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INCREASING JOB SATISFACTION OF PRIVATE JUNIOR HIGH SCHOOL TEACHERS IN BOGOR REGENCY THROUGH STRENGTHENING SERVICE LEADERSHIP AND SELF-EFFICACY

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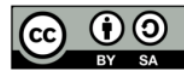
ABSTRACT

Teacher job satisfaction greatly influences success in achieving the vision and mission of an education. With job satisfaction, teachers can work optimally and professionally. Based on studies from previous studies, there are still various problems related to teacher job satisfaction which is also not optimal. In this case, the researcher believes that the variables are variables that can support in increasing teacher job satisfaction. The purpose of this study is to find ways to increase teacher job satisfaction by examining the relationship between teacher job satisfaction and service leadership and self-efficacy.

The population in this study were honorary teachers at private junior high schools throughout Bogor Regency, totaling 160. The sample was determined by simple random sampling, using proportional random sampling technique and the Taro Yamane formula so that the number of samples in this study was 113 teachers. The method in this study is a statistical correlation method with a quantitative approach. The correlational approach is used to see whether there is a relationship between the independent variable and the dependent variable. In this study, the data collection method used a questionnaire or questionnaire. In this study there are two independent variables and one dependent variable. The independent variables are service leadership (X_1) and self-efficacy (X_2), while the dependent variable is teacher job satisfaction (Y).

The results showed that there was a positive and significant relationship between service leadership and teacher job satisfaction with a correlation coefficient value of 0.527, and there was a positive and significant relationship between self-efficacy and teacher job satisfaction with a correlation coefficient value of 0.449. Servant leadership and self-efficacy together have a positive and significant relationship with job satisfaction of private junior high school teachers in Bogor Regency with a correlation coefficient of 0.543. Based on this, it can be stated that increasing teacher job satisfaction can be pursued through strengthening service leadership performance and self-efficacy.

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Introduction

Job satisfaction is an individual's general attitude towards his job. A teacher with a high level of job satisfaction shows a positive attitude towards work in education. A teacher who is dissatisfied with his work will show a negative attitude towards the work being carried out. Job satisfaction is also a positive attitude of teachers to various situations in the educational environment. For organizations, teacher job satisfaction must receive attention and fulfillment, especially from the leadership of educational organizations. For teachers, job satisfaction is an individual factor and a means to achieve work productivity. The teacher's job satisfaction factor provides good benefits for educational organizations, students, and even for the community. Good job satisfaction can support the achievement of the vision and mission of educational organizations. In Zaenudin's research, Danial (2021), obtained the results of observations by interviewing 4 principals of SMP, SMK and MA Muhammadiyah, namely: (a) The low motivation of teachers in carrying out their work. (b) The low level of understanding of the teacher's ideology. (c) Low teacher participation. (d) The low competence of teachers so that they have difficulty in completing their work. In addition, the results of a preliminary study were also conducted on school principals as respondents who assessed private junior high school teachers in Pekanbaru which showed that there were still teachers who procrastinated, lazy to work, many complaints from teachers, difficulty in building cooperation between teachers in completing responsibilities and inadequate facilities, school facilities and infrastructure in supporting the smooth teaching and learning process, in addition, the rewards and benefits provided are sometimes not in accordance with the stipulated time. (Saherbanun 2021)

The success of the organization in achieving its goals and objectives depends on the leader and his leadership style. Leadership style is a leadership model in which the leader has the ability to influence a group to achieve goals. A leader must be able to position himself as a leader who serves his employees. Serving here does not mean that all the needs of its employees are fulfilled, but a servant leader is a leader who gives responsibility to his employees to be creative in optimizing their best performance in achieving organizational goals. Self-efficacy and leadership style are goals to be achieved by the organization. These two things have an impact on job satisfaction. Servant leadership and self-efficacy also determine the emotional condition or feelings of employees towards work in the form of job satisfaction. Job satisfaction is the stage where a person feels a feeling of pleasure and satisfaction in an organization. Based on the discussion above, the author has a goal in this study, namely to determine the variables that can increase teacher job satisfaction. So that a comprehensive study is needed to find efforts to increase teacher job satisfaction through factors that are thought to have a relationship, especially service leadership and self-efficacy. Based on the discussion above, the author has a goal in this study, namely to determine the variables that can increase teacher job satisfaction. So that a comprehensive study is needed to find efforts to increase teacher job satisfaction through factors that are thought to have a relationship, especially service leadership and self-efficacy. Based on the discussion above, the author has a goal in this study, namely to determine the variables that can increase teacher job satisfaction. So that a comprehensive study is needed to find efforts to increase teacher job satisfaction through factors that are thought to have a relationship, especially service leadership and self-efficacy.

