

ETHICAL LEADERSHIP ON JOB SATISFACTION: THE ROLE OF PSYCHOLOGICAL SAFETY AND SELF-EFFICACY

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ABSTRACT

The change from the 2013 Curriculum to the Independent Curriculum means that teachers need to understand the role and function of teachers in implementing the Independent Curriculum. Understanding these roles and functions makes teachers feel satisfied in their work. This research aims to analyze the influence of Ethical Leadership on Job Satisfaction. This research was conducted on permanent teachers at five private high schools (SMA) in Semarang City. The population and sample in this study were all permanent teachers in five private high schools in Semarang City, totaling 180 people. The results of this study indicate that Ethical Leadership has no significant effect on Job Satisfaction, Ethical Leadership has a significant positive effect on Psychological Safety, Psychological Safety has a significant effect on Job Satisfaction, Psychological Safety mediates the relationship between Ethical Leadership and Job Satisfaction, and Self-Efficacy does not moderate the relationship between Ethical Leadership and Job Satisfaction.

KEYWORDS *Ethical Leadership, Job Satisfaction, Psychological Safety, Self-Efficacy*



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INTRODUCTION

The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) is implementing a new curriculum starting in the 2022/2023 school year, called the Merdeka Curriculum. This curriculum is a replacement for the 2013 curriculum, which was previously implemented starting in 2014. This curriculum change is carried out in schools throughout Indonesia. The existence of this curriculum change makes teachers have to adapt again to the processes in the Merdeka Curriculum, starting from the administrative process, the teaching process, to the assessment and scoring process. Teachers need to understand how the process of preparing the syllabus and learning materials in this Merdeka Curriculum. In

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addition, teachers also need to understand their role when they are in the teaching and learning process, because in this Merdeka Curriculum, teachers play more of a facilitating role in learning. However, this does not mean that teachers do not need to provide explanations, but the materials learned by students can be obtained apart from teacher explanations, so teacher explanations are not the main source of knowledge obtained by students at school.

Quoted from www.bicaranetwork.com, the Teachers Association of the Republic of Indonesia (PGRI) Semarang said that the understanding of teachers in Semarang about the Merdeka Curriculum was only around 50 percent. Thus, some teachers still cannot understand their role in this Independent Curriculum. By not understanding the role taken by teachers in implementing the Merdeka Curriculum, it can cause teachers to experience dissatisfaction at work. This dissatisfaction at work can occur because with the incomprehension and unclear roles experienced by these teachers, their psychological sense of security will decrease. Kahn (1990) states that role clarity reduces uncertainty and facilitates psychological safety. If this feeling of psychological safety is not fulfilled, then a person is more likely to feel dissatisfied at work (Pang et al., 2023).

Job Satisfaction is defined as a positive or emotionally pleasant situation due to work experience (Locke, 1969 in Franczukowska et al., 2022). It is important to have high Job Satisfaction, because high Job Satisfaction is a sign of a good mental state of employees, and thus affects organizational functions and business activities carried out by an organization (Kalleberg, 1977 in Huynh and Hua, 2020). Previous research shows that leadership has a role in influencing Job Satisfaction (Holtom et al., 2008 in Ahmad and Umrani, 2019), and one of the leadership styles that brings influence to Job Satisfaction is Ethical Leadership (Franczukowska et al., 2020; Aftab et al., 2022; Ahmad and Umrani, 2019; Freire and Bettencourt, 2020).

Ethical leadership is leadership that demonstrates norm-conforming actions through one's personal behavior and personal relationships with others, and leadership that models these behaviors to subordinates through communication, decision-making, and assistance (Brown et al., 2005). This definition opens up two dimensions of leadership ethics: the moral person and the moral manager. First, the moral person dimension refers to the leader's personal traits and behaviors. Ethical leaders are described as outstanding role models, altruistic (more concerned and prioritizing the interests of others), honest, trustworthy, and fair individuals who show genuine care and support for their subordinates, as well as caring about their wider society. Second, the moral manager dimension refers to the leader's role in shaping the behavior of others. Ethical leaders serve as role models for ethical behavior. In addition, they actively model ethical behavior and encourage subordinates to act fairly and ethically through communicating clear ethical standards and values (Franczukowska et al., 2021).

