

INFLUENCE OF ORGANIZATIONAL COMMUNICATION AND JOB ENGAGEMENT TO TEACHER SATISFACTION VOCATIONAL HIGH SCHOOL WEST CIKARANG DISTRICT

Rahmawati*, Bedjo Sujanto, Siti Rochanah*****

Universitas Negeri Jakarta

smartleaders1@yahoo.co.id

bedjosujanto@unj.ac.id

sitirochanah@unj.ac.id

Abstract

This study aims to examine the influence of organizational communication and job involvement on teacher work satisfaction. This research was conducted at Vocational high School in West Cikarang sub-district through survey method with analysis of path analysis data. The sample of this study is 104 Teachers with civil servant status. The results showed that there are: 1) organizational communication Direct influence on job satisfaction; 2) job involvement Direct influence on job satisfaction; and 3) organizational communication Direct influence on job involvement. Thus, teacher job satisfaction is influenced by organizational communication and job involvement. This research recommends to the principal of Vocational high School in West Cikarang sub-district to apply good organizational communication in their environment and to fulfill the expectation for Vocational high School teachers to get job satisfaction well then teacher work involvement in school environment should be better.

Keywords: *organizational communication, job engagement, and job satisfaction.*

Each teacher has a different level of job satisfaction and job satisfaction is more determined by the individual itself. With the conditions received and the desired expectations of a teacher will have the criteria in his limitations to determine whether or not satisfied. The further the difference or range, the smaller the level of job satisfaction felt by the teacher. In an article written in the newspaper *Republika* about the condition of teachers in Bekasi that the welfare of teachers in Bekasi less especially for teachers honor, injustice in equal distribution of duties for civil servants who are in the city or outskirts Bekasi, health services are perceived less than the maximum, the protection of teachers less than the maximum, late acceptance of benefits, lack of appreciation for teachers who serve for several years, and the discomfort in carrying out the work caused a sense of dissatisfaction from the teachers who served in Bekasi (*Republika*, 2017).

Based on the research of Sri Sarjana in the *Journal of Research* entitled *Influence Leadership and Teamwork on Work Ethics Teachers Vocational High School in Bekasi* that: Teachers at Vocational high School District of Bekasi still have attitudes, values, and ethics that are not in line with expectations. This is evidenced by the number of teachers who do not perform their duties properly, are not timely in the process of teaching and learning in the classroom, the implementation of teaching and learning process, emphasizing additional tasks than the main task as a teacher becomes a habit so that this can degrade the quality of ethics teacher work. Although most teachers already have educator certificates but their performance, productivity, work performance, work effectiveness and work ethic still do not show the expected quality improvement (*Bachelor*, 2014).

The involvement of a teacher's work in an organization of educational institutions still not in accordance with a teacher's duties. One of the reasons is to put additional tasks beyond teaching, as it is more promising with higher levels of job satisfaction. Teachers who feel high job satisfaction will continue to strive to achieve organizational goals with high work involvement. Teacher involvement

will arise when a person likes his work. The more teachers involved in the job the more professional the teacher is.

But in reality the involvement of teachers is felt very less. The fact that teachers are more busy engaged in side jobs other than teachers. Sometimes often leave the task by doing other work on the grounds of seeking additional income. As a result teachers prefer to spend additional time looking for other income compared to teacher involvement in the addition of their insights. The feeling of dissatisfaction of teachers in the field of welfare is the main factor the teacher to engage in work outside of its main duty. A teacher who performs tasks based on job involvement in his work will show his sincerity and passion in working.

Job satisfaction

Everyone who works will always want to achieve job satisfaction from the workplace. Job satisfaction will be obtained if there is a match between expectations and reality obtained in the workplace. If the job satisfaction is obtained, then the more aspects of the work in accordance with the wishes and expectations, so that more can support the achievement of the level of job satisfaction. The definitions of job satisfaction are often put forward by experts, among them as follows: According to Schermerhorn, Hunt and Osborn, "job satisfaction is the degree to which the individuals feel positively or negatively about their jobs" (Schermerhorn, Osborn, and Uhl-Bien, 2010). Job satisfaction is the level at which individuals feel positively or negatively about their work. So that work satisfaction is a positive feeling of employees that affect the direction of work or work situation.

Meanwhile, according to Werther and Davis "job satisfaction is the favorableness or unfavorableness with which employers view their work" (Schermerhorn, Osborn, and Uhl-Bien, 2010). Job satisfaction is a pleasant or unpleasant situation in which employees view their work. Based on the opinion of Paul E. Spector defines, "Job satisfaction is the degree to which people like their jobs. Some people enjoy work and find it to be a central part of life "(Schermerhorn, Osborn, and Uhl-Bien, 2010). According to job satisfaction is defined as the rate at which people love their work. Some people enjoy work and consider it a major part of life. According to Jason A. Colquitt, Jeffery A. Lepine, and Michael J. Wesson stated:

Job satisfaction is defined as a pleasurable emotional state resulting from the appraisal of one's job experiences. In other words, it represents how you feel about your job and what you think about your job. Employees with high job satisfaction experience positive feelings when they think about their duties or take part in task activities. Employees with low job satisfaction when they think about their duties or take part in their task activities (Colquitt and Watson, 2015).

