

Analyze School Leadership Style And Work Motivation Of Teachers To Job Satisfaction

Edy Siswanto

Abstract: This study aims to determine the effect of the principal's participatory leadership style on teacher work satisfaction and to know the effect of teacher work motivation on work satisfaction of Mts Muhammadiyah Sidomulyo teachers in Gorontalo Province. Population and samples used in this study were all 50 teachers Muhammadiyah Sidomulyo Mts in Gorontalo Province. This research was carried out using the SPSS 21.0 instrument. The data analysis method used in this study, including normality test, determination coefficient test, Simultaneous F test, and Partial T test. Based on the results of the research data on the analysis of the influence of style participatory leadership, motivation towards employee job satisfaction, it can be concluded that there is an influence between participatory leadership style with employee job satisfaction. There is an influence between motivation on employee job satisfaction, and there is a simultaneous influence between leadership style and motivation on employee job satisfaction.

Index Terms: Participatory, Leadership Style, Motivation, Work Satisfaction.

1. INTRODUCTION

In modern society, leadership is an important factor that determines the development of society. The phenomenon of leadership in the country of Indonesia has also proven how leadership has had a profound influence on political and state life. Likewise, in the business world, leadership also has a very strong influence on the course of the organization and the survival of an organization. Leadership is the key figure who is expected to be able to play a role as an organization, cooperation, and coordination with group members and the community efficiently and effectively. Similarly, a company that has goals and objectives to be achieved. A leader is an important factor to achieve the goals and objectives of the company by planning, organizing, motivating, and controlling available resources and organizational activities. By paying attention to the way leaders carry out their duties, a person's leadership style can be assessed. One of the organizations in this study was school. School is an institution or organization that is active in the world of education. According to Wahjosumidjo school is a place and process of reviving and preserving education. In the life of a school organization, the element of leadership is the key that also determines the achievement of school goals [1]. Sutrisno (in Usman, 2013) states that good or bad of a school is more determined by the professional ability of the principal as the manager [2]. The principal as the school leader is a person who determines the overall school atmosphere. The success of the principal is predominantly determined by the reliability of the school management in question, while the reliability of school management is strongly influenced by the leadership capacity of the school principal. Realizing the importance of the role of the principal in the success of the school, the leadership of the principal needs to be empowered. Empowering school principals is a key factor in efforts to improve the quality of education in schools. Empowering the principal means returning the principal's autonomy to the functions and tasks of his teacher. That is, the principal has an education authority.

The principal should return to the nature and attitude of his teacher to build a conducive education climate in school. A conducive climate will have a positive impact in creating the development of creative ideas, feeling comfortable and safe for teachers and students. Thus, the principal also has a duty to pay attention to the personal and professional growth of the teachers and how to foster good cooperation with school members, including parents of students. The appreciation for the growth of the true values that are built in the school begins with a relationship of trust between the principal and the teacher. According to Tilaar, principals who are able to create such an educational climate are progressive leaders, leaders who are open to change and create conditions where teachers and students can develop their creative power [3]. Thus, creating conditions for the development of creativity and positive cooperation among students in developing various competencies as demands in the future changes of society. In the process of interacting in the school environment, principals have a tendency to apply only one type of leadership. This tendency can lead to wrong interpretation and negative attitudes from subordinates. According to Robbins work is good or bad is an interpretation. Failure to deal with differences if individuals perceive works negatively will result in increased absenteeism and discharge of employees and reduce the level of work satisfaction [4].

