

The Influence of School Principal Leadership, Work Team, and Work Motivation on Satisfaction Work Junior High School Teacher in Minahasa District

Mario T Parinsi¹, Tinneke M Sumual¹, Riviva W Maringka^{1*}, Clay J H Dondokambey¹, Deicy Paath¹

¹Educational Management Study Program, Postgraduate Manado State University, Indonesia

*Corresponding author: rivivamaringka@gmail.com

ARTICLE INFO

Article history:

Received: April 25, 2024; Received in revised form: May 28, 2024; Accepted: June 07, 2024;

Available online: June 08, 2024;

ABSTRACT

Teachers are dissatisfied with their colleagues or work teams at school. Objective research looks at the influence of principal leadership, work teams, and work motivation on the satisfaction of Work Teachers. Method study approaches quantitatively. Results study show There is an influence of direct leadership head school to motivation Work Teachers. There is influence direct leadership head school to satisfaction Work Teacher. There is influence leadership head schools indirectly affect job satisfaction through teacher work motivation. There is an influence team directly on teacher work motivation. There is a direct influence on the work team teacher job satisfaction. There is an indirect influence of work teams on teacher job satisfaction through work motivation. There is an influence of work motivation on teacher job satisfaction. The research conclusion is that there is a direct and indirect relationship between school principal leadership, work teams, and work motivation satisfaction among Work Teachers.

Keywords: Leadership Head School, Work Motivation, Satisfaction Work Teacher, Team Work

INTRODUCTION

School is something agency education needs a leader who can pay attention to aspects of teacher job satisfaction. Teacher job satisfaction is one sign that agency education the managed And led with Good so that, can support quality improvement and the quality of that education. As is a sense of work satisfaction which obtained para Teacher nor employee education other, expected an increase Spirit all over member which exists in within the scope of the school the For can complete his tasks. As is well known, teachers are one component that has a significant role important for the running of a teaching and learning process in school. In carrying out their duties at school, Teachers cannot be separated from the leadership role of the school principal. The principal is the highest leader in the school environment school the, own role which does not lose importance in leading, arranging, supervising, and directing teachers and other educational personnel. As is known progress or setbacks that occur in a teaching and learning process including roles and responsibilities answered by the head school.

As a component of education, teachers are one of the important parts involved and have direct contact with the educational process itself. In essence, the implementation and The success of the educational process at all levels and all educational units are determined by factors Teachers, besides necessity elements support each other. Teachers can say as end spear process successful education in school because the performance that it displays, will bring significant impact on improving the quality of education. Those things that influence Teacher performance need to continue to be studied, including work motivation, job satisfaction, principal leadership, and school climate (Hosan, Komardi & Panjaitan, 2019).

The teacher tried to bring the child his education into frame and reach objective education through teaching-learning interactions. Therefore, teachers are required to have high levels of ability to carry out their duties. However, a teacher is not only required to carry out heavy tasks and activities without being noticed about well-being Good in field material or material. (Hulmawiyah, Hariani, & Yudiono, 2018). Based on previous research conducted by researchers in two State Middle Schools in the Regency Minahasa when the researcher was conducting final research at the Bachelor's level, where a teacher was found A few said that they were dissatisfied with the principal because principals were rare help teachers to solve the problems they are facing, teachers also complain that the principal has flavor empathy less regarding the teacher's complaints. Additionally, from the results of my previous interview with one of the teachers, some teachers stated that they were not satisfied with colleagues or the work team at school, because the work team is less solid, like pick and choose team Work as well as own interest which not enough For Work together team.

Relevant research is about analyzing the influence of job satisfaction on teacher performance Principal leadership as a moderating variable (survey of civil servant teachers at SMP Negeri 1 Jumapolo) Which was done (Suprayitno, & Sutarno, 2016).

METHODS

Type of Research

The thinking framework of this research is described in the research paradigm shown in Figure 1.

