

## The Effect of Madrasah Principal Leadership and Compensation on Teacher Job Satisfaction

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### ARTICLE HISTORY

#### Submitted

11-04-2022

#### Accepted

21-05-2022

#### Published

30-05-2022

### ABSTRACT

This research was designed to examine and evaluate the influence of the principal leadership and the provision of compensation on teacher job satisfaction at Madrasah Aliyah Negeri in the Sinjai Regency. This study used a quantitative approach with the ex-post facto method. One hundred twenty-three respondents in this study were *madrasah* (Islamic schools) teachers. The results indicated that headmaster leadership and the arrangement of compensation have a positive and significant effect on teacher job satisfaction, both partially and simultaneously. Thus, the level of job satisfaction felt by teachers in an educational institution depends on the efficiency of the leadership applied and the provision of adequate compensation. Therefore, educational institutions must pay attention to implementing effective leadership and a good compensation system to create teacher job satisfaction. So, they are excited to perform their roles optimally.

### KEYWORDS

Leadership, Principal Leadership, Compensation, Teacher Job Satisfaction



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## Introduction

Human resources are an important aspect of an organization. The success of an institution is largely determined by the quality of its human resources (Akilah & Rahman, 2020). Madrasah as an educational association, expects not only human resources who have the ability and skills to carry out various work activities but require those who have creative ideas and a willingness to serve together in achieving the goals determined through the application of their intelligence and proficiencies (Sulistiyorini, 2009). Everyone who works in a team, including in educational institutions, hopes to get job contentment. Parties need to understand the things that must be implemented to create job satisfaction for human resources (Wibowo, 2017). Job satisfaction will increase production motivation, which then affects the resulting performance. This shows that job satisfaction and strong motivation can extend a person's ability to achieve effectiveness and expertise in organizational performance (Rahman et al., 2019).

Job satisfaction is an evaluation carried out by a person on the results of the work he does (McShane & Glinow, 2010). Robbins & Judge (2016) stated that job satisfaction is a positive feeling about employment because of the evaluation of its characteristics. The pleasure a person feels for the work he does is inseparable from the various points that influence it. Kreitner & Kinicki (2010) suggest that the elements that cause job satisfaction are: need fulfillment, discrepancies, value attainment, equity, and dispositional/genetic component. Furthermore, Colquitt, et al. (2013) saw that there were two items in job satisfaction, namely value fulfillment and satisfaction with the work itself. This shows that job satisfaction is considered not only from one aspect but from various conditions, which very depend on the perception of each human being.

Teachers, the human resources who perform in educational institutions, expect satisfaction from their activity. Teacher performance measures school educational accomplishment (Danial et al., 2019; Rahman & Husain, 2020). This shows that the job satisfaction received by each teacher is an essential aspect to note because the teacher's ability to generate good performance will be determined by the satisfaction they feel. However, not all teachers can get it, because there is no match between expectations and reality. This concept follows the job satisfaction formula put forward by Colquitt, et al. (2013), "Dissatisfaction =  $(V_{\text{want}} - V_{\text{have}}) (V_{\text{importance}})$ ". This pattern indicates that dissatisfaction will be met if there is a gap between what is desired and what is got, then there is no assessment of the value given to the task completed.

Leadership is one aspect that influences various components of a school. The victory of educational goals in a school is largely determined by the creativity and dynamics of a leader in carrying out his leadership authority. Leadership is a person's ability to influence and motivate others to achieve goals effectively and succeed

(Safrijal & Sagala, 2018). This also applies to employees that the effectiveness obtained by employees is largely measured by leadership effectiveness (Hasibuan, 2011). Thus, the quality of education in schools is controlled by the leadership implemented by the school principal (Ali, 2022).

The leadership pattern used by a leader will shape the behavior of people in the organization (Pawirosumarto et al., 2017). Thus, the principal must provide a lot of support to teachers in carrying out their work. He should be able to create a comfortable work environment so that teachers are motivated to do their jobs well (Siswanto, 2020). Principals play an important role in realizing job satisfaction for teachers (Hulmawiyah et al., 2018; Jayanti et al., 2022). The principal, as a leader, must own and master the implementation of good school management. He can guide, direct, and even foster teachers to accomplish their duties properly and correctly (Hulmawiyah et al., 2018).