Servant Leadership

According to Trompenaars, Fons and Voerman, Ed. (2009), states that servant leadership is a management style in leading and serving which is carried out in harmony within an organization. The indicators are: (1) Altruistic calling, namely a strong desire to make positive changes, (2) Emotional healing, namely a leader who is able to heal the emotional feelings that are currently volatile in his subordinates, (3) Wisdom, namely a wise leader in making decisions, (4) Persuasive mapping, namely leaders who prioritize persuasive actions, (5) Organizational stewardship, which emphasizes openness and persuasion to build trust. According to Sendjaya, S., Sarros, JC, & Santora, JC (2008: 402 - 424), Servant Leadership is the quality of a leader who prioritizes the needs of others, aspirations, and interests of others over their own. The indicators are: (1) Maintaining relationships, (2) Responsible, (3) Good self-morality, (4) Spirituality, (5) Describing influence through actions and beliefs. According to Spears, LC (2010: 25-30), Servant Leadership is a leader who prioritizes service, starting with the natural feeling of someone who wants to serve and to put service first. The indicators are: (1) Listening, (2) Empathy, (3) Emotional healing, (4) Awareness, (5) Persuasion, (6) Conceptualization, (7) Foresight, (8) Openness, (9) Commitment to growth, (10) Build community. Meanwhile, according to Ada Focht and Micheal Ponton (2015: 44-60) Servant leadership is the desire of a leader to provide services to individuals or subordinates and develop to direct individuals to organizational goals. The indicators are: (1) Value People, namely respecting individuals, (2) Humility, which is humility, (3) Listening, namely willingness to listen, (4) Trust, namely trusting others, (5) Caring, which is friendly, (6) Integrity, which is honest and trustworthy, (7) Service, namely prioritizing service, (8) Empowering, namely empowering individuals. According to Irving, JA (2005) Servant Leadership is a collaborative process between leaders and followers to achieve the vision and mission of the organization. The indicators are: (1) Compassion, (2) Empowerment, (3) Vision, (4) Humility, and (5) Trust. Based on the above theory, it can be synthesized that servant leadership is the activity of a leader who prioritizes service and can cooperate with subordinates effectively and efficiently to achieve organizational goals. The indicators are: (1) compassion, (2) humility, (3) empowerment, (4) a strong desire to make changes, (5) openness, and (6) build trust.

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Self-Efficacy

Self-efficacy is a person's belief about his or her chances of successfully completing a particular task. The indicators are: (1) previous experience, (2) behavioral models, (3) persuasion from others, (4) physical condition, (5) emotions. (R. Kreitner and A. Kinicki 2010). Jess Feis (2013) states the notion of self-efficacy with different indicators, according to him self-efficacy is a person's belief in his ability to use a number of control functions of themselves and their environment, the indicators are: (1) challenging tasks, (2) training, (3) supportive leadership, (4) co-workers success, (5) company success, (6) superior-employee relationship, (7) leader role. Self-efficacy is a person's belief in his abilities and competencies to successfully complete certain tasks. A person with high self-efficacy believes in his achievements. The indicators are: (1) the ability to solve problems, (2) do the tasks that they feel capable of, (3) belief in their ability to achieve success, (4) strong expectations of self-ability, (5) belief in understanding of their abilities, (6) able to understand his own abilities. (John Ivancevich et. al. 2011). Meanwhile, according to Fred Luthans (2011) self-efficacy is a person's belief about his ability to mobilize motivation, cognitive resources and concrete actions needed to successfully carry out specific tasks in certain situations. The indicators are: (1) proficiency experience, (2) role models or models, (3) social persuasion, (4) physical condition. Based on the above theory, it can be synthesized that self-efficacy is an individual's belief in himself/herself on his/her abilities and qualities in completing all the tasks they have. The indicators are: (1) experience, (2) ability to solve problems, (3) supportive leadership, (4) self-confidence, (5) good relations between subordinates and superiors, (6) strong expectations.

