



The Influence of Leadership and Motivation on Teacher Job Satisfaction at SMA Brigjend Katamso II Medan

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Abstract: This study aims to determine the effect of principal leadership and teacher work motivation on teacher satisfaction. This type of research is quantitative. Data were obtained by survey method, namely by distributing questionnaires as research instruments. This research was conducted at Brigjend Katamso II Senior High School Medan, Indonesia. The research sample was 49 teachers. Analysis of the data using correlational analysis techniques and multiple regression. This research is ex-post facto research because the researcher does not manipulate the existing variables and directly looks for the existence and level of the relationship between variables which is reflected in the correlation coefficient. The results of the study concluded: (1) There is a significant effect of principal's leadership on teacher satisfaction of 76.7%; (2) There is an influence of teacher work motivation on teacher satisfaction with the contribution of the influence reaching 80.9% (3) The influence of these two variables on teacher satisfaction reaches 85.5%.

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh kepemimpinan kepala sekolah dan motivasi kerja guru terhadap kepuasan guru. Jenis penelitian ini adalah kuantitatif. Data diperoleh dengan metode survei, yaitu dengan menyebarkan kuesioner sebagai instrumen penelitian. Penelitian ini dilakukan di SMA Brigjend Katamso II Medan, Indonesia. Sampel penelitian adalah 49 guru. Analisis data menggunakan teknik analisis korelasional dan regresi berganda. Penelitian ini merupakan penelitian ex-post facto, karena peneliti tidak memanipulasi keadaan variabel yang ada dan secara langsung mencari keberadaan dan tingkat hubungan variabel yang tercermin dalam koefisien korelasi. Hasil penelitian yakni: (1) Terdapat pengaruh yang signifikan kepemimpinan kepala sekolah terhadap kepuasan guru sebesar 76,7%; (2) Terdapat pengaruh motivasi kerja guru terhadap kepuasan guru dengan sumbangan pengaruh mencapai 80,9% (3) Pengaruh kedua variabel tersebut terhadap kepuasan guru mencapai 85,5%.

A. Introduction

This research is motivated by the facts that the researchers found in the field. Observation results show that teacher satisfaction is still not optimal. This can be seen from several phenomena that researchers found in the field, including lesson plans that have not been made optimally because lesson plans and learning tools still exist using copy-paste culture, in the implementation of learning some teachers have not used various relevant media and learning resources. implementation. Some teachers still use conventional methods of learning, and classroom teacher administration is not yet fully structured. The mandate of the noble ideals of the Indonesian nation as stated in the Preamble to the 1945 Constitution is to educate the nation's life. These ideals can be realized by holding national development in various fields (Suhardin, 2012). The development of the education sector can be used as the main sector because it is oriented toward improving the quality of human resources to develop the Indonesian people as a whole.

This is stated in Law Number 20 of 2003 which describes the national education system. The intelligent and dignified life of the nation is the main goal of the national education system. The implementation of the national education system is expected able to develop and shape the character and civilization of the nation. This national education system is the foundation and hope for students who believe and fear God Almighty, are physically and mentally healthy, have a noble character, increase the spirit of independence, are intelligent, creative, and innovative, and have a sense of responsibility as citizens of a democratic country.

Competent human resources who have a high personality and motivation will support the achievement of national education goals (Ena & Djami, 2021). The sequence in achieving organizational goals is the existence of various activities which are the most important part of the human resource management process. It is very important to improve the quality of teaching staff regularly and continuously. As explained in the Decree of the Minister for Empowerment of State Apparatus No. 84 of 1993, teachers are civil servants who carry out the main task of teaching and guiding students starting from early childhood education, basic education, and secondary education. This main task must be carried out responsibly by the rights and authorities granted by the government.

The main person in the school is the teacher. Schools and communities make teachers the frontline in all activities, including national education and teaching. Efforts to involve the motivation and quality of teachers are indispensable for the development of human resources (Syafрина & Manik, 2020). Teacher satisfaction has a very important position in the context of improving and controlling the quality of education. Teachers are required to be professional. The criteria for a position called professional are positions that involve intellectual activities, the study of more specific fields of science, professional preparation, continuous job training, permanent employment, work standards, main services, and a professional organization. Until now, teacher satisfaction is still a problem that needs attention. Some of the causes are low discipline, lack of teacher mastery of subject matter,

and not optimal teacher teaching methods. The professional quality and competence of teachers have not met the standards (Hoesny & Darmayanti, 2021). The development of students' abilities is not considered optimal and intact.

