

The Influence of Principal Leadership Behavior and Work Environment on Teaching Satisfaction of High School Teachers



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ABSTRACT: This study aimed to determine the effect of the principal's leadership behavior and work environment on teacher teaching satisfaction at Teladan Private Senior High School Pematang Siantar. The problems discussed in this study are the principal's leadership behavior and the work environment that affect teacher teaching satisfaction at Teladan Private High School Pematang Siantar. This study uses a quantitative approach, namely the measurement of quantitative data and objective statistics through scientific calculations derived from the sample/population who were asked to answer a number of questions about the survey to determine the frequency and percentage of responses. According to the results of hypothesis testing, it was found that the leadership and work environment together influences the teaching satisfaction of Teladan Private Senior High School teachers. Based on the results of data processing, it is stated that Leadership (X1) has increased by 1%, so teacher job satisfaction (Y) will increase by 0.284, and work environment (X2) has increased by 1%, teaching job satisfaction (Y) will increase by 0.198.

KEYWORDS: Leadership, teaching satisfaction, work environment

I. INTRODUCTION

Human Resources are people in the organization who are directly related to their work in the organization (Anggoro KR et al., 2022). Leadership is one of the issues in management that is still very interesting to discuss. The electronic and print mass media often present opinions and talk about Leadership (Silalahi et al., 2020). Leadership's very strategic and vital role in achieving an organization's vision, mission, and goals is one of the motives that encourage people always to investigate the ins and outs associated with Leadership (Hariandja, 2002). Effective Leadership and a positive work environment can motivate teachers and school staff. Teachers and staff are more motivated to work well when the principal provides support, rewards, and clear direction (Lie, Dharma, et al., 2021). This directly impacts teaching quality and student performance (Ciptoringnum, 2013). Good school principals have strong leadership skills to overcome challenges and solve problems that arise in high school education (Indajang et al., 2021). They can make informed decisions, identify resources, and develop effective strategies. This helps create an environment that is responsive to change and can deal with various complex situations (Candra et al., 2019).

Likewise, the world of education requires a good leadership style for all educators for the sake of the ongoing learning process and improving the quality of education. The role of a teacher is significant; with an optimal teacher role, the learning process in education will run well. Therefore, teacher quality is essential in improving education quality (Romy et al., 2022). In this case, an educational institution or school leader is the principal. The principal is a leader in an organization or formal institution, namely a school, that determines the school's success (Efendi et al., 2022). Successful principals understand the school's existence as a complex and unique organization, can carry out the duties of the principal, and can be responsible for leading the school (Lie, Sherly, et al., 2021). Each principal has the ability to lead his subordinates in different ways. On the other hand, every teacher has a different perception of the principal's leadership style (Lie, Sherly, et al., 2021). Whatever the principal's leadership style, the important thing is that the principal's Leadership can support the performance of his subordinates.

In addition to the Leadership of the principal, a teacher, of course, expects the environment in which he works to be a safe, comfortable, and peaceful environment. This environment can be divided into themes, the work environment concerning the physical aspect and the working environment conditions concerning the psychological aspect (Sudirman et al., 2021). The conditions of the work environment that involve physical aspects include the condition of the building, the availability of several

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facilities, and the strategic location of the building or workplace (Nitisemito, 1998). Meanwhile, the conditions of the work environment that involve psychological aspects include feelings of security from employees in carrying out their duties, two-dimensional (vertical and horizontal) loyalty, and feelings of satisfaction among employees. Peace will make someone feel at home to keep working in that place (Ahyari, 1999). Also, good co-workers and the existing school facilities and infrastructure will influence teachers in carrying out their duties.

