

# The Effect Of Leadership And Work Environment On Teacher Satisfaction With Motivation As A Moderating Variable In Methodist School Pelita Kasih Medan

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## **Abstract.**

*This study aims to determine the effect of leadership and work environment on teacher satisfaction through motivation as a constraint variable. The object of research is the Pelita Kasih Methodist School in Medan. The population in this study were 30 teachers at the Pelita Kasih Methodist School in Medan using the population sampling method. The analytical method used is structural equation modeling with partial least squares (SEM-PLS). The results of this study indicate that leadership and work environment have a significant influence on teacher satisfaction. It is evident that motivation is not able to strengthen or weaken the relationship between leadership and work environment in relation to teacher satisfaction.*

**Keywords:** Leadership, work environment, motivation, teacher satisfaction

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## **I. INTRODUCTION**

Teachers are one of the keys to success in achieving a quality education process. As a profession, being a teacher is certainly not just about being an example, but also about being an active agent in shaping the direction and level of student education as a whole. Various theoretical and empirical studies emphasize that teachers play a very important role in every stage of the educational process. Teachers are defined as figures, role models, and role models for students and their environment (Mulyasa, 2012). They play an important role in teaching and learning activities and create learning that allows students to achieve optimal learning goals in schools (Amri & Ahmadi, 2010) and become an educational component that defines the form of learning (Kusumaningtyas & Setyawafi, 2015). Teachers are the spearhead in the world of education, shape the character and spirit of a nation, and are responsible for the good and bad quality of a nation (Jain and Verma, 2014). To become a professional teacher, every teacher must have at least five things. They must have a commitment to students and their learning process, master subjects and good teaching methods, be responsible for monitoring student learning outcomes through various assessment methods, be able to think systematically and be part of the learning community in their profession (Tanang and Abu, 2014). Teacher satisfaction is important to study because the quality of education is very dependent on teachers.

Teachers who are satisfied with their work will teach as well as possible so that students can understand the lesson well. On the other hand, a teacher who is not satisfied with his job will not teach well, so he finally stops being a teacher and chooses another job. The increase in employee turnover and the shortage of qualified teachers later became an international concern (European Commission, 2018; Ingersoll, 2017). Teacher turnover consists of the interrelated concepts of migration and teacher dismissal, where migration describes the transfer of teachers to other schools, and dismissal is associated with teacher departure from his profession and transition to another profession (Ingersoll, 2001; Rinke, 2008). Pelita Kasih Methodist School is the largest official Christian school in the East Medan area, located at Jalan Jati No. 1. 96 Medan North Sumatra. The Pelita Kasih Methodist School, which is under the auspices of the Mu En Methodist Pelita Kasih Education Foundation, was established in 2011 with a donation from the Bu Pyeong Methodist Church in Korea, which has a vision of "To become an excellent Christian educational institution. "In providing education that forms and produces noble character, intellectual intelligence, and works for the Indonesian nation and state." The Pelita Kasih Methodist School is growing rapidly as evidenced by the issuance of work permits for the high school level, B accreditation for the junior high school level and A accreditation for the elementary level, as well as the construction of the 3rd floor for additional classrooms.

Educational opportunities received by Pelita Kasih Methodist School students include: spacious and comfortable classrooms (full air conditioning, projectors and loudspeakers are available in every classroom) and Smart-TVs in special classrooms for high school students. Until now, the leadership of the Pelita Kasih Methodist School has tried to improve the performance, service, quality of education and the good name of the school in accordance with the national education goals set out in Law no. 20 of 2003: "Education is aimed at developing abilities and building proper character and civilization in the context of educating the nation's life, which is aimed at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, and have noble character. character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. The issue of teacher satisfaction at the Pelita Kasih Methodist School in Medan is marked by the number of teachers who quit at the end of the 2020/2021 school year, which can be seen in the following table:

**Table 1.1.** Pelita Kasih Medan Methodist Teacher Turnover Data

Initial Number of Teachers T.A. 2020/2021	34
Teacher Out at the End of T.A. 2020/2021	8
Final Number of T.A. Teachers 2020/2021	26
Teacher Enters Early T.A. 2021/2022	4
Total Teachers at T.A. 2021/2022	30

Leadership plays the most important role in schools because it affects the success of schools in achieving goals. The success of the school depends on the quality of the leadership itself, because the leader has the right to control his teachers so that they do something to achieve the school's goals. Schools need leaders who can inspire, motivate, and effectively and efficiently move their teachers towards school goals. Thus, leadership is important to study because leadership affects teacher job satisfaction. According to Wibowo et al (2014), the work environment is important to study because an increase in job satisfaction can be achieved by creating a good and comfortable work environment, both physical and non-physical. Such conditions can make employees feel happy, comfortable and at home in the company. A good physical work environment can reduce the level of boredom and stress of employees. So that employee productivity will increase. Good working conditions without the support of a good work environment will be meaningless. The work environment, both physical and non-physical, plays an important role in creating and increasing employee job satisfaction. Satisfied employees will be more loyal to the company so that employees can carry out their duties and responsibilities properly.

