
THE INFLUENCE OF LEADERSHIP STYLE, TEAMWORK AND EMPLOYEE JOB SATISFACTION ON THE PERFORMANCE OF ADMINISTRATIVE EMPLOYEES OF OPEN JUNIOR HIGH SCHOOL IN Jakarta

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ABSTRACT

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The purpose of this study was to determine the performance of administrative employees at the Open Junior High School (SMP) in Jakarta which was influenced by the principal's leadership style, teamwork and job satisfaction. The method in this study used a survey method in all Open Junior High Schools in Jakarta. The questionnaire distributed 123 to respondents at random. The result of this study is that leadership style has a positive effect on performance, thus, the better the leadership style carried out by the principal, the more it will improve the performance of administrative employees, teamwork has a positive effect on performance. This means that the more compact teamwork will improve the performance of Tata Usha employees, job satisfaction has a positive effect on performance. That is, the higher job satisfaction, the more it will improve the performance of administrative employees, leadership style has a positive effect on job satisfaction. that is, the better the principal's leadership style, the more job satisfaction of administrative employees will be. Teamwork has a positive effect on job satisfaction. This means that the more compact the teamwork, the more it will increase administrative job satisfaction

Keywords: Leadership Style, Teamwork, Job Satisfaction, Performance

INTRODUCTION

School principals as leaders in educational institutions are required to pay more attention to various components which are a series of quality educational implementation processes in order to be able to achieve quality education and learning, including learning activity programs, students, learning facilities and infrastructure, funds, community environment and school leadership itself. All of these are very important and determine the successful achievement of institutional goals (Pinnington, Macklin, & Campbell, 2007).

In the context of leadership in the school, the leader is the principal who has two functions, namely as a program manager and as an instructional manager. As a program manager, the principal has the ability to develop a viable plan based on the level of availability of funds and the ability to mobilize the various potentials that exist. As an instructional manager, the principal is required to have the ability to deliver instructions to teachers and employees (Schneider & Bowen, 1985).

After all, the leadership function will be the driving force that will influence members to work as a team so that they work with high satisfaction and can achieve high organizational performance as well (Greer, 2021).

Leaders who try to raise awareness from followers by calling for higher ideals and moral values such as independence, justice and humanity, rather than being based on emotions, such as

greed, jealousy, or hatred. Through this leadership style, it is hoped that employee job satisfaction will occur and can increase the performance of the principal (Cummings, 2005).

The success of education personnel in carrying out their duties will have an impact on the sustainability and smoothness of national education. In order for the organization to work effectively, quality and professional employees are needed to be able to provide good service to education personnel and the community who need the same understanding so as to improve the quality and quantity of education (Collings & Wood, 2009).

Thus, the role of employees is very important in order to participate in building success and smooth education. One of the factors that can support this success is employee job satisfaction (Torrington, Hall, & Taylor, 2008).

Because employee job satisfaction cannot be measured only based on the salary earned, but also based on recognition, responsibility. and the equal opportunity for all employees to develop and an even distribution of duties professionally in developing their potential (Arthur, 2008).

Job satisfaction is very essential for every employee, because job satisfaction is different from one another, because job satisfaction is a very individual feeling, job satisfaction itself can be influenced and changed by forces from inside and outside the work environment (Gibson, Ivancevich, & Donnelly, 2009).

Job satisfaction can reduce boredom at work so as to make workers feel at home and survive in their work optimally to complete the work they are responsible for (Yukl, 2012).

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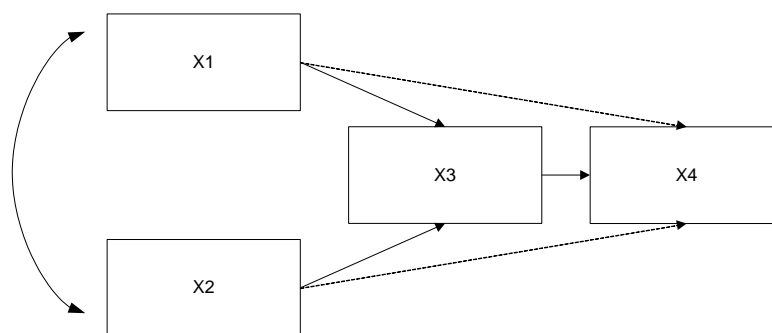
Employees who feel satisfied at work will certainly increase their productivity, on the contrary, dissatisfied employees will be frustrated. lack of vigor. and less passionate about work and will eventually slow down his work. by starting work slower (Wagner & Hollenbeck, 2010).

