

ABSTRACT

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The Role of Job Satisfaction on Quality of Life in Special School Teachers; Dr. Fransisca Iriani R. D., M. Si .; Bachelor of Psychology Study Program, Tarumanagara University, (i - ix; 70 pages, P1 – P8, L1 - L39)

Professional teachers should be capable of working and carry out their responsibilities as a teachers to students, parents, the community, the nation, and the country. A supportive school environment and positive social relations are factors that predict work satisfaction to remain in the profession. This study aims to examine the role of job satisfaction on the quality of life of Special School teachers. The research design used is descriptive with quantitative research methods. Participants numbered 162 teachers (female: 76.5% and male: 23.5%) aged 20 - 60 years ($M: 1.76$; $SD: 0.42$), from various Special Schools selected using convenience sampling with sample taking directly. Linear regression reveals job satisfaction has a positive role to quality of life. The research instrument was The Minnesota Satisfaction Questionnaire (MSQ) and World Health Organization Quality of Life (WHOQOL-BREF scale). Linear regression analysis shows the value ($F(1, 160) = 88,983$, $p < 0.05$, and have a significant role in quality of life ($R^2 = 0.357$, $p < 0.05$). In intrinsic job satisfaction has a value $R^2 = 0.342$, $p < 0.05$, indicating that intrinsic job satisfaction has a role for teacher quality of life of 34.2%. Extrinsic job satisfaction has a value of $R^2 = 0.288$ (28.8%), $p < 0.05$.

Keywords: job satisfaction, quality of life, teacher, school