Teladan private high school is located on Jl. Singosari No. 3 Bantan sub-district, West Siantar sub-district, Pematang Siantar City. There have been several changes in Leadership. This change of principal was caused by mutation or retirement. Each leader has a different leadership type, so they approach teachers differently. This causes some teachers to think the principal is fun; some even think otherwise. This condition will make the teacher feel comfortable or uncomfortable working at the school. In addition, the principal's Leadership in the school environment also affects teachers and employees who feel comfortable or uncomfortable being in the school environment. The exemplary private high school environment is quite good, starting from the availability of facilities and infrastructure, other supporting facilities, and good study rooms, but there are still obstacles that sometimes arise at certain times.

Principal Leadership Behavior and Work Environment are critical in high school education. The leadership behavior of school principals and the work environment created by them directly impact the quality of education provided by schools. School heads play a role in creating a positive school culture. Through good leadership behavior, they can inspire and guide teachers, staff, and students to achieve common goals. A positive school culture creates an inclusive, safe learning environment that supports student development. The success of high school education is highly dependent on the quality of teaching and teacher performance. Teachers who are satisfied with their work give their best in the educational process. Research on Principal Leadership Behavior and Work Environment can provide valuable insights for improving the quality of education by increasing teacher job satisfaction. High job satisfaction can contribute to teacher retention in schools. Satisfied teachers tend to stay in their profession rather than seek other job opportunities. This research can help identify the factors that influence teacher job satisfaction so that schools can take appropriate action to increase teacher retention and reduce turnover. From this description, it is necessary to research to examine the influence of the principal's Leadership and work environment on job satisfaction in Pematang Siantar Teladan Private High School.

II. METHOD

The type of research used in this research is quantitative research, which is one whose specifications are systematic, well-planned, and structured from the beginning to the making of the research design. This study uses a quantitative approach, namely the measurement of quantitative data and objective statistics through scientific calculations derived from the sample/population who are asked to answer several questions about the survey to determine the frequency and percentage of responses.

The population in this study were all 30 teachers at Pematang Siantar Private High School. In this study, the population is small, so the sampling is done by Total Sampling, so the sample is 30 people. The research variables consist of the dependent variable and the independent variable described in Figure 1. Below:

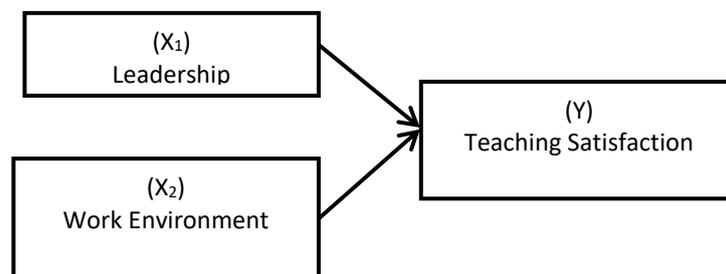


Figure 1. Research variables

Data retrieval is from primary data, namely data from Pematang Siantar Private High School teachers, and secondary data in the form of data containing documentation, notes, and writings supporting this theory. Primary data were collected from interviews, questionnaires, and observations.

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III. RESULT AND DISCUSSION

To answer the problems in this study, multiple linear regression analysis was used. The program to analyze this regression uses SPSS 26 software to analyze the effect of the independent variable, namely Leadership and work environment, on the dependent variable, namely team member job satisfaction. The results of data processing using the SPSS program are as follows:

Table 1. Results of Multiple Linear Regression Measurement

Coefficients		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	5,491	1,490		3,685	,001
	Leadership	,284	,116	,448	2,446	,021
	Work Environment	,198	,078	,467	2,548	,017

a. Dependent Variable: Work Satisfaction

Source: IBM SPSS 26

Based on the results of the regression measurements shown in Table 1. the regression equation formed is:

$$Y = 5.491 + 0.284 X_1 + 0.198 X_2 + e$$

The regression equation above can be concluded as follows:

- 1) The constant of 5.491 means that if X1 and X2, the value equal 0, then Y (Job Satisfaction) is 5.491.
- 2) The regression coefficient of the Leadership variable (X1) is 0.284, meaning that Leadership has increased by 1%, so employee job satisfaction (Y) will increase by 0.284
- 3) The regression coefficient of the Work Environment (X2) variable is 0.198, meaning that the Work Environment has increased by 1%, so team member job satisfaction (Y) will increase by 0.198.

