

The Influence of Principal's Leadership, Group Solidarity and Work Compensation on Teachers' Job Satisfaction in The City of Tomohon

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Abstract—This study aims to determine the principal's leadership, group solidarity and work compensation on teacher's job satisfaction in the city of Tomohon. This research used 195 respondents as samples. The data were collected from four variables that were examined and analyzed using correlation and regression techniques. The results of this research indicate that (1) principal's leadership has a positive influence in job satisfaction, (2) group solidarity has a positive influence in teacher's job satisfaction, (3) job satisfaction has a positive influence on job satisfaction and (4) principal's leadership, group solidarity and work compensation simultaneously have positive influences on teacher's job satisfaction. These variables denotes that there is a positive connection to teacher's job satisfaction and therefore all the hypothesis in this research is accepted.

Keywords— *Principal's leadership, group solidarity, work compensation, teacher's job satisfaction.*

I. INTRODUCTION

Education For All (EFA) Global Monitoring Report 2011 put Indonesia in the 69th place of 127 countries. The Learning Curve Pearson 2014 placed Indonesia in the last place in terms of educational quality worldwide. Likewise, the European Cooperation and Development Organization (ECD) placed Indonesia at number 69 of 76 countries. Thus education in Indonesia needs to be re-organized by taking into account the teacher's performance and quality. Besides that, the psychological aspect of teacher's satisfaction, now has become a *conditio sine qua non* at improving teacher's quality and performance. According to reference [1] job satisfaction could be defined as "a good emotional state or positive emotion that comes from the assessment of work or one's work experience". The results of the analysis by the staff at Mayo Clinic revealed that the causes of job dissatisfaction due to (1) conflict with superiors (2) feud between employees (3) not getting appropriate salary.

The presence of principal as the top manager who has not been maximized, weakened group solidarity and the lack of compensation experienced by the elementary school teachers in Tomohon has become a phenomenon that occurred in the city of Tomohon. Therefore the researcher is interested in examining the extent to which the principal's leadership, group solidarity and work compensation could have a positive influence on the job satisfaction of elementary school teachers in Tomohon. Wexley and Yukl in their book states: "Job satisfaction is the way an employee feels about his or her job" [2].

With that in mind, job satisfaction is connected to an individual's attitude towards his or her job. If they are satisfied with their job, they will reflect a positive attitude towards their job and vice versa. According to Locke, quoted by Luthans [1], job satisfaction is defined as "a good emotional state or positive emotion that comes from the assessment of work or one's work experience." Because of that, the amount of job satisfaction in an organization could be showed with the result like the attitude of a member of organization, work alteration between members of the organization, the number of absence, lateness, and lamentation that usually happens in an organization. Furthermore Herzberg in Kambey [i] stated there are a couple of factors that influence an individual to perform their work, they are (1) Maintenance factors, which are the maintenance factors related to the human's essence that wish to have a physical tranquility that comes from wages, work condition, work insurance, status, company policies, supervision's quality, relationship between supervisors and employees, and social insurance. (2) Motivational Factors, which are the motivational factors related to an individual's psychological needs which is a sense of completeness when doing his or her job, they are factors which came from achievements, compliments, responsibility, and the job itself, progress, growth and self-development. These factors functioned as satisfier.

Based from various opinions and studies of experts, it can be concluded that job satisfaction can be interpreted as “a positive or negative emotional state derived from an employee’s work assessment or experience. And to measure job satisfaction, it could be seen based on (1) the teacher’s work condition (2) the relationship between teachers and other employees (3) the relationship between teachers and principal.

Siagian [3] stated that leadership is one’s ability to influence other people (his/her workers) in such a way that they are willing to do the leader’s orders even though personally he or she might dislike it.

Regarding the role of a leader or leadership in a company, Siagian [3] proposed that there are three forms, they are interpersonal role, informational role and the role of decision making. And what is meant by interpersonal role in an organization is that a leader in a company or organization is a symbol of the existence of the organization, a leader is responsible to motivate and to give orders to his underlings, and a leader has a role as a liaison or a bridge. The role of being informational means that a leader in an organization has a role of a provider, receiver and information analyzer. While a leader’s role in decision making means that a leader has a role as a policy determinant that would be taken in the form of business strategies that are able to develop innovation, taking chances and opportunities and negotiating and to conduct business consistently. This opinion is different from [4] that views leadership as a form of process and ownership, which are as follows: (1) from the perspective of process, which means the usage of influence that does not have the authority to impose sanctions, forming the group or organization’s goal, directing their behavior to achieve goals and to form the group or organizations culture; and (2) from the perspective of ownership, which is defined as a set of characteristic that become attributes to someone who is prepared as a leader.

