



The relationship of head school leadership and work satisfaction to anugerah foundation teacher performance Tondano city, Minahasa regency, Indonesia

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Abstract

The general objective of this study was to analyze the relationship between the principal's leadership and job satisfaction with the performance of the Anugerah Foundation teacher in Tondano. The research method used was a survey method. Data collection techniques using a questionnaire or questionnaire. Data analysis techniques using simple regression analysis techniques and multiple regression. The results showed (1) The results of this study showed a significant relationship between the principal's leadership on teacher performance, (2) Teacher job satisfaction had a significant effect on teacher performance, (3) Principal's leadership and teacher job satisfaction together had a significant effect on performance.

Keywords: leadership, job satisfaction, teacher performance

1. Introduction

Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers formulates, professional competence is the ability to master the subject matter broadly and deeply. What is meant by broad and deep mastery of the material in this case includes the ability to guide students to meet the competency standards set out in the National Education Standards. Usman (2003: 9) ^[28] classifies the competence of teachers in teaching, namely: 1) the teacher as a demonstrator, 2) the teacher as a class manager and 3) the teacher as a mediator and facilitator. Competence related to the teacher's task as a teacher can be measured by the ability to: a) plan the teaching-learning process, b) carry out and manage the teaching-learning process, c) assess the progress of the teaching-learning process and d) master the learning material.

Teacher performance problems that are still not expected are thought to be influenced by the leadership of the school principal. High teacher performance is manifested when the principal understands the nature of leadership, because in carrying out his daily duties and responsibilities he functions as an educational leader at school. As administrator and coordinator, in addition to responsibility towards superiors, he is also responsible for the group of teachers he leads. Principal's leadership refers to the competencies of the principal. Susanto (2016: 18-19) ^[27] stated the competencies of the principal: 1) personality competence, a competency that arises from within a principal, 2) managerial competence, is the ability of the principal in the form of technical ability in carrying out his duties as an education manager, 3) supervisory competence, is the ability of principals to carry out professional supervision in the academic field which is run based on scientific principles about the field of education, and 4) social competence, is the ability of principals to socialize with the community or educational stakeholders.

Many factors inhibit the achievement of the professional quality of the principal's leadership such as the appointment process that is not transparent, the low mentality of the

principal is characterized by a lack of motivation and enthusiasm and lack of discipline in carrying out tasks, often arriving late, insights that are still narrow, and many other inhibiting factors the growth of professional school principals to improve the quality of education. This implies a low productivity of the principal's work which also has implications for quality (input, process, output).

This phenomenon occurs at Anugerah foundation where the principal's leadership is not as expected: 1) the appointment of the principal is not in accordance with competency standards, where the principal is a non-educational graduate degree, 2) managerial ability is still not optimal, 3) implementation of supervision is still not optimal. Teacher performance problems that are still not expected are also thought to be influenced by teacher job satisfaction. Job satisfaction is related to the compatibility between one's expectations and the rewards provided. Teacher job satisfaction has an impact on work performance, discipline, and quality of work. Teachers who are satisfied with their work are likely to have a positive impact on improving the quality of education. Conversely, if teacher job satisfaction is low, it will have a negative impact on the development of education quality. For example, teachers are truant, teaching is not planned, lazy, on strike, often complaining is a sign of low teacher satisfaction. This is in line with the opinion of Wibowo (2014: 131) ^[30] which states: workers with high job satisfaction experience positive feelings when they think about their assignments or take part in task activities. So job satisfaction causes increased productivity that is more productive. Workers with low job satisfaction experience negative feelings when they think about their assignments or take part in their work activities. This opinion is in line with the view of Indrasari (2017: 44), expressing the opinion of Chruden and Sherman about the factors that are usually used to measure an employee's job satisfaction are: (a) job content, the appearance of actual job duties and as control of the job; (b) supervision; (c) organization and management; (d) opportunity to advance; (e) salaries and other financial benefits such as incentives; (f) coworkers; and (g) working

conditions.

From this background, the research objectives to be achieved from this research are to obtain the results of studies and interpretations of: 1. Relationship between the principal's leadership and the performance of the Anugerah Foundation teacher in Tondano 2. The relationship of job satisfaction with the performance of the Anugerah Foundation teacher in Tondano 3. The relationship between the principal's leadership and job satisfaction together with the performance of the Anugerah Foundation teacher in Tondano.

