

## **The Effect of Principal's Leadership Style and Teacher's Job Satisfaction towards Teacher's Performance**

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### **Abstract**

This study determined the effect of the principal's leadership style and teacher's job satisfaction on teacher performance in public elementary schools in Sekayu District, Musi Banyuasin Regency. The research method is ex post facto with a population of 491 teachers. The research sample was drawn using proportional random sampling in order to obtain a sample of 78 respondents. Data collection techniques used questionnaires. The data analysis technique used the t-test and the F-test. The results of this study can be concluded that there is a significant influence between the leadership style of the principal and teacher's job satisfaction on the performance of elementary school teachers in Sekayu District, Musi Banyuasin Regency. This study provides the new insight for principals to more deeply give attention to the leadership style and teacher's job satisfaction in order to have good teacher's performance.

**Keywords:** Principal's Leadership Style, Teacher's Job Satisfaction, Teacher's Performance

### **A. Introduction**

Education is a human effort to widen the horizon of knowledge in order to form values, attitudes and behavior. The rapid development of science and technology in the current era of globalization, especially information technology. So that it will require changes, especially in the world of education. Under these conditions, it will require us to improve quality human resources who have the will and ability to always improve their quality continuously and sustainably.

National education has the duty and responsibility to deliver this nation so that it is ready to face and be able to compete with the era of globalization and change into opportunities and then manage it into a force that can improve the quality of life of the nation and state in the future. Education is a conscious and planned effort, meaning that it is desired, there are goals and objectives both explicitly and implicitly on the part of educators. Education does not happen by chance or carelessly (Sudharto, et al, 2009).

The principal is a manager who holds the highest power in making decisions relating to the implementation and implementation of education in the school he leads. The principal should be a visionary person who is able to see ahead about the life of the Indonesian people with all the opportunities and challenges. In this case, a principal must be able to describe the abilities and competencies as well as the leadership style needed by subordinates and the community.

The principal as a leader in the world of education has a fairly heavy responsibility. A school principal must have adequate preparation, both mentally and psychologically in carrying out his duties, especially in dealing with all the problems and challenges faced in order to create and provide comfort for teachers and students at school. This is in accordance with the statement of Soetopo and Soemanto (1988) that the main function of the principal as an educational leader is to create teaching and learning situations so that teachers can teach and students can learn well.

The ability of a principal in leading is very influential in improving the work of teachers and in creating an effective learning process. The leadership style applied by the principal will also affect the process of creating comfort, orderliness of the learning process, especially on teacher job satisfaction on teacher performance.

Leadership is a process that contains elements of cooperation, influence, and leads to something and a common goal in an organization. From this statement, leadership means the ability and readiness of a person owned by a person to influence, encourage, invite, guide, move, direct and if necessary force a person or group to accept this influence and then do something that can shape the achievement of a certain goal that has been set. As a leader in the world of education, the principal faces a heavy responsibility. A school principal must have adequate preparation, both mentally and psychologically in carrying out his duties, especially in order to provide comfort for teachers and students in the school's environment.

The implementation of education or school management cannot be separated from the model or leadership style adopted by the principal in carrying out his function as a leader. The leadership style adopted by the principal will be related to the results and effectiveness of the principal in leading and carrying out the educational process in schools. As stated by Glatthorn (2000) that there is a strong connection between the leadership style used by the principal and the overall effectiveness of the educational process in schools.

Quality improvement in the world of education is determined by the readiness of human resources involved in the educational process. The performance of a teacher will be the center of attention. This is because the teacher is the determining factor in improving the learning achievement of students and also plays a role in improving the quality in the world of education and has a strategic position on the high and low of an educational outcome. Therefore, in every process to improve the quality of education, it is necessary to pay great attention to improving teachers both in terms of number and quality (Dantes et al., 2013).

In the world of education, the teacher is a leader, so he is required to be able to motivate, foster, direct, guide, guide, and invite and move students to improve their achievements in learning. As a leader, the teacher must be able to provide a complete picture of the person, strive for the fulfillment of needs, and as the originator of things that will be updated regarding education management or school management which cannot be separated from the model or leadership style of the principal.

The teacher is the main factor that is directly related to the activities of the teaching and learning process in schools and at the same time determines the success of the school in achieving its goals. The progress of the world of education is determined by how far the teacher carries out his duties and responsibilities. Therefore, in order to streamline the process in teaching and learning activities, teachers must have qualified and adequate performance. The task of the teacher is not limited only as a teacher who transfers knowledge, but has various roles including as a mentor who encourages potential, develops alternatives, and mobilizes students in learning. A teacher also has complete duties and responsibilities towards achieving educational goals, teachers are also required to display a personality that is able to be an example for students.