From various theoretical studies, it could be synthesized that a principal’s leadership is an attempt by a school principal to influence, to guide, to direct and to mobilize others so they would work together to achieve a common goal, with indicators (1) as manager and school organizer (2) supervision program’s executor (3) capability in carrying out tasks and (4) motivator.

Solidarity is a sense of togetherness, a sense of unity of interest, a sense of sympathy, as a member of the same class or can be interpreted as a feeling or expression in a group formed of a common interest. Reference [5] said “if a group life grows stronger, then there will be a “sense of belongingness” in each of the members, that will grow even stronger if that member becoming more solidier in his attitudes and efforts with group life.

According to [6] solidarity in a group depends on the willingness of each member of the group to help each other in every needs to contribute his or her kindness, to show the form of service of what he or she believes and being attentive to others. Broadly it could make someone to adapt from one situation to another situation.

According to [7] solidarity or social solidarity is a concept that only referred to a relationship between humans. Social solidarity is a friendly condition and based on a common interest between its members. The definition of social solidarity according to [7] referred to “a state of relationship between individuals and or groups based on shared feelings and beliefs reinforced by the same social experience.”

From various opinions, it can be concluded that group solidarity is a condition that creates a feeling of kinship based on togetherness and responsibility and a sense of belonging in a group with the indicator of: (1) togetherness in a group, (2) a sense of kinship, (3) the efforts to achieve common desire and satisfaction.

Reference [8] revealed that there are three types of compensation, which are direct compensation, indirect compensation and incentives. Salary or wages paid regularly based on a fixed period of time is called direct compensation. Salary meant as payment in the form of money; whereas wages is defined as a price for the services that had been given by the workers. Indirect compensation is a form of compensation that provided benefits or other advantages to the workers, outside of their fixed salary or wages. Incentives is an appreciation to motivate employees in organizational productivity, especially given to a diligent and excellent employee.

Reference [9] defines compensation as “an income from the work of employees in the use of their energy, mind, knowledge and skills in fulfilling their needs”. According to [10] compensation is everything received by the employees as a reward for their work. In an organization, compensation is a very complex problem, but it is very important for the employees and for the organization. Providing compensation to employees must have a rational basis, however, emotional and humanitarian factors should not be ignored. Compensation is important for employees because the amount of the compensation is the reflection or the value of the employees work. On the contrary the quantity of compensation could affect employees’ work achievement, motivation and performance. If compensation were given appropriately, then the employees will be motivated and perform better in the workplace to achieve organization’s goals. But if compensation given to the employees is inadequate then the employees’ work performance would also decrease.

According to different researches, Work Compensation could be concluded as everything received by the employees as a form of reward of their work and is “an income from the work of employees in the use of their energy, mind, knowledge and skills in fulfilling their needs” with the indicators (1) salary/wages (2) Bonus/incentives (3) allowance (4) promotion (5) performance appreciation.

In general this study aims to prove the influence of principal’s leadership, group solidarity and work compensation towards the elementary teacher’s job satisfaction in Tomohon. Specifically this study aims to analyze the extent of:

- The direct influence of principal’s leadership on the elementary school teacher’s job satisfaction.
- The direct influence of group solidarity on the elementary school teacher’s job satisfaction.
- The direct influence of work compensation on the elementary school teacher’s job satisfaction.
- The direct influence of principal’s leadership, group solidarity and work compensation on the elementary school teacher’s job satisfaction simultaneously.

II. RESEARCH METHODS

This research analyzed the influence of one variable on another variable. This research used quantitative approach by considering (1) the collection of research data from samples that originated from a population which had been

specified (2) data relating to an opinion, perception, or something collected simultaneously in a short period of time and (3) the collected data is then analyzed using various methods according to the research's necessity.

