

Job Satisfaction of Non-Permanent Teachers in South Nias Amid Limitation

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Abstract: Teachers in South Nias still adhere to their culture and customs. They really hope that they are given the opportunity to get permission to attend indigenous cultural and cultural events as part of balancing work and life. Most of the teachers in South Nias only have the status of non-permanent teachers, or volunteers, but they are very proud of being teachers even with a small salary. Participants in this study were 46 junior high public school teachers in remote villages. Data were analyzed by Partial Least Square method to test the mediation effect to determine the effect of exogenous constructs with endogenous constructs through mediating variables. The result showed that work life balance had a positive and significant influence on self-esteem and job satisfaction. Self-esteem has a positive and significant influence on job satisfaction. Moreover, the total effect of work life balance on job satisfaction increases after mediated by self-esteem.

Keywords: Work-Life Balance, Self-Esteem, Job Satisfaction.

Abstrak: Para guru di Nias Selatan masih memegang teguh budaya dan adat istiadat mereka. Mereka sangat berharap bahwa mereka diberi kesempatan untuk mendapat izin untuk menghadiri acara adat istiadat dan budaya sebagai bagian dari menyeimbangkan pekerjaan dan kehidupan. Sebagian besar guru di Nias Selatan hanya berstatus guru tidak tetap, atau sukarelawan, tetapi mereka sangat bangga sebagai guru meskipun berpendapatan kecil. Partisipan dalam penelitian ini adalah 46 guru SMP negeri di desa-desa terpencil. Data dianalisis dengan metode Partial Least Square dengan menguji efek mediasi untuk mengetahui pengaruh konstruk eksogen dengan konstruk endogen melalui variabel mediasi. Hasil penelitian menunjukkan bahwa keseimbangan kehidupan kerja memiliki pengaruh positif dan signifikan terhadap harga diri dan kepuasan kerja. Harga diri memiliki pengaruh positif dan signifikan terhadap kepuasan kerja. Sedangkan total efek keseimbangan kehidupan kerja pada kepuasan kerja meningkat setelah dimediasi oleh harga diri.

Kata kunci: Keseimbangan Kerja-Kehidupan Harga diri, Kepuasan Kerja.

INTRODUCTION

South of Nias is one of the districts in North Sumatra province located on Nias Island. Even though, Nias Island is a cluster of the outer islands in Indonesia, which is located on the west side of the island of Sumatra, it is directly adjacent to the Indian Ocean. Since its establishment in 2003, Nias Selatan district has only eight sub-districts. On the

report of access to transportation between villages and between villages to sub-districts, it makes community services often delayed and neglected. On that basis, after several years of being established, the South of Nias regional government sought to establish new sub-districts in order to make the services easy, fast and affordable for all levels of society. Therefore, South of Nias has thirty-five sub-districts.

The existence of new sub-districts was followed by the establishment of new schools. The presence of new schools is to carry out the educational and the teaching activities which is a political step for justice and social welfare in the midst of society (Kaur, 2012). The joining of new teachers as teaching staff in the new school, and a positive experience by spending time interacting and working with each other (Hahn et al., 2011). Working as a teacher is a great honor, because they are no longer considered unemployed, although it is realized that income as a teacher in a remote village is very small and unable to cover the needs of individuals and their families. For rural communities, their presence is seen as a figure that is able to give positive impact and change through their abilities, knowledge and position. Inevitably the teachers survive in their hometown to become teachers to fulfill the expectations of the village community to get a decent education. Teacher's profession was chosen because there were no other prestigious job opportunities there. Though, if they are unemployed, they will lose their social status and self-esteem. This is in line with the opinion expressed by Layard, Unemployment produces a loss of social status, self-esteem, workplace social life, and confidence, and it diminishes other factors that matter for a good quality of life (Adler and Seligman, 2016).

