The Influence of Principal's Leadership and School Organizational Climate on Teacher's Job Satisfaction

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Abstract: The objectives of this study: 1) to determine the influence of the principal's leadership on teacher's job satisfaction; 2) to determine the effect of school organizational climate on teacher's job satisfaction; and 3) to find out jointly the influence of the principal's leadership and school organizational climate on teacher's job satisfaction. This research was carried out at SD Negeri Gugus 2, Teluk Gelam District, Ogan Komering Ilir Regency with a total research sample was 71 teachers. Data collection techniques were carried out through observation, documentation studies, and distribution questionnaires. The validity test uses construct validity, while the reliability test uses Cronbach's Alpha. Linearity Test and Normality Test. The results of this research are: 1) there is a partially significant influence between leadership on teacher's job satisfaction; 2) there is a partially significant influence between organizational climate on teacher's job satisfaction; and 3) there is a simultaneous influence between leadership and organizational climate on teacher's job satisfaction. This study recommends all schools in Indonesia should have good principal's leadership and organizational climate, in order to have good teacher's job satisfaction.

Keywords: Leadership, Organizational Climate, Teacher's Job Satisfaction

A. Introduction

Naturally, the principal, who oversees the continuation of operations at the school, is the leader in charge of the operational activities of the school as an organizational structure. As the most senior leader within the educational institution, the principal plays a crucial role in determining the overall growth and development of the school as an operational and managerial entity within the education sector. As a result, the organizational institution that the school principal leads will be impacted by the leadership style and attitude he employs.

The school principal naturally has the power to set up and oversee the operations of the institution of higher learning that he heads. For the educational institution he oversees to achieve its objectives, the principal of the school must cooperate with the

teaching and support staff that work there and must be able to persuade them to accept an invitation to participate. Consistent with the preceding assertion, Siagian (2009) defines leadership as the capacity of an individual to persuade others-in this example, their subordinates-to carry out their wishes. Of course, the school principal needs to build positive working connections and effective communication with the teaching and education staff as well as other stakeholders to collaborate and influence his subordinates. The school principal may easily influence the teaching and education staff, who are his subordinates and work together to accomplish his desired goals by fostering effective communication between the two groups.

Sutrisno (2009) defines leadership as the capacity to persuade others through direct and indirect communication to get them to the point of complete comprehension, awareness, and happiness with the leader's will. Therefore, to fulfill his vision and goal as a leader, the school administrator needs to be able to communicate with the educators and staff members at the school. According to Mulyasa (2006), the leadership of school principals is centered on developing the curriculum and learning, staff development, learning supervision, learning programs, assessing the programs that teachers and students are enrolled in, action research, organizing resources, and continuously raising the caliber of learning processes and outcomes. Yulk (2010) asserts that all school components are supposed to be influenced by the principal's leadership in how they interpret external events.

Teaching and support personnel at schools, as organizational institutions in the education sector, come from a variety of backgrounds and cultures. On the one hand, they share the same aims and purposes and are unified under a single organizational educational institution known as a school. As an organizational climate, the school setting is where the managers' and actors' varied natures and traits come together to form what is known as the work environment. As a result, it is challenging for a school principal to reconcile the needs and aspirations of individuals who exhibit disparate behaviors inside the school's organizational structure. According to Wirawan (2007), the material culture that shapes members' perceptions of the organization's beliefs and objectives is referred to as the organizational climate. According to Zulkiram et al. (2013) organizational climate refers to the psychological and/or work environment that employees or members of the organization experience and are thought to have an impact on their work attitudes and behavior. As a result, the attitudes and behaviors of those who work there are influenced by the organizational climate.

Since the school is a place of learning, the principal needs to be able to make the school welcoming to all students. Naturally, the teacher, who is in charge of planning and executing the teaching and learning activities, would feel at ease conducting them in a nice school atmosphere. They'll think they're working in a serene, joyful environment. Any aspirations the school may have as an organization can be effortlessly attained if circumstances such as these are engrained in their

spirits. Instructors will be inspired to work more and engage in healthy competition to produce high-quality, engaging, and creative learning experiences for their pupils.

