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The Influence of Work Environment and Compensation on Job Satisfaction of Public Elementary School Teachers

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Abstract: The objectives of this study are to: (1) examine how compensation affects teacher job satisfaction; (2) examine how the work environment affects teacher job satisfaction; and (3) examine how the work environment and compensation interact to affect the job satisfaction of public elementary school teachers in the Margorejo District. This research is quantitative research with an ex-post facto design approach. The sample of this research was obtained using random sampling, namely: 128 public elementary school teachers in Margorejo district. The research design includes data collection techniques using questionnaires. Data analysis techniques apply classical assumption tests including normality test, linearity test, multicollinearity test, heteroscedasticity test, regression analysis, partial hypothesis test (t test), multiple regression (F test) and coefficient of determination (R^2). The results of the research show that (1) the work environment is proven to have a significant effect on teacher job satisfaction at the Margorejo District Public Elementary Schools; (2) compensation has been proven to have a significant effect on the satisfaction of state elementary school teachers in Margorejo district; and (3) both the work environment and compensation are simultaneously proven to have a significant influence on teacher satisfaction at the Margorejo Pati District Public Elementary School, up to 62.4% from other aspects. Based on the findings of this research, it is recommended that school principals create a good work environment and provide compensation to teachers so that their job satisfaction increases. Teachers should participate in creating a conducive work environment and receive compensation from the school to improve welfare and encourage job satisfaction for their teachers.

Keywords: Work Environment, Compensation and Teacher Job Satisfaction

1. Introduction

The work environment and compensation play crucial roles in achieving teacher job satisfaction in schools. Teacher job satisfaction is a significant goal in human resource management which demands attention from school principals as it directly and indirectly impacts the school organization. Consequently, schools must make concerted efforts to enhance job satisfaction for teachers by fostering apositive work environment and offering compensation, ultimately improving the welfare of elementary school teachers.

The phenomenon of teacher job satisfaction in elementary schools arises due to disparities among different types of staff. In elementary schools, there are four categories of staff: Civil Servants (PNS), Government Employees with Work Agreements (PPPK), Honorary staff, and Freelancers (THL). The disparities arise from differences in facilities, with civil servants enjoying benefits such as salaries (basic and additional), allowances, incentives, and other facilities. PPPK, as non- Civil Servants, receives the same salary and allowances but lacks pension benefits. Honorary employees operate without clear contractual agreements and miss out on benefits provided to civil servants or PPPK, receiving only hourly or monthly wages. Freelancers (THL), including roles such as guards, janitors, and school security personnel, are remunerated based on working hours or school working days.

Differences in staffing types in elementary schools can impact teacher job satisfaction. Several factors contribute to teacher job satisfaction, especially the work environment and compensation, which are explained as follows.

The work environment plays a crucial role in determining job satisfaction for teachers in schools. According to Afandi (2018: 66), the work environment encompasses factors present in the employees' surroundings that can impact their performance, including temperature, humidity, ventilation, lighting, noise, cleanliness of the

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workplace, and the adequacy of work equipment. Imroatun (2015: 184) defines the teacher's work environment as everything around teachers that can influence them physically and non-physically in carrying out assigned tasks. Therefore, schools must strive to create a conducive work environment for teachers. Mulyasa (2013: 57) emphasizes that establishing a conducive work environment is influenced by at least two factors: the teachers themselves and the cultivation of positive relationships between teachers, parents, and the surrounding community.

In line with the idea, schools should strive to establish a comfortable working environment for teachers. A safe, comfortable, and enjoyable work environment significantly impacts teacher job satisfaction. This aligns with the perspective of Supardi (2013: 112), who asserts that a pleasant school work environment stimulates teachers to take responsibility for their duties and obligations with enthusiasm and contentment.

