

Contribution Principals Leadership and Teacher's Responsibility Toward Teacher's Job Satisfaction in Gugus IV Public Elementary School, Kuranji District

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Abstract—This study aimed to find out the contribution principals leadership and teacher's responsibility towards to teacher's job satisfaction in Gugus IV Public Elementary School, Kuranji District, both partially and simultaneously. This study belonged ex-post facto approach. The population in this study were 102 teachers in Gugus IV Public Elementary School, Kuranji District. Sampling technique utilized stratified proportional random sampling were 86 teachers. Analysis data conducted by using partial correlation and multiple linear regression. The results of this study showed that: (1) there is a contribution of principals leadership towards to teacher's job satisfaction with the value 3.6% (2) there is a contribution teacher's responsibility towards to teacher's job satisfaction with the value 3.1% (3) there is a contribution principals leadership and teacher's responsibility towards to teacher's job satisfaction with the value 5.9%. based on the findings it could be concluded that there is a contribution principals leadership and teacher's responsibility towards to teacher's job satisfaction in Gugus IV Public Elementary School, Kuranji District.

Keywords—*principals leadership; teacher's responsibility; teacher's job satisfaction*

I. INTRODUCTION

School is an education unit that organizes formal education. Schools have various objectives, according to the type of level. Elementary School is a provider of basic education specifically designed for families in the community and high school. Teachers are the spearhead of school success, because teachers play an important role in carrying out student learning activities in schools in order to achieve educational goals.

The success of the teacher in carrying out the duties or obligations to achieve the function and purpose of education is determined by the satisfaction received by the teacher in carrying out his duties. Job satisfaction is one of the important factors to get good work results. Job satisfaction can spur better work performance. Therefore, compilation of someone feels satisfaction in working successfully he will ask as much as possible with all the abilities he has to complete his work assignments. This is in accordance with the opinion of

someone with a high level of job satisfaction shows a positive attitude towards work [1].

Based on the author's observations and interviews with several teachers at the Public Elementary School in Kuranji Sub-District in February 2017 discussed how the level of teacher job satisfaction is low. In school there seemed to be a problem with job satisfaction: 1) the teacher complained, 2) the work environment was uncomfortable, 3) the personal communication was less comfortable, 4) the teacher's incentives were not paying attention, 5) the headmaster more demanding incomplete teacher facilities, 6) low work performance, 7) low quality of awards.

By looking at the phenomenon in this field, if conditions like this are allowed to continue continuously, it is feared that it will have a negative impact on education in Public Elementary Schools in Kuranji District. Researchers really need to do research on what factors influence teacher job satisfaction and the big factors that contribute to work factors in the Public Elementary School Kuranji District.

The problem of this research is the priority of the principal's leadership and the teacher's responsibility for teacher job satisfaction in Kuranji Sub-District, Padang City. The purpose of this study was to study school leadership participation and teacher responsibility towards teacher job satisfaction at Gugus IV Public Elementary School, Kuranji Subdistrict

II. LITERATURE THEORY

Job satisfaction is a way of looking at someone both positive and negative about their work [2]. Furthermore, that job satisfaction is not a simple matter, both in terms of the concept and in the meaning of its analysis because job satisfaction has a variety of connotations. It is understandable that someone with a high level of job satisfaction will show a positive attitude towards his work, whereas someone who is not satisfied with his job will show a negative attitude towards his work.

Teacher job satisfaction is the teacher's perception and the value of work environment characteristics such as

compensation, autonomy, co-workers, and productivity [3]. Lester also added teacher job satisfaction as the extent of acceptance and values of a teacher to the many factors such as evaluation, co-worker relations, responsibility, and appreciation. If the teacher achieves job satisfaction, they will do a good job according to the purpose of the education.

Based on some of the above meanings it can be concluded that job satisfaction is a person's psychological or emotional state in the form of feeling happy, relieved, satisfied and not complaining about work and work environment and the results of his work. Furthermore, what is meant by teacher job satisfaction is the teacher's emotional state in the form of feeling happy, relieved, satisfied and not complaining about the work and work environment (school) and the results of his work.

Responsibility is the necessity of someone as a rational creature and free not to dodge and provide an explanation of his actions, as well as retrospectively or prospectively [4]. Meanwhile, responsibility is the attitude of accepting obligations and duties [5]. These duties and responsibilities are closely related to the abilities that are required to assume the profession. This basic ability is nothing but the competence of teachers [6].

From several definitions of responsibility above, it can be concluded that the teacher's awareness of intentional and unintentional actions in carrying out tasks and obligations is made aware of professional judgment appropriately. Responsibility is the key to achieving a goal.

Stogdill in Nurhizrah argues that leadership as a process influences people in the organization to carry out activities to achieve a predetermined goal [7]. M. Limpham in Muktar defines leadership as a behavior of someone who initiates a new structure in integrating on a social system, both regarding goals, objectives, configurations, procedures, inputs, processes, and outputs on the social system [8].

"Leadership" is the process of directing and influencing the task related activities of a group member. "This opinion suggests that a leader must try to move his subordinates optimally so that they can collaborate productively to achieving goals [9]. The principal's leadership is a person's skill to influence, mobilize, guide, and motivate others in carrying out educational activities so that activities carried out are more effective and efficient in achieving educational goals [10].

From several opinions expressed above, it can be concluded that the principal's leadership is that school behavior affects the behavior of teachers / employees to want to carry out their respective duties and work together to achieve predetermined educational goals.