Motivation can also be categorized as a factor that affects teacher satisfaction (Nurmalina, 2016). Work motivation is an activity to provide strength or encouragement to someone who can cause behavior to carry out an activity by the goals to be achieved. In addition to work motivation factors, teacher satisfaction is also influenced by the leadership of the principal. Leadership is an activity to influence people (subordinates) to fight hard to achieve group goals, in this case, the success of educational goals. Teacher achievement or satisfaction can be influenced by several variables, including school leadership and teacher work motivation (Kuswaeri, 2016).

A school principal must have the knowledge and ability to create a conducive work atmosphere that can lead to teacher work motivation (Sa'idu, 2021). The principal is expected to be a good reflection for the teachers as his subordinates so that teacher achievement or satisfaction can grow and develop well as well. This means that the leadership of the principal has a very important role in teacher satisfaction to carry out their duties properly to achieve maximum educational goals (Sinaga et al., 2022). There is a significant influence between the principal's leadership and work motivation on teacher satisfaction. In addition, the results of research conducted by the principal's leadership have a significant effect on teacher satisfaction. This means that the leadership of the principal can explain the magnitude of teacher satisfaction in schools (Hidayati et al., 2016). Optimal teacher satisfaction will determine the quality of education. Satisfaction is the result of a person, potential, and special scope that is collected collectively to get something both visible results and services that are not directly visible (Kasim et al., 2018). Satisfaction is an achievement obtained from the field of work which is then applied in satisfaction to produce satisfactory results. This means that a teacher can increase his satisfaction to maintain the stability of his motivation in a sustainable manner (Nurmalina, 2019).

Some of the goals of teacher satisfaction are being able and proficient at working on new tasks to improve satisfaction outcomes and activities, targeting activities to increase satisfaction, proficiency or improving attitudes towards colleagues with one satisfaction activity, and mastery of new knowledge that will help teachers solve problems (Siregar, 2019). Complex problems in making decisions about tasks. In the world of education, there are many collaborative efforts from several people to achieve the desired goals. To achieve this goal in every educational institution there is a leader. Leaders in educational institutions are usually referred to as school principals. Educational leadership cannot be separated from leadership in general. Leadership in the educational environment is related to the ability of a school principal to increase teacher satisfaction (Wahidin, 2020). Principals must be able to create a positive culture so that teachers and all staff in schools better understand and are highly dedicated to improving school quality. In other words, the principal is the main key to shaping school culture. Principal leadership is related to a person's ability to lead a school

professionally so that all existing resources can be maximally empowered to achieve common goals. Improving the quality of education cannot be separated from the role of the principal because the principal is one of the main components of education (Wijayanto et al., 2021).

The principal as an educational leader in the school must have the abilities and skills that can be practiced in everyday life at school. The behavior of a leader will be influenced by background knowledge, values, and experience (leader strength) (Rahayu, 2018). For example, leaders who believe that individual needs should take precedence over organizational needs can take on a very important role in the activities of their subordinates (Musfah, 2020). The way the principal interacts with his subordinates greatly influences the success or failure of the school he leads. The principal is someone who is appointed as a formal leader, in an organization in this case the school, the principal has duties and responsibilities towards superiors, subordinates, and the work environment, and carries out his obligations as educators, administrators, and creators. work climate to achieve the goals that have been set. The quality of teaching and learning that takes place in a school is largely determined by the leadership quality of the principal (Suryani, 2013). Furthermore, the principal is someone who is given the authority and responsibility to optimally empower all the potential that exists in the school to achieve goals. Principals are required to have skills and intellect that can be demonstrated in everyday life.

The principal's abilities and skills are highly dependent on several areas of management work. The principal's job and duties are as a leader in the fields of curriculum, personnel, school and community relations, teacher and student relations, non-teacher staff, relations with other agencies, articulation with other schools, service management, homes, schools, and equipment. The principal is one component of education that plays a very important role in increasing teacher satisfaction. The principal must be able and responsible for the implementation of all educational activities which include learning activities, school administration, training of educational staff, as well as the use and maintenance of facilities and infrastructure in schools. Therefore, the principal must be professional in carrying out his leadership duties to increase teacher satisfaction.

