The Influence Of School Leadership Style And Teacher Work On Teacher Performance Satisfaction

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Abstract

This study aims to describe and analyze the effect of three variables which include the influence of the principal's leadership style and job satisfaction on teacher performance. This research is a type of quantitative research. The population in this study amounted to 90 people who came from a number of public elementary schools in the District of Sosoh Buay Rayap. The data collection techniques used were questionnaires, observation, interviews, and documentation. The data analysis technique used inferential statistics which included normality, homogeneity, linearity, simple linear correlation test, multiple correlation test, T test, and f test. The results of this study are (1) principal leadership style has a positive effect on teacher job satisfaction, (2) job satisfaction has a positive effect on teacher performance, and (3) principal leadership style and job satisfaction simultaneously have a positive effect on teacher performance.

Keywords: Principal Leadership Style, Job Satisfaction, Job Performance

INTRODUCTION

The style of leadership affects those they lead, staff, teachers. In addition, notes that teacher competence is influenced by leadership style [1]. Job satisfaction has no effect on the performance of teachers [2]. Performance is described as "a person's way, behavior and abilities" in the broad. In addition, he revealed that success is the willingness of individuals to do a job, so that their successes in achieving goals can be seen. It will define the following as follows; [3]

Leadership style is the ability of a person or leader to control the actions of others in a certain situation according to their desires, or also a normal disposition of individuals who are united in a group for a reason, some of the individuals in this group will lead and the majority will obey. A leader implements an activity plate [4]. The performance of educators is referred to as a learning agent, which means that the role of educators includes, among other things, influencing, encouraging, promoting and inspiring students to learn [5]. The influence of the leadership style of the principal on teacher performance can be translated as the influence of the ability of the principal to influence the performance of ot. According to teacher job satisfaction is the teacher's overall feeling over various aspects of work, include educational resources, teaching and learning processes, achievement of madrasah, income, and appreciation and freedom to do activities [6]. The performance of educators is referred to as a learning agent, which means that the task of educators includes, among other things, facilitating, empowering, motivating and helping students to learn [7]. The impact of job satisfaction on teacher output is the influence of the teacher's overall feelings at work on his teaching profession.

Leadership style is the ability of people or a leader to influence the behavior of others in a certain situation according to their wishes, or also a natural growth of people who are united in a group for a purpose, some of the people in this group will lead and the others will follow. A leader implements action plans and helps to turn a plan into reality [8]. Teacher performance is referred to as a learning agent, which means that facilitators, motivators, stimulators and learning inspirations for students are used in the role of educators, among others [9]. The teacher's growing feeling regarding separate aspects of work, including

educational resources, teaching and learning processes, madrasah achievement, income, and appreciation and freedom to perform the activities [10]. In order to increase the teacher's role as a facilitator, motivator, trigger and inspirer of learning for students, the influence of the principal's leadership style on teacher performance can be interpreted as the influence between the principal's ability to influence the behavior of others (teachers) and the satisfaction of the teacher's feelings at work.

METHOD
Types of Research

This study is a descriptive study which aims to describe something as it is or describe it. The aim of this research is to determine and analyze: first, the influence of the leadership style of the principal on the performance of elementary school teachers in the district of Sosoh Buay Rayap, second, the influence of teacher job satisfaction on the performance of elementary school teachers in Sosoh Buay Rayap, The third is the influence of the principal's leadership style and teacher job satisfaction in the Sosoh Buay Rayap district on the success of elementary school teachers. In the following schema, the relationship pattern of the research hypothesis is presented;
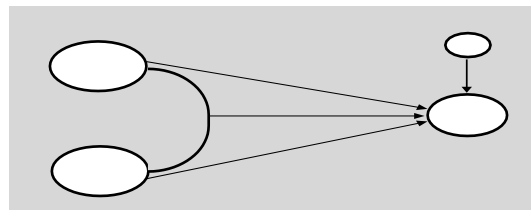
Gambar 1 Struktur Pengaruh X1 dan X2 Terhadap Y

The pattern of relationship or influence between the independent variables (X1 and X2) as variables that influence the dependent variable (Y) is the affected variable, based on the above hypothesis scheme.

Research Subject and Data

The sample is part of the population, which is the source of the study data, or part of the total population characteristics [11]. In respect to the sampling technique that "research quality is not always determined by the size of the sample, but by the solid foundations of the theoretical basis, by the research design"(statistical assumptions), as well as the quality of sampling experiment implementation and processing [12]. "In the meanwhile, argues that "it is better to take all of them to just estimate if the subject is less than a hundred, so that the study is a population study [13]. In relation, if the subject is large, it can be taken between 10 percent -15 percent or 20 percent -25 percent or more. All teachers who teach at the State Elementary Schools in the Sosoh Buay Termap sub-district, totaling 90 people, spread over ten schools, were the subjects in this study. Paying attention to this statement, all study populations are taken as research samples as its population does not reach 100 people.