Another aspect that becomes a human need in the organization is the compensation given. Everyone who works in cooperation, including in educational institutions, certainly expects compensation for the services they have provided. Job satisfaction felt by a person also depends on the compensation. Giving additional wages affects human resources' satisfaction, motivation, and performance (Mangkunegara, 2015). Job satisfaction will decrease if inadequate compensation (Samsuddin, 2019). This shows the importance of providing an appropriate reward to workers to maintain and strengthen their work motivation. Even though teachers are referred to as "unsung heroes", they still need financial welfare. Kumar (2016) suggests that if teachers are well compensated, they will be motivated and will have positive feelings toward their work, which will cause job satisfaction.

Teacher job satisfaction at Madrasah Aliyah Negeri in Sinjai Regency has not been felt equally by every teacher. The different perceptions of each teacher about it cause this. There are still several teachers who seem unsatisfied, they lack encouragement and enthusiasm in executing their assignments. The leadership of the principal and inadequate compensation can cause teacher dissatisfaction.

Several previous studies have proven that principals' leadership influences teachers' job satisfaction (Ohide & Mbogo, 2017; Sinambela, 2017). Increasing teacher job satisfaction can also be significantly affected by providing appropriate compensation (Rahayuningsih, 2017; Rasmi et al., 2020). Madrasah head leadership and compensation are two aspects that are needed because they contribute to teacher job contentment (Febriansyah et al., 2019; Suyusman et al., 2020). The importance of the leadership applied by the chiefs and the bonus given are the two most imposing factors among the many points that can contribute to the level of teacher job satisfaction. So, this study examines and analyzes the influence of the principals'

leadership and the provision of appreciation on teacher job satisfaction at the State Madrasah Aliyah in Sinjai Regency.

## Method

This quantitative study uses the ex-post facto method because the events studied have occurred (Creswell, 2014; Saunders et al., 2019). The investigation was conducted at Madrasah Aliyah Negeri 1 and Madrasah Aliyah Negeri 2 Sinjai, South Sulawesi. Respondents amounted to 123 teachers. It used 3 variables, namely the leadership of the principal, the compensation, and the teacher job satisfaction. The principal leadership variables were restrained through their abilities as innovators, motivators, and supervisors (Zamroni, 2000; Mulyasa, 2014). The compensation variable was measured through the provision of financial and non-financial appreciation (Ulfatin & Triwiyanto, 2016; Hasibuan, 2017). Teacher job satisfaction variables were limited to pay satisfaction, promotion satisfaction, supervision satisfaction, coworker satisfaction, and satisfaction with the work itself (Colquitt, LePine, & Wesson, 2013; Wibowo, 2015). A questionnaire was the instrument used to collect data. The resulting data were then analyzed through multiple linear regression in the SPSS application.

## Results

Testing the effect of the head leadership and the provision of rewards on teacher job satisfaction at Madrasah Aliyah Negeri in Sinjai Regency was carried out through multiple linear regression analysis. The results were obtained using the support of the SPSS application. The summary is displayed in Table 1.

Table 1. The output of Multiple Linear Regression Testing on the Effect of Principal Leadership and Compensation on Teacher Job Satisfaction

		Coefficients <sup>a</sup>							
		Unstandardized Coefficients		Standardized Coefficients		Correlations			
		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part
Model	(Constant)	41.790	7.252		5.762	.000			
1	Principal Leadership	.182	.051	.261	3.564	.001	.478	.309	.238
	Compensation	.472	.065	.531	7.258	.000	.638	.552	.485

a. Dependent Variable: Teacher Job Satisfaction

The results of multiple regression analysis on the coefficients table show that the Constant value (a) is 41.790, and the regression coefficient value ( $b_1$ ) is 0.182 with a Sig. 0.001, and the regression coefficient ( $b_2$ ) is 0.472 with a Sig. 0.000. Thus, the

regression equation is  $\hat{Y} = 41,790 + 0,182X_1 + 0,472X_2$ . This can be interpreted as follows:

- a. The leadership of the madrasah head partially has a positive and significant effect on teacher job satisfaction. That's because the resulting regression coefficient value is 0.182 with a Sig.  $0.001 < 0.05$ . The resulting Beta coefficient value is 0.261, while the correlation value at Zero-order is 0.478. So, the effective contribution can be calculated as  $0.261 \times 0.478 \times 100\% = 12.48\%$ .
- b. Giving compensation partially has a positive and significant effect on teacher job satisfaction. That's because the resulting regression coefficient value is 0.472 with a Sig.  $0.000 < 0.05$ . Meanwhile, the resulting Beta coefficient value is 0.531 and the correlation value at Zero-order is 0.638. So, the effective contribution can be calculated as  $0.531 \times 0.638 \times 100\% = 33.88\%$ .