According to Colquitt, Lepine and Wesson, job satisfaction is a pleasant emotional state resulting from a job assessment or work experience. In other words, job satisfaction is a picture of one's feelings about his own work and what he thinks about his work.

Paul E. Spector says, "job satisfaction is simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs "(Spector, 2007) Job satisfaction is a person's feeling about the job from the aspect of their work. Views about someone who likes (satisfaction) or who dislikes (not satisfied) their work. So job satisfaction is a person's attitude about his job. This is the result of their perception of work. While Steven L. McShane points out, "job satisfaction is an appraisal of the perceived job characteristic, work environment, and emotional experiences at work." (Mc.Shane and Von Glinow, 2012). Job satisfaction is an assessment of perceived work characteristics, work environment, and emotional experience in the workplace. So job satisfaction is a collection of feelings and beliefs a person has about their present job.

According to Herzberg, the factors that led to job satisfaction were separate and distinct from those that led to job dissatisfaction. There for, managers who sought to eliminate factors that harmony but not necessarily motivation. The extrinsic factors that create job dissatisfaction were called hygiene factors. When these factors are adequate, they will not be satisfied (or motivated) either. To motivate

people on their jobs, Herzberg recommends emphasizing motivators, the intrinsic factors that increase job satisfaction (P. Robbins and Coulter, 2012)

The theory of establishment shows that every employee has a different level of job satisfaction. Situational factors or different events in the workplace can move a temporary employee from this steady state, but the employee will eventually return to the equilibrium level. For example, given that promotions and salary increases may temporarily increase employee satisfaction levels. Gibson says, "job satisfaction an individual's expression of the well-being associated with doing the job assigned" (Gibson, 2000).

Gibson's equilibrium theory asserts that every employee has a typical, characteristic, and level of job satisfaction called a steady state (fixed position) or a degree of equilibrium. Differences in situational factors or events in the temporary workplace may alter employees from this equilibrium, but they will return to their equilibrium points. For example, getting a job promotion and a raise can add employee job satisfaction for a while. Furthermore, it is argued that there are five dimensions related to job satisfaction, namely: 1) Pay. The amount received and the perceived equity of pay. 2) Job. The extend to which job tasks are interesting and provide opportunities for learning and for accepting responsibility. 3) Promotion opportunities. The availability of opportunities for advancement. 4) Supervisor. The supervisor's abilities to demonstrate interest in and concern about employee. 5) Co-workers. The extend to which so-workers are friendly, competent, and supportive (Gibson, 2000).

The purpose of the five dimensions are: 1) Wages, is the amount of payment received and perceived. 2) Jobs, additional tasks that are felt to be interesting and provide opportunities for learning and to accept responsibility. 3) Opportunity promotion, availability of opportunities to develop a career. 4) Supervisor, supervisor's ability to show interest and concern about employees. 5) Coworkers, there are coworkers who are friendly, competent, and supportive. Then, Newstrom argues that, "Job satisfaction is a set of favorable or unfavorable feelings and emotions with which employees view their work. Job satisfaction is an affective attitude a feeling of relative like or dislike toward something ". (Newstrom and Davis, 2010). Job satisfaction is a set of beneficial or unfavorable feelings and employee emotions perceive their work. Job satisfaction is an affective attitude-a feeling of relative love or dislike of something.

Job satisfaction is a pleasurable feeling that results from the perception that one's job fulfills or allows for the fulfillment of one's important job values. Job satisfaction is a function of values, that is, what a person consciously or unconsciously desires to obtain from work. (Colquitt and J. Wesson, 2015).

Job satisfaction is a pleasant feeling resulting from the perception that one's work fulfills or allows for the fulfillment of one's important work values. Job satisfaction is a function of values, that is what a conscious or unconscious person desires to get from a job.

According to Colquitt that "job satisfaction does predict job performance. Why? One reason is that job satisfaction is moderately correlated with task performance. Satisfied employees do a job description of duties described in their job description ". (Colquitt and J. Wesson, 2015). Griffin stated about job satisfaction "factors that affect job satisfaction are three main factors. Factors that lead to job satisfaction and dissatisfaction, namely: working conditions, employment policies, and compensation. According to Griffin that the factors that affect job satisfaction and job dissatisfaction, namely: working conditions, employment policies, and compensation (Griffin, 2014).

Organizational Communication

Achieving organizational goals requires good cooperation from each part so it requires communication that can ensure accurate information delivery to each part of the organization. Stephen P. and Mary Coulter stated.

