

The Analysis of Integrity and Satisfaction Effect on Teacher Loyalty in Kupang

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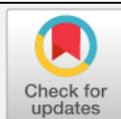
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ABSTRACT

Kupang is a city where teacher competence is still low. The government has disbursed quite a lot of funds for teacher development in Kupang. It is unfortunate if the teachers who have been fostered do not have high loyalty to move to other schools or leave the area. It is suspected that loyalty is influenced by teacher satisfaction and integrity. Satisfaction can include satisfaction with salary, workload, leadership, co-workers, awards, regulations, and facilities. If the components influence of satisfaction and integrity on teacher loyalty in Kupang can be found, then policies to increase loyalty can be pursued. This research aims to analyze the distribution of teachers in Kupang based on their loyalty, analyze the distribution of teachers in Kupang based on their general satisfaction, the distribution of teachers in Kupang based on their integrity, and the effect of integrity and satisfaction on teacher loyalty in Kupang. This research was conducted based on 141 teachers in Kupang who were selected by purposive sampling. The method used for data analysis is Partial Least Square (PLS) and Distribution Table. The data analysis found that 39% of respondents had low loyalty, and 61% had high loyalty; 48.2% of respondents had low general satisfaction and 51.8% had high satisfaction, 44% had low integrity, and 56% had high integrity. Variables that influence loyalty are integrity, satisfaction with salary, school rules, and co-workers. The higher the integrity and satisfaction component of salaries, regulations, and co-workers, the higher the loyalty of teachers in Kupang.

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1. Introduction

Kupang City is a municipality as well as the capital of the province of East Nusa Tenggara, Indonesia. This municipality is the largest city on the island of Timor, located on the coast of Teluk Kupang, the northwest part of the island of Timor. Teacher competence in Kupang is still low (Kupang.antaranews.com, 2019b), and the government has disbursed substantial funds for education in Kupang (Kupang.antaranews.com, 2019a). The government provides funding for education in Kupang, of course, intending to advance education in Kupang, including fostering teachers in Kupang.

Teachers are one of the main components in education, including in Kupang. They play a significant role in the development of the education sector ([Dehoop, 2019](#)). A competent teacher is needed and needs to be maintained by the school he/she teaches. It is regrettable if a good teacher, fostered by a school or area, leaves the school and moves to another school or even leaves Kupang. The migration of a teacher from the place where he used to teach in Kupang may occur due to the low loyalty factor. Loyalty may be influenced by the satisfaction and integrity of the teacher. A teacher with high loyalty and satisfaction with the place where he/she teaches usually does not want to leave the school where he/she teaches. Teachers who have high integrity are usually also not easily tempted to switch to other places. Someone who has integrity is someone who can maintain his self-respect, dignity, and authority. According to [Apandi \(2015\)](#), a person with integrity will be resistant to various temptations because he/she is aware that this can lead to humiliation.

The loyalty of a teacher can be interpreted as the faithfulness of the teacher. He/she will not move even if he/she has the opportunity to do so. Without loyalty, what is done will only become a routine. Loyalty grows so that teachers are always vigilant and appreciate what they have. Without loyalty, work will be careless and grow egocentric. Loyalty for a teacher in question is that the teacher must maintain the school's good name, both inside and outside the school ([Firmansyah, 2014](#)). Kupang needs loyal teachers for the advancement of education in Kupang.

Satisfaction is a sense of contentment; what he/she received was felt to be enough to be grateful for. [Zahra et al. \(2020\)](#) explain that an employee can feel satisfied in the industrial world due to the organizational culture. However, in the world of education, a teacher can feel dissatisfied with the salary he receives, the workload given, to the leadership, his/her co-workers, whether or not he/she receives an award, the discipline imposed in the school, and the facilities at the school. If he/she doesn't get this satisfaction, the teacher may move to another place or leave Kupang. This needs to be considered by the government to maintain teacher satisfaction in Kupang.

Integrity is everything good following thoughts, actions, and behavior with something used as a way of life. So if a teacher does not have integrity towards students, he/she does not have good integrity in the classroom ([Sketch, 2019](#)). Integrity arises from the deepest self-awareness and comes from the inner voice. Integrity does not deceive and does not lie, and does not require the applause of others. Integrity doesn't care about clamor and cheers. Integrity is selfless and always adheres to a solid principle ([Risalahtuntunanhidup, 2019](#)). A teacher who has high integrity is expected to have high loyalty, especially if he/she has high satisfaction in the school he/she teaches.

It is necessary to examine the relationship between teacher satisfaction and integrity in Kupang and their loyalty to get teachers with high loyalty to teach in Kupang. Knowing the relationship between the loyalty, satisfaction, and integrity of teachers in Kupang, the policy to foster teacher loyalty in Kupang can be found based on their satisfaction and integrity. This is what will be examined in this study.

