

## The Relationship Between the Transformational Leadership Style of School Principals, Assertive Communication, and Working Climate on Job Satisfaction of Private Elementary School Teachers in North Banjarbaru District



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**ABSTRACT:** This study aims to analyze the relationship between the school principal's transformational leadership style, assertive communication and work climate on private elementary school teacher's work satisfaction in banjarbaru utara district. This research is a correlational study with path analysis. The population of this study were all teachers of private elementary schools in North Banjarbaru sub-district, totaling 123 people with a sample of 96 people taken by proportional random sampling technique. Data were collected through questionnaires and documentation and then analyzed using SPSS 15 statistical version. Meanwhile, data analysis techniques used statistical tests of path analysis and multiple linear regression. Hypothesis testing was carried out at a significance level of 0.05. The results showed: 1) The principal's transformational leadership style, assertive communication, work climate and teacher job satisfaction were in the high category. 2) There is a positive and significant relationship between the principal's transformational leadership style and teacher job satisfaction of 0.212. 3) There is a positive and significant relationship between assertive communication and teacher job satisfaction of 0.307. 4) There is a positive and significant relationship between the principal's transformational leadership style and the work climate of 0.325. 5) There is a positive and significant relationship between assertive communication and work climate of 0.641. 6) There is a positive and significant relationship between work climate and teacher job satisfaction of 0.460. 7) The relationship between the principal's transformational leadership style indirectly through the work climate on teacher job satisfaction is 0.362. 8) The relationship between assertive communication indirectly through the work climate on teacher job satisfaction is 0.602. Based on the conclusions above, the implications of the research results are that teacher job satisfaction can be increased through the principal's transformational leadership style, assertive communication and work climate.

**KEYWORDS:** Transformational Leadership, Assertive Communication, Work Climate, Teacher Job Satisfaction

### I. INTRODUCTION

Transformational leadership style is a leadership style that is able to bring awareness to its followers in generating productive ideas, synergistic relationships, and realizing the goals of the organization that has been set (Akbar and Imaniyati, 2019). In line with this opinion (Wibowo, 2017) elaborated that transformational leadership is a leadership perspective that explains how leaders change teams or organizations by creating, communicating and modelling a vision for the organization or work unit and inspiring workers to strive to achieve the vision. A school principal should have a role in controlling school activities to achieve educational goals. The implementation of the principal's transformational leadership style that is in accordance with the target will have an impact on teacher performance and the decision-making process related to teacher performance

In essence, education is an effort to civilize humans or humanize humans. Education can educate the nation's life and improve the quality of the nation's quality as a whole. In Indonesia, the education system has been systematically regulated so that the function of education is really considered. One of the focuses of attention in the field of education is improving the quality of education. Quality improvement involves the readiness of human resources involved in the education process. Human resource management is responsible for managing human factors appropriately in order to get a workforce that is satisfied with their work. If the teacher is not satisfied with his work, the teacher's motivation will decrease. This shows that teacher job satisfaction is also a determining factor for school success in achieving educational goals. Job satisfaction is a condition of employee feelings about matters related to work and the workplace. Job satisfaction is satisfaction to carry out their work by obtaining work results and a good working environment. An employee will achieve job satisfaction when what is done reaches maximum results and according to expectations (Darmawan, 2019). Job satisfaction is one component of human resources. It is an important tool in an organization,

## **The Relationship Between the Transformational Leadership Style of School Principals, Assertive Communication, and Working Climate on Job Satisfaction of Private Elementary School Teachers in North Banjarbaru District**

which is very interesting and very influential on the performance of employees and the organization itself. Job satisfaction is characterized by the emergence of a sense of satisfaction and completion of tasks that are the responsibility of teachers in a timely manner, the presence of dedication, passion, craft, perseverance, initiative and high work creativity at work.

Job satisfaction is an employee's positive attitude towards his job. Teacher job satisfaction is very important for the principal to strive for so that these teachers have high job satisfaction. Empirical studies show that not all teachers have high job satisfaction. Low teacher job satisfaction can affect the quality of teacher performance. This relates to a teacher's beliefs about the work he undertakes, which are accompanied by certain feelings, and provides a basis for the teacher to make a response or behave in a certain way according to his choice. If a teacher has a positive attitude towards his work, then of course the teacher will carry out his function and position as an educator with full responsibility, while a teacher who has a negative attitude towards his work, then he will only carry out his function and position limited to routine.

