



WWJMRD 2021; 7(6): 102-106
www.wwjmr.com
International Journal
Peer Reviewed Journal
Refereed Journal
Indexed Journal
Impact Factor MJIF: 4.25
E-ISSN: 2454-6615
DOI: 10.17605/OSF.IO/JHVQS

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WORLD WIDE JOURNAL OF MULTIDISCIPLINARY RESEARCH AND DEVELOPMENT

The Effect of School Leadership and Job Satisfaction on Biology Teachers' Job Performance

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Abstract

Teachers are one of the human resources that play an important role in building the future of the nation, therefore it is important for teachers to have good performance. This study aims to determine the effect of school leadership on the job satisfaction of biology teachers so that it will ultimately affect teacher job performance. The method used is a survey with a causal technique. The sampling technique used a stratified sample selection technique and 111 high school biology teachers were selected in South Jakarta. There are three instruments developed to measure job performance, school leadership and job satisfaction that have been validated. Data were analyzed by regression, correlation and path analysis. The research findings show that teacher job satisfaction is directly and significantly influenced by school leadership.

Keywords: School Leadership, Job Satisfaction, Job Performance

Introduction

Teachers are members of schools who are important in achieving national education goals so that teachers must have competence in carrying out their duties in order to achieve good performance. However, in addition to being competent, schools also need resources that have good performance. Teachers are part of a very important human resource in schools because they act as conveyors of material directly to students so that their performance greatly affects the sustainability of education, including biology teachers. Napitupulu (2009)¹ reported in the electronic newspaper Kompas that the principal's performance was low, resulting in low teacher performance, and possibly including biology teachers. So far, research with the variables of leadership, job satisfaction, and performance has been mostly carried out in other sciences such as business and management and the object of research does not lead to biology teachers.

Teacher performance influenced by various factors such as school leadership and teacher job satisfaction. Performance is the value of a set of individual behaviors that contribute positively or negatively to the achievement of institutional goals effectively. Performance (job performance) according to Colquit et.al (2015: p 31)² is formally defined as the value of a series of employee behaviors that contribute, both positively and negatively, to the achievement of organizational goals. Teacher performance can be understood as teacher behavior both positively and negatively in achieving educational goals.

Job performance can be measured from several categories. According to Colquit et.al in Putrawan (2019)³ it is divided into 3 categories, there is task performance, citizenship behavior, and counterproductive behavior. Task performance is the behavior of employees who are directly involved in changing the resources owned by the organization so that they become new services or goods. Task performance divided into three parts, there is routine TP, adaptive TP, and creative TP. Routine TP is a job or activity that is carried out routinely and does not change much in a certain period of time. Adaptive TP is the behavior or abilities of employees to adapt to new habits that are implemented in the organization.

Another category that can be used to measure job performance is citizenship behavior (CB). CB can be defined as activities or employee contributions made for organizational goals without reward which are carried out with awareness. CB is divided into 2 dimensions, there

is workers (interpersonal) and organization (organizational). Interpersonal CB is employee behavior that will benefit colleagues.

Leadership is a person's behavior in directing, motivating, inspiring, negotiating, and influencing an individual to influence other individuals in achieving organizational goals. Leaders in schools must be able to influence, motivate and make school members contribute so that all activities at school become effective and successful in achieving school goals. Leadership has two categories, there is transactional and transformational leadership. Transactional and transformational leadership take different directions. According to McShane et al (2015)⁴ transactional leadership increases organizational efficiency, while transformational leadership directs companies towards better action. The four transactional elements consist of laissez-Faire, management by exception, and contingent rewards. Meanwhile, job satisfaction is a pleasant employee emotional state that results from his experience while working. Job satisfaction is a pleasant emotional state as a result of an "appraisal" assessment of a job or experience while working.

Methods

This type of research is causal quantitative using survey methods and path analysis, which examine the effect of school leadership and job satisfaction on the job

performance of biology teachers. The population in this study were all state high school biology teachers in DKI Jakarta. Sampling in this study was carried out by multistage random sampling (MRS). (1) purposive sampling, (2) cluster random, and (3) simple random sampling (SRS). Respondents in this study were 115 high school biology teachers in 10 sub-districts in South Jakarta, of which 115 respondents were selected as many as 111 teachers by SRS. Data collection in this study used an instrument in the form of a list of 115 questions given to respondents. The instrument was then tested for validity and reliability calculations.