This survey used causal method to examine the influence of principal's leadership, group solidarity and work compensation towards elementary school teacher's job satisfaction. Reference [11] argued that survey method is used with the aim of (1) finding actual and specific information of something that is viral (2) identifying problems to get justification of the conditions and ongoing activities (3) knowing things conducted by the research target in solving problems as a material for planning and decision making in the future.

The target population as the population of the generalization area of the research finding, is all the teachers of elementary school in Tomohon which are spread into 64 elementary schools which are consisted of 21 state schools and 43 private schools with a total of 700 teachers.

Next the researcher determined the size of the samples by using the methods proposed by Isaac and Michael in [12] so it could be concluded that the sample's size is 195 elementary school teachers.

The sampling of 195 elementary school teachers of the population is conducted randomly by (1) first determining the quota of teacher per sub-district that will be sampled (2) taking the sample number until the quota is fulfilled per sub-district.

In order to collecting the data this research used instrument in the form of questionnaire. The process of developing the instrument in this research is conducted through four stages, which are: (1) arranging the indicators of each research variables (2) arranging the test design of instrument (3) conducting instrument trials (4) testing the validity and reliability of instrument.

The questionnaire statement is positive and has five multiple choices with a score of 5 to 1 using Likert Scale. Likert scale is a scale to measured attitudes, opinions, and perceptions of a person or a group of people to a phenomenon or educational phenomenon. The choice of answers to the four variables in these research are strongly agree (score 5), agree (score 4), doubt (score 3) disagree (score 2) and strongly disagree (score 1). The researcher conducted a nominal assessment of estimated errors in order to meet the analysis requirements. To detect the normality of error terms, Kolmogorov Smirnov test was used at the significance level $\alpha = 0.05$, whereas to find out the linearity of the regression function the researcher used visual chart. Thus, to examine the analysis requirements the following steps were conducted: (1) examining the analysis requirements for regression Y on X_1 (2) examining the analysis requirements for regression Y on X_2 (3) examining the analysis requirements for regression Y on X_3 (4) examining the analysis requirements for regression Y on X_1, X_2, X_3 simultaneously.

III. RESULTS AND DISCUSSION

A. Principal's leadership on job satisfaction

Principal's leadership has a positive influence on teacher's job satisfaction. This was proven by the results of the analysis which showed that the direction of the regression coefficient ρ_1 is 0.239. Besides, it is also showed that the t_{count} of the principal's leadership variable (X_1) is 6.150 exceeding the value of the t_{table}

which is 1.972 (at $\alpha = 0.05$ with 193) and 2.602 (at $\alpha = 0.01$ with $dk = 193$). The existence of the correlation coefficient ($r_{y1} = 0.856$) found in this study showed that the leadership built by the principal of elementary school in Tomohon has a positive correlation with teacher's job satisfaction. Thus it can be said that the efforts of a principal to influence, to guide and to direct in order to achieve goals, has a great impact towards teacher's job satisfaction in the workplace.

A well implemented leadership will caused teacher's job satisfaction to his or her superior. On the contrary, if a leader acts unprofessional and tends to be authoritarian can caused teachers to lose motivation on carrying out their duties in educating students. Consequently, a teacher who is limited to space and confidence in carrying out his duties, contributes negatively in his satisfaction to work. Especially if a principal do not have an open and responsive attitude to what the teacher has done. As a result the teacher is only able to harbor all his creativity and no longer able to embody his existence as a teacher.

The impact of the principal's leadership on job satisfaction were also stated in the conclusions by [13] which emphasized on transformational and transactional leadership models. And in this context only transformational leadership had a positive effect on job satisfaction.

The findings in the study were also supported by the results of Darwito's research [14] which concluded that leadership style had a positive effect on job satisfaction. In his research it was explained that (1) leadership style was formed by participatory leadership style, caregiver leadership style, directive leadership style, supportive leadership style and achievement oriented leadership style (2) the big decisions indicator in the hands of superiors was one indicator of directive leadership style that was the most dominant of all leadership styles. The better the leader orientation in big decisions, then it will create positive job satisfaction.

Reference [15] also emphasized that a good leader always needs to control his subordinates and ensure the expected productivity by paying attention to achieve the maximum job satisfaction.