With the explanation of Ethical Leadership and Job Satisfaction in the previous paragraphs, research will be conducted on the effect of Ethical Leadership on Job Satisfaction. Some previous studies are used as a source of reference for this research, but in some previous studies there are still dissimilarities in the results of research between one study and another.

Previous studies show that there is a research gap in the effect of Ethical Leadership on Job Satisfaction (Franczukowska, et al., 2021; Ahmad, Umrani, 2019; Aftab, et al., 2022). In the research of Aftab et al. (2022) and Franczukowska, et al. (2021), the results shown are significantly positive, but the results of the study in Ahmad and Umrani's research (2019) show insignificant results. The implication of the results of the research conducted by Ahmad and Umrani (2019) is that the characteristics of ethical leaders may not be universally understood and considered the same in the health sector. This finding itself is novel and interesting in the sense that ethical leaders as perceived in the healthcare sector may carry other key characteristics as opposed to those described by Brown et al. (2005). Another explanation of this result may be that ethical leaders are perceived to be ethical because of their actions and behaviors that act as intermediaries in achieving employee goals.

In addition to the research gap described above, there is a research gap based on suggestions from previous studies. In the research conducted by Ahmad and Umrani (2019), the object of research taken was a public organization, therefore Ahmad and Umrani (2019) suggested conducting research on the effect of Ethical Leadership on Job Satisfaction in the private sphere. In this study, the private organizations taken are in the field of education, with the objects taken being five private high schools in the city of Semarang, namely SMA Loyola Semarang, SMA YSKI Semarang, SMA Islam Sultan Agung 1 Semarang, SMA Kesatrian 1 Semarang, and SMA Sedes Sapientiae Semarang. Based on the two research gaps above, a mediating variable, namely Psychological Safety and a moderating variable, namely Self-Efficacy, will be added.

Psychological Safety is a state of mind where employees feel safe to share openly without threat to their career, status, or job. Psychological Safety itself has been shown to mediate leadership style on employee behavior (Elsaied, 2018; Ahmad and Umrani, 2019). However, despite its potential for the field of business management, there is little research exploring the mediating role of Psychological Safety between Ethical Leadership and its outcomes (Ahmad and Umrani, 2019). In addition to the mediating variable, this study also added a moderating variable, namely Self-Efficacy. Self-efficacy is defined as a belief to perform a task successfully (Bandura, 1986 in Aftab et al., 2022). There are four main factors that have an impact on a person's Self-Efficacy, namely how a person understands others, encouragement from others, emotional states related to carrying out a task, and active material mastery experiences. People who have Self-Efficacy within themselves will be more confident and able to be optimistic about their work, even when faced with difficult tasks (Aftab et al., 2022).

Based on this background, a study was prepared that looked at the effect of Ethical Leadership on Job Satisfaction, using Psychological Security as a mediating variable, and Self-Efficacy as a moderating variable. The research to be raised is entitled "The Effect of Ethical Leadership on Job Satisfaction with Psychological Security as a Mediating Variable and Self-Efficacy as a Moderating Variable (Study on Permanent Teachers at Private High Schools in Semarang City)".

Literature Review

We use the social learning theory in this work. According to the social learning theory, moral behavior can influence workers by serving as an example. (Kia et al., 2019). Social learning theory (Yang & Wei, 2017) states that people like to observe and imitate the conduct of others with higher social standing. According to (Yang & Wei, 2017) ethical leaders possess a sense of collective direction and accountability, which encourages their subordinates to act ethically and support one another through learning and replication. Ethical leaders are more likely to build a personal identification with their subordinates as a result of the subordinates internalizing the leader's ideals and developing an emotional tie or relational attachment. The identification process may result in a high degree of commitment from subordinates toward the accomplishment of organizational objectives and their leader's vision when the ethical leader demonstrates qualities such as justice, honesty, integrity, and compassion. (Kia et al., 2019).