The findings of the research by Atiyah, Isjoni, and Sumardi (2017) corroborate this opinion. According to their research's findings, public junior high school teachers in Kampar District report higher levels of job satisfaction due in large part to their work environment, which accounts for 73.1% of the total contribution from other aspects. Himawan (2014) deduced that the study's findings demonstrated that job satisfaction is influenced by the work environment, as shown by the computed t-test of 4.781 with a significance of 0.000. According to Idris (2022), teachers at Bajiminasa Makassar Junior high School have dual influences on their job satisfaction from their physical work environment. This implies that instructors will feel content at work if their physical workspace facilitates them in finishing their tasks, and vice versa.

The perspectives and findings of this study clearly show how important the work environment is for teachers in schools and how much of an impact it has on their job happiness.

The results of the initial survey regarding the work environment in several public elementary schools in Margorejo district reveal differences in both the physical and non-physical aspects of the work environment. These differences include the division of schools and the comfort of the work environment. The division of schools can be ilustrated as follows. Elementary schools in Margorejo are currently divided into two categories: "*Sekolah Dasar Penggerak*" and "*Sekolah Dasar Tidak Penggerak*". The physical work environment in *Sekolah Dasar Penggerak* is more adequate, with facilities such as school buildings, teachers' rooms, classrooms, and learning resources (e.g., LCDs, libraries, internet, and Chromebooks) being conducive and neatly arranged. In contrast, *Sekolah Dasar Tidak Penggerak* faces inadequacies in their work facilities compared to their counterparts.

Moreover, the well-being of the work environment is also different. Margorejo Elementary School, located on the Pantura route and in the countryside, experiences different levels of comfort. The schools on the Pantura route lack comfort due to factors such as noise from motorized vehicles and the sound from the machines of Garudafood Company, along with the smoke they emit. On the other hand, schools in rural areas enjoy a more comfortable atmosphere as they are not exposed with noise and fumes from motor vehicles

Based on the results of the initial survey, differences in the teacher's work environment have been identified. Further research is needed to explore the influence of the teacher work environment on the job satisfaction of state elementary school teachers in Margorejo, considering both physical and non- physical aspects

Apart from the work environment, another factor that can influence teacher job satisfaction is teacher compensation. Teacher compensation, as defined by Suhardiman (2012: 126), encompasses the total remuneration received by teachers for their work in the organization. This remuneration takes the form of money and other benefits, including salaries, wages, bonuses, incentives, and additional perks such as health benefits, holiday benefits, and food allowances. The primary objective of providing compensation to teachers, as stated by Imroatun (2016: 185), is to ensure an enhancement in teacher welfare. A well-met welfare ensures an improvement in teachers' performance. According to Mulastin (2013: 70), the benefits of compensation contribute to the creation of high performance and achievements among teachers. Adequate compensation fosters a conducive teaching environment, allowing teachers to focus on their work, which enhances their teaching performance.

Based on the conception of teacher compensation, it is evident that compensation serves significant goals and benefits in increasing teacher job satisfaction. This notion finds support in the research results of Atiyah, Isjoni, and Sumardi (2017). The conclusion of their research indicates that compensation has a positive effect on the job satisfaction of public junior high school teachers in Kampar District, contributing 29.9% to overall job satisfaction. This implies that job satisfaction can be enhanced through appropriate compensation. In the study by Himawan (2014), the conclusion of the research results reveals that compensation significantly influences job satisfaction, as evidenced by the calculated t-test results of 2.534 with a significance level of 0.014. Damayanti (2020) reached a similar conclusion in her research, demonstrating that compensation has an effect on job satisfaction of 0.0036% with a significance level of 0.961, which is greater than 0.05. This suggests that while an increase in compensation may lead to an increase in teacher job satisfaction, the effect may not be statistically significant.

In line with the conception and results of this research, it is evident that compensation is significant for public elementary school teachers in Margorejo Pati district. However, based on the results of the initial survey, there is a compensation gap for public elementary school teachers in the Margorejo district area. A compensation gap exists between PNS, PPPK, Honorary, and freelance- teachers, both in financial and non-financial aspects. This

discrepancy may manifest in the form of salaries, wages, incentives, bonuses, leave, employment social security and other additional compensation. Policies from the government and elementary school principals in Margorejo district regarding the provision of compensation. The disparity in the level of teacher welfare between PNS and PPPK, Honorary, and freelancers, influencing teacher motivation and responsibility in carrying out their learning performance.