2. Literature Review

2.1. Teacher Performance

Improving the quality of education is determined by the readiness of human resources involved in the education process, teachers are one of the determinants of the high and low quality of educational outcomes. Educators or teachers are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting mentoring and training as well as conducting research and service. Teachers are required to have a performance that is able to provide and realize the hopes and desires of all parties, especially the general public who trust schools and teachers in fostering students. The process of achieving good quality education is greatly influenced by the performance of teachers in carrying out their work so that teacher performance is an important demand for achieving educational success. In general, good quality education is a benchmark for the success of the performance shown by the teacher.

The large Indonesian dictionary of "performance" is the way, work behavior and abilities, while the teacher is the person whose job is teaching, so it can be concluded that teacher performance is the ability demonstrated by the teacher in carrying out learning tasks (KBBI, 1993: 503). Sagala (2007: 179-180)^[20], argues that: The word "Kinerja" in Indonesian is a translation of the English word "performance" which means (1) work; deed, or (2) appearance; show. Performance comes from the word "to perform" with several entries, namely: (1) do, run, and an intention or vows, (2) carry out or (3) do something that is expected by someone or machine.

Based on Permendiknas No. 16 of 2007 explained the academic qualification standards and teacher competencies to support teacher professional competence. "Professional competence" includes: 1) mastering the material, structure, concepts, and scientific mindset that supports the subjects being taught. 2) mastering the competency standards and basic competencies of the subjects being taught. 3) develop learning materials that are taught creatively. 4) develop professionalism in a sustainable manner by taking reflective actions. 5) utilizing information and communication technology to develop the profession. Teacher competence in teaching and learning includes many things, but what will be stated here is what is considered the most dominant and is classified as follows (Moh. Uzer Usman, 2003: 9)^[28].

1. The teacher as a demonstrator
2. The teacher as class manager
3. The teacher as a mediator and facilitator

2.2 Principal's leadership

Sagala (2010: 124)^[20]

¹ defines leadership is an important dynamic force that motivates and coordinates organizations in order to achieve goals through a process to influence others, both within the organization and outside the organization to achieve desired goals in certain situations and conditions. The institutionalized leadership of the school played by the principal influences others such as teachers and school personnel to achieve the desired goals.

Helmawati (2014: 17)^[7] argues that the principal is one of the school personnel who guides and has shared responsibilities with other members to achieve their goals. Furthermore, in order to realize the educational goals in the institution he leads, the school principal or madrasa head based on Daryanto must have far-reaching insights (vision) and know what actions should be taken (mission) and understand correctly about the means to be taken (strategy); has the ability to coordinate and harmonize all available limited resources to achieve goals or to meet school needs (which are generally unlimited); has the ability to make decisions skillfully (quickly, precisely, and accurately); has the ability to mobilize available resources to achieve goals and is able to inspire followers to do important things for the purpose of their schools and madrasas; have tolerance for differences in each person.

This view is confirmed by Nasution (2010: 93)^[14] that the leadership carried out by the school principal in directing and fostering staff, teachers and school staff willing to work voluntarily in achieving school goals is school leadership as stated by Hersey and Blanchard that leadership is: "Leadership is the process of influencing the activities of an individual or group in efforts toward achieving goals in a given situation", meaning leadership is the process of influencing the activities of others both individuals and groups to achieve goals in certain situations or organizations. A leader is required to have the ability to influence, motivate a person or group of people so they are willing to work voluntarily towards the achievement of organizational goals in certain circumstances. Referring to the various understandings that have been described, it can be concluded that leadership is the ability of a leader to influence and move others to work together to achieve a group goal.

2.3 Job satisfaction

Job values are the goals to be achieved in doing work tasks. What is desired is the work values that are considered important by the individual. It was said later that the work values must be appropriate or help fulfill basic needs. Thus it can be concluded that job satisfaction is the result of labor related to work motivation. Overall job satisfaction for an individual is the sum of job satisfaction (from every aspect of work) multiplied by the degree of importance of the aspect of work for the individual. An individual will feel satisfied or unsatisfied with his work is something that is personal, that depends on how he perceives the suitability or conflict between his desires with the results of his output.

According to Herzberg as quoted by Sumantri (2001: 83)^[26], the behavioral characteristics of satisfied workers are those who have high motivation to work, they are more happy in doing their work, while the characteristics of workers who are less satisfied are those who are lazy to go to work to work, and lazy in doing his work. So it can be concluded that job satisfaction is a person's feelings or

attitudes towards the work he does, which can be influenced by various factors, both internal and external factors. Factors that affect job satisfaction can basically be two parts, namely intrinsic factors or factors originating from within the employee itself such as the expectations and needs of individuals and the second is extrinsic factors, extrinsic factors, namely factors originating from outside the employee, among others company policy, the physical condition of the work environment, interactions with other employees, payroll systems, and so on. Theoretically, the factors that can influence job satisfaction are numerous, such as leadership style, behavior, locus of control, fulfillment of payroll expectations, and work effectiveness. Indrasari (2017: 44) expresses the opinion of Chrudden and Sherman about the factors that are usually used to measure an employee's job satisfaction are: (a) job content, actual appearance of job duties and as control of the job; (b) supervision; (c) organization and management; (d) opportunity to advance; (e) salaries and other financial benefits such as incentives; (f) coworkers; and (g) working conditions.