Teachers in remote areas must struggle to get job satisfaction amidst life's limitations. They will be proud and happy to see their students excel and graduate school, and continue their education, and work. But on the other hand the satisfaction of these teachers is considered false, because one of the factors that influence job satisfaction is the amount of salary earned. Do teachers with difficult conditions not want large salaries to meet various needs and their families? This is very serious, if the teacher for a long time always receives a small salary; it will make the teacher bored, depressed, and lose job satisfaction. If they lose work satisfaction they finally decide to quit as teachers, to look for other better fortune and as a result students can be displaced in school. Hallum agreed with Ingersoll and Smith to argue that teachers with low job satisfaction are much more likely to leave the professional (Embse et al., 2016a).

The issue of the work life balance is no longer a limited issue for certain circles but is discussed throughout the world (Roberts, 2013). Having a job does not necessarily keep busy with his work but is able to divide their time and attention with other activities to add to their experience outside their working hours (Darcy et al., 2012). The South of Nias community is still classified as a community that still adheres to customary (Peake, 2000). Other activities in question are related to personal, family, and community life affairs. Relationship between villagers is very strong because of culture and customs, directing teachers to keep interacting with others. Social life that goes well and harmoniously, makes the teacher apply the balance of life and work. Therefore the community must always involve themselves in traditional activities. In any work activity, the people in South of Nias try to find time and take the time to be involved in traditional and cultural events. But in terms of work discipline, of course this is considered wrong because with

the frequent use of a teacher going out of school for work outside of his work, the teacher means skipping and neglecting his teaching assignments.

Work Life Balance (WLB) is regulated and practiced by schools to facilitate the unification of the personal life and work of the teachers (Nord., 2002). Although with the teachers in South of Nias, they must be willing to give up their time to come to various traditional events or activities. This event was followed not only for family members, but also traditional events held by relatives, neighbors, village communities and colleagues. The event that was held seemed to be an obligation to attend one after another among the people. In contemporary society, individuals can be assumed to have many interests, priorities, and other responsibilities outside of work other than the family (Mellner, 2014). Like traditional and cultural events. But this needs to be seen from the positive side, namely the teacher as a worker travels as a way to exercise their ability to be more responsive personally in responding to various things according to the needs that arise, this is in accordance with the Cascio opinion that defines WLB is the general term used to describe organizational initiatives aimed at encapsulating employee experience of work and non-work domains (Darcy et al., 2012). Yet, a teacher will be labeled ugly if they are more concerned with events outside of their job and seem to be making the events outside the school as a mode of exclusion. Teachers should show their totality in working with teaching during working hours, because their presence is so needed to educate school children who are poor and have little knowledge. It seems that people assume that the teacher only uses the situation to become a teacher to have self-esteem, be flattered, and be respected. Moreover, in practice the teacher is only limited to status without contributing maximally using their teaching skills for the sake of teaching.

Most people hope to increase the balance between commitment to their work, commitment in the family, and leisure time for themselves (Fisher and Layte, 2002). The people in South of Nias often conduct and or attend an event that is traditional and cultural in their daily lives. where the program has its own program such as the birth of children (After the child is born a few days visiting the home of parents, parents-in-law, uncles, brothers and other close relatives to introduce the newborn child, children's baptism in the Church, events thanksgiving after child baptism). A series of weddings (*Fa meli* or girl applications, *Famatua* or engagement, *Fa ma mbu'ubonior* settlement and determination of the wedding date, *Famahowu* or marriage blessing, wedding reception, *Fanarawato* or the first in-laws program to the bride's house, *Mamuli Towa/ Manoro Sebua* or the first time the bride went to her in-laws' house after marriage. *Famanikhakha/ fanika era-era* or come to one by one uncle's house, brother's father, grandfather/grandmother, and other relatives both from the bridegroom and the bride). The series of events of death (Mourn and participating in services at the house of mourning, burial, joining the bereaved family in the church, planting flowers in the cemetery, *Famahaloo* or visiting parents, parents-in-law, uncles, brothers, relatives and other relatives to hear advice, *Femoibadano* to deliver the bereaved family works in the field the first time after the mourning event). Other traditional events include the appointment of the customary leader (Siulu), the election of custom of elders (Siila), village mutual assistance, land dispute resolution, settlement of household problems, laying the first stone for the construction of houses, *Fanutuzago* or roofing/house ridge, inauguration new house, and other activities. WLB is defined as a situation where various needs are fulfilled by allocating time for work and the role of life according to a combination of individual priorities and the demands of work and life (Yuile

et al., 2012). But that becomes a problem if the teacher prioritizes outside school affairs rather than the main task to teach at school.

