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Strategy of Values Implementations, Attitudes and Job Satisfaction of Teachers Form Organization Behavior Islamic Educational Institution (*Multiple Case Study in MIN I Jombang and SDI Tebuireng Ir Soedigno Jombang*)

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Abstract: This study reviews the strategy of values implementations, attitudes and job satisfaction of teachers to create organization attitude in MIN 1 Jombang and SDI Tebuireng Ir Soedigno Jombang. This research used multiple case study type with a qualitative approach. The results of the study explained that 1. Value implementations in two Islamic educational institutions have in common is each teacher in carrying out their jobs with honesty, trust, single-hearted and discipline as evidenced by attendance and reports each finished performing their duties, 2. Teacher's behavior implementation in both Islamic education institution focus on togetherness and goodness. 3. Job satisfaction of teachers in both institutions have a relatively common since every individual has always been committed to a given task, but in the achievement of success of the achievements of the work memeliki differences arising from the ability of the teacher, and 4) a strategy implementation for that three elements is done by open with each other in tasks, optimization mission and objectives and institutional commitment that created an organizational theory of Islamic education. Thus, the above three elements have a relation to one another in creating organizational theory of education, so the presence of teachers in educational institutions of Islam to be a part in advancing education.

Keyword: *Value, Attitudes, Job Satisfaction, Organization Behavior.*

I. INTRODUCTION

The organization is a group of people in the container life intertwined interaction and active communication to reach the goal of organization.

Organizational behavior is a reflection of each individual member. Behavior or relationship with one another in the organization will reflect the patterns, attitudes and characteristics of the organization. Organizational behavior include or involve discussion on the behavior of individuals or groups. This is an indicator that the realization of structures and organizational behavior cannot be separated from the supporting elements and actors which includes individuals, (member), a leader, and other devices.

According to Robbins, explaining that organizational behavior is the study of micro view that is putting pressure on individuals and groups within the organization. Organizational behavior focused on behavior within the organization and a set of variables regarding the achievements and values, attitudes of the employees, and job satisfaction that much attention. In organizational behavior is needed teamwork, in perform the duties of the organization based on the goal that is expected. Well what if the organization reflects the values, attitudes and satisfaction with what was done.[1]

But, if an organization is not built on togetherness, there will be consequences or were destroyed or did not achieve the goal. There are several causes of lack of achievement of organizational goals, namely conflicts of interest that are not built well, the lack of a level of understanding in the organization, commitment, unclear orientation.

Therefore, the value, the attitude of members, and performance management in an organization is in need because it can reflect organizational behavior. Values are essentially contained in the individual side of a member or manager in an organization. Values and attitudes are also able to give effect to certain situations and behavior. A personal value system can be regarded as a basic framework perceptual relatively sedentary that shape and influence the properties of a particular individual's behavior. [2]

Islamic educational institutions are educational institutions which characterized Islam, greatly encouraged the formation of values, attitudes and job satisfaction of any individual or group as a form of Amalia's being taught in Islamic law. MIN I Jombang as a Muslim educational institution always pay attention to values, attitudes and job satisfaction in each individual teacher, so that with the formation of values, attitudes and job satisfaction, organizational theory it will form a positive impact on the educational progress and development of educational institutions. it has done MIN I for the last ten years, where progress and perkembangan MIN I in all aspects of education.

Likewise, occurring in SDI Tebuireng Ir Soedigno Jombang, where there is growth and remarkable progress in terms of both academic and nonacademic. Due to the commitment and motivation that the formation of values and attitudes of each individual job satisfaction. Culture is always cared for and preserved to the presence of SDI Tebuireng Ir Soedigno Jombang being people's choice in their daughter's education.

Thus, in organizational behavior that the values, attitudes and satisfaction of the performance is an integral interconnected or integrated in creating an atmosphere organization works effectively and efficiently. With the value will provide confidence in the organization, individual values will reflect the order of organizational theory was good, the attitude to encourage the organizational theory that has pastures and attitude forward, and work satisfaction will have a positive impact on society as a compensation for the output, organization out came.