The results of the multiple regression above show that the independent variables, namely Leadership and Work Environment, positively affect the dependent variable, namely team member job satisfaction.

Hypothesis Test

a. t-test

The t-test is known as the partial test, which tests the influence of each independent variable on the dependent variable.

Table 2. T Test Calculation Results

Coefficients		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	5,491	1,490		3,685	,001
	TOTALX1	,284	,116	,448	2,446	,021
	TOTALX2	,198	,078	,467	2,548	,017

a. Dependent Variable: Work Satisfaction

Source: IBM SPSS 26

Based on Table 2, the results of the hypothesis testing of each independent variable partially on the dependent variable can be analyzed as follows:

- 1) Results of Hypothesis Testing The Effect of Leadership (X1) on Job Satisfaction (Y) The significance of the t-test results of Leadership showed a significant level of 0.021 < 5%.

The t-count value generated is 2.446, with the t-table value being 2.051. Because the t-count value is greater than the t-table, then H0 is rejected, and H1 is accepted, it can be concluded that Leadership affects Job Satisfaction significantly. The t distribution table is searched at = 5% (0.05) with degrees of freedom (df) = n-k-1 or 30-2-1 = 27.

- 2) Hypothesis Test Results of the Effect of Work Environment (X2) on Job Satisfaction (Y).

The significance of the t-test results from the Work Environment showed a significant level of 0.017 < 5%. The calculated t value is 2,548, with the t table value being 2,051. Because the value of t arithmetic is greater than the t table, then H0 is rejected, and

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H1 is accepted; it can be concluded that the work environment significantly affects job satisfaction. The t distribution table is searched at $\alpha = 5\%$ (0.05) with degrees of freedom (df) = $n-k-1$ or $30-2-1 = 27$.

b. F Uji test

The F test tests whether each independent variable significantly affects the dependent variable together = 0.05 and accepts or rejects the hypothesis. The results of the F test calculations can be seen in the following table:

Table 3. F test calculation results

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	163,851	2	81,925	49,029	,000 ^b
	Residual	45,116	27	1,671		
	Total	208,967	29			

a. Dependent Variable: Work Satisfaction

b. Predictors: (Constant), Work Environment Leadership

Source: IBM SPSS 26

To test whether the model can be used to compare Sig. In the ANOVA table with the significance level (α 0.05%). If Sig > 0.05, the model is rejected, but if Sig < 0.05, then the model is accepted. In Table 3 above, the value of Sig. 0.000 < 0.05, it can be concluded that the model is acceptable. ANOVA analysis shows that together the independent variables have a significant effect on the dependent variable.

This can be proven by the calculated F value of 49.029, more significant than the F table value (3.35). The model can predict job satisfaction, or leadership and work environment together affect job satisfaction. So that leadership and work environment affect teacher job satisfaction at SMA Teladan Pematangsiantar.

c. Uji Determinasi (R^2)

The coefficient of determination (R^2) essentially measures how far the model's ability to explain variations in the dependent variable is. The value of the coefficient of determination is between zero (0) and one (1). The value of the coefficient of determination can be seen in Table 4.13 below:

Table 4. Coefficient of Determination (R^2)

Model Summary

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	,885 ^a	,784	,768	1,29266

a. Predictors: (Constant), Work Environment Leadership

The value of R describes the level of relationship between the independent variables (X) and the dependent variable (Y). From the processed data, the correlation coefficient value is 0.885 or equal to 88.5%, meaning that the relationship between the X variable (Leadership and work environment) on the influence of the Y variable (job satisfaction) is in a strong category. R square explains how significant the variable caused by X is from the calculation results obtained by the R^2 value of 0.784 or 78.4%. This means that job satisfaction is influenced by leadership and work environment variables, while other factors outside the model influence the rest.