III. METHODOLOGY

This study uses quantitative methods of ex post facto research types. This study places research variables on two groups of variables, namely the independent variable and the dependent variable. As the independent variable is the principal's leadership (X1) and teacher's responsibility (X2), while the teacher's job satisfaction (Y) is the dependent variable. Through a correlational approach, the results of this

study reveal the contribution of each independent variable to the dependent variable, both individually and collectively.

The study population amounted to 102 people scattered in the IV group. The number of study samples was 86 teachers, where the determination of samples was randomly selected at each strata. This is done so that each individual gets the same opportunity to become a research sample.

IV. RESULTS

There are three hypotheses that support this research, namely (1) related to the principal's leadership contribution to teacher job satisfaction, (2) to teacher job satisfaction. The first hypothesis that supports this research is the leadership of principals who contribute to teacher job satisfaction. The results of the calculation of the principal leadership coefficient with teacher job satisfaction are 0.188, the results of the analysis can be seen in Table I below.

TABLE I. SUMMARY OF RESULTS OF THE ANALYSIS OF THE CORRELATION BETWEEN PRINCIPAL LEADERSHIP VARIABLES (X1) AND TEACHER JOB SATISFACTION (Y)

Correlation	(r)	(r ²)	Contribution	P
r _{X₁Y}	0.188	0.036	3.6%	0.001

The regression equation explains that $\hat{Y} = 111,266 + 0.169 X_1$ each increase in headmaster leadership by 1 scale will contribute to the improvement of the principal's leadership by 0.169 scale. While the teacher job satisfaction score is 111,266 scales without the leadership of the principal. For example, a teacher has a principal's leadership score of 100 scales, then the next task can be predicted at $\hat{Y} = 111.266 + 100 \times 0.169 = 128.166$.

The second hypothesis tested in this study is that teacher responsibility contributes to teacher job satisfaction. To find out the contribution of teacher responsibility to teacher job satisfaction is used simple correlation analysis. The results of the calculation of the correlation coefficient teacher responsibility with teacher job satisfaction is 0.175. A summary of the results of the analysis can be seen in Table II below.

TABLE II. SUMMARY OF THE RESULTS OF THE ANALYSIS

Correlation	(r)	(r ²)	Contribution	P
r _{X₂Y}	0.175	0.031	3.1%	0.001

The regression equation $\hat{Y} = 109,894 + 0.188 X_2$ explains that teacher responsibility of 1 scale will contribute to teacher job satisfaction of 0.188 scale. While the teacher job satisfaction score already exists at 109,894 scales without teacher responsibility. For example, a teacher has a teacher responsibility score of 100 scales, so teacher job satisfaction can be predicted at $109,894 + 100 \times 0.188 = 128,694$.

The third hypothesis tested in this study is the principal's leadership and teacher responsibility jointly contribute to teacher job satisfaction. To test this hypothesis is done by multiple correlations of principals' leadership and teacher responsibility together with teacher job satisfaction of 0.242 results calculations can be seen in Table III.

TABLE III. SUMMARY RESULTS OF CORRELATION ANALYSIS BETWEEN PRINCIPAL LEADERSHIP VARIABLES (X1) AND TEACHER RESPONSIBILITIES (X2) ON TEACHER JOB SATISFACTION (Y)

Correlation	(r)	(r ²)	Contribution	P
$r_{X_1X_2Y}$	0.242	0.059	5.9%	0.001

The regression equation model $\hat{Y} = 128.166 + 128,694 + 95,252$, explains that the direction coefficient X1 is 128,694 and the X2 coefficient is 95,252. This means that every increase in headmaster leadership (X1) of 1 scale will contribute to teacher job satisfaction (Y) of 128,694 scale, and teacher responsibility (X2) of 1 scale will contribute to teacher workload (Y) of 95,252. Previously the value of teacher job satisfaction was as large as a constant of 128,166 scales without the influence of the two predictors. For example, suppose that a teacher is known to score an assessment for teacher responsibility of 100 scales, then the assessment of teacher employment can be predicted at $128.166 + 100 \times 128.694 + 100 \times 95.252 = 22,522.77$.

Based on the results of the above tests it can be concluded that the third hypothesis which reads "Principal leadership and teacher responsibility together contribute to teacher job satisfaction" can be accepted at the 95% confidence level. Furthermore, it can be stated that there is a significant relationship between the principal's leadership and the teacher's responsibility together contributing to teacher job satisfaction in Kuranji District Public Elementary School District IV of 5.9%.

V. CONCLUSION

Principal leadership contributed to teacher job satisfaction in Gugus IV Public Elementary School District Kuranji at 3.6%. This means that the leadership of the principal gives a very significant contribution to teacher job satisfaction in the school, the higher the leadership of the principal, the better the job satisfaction of the teacher at the school. If seen descriptively, the leadership of the principal in this study belongs to the good category. For this reason, the leadership of the school principal needs to be further improved, so that teacher job satisfaction increases.

The teacher's responsibility contributes to teacher satisfaction by 3.1%. This means that the teacher's responsibility contributes greatly to teacher satisfaction in the school, the more responsible the teacher is in carrying out his duties in the school, the better the job satisfaction of the teacher at the school. If it is seen descriptively, the teacher's responsibility in this study belongs to the good category. For this reason, the school climate needs to be further improved so that teacher job satisfaction increases.

Principal leadership and teacher responsibility share a significant contribution in increasing teacher job satisfaction by 5.9%. This means that the better the leadership of the principal and the responsibility of the teacher in carrying out assignments in the school will increase the job satisfaction of teachers in the school.

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