

Teacher's Job Satisfaction: An Analysis of School's Principal Leadership and School Culture at the State Islamic Senior High School in Jambi Province

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Abstract: Job satisfaction in performing the task is important for the performance and productivity of a person. This study aims to analyze the influence of school's principal leadership and school culture on teacher's job satisfaction at the State Islamic Senior High School in Jambi Province. This research uses quantitative research method with path analysis technique, that is R Square analysis, partial hypothesis test with t test and simultaneously with F test, with alpha 5% (0,05). The total population are 890 teachers and 260 teachers as sample with using them as sample of area. Data analysis was done by using SPSS version 20.0 software. The result of this research has shown that the school's principal and school culture had a significant effect on teacher's job satisfaction either partially or simultaneously.

Keywords: Teacher's job satisfaction, school's principal leadership, school culture

INTRODUCTION

Teacher's job satisfaction is an important target in human resource management, which should be the school principal's attention because it either directly or indirectly affects the school organization. Teachers with their profession as educators are faced with the demands of the profession that is not light.

Knowing the teacher's strategic role, the teachers should be placed in a worthy of dignity and dignity for humanity positions. The problem of teachers is still very apprehensive, both in terms of economic conditions, recognition of status and profession, weak appreciation of teachers, lack of teacher competency standards, the need for certification, and teacher's job satisfaction as overall.

Individual performance is influenced by job satisfaction. Satisfaction itself is the feeling of the individual towards his work. This feeling is a result of an assessment of the extent to which his work as a whole is capable of satisfying his/her needs. Satisfaction is related to individual factors such as: 1) personality, 2) status and seniority, 3) compatibility with interest, 4) individual satisfaction in his/her life [1].

Based on a preliminary study at the State Islamic Senior High School in Jambi, especially in the three State Islamic Senior High School in Jambi city, State Islamic Senior High School Olak Kemang, State Islamic Senior High School Model, and State Islamic

Senior High School 3 at Jambi, obtained percentage of job satisfaction rate is at stage. That is, there should be efforts to increase teacher's job satisfaction, which is certainly influenced by work motivation, school culture and school's principal leadership. Because of the increasingly higher job satisfaction will improve the performance and overall quality of education.

In generally, the gauge salaries and benefits of teachers who received each month is in accordance with the salary scale set out in government regulations on civil servant salaries by class and working time is concerned. The amount of allowances to teachers in general is for young teachers (class III) of Rp.327.000,- and for teachers (class IV) Rp.389.000,-. For teachers who have obtained the certification of payment of the monthly salary for the teaching load of 24 hours of lessons. As for the teachers, the amount of the average salary is Rp.6.500,- per lesson. For teachers who have received certification of Rp.1.500.000 paid,- for the teaching load of 24 hours of lessons.

The amount of salary is relative and could have this condition triggered the occurrence of job dissatisfaction among the teachers at the State Islamic Senior High School in Jambi Province. Teachers who are overcome by feelings of anxiety and deprivation will find it difficult to concentrate on their tasks and obligations so that they can lead to dissatisfaction in working. Therefore, in the principle of payroll should be considered how to make teachers able to work with

satisfaction and subsequently can lead to excitement of work so as to compete to make greater achievements.

Job satisfaction of teachers can also be seen from the side of human relationships, namely the supervision has done by the principal, as well as a good colleague relationships. Supervision or guidance of the principal is the ability of leaders to provide technical assistance and behavior support to subordinates in this case to the teacher. Furthermore, job satisfaction is also related to school culture which is the values adopted by the citizens of the school.

Thus, it is important to know what variables affect the job satisfaction of teachers at the State Islamic Senior High School in Jambi Province. Furthermore, it is necessary to manage these variables in such a way as to obtain maximum results for school management. Analysis of the variables that affect job satisfaction of teachers is one means to help schools in improving teacher productivity.

LITERATURE REVIEW AND HYPOTHESIS

Teacher's Job Satisfaction

Stephen Robbins [3] that the term of job satisfaction refers to the general attitude of an individual to do his/her work. A person with a high level of job satisfaction shows a positive attitude towards the work; someone who is not satisfied with his work will show a negative attitude towards the job. Because in general when people talk about employee attitudes, more often they mean job satisfaction.

Wezley dan Yukl [2] defines job satisfaction as a way a worker feels his work. Job satisfaction is a generalization of attitudes toward his work based on various aspects of his work. Roberts & Chapman in Barry M. Staw [4], specifically, work satisfaction is associated with increases in measures of emotional stability.