To determine whether the data population is normally distributed or not, the normality test is used. This is based on the assumption that parametric statistics work on the basis of the assumption that the requirements of normality must be met as each variable to be studied. The normality test was carried out and the results using SPSS version 20 software. The menu used to determine the data normality is Evaluate- Non Parametric- Legacy Dialogs- 1- Sample KS. You can see the significance value in the Asymp column to find out if the data being tested is normal or not. Sig in Sig (2-tailed). Data is normally declared to be distributed if the value of significance is> 0055

RESULT AND DISCUSSION

It shows significant results in testing the hypothesis on the influence of the principal's leadership style and job satisfaction on teacher performance in public elementary schools in Sosoh Buay Termap District, which means that leadership style and job satisfaction, both partially and simultaneously, affect teacher performance. By combining or comparing the empirical results of research results that have been statistically tested with the theory and empirical results of previous research, the hypothesis test data will be described so that a new theoretical construct or development of an existing theory is obtained. In this study, multiple regression analysis was being used to implement hypothesis testing. Multiple regression analysis is an analysis method, according to, to estimate the effect of two dependent variables to display whether there is a functional or causal relationship between two or more independent variables and one dependent variable. Several tests are used for multiple regression analysis requirements, including: multiple correlation analysis (R), determination analysis (R2), and joint regression coefficient tests (F test) [14]

Multiple Correlation Analysis

In order to determine the correlation between two or more independent variables on the dependent variable simultaneously, multiple correlation analysis is used. This coefficient indicates how much the independent variable is associated to the dependent variable. The value of R ranges from zero to 1, ensuring that the relationship gets better, the closer it gets to 0, the weaker the relationship gets. The guidelines for providing interpretation of the correlation coefficient are as follows [15]

0,000-0,199	:	Exceedinglypoor
0,200-0,399	:	Low-level
0,400-0,599	:	Moderate
0,600-0,799	:	Strong
0,80-1,000	:	Very strong

Tabel 3.1 Result Multiple Correlation Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.536ᵃ	.287	.270	8.680

The result of multiple correlation analysis shows that the value of the correlation coefficient is 0.536, that indicates that the relationship is quite strong between all independent variables and the dependent variable. In addition, information on how much the determination coefficient is $(0.536)^2 \times 100\% = 53.6\%$ can also be obtained. This value indicates that the contribution of all independent v v's is the contribution

Analysis Determination

The analysis of the determination is used to determine the percentage of the contribution of the independent variables' influence to the dependent variable at the same time. The percentage variation in the dependent variable is seen in this coefficient. R2 is equal to 0, but there is not the smallest percentage of the influence contribution that the independent variable has on the dependent variable. The slightest variation in the dependent variable does not explain the variation in the independent variable used in the model. Conversely, if R2 is equal to 1, the percentage contribution to the dependent variable of the influence given by the independent variable is perfect, or the variation in the independent variable used in the model explains 100 percent of the influence given by the independent variable. The following are the results of each variable's determination test.

Tabel 3.2 Result Determination Test X1 - Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.363ᵃ	.132	.122	9.523

The value of R2 in table'3.2 shows that the leadership style variable (X1) makes a significant contribution to the teacher performance variable (Y).

Tabel 3.3 Result Determination Test X2 – Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.526ᵃ	.277	.268	8.692

In the table above, the results of the R2 determination test show a value of 0.277 indicating that there is a significant impact on the teacher performance variable between the job satisfaction variable (X2) (Y).

Tabel 3.4 Result Determination Test X1, X2 – Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.536ᵃ	.287	.270	8.680

In the table above, the results of the R2 determination test show a value of 0.277 indicating that there is a significant factor on the teacher performance variable between the job satisfaction variable (X2) (Y).

The Regression Coefficient Test (Test F)

To determine if the independent variables together have a significant effect on the dependent variable, the regression coefficient test is jointly used. The SPSS version s20, as seen in the ANOVA table, assisted to perform out F test in this study. It can be concluded, if Fcount> F table, that Ho is rejected and Ha is accepted. In the table below, the results of the F test in this study can be seen.

Tabel 3.5 The Regression Coefficient Test (Test F)

Model Summary

Model		Sum of Squares	df	Mean Square	F	Sig
1.	Regression	1210.433	1	1210.433	13.347	.000a
	Residual	7980.689	88	90.690		
	Total	9191.122	89			

It is known that the value of Fcount is 13.347 on the base of table 3.5, so it can be seen that Tcount> Ftable signifies that the coefficient of the two variables is said to be significant.

Result Hypothesis Test
From the variables of this study, the following shows the results of hypothesis testing. These variables include;

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For this first hypothesis, the t-test results can be seen in the table below.