Communication within an organization is often described as formal or informal. Formal communication refers to the official chain of command or is part of the communication required to do one's job. For example, when a manager asks an employee to complete a task, he or she is communicating formally, informal communication is organizational communication that is not defined by the organization's structural hierarchy. The informal communication system fulfills two purposes in organizations: (1) it permits employees to satisfy their need for social interaction, and (2) it can improve an organization's performance by creating alternative, and faster and more efficient, channels of communication. (Robbins and Coulter, 2012)

Communication within an organization is often described as formal or informal. Formal communication refers to communication that follows the official chain of command or part of the communication required to perform a job. Any communication occurring within the predetermined organizational design work will be classified as formal. According to Ricky W. Griffin defines communication as: communication is the social process in which two or more parties exchange information and share meaning (Griffin, 2014). Communication is a social process whereby two or more parties exchange information and share meaning.

According to Daft, states that: Another aspect of management communication concerns the organization as a whole. Organization-wide communications typically flow in three directions-downward, upward, and horizontally. Managers are responsible for establishing and maintaining formal channels of communication in these three directions. Managers also use informal channels, which means they get out of their offices and mingle with employees. (Daft, 2008).

Communication within the organization is needed. Stephen P. Robbins further explains that "communication is absolutely essential to organization" (Robbins, 2007). Communication is very important in the organization. Communication is the essence of organized activity and the basic process of all other functions comes within the organization. To know the function of communication within the organization clearly, can be seen from the explanation Robbins and Coulter, stated that:

The function of communication include controlling employee behavior, motivating employees, providing a release for emotional expression of feels and fulfillment of social needs, and providing information (Robbins, 2007). Communication functions include employee behavior control, employee motivation, delivery of release for emotional expression of feelings and fulfillment of social needs and provide information. Good communication can build the strength of a team, whereas bad communication can destroy it. This is where the importance of communication within an organization. Organizational communication is the process of sending and receiving messages within the organization within a group of formal and informal structures. According to Jerald Greenberg and Robert A. Baron:

Communication generally follows the steps outlined here. Senders encode messages and transmit them via one or more communication channels to receiver, who then decode them. The process continues as the original receiver sends feedback to the original sender. Factor distortion or limiting the flow information, known as noise, may enter into the process at any point: channels of communication, the pathways over which messages are transmitted (e.g. telephone lines, mail, etc), decoding; the process by which a receiver of message transforms them back into the sender's ideas, feedback; knowledge about the impact of messages on receivers, noise; factors capable of distorting the clarity of messages at any point during the communication process. (Greenberg and Baron, 2013)

Organizational communication becomes effective when the two-way communication, between sending and receiving individual messages that have the same understanding. Baldwin, Perry and Moffitt explained his opinion:

Organizational communication is the process of creating, sending, and receiving messages in a complex system, which includes a net of integrated internal and external relationship comprising individual working to manage organizational ambiguity and achieve outcome or goal. (Baldwin, Perry, and Moffitt, 2004). According to Baldwin that "organizational communication is a process in that it is

in constant progression and transformation. The communication in an organization is always changing based upon each person in the organization, his or her interactions, and his or her activities " (Baldwin, Perry, and Moffitt, 2004).

Job Engagement.

Job involvement is related to the degree to which the people involved in the organization are well realized, then individuals will develop high employment involvement. A person who has high work involvement will show a high sense of solidarity towards the company and have high job satisfaction. Conversely, if the individual's work involvement is low, will have low job satisfaction as well and feel sorry about his work. The definition of employment involvement by Stephen P. Robbins and Marry Coulerm defines "job involvement is the degree to which an employee identifies his or her work, his or her work performance to be important to his or self-worth" . Robbins and Coulerm, 2012)

Job involvement is the level at which an employee identifies with his work, actively participates in it, and considers his work essential for his own self-interest or self-worth. Job involvement as the extent to which a person's work performance affects his self-esteem and the extent to which a person psychologically identifies himself with his job or the importance of the job in his total self-image. A highly engaged individual identifies himself or herself in his work and considers work as very important in his life. According to Brown in the book Muchinsky, said that "job involvement refers to the degree to which a person is psychologically in favor of his organization and the importance of the job for his or her image" (Brownell, 1982). The involvement of work refers to the degree to which a person is psychologically on the side of his organization and the importance of the job for his or her image. He asserted that someone who has a high work involvement can be stimulated by his work and drowned in his work.

While in Robbins's opinion: "Employment engagement is an employee who has a high level of involvement that is very impartial and true- really care about the field of work they do. A person who has high work involvement will melt into the work he is doing. According Hiriyappa states that "job involvement as the degree to which the individual identifies himself / herself with his work, actively participates in it, and considers the performance he performs is important for his self-worth" (Hiriyappa, 2009). The involvement of the work as a degree to which the individual identifies himself with his work actively and participates in it, and assumes that his performance is important for his self-worth.

