

The Effect of Transformational Leadership and School Climate on Job Satisfaction of Non-ASN Teachers at Public Elementary Schools in the Education Office Sub-Department I of West Jakarta Administrative City

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ABSTRACT

The background of this study is to examine how transformational leadership and school climate influence teacher job satisfaction. This study aims to analyze the influence of transformational leadership and school climate variables on job satisfaction and analyze the influence of transformational leadership on school climate. The method in this study is a quantitative research type with an explanatory approach with data sources used in the form of numbers from survey results given to a number of samples. The results of this study are that there is a positive and significant influence between transformational leadership on job satisfaction, then there is a positive and significant influence between school climate on teacher job satisfaction, meaning that a mutually supportive school environment, and a principal who provides motivation can increase teacher job satisfaction. The results of descriptive analysis with a normality test on the transformational leadership variables of school principals using the one sample Kolmogorov Smirnov test, were obtained by Asymp.

INTRODUCTION

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (Sisdiknas) states that education functions to develop abilities and to form a dignified national civilization in order to educate the life of the nation, and it aims to develop the potential of students to become individuals who believe in and fear God Almighty, have noble character, are physically healthy, knowledgeable, capable, creative, and independent, and who are democratic and responsible citizens (National Education Standards, 2005). This policy places teachers in a strategic position in efforts to improve the quality of education successfully; this is in line with what Ginting & Purba (2019) stated, namely that teachers are the most influential component in creating quality educational processes and outcomes.

Teachers are an important and valuable asset for schools because, if they are managed and developed properly, their performance will also improve (Hamka, 2023; Masnawati & Darmawan, 2022; Pisriwati et al., 2024). Furthermore, if teachers are satisfied with their working conditions, they will be more committed and perform better to achieve organizational goals, as well as provide wholehearted, maximum service to their organization. In other words, teachers will be motivated to realize and enhance organizational (school) goals because, by achieving these goals, their personal goals can also be fulfilled (Juwaini et al., 2021).

Andrici et al. (2018) stated that teacher job satisfaction is an important factor in improving performance because it can determine teachers' behavior and responses to their work. The satisfaction benchmark is based on the conditions experienced and received by teachers as a form of compensation for the efforts they provide. In other words, teachers who

feel satisfied will have a high work ethic and a strong sense of discipline, thereby improving the quality of their work.

Other factors that determine teacher job satisfaction include conducive working conditions, promotion opportunities, a decent salary, support from school principals, colleagues, and the community, teacher empowerment, and collegial relationships (Sahito & Vaisanen, 2019). Nyenyembe et al. (2016) stated that the leadership style of school principals is a primary factor affecting teacher job satisfaction. Similarly, Sutikno (2018) argued that a leader's success depends heavily on their ability to develop the people around them, as organizational success is highly dependent on the potential of its human resources.

Bass & Riggio (2006) state that transformational leadership refers to leaders who can motivate others to do more than they initially intend and often even more than they imagine. Such leaders set more challenging expectations to achieve higher performance and tend to have more committed followers. In addition, transformational leadership empowers followers while paying attention to everyone's needs. In other words, transformational leaders help followers develop their leadership potential.

The urgency of this research is underscored by the Indonesian government's goal to achieve "Golden Indonesia 2045," which requires a stable and professional teaching workforce. High turnover intentions among dissatisfied Non-ASN teachers threaten the stability of elementary education, which forms the foundation of the educational pipeline. Without immediate empirical data explaining how leadership and school climate can buffer the negative effects of wage disparities, policy interventions will remain generic and ineffective.

The novelty of this research lies in three specific contributions. First, it focuses exclusively on Non-ASN teachers in a high-cost urban setting (West Jakarta). Second, it employs path analysis to examine both the direct influence of transformational leadership on satisfaction and its indirect influence through school climate as an intervening variable. Third, it provides empirical evidence from a 2024 timeframe, capturing post-COVID-19 recovery dynamics and recent minimum wage protests in Jakarta.

The problem of teacher job satisfaction widely observed in Jakarta is that many teachers demand wage improvements because most honorary teachers receive salaries far below the DKI Jakarta UMP (Regional Minimum Wage). As reported by the DKI Jakarta Provincial DPRD (2024), the DKI Jakarta UMP in 2024 is IDR 5,067,381, while many honorary teachers still receive salaries of around IDR 2,000,000 per month. This was revealed directly by Subki, a member of Commission E of the DKI Jakarta DPRD. Another issue is the disparity in the Teacher Professional Allowance (TPG) between ASN and Non-ASN teachers. Based on a statement by Abdul Mu'ti, Minister of Primary and Secondary Education of the Republic of Indonesia, teachers with ASN status receive a TPG equivalent to one month's base salary, approximately three million rupiah, whereas Non-ASN teachers receive around two million rupiah (Devita, 2024).