The compensation gap between civil servants and PPPK, honorary, and freelancers will inevitably impact the performance and job satisfaction of elementary school teachers in Margorejo Pati district.

Based on the results of the initial survey and interviews with the school principals and the elementary school teachers, it is evident that a disparity in job satisfaction exists, stemming from environmental factors and compensation. Consequently, this issue is prevalent in elementary schools throughout Margorejo Pati district.

To address this problem, comprehensive solutions need to be identified through survey research, supplemented by a review of relevant previous research.

Utilizing existing research as a reference and basis will contribute to a more informed and effective resolution of the identified issues.

Relevant previous research includes findings from Syahrir (2023), who concluded that compensation and the work environment jointly or simultaneously influence teacher job satisfaction at SD Negeri 1 Gorontalo, South Sulawesi. Additionally, Atiyah, Isjoni, and Sumardi (2017) concluded in their research that compensation and the work environment together have a significant effect on the job satisfaction of state junior high school teachers in Kampar District, contributing 75.4% from other aspects.

Based on the background above, the researcher is interested in conducting research with the title, "The Influence of Work Environment and Compensation on Job Satisfaction of Public Elementary School Teachers in Margorejo District" with the hope that it will be useful and become a solution to solving problems related to the work environment, compensation and teacher job satisfaction.

The problem in this research is formulated as (1) Does the work environment have an influence on the job satisfaction of state elementary school teachers in Margorejo? (2) Is there an influence of compensation on the job satisfaction of state elementary school teachers in Margorejo? (3) Is there a combined influence of the work environment and compensation on teacher job satisfaction at State Elementary Schools in Margorejo?

The aim of this research is: (1) To analyze the influence of the work environment on teacher satisfaction at Public Elementary Schools in Margorejo District.; (2) To analyze the effect of compensation on teacher satisfaction at Public Elementary Schools in Margorejo District.; (3 To analyze the combined influence of the work environment and compensation on teacher job satisfaction at Public Elementary Schools in Margorejo District.

There are two benefits of this research: theoretical and practical. The theoretical benefit lies in the expectation that studying the influence of the work environment and compensation on teacher job satisfaction will contribute to the theoretical advancement in science and technology, particularly in the field of educational management. The practical benefits are anticipated in the following ways:

1) UPT Education and Culture Service, Margorejo District. The research results are expected to serve as input and additional information for the UPT Education and Culture Service in Margorejo District, Pati Regency. This information is crucial for considering improvements in the quality, performance, welfare, and careers of teachers within their respective work areas.

2) Margorejo District State Elementary School. The findings are anticipated to offer insights and additional information for State Elementary Schools in the UPT area of the Margorejo District Education and Culture Service. This information can be used by school principals to enhance the quality of education, teacher welfare, and teacher career development.

3) Public elementary school teachers in the Margorejo District area. The researchresults are expected to be beneficial for teachers, providing input and additional information about the influence of the school environment and compensation on teacher job satisfaction. This can serve as a guide for teachers in carrying out their duties and responsibilities effectively.

Conceptual Framework

The conceptual framework can be illustrated in Fig. 1 as follows.

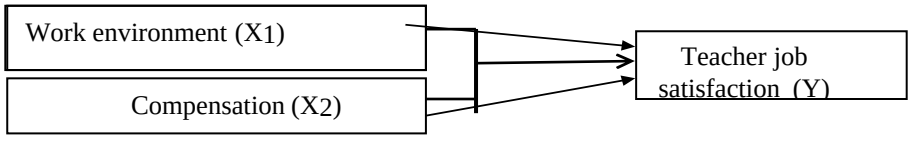

Fig. 1 - Conceptual framework chart.
Mulyasa (2013; Suherman, 2013; Sarah and Fuadi, 2021)

Research Hypothesis

Based on the theoretical study and conceptual framework, the research hypotheses are as follows: (1) There is a significant influence between the work environment and job satisfaction of public elementary school teachers in Margorejo District. (2) There is a significant influence between compensation and job satisfaction of public elementary school teachers in Margorejo District. (3) There is a significant influence between the work environment and compensation on the job satisfaction of public elementary school teachers in Margorejo District.

