

The Effect of Leadership Effectiveness and School's Culture on Teacher's Job Satisfaction

Riadin Fitri¹, Bukman Lian², Andi Rahman²

¹SMK Negeri 1 Prabumulih, South Sumatra, Indonesia, ²Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: andiplg25@gmail.com

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Abstract: Teacher's satisfaction is an important factor affecting teacher performance. Teacher's performance satisfaction is influenced by several factors, including school culture. Besides that, the effectiveness of the principal's leadership is also very important. This study reveals the effect of leadership effectiveness and school culture on the job satisfaction of vocational school teachers in Prabumulih City. By using a quantitative research method with a measuring tool in the form of a questionnaire triangulated with the results of observations and documentation studies. Data were obtained from 209 respondents who came from private and state vocational school teachers in Prabumulih City. Data analysis was carried out descriptively and inferentially. Descriptive analysis shows that the range of norms for each variable is in the fairly good category. Inferential analysis using simple linear regression and multiple linear regression. The results of the analysis show the positive influence of the independent variables on the dependent variable. The conclusion of the study shows that there is an effect of the effectiveness of leadership and school culture on teacher job satisfaction.

Keywords: Leadership Effectiveness, School Culture, Teacher's Job Satisfaction

A. Introduction

Teachers must perform in a way that fulfills the aspirations of all people, especially the general public, who put their trust in schools and teachers to help kids grow. The effectiveness of teachers in carrying out their responsibilities has a significant impact on the quality of education received, making teacher performance a crucial prerequisite for success in education. Generally speaking, the success of a teacher's performance is measured by the quality of their education. The general issue that still plagues our educational system also affects the way that Vocational Schools in Prabumulih implement education. That is, there are still issues with position placement, authority, and responsibility based on the skills and competitiveness of educators, which causes them to face challenges in performing their duties.

Additionally, there is a lack of motivation, which results in dissatisfaction at work and even a decline in enthusiasm for improving education. Finally, there is the issue of fairness, which pertains to the number of teaching hours, intensives, or other tasks, so that among teachers there will be some Social inequality thus does not rule out the possibility of influencing job satisfaction in educational institutions.

Similarly, the instillation and implementation of school culture have not been fully achieved, which will undoubtedly damage coworker harmony, and comfort at work, and possibly even lead to confrontation with other teachers. To attain job satisfaction, the school principal's role is crucial in exercising his leadership in this situation. This will undoubtedly have an impact on the poor quality of education, but one approach to combat and foresee the poor quality of education is to raise the standard of educational services. Job satisfaction is an emotional state that an individual possesses or can experience through their love for their work (Mangkunegara, 2011). This state is acquired through the presence of work ethics, strict discipline, and job performance. Consequently, job satisfaction can be experienced in one's work both within and outside of the workplace, as well as when combining work from both places. According to Nurcahyani & Adnyani (2016), job satisfaction is a crucial quality that any employee can have while working, where there is interaction with the workplace and enthusiasm for achieving the organization's goals. Employees should always want to realize these goals together or contribute to their company's goals.

Enhancing the operational quality of services carried out by teachers is the first step towards improving educational services at the instructional level. Teacher performance is influenced by factors from within (internal) the teacher himself, namely how the teacher responds to the duties and responsibilities they carry out. Meanwhile, external factors that influence teacher performance are the principal's leadership, work ethic, job satisfaction, and school culture. The principal as the education manager in the education unit plays an important role in assisting in developing the abilities of teachers and other school personnel to achieve educational goals. This support comes in the form of opportunities for professional development, encouragement, and guidance for teachers. Examples of these opportunities include helping to implement educational reforms, choosing better teaching strategies and learning resources, and developing systematic methods for evaluating each stage of the teaching process.