The teacher will be proud and feel self-respect because they have worked as a teacher and are not unemployed. High self-esteem will make the teacher happier, optimistic and motivated to work (Neff, 2011a) even though the salary is little or no at all. Teachers assess themselves as having self-esteem with their work. Because self-esteem is the most basic manifestation in evaluating oneself in evaluating themselves (Kanning and Hill, 2012) (Judge and Bono, 2001). The desire to become a teacher simply shows that the teacher prioritizes getting status rather than telling the people that they have the abilities and talents that need to be respected. This means that self-esteem is not based on talent and ability objectively or because of the recognition of abilities by other parties (Orth and Robins, 2014).

Most teachers in the interior only have status as temporary employees and some are only voluntary workers. But it is precisely in difficult and difficult conditions that they even force themselves to survive in an effort to advance the village and its citizens to escape ignorance even though the service received is not comparable. Seeing that people who lack development (both physical and non-physical) must be cultivated as a developed society (Pamatang et al., 2013). Their presence in the midst of society as a respected and respected person is what makes them feel they have self-esteem even without the merit of merit. They prioritize self-esteem over income; this perspective is actually considered a blunder in the midst of the great expectation of humanity to prosper themselves and their families by trying to find a worthy and great execution. Indeed, the teachers with secure high self-esteem will have a strong basis for feeling their self-esteem (Zeigler-hill et al., 2008). Emotional closeness with family, relatives, and fellow villagers makes them unable to escape the social life and customs they embrace, so they continue to try to balance their lives and work.

Activities or events outside of school and lack of income threaten the seriousness of the teacher at work. The work environment should support teachers to take care of family problems because there is general support (Lapierre et al., 2008), rather than disturbing the teaching activities of teachers in schools. If someone does not have competence in activities that are considered important, self-esteem will be in vain (Wigfield and Cambria, 2010). Why become a teacher if you neglect to teach outside matters? As a teacher, it must be able to improve its competencies, because teachers are a very valuable resource for schools (Embse et al., 2016b). Teacher status should not only be used as a place to get self-esteem, but also strive to serve well without making matters outside the school as an excuse to leave the workplace too often.

THEORETICAL REVIEW

Work-life balance. WLB is one of the most important things in the area of human resource management (McCarthy et al., 2010), therefore the WLB does not need to be abolished and remains in force, because the balance between home life and work life is increasingly becoming a priority for many (Sturges and Guest, 2004). The Nias community in general cannot be separated from social life and customs. If social life and customs are ruled out, then over time he will be ostracized from among the community. The Nias people are very proud and honored that an event that was held was attended by many

people. This is not arrogance but a pride of feeling loved because other people come to the show. In order for each event to be arrived at by other people, then he must also be diligent in coming to a ceremony held by someone else. Whereas a person/ family who holds an event, attended by only a few by others, will get other people's scorn and ridicule. This will be the seeds of conflict between individuals who do not like each other. Conflict between work and home life has been linked to job dissatisfaction and turnover and increasingly organizations are using work-life balance (WLB)(Smith and Gardner, 2007). Therefore, WLB needs to be applied! Because this thing has been supported by Clark argues that, WLB is defined as "satisfaction and good functioning at work and at home, with a minimum of role conflict"(Kim, 2014).

Time for relaxation, exercise, study, family and domestic responsibilities and social activities is part of Experience WLB(Downes and Koekemoer, 2011). Social activities and traditional events never stop, and always take place between individuals. This is unbroken, so like it or not, it will be as busy as it is, one will try to come to an event organized by someone else. Although they were unable to attend all. But at least attended one or several of a series of traditional events in the midst of the community. But keep in mind that work is more important than the activities above, therefore it needs a wise attitude to be able to balance life and work well.

