

THE EFFECT OF TRANSFORMATIONAL LEADERSHIP OF SCHOOL PRINCIPLES AND SCHOOL CLIMATE ON TEACHER JOB SATISFACTION

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ABSTRACT

This investigation expects to (1) to know the impact of the head groundbreaking authority to work fulfillment at professional school in Rawamangun, East Jakarta. (2) To know the impact of school environment to work fulfillment at professional school in Rawamangun, East Jakarta. (3) To know the impact of the head groundbreaking initiative to class environment in Rawamangun, East Jakarta. This examination was led at professional school in Rawamangun, East Jakarta. The number of inhabitants in this exploration was professional teachers in Rawamangun, East Jakarta which produced to 200 individuals. Through Slovin equation got by 133 tests. Inspecting method utilizing straightforward arbitrary testing. Information assortment strategy utilized is ex post facto review technique by dispersing survey to the educator who has been tried legitimacy of its dependability as per research directed. Information investigation uses by utilizing distinct examination, T-test and F-test. The exploration results show that (1) the head groundbreaking initiative has a positive and critical impact to work fulfillment at professional school in Rawamangun, East Jakarta. (2) School environment has a positive and huge impact to work satisfaction at professional school in Rawamangun, East Jakarta. (3) The head groundbreaking authority has a positive and critical impact to class environment

Keywords: *Principal transformational leadership; School climate; Job satisfaction*

INTRODUCTION

Instructors are one of the primary segments that help the improvement of HR through schooling. As indicated by the Law on Teachers and Lecturers of the Year Number 14 of 2005 article 1 passage (1), instructors are proficient teachers with the principle errand of teaching, instructing, directing, coordinating, preparing, surveying and assessing understudies in youth schooling through proper training, essential instruction, and auxiliary instruction. To help the smooth event of a compelling instructing and learning measure, the presence of teachers is a central point in improving the nature of schooling.

Educator work fulfillment is additionally critical to know the image of expanding instructor polished skill, which is set apart by upgrading crafted by educators, instructors feel enthusiastic, and instructors feel cheerful in completing their obligations and duties.

In light of the consequences of perceptions and meetings directed with a few private professional teachers in Pulogadung District, there is an inclination that the degree of instructor work fulfillment is as yet missing and not true to form. This wonder is reflected in the side effects of instructors who educate spontaneous, late to class, high truancy, lethargic and frequently whine. Objections submitted are not just issues of pay that have not had the option to meet expanding financial requirements yet additionally different protests like deficient learning offices and framework, an unsupportive work environment, for example, associations with colleagues who are less steady of one another and understudy conduct that is deteriorating step by step. progressively irritating.

The central's administration is believed to be one of the elements that influence educator work fulfillment. The chief is the sole innovator in the school who has the obligation to instruct and impact all gatherings associated with instructive exercises at the school to cooperate in accomplishing school objectives. A decent head, legitimate, mindful, ready to direct a lot his subordinates is required to build the work fulfillment of subordinates. The head in his part as a pioneer should have the option to guide others to do the errands he needs and establish a charming school environment for instructors to work.

One type of initiative that is accepted to have the option to adjust the outlook and impression of new perspectives in the progression of globalization is planned as groundbreaking administration. This administration is characterized as initiative that requires rousing subordinates to work for undeniable level objectives that are viewed as past their own advantages at that point. Groundbreaking administration isn't just founded on the requirement for confidence, yet additionally raises the consciousness of pioneers to put forth a valiant effort as per the board and initiative advancement examines that view individuals, execution, and hierarchical development as the most compelling side (Sudaryono, 2014).

Occupation fulfillment is a cheerful or positive enthusiastic express that comes from assessing one's work or work insight. Occupation fulfillment is the aftereffect of representatives' view of how well their work gives things that are considered significant (Luthans, 2006).

As indicated by (Herzberg, 2004) an individual's work fulfillment relies upon two sorts of components, in particular the fulfillment factor (helper factor) and disappointment factor (cleanliness factor). The fulfillment factors incorporate (1) Achievement (work accomplishment), (2) Recognition (acknowledgment), (3) Work itself (the actual work), (4) Responsibility (duty), and (5) Advancement. There are five parts of occupation fulfillment, to be specific 1) Payment, 2) Job, 3) Promotion openings, 4) Bosses and 5) Colleagues (Luthans, 2006).

(Azyanti, 2018) say that the head's groundbreaking initiative is a pioneer who can assemble changes inside the school association as per the qualities that have been set by enabling the whole school local area through coordinated correspondence, so adherents can work all the more vivaciously and zeroed in, so instructing and learning is extraordinary for everybody.

