

# TEACHER'S LIFE SATISFACTION IN PALOPO AND TORAJA: AN ANALYSIS STUDY BASED ON DEMOGRAPHIC FACTORS

**Yusak Novanto**

Universitas Pelita Harapan, Kampus Surabaya

[yusak\\_novanto@yahoo.com](mailto:yusak_novanto@yahoo.com)

**Marthen Pali**

Universitas Pelita Harapan, Kampus Surabaya

[marthen.pali@uph.edu](mailto:marthen.pali@uph.edu)

## ABSTRAK

Kepuasan hidup memegang peranan penting dalam kualitas dan kinerja seseorang dalam profesi apapun, termasuk guru. Guru adalah pendidik profesional dengan tugas utama mendidik, mengajar, membimbing, mengarahkan, melatih, menilai, dan mengevaluasi peserta didik. Penelitian ini menggunakan metode survey kuantitatif dengan tujuan untuk menganalisis keterkaitan antara faktor demografi terhadap kepuasan hidup guru di Palopo dan Toraja. Berdasarkan hasil penelitian dengan menggunakan skala SWLS (*Satisfaction With Life Scale*) didapatkan data bahwa dari 111 orang guru yang menjadi partisipan, 67,6% guru merasa puas akan hidupnya. Berdasarkan analisa tabulasi silang, diketahui bahwa perbedaan faktor demografis di antara responden memiliki keterkaitan yang unik dengan kepuasan hidup para guru tersebut. Hasil penelitian dengan menggunakan korelasi non parametrik ordinal *kendall tau* dan koefisien Asosiasi *Cramer's V* juga menunjukkan bahwa faktor demografis seperti jenis kelamin, status kepegawaian, suku bangsa, lama bekerja, persepsi besarnya pendapatan, persepsi perbandingan gaji, memiliki keterkaitan yang signifikan dengan kepuasan hidup guru. Dengan analisis regresi ordinal, dapat disimpulkan pula bahwa faktor jenjang pendidikan, persepsi besarnya pendapatan, dan perbandingan gaji memiliki pengaruh yang signifikan terhadap kepuasan hidup guru. Rekomendasi tindakan untuk meningkatkan kepuasan hidup guru perlu dipikirkan oleh pihak Pemerintah dan Yayasan dengan membuat rencana pengembangan karir guru yang berdampak bagi tingkat kesejahteraan hidup mereka di masa depan.

**Kata kunci:** kepuasan hidup; guru; Palopo dan Toraja; faktor demografi.

## ABSTRACT

Life satisfaction plays an important role in the quality of life and performance of a human in every profession, including teachers. The teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, and evaluating students in elementary and middle schools. Life satisfaction refers to an individual's overall judgment or global evaluation about his or her life condition. This study is a quantitative survey research that aims to analyze relation between demographic factors with school teachers' life satisfaction at Palopo and Toraja Region. This research using SWLS (*Satisfaction with Life Scale*) with 111 respondents who came from several schools in Palopo and Toraja region. Result of this research found that most of the teachers (67,6%) were satisfied with their lives. Based on the cross-tabulation analysis and non-parametric correlation, its proven that several demographic factors, namely gender, employment status, ethnic groups, length of services, income perception, and salary comparison perception have a significant association with teachers' life satisfaction. In particular, with ordinal regression analysis, we found that educational status, income perception, and salary comparison perception has influence on teachers' life satisfaction. Government and Private Educational Foundation should do effort to increase teacher's income and have a career development plan for teachers to maintain their subjective wellbeing level and welfare.

**Keywords:** demographic factors; life satisfaction; Palopo and Toraja; teacher.

Every human being wants to feel satisfaction in their life. A person's life satisfaction not only gives effect to the individual, but life satisfaction provides benefits directly to the communities (Rissanen, 2016). The life satisfaction of a person will affect their attitudes and daily behaviors. For example, if an employee experiences life satisfaction, they will show high performance in their workplace. Life satisfaction is an intrinsic and subjective component of human being that influences their behavior which can be measured by other people.

Diener, Emmons, Larsen, & Griffin (1985) stated that life satisfaction is a cognitive perception of a person after comparing the actual living conditions and the current standard of living. If the actual living conditions are equal or higher from the standard of living established by the individual, then he feel satisfied with his life. Thus, people persistently endeavor to raise the standard of their real living conditions in several ways. Life satisfaction can be described as a combination of the expectations and the current situation of an individual, and an essential element of mental health and well-being (Pietraszek, et.al, 2016)

A person's life satisfaction is influenced by many factors. Generally, a person's life satisfaction will increase when he feels that he has acquired the things he wants in his life. When the conditions of his life have reached the specified standard, then someone will feel satisfied with his life. The achievement of this standard is not only because of material things or tangible achievements, but also come from intangible achievements. Life satisfaction is not only determined by the amount of money or assets, but also determined by feelings of happiness and a person's cognitive judgment in carrying out daily tasks (Suardiman, 2000).