Self-esteem. Self-esteem is considered a relatively persistent characteristic that has an affective and cognitive component (Yang et al., 2016). Another point, if you don't have self-esteem, someone tends to feel shy, inferior, and tends to be closed. Because high-esteem self-esteem people, who imagine a future that is almost free of problems, describe themselves as individuals who is fairly close to some dimensions of self-concept such as intellectual and social abilities(Bosson et al., 2003). It makes a person to have confidence, confidence, and enthusiasm through his mind to carry out his work properly. Self-esteem is how much a person places value on themselves(Baumeister et al., 2003).Whereas Myers argues that self-esteem is generally used to describe a person's sense of self-worth as a whole and can involve various kinds of beliefs about themselves(Reilly et al., 2014).Self-esteem is not used as an excuse for someone to be arrogant and arrogant, but allows someone to have the ability to work even complete their work completely, so they become successful because self-esteem has a close relationship with happiness(Baumeister et al., 2003). The above is in line with the opinion of Judge and Bono, The high self-esteem enables people to be secure in their own lives, to find success and happiness, to overcome the frustrations and change their lives(Şentuna, 2015). Someone who often interacts in the midst of society to play an active role in the progress of his community and receive it in his social community will make him feel as someone who is useful and loved by many people, fostering self-confidence and self-esteem(Klein, 2016).

Job satisfaction. Job satisfaction is something that every employee desires, both senior and junior workers, both permanent workers and temporary workers. Job satisfaction has a pretty good impact on the feelings and behaviors that feel it(Chen, 2008). The one who has job satisfaction will have the effect of relief and comfort and feel at home to keep working. In other words job satisfaction is a pleasant feeling for his job. If an employee is comfortable with his job, he will continue to work. The longer he endures to continue to pursue his job means he is happy with his job. Glad to work shows that he experiences job

satisfaction. In general, job satisfaction describes the feelings of employees about their work (Belias et al., 2015).

Job satisfaction doesn't come easily and can't be made up. Job satisfaction is likely to be determined by interactions between many factors (Lent et al., 2011). Job satisfaction arises because there is a process that raises it from what is listened to, seen, experienced, done, achieved, and about what has been and will be accepted (Duha, 2018). Job satisfaction describes feelings, attitudes, and preferences regarding work (Chen, 2008). With job satisfaction, it will encourage a person to feel happy and fit in with his job. There are many various notions of job satisfaction, some of which, Job Satisfaction by Locke (1976) "is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Saari and Judge, 2004). Job Satisfaction is an experience in working life (Grace et al., 2015).

Work-life balance on self-esteem. WLB aims to provide opportunities for teachers as a form of appreciation for teachers so that they are still given the opportunity to continue teaching, besides being allowed to be involved in family affairs, customs and culture. This situation makes teachers proud of themselves and evaluates positively about themselves; Self-esteem consists of personal opinions from staff that they are valuable and considered important in the organization (Zorlu, 2012). If the teachers are still given the opportunity to balance work and outside their jobs, the teachers will still have self-esteem, because Nias people are very proud of their culture and will continue to maintain it by applying their culture in their daily lives. In the opinion of Leary and colleagues, self-esteem plays an important role in social interaction (Bevelander et al., 2017). This is reinforced by the statute, that a person with high self-esteem claims to be preferred and attractive, has a better relationship, and makes a better impression on others than people with low self-esteem (Baumeister et al., 2003).

H1: Work-life balance has a positive and significantly influences self-esteem.

