty to their place of work. In addition, this research can provide opportunities for other studies regarding the loyalty of teachers and employees to their place of work, especially regarding the factors that influence loyalty, including the influence of religion and beliefs on employee loyalty.

ACKNOWLEDGEMENT

This research can run smoothly thanks to the help of various parties. Therefore, many thanks go to the Director of the Postgraduate School, Airlangga University and the Head of the Human Resource Development Masters Study Program for their guidance, as well as the teachers and employees of KB/TK Yaa Bunayya 1 Surabaya for their availability to participate in this research.

BIBLIOGRAPHY

Journal Articles

- Brown, D. & Sargeant, M.A. (2007). Job Satisfaction, Organizational Commitment, and Religious Commitment of Full-Time University Employees. *Journal of Research on Christian Education*. 16: 211-241, 2007
- Choi, S.L., Ajagbe, M.A., Nor, K.M., Suleiman, E.S. (2012) The Approaches to Increase Employees' Loyalty: A Review on Employees Turnover Models. *Australian Journal of Basic and Applied Sciences*, 6(10): 282-291, 2012
- Guin, K. (2004). Chronic Teacher Turnover in Urban Elementary Schools. *Education Policy Analysis Archive, Volume 12 Number 42. August 26, 2004*
- Kurnia, E.E., Purwaningrum, E.K., Sari, M.T. (2018). Pengaruh Kualitas Kehidupan Kerja Guru Terhadap Loyalitas Guru di Sekolah SMA Negeri 10 Samarinda Sebrang, Kalimantan Timur. *Motivasi. Vol. 6, No. 1 2018*
- McDuff, E. (2001). The Gender Paradox in Work Satisfaction and the Protestant Clergy. *Sociology of Religion. Spring 2001, Vol. 62, No. 1, pp. 1-21*
- Martiwi, R.T., Triyono, Mardalis, A. (2012). Factor-Faktor Penentu yang Mempengaruhi Loyalitas Kerja Karyawan. *DAYA SAING Jurnal Ekonomi Manajemen Sumber Daya Vol. 13, No. 1, Juni 2012*
- Murali, S., Poddar, A., Seema, A. (2017). Employee Loyalty, Organizational Performance & Performance Evaluation – A Critical Survey. *IOSR Journal of Business and Management. Volume 19, Issue 8. Ver. III (August 2017), pp. 62-74*
- Park, S.H.; Kim, J.N. and Krishna, A. (2014). Bottom-Up Building of an Innovative Organization: Motivating Employee Intrapenourship and Scouting and Their Strategic Value. *Management Communication Quarterly 2014, Vol. 28(4) 531 – 560*
- Ronfeldt, M., Loeb, S., Wyckoff, J. (2013). How Teacher Turnover Harms Students Performance. *American Educational Research Journal February 2013, Vol. 50, No. 1, pp. 4–36*
- Triyono, S., Wahyudi, I., Harahap, D.H. (2020). Hubungan Job Insecurity dan Job Satisfaction pada Karyawan Outsourcing di PT. X. *Jurnal Psikologi, Vol. 16, No. 1, 2020, 25-35*
- Wibowo, B. (2013). Pengaruh Komunikasi Internal, Motivasi Kerja, dan Loyalitas Terhadap Kinerja guru Sekolah Menengah Kejuruan Negeri Rumpun Bisnis Se-Kota Semarang. *Jurnal STIE Semarang, Vol. 5, No. 2, Edisi Juni 2013*
- Wright, T.A. & Bonett, D.G. (1991). Growth Coping, Work Satisfaction and Turnover: A Longitudinal Study. *Journal of Business and Psychology, Vol. 6, No. 1 (Sep., 1991), pp. 133-145*

Online document

Spector, Paul. (2020) *Why is Job Satisfaction Important?* Diakses pada 1 Desember 2020

<http://paulspector.com/organizational-behavior/why-is-job-satisfaction-important/>