2. Research Method

The research design encompasses the entire planning procedure and implementation of the study, including data collection methods and predetermineddata processing. In conducting research, it is essential for a researcher to develop a design that aligns with the type and objectives of the study. This research adopts a descriptive quantitative approach with a correlational research design in accordance with the research objectives and the nature of the problem under investigation. Correlational research seeks to determine the impact of independent variables such as work environment, compensation, and teacher job satisfaction. This study employs a quantitative method with an ex post facto design. This approach was selected because researchers cannot directly control independent variables when seeking systematic empirical data. Events have already occurred and, by their nature, cannot be manipulated. The research specifically investigates the influence of the work environment and compensation on the satisfaction of elementary school teachers at Local Technical Implementing Service Unit on Education (UPTD Pendidikan), Margorejo District, Pati Regency.

The subjects of the study were state elementary school teachers in the Margorejo District of Pati Regency. The study focused on examining the variable influence of the work environment, compensation, and satisfaction among state elementary school teachers in the Margorejo District. The study's population included state elementary school teachers in the Margorejo District, encompassing

29 elementary schools and 189 teachers distributed across three clusters—Ki Hajar Dewantara, Muhammad Saleh, and Majapahit. The research sample, consisting of 128 individuals, was determined using the *Proportional Random Sampling* technique, with sample sizes calculated through the application of the Slovin formula.

The data collection technique involves the use of a closed-ended, multiple-choice questionnaire with five options: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD). The distributed questionnaire pertains to the influence of the work environment and compensationon the satisfaction of public elementary school teachers in the Margorejo District of Pati Regency.

The steps used to develop the research instrument were as follows: (1) compiling research variable indicators, (2) creating an instrument grid, (3) testing the instrument, and (4) testing the instrument's validity and reliability. Work environment indicators include: the condition of school buildings, school facilities and infrastructure, lighting, noise, cleanliness and aesthetic, air circulation, security, nuance, teacher relationships with superiors, teacher relationships with fellow colleagues, interaction, and communication, and whether the teacher work environment is boring, safe, comfortable, or enjoyable. Compensation indicators include salary, allowances, bonuses, incentives, honorarium, teacher career development, leave, holidays, work facilities and infrastructure. Meanwhile, indicators of teacher job satisfaction include motivation, work morale, teacher feelings of satisfaction/dissatisfaction, teacher social interaction, availability of facilities and infrastructure and salary/wages.

Data analysis techniques using classical assumption tests include normality test, linearity test, multicollinearity test, heteroscedasticity test, regression analysis, partial hypothesis test (*t test*), multiple regression (*F test*) and coefficientof determination (R^2)

3. Results and Discussion

Research result Data

Description

Descriptive statistics analysis provides an overview or description of data based on minimum and maximum values, the mean (average), and standard deviation for each research variable. These variables include the leadership of the school principal, work motivation, and teacher performance, the results are presented in the table below.

Table 1 - Descriptive statistics.

		Work environment (X1)	Compensation (X2)	Teacher satisfaction (Y)
N	Valid	128	128	128
	Missing	0	0	0
Mean		85,5156	85,3828	87,6406

Median		87,0000	86,0000	88,5000
Mode		82,00	85,00(a)	89,00
Std. Deviation		7,33129	7,06786	7,25327
Variance		53,74779	49,95466	52,60999
Range		44,00	35,00	38,00
Minimum		54,00	64,00	61,00
Maximum		98,00	99,00	99,00
Sum		10946,00	10929,00	11218,00

Multiple modes exist. The smallest value is shown

The table above describes the results of the responses and is presented as follows: (1) Work Environment Variable (X1) obtained a mean value of 85.51, median = 87, mode = 82, Std. Deviation = 7.33, variance = 53.747, Range = 44, minimum = 54, maximum = 98 and sum = 10946; (2) The Compensation Variable(X2) obtains a mean value of 85.382, median = 86, mode = 85.00(a). Std. Deviation = 7.067, variance = 49.954, range=35, minimum = 64, maximum = 99, sum = 10929; (3) The teacher job satisfaction variable (Y) obtained a mean value = 87.27, median = 88.5, mode = 89, Std. Deviation = 7.25, variance = 52.609, range = 38, minimum = 61, maximum = 99 and sum = 11218.