Ethical Leadership

Ethical leadership is leadership that demonstrates norm-conforming actions through one's personal behavior and personal relationships with others, and leadership that models these behaviors to subordinates through communication, decision-making, and assistance (Brown et al., 2005). This definition emphasizes both perceptual and behavioral approaches by describing the unique type of leadership perceived by subordinates (Aftab et al., 2022). One of the promising hallmarks of ethical leadership is the moral imperative that ethical leaders must see, hear, and instill in their followers, which often results in the retention of highly valuable employees within the organization (Marquardt, Manegold, and Brown, 2021). Ethical leadership is a normative and appropriate management indicator of being honest, fair and trustworthy through interpersonal relationships (Özsungur, 2019).

Job Satisfaction

Job Satisfaction is "a work attitude that is largely determined by experiences at work" (Gark et al., 2019). These employee experiences are shaped primarily by the physical work environment, relationships between employees among themselves, leadership style, degree of decentralization, and delegation of power (Kersley et al., 2006). The success of an organization often exists because there is a high level of employee Job Satisfaction, on the other hand, organizations can suffer losses due to poor Job Satisfaction (Al-Sada et al., 2017, in Huynh and Hua, 2020). Job Satisfaction covers many aspects of work, including satisfaction with pay, promotions, coworkers, the job itself, and supervisory style.

Measuring Teacher Job Satisfaction has become a significant focus of interdisciplinary discussion for researchers. Widely collected research on Job Satisfaction has revealed that teachers who are satisfied with their jobs perform better. Moreover, Teacher Job Satisfaction has many important effects. First, Teacher Job Satisfaction contributes to teacher well-being which reduces stress and the risk of burnout. Second, satisfied teachers offer higher teaching quality and better learning support for their students. Finally, satisfied teachers show a stronger work

commitment and are less likely to leave the profession, which is especially important at times when teacher turnover is high (Cavicchia, Sarnacchiaro, 2021).

Psychological Safety

Psychological Safety is a state of mind in which employees feel safe to share what they feel in themselves without worrying about negative reactions and risks to their work, status or self-image (Kahn, 1990 in Ahmad and Umrani, 2019). Lyu (2016), in Elsaied (2018) defines psychological safety as the feeling of being able to express oneself without fear of adverse consequences for self-image, status, or career. It comes from an experience of a situation that is predictable and consistently non-threatening.

Psychological safety is one of the most important issues teachers face in the workplace (Shahid & Din, 2021). When teachers experience psychological safety, they can innovate to maximize their effectiveness, fostering a more creative learning climate (Itzchakov et al., 2022). Building a climate of psychological safety in schools is fraught with difficulties. However, when listeners give their full attention, speakers feel that their thoughts and perspectives are considered (Castro et al., 2018; Itzchakov et al., 2018, 2020). Conversely, when speakers feel that their listeners are not paying attention to them, they become worried about the listeners' negative reactions and avoid expressing their perspectives (Itzchakov et al., 2022).

Self-Efficacy

According to Munir et al. (2016) in Aftab et al. (2022), Self-efficacy is defined as a person's belief in their own ability to perform tasks efficiently and influence them in the future. Self-efficacy explains individuals' perceptions of their own beliefs in affecting change "with the creative use of abilities and efforts" (Aftab et al., 2022). Self-efficacy refers to how confident a person is in controlling motivation, behavior and the social environment to achieve certain performance outcomes. (Zia et al. (2021). In education, higher levels of teacher self-efficacy have a significant influence on both learning practices and student learning outcomes. More concretely, teacher self-efficacy is generally conceptualized as a measure of self-perception, which determines teachers' own beliefs about the sustainability of their efforts in planning, organizing, and implementing instructional activities (Liu, Qiang, and Kang, 2023).

Hypotheses

Job Satisfaction is positively influenced by Ethical Leadership for three underlying reasons. First, ethical leaders set a positive example for their subordinates by being honest, showing sincerity, being trustworthy, and showing concern for their quality of life. Ethical leaders also enhance the nature of the work, the self-governance of the employees, and the feasibility of the project at hand by providing opportunities for feedback. Second, ethical leaders treat their subordinates with respect, and hold lawbreakers accountable for their actions. Third, ethical leaders make thoughtful, fair, and balanced decisions while making choices that are important to work, such as structuring work, evaluating the results of work performed, and considering promotions for subordinates (Brown et al., 2005 in

Aftab et al., 2022). Ethics in leadership enhances the meaning that employees attribute to their professional roles, namely that the principles of ethical leaders are related to attitudes that produce positive effects on employees, benefiting their well-being and satisfaction, with positive consequences for the organization (Stouten et al., 2012 in Freire and Bettencourt, 2020). Thus, the hypotheses proposed in this study are

H1: Ethical Leadership has a positive effect on Job Satisfaction.