In view of the idea of Bass and Avolio, four elements of head groundbreaking administration were grown, specifically 1) The impact of vision, 2) Inspirational inspiration, 3) Intellectual recreation, 4) Personal contemplations.

School environment is a condition, where the condition of the school and its current circumstance is in an extremely protected, agreeable, serene and lovely state for educating and learning exercises (Chandra et al, 2017).

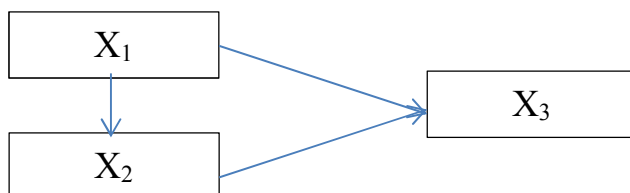
Supardi in (Yuniati, 2013) states that a favorable school environment assists with making a compelling school. A helpful school environment is an environment that is really fitting and supports the perfection and coherence of the educator's learning cycle.

In powerful schools, uncommon consideration is paid to the creation and support of a helpful environment for learning. A helpful environment is described by the making of a protected, systematic and open to learning climate so the educating and learning cycle can occur well. Coming up next are markers in the advancement of school environment as per (Daryanto, 2015) specifically 1) Structuring the school's actual climate, 2) Structuring the school's social climate, 3) Structuring school faculty, 4) Structuring the school workplace.

METHOD

The examination strategy utilized in this investigation is a causal study strategy with way investigation strategies, with a relapse investigation approach utilizing 3 factors comprising of: two free

factors (exogenous), specifically factors X1 and X2 and the reliant variable (endogenous) in particular factor X3. The free factor (X1) is the head's groundbreaking authority and (X2) the school environment, while the reliant variable (X3) is work fulfillment. This exploration was directed on instructors of Private Vocational Schools in Pulogadung District, East Jakarta. The hour of the examination was completed in January - July 2020.



Information

- X1 : Principal's Transformational Leadership
- X2 : School Climate
- X3 : Job satisfaction

The population in this study were teachers of private vocational schools throughout Pulogadung, East Jakarta, amounting to 200 people and a sample of 133 people. The sampling method used is simple random sampling.

In this study the technique used in data collection is a questionnaire (questionnaire). This research questionnaire uses a Likert scale, which is to measure the attitudes, opinions and perceptions of teachers about the problems that become research variables consisting of variables.

The validity test in this study used item analysis. The score in each item is correlated with the Product Moment Correlation Test formula from Karl Pearson. The statement on the questionnaire is declared valid or not, if the value of r obtained is (r_{hitung}) compared with (r_{tabel}) with a significant level of 5% if $r_{hitung} > r_{tabel}$ greater than 0.361.

Test the reliability of the instrument using the Alpha Cronbach technique. The criteria if the value of $r_{hitung} > r_{tabel}$, then the instrument is declared reliable with a significance level of 5% if r_{tabel} is greater than 0.70.

Normality test aims to determine whether the data collected is normally distributed or not. With the normality test, it will be known that the sample taken comes from a population that is normally distributed or not. If the test is normal, then the results of statistical calculations can be generalized to the population. In this study, the normality test used the SPSS for windows version 25 program using the Kolmogorov Smirnov Test.

Homogeneity test is conducted to determine whether the sample taken is a sample from a homogeneous population or not. The linearity test is intended to determine whether the regression line between endogenous and exogenous variables forms a linear line or not. The linearity test was carried out using the SPSS for windows version 25 program. The linearity test and the regression significance test are intended to determine whether the regression value obtained can be used as a benchmark in decision making, namely that the data must be normal and homogeneous. The variable has a linear regression if it meets the requirements $F_{hitung} > F_{tabel}$ Furthermore, it is stated that the regression has a significant relationship if it meets the requirements $F_{hitung} > F_{tabel}$ The calculation is assumed to take a significance level of 0.05 ($\alpha = 0.05$). Hypothesis testing is done by path analysis.

FINDINGS AND DISCUSSION

The results of the data answered 133 respondents to three instruments that were valid and reliable, namely the principal's transformational leadership instrument, the school climate instrument and the job satisfaction instrument.

The results of the collection of Principal Transformational Leadership instruments obtained from 133 research respondents, overall obtained (1) the highest score of 110, (2) the lowest score of 56, and (3) the average = 92.04. The results of the collection of School Climate instruments obtained from 133 research respondents, overall obtained (1) the highest score of 88, (2) the lowest score of 57, (3) the average = 75.08. The results of the collection of Teacher Job Satisfaction instruments obtained from 133 research respondents, overall obtained (1) the highest score of 98, (2) the lowest score of 62, (3) the average = 84.52.