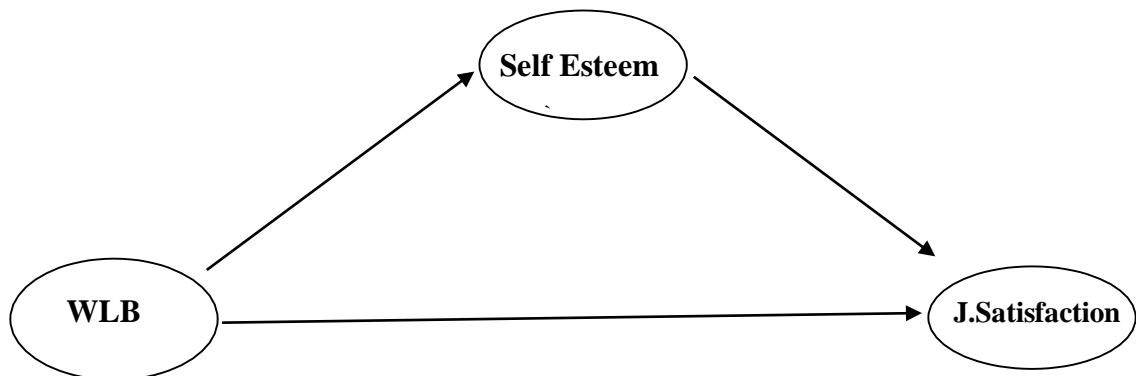
Work-life balance on job satisfaction. Creating workplace with enough flexibility to allow employees to fulfill their needs with regard to work-life balance is crucial for employees' job satisfaction and their commitment to the organization. (Fritz et al., 2013). This can make employees more relaxed and not constantly burdened to think and do their work, gradually reducing work fatigue. Besides that, outside of his job, he will try to find new sources of inspiration and bring fresh thoughts when returning to his work. Because WLB is a general term used to describe organizational initiatives that aim to enhance experience in the work and non-work domains (McCarthy et al., 2010). The WLB program can contribute to the level of satisfaction employees experience with their work (Cookson, 2016). Work life balance aims to provide work comfort for teachers, and teachers who are comfortable working will make it easier to have work satisfaction. Good WLB produces high satisfaction (Holly and Mohnen, 2012).

H2: Work-life balance positive and significantly influences job satisfaction.

Self-esteem on job satisfaction. A person who has self-esteem tends to think of himself/herself as valuable and sees himself/ herself as a good person who has the potential and is able to do what other people do (Neff, 2011b). Especially teacher self-esteem is considered important because the self-esteem and professional awareness of teachers to educate future generations will have a positive impact on their job satisfaction (Çevik, 2017). Meanwhile, French and colleagues argued in terms of meeting high-level needs such as recognition, independence, appreciation, equality and self-esteem, resulting in higher job satisfaction and work motivation (Caramelli and Briole, 2007). Another opinion with Ferris and colleagues, states that evidence that higher self-esteem leads to a positive attitude, showing high enthusiasm simultaneously encourages employee satisfaction and welfare (Richardson, 2014). Someone who has a job will increase self-esteem compared to people who have low self-esteem will produce inappropriate feelings (Nalavany et al., 2011). If the work becomes useful and useful for others, then he will have job satisfaction. Robbins and Judge argued that self-esteem is the extent to which someone likes or dislikes her and believes that they are worthy or not worthy of being a person, which will affect job satisfaction (Cleare, 2013).

H3: Self-esteem has a positive and significantly influences job satisfaction.

Figure 1. Research Conceptual Framework



METHODOLOGI

Participants. Participants in this study were teachers who taught in 4 locations of state junior secondary schools located in remote villages in the new sub-district in South of Nias (Somambawa, Onohazumba, Aramo, Umbunasi).

Measures. Three dimensions of work-life balance: Work interference with personal life (WIPL), interference with work (PLIW), work / personal life enhancement (WPLE) (Hayman, 2005). While in this study the number of question items was 15 divided into, WIPL consisted of 7 items sub-scale, PLIW consisted of 4 items sub-scale, and WPLE consisted of 4 sub-scales.

The Rosenberg Self-Esteem Scale (RSES) was the most popular tool to measure the self-esteem (Galanou et al., 2014). RSES was introduced and developed by Rosenberg in 1965. The self-esteem variable was measured with 10 item questionnaires (Zeigler-hill et al., 2010). With a likert-type scale ranging, Answers optional consist of 4 choices for each item.