Method

The method in this study is a statistical correlational method with a quantitative approach. The correlational approach is used to see whether there is a relationship between the independent variable and the dependent variable. In this study there are two independent variables and one dependent variable. The independent variables are service leadership (X^1) and self-efficacy (X^2), while the dependent variable is job satisfaction (Y). In this study, the data collection method used a questionnaire or questionnaire. The form of the questionnaire sheet is in the form of a written statement with the aim of obtaining information from respondents regarding the variables studied to be used as a source of research data. The instrument that the researcher uses to measure the related variables, namely: job satisfaction (Y), service leadership (X^1), and self-efficacy (X^2). The population in this study were honorary teachers at private junior high schools in Bogor Regency totaling 160 people. Determination of the sample was done at simple random, using proportional random sampling technique and the Taro Yane formula so that the number of samples in this study was 113 teachers. Data from quantitative research were analyzed using descriptive and inferential statistics. Inferential statistics using correlation-regression analysis. Data analysis begins with requirements analysis, namely: normality test of estimated error and homogeneity of variance test, followed by determination of the regression equation, regression equation significance test, regression linearity, and hypothesis testing with correlation test using ANOVA. Determination of the sample was done at simple random, using proportional random sampling technique and the Taro Yane formula so that the number of samples in this study was 113 teachers. Data from quantitative research were analyzed using descriptive and inferential statistics. Inferential statistics using correlation-regression analysis. Data analysis begins with requirements analysis, namely: normality test of estimated error and homogeneity of variance test, followed by determination of the regression equation, regression equation significance test, regression linearity, and hypothesis testing with correlation test using ANOVA. Data from quantitative research were analyzed using descriptive and inferential statistics. Inferential statistics using correlation-regression analysis. Data analysis begins with requirements analysis, namely: normality test of estimated error and homogeneity of variance test, followed by determination of the regression equation, regression equation significance test, regression linearity, and hypothesis testing with correlation test using ANOVA. Data from quantitative research were analyzed using descriptive and inferential statistics. Inferential statistics using correlation-regression analysis. Data analysis begins with requirements analysis, namely: normality test of estimated error and homogeneity of variance test, followed by determination of the regression equation, regression equation significance test, regression linearity, and hypothesis testing with correlation test using ANOVA. Data from quantitative research were analyzed using descriptive and inferential statistics. Inferential statistics using correlation-regression analysis. Data analysis begins with requirements analysis, namely: normality test of estimated error and homogeneity of variance test, followed by determination of the regression equation, regression equation significance test, regression linearity, and hypothesis testing with correlation test using ANOVA.

Results and Discussion

1. Normality test

The normality test was carried out to determine whether the distribution of the data to be analyzed was normal or not. The technique used to test the normality of the data is using SPSS 24.0 using Kolmogorov Smirnov. To test the normality of the data can use the Kolmogorov Smirnov test provided that if sig > 0.05 then the data is normally distributed. The results of the normality test using SPSS 24.0 for windows are as follows:

a. Servant Leadership (X^1) with Teacher Job Satisfaction (Y)

Table 1. One-Sample Kolmogorov-Smirnov Test

N		113
Normal Parameters, b	mean	.0000000
	Std. Deviation	8.40364093
Most Extreme Differences	Absolute	.046
	Positive	.046
	negative	-.040
Test Statistics		.046
asympt. Sig. (2-tailed)		.200c,d

The results of the calculation of the normality test of the teacher's job satisfaction variable for serving leadership obtained a significant value of 0.200, meaning that a significant value > 0.05 means the data is normally distributed.

b. Self-efficacy (X^2) with teacher job satisfaction (Y)

Table 2. One-Sample Kolmogorov-Smirnov Test

N		113
Normal Parameters, b	mean	.0000000
	Std. Deviation	8.83479461
Most Extreme Differences	Absolute	.050
	Positive	.042
	negative	-.050
Test Statistics		.050
asympt. Sig. (2-tailed)		.200c,d

The results of the calculation of the normality test of the teacher's job satisfaction variable of self-efficacy obtained a significant value of 0.200, which means a significant value > 0.05, the data is normally distributed.

2. Homogeneity Test

Homogeneity test is conducted to find out that two or more groups of sample data come from populations that have the same variance. Homogeneity test was carried out using SPSS 24.0 using ANOVA. The requirement for homogeneous variance is sig value > 0.05. The results of the homogeneity test using SPSS 24.0 for windows are as follows:

a. Servant leadership (X^1) with teacher job satisfaction (Y)

Table 3. ANOVA

Servant Leadership					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9798,201	37	264,816	1,901	.090
Within Groups	10446,667	75	139,289		
Total	20244,867	112			

The results of the homogeneity test of the variance of the job satisfaction variable on service leadership obtained a significant value of 0.90, meaning a significant value > 0.05 . So it can be concluded that the teacher job satisfaction data group on the service leadership variable comes from a homogeneous population.

b. Homogeneity test of self-efficacy variables (X^2) with teacher job satisfaction (Y)

Table 4. ANOVA

Self-Efficacy					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9628.959	37	260,242	1,742	.021
Within Groups	11204,050	75	149,387		
Total	20833.009	112			

The results of the homogeneity test of the variance of the job satisfaction variable on self-efficacy obtained a significant value of 0.21, meaning a significant value > 0.05 . So it can be concluded that the teacher job satisfaction data group on the self-efficacy variable comes from a homogeneous population.