Classical assumption testNormality test

The data normality test is used to determine whether the research distribution of each variable is normal or not. In this study, the normality test usedthe *Kolmogrof-Smirnof* normality test, the results of which are presented as follows:

Table 2 - Normality test.

		Work environment (X1)	Compensation (X2)	Teacher's satisfaction Y	Unstandardized Residual
N		128	128	128	128
Normal Parameters(a,b)	Mean	85,5156	85,3828	87,6406	,0000000
	Std. Deviation	7,33129	7,06786	7,25327	5,66602770
Most Extreme Differences	Absolute	,109	,141	,129	,126
	Positive	,045	,081	,079	,126
	Negative	-,109	-,141	-,129	-,072
Kolmogorov-Smirnov Z		1,236	1,597	1,463	1,426
Asymp. Sig. (2-tailed)		,094	,012	,028	,034

a Test distribution is

Normal.

Based on the above Table 2, the results of the analysis of the Work Environment variable (X1) show a Test Statistic value of 0.109 with an asymp sig of 0.094. Since the asymp sig value is greater than 0.05, it can be concluded that the data for the Work Environment variable (X1) is normally distributed. For the Compensation variable (X2), the Test Statistic value is 0.141 with an asymp sig of 0.012. As the asymp sig value is smaller than 0.05, it can be concluded that the data for the Compensation variable (X2) is not normally distributed. Regarding the Teacher Job Satisfaction variable (Y), the Test Statistic value is 0.126 with an asymp sig of 0.034. Since the asymp sig value is smaller than 0.05, it can be concluded that the data for the Teacher Job Satisfaction variable (Y) is also not normally distributed.

According to the results of the analysis of the work environment variable (X1) in table 2 above, the Test Statistic value is 0.109 with an *asymp sig* of 0.094. Since the *asymp sig* value is greater than 0.05, the work environment variable data(X1) is assumed to be normally distributed. The Test Statistic value for Compensation Variable (X2) is 0.141, with *asymp sig* 0.012. As the *asymp sig* value is less than 0.05, the compensation variable data (X2) cannot be assumed to be normally distributed. The Test Statistic value for the Teacher Job Satisfaction variable (Y) is 0.126, with an *asymp sig* of 0.034. Because the *asymp sig* value is less than 0.05, the data for the Teacher Job Satisfaction variable (Y) is also not normally distributed.

Linearity Test

The linearity test in research is used to determine whether two variables have a linear relationship or not significantly. This linearity test is used as a prerequisite in correlation or linear regression analysis. The results are presentedas follows.

Table 3 - Linearity test results of work environment (*X*1) and teacher jobsatisfaction (y).

			Sum of Squares	df	Mean Square	F	Sig.
Work environment (X1) * teacher satisfaction(Y)	Between Groups	(Combined)	2062,705	26	79,335	1,682	,035
		Linearity	180,019	1	180,019	3,817	,053
		Deviation from Linearity	1882,686	25	75,307	1,597	,054
	Within Groups		4763,263	101	47,161		
	Total		6825,969	127			

According to the table, the *F value* discovered is 1.682 with a *sig* of 0.035. As the *sig* value is less than 0.05, the relationship between work environment variables and teacher job satisfaction cannot be assumed to be linear.

ANOVA table

Table 4 - Compensation linearity test results (*X*1) on teacher jobsatisfaction (y).