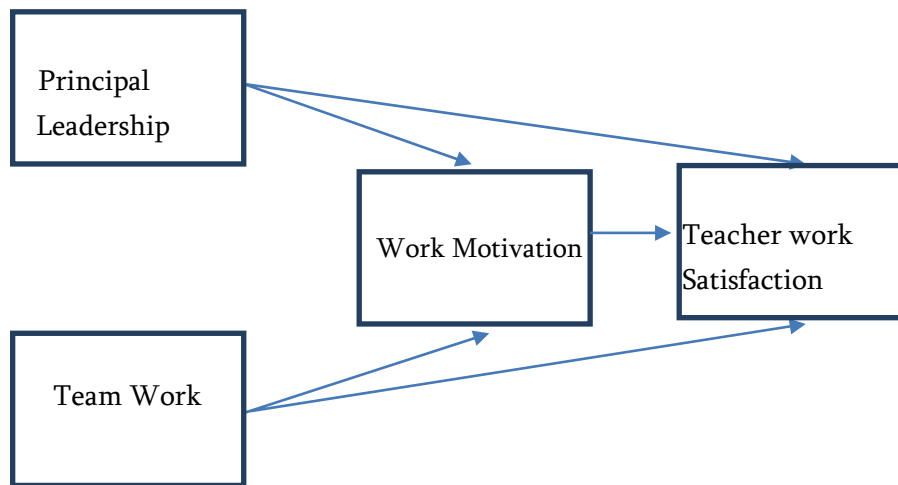


Figure 1. Paradigm of Study

For can test There is or not role or contribution variables X1 (Leadership), X2 (Team Work), X 3 (Work Motivation) and Y (Satisfaction Teacher Work), then the Hypothesis submitted in the study This is:

1. *Ha 1:* There is influence direct head leadership school to Teacher Work Motivation Junior High School Country in Regency Minahasa
2. *Ha 2:* There is influence direct leadership head school to Satisfaction Work Teacher Junior High School Country in Regency Minahasa
3. *Ha 3:* There is influence No direct leadership head school to Satisfaction Work through Motivation Work Teacher Junior High School Country in Regency Minahasa
4. *Ha 4:* There is influence direct team Work to Motivation Work Teacher Junior High School Country in Regency Minahasa
5. *Ha 5:* There is influence direct team Work to Satisfaction Work Teacher Junior High School Country in Regency Minahasa
6. *Ha 6:* There is an indirect influence of the work team on Job Satisfaction through Teacher Work Motivation Junior High School Country in Regency Minahasa
7. *H1 a 4:* There is an influence direct Work motivation towards Satisfaction Teacher Work Junior High School State in the Regency Minahasa

In this research, researchers used a quantitative approach by examining the facts that occur, and all data and information are realized in the form of numbers, with statistical analysis. Information regarding the variables in this study was obtained from respondents who were transferred in form numbers and Then analyzed (John. W, 2012). With the use method, It is hoped that data will be obtained, the results of which will be processed and analyzed, and finally, a conclusion will be reached. Conclusion This can apply to the population Which becomes the object of study.

The location used is junior high school Country throughout Minahasa Regency. According to Wahid (Son, 2021), data is information or material real Which can made base study (analysis/conclusion). The data collected can be primary, namely data obtained straight from the

source. Meanwhile, secondary data is data obtained from existing information processed by other parties, such as all kinds of documents. This primary data was obtained through questionnaire results leadership head school, work team, motivation Work And satisfaction Work Teacher.

The population in the research was 786 state junior high school teachers. Selection of the junior high school teacher population The country is the main object of this research. According to Arikunto, "Population is the whole subject study, Which related with a study which will be done". Population in study This totals 786 people. The sample used in this research is part of the total population of junior high school teachers There are 786 people in Minahasa from 58 state schools, and the sample used is from various Teachers with type sex And age Which vary.

Collecting data using questionnaires and documents. Make questionnaire questions written later will be answered by respondents or sampling. The document here is used to obtain data about the Teacher. The research uses SEM to analyze and track all variables. Technique analysis data on study This use technique of personally administered questionnaires, namely questionnaires delivered and collected directly by researchers. In this research data was tested and measured using a quantitative approach with the Partial Least Path Analysis approach Square (PLS).