The paradigm model of this research is as shown below

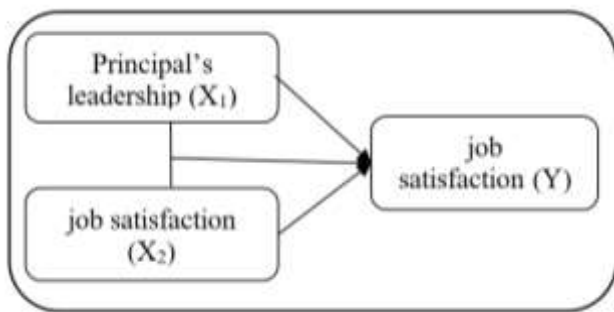


Fig 1: Research model

3. Research Method

Method used in this study is a quantitative research method that is research based on the philosophy of positivism, used to examine populations and certain samples in general, carried out by simple random sampling, data collection using research instruments, quantitative / statistical data analysis with the aim of testing hypotheses that have been set (Sugiyono, 2010: 14) [25]. The data obtained were analyzed through the application of correlation statistics.

The study was conducted at all Anugrah Foundation Schools in Tondano, Minahasa Regency, and the study period was 2 months, starting November to December 2019. The population in this study were all characteristics related to the three research variables (Sugiyono 2009: 117) [25]. As the population unit in this study were all teachers at the Anugrah Tondano Foundation in Tondano, Minahasa Regency, Indonesia.

This research uses a questionnaire technique (questionnaire) which is arranged with a number of questions using a Likert scale. Sugiyono (2015: 136) [25] suggests a Likert Scale, a measuring tool used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. Testing the validity of items used the moment product correlation technique. The price calculation of the correlation coefficient *r* value for each item with a total score is then compared with a critical value of 0.3 (Sugiyono, 2009: 142) [25]. If the correlation price of each

item in question total score produces *r* count <0.3 then the item that was aborted (invalid). The test was carried out with the help of a computer program SPSS version 23. The data collected is analyzed for testing the research hypothesis. In conducting data analysis, three stages are carried out: 1) data description stage, 2) data normality and linearity checking stage, and 3) hypothesis testing stage.

4. Result and Discussion

4.1 The relationship between the Principal's Leadership and the Teacher Performance of the

Anugrah Foundation in Tondano, Minahasa Regency
From the list of values of the F distribution shown in table 1, the price of F at the degrees of freedom (dk) of the denominator and the number of numerator 28 gives *F*table = 4.20. From the calculation of the F test it produces *F*count = 1736,235. Thus according to the regression significance testing criteria, that *F*count must be greater than *F*table obtained calculation 1736,235 > 4.20. this gives the sense that, the real direction at the 95% level of trust is real

Table 1: ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	4136.098	1	4136.098	1736.235	.000 ^b
Residual	66.702	28	2.382		
Total	4202.800	29			

a. Dependent Variable: Teacher performance
b. Predictors: (Constant), Principals's leadership

To prove the alleged relationship between variables in the population through variable relationship data in the sample, is to calculate the correlation coefficient between variables in the sample. Then the correlation coefficient is tested for significance. Thus, testing the hypothesis in this study is to test the correlation coefficient contained in the sample to be applied to the entire population where the sample was taken. The connectedness coefficient is obtained through correlation analysis, while for significance testing using the t test. The rejection of a null hypothesis is as follows; The null hypothesis is a symbol that predicts no relationship between the variables X1 and Y. The null hypothesis (H0) is rejected if the t-count is greater than the table. To test the correlation coefficient between X1 variables with Y variables using the help of the SPSS program as in the table below

Table 2: Correlations

		Teacher Performance	Principal leadership
Teacher performance	Pearson Correlation	1	.992**
	Sig. (2-tailed)		.000
	N	30	30
Principal's leadership	Pearson Correlation	.992**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the correlation analysis between X1 and Y in the table above produces a correlation coefficient *ryx1* = 0.992 at the interval coefficient of 0.80-1.00 with a very strong relationship level. Significance coefficient of *t*count = 41,668, while the price of the table at the error level is 5% (α 0.05) = 2,045, and the error level is 1% (α 0.01) = 2,756. Thus the statement can be written that, *t*count > *t*table

(41,668 > 2,045) and (41,668 > 2,756). from this statement it can be concluded accept H1 and reject H0. Therefore the research hypothesis states, "there is a positive relationship between variables X1 and Y" acceptable.