The school administrator will be able to easily organize and influence educators to perform better if they feel at ease doing their jobs in the organizational climate of the school. Furthermore, it is guaranteed that whatever assignments the administrator assigns them will be completed with a joyful heart and a calm spirit if educators receive encouragement from the principal of the school while performing their daily responsibilities and even feel safe doing so. According to Sunyoto (2013), a person's level of happiness with their employment is reflected in their job satisfaction. Therefore, to attain employee work satisfaction, a leader must constantly inspire and exert influence. Every person at work always performs different tasks by the work that he completes. The movements that make up this activity are referred to as work. People labor because they have needs that must be satisfied, which puts pressure on them to work because of this internal dependency. According to Rivai (2011), intrinsic and extrinsic elements are the two main categories of factors that can affect an employee's job happiness. Factors known as intrinsic are those that come from within a person and are present in every worker from the moment, they begin their employment. Extrinsic elements, on the other hand, are things that are external to the employee and include things like the payment system, relationships with coworkers, and the physical state of the workplace.

Job satisfaction will arise naturally if educators and support personnel at schools are at ease performing their jobs. They want to finish the job that is given to them as soon as possible and do their best to produce high-quality work outcomes so that the school where they work is also of high caliber. According to Sutrisno (2020), an employee's attitude toward their work is influenced by a variety of elements, including the work environment, inter-employee collaboration, incentives given to them at work, and issues about psychological and physical health. To help teachers and other educational staff feel satisfied in their jobs, school principals must make sure that the physical elements necessary to support them in finishing their tasks are available, provide all the facilities necessary to support the smooth execution of their duties, act as a motivator for teachers and staff in their work, give them the freedom to innovate and work toward the school's established vision and mission, and give them allowances or rewards for the results of their labor. Thus, they believe psychologically that their benefits correspond to the amount of effort and thought they put out. In addition to performing their duties as educators, teachers' job satisfaction is also influenced by other factors like their relationships with other educators, their leadership in communicating with the principal, their adherence to school policies, and their comfortable learning environment. Teachers' emotional states toward their profession might be either joyful or unpleasant when it comes to job satisfaction. A person's attitude toward work and everything in the workplace is a good indicator of how they feel about their employment, which is reflected in their level of job satisfaction (Manullang, 2018).

Researchers discovered several things based on their observations conducted on May 4, 5, 6, and 7, 2023, at 6 SD Negeri Gugus 2, Teluk Gelam District, Ogan Komering Ilir Regency. The first finding states that while the principal of the school run by the Gugus 2 Teluk Gelam District, Ogan Komering Ilir Regency, has generally fulfilled his leadership responsibilities, he has also shown that he is a motivator for the teachers under his direction, albeit not in an effective manner. Ideally, the researcher saw that the principal did not consider the outcomes of the teachers' and educators' obligations being implemented the next day, instead asking them about how their duties were carried out for the day.

The infrastructure and facilities available to support the seamless implementation of teaching process activities are not ideal; in some schools, researchers continue to find teachers searching for resources they can use to instruct in the classroom, even though these resources are no longer available in the staff section or teacher's room. education, so that educators can perform their jobs with the least amount of equipment and support. Another observation was made in a school where the principal, in his capacity as a leader, had not yet arrived. This led the author to speculate about the principal's function as a motivator, helping to steer and guide teachers in the performance of their duties. The researcher saw that several teachers conducted their lessons in the classroom without the use of instructional technology and that students were assigned to summarize the lessons they had just finished.

