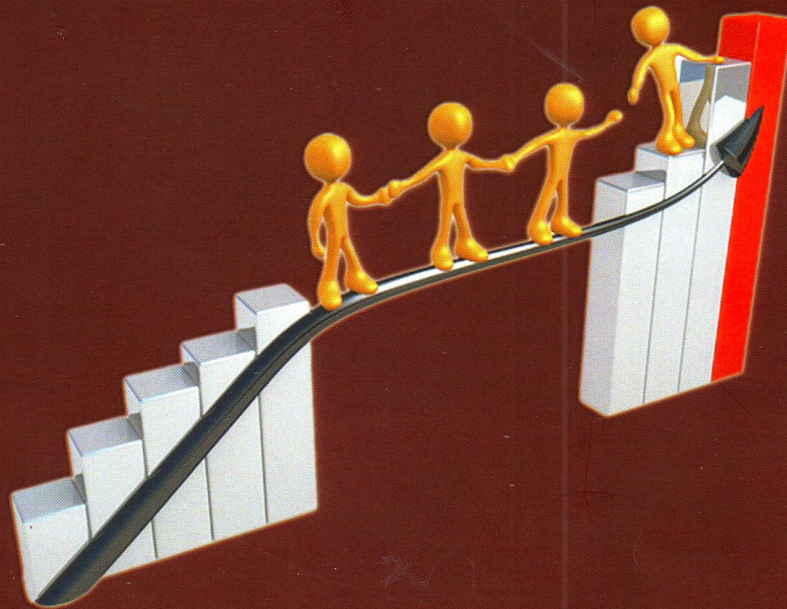


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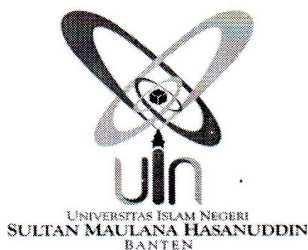
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Increasing Master's Job Satisfaction Through Leadership and Work Discipline

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Abstract. This study aims to gain information on teacher job satisfaction that is influenced by the principal's leadership and teacher's work discipline. This research uses descriptive analysis, correlation analysis and regression analysis. The research was conducted in elementary school in Serang Banten, data collection instrument using questioner, which discuss about principal leadership, work discipline of teacher and job satisfaction, from this research found that leadership of principals have a positive influence on teacher work satisfaction, so Also with the discipline of teachers work has an influence on job satisfaction of teachers, teachers have high satisfaction in work can be influenced by the leadership of the principal and discipline of teachers in the work, so for it takes a serious handling in an effort to increase teacher work satisfaction in the hope of improving the quality of self Teachers to be more professional in carrying out their duties as educators.

Keywords: Job satisfaction of teacher, leadership, work discipline, principal.

Introduction

The feeling of worker in carrying out his work activities greatly affect the level of job satisfaction, the individual will have different levels of satisfaction → different according to the system values that apply in him. The higher the value of the activities in accordance with the wishes of the individual, the higher the job satisfaction he felt. The more aspects of the job that meet the needs of the employee or worker, the higher the level of satisfaction he feels (As'ad, 2007). This also applies to teachers as an educator at school. Teachers are professionals in charge of planning and implementing the learning process, assessing the learning outcomes, conducting mentoring and training, without any satisfaction in the teacher will have a negative effect in the management of the learning process in school.

Job satisfaction is the feeling and judgment that a person has based on a pleasant view of his work, especially regarding his working conditions, in relation to whether his work is capable of fulfilling or manifesting according to his expectations, needs and desires. Moore in Panggabean (2002) says basically job satisfaction depends on what one wants from his job and what they earn. Teacher job satisfaction can affect his or her presence at work, and willingness to work. Job satisfaction has significance for both employees and companies primarily because it creates a positive state in the company's work environment (Dessler, 2008).

According to Gibson (1997) satisfaction becomes one of the criteria of effectiveness that became a measure of organizational success in meeting the needs of employees or members. Employees who feel gained satisfaction in work, of course with pleasure and feel valued towards each other or for the institution where they work (Covey, 1996).