In line with the importance of life satisfaction for each profession, research on life satisfaction continues to increase. Likewise, studies that discuss teacher's life satisfaction have begun to be widely published in Indonesia. For example Ali, Hassan, & Som (2017) examined factors that influence the work stress and job satisfaction of physical education teachers. Kaihatu and Rini (2007) examined the effect of

transformational leadership on teacher's satisfaction with the quality of work life. Megawanti (2017) examined the effect of organizational culture and job satisfaction on the organizational commitment of non-permanent elementary teachers in Jakarta. Irianto & Subandi (2015) did interviews to investigate teachers' happiness in Papua. Teacher is a professional teaching profession with the main task of educating, teaching, guiding, directing, training, and evaluating students. A teacher has a big responsibility to educate their students according to National Education Systems Standard. A teacher must provide a strong example for other people, one of which is by having a good performance in their job.

Hasanah (2015) said that there are four factors that related to teacher's satisfaction, including psychological factors, social factors, physical factors, and social factors. According to research that conducted by Setiasih (2012), work satisfaction has significant correlation with life satisfaction. One of the factors that influence teacher's performance is life satisfaction (Purnomo, 2009). According to Purnomo, a person who satisfied with his life will have more energy to go through a period of his life. Therefore, work and life satisfaction experienced by teacher needs to become a consideration to boost the teacher's performance in schools (Rusydiati, 2017).

This study aims to determine several demographic factors influence on the life satisfaction of teachers in Palopo and Toraja. Demographic factors are one of the important factors that influence life satisfaction. The previous research by Sousa & Lybormirsky (2001) found that the demographic factors, such as culture, gender, age, social relationships, income, occupation, and education will affect the satisfaction of one's life.

Palopo and Toraja are small towns in South Sulawesi that are close to each other. Access is generally reached by land from the city of Makassar. Palopo is known as an area with a lot of farming and gardening. Toraja is an area known for its unique culture. This research is a descriptive study related to the relationship between demographic factors and life satisfaction of

teachers in Palopo and Toraja.

**METHODS**

Participants in this study were teachers in Palopo city and Toraja regency. Palopo city and Toraja regency are small cities and are quite developed in the province of South Sulawesi. Palopo City is a coastal area, therefore it has strong potential in aquaculture and marine products. Toraja Regency has a unique location, namely in the highlands. This makes people in Toraja generally work as farmers and agriculture.

This research is a quantitative study using a survey method. Life satisfaction variables were measured using the scale of Satisfaction with Life Scale (SWLS). This scale is the most widely used tools to measure a person's life satisfaction globally. This scale was constructed by Diener et al., (1985) which contains of five items, measured in seven point Likert scales (ranging from very dissatisfied to very satisfied), to measure life satisfaction globally, which is a cognitive component of subjective wellbeing without mentioning on affection (Sousa & Lybormirsky, 2001). This scale is neutral and combines the concepts of eudemonia and hedonists (Vittersø, 2016). The reliability statistics of SWLS on this research are 0.828 (Cronbach's Alpha) and the corrected item-total correlation score range from 0.390 until 0.721.

Questionnaires given to 111 teachers on September 2017. This tool consist of several questions related to demographic factors (gender, age, academic rank, marital status, employment status of spouse, length of services, employment status, income, salary, monthly wages, number of co-workers, health condition, and teacher profession allowance) and questions related to the life satisfaction judgment.

This study uses ordinal regression analysis to find and analyze the effect of demographic factors on teachers' life satisfaction. Before conducting the ordinal regression analysis, we do norm categorization for life satisfaction scores, cross-tabulation analysis and Cramer's V coefficient for nominal demographic factors, and cross-tabulation analysis and Kendall's Tau-b values for demographic factors which are categorized as ordinal data.

**ANALYSIS AND RESULTS**

The categorization is performed to get the description of the life satisfaction level of participants. The results showed that the category of satisfaction of respondents' overall life is quite scattered and diverse, ranging from the level of dissatisfaction to feel very satisfied. However, it can be seen that most of the teachers feel satisfy with their life (67.6%). The categorization of life satisfaction scores can be seen in table 1.