In discussing this problem of job satisfaction many theories have been put forward by experts and researchers on job satisfaction, among others, with the discrepancy theory, equity theory, two factors theory, and need fulfilment theory.

Discrepancy Theory

This theory was first pioneered by Porter in 1961. He stated that "job satisfaction is difference between how much of something there should be and how much there is now" Wezley dan Yukl [5].

A person's job satisfaction is measured by calculating the difference between what should be and the perceived reality. A person's job satisfaction depends on a discrepancy between what should (hope, need, and value) be what it perceives to be achieved or

achieved through the work it does. In this case, one will be satisfied if there is no difference between what is wanted and the reality it faces.

Equity Theory

This theory was proposed by Adams in 1963, arguing that people will always tend to compare between the inputs they give to their work and the results (awards) they receive, as they compare the rewards that other employees receive with Who accepted himself for the same job [7].

According to this theory, each employee will compare the ratio of the input to him/herself with others. If a balanced comparison is considered fair (*equity*), then the employee will feel satisfied. If the comparison is unbalanced (*inequity*) but beneficial to itself can lead to satisfaction, but it can also not. But if the comparison is not balanced and benefit others, then there will be dissatisfaction.

Two Factor Theory

This theory was proposed by Frederick Herzberg in 1966, by developing two-factor theory based on motivators and hygiene factors. Hygiene factors are basic human needs, not motivating, but failure to get them causes dissatisfaction. As hygiene factors are (a) salary and benefits, (b) working conditions, (c) company policy, (d) status, (e) job security, (f) supervision and autonomy, (g) office life, and (h) personal life, while the motivator theory is the actual People to get their needs (Wibowo, 2010: 380-381).

Need Fulfilment Theory

According to Abraham Maslow, one's job satisfaction is based on the needs fulfillment, both in the form of material and non-material. This theory assumes that job satisfaction is basically when it has fulfilled the needs that exist in mankind. The theory proposed by Abraham Harold Maslow is also known as *hierarchy of needs theory*. Maslow argues that motivation is a function of the five basic needs, namely 1) physiological, 2) security, 3) social (affiliation), 4) esteem, and 5) self actualization, [6].

Thus, the synthesis of teacher work satisfaction is a feeling of pleasure in a teacher to his/her work in accordance with what he/she experienced and felt in the work, that is if a teacher's expectations are achieved that cause the teacher will like his/her job, with job satisfaction indicators in the form of job type, working conditions, supervision or leadership, relationships with colleagues, opportunities to advance as well as the salary and benefits received by the teachers.

School's Principal Leadership

Griffin and Moorhead [8] has explained that "leadership is both a process and a property. Leadership

as a process is the use of non coercive influence to direct and coordinate the activities of group members toward goal accomplishment. As a property, leadership is the set of characteristics attributed to those who are perceived to employ such influence successfully”.

Robbins *et al.* [9] defined leadership as the ability to influence a group toward the achievement of a vision or set of goals. Achua, *et.al* [10] defined leadership is the influencing process of leaders and followers to achieve organizational objectives through change Richard L. Daft [8] defining leadership means using influence to motivate employees to achieve organizational goals. Leadership means creating shared values and cultures, communicating objectives to employees through out the organization, and injecting passion to show the highest performance to employees.

Thus, it can be concluded that leadership is a process of influence undertaken by a person in managing members of his group to achieve organizational goals. The process of influencing this is certainly not by way of coercion, but how a leader is able to interact and inspire tasks to subordinates by applying certain techniques in accordance with certain situations and conditions so that what is addressed can be achieved successfully.

Leadership is a very important issue in management. Without leadership, an organization is just a mess of people and machines. And every organization should have a leader. Effective or not a leader depends on how his ability to manage or implement the pattern of leadership in accordance with the situation and conditions within the organization.

Nanus and Dobss in Syafaruddin [13] have explained that:”Leadership effectiveness-it means producing a greater social good usually by increasing organizational capital or creating harnessing social energy”.

According to H. Jodeph Reitz in Nanang Fattah [14], he has argued that factors affecting leadership effectiveness include 1) personality, past experience, and leader's expectations, 2) expectations and behaviors, 3) characteristics, expectations, and subordinate behavior, 4) task requirements, 5) climate and organizational policies, and 6) partners' expectations and behaviors.