Job satisfaction in generally was measure with several measurements, including the Job Descriptive Index (developed in 1969), the Minnesota Satisfaction Questionnaire (developed in 1967), Job Satisfaction Survey (developed in 1985) (Martins and Proença, 2012). There are 6 factors effect of job satisfaction based on job satisfaction index, namely: purpose, leadership, influence, achievements, work/life balance, and colleagues (TNS GALLUP, 2015). In this study using job satisfaction index with 20 items of question items.

Data Analysis. Data is obtained through answers filled by participants in the questionnaire sheet. The total questionnaire items that will be answered per participant are 45 items, namely 15 items for WLB, 10 items for self-esteem, and 20 items for job satisfaction. Optional agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). While the amount of scoring or point for each answer is: SA = 4, A = 3, D = 2, and SD = 1. (Mannarini, 2010). Participants were asked to give their response every item of items that they generally felt about themselves and what they experienced in their workplace.

There were 46 questionnaires distributed which were all completed and returned. The collected data is then analyzed by analysis of partial least square with the help of software called warpPLS 5.0. Data were analyzed using mediation effect testing to be able to find out the influence between exogenous constructs (Work-life balance) and endogenous constructs (Job satisfaction) through mediator variables (Self-esteem).

RESULT

Table 1. Respondent Information

No	Selected Remark	Choice of Answer		No Answer
1	Age	22-29 yo = 26	>30 yo = 19	1
2	Education	Diploma = 14	S1 degree = 31	1
3	Period of Working	<1 year = 15	>1 year = 31	0
4	Waiting period of work	<1 year = 31	> 1 year = 15	1
5	Gender	Male = 28	Female = 17	1
6	Domicile	Parents = 23	Independent = 22	1
7	Marital Status	Single = 22	Married = 23	1

Source: Results of processing research data

The data above showed that there are more teachers at the age of under 30 years and as a whole enter into the productive age. Most of the teachers are graduated. This means that the requirements for the level of education have met the requirements as a teacher. Most teachers have taught Labia for a year. This means that there are many regional child

graduates who teach in their villages. The work waiting period is mostly under 1 year, meaning that currently the level of demand for teachers is very high to fill the teaching position in the school. This is also indirectly considered as a way to prevent recent graduates from migrating (looking for work) in other areas / big cities. The number of women who became teachers was also quite high, namely 17 people from 46 people, or around 36%. This showed that the residents in South of Nias do not discriminate between teachers and gender. Because of the strong kinship in the community, many married teachers live in their parents' homes. Even if you don't live with your parents, you are still in a village with your parents. The number of teachers who are still unmarried and who are already balanced is equal.

Table 2. Output Latent Variable Coefficients

No	Outer model	Research Variable Items		
		WLB	SE	JS
1	R-Squared Coefficients (>0.45)	-	0.408	0.435
2	Q-Squared Coefficients (>0.0)	-	0.418	0.452
3	Cronbach's Alpha Coefficients (> 0.60)	0.833	1.000	0.921
4	Composite Reliability Coefficients (> 0.80)	0.900	1.000	0.939
5	Average Variances Extracted (> 0.50)	0.750	1.000	0.719
6	Full Collinearity VIFs (< 3.3)	1.576	1.958	0.615

Source: Results of research data processing

Based on table 2, the R2 value for Self-Esteem is 0.408, which means that the WLB variable is able to explain Self-Esteem by 40.8%. Therefore, job satisfaction was able to be explained by WLB by 43.8%. The Q-Squared value showed good predictive validity because the value is above zero. Both reliable instrument-level test measures (Cronbach Alpha and Composite Reliability) have been fulfilled because both values are above 0.80. The result of convergent validity evaluation has also been fulfilled because the AVE value is above 0.50. All models are free from collinearity problems because the result of the Full Collinearity VIFs test showed a value of less than 3.3.

