



## The effect of principal's leadership style on teacher job satisfaction at senior high school

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### Abstract

This research is a correlational quantitative research, which aims to obtain information about the influence of the principal's leadership style on teacher job satisfaction at SMK Negeri 2 Padang. The purpose of the study was to obtain information and data regarding (1) the principal's leadership style (2) teacher job satisfaction (3) the influence of the principal's leadership style on teacher job satisfaction. The population is teachers, totaling 101 teachers. Sampling was done using proportionate stratified random sampling, 51 teachers were obtained as samples. Data analysis used a simple linear regression method. The results show 1) teacher job satisfaction is in the high category with an achievement of 4.37; 2) the principal's leadership style with good criteria for the achievement of 4.23; 3) the influence between leadership style and job satisfaction has an effect of 13.9%. It can be concluded that there is a significant influence between the principal's leadership style and teacher job satisfaction.

**Keywords:** Influence; Leadership Style; Teacher Job Satisfaction



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## 1. Introduction

Human resources are very important for the progress of a country. Indonesia as an agricultural country needs quality assets that can be formed through education. The biggest contribution to the progress of the country is education (Anggun Febya Anesti, Anisah, 2020). Education is a regulated cycle carried out with a determination to improve the life of the nation. according to (Ryan Pratama, Hadiyanto, Ermita, 2021) Education has a goal in forming an active and creative soul. With the implementation of a proper learning cycle, new people will be formed as human resources who play an important role for the prosperity of a country.

With this role, education is the main key in creating superior human resources. With the existence of quality resources so that they can be utilized to advance the organization effectively and efficiently (Ari Suteja, Sufyarma Marsidin, Nurhizrah Gistituati, 2020) because the people in the organization are the driving force of the organization (Yulianto Santoso, Weli Febrina, 2020). Through education, humans can solve the problems they face, because through education people obtain information, abilities, values and mentality with the aim that they can think fundamentally, wisely and methodically. In this regard, it is necessary to have an institution that can implement the course of education so that these goals can be achieved appropriately.

Schools are institutions that have the task of carrying out the educational process. according to (Maghfiroh, 2020) School educational institutions know that human resources are influential things for school progress. The education cycle in schools can run optimally if there is support from quality institutional assets, one of which is the teacher, where an educator has a very large task and task to advance the abilities of his students. (Susanto, 2016). As explained in Law Number 14, 2015 contained in Chapter 1 Paragraph 1 states that educators are up-to-date teachers with the basic tasks of educating, guiding, bringing, organizing, preparing, conducting student assessments in schools, formal training, essential schooling and optional training. A teacher must have skills in carrying out his obligations.

Available in RI Law No. 14, 2015 about educators and lecturers explained that qualified educators are educators who can understand the general purpose of education. Support from PP No. 19, 2005 Regarding the National Education Standards, it is explained that instructors must have academic power and expertise as delegates for learning pedagogic skills, personality skills, social skills, and expert abilities. Educators are a very meaningful

element to manage the course of education in schools as a coordinate point for improving the quality of education in schools (Yani Fk, Hadiyanto, 2020).

The success of teaching in schools is determined, among others, by the job satisfaction of teachers in carrying out their daily duties. Job satisfaction is the tendency to be happy or disappointed with one's job. Job satisfaction is explicitly identified as a person's behavior regarding his work, the higher the satisfaction with the job, the more positive work attitudes appear (Robbins, 2009). The attitude of educators regarding the teacher's beliefs about the activities he or she does with the feelings felt so as to produce a reference for educators to display responses and behaviors according to their choice. The positive attitude that a teacher has towards his work, of course, will make the teacher complete his capacity and position as a teacher at school with full awareness of certain expectations. In the same way, the negative mentality of educators, clearly makes educators complete their capacities and positions only as simple habits.

Job satisfaction for an educator is the main thing because it is related to the problem of work results that will be obtained. Job satisfaction can be obtained from things such as working conditions, social ties with leaders and coworkers, wages (salary), and decisions taken by leaders. However, in reality, based on the results of observations made at SMK Negeri 2 Padang, there are still problems that reflect the low job satisfaction of teachers, this can be seen from events such as the following, (1) There are some teachers who complain about the decisions taken by the principal. (2) There are teachers who do not accept the tasks given by the principal. (3) There are still teachers whose attendance at school can be said to be low. (4) There are still teachers who are not punctual in completing their assignments.

