THE INFLUENCE OF THE PRINCIPAL'S LEADERSHIP AND SCHOOL CULTURE ON THE JOB SATISFACTION OF PRIVATE HIGH SCHOOL TEACHERS

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ABSTRAK

Berdasarkan data Pendidikan Dasar (DAPODIK) di tingkat SMA di Kabupaten Bekasi pada Semester Ganjil Tahun Akademik 2022/2023, jumlah siswa di 44 SMA negeri di Kabupaten Bekasi mencapai 45.043 siswa. Ini berarti bahwa sebanyak 77,85% siswa bersekolah di SMA negeri. Sementara itu, jumlah siswa di SMA swasta hanya sekitar 12.811 siswa (22,15%). Sebagai hasilnya, sebanyak 60 SMA swasta dinyatakan tidak sehat/kurang sehat karena kekurangan siswa. Jika ini terus berlanjut, kemungkinan besar dalam tahun berikutnya banyak SMA swasta di Kabupaten Bekasi akan tutup karena tidak mendapatkan siswa. Tentu saja, hal ini harus diatasi dengan strategi untuk meningkatkan kualitas sekolah, salah satunya adalah dengan meningkatkan kinerja guru SMA swasta melalui kepuasan kerja. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh kepemimpinan kepala sekolah dan budaya sekolah terhadap kepuasan kerja guru SMA swasta di Kabupaten Bekasi. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksplanatif dengan populasi semua guru SMA swasta di Kabupaten Bekasi yang berjumlah 848 orang. Data dikumpulkan menggunakan kuesioner dan dianalisis menggunakan analisis jalur. Hasil analisis jalur menunjukkan bahwa ada pengaruh positif dari kepemimpinan kepala sekolah terhadap kepuasan kerja guru. Persentase kontribusi pengaruhnya adalah 37,5%. Ini berarti bahwa besarnya pengaruh variabel kepemimpinan kepala sekolah (X1) terhadap kepuasan kerja guru (Y) adalah 37,5%. Hasil analisis jalur juga menunjukkan bahwa ada pengaruh positif dari budaya sekolah terhadap kepuasan kerja guru. Persentase kontribusi pengaruhnya adalah 43,7%. Ini berarti bahwa besarnya pengaruh variabel budaya sekolah (X2) terhadap kepuasan kerja guru (Y) adalah 43,7%.

Kata-kata kunci: Kepemimpinan Kepala Sekolah, Budaya Sekolah, Kepuasan Kerja Guru.

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ABSTRACT

Based on basic education data (DAPODIK) at the high school level in Bekasi Regency in the Odd Semester of the 2022/2023 Academic Year, the number of students of 44 public high schools in Bekasi Regency reached 45,043 students. This means that as many as 77.85% of students attend public high schools. While the number of students attending private high schools is only around 12,811 students (22.15%). As a result, as many as 60 private high schools were declared unhealthy/unhealthy, due to a shortage of students. If this continues, it is likely that in the following year, many private high schools in Bekasi Regency will close because they do not get students. Of course, this must be overcome with a strategy to improve the quality of schools, one of which is to improve the performance of private high school teachers through job satisfaction. The purpose of this study was to determine the influence of the principal's leadership and school culture on the job satisfaction of private high school teachers in Bakasi District. This study used a quantitative approach with an explanatory method with a population of all private high school teachers in Bekasi Regency totaling 848 people. Data was collected using questionnaires and analyzed using path analysis. The results of the pathway analysis showed that there was a positive influence of the principal's leadership on teacher job satisfaction. The percentage of influence contribution is 37.5%. This means that the magnitude of the influence of the principal leadership variable (X1) on teacher job satisfaction (Y) is 37.5%. The results of the pathway analysis show that there is a positive influence of school culture on teacher job satisfaction. The percentage of influence contribution is 43.7%. This means that the magnitude of the influence of school culture variables (X2) on teacher job satisfaction (Y) is 43.7%.

Keywords: Principal's Leadership, School Culture, Teacher Job Satisfaction.