RESULTS AND DISCUSSION

In this research, the characteristics of the respondents were seen from gender and age. Respondents from This study numbered 197 respondents, of which 77 were male, and for female gender amounted to 120 respondents. For age, those aged less than 40 years are the number 67 respondents, aged 40 to 50 years amounted to 84 respondents, and for ages over 50 years 46 respondents.

To see the performance of each variable the author uses the IPMA analysis technique. Analysis The performance-importance matrix (IPMA) provides additional techniques for researchers to enrich the analysis PLS-SEM, and thereby obtain additional results (Ringle, C. M & Sarstedt, M, 2016). IPMA Taking the performance of each construct into account and differentiating the total effect of the structural model (dimensional interest). Also, the average performance of each variable latent highlights important determinants For enhancement practice management (Hair, Hult, G. Q. M, Ringle, C, & Sarstedt, M., 2017). IPMA Prioritizes construction to improve certain target construction. IPMA obtains the total effect of connection construction other that is, variable Leadership, teamwork, Motivation, and Satisfaction Work (Ringle, C. M & Sarstedt, M, 2016). The performance of each variable in this study is shown in Table 1 as well as Figure 2 following.

Table 1. Mapping each Variable

Variable	Performance LV
Leadership Head School	54,147
Satisfaction Teacher	57,784
Motivation Work	53,859
Work Team	54,181

The Influence of School Principal Leadership, Work Team, and Work Motivation on Satisfaction Work Junior High School Teacher in Minahasa District

Mario T Parinsi, Tinneke M Sumual, Riviva W Marangka, Clay J H Dondokambey, Deicy Paath

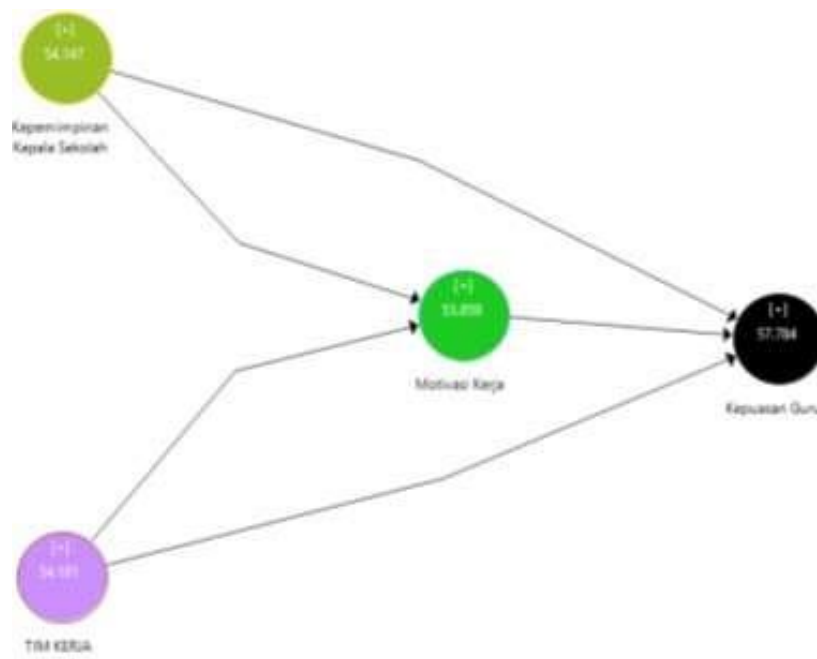


Figure 2. Mapping each Variable

In Figure 2. Mapping of each Variable can be explained that Mapping still It can be seen from the numbers listed in the column where the performance of the variables can be seen Motivation is still low compared to other variables, meaning teachers do not feel very motivated with the existing conditions, it needs improvement, which means their motivation must also be increased by their role leader And Team Work Which felt capable increase motivation. Next, compared to other variables where the performance of leadership is 54% and the work team variable also has performance is 54%, the performance of the highest variable is the Teacher Job Satisfaction variable, meaning Teachers are satisfied with the work team and the existing leadership can motivate them and also increase their satisfaction so that there is a feeling of love for their work so that it is variable this is quite good. Then too, some variables need to be improved, namely, of course, the motivation variable Using IPMA can give us information to map which variables need improvement.