The phenomenon above shows that the level of teacher job satisfaction is low at SMK Negeri 2 Padang. Teacher job satisfaction is influenced by several factors. according to MSP Hasibuan, (2007) The leadership style applied by the leader can affect teacher job satisfaction.

Leadership is a cycle of influencing and preparing others so that they will work according to predetermined goals successfully and effectively. Leadership is said to be effective if it carries out its functions properly. The difference in the way leaders encourage, influence, and move their subordinates is influenced by the pattern used by the leader. The difference in the pattern is better known as the style used by the leader. according to (Astuti, 2018) leadership by the principal is the main thing in order to be able to influence and move subordinates who are related to the implementation of teaching and learning activities.

Leadership style is an indication of the attitude shown by the leader in influence their subordinates. In line with opinion (Rivai, 2014) Explain that leadership style is an applied characteristic that leaders do to influence followers to achieve the desired goals. Leadership style is a way and approach taken by the leader so that the policies that have been prepared can work (Yandrizal, Rifma, Syahril, Barkara Hospital, 2020).

One of the causes of the low job satisfaction of teachers at SMK Negeri 2 Padang is allegedly because the leadership style used by the principal is less effective, it can be illustrated from the following phenomena (1) The decisions taken by the principal often raise new questions by the teacher, (2) the principal not realizing the opinions conveyed by the teacher, (3) the principal does not direct the teacher to do the task, (4) the principal pays less attention to the needs of the teacher when carrying out his duties.

## 2. Research methods

The research referred to here is classified as correlational quantitative research used to see whether there is an influence between two variables. The population is teachers at SMK Negeri 2 Padang with 101 teachers. The sample collection used the Stratified Proportional Random Sampling technique with the Slovin formula and obtained a sample of 51 teachers. This instrument uses a questionnaire in the form of a Likert scale that uses five alternative answers after being tested for validity and reliability. The validity of the questionnaire used the Statistical Package and Social Science 25.0 application for windows. After getting valid and reliable, then the questionnaire instrument is given to the teacher, after the data is collected then an analysis is carried out using a simple linear regression test through the equation  $Y = a + bX$ .

## 3. Results

Based on the results of the study, 8% (4 people) of respondents stated that the job satisfaction of teachers at SMK Negeri 2 Padang was above the average, while 71% (36 people) of teachers stated that they were in the average, and below the average as much as 22% (11 people). Based on the data processing of the teacher job satisfaction variable questionnaire (Y) by comparing the average score (mean) with a maximum score multiplied by 100%, with a mean value of 106.52 divided by a maximum score of 126 and multiplied by 100%, the figure is 84.5% . It can be interpreted that the teacher job satisfaction variable at SMK Negeri 2 Padang is 84.5% in the "High" category.

Table 1.

NO	Indicator	Average	Achievement Level	Category
1	Satisfaction with Salary	3.60	73.6%	High enough
2	Satisfaction with the work itself	4.15	83.3%	Tall
3	Satisfaction with superiors	4.20	84.3%	Tall
4	Satisfaction with promotion	3.95	79%	High enough
5	Satisfaction with coworkers	4.25	85.4%	Tall
Average amount		4, 37	81.1%	Tall

Based on table 1, it can be seen that satisfaction with salary is in a fairly high category with an achievement level of 73.6%, an indicator of satisfaction with the work itself is in a high category with an achievement level of 83.3%, an indicator of satisfaction with superiors is in a high category. with an achievement level of 84.3%, and satisfaction with promotions in the fairly high category with an achievement level of 79%, while the indicators of satisfaction with colleagues are in the high category with an achievement level of 85.4%. So it can be concluded that the average overall teacher job satisfaction is in the high category with an achievement rate of 81.1%.

The data on the X variable was obtained from the distribution and collection of data to 51 respondents. The principal's leadership style questionnaire consists of 30 statements with the highest point 5 and the lowest point being 1. The maximum score for the principal's leadership style is 150 and the minimum score is 30. The principal's leadership style variable scores spread from the lowest score of 106 to the highest score of 146. From the results of data processing the principal's leadership style variable obtained a mean of 127.00, a median of 127.00, a mode of 124.00 and a standard deviation of 9.04.