3. Hypothesis testing

Hypothesis testing was conducted to determine the strength of the relationship between variables. Hypothesis testing is done by using the product moment correlation test. The basis for decision making state the existence of a relationship between variables is a significant value < 0.05 . To determine the level of the correlation coefficient, the following interpretation table is needed:

Table 5. Interpretation

No	Coefficient Interval	Relationship Level
1	0.00-0.199	Very low
2	0.20-0.399	Low
3	0.40-0.599	Currently
4	0.60-0.799	Strong
5	0.80-1,000	Very strong

(Sugiono, 2004: 183)

The results of the correlation test using SPSS 24.0 for windows are as follows:

- a. The relationship between servant leadership (X^1) and teacher job satisfaction (Y)

Table 6. Correlations

		Servant Leadership	Teacher job satisfaction
Servant Leadership	Pearson Correlation	1	.527**
	Sig. (2-tailed)		.000
	N	113	113
Teacher job satisfaction	Pearson Correlation	.527**	1
	Sig. (2-tailed)	.000	
	N	113	113

** . Correlation is significant at the 0.01 level (2-tailed).

The results of the calculation of correlation analysis, obtained the value of the correlation coefficient between service leadership (X^1) and job satisfaction (Y) of 0.527 and a significant value of 0.000, meaning a significant value <0.05 . So it can be stated that there is a positive relationship between service leadership (X^1) and teacher job satisfaction (Y). Based on the interpretation table of the relationship strength above, the interval coefficient value of 0.40-0.599 is said to have a moderate relationship strength. Based on the results of the correlation test, the correlation value of serving leadership (X^1) with teacher job satisfaction (Y) obtained a correlation value of 0.527, meaning that it has a relationship strength in the medium category. Thus, it can be stated that through strengthening service leadership, it can increase the job satisfaction of private junior high school teachers in Bogor Regency.

- b. Relationship of self-efficacy (X^2) with teacher job satisfaction (Y)

Table 7. Correlations

		Self-Efficacy	Teacher job satisfaction
Self-Efficacy	Pearson Correlation	1	.449**
	Sig. (2-tailed)		.000
	N	113	113
Teacher job satisfaction	Pearson Correlation	.449**	1
	Sig. (2-tailed)	.000	
	N	113	113

** . Correlation is significant at the 0.01 level (2-tailed).

The results of the calculation of correlation analysis, obtained the value of the correlation coefficient between self-efficacy (X^2) and job satisfaction (Y) of 0.449 and a significant value of 0.000, meaning a significant value <0.05 . So it can be stated that there is a positive relationship between self-efficacy (X^2) and teacher job satisfaction (Y). Based on the interpretation table of the relationship strength above, the interval coefficient value of 0.40-0.599 is said to have a moderate relationship strength. Based on the results of the correlation test, the correlation value of self-efficacy (X^2) with teacher job satisfaction (Y) obtained a correlation value of 0.449,

meaning that it had a relationship strength in the medium category. It can also be interpreted that through strengthening self-efficacy can increase the job satisfaction of private junior high school teachers in Bogor Regency.

- c. The relationship of serving leadership (X^1) and self-efficacy (X^2) together on teacher job satisfaction (Y)

Table 8. Model Summary

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.543a	.295	.282	8.37740	.295	23.002	2	110	.000

Predictors: (Constant), Self-Efficacy, Servant Leadership

The results of the calculation of multiple correlation analysis, obtained a significant value of 0.000, meaning a significant value <0.05 . The value of the correlation coefficient (R) is 0.543, thus it can be concluded that the level of positive relationship between service leadership (X^1) together with self-efficacy (X^2) on job satisfaction (Y) simultaneously has a moderate relationship. Based on the results of the hypothesis test above, it can be concluded that through strengthening service leadership and self-efficacy together can increase teacher job satisfaction.