The principal's ability to effectively oversee the instructional staff members at the school has a direct impact on the performance of education, particularly in the classroom. One element of education that influences teacher performance is the principal of the school. The principal is responsible for organizing educational activities, school administration, developing other educational staff, and utilizing and maintaining facilities and infrastructure (Mulyasa, 2004) quoted by (Muliartini

et al., 2019). This becomes more important in line with the increasingly complex demands of the principal's duties. schools that want more effective and efficient performance support. Effective leadership for school principals should aim to enhance teacher effectiveness by providing education professionals with capacity-building initiatives. As a result, to lead an educational institution, the principal needs to possess the qualities and skills of a leader, such as personality integrity.

In general, one's attitude toward their work determines their level of job satisfaction. Job satisfaction is connected to an individual's thoughts, feelings, and behavioral patterns when it comes to performance. A person's overall attitude toward their work is known as job satisfaction, and it is defined as the discrepancy between the compensation they receive and what they feel they should be paid. This highlights how a person's job satisfaction is influenced by their working environment and requirements. People feel more fulfilled when their demands are met by the outcomes of their labor. Since job happiness is multidimensional, a variety of elements need to be taken into account to reach a desired degree of satisfaction. An individual's level of happiness may be impacted by outside variables. Several factors can indicate whether or not an employee is happy with their job, including 1) the number of attendance or absences; 2) feelings of happiness or dissatisfaction with the work they do; 3) feelings of fairness or unfairness in receiving rewards; and 4) whether or not they like it. such as their position, 5) their attitude toward accepting or declining employment, 6) their degree of motivation, which is evident in their behavior at work, and 7) their positive or negative responses to organizational rules (Rusydiati, 2017) cited by Susanto (2020) the likelihood of experiencing discontent will exceed that of satisfaction if these external elements are not managed more effectively. The feeling of satisfaction is not a fixed state but is dynamic, therefore the external factors mentioned above need to be recognized so that the level of satisfaction can be maintained at a higher level.

Numerous studies have identified factors that affect an individual's job satisfaction. These consist of infrastructure, incentives, corporate culture, motivation, leadership qualities, and other things. The field of management science additionally highlights the significance of leadership elements in guaranteeing the accomplishment of corporate objectives. Based on the author's observations and conversations in the Prabumulih City vocational school teacher environment, it can be concluded that school culture and leadership factors are the main factors that influence teachers' job happiness. These data lead the author to conclude that further study is required to determine how well school principal leadership and school culture affect vocational school teachers' job satisfaction in Prabumulih City.

B. Methods

This research was conducted at vocational schools in Prabumulih City for 4 months in the odd semester of 2022/2023. This study makes use of quantitative research techniques. Data collection and analysis uses scientific methods, both quantitative and qualitative, experimental or non-experimental, interactive or non-interactive (Sukmadinata, 2013). With quantitative methods, the significance of group differences or the significance of the relationship between the variables studied will be obtained (Azwar, 2017).

Teachers at Prabumulih City's SMK made up the study's population. According to Taniredja & Mustafidah (2012), the population is defined as the complete research object, also referred to as the universe. A different viewpoint was presented by Arifin (2012), who claimed that everything being studied people, objects, events, values, and things is the population or cosmos. Twenty-nine teachers made up the sample. Thus, the procedure for collecting samples is based on the number of Prabumulih City vocational school instructors. The sample represents a portion of the population under investigation, or it can be thought of as a small population (Arifin, 2012). The methods employed for gathering data are observation, documentation, and questionnaire. Muhidin (2011) suggests that data collection techniques are methods that can be used by researchers to collect data.

C. Results and Discussion

Table 1. T-test The Influence of Leadership Effectiveness

Model		Coefficients			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	57.022	14.086		4.048	.000
	Leadership	15.000	.053	.224	2.823	.003
	Culture School	14.200	.096	.117	1.474	.014

a. Dependent Variable: Job Satisfaction

By paying attention to the t and sig values. in the table above, it can be tested whether the hypothesis proposed in this research is accepted or rejected. The hypothesis in this research is :

First Hypothesis

H0: $\beta_1 < 0$: indicates that there is no influence of the effectiveness of the principal's leadership on the job satisfaction of vocational school teachers in Prabumulih City.