A high level of work involvement will decrease the absenteeism and resignation of employees within an organization. While low levels of work involvement will increase absenteeism and higher resignation rates within an organization. Srivastava says work involvement is "someone who has a high job involvement (Job Involvement) will show a high sense of solidarity towards the company and have a high internal work motivation" (Srivastava, 2005). Job involvement is someone who has high work involvement will show high feeling of solidarity to company and have high internal work motivation. Individuals will have low work involvement if they have low work motivation and feel sorry about their work.

Based on the description above, it can be synthesized that job involvement is a person's activity in a work that is useful for self-esteem, with indicators: (1) liveliness in work, (2) awareness in work, and (3) co-workers cooperation .

Organizational Communication and Job Satisfaction

Communication is an essential element that underlies all interactions between people. Communication is an important element in organizing. Achieving organizational goals requires good cooperation from each part therefore communication can ensure accurate information delivery to each part of the organization. According to N Pradhan and N Chopra explain that: ... The researcher of some work on Job Satisfaction ', since in his own study, she worked on the premise that job satisfaction is to a great extent determined by the communication component as manifest in the varied demands of the nature of the work in all the different professions. (Pradhan, 2008).

The study of some workers on job satisfaction states that they work on the premise that job satisfaction is largely shaped by the components of communication embodied in the varying demands of the nature of work in all different professions. Later in the same book, N. Pradhan and Niti Chopra explain: Communication is effective, it tends to encourage better performance and job satisfaction. People understand their jobs better and feel more involved in some installation of privilege because they see that a necessary. Such positive responses employed support on the basic propositions of organizational behavior-that open communication. (Pradhan, 2008).

Effective communication will tend to encourage better performance and job satisfaction. People understand their work better and feel more involved in the organization. In some cases they even voluntarily give up some of their rights as long as there is organizational stability because they see that sacrifice is necessary. Another expert, Robbins stated that "typical factors that would include the nature of the work, supervision, present pay, promotion opportunities, and relations with co-workers. (Robbins, 2007). That the important factors that drive job satisfaction are: work atmosphere, supervision, current wage rate, promotion opportunities, and relationships with partners. These factors are scaled up by standardized scales and then added to obtain an overall job satisfaction assessment. Based on the above description, it can be expected that organizational communication have a direct positive effect on job satisfaction, if organizational communication is improved it will have an impact on increasing job satisfaction.

Job Engagement and Job Satisfaction

Job involvement is a work performance of a person that affects the self-esteem and the level of a person can psychologically identify themselves to his work. Individuals who have high involvement will more identify themselves on the job and consider the job as a very important thing in life. The emotional impact will give a sense of job satisfaction to himself. Attitudes Job satisfaction is reflected by morale work, discipline, and job performance. Job satisfaction is enjoyed in work, out of work, and in and out of work combination. The involvement of work done by someone emotionally affects the level of job satisfaction. According to Robbins and Judge stated that job engagement "job engagement is defined as a measure of the extent that people are psychologically on the side of their work and consider important levels of performance to be accomplished as self-esteem". (Robbins, 2012). Can be seen from the understanding of the above work involvement affects the job satisfaction because it can discourage the exit of employees from the company, then the company should pay attention to job satisfaction by involving employee involvement in decision-making, and involving employees in company activities, so the teacher's involvement in the work increased and able to increase job satisfaction.

Based on the above description, it can be assumed that there is a direct positive influence on job involvement and job satisfaction in an effort to support better performance.

Organizational Communication and Job Engagement

Job involvement reflects a person's busyness, engagement, and caring with his work. Work attitude is the embodiment of someone who performs a job. Participation, caring, and teacher collaboration with colleagues in high schools in performing a job is an indicator of success in employment engagement.

Job involvement will cause the teacher to engage in communication activities with his or her environment, either with the principal, his / her peers, or the parents of the learners. Effective communication occurs within the school environment between teacher and teacher, teacher with principal, as well as teacher with parent learners is a factor that supports job involvement. According to Stephen P. Robbins that: Communication functions to control the behavior of members in various ways. Each organization has a formal hierarchy of authority and guidelines that employees obey. If an employee, for example, is required to communicate any work-related complaint to his / her immediate

supervisor, in accordance with the order of duties, or in accordance with company policy. The communication performance of an employee engagement control function. (Robbins, 2012).

Communication functions to control the behavior of members in various ways. Each organization has a formal hierarchy of authority and guidelines that employees must obey. Good organizational communication will affect the work involvement of the people within the organization itself. According to the Draft, states that: Another aspect of management communication concerns the organization as a whole. Organization-wide communications typically flow in three directions-downward, upward, and horizontally. Managers are responsible or maintaining formal channels of communications in these three directions. Managers also use informal channels, which means they get out of their offices and mingle with employees. (Daft, 2008).