As the spearhead of education and teaching providers, teachers are the people who are closest to students. The function and role of a teacher in the teaching and learning process has a strategic meaning in achieving educational goals. Therefore, teachers must be able to show work performance and be able to carry out the tasks given by the principal, especially in carrying out the teaching profession, namely educating, teaching, and training students to achieve better learning achievements. However, the fact that is currently happening is that teachers as the spearhead of education have not all carried out their roles and functions as professional demands of teachers. This is due to a sense of dissatisfaction at work.

Schools as educational organizations need a leader who is able to pay attention to aspects of job satisfaction. This is because job satisfaction is a symbol of an organization to be managed properly and can help smooth the life of the work group itself. This is also due to a sense of job satisfaction, it is hoped that teachers or employees will be more enthusiastic in doing their tasks and can increase their productivity. Job satisfaction is one of the important factors in every job. Job satisfaction is an emotional response to various aspects of one's job. This means that job satisfaction is not the only concept, but rather that people are able to be relatively satisfied with one aspect of their job and dissatisfied with one or more aspects.

Job satisfaction is related to the alignment between one's desires and the rewards provided. Teacher job satisfaction can have an impact on work performance, discipline, and quality of work. Teachers who are satisfied with their work are likely to have a positive impact on improving the quality of education. Conversely, if teacher job satisfaction is low, it will have a negative impact on the development of the quality of education. For example, teachers are truant, teaching is not planned, lazy, strike, often complain is a sign of low teacher satisfaction. Workers with high job satisfaction experience positive feelings when they think about their task or take part in task activities. So that job satisfaction leads to an increase in more productive performance.

Job satisfaction is related to productivity at work. Someone who has satisfaction in work will be enthusiastic so that he does not feel that work is a task. However, job satisfaction is not always related to productivity at work, this is because someone who is satisfied with his work is not necessarily productive. Likewise, someone who is productive does not necessarily feel satisfied with his work. Job satisfaction is also related to performance but performance is not directly related to job satisfaction because there are rewards in it. This is in line with the opinion expressed by Luthans (2006) that job satisfaction is not so important for improving performance but is very important for the organization. Luthans also explained that there is a significant relationship between productivity, job satisfaction and organizational profits.

Job satisfaction is basically not the end of a job this is because other dimensions also influence it. Someone who feels satisfied with his job tends to stay. Conversely, someone who is dissatisfied tends to leave the organization. This is in accordance with the opinion given by Newstorm (2007) that the benefits of job satisfaction to the organization include being able to reduce conditions in and out of employees, to increase dedication and work productivity.

One of the benchmarks for the success of the world of education is teacher performance. This is in accordance with the opinion of Suharsaputra (2010) that teacher performance is basically a teacher's activity in carrying out his duties and obligations as a teacher and educator in schools that can describe his work performance in carrying out all of it.

In addition, teacher performance can also be defined as a condition that shows the ability of a teacher in carrying out his duties and describes the actions displayed by the teacher during the learning process (Supardi 2013). Teacher performance directly affects the quality of education of each student. The better the teacher's performance, the better the quality of education obtained. That is, if the teacher has a good performance, the results of the teaching and learning process will also be good.

The principal's leadership style has a significant influence on teacher performance. This is in line with what was stated by Septiana, et al (2013) who explained that the principal's leadership has an influence on teacher performance so that teacher performance cannot be separated from the influence of the principal's leadership. The better the leadership of the principal, the better the performance of teachers in carrying out their duties as educators. This statement was also emphasized by Lestari (2016) who stated that the leadership of the principal plays a very important role in increasing the morale of teachers in carrying out their duties so that harmonious and pleasant working conditions can be created. Thus the teacher will be more enthusiastic in fostering students both academic and non-academic.

Furthermore, Ngide (2016) explains that the leadership of the principal provides work motivation for increasing teacher work productivity and student learning outcomes. This means that the leadership of the principal plays a very important role in the performance of teachers in order to carry out their duties properly so that educational goals will be achieved optimally.

This is in accordance with research conducted by Sulistiya (2013) which states that the principal's leadership has a significant effect on teacher performance. In addition, the results of research conducted by Ngide (2016) show that there is a positive and significant influence between the principal's leadership on teacher performance.

Based on the description above, the principal's leadership style and teacher job satisfaction are one of the determining factors that are quite influential for every teacher in their work, as well as the importance of teacher performance in the world of education. So research on the influence of principals' leadership style and teacher job satisfaction on the performance of state elementary school teachers in Sekayu District, Musi Banyuasin Regency is important to do.