A supportive work environment provides a sense of security and allows teachers to work optimally. The work environment has a direct impact on teachers in carrying out their duties at school. If teachers enjoy the work environment in which they work, then teachers will feel at home in their workplace to carry out activities and fulfill their duties or responsibilities. The work environment includes the working relationship developed between fellow teachers, the teacher's working relationship with the supervisor, and the physical environment in the school. Thus, the work environment is important for learning because the work environment affects teacher job satisfaction. Motivation is an impulse from within a person as the reason that underlies the spirit of work in doing something or the direction of human behavior. Schools need highly motivated teachers so that these teachers can provide good performance and are enthusiastic in delivering results. To increase teacher satisfaction, motivation is needed to be able to encourage teachers to increase their satisfaction in teaching. Thus, motivation is important to study because motivation will affect teacher job satisfaction. Based on the description above, the researchers are interested in conducting research with the title "The Influence of Leadership and Work Environment on Teacher Satisfaction with Motivation as a Limiting Variable at Pelita Kasih Methodist School, Medan".

## II. MATERIALS & METHODS

### Multiple Linear Regression Test

Multiple regression is the relationship between one dependent variable and more than one independent variable. In addition to measuring the strength of the relationship between two or more variables, regression analysis can also show the direction of the relationship between the dependent variable

and the independent variable (Ghozali, 2011). In the multiple linear regression model used in this study, the dependent variable is teacher satisfaction, while leadership and work environment are independent variables, where the linear equation is formulated as follows:

$$Y = a + b_1X_1 + b_2X_2 + e$$

Information:

- Y : Teacher satisfaction
- X<sub>1</sub> : Leadership
- X<sub>2</sub> : Work environment
- a : Constant
- b<sub>1</sub> : Leadership regression coefficient
- b<sub>2</sub> : Work environment regression coefficient
- e : Standard of error (error allowance rate 5%)

**Moderation Test**

According to Ghozali (2011), the moderation test or regression analysis moderation test (MRA) is a special application of multiple linear regression where the regression equation contains an interaction element, namely the multiplication between two or more independent variables. This moderating variable interaction test aims to determine the extent of the interaction of the moderating variables of job satisfaction on leadership and work environment on teacher satisfaction.

To use MRA, we must compare the following regression equations:

$$Y = \alpha_1 + \alpha_1 X + \alpha_2 Z + \epsilon \tag{1}$$

$$Y = \alpha_1 + \alpha_1 X + \alpha_2 Z + \alpha_3 X * Z + \epsilon \tag{2}$$

1. If equation (1) 2Z, 2 is significant and equation (2) 3 X\*Z, 3 is not significant, then variable Z is not a moderator variable, but is an independent, intervening, exogenous, antecedent, or predictor variable.
2. If equation (1) 2Z, 2 is not significant and equation (2) 3 X\*Z, 3 is significant, then Z is a pure moderator (Z is a pure moderator variable).
3. If equation (1) 2Z, 2 is not significant and equation (2) 3 X\*Z, 3 is not significant, then the variable Z is a moderator homologizer.
4. If equation (1) 2Z, 2 is significant and equation (2) 3 X\*Z, 3 is significant, then the variable Z is a quasi moderator (pseudo moderator).

**III. RESULT**

**Multiple Linear Regression Analysis**

**Table 1.2.** Multiple Linear Regression

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.784	4.153		2.356	.026
	Kepemimpinan	.499	.156	.614	3.197	.004
	Lingkungan kerja	-.020	.158	-.024	-.125	.901

a. Dependent Variable: Kepuasan kerja

Source: Primary Data Processed with SPSS 25, 2022

Based on table 1.2 The first regression equation can be made, namely between the independent variable (X) and the dependent variable (Y), which can be formulated into the following equation:

$$Y = 9.784 + 0.499X_1 - 0.2X_2$$

Based on the results of the regression equation can be interpreted as follows:

1. The constant value (a) indicates job satisfaction of 9.784 if it is assumed that the leadership and work environment variables have a value equal to zero

2. The regression coefficient  $b_1$  of 0.499 indicates that there is a unidirectional effect of the leadership variable on job satisfaction, if the value of leadership increases by one scale then job satisfaction will increase by 0.499.
3. The value of the regression coefficient  $b_2$  of -0.2 indicates that there is an opposite effect of the work environment variable on job satisfaction, if the value of the work environment increases by one scale then job satisfaction will decrease by 0.2.