Hypothesis

The research hypothesis is formulated as follows:

1. School leadership has a direct effect on the performance of biology teachers.
2. Job satisfaction has a direct effect on the performance of biology teachers.
3. School leadership has a direct effect on the job satisfaction of biology teachers.
4. School leadership affects teacher performance through job satisfaction

Results And Discussion

Table 1: Summary of Hypothesis Test Results

Direct / Indirect Effect	n	Path coefficient	t	t-table			
				0.05	0.20	0.01	0.10
X1 against X3	111	0.637	8,630	1.98		2.62	
X2 against X3	111	0.463	5,458	1.98		2.62	
X1 against X2	111	0.962	36,831	1.98		2.62	
X1 against X3 through X2	111	0.445	1,301		1.29		1.66

The results of all hypotheses can be made of an empirical model as follows:

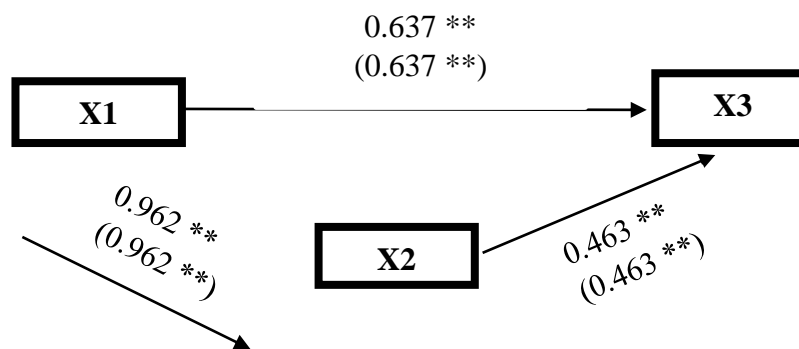


Fig. 1: Research Empirical Model

Information:

- X1 : School Leadership
- X2 : Job Satisfaction
- X3 : Job Performance

Leadership is one of the important factors in the organization. If the organization has a good leader it will affect the success of the organization. Similarly, job satisfaction owned by members of the organization will affect the performance of these members. This is also inseparable from the role of leaders who pay attention to the satisfaction and performance of their members. If the leader is able to have a positive attitude so that it affects its

members, it is likely to affect the job satisfaction of its members. Likewise, if the job satisfaction of members of the organization has been met, it is possible that the performance of these members will be positively affected. Based on the literature review that has been discussed and empirical studies, the following are the results of the research as an effort to synthesize between theoretical studies and empirical findings. The first hypothesis testing shows that school leadership has a direct effect on the job performance of biology teachers. This is based on the results of the calculation of the significance test, linearity and path analysis which shows that there is a direct influence between X1 and X3 variables.

School leadership has positive values to influence biology teachers to always provide high performance. The leader's behavior in leading his subordinates will have an impact on the performance of his subordinates. When the leader behaves well and in accordance with his policies, it is likely that his subordinates will consider the leader good because his policies are in accordance with his behavior. However, if the leader's behavior is not in accordance with his actions and behavior, it is possible that his subordinates will assume that the leader is not good at leading. The views of the subordinates will affect the performance orientation of their subordinates.

The results of this study were strengthened by several experts including Yukl who explained that leadership has implications for performance orientation. Several types of leadership behavior are relevant to improve the job performance of its members. Yukl (2010)⁵ explains that "performance orientation has implications for leadership, because some types of leadership behavior are more relevant for improving performance and efficiency". So that good leadership can have an effect on increasing job performance.

The success of an organization is highly dependent on the behavior of its leaders. A good leader will show behavior that has good consequences for his members. The leader's behavior in leadership contributes to influencing the performance of its members to make the organization successful. If the leader's behavior does not have a positive impact on its members, it is likely that the performance of their subordinates will be less good.

According to McShane (2015)⁴ leadership is about leaders who influence, motivate, and enable their members to contribute to the effectiveness and success of the organizations of which they are members. Based on this opinion, it is important for a leader to have a good leadership style in directing his members to have good performance.

Robbin (2017)⁶ states that "we've described the most important to explain leadership in terms of the behavior exhibited by the leader. In general, they've had modest success in identifying consistent relationship between patterns of leadership behavior and group performance". This explains that there is a consistent relationship between leadership and group performance.

The behavior shown by the leader has a consistent relationship to performance. Through this, it can be understood that there is an influence between leadership on job performance. The leadership theory that supports the results of this study is the theory described by Robbin (2017)⁶ "the group performance depends on the proper match between the leader's style and the degree to which the situation gives the leader control". Group performance depends on the leadership style and the situation.