The Ministry of Education and Culture states that school principals are required to be able to determine the direction of development, harmonize work relationships, and increase motivation. The role of the principal can affect the level of teacher satisfaction. A leader is required to be able to arouse the desires and feelings of subordinates so that they do not feel burdened or forced, and not feel afraid in carrying out their duties. The principal's character as a leader will appear in various characteristics such as honesty, confidence, responsibility, courage to take risks, big heart, stable emotions, and exemplary (Agustina, 2018). The principal is the energy, the direction of school policy, which establishes the methods for realizing the goals of the school in particular and the goals of education in general. Based on the description above, it can be concluded that the principal's leadership is a process carried out by a school leader to influence, encourage, mobilize, and

organize people or groups of people, think and act consistently, can make effective and efficient decisions, use and increase. potential resources to improve the quality of education in schools (Murni & Sulasmi, 2021).

Thus, good leadership greatly affects the achievement or failure of organizational goals. A leader influences the satisfaction he leads, in this case, teacher satisfaction. The principal's leadership influences teacher satisfaction, in other words, teacher satisfaction cannot be separated from the influence of the principal's leadership. The better the leadership of the principal, the greater the satisfaction of teachers in carrying out their duties as educators. Motivation comes from the Latin *movere* which means to move forward (Hadi, 2020). Motivation is something that encourages someone to show a certain behavior. The work motivation of a teacher is divided into two forms, namely intrinsic motivation which is motivation from within the teacher itself, in the form of awareness of the importance of the work he does. This is often referred to as pure motivation. For example, workers who are dedicated simply because they feel they have the opportunity to realize full self-realization. While extrinsic motivation is the motivation that arises because of factors that come from the external environment.

Work motivation is an atmosphere that can motivate, arouse, maintain, and direct the behavior of teachers in working in their environment to achieve personal and organizational goals (Syafrina & Manik, 2020). While the leader means someone who has skills in his personality and can influence the members of the group he leads. This influence is directed at subordinates to achieve certain goals. Individual motivation is divided into 2 types, namely positive motivation and negative motivation. Positive motivation is the process of influencing others to do what they want. While negative motivation is the process of influencing others by using the power of power to frighten subordinates so that subordinates carry out their duties. Good leadership and good motivation will create a good working climate in an organization, in this case, a school. Teachers are required to have high motivation and commitment in developing their profession as teaching staff to achieve the ideal level. Having an ideal teaching spirit is the hope of educational institutions in this country. Therefore, teachers who have an ideal spirit can emphasize the dimensions of their motivation at work.

B. Method

This study uses a quantitative approach with a survey method, namely by asking a series of questions to get respondents' answers (Sugiyono, 2017). This study aims to see the effect of one variable on another variable. This research is *ex-post facto* research because the researcher does not manipulate the existing variables and directly looks for the existence and level of the relationship between variables which is reflected in the correlation coefficient. The quantitative research variables tested in this study were: (1) the principal's leadership (X1) on teacher satisfaction (Y); teacher's work motivation (X2) on teacher satisfaction (Y); while testing the hypothesis simultaneously (simultaneously) namely the

principal's leadership (X1) and work motivation (X2) on teacher satisfaction (Y), then all the data obtained are processed and processed by quantitative analysis.

The research sample was 49 teachers from the total number of teachers at SMA Brigjend Katamso II Medan. The data collection technique in this study was a questionnaire. The questionnaire is a method of collecting data by giving a set of written questions/statements to respondents to respond to user requests (Turnbull et al., 2021). The questionnaire used is closed and scaled, namely, a questionnaire that has provided a statement so that respondents only need to fill in the answers by providing a checklist with alternative answers (Kasnodihardjo, 1993). Data analysis techniques used in this study include data analysis using descriptive statistics and data analysis using inferential statistics. Based on the results of data collection from the distribution of questionnaires, then it was analyzed descriptively using the IBM SPSS Statistics 25 program.

Partial Hypothesis Testing Criteria

Partial test using simple linear regression and continued with t-test through SPSS version 25 program which aims to test whether each independent variable, namely the principal's leadership (X1), and work motivation (X2) has a significant effect on the dependent variable, namely teacher satisfaction. (Y) partially.