			Sum of Squares	df	Mean Square	F	Sig.
Compensation (X2) * Teacher satisfaction (Y)	Between Groups	(Combined)	3886,485	26	149,480	6,143	,000
		Linearity	2325,280	1	2325,280	95,556	,000
		Deviation from Linearity	1561,205	25	62,448	2,566	,000
	Within Groups		2457,757	101	24,334		
	Total		6344,242	127			

Based on the table above, it indicates that the found *F value* is 6.149 with a significance level (*sig*) of 0.000. Since the *sig* value is less than 0.05, it can be concluded that the relationship between the compensation variable and teacher jobsatisfaction is nonlinear.

Multicollinearity Test

The multicollinearity test in this study is used to examine whether the regression model employed exhibits correlations among the independent variables. A good regression model should ideally not display correlations among the independent variables. The detailed results are presented in the following table.

Tabel 5 - Multicollinearity test.

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	21,907	8,457		2,591	,011	5,171	38,644		
	Work environment (X1)	,151	,069	,153	2,183	,031	,014	,288	1,000	1,000
	compensation (X2)	,619	,072	,603	8,628	,000	,477	,761	1,000	1,000

a Dependent Variable: Teacher job satisfaction (Y)

Based on the data in the table above, it is observed that both work environment and compensation have

tolerance values of 1.000, which means the tolerance values are > 0.10. Meanwhile, the VIF values are also 1.000, which is less than 10. Based on the decision-making criteria for multicollinearity testing, it can be concluded that there is no multicollinearity between the work environment variable and the compensation variable in the regression model.

Regression Analysis

Multiple linear analysis is used to Fig. out whether there is an influence and how the independent variables, namely the work environment (X1), compensation (X2), and teacher job satisfaction (Y), influence one another. The results of the linear regression test are shown in the table below.

Table 6 - Linear regression test output results.

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	21,907	8,457		2,591	,011		
	Work environment (X1)	,151	,069	,153	2,183	,031	1,000	1,000
	Compensation (X2)	,619	,072	,603	8,628	,000	1,000	1,000

a Dependent Variable: Teacher job satisfaction (Y)
Source: Processed data analysis results, 2023

The results of the regression calculations are calculated using the following equation formula.

$Y = a + b_1X_1 + b_2X_2 + b_3X_3$

$= 21,907 + 0.151.\ X_1 + 0.619.\ X_2$

These results indicate: (1) a constant value (ɑ) of 21.907, showing that the two independent variables have an influence, so the teacher job satisfaction variable (Y) has a value of 21.907; (2) the work environment regression coefficient (X1) of 0.151, which suggests that each increase in units in the environment (X1) boosts teacher professionalism by 0.151 without being affected by other variables; and (3) the compensation regression coefficient (X2) of 0.619 without being influenced by other variables.

Partial Hypothesis Test (*t Test*)

The *t test* is used to test the significance of the relationship between variables X and Y, whether the work environment variables (X1) and compensation (X2) really influence teacher job satisfaction (Y). The results are presented in the following table.

Table 7 - Output results of *t test.*

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	21,907	8,457		2,591	,011		
	Work environment (X1)	,151	,069	,153	2,183	,031	1,000	1,000
	Compensation (X2)	,619	,072	,603	8,628	,000	1,000	1,000

a Dependent Variable: Teacher job satisfaction (Y)
Source: Processed data analysis results, 2023

Based on the *t test* results, the following conclusions were reached: (1) Testing the first hypothesis, H0: b1 = 0, indicating that work environment variables have no significant impact on teacher job satisfaction. The fact that Ha: b1 > 0 indicates that work environment variables have a significant impact on teacher satisfaction. Create

a one-sided test with a sample size of 128 and = 0.05to obtain the *degree of freedom* (df = n-k-1) df = 128-2-1 = 125, then *ttable* = t 0.05; 125 = 1.658. Because the *tcount* value is 8.628 > *ttable* value is 1.658 and the probability value is 0.000 < 0.05, the *null hypothesis* (H0) is rejected and the *alternative hypothesis* (Ha) is accepted, indicating that compensation (X2) has an effect on teacher job satisfaction (Y).