Based on that background, the study of values implementations, attitudes, and job satisfaction for each individual are inseparable part in the study of the organizations behavior. Values, attitudes, and satisfaction is basically the realm of psychology, but in Islamic education organization is very important because it concerns an individual, or a group that affect the success of education. Each individual in the organization is one of the important elements that will contribute to the formation of the organizations behavior. The third aspect of the above can be explained as follows:

Value

Value is a basic belief in human beings with a form of state or actions believed to be true personally or within the scope of the social group. Value is also significant as an ingrained belief in man as a person or a group. It is also described by Rokeach 2973:

Value is enduring belief that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence. [3]

Explained that the values belief that occurred or related to the behavior or the circumstances of someone either as an individual or a social group. It shows that the value of a person reflects in daily life either in a community or individual. Values in some literature described there are five things as follows: (a) the value is a concept or belief, (b) the desire of an organization or behavior, (c) address the particular situation, (d) guide the selection or evaluation of behavior and events, and (e) are of interest.[4]

In addition, the value of a personal conviction about something that should be done in everyday life and how to cultivate the attitude of his beliefs. Value divided into two as follows:

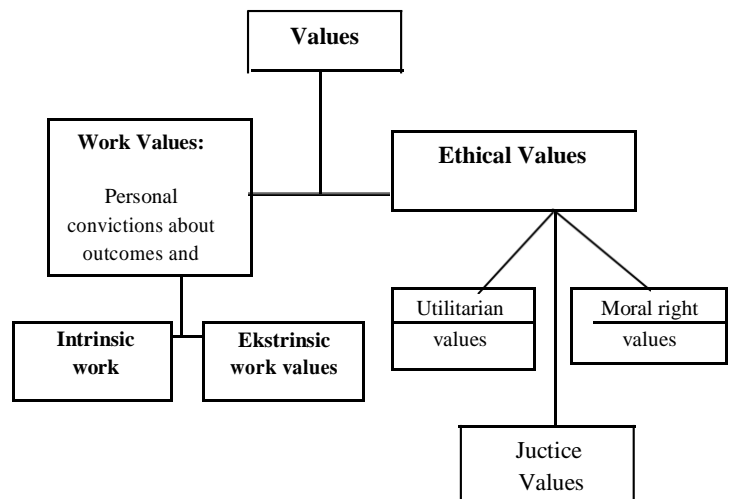


Figure 1 value in Organizational behavior.[5]

Attitude

Attitude is the statement / evaluative judgments concerning objects, people or events. Attitude can be contrary to the value, because it is unstable and easily influenced than the value. In a gesture of work is defined as follows:

Work attitudes are collections of feelings, beliefs, and thoughts about how to behave that people currently hold about Reviews their jobs and organisasi. Work attitudes

are more specific than values and not as long-lasting. Because the way people experience changes often reviews their jobs over time. [6]

Explanation of the above, that the work attitude is correlation between leadership and subordinate work, beliefs, and thoughts about how the behavior of the person currently holding the job and the organization. More specific work attitude of values and does not last long because of the way people experience their work often change over time. For example, someone working situation may be changed because of a job transfer or be given or denied promotion.

Therefore, the attitude is a construct / concept/building that is a hypothetical (*hypothetical construct*). It was said, because the real attitude can not be seen with the eyes, touched by hand or perceived by the tongue. To understand a person's attitude, that we can do is to define or interpret what it says or does. Thus, to understand the person's attitude toward an object, 1) need to look at what is said or done such a person against an object, 2), to interpret the intent of the person's words or actions, and 3) understand the behavior of the person concerned.

Work Satisfaction

Work satisfaction is an implication of the work commitment a person or a leader within the organization, obtained satisfaction on the achievements together on what the objectives of the organization. Job satisfaction can interpret as a form of expression for services, labor relations, and comfort as well as the achievements of the organization. Job satisfaction also meruokan reflection of one's feelings toward his work. This is a positive impact on employee attitudes toward work and everything encountered in the work environment.