Testing the simultaneous influence of the principal leadership and the compensation on teacher job satisfaction can be seen in the ANOVA output of Table 2.

Table 2. The Output of the Significance Test of the Influence of the Principal Leadership and the Simultaneous Compensation on Teacher Job Satisfaction

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4168.987	2	2084.493	51.846	.000 <sup>b</sup>
	Residual	4824.672	120	40.206		
	Total	8993.659	122			

a. Dependent Variable: Teacher Job Satisfaction

b. Predictors: (Constant), Compensation, Madrasah Principal Leadership

The magnitude of the principal's leadership contribution and the compensation to teacher job satisfaction can be seen in the Summary Model output, as shown in Table 3.

Table 3. The Output of Teacher Job Satisfaction Determination Test on the Principal Leadership and the Compensation

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.681 <sup>a</sup>	.464	.455	6.341

a. Predictors: (Constant), Compensation, Madrasah Principal Leadership

From the analysis results in Table 3 Model Summary, it can be interpreted that the multiple correlation value (R) is 0.681, the R Square value is 0.464 and the Adjusted R Square value is 0.455. Thus, the magnitude of the contribution of the head

leadership and the provision of compensation to the Madrasah Aliyah Negeri in the Sinjai Regency is 0.455 or 45.5%. While the remaining 54.5% is determined by other factors.

## Discussions

The teacher mostly determines the success of an educational institution in achieving its goals. The teacher is the component that remarkably influences the creation of quality educational processes and outcomes (Danial et al., 2019; Baharuddin & Zakaria, 2018). Increasing teacher job satisfaction in academic systems must be accompanied by efforts to build up the factors that can influence it. This implies that the teacher will feel enjoyment if the aspects that can contribute are following his expectations. This concept is by the formula for job satisfaction, as suggested by Colquitt, et al. (2013) namely " $Dissatisfaction = (V_{want} - V_{have}) (V_{importance})$ ". Therefore, dissatisfaction will be felt if there is no match between what is desired and what is obtained, and there is no assessment of the importance of the value given to the work performed. Job satisfaction received by teachers will affect the resulting work productivity, as expected by educational institutions (Rasto & Maulani, 2019; Rahman et al., 2019).

Fulfillment of teacher expectations can be pursued through various aspects, including the leadership applied by the principal. The results of this study prove that the leadership of the principal influences the job satisfaction of teachers at Madrasah Aliyah Negeri in Sinjai Regency. These findings support the research conducted by Ohide & Mbogo (2017) that leadership contributes to teacher job satisfaction. The other studies also prove that the principal's leadership has a positive and significant effect on job satisfaction (Sinambela, 2017; Fauzi, 2017; Jayanti et al., 2022). This indicates that the position of a headmaster is a strategic function. That's because the satisfaction felt by the teacher at work has something to do with the leadership that is applied by the principal. The role of a leader is not easy because the success of the madrasah is determined by the leadership system that is implemented. Madrasah residents (including teachers) have hope for a conducive leadership that supports them in carrying out their duties.

Several previous studies also relate to the results. These studies are also related to the leadership style adopted by the principal of the madrasah, which is an influential factor in teacher job satisfaction. The madrasa headmaster who applies the right leadership style based on the situation will make his leadership not rigid. This can contribute to the job satisfaction felt by teachers. Machumu & Kaitila (2014) concluded that a democratic leadership style is a style that encourages high job satisfaction among teachers. Furthermore, Safrijal & Sagala (2018) in their research proved that transformational and transactional leadership has a significant effect on teacher job satisfaction. A school principal must be able to transform the organizational resources

to achieve goals that are following predetermined targets (Juhji et al., 2022). This shows that the principal cannot only monotonously apply one leadership style, but must be adaptive to changing situations and conditions.