H1: $\beta_1 > 0$: indicates that there is an influence of the effectiveness of the principal's leadership on the job satisfaction of vocational school teachers in Prabumulih City.

Second Hypothesis

H0: $\beta_2 < 0$: indicates there is no influence of school culture on the job satisfaction of vocational school teachers in Prabumulih City.

H1: $\beta_2 > 0$: there is an influence of school culture on the job satisfaction of vocational school teachers in Prabumulih City.

with the following test criteria:

if $t_{count} > t_{table}$ and $sig < 0.05$, then H_0 is rejected and H_1 is accepted

If $t_{count} < t_{table}$ and $sig > 0.05$, then H_0 is accepted and H_1 is rejected

According to the leadership effectiveness values in the above table, sig. 0.011 is less than the standard value of 0.05 and $t_{count} = 1.296$ is greater than $t_{table} = 1.290$. As a result, the first hypothesis which states that there is a relationship between the work satisfaction of vocational school instructors in Prabumulih City and the efficiency of school principal leadership is supported whereas H_0 is denied.

Based on the data in the school culture table above, $t_{count} = 1.473$ is higher than $t_{table} = 1.290$, and sig. 0.037 is lower than the 0.05 standard value. As a result, the second hypothesis – which states that school culture has an impact on vocational school instructors' job happiness in Prabumulih City is supported whereas H_0 is denied.

Table 2. F Tests

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	271.450	2	135.725	4.852	.001 ^b
	Residual	4195.609	150	27.971		
	Total	4467.059	152			

a. Dependent Variable: Job Satisfaction
 b. Predictors: (Constant), School Culture, Leadership

From the table above it can be seen that the F_{count} value of the multiple linear regression is 4.852 and sig. of 0.001. The third hypothesis in this research is:

H0: $\beta=0$: leadership effectiveness and school culture together do not affect teacher job satisfaction.

H1: $\beta \neq 0$: leadership effectiveness and school culture together influence teacher job satisfaction.

The criteria for accepting the hypothesis in multiple linear regression are:

If $F_{\text{count}} > F_{\text{table}}$ and $\text{sig} < 0.05$, then H_0 is rejected and H_1 is accepted
If $F_{\text{count}} < F_{\text{table}}$ and $\text{sig} > 0.05$, then H_0 is accepted and H_1 is rejected
Significance Level (significant level) = 5% (0.05)

based on table 4.20. The value of F_{count} was found to be 4.852. F_{count} is more than F_{table} when compared to the F_{table} value of 3.0543850. The significance level (Significance Index) is 0.004, which is less than the conventional value of 0.05. Drawing from the aforementioned study, it can be concluded that job satisfaction (dependent variable Y) among vocational school instructors in Prabumulih City is influenced by both leadership effectiveness (independent variable X_1) and school culture (independent variable X_2).

The average norm when linked to the mean score on the leadership effectiveness questionnaire was 124.22, indicating that the average respondent selected the good category, according to the findings of descriptive statistical analysis for job satisfaction, school culture, and leadership effectiveness. Of the 209 respondents, 47 (30.72%) selected good or very good. Based on these two facts, it can be said that respondents have strong norm requirements descriptively for the leadership effectiveness variable. With an average norm of 131.00 in the school culture questionnaire, the typical respondent selected the adequate category. Good and very good were selected by 45 responders (29.51%). Based on these two pieces of information, it may be said that the respondent's school culture variable has good norm criteria in a descriptive sense.

With an average norm of 93.08 on the job satisfaction questionnaire, the average responder selected the adequate category. There were 50 out of 209 respondents (32.68%) that selected good and very good. These two pieces of information suggest that respondents have good norm criteria in the descriptive sense for the work satisfaction variable. The aforementioned circumstances indicate that work satisfaction among vocational school instructors in Prabumulih City is normatively influenced by the efficiency of the leadership and the school culture. In addition, it can be said that strong leadership is required to provide Prabumulih City Vocational School teachers with high levels of job satisfaction and that a high school culture of excellence governs the conduct of all staff members, including teachers and administrative personnel.