Meanwhile, according to Robbins, job satisfaction is a general attitude towards one's job, the difference between the number of rewards received by a worker and the amount they believe they should receive, Satisfaction occurs when individual needs are met and associated with the degree of likes and dislikes associated with employees; is a common attitude that is owned by the employee which is closely related with the rewards they believe they will receive after making a sacrifice. [7]

Likewise, according to Jennifer M, George (2012) as follows:

Job satisfaction is the collection of feelings and beliefs that people have about reviews their current jobs. People's levels or degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction.[8]

Explanation of the above, that job satisfaction is a set of feelings and beliefs that someone has a job that they are currently facing. Job satisfaction for public appraisal of the results of the work carried out so as to feel the satisfaction of extreme arrive at the extremes.

On the other hand organizational commitment required to achieve the feeling and belief that such a person was having on the organization as a totality. The level of commitment a person can be determined based on a sense of ownership of the organization, and people who have a good attitude to encourage relate with the existence, the quality of organization' output, and attitudes and other organizations.

Fourth, organizational theory is basically a study about the aspects of human behavior within organization. This includes the the following aspects brought about by the influence of the organization is to humans and vice-versa. Based on that definition that organizational behavior is the study how human interaction within the organization that includes the study systematically about behavior, structure, and processes within the organization. The important thing in organization theory is the human relationship within the organization and the organization created by man to achieve the goal.[9]

Thus, the behavior of the organization is very important for the progress of the organization because it created communications relationship that mutually affect one individu with other individuals within the organization to achieve the expected goals.

Furthermore, in This research aims to explain: 1) how to implement the values to each teacher in teacher duties at MIN I Jombang and SDI Tebuireng Ir Soedigno Jombang, 2) about how to implement the teacher attitudes towards the tasks given at MIN I Jombang and SDI Tebuireng Ir Soedigno Jombang, 3) about the job satisfaction of each teacher on the results of its work in MIN I Jombang and SDI Tebuireng Ir Soedigno Jombang, and 4) how the strategy to inculcate these three aspects in shaping organizational theory at MIN I Jombang and SDI Tebuireng Ir Soedigno Jombang.

II. METHOD

This research method is done using a qualitative approach that is naturalistic, while the category of research is field (field research) with types of research using case studies, where researchers conduct studies on cases that there is a field related to the topic at understood better with the aim to determine the ratio of cases between the two locus of research. In this study, researchers examined the strategy to realize the values, attitudes and job satisfaction principals in shaping

organizational theory in Islamic educational institutions.

The source of data is obtained in two ways: that is the source of primary data and secondary data sources. The primary data source is obtained in the form of words or speech spoken (verbal) and the behavior of the subject (the informant), in association with the title obtained through observation and interviews with some of those involved in the completeness of the data is needed, from the principal, all teachers and some students. The Sources of secondary data obtained from documents, photographs, and objects that can be used as a complementary source of primary data.

Analysis of this data from the research use a multicase study with qualitative analysis description, is about data analysis which produce the detail description about circumstances, phenomena , interactions and the behavior of the informant as a primary source and key informants of the parties involved in the research of both the teacher and the principal of the two institutions, namely MIN 1 Jombang and SDI Tebuireng Ir. Soedigno Jombang. This study used multi-case study design, then in analyzing data was done in two stages : First , the data analysis of individual cases and second, cross-case data analysis. In practice, the data analysis in this study using a variety of techniques. Technical analysis of the data used in this study based on Miles and Huberman, namely data reduction, data displays , and data verification to obtain the result accurately and can be justified.

III. RESULTS and DISCUSSION

After doing research process and data mining of the locus was specified, then researchers can decipher some research findings based on research goals above,

Some results of this research was described in a comprehensive manner between the two educational institutions between MIN and SDI Tebuireng Ir Soedigno Jombang on strategies to instill values, attitudes and job satisfaction in creating organizational theory as follows:

First Insert the values of teachers in performing their duties, The findings of the study as follows: 1) Investment value of the teacher is always based on the belief of the tasks and common interests, 2) the two institutions have always uphold the values of integrity, honesty, responsibility, sincerity, trust, and discipline in carrying out duties in the school. 2) Every teacher on both educational institutions were able to provide the best for the progress of the institution and the response is good for the community, 3) each teacher always give the best to the students in accordance with the rules and regulations. Both school have different rules, MIN 1 Jombang follow

the Ministry of Muslim regulation while SDI Ir Tebuireng Soedigno Jombang follow Kemendiknas and its foundation regulation. 4) Each teacher had faith in what they are doing for creating great students, 5) inserting qur'ani values for teachers in MIN I Jombang, 6) emphasizes the value of honesty and sincerity in carrying out duties as a teacher at SDI Ir Tebuireng Soedigno Jombang.