Simple Linear Regression, to determine whether there is a partial effect between the independent variables on the dependent variable. The statistical test in this simple linear regression is the t-test. The partial hypothesis testing in this study uses a t-test through the IBM SPSS Statistics 25 program. The results of the t-test data acquisition will be the basis for making decisions on whether or not the first and second hypotheses are accepted in this study. The criteria for testing the hypothesis are if the probability value (Sig.) > (0.05) then Ho is accepted, or if the probability value (Sig.) < (0.05) then Ho is rejected; or if $t_{count} > t_{\alpha}$ (0.05) then Ho is accepted, or if $t_{count} < t_{\alpha}$ (0.05) then Ho is rejected. The coefficient of determination is used to test the effect of the independent variable on the dependent variable. If this test uses SPSS, the coefficient of determination can be seen in the Model Summary output column of R^2 when calculating the regression. While the tests carried out to calculate the coefficient of the determinant can use the formula:

$$KD = r^2 \times 100\%$$

Information :

KD : Coefficient of determination

r^2 : Correlation coefficient

Simultaneous Hypothesis Testing Criteria

Simultaneous testing using multiple linear regression and continued with the F test through the IBM SPSS Statistics 25 program. The F test aims to determine the effect of the independent variables (leadership and teacher work motivation) together on the dependent variable (teacher satisfaction). Multiple Linear Regression, to determine whether there is an

influence of principal leadership and teacher work motivation on teacher satisfaction. The criteria for testing the hypothesis are if $F_{Sig} > (0.05)$ then H_0 is accepted, or if $F_{Sig} < (0.05)$ then H_0 is rejected. To calculate the simultaneous test is analyzed manually using the formula:

$$F_{hit} = \frac{r^2/k}{(1-r^2)/(n-k-1)}$$

Information:

- r^2 : Coefficient of Determination
- n : Number of Samples
- k : Number of Independent Variables

The criteria for testing the hypothesis are if $F_{count} > F_{table}$ then H_0 is accepted, or if $F_{count} < F_{table}$ then H_0 is rejected. The coefficient of this determinant aims to examine the effect of the independent variable (leadership and teacher work motivation) on the dependent variable (teacher satisfaction). The coefficient of determination can be seen in the output Summary Model RSquare column when calculating the regression.

C. Result and Discussion

The Effect of Principal Leadership on Teacher Satisfaction

The results of data analysis in this study indicate that partially the principal's leadership has a significant effect on teacher satisfaction. This can be seen from the data listed in the descriptive statistics table which shows the mean (average) value of 121.47. The highest score is 131 and the lowest score is 108. From these results, the category is quite good as indicated by the principal's leadership.

Table 1. Results of Hypothesis Analysis 1

Model	Coefficient			t	Sig.	
	Non-standard coefficient	Standard Coefficient	Beta			
1	B	Std. Error	Beta	.779	.440	
	(Constant)	7.005	8,988			
	Principal Leadership	.918	.074	.876	12,424	.000

a. Dependent Variable: Teacher Satisfaction

Then the results of the data analysis also show the t_{count} of 12.424 and the t_{table} of 2.0129 (Table 1). By comparing the value of t_{count} and t_{table} , it is known that the value of t_{count} (12.424) > t_{table} (2.0129), it can be said that the principal's leadership has a significant effect on teacher satisfaction. With an R^2 value of 0.767 (Table 2), it means an increase in teacher satisfaction due to the influence of the principal's leadership of 76.7%.

Table 2. Results of the Analysis of the Determinant Coefficient of Hypothesis 1 Model Summary

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.876a	.767	.762	2,657

a. Predictor: (Constant), Principal Leadership

The Influence of Teacher Work Motivation on Teacher Satisfaction

The second hypothesis proposed is that there is an effect of teacher work motivation on teacher satisfaction. The results of the hypothesis analysis show that the value of sig 0.000 (Table 3) is smaller than the value (0.05), while the value of $t_{count} = 14.100$ is greater than $t_{table} = 2.0129$; and obtained the value of R^2 of 0.809 (Table 4). Based on these figures, it means that there is an influence of teacher work motivation on teacher satisfaction with the contribution of the influence reaching 80.9%.

