

## Analysis of The Role Principal Leadership of Public Elementary School to Fostering Teachers Job Satisfaction

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### Abstract

Principal leadership has a very important role in creating a positive school climate and teacher job satisfaction. The purpose of this study was to analyze the role of principal leadership in fostering teacher job satisfaction at SD Negeri 2 Tekaran Wonogiri. The type of research is qualitative with the research subjects are principals and teachers. Data collection techniques with document analysis and observation. Data analysis using Miles & Huberman interactive analysis. Data validation with techniques triangulation. The results showed that principals as implementers of education, the existence of religious development programs; principals as evaluators, open discussion forums in dealing with problems and conducting regular evaluations through the forum of outstanding teachers every second and fourth week; principals as trainers, encouraging teachers to develop their competence; principals as mentors, actively leading every activity to support academic and non-academic achievements; principals as motivators, providing encouragement to tolerate each other. The conclusion of this study is that the role of the principal of SD Negeri 2 Tekaran has been able to foster teacher job satisfaction.

**Keywords:** job satisfaction, principal leadership, school principal

### Abstrak

Kepemimpinan kepala sekolah mempunyai peran yang sangat penting dalam menciptakan iklim sekolah yang positif dan kepuasan kerja guru. Tujuan penelitian ini adalah menganalisis peran kepemimpinan kepala sekolah dalam menumbuhkan kepuasan kerja guru di SD Negeri 2 Tekaran Wonogiri. Jenis penelitian ini adalah kualitatif dengan subjek penelitian adalah kepala sekolah dan guru. Teknik pengumpulan data dengan analisis dokumen dan observasi. Analisis data menggunakan analisis interaktif Miles & Huberman. Validasi data dengan teknik triangulasi. Hasil penelitian menunjukkan bahwa kepala sekolah sebagai pelaksana pendidikan, adanya program pembinaan keagamaan; kepala sekolah sebagai evaluator, membuka forum diskusi dalam menangani permasalahan dan melakukan evaluasi secara berkala melalui forum guru berprestasi setiap minggu kedua dan keempat; kepala sekolah sebagai trainer, mendorong guru untuk mengembangkan kompetensinya; kepala sekolah sebagai mentor, aktif memimpin setiap kegiatan untuk mendukung prestasi akademik dan non akademik; kepala sekolah sebagai motivator, memberikan dorongan untuk saling bertoleransi. Kesimpulan dari penelitian ini adalah peran kepala sekolah SD Negeri 2 Tekaran telah mampu menumbuhkan kepuasan kerja guru.

**Kata kunci:** kepuasan kerja, kepemimpinan kepala sekolah, kepala sekolah



## INTRODUCTION

School management in the 21st century and post-Covid-19 pandemic requires the totality of the role of the school principal. The progress of the school and the level of public trust in the school depends on the principal's leadership style. Winardi (1990: 126) explains that leadership is a form of ability or capacity of individual competence in managing well and is influenced by various factors, both internal factors and external factors. Meanwhile, Edy Sutrisno (2011: 67) explains that leadership is a process of activities to influence and mobilize others by leading, guiding, influencing others in order to achieve predetermined results or goals.

Leadership is needed by everyone in realizing the goals that have been agreed upon. For this reason, one of the indications of a quality school is to have mutually agreed goals and understand how to realize them. One of the tasks of the school principal is to be able to inspire and motivate teachers to move together to realize school goals. Mariana (2021) explains that the task of the school principal is to be able to motivate and mobilize all teachers, school committees, parents of students in order to achieve their goals. This confirms that the principal's leadership is to understand the learning process and be able to develop teachers, so that the result of developing teacher competence is understanding the learning styles of students and being able to provide facilities so that students can learn.

Teacher job satisfaction is a positive feeling or satisfaction experienced by teachers when their needs and expectations in the work environment are met. Teachers who feel satisfied with their jobs tend to have higher motivation to achieve better educational goals. As stated by Kadarsih *et al.* (2020), principals, as leaders in the school environment, must have adequate knowledge to influence the level of job satisfaction of these teachers. The importance of effective leadership in creating a conducive work atmosphere cannot be ignored, as this will have a direct impact on teacher job satisfaction. According to Sopingi *et al.* (2015), good leadership not only serves to achieve educational goals, but also creates a positive school climate that ultimately supports teacher job satisfaction.