Second, teacher behavior implementation in work, namely: 1). Cultivating scolds greetings with greeting and shaking hands, 5). Each task, each teacher always asks another, as happened in SDI Tebuireng Ir Soedigno Jombang, while in MIN evidenced by the journal activities, dan 3) pursuing in religious activity and mutual respect for one another, 4) mutual care between one another in the task both in MIN and SDI, but the different is in the practice. In MIN teachers help other teacher's work for teachers who are lower (new), whereas in SDI work is collective regardless of status, tenure, etc., 5) has a strong commitment in every job as a responsibility both as a teacher, staff and managers, and 6) was high and strong ownership of the work that it provides so important to maintain self-esteem.

Third, job satisfaction of teachers include some of the following: 1) All of the elements in each institution to work according to their field both teachers, staff and principals or managers, who can give the satisfaction in a job, 2) job satisfaction in the both institutions have the same relative because every individual has always been committed to a given task, but in the successful achievement of outcomes in SDI Tebuireng Ir Soedigno Jombang work better with national and international academic performance, from the first MIN Jombang only national achievement.

Job satisfaction is basically a sense of security to any person in performing their duties, and their good treatment of what is produced in duties implementation. In MIN 1 Jombang between PNS and Non PNS teachers have a different treatment according to their status both in carrying out the task, Welfare impression and opportunity in every activity resulting in differences in job satisfaction in the sense feel it, whereas in SDI Tebuireng Ir Soedigno Jombang all teachers with private status have the same treatment and the same valuation for any teacher who carry out duties in accordance with their competence and achievements.

Fourth, Strategy instill values, attitudes and job satisfaction in shaping organizational theory as follows: 1) Strategies undertaken both institutions is to optimize all the potential of every teacher and give riward for each individual / group in carrying out their duties properly, and 2) provides an understanding of the duties, responsibilities and competence to be able to make

the values, attitudes and job satisfaction integrated in each task and job, 3). Both institutions between MIN and commitment to SDI at the same commitment in values implementation, attitudes and job satisfaction in organizational theory through training and development, religious activities (SDI), discipline, self skills and innovation, and 4) developing human resources in accordance with the required scientific respective institutions

Based on the above results, the MIN and SDI I Jombang Jombang Tebuireng Ir Soedigno strategy implementation of values, attitudes and job satisfaction of teachers in creating organizational behavior is very diverse and vary it depending on the level of competence and creativity of each individual. However, it differs in providing education policy and systems that have an impact on performance in each individual in the institution between MIN I Jombang and SDI Tebuireng Ir Soedigno Jombang. MIN I Jombang with foreign status in performing the tasks of each policy must be based on the rules specified in implementing the Ministry of religion, including the educational curriculum. While SDI Tebuireng Ir Soedigno Jombang the private school use full day school education system, its management and structuring of institutional organization more dynamic, flexible, and innovative accordance with the direction and institutional commitment with regard to Islamic values and needs of the community, Each individual in both institutions share the same commitment in carrying out their duties.

This, as a form of responsibility for the profession for each teacher which always looking from the duties and obligations to which it aspires. They always insert values, show a good attitude and competence in order to achieve satisfaction in their work. In carrying out his duties as a teacher as mandated by the Law on Teachers and lecturers No. 14 2015 as follows:

Traffic includes pedagogical competence, personal competence, social competence, and professional competence acquired through professional education[10]

Therefore, that the values, attitudes and job satisfaction in Islamic educational institutions can be described in the governance of the organization in their respective educational institutions, namely with due respect to individuals, groups and good governance. Due to organizational behavior in the picture may be reflected from individuals and groups within the Islamic educational institutions.