Thus the synthesis of the school's principal leadership is the characteristics and effectiveness of leadership, so that he is able to direct the teacher well, so that teachers will have high motivation and work motivation. A good principal has the characteristics of leadership in the form of personal maturity spiritually, socially, physically, and mentally. Principals are able to

show exemplary, and can solve problems and make decisions, have honesty, and have the ability to communicate. Principals who have leadership effectiveness with indicators have a strong motivation to lead, be responsible, discipline, have a decision-making style and carry out leadership functions well.

School Culture

The word culture first appeared in 1871. This word was put forward by Edward B. Tylor who was an anthropologist. According to Tylor as quoted by Brown as in A.B. Susanto, *et al.* [11], that culture is that complex whole which includes knowledge, beliefs, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society.

Colquitt, *et al.* [12] has defined ”organizational culture as the shared social knowledge within an organization regarding the rules, norms, and values that shape the attitudes and behaviors of its employees”.

Kreitner and Kinicki [6] defined organizational culture ”the set of shared, taken-for-granted assumptions that a group holds and that determines how it perceives, thinks about, and reacts to its various environments.

This is in line with the definition of organizational culture expressed by Schermerhorn *et al.* [15] that”organizational or corporate culture is the system of shared actions, values, and beliefs that develops within an organization and guides the behavior of its members”.

Organizational culture is what will distinguish one organization with other organizations as stated by Ivancevich and Konopaske [16] that”organization culture refers to a system of shared meaning held by members that distinguishes the organization from other organizations”.

The same thing is also put forward by Terrence E. Deal and Allan A. Kennedy in Lunenburg and Ornstein [17], which states that the culture of an organization is all the beliefs, feelings, behaviors, and symbols that are characteristic of an organization. More specifically, organizational culture is defined as shared philosophies, ideologies, beliefs, feelings, assumptions, expectations, attitudes, norms, and values.

Brown [18] states that culture is refers to a set of common values, attitudes, beliefs, and norms, some of which are explicit and some of which are not. Peterson [19] defined “school culture is the set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the persona of the school”. The school culture is a collection of norms, values and beliefs,

rituals and ceremonies, symbols and stories that adorn the school's personality.

The strategy of realizing the school culture is determined by the manifestation of behavior. The culturally applied phrase can unite with the operation of a school that we tend to view as a pure routine or function by ignoring its collective impact. On the contrary, enforcement is sometimes deliberately planned such as recognizing the achievements of school heroes or to celebrate important events. The school's efforts in relation to the school culture include 1) rites, 2) ceremonies, 3) teaching and learning, 4) operational procedures, 5) rules, rules, gifts and sanctions, psychological and social support, 6) patterns community interaction and parents [20].

The importance of building a school culture is primarily concerned with achieving the goals of school education. The culture of this school will affect the motivation of teachers in work and teacher job satisfaction. Efforts to develop an organizational culture in schools are primarily concerned with the principal's role as leader and manager of the school.

The synthesis of school culture is the norms, values, and beliefs that exist in the school and embraced by all the citizens of the school, which is about the code of ethics of teachers, discipline, loyalty, professionalism and responsibility, namely the responsibility of teachers to the work it does. Various rituals and ceremonies are also conducted to foster the school culture, by coaching, setting an example, making routine events, giving judgments, and rewarding teachers who are achievers and sanctions for teachers who make mistakes or violations.

Conceptual framework

Conceptually, teacher job satisfaction variables (Y) are built on the dimensions of the work itself, human relationships, and compensation. School's principal leadership variables (X₁) are built on the dimensions of leadership characteristics and leadership effectiveness. The school culture variable (X₂) is built on dimensions of norms, values, and beliefs, as well as rituals and ceremonies. This conceptual framework can be described as follows:

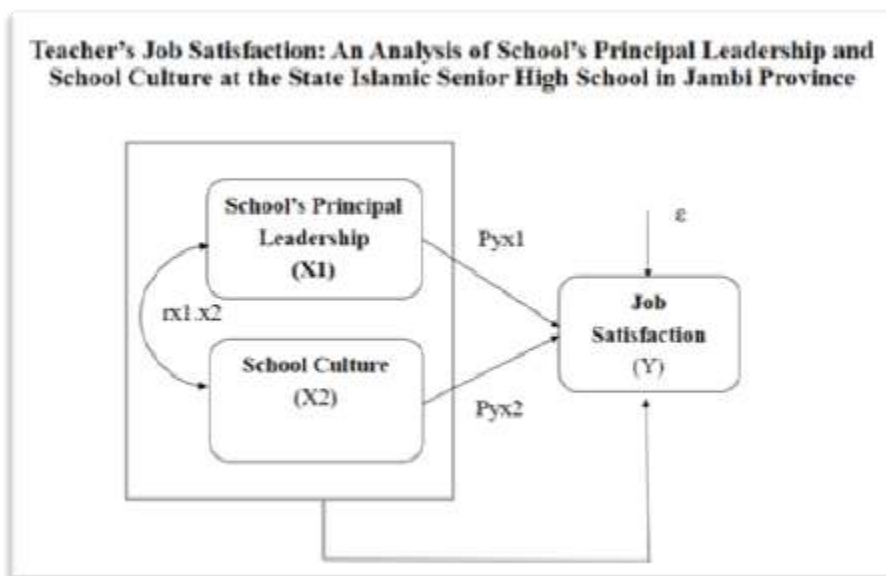


Fig-1: Conceptual Framework

Based on the research objectives, the hypothesis of this study are as follows:

- School's principal leadership of the principal has an effect on the teacher's job satisfaction partially
- School culture has an effect on teacher's job satisfaction partially
- 3.School's principal leadership and school culture affects the teacher's job satisfaction simultaneously

RESEARCH METHODS

This research is done by quantitative approach, that is by survey method and using path analysis technique, with equation $Y = Pyx_1X_1 + Pyx_2X_2 + \epsilon$, where Y is teacher work satisfaction variable, X₁ is principal leadership variable and X₂ is school culture variable.

The total population is 890 teachers at the State Islamic Senior High School in Jambi Province, and sampling with 5% error rate of 251 people, then rounded to 260 people (Sugiyono, 2007: 99). The number of samples can be said to be representative. The sampling technique is the sampling area.

The first step in conducting path analysis is to test the validity and reliability of the instrument with the classical assumption test. Before performing the data analysis, the questionnaire has been validated and calculated its reliability, then continued by testing normality, homogeneity, and linearity. Data analysis using SPSS version 20.0 application program. In doing path analysis, that is with R Square analysis, test partial hypothesis with t test and simultaneously with F test, with alpha 5% (0,05).

RESULTS AND DISCUSSION

Validity and Reliability

The purpose of validity test instrument item test is a process to see the accuracy of the instrument grain in measuring the variable in question. The valid size of the instrument item is measured from if the value of $r_{count} > r_{table}$, then the instrument is declared valid, but if $r_{count} < r_{table}$, then the instrument item is declared invalid. The validity of an instrument can be determined based on coefficient formula of Karl Pearson product moment correlation.

The result of instrument validity calculation on school's principal leadership variable can be seen in the following table:

Table-1: Validity test of school's principal leadership variable (X₁)

Stat.	r_{count}	r_{table}	Con-clusion
1	0,5106	0,361	Valid
2	0,4810	0,361	Valid
3	0,5050	0,361	Valid
4	0,3636	0,361	Valid
5	0,5060	0,361	Valid
6	0,4244	0,361	Valid
7	0,5069	0,361	Valid
8	0,3987	0,361	Valid
9	0,5219	0,361	Valid
10	0,2751	0,361	Invalid
11	0,4198	0,361	Valid
12	0,3962	0,361	Valid
13	0,6629	0,361	Valid
14	0,3851	0,361	Valid
15	0,3511	0,361	Invalid
16	0,4362	0,361	Valid
17	0,4175	0,361	Valid
18	0,5336	0,361	Valid
19	0,5003	0,361	Valid
20	0,5168	0,361	Valid
21	0,3570	0,361	Invalid
22	0,5397	0,361	Valid
23	0,4177	0,361	Valid
24	0,3619	0,361	Valid
25	0,4858	0,361	Valid
26	0,5384	0,361	Valid
27	0,0068	0,361	Invalid
28	0,5888	0,361	Valid
29	0,5544	0,361	Valid
30	0,6458	0,361	Valid
31	0,3970	0,361	Valid
32	0,3126	0,361	Invalid
33	0,4889	0,361	Valid
34	0,4305	0,361	Valid
35	0,6369	0,361	Valid
36	0,3904	0,361	Valid
37	0,4530	0,361	Valid
38	0,3938	0,361	Valid
39	0,3318	0,361	Invalid
40	0,4497	0,361	Valid

From 40 items of the school's principal leadership variable (X_1) is declared invalid as many as 6 items, namely statement number 10, 15, 21, 27, 32, and 39. Thus, there are 34 valid items can be used in subsequent tests.