Thus, this study aims to analyze the influence of transformational leadership and school climate on Non-ASN teacher job satisfaction. The theoretical contribution lies in extending transformational leadership theory (Bass & Riggio, 2006) to precarious workers. Practically, the study provides evidence-based guidance to principals and the Education Office Sub-Department I of West Jakarta on low-cost, high-impact interventions. The final objective is to quantify the relative contribution of each predictor to help prioritize strategic actions.

METHOD

This research is a quantitative research with an explanatory approach. The quantitative research method is a research method that uses data in the form of numbers from survey answers given to a number of samples (Sugiyono, 2018). Meanwhile, explanation is a study that aims to explain the relationship between variables (Silalahi, 2018). Data acquisition was carried out by giving a questionnaire to a predetermined sample, then the data is presented in the form of numbers.

RESULT AND DISCUSSION

The results of the study showed that the regression coefficient of the transformational leadership variable of the principal (X1) was 0.238 with a t-count value of 3.37 with a significant level of 0.001 or below 0.05. This means that there is a positive influence between transformational leadership on teacher job satisfaction. This means that the higher the transformational leadership of the principal which is characterized by the influence of idealism, inspirational motivation, intellectual stimulation, and individual consideration, it can increase the teacher's job satisfaction which is characterized by satisfaction with salary, promotion opportunities, supervision, additional benefits, awards, work procedures, colleagues, nature of work, and communication. Principals' transformational leadership plays a central role in increasing teacher job satisfaction and keeping teachers motivated (Wu & Marsono, 2017). Principal's leadership with the right decision-making style can significantly affect teacher job satisfaction. Effective principals are those who can create a supportive environment and involve teachers in decision-making (Maheshwari, 2021).

Furthermore, the research conducted showed that the regression coefficient of the school climate variable (X2) was 0.205 with a t-calculation value of 2.90 with a significant level of 0.004 or below 0.05. This means that there is a positive influence between school climate variables on teacher job satisfaction. This means that the higher the school climate which is characterized by supportive behavior, directing behavior, limiting behavior, collegial behavior, proximity behavior, and withdrawal behavior, it can increase teacher job satisfaction which is characterized by satisfaction with salary, promotion opportunities, supervision, additional allowances, awards, work procedures, colleagues, work nature, and communication. According to Niam et al. (2020), the school climate is a condition where the school and its environment are in a very safe, comfortable, peaceful, and pleasant state for teaching and learning activities. All aspects in the school climate can influence and shape the behavior of teachers in carrying out their duties. An effective school climate can be reflected in teachers and employees as well as all school residents in an effort to increase safety and comfort together. The school climate is the main aspect in creating conditions and conducive to the implementation of an assignment. Furthermore, the school climate also plays an important role in providing satisfaction and smooth work for teachers in schools (Erlina, 2019). These results are in line with research conducted by Andrici, et al (2018), namely that school climate has a positive and significant effect on job satisfaction.

The test results showed that the correlation value between the X1 variable and X2 was 0.381 with a significance value of 0.000 or below 0.05. Based on these results, it can be said that the X1 variable has a positive correlation with the X2 variable. These results explain that the transformational leadership of the principal and the school climate are both directly and

positively linked. In line with research conducted by Kiboss & Jemiryott (2014) which shows that there is a relationship between the transformational leadership of the principal and the job satisfaction of teachers. Furthermore, research conducted by Ali & Dahie (2015) shows that transformational leadership has a significant and positive effect on teacher job satisfaction.

CONCLUSION

The descriptive analysis using the one-sample Kolmogorov–Smirnov test indicated that all variables were normally distributed, as evidenced by significance values above 0.05 for transformational leadership (0.200), school climate (0.085), and teacher job satisfaction (0.094). The path analysis results revealed that transformational leadership (X_1) has a significant direct effect on teacher job satisfaction (Y), with a regression coefficient of 0.238 (23.8%), while school climate (X_2) also shows a significant direct effect with a coefficient of 0.205 (20.5%). Additionally, transformational leadership was found to have a positive and significant correlation with school climate ($r = 0.381$; $p < 0.05$), indicating that stronger leadership is associated with a more conducive school environment. The F-test results ($F = 15.950$; $p < 0.05$) further confirmed that transformational leadership and school climate simultaneously have a significant influence on teacher job satisfaction. Based on these findings, future research is recommended to explore additional variables—such as compensation, workload, or organizational support—as mediating or moderating factors, as well as to expand the study across different regions or educational levels to enhance generalizability.

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