Thus, that strategy in inserting the organisational behavior in Islamic educational institutions must be considered the aspect of individuals in terms of values, attitudes and job satisfaction organizations, Furthermore, that the

cultivation of the values of teachers in Islamic educational institutions must first assess each individual in the organization as a very important element in creating the existence of the organization of educational institutions. Each institution between MIN I Jombang SDI Tebuireng Ir Soedigno has reflected the values of work on each individual who visits of confidence in what has been done based on the existing rules, a good process, discipline, commitment, and the output is marked by achievement and appreciation of the institution.

According to McShane & Von Glinow Value interpreted as a personal reflection of someone in guiding the various provisions or decisions and actions in accordance with the organization's work. The behavior of each individual does by habit consistently in order to achieve the goal. But in reality and practice rarely executed because of personal values and behaviors of individuals assume that the values are abstract concepts that sound good in theory but less easy to follow in practice. Values in the reflection of organizational behavior should basically show up of behavior of individuals, therefore, that each individual has an important role in building a culture of values within an organization^[11]

Then, exposure to research data pertaining to attitudes in the organizational work is a reflection of each individual. As the researchers found, that attitude is reflected in individuals (teacher) in their respective educational institutions of Islam have in common is the public speaking attitude, professionalism, social relation and pedagogic. However, of the few cases in individuals (teachers), that those who have role to the job are those who have higher educational qualifications than the lower. The attitude that reflects from each teacher is how they feel something. When I say "I love my job," I express my attitude about work. Attitude is not equal to the value, but the culture are interconnected.

But seen from the gender differences between male teachers and female in each institution of Islamic education that woman teacher attitudes more on attitudes that meekness, compassion, and care to students or colleagues, while the male teachers, more on assertiveness, strong and rugged. Although these attitudes important to be owned by everyone in improving labor productivity, including very important to have for a leader, to get sympathy from those around him or lead. Instead rude attitude and stubborn / hard of heart would be very harmful to a person in touch with other people, because it could damage the already established a good relationship.

But seen from the gender differences between male teachers and female at each

institution of Islamic education in showing its attitude towards different students. The attitude of female teachers are gentleness, compassion, and care to students or colleagues, while a male teacher has a firm stance, strong and rugged as well as authoritative. The attitude is very important to be owned by all people, to be able to increase productivity, including for leaders in order to gain the sympathy of the people around him/her. Instead rude attitude and stubborn / hard of heart would be very harmful to a person in touch with other people, because it could damage the already established a good relationship.

Therefore, in growing the expected work attitude organizational commitment required to achieve the feeling and belief that such a person was having on the organization as a totality. The level of commitment a person can be determined based on a sense of ownership of the organization, and people who have a good attitude to encourage the existence, product quality organization, and attitudes and other behavior.

Further that, job satisfaction on both institutions are generally formed because of conditions and infrastructure to support and work environment. But each agency has a different assessment in terms of job satisfaction. MIN 1 Jombang in assessing the satisfaction of the teacher is more on the achievements and results obtained as well as their repon the good of all parties for the achievement of the task, whereas in SDI Ir Tebuireng Soedigno Jombang valued on job satisfaction as seen in the ability of teachers based on their knowledge, because if the teacher according to his ability then, every task will be traversed with a good process and the results were satisfactory.

But specifically that there are differences in understanding and getting job satisfaction. MIN 1 Jombang, that job satisfaction due to the ability of someone of teachers in the mastery of the material presented to students and the achievement of what has been presented as evidenced by the results of the evaluation of a daily, weekly, monthly and even repeat the educational year. While job satisfaction experienced in SDI Tebuireng Ir Soedigno Jombang, perceived as the correspondence between what is given with what they have, their compatibility with the leadership, the results obtained, and the attention of all the elements of education against the achievements.