The first hypothesis tests the influence of principal leadership on work motivation. The test results show that there is a significant effect. Where the p-value is below 0.05 hypothesis is First accepted. The matter proves that the Leadership Head of the school's influence with Original Samples is as big as 0.350 (35.0%).

The second hypothesis tests whether there is an influence of Principal Leadership on Satisfaction with Teacher Work. Positive p-values mean that there is an influence of Leadership on Satisfaction. Results testing shows that there is a significant effect. Where the p-value is below 0.05 hypothesis is Second accepted. Matter proves that Leadership influences Satisfaction Work with Original Samples as big as 0.730 (73.0%).

This research is in line with research conducted by Suwar, with the title "Relationships Teachers' Perceptions of Principal Leadership with Work Motivation and Job Satisfaction. Results This research

shows that: a. There is a positive relationship between teacher perceptions of leadership principals with teacher work motivation $r = 0.742$. Meanwhile $F = 100.189$ and $p = 0.000$. b. There's a relationship Which positive between the perception of Teachers to leadership head school with satisfaction Work Teacher obtained $r = 0.524$ and $F = 31,024$ And $p = 0.000$.

The third hypothesis tests whether there is an indirect influence on principal leadership on Job Satisfaction through Teacher Work Motivation. The test results show that there is a significant influence. Where the p-value is below 0.05, the third hypothesis is accepted. This proves that there is a influence significant with Original Samples as big as 0.023 (2,3 %).

The fourth hypothesis tests whether there is a direct influence of the work team on the work motivation of the Teacher. The test results show that there is a significant effect. Where the p-value is below 0.05 Fourth hypothesis is accepted. This proves the influence of the Original Sample of 0.401 (40.1%).

The fifth hypothesis tests whether there is a direct influence of the Work Team on the Job Satisfaction of Teachers. The test results show that there is a significant effect. Where the p-value is below 0.05 hypothesis Fifth accepted. Matter the proven influence with Original Samples as big as 0,13,9 (13.9%). The results of this research are in line with previous research conducted by (Saragih, 2011). suggests that there is a direct influence of work teams on teacher job satisfaction, the better the teamwork the more Good Also satisfaction Work Teachers have. Satisfaction among Work Teachers depends on the condition comfortable workplace environment, especially co-workers. According to (Ginting, 2019) Teamwork has an influence directly on the satisfaction of Work teachers, increasingly Good cooperation the team is getting greater satisfaction from Work teachers.

The sixth hypothesis tests whether there is an indirect influence of the work team on satisfaction Work through Teacher Work Motivation. The test results show that there is a significant effect. Where the p-value is below 0.05, the sixth hypothesis is accepted. This proves that influence is significant with Original Samples as big as 0.027 (2.7 %). Results study This is in line with the study done by Hadi about the influence of climate organization and teaching motivation on the performance of SMK, SMK, and MA Muhammadiyah teachers in Kudus Regency, The conclusion was obtained that the influence of the organizational climate variable (X1) and the teaching motivation variable (X2) on teacher professional performance (Y) of 0.73 or 73.0%. This figure shows that teacher performance (Y) in a way together (simultaneous) influenced by variable climate organization (X1) And variable motivation teach (X2) as big as 73.0%.

Hypothesis seventh test is there is an influence direct Motivation to Satisfaction Work Teacher. Positive P Values mean that there is a direct influence of motivation on teacher job satisfaction State Middle School in Minahasa Regency. The test results show that there is a influence significant. Where mark p Value under 0.05 hypothesis Seventh accepted. Matter the proven influence with Original Samples as big as 0.066 (6.6%). This is in line with Titin Eka Ardiana's research thesis title The Influence of Teacher Work Motivation on Teacher Performance Vocational School Accounting in Ponorogo City. The research uses survey methods, collection techniques data using a questionnaire which is then analyzed using simple regression and multiple regression assisted by SPSS Version 20. The research results show that teacher work motivation has a positive effect on teacher performance accounting for a contribution of 80.6%, the remaining 19.4% determined by factors other outside study.