Teachers who have high work motivation, will do more than just routine in teaching so that school productivity will increase. Work motivation is the willingness to carry out high efforts to achieve organizational goals that are conditioned by the ability of efforts to meet certain individual needs [5]. Motivation possessed by the teacher will make the teacher eager to work so that the teacher will always strive to carry out their duties and obligations properly. The teacher will carry out the duties and obligations given by the government in an effort to achieve national education goals, namely to educate the life of the nation. In this regard, motivation in work is something that must be owned by a teacher in carrying out the mandate of national education. According to Usman the benchmark of the level of one's work satisfaction is absolutely non-existent because each individual has a different standard of satisfaction, depending on the emotional state of someone in looking at their work and environment [2]. In addition to emotional states, elements of the age situation also determine the level of one's work satisfaction. This also applies to teachers who work in the world of education. The current globalization that is happening at the moment is a challenge

- Edy Siswanto, is currently pursuing master's degree program in Education Management in Universitas Ahmad Dahlan Yogyakarta. E-mail: kangmasedy@gmail.com of idealistic-spiritualist approaches in education. In the normative theory of education

for education providers. Modern lifestyle has penetrated the world of education and this reality also affects the level of work satisfaction of an educator. According to Tilaar the work of teachers in traditional Indonesian society has a position that is highly respected as a guide to the nation, has mystical abilities and guides the conscience of the nation [3]. In modern society, the teacher in Indonesian society is still regarded as the nation's moral guide. However, the changes in value found in modern society, make this high position sometimes defeated by forces in modern society such as money and power. In modern society a person's social status is not only determined by visible moral values but also visible material values. A position or a profession is followed by the demands of modern life that are materialistic in nature. That means a profession must be balanced with material awards in accordance with the position of the profession, including the existence of the profession as a teacher. The demands of modern society for school institutions are first of all school institutions must open themselves to changes themselves. Second, school institutions should be progressive educational institutions that are not opposed to globalization but that accept reflective change in society and contribute to it in order to improve the living standards of community members. Thus, school institutions will give birth to students who are adaptive to changing societies, dynamic and creative. Teacher's profession in today's modern society is high in demands. If today's modern society is required to know even master science, especially the profession of a teacher. In addition to mastering science, it is also expected to master the teaching methods that are always adapted to developments students and situations of the age. Realizing the nobleness of duty and the high responsibility of a teacher, the profession of a teacher should be upheld. One way that can be done is to pay attention to work satisfaction. This is important to get attention because teacher work satisfaction is closely related to its performance. In educational organizations, teachers are the main implementers in the teaching and learning process, so positive or negative attitudes toward their work greatly influence the achievement of educational goals. It should also be realized that the principal's participatory leadership style and the level of work satisfaction of the teachers are also factors that determine the success or failure of the quality education process in a school. This study aims to determine the effect of the principal's participatory leadership style on teacher work satisfaction and to know the effect of teacher work motivation on work satisfaction of Mts Muhammadiyah Sidomulyo teachers in Gorontalo Province. Based on the background above, the researcher was interested in conducting a study entitled "Analysis of the Influence of Participatory Leadership Style and Motivation of Teacher's Work on Teacher Work Satisfaction in Mts Muhammadiyah Sidomulyo Gorontalo Province."

2 LITERATURE REVIEW

Participatory Leadership Style, in a participatory leadership style, leaders always provide opportunities for those they lead to actively participate, both mentally, spiritually, physically and materially in all activities carried out by the organization to achieve the desired goals [6]. Leaders always openly invite their subordinates to participate or take part, both broadly and within certain limits in decision making, policy formulation, and operational methods [6]. It is a style to unite each organization where each part or person in the organization in all its

activities cannot be separated from one another but is interconnected, so that all activities carried out by the organization are perfectly coordinated. Therefore, leadership style like this is able to coordinate all activities and people or subordinates to be able to work effectively and efficiently to realize a result that is in accordance with what has been planned [7]. The nature of participatory leadership involves various kinds of decision procedures that give others a certain influence on the decisions taken by the leader. According to Yulk, aspects of participatory leadership include consultation, democracy, joint decision-making, and delegation [7].