Multiple Regression (F Test)

The *F test* is used to determine the level of significance of the influence of independent variables together (simultaneously) on the dependent variable (Ghozali, 2016:99). The *F test* results are presented in table 4.12.

Table 8 - Output results of *f test.*
ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2604,277	2	1302,139	39,921	,000(a)
	Residual	4077,191	125	32,618		
	Total	6681,469	127			

a Predictors: (Constant), Compensation (X2), Work Environment (X1)
b Dependent Variable: Teacher satisfaction (Y)
Source: Processed data analysis results, 2023

The null hypothesis (H0) and alternative hypothesis (Ha) show that: (1) H0 :b1,b2, = 0, indicates that the work environment (X1), compensation (X2) do not have a simultaneously significant influence on teacher job satisfaction; (2) Ha : b1,b 2, > 0, meaning that the work environment (X1) and compensation (X2) have a simultaneously significant influence on teacher job satisfaction.

Determine the size of *Ftable* with a sample of (n) = 128 respondents with α= 0.05 so that you get a *degree of freedom* (df = n-k-1) 128-2-1= 125 (df = 2;125) then *Ftable* = F2; 125 = 3.07. The *Fcount* value is 39.921 > *Ftable* 3.07 and the probability value is 0.000 < 0.05, so the *null hypothesis* (H0) is rejected and the *alternative hypothesis* (Ha) is accepted, this means that the work environment (X1) and compensation (X2) have a simultaneously significant influence on teacher job satisfaction.

Coefficient of Determination (R^2)

The *coefficient of determination* (R^2) essentially measures how far the model's ability is to explain variations in the dependent variable (Ghozali, 2016: 95). The F test results are presented in the table.

Table 9 - Output results of determination coefficient (r^2)
model summary(b)

Model	R	R Square	Adjusted RSquare	Std. Error of the Estimate	Durbin-Watson
1	,624(a)	,390	,380	5,71118	1,740

a Predictors: (Constant), Compensation (X2), Work environment (X1)
b Dependent Variable: Teacher satisfaction (Y)
Source: Processed data analysis results, 2023

Based on the results of the determination calculation above, R = 0.624 (a) is obtained, meaning the correlation coefficient is 0.624. The *R Square* percentage of 0.390 shows the determination number (R^2). This means that 39.0% of the variance in teacher job satisfaction can be explained by the work environment and compensation through the model, the rest comes from other variables. In other words, the contribution of the work environment and compensation to teacher job satisfaction is 39.0%, with the remainder (61.0%) coming from other variables. *Adjusted R square* = 0. 380.This measure has the same meaning as *R square*, only the *Adjusted R square*/adjustment value is more stable because it has been adjusted to the number of independent variables.

Discussion

The influence of the work environment on teacher job satisfaction

According to the data processing results, the work environment has a significant impact on teacher satisfaction at SD Margorejo Pati District. The average value of respondents' responses to environmental variables was 85.51,

indicating that the majority of respondents agreed on work environment variables. They shared that the work environment is very vital to teacher job satisfaction because teachers need the work environment, both physical and non-physical, to carry out their teaching duties. Because principals and teachers must be able to create a conducive, safe, comfortable, and enjoyable work environment in order tofoster *school wellbeing*.

The significance value for the influence of the work environment (X1) on teacher satisfaction is 0.151, indicating that every unit increase in the work environment (X1) increases teacher job satisfaction by 0.151 without being influenced by other variables. The better the working conditions for teachers, the more satisfied elementary school teachers in the Margorejo Pati District will be.

This research supports the previous research conducted by Idris, Kurniawan,and Dipoatmojo (2020). Their research discovered that the work environment hasa positive and significant effect on teacher job satisfaction, with a 65.20% contribution. According to Atiyah, Isjoni and Sumardi (2017), the work environment had a positive effect on the job satisfaction of state junior high school teachers in Kampar District accounting for 73.1% of the total. Himawan (2014) also claimed in his research results that the work environment has an influence on job satisfaction, as evidenced by the calculated *t test* of 4.781 with a significance of 0.000.