Based on the discussion of the hypothesis testing that is associated with theoretical theory and the studies that have been conducted, it could be stated that job satisfaction is influenced by the implemented leadership techniques and strategies. In this context, a figure of a leader that leads to transformational nature contributes to one's job satisfaction.

B. The influence of group solidarity on job satisfaction

Group solidarity that occurred among the teachers of elementary school in Tomohon has a positive effect on the factor of teacher's job satisfaction. This was proven by the results of the analysis which showed that the direction of the regression coefficient ρ_2 is 0.515. Besides that, it is also showed that the t_{count} of the group solidarity variable (X_2) is 9,671 exceeding the value of t_{table} which is 1.972 (at $\alpha = 0,05$ with 193) and 2,602 (at $\alpha = 0,01$ with $dk = 193$). Thus it is showed that $t_{\text{count}} > t_{\text{table}}$. The coefficient of correlation ($r_{y1} = 0.935$) found in this study indicated that group solidarity that occurred in the elementary schools Tomohon, greatly influenced the factors of teacher's job satisfaction.

It turns out the feeling of kinship based on togetherness and responsibility and a sense of belonging in a group caused a sense of teacher's satisfaction in doing their daily activities. With the presence of solidarity or kinship between fellow teachers or with the principal, it will foster a sense of togetherness and unity in a group.

If there is no group solidarity, then there will be individualistic and self-centered attitudes that will caused communication and togetherness in a group to not go as expected. This situation will caused the sense of togetherness and the sense of belonging among fellow teachers to decrease. In such condition, it will lead to a less satisfying work environment. In this context, according to Mayo [16] the loss of job satisfaction is due to the "bickering co-workers."

Based on the hypothesis testing that is associated with theories and studies that have been conducted, it could be stated that job satisfaction is influenced by the solidarity that occurred in a group of employees (teachers).

C. *The Influence of Work Compensation on Job Satisfaction*

The work compensation received by the elementary school teachers in Tomohon has a positive influence to the teacher's job satisfaction. This was proven by the findings of the analysis which showed that the direction of the regression coefficient ρ_3 is 0.254. On the other, it was also showed that the t_{count} of the Work Compensation variable (X3) was 5.694 exceeding the value of the t_{table} 1.972 (at $\alpha = 0.05$ with 193) and 2.602 (at $\alpha = 0.01$ with $dk = 193$). The coefficient of correlation ($r_{y1} = 0.882$) found in this study showed that the compensation received by the teachers affected the level of job satisfaction of elementary school teachers in the city of Tomohon. The effect of work compensation expected by the teachers is not only seen from the material perspective which are: salary, wages, bonuses, overtime pay, incentives but it also included non-material compensation, which included: acceptance, security, work appreciation, justice, harmony among workers, dynamic working condition. All of these had positive effects on teacher's job satisfaction.

The higher the compensation received, the higher the amount of one's satisfaction in the workplace. On the contrary, if the compensation received is not appropriate it will caused employees to act unprofessional in the workplace and lose interest in working. The findings of this research proved the theory of [17] which concluded that the feeling of satisfaction is received through extrinsic rewards in the form of profit, money or salary. These factors actually became an important measure of a value in someone's work performance. As a result, people will have a high response to social reinforcement and thus strengthened the feeling of intrinsic satisfaction.

The effect of work compensation on job satisfaction was also revealed by [8] by stated that compensation to an organization/company means an award and bonus to the workers who had contributed in achieving company's goals, through activities called working. The purpose of compensation is to improve work performance, motivation and employee job satisfaction.

As stated by [8], the value of compensation cannot be separated from the increase in employee's job satisfaction where giving compensation will also increase motivation and work performance. This effect is also proven by Blum's theory in [18] that argued the main factors that influenced job satisfaction are wages, supervision, work security, work condition and opportunities to progress.

Based on the hypothesis testing that is associated with theories and studies that have been conducted, it could be stated that job satisfaction is influenced by work compensation received by the employees (teachers).