1. Consultation, leaders ask opinions and ideas, then make their own decisions after seriously considering subordinates' suggestions and attention.
2. Democratic, the leader accompanies the group and explains from the start, that he will obey group decisions that are reached by consensus or the choice of the majority of subordinates.
3. Joint decision making, where leaders meet with subordinates to discuss the issue of the decision, and make decisions together, where the leader has no influence over the final decision.
4. Delegation involves giving new responsibilities and power to subordinates individually or in groups to make decisions. In this delegation can produce a good decision, increase the motivation of subordinates, work that is more satisfying subordinates, and the development of skills possessed by subordinates.

According to Yulk, Participatory Leadership Style has advantages, namely:

1. If the members participate in formulating a decision, surely they will support it until that decision realized because it was their idea.
2. Participatory leaders have created a climate where members can easily expel all of their abilities so that they can encourage people to grow, develop and rise in the organization.

According to Yulk Participatory Leadership Style has weaknesses if this style can take a lot of time, so style this leadership must be applied carefully and well. If it is not implemented properly it will result in a complete loss of managerial control [7].

Motivation comes from the word motive which can be interpreted as the driving force that is in a person to do certain activities in order to achieve a goal. But in essence motivation is a psychological condition that encourages someone to do something. Motivation can also be seen as driving force that causes people to do something to achieve goals. Purwanto says that the motivational function for humans is:

1. As a driving force for humans.
2. Determine the direction of action, namely towards the realization of a goal or ideal.
3. Prevent fraud from the road that must be taken to reach the destination.
4. Selecting self-actions, meaning determining which actions should be done in order to achieve the goal.

Frederick Herzberg (Munandar, 2001) states in his research, there are several factors that influence motivation [8], namely:

1. Responsibility, the size of a person's responsibility for his work and the responsibilities given to him
2. Progress (advancement), the amount of progress a person can make

3. The work itself, the size of the challenge felt
 4. Achievement, the size of the achievements
 5. Recognition, the size of the acknowledgment someone gets for their performance
 6. Possibility of career development (the possibility of growth)
- Several factors can cause motivation for teachers [9], among others:

1. Educators must have extensive knowledge and master the fields of study or material taught to their students.
2. Educators use various methods in carrying out their educational activities.
3. Educators must have a sense of love and dedication to their profession as educators.
4. Educators provide guidance and direction to their students and help when experiencing difficulties, both personal and academic.

Work satisfaction is defined by Locke as pleasure that comes from the perception that work allows someone to fulfill the values of work that are considered important [4]. According to Umar work satisfaction is an assessment or reflection of workers' feelings for their work. Still according to Robbins, work satisfaction is the general attitude of individuals to their work [4]. It's not easy to measure someone's work satisfaction perfectly because everyone has a different measure of work satisfaction. Work satisfaction is also related to perceptions so that work satisfaction can change according to everyone's perception. Work satisfaction can be investigated based on several factors, but these factors in their roles give different satisfaction to each person depending on the individual.

Usman argues that the factors associated with work satisfaction are motivational factors (intrinsic) and hygiene (extrinsic) factors [2]. Intrinsic factors related to work satisfaction are achievement, appreciation, work, responsibility, growth and development. While extrinsic factors related to dissatisfaction are supervision, working conditions, interpersonal relations, pay and security and company policy. Robbins suggests that through a particular study there are four factors that are conducive to the emergence of a high level of work satisfaction for an employee [4], namely:

1. Work that is mentally challenging.
An employee prefers work that provides an opportunity to use his skills and abilities and offers a variety of tasks, freedoms and feedback about how he performs. These characteristics make work mentally challenging.
2. Worth the reward.
Employees want a payment system and a promotion policy that considers fair, does not double and is in line with expectations. When payments are deemed fair based on work demands, individual skill levels, and community payment standards, satisfaction has the potential to emerge. Employees also seek fair promotion policies and practices. Promotion provides opportunities for personal growth, increased responsibility, and increased social status. If employees consider promotional decisions in the company to be made openly and fairly, then employees have the opportunity to achieve satisfaction in their work.
3. Supporting working conditions.
Employees care about the work environment for personal comfort while at the same time facilitating good performance. Research shows that employees prefer physical conditions that are harmless or comfortable. In addition, most employees feed a workplace that is

relatively close to where they live, is in a clean and relatively modern facility, and has adequate equipment and equipment.