The existence of satisfaction in work gives positive value in the improvement and improvement of management of learning process, for that required role of headmaster as leader in education institution, leadership very big role in high or low of job satisfaction of teacher. A principal's ability in managing human resources in schools related to educational

and administrative techniques, principals have a responsibility in improving the quality of education in schools, thus requiring quality leadership. Leadership of the principal as a key concept in understanding and improving organizations such as schools (Hoy and Mishcell, 2001).

Teacher discipline becomes one of the factors that can affect teacher work satisfaction, teacher satisfaction level can be observed among others from the level of work discipline, responsibility and seriousness to the task and work. The measure used in assessing whether the employee is disciplined or not, can be seen from the timeliness of work, ethics of dress, and the use of facilities / facilities companies effectively and efficiently (Soejono, 2007). With discipline it is expected that work will be done as effectively and efficiently as possible, Rivai (2004) argues that good discipline reflects the magnitude of one's responsibility for the tasks assigned to it.

According to Abdurrahmat (2006) Discipline is the awareness and willingness of teachers to obey all organizational rules and prevailing social norms. Teachers who have high work discipline can be seen from the great sense of responsibility a person will the task he received, with the attitude of discipline will encourage passion, to realize the purpose of school. Added by Hasibuan (2012) who said that good work discipline can be seen from coming and coming home on time, obeying / obeying all applicable rules and social norms, doing all the work well.

Thus, the increase in teacher satisfaction can be implemented with the leadership of the quality of a principal, as well as the high discipline of teachers in carrying out duties and responsibilities as an educator, improvement and improvement of education quality will not be achieved without preceded by the satisfaction of A teacher, who will be formed from high leadership and discipline. Therefore, in this research would like to study about the leadership and discipline of teachers in improving teacher work satisfaction, specifically this research would like to study about 1) the relationship between leadership to teacher work satisfaction, 2) the relationship between teacher work discipline to teacher work satisfaction, 3) The relationship between leadership and teacher work discipline to teacher work satisfaction.

Research methods

The method used in this research is quantitative method, by using descriptive analysis and inferential analysis. Descriptive analysis is used to emphasize the analysis on numerical data (numbers). According Sugiyono, (2012), descriptive statistics can also be done looking for strong relationships between variables through correlation analysis, prediction with regression analysis and make comparisons by comparing the mean of sample data or population. Similarly, Sukmadinata (2011), descriptive research is intended to describe or describe the phenomena that exist, whether natural phenomena or human engineering.

Quantitative approach is research that starts from events that can be measured quantitatively or expressed by numbers (Subyantoro and Suwanto, 2007). According to McMillan and Scumacher (2001) "Quantitative research is a form of research that examines objects, symptoms, events or data that can be measured numerically (scale, index, formula and so on) and analysis using statistics".

Inferential statistics were used to analyze research hypotheses, inferential statistics using correlation tests, and regression tests. The correlation analysis is used to determine the relationship between two random variables that have a minimum interval measurement scale

and bivariate normal distribution. Regression test to see the relationship between research variables, how big the relationship exists among the variables of the study.

The population in this study is all teachers who served in Primary School in Serang Banten, The sample in this study set as many as 100 people from the affordable population amounted to 657 people. 100 samples of samples refer to the opinion of Arikunto (1993). If the sample size is large it can be taken as sample by 20-25% or more or by measuring at least: (1) the ability of the researcher to be seen from time, effort and fund, (2) Narrow area of observation of each object, because it involves at least the data, (3) The size of the risk borne by the researcher. Sampling using technique: "area sampling" or sample area, "proportional sampling" or proportional samples. Field sampling technique or area sampling is a sampling technique that is carried out by taking representatives from each region contained in the population (Arikunto, 1993).

In accordance with the method used in data collection as mentioned above then the instrument to be used is a questionnaire (questionnaire). Questionnaire is a data collection technique done by member a set of questions or written statement to the respondent to answer (Sugiyono, 2012). The instruments used in this study are questionnaires or questionnaires arranged according to the Likert scale model. The collected data is then processed using the SPSS 16.00 Version tool.