An employee feels safe and productive when able to express his views or voice, and he gains psychological benefits in the process. Ethical leaders enhance mutual trust, communicate with openness, respect their followers, show genuine concern for them, consider their personal situations, and provide emotional and instrumental support to followers (Zhu et al., 2022). In addition, ethical leaders enhance interpersonal trust and respect for each follower, thus promoting a climate of psychological safety. For example, ethical leaders consider their employees' personal situations, show genuine concern for them, and communicate with openness (Tu et al., 2018). Thus, the hypotheses proposed in this study are

H2: Ethical Leadership has a positive effect on Psychological Safety.

Psychological safety is a state of mind where employees feel protected and share it openly without jeopardizing their career, job, or status, filling their organization with a positive work atmosphere. Therefore, if employees are at a low level of psychological safety, they will feel dissatisfied overall. Conversely, organizations that foster a positive work atmosphere are more likely to produce satisfied and loyal employees (Pang et al., 2023). When an employee feels psychological safety in an organization, he or she may feel protected and valued by the organization. Employees who perceive that they are safe without feeling guilty or rejected may experience low levels of stress at work. Due to positive experiences, they feel greater efficacy and competence at work, and receive more direct and indirect rewards from the organization. In other words, psychological safety serves as a fundamental source of job satisfaction (Kim and Kim, 2020). Thus, the hypotheses proposed in this research proposal design are

H3: Job Satisfaction has a positive effect on Psychological Safety

When ethical leaders have engagement with employees on the basis of fairness, equality, and honesty, it will lead to increased Psychological Safety. Since Psychological Safety is one step ahead of trust (Edmondson, 1999), this feeling of security will lead to greater engagement in work and greater ownership in return which means greater Job Satisfaction (Ahmad and Umrani, 2019). Thus, the hypothesis proposed based on the explanations in the previous paragraphs in this study is:

H4: Psychological Safety mediates the relationship between Ethical Leadership and Job Satisfaction.

Employees with Self-Efficacy are more confident and have an optimistic attitude towards their work, even in difficult work situations (Bandura, 1986). Further, it is observed that employees who have self-efficacy are usually better at the decision-making process (Lent and Hackett, 1987), deliver positive work-related performance (Karatepe and Bekteshi, 2008), have better job attendance (Latham and Frayne, 1989), and are more proactive in career choices (Liu et al., 2017). In any

organization, the role of leadership is crucial in shaping the behavior of subordinates. Ethical behavior, integrity, and fairness characteristics can directly influence employee confidence, performance, and satisfaction. If employees perceive their leaders to be ethical and treat them fairly, then their Self-Efficacy increases and improves job performance and satisfaction. Conversely, unfair and unethical treatment can lower employees' Self-Efficacy and can negatively impact their satisfaction (Aftab et al., 2022). Based on the explanation above, the hypotheses proposed in this study are:

H5: Self-efficacy moderates the relationship between Ethical Leadership and Job Satisfaction.

RESEARCH METHOD

Sample and Procedure

Quantitative research is the design used for this study, while in this study, the research sample is education personnel, especially permanent teachers in five private high schools in Semarang City, namely SMA YSKI Semarang, SMA Kolese Loyola Semarang, SMA Islam Sultan Agung 1 Semarang, SMA Kesatrian 1 Semarang, and SMA Sedes Sapientiae Semarang, with a total of 180 teachers. Data collection was conducted using a questionnaire submitted to all permanent teachers in five private high schools in Semarang City.

Measures

Ethical Leadership. (Brown et al., 2005) was used to measure Ethical Leadership. The indicators used include "Make fair and balanced decisions" and "Can be trusted".

Job Satisfaction. Job Satisfaction is measured using indicators from Noori (2021), with the indicators used including "I am satisfied with my payment" and "I am satisfied with the existing performance appraisal".