Organizational communication has a strong positive effect on job involvement. a conducive environment supported by effective communication within an organization tends to have high work involvement. This shows that organizational communication has a significant influence on high work involvement. Thus alleged organizational communication have a direct positive effect on job involvement.

METHOD

This research uses quantitative-causal approach with survey research method and path analysis technique. Target population in this study are teachers of Vocational high School in Bekasi Regency, while the sample research is teachers at Vocational high School in West Cikarang District. The number of samples is set by 100 civil servant teachers. The sampling technique used is Random Sampling, which is a simple random sampling method. The sample size in this study was determined using Slovin formula. From the calculation result using Slovin formula, it is known that the sample size is 80 civil servant teachers. As for the test instrument as many as 20 civil servant teachers. The sample in this study was taken by using the technique of Two Stage Random Sampling or multiple random sampling. Technique of collecting data using questionnaire method (questioner) is done by disseminating statement to all selected respondents.

Testing Requirements Analysis

Test Normality Error Estimated X3 Regression over X1

From the calculation results obtained value $L_{\text{count}} = 0.0377$ this value is smaller than the value of L_{table} ($n = 104, \alpha = 0.05$) of 0.0869. Given the L_{count} value is smaller than L_{table} then the distribution of job satisfaction data over organizational communication tends to form a normal curve.

Test Normality Error Estimated X3 Regression over X2

From the calculation results obtained value $L_{\text{count}} = 0.0376$ this value is smaller than the value of L_{table} ($n = 104, \alpha = 0.05$) of 0.0869. Given the L_{count} value is smaller than L_{table} then the distribution of job satisfaction data on job involvement tends to form a normal curve.

Test Normality Error Estimated Regression X2 over X1

From the calculation results obtained value $L_{\text{count}} = 0.0052$ this value is smaller than the value of L_{table} ($n = 104, \alpha = 0.05$) of 0.0869. Given the L_{count} value is smaller than L_{table} then the distribution of job involvement data on organizational communication tends to form a normal curve. Recapitulation of normality test results are listed in the following table:

RESULTS AND DISCUSSION

Regression Estimated Error

Regression Estimated Error	N	L_{count}	L_{table}		Information
			$\alpha = 0,05$	$\alpha = 0,01$	

X ₃ over X ₁	104	0,0377	0,0869	0,1011	Normal
X ₃ over X ₂	104	0,0376	0,0869	0,1011	Normal
X ₂ over X ₁	104	0,0052	0,0869	0,1011	Normal

Based on L-count and L-table prices above, it can be concluded that the pair of all data, both job satisfaction on organizational communication, job satisfaction on job involvement, and work involvement of organizational communication comes from normal distributed samples.

Significance and Linearity Test of Regression Equation of Job Satisfaction on Organizational Communication

The relation model of simple regression equation is = 98,50 + 0,24X₁.

The result of calculation of significance and linearity test is arranged in ANAVA table as in table 4.5.

Table 4.5 ANAVA for Significance Test and Linearity Regression Equation = 98,50 + 0,24X₁

Source Varians	Dk	JK	RJK	F _{count}	F _{table}	
					α = 0,05	α = 0,01
Total	104	1635161				
Regression a	1	1623250.83				
Regression b/a	1	799.476	799.476	7,66 **	3,93	6,89
Residue	102	11151.05	104.34			
Suitable Tuna	38	799.48	88.69	0,73 ^{ns}	1,59	1,93
Error	64	104.34	121.57			

Information :

** : The regression is very significant (7,66 > 6,89 at α = 0,01)

ns : Regression is linear (0.73 < 1.59 at α = 0.05)

dk : Degree of freedom

JK : The sum of squares

RJK : Average number of squares

Regression equation = 98,50 + 0,24X₁, for significance test obtained F-count of 7,66 bigger than at F-table (0,01; 1: 102) 6,89 at α = 0,01. Because F-count > F-table then the regression equation is stated very significant. For the test of linearity obtained F-count equal to 0,73 smaller than at F-table (0,05; 38: 64) equal to 1,59 at α = 0,05. Since F-count < F-table then the estimated point spacer to form a linear line is acceptable. Visually seen in Figure 4.4.