The results of the test of the three variables can be concluded that the sample data taken is a sample that comes from a normally distributed and homogeneous population.

Testing the hypothesis of this study using regression and correlation formulas. The first, second and third hypotheses were analyzed against simple regression and correlation formulas. After that the next step is to perform a correlation analysis using path analysis. The results of testing each hypothesis are explained as follows:

1. The positive effect of the principal's transformational leadership (X1) on job satisfaction (X3)

The first research hypothesis is that there is a positive influence of principal transformational leadership (X1) on teacher job satisfaction (X3). The following is the result of the output of X1 against X3.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	65.595	4.807		13.645	.000
	TOTALKTKS	.206	.052	.328	3.971	.000

a. Dependent Variable: TOTALKTKS

Based on the table coefficients above using a significance level of = 0.05 from the Principal Transformational Leadership variable, the obtained significance level of 0.000 is smaller than the 0.05 significance level ($0.000 < 0.05$) so that the first hypothesis is accepted. So, this means that the Principal Transformational Leadership variable has an effect on Job Satisfaction.

From these results, it is concluded that the correlation between principal's transformational leadership and job satisfaction is significant and linear. That is, the regression equation $X3 = 65.595 + 0.206 X1$ can be used as a tool to explain and draw conclusions about the effect of principal transformational leadership and job satisfaction. This equation means that every increase in one unit of the principal's transformational leadership will increase 0.206 units of job satisfaction to the constant 65.595.

The strength of the correlation between the transformational leadership of the principal on job satisfaction is shown in the calculation of the correlation coefficient from the Product Moment correlation formula (r_{13}), which is 0.328. To find out the correlation coefficient above is significant or not, the t test is used. The summary of the results of the correlation test is as shown in the output below

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.328 ^a	.107	.101	7.320

a. Predictors: (Constant), TOTALKTKS

The coefficient of determination of 0.101 explains that 10.1% of the variance of the job satisfaction variable is explained or determined by the transformational leadership variable of the principal.

The F test aims to test the significance of the principal's transformational leadership regression model (X1) on job satisfaction (X3). F test results as contained in the output below:

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	845.160	1	845.160	15.771	.000 ^b
	Residual	7020.043	131	53.588		
	Total	7865.203	132			

a. Dependent Variable: TOTALKK

b. Predictors: (Constant), TOTALKTKS

The F test performed to test this hypothesis is:

Ho = 0 or the regression model is not significant

Ha = 0 or significant regression model

The basis for decision making is

If $F_{hitung} < F_{tabel}$, then Ha is rejected, Ho is accepted

If $F_{hitung} > F_{tabel}$, maka Ha diterima, Ho rejected

With the help of computer processing based on SPSS 25 for windows calculations, Fcount is obtained by 15,771 while the critical value of the Ftable value with respect to the degree of freedom of the numerator 1 and denominator is 131 at α (0,05) as big as 3,84.

Therefore $F_{hitung} > F_{tabel}$ so clearly Ho is rejected and Ha is accepted. This shows that the regression model of the principal's transformational leadership variable is significant to the school climate.

2. Positive influence of school climate (X2) on job satisfaction (X3)

The second research hypothesis is that there is a positive influence of school climate (X2) on job satisfaction (X3). This means that if the school climate is high, teacher job satisfaction is also high. The following is the result of X2's output against X3.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.232	5.009		3.440	.001
	TOTALIS	.896	.066	.762	13.485	.000

a. Dependent Variable: TOTALKK

Based on the table coefficients above using a significance level of = 0.05 from the School Climate variable, the significance level of 0.000 is obtained which is smaller than the 0.05 significance level ($0.000 < 0.05$) so that the second hypothesis is accepted. So, this means that the school climate variable has an effect on job satisfaction.

From these results, it is concluded that the correlation between job satisfaction and school climate is significant and linear. That is, the regression equation $X3 = 17.232 + 0.896 X2$ can be used as a tool to explain and draw conclusions about the effect of principal transformational leadership and job satisfaction. This equation means that every increase in one unit of the principal's transformational leadership will increase 0.896 units of job satisfaction to the constant 17.232.