Research result

Descriptive Analysis

Descriptive statistical analysis is used to determine the stages of leadership, discipline of teacher work and job satisfaction of teachers in schools. The results of descriptive analysis of research data can be seen in table 1.

Table 1. Descriptive Analysis of Research Data

Variable	Mean	Std. Deviation
Principal Leadership	77.48	7.954
Teacher Work Discipline	80.68	9.113
Teacher Job Satisfaction	91.18	10.149

Table 1 above shows that all the variables in the study have a high mean value, thus it can be seen that the research variables are leadership, discipline of teacher work and teacher work satisfaction in high school. The above figures show that generally the principal leadership score, teacher work discipline and teacher work satisfaction in school are in good category.

Inferential Analysis

Relationship Between Principal Leadership With Master's Job Satisfaction

To examine and analyze the relationship between principal leadership and teacher work satisfaction, correlation analysis and regression analysis were used. From the calculation result of simple regression analysis on principal leadership variable data on teacher work satisfaction obtained the regression direction b of = 0.580 and constant a of 46.231. Thus the form of the two relations (X with Y) can be illustrated by the regression equation $\hat{Y} = 46.231 + 0.580X_1$. Regression equation of headmaster leadership variable on teacher work satisfaction can be seen in table 2.

Table 2: Regression Equation of Principal Leadership With Teacher Job Satisfaction

Model		Unstandardized Coefficients		Sig.	F	R	R ²
		B	Std. Error				
1	(Constant)	46.231	8.941	0.000	25.537	0.455	0.207
	Principal Leadership	0.580	0.115	0.000			

a. Dependent Variable: Teacher Job Satisfaction

Prior to use for predictive purposes, the regression equation should satisfy the requirements of significance test and linearity test. To know the degree of significance and linear regression equation, F test is done with the criterion of $F_{count} > F_{table}$ (0.01).

From result of calculation known value of F_{hitung} equal to 25,537 whereas value of F_{tabel} $\alpha = 0,05$ of 4.04 at $\alpha = 0,01$ of 7.19. This result shows that $F_{count} > F_{table}$ so that it can be stated that the regression direction coefficient Y over X1 is very significant or very significant at the level of significance, thus equation $\hat{Y} = 46.231 + 0.580X_1$ can be used to explain the relationship between principal leadership and positive and significant teacher job satisfaction.

To find linear regression equation can be done through equation of linear regression line. The scoring criterion is $F_{count} < F_{table}$. From the calculation results obtained value F_{count} 1.196; while the F_{table} value at $\alpha = 0.05$ of 2.25. While at the level $\alpha = 0.01$ of 3,20 This indicates that the value of $F_{count} < F_{table}$ or $1.196 < 2,25$. Thus the model of linear regression equation.

The strength of the relationship between principal leadership variables and teacher work satisfaction is indicated by the correlation coefficient $r_{y1} = 0.455$. Furthermore, the analysis coefficient of determination, coefficient of determination relationship between principal leadership with teacher work satisfaction of equal 0,207. This means that 20.7% of variations in teacher job satisfaction can be influenced by the principal's leadership and can be explained through regression $\hat{Y} = 46.231 + 0.580X_1$. In other words, the principal's leadership contributed 20.7% to the improvement of teacher work satisfaction in school.

Thus it can be concluded that there is a relationship between principal leadership and teacher job satisfaction. In other words, it is assumed that the higher the leadership quality of the headmaster, the higher the teacher's job satisfaction and the lower the headmaster's leadership, the lower the teacher's job satisfaction in school.

Relationship Between Teacher Work Discipline With Teacher Work Satisfaction

To examine and analyze the relationship between teacher work discipline and teacher work satisfaction, correlation analysis and regression analysis were used. From the calculation result of simple regression analysis on teacher work discipline variable data on teacher work satisfaction obtained regression direction b equal to = 0.808 and constant a of 25.995. Thus the form of the two relations (X with Y) can be illustrated by the regression equation $\hat{Y} = 25.995 + 0.808X_2$. Regression equation of teacher work discipline variable on teacher work satisfaction can be seen in table 3.