Furthermore, the leadership style applied by the principal can affect teachers' motivation and job satisfaction. Sudarwan Danim in Priansa (2014) emphasizes that a leader must clearly understand the work vision and have a high work drive, which in turn inspires teachers to work better and be more satisfied in their roles. When principals are able to build a disciplined yet encouraging work culture, teachers feel valued and motivated to contribute more. This, as outlined by previous references, supports the assumption that teachers' job satisfaction can be improved through the implementation of appropriate leadership policies and good managerial strategies. Therefore, principals need to continuously develop their leadership skills in order to maintain and improve teachers' job satisfaction, which in turn will contribute to improving the quality of education.

According to Mulyasa (2022), school principals have a very crucial role in fostering education personnel. Not only limited to the academic aspect, principals are also responsible for fostering the mental, moral, physical, and artistic aspects of the teachers. Mental coaching focuses on forming positive attitudes and characters, while moral coaching emphasizes ethical and moral values in carrying out tasks. In addition, principals also need to pay attention to the physical aspects of education personnel by encouraging them to maintain health and engage in physical activities. Finally, artistic coaching aims to increase appreciation for art and beauty, which can be done through various activities such as field trips. Thus, the principal acts as a leader who not only takes care of the technical aspects of education, but also as a coach who is able to develop all the potential of education personnel holistically.

As an important aspect of education, teacher job satisfaction has a direct influence on the quality of teaching and interaction in the school environment.

According to Damayanti *et al.* (2020), job satisfaction is defined as a positive feeling or attitude towards various factors such as praise for work results, placement conditions, treatment received, as well as equipment and a good work environment atmosphere. Furthermore, Handoko (2017) added that job satisfaction is a pleasant or unpleasant emotional state for employees in viewing their work, which can be interpreted as a feeling of support or non-support towards their work.

Creating job satisfaction in an educational setting is one of the main objectives of human resource management, the relevance of which impacts on learning effectiveness. One of the important goals in this management is to create job satisfaction among organizational members, which in the context of education is teachers as educators. Julaiha (2019) highlights that the role of the principal as an educator is to guide and support the development of teacher professionalism. In this context, the principal's leadership role is crucial; Fitriani (2019) states that principals must function as supervisors to help teachers carry out optimal learning through effective supervision functions.

Teacher job satisfaction is a positive feeling experienced by teachers in carrying out their daily tasks, which includes appreciation for work results, a conducive work environment, and harmonious interpersonal relationships. According to Damayanti *et al.* (2020), job satisfaction is defined as a positive feeling or attitude obtained through praise for work results, placement, treatment, equipment, and a good work environment atmosphere. This shows that job satisfaction is not only limited to material aspects, but also to emotional and social aspects. In addition, Handoko (2017) states that job satisfaction is a pleasant or unpleasant emotional state that employees feel towards their work, which shows the importance of emotional balance in work.

Another fact that shows the importance of job satisfaction is its role in shaping a positive and productive educational atmosphere. In the context of education, an important goal of human resource management is to achieve optimal job satisfaction among teaching staff. Julaiha (2019) mentioned that the role of leadership, especially in guiding education personnel, plays a significant role in determining the level of job satisfaction of teachers. Furthermore, Fitriani (2019) emphasized the role of school principals as effective supervisors in fostering teacher professionalism, which then contributes to improving the quality of learning.