The results of this study are consistent with other studies such as the research conducted by Wahyuni et al (2019)⁷, and Setiawan (2016)⁸ which found that leadership contributes positively to job performance. Basically a leader must be able to combine transactional and transformational leadership styles in leading his members. This is intended to create the foundation of a leader in carrying out his leadership.

Rahmadiana et al (2019)⁹, in their research it was found that leadership has a direct effect on teacher job performance. Everyone's leadership style is different, this

difference is caused by internal and external factors. Internal factors are more towards the character of the leader's behavior itself, and external factors are more towards the environment and the current situation. Leadership style depends on the current situation. This means that if the situation in the environment supports the leadership style, the leadership style will be effective.

The second hypothesis testing in this study is that there is a direct effect of job satisfaction on job performance, in this study the second hypothesis test was accepted. This is based on the results of the calculation of the significance test, linearity and path analysis which shows that there is a direct influence between the variables X2 and X3. Teacher job satisfaction is very important for teaching performance. Feelings of happiness and satisfaction in carrying out work will affect teachers in obtaining good performance. Teachers who are satisfied with their work will have a positive effect on their performance, so it is likely to improve student learning outcomes. Satisfaction at work will lead to positive things in performance and reduce negative things at work.

This research is reinforced by the theory of Robins and Judge. According to Robbin (2017)⁶ Individuals with higher job satisfaction perform better, and organizations with more satisfied employees tend to be more effective than those with fewer. High feelings of happiness and satisfaction from work will result in high job performance compared to low feelings of happiness and satisfaction.

Teacher job satisfaction can be seen from various factors such as the work itself. If the teacher feels satisfied and happy with the work he is doing, it is likely to affect his performance on the next job. According to Gibson (2012)¹⁰ there is a moderate correlation between job satisfaction and job performance and that some of the seven models have received partial support in previous research studies. The authors of the study also noted that the strength of the relationship between satisfaction and performance varied based on other variables. Moderate influence between job satisfaction and job performance will vary on each of the factors that influence it. The factors that cause job satisfaction of a teacher vary depending on the situation in the school where he teaches. Factors that may influence such as the payment received, the leader's attitude towards him, the attitude of his colleagues towards him, and satisfaction with the work he does.

The results of this study are in accordance with previous research, such as research conducted by Abdulkhalid and mohammadali (2019)¹¹ which found that job satisfaction has an effect on job performance. Several things that support increased job satisfaction such as feelings of pleasure and satisfaction with work in general, and income generated from work can affect job performance. However, the payment factor is the most influential on performance. This shows that income is an important factor in influencing performance.

Similarly, research conducted by Bakan (2014)¹² and Robiatun (2020)¹³ shows that job satisfaction has a positive effect on job performance. Job satisfaction eliminates stress and negative things at work, it will even produce thoughts and innovations at work. Through this, it is thought that there is a direct influence between job satisfaction on the job performance of biology teachers.

The teacher is an important factor in the teaching and learning process. It is therefore very important that teachers

feel satisfied with the working conditions they have in providing quality education to students. Teachers must be considered by the head or direct supervisor. Such supervision can be carried out through the visibility of the principal or supervisor. It is also important that fellow teachers support each other. These things should be sought to be present in the teacher's work environment so that teachers get job satisfaction so that it has a positive effect on teacher performance.

The third hypothesis testing states that the teacher's school leadership has a direct effect on job satisfaction. Based on the results of the third hypothesis test, school leadership has a direct effect on job satisfaction. Organizational leaders should pay attention to the job satisfaction of their members. Feeling happy and satisfied with the work that has been done allows it to affect the performance of members of the organization. In this case, teacher satisfaction should be paid more attention to by leaders in various directions, such as satisfaction in income, supervision, promotion, work partners, and work assignments given because it will affect teacher performance.

A good leader should pay attention to each member. Leaders should also pay attention to the job satisfaction factors of their members. If the job satisfaction factors of its members have been met, it will lead to satisfaction and feelings of happiness for its members. This is important so that each member has job satisfaction, because job satisfaction will have an impact on positive things in the organization's work environment.

According to Colquitt et.al (2015)² power and influence are moderately related to organizational commitment. When a leader draws on personal sources of power, such as expert power and referent power, a stronger emotional bond can be created with the employee, boosting affective commitment. The effective use of such power should increase job satisfaction and a sense of trust in the leader, all of which are associated with increased commitment levels. Based on this opinion, leaders should pay attention to what job satisfaction factors have not been achieved in their organization because they can affect the performance of their members and the success of their organization.