Table 3.6 First Hypothesis t Test

Coeffients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std Error	Beta		
1(Constant)	66.907	10.905		6.136	.000
LEADERSHIP STYLE	.319	.173	.111	2.845	.030

a. DependentVariable: PERFORMANCE

The influence of the principal's leadership style on teacher performance is obtained from the coefficients table. The t count value = 2.845, while the t table value for alpha = 0.05. The degree of freedom (df) = number of data (n) - 1 = 90 - 1 = 272 was completed and the two-sided result shows that the value of the t table = 1.960. So that t count>t table value (2.845> 1.960). Ho was thus excluded and Ha accepted. The contribution of X1, namely the leadership style towards Y, namely the performance of the teacher, also demonstrates the value of R = 0.711 and the determination coefficient (Rsquare) = 0.506. This shows that teachers performance is influenced by the principal's leadership style by 50.6 %.

The research of Kiswanti, Wahyudi, M. Syukri with the title "The Effect of Principal Leadership Style and School Organizational Climate on Junior High School Teacher Performance" is in line with and supports the statistical test results of this test amounted 80.10%.

The result of this study also support the opinion of Baharuddin and Umiarso that performance can be influenced by an effective leadership style. Similarly, Mulyasa's opinion (2007: 227) concludes that the role of leaders affects the performance of employee. Researchers developed instruments from the opinions of Hersey and Kenneth H. Blanchard, namely instructive style, consultative style, participative style and delegative style, from the results of data analysis, namely the principal's leadership style.

Most participants tended to have a participatory style of the four styles, namely 53.5 %, which reflects a fully supportive and low directive in which the leader and his followers jointly make decisions with the leader as facilitator and communicator. Thus, the principal's leadership style has evolved. It can be interpreted on the basis of the above discussion that the better the style of leadership, the better the relationship with subordinates, and the better the subordinates' performance [16].

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The t test results for this third hypothesis can be seen in the table below.

Tabel 3.7 Second Hypothesis t Test

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std Error	Beta	t	Sig
1(Constant	66.347	4.316		15.373	.000a
JOB SATISFICATION	.695	.145	.280	4.807	.000

The effect of job performance on teacher performance is obtained by the t value = 4.807 in the Coefficients table, while the t value for alpha = 0.05. With degrees of freedom (df) = number of data (n) - 1 = 90 - 1 = 272 and the tests are carried out on both sides of the table with a value of t = 1.960. Thus the t count>t table value (4.807> 1.960). Ho was therefore fired and Ha accepted.

Meanwhile, the contribution of X2, namely job satisfaction with Y, is that the performance of the teacher shows the value of R = 0.680 and the determination coefficient (Rsquare) = 0.464. This means that 46.4 % of teacher performance is influenced by job satisfaction at school. The findings in this research support the 2012 study by Dedi Mulyadi and friends titled "The Effect of Job Satisfaction on Employee Performance at Dina Bina Marga and Pengairan Kabupaten Karawang" based on hypothesis testing that obtained a t-value of 6,112 and more with a t-table value. With a value of 1.671. This means that Ho is rejected, which states that the effect between job satisfaction and employee performance is positive (r = 0.607) and significant with a % error rate that results in a 36.9 % determination coefficient

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The results of the t-test for this second hypothesis can be seen in the table .

Tabel 3.8 Third Hypothesis t Test

Coefficients[a]

Model	Unstandardized Coefficients		Standarrdized Coefficients		
	B	Std Error	Beta	t	Sig.
1.(Constant)	53.373	4.316		15.373	.000a
LEADERSHIP STYLE	.217	.145		4.807	.197
JOBSATISFICATION	.670	.146	.270	4.602	.000

The results of testing the hypothesis of the principal's leadership style and job satisfaction on teacher performance showed the value of F = 12.420 with df = 2, while the value of Ftable = 3.04 at the 95 % confidence level or alp = 0.05. This shows that the meaning of Fcount (12.420) ?? Ftable (3.04), meaning that the style and job satisfaction of the principal have a significant impact on the performance of the teacher. This can be seen from the teacher's performance calculation results, showing a strong score with an average of 87.02. Likewise, the number 0.793 is shown by coefficient of determination (Rsquare). This value suggests that teacher performance is 79.3 % influenced by leadership style and job satisfaction, while other factors influence the remaining 20.7 percent.

In Sosoh Buay Rayap District, the combination of good leadership styles and supported by growing job satisfaction can enhance the performance of public elementary school teachers so that it can be interpreted that the better the leadership style and job satisfaction, the better the performance of the teacher.

CONCLUSION

It can be concluded as follows on the results were based of research analysis and discussion of the influence of the principal's leadership style and job satisfaction on the performance of public elementary school teachers in Sosoh Buay Rayap District: First, there is a significant influence on teacher performance between the Principal's Leadership Style. This is based on a significant value of 0.000 <0.05 and a coefficient value of 50.6 % obtained in the third hypothesis test . Second, job satisfaction does have a significant impact on the performance of teachers. This is based on a significant value of 0.000 <0.05 and a coefficient value of 46.6 % obtained in the third hypothesis test . Third, between Principal Leadership Style and Job Satisfaction on Teacher Performance, there is a significant influence. This is based on a significant value of 0.000 <0.05 and a determination value of 79.3 %, which is influenced by other variables by the third hypothesis test. The remaining 20.7 %.

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