Table 1. Life Satisfaction level

Life Satisfaction	Cat	Frequencies	Percentage
Very dissatisfied	I	5	4.50 %
Dissatisfied	II	8	7.21 %
Somewhat Dissatisfied	III	16	14.41 %
Neutral	IV	8	7.21 %
Somewhat Satisfied	V	36	32.43 %
Satisfied	VI	32	28.83 %
Very Satisfied	VII	7	6.31 %
Total		111	100 %

Cross tabulation analysis is done to find out in detail about the distribution of satisfaction levels in each category in demographic factors. In table 2, we can see the tabulation analysis of four demographic factors, namely gender, marital status, spouse status, and employment status which are nominal data.

Based on table 2, it can be seen that from a gender factor, most female respondents (V and VI) feel satisfied with their lives, while male respondents (V and VI) have somewhat feel satisfaction. Based on cross tabulation analysis too, it can be seen that married respondents indicate that they are satisfied with their life compare to the single respondent. Likewise, if you look at spouse status and employment status variables, the distribution of life satisfaction levels is unique, but it can be seen that some respondents feel quite satisfied and satisfied with their lives.

After getting the results of cross tabulation analysis for nominal data, then we proceed to find out the Cramer's V Coefficient magnitude from demographic factors. The results of the

Table 2. Cross tabulation for Nominal Demographic Factors and Life Satisfaction

Demographic Factors		Life Satisfaction Level							Total
		I	II	III	IV	V	VI	VII	
Gender	Male	3	5	2	2	6	8	1	27
	(%)	11.1	18.5	7.4	7.4	22.2	29.6	3.7	100
	Female	1	3	14	6	30	24	6	84
	(%)	1.2	3.6	16.7	7.1	35.7	28.8	7.1	100
Marital status	No	1	1	3	2	10	5	1	23
	(%)	4.3	4.3	13	8.7	43.5	21.7	4.3	100
	Yes	3	7	13	6	26	27	6	88
	(%)	3.4	8	14.8	6.8	29.5	30.7	6.8	100
Spouse Working status	No	2	1	4	4	14	14	2	41
	(%)	4.9	2.4	9.8	9.8	34.1	34.1	4.9	100
	Yes	2	7	12	4	22	18	5	70
	(%)	2.9	10	17.1	5.7	31.4	25.7	7.1	100
Employment status	Temporary	0	2	8	6	21	13	0	50
	(%)	0	4	16	12	42	26	0	100
	Government	1	3	1	0	5	3	1	14
	(%)	7.1	21.4	7.1	0	35.7	21.4	7.1	100
	Private	3	3	7	2	10	16	6	47
	(%)	6.4	6.4	14.9	4.3	21.3	34	12.8	100
Religion	Protestant	4	8	15	7	34	32	6	106
	(%)	3.8	7.5	14.2	6.6	32.1	30.2	12.8	100
	Catholic	0	0	1	1	2	0	1	5
	(%)	0	0	20	20	40	0	20	100
Teaching Subjects	Social Science	1	0	1	1	2	1	0	6
	(%)	16.7	0	16.7	16.7	33.3	16.7	0	100
	Natural Science	0	0	0	0	0	2	0	2
	(%)	0	0	0	0	0	100	0	100
	Language	0	1	1	2	5	5	3	17
	(%)	0	5.9	5.9	11.8	29.4	29.4	17.6	100
	Physical Ed	0	1	0	0	0	2	0	3
	(%)	0	33.3	0	0	0	66.7	0	100
	Elementary	3	5	14	4	27	22	3	78
	(%)	3.8	6.4	17.9	5.1	34.6	28.2	3.8	100
	Religion Ed	0	1	0	1	2	0	1	5
	(%)	0	20	0	20	40	0	20	100
Teacher Certification	No	1	4	7	5	23	13	1	54
	(%)	1.9	7.4	13	9.3	42.6	24.1	1.9	100
Allowance	Yes	3	4	9	3	13	19	6	57
	(%)	5.3	7	15.8	5.3	22.8	33.3	10.5	100
Ethnic Groups	Batak	0	1	0	0	0	0	0	1
	(%)	0	100	0	0	0	0	0	100
	Toraja	3	7	15	8	34	30	6	103
	(%)	2.9	6.8	14.6	7.8	33	29.1	5.8	100
	Nias	1	0	0	0	0	0	0	1
	(%)	100	0	0	0	0	0	0	100
	Jawa	0	0	1	0	1	1	0	3
	(%)	0	0	33.3	0	33.3	33.3	0	100