Table 3: Regression Equations Teacher Work Discipline With Teacher Job Satisfaction

Model		Unstandardized Coefficients		Sig.	F	R	R ²
		B	Std. Error				
1	(Constant)	25.995	6.286	0.000	108.901	0.725	0.526
	Teacher Work Discipline	0.808	0.077	0.000			

a. Dependent Variable: Teacher Job Satisfaction

Prior to use for predictive purposes, the regression equation should satisfy the requirements of significance test and linearity test. To determine the degree of significance and linear regression equation, F test is done with the assessment criteria $F_{count} > F_{table}$ (0.01). From the calculation result known F_{count} value 108,901 while the value F_{table} at $\alpha = 0,05$ of 4.04 at $\alpha = 0,01$ of 7.19. This result shows that $F_{count} > F_{table}$ so that it can be stated that the regression coefficient of Y over X₂ is very significant or very significant at the level of significance, thus equation $\hat{Y} = 25.995 + 0.808X_2$ can be used to explain the relationship between teacher work discipline and positive and significant teacher job satisfaction.

To find linear regression equation can be done through equation of linear regression line. The scoring criterion is $F_{count} < F_{table}$. From the calculation results obtained value of F_{count} 1,538; While the F_{table} value at $\alpha = 0.05$ of 1.62, This indicates that the value of $F_{count} < F_{table}$ or $1.538 < 1.62$, thus the linear regression equation model.

The strength of the relationship between teacher work discipline variables and teacher work satisfaction is shown by correlation coefficient $r_{y1} = 0.725$. Furthermore, the analysis of coefficient of determination, coefficient of determination of relationship between teacher work discipline and teacher work satisfaction of 0,526. This means that 52.6% of the variations occurring in teacher job satisfaction can be affected by teacher work discipline in school and can be explained through regression $\hat{Y} = 25.995 + 0.808X_2$. In other words, the teacher work discipline in the school contributes 52.6% to the increase of teacher work satisfaction in school. In other words, it is suspected that the higher the in-depth teacher discipline in school, the higher the teacher's job satisfaction. Conversely, the lower the work discipline of teachers in schools the lower the teacher job satisfaction.

Relationship Between Principal Leadership and Teacher Work Discipline With Teacher Job Satisfaction

To examine and analyze the relationship between principal leadership and teacher work discipline together with teacher work satisfaction used correlation analysis and regression analysis. From the calculation result of simple regression analysis on principal leadership variable data and teacher work discipline on teacher work satisfaction obtained regression direction $b_1 = 0.239$ for leadership variable, regression b_2 direction = 0.722 for teacher discipline variable variable and a constant value of 14.425. Thus the form of the three relationships (X₁, X₂ with Y) can be illustrated by the regression equation $\hat{Y} = 14.425 + 0.239X_1 + 0.722X_2$. Regression equation of leadership headmaster variable and teacher work discipline collectively on teacher job satisfaction can be seen in table 4.

Table 4. Regression Equation Principal Leadership and Teacher Work Discipline With Teacher Work Satisfaction

Model		Unstandardized Coefficients		Sig.	F	R	R ²
		B	Std. Error				
1	(Constant)	14.425	7.652	0.062	60.595	0.745	0.555
	Principal Leadership	0.239	0.095	0.013			
	Teacher Work Discipline	0.722	0.083	0.000			

a. Dependent Variable: Teacher Work Satisfaction

Prior to use for predictive purposes, the regression equation should satisfy the requirements of significance test and linearity test. To determine the degree of significance and linear regression equation, F test is done with the assessment criteria $F_{count} > F_{table}$ (0.01). From the calculation result known F_{count} value of 60.595 while the F_{table} value at $\alpha = 0,05$ of 4,04 at $\alpha = 0,01$ of 7,19. This result shows that $F_{count} > F_{table}$ so that it can be stated that the regression direction coefficient Y over X1, X2 is very significant or very significant at the level of significance, thus equation $\hat{Y} = 14.425 + 0.239X_1 + 0.722X_2$ can be used to explain the relationship between principal leadership and teacher work discipline with teacher job satisfaction.