Classical Assumption Test

a. Multicollinearity Test

Multicollinearity test to detect whether the regression model used is free from Multicollinearity problems can be seen from:

1) Large VIF (Variance Inflation Factor) and tolerance, where the VIF value is not more than ten, and the tolerance value is not less than 0.1. The coefficient shown in the output shows that the tolerance is $X_1 = 0.238$, $X_2 = 0.238$, while the VIF is $X_1 = 4.198$, $X_2 = 4.198$. This shows that VIF and tolerance have values above 0.1 and not more than 10, which means they are free from multicollinearity problems.

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Table 5. Multicollinearity test calculation results

Coefficients

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	TOTALX1	,238	4,198
	TOTALX2	,238	4,198

a. Dependent Variable: TOTALY

2) The value of R2 shows a smaller value than the simultaneous coefficient (R). The output data obtained, R = 0.885 AND R2 = 0.784, shows that R2 < R, which means that there is no multicollinearity problem in the model used. In the two detectors above, it is concluded that, in general, there is no multicollinearity in the regression model that will be used.

Table 6. Determination test calculation results

Model Summary

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate	Durbin-Watson
1	,885 ^a	,784	,768	1,29266	2,289

a. Predictors: (Constant), TOTALX2, TOTALX1

b. Dependent Variable: TOTALLY

b. Heteroscedasticity Test

A multiple linear regression model can be said to be free from Heteroscedasticity problems if:

- 1) Data points spread above or around the number 0
- 2) The data points do not collect only above or below
- 3) The spread of data points must not form a wavy pattern, then widens, narrows, and widens again.
- 4) The point spread should be different from the pattern.

Based on the results of the Heteroscedasticity test with SPSS version 26, it can be seen in the scatter plot image below:

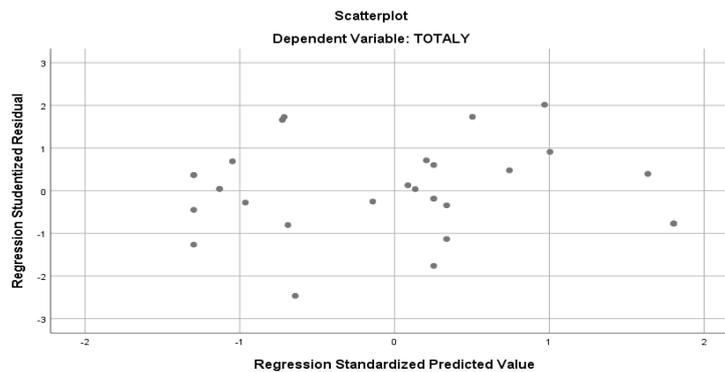


Figure 2. Heteroscedasticity test results in the scatter plot

Figure 2 shows that the data points spread around zero and do not collect the needs of these data points at one point. So, the regression model of this study does not experience heteroscedasticity problems.

c. Normality test

The normality test aims to test whether, in the regression model, the residual variable has a normal distribution. This study detected normality testing by analyzing the P-P plot images produced by SPSS. The results can be seen in Figure 3. below:

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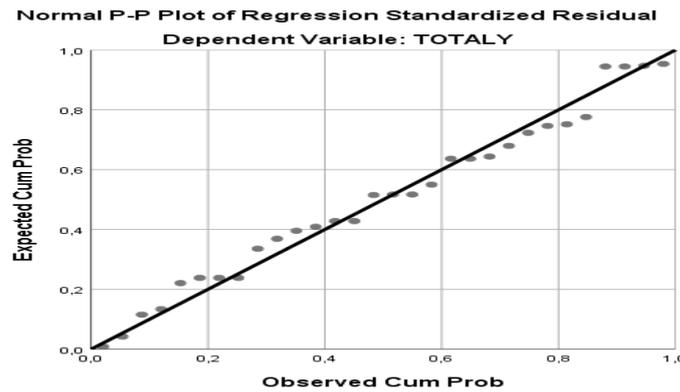