Psychological Safety. To measure Psychological Safety, using indicators from Detert and Burris (2007) in Chaughtai (2022), with indicators used including "In this school, it is safe for me to make suggestions".

Self-efficacy. Self-efficacy was measured using indicators from Liu, Qiang, and Kang (2023), with indicators used including "I help students appreciate learning" and "I make students follow classroom rules".

RESULT AND DISCUSSION

Characteristics of Respondents

180 permanent teachers in five private high schools in Semarang City became respondents in this study. Of the 180 questionnaires distributed, the number of returned questionnaires was 152 questionnaires, and after rechecking, the questionnaires that could be used for data processing were 141 questionnaires. Table 1 shows the characteristics of the respondents.

Table 1. Characteristics of Respondents

Characteristic		Total	Percentage
Gender	Men	80	56,74%
	Women	61	43,26%
	Total	141	100%
Age	22-29 years old	20	14,18%
	30-37 years old	38	26,95%
	38-45 years old	18	12,77%
	46-53 years old	29	20,57%
	53 years and above	36	25,53%
	Total	141	100%
Length of Work	1-2 years	4	2,84%
	3-4 years	19	13,48%
	5 years and above	118	83,68%
	Total	141	100%

Source: Data Processing Results (2023)

Respondents in this study were mostly men, with a total of 80 people, which if represented is 56.74%, the rest are women with a total of 61 people, which if represented is 43.26%. Then, the majority of respondents are in the age range of 30-37 years, with a total of 38 people, followed by respondents aged 53 years and over with a total of 36 people. the majority of respondents have been teaching for 5 years and over, with a total of 118 people, followed by respondents who have been teaching for 3-4 years as many as 19 people and who have been teaching for 1-2 years as many as 4 people.

Questionnaire's Validity and Reliability

Discriminant validity can be used to evaluate the validity of a variable's indication. This is accomplished by comparing the correlation coefficients of the model's other latent variables to the square root of the AVE coefficient for each latent variable. If the square root of the AVE coefficient (AVE) is greater than the correlation coefficient between the variables in the model, the indicators in the variable have significant discriminant validity. An AVE rating greater than 0.50 is considered outstanding. Table 2 shows the results of the discriminant validity computation in this investigation.

Variable	AVE	Correlation Coefficient			
		EL	JS	PS	SE
Ethical Leadership	0,682	0,826			
Job Satisfaction	0,616	0,576	0,785		
Psychological Safety	0,898	0,572	0,739	0,948	
Self-efficacy	0,650	0,432	0,555	0,379	0,806

Source: Data Processing Results (2023)

Based on table 2, because the value of $\sqrt{\text{AVE}}$ is greater than the Correlation Coefficient, it can be said that the variables in this study meet discriminant validity.

The method used to assess the dependability of indicators derived from the variables that make up the composite reliability test is called Cronbach's alpha. The results are deemed adequate when the reliability and Cronbach composite scores are higher than 0.70. The results of the Cronbach and composite reliability measurements made using the SmartPLS 3.0 application are shown in Table 3.

Table 3. Composite reliability calculations and Cronbach's α

Variable	Cronbach's α	Composite Reliability
Ethical Leadership	0,948	0,955
Job Satisfaction	0,937	0,946
Psychological Safety	0,943	0,964
Self-efficacy	0,955	0,960

Source: Data Processing Results (2023)

Based on table 3, it can be seen that the Cronbach's α , rho_A, and composite reliability values of each variable are above 0.7. Thus, it can be said that the variables in this study are reliable.