## **B. Methods**

This research was conducted in State Elementary Schools in Sekayu sub-district, Musi Banyuasin Regency as many as 48 State Elementary Schools. This research took place over a period of approximately four months starting from March 2020 to June 2020. This study used quantitative research methods with correlational research types because this study aims to

reveal how the influence of principals' leadership style and teacher job satisfaction on teacher performance. Sukardi (2008) stated that correlation research is part of ex-postfacto research, because researchers usually do not manipulate the existing variable circumstances and directly look for the existence and level of variable relationship which is reflected in the correlation coefficient. The population of this study was 491 teachers from 48 State Elementary Schools in Sekayu District, Musi Banyuasin Regency in the 2020 academic year. The sample was drawn using proportionate stratified random sampling (Riduwan, 2013). The number of samples from 48 public elementary schools in Sekayu District, Musi Banyuasin Regency was 78 teachers. The questionnaire instrument was used in data collection and the SPSS application was used for data analysis.

### C. Results and Discussion

Partial hypothesis testing uses t test which aims to test whether each independent variable, namely the principal's leadership style (X1), and teacher job satisfaction (X2) has a significant effect on the dependent variable, namely teacher performance (Y) partially.

**Table 1. First Hypothesis Test**

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	42,524	5,007		8,492	,000
	Principal's Leadership	-,005	,136	-,003	-,034	,973

a. Dependent Variable: Teacher Performance

With regard to the results of the simple linear regression equation, it can be interpreted: 1) if the principal's leadership style is zero, the performance of State Elementary School teachers in Sekayu District, Musi Banyuasin Regency will be constant at 42.524; 2) the principal's leadership style has a positive influence on the performance of State Elementary School teachers in Sekayu District, Musi Banyuasin Regency by -0.005 if other variables are considered constant. That is, teacher performance is positively influenced by the principal's leadership style with a coefficient value of 0.005. Or in other words, teacher performance will increase if it is supported by a good school leadership style. To see how much influence the principal's leadership style has on teacher performance, see the table below.

**Table 2. First Hypothesis Determinant Coefficient**

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,083 <sup>a</sup>	,007	-,006	3,197

a. Predictors: (Constant), Principal's Leadership

b. Dependent Variable: Teacher Performance

In connection with the results of the calculation of the determinant coefficients contained in Table 2, the R-square value of 0.007 is obtained. This means that the magnitude of the influence of the principal's leadership style on the performance of State Elementary School teachers, Sekayu District, Musi Banyuasin Regency is 7%, the remaining 73% is influenced by other factors that are not variables in this study.

**Table 3. Second Hypothesis Test**

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	105,024	9,012		11,654	,000
	Teacher's Job Satisfaction	,076	,077	,112	,987	,327

a. Dependent Variable: Teacher Performance

With regard to the results of the simple linear regression equation, it can be interpreted: 1) If teacher job satisfaction is zero, then the performance of State Elementary School teachers in Sekayu District, Musi Banyuasin Regency will be constant at 105.024; 2) Teacher job satisfaction has a positive influence on the performance of State Elementary School teachers in Sekayu District, Musi Banyuasin Regency by 0.76 if other variables are considered constant.

That is, teacher performance is positively influenced by teacher job satisfaction with a coefficient value of 076. Or in other words, teacher job satisfaction will provide an increase in teacher performance. To see how much influence the principal's leadership style has on teacher performance, see the table below.

**Table 4. Coefficient of Determinant of Second Hypothesis**

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,112 <sup>a</sup>	,013	,000	3,188

a. Predictors: (Constant), Teacher's Job Satisfaction

b. Dependent Variable: Teacher Performance

**Table 5. Multiple Regression Test**

		Coefficients <sup>a</sup>					
		Unstandardized Coefficients		Standardized Coefficients			
Model		B	Std. Error	Beta	T	Sig.	
1	(Constant)	111,439	12,612		8,836	,000	
	Principal's Leadership Style	-,076	,105	-,083	-,729	,468	
	Teacher's Job Satisfaction	,076	,078	,113	,984	,328	

a. Dependent Variable: Teacher Performance

With regard to the results of the simple linear regression equation, it can be interpreted 1) If the principal's leadership style and teacher job satisfaction are zero, the performance of State Elementary School teachers in Sekayu District, Musi Banyuasin Regency will be constant at 111.439; 2) Teacher job satisfaction has a positive influence on the performance of State Elementary School teachers in Sekayu District, Musi Banyuasin Regency by -.076 if other variables are considered constant; 3) Principal leadership has a positive influence on the performance of State Elementary School teachers in Sekayu District, Musi Banyuasin Regency by 0.76 if other variables are considered constant.

This means that the principal's leadership style and teacher job satisfaction are important factors in improving teacher performance in schools. To see the effect of the independent variable on the dependent variable using the F test which can be seen in table 6 below.