The result of instrument validity calculation on school culture variables can be seen in the following table:

Table 2 : Validity test of school culture variable (X_2)

Stat.	r _{count}	r _{table}	Con- clusion
1	0,4747	0,361	Valid
2	0,1141	0,361	Invalid
3	0,5502	0,361	Valid
4	0,2849	0,361	Invalid
5	0,6098	0,361	Valid
6	0,6323	0,361	Valid
7	0,6036	0,361	Valid
8	0,5308	0,361	Valid
9	0,4456	0,361	Valid
10	0,4971	0,361	Valid
11	0,7224	0,361	Valid
12	0,5678	0,361	Valid
13	0,6919	0,361	Valid
14	0,2717	0,361	Invalid
15	0,5247	0,361	Valid
16	0,5237	0,361	Valid
17	0,6323	0,361	Valid
18	0,7258	0,361	Valid
19	0,5907	0,361	Valid
20	0,3568	0,361	Invalid
21	0,4433	0,361	Valid
22	0,3517	0,361	Invalid
23	0,2782	0,361	Invalid
24	0,6966	0,361	Valid
25	0,5142	0,361	Valid
26	0,6527	0,361	Valid
27	0,4325	0,361	Valid
28	0,4287	0,361	Valid
29	0,5532	0,361	Valid
30	0,4170	0,361	Valid
31	0,7836	0,361	Valid
32	0,5221	0,361	Valid
33	0,5043	0,361	Valid
34	0,6138	0,361	Valid
35	0,3353	0,361	Invalid
36	0,6754	0,361	Valid
37	0,4254	0,361	Valid
38	0,6389	0,361	Valid
39	0,6220	0,361	Valid
40	0,4654	0,361	Valid

From the validity test on school culture variable (X_2), it can be seen that from 40 items, there are 7 items that are invalid, that is statement number 2, 4, 14, 20, 22, 23, and 35. And 33 items are valid and can be used in subsequent tests.

The result of instrument validity calculation on teacher's job satisfaction variable can be seen in the following table:

Table 3 : Validity test of teacher's job satisfaction variable (Y)

Stat.	r_{count}	r_{table}	Con- clusion
1	0,5497	0,361	Valid
2	0,5435	0,361	Valid
3	0,3535	0,361	Invalid
4	0,5710	0,361	Valid
5	0,6343	0,361	Valid
6	0,6635	0,361	Valid
7	0,4547	0,361	Valid
8	0,2685	0,361	Invalid
9	0,6551	0,361	Valid
10	0,7018	0,361	Valid
11	0,5822	0,361	Valid
12	0,6536	0,361	Valid
13	0,7350	0,361	Valid
14	0,6611	0,361	Valid
15	0,2728	0,361	Invalid
16	0,3563	0,361	Invalid
17	0,7225	0,361	Valid
18	0,7524	0,361	Valid
19	0,3236	0,361	Invalid
20	0,3351	0,361	Invalid
21	0,5124	0,361	Valid
22	0,4900	0,361	Valid
23	0,2389	0,361	Invalid
24	0,7617	0,361	Valid
25	0,7312	0,361	Valid
26	0,6775	0,361	Valid
27	0,7167	0,361	Valid
28	0,6290	0,361	Valid
29	0,3966	0,361	Valid
30	0,3501	0,361	Invalid
31	0,5754	0,361	Valid
32	0,6948	0,361	Valid
33	0,5832	0,361	Valid
34	0,5204	0,361	Valid
35	0,6254	0,361	Valid
36	0,7291	0,361	Valid
37	0,3513	0,361	Invalid
38	0,5190	0,361	Valid
39	0,6283	0,361	Valid
40	0,6768	0,361	Valid
41	0,7386	0,361	Valid
42	0,3353	0,361	Invalid
43	0,3468	0,361	Invalid
44	0,3197	0,361	Invalid
45	0,5285	0,361	Valid
46	0,7184	0,361	Valid
47	0,7079	0,361	Valid
48	0,6977	0,361	Valid
49	0,5973	0,361	Valid
50	0,3359	0,361	Invalid

From the validity test on teacher’s job satisfaction variable (Y) there are 13 invalid items, namely statement number 3, 8, 15, 16, 19, 20, 23, 30, 37, 42, 43, 44, and 50. Thus, There are 37 statement items of teacher’s job satisfaction variable (Y) which is declared valid and can be used in subsequent testing.