Based on the background of the above problems, the title of this study is: "The Influence of Leadership Style, Teamwork, and Employee Job Satisfaction on the Performance of Administrative Employees of Open Junior High School In Jakarta"

RESEARCH METHODS

In general, this study aims to determine whether or not there is an influence of leadership style, teamwork and job satisfaction on the performance of administrative employees of Open Junior High School In Jakarta (Pynes, 2008).

This study used a survey method with causal techniques. Meanwhile, the data is analyzed by path analysis. This study analyzed the influence of one variable on another. The variables studied consist of two types, namely: exogenous variables and endogenous variables. Exogenous variables have a direct or indirect influence on endogenous variables. While endogenous variables are variables that can affect other endogenous variables. The exogenous variables in this study are leadership style (X1) and teamwork (X2) (Baldoni, 2005). While endogenous variables include: Performance (X4); Job Satisfaction (X3). Researchers conduct sampling on any individual who is ready and willing to Made Sample as well as meet the characteristics of the population. Meanwhile, the number of samples for the instrument test was 30 respondents. The samples in this study were taken using the Simple Random Sampling technique, which is a method of drawing samples that are carried out in a simple random way. This technique was to obtain a sample of 123 employees of the Open Junior High School in Jakarta. Data collection techniques are carried out using research instruments in the form of questionnaires (Miner, 2005). The grading scale for all variables has five categories of answer choices, namely: (a) excellent/very satisfied; (b) good/satisfied; (c) good enough/reasonably satisfied; (d) unfavored/dissatisfied; and (e) bad/dissatisfied. Alternative answers are weighted values 5 to 1 for positive statements, and weights of values 1 through 5 for negative statements. Instruments are tested first before being used in research. Testing of these instruments includes validity tests and reliability tests. And the results of such tests obtained both valid and invalid instrument items. Invalid instruments are discarded (not used in research). Calculations are performed with computer aids and using Microsoft Excel and SPSS software. The constellation of hypothetical models of research is as follows.



Picture 1
Hypotetic Model of Research

Information:

- X1 : Leadership Style
- X2 : Teamwork
- X3 : Job Satisfaction
- X4 : Performance

A. Testing Analysis Requirements

Path analysis requires that the data to be analyzed must meet certain statistical tests. Therefore, before conducting data analysis using path analysis, several statistical tests are first carried out which are requirements in path analysis). Some of the statistical tests that must be met in path analysis are: (1) error normality test; (2) Test the Significance and lenerity of regression competencies. This section describes the three statistical tests required in path analysis (Williams, 2013).