As part of the literature search on teacher job satisfaction, researchers have examined previous studies that focus on the determinants of this area. These factors include several psychological, social, physical, and financial components, which collectively form the basis of understanding job satisfaction among educators as outlined by Ilyasir (2016) and Yunita *et al.* (2024). Previous studies have highlighted that Psychological factors, such as interest in work and peace of mind at work, play an important role in influencing job satisfaction. In addition, social factors also influence interactions and relationships between employees, as well as between supervisors and employees, which are interrelated in creating a harmonious work environment. Physical factors, including the condition of the work environment and individual health conditions, also determine the level of comfort and effectiveness in carrying out teaching tasks. Financial factors, including salary and benefits, explain how material well-being directly affects individuals' motivation and satisfaction at work. Comparing these findings, it appears that while there are similarities in the identification of factors affecting job satisfaction, the implementation context and the role of school leadership remain the distinguishing elements in the various studies.

Furthermore, the continuation of the discussion on teacher job satisfaction involves further analysis of the role of leadership, particularly the role of school principals. In this case, attention is focused on how effective leadership can foster teacher job satisfaction through supervision and professional support approaches. The findings of Julaiha (2019) and Fitriani (2019) underscore the role of principals not only

as administrative leaders, but also as mentors and facilitators for teachers' professional development. This study highlights the importance of principals in creating a conducive work environment, which differs significantly from most previous studies that emphasize the individual aspects of job satisfaction. The uniqueness of this study lies in its focus on the leadership of the principal of SD Negeri 2 Tekaran as an important variable in fostering job satisfaction, while previous studies have been more diverse in highlighting other variables as the main determinants. Thus, it can be said that this study has its own contribution in explaining the dynamics of teacher job satisfaction in a specific context that is directly influenced by the characteristics of principal leadership as a key aspect. Based on the description above, the researcher formulated a study with the title "Analysis of the Leadership Role of the Principal of SD Negeri 2 Tekaran in Fostering Teacher Job Satisfaction". The purpose of this study is to analyze the leadership role of the principal in fostering teacher job satisfaction at SD Negeri 2 Tekaran Wonogiri.

### **METHODS**

This type of research is descriptive qualitative. Yusuf (2017) explains that qualitative research emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols, or descriptions of natural events then presented in the form of words. The subjects of this study were 1 principals and 6 teachers in SD Negeri 2 Tekaran in Wonogiri. Data were collected through observation, interview, and document analysis. Observations and interviews are used to collect data on the role of school principals in managing schools. Meanwhile, the analysis document was carried out by analyzing school documents in the form of KOS or School Operational Curriculum to find out the planning of SD Negeri 2 Tekaran. Data validation with techniques triangulation. Data analysis with interactive analysis from Miles & Huberman through data collection, data reduction, data display, and conclusion.

### **RESULTS AND DISCUSSION**

#### **Research Results**

The results of the analysis of the school operational curriculum documents (KOS) of SD Negeri 2 Tekaran Wonogiri for the 2022/2023 and 2023/2024 academic years obtained data, namely: providing ideas for religious development program activities. The principal's idea begins with a study of the availability of Mushola facilities and accommodating the potential of parents of students who have abilities in the field of religion. The inventory results obtained data, namely: Mushala already exists but routine religious activities are still not optimal, religious support books do not exist, Arabic reading and writing teachers do not exist. The results of the inventory were then brought to a discussion forum with the school committee and resulted in decisions, namely: cleaning the Mushala in mutual cooperation, offering parents of students to teach the Koran, procuring Islamic History storybooks and Iqro' books, and Al'Quran.

The results of religious development obtained data, namely: the school has a reading room with the number of book titles there are 105 titles, the responsibility activities of the consistency of implementation between religious teachers and parents of students complement each other. Religious teachers carry out guidance during formal hours while parents of students carry out during extracurricular hours and the Pancasila profile strengthening project program (P-5). The results of religious ideas starting in 2022, 2023, and 2024, students of SD Negeri 2 Tekaran always win religious competitions in Selogiri sub-district and Wonogiri district.

The principal's activities have been programmed and written in the KOS document, namely the principal conducts periodic evaluations and to obtain feedback in order to formulate and make policies fairly and accepted by all staff, school committees, and parents of students. This statement confirms that the principal of SD

Negeri 2 Tekaran has routinely conducted open discussion forums to address problems or obstacles experienced by teachers in teaching. The principal also conducts regular evaluations through the outstanding teachers forum every second and fourth week. As a result of the planned evaluation activities, SD Negeri 2 Tekaran always receives moral and financial support from the parents of students, some teachers become mobilizing teachers, some teachers always win teacher creativity competitions throughout Wonogiri district.