Table 2

No	Indicator	Average	Achievement Level	Category
1	Decision Making Ability	4.23	85%	Good
2	Motivating Ability	4.18	83.6%	Good
3	Communication Ability	4.35	87.1%	Good
4	Ability to Control Subordinates	4.18	83.7%	Good
5	Responsibility	4.18	83.6%	Good
6	Ability to Control Emotions	4.25	84.9%	Good
<b>Total Average</b>		<b>4.23</b>	84.69%	Good

From table 2, it can be seen that all indicators in variable X are in the good category with their respective levels of achievement where the indicator of ability to make decisions is 85%, indicator of ability to motivate 83.6%, indicator of ability to motivate 87.1%, indicator of ability to control subordinates 83.7%, 83.6% responsibility indicator, and 84.9% emotion control ability indicator. So it can be concluded that the average principal leadership style variable is in the good category with an achievement level of 84.69%.

Table 3

NO	Variable	Mean	% Achievement Rate	Interpretation
1	Job satisfaction	106.52	81.1%	Tall
2	Leadership Style	127,00	84.69%	Good

#### 4. Discussion

Based on data obtained from respondents, namely by comparing the average score (mean) with the maximum score multiplied by 100% so that it can be seen that the quantitative assessment of teacher job satisfaction at SMK Negeri 2 Padang is in the high category with a score of 81.1%. It can be interpreted that the job satisfaction of teachers at SMK Negeri 2 Padang is good but it also needs to be improved.

In essence, job satisfaction is a person's feelings of pleasure and displeasure with his work. According to Robbins (Wibowo, 2017) Job satisfaction is the general attitude of a worker about his job, which shows the difference between the number of awards received by workers and the amount they should receive. There are several indicators of job satisfaction, according to Robbins and Judge (Puspitawati, 2013: 18) which consists of five dimensions, namely satisfaction with salary with indicators of the payroll system and pay fairness, satisfaction with the work itself with indicators of tasks, learning opportunities, and responsibilities, satisfaction with promotions with indicators of opportunities to be promoted, satisfaction with superiors with indicators the ability of superiors to provide assistance and support, and satisfaction with co-workers with indicators of co-workers' attitudes and behavior.

From the results of the study, it can be seen that the variable job satisfaction of teachers at SMK Negeri 2 Padang is already in the high category. When viewed from the several indicators used, the indicator of satisfaction with promotion is the indicator with the lowest average of the other indicators, with an average of 3.95. This is due to the lack of opportunities for every teacher to be promoted so that they can be more advanced in school. According to Puspitawati (2013: 18) satisfaction with promotion is an opportunity to develop intellectually for employees and can expand the skills that are used as the basis for progressing in an organization. Every teacher wants to be promoted according to their qualifications to become an important part of the school, such as being a vice principal, or being the head of the department for each department in the school. Therefore, school principals must strive to increase teacher job satisfaction as expected by teachers and in accordance with school goals. Efforts that can be made by principals to increase teacher job satisfaction are to improve and improve the principal's leadership style by providing direction and support for the principal to improve his skills so that he has the qualifications to be promoted.

Based on data obtained from respondents and by comparing the average score (mean) with the maximum score multiplied by 100% so that it can be known through a quantitative assessment of the leadership style of the principal at SMK Negeri 2 Padang is in the good category, namely 84.69%. This shows that the leadership style at SMK Negeri 2 Padang is as expected. Leadership style is a characteristic or behavioral norm used by leaders in influencing, directing, and moving their subordinates to want to carry out tasks so that they can achieve predetermined organizational goals. According to Thoha (2015:49) describes leadership style as behavioral norms applied by leaders when influencing the behavior of others or their subordinates. In line with opinion M. Hasibuan (2012:167) describes leadership style as a way for leaders to influence their subordinates to work together productively to achieve organizational goals.

Aspects that can be seen based on indicators of leadership style are the ability to make decisions, the ability to motivate, the ability to communicate, the ability to control subordinates, responsibility, and the ability to control emotions. From the results of the study, it can be seen that the leadership style variable at SMK Negeri 2 Padang is in good category. If viewed based on each - each indicator, the indicator of the ability to make decisions 4.23 the ability to motivate 4.18 communication skills 4.35 the ability to control subordinates 4.18 responsibility 4.18 and the ability to control emotions 4.25. From some of the indicators above, it can be seen that the indicators with the lowest averages are in 3 indicators, namely: on indicators of ability to motivate, control subordinates, and responsibility with an average of 4.18 for each indicator.

From the results of the study, it can be seen that the indicators with the lowest averages are the first, the indicators of the ability to motivate. This is due to the lack of ability of the principal in motivating teachers at SMK Negeri 2 Padang. Cardboard (2013: 34) the ability to motivate is an encouragement that makes subordinates willing and willing to move their abilities in the form of expertise or skills, energy, and time to carry out various responsibilities. If a teacher works with high motivation, he will carry out his duties well so that he gets satisfactory results.