#### Coefficient of Determination Test

**Table 1.3.** Coefficient of Determination Test ( $R^2$ )

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.600 <sup>a</sup>	.360	.313	2.05534

a. Predictors: (Constant), Lingkungan kerja, Kepemimpinan

Based on table 1.3, it can be seen that the coefficient of determination ( $R^2$ ) in the R square column is 0.360. These results state that 36% of job satisfaction can be explained by leadership and work environment while the rest  $(100-36\%) = 64\%$  can be explained by other variables that are not included in the estimation of this study.

#### Moderation Test Results

The moderation test in this study uses the Moderated Regression Analysis (MRA) model which is used to test the influence of leadership, work environment on job satisfaction with motivation as a moderating variable.

**Table 1.4.** MRA Test Results Phase I with X1 Leadership

<b>Coefficients<sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.482	3.652		1.227	.230
	Kepemimpinan	.257	.139	.317	1.847	.076
	Motivasi	.308	.113	.467	2.725	.011

a. Dependent Variable: Kepuasan kerja

**Table 1.5.** MRA Test Results Phase I with X2 Work Environment

<b>Coefficients<sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.730	4.165		1.616	.118
	Lingkungan kerja	.018	.137	.022	.135	.894
	Motivasi	.428	.110	.648	3.891	.001

a. Dependent Variable: Kepuasan kerja

Source: Primary data processed with SPSS version 25, 2022.

Based on tables 1.4 and 1.5 it can be explained:

The results of the first stage of the MRA test with the dependent variable of job satisfaction and the independent variable of leadership to explain how the motivational variable in the relationship between leadership and job satisfaction. Based on table 4.19. it is known that the value of  $\text{sig} = 0.011 < 5\% (0.05)$ , thus it can be stated that motivation has an effect on job satisfaction. The results of the first stage of the MRA test with the dependent variable of job satisfaction and the independent variable of the work environment to explain how the motivational variable in the relationship between the work environment and job satisfaction. Based on table 4.20. it is known that the value of  $\text{sig} = 0.001 < 5\% (0.05)$ , thus it can be stated that motivation has an effect on job satisfaction.

**Table 1.6.** MRA Test Results Phase II with X1 Leadership

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1						
	(Constant)	5.441	24.321		.224	.825
	Kepemimpinan	.226	.805	.278	.280	.781
	Motivasi	.282	.665	.428	.425	.675
	Moderate_X1Z	.001	.021	.071	.040	.968

a. Dependent Variable: Kepuasan kerja

**Table 1.7.** MRA Test Results Phase II with X2 Work Environment

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1						
	(Constant)	-3.965	30.870		-.128	.899
	Lingkungan kerja	.353	.967	.431	.365	.718
	Motivasi	.723	.851	1.095	.849	.404
	Moderate_X2Z	-.009	.026	-.742	-.350	.729

a. Dependent Variable: Kepuasan kerja

Source: Primary data processed with SPSS Version 25, 2022

The results of the second stage of the MRA test with the dependent variable of job satisfaction and the independent variable of leadership to determine the type of motivational moderating variable. Based on the results of the phase II moderation test, the value of sig = 0.968 > 5%. Thus it can be stated that the motivation variable is not a moderator variable between the dependent variable of job satisfaction and the independent variable of leadership but job satisfaction can be a predictor variable. The results of the second phase of the MRA test with the dependent variable of job satisfaction and the independent variable of the work environment to determine the type of motivational moderating variable. Based on the results of the phase II moderation test, the value of sig = 0.729 > 5%. Thus it can be stated that the motivation variable is not a moderator variable between the dependent variable of job satisfaction and the independent variable of the work environment but can be a predictor variable.

#### IV. DISCUSSION

##### The Influence of Leadership and Work Environment on Job Satisfaction

Based on the results of the study, it is known that the first hypothesis is accepted, namely leadership and work environment simultaneously have a significant effect on teacher job satisfaction at the Pelita Kasih Methodist School, Medan. This is because the results of the F test get an F Sig value of 0.002 < 5%. The results of the study prove that leadership and work environment together or both are factors that affect teacher job satisfaction at Pelita Kasih Methodist School Medan. According to researchers from the research center, this can be explained by the fact that the current principal's leadership style is good, but there are still some aspects that can be improved, such as rewarding excellent teachers and more active teaching attendance, and school provides a comfortable learning environment for teachers, so that these two variables simultaneously affect teacher job satisfaction. These results are in line with research by Arini et al. (2021) with the title "The Influence of Supervisors and Work Environment on Job Satisfaction at SMA Negeri 2 Prabumulih", namely that the leadership of the director and the work environment together have a positive effect on job satisfaction at SMA Negeri 2 Prabumulih.