INTRODUCTION

The number of high schools in Bekasi Regency is 125 schools consisting of 44 public schools and 81 private schools, that number is less than the number of vocational schools which is 193 with details of 15 public schools and 178 private schools, this is more or less influenced by the geo-economy of Bekasi Regency in the form of industrial estates. Even when compared to the number of private high schools in Bekasi Regency there are only 88 schools while private vocational schools in Bekasi Regency there are 178 schools. If this continues, it is likely that in the following year, many private high schools in Bekasi Regency will close because they do not get enough students. Of course, this must be overcome by a strategy to improve school quality, one of which is to improve the performance of private high school teachers through job satisfaction.

Teacher job satisfaction is a strategic factor to optimize their performance because it determines teacher behavior and response to work. The measure of satisfaction is strongly based on the reality faced and accepted as compensation for the effort and energy given (Andrici, Amar, & Masdupi, 2018).

Some studies show teacher job satisfaction can be influenced by various factors, including the caring culture (Fu & Deshpande, 2014), Work Motivation (Arifin, 2015; Sewang, 2016), Conducive working conditions, promotion opportunities, fair remuneration, support from principals, colleagues and the community, teacher empowerment, and friendship (Sahito & Vaisanen, 2020), value the teacher's sense of meaning on the teacher-student relationship, and the daily effects of the perceived teacher-student relationship (Lavy & Bocker, 2018). However, In addition to perceived social status, test scores and individual

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characteristics of teachers; Leadership style is one of the main influences affecting teacher job satisfaction (Nyenyembe, Maslowski, Nimrod, & Peter, 2016). Several studies on teacher leadership and job satisfaction support the influence of leadership behavior and principal leadership on teacher job satisfaction (Ali & Dahie, 2015; Kiboss & Jemiryott, 2014; Nyenyembe et al., 2016; Sewang, 2016).

The principal's leadership plays a central role in increasing teacher job satisfaction and keeping them motivated (Wu & Marsono, 2017). The principal's leadership with the right decision-making style can significantly affect teacher job satisfaction. Effective principals are those who can create an environment that supports and involves teachers in decision-making (Maheshwari, 2021). According to Fitria, Mukhtar, & Akbar (2017), The right leadership style of the principal will motivate teachers in improving their morale. In order for human resources in running the wheels of the organization to work effectively and efficiently, leadership plays a very important role to influence and move subordinates so that it is achieved predefined goals. Research results by Kiboss & Jemiryott (2014), shows there is a relationship between the principal's leadership style and teacher job satisfaction. Similar studies were conducted Ali & Dahie (2015) Leadership style has a significant and positive effect on teacher job satisfaction in a secondary school in Mogadishu, Somalia. Research of Machumu & Kaitila (2014) Finding a democratic leadership style is one that promotes high teacher job satisfaction. While research of Ch, Ahmad, Malik, & Batool (2017), There was a significant relationship between democratic leadership styles and teacher job satisfaction, while autocratic leadership styles had no effect.

School culture is also predicted to affect teacher job satisfaction. According to Suharningsih & Murtedjo (2017), School culture can be described as a system of values, norms, ways of life, beliefs and attitudes held by school residents. All aspects of school culture can influence and shape the behavior of its members in carrying out tasks. A strong school culture is reflected by teachers and employees in a clear understanding of the system of shared meanings embraced by members, thus distinguishing certain schools from others.

Private schools have leadership and cultural differences with public schools, such as career paths, benefits, how to work as a team, relationships between employees, and others. This is a new research because the development of a model of the influence of the principal's leadership and school culture has never been studied together on the job satisfaction of private high school teachers in Bekasi Regency. The current research tests with multiple linear regression analysis.

Literature Review

Job Satisfaction

Robbins & Judge (2017) Saying the term job satisfaction refers to an individual's layman's attitude towards his job. Someone with a high level of job satisfaction has positive feelings and attitudes about the job, while someone who is dissatisfied has feelings as well as negative behavior about the job. The matter presented by Kiboss & Jemiryott (2014), Job satisfaction is a determining factor in organizational efficiency because it is an affective reaction to an individual's work situation in which the individual's overall feelings about the individual's job or career can be attributed to certain outcomes, such as productivity, ownership, school goals and increased self-esteem. Cronley & Kim (2017) argues that the dual definition of job satisfaction as influences and attitudes is misguided, and defines job satisfaction as 'positive or (negative) evaluative judgments a person makes about a job or job situation.

Based on the study above, what is meant by teacher job satisfaction is a teacher's assessment of the aspects contained in a job.