The results of the study using regression analysis showed that between Headmaster Leadership variables were significantly positively related to Teacher Performance results. The consequence of an increase in the Principal Leadership variable will be linearly accompanied by an increase in Teacher Performance results. This gives a general meaning, the importance of increasing the ability of the Principal's Leadership as a predictor of improving the quality of Teacher Performance at the Anugrah Tondano Foundation.

4.2 The Relationship between job satisfaction and Teacher Performance Anugrah Foundation in Tondano, Minahasa Regency.

From the regression coefficient table, the price of component a = - 0.639 is obtained, and the price of component b = 1.004. Price a is the magnitude of price Y if price X2 = 0, while price b is the value of the regression coefficient Y over X2. Based on the results of simple regression calculations, the price of the regression equation is obtained as summarized in table 4.23. This illustrates the relationship of X2 with Y. Constants in column B = -0,639 and variable X2 = 1,004. This can be seen in the table below:

Table 3: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.639	3.009		-.212	.833
Job satisfaction	1.004	.020	.994	49.948	.000

a. Dependent Variable: Teacher performance

The resulting regression equation is $Y = -0.639 + 1,004 X_2$. From the test results it can be predicted if the ability factor of the individual in the predictor variable (X2) is increased, there will be a significant increase in the criterion variable (Y) as a result of the correlation level of the variable X2 to Y.

The results of this study reveal the relationship between the variable Job Satisfaction is significantly positive with Teacher Performance. The consequential increase in Job satisfaction will be linearly accompanied by an increase in Teacher Performance results. This gives general meaning, the importance of improving the quality of job satisfaction as a predictor to improve the quality of Anugrah Foundation Teacher Performance results in Tondano.

4.3 The relationship between Principal Leadership and Job Satisfaction with Teacher Performance Anugrah Foundation in Tondano Minahasa Regency.

The regression coefficient obtained component price a = - 2.605, and component price b1 = 0.624, and component price b2 = 0.396. The price of a is the magnitude of the price of Y if the prices of X1 and X2 = 0, while the price of b is the regression coefficient of Y over X1 and X2. Based on the results of the multiple regression calculation, the price of the regression equation is obtained as summarized in table 4.26. This illustrates the relationship between variables X1 and

X2 with Y. Constants in column B = -2.605, variable X1 = 0.624, and variable X2 = 0.396. can be seen in the table below

Table 4: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-2.605	2.712		-.960	.345
Job satisfaction	.624	.124	.619	5.018	.000
Principal's leadership	.396	.129	.380	3.081	.005

a. Dependent Variable: teacher performance

Conclusion: based on the results of the calculation of the significance test, the p value of Sig was 0.00 and <0.05. This shows acceptance of H1 so that it can be concluded that the regression relationship between X1 and X2 with Y is significant.

The results of the study using regression analysis showed that between Headmaster Leadership variables were significantly positively related to Teacher Performance results. The consequence of an increase in the Principal Leadership variable will be linearly accompanied by an increase in Teacher Performance results. This gives a general meaning, the importance of increasing the ability of the Principal's Leadership as a predictor of improving the quality of Teacher Performance at the Anugrah Tondano Foundation.

5. Conclusion

Based on the results of the research that has been described, the authors can conclude that there is a significant relationship between the principal's leadership and job satisfaction with the performance of teachers at the Anugrah Tondano Foundation, namely:

1. There is a positive relationship between Headmaster Leadership variables and Teacher Performance, with a correlation coefficient of 0.992 at the "very strong" relationship level. This means that, the higher the leadership ability of the principal, the higher the teacher's performance results. Thus the results of teacher performance can be improved through increasing the principal's leadership variables at the Anugrah Tondano Foundation.
2. There is a positive relationship between the variable Job Satisfaction with Teacher Performance, with a correlation coefficient of 0.994 at the "very strong" relationship level. This means that, the higher job satisfaction, the higher the performance of teachers. Thus the results of teacher performance can be improved through increased job satisfaction variables at the Anugrah Tondano Foundation.
3. There is a positive relationship between the variable Job Satisfaction and the variable job satisfaction together with Teacher Performance, with a correlation coefficient of 0.996 at the "very strong" relationship level. This means that, the higher the principal's leadership and job satisfaction will jointly improve the performance of teachers at the Anugrah Tondano Foundation. Thus the results of teacher performance can be improved through increasing the principal's leadership variables and job satisfaction at the Anugrah Tondano Foundation

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