2. Research Methodology

The research subjects were 141 teachers working in Kupang, East Nusa Tenggara Province. The sample was selected by purposive sampling. The analytical method used is the Partial Least Square (PLS) and Contingency Table. The research variables consist of teaching level, length of time working, loyalty, satisfaction, and integrity. The teaching level consists of teachers in Elementary School, Junior High School, and Senior High School. The loyalty variable was measured using the Likert scale. Satisfaction was measured on salary, workload, leadership, co-workers, awards, discipline, and facilities. The integrity variable was also measured using the Likert scale.

3. Results and Discussion

3.1. Results

Referring to the research objectives, it was found that 39% of respondents had low loyalty and 61% had high loyalty, 48.2% of respondents had low general satisfaction, and 51.8% had high satisfaction, 44% of respondents had low integrity, and 56% had high integrity, and relationships of integrity, satisfaction, and loyalty.

From the results of data analysis using the PLS method, it is found that the variables that affect loyalty are integrity and components of satisfaction with salary, satisfaction with co-workers, and satisfaction with rules given by the school.

These results can be described in the PLS model as follows:

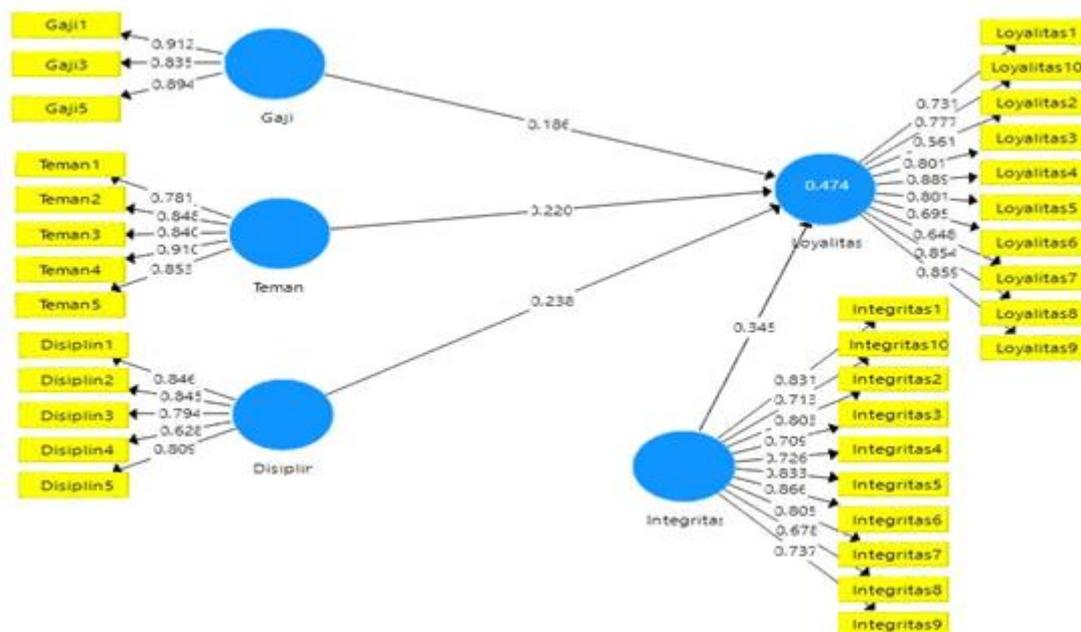


Figure 1. Results of Data Analysis with the PLS Method

From the figure above, it can be concluded that the variable that most influences loyalty is integrity. The higher the integrity, the higher the loyalty. The second variable that affects loyalty

is satisfaction with school rules. The higher the satisfaction with school rules, the higher the loyalty. The third variable that affects loyalty is satisfaction with co-workers. The higher the satisfaction with co-workers, the higher the loyalty. The fourth variable that affects loyalty is satisfaction with salary. The higher the satisfaction with the salary, the higher the loyalty.

3.2. Discussion

Based on the research analysis results, it was found that the ones that had a very significant influence on the level of loyalty in the context of a teacher's calling were the integrity and components of teacher satisfaction with school regulations, co-workers, and on income or salary. First, integrity is an important component that cannot happen by itself. Teachers or educators must have integrity that is developed through a long process and concrete experiences. Teachers who have had integrity have found their calling and values in life. Integrity is the most important part of being a teacher. If that part is not owned, it has no value in the meaning or principle of life as it should be. The principle of life or integrity can be implemented through being responsible for what is said, being willing and willing to obey the rules with all the consequences, and paying attention to all their behavior cleanly and correctly. Integrity can also be seen through honesty in achieving a certain and consistent achievement. These are the characteristics of a teacher who has integrity in fulfilling his calling as an educator. According to [Gaikwad \(2011\)](#), teachers with integrity will usually produce generations of integrity. Learners will see, observe, and imitate their educators ([Altun, 2017](#); [Transparency International, 2004](#)). This is of significant importance to integrity. It does not only have an impact or influence on oneself but will also impact others. Thus, if the teachers in Kupang have a high level of integrity, then this can be an asset in building human resources. If human resources are increased and intense, it will become the capital in the development of Kupang City in all aspects. Thus, the higher the level of integrity of a teacher, the higher the level of loyalty to the educational institution or school ([Asian Development Bank & OECD, 2015](#)).