Hypothesis Testing

Hypothesis testing in this study used Smart-PLS 3 data processing software. After testing the hypothesis using bootstrapping, the results of direct effect testing, mediation test results, and moderation test results were obtained. The results of hypothesis testing are depicted in Figure 1 below:

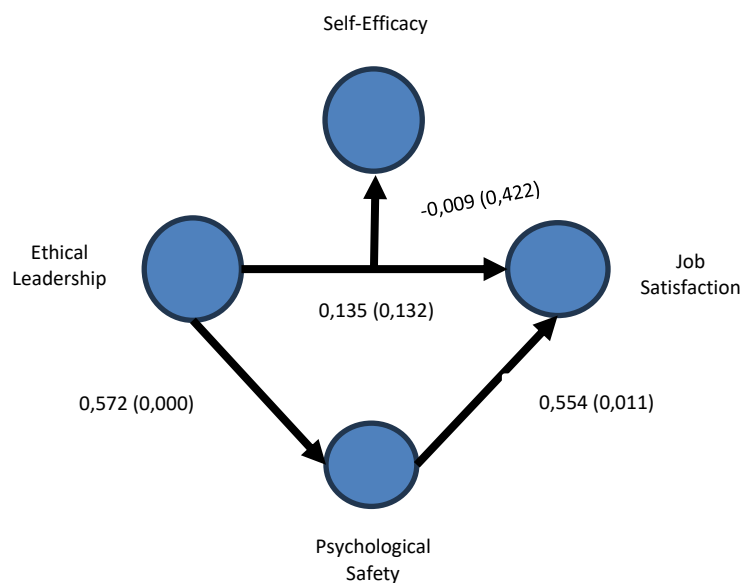


Figure 1. SmartPLS 3.0 Output

Figure 1 shows that Ethical Leadership has no significant effect on Job Satisfaction, so Hypothesis 1 is rejected. In addition, Ethical Leadership has a significant positive effect on Psychological Safety, and Psychological Safety has a

significant positive effect on Job Satisfaction, so Hypothesis 2 and Hypothesis 3 are accepted.

In this study, mediation tests and moderation tests were also conducted to see the mediating effect of Psychological Safety on the relationship between Ethical Leadership and Job Satisfaction, as well as to see the moderating effect of Self-Efficacy on the relationship between Ethical Leadership and Job Satisfaction. The results of the mediation test can be seen in table 4 below

Table 4. Mediation Effect Test

Variable	Path Coefficient	Sig. (5%)	Result
Ethical Leadership -> Psychological Safety -> Job Satisfaction	0,317	0,000	Positive Significant

Source: Data Processing Results (2023)

Based on table 4, it can be seen that Ethical Leadership has a significant positive effect on Job Satisfaction after going through Psychological Security. In other words, it can be stated that Psychological Security fully mediates the relationship between Ethical Leadership and Job Satisfaction, so Hypothesis 4 is accepted. While the results of the moderation test can be seen in table 5 below:

Table 5. Moderation Effect Test

Variable	Path Coefficient	Sig. (5%)	Result
Moderating Effect of Self-efficacy -> Job Satisfaction	-0,009	0,422	Does not moderate

Source: Data Processing Results (2023)

Based on table 5, because the value of the Path Coefficient is negative, it can be concluded that Self-Efficacy does not moderate the relationship between Ethical Leadership and Job Satisfaction, so Hypothesis 5 is rejected.

Discussion

The Effect of Ethical Leadership on Job Satisfaction

Based on the results of data analysis, it is shown that Ethical Leadership does not have a positive influence on Job Satisfaction. This research is not in accordance with previous research conducted by Franczukowska et al. (2021), Aftab et al. (2022), and Freire and Bettencourt (2020) which state that Ethical Leadership has a significant positive effect on Job Satisfaction. On the other hand, this study is in accordance with previous research conducted by Ahmad and Umrani (2019), which states that Ethical Leadership has no significant effect on Job Satisfaction.

Based on the results of data processing, it can be concluded that the indicators of ethical behavior shown by the Principal are not perceived by Permanent Teachers in Private High Schools in Semarang City. In other words, the definitions and

indicators of Ethical Leadership understood by Permanent Teachers in Private High Schools in Semarang City do not match the definitions and indicators in Brown et al.'s (2005) research used in this study. (2005) used in this study. This is also explained in research conducted by Ahmad and Umrani (2019), which states that ethical leaders are perceived as ethical because of their actions and behaviors that act as intermediaries in achieving the goals of their subordinates. Based on the explanations above, it can be concluded that although the Permanent Teachers consider their Principal to show ethical behavior, this ethical behavior does not have an influence on their Job Satisfaction, because the Permanent Teachers do not feel a good relationship with the Principal at the Private High School where they work.