From validity calculation result of valid instrument item, the instrument reliability coefficient for each research variable is as follows:

Table 4: Results of Reliability Test

Variables	Cronbach's Alpha	N of Items
School principal’s leadership (X ₁)	0,897	34
School culture (X ₂)	0,934	33
Teacher’s job satisfaction (Y)	0,957	37

Source: Output SPSS 20.00 for windows

RESEARCH RESULTS

The equation of this research model is $Y = P_{yx1}X_1 + P_{yx2}X_2 + \epsilon$. This model is used to test the hypothesis of school’s principal leadership and school culture

partially and simultaneously affect the teacher’s job satisfaction. The result of the research is the path equation based on SPSS version 20.0 as follows:

Table 5: Results of influence analysis of school’s principal leadership (X₁) and school culture (X₂) on teacher’s job satisfaction (Y)

Coefficients ^a									
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	,659	5,638		,117	,907			
	KKS_X ₁	,775	,045	,779	17,255	,000	,875	,753	,544
	BS_X ₂	,203	,069	,134	2,965	,003	,691	,193	,094

a. Dependent Variable: KKG_Y

Based on the above table, the result of path analysis coefficient is $Y = P_{yx1}X_1 + P_{yx2}X_2 = 0,779 X_1 + 0,134 X_2$. From the equation of this path analysis can be explained as follows:

- The influence of school’s principal leadership (X₁) on teacher’s job satisfaction (Y) is equal to 0.779 or 77.90%.

- The influence of school culture (X₂) on teacher’s job satisfaction (Y) is 0.134 or 13.40%.

Determination Analysis (R²)

To know the influence of school’s principal leadership and school culture simultaneously on teacher work satisfaction done through SPSS program version 20.0 as follows:

Table-6: Results of coefficient determination analysis for school’s principal leadership (X₁) and school culture (X₂) on teacher’s job satisfaction (Y).

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,880 ^a	,774	,772	7,80098	,774	389,251	2	227	,000

a. Predictors: (Constant), BS_X₂, KKS_X₁
 b. Dependent Variable: KKG_Y

Thus, it can be explained that the R value of 0.880 indicates a double correlation between school’s principal leadership and school culture with teacher work satisfaction. R Square value of 0.774 explains that the amount of influence or contribution given by school’s principal leadership variable (X₁) and school culture variable (X₂) simultaneously to teacher’s job satisfaction (Y) is 77,40%.

Other factors were found to influence teacher’s job satisfaction, apart from the two variables studied (school’s principal leadership and school culture). Contribution given from other factors is equal to 0,226 or 22,60%.

Based on the coefficient of determination regression test from the results of this study, there are many other factors that can affect the work satisfaction of teachers in addition to the principal's leadership and work culture. Other factors that can affect the job satisfaction of teachers such as work ethic, transformative leadership, organizational culture, work motivation, organizational climate, managerial discretion, work commitments and so forth. These other factors also affect the performance, effectiveness, career development, professionalism and others. This is based on the results of previous research from several researchers including:

- Working Ethos and Transformative Leadership has a positive and significant influence on the Effectiveness of Pesantren Management either partially or simultaneously [21].
- Leadership Style and Organizational Culture have positive and significant influence on teacher career development either partially or simultaneously at the ministry of religion of Jambi Province [21].
- Work Motivation and Organizational Climate have positive and significant impact on Job Satisfaction, either partially or significantly [22].
- Managerial and Cultural Knowledge Organizations have a positive and significant impact on Professionalism Principal SMP N Jambi Province

either partially or simultaneously. The better the Managerial Knowledge and Organizational Culture, the better the Professionalism of Principal of Junior High School N of Jambi Province [23].

- Employee Service Satisfaction can be improved through Knowledge Management and Work Commitment. The better Knowledge Management and Working Commitment can also increase the Satisfaction of Employee Service that is expected [24].

Partial Influence (t test) and Simultaneous Influence (F test)

One-way Annova analysis is used to answer the research problem by testing the existing hypothesis. The statistical hypothesis will be tested through t test and F test. Based on the coefficient table, the t value and sig analysis is to analyze the hypothesis test partially. Test F is done to find out whether all independent variables included in the model have a simultaneous influence (on simultaneous) to the dependent variable. Annova table in particular column F and sig serves to test the hypothesis simultaneously.