The second aspect that affects the level of loyalty is teacher satisfaction with school regulations. Satisfaction is the fulfillment of aspects of needs and desires. When teacher satisfaction is met, it will have an impact on the level of loyalty. The higher the level of satisfaction received, the level of loyalty will follow. The vocation as a teacher has its ideals, which has become standard behavior ([Mart, 2013](#); [Tanang & Abu, 2014](#)). Behavior that obeys the rules is a value that an educator upholds. However, when teachers see deviant practices, do not obey the rules, and omit, the level of loyalty to education providers will decrease, even negative and constructive. Teachers who adhere to school rules do not compromise with all forms of deviation and perpetrators. He/she will express his disapproval of the form and perpetrators of deviations from school regulations. The principle is to convey errors and irregularities so that they are corrected as soon as possible. Many deviant practices occur in various forms of organization, including schools or educational institutions. The leaders and stakeholders did not immediately correct the deviation. The omission of deviations from school regulations can occur due to various factors, including colleagues or the principle of friendship, the paradigm of small and large errors, and has not yet impacted the organization as a whole. Teachers who see and experience such conditions will rate low, and their loyalty to the educational institution decreases. If this continues, it will be easy for teachers to move and find another educational institution that upholds this school's rules. Even out and moving from Kupang City.

The third aspect in growing the level of loyalty is teacher satisfaction with colleagues. Humans are social creatures who need other humans to interact, communicate, and coordinate

(Waddell, 2004; Yusof et al., 2017). Humans cannot live alone. He/she needs other humans to share, socialize, and complement each other, likewise, in the context of schooling, where one teacher needs another teacher to interact (Waldron & McLeskey, 2010). In interacting ideally, it takes a common view, paradigm, and mindset. If these things are met, then the interaction between them will be a pleasant thing. This happy atmosphere will have an impact on the comfort and loyalty of the teacher. Thus, he/she has no desire to transfer to another school that does not necessarily have an intimate and friendly atmosphere. Pont (2014) states that teacher loyalty, which is influenced by satisfaction with colleagues, will significantly positively impact teacher performance. He/she will provide maximum performance, both to students, fellow teachers, and school leaders. Good, supportive, and sincere co-workers will be a strong bond for maintaining the important pillars of school development. Teachers are the most important part of all school operational activities. No one and anything can replace his role. Therefore, the closeness between teachers is an important thing that must be maintained and improved in the future. Co-workers who have positive behavior, support each other, are sincere, honest, and always provide help are important factors in growing teacher loyalty in schools.

The fourth aspect in increasing teacher loyalty is meeting expectations for income or salary (Javed et al., 2014; Miah, 2018; Woodyard & Robb, 2016). Teacher satisfaction aspect with income ranks last in developing loyalty (Muguongo, 2015; Murali et al., 2017; Tehseen & Hadi 2015). Even though it is in the last position, it does not mean it becomes less important. However, the call to become a teacher cannot be represented or replaced by a series of numbers in terms of income alone. Aspects of integrity, satisfaction with school rules, and co-workers are important and more decisive. Teachers have a paradigm or perspective that money or income is not everything. However, he/she is also realistic that all require sufficient money or income. A teacher is an idealistic vocation or profession. As long as his/her needs are met, he/she will not lose the integrity of his/her vocation as a teacher. He/she will continue to provide the best quality and performance for his students. However, education providers should pay attention to the needs and even the welfare of working teachers. Pont (2014) emphasizes that school organizations that pay attention to teachers will get the same attention and support from these educators. Thus, teachers will have high loyalty when the needs through income or salary are met. These aspects must be the concern of education providers to have loyal or loyal teachers to their institutions. Aspects that must be maintained are the integrity and components of teacher satisfaction with school regulations, co-workers, and income or salary.

4. Conclusion

The results showed that 39% of respondents had low loyalty, and 61% had high loyalty, 8.2% of respondents had low general satisfaction and 51.8% had high satisfaction, and 44% of respondents had low integrity, and 56% had high integrity. Variables that affect loyalty are integrity and satisfaction components with school rules, satisfaction with co-workers, and satisfaction with salary. The variable that most influences loyalty is integrity.

To increase teacher loyalty, it is necessary to provide training to improve teacher integrity in Kupang. Regulations in schools need to be reviewed so that they do not become a burden for teachers. Unity of co-workers needs to be pursued by holding various activities, such as outings, joint training, and informal meetings regularly. The amount of salary needs to be reviewed to feel that their needs are met with the salary they receive.

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6. Declaration of Conflicting Interests

The authors have declared no potential conflicts of interest concerning the study, authorship, and/or publication of this article.

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