**Table 6. Simultaneous Test Results (F)**

		ANOVA <sup>a</sup>				
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15,339	2	7,669	,750	,476 <sup>b</sup>
	Residual	767,033	75	10,227		
	Total	782,372	77			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Teacher Job Satisfaction, Principal's Leadership Style

The results of the calculations in Table 6 above, the probability value (.876) is smaller than the value of (0.05), in addition, for the Fcount value of .750, it is greater than F(0.05)(2:75) of 2.91 so that Ha is accepted. That is, there is an effect of the principal's leadership style and teacher job satisfaction together on the performance of State Elementary School teachers in Sekayu District, Musi Banyuasin Regency. To find out the magnitude of the influence of the principal's leadership style and teacher job satisfaction on teacher performance, it can be seen in Table 7 below.

**Table 7. Coefficient of Determination**

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,140 <sup>a</sup>	,020	-,007	3,198

a. Predictors: (Constant), Teacher Job Satisfaction, Principal Leadership Style

b. Dependent Variable: Teacher Performance

The results of the calculation of the termination coefficient in table 7 above can be interpreted that the influence of the principal's leadership style and teacher job satisfaction together on the performance of State Elementary School teachers in Sekayu District, Musi Banyuasin Regency is 20%, the remaining 80% is influenced by other factors that are not including the variables in this study.

The results of the above study indicate that the principal's leadership style has a significant influence on teacher performance in implementing teachers. The value of the determinant coefficient provides an understanding that the relationship between the principal's leadership style and performance is significant or positive. That is, the better the principal's leadership style, the better the teacher's performance. The results of this study are in line with the research of Sulistiya (2013). The conclusion from the results of his research is that there is a significant influence between the principal's leadership on the teacher's performance at Agus Salim Junior High School Semarang in the 2012/2013 academic year. This research is also in line with the results of Ngiode's research (2016) which shows that there is a positive and significant influence of principal's leadership on teacher performance.

From the results of hypothesis testing, it can be seen that the teacher job satisfaction hypothesis has a positive influence on the performance of State Elementary School teachers in Sekayu District, Musibanyuasin Regency by 0.45 if other variables are considered constant. That is, teacher performance is positively influenced by teacher job satisfaction with a coefficient value of 0.45. Or in other words, teacher job satisfaction will provide an increase in teacher performance. In addition, the probability value (0.000) is smaller than the value of (0.05). The results of this study are in accordance with research conducted by Puji (2017) that job satisfaction has a positive effect on teacher performance. The result of T-count of 6.668 is greater than the value of t-table at a significant level of 1.653 or it can also be stated that job satisfaction has a significant effect on teacher performance.

Based on the results of hypothesis testing, teacher job satisfaction is supported by a salary that has been adjusted to the responsibilities assigned to the teacher, and is also supported by interesting and fun tasks. So if the results of good work will lead to job satisfaction of the teacher itself. However, all teacher job satisfaction is based on the support of a leader in the school environment, namely the principal.

The principal's leadership has an impact on the achievement of organizational goals because the leader has an influence on teacher performance. This is similar to the opinion of Septiana, et al (2013) which states that teacher performance leadership cannot be separated from the influence of the principal's leadership. Therefore, the better the leadership of the principal, the better the performance of teachers in carrying out their duties as educators. This is also confirmed by Lestari (2016) that the principal's leadership plays a very important role in increasing the morale of teachers in carrying out their duties so that harmonious and pleasant working conditions can be created. Thus the teacher will be more enthusiastic in fostering students both academic and non-academic. In addition, according to Ngiode (2016), the principal's leadership provides work motivation for increasing teacher work productivity and student learning outcomes.

This means that the principal's leadership plays an important role in increasing the morale of teachers in carrying out their duties so that harmonious and pleasant working conditions can be created. Thus the teacher will be more enthusiastic in fostering students both academic and non-academic. The principal's leadership has an influence on the teacher's performance so that the teacher's performance cannot be separated from the influence of the principal's leadership. Therefore, the better the leadership of the principal, the better the performance of teachers in carrying out their duties as educators.

The results of the study, principal leadership has a significant impact on teacher performance. The same thing was also stated by Septiana, et al (2013) that the principal's leadership has an influence on teacher performance so that teacher performance cannot be separated from the influence of the principal's leadership. Because the better the leadership of the principal, the better the performance of teachers in carrying out their duties as educators. This is also emphasized by Lestari (2016) that the principal's leadership plays a very important role in increasing the morale of teachers in carrying out their duties so that harmonious and pleasant working conditions can be created. Thus the teacher will be more enthusiastic in fostering students both academic and non-academic.

#### **D. Conclusion**

The conclusions in this study were 1) there is an influence of the principal's leadership style on teacher performance; 2) there is an effect of teacher job satisfaction on teacher performance; and 3) there is an effect of the principal's leadership style and teacher job satisfaction together on teacher performance

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