To test the first and second hypothesis, then t test is done as follows:

Table 7: t test to test the effect of X₁ and X₂ partially against Y

Variables	t _{count}	t _{tables}	Sig
School's principal leadership (X ₁)	17,255	1,6525	0,000
School culture (X ₂)	2,965	1,6525	0,003

Based on the results of the first hypothesis testing using partial test (t-test), which is processed manually and using SPSS version 20.0, then obtained the value of t_{count} of school's principal leadership variable (X₁) equal to 17,255. Since the t_{table} value for α (0.05 : 227) = 1.6525 is smaller than the t_{count} and the t_{count} is greater than the t_{table} value for α (0.01 : 227) = 2,3451 (1.6525 < 17,255 > 2,3451), then H₀ is rejected and H₁ is accepted, meaning that the path analysis coefficient is very significant, so it can be said that the direct effect given by school's principal leadership variable partially to the teacher's job satisfaction at the State Islamic Senior High School in Jambi Province is stated very significant.

Based on the results of the second hypothesis test using partial test (t-test), which is processed

manually or by using SPSS version 20.0, then obtained t_{count} of school culture variable (X₂) equal to 2,965. Since the t_{table} value for α (0.05 : 227) = 1.6525 is smaller than the t_{count} and the t_{count} is greater than the t_{table} value for α (0.01 : 227) = 2,3451 (1.6525 < 2,965 > 2,3451), then H₀ is rejected and H₁ accepted, meaning that the path analysis coefficient is very significant, so it can be said that the direct influence given by the school culture variables partially to the job satisfaction of teachers at the State Islamic Senior High School in Jambi Province is stated very significant.

To test the third hypothesis, namely school's principal leadership (X₁) and school culture (X₂) simultaneously have direct effect on teacher's job satisfaction (Y), it can be seen in the following table.

Table 8: F test to test the effects of X₁ and X₂ simultaneously on Y

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	47376,030	2	23688,015	389,251	,000 ^b
	Residual	13814,161	227	60,855		
	Total	61190,191	229			
a. Dependent Variable: KKG_Y						
b. Predictors: (Constant), BS_X ₂ , KKS_X ₁						

The third hypothesis test is done through simultaneous test (F test), namely that the school principal leadership and school culture simultaneously affect the teacher work satisfaction. From the test f or Annova test obtained F_{count} amount 389,251 with a significance level of 0.000. The effect given simultaneously is stated very significant because the value of coefficient F value obtained is 389,251 at significant level F_{table} (0,05, 2 : 227) = 3,02 and F_{table}

(0,01, 2 : 227) = 4,66 (389,251 > 3.02), then H0 is rejected and H1 accepted, meaning there is a very significant influence between school's principal leadership and school culture simultaneously on teacher's job satisfaction.

The summary of the analysis of this research model can be described as follows:

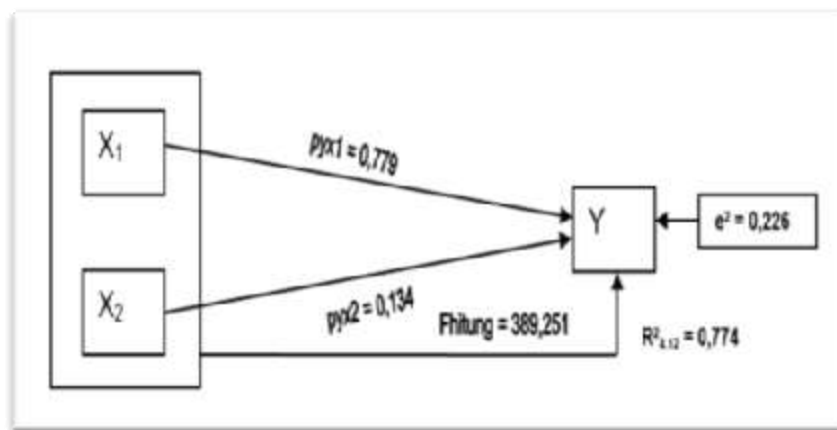


Fig-2: Standardized Coefficients, R Square, F Value

Direct influence of school’s principal leadership on teacher’s job satisfaction

The result of path analysis to the first hypothesis proves that the school’s principal leadership influence directly to the teacher’s job satisfaction is very significant with the coefficient value of the path of 0.779, it means the direct influence of 77.90%, and the coefficient t_{count} of 17.255.

From the results of this analysis proves that the high level of conformity of school’s principal leadership values, especially in dimensions 1) leadership characteristics with indicators (a) have personal maturity, (b) show exemplary, (c) can solve problems and take decisions, (d) Have honesty, (e) have communication skills, 2) leadership effectiveness with indicators (a) have strong motivation to lead, (b) responsibility, (c) discipline, (d) decision making, and (e) leadership function with the values of teacher’s job satisfaction, directly affect the achievement of teacher’s job satisfaction.