4. Partial correlation test

- a. The results of the partial correlation test of serving leadership (X^1) with teacher job satisfaction (Y) before entering the self-efficacy control variable (X^2) into the analysis, it is known that the correlation coefficient value is 0.527 (positive) and the Significance value (2-tailed) is $0.000 < 0.05$, it can be concluded that there is a positive and significant relationship between service leadership (X^1) and teacher job satisfaction (Y) without any control variables. While the correlation value of 0.527 is considered in the medium category.
- b. The results of the partial correlation test of self-efficacy (X^2) with job satisfaction (Y) before entering the service leadership control variable (X^1) into the analysis, it is known that the correlation coefficient value is 0.449 (positive) and the Significance (2-tailed) value is $0.000 < 0.05$, it can be concluded that there is a positive and significant relationship between self-efficacy (X^2) and teacher job satisfaction (Y) without any control variables. Thus, the correlation value of 0.449 is considered in the medium category.

Discussion

1. Relationship between Servant Leadership (X^1) and Job Satisfaction (Y)

The strength of the relationship between service leadership (X^1) and teacher job satisfaction (Y) can be seen from the correlation test with a correlation coefficient of 0.527. The variable of teacher job satisfaction on serving leadership obtained a significant value of 0.000, meaning a significant value <0.05 , so that serving leadership has a positive and significant relationship with teacher job satisfaction. Servant leadership puts followers first, empowers, and helps them develop their full personal

capacities. Based on the research results, strengthening service leadership can increase teacher satisfaction through: (1) compassion, (2) humility, (3) empowerment, (4) a strong desire to make change, (5) openness, (6) building trust (Mikel, Putra, and Setiawan 2021). Research evidence has shown that an individual's desire for self-assessment of the work performed can increase job satisfaction. This means that servant leadership must be able to give a better appreciation of teacher performance, so that teacher satisfaction at work will increase.

2. Relationship of Self Efficacy (X^2) with Job Satisfaction (Y)

The strength of the relationship between self-efficacy (X^2) and teacher job satisfaction (Y) can be seen from the correlation test with a correlation coefficient of 0.449. The variable of teacher job satisfaction on serving leadership obtained a significant value of 0.000, meaning a significant value <0.05 , so that serving leadership has a positive and significant relationship with teacher job satisfaction. Based on the results of the study, strengthening a teacher's self-efficacy can increase job satisfaction through: (1) experience, (2) ability to solve problems, (3) supportive leadership, (4) self-confidence, (5) good relations between subordinates and superiors, (6) strong hope. The self-efficacy variable is believed to be able to encourage increased teacher job satisfaction, for example when a teacher is successful in overcoming problems at work, both related to students and related to colleagues or leaders at school. This will directly have an impact on increasing job satisfaction. So that a teacher's job satisfaction increases along with increasing self-confidence.

3. Relationship of Servant Leadership (X^1) And Self-Efficacy (X^2) With Job Satisfaction (Y)

The strength of the relationship between service leadership (X^1) and self-efficacy (X^2) together with teacher job satisfaction (Y) with a correlation coefficient (R) of 0.543 and a significant value of 0.000, meaning a significant value <0.05 , thus serving leadership and self-efficacy together have a positive and significant relationship with teacher job satisfaction. Then the variable teacher job satisfaction can be increased through strengthening service leadership and self-efficacy. There are several aspects that need to be reviewed on the job satisfaction variable, namely: 1) salary, (2) co-workers, (3) promotion, (4) work carried out, (5) boss, and (6) nature of work. The results of the relevant research state that servant leadership together with self-efficacy is a leadership ability that can empower and develop teachers' confidence in carrying out their duties and responsibilities and respect. Servant leaders will provide direction and be responsible for the organization they lead so as to increase job satisfaction (Setiawan and Ekhsan 2020). In addition, if the strengthening of leadership factors is in line with increasing self-efficacy, it will have an impact on teacher performance results and have a direct impact on job satisfaction.

Conclusions

The results showed that there was a positive and significant relationship between service leadership and teacher job satisfaction with a correlation coefficient value of 0.527, and there was a positive and significant relationship between self-efficacy and teacher job satisfaction with a correlation coefficient value of 0.449. Likewise, service leadership and self-efficacy together have a positive and significant relationship with the job satisfaction of private junior high school teachers in Bogor Regency with a correlation coefficient (R)

of 0.543. Based on this, it can be stated that in order to increase teacher job satisfaction, can be supported through efforts to improve service leadership and self-efficacy. The results of this study can be used as a reference for school principals to increase teacher job satisfaction through efforts to foster servant leadership behavior and self-efficacy. Likewise, teachers can have confidence in their abilities so that they can do their work optimally.

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