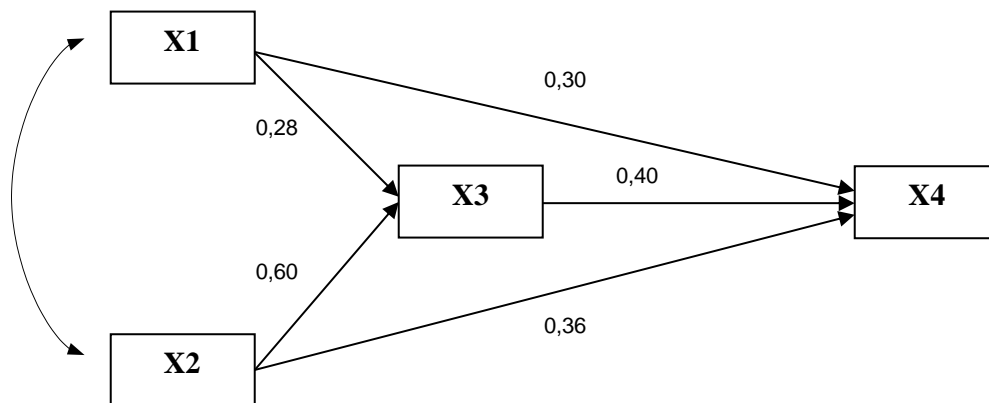
B. Model Testing

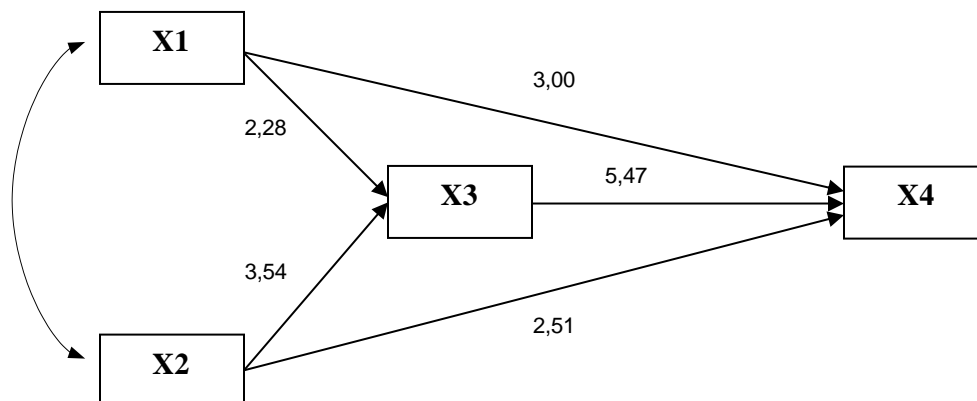
After the data is obtained from the field, processed and tested with various requirements, then the next stage is testing the causality model by conducting a path analysis (part analysis). The value that needs to be known for subsequent calculations is a simple correlation value shown in the form of a correlation coefficient matrix as follows (Mullins, 2007):

Table 1
Matriks Korelasi Antarvariabel

Korelasi	X1	X2	X3	X4
X1	1.000			
X2	0,849	1.0000		
X3	0,656	0,679	1.0000	
X4	0,756	0,759	0,745	1.000

The results of calculating the path coefficient and testing as well as the interpretation of the large direct and indirect influence of exogenous variables on endogenous variables, researchers use the help of the Lisrel 8.00 program (student edition), while the calculation results are presented in the following sections (Carter, Ulrich, & Goldsmith, 2012):





Information :

X1 : Leadership style

X2 : Teamwork

X3 : Job satisfaction

X4 : Performance

Table 2

Details of the results of the calculation of the value of the path coefficient.

Ligne	Voies coefficients	Valeur de coefficient de chemin	t _{hitung}	t _{tabel}		Information
				(α=0,05)	(α=0,01)	
X ₁ → X ₄	p ₄₁	0,30	3,00	1,98	2,62	Significatif
X ₂ → X ₄	p ₄₂	0,36	2,51	1,98	2,62	Significatif
X ₃ → X ₄	p ₄₃	0,40	5,47	1,98	2,62	Significatif
X ₁ → X ₃	p ₃₁	0,28	2,28	1,98	2,62	Significatif
X ₂ → X ₃	p ₃₂	0,60	3,54	1,98	2,62	Significatif

C. Leadership style (X1) positively affects the performance of administrative employees (X4)

To prove that the leadership style factor (X₁) has a positive effect on the performance of administrative employees (X₄) the hypothesis tested is as follows.

H₀ : ρ₄₁ = 0 Leadership style does not have a positive effect on employee performance.

H₁ : ρ₄₁ > 0 Leadership style positively affects employee performance.

The calculation results found that the coefficient of the path X₁ to X₄ (ρ₄₁) of 0.30 with t_{hitung} = 3.00 at α = 0.01 obtained t_{tabel} = 2.62 because the value of the t_{hitung} (3.00) > t_{tabel} (2.62), then the coefficient of the path is very significant. Based on these findings, it can be argued that in fact leadership style has a positive effect on the performance of administrative employees.