	NTT	0	0	0	0	1	1	0	2
	(%)	0	0	0	0	50	50	0	100
	Sangihe	0	0	0	0	0	0	1	1
	(%)	0	0	0	0	0	0	100	100
Number of Children	Not Yet	1	2	4	2	12	8	1	30
	(%)	3.3	6.7	13.3	6.7	40	26.7	3.3	100
	1-2	0	4	5	2	13	10	3	37
	(%)	0	10.8	13.5	5.4	35.1	27	8.1	100
	3-4	2	0	6	3	5	14	1	31
	(%)	6.5	0	19.4	9.7	16.1	45.2	3.2	100
	5-6	1	2	1	1	5	0	2	12
	(%)	8.3	16.7	8.3	8.3	23.8	0	16.7	100
	>6	0	0	0	0	1	0	0	1
	(%)	0	0	0	0	100	0	0	100
District	Palopo	2	3	2	0	5	8	1	21
		9.5	14.3	9.5	0	23.8	38.1	4.8	100
	Toraja	2	5	14	8	31	24	6	90
		2.2	5.6	15.6	8.9	34.4	26.7	6.7	100

Cramer’s V Coefficient analysis can be seen in table 3.

Based on the table 3, it can be seen that the demographic factors that has the highest Cramer’s V Coefficient is gender, employment status, and ethnic groups. It means that gender, employment status and ethnic groups have significant association with life satisfaction.

Data analysis is continued by cross tabulation for ordinal data categories. The results of cross tabulation analysis can be seen in table 4.

Table 3. Result of Cramer’s V Coefficient

Demographic Factor	Cramer’s V Coefficient	Significant level
Gender	0.364	0.023**
Marital status	0.1431	0.893
Spouse Working status	0.2083	0.568
Employment status	0.316	0.036**
Religion	0.213	0.540
Teaching subjects	0.231	0.480
Teacher Profession Allowance	0.287	0.165
Ethnic Groups	0.322	0.002**
Number of Children	0.231	0.484
District (Palopo/Toraja)	0.270	0.232

\*\* p < 0.05

Based on the table 4, it can be seen that most respondents feel somewhat satisfied and satisfied with their lives.

Based on Table 5, it can be seen that Kendall’s Tau-b Coefficient varies quite a value. However, sequentially, the demographic factors such as length of service, income perception, and salary comparison perception factors have the highest significant association with life satisfaction.

Based on the results of the cross tabulation analysis and Cramer’s V and Kendall Tau coefficients in the previous sub-section, it shows the initial assumptions that demographic factors have relationship with the life satisfaction of teachers in Palopo and Toraja are proven. Therefore, to obtain the significance of the influence of demographic factors on life satisfaction, other analyses need to be continued. In this study, ordinal regression analysis will be used to see the effect of all demographic factors towards life satisfaction. The results of significant result of this analyses can be seen in table 6. Others demographic factors which are not in this table means it doesn’t have influence on teacher’s life satisfaction.

## DISCUSSION

Based on the results of the categorization analysis of the life satisfaction of teachers at Toraja and Palopo it is known that most of the teachers have satisfaction in their lives. Life satisfaction

Table 4. Cross tabulation for Ordinal Demographic Factors and Life Satisfaction

Demographic Factors		Life Satisfaction Level							Total
		I	II	III	IV	V	VI	VII	
Length of service	0-5 y	1	1	4	2	15	6	0	29
	(%)	3.4	3.4	13.8	6.9	51.7	20.7	0	100
	6-10 y	0	3	3	2	7	3	2	20
	(%)	0	15	15	10	35	15	10	100
	11-15 y	2	3	6	3	11	10	1	36
	(%)	5.6	8.3	16.7	8.3	30.6	27.8	2.8	100
Age	>15 y	1	1	3	1	3	13	4	26
	(%)	3.8	3.8	11.5	3.8	11.5	50	15.4	100
	20-30 y	1	2	5	2	16	6	0	32
	(%)	3.1	6.3	15.6	6.3	50	18.8	0	100
	31-40 y	0	4	3	4	7	9	3	30
	(%)	0	13.3	10	13.3	23.3	30	10	100
Academic Rank	41-50 y	1	1	5	2	10	11	2	32
	(%)	3.1	3.1	15.6	6.3	31.3	34.4	6.3	100
	50-60 y	1	1	3	0	3	5	2	15
	(%)	6.7	6.7	20	0	20	33.3	6.3	100
	>60 y	1	0	0	0	0	1	0	2
	(%)	50	0	0	0	0	50	0	100
Academic Rank	None	1	5	8	6	22	14	1	57
	(%)	1.8	8.8	14	10.5	38.6	24.6	1.8%	100
	First Level	0	2	4	1	9	8	0	24
	(%)	0	8.3	16.7	4.2	37.5	33.3	0	100
	Middle Level	1	0	1	1	2	3	3	11
	(%)	9.1	0	9.1	9.1	18.2	27.3	27.3	100
Income Perception	High Level	2	1	3	0	3	7	3	19
	(%)	10.5	5.3	15.8	0	15.8	36.8	15.8	100
	Not Enough	2	5	14	8	29	17	1	76
	(%)	2.6	6.6	18.4	10.5	38.2	22.4	1.3	100
	Sufficient	2	3	2	0	7	15	6	35
	(%)	5.7	8.6	5.7	0	20	42.9	17.1	100
Salary compare to other	Below	2	6	10	5	24	14	1	62
	(%)	3.2	9.7	16.1	8.1	38.7	22.6	1.6	100
	Equivalent	2	2	6	3	12	18	5	48
	(%)	4.1	4.2	12.5	6.3	25	37.5	10.4	100
	Above	0	0	0	0	0	0	1	1
	(%)	0	0	0	0	0	0	100	100
Monthly wage	Rp.1-2 Juta	0	4	1	3	10	8	1	27
	(%)	0	14.8	3.7	11.1	37	29.6	3.7	100
	Rp 2-3 Juta	1	1	3	1	8	5	1	20
	(%)	5	5	15	5	40	25	5	100
	Rp.3-5 Juta	3	2	5	2	7	14	3	36
	(%)	8.3	5.6	13.9	5.6	19.4	38.9	8.3	100
Monthly wage	Rp.5-7 juta	0	0	1	0	1	3	2	7
	(%)	0	0	14.3	0	14.3	42.9	28.6	100
	Rp.7-10 juta	0	1	6	2	10	2	0	21
	(%)	0	4.8	28.6	9.5	47.6	9.5	0	100