4. Supporting work partners.
Employees more often resign from a work more than just a matter of money or real achievement. For most employees, work also meets the needs of social interaction. Therefore, it is not surprising that friendly and supportive work partners will encourage work satisfaction. Behavior of superiors to employees is also an important determinant of work satisfaction.

Based on the literature review above, conceptual framework in this research is

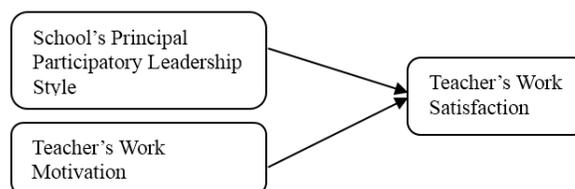


Figure 1 Conceptual Framework

Based on the conceptual framework above, the hypothesis in this study are:

Hypothesis 1: Principal's participatory leadership style has an influence on teacher job satisfaction.

Hypothesis 2: Teacher motivation has an influence on teacher job satisfaction.

Hypothesis 3: Principal's participatory leadership style and teacher motivation simultaneously have an influence on teacher job satisfaction.

3 METHODS

This research method uses descriptive research with a quantitative approach. According to Sugiyono qualitative research relies on a natural background in a holistic manner, positioning humans as research tools, conducting inductive data analysis, prioritizing processes rather than the results of research conducted agreed by researchers and research subjects Descriptive methods were chosen because the research conducted was related with events that are ongoing and relating to current conditions [10]. Population and samples used in this study were all 50 teachers Muhammadiyah Sidomulyo MTS in Gorontalo Province. This research was carried out using the SPSS 21.0 instrument. The data analysis method used in this study, including normality test, determination coefficient test, Simultaneous F test, and Partial T test.

4 RESULT AND DISCUSSION

4.1 Normality Test

TABLE 1
Normality Test Based on Kolmogorov-Smirnov Value.

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		50
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	2,41380468

Most Extreme Differences	Absolute	,103
	Positive	,103
	Negative	-,103
Kolmogorov-Smirnov Z		,728
Asymp. Sig. (2-tailed)		,663

a. Test distribution is Normal.

b. Calculated from data.

Source: SPSS 2019

(Constant)	9,629	2,771		3,475	,001
1 Work Motivation,	,274	,076	,351	3,595	,001
Participate					
Leadership Style					
	,488	,082	,582	5,974	,000

a. Dependent Variable: Job Satisfaction

Source: SPSS 2019

4.2 Coefficient Determination Test

TABLE 2
Coefficient Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,788 ^a	,620	,604	2,465

a. Predictors: (Constant), Work Motivation, Participate Leadership Style

b. Dependent Variable: Job Satisfaction

Source: SPSS, 2019

Based on Table 2 above, it can be seen that the determination coefficient value is 0.620 (62%) which means that the influence of participatory leadership style and teacher motivation on teacher job satisfaction is 62%, while the remaining 38% is influenced by other variables not examined in the study this.

4.3 Simultan F Test

TABLE 3
Test of Simultaneous Hypotheses

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	466,584	2	233,292	38,406	,000 ^b
Residual	285,496	47	6,074		
Total	752,080	49			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Work Motivation, Participate Leadership Style

Source: SPSS 2019

Based on table 3 above it is known that simultaneously has a significant influence on teacher job satisfaction. This is because the F-count value in this study is greater than the F-table value at the significance level <0.05. The value of F-count in this study is 38,406.