D. *The Influences of Principal's Leadership, Group Solidarity and Work Compensation simultaneously on Job Satisfaction.*

Principal's leadership, group solidarity and work compensation simultaneously have positive effects on teacher's job satisfaction. This is proven by the result of the analysis which showed that that the F_{count} value of 648,637 obtained exceeds the F_{table} value of 2.952 (at $\alpha = 0.05$ with the dk numerator 3 and dk denominator 191) and the value of F_{table} is 3.886 (at $\alpha = 0.01$). In the three correlation coefficients of these three variables on teacher's job satisfaction obtained correlation values $r_{y1,2,3} = 0,954$. This means that the magnitude of the influence of principal's leadership, group solidarity and work compensation simultaneously had positive effects on teacher's job satisfaction is 95,40%. Likewise, with the coefficient of determination $r_{y(1,2,3)}^2 = 0.911$ it can be interpreted that 91.11% of teacher's job satisfaction is determined by the principal's leadership, group solidarity and work compensation altogether. Mayo [16] clearly stated that the cause and effect of job dissatisfaction is due to the (1) "conflict with supervisor" (2) "having a little or no say in decisions that affect you" (3) "bickering co-workers" (4) "not being appropriately paid for what you do", "lack of opportunities for promotion" (5) "not having the necessary equipment or resources to succeed".

Thus unprofessional leadership of a school principal that tends to be authoritarian, undemocratic can caused dissatisfaction. This would be dangerous if combined with the inappropriate work compensation received by the teachers. With a pleasant leadership of a principal, supported with a sense of solidarity in a group and strengthened with a sufficient compensation received by the teachers, will made the teachers to be happy and satisfied.

The findings in this research is also supported with the research findings in a study conducted by [19] which concluded that (1) variables of financial compensation, non-financial compensation, autonomy, task variation, task identity, task significance and feedback, simultaneously will have a significant effect on job satisfaction. This conclusion was based on the results of the analysis of the data using multiple linear regression models at a significance level of $p = 0,000$ ($p < 0.05$), $F_{hitung} = 7.230$ which is greater than F_{table} (2.703) and the overall correlation coefficient (R) which is 0.611 or 61.1%, showed that the compensation and characteristics of workers significantly influence job satisfaction.

Reference [20] in his writing affirmed the determining factors in job satisfaction and even job dissatisfaction is caused by leader's attention, compensation, work condition, social relationship, and opportunities in the workplace.

The same results were also revealed in the research finding from [21] which proved that

(1) there is a direct influence between compensation equality with organizational commitment, which was seen from the significance value of 0.003 (significant at level 5%), (2) there is a direct influence between the role of a leader with organizational commitment, which was seen from the significance value of 0,004 (significant at level 5%), and (3) there is a direct influence between job satisfaction and organizational commitment, which was seen from the significance value of 0,020 (significant at level 5%).

Based on the discussions associated with theories and researches that has been done, job satisfaction is influenced by leadership, group solidarity and work compensation.

IV. CONCLUSION

Based on the research findings and discussions, it could be concluded as follows: principal's leadership had positive influence on teacher's job satisfaction, which means that a good leadership by a principal will increase teacher's job satisfaction. Group solidarity had positive influence on teacher's job satisfaction. This means that a conducive group solidarity will increase teacher's job satisfaction. Work compensation had positive influence on job satisfaction. This means that if the compensation received by teachers is as they expected, it will increase the teacher's job satisfaction. Principal's leadership, group solidarity and work compensation altogether have positive influence on teacher's job satisfaction. This means that if principal's leadership could embraced all the teachers, a conducive group solidarity between teachers and combined with appropriate work compensation, then teachers will feel more satisfaction in the workplace.

Based on the existing conclusions, the researcher recommended several suggestions as follows:

- A. An optimal school leadership need to concerned teacher's job satisfaction to support the expected work performance.
- B. Solidarity between fellow teachers needs to be maintained in order to support teacher's performance in a noble profession, so teachers are encouraged to have a sense of kinship and a sense of complementary, and not trapped in a demand of individual professionalism.
- C. School management needs to be fixed, started from the principal's leadership so the purpose of the school organization could run smoothly.
- D. The government needs to reconsidered a suitable amount of work compensation for the teachers in addition to maintained their professionalism. Therefore,

in order to improved teacher's performance, it is necessary to considered a sense of justice, especially towards the welfare of teachers.

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