Figure 3. Normality test detected through P-P plot analysis

Figure 3 above shows that the distribution of the points of the increase in the variable spreads around the diagonal line, which can be concluded that the data presented can be expected.

d. Autocorrelation Test

An autocorrelation test is carried out to test whether there is an influence between the confounding variables in each independent variable. In this study, the autocorrelation test used the Durbin-Watson test with the following conditions:

$dW < dL$ means that there is a positive autocorrelation (+)

$dL < dW < dU$, cannot be concluded

$dU < dW < 4-dU$, it means that there is no autocorrelation (-)

With the number of samples $n = 30$, $\alpha = 0.05$, and the number of independent variables $k = 3$, the critical values obtained are $dL = 1.2138$ and $dU = 1.6498$. The results of the autocorrelation test in this study using SPSS 26 as shown in Table 7. Below:

Table 7. Autocorrelation Test

Model Summary					
Model	R	R Square	Adjusted R Square	Std. The error in the Estimate	Durbin-Watson
1	,885 ^a	,784	,768	1,29266	2,289
a. Predictors: (Constant), TOTALX2, TOTALX1					
b. Dependent Variable: TOTALY					

IV. CONCLUSION

Based on testing the previous hypotheses, some are proven hypo, and some are not. For this reason, this discussion section will contain a more detailed discussion of each. It can be explained that Leadership significantly increases the job satisfaction of Pematangsiantar Private High School teachers; their Leadership is good in teacher teaching satisfaction. Positive Principal Leadership Behavior includes providing support and recognition to teachers. Principals who understand and value the contribution of teachers create a motivating work environment. This support and recognition can be through mentoring, training, positive feedback, and achievement rewards. Teachers who feel supported and valued by the principal tend to be with good leadership behavior can have good leadership behavior and can establish effective communication with teachers. They openly listen to views, ideas, and input from teachers. Good communication allows for clear channels for sharing information, expectations, and needs between principals and teachers. This helps create a transparent and collaborative work environment, which in turn increases teacher job satisfaction. It can be explained that the work environment significantly increases the teaching satisfaction of Pematangsiantar Private High School teachers; their work environment is good in teacher teaching satisfaction. A positive work environment includes factors such as good relations between co-workers, mutual support, and a friendly atmosphere. When teachers feel supported, valued and have positive relationships with colleagues and other school staff, they tend to be more satisfied with their jobs. A positive work climate creates a sense of community, collaboration, and support, which can increase teacher job satisfaction. A work environment that supports work-life balance can contribute to teacher job satisfaction. Teachers who have flexibility in work schedules, support for activities outside of school, and sufficient time to attend to their personal needs tend to feel more balanced and satisfied with their jobs. A work environment that prioritizes work-life balance can increase job satisfaction and help prevent burnout or burnout. The data processing results show that leadership and work

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environment affect teaching satisfaction. So that the hypothesis is that leadership and work environment together (simultaneously) affect the teaching satisfaction of Pematangsiantar Model Private High School teachers. Based on the results of data processing, it can be said that Leadership (X1) has increased by 1%, so teacher job satisfaction (Y) will increase by 0.284, and work environment (X2) has increased by 1%, teaching job satisfaction (Y) will increase by 0.198. The research implication is the importance of providing professional development opportunities to teachers. Principals and schools can provide training, seminars, workshops, or other development programs to help teachers improve their teaching skills and meet job demands. Focusing on professional development can increase teachers' job satisfaction by providing them with a sense of accomplishment, increased competence developing career growth. Furthermore, developing policies and procedures that support a positive work environment is necessary. Principals and education policymakers must consider factors such as working climate, adequate resources, work-life balance, and career development opportunities in designing school. Increasing teacher job satisfaction. Increasing open and transparent two-way communication is essential for school principals and teachers. This can be done through regular meetings, discussion forums, or other communication channels that allow teachers to convey their views and receive feedback from the principal.

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