The Effect of Ethical Leadership on Psychological Safety

The higher the Ethical Leadership behavior carried out by the Principal, the more permanent teachers in private high schools in Semarang City will feel psychologically safe. The results of this study are in accordance with previous research conducted by Chughtai (2022), Tu et al. (2018), Liu et al. (2023), and Men et al. (2018) which states that Ethical Leadership has a significant positive effect on Psychological Safety.

The result that Ethical Leadership has a positive effect on Psychological Safety also supports the statement of Ahmad and Umrani (2019), where when teachers feel safe, psychologically the ideas and opinions of teachers can be conveyed safely, without worrying about the negative consequences of what they say. When teachers are able to express their views or voices, teachers will feel safe and productive. This is also evident in the outer loading of the indicators in Psychological Safety, where the indicators in Psychological Safety have high outer loading, which is above 0.9. These results indicate that teachers feel psychologically secure in their work as a teacher.

The Effect of Psychological Safety on Job Satisfaction

Based on the results of data analysis, it is shown that Psychological Safety has a positive influence on Job Satisfaction. The higher the sense of psychological security felt by Permanent Teachers in Private High Schools in Semarang City will make Permanent Teachers experience high Job Satisfaction. One indicator that has an influence is "In this school, I can give my opinion without having to worry about negative views", where this indicator has a higher outer loading value than other indicators, which is 0.964. When permanent teachers can give opinions without worrying about negative views, permanent teachers will be in a positive work atmosphere. A positive work atmosphere tends to produce satisfied and loyal permanent teachers. This is in accordance with previous research conducted by Kim and Kim (2020) and Pang et al. (2023), which states that Psychological Safety has a significant positive effect on Job Satisfaction.

Mediating Effect of Psychological Safety

Based on the results of data analysis, it is shown that Psychological Security mediates the relationship between Ethical Leadership and Job Satisfaction. The higher the Ethical Leadership behavior shown by the Principal, the higher the

psychological security felt by Permanent Teachers in Private High Schools in Semarang City will be, and a high sense of psychological security will make Permanent Teachers experience high Job Satisfaction. The results of this study are in accordance with previous research conducted by Ahmad and Umrani (2019) which states that Psychological Security mediates the relationship between Ethical Leadership and Job Satisfaction.

In demonstrating ethical behavior in the school environment, the Principal interacts with the Permanent Teachers with honesty and openness, mutual respect, and interpersonal trust. These interactions will make Permanent Teachers more likely to engage in risk-taking interpersonal relationships, where Permanent Teachers can be more courageous to express their opinions creatively to find a solution to a problem. The Permanent Teachers will also not be worried about the negative views received by their surroundings because of the opinions that the Permanent Teachers express about a problem at school along with the solution to the problem. With the involvement in the interpersonal relationship, and the absence of worry in the Permanent Teachers about negative views, it will bring the Permanent Teachers to a sense of psychological security. This sense of psychological security will make Permanent Teachers feel protected and valued by the school where they work, and make Permanent Teachers experience satisfaction at work.

Moderating Effect of Self-Efficacy

Based on the results of data analysis, it shows that Self-Efficacy does not moderate the relationship between Ethical Leadership and Job Satisfaction. This research is not in accordance with research conducted by Aftab et al. (2022) which states that Self-Efficacy moderates the relationship between Ethical Leadership and Job Satisfaction. Not moderating the relationship between Ethical Leadership and Job Satisfaction by Self-efficacy can occur due to the following. In the data processing of this study, it is shown that Self-Efficacy and Ethical Leadership and Job Satisfaction have a high correlation, which is 0.432 for the correlation between Self-Efficacy and Ethical Leadership, and 0.555 for the correlation between Self-Efficacy and Job Satisfaction. Because in this study Ethical Leadership does not have a significant impact on Job Satisfaction, Self-Efficacy also does not strengthen the relationship between Ethical Leadership and Job Satisfaction. This is in accordance with research conducted by Baron and Kenny (1986) in Liu et al. (2020), which states that in order for the moderating effect to be significant, the independent variable and the dependent variable are expected to be uncorrelated or lowly correlated with the moderating variable.