Number of Coworkers	1-3 person	0	0	2	1	10	2	0	15
	(%)	0	0	13.3	6.7	66.7	13.3	0	100
	4-6 person	1	2	2	0	8	5	0	18
	(%)	5.6	11.1	11.1	0	44.4	27.8	0	100
	7-9 person	0	1	4	3	5	5	2	20
(%)	0	5	20	15	25	25	10	100	
>10 person		3	5	8	4	13	20	5	58
	(%)	5.2	8.6	13.8	6.9	22.4	34.5	8.6	100
Health Condition	Disturbed	1	3	0	0	3	2	1	10
	(%)	10	30	0	0	30	20	10	100
	Good	3	5	16	8	33	30	6	101
	(%)	3	5	15.8	7.9	32.7	29.7	5.9	100
Education Level	Bachelor S1	4	8	16	8	36	31	5	108
	(%)	3.7	7.4	14.8	7.4	33.3	28.7	4.6	100
	Master S2	0	0	0	0	0	1	2	3
	(%)	0	0	0	0	0	33.3	66.7	100
General Election Participation	Never	0	0	0	0	0	1	0	1
	(%)	0	0	0	0	0	100	0	100
	Sometimes	0	0	0	0	2	0	0	2
	(%)	0	0	0	0	100	0	0	100
	Often	0	1	0	0	2	1	0	4
(%)	0	25	0	0	50	25	0	100	
Always		4	7	16	8	32	30	7	104
	(%)	3.8	6.7	15.4	7.7	30.8	28.8	6.7	100

is an important factor for someone to be able to adjust and continue to feel happy in any situation (Linsiya, 2015). This result of this research also support the findings of Wangi and Annisa

Table 5. Result of Kendall's Tau-b Coefficient

Demographic Factor	Kendall's Tau-b Coefficient	Significant Level
Length of service	0.1591	0.042**
Age	0.0895	0.257
Academic Rank	0.1349	0.123
Income Perception	0.2629	0.004**
Salary Comparison	0.2162	0.011**
Monthly Wage	-0.0348	0.614
Co-workers	0.0588	0.420
Health Condition	0.0760	0.460
Education Level	0.219	0.077
Election Participation	-0.015	0.831

\*\* p < 0.05

(2015). The development of education system in Toraja and Palopo can't be separate with Christianity and Church Planting History at this area (Malino & Ronda, 2014). Although some teachers cannot provide better income, with high life satisfaction, lecturers can continue to develop themselves and serve, giving something meaningful to God, church, schools, students and the nation. Because the teaching profession is God's life calling, a teacher must maximize their self to

Table 6. Ordinal Regression Analysis Result

Demographic Factors	Wald	Sig
Educational Level	5.706	0.017**
Income Perception	3.876	0.049**
Salary Comparison	1425.479	0.00**
Certain Age (31-60 y.o)	6.607-4.677	0.01-0.031**
Academic Rank (Middle Level)	4.770	0.029**
Certain Length of Service (6-15 y)	4.634-8.098	0.031-0.04**

\*\* p < 0.05

be a blessing to others, especially for students and organizations. Understanding the meaningfulness and purpose of life is an important factor for one's life satisfaction (Schiraldi, 2007). According to Aziz (2011), spiritual experience with God has influence on elementary teacher happiness.