The Influence of Compensation on teacher job satisfaction

According to the results of data analysis, compensation has a significant impact on teacher job satisfaction at the Margorejo Public Elementary School in Pati District. The average value of respondents' responses to the compensation variable was 85.38, indicating that most respondents answered affirmatively to thecompensation variable. They agreed that receiving a salary would provide an incentive to improve the quality of their lives. The item about providing annual leave to teachers to rest, restore energy, maintain work balance, and take care of personal school needs has the lowest score on the compensation variable. Teachers had previously been forbidden from taking annual leave because they already had semester and end year school holidays.

Sig value for the impact of Teacher compensation (X2) has a 0.619 influence on teacher job satisfaction, indicating that every unit increase in compensation (X2) increases teacher performance by 0.619 regardless of other variables. Teachers in Margorejo Public Elementary Schools are more satisfied with their jobs when they are paid well.

This research supports previous research conducted by Atiyah, R.A., Isjoni, and Sumardi (2017), which stated that compensation has a positive effect on the job satisfaction of public junior high school teachers in Kampar District, contributing 29.9% to job satisfaction. Himawan (2014) concluded that his research results indicate a significant effect of compensation on job satisfaction, as demonstrated by the calculated *t-test* results of 2.534 with a significance levelof 0.014. Damayanti (2020) similarly concluded that her research showed a 0.0036% effect of compensation on job satisfaction, with a significance level of 0.961 > 0.05. This implies that while an increase in compensation is associated with an increase in teacher job satisfaction, the increase is not statistically significant.

The Influence of Work Environment and Compensation on teacher job satisfaction

Based on the data result, it is evident that the work environment and compensation significantly affect teacher job satisfaction at Public Elementary Schools in Margorejo, Pati District. This conclusion is drawn from the obtained *F-count* of 39.921, which is greater than the *F-table* value of 3.07, and a probability value of 0.000, which is less than 0.05. As a result, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. This indicates that both the work environment (X1) and compensation (X2) have a significant combined influence on teacher satisfaction.

The results of the determination calculation above yielded an R-value of 0.624 (a), indicating a correlation coefficient of 0.624. The R Square percentage of 0.390 represents the determination number (R^2). This signifies that 39.0% of the variance in teacher job satisfaction can be explained by the work environment and compensation in the model, while the remaining variance originates from other variables. In simpler terms, the combined contribution of the work environment and compensation to teacher job satisfaction is 39.0%, while the remaining 61.0% is attributed to other variables.

These findings align with the outcomes of earlier research by Syahrir (2023), which demonstrated that compensation and the work environment collectively influence teacher job satisfaction at Public Elementary School 1 Gorontalo, South Sulawesi. Atiyah, Isjoni, and Sumardi (2017) similarly asserted that the combined influence of compensation and the work environment significantly impacts the job satisfaction of Public Junior High School teachers in Kampar District, contributing 75.4% from other aspects.

4. Conclusion

Based on the results of the research and discussions, the following conclusions have been drawn: (1) The work environment has been demonstrated to exert a significant effect on teacher job satisfaction at Margorejo Pati District Public Elementary School; (2) Compensation has been shown to have a significant impact on the satisfaction of state elementary school teachers in Margorejo Pati District; (3) Simultaneously, the work

environment and compensation have been proven to significantly influence teacher satisfaction at Margorejo Pati District Elementary School, contributing to 62.4% of the variance from other aspects.

Here are some suggestions that can be conveyed: (1) The work environmentis significant importance as it can profoundly influence teacher satisfaction in performing their duties at school, contributing to the creation of a well-being environment characterized by safety, comfort, and an enjoyable atmosphere; (2) Itis recommended that school principals, teachers, and students collaborate to establish a harmonious work environment and enhance well-being through improved compensation. This not only benefits teachers but also contributes to thesatisfaction of all school residents at Public Elementary Schools in Margorejo Pati District; (3) For future research, consideration could be given to adding independent variables or substituting them with others, such as managerial ability,skills, and work discipline.

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Conflict of Interest

The authors declare no conflicts of interest.

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