Table 3. Results of Hypothesis 2 Coefficient Analysis Analysis

Model		Non-standard coefficient		Standard Coefficient	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5,262	8,043		.654	.516
	Teacher Work Motivation	.949	.067	.899	14,1	.000

a. Dependent Variable: Teacher Satisfaction

Table 4. Results of the Analysis of the Determinant Coefficient of Hypothesis 2

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.899a	.809	.805	2,405

a. Predictors: (Constant), Teacher Work Motivation

The Influence of Principal Leadership and Teacher Work Motivation on Teacher Satisfaction

The results of the multiple linear regression analysis analyzed in the F test obtained a significant value that is smaller than the value, namely $\text{sig} (0.000) < (0.05)$. The calculated F_{count} were 135,170 (Table 5); greater than $F_{table} = 3.20$. It was concluded that the principal's leadership and teacher work motivation had a significant effect on teacher satisfaction. While R^2 is 0.855 (Table 6). The magnitude of the influence of these two variables on teacher satisfaction reached 85.5%.

Table 5. Results of Hypothesis Analysis 3

ANOVAa						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1215,223	2	607,611	135,170	.000b
	Residual	206,777	46	4,495		
	Total	1422,000	48			

a. Dependent Variable: Teacher Satisfaction

b. Predictors: (Constant), Teacher Work Motivation, Principal Leadership

Table 6. Results of the Analysis of the Determinant Coefficient of Hypothesis 3

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.924a	.855	.848	2,120

a. Predictors: (Constant), Teacher Work Motivation, Principal Leadership

This study concludes that the principal's leadership has a significant effect on teacher satisfaction. Leadership a contribution to teacher satisfaction. The principal's leadership has a direct effect on teacher satisfaction (Purwanto, 2019). There is a significant influence between the principal's leadership on teacher satisfaction. By the results of data analysis in this study and several other relevant studies above, it can be seen that the principal's leadership partially can affect teacher satisfaction (Nurlaela et al., 2021). Leadership plays an important role in increasing teacher satisfaction. Therefore, the better the principal is leading, the better the teacher's satisfaction. If all teachers carry out their duties and functions as educators, then the educational goals will be achieved optimally.

This study concludes that there is a significant effect of teacher work motivation on teacher satisfaction. This study is similar to several studies conducted by previous researchers who stated that partially work motivation had a significant effect on teacher satisfaction (Ekosusilo & Soepardjo, 2014). This can be proven by the results of different data analyses but still, show the same conclusion. The higher the work motivation of a teacher, it can be ascertained that the teacher's satisfaction will be better. Conversely, the lower the work motivation of a teacher, the lower the resulting satisfaction. Work motivation is an action taken to influence other people to be more active in carrying out their work. Teacher work motivation is very important because it can trigger enthusiasm in working by mutually agreed roles and functions. Partially, teacher work motivation is one of the

variables that affect teacher satisfaction. All educators must have high work motivation for the success of learning programs and national education goals.

This study concludes that the principal's leadership and teacher work motivation have a significant effect on teacher satisfaction. There is a significant effect of principals' leadership and teacher's work motivation on teacher satisfaction. Significant and positive influence is evidenced by the acquisition of an effective contribution reaching 64.1%. The variables of principal leadership and teacher work motivation are factors that greatly affect teacher satisfaction. Therefore, the leading spirit of a school principal and his motivation must be considered so that teacher satisfaction can increase. It aims to achieve optimal educational goals.

Teacher satisfaction is a condition that shows the professionalism of an educator in carrying out his workload and reflects the teacher's behavior when in teaching and learning activities (Setyawati et al., 2020). So teacher satisfaction is the result of quality work achieved by a teacher in carrying out his duties and responsibilities with the expected results. Satisfaction is sometimes equated with work performance, work effectiveness, work results, goal achievement, work productivity, and so on (Zetriuslita & Ariawan, 2021). Teacher satisfaction is a set of real behaviors shown by teachers when teachers provide learning to students. In addition, teacher satisfaction is also the achievement or work of a teacher who has carried out his duties professionally, namely by displaying all his potential and abilities according to predetermined work standards.