CONCLUSION

Based on the results of data processing and discussion carried out in this study, the following conclusions were obtained: In this study, although the Principal is considered to have demonstrated ethical behavior, it does not have an influence on the Job Satisfaction of Permanent Teachers in Private Senior High Schools in Semarang City. In other words, Ethical Leadership has no significant effect on Job Satisfaction.

In this study, the ethical behavior in leadership shown by the Principal is able to increase the psychological security of Permanent Teachers in Private High Schools in Semarang City. In other words, Ethical Leadership has a significant positive effect on Psychological Security. In this study, the more the Permanent Teachers feel psychologically safe, the Permanent Teachers will feel satisfied at work. In other words, Psychological Security has a significant positive effect on Job Satisfaction

This study provides the most important finding that the more the Principal demonstrates ethical behavior, it will bring a sense of psychological security to the Permanent Teachers in Private Senior High Schools in Semarang City, and the psychological security felt by the Permanent Teachers will increase the Job Satisfaction felt by the Permanent Teachers in Private Senior High Schools in Semarang City. In other words, Psychological Security mediates the relationship between Ethical Leadership and Job Satisfaction.

In this study, the Self-Efficacy experienced by permanent teachers in private high schools in Semarang City did not strengthen or weaken the relationship between Ethical Leadership and Job Satisfaction. In other words, Self-Efficacy does not moderate the relationship between Ethical Leadership and Job Satisfaction.

Research Implications

This study provides variations on the results of previous studies regarding the effect of Ethical Leadership on Job Satisfaction, where in previous studies conducted by Aftab et al. (2022) and Ramlawati et al. (2022), Ethical Leadership has a significant positive effect on Job Satisfaction, while in this study the results show that Ethical Leadership has no significant effect on Job Satisfaction. In addition, this study also supports and adds to the variety of results in research conducted by Ahmad and Umrani (2019), where in research conducted in the scope of education, especially in private high schools in Semarang City, it shows that Ethical Leadership has no significant effect on Job Satisfaction. In other words, this study adds to the wealth of research results that research conducted in the public health industry and the education sector has found that Ethical Leadership has no significant effect on Job Satisfaction. In addition, this study also supports and adds to the results that Ethical Leadership has a positive effect on Psychological Security and Psychological Security has a significant positive effect on Job Satisfaction. In other words, Psychological Security has a mediating effect on the relationship between Ethical Leadership and Job Satisfaction, because with a significant positive effect between Ethical Leadership and Psychological Security and Psychological Security and Job Satisfaction, Psychological Security bridges the relationship between Ethical Leadership and Job Satisfaction, which directly in this study has no significant effect. The existence of results regarding the mediating effect of Psychological Security also supports the findings of Ahmad and Umrani's (2019) research which has the same results. This study also adds variation to the results of previous studies regarding the moderating effect of Self-Efficacy on the relationship between Ethical Leadership and Job Satisfaction, where in this study Self-Efficacy does not moderate the relationship between Ethical Leadership and Job Satisfaction.

Managerial Implications

The Principal can improve relationships and communication with Permanent Teachers at the Private Senior High School where the Principal is based. Good relationships and open communication from the Principal to Permanent Teachers will make Permanent Teachers better understand their role in implementing the Merdeka Curriculum. An increased understanding of this role will increase their sense of psychological security, and thus increase the Job Satisfaction of Permanent Teachers in the high school where they work.

Limitation of Research

In this study, there are several limitations. First, this study only examines Ethical Leadership, Psychological Safety, and Self-Efficacy as variables that influence Job Satisfaction, so that 63.6% of the influence on Job Satisfaction is explained by this study. Second, in this study, Ethical Leadership does not have a significant effect on Job Satisfaction, one of the reasons is because the indicators of Ethical Leadership are not perceived by respondents in this study, so they do not have a significant effect on Job Satisfaction.

Theoretical Recommendations

The following are suggestions for future research. First, researchers hope that future research can examine other variables outside of this study to see the effect on Job Satisfaction. Second, researchers hope that future research can look for other Ethical Leadership indicators that are more in line with the characteristics of respondents in the scope of education, for example, such as the Ethical Leadership indicators developed by Yasir (2006).

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