D. Teamwork (X2) positively affects the performance of administrative employees (X4)

To prove that Teamwork (X₂) has a positive effect on the performance of administrative employees (X₄), the hypothesis tested is as follows

H₀ : ρ₄₂ = 0 Teamwork has no positive effect on employee performance.

H₁ : ρ₄₂ > 0 Teamwork positively affects employee performance.

The calculation results get that the coefficient of the path X₂ to X₄ (ρ₄₂) of 0.36 with, t_{hitung} = 2.51 at α = 0.05 is obtained t_{tabel} = (1.98), because the value of the count (2.51) > t_{tabel} (1.98),

then the coefficient of the path is significant. Based on these findings, it can be argued that teamwork actually has a positive effect on performance.

E. Employee job satisfaction (X^3) positively affects the performance of administrative employees (X^4)

To prove that employee job satisfaction (X_3) has a positive effect on the performance of administrative employees (X_4) through the hypothesis tested is as follows

$H_0 : \rho_{43} = 0$ Employee job satisfaction has no positive effect on employee performance.

$H_1 : \rho_{43} > 0$ Employee job satisfaction has a positive effect on employee performance

The result of the calculation using lisrel 8.80 that the coefficient of the line X_3 to X_4 through (ρ_{43}) is 0.40 with the count = 5.47. at $\alpha = 0.01$ obtained $t_{tabel} = 2.62$, since the value of the t_{hitung} (5.47) $> t_{tabel}$ (2.62), then the path coefficient is very significant. Based on these findings, it can be argued that employee job satisfaction actually has a positive effect on the performance of administrative employees.

F. Leadership style (X_1) positively affects employee job satisfaction (X_3)

To find out the leadership style (X_1) positively affects employee job satisfaction (X_3) the hypothesis tested is as follows.

$H_0 : \rho_{31} = 0$ Leadership style has no positive effect on employee job satisfaction.

$H_1 : \rho_{31} > 0$ Leadership style positively affects employee job satisfaction.

The calculation results found that the coefficient of the path X_1 to X_3 (ρ_{31}) of 0.28 with $t_{hitung} = 2.28$ at $\alpha = 0.05$ obtained $t_{tabel} = 1.98$ because the value of the t_{hitung} (2.28) $> t_{tabel}$ (1.98), then the coefficient of the path is significant. Based on these findings, it can be argued that leadership style actually has a positive effect on employee job satisfaction.

G. Teamwork (X_2) positively affects employee job satisfaction (X_3)

To prove that Teamwork (X_2) has a positive effect on employee job satisfaction (X_3), the hypothesis tested is as follows

$H_0 : \rho_{32} = 0$ Teamwork does not have a positive effect on employee job satisfaction.

$H_1 : \rho_{32} > 0$ Teamwork positively affects employee job satisfaction

The calculation results found that the coefficient of the path X_2 to X_3 (ρ_{32}) of 0.60 with $t_{hitung} = 3.54$ at $\alpha = 0.01$ obtained $t_{tabel} = (2.62)$, since the value of the count (3.54) $> t_{tabel}$ (2.62), then the coefficient of the path is very significant. Based on these findings, it can be argued that teamwork actually has a positive effect on employee job satisfaction.

Table 3
Recapitulation of Hypothesis Testing Results

No	Hypothesis	Statistical Test	t_{hitung}	t_{tabel} $\alpha = 0,05$	Decision
1	Leadership style (X_1) Positive effect on the performance of administrative employees (X_4)	$H_0: \rho_{41} = 0$ $H_1: \rho_{41} > 0$	3,00	1,98	H_0 rejected
2	Teamwork (X_2) Positive effect on the performance of administrative employees (X_4)	$H_0: \rho_{42} = 0$ $H_1: \rho_{42} > 0$	2,51	1,98	H_0 rejected
3	Employee job satisfaction (X_3) Positive effect on administrative employee performance (X_4)	$H_0: \rho_{43} = 0$ $H_1: \rho_{43} > 0$	5,47	1,98	H_0 rejected