Principal's Leadership

Robbins & Judge (2017) Define "leadership is the ability to influence a group toward

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the achievement of a vision or set of goals". Hasibuan (2010), Defining leadership as the way a leader influences the behavior of his subordinates to be willing to work together and work productively to achieve organizational goals.

Based on the study above, what is meant by teacher job satisfaction is a teacher's assessment of aspects contained in a job, namely aspects of the job itself, salary, supervision, co-worker relationships, and promotion opportunities.

School Culture

According to Suharningsih & Murtedjo (2017), Organizational culture can be described as the system of values, norms, lifestyles, beliefs and attitudes held by the members of the organization. According to Fitria (2018), for an organization, a strong culture is needed. Organizational culture has three important functions. First, it is as a control system. Second, as a social measure. Third, create sense (making sense).

Based on the study above, organizational culture can be synthesized as a togetherness of values, norms, and beliefs that exist in the organization that is formed from the process interaction between members of the organization to achieve a common goal, which is seen in: the spirit of togetherness, integration between members, consensus of believed values, and sincerity to achieve common goals.

RESEARCH METHODS

This research is quantitative research with explanatory method. Sugiyono (2018) suggests that the quantitative approach is a research approach that uses data in the form of numbers from survey answers that are distributed to research samples and analyzed using statistical analysis techniques. Silalahi (2018), Explaining explanatory is research that aims to explain the relationship of two or more symptoms or test the relationship between variables.

The population in this study was all private high school teachers in Bekasi Regency totaling 848 people. To obtain data in this study, questionnaires were used for three variables of principal leadership (X1), school culture (X2), and job satisfaction (Y). All questionnaires were filled out by a sample of teachers of Private High Schools in Bekasi Regency, West Java which were taken by random techniques.

The presentation of data is carried out with the help of descriptive statistics in the form of tables of frequency, mean, and standard deviation of data. Next, test the classical assumptions. Then the data analysis technique in this study uses path analysis.

RESULTS AND DISCUSSION

An overview of the leadership of the principal at Bekasi Regency Private High School based on the questionnaire answers of each dimension obtained the results summarized as follows:

Tabel 4.3 Distribution of Respondents' Answers on Principal's Leadership Variables

No.	Average Score Range	Category	Frequency	Percentage (%)
1	1.00 – 1.80	Very Low	-	-
2	1.81 – 2.60	Low	-	-
3	2.61 – 3.40	fair	46	51,7
4	3.41 – 4.20	HIgh	43	48,3
5	4.21 – 5.00	Very high	-	-
Total			**89**	**100**

Table 4.3 explained that the teacher's assessment of the principal's leadership in Bekasi Regency Private High School through the dimensions of motivators, educators, problem solving, managers, supervision, and leaders was 51.7% in the sufficient category and 48.3% in the high category.

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An overview of school culture in Bekasi Regency Private High School based on the questionnaire answers of each dimension obtained the results summarized as follows:

Table 4.10 Distribution of Respondents' Answers on School Culture Variables

No.	Average Score Range	Category	Frequency	Percentage (%)
1	1.00 – 1.80	Very Low	-	-
2	1.81 – 2.60	Low	-	-
3	2.61 – 3.40	fair	4	4,5
4	3.41 – 4.20	HIgh	46	51,7
5	4.21 – 5.00	Very high	39	43,8
Total			**89**	**100**

Table 4.10 explained that the teacher's assessment of school culture in Bekasi Regency Private High School through the dimensions of innovation and risk-taking courage, attention to detail, result orientation, individual orientation, team orientation, aggressiveness, and stability was 4.5% in the sufficient category, 51.7% in the high category, and 43.8 in the very high category.

An overview of teacher job satisfaction in Bekasi Regency Private High School based on the questionnaire answers of each dimension obtained the results summarized as follows:

Tabel 4.18 Distribution of Respondents' Answers to the Teacher Job Satisfaction Variable

No.	Average Score Range	Category	Frequency	Percentage (%)
1	1.00 – 1.80	Very Low	-	-
2	1.81 – 2.60	Low	-	-
3	2.61 – 3.40	fair	8	9,0
4	3.41 – 4.20	HIgh	48	53,9
5	4.21 – 5.00	Very high	33	37,1
Total			**89**	**100**

Table 4.18 explained that the teacher's assessment of teacher job satisfaction in Bekasi Regency Private High School through the dimensions of the job aspect itself, salary, supervision, co-worker relationships, and promotion opportunities was 9% in the sufficient category, 53.9% in the high category, and 37.1% in the very high category.