The limitations of the findings and meaning of research on scientific developments are operational, The focus of this research is limited to four research variables, namely school principal leadership, work team, motivation work, and satisfaction Work Teacher Junior High School in Regency Minahasa.

CONCLUSION

In this research there is an independent variable consisting of the leadership of school principal X1, Tim Work X2, Work motivation teacher X3, and Job Satisfaction variable Y. Based on analysis of research results and discussion Which has outlined previously so can conclude that is There is influence The principal's direct leadership on the work motivation of junior high school teachers in Minahasa Regency. This means that the principal's leadership has a good influence on teacher work motivation, The better the principal's leadership can increase teacher work motivation. There is influence The principal's direct leadership on the job satisfaction of junior high school teachers in Minahasa Regency. This means that the principal's leadership has a good influence on the job satisfaction of teachers, the better the principal's leadership, the more teacher job satisfaction will increase. There is an indirect influence of the principal's leadership on job satisfaction through the Work motivation of junior high school teachers in Minahasa Regency. This can be interpreted as leadership Which is Good for motivating Work Teachers in a way No direct will give rise to as well as increasing job satisfaction for teachers. There is a direct influence of the work team on the work motivation of SMPN teachers in Regency Minahasa. Results study This shows that in Work colleagues have a very important role in increasing teacher work motivation. There is a direct influence of work teams on the job satisfaction of state junior high school teachers in Minahasa Regency. This matter is interpreted as the more Good teamwork the more Good Also satisfaction the teacher. Satisfaction with Work Teachers depends on the conditions of the workplace environment, especially comfortable co-workers. There is a team influence Work in a way No direct to satisfaction Work Teacher through motivation Work Teacher Junior High School Country in Minahasa Regency. This means that the work team through teachers' work motivation indirectly can directly increase teacher job satisfaction. There is an influence of work motivation on job satisfaction among State Middle School teachers in Minahasa Regency. This means that motivation can increase satisfaction among Work Teachers.

REFERENCES

- DS, R., Suprayitno, & Sutarno. (2016). Analysis of the Effect of Job Satisfaction on Teacher Performance with Principal Leadership as a Moderating Variable (Survey of Civil Servant Teachers at SMP Negeri 1 Jumapolo). *Journal Economy And Entrepreneurship*, 16 (1).
- Abidah, Hidayatullah, Simamora, Fehabutar, & Mutakinati. (2020). The Impact of COVID-19 on Indonesian Education and Its Relation to the Philosophy of "Freedom to Learn. *Studies in Philosophy of Science and Education*, 1 (1).