The researcher questioned him about why he used such teaching techniques and learning strategies once the lesson was completed. The student handbook was still in the library, the teacher impromptu said, adding that the library personnel typically arrived two or three hours after class. This circumstance demonstrates how inadequate the principal's managerial responsibilities are in the school he oversees. The researcher learned that teachers occasionally feel lazy about carrying out learning activities in class because they still lack the infrastructure and facilities they need to support teaching and learning in the classroom from her brief interviews with several teachers in various schools about the state of their institutions. Giving students notes or assignments is how they assist the seamless operation of teaching and learning activities. If this situation keeps happening, pupils will get increasingly bored and sluggish when it comes to studying in class. Based on almost the same findings in several schools in Gugus 2 Teluk Gelam District, the researcher intends to conduct further research by titling this research "The Influence of Principal's Leadership and School Organizational Climate on Teacher's Job Satisfaction".

B. Methods

The study was conducted in the South Sumatra Province's SD Negeri Gugus 2, Teluk Gelam District, Ogan Komering Ilir Regency. In this study, researchers employed quantitative research methodologies as their research methodology. Quantitative

research methods are those that are grounded in positivism and are employed to study certain populations or samples (Sugiyono, 2010). However, qualitative research, in the words of Riduwan (2013), is an in-depth examination of issues based on attempts to test preexisting theories, which include variables that can be measured with numbers and statistically analyzed to ascertain the validity or invalidity of a theory's generalization. This is a teacher who teaches at Gugus SD Negeri 2, Teluk Gelam District, Ogan Komering Ilir Regency. A population is a category for generalization that includes things or persons chosen by researchers to be investigated and from which inferences are subsequently made because they possess particular traits and attributes (Riduwan, 2014). The study's population consisted of 72 respondents who were teachers at 6 Gugus 2 State Elementary Schools in Teluk Gelam District, Ogan Komering Ilir Regency. These teachers were the research subjects. According to Arikunto (2010), to ensure that the research is population research, it is preferable to include a sample size of fewer than 100. Thus, all of the instructors who worked at SD Negeri Gugus 2 in Teluk Gelam District, Ogan Komering Ilir Regency, or 72 respondents, made up the sample size employed in this study. The following are the methods used in this study to acquire data:

1. Observation, according to Arikunto (2019), the act of monitoring attention to an object through the use of all sense organs is referred to as observation, or simply observing.
2. Documentation, according to Sugiyono (2019), is a method of gathering information from a variety of sources, including books, archives, records, written numbers, and photos that can be utilized to support research.
3. Survey, according to Umar (2019), the Likert scale is used to rate assertions reflecting a person's attitude toward various topics, such as good or bad, agree-disagree, and happy-displeased.

C. Results and Discussion

1. The Influence of Leadership on Teacher's Job Satisfaction at Gugus 2 Public Elementary School, Teluk Gelam District, Ogan Komering IIlir Regency

Table 1. T-test Leadership Variables (X1) and Job Satisfaction (Y)

Coefficients			
Model		T	sig.
1	Constant	3,591	,000
	Leadership (X1)	3,196	,002

a. Dependent Variable: Job Satisfaction (Y)

To test the hypothesis that the researcher proposed in this study, the researcher used the t-test technique. The t-test was used to determine whether there was a significant partial influence between one independent variable, namely leadership, on one dependent variable, namely job satisfaction. The calculation results show that the leadership variable (X1) against the job satisfaction variable (Y) shows that; The t value = 3.196 is greater than the t-table value of 1.980 with a significance level = 0.002

< (α) 0.05, (t-table is obtained from df (n-2) 72 – 2 = 70 so the t-table value is 1.980), this shows Ho is rejected and Ha is accepted, which is partially meaningful, the leadership variable has a significant influence on teacher's job satisfaction in SD Gugus 2, Teluk Gelam sub-district, Ogan Komering Ilir district. This data demonstrates how the leadership of the principal affects teachers' job satisfaction in educational settings. Sutrisno (2020) defines leadership as the action of guiding and persuading others to work together toward the achievement of the desired goals to accomplish the desired aims. In keeping with Sutrisno's previous assertion, Wijono (2018) states that leadership is a process that a leader recognizes as necessary to inspire followers or subordinates to want to strive toward the objectives. The leadership style that the school principal employs with the teachers at Cluster 2 Elementary School Cluster 2, Teluk Gelam sub-district, Ogan Komering Ilir district, has a significant impact on the school's ability to achieve its goals. This is because it encourages teachers to collaborate and work with enthusiasm and job satisfaction to achieve the principal's desired outcomes.