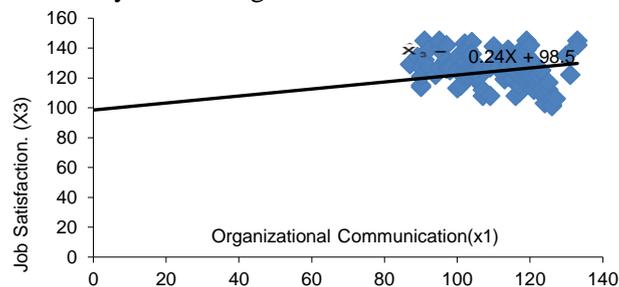


Figure 4.4 Graph of Regression Equation = 89.78 + 0.36X₁

Significance and Linearity Test of Work Satisfaction Regression Equation on Job Involvement

From the calculation data for compilation model of regression equation between job satisfaction with job involvement in appendix 5, obtained regression constant a = 109,69 and regression coefficient b = 0,14. Thus the relationship model of simple regression equation is = 109.69 + 0.14X₂. Before the

model of regression equation is analyzed further and used in drawing conclusions, first tested the significance and linearity of the regression equation.

Regression equation = $109,69 + 0,14X_2$, for significance test obtained F-count 6.07 bigger than on F-table (0,01; 1: 102) 6,89 at $\alpha = 0,01$. Because F-count > F-table then the regression equation is stated very significant. For test of linearity obtained F-count equal to 1.27 less than at F-table (0,05; 46: 56) equal to 1,59 at $\alpha = 0,05$. Since F-count < F-table then the estimated point spacer to form a linear line is acceptable. Visually seen in figure 4.5.

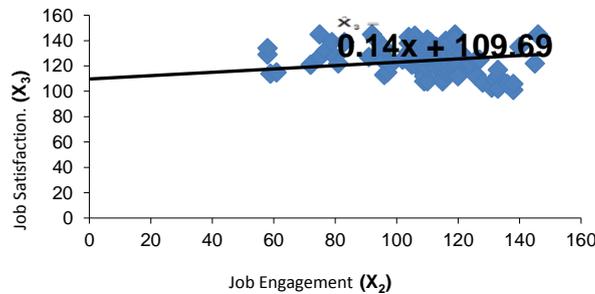


Figure 4.5 Graph of Regression Equation = $109.69 + 0.14X_2$

Significance and Linearity Tests Regression Equation Involvement of Organizational Communication

Data of calculation result of regression equation model between work involvement with organizational communication in appendix 5 obtained regression constant a = 25,16 and regression coefficient b = 0,76. Thus the relationship model of simple regression equation is = $25.16 + 0.76X_1$.

The result of calculation of significance and linearity test is arranged in ANAVA table as in table 4.7.

Table 4.7. ANAVA for Significance Test and Linearity Regression Equation = $25.16 + 0.76X_1$

Source Varians	Dk	JK	RJK	F _{count}	F _{table}	
					$\alpha = 0,05$	$\alpha = 0,01$
Total	104	1266700				
Regression a	1	1164930.91				
Regression b/a	1	7987.296	7987.296	8,69**	3,93	6,89
Residue	102	3491.68	919.43			
Suitable Tuna	37	44824.70	1211.5		1,59	1.93
Error	63	48956.30	777.08	1,56 ^{ns}		

Information :

** : The regression is very significant ($8.69 > 6.89$ at $\alpha = 0.01$)

Ns: Regression is linear ($1.56 < 1.59$ at $\alpha = 0.05$)

dk: Degree of freedom

JK: The sum of squares

RJK: Average number of squares

Regression equation = $25,16 + 0,76X_1$, for significance test obtained F-count 8,69 is bigger than F-table (0,01; 1: 102) 6,89 at $\alpha = 0,01$. Because F-count > F-table then the regression equation is stated very significant. For the test of linearity obtained F-count of 1.56 smaller than at F-table (0,05; 37: 63) equal to 1.53 at $\alpha = 0,05$. Since F-count < F-table then the estimated point spacer to form a linear line is acceptable. Visually seen in Figure 4.6.

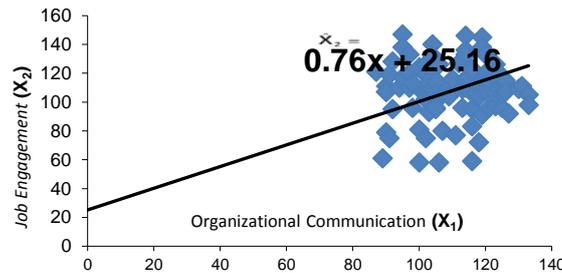


Figure 4.7 Graph of Regression Equation = 25.16 + 0.76X1

The overall test results of significance and linearity of regression are summarized in the following table.