The results showed that the principal leadership regression coefficient (X1) was 0.375 with a t-count value of 4.376 with a significance level of $0.000 < 0.05$. This means there is a positive influence of principal leadership on teacher job satisfaction.

The higher the principal's leadership characterized by the ability of motivators, educators, problem solving, managers, supervision, and leaders, it can significantly increase teacher job satisfaction characterized by satisfaction with the job itself, salary, supervision, co-worker relationships, and promotion opportunities.

These results show that the principal's leadership is an important factor in increasing the job satisfaction of private high school teachers in Bekasi Regency. According to Ch et al. (2017), An important element for job satisfaction for teachers is the principal's leadership. The principal's leadership is the principal's attitude in leading his colleagues. This affects the working conditions of the school. Teacher job satisfaction is described as such, the teacher's behavior towards his job. It is also an assessment of the quality of the work itself. In schools, principals categorize basic resources to provide expertise and information to teachers. The Principal is a visionary leader who provides useful time with staff and students.

The results showed that the school culture regression coefficient (X2) was 0.437 with a t-count value of 5.102 with a significance level of $0.000 < 0.05$. This means there is a positive

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influence of school culture on teacher job satisfaction. The higher the school culture characterized by innovation and risk-taking, attention to detail, result orientation, individual orientation, team orientation, aggressiveness, and stability, it can significantly increase teacher job satisfaction characterized by satisfaction with the job itself, salary, supervision, co-worker relationships, and promotion opportunities.

These results show that school culture is an important factor in increasing job satisfaction of private high school teachers in Bekasi Regency. According to Suharningsih & Murtedjo (2017), School culture can be described as a system of values, norms, ways of life, beliefs and attitudes held by school residents. All aspects School culture can influence and shape the behavior of its members in carrying out their duties. A strong school culture is reflected by teachers and employees in a clear understanding of the system of shared meanings embraced by members, thus distinguishing certain schools from others.

The results showed that the F count obtained was 26.2633, with a significance level of 0.000 which means below 5% (0.05). With a significance value smaller than 0.05, it can be stated simultaneously that there is a significant influence between the variables of principal leadership (X1) and school culture (X2), on teacher job satisfaction (Y).

These results explain that principal leadership and school culture are both important factors in increasing teacher job satisfaction. The principal's leadership with the right decision-making style coupled with a strong school culture is reflected by teachers and employees in a clear understanding of the system of shared meaning embraced by members, so that distinguishing certain schools from other schools can significantly increase teacher job satisfaction.

CLOSING

The descriptive results showed that the teacher's assessment of the principal's leadership in Bekasi Regency Private High School through the dimensions of motivators, educators, problem solving, managers, supervision, and leaders was 51.7% in the sufficient category and 48.3% in the high category.

The descriptive results showed that teachers' assessment of school culture in Bekasi Regency Private High School through the dimensions of innovation and risk-taking courage, attention to detail, result orientation, individual orientation, team orientation, aggressiveness, and stability was 4.5% in the sufficient category, 51.7% in the high category, and 43.8 in the very high category.

The descriptive results showed that teachers' assessment of teacher job satisfaction in Bekasi Regency Private High School through the dimensions of aspects of the job itself, salary, supervision, co-worker relationships, and promotion opportunities was 9% in the sufficient category, 53.9% in the high category, and 37.1% in the very high category.

The results of the pathway analysis showed that there was a positive influence of the principal's leadership on teacher job satisfaction. The percentage of influence contribution is 37.5%. This means that the magnitude of the influence of the principal leadership variable (X1) on teacher job satisfaction (Y) is 37.5%.

The results of the pathway analysis show that there is a positive influence of school culture on teacher job satisfaction. The percentage of influence contribution is 43.7%. This means that the magnitude of the influence of school culture variables (X2) on teacher job satisfaction (Y) is 43.7%. The F test result was obtained by Fcalculate of 26.2633, with a significance level of 0.000 which means below 5% (0.05). With a significance value smaller than 0.05, it can be stated simultaneously that there is a significant influence between the variables of principal leadership (X1) and school culture (X2), on teacher job satisfaction (Y).

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