3.4. Partial T Test

TABLE 4
Test of Partial Hypotheses

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

Based on the table above it can be seen that all independent variables have a significant effect on teacher job satisfaction partially. The significance value of the participatory leadership style is 0.001 and the significance value of work motivation is 0,000. The results showed that the participatory leadership style variable had a positive and significant effect on job satisfaction. This was revealed by Robbins who revealed participatory leadership style is leadership behavior where leaders involve subordinates in the decision making process, ask for advice from subordinates, consider these suggestions before making a decision, and sometimes even allow subordinates to make their own decisions, so that in the end it can increase teacher job satisfaction [4]. The results of the study show that work motivation variables positive and significant effect on job satisfaction. This shows that the majority of employees work tend to have high performance that is influenced by affiliated needs. The desire to fulfill the need for affiliation can be in the form of the need to establish relationships with colleagues and superiors, establish cooperation with colleagues in carrying out certain jobs, socialize other people in the workplace, as well as a sense of satisfaction in individual employees when the activities they do can make other people / other employees and leaders happy. High work motivation that is motivated by affiliated needs is reflected in the activities carried out by employees, among others, employees collaborating with their partners to complete work, work harder if the work is done with colleagues, so that job satisfaction increases as well. The participatory leadership style that is applied by people by involving and involving employees in decision making, employee aspirations are considered in decision making, as well as the involvement of employees in important meetings in the company and the encouragement of affiliated needs such as work done together with coworkers to be quickly resolved, prefer to involve co-workers in overcoming a problem in work, and a strong desire to socialize with other people in the workplace, which reflects high work motivation affects employee job satisfaction such as leadership style and work motivation together have a positive and significant effect on employee job satisfaction.

4 CONCLUSIONS

Based on the results of the research data on the analysis of the influence of style participatory leadership, motivation towards employee job satisfaction, it can be concluded that there is an influence between participatory leadership style with employee job satisfaction. There is an influence between motivation on employee job satisfaction, and there is a simultaneous influence between leadership style and motivation on employee job satisfaction. Based on data from research results on the influence of style participatory leadership, motivation and job satisfaction. The suggestions that can be given to the parties concerned are by identifying various problems faced for some time, so that they can make improvements and increase employee job satisfaction in the

future. The principal should pay more attention to the teacher inside or outside working hours, which can be done by inviting the teacher to discuss privately either about the work or the teacher's personal problems. With the discussion, it is expected that employees feel cared for by their superiors, resulting in satisfaction at work. The principal must give more support to the teacher in carrying out his work more able to create a comfortable work environment so that employees are motivated to do their jobs.

ACKNOWLEDGMENT

The authors wish to thank Dr. Suyatno, M.Pd.I for his helpful comments on the earlier draft of the paper.

REFERENCES

- [1] Wahjosumidjo, Principal Leadership Theoretical Review and Its Problems, Jakarta: PT. Raja Grafindo Persada, 2011.
- [2] Usman, H. Management Theory, Practice, and Educational Research. Jakarta : PT Bumi Aksara, 2013.
- [3] H.A.R. Tilaar, Development of Creativity and Entrepreneurship in National Education, Jakarta, Kompas, 2012.
- [4] Robbins, S. P, Organizational Behavior (Drs. Benjamin Molan), Indonesian Edition, Klaten: PT Intan Sejati, 2006.
- [5] Suwatno. & Priansa D, HR Management in Public and Business organizations, Bandung: Alfabeta, 2011.
- [6] Trimio, S. Modern Management Analysis, Volume I, Fifth Matter, Jakarta: Gunung Agung, 2016.
- [7] Yulk, G. A, Leadership in Organizations, Jakarta: Prenhallindo, 2010.
- [8] A.S. Munandar, Industrial and Organizational Psychology, Jakarta: UI, 2001.
- [9] A.M. Sardiman, Interaction and Teaching and Learning Motivation, Jakarta: Rajawali Pers, 2012.
- [10] Sugiyono, Quantitative, Qualitative, and R&D Research Methodologies. Bandung: CV Alfabeta, 2016.