The strength of the correlation between the transformational leadership of the principal on job satisfaction is shown in the calculation of the correlation coefficient from the Product Moment correlation formula (r_{23}), which is 0.762. To find out the correlation coefficient above is significant or not, the t test is used. The summary of the results of the correlation test is as shown in the output below:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.762 ^a	.581	.578	5.014

a. Predictors: (Constant), TOTALIS

The coefficient of determination of 0.101 explains that 10.1% of the variance of the job satisfaction variable is explained or determined by the transformational leadership variable of the principal. The F test aims to test the significance of the principal's transformational leadership regression model (X1) on job satisfaction (X3). F test results as contained in the output below:

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4571.630	1	4571.630	181.834	.000 ^b
	Residual	3293.573	131	25.142		
	Total	7865.203	132			

a. Dependent Variable: TOTALKK

b. Predictors: (Constant), TOTALIS

The F test performed to test this hypothesis is:

$H_0 = 0$ or the regression model is not significant

$H_a = 0$ or significant regression model

The basis for decision making is

If $F_{hitung} < F_{tabel}$, then H_a is rejected, H_0 is accepted

If $F_{hitung} > F_{tabel}$, maka H_a diterima, H_0 rejected

With the help of computer processing based on the calculation of SPSS 25 for windows, Fcount is 181,834 while the critical value of the Ftable value to the degree of freedom of the numerator 1 and the denominator 131 at (0.05) is 3.84. Thus Fcount > Ftable so that it is clear that H_0 is rejected and H_a is accepted. This shows that the school climate variable regression model is significant on job satisfaction.

- The positive influence of the principal's transformational leadership (X1) on the school climate (X2)

The third research hypothesis is that there is a positive influence of the principal's transformational leadership (X1) on the school climate (X2). This means that if the principal's transformational leadership is high, the school climate is also high. The following is the result of the output of X1 against X2

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	65.169	4.240		15.372	.000
	TOTALKTK S	.108	.046	.202	2.357	.020

a. Dependent Variable: TOTALIS

Based on the table coefficients above using a significance level of = 0.05 from the Principal Transformational Leadership variable, it is obtained that a significance level of 0.020 is smaller than

a significance level of 0.05 ($0.020 < 0.05$) so that the third hypothesis is accepted. So, this means that the Principal's Transformational Leadership variable has an effect on School Climate.

From these results, it is concluded that the correlation between principal's transformational leadership and school climate is significant and linear. That is, the regression equation $X_2 = 65.169 + 0.108 X_1$ can be used as a tool to explain and draw conclusions about the influence of the principal's transformational leadership and school climate. This equation means that every increase in one unit of transformational leadership of the principal will increase 0.108 units of job satisfaction to the constant 65.169.

The strength of the correlation between the transformational leadership of the principal on job satisfaction is shown in the calculation of the correlation coefficient from the Product Moment correlation formula (r_{12}), which is 0.202. To find out the correlation coefficient above is significant or not, the t test is used. The summary of the results of the correlation test is as shown in the output below:

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.202 ^a	.041	.033	6.456

a. Predictors: (Constant), TOTALKTKS

The coefficient of determination of 0.033 explains that 3.3% of the variance of the school climate variable is explained or determined by the transformational leadership variable of the principal. The F test aims to test the significance of the principal's transformational leadership regression model (X_1) on job satisfaction (X_3). F test results as contained in the output below:

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4571.630	1	4571.630	181.834	.000 ^b
	Residual	3293.573	131	25.142		
	Total	7865.203	132			

a. Dependent Variable: TOTALKK

b. Predictors: (Constant), TOTALIS

The F test performed to test this hypothesis is:

$H_0 = 0$ or the regression model is not significant

$H_a = 0$ or significant regression model

The basis for decision making is

If $F_{hitung} < F_{tabel}$, then H_a is rejected, H_0 is accepted

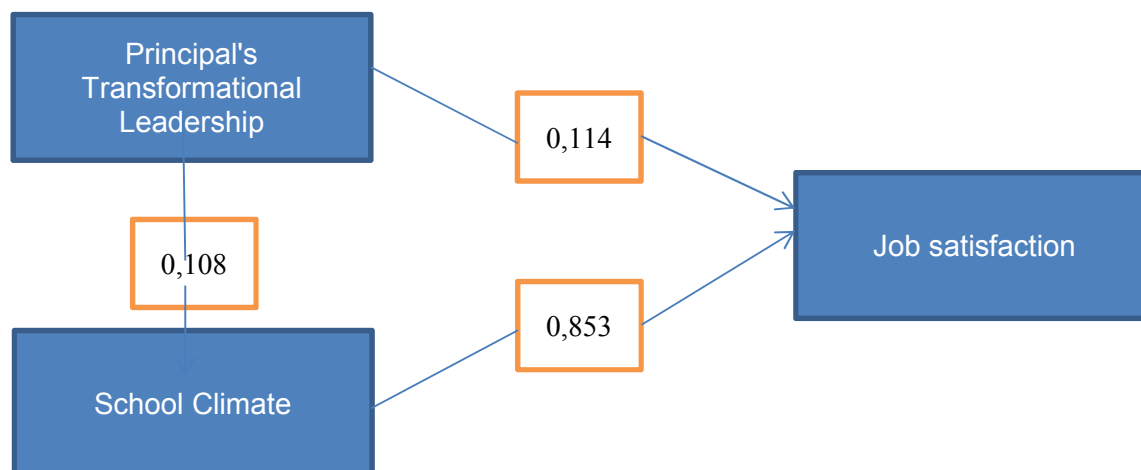
If $F_{hitung} > F_{tabel}$, maka H_a diterima, H_0 rejected

With the help of computer processing based on the calculation of SPSS 25 for windows, F_{count} is 181,834 while the critical value of the F_{table} value to the degree of freedom of the numerator 1 and the denominator 131 at (0.05) is 3.84.

Thus $F_{count} > F_{table}$ so that it is clear that H_0 is rejected and H_a is accepted. This shows that the school climate variable regression model is significant on job satisfaction.

4. Path Analysis on Hypothesis Testing

Path coefficients are obtained based on the correlation between variables. Based on the results of the SPSS output, the principal transformational leadership path coefficients, school climate and teacher job satisfaction are as follows:



- a. The principal's transformational leadership has a direct and significant influence on the level of teacher job satisfaction. The magnitude of the influence of the principal's transformational leadership which directly affects teacher job satisfaction is 0.114.
- b. School climate has a direct and significant influence on the level of teacher job satisfaction. The magnitude of the influence of the school climate which directly affects teacher job satisfaction is 0.853.
- c. The principal's transformational leadership has a direct and significant influence on the highs and lows of the school climate. The magnitude of the influence of the principal's transformational leadership which directly affects the school climate is 0.108.
- d. The results of the path analysis show that the Principal's Transformational Leadership can have a direct effect on Job Satisfaction and can also have an indirect effect, namely from the Principal's Transformational Leadership to School Climate and then to Job Satisfaction. The magnitude of the direct effect is 0.114 while the magnitude of the indirect effect must be calculated by multiplying the indirect coefficient, namely $(0.108) \times (0.853) = 0.092$ or the total influence of Principal Transformational Leadership to Job Satisfaction = $0.114 + 0.092 = 0.206$.

CONCLUSIONS

Based on the results obtained in this study, it can be concluded that:

1. There is a positive and significant effect between the principal's transformational leadership on job satisfaction. The relationship between the principal's transformational leadership on job satisfaction is shown by a correlation coefficient of 0.328 and is supported by a coefficient of determination of 0.101. This value informs that job satisfaction is strongly influenced by the principal's transformational leadership.
2. There is a positive and significant effect between school climate on job satisfaction. The relationship between school climate and job satisfaction is shown by a correlation coefficient of 0.762 and supported by a coefficient of determination of 0.578. This value informs that job satisfaction is strongly influenced by the school climate.
3. There is a positive and significant influence between the principal's transformational leadership on the school climate. The relationship between the principal's transformational leadership and school climate is indicated by a correlation coefficient of 0.202 and supported by a coefficient of determination of 0.033. This value informs that the school climate is strongly influenced by the principal's transformational leadership.

Based on the results of research, discussion and conclusions that show a positive and significant influence between the principal's transformational leadership and school climate on job satisfaction of teachers of private vocational schools throughout Pulogadung district, East Jakarta, recommendations are needed to various parties as follows:

1. The principal as the person in charge of academics should be more active in building communication and togetherness with school members, both teachers, employees and students so that the expected educational goals can be achieved
2. Success in establishing a conducive school climate depends on the leader in mobilizing all the Human Resources (HR) in the Private Vocational Schools in Pulogadung District, East Jakarta. It is hoped that every school will develop a conducive school climate so that it can form positive attitudes and morals for all school personnel so that the school climate becomes conducive and can move a teacher to be able to improve and develop the knowledge he teaches so that the field of knowledge he possesses increases.
3. Efforts should be made to maintain and increase teacher job satisfaction in Private Vocational High Schools throughout Pulogadung District, East Jakarta, such as providing adequate compensation and providing opportunities for teachers to attend training, seminars and workshops.

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