Second, indicators control subordinates. This is because the principal is less able to control the teachers at SMK Negeri 2 Padang. according to Kartono, (2013: 34) a good leader has the ability to make subordinates follow what they are told. If the principal gives orders clearly and correctly, the teacher will easily understand and carry out these orders properly. Third, indicators of responsibility. This is due to the fact that the principal's responsibility to schools and teachers at SMK Negeri 2 Padang is still not maximized. according to Kartono, (2013:34) this responsibility means the obligation that must be borne by the principal. If the principal has good responsibilities towards the school and teachers, the teacher will respect the principal more.

Therefore, the principal must strive to improve the ability to motivate, so that teachers have high motivation and can work better so that their work can be completed on time. As for businesses that can be done by the principal, namely by giving awards to teachers who can complete tasks well and on time. In addition, the principal also needs to improve the ability to control subordinates, so that what is ordered by the principal can be accepted and understood by every teacher. The efforts made to control subordinates are by reprimanding the teacher or warning the teacher wisely. And also the principal must maximize his responsibilities as the highest person in the school. The effort that can be done is that the principal cares about the problems faced by teachers in the implementation of teaching and learning activities.

The results of the data calculation show that between the principal's leadership style on teacher job satisfaction there is a significant relationship, namely  $r_{hitung}$  0.373 is greater than 0.279 at the 95% confidence level. In terms of correlation, there is a significant relationship between the principal's leadership style and teacher job satisfaction, which is 2.81 greater than 2.021 with a 95% confidence level.  $r_{tabel}$   $t_{hitung}$   $t_{tabel}$  From the simple linear regression analysis table shows the constant value of 68.47 and the value of the regression coefficient of 0.300. So the regression equation used is  $Y = 68.47 + 0.300 X$ . The form of the influence of the regression coefficient of the principal's leadership style on teacher job satisfaction at SMK Negeri 2 Padang is positive at 0.300 with a Sig value of 0.007 < 0.05, indicating that the principal's leadership style school has a significant effect on teacher job satisfaction. This means that the better the principal's leadership style, the higher the teacher's job satisfaction.

Based on the results of the analysis above, the previously proposed hypothesis which reads "There is a significant influence between the principal's leadership style and teacher job satisfaction at SMK Negeri 2 Padang" can be accepted with a 95% confidence level. So it can be concluded that there is a significant influence between the principal's leadership style on teacher job satisfaction at SMK Negeri 2 Padang. Thus the hypothesis in this study can be accepted.

Based on the description above, it can be concluded that the better the leadership style used by the principal, the higher the level of job satisfaction of teachers at SMK Negeri 2 Padang. Therefore, the principal wants to be able to use a good leadership style and be liked by all teachers in the school so that teacher job satisfaction can increase.

Based on the results of data processing and the discussion above, it was found that there was a gap between the results of the study and the phenomena that the authors described in the background of the problem. In the background, the author explains that the phenomena that the authors encounter in the field indicate that the job satisfaction of teachers at SMK Negeri 2 Padang is still low and the leadership style used by the principal is still not good. However, the results showed that job satisfaction with the leadership style at SMK Negeri 2 Padang was in a high and good interpretation. This difference is thought to be due to the fact that at the time of the observation the author did not use a measuring instrument, so that the phenomenon that the author described in the background is a phenomenon obtained from observations without using a measuring instrument.

In addition, when distributing research questionnaires, respondents sometimes fill out the questionnaire not wholeheartedly and according to what is experienced and felt by the respondent, so that the questionnaire is filled not based on experience and what the respondent fully feels

#### 4. Conclusion

Considering the consequences of the research above regarding the influence of the principal's leadership style on teacher job satisfaction at SMK Negeri 2 Padang. Then the variable teacher job satisfaction can be concluded that the job satisfaction of teachers at SMK Negeri 2 Padang is already high with an achievement of 4.37. While the principal's leadership style variable has an achievement of 4.23 so it can be concluded that the principal's leadership style at SMK Negeri 2 Padang is good. The analysis of the effect with the regression equation shows the better the principal's leadership style, of course the higher the level of teacher job satisfaction. Suggestions to school principals to improve and maintain the leadership style they use so that teachers get satisfaction about their work, especially teachers should maintain job satisfaction so that tasks run optimally..

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