Significance Test Results and Regression Linearity Test

Regression	Equation	Regression Test		Linearity Test		Conclusion
		F _{count}	F _{table} α = 0,01	F _{count}	F _{table} α = 0,05	
X ₃ over X ₁	$\hat{X}_3 = 98,50 + 0,24X_1$	7,66 **	6,89	0,73 ns	1,59	Regression is very significant /Linear regression
X ₃ over X ₂	$\hat{X}_3 = 109,69 + 0,14X_2$	6.07 **	6,05	1.27 ns	1,59	Regression is very significant /Linear regression
X ₂ over X ₁	$\hat{X}_2 = 25,16 + 0,76X_1$	8,69 **	6,89	1,56 ns	1,59	Regression is very significant /Linear regression

Information :

** : Very significant

ns : Non significant (linear regression)

Matrix of Simple Correlation Coefficient between Variables

Matrices	Correlation coefficient		
	X ₁	X ₂	X ₃
X ₁	1,00	0,481	0,263
X ₂		1,00	0,238
X ₃			1,00

From table 4.9 it can be seen that the correlation between organizational communication with work involvement of 0.706. Correlation between organizational communication with job satisfaction of 0.457. The correlation of job involvement with job satisfaction is 0.436.

First Hypothesis

The results of the first hypothesis analysis that organizational communication directly affects positively to job satisfaction. Thus it can be concluded that job satisfaction is directly influenced positively by organizational communication. Increased intensity of organizational communication resulted in increased job satisfaction.

Coefficient of Effect Line X1 on X3

Direct influence	Path Coefficient	T _{-count}	T _{-table}	
			α = 0,05	α = 0,01
X ₁ to X ₃	0,293	2,76 ***	1,98	2,63

*** The coefficient of path is very significant (2.76 > 2.63 at α = 0.01)

From the calculation of path analysis, the direct influence of job involvement on job satisfaction, the coefficient value of the path of 0.265 and the t-count of 2.65. The t-table value for $\alpha = 0.01$ is 2.63. Since the value of t count is more than t-table then H_0 is rejected and H_1 is accepted, thus job involvement has a positive direct effect on job satisfaction.

Coefficient of Influence Line X2 on X3

Direct influence	Path Coefficient	T _{-count}	T _{-table}	
			$\alpha = 0,05$	$\alpha = 0,01$
X ₂ to X ₃	0,265	2,65 ***	1,98	2,63

*** Path coefficient is very significant ($2.65 > 2.63$ at $\alpha = 0.01$)

Organizational communication has a direct positive effect on employment engagement.

$H_0: \beta_{21} < 0$

$H_1: \beta_{21} > 0$

H_0 is rejected, if t-count $>$ t-table.

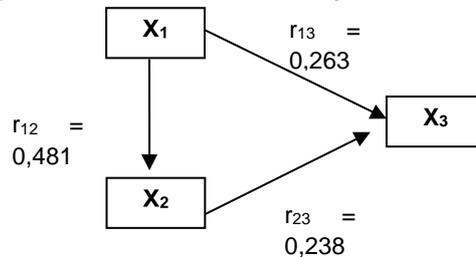
From the calculation of path analysis, the direct effect of organizational communication on job involvement, the coefficient value of the path of 0.481 and the t-count of 5.54. The t-table value for $\alpha = 0.01$ is 2.62. Since the value of t-count is greater than the t-table value H_0 is rejected and H_1 is accepted, thus the organizational communication has a direct positive effect on the acceptable job involvement.

Coefficient of Influence Line X1 to X2

Direct influence	Path Coefficient	t _{-count}	t _{-table}	
			$\alpha = 0,05$	$\alpha = 0,01$
X ₁ to X ₂	0,481	5,54 **	1,98	2,62

** Very significant path coefficient ($5.54 > 2.62$ at $\alpha = 0.01$)

A summary of the path analysis model can be seen in Figure 4.7 as follows:



Empirical Variable Models

Job satisfaction reflects a person's feelings towards his job. And job satisfaction itself form in other words from the factor of satisfaction which is also called motivator which is the motivator factor for the achievement that comes from within oneself (intrinsic condition), among others: achievement, recognition, responsibilities, advancement, job satisfaction, the possibility of growth. The driving factors that play an effective role in overcoming and assisting teachers PNS Vocational high School district West Cikarang can pass through the consultant at the time of teaching. The result of questionnaire of research on teachers of civil servant Vocational high School in sub-district West Cikarang, that the stronger the intensity of organizational communication and job involvement, the greater the job satisfaction obtained by teachers of the State Vocational Civil Servants in the school. Therefore, it is suggested for the headmaster to hold the in-house training in the school environment and often send the teacher of the teacher in the Subject Teacher Conference so that the future will be

the benchmark of the result of job satisfaction of the state civil apparatus especially the teacher PNS Vocational high School in West Cikarang district.

Once the importance of job satisfaction, it is necessary for civil servant Vocational high School teachers have the nature of organizational communication and high work involvement in the environment as the embodiment of organizational dynamics towards the better. The better these two factors, the greater the job satisfaction obtained in an agency. Thus, organizational communication and good work involvement to produce good job satisfaction for teachers of civil servant Vocational high School in West Cikarang district.

Job satisfaction is an affective reaction to a person's work situation. This can be explained as a whole of a person's feelings about his work in a specific aspect of a job. In his excerpt Hasibuan, "that man is a desirable social creature, this desire will occur continuously and will only cease when the end of his life comes a satisfied need not be a motivator for the culprit, only the unmet need which will be the motivator.