Table 3. Correlations Among l.vs With Square Roots of AVEs dan P Values

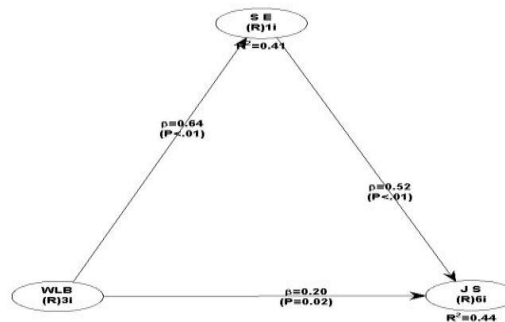
Variables ↓→	Correlations Among l.vs With Square Roots of AVEs			P Values For Correlations		
	WLB	SE	JS	WLB	SE	JS
WLB (X1)	(0.866)	0.591	0.459	1.000	< 0,001	0,001
SE (X2)	0.591	(1.000)	0.604	< 0,001	1.000	<0.001
JS (Y)	0.459	0.604	(0.848)	0,001	<0.001	1.000

Note: Square roots of average variances extracted (AVEs) shown on diagonal

The root square value of AVE displayed diagonally, explained that all AVE Root values are greater than AVE value (see table 2 number 5, AVE value) $0.866 > 0.750$, $1,000 \geq 1,000$, $0.848 > 0.719$. Correlation between latent constructs or correlation values

between constructs and other constructs in the model/ third variable are declared valid. Because thickened numbers are bigger than other numbers that are parallel. Example number 0.866 is greater than 0.591 and 0.459. With the validity of the data, it can be interpreted if the respondent has no difficulty in answering the questionnaire questions.

Figure 2. The Path Analysis Model Result



We used the partial least squares (PLS) technique to analyze the data via the warp pls 5.0 software package. PLS was chosen because it supports the testing ourthe conceptual research model. Following standard procedures. The measurement model was assessed through tests of convergent validity, discriminant validity, and reliability. The Figure shows that there are to direct partial effect from WLB toward Self Esteem and from WLB toward Job Satisfaction. While the flow shows the role Self Esteem as inverting variable, namely indirect effect of WLB towad Job Satisfaction (because it goes through Self Esteem first). Thus, in this study there are two firest effects and one indirect effect.

The magnitude of the effect of WLB on Self-Esteem is 0.639 and the amount of P Value <0.001 . It is indicated that the WLB is needed by teachers, and does not want to increase the risk of being vulnerable to conflict (scolded by families, relatives feel unappreciated) because they are considered self-closing and do not like to attend activities around them simply because they are not given permission to leave boss to leave for a moment when working hours take place. Many teachers finally anticipate coming to an event by visiting an event during recess (12.00-13.00) after it enters work again, or attend after work hours are over. Or delegate the visit to one family member / colleague who is not busy. But if the event is held by a close / core family member, then the boss in a workplace should be pleased to give permission for his subordinates to go out to attend the intended event.

It must be understood, that in South Nias work time has become a lot of waste just because of community social events, customs events, and religious events. Like one day before the Good Friday celebration, the teacher or employee permits returning to the initial to prepare for the "Holy Thursday" Mass. In other regions of Indonesia, Easter is only celebrated on Sundays. However, in South of Nias one day after the celebration of Easter. Or rather on Monday, all schools, offices, and local government agencies postpone their activities because each family celebrates the second Easter with a service in the Church and after that holds a family event in their respective homes. Likewise, at the beginning of December to welcome Christmas, residents will be permitted intermittently to take part in various activities held by the church, village or their own place of work. In fact, many

schools make their own celebrations to celebrate Christmas before the real Christmas event on December 24 or 25. Some even celebrate Christmas after the New Year takes place. Of course, with the many events taking place, this has been considered a common occurrence in South Nias. Hence, in other regions or in big cities in Indonesia, this does not happen. They will be busy with the totality of their service at work. In other cities in Indonesia they are only on the 25th and 26th of December. Also, in South of Nias throughout December residents will be preoccupied with the many Christmas celebrations. This is what is called local wisdom, which allows a teacher or employee to leave the workplace as an appreciation of the habits that apply in the environment and community, cultural rules and customs, strong social relations between them.