In theory, as in the mentioned by As'sad explains that the variables that can be used as an indication of declining job satisfaction is the high rate of absenteeism (absenteeism), high employee turnover (turnover), a decline in labor productivity or employee job performance (performance). If the indication of the decline in employee satisfaction

come to the surface, then it should be immediately addressed so as not to hurt the company.[12]

Based on the above theory view, that the MIN 1 Jombang judge about job satisfaction, for their appreciation by giving the opportunity to perform in public for the services and achievements obtained, it becomes satisfaction of each individual. But in SDI Tebuireng Ir Soedigno Jombang, that is always seen of work being done and school attendance.[13]

At the level of reality, as conveyed by As'ad that the indication of job satisfaction can be measured by the level of work attendance, behind the real facts on the ground, most of the employees who were present not solely because there is job satisfaction but rather the rules of the system which requires each employee to be present every working hour. Attendance is basically not a measure of job satisfaction, but discipline arising from Islamic religion factors that can provide job satisfaction. Job satisfaction was also obtained from the treatment leader, providing the convenience of work, rewards for work performance.

This is similar to the Luthan's word that affect job satisfaction one job itself because the work can provide job satisfaction side if an attractive, comfortable and challenging, work that is not boring, and the job can provide status. There are three commonly accepted dimensions in job satisfaction. First, job satisfaction is an emotional response to the work situation. Thus, job satisfaction can be seen and to be expected. Second, job satisfaction is often determined by how well the results achieved met or exceeded expectations. Third, job satisfaction represents several related attitudes.[14]

On the other hand, according Malthis, job satisfaction is a positive emotional state of a person evaluate work experience. Hope to achieve job satisfaction basically has many dimensions, general satisfaction in a job can be measured by the amount of salary, appreciation, good relationships between teachers and school leadership, achievement of targets, and the opportunity to move forward. Each dimension will be good so that it can induce a feeling satisfied overall with the work itself.[15]

Benchmark levels of job satisfaction in their respective research institutions is absolutely nothing, because each individual (teachers) have the competence standard beragamsehingga satisfaction with different standards. However, every individual on the base and the common interest, the required level of discipline and responsibility to achieve job satisfaction.

Islamic educational institutions, in essence, that the strategy to insert values, attitudes and job satisfaction of teachers in performing their duties has always been a very important thing,

because it can provide a positive impact on the behavior of organizations, and the quality of education. strategies undertaken by optimizing human resources, facilities and infrastructure, as well as to bring up the quality of service for every teacher in duties implementations. Thus, that values, attitudes and job satisfaction in Islamic educational institutions should always be a concern for all elements of the school, including the support of the head of school / madrasah for each individual teacher in carrying out their duties properly, so it will make the expectation as organizations behavior from all people.

IV. CONCLUSION

Based on the above discussion, that the conclusions of this study are as follows:

That value implementation for teachers in shaping organizational behavior as individuals or in groups in two educational institutions of Islam between MIN and SDI Tebuireng Ir Soedigno Jombang implemented based on beliefs and guidelines that exist in each of these institutions, they have different views in inserting the value of work for teachers , Values are embedded in general in both are growing conviction against any work carried out.

Attitude implanted from each individual teacher at two institutions between MIN I Jombang and SDI Tebuireng Ir Soedigno Jombang same as reflect Islamic and religious norms that it believes will keep the emphasis attitude in each different agencies: at MIN I Jombang attitude the emphasis is on the use of rules at MIN I Jombang and attitude that reflects the values of Qur'anic, while SDI Tebuireng Ir Soedigno Jombang namely mutual respect, respect the competence of each other, and have a high concern to the public interest.

Satisfaction work is the implication of the work commitment of teachers or leaders in the organization, obtained satisfaction on the achievements together on what the objectives of the organization. But in the achievement of successful work in each of the different institutions, in MIN 1 Jombang job satisfaction on the achievements and accomplishments into a measure of job satisfaction. Achievement on the tasks assigned berupan good student achievement district, TEAK and naisonal from various fields as well as institutional changes, whereas in SDI Tebuireng Ir Soedigno Jombang job satisfaction is measured in the ability to accomplish work processes in accordance with the vision of the institution,

Strategies in values implementation, attitudes and job satisfaction in organizational behavior was done by optimizing all the potential of every teacher and provide rewards for each individual / group in carrying out their duties

properly, and provides an understanding of the duties, responsibilities and competence to be able to make the values, attitudes and integrated job satisfaction in every task and job thus forming organizational behavior as well as improving the quality of human resources in accordance with the required scientific fields.

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