CONCLUSION

The research that has been done on the teachers of civil servant Vocational high School district West Cikarang obtained the following conclusions:

Organizational communication has a direct positive effect on job satisfaction. That is, the better the intensity of organizational communication the better the job satisfaction obtained against teachers of civil servant Vocational high School district West Cikarang. Job involvement has a direct positive effect on job satisfaction. That is, the more intensity of work involvement resulted in increasingly satisfied the work of civil servant teachers Vocational high School district West Cikarang. Organizational communication has a direct positive effect on job involvement. That is, the better communication between civil servant teachers Vocational high School the better the involvement of the teachers of civil servant Vocational high School in the district.

REFERENCE

- Baba Abugre, James. (2011). "Appraising the impact of organizational Communication on worker Satisfaction in Organizational Workplace," *Problems of Management in the 21st century*, Volume 1.
- Baldwin, John R. Stephen D. Perry and Mary Anne Moffitt. (2004). *Communication Theories: Everyday Life*. Boston: Pearson Education, Inc.
- Colquitt, Jason A., Jeffrey A. Lepine, Michael J Wesson. (2015). *Organizational Behavior Improving Performance and Commitment in the workplace 4 edition*. New York: McGraw Hill.
- Daft., Richard L. (2008). *Management Eighth Edition*. USA Thomson South.
- Darijani, Ali., Hassan Soltani, dan Mohammad Ali Pourroostaei. (2015). *Impact of the effectiveness of organizational communication*. *Walia Journal* 30 (S3): 43-51, 2014 diakses 18 Desember.
- Gibson, James L., et al. (2000). *Organizational Behavior, Structure, Process 14 edition*. New York: McGraw-Hill Companies.
- Greenberg Jerald., Robert A. Baron. (2013). *Behaviour in Organizations: Eighth Edition*. London: Allyn and Bacon.
- Griffin, Ricky W., Gregory Moorhead. (2014). *Management 11 Edition*. Canada: South – Western.
- Hasibuan, M. (2007). *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara.
- Hiriyappa. B. (2009). *Organizational Behaviour*. New Delhi: New Age International Publishers.
- John M. Ivancevich, and Matteson. (2016). *Organizational Behavior & Management 8th* New York: McGraw Hill.
- Kreitner, Robert and Angelo Kinicki. (2014). *Organizational Behavior 9th*. New York: McGraw-Hill.
- Little John, Stephen W. and Karen A. Foss. *Theories of Human Communication*. New York: McGraw Hill.
- Luthans, Fred. (2002). *Organizational Behavior*: New York, McGraw-Hill, Inc.
- McShane, Steven L., and Mary Ann Von Glinow. (2012). *Organizational Behavior 4th Edition*. USA: Emerging Realities for the Workplace Revolution.
- Mullins, Laurie J. (2005). *Management and Organizational Behavior 9 Edition*. England Pearson Education Limited.
- Phillips, Jean M and Stanley M. Gully. (2012). *Organizational Behavior Tools for Success, International Edition*. USA: South Western Cengage Learning.
- Pradhan, N. and Nili Chopra. (2008). *Communication Skills for Educational Managers an exercise in selfstudy*. India Book Encheve.
- Newstrom, John W. and Keith Davis. (2010). *Organizational Behavior 11th Edition*. . New York: McGraw-Hill.
- Robbins, Stephen P. (2007). *Organizational Behavior 10th Edition*. New Jersey: Prentice Hall Pearson Education, Inc.
- (2007). *Organizational Behavior*, (San Diego State University: Person Educational International).
- Robbins, Stephen P, and Timothy A Judge. (2012). *Organizational Behavior 16th* San Diego: Stated, Wffect.
- Robbins, Stephen P, and Marry Coulerm. (2012). *Management*. USA: Person.
- Schemerhorn, John R., JR, and James G. Hunt, Richard N. Osborn, dan Mary Uhl-Bien. (2010). *Organizational Behavior 11th Edition*. New Jersey: John Wiley & Sons, Inc.
- Bachelor, Sri. (2014). "The Influence Of Leadership And Teamwork On Teacher Work Ethics Vocational high School" in the *Journal of Education and Culture* Vol. 20. No. June 2nd. Jakarta: Agency for Research and Development of the Ministry of Education and Culture.
- Spector, Paul E. (2007). *Job Satisfaction*. London: Advanced Topics in Organizational Behavior.
- Straubhaar, Joseph and Robert Larose. (1996). *Communications Media in The Information Society* California: Wadsworth.
- Srivastava, S.K. (2005). *Organizational Behaviour and Management*. New Delhi: Sorup And Sons.
- Sudjana. (2005). *Statistical Method*. Bandung: Tarsito.