The magnitude of the influence of WLB on Job Satisfaction is 0.20 and the amount of P Value 0.023. This means that WLB has actually become a burden for teachers. The WLB is considered not to be a proportional balancer, but activities outside the school actually force the teacher to interrupt his working time. If at the same time, the teacher is forced to leave because there are activities outside the school that need to be attended. He should be able to complete the routine with normal time, now the teachers are troubled to find another schedule to teach again because it is delayed by activities outside the school earlier. Indeed, inevitably he must try to change the time "skipping" to another schedule. This makes the WLB not so large as to contribute positively to the Job Satisfaction of teachers. The life of the people in South of Nias that highly upholds the values of their customs; produces a dilemma because it makes it difficult to implement total discipline to always work with tight working hours. The South of Nias community is also a teacher, as far as possible must attend customary events to bring themselves closer to social and community activities around them, their families, and their communities. The many opportunities that are given to teachers for permission to leave school; should not be addressed negatively but need to be appreciated if the teachers will fulfill or replace the time wasted on other occasions.

The effect of Self-Esteem on Job Satisfaction is 0.516 and the amount of P Value <0.001. The findings of this influence test tell us that South of Nias residents in general, including teachers who uphold their honor by requiring praise (not ridicule), acknowledgment (not satire) received (not excluded) is appreciated for its ability (not excluded) that makes the teacher feels he has Self-esteem. The presence of teachers in various occasions and being directly involved in various programs outside of school is considered capable of increasing Self-esteem for teachers. Because these teachers are recognized as good citizens in their community that they are able to socialize well, blend in with the community and not close them, like together. If the teachers get recognition from the community, then naturally the teachers feel proud and honored as teachers. Because he is not only respected by students and teachers at school, but also respected in the midst of society. Pride in the identity it carries, the teachers who have Self-esteem will have Job Satisfaction as well.

If only WLB goes directly to Job Satisfaction, the effect is only 0.20. But after being mediated by self-esteem the value of the effect increases to 0.529 (0.20 + 0.329). This number is obtained from a combination of direct influence and indirect influence for WLB to Job Satisfaction. This proves that self-esteem acts as a good mediation for WLB variables and Job Satisfaction variables. In fact, self-esteem is positioned as a variable that

is able to support and make WLB able to produce job satisfaction for teachers amidst the limitations of life in South of Nias.

CONCLUSIONS

The conclusion of the study is directly WLB variables which have a positive and significant effect on Self-esteem. Directly the WLB variable has a positive and significant effect on job satisfaction. But this value is able to be corrected if the WLB is mediated by Self-Esteem. Likewise, the Self-esteem variable directly has a positive and significant effect on job satisfaction. The results of this study prove that teachers who are given the opportunity to balance work and life outside of work will have job satisfaction when mediated by the Self-Esteem variable. This means that teachers in remote villages in South of Nias will have job satisfaction if they have self-esteem. Self-esteem comes from opportunities given to follow traditional and cultural activities. With the frequent involvement of teachers in community, cultural, religious social events, including outreach events teachers feel welcome both in school, and outside of school. Pride in the identity he has as a teacher, makes the teacher respectable as a teacher and thus the teacher has a self-esteem and encourages him to have job satisfaction.

Suggestions in this study, teachers need to focus on the main task as a teacher in the classroom, not often make excuses for activities outside of school to leave their jobs. This needs to be dealt with by giving the teacher a turn to attend as a school representative, or if there is an event outside the school, the teacher asks other family members who have no routine activity to represent the teacher to attend the event. Or confirm to the teachers, if you want to attend events outside of school, after teaching hours are finished. Further research is needed on any matters other than WLB and Self-esteem that can influence the Job Satisfaction of teachers in remote areas in South of Nias.

The limitations of this study, due to the minimal number of samples given the difficulty in accessing the location of schools in South of Nias, especially in remote areas, besides that there are still schools located in the Batu Islands, a group of small islands separated from Nias Island As the main island center of Nias tribe civilization. The limitations of this study, due to the minimal number of samples given the difficulty in accessing the location of schools in South Nias, especially in remote areas, besides that there are still schools located in the Batu Islands, a group of small islands separated from Nias Island As the main island center of Nias tribe civilization.

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