The results of the basic linear regression test showed that $t_{\text{count}} = 2.734$ was bigger than $t_{\text{table}} = 1.668$ and $\text{sig} = 0.007$ is smaller than the standard value of 0.05. Thus, for the first hypothesis, H_0 is rejected and H_1 is accepted, which suggests that there is an influence of the effectiveness of school principal leadership on job satisfaction of vocational school instructors in Prabumulih City. According to research by Maryani et al., (2020), a school administrator should have the capacity to manage,

communicate, influence, be responsible, and be able to participate in and delegate both visible and invisible tasks.

According to research by Maryani et al., (2020), a properly and effectively applied leadership style affects performance by 29.9% or falls into the sufficient category. This is consistent with the study's findings, which indicate that participatory leadership has a 21.7% impact on performance. According to research by Herry et al., (2020), job dedication is an independent characteristic that significantly affects teacher professional performance. Work commitment has a 21.7% impact on teachers' professional performance, according to (Herry et al., 2020).

Based on the author's observations in many schools where the research was done, it can be inferred that the successful implementation of school programs is facilitated by harmonious cooperative relationships. As an illustration, consider a program designed to raise the standard of educational procedures and results by enhancing the infrastructure and facilities of schools and assisting educators in developing their professional skills.

The F test results indicate that the principal leadership effectiveness and school culture variables have an impact on the job satisfaction of vocational school instructors in Prabumulih City. Sukanto & Pardjono (2017) research indicates that an average work commitment of 68.66 is relatively close to good work commitment, which includes professional values (affection), maintaining the school as a place for the teaching and learning process, and enforcing mandatory policies in the field of education. According to a study, work devotion has a favorable and significant impact on performance (Suriansyah, 2014). This influence might be felt directly (dedication to one's work) or indirectly. As demonstrated by Suriansyah (2014), school culture has an impact on performance through work commitment, indicating that indirect influence happens through other variables.

D. Conclusion

H_0 is rejected and H_1 is accepted based on these two criteria. Thus, it can be said that the third hypothesis's conclusion that job satisfaction is influenced by both school culture and leadership effectiveness concurrently is supported. Following the completion of the research, the findings are examined through requirements testing, hypothesis testing, and descriptive data analysis, allowing for the drawing of many conclusions from the study. These findings are:

1. The job satisfaction of vocational school instructors in Prabumulih City is impacted by leadership effectiveness; here, the value of leadership effectiveness achieved ($t_{\text{count}} = 1.296$) is higher than $t_{\text{table}} = 1.290$, and the significance level (sig. 0.011) is lower than the standard value of 0.05. Effective leadership is

simply the help that administrators and school management provide to teachers. This is a responsibility that schools have for all instructors. Teachers must possess the necessary academic credentials in addition to strong pedagogical and professional skills. Teachers and school principals can continually hone their professional abilities and pedagogical skills through academic supervision.

2. Prabumulih City vocational school instructors' job happiness is impacted by school culture. This is demonstrated by the value for school culture, which was produced with a t_{count} of 1.473, more than a t_{table} of 1.290, and a sig. of 0.037, smaller than the 0.05 standard value. A well-functioning school culture helps the institution implement the several activity programs found in the school budget work plan, school strategic plan, and different planning patterns used in management (POAC, Planning, Organizing, Actuating, Controlling).
3. At Prabumulih City Vocational School, the combination of school culture and leadership effectiveness affects teachers' job satisfaction. The value of F_{count} is known to be 4.852. F_{count} is more than F_{table} when compared to the F_{table} value of 3.0543850. The significance level (Significance Index) is 0.004, which is less than the conventional value of 0.05.

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