4	Leadership style (X_1) positively affects employee job satisfaction (X_3)	$H_0: \rho_{31} = 0$ $H_1: \rho_{31} > 0$	2,28	1,98	H_0 rejected
5	Teamwork (X_2) Positive effect on employee job satisfaction (X_3)	$H_0: \rho_{32} = 0$ $H_1: \rho_{32} > 0$	3,54	1,98	H_0 rejected

RESULTS AND DISCUSSION

A. Leadership style positively affects the performance of administrative employees.

The leadership style that appears as a pattern of leadership behavior in influencing its followers is decisive in achieving organizational goals. Nevertheless it is recognized that there is no single effective leadership style for all situations (Kippenberger, 2002). In other words, certain leadership styles are very effective for certain situations but ineffective when applied to other, different situations. The principal as a formal leader in the school must of course implement a leadership style that can affect the performance of his subordinates (Armstrong, 2006). It should be noted that in the application of leadership must be adjusted to the level of maturity of the member or subordinate he leads. Because the level of maturity is not the same, the way to lead is different. A leader who is wrong in applying a leadership style in leading will have an unfavorable impact on the organization he leads (Cook, 2016).

In leading administrative employees, the principal should apply a leadership style that is more subordinate-oriented, in the sense of being more supportive and participatory but of course not neglecting the structural system and the leadership style emphasizes more on tasks in a structured manner, but nevertheless certainly does not neglect participatory forms. The new paradigm in leadership today requires change and empowerment of its followers and requires collaboration with all parties, and develops personal relationships of the principal by treating subordinates as friends in carrying out work (Forster, 2005).

Supports the opinion of (Robbins & Judge, 2009) expresses that Leadership is supportive, generating high employee performance and satisfaction when employees work on structured tasks

B. Teamwork has a positive effect on the performance of administrative employees.

(Greenberg & Baron, 2008) Baron argue that teamwork is a team whose members are associated primarily with the use of organizational resources to effectively create results. This has implications for the principal to be able to work effectively for the implementation of tasks in the school.

In order to make teamwork directed at administrative employees to be effective, they must be allowed to function with sufficient authority to carry out duties and be responsible and make decisions regarding team activities. The decision process is likely to be more effective if team members assess individual performance so that team performance forms a framework for assessing individual performance. The principal here, rather than giving directions and orders, is more about being a facilitator to help his team, mediate and resolve conflicts between team members, and interact with the team. In other words, the increase in the performance of administrative employees is also influenced by teamwork.

This supports the opinion of (Byrne & Rees, 2006) who said that the team is prepared to be responsible for the assignment of each member, and to look for the quality of performance for its members in carrying out their duties.

Likewise, the opinion of John R. Katzenback and Douglas K. Smith explains teamwork as a small number of groups of support people who perform general goals, performance goals and achievements where they hold the principle of accountable agreement.

C. Employee job satisfaction has a positive effect on the performance of administrative employees.

John W Newstrom suggests that job satisfaction is related to feelings about work and tasks in the organization. This means that if employees feel satisfaction in their work they will be motivated and improve their performance. It goes on to state that organizations whose employees are more satisfied will tend to work effectively than organizations whose employees are less satisfied.

Supporting Herzberg's opinion that if the quality of satisfaction support is inadequate, dissatisfaction among employees will in turn have an effect, both on morale, and employee performance. On the other hand, if these factors are optimized, it will encourage an increase in employee performance.

So rationally if job satisfaction increases then performance will increase. Thus, it can be concluded that employees who feel satisfied at work will increase their performance, in other words, good performance is produced by employees who feel satisfied in the organization.

That a satisfied worker is a high-performing worker, when performance and satisfaction are positively related, this will generate the point of view that satisfaction leads to performance. Dissatisfaction stems from perceptions of salary insufficiency, poor supervisor-subordinate relationships, and inadequate working conditions (Jackson, DeNisi, & Hitt, 2003).