Based on the results of the cross-tabulation analysis of each demographic factor on the life satisfaction of teachers, some important conclusion can also be drawn; such as that each demographic factor has a unique and different pattern of a relationship with lecturer life satisfaction. A good and positive working atmosphere does provide a reason to feel satisfied in life, even though such things are not absolute according to Dubrovina, et.al (2012). For example, teachers with "Guru Utama" academic rank positions will not always experience high life satisfaction, compared to teachers with academic rank positions below "Guru Madya". Although senior teachers may have higher incomes, salaries, and wages, this does not guarantee that they will experience high level of life satisfaction.

This conclusion emphasize the one that was drawn in a previous research by Qudsyi (2017) that there is no significant difference of subjective wellbeing between teachers who have different rank or certification license at Yogyakarta. This shows that life satisfaction is an overall assessment that includes many other aspects of a human's life; a similar conclusion was also drawn in a previous research conducted by Margolis, et.al (2018).

Each demographic factor has a distinctive pattern of interrelation with the teacher's life satisfaction. Related to demographic factor and its effect on life satisfaction of teachers show the similar result with previous research by Dağlı & Baysal (2017). The findings of this study indicate a significant association of length of service, income perception, salary comparison, gender, ethnic groups, and employment status with a teacher's life satisfaction. Compton & Hofman (2019) stated that money, income, and wealth will increase life satisfaction.

In addition, result of this research doesn't support result from previous researches that length of service has no partial regression to-

wards work satisfaction (Yusnita, 2015) and subjective wellbeing of teachers (Wulandari, 2013). In previous research, employment status also have no difference in happiness of permanent public school teachers and temporary teachers in Jakarta (Meiza, 2017).

Based on the ordinal regression analysis it can also be seen that the six demographic factors above are good predictive models of lecturers' life satisfaction in Toraja and Palopo. Among these factors are educational level, income perception, salary comparison, a certain age, certain academic rank, and a certain length of service. Result of this research support findings of Hoskins (2016) and Ishola, et.al (2018) in Nigeria. In a previous research (Wibowo, 2010) indicates that another factors like recognition from headmaster is the main component that influence work satisfaction among public high schools teachers at Madiun compare to job achievement, work itself, responsibility, and academic tenure track. Higher Self Esteem of teacher also has positive effect on teacher's subjective wellbeing (Fajriani & Suprihatin, 2017)

## CONCLUSION AND RECOMMENDATIONS

Demographic factors have a significant influence on the life satisfaction of teachers in Palopo and Toraja. The results of this study indicate that gender, employment status, ethnic groups, length of service, income perception, salary comparison perception, and educational level have positive and significant association with life satisfaction of the teachers in Palopo and Toraja. Furthermore, only educational level, income perception, and salary comparison perception factors have positive and significant influence toward teachers' life satisfaction.

Regarding result of this research, future researcher need to look for psychological factors that assumed as influencing factors toward life satisfaction. Another factors like work environment (Purnamasari, 2018) spiritual leadership (Kakiay, 2018), religiosity (Firmansyah & Widuri, 2014) and organizational culture (Annisa, Karnati, & Santosa, 2017) can be considerate as other important factors. This finding can be consideration for other positive psychology researches that will done in Indonesian



schools system. According to Knoop and Delle Fave (2013), effects of demographic factors variables are probably mediated by psychological process such as people's goals and coping abilities.

Since income and further education always influence level of satisfaction (Fernández-Ballesteros, (2001); Geldenhuys & Henn, 2017) organizational support, in this case from the School Foundation and local government are needed to manage about income policies, and health protection. Teacher's career plan and sustainability of the school has a crucial role of teachers' life satisfaction. If the teachers can achieve optimal life satisfaction and happiness level in their life, they will become productive teachers and showing high performance in the school in order to achieve Indonesian's national education goals (Toisuta, 2017). Further research should be conducted with a larger pool of participant and more diverse origins, preferably such as teachers from Java and Sulawesi or a nationwide scale population. Beside life satisfaction, teacher happiness can be measure in order to see it relation with life satisfaction and other factors.

#### Author's Note

The author would also acknowledge this study was presented during international conference ICICP in UGM Yogyakarta July 6<sup>th</sup>, 2019.