The ability of the headmaster to apply his leadership can be seen through his role as an innovator, motivator, and supervisor (Zamroni, 2000; Mulyasa, 2014). Teachers need innovations from the head in the work environment. In addition, teachers also need to provide motivation and coaching through the supervision of the chief. The ability of the principal to apply these aspects of leadership roles will help teachers work well, so they can feel satisfaction from the work they are doing. Teachers who work will feel satisfaction from various aspects, not only in the work itself but also in supporting aspects outside of work. The satisfaction felt by the teacher will be a factor that can affect the quality of the work he achieves. Therefore, aspects that can affect teacher job satisfaction should not be ignored. Matters related to the leadership of the head need to be considered and implemented properly because the level of job satisfaction felt by the teacher has something to do with the leadership applied.

Another aspect that needs attention in increasing teacher job satisfaction is the provision of proper compensation. The results of this study prove that the provision of compensation affects teacher job satisfaction at Madrasah Aliyah Negeri in Sinjai Regency. Appreciation as one factor that influences teacher job satisfaction needs to be considered and paid attention to in educational institutions. Akilah & Rahman (2020) argue that satisfaction as a factor that can affect a person's performance is not immediately felt, but depends on various factors that can influence it. Someone will feel satisfied if the work achieved gets an award. Even though educational institutions are non-profit in nature, the people who work in them have various needs in their lives. Judging the form of compensation is divided into financial and non-financial, seen from the way it is given, it is divided into direct and indirect (Ulfatin & Triwiyanto, 2016; Hasibuan, 2017). The intended financial compensation is salary, incentives, and allowances. The non-financial compensation can be in the form of health and welfare insurance, career, and social appreciation.

Teachers, as one the executors of educational activities, also need welfare in terms of the compensation given. Teachers can be satisfied if the compensation is appropriate for the work they have achieved. The results of this study are consistent with the previous research which concluded that compensation is a factor that can contribute positively and significantly to teacher job satisfaction (Kumar, 2016; Pepri-mensah et al., 2017; Rasmi et al., 2020). The findings of Rahayuningsih (2017) concluded that teacher job satisfaction increases simultaneously with the rise in additional wages. Teachers will feel more motivated if their performance gets compensation of the educational institution they occupy. The success of education in any institution is determined by teachers' performance. So, the position of teacher as a component of education is urgently needed. Teacher job satisfaction needs to be

considered by every educational institution, including Madrasah Aliyah Negeri in Sinjai Regency.

Teachers' perceptions of the compensation given as compensation for their performance determine the level of their satisfaction. As stated by Kumar (2016) that teachers will be motivated and have positive feelings toward their work if they are given good compensation. This will lead to job satisfaction for teachers. This research comes to the assumption that even qualified teachers cannot produce good performance if they are not supported by work satisfaction. Factors that can contribute to teacher job satisfaction need to be maximized. So, teachers can work with their best performance and give maximum results.

This study raises assumptions about the importance of implementing good leadership and providing proper compensation in an educational institution. This is consistent with the findings of previous research that these two things simultaneously influence teacher job satisfaction (Febriansyah et al., 2019; Suyusman et al., 2020). Thus, success in achieving learning goals in madrasah cannot occur properly without a quality performance from the teacher. Quality teacher performance cannot be achieved if they do not feel satisfied with the work they do. Teachers will feel satisfied if they are supported by the good leadership of the head and the compensation. Teacher job satisfaction through the leadership of the headmaster and the provision of compensation will lead to commitment and motivation for teachers to achieve quality performance.

## Conclusion

Leadership and compensation are essential components of an educational organization. These two things can affect the job satisfaction of teachers. This study has convinced that: 1) the leadership of the madrasah principal partially has a positive and significant effect on the job satisfaction of teachers, 2) partial compensation has a positive and significant effect on teacher job satisfaction, and 3) the leadership of the principal and the provision of compensation simultaneously affect the job satisfaction of teachers at Madrasah Aliyah Negeri in Sinjai Regency. Therefore, it is assumed that teachers' level of job satisfaction in an academic association revolves around the leadership committed and the arrangement of convenient allowance. Thus, scholarly societies must be aware of the importance of implementing adequate leadership and a stable compensation system. This aims to create job satisfaction for educators so they can be triggered to accomplish their duties optimally.

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