The findings of a study by Juniarti et al. (2020) show that job happiness and the principal's leadership style have a highly significant positive relationship with teacher performance. When combined, job satisfaction and organizational commitment have a beneficial impact on teacher performance. Prabowo et al. (2023) research as well as other factors not covered in the study had an impact on the remaining 78.5% discovered that the Pangkalan Lampam District's State Middle School teachers' performance was 16.1% impacted by the principal's leadership. The Pangkalan Lampam District's State Middle School teachers' performance is influenced by the school committee's function to the tune of 8.5%. Additionally, additional research clarifies that leadership concurrently contributes to teachers' job happiness in a good and noteworthy way. Put differently, leadership has an impact on teachers' job satisfaction at SMPN 1 Banuhampu. With a coefficient of determination of 37.8%, the contribution of the influence of the variables above (X) is obtained (Husna, 2021). This is because leadership is the primary element influencing job happiness. Long- and short-term organizational strategies will be influenced by leaders and their leadership philosophies. For their team members to follow and complete each task in compliance with the relevant standards and regulations, leaders must be able to control their thinking (Tanjung & Frinaldi, 2023).

2. The Influence of Organizational Climate on Teacher Job Satisfaction at Gugus 2 Public Elementary School, Teluk Gelam District, Ogan Komering IIlir Regency

Table 2. T-test for Organizational Climate Variables (X2) and Job Satisfaction Variables (Y)

Coefficients			
Model		T	sig.
1	Constant	7,617	,000
	Organizational Climate (X2)	2,471	,002
a. Dependent Variable: Job Satisfaction (Y)			

The results of the t-test calculation can be explained that the organizational climate variable (X2) on the job satisfaction variable (Y) shows that; The t-value = 2.471 is greater than the t-table value of 1.980 (t-table is obtained from: df (n-2) 72 – 2 = 70 so the t-table value is 1.980). with a significant level = 0.002 < (α) 0.05, this shows that Ho is rejected and Ha is accepted which is significant. Partially, the organizational climate variable (X2) has a significant influence on the job satisfaction variable (Y). The findings of this research demonstrate that at the SD Gugus 2, Teluk Gelam sub-district, Ogan Komering Ilir district, the organizational environment has an impact on teachers' job satisfaction. Organizational climate is a representation of agreement between leaders and followers on aspects of accomplishing organizational objectives, like procedures, practices, and the style of leadership of the leader. In the meantime, according to Wirawan (2017), organizational climate is a collection and pattern of the work environment that determines when and how motivated subordinates are to focus on completing their tasks, which directly affects how well they perform in reaching organizational goals.

The principal's ability to establish an organizational climate that inspires teachers to work hard toward the principal's intended goals will determine how successful he is in reaching his goals for the school. According to Agustinus (2022) findings, PT. Andalas Karya Mulia Pekanbaru's organizational atmosphere significantly improves employee job satisfaction. The findings of Wijaya Kesawa's investigation (Kesawa et al., 2016). The study's findings demonstrate that there is a positive relationship between organizational climate and organizational commitment, as well as a positive relationship between job satisfaction and organizational commitment. Additionally, it has been demonstrated that job satisfaction, acting as a mediator, directly affects this relationship. The findings of research by Agustinus (2022) and Kesawa et al (2016) are comparable in that they show that job satisfaction among employees or teachers is significantly impacted by the organizational climate.