The principal provides a way to determine and formulate tasks for teachers in developing their competence. The real form as a trainer is given when giving examples of formulating and writing diagnostic assessments, processing the results of diagnosis and determining the learning styles possessed by students. The results of this diagnostic assessment led to a discussion between all teachers and the principal to determine the form of learning, the media chosen and determined, and the basis for budgeting activities. So the form of training shown is through planning, formulating financing, and how to execute the plans that have been made. The result of this training is that the report on the management of School Operational Assistance (BOS) funds shows significant progress in transparency and accountability of budget use, with schools reporting the use of funds in accordance with the budget plan. This improvement is reflected in an increase in the quality of education services, where the allocation of funds for facilities and infrastructure and teacher training has increased, thus supporting more effective learning. In addition, community participation in monitoring and evaluating the use of BOS funds has improved, which has a positive impact on public trust in school management. With more intensive training and socialization on fund management, it is expected that BOS management can continue to improve and have a greater impact on the quality of education.

The principal also provides steps in formulating the plan, providing assistants who are able to provide solutions. For example, the principal provides ways to formulate and set targets for the activities to be carried out. In addition, it also provides leeway to find activity assistants to support academic and non-academic achievements. Openness in formulating plans and financing along with proposals to appoint assistants makes teachers more inspired in managing an activity. In addition, the teaching modules designed to improve the quality of teacher teaching showed improved results, with teachers reporting improved understanding of the material and the use of active learning methods that made students more engaged. The development of more structured lesson plans is also evident, with teachers able to set clear learning objectives. Improved technology skills among teachers enabled them to integrate digital tools in the learning process, resulting in a more engaging learning experience for students. Positive feedback from students and increased learning motivation indicated that the module succeeded in creating a more effective and responsive learning environment (Telaumbanua 2024).

The principal encourages mutual tolerance in implementing learning, competition activities, and teacher progress in developing their existence. This is analyzed from the results of the district-level outstanding teacher competition and the teaching teacher creation competition, which won second and third place. This condition makes teachers supported and fosters motivation to continue to be creative in realizing achievements.





Figure 1. Dhuha prayer activities



Figure 2. Dhuhur prayer activities

The observation results obtained data, namely: 1) the existence of routine activities and the basis for the growth of trust of parents of students in improving the religion of students. These activities, namely: the routine of praying Dhuha, the Al'Quran memorization group, the Al'Quran early reader group, and Dhuhur prayer in congregation as shown in Figure 1 and Figure 2; 2) there is an increase in the role of attendance and support for participating in competitions from parents of students; 3) the fulfillment of the quota of new students every year and starting in the 2022/2023 and 2023/2024 school years rejecting several students; 4) enthusiastic teachers in teaching by paying attention to differences in students' learning styles and being varied in determining learning models. The learning model implemented always takes the form of groups to individuals, this is because the principal always provides direction that building knowledge does not always have to be from inside the classroom; 5) the results of participating in competitions always meet the target. This is because principals and teachers always see the possibility of winning and provide optimal training by providing assistants who are competent.

The change data collected from the observation results can be noted from the following table:

Table 1. Management of School Activities and Achievements

Field of Activities	Year 2022/2023	Year 2023/2024	Description
Religious	Shalat Dhuhur	Shalat Dhuhur	There was an increase in two religious activities
	Reading Iqro	Shalat Dhuha	
		Reading Iqro	
Race	District level Outstanding Teacher	Memorizing the Al'Quran	There has been an increase in non-academic achievements. Two activities
		District level Outstanding Teacher	
		Learning Innovator Teacher	
		Students won volleyball and football at sub-district and district levels	

Source: School Documents (2024)