All correspondence should be addressed to Yusak Novanto, UPH Kampus Surabaya, [yusak.novanto@uph.edu](mailto:yusak.novanto@uph.edu)

#### REFERENCES

- Aziz, R. (2011). Pengalaman Spiritual dengan Kebahagiaan pada Guru Agama Sekolah Dasar *Proyeksi*, Vol. 6 (2) 2011, 1-11.
- Ali, S. K. S., Hassan, M. F. H. & Som, H. M. (2017). Tekanan Dan Kepuasan Kerja Dalam Kalangan Guru Pendidikan Jasmani. *Journal of Global Business and Social Entrepreneurship*, 1(1), 122–135.
- Annisa, S., Karnati, N., & Santosa, H. (2017). Hubungan antara Budaya Organisasi dengan Kepuasan Kerja Guru Honorer SD Negeri di Kecamatan Pulogadung Jakarta Timur. *IMPROVEMENT: Jurnal Ilmiah untuk peningkatan mutu manajemen pendidikan*, 4(1), 121-127.
- Compton, W. C., & Hoffman, E. (2019). *Positive Psychology: The Science of Happiness and Flourishing* (3rd ed.). Belmont, CA: Wadsworth
- Dağlı, A., & Baysal, N. (2017). Investigating Teachers' Life Satisfaction. *Universal Journal of Educational Research*, 5(7), 1250-1256.
- Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment*, 49, 71-75.
- Dubrovina, N., Siwec, A., & Ornowski, M. (2012). Impact of Socio-Demographic Factors and Health State on Indicator of Life Satisfaction of Population in Poland. *Procedia Economics and Finance*, 1, 128–137. doi:10.1016/s2212-5671(12)00016-0
- Fajriani, I. T., & Suprihatin, T. (2018). Harga Diri, Kepuasan Kerja Dan Kesejahteraan Subjektif Pada Guru Madrasah Tsanawiyah. *Proyeksi: Jurnal Psikologi*, 12(1), 67-76.
- Fernández-Ballesteros, R., Dolores Zamarrón, M., & Angel Ruíz, M. (2001). The contribution of socio-demographic and psychosocial factors to life satisfaction. *Ageing and Society*, 21(01), 25–43. doi:10.1017/s0144686x01008078.
- Firmansyah, I., & Widuri., E.L (2014). Subjective Wellbeing pada Guru Sekolah Luar Biasa (SLB). *Jurnal Emphaty Fakultas Psikologi UAD*, 2(1), 1-8.
- Geldenhuys, M., & Henn, C. M. (2017). The relationship between demographic variables and well-being of women in South African workplaces. *SA Journal of Human Resource Management*, 15(1), 1-15. <https://doi.org/10.4102/sajhrm.v15i0.683>
- Irianto, I., & Subandi, S. (2015). Studi Fenomenologis Kebahagiaan Guru di Papua. *Jurnal Psikologi UGM*, 1(3), 144-166.
- Ishola, A.A., Kenku, A.A ; Aroyewun, F.T.