A good leader should pay attention to each member. Leaders should also pay attention to the prosperity and welfare of their members. Prosperity and welfare of members who have been fulfilled will lead to satisfaction and feelings of happiness for members. This is important so that each member has job satisfaction, because job satisfaction will have an impact on positive things in the organization's work environment.

Moderate leadership will have an effect on the job satisfaction of its members. Robins and Judge (2017)⁶ argue that leader behavior and power are related to job satisfaction. Through this, it was found that there was a direct influence between school leadership on job satisfaction for biology teachers. High school leadership can affect the job satisfaction of biology teachers.

The results of this study are strengthened by several previous findings. Research conducted by Cakmak et al (2015)¹⁴ revealed that leadership has a positive effect on job satisfaction. The effect of leadership on job satisfaction depends on the leadership style and the group being studied. Satisfaction with the leader is one of the important job satisfaction factors. The leadership style applied by the

leader to its members is a supporting factor that affects job satisfaction, in this case satisfaction with the leader.

Wong (2012)¹⁵ and Song (2012)¹⁶ argue that certain leadership styles in certain situations will affect other organizational variables, such as the satisfaction of organizational members, in this case teachers in schools. A leadership style that pays less attention to the condition of its members tends to be disliked by its members, resulting in low job satisfaction. This is supported by Adeyemi and Adu (2013)¹⁷, they also state that Laissez-faire leadership is not appropriate to be applied to the education sector because it has an effect on low teacher job satisfaction.

According to Aninda et al (2018)¹⁸ school leadership will have a positive influence on teachers because through policies in providing rewards, compensation, and rewards in accordance with what teachers have done to schools. This resulted in the influence of school leadership on the job satisfaction of biology teachers. School leadership with a transactional leadership style will have a positive influence on teachers because by providing rewards, compensation, and rewards in accordance with what teachers have done to schools. This allows for the influence of school leadership on the job performance of biology teachers.

Appreciation of the work done by the teacher has an influence on teacher job satisfaction. The appreciation and attention given by the leadership in the school makes it possible to increase teacher job satisfaction. However, nowadays many teachers feel that their services have not been properly rewarded, therefore, apart from the leadership in schools, a higher leadership policy is also needed to give appreciation to the work of teachers in order to increase teacher job satisfaction.

The fourth hypothesis of this study is that there is an indirect effect of school leadership on the job performance of biology teachers through job satisfaction. In the calculation process carried out, the results showed that there was an indirect effect between school leadership and job performance mediated by job satisfaction.

The leadership style applied by the leader to its members is a supporting factor in influencing job satisfaction. Satisfaction with the work that has been done will have an effect on good job performance. One of the factors creating job satisfaction is satisfaction with the leader. If the leader has behaved positively in influencing his members, it is possible for his members to have satisfaction with his leader and it will have a positive impact on the creation of good member performance. Although it is possible that other factors of job satisfaction will also support as a mediator between school leadership and job performance.

Therefore, it is important for a teacher to be led by a leader with a leadership style that is appropriate to the situation, and it is also important for teachers to have good job satisfaction. Job satisfaction will mediate school leadership on teacher job satisfaction. This is in accordance with the opinion of Colquit (2015)² who suggests an integration model of organizational behavior which states that school leadership will affect job performance through job satisfaction.

The leadership style that is appropriate to the situation will affect the teacher's performance through job satisfaction. Previous research that supports this research is that conducted by Maftuhah (2018)¹⁹ and Zeinabadi (2011)²⁰ in their research it was found that there is a relationship

between instructional leadership and several organizational variables. Instructional leadership affects several variables such as transactional leadership, job satisfaction, emotional intelligence, strategic decisions, school environment, organizational commitment, organizational commitment, and citizenship behavior.

Factors that affect satisfaction with leaders in schools, such as the leadership style of policies made, and the attention given will affect teacher performance in schools. Teachers who have good performance are possible to improve the quality of their organization, in this case the school. Therefore, the influence of school leadership on teacher performance mediated by job satisfaction is important to note.

Based on the results of hypothesis testing, it shows that biology teachers who have high job performance are the result of good school leadership and high job satisfaction. A teacher's job performance will be directly affected if he has good school leadership and job satisfaction. And job satisfaction owned by teachers can be a mediator between school leadership and job performance.

Conclusion

From these findings, it can be concluded that job satisfaction is proven to be a good mediator between school leadership and job performance. If you want to minimize variations in the job performance of biology teachers, because they are based on many factors that are almost the same but job performance of teachers still varies, then factors such as school leadership and job satisfaction need to be considered.

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