### Research discussion

Based on the research results above, the principal of SD Negeri 2 Tekaran has carried out his role as principal. This is evident from the program of activities carried out in accordance with the plan prepared, implemented according to the responsibilities and competencies possessed by the principal and teachers. The proactive and innovative role of the principal has a significant impact not only on the quality of teaching but also the enthusiasm of teachers in carrying out their duties. The proactive and innovative role of the principal can significantly improve the quality of teaching and increase the enthusiasm of teachers. By providing teachers, resource support, and professional development opportunities, principals can foster a positive environment that encourages teachers to upskill and be actively involved in their assignments (Aimang et al., 2024). This is evidenced by the consistency in meeting the quota of new students every year, as well as the results of participating in competitions that always meet the target with mentoring programs according to the competencies initiated by the principal. These results are in line with previous research showing how leadership support at the school level can lead to higher satisfaction and productivity among teachers (Kurniawan, 2020; Ishaq *et al.*, 2016).

The role of the principal of SD Negeri 2 Tekaran carries out his role as principal, namely: 1) as an implementer of education, proven by the existence of a religious development program; 2) as an evaluator, proven by the existence of an open discussion forum in dealing with problems and conducting regular evaluations through the forum of outstanding teachers every second and fourth week; 3) as a coach, proven by encouraging teachers to develop their competence; 4) as a mentor, proven by actively leading every activity to support academic and non-academic achievements; 5) as a motivator, providing encouragement to tolerate each other. The existence of a clear and measurable role provides evidence that teachers and school residents can feel comfortable working, learning, and achieving. This is in line with Sabariah *et al.* (2024) which explains that the role of the principal as an implementer of education has the advantage of ensuring that aspects of education run according to predetermined standards. Meanwhile, Julaiha (2019) and Fitriani (2019) emphasize the importance of principals as facilitators of professional growth for teachers. A principal who supports pedagogical exploration in the classroom will be a key driver in improving teachers' job satisfaction as they feel trusted and professionally supported. This is in accordance with research Susilawati *et al.* (2024) principal leadership significantly affects teachers' job satisfaction by supporting the growth of a positive organizational climate can increase feelings of trust and professional support to teachers.

The measurability of the principal in playing the role of principal is also evidenced by the intelligence in finding and processing data on the strengths and weaknesses of the school. This intelligence is in line with the statement from Waruwu and Nuryani (2021) which explains that the use of accurate data from the evaluation will provide a strong basis for decision making in the development of targeted school programs. Based on this intelligence in finding and processing data, the role of the principal of SD Negeri 2 Tekaran is seen to have a lot of positive impacts. This is in line with Ilyasir (2016) and Yunita *et al.* (2024) which explains that job satisfaction is influenced by intelligence in processing data and making policies so that it has an influence on psychological, social, physical, and financial components.

The level of teacher satisfaction with the principal of SD Negeri 2 Tekaran, in addition to the intelligence of finding data and making data-based policies, inspires teachers that the principal is able to become a humane coach. This is in line with the statement from Ishaq *et al.* (2016) who explained that the role of school coconut as a trainer has advantages in improving teacher competence by providing appropriate training, principals can improve teacher competence in various fields, such as the use of technology in learning, curriculum development, and classroom management, thus

providing opportunities for teachers to develop themselves and achieve their maximum potential. Meanwhile, according to Istijarti (2023), the advantages of principals as trainers are that they can encourage and provoke efforts to increase teacher creativity and innovation to think creatively and innovatively in designing interesting and effective learning activities.

### CONCLUSION

Based on the findings, the principal of SD Negeri 2 Tekaran has played the role of principal well. The role performed is the principal as an implementer of education, the existence of a religious development program; the principal as an evaluator, an open discussion forum in dealing with problems and conducting regular evaluations through the forum of outstanding teachers every second and fourth week; the principal as a coach, encouraging teachers to develop their competence; the principal as a mentor, actively leading every activity to support academic and non-academic achievements; the principal as a motivator, providing encouragement to tolerate each other. School principals need to continue to improve participatory and collaborative approaches to encourage the development of teacher competencies and student achievement. Further studies need to be conducted to measure the specific impact of the role of school principals on improving teacher performance and student learning outcomes.

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