##### The Effect of Leadership on Job Satisfaction

The results showed that leadership had a significant effect on job satisfaction, and the second hypothesis which stated that leadership had an effect on teacher job satisfaction at the Pelita Kasih Methodist School in Medan was accepted because t sig 0.004 was smaller than 0.05.

According to researchers from the research center, this can be explained by the fact that the current principal's leadership style is good, but still needs improvement in terms of giving awards to teachers who are successful and are more active in attending class. These results are consistent with research by Hui et al. (2013) with the title "The principal's leadership style and teacher job satisfaction: the case from China", namely the principal's leadership has a significant effect on teacher job satisfaction.

#### **The Effect of Work Environment on Job Satisfaction**

The results showed that the work environment had no effect on job satisfaction, and the second hypothesis which stated that the work environment had an effect on job satisfaction for a Methodist school teacher, Pelita Kasih in Medan, was rejected. This is evidenced by the value of  $t$  sig 0.091 which is more than 0.05. According to the observations of researchers at the research site, this can be explained by the fact that the current school environment (physical and non-physical) is very good. Teachers feel comfortable both in terms of work safety, lighting, air temperature, space for movement, calm atmosphere, and relationships with fellow teachers, so this no longer affects teacher satisfaction at Pelita Kasih Methodist School Medan. This result is not in accordance with the research conducted by Toropova et al. (2013) entitled "Teacher Satisfaction: The Importance of the School Environment and Teacher Characteristics", namely the school environment has a significant effect on teacher job satisfaction. However, the results of this study are in line with Ginting & Siagian's (2021) research entitled "The Impact of Motivation and Work Environment on Teacher Job Satisfaction in Clean Air Adventist Schools in Medan During the COVID-19 Pandemic", namely that environmental work does not affect teacher job satisfaction.

#### **Ability of Motivation as a Moderating Variable in Moderating the Relationship between Leadership and Job Satisfaction**

Based on the results of the moderated regression analysis (MRA), it shows that motivation is a predictor variable. This is shown in the first stage of the MRA test where the motivation variable with the leadership variable has a  $t$  sig value of 0.011 (significant) and in the second stage of the MRA test with a  $t$  sig of 0.968 (not significant). According to researchers at the research site, this can be explained by the many teachers who feel they lack the bonuses they receive from their work, and the work environment is less competitive. The results of this study are in line with Ginting & Siagian's (2021) research entitled "The Influence of Motivation and Work Environment on Teacher Job Satisfaction in Clean Air Adventist Schools in Medan During the COVID-19 Pandemic", namely motivation affects the work of teachers. satisfaction. However, when combined with leadership, motivation cannot be a moderator or a link to job satisfaction. Then the motivation variable can also be an independent variable (predictor), because the first stage of the MRA test has a significant effect, while the second stage has no significant effect. This means that motivation affects teacher job satisfaction, but cannot increase or decrease the influence of the leadership variable on teacher satisfaction.

#### **Ability of Motivation as a Moderating Variable in Moderating the Relationship between Work Environment and Job Satisfaction**

Based on the results of the moderated regression analysis (MRA), it shows that motivation is a predictor variable. This is shown in the MRA test stage I the motivation variable with a  $t$  value of 0.001 (significant) and in the MRA stage II test with a  $t$  sig of 0.729 (not significant). According to researchers at the research site, this can be explained by the many teachers who feel they lack the bonuses they receive from their work, and the work environment is less competitive. The results of this study are in line with Ginting & Siagian's (2021) research entitled "The Influence of Motivation and Work Environment on Teacher Job Satisfaction in Clean Air Adventist Schools in Medan During the COVID-19 Pandemic", namely motivation affects the work of teachers. satisfaction. However, in combination with the work environment, motivation could not be moderated or as an association with job satisfaction. Then the motivation variable can also be an independent variable (predictor), because the first stage of the MRA test has a significant effect, while the second stage has no significant effect. This means that motivation affects teacher job satisfaction, but cannot increase or decrease the effect of work environment variables on teacher satisfaction.

## V. CONCLUSION

At the end of this dissertation, the researcher will present several findings based on the results of research at the Pelita Kasih Methodist School in Medan, namely: Leadership and the work environment both have a significant effect on teacher job satisfaction at the Pelita Kasih Methodist School in Medan. Leadership has a significant effect on teacher job satisfaction at the Pelita Kasih Methodist School, Medan. The work environment has no effect on teacher job satisfaction at the Pelita Kasih Methodist School, Medan. Motivation is not a deterrent variable that can weaken or strengthen the leadership and work environment variables, but only as a predictor variable.

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