D. Leadership style has a positive effect on employee job satisfaction.

The success of the principal in an effort to increase job satisfaction of administrative employees is influenced by the leadership style he applies. In other words, a leader who improperly applies a leadership style, will cause dissatisfaction from his subordinates. This situation will affect the motivation, enthusiasm and performance of administrative employees. Theoretically, leadership styles have a unidirectional relationship, that is, if subordinates positively assess their superiors, then the satisfaction of subordinates will increase. This supports the opinion expressed by (Fred, 2008), that the emergence of job satisfaction of the members of the organization is largely determined by the organization's ability to provide stimulants, including the behavior of the leader .

The leader shows actions that create a reaction for followers. It is foreseeable that leadership will affect the climate of the group and the level of job satisfaction.

It also supports (Robbins & Judge, 2009) opinion that Leadership is supportive, resulting in high employee performance and satisfaction when employees work on structured tasks. Participatory leadership, will result in higher employee satisfaction. Research studies have shown repeatedly that letting workers participate in decision-making increases their job satisfaction. The participation also helps develop the skills of workers in making their own decisions.

Supporting (Colquitt, Lepine, & Wesson, 2014) opinion that workers with transformational leaders have higher job satisfaction than other workers. That transformational leaders can make workers feel their work more varied and significance, increasing intrinsic satisfaction with the work itself (Sonntag, 2003).

E. Teamwork has a direct positive effect on employee job satisfaction.

Another element that can affect job satisfaction is teamwork, but this is often overlooked even though teamwork is one of the important factors that affect job satisfaction.

Supporting the opinion of (Andre, 2008) who said that teamwork is a group whose members act collectively to produce the product of work together. If the team works well, then they will contribute to good job satisfaction and if the team works badly then they will contribute to bad job satisfaction as well (Baptiste, 2009).

Teams also relate to how members connect with each other regarding feedback and results received as a consequence of working within a team. A high level of outcome dependency exists when team members share the awards the team achieves, with examples of awards such as salaries, bonuses, formal feedback and recognition, compliments, extra time off and continued team continuity (Janasz, 2006). Of course, because team achievements depend on the performance of each team member, high results also imply that team members depend on the performance of other team members for the awards the team achieves (Palmer et al., 2016).

The study of job satisfaction is linked to teamwork if the team does high work, then many workers will feel satisfied. Teamwork also includes a number of behaviors of its members, including showing or explaining and helping untrained colleagues how to get work done, making positive commitments, working extra hard to provide service, and not complaining when management does not provide the promised resources. These behaviors will occur if there is job satisfaction in the employee (Schemerhorn Jr, Osborn, Uhl-Bien, & Hunt, 2011).

CONCLUSION

Based on the results of hypothesis testing and discussion, the following findings were obtained, leadership style has a positive effect on job satisfaction. Thus, the better the leadership style, the more it will increase job satisfaction. Leadership style positively affects performance. Thus, the better the leadership style, the more it will improve performance. Teamwork has a positive effect on job satisfaction. Thus, the better the teamwork, the more it will increase job satisfaction. Teamwork has a direct effect on performance. Thus, the better the teamwork, the more it will improve performance. Leadership style has an indirect effect on performance through job satisfaction. Thus, the better the leadership style, the more job satisfaction will increase which in turn will be able to improve performance. Teamwork has an indirect effect on performance through job satisfaction. Thus, the better the teamwork, the more job satisfaction will increase which in the end will be able to improve performance. Job satisfaction has a direct and significant effect on performance through job satisfaction. Thus, the higher job satisfaction, the more performance will be improved. Based on the results of this study, it can be concluded that changes or variations occur in the performance of administrative employees of SMP Terbuka in Jakarta directly influenced by leadership style, teamwork, and job satisfaction. Indirectly, the performance of administrative employees of SMP Terbuka in Jakarta is influenced by leadership style through teamwork and through job satisfaction. The performance of administrative employees of SMP Terbuka in Jakarta is also influenced by teamwork through job satisfaction and leadership style. Furthermore, if you want to minimize the variations that occur in the performance of administrative employees of SMP Terbuka in Jakarta, factors such as leadership style, teamwork and job satisfaction need to be considered.

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