This research is supported by additional studies, which also demonstrate that the variable's coefficient value The organizational climate of SDIT Tunas Ilmu Tanjungpinang influences teacher job satisfaction by 61.7%, according to the research's R square value of 0.617, or 61.7% (Kusumah, 2021). The study Sukriani et al. (2023) further clarifies the conclusion that teacher work satisfaction is influenced by organizational climate to some extent. The computed F value yields the number 67.300 with a significance level of 0.000 for the F-table value, which is known to be 3.16, according to the simultaneous testing findings. It can be understood that the aforementioned data indicate a computed F value of 67,300 and a significance of 0.000. The computed F calculation is 67,300 > F-table 3.16 and the Sig value (0.000) < 0.05, as demonstrated by using a level (Alpha) = 0.05 or 5%. The most recent study's findings indicate that primary school teachers' job satisfaction and school organizational climate are positively correlated, as indicated by the straightforward regression equation = 27.783+0.847X2 (Setiyani et al., 2024).

3. The Influence of Leadership and Organizational Climate on Teacher Job Satisfaction at Gugus 2 Public Elementary School, Teluk Gelam District, Ogan Komering Ilir Regency

Table 3. Testing Method for Leadership Variables (X1) and Organizational Climate Variables (X2) Against Job Satisfaction Variables (Y)

Variables Entered/Removed[a]			
Model	Variables Entered	Variables Removed	Method
1	Leadership (X1)[b] Organizational Climate (X2)[b]		Enter

      a.   Dependent Job Satisfaction Variable (Y)
      b.   All requested variables entered

Based on the results of calculations using SPSS 25 for Windows, it can be seen that the Fcount obtained is 5.328> F-table = 2.74 (f-table is obtained from df = n – k – 1 = 72 - 3 – 1 = 68, so the value of f-table is 2.07). and the level of simultaneous significance is 0.001<(α) = 0.05 so Ho is rejected and Ha is accepted. Meaning: Ha: shows that leadership and organizational climate have a significant effect on teacher job satisfaction at SD Negeri Gugus 2 Teluk Gelam District. This evidence shows that leadership and organizational climate factors have a significant influence on teacher job satisfaction in carrying out their duties at school. Good teacher leadership can raise the enthusiasm and motivation of teachers' work and the working climate conditions created by the school principal contribute to teachers achieving satisfaction in carrying out their work at school.

This research was supported by Rismawati et al. (2023) The study's findings for the first hypothesis showed that there is a significant relationship between participative leadership style and job satisfaction at Nurul Huda Baros Vocational School in Serang Regency (t-count> t-table, 2.433 > 2.037) with a significance level < 0.05); for the second hypothesis, there was a significant relationship between organizational climate and job satisfaction at Nurul Huda Baros Vocational School in Serang Regency (t-count > t-table, 4.572 > 2.037) with a significance level < 0.05); and for the third hypothesis, there was a significant relationship between F-count > F-table (11.833 > 3.305) with a significance level < 0.05. Therefore, in Nurul Huda Baros Vocational School in Serang Regency, the organizational atmosphere and participative leadership style have a big impact on employees' job satisfaction. Research has differences in participative leadership.

D. Conclusion

From the results of the research conducted by researchers, it can be concluded as follows:

1. There is a partially significant influence between leadership on teacher job satisfaction at SD Negeri Gugus 2, Teluk Gelam District, Ogan Komering Ilir Regency, where t = 3.196 > from t-table 1.980.
2. There is a partially significant influence between organizational climate on teacher job satisfaction at SD Negeri Gugus 2, Teluk Gelam District, Ogan Komering Ilir Regency, where t = 2.471 > from t-table 1.980.
3. There is a simultaneous influence between leadership and organizational climate on teacher job satisfaction at SD Negeri Gugus 2, Teluk Gelam District, Ogan Komering Ilir Regency, where the calculated f value = 5,328 > more than f.

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