Teacher satisfaction is a burden and responsibility that must be carried out and completed where the teaching staff can show the results of their achievements in their field of study. One of the determining factors for the success of an educational organization is the teaching staff (Fitriana, 2016). Teachers as the main driving force in the field of education, which is expected to advance education. Teachers also deal directly with students, who will guide and provide knowledge that will produce a quality generation and produce the expected graduates. Therefore, teacher satisfaction must always be improved, teachers must be able to master the learning process and have good satisfaction. The measure of teacher satisfaction can be seen from the sense of responsibility in carrying out their work as educators and the profession they carry.

Support of quality learning resources is expected to produce superior learning, and increase quality resources (Waliyah et al., 2021). Some of the efforts that are often made to increase teacher satisfaction are providing motivation, and incentives, providing career development opportunities, and providing supervision. May a teacher in carrying out the tasks assigned to him can show the best satisfaction. Teacher satisfaction in carrying out their duties is influenced by several factors, namely the principal's leadership, work facilities, expectations, personal beliefs, and motivation. The factors that influence employee satisfaction are knowledge, personality, abilities and skills, work design, leadership, leadership style, work motivation, organizational culture, work environment, work discipline, loyalty, commitment, and job satisfaction (Bakhtiar, 2019).

Motivation is a person's willingness that arises from the stimulation given by others to be willing to do activities or work. Work motivation is closely related to teacher satisfaction. The level of teacher satisfaction can be influenced by work motivation. Teachers as professional educators certainly have work motivations that are different from one another. This is what can distinguish the results of teacher satisfaction in improving the quality of education. Motivation is the skill of a leader in mobilizing all his employees to work as much as possible to achieve organizational goals without ignoring the satisfaction of the employee.

Motivation is one of the factors that support a person to carry out certain activities. The motivational process begins with an unsatisfied need, resulting in a feeling of pressure that creates an urge to achieve certain behaviors in the form of efforts (Gunawan & Sunardi, 2016). The effort will produce satisfaction as output and has to do with rewards as outcomes for individual employees, with rewards, needs to be met and pressure reduced. Motivation is the willingness to make every effort to achieve organizational goals by its ability to satisfy individual needs. Motivation can stimulate willpower and become the driving force of one's desire to work. Work motivation is a factor that encourages a person to carry out certain activities, or it can also be interpreted as a driving factor for one's behavior. Given the weight of the task that must be done by a teacher, it is natural for teachers to get many things that can inspire enthusiasm at work. This is very important because a teacher is expected to produce high satisfaction if he has adequate competence and good work motivation. Work motivation is an encouragement that grows from a person, both from within and from outside himself to do a job with high enthusiasm by using his abilities and skills (Hidayati et al., 2016).

A teacher's work motivation can be divided into two forms, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is the motivation that arises from within the teacher itself and is often referred to as pure motivation. While extrinsic motivation is the motivation that comes from the outside environment (Pramana et al., 2020). Extrinsic motivation is divided into two, namely financial and non-financial. Financial motivation is an encouragement that is done by giving rewards or incentives to a teacher. In contrast to non-financial motivation, which is encouragement that is manifested in the form of praise, awards, and other approaches. For example, a teacher is given an honorable position or given an award for the work he has obtained and so on.

D. Conclusion

Based on the results of data processing, it can be concluded that: (1) Then the results of data analysis also show the t_{count} of 12.424 and the t_{table} of 2.0129. By comparing the value of t_{count} and t_{table} , it is known that the value of t_{count} (12.424) > t_{table} (2.0129), it can be said that the principal's leadership has a significant effect on teacher satisfaction. With an R Square value of 0.767 (Table 2), it means an increase in teacher satisfaction due to the influence of the principal's leadership of 76.7%. (2) The results of the hypothesis analysis show that the

value of sig 0.000 is smaller than the value (0.05), while the value of $t_{\text{count}} = 14.100$ is greater than $t_{\text{table}} = 2.0129$; and obtained the value of R square of 0.809 (Table 4). Based on these figures, it means that there is an influence of teacher work motivation on teacher satisfaction with the contribution of the influence reaching 80.9%. (3) The results of the multiple linear regression analysis analyzed in the F test obtained a significant value that is smaller than the value, namely sig (0.000) < (0.05). The calculated F_{count} were 135,170 (Table 5); greater than $F_{\text{table}} = 3.20$. It was concluded that the principal's leadership and teacher work motivation had a significant effect on teacher satisfaction. While R Square is 0.855 (Table 6). The magnitude of the influence of these two variables on teacher satisfaction reached 85.5%.

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