The results of this study are supported by the opinion of Adeyemi and Adu [25] which states that in schools there are three leadership styles used by school managers, namely the style of autocratic, democratic and Laissez faire. These three styles can be used to realize teacher’s job satisfaction . In line with Adeyemi and Adu's opinion, Edwards and Gill in Haruni J. Machumu, and Kaitila [26] also stated that many studies have been conducted to prove that leadership in particular leadership style influences Teacher’s job satisfaction at school. Teacher’s job satisfaction can help influence morale, motivation, and general will to maximize their teaching potential. Leadership can make organizational performance differences in addition to individual employee satisfaction.

Thus, this study proves that there is a direct significant influence between school’s principal leadership on teacher’s job satisfaction at the State Islamic Senior High School in Jambi in Jambi Province.

Direct influence of school culture on teacher's job satisfaction

The result of path analysis toward the second hypothesis proves that the school culture variable directly influence the job satisfaction of the teacher is very significant with the coefficient value of 0.134, it means the direct effect of 13.40%, and the coefficient value of t_{count} is 2,965.

Considering the relationship of these variables, this means dimension 1) norms, values and beliefs with indicators (a) teacher code of ethics, (b) discipline, (c) loyalty, (d) professionalism, (e) responsibility, 2) ritual and ceremonial with (C) create a routine event, (d) provide an assessment, (e) give rewards and punishments directly affected to the formation of teacher job satisfaction well .

If associated with the opinion of Cyril Poster [20], the school culture will direct the life of the school, based on conviction and norm, into the reality of meaning and significance. Therefore, the concept of school culture that will be studied is certainly an understanding of the concept of organizational culture that exist in educational institutions. In general, there are several variations that are considered in the definition of organizational culture. These variations appear in several characteristics, namely, the observed behavioral order, norms, dominant values, philosophy, rules and feelings.

Thus it can be concluded that school culture directly affects the work satisfaction of teachers at the State Islamic Senior High School in Jambi in Jambi Province.

Direct effect of school's principal leadership and school culture simultaneously on teacher's job satisfaction

The result of path analysis to the third hypothesis proves that the school's principal leadership and school culture simultaneously have a very direct effect on teacher's job satisfaction with direct influence of 0.774 or 77.40%, and the value of coefficient F_{count} of 389,251.

This opinion is in line with what Zornitsky proposes in Jung Tsun Liu [27] which states that job satisfaction is related to the level of customer satisfaction. While Bettencourt and Brown in Jung Tsun Liu stated that teachers' perceptions, job satisfaction, and work equity, teachers tend to offer better service behavior to their students when teachers have higher levels of job satisfaction.

The results show that the principal's leadership and school culture together influence teacher's job

satisfaction. Teachers who have high job satisfaction have been shown to be influenced by principal leadership factors, as well as school culture that is considered good enough by teachers at the State Islamic Senior High School in Jambi.

CONCLUSION

- The school's principal leadership has a direct effect on the teacher's job satisfaction at the State Islamic Senior High School in Jambi Province. That is, the effect given is very significant. The high or low characteristic and effectiveness of leadership have a very significant effect on teacher's job satisfaction.
- School culture has a direct effect on teacher work satisfaction at the State Islamic Senior High School in Jambi Province. High or low values, norms, and beliefs, as well as rituals and symbols about the cultures that exist in schools have a very significant effect on teacher's job satisfaction.
- School's principal leadership and school culture simultaneously have a direct effect on teacher's job satisfaction at the State Islamic Senior High School in Jambi Province very significantly. The higher the school's principal leadership and school culture, the higher the influence will be given to the teacher's job satisfaction.

RECOMMENDATION

Based on the results of the research, it can be recommended that the teacher's job satisfaction can be realized properly, if the school's principal leadership, school culture, and teacher's work motivation is maintained and nurtured at the State Islamic Senior High School in Jambi Province.

In this section it is suggested to the principal, teachers, and the Head of Religious Affairs Office of Jambi Regency/City and Province, as well as subsequent researcher in order to improve teacher work satisfaction by building good leadership, building school culture and teacher work motivation in order to build teacher work satisfaction especially at the State Islamic Senior High School in Jambi in Jambi Province.

So to broaden and deepen the research findings, it is necessary to do further research on similar topic of study, with the intention to improve teacher's job satisfaction.

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