- (2018) Work-family Conflict and Demographic Variables as Co-Variants of Life Satisfaction among Nurses from Selected Healthcare Facilities in the Ibadan Metropolis. *International Journal of Caring Sciences*, 11(1), 523-528.
- Hasanah, H. H. (2015). Faktor-faktor yang Mempengaruhi Kepuasan Kerja Guru. *Manajer Pendidikan*, 9(1), 86-94.
- Hoskins, P.(2016).*The Determinant of Life Satisfaction in Newfoundland and Labrador* .Paper prepared for the 34th IARIW General Conference Germany.
- Kaihatu, T. S. & Rini, W.A. (2007). Kepemimpinan Transformasional dan Pengaruhnya Terhadap Kepuasan atas Kualitas Kehidupan Kerja Komitmen Organisasi dan Perilaku Ekstra Peran: Studi pada Guru-Guru SMU di Kota Surabaya. *Jurnal Manajemen dan Kewirausahaan*, 98(1), 49-61.
- Kakiy, A. N. (2018). Pengaruh Kepemimpinan Spiritual Dan Kepuasan Kerja Terhadap Kinerja Guru. *Jurnal Ilmiah Psikologi*, 10 (2), 148-151.
- Knoop, H. H., & Delle Fave, A. (Eds.). (2013). *Well-Being and Cultures. Cross-Cultural Advancements in Positive Psychology*.doi:10.1007/978-94-007-4611-4
- Linsiya, R.W. (2015). Perbedaan Kepuasan Hidup antara Mahasiswa Strata 1 (S1) dan Strata 2 (S2).*Prosiding Seminar Nasional Psikologi dan Kemanusiaan*, Psychology Forum UMM, ISBN: 978-979-796-324-8
- Malino, Y., & Ronda, D. (2014). Sejarah Pendidikan Sekolah Kristen Gereja Toraja suatu Kajian Historis Kritis Tentang Peran Gereja Toraja Melaksanakan Pendidikan Sekolah Kristen dari Masa Zending Sampai Era Reformasi. *Jurnal Jaffray*, 12(1), 35-70.
- Margolis, S., Schwitzgebel, E., Ozer, D. J., & Lyubomirsky, S. (2018). A New Measure of Life Satisfaction: The Riverside. *Journal of Personality Assessment*. doi:10.1080/00223891.2018.1464457
- Megawanti, P. (2017). Hubungan Budaya Organisasi Dan Kepuasan Kerja Dengan Komitmen Organisasi Guru Honor-er. *Sosio e-kons*, 6(1), 15-29.
- Meiza, C. (2017). Perbedaan Kebahagiaan pada Guru Berstatus PNS dan Honor-er. *Jurnal Ilmiah Psikologi*, 9(2), 132-141.
- Pietraszek A., Charzyńska-Gula, M., Dobrowolska, B., Stanisławek, A., Łuczyk, M. (2016) The life satisfaction of Polish nurses at the retirement age. *Journal of Education, Health and Sport*, 6(9), 333-344.DOI <http://dx.doi.org/10.5281/zenodo.61885>
- Purnamasari, D. (2018). Pengaruh Lingkungan Kerja Dan Disiplin Kerja Terhadap Kepuasan Kerja Guru Sekolah Menengah Kejuruan (Smk) Swasta Sekecamatan Pondok Aren. *JURNAL SAINTIKA UNPAM (Jurnal Sains dan Matematika Unpam)*, 1 (1), 108-132.
- Purnomo, A. (2009). *Kepuasan Hidup Dan Dukungan Sosial Lanjut Usia*. Perpustakaan Nasional RI Data Katalog Dalam Terbitan. B2P3KS Press.
- Qudsyi, F. H. (2017). Perbedaan Subjective Well Being Antara Guru Bersertifikasi Dan Non Sertifikasi. *Jurnal RAP (Riset Aktual Psikologi Universitas Negeri Padang)*, 6(2), 126-135.
- Rissanen, T. (2016). Studies on factors related to life satisfaction.*Dissertation*. Finland: University of Eastern Finland.
- Rusydiati, R. (2017). Kepuasan Kerja Guru Terhadap Prestasi Kerja Guru Dalam Meningkatkan Mutu Pendidikan di Madrasah. *Studia Didaktika*, 11(01), 45-54.
- Setiasih. (2012). Pengaruh Manfaat Kerja, Kepuasan Kerja Dan Stres Kerja Terhadap Subjective Wellbeing. *Disertasi*. Depok: Universitas Indonesia.
- Schiraldi, G. R. (2007). *10 Simple Solutions for Building Self-Esteem, How to End Self-Doubt, Gain Confidence & Create A Positive Self-Image*. Oakland, CA: New Harbinger Publications, Inc. [Adobe Digital

Editions Version]. Diunduh dari <http://en.bookfi.org/book/740991>, tanggal 27 Maret 2019.

- Sousa, L., & Lyubomirsky, S. (2001). Life satisfaction. In J. Worell (Ed.), *Encyclopedia of women and gender: Sex similarities and differences and the impact of society on gender*, Vol. 2, pp. 667-676. San Diego: Academic Press.
- Suardiman, S. P. (2000). Persepsi Terhadap Kepuasan Hidup Guru Sekolah Lanjutan. *Jurnal Kependidikan: Penelitian Inovasi Pembelajaran*, 30(1), 91-108.
- Toisuta, D. (2017). Hubungan Kepuasan Kerja, Stres Guru Dengan Kebahagiaan Guru Pendidikan Agama Sekolah Menengah di Kota Ambon. *Satya Widya*, 33(1), 11-28.
- Vittersø, J. (Ed.). (2016). *Handbook of eudaimonic well-being* (pp. 253-276). Cham: Springer International Publishing.
- Wangi, E. N., & Annisaa, F. R. (2015, February). Subjective well-being pada guru honor di SMP Terbuka 27 Bandung. *Prosiding Seminar Psikologi & Kemanusiaan Psychology Forum UMM* (pp. 94-98). ISBN 978-979-796-324-8
- Wibowo, S.B. (2010). Analisis Kepuasan dan Ketidakpuasan Kerja Guru SMA Negeri Kota Madiun. *Jurnal Pendidikan UNIP-MA*, 16(2), 1-10.
- Wulandari, T. (2013). Masa Kerja Dan Subjective Well-Being (Studi Terhadap Guru Slb Bagian B Dan C Bagaskara Sragen). *Jurnal Aspirasi*, 4(2), 119-131.
- Yusnita, M. (2015). Pengaruh Masa Kerja dan Kepuasan Kerja terhadap Komitmen Organisasi Guru Honor (Studi Kasus pada SMA Unggulan di Kota Palembang). *Holistic Journal of Management Research*, 3 (2), 65-78.