The strength of the relationship between headmaster leadership variables and teacher work discipline with teacher work satisfaction is shown by correlation coefficient $r_y = 0.745$, then the coefficient of determination is determined, the coefficient of determination relationship between principal leadership and teacher work discipline with teacher job satisfaction of 0,555. This means that 55.5% of the variations occurring in teacher job satisfaction can be influenced by the principal's leadership and teacher-teacher discipline which can be explained by regression $\hat{Y} = 14.425 + 0.239X_1 + 0.722X_2$. In other words, the principal's leadership and teacher's work discipline together contributed 55.5% to the improvement of teacher work satisfaction in school. In other words, it is assumed that the higher quality of headmaster leadership and discipline that teachers have in working, the higher the job satisfaction of the teacher and vice versa the lower the leadership of the principal and the teacher work discipline, the lower the teacher's job satisfaction in school.

Discussion

From the research results can be seen that teacher job satisfaction can be influenced by the leadership of the principal and discipline of teachers work. Increased teacher work satisfaction can be done by improving the quality and ability of school principals in leading the school organization, and improve discipline in work. The satisfaction of the work performed can provide a great role in the improvement and improvement of education quality in schools. Educators are one of the jobs or professions. As a job, the role of an educator will have high or low satisfaction. Work is an important part of life, so job satisfaction also affects the satisfaction of life (Dharma, 1992). Job satisfaction reflects the teacher's feelings for his work. The general attitude that emerges within the worker is to judge the difference between the amount of rewards received and what he or she believes to be acceptable (Robbins, 2006).

Moekijat (1995) says better satisfaction comes primarily from the implementation of good work and better job performance resulting in greater rewards. If this award is deemed fair and fair then the consequence is increased satisfaction, because the teacher feels that they receive an award in proportion to the performance of their work.

Two factors that can cause the satisfaction or satisfaction timbers according to Herzberg in Mangkunegara (2000) namely the factor of maintenance and motivation factors (motivation factors). Hasibuan (2007) job satisfaction service is a fun emotional character and loves her job. This attitude is reflected by work morale, discipline, and work performance. Job satisfaction can rise and fall, therefore the factors associated with feelings and job satisfaction need to be considered continuously in the organization.

The results of this study support the results of previous research conducted by Murti and Srimulyani (2013), Prabu (2005), which states that the discipline of work has a significant effect on employee job satisfaction. From the results of research Sudyanto (2015), showed that together or simultaneously there is a positive and significant influence of work discipline, work culture and motivation to employee job satisfaction and partially there is a positive and significant influence of work discipline, work culture and motivation against Employee job satisfaction. Thus it can be said that the improvement and improvement of job satisfaction owned by a teacher becomes one of the priorities in school, a principal runs a quality leadership will have a positive impact on improvement and improvement of teacher work satisfaction, this also applies to teacher work discipline, High-disciplined teachers will run various activities of the learning process management effectively and efficiently.

Conclusion

Humans work because there is a goal, there is something to be achieved or achieved, the satisfaction that exist in an educator to be one factor that can affect the quality of management of learning processes in school, a teacher who has satisfaction in work will carry out various activities of learning process Effective and efficient, improving productivity. For that improvement and improvement of teacher satisfaction in work must be one of the attention of a principal, principal as a leader to provide various policies that can improve teacher satisfaction in work, leadership of principals who prioritize the achievement of educational goals will always try to carry out various activities to the maximum, It is aimed to get the target that has been set, the existence of good leadership, able to manage human resources will always try to give satisfaction to teacher in work, this is because there is a positive relationship between headmaster leadership to teacher work satisfaction.

Similarly, the discipline of work, a teacher who is disciplined will be able to carry out the learning process optimally. The existence of discipline gives a big influence on the improvement and improvement of teachers' satisfaction in work, teachers who have high satisfaction is formed from the high discipline also in themselves to work to follow the rules set in the school, so that the management of the learning process becomes the task and His responsibilities as an educator will run in accordance with predetermined planning, and run effectively and efficiently.

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