- Alwi, A. F. (2010). Pattern Coaching And Supervision Head School in Increase Discipline And Performance Teacher JUNIOR HIGH SCHOOL Country District Mites Upstream Regency Sintang.
- Amran. (2013). Influence of Work Discipline To Office Employee Performance. Department District Social Gorontalo, Journal Ichsan Gorontalo, 4 (2).
- Ginting, A. K. (2019). Influence Supervision Academic, Cooperation Team, And Locus of Controls To Satisfaction Work Teacher SENIOR HIGH SCHOOL Country in City Binjai. (Doctoral dissertation, UNIMED).
- Watch it, E. (2018). Influence Discipline Work to Performance Teacher Mts throughout the city Bookie Lampung. Al-blood E-journal Education Islam, 8.
- Hair, Hult, G. Q. M, Ringle, C, & Sarstedt, M. (2017). A Primary on Partial Least Structural Squares Equations Modelling (PLS-SEM). SAGE Publications.
- Harli, T. (2012). Active and Student-Centered Learning as a Response to Curriculum Change And Implementation Learning in School Base. Yogyakarta: Widyaaiswara LPMP.
- Hosan, Komardi, D., & Panjaitan, H. P. (2019). Influence Motivation Work, Culture School, And Principal Leadership on Job Satisfaction and Teacher Performance at Metta Maitreya School Pekanbaru. Journal Scientific Management, 7 (3).
- Hulmawiyah, Hariani, LS, & Yudiono, U. (2018). Influence of Principal Leadership, Work Discipline, And Compensation towards Satisfaction Work Teacher. Journal Research Education Economy, 3 (1).
- John. W, C. (2012). Research Design Qualitative, Quantitative, and Mixed Approaches. Yogyakarta: Library Student.
- Kusnan. (2004). Analysis Attitude Climate Organization, Ethos Work, And Discipline Work in Determine Effectiveness Performance Organization in Garrison Stay III. Program Postgraduate University Airlangga.
- Mulyani, & Jamilus. (2021). Educator Development as Human Resources in Secondary Schools On. Educative: Journal Knowledge Education, 3 (4), 1170 - 1176.
- Nurrohma, R. I., & Adistana, G. A. (2021). Application Model Learning Problem Based Learning with E-Learning Media Through Applications. Educative: Journal of Educational Sciences, 3 (4). <https://doi.org/10.31004/edukatif.v3i4.544>
- Pebrianto, Herpratiwi, & Fitriawan, H. (2021). Development of Multimedia Learning for Religious Holidays Buddhadi Bodhisattva Buddhist Sunday School. Educative: Journal of Educational Sciences, 3, 1261 - 1270. Retrieved from <https://edukatif.org/index.php/edukatif/index>
- Putra, F. (2021). The Influence of Entrepreneurship Knowledge, Family Environment and Opinion Expectations on the Interest in Online Business of Jambi University Economics Education Students. Jambi: Thesis Masters Education Economy.
- Qolb, SK, & Hamami, T. (2021). Universitas Pahlawan Tuanku Tambusai Riau). Implementation of Principles Curriculum Development towards Islamic Religious Education Curriculum Development. EDUCATIVE: JOURNAL KNOWLEDGE EDUCATION, 3 (4), 1120 - 1132. doi: <https://edukatif.org/index.php/edukatif/index>
- Rahmawati, T., & Daryanto. (2013). Assessment of Teacher Professional Performance and Credit Scores. Yogyakarta: Gava Media.

The Influence of School Principal Leadership, Work Team, and Work Motivation on Satisfaction Work Junior
High School Teacher in Minahasa District

Mario T Parinsi, Tinneke M Sumual, Riviva W Maringka, Clay J H Dondokambey, Deicy Paath

- Ringle, C. M., & Sarstedt, M. (2016). Gain More Insight from Your PLS-SEM Results: The Importance-Performance Folder Analysis, *Industrial Management & Data Systems*. 116 (9).
- Rizal, AS. (2019). The Influence of Work Motivation and Discipline on Middle School Teacher Performance. *Ulul Albab*, 3 , 15-22.
- Saragih, RP (2011). The Influence of Teachers' Perceptions Regarding Principal Leadership, Work Teams and Job Satisfaction on Organizational Commitment (Empirical Study at Medan City Tourism Vocational School). Doctoral dissertation, UNIMED.
- Sopaheluakan, N. (2020). The relationship between Principal Leadership and Work Culture and Performance of Teachers at SMA Negeri 1 Seram Barat, Seram Regency. *Educative Journal of Educational Sciences*, 9 (3), 50- 62.
- Wahid, IA. (2016). The Influence of Motivation, Work Ethic and Work Discipline on the Performance of Civil Servants Civil (Pns) at the Regional Forestry and Plantation Service of Morowal I Regency. *Catalog Journal*, Volume 4 Number 8, August 2016 pp 156-163, 4 . Retrieved from <https://media.neliti.com › media › publications>
- Joseph, R. N., Musyadad, V. F., Alexander, Y. Z., & Widiawati, D. (2021). Implications Assumption Draft Self In Adult Learning. *Educative: Journal of Educational Sciences*, 3 (4). <https://doi.org/10.31004/edukatif.v3i4.513>