Education is fundamental for humans in life. Education is also the most important part in a country, where education is expected to be accessible and absorbed by the community. All Indonesians have the same right to education without exception. Law of the Republic of Indonesia No. 20 of 2003 concerning the right to education article 5 paragraph 1 also explains that every citizen has the same right to obtain quality education. Just as a school that is used as a place to obtain education should provide a wide range of opportunities in accepting all children, including children with special needs, because they have the same rights as other children. In Indonesia the education system has been arranged systematically, so that the function of education can be considered. The focus of education at this time is to improve the quality of education. To improve the quality of education involves the readiness of human resources involved in the educational process.

Human resource management is responsible for managing human factors appropriately in order to get a workforce that is satisfied with their work. If the teacher is not satisfied with his work, morale will decrease. This shows that job satisfaction is a determining factor for school success in achieving educational goals. Job satisfaction in a school is influenced by the principal's leadership style. There is a positive or negative relationship between the principal's leadership and the work climate and teacher job satisfaction (Birhasani, Muhammad, Sulaiman, 2022; Hidayat, rahmad, Suriansyah, 2022; Imron et al., 2022; Muhammad Fajar Firdaus, Aslamiah, 2022; Norliani, Ahmad Suriansyah, 2022; Rifani & Andrayni, 2021; Suriansyah & Aslamiah, 2018).

The application of transformational leadership for school principals that is in accordance with the targets will have an impact on teacher performance and decision-making processes related to teacher performance (Firdaus et al., 2022; Jarminto, Aslamiah, 2022). Suriansyah (2018) show satisfaction work teacher can influence performance Teacher and performance student. The principal's leadership style affects job satisfaction. School failure and success are largely determined by the principal. The principal is the controller and determinant of the direction to be taken to achieve its goals. The implementation obtained in the field is related to the principal's leadership, assertive communication, work climate and job satisfaction (Muhammad Fajar Firdaus, Aslamiah, 2022; Silfiati, Aslamiah, 2022). Transformational leaders are leaders who have deep insight into ahead and trying to improve and develop the organization in the future (Dina, Ahmad Suriansyah, 2022).

## **II. METHODOLOGY**

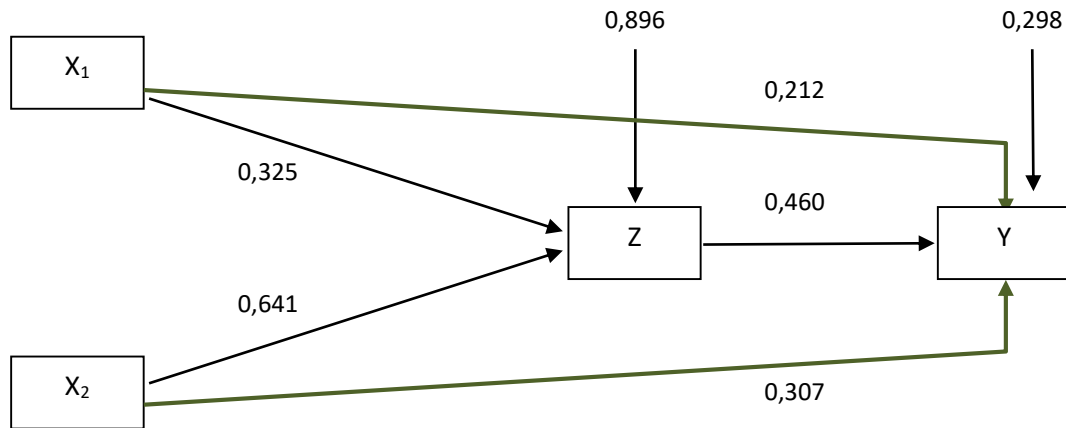
This research use a descriptive qualitative approach aims to observe, analyze and describe phenomena that occur related to strategic management applied by inclusive schools. The research was conducted at SDN Gadang 2 Banjarmasin and SDN Banua Anyar 8 Banjarmasin. The data sources are principals, inclusion managers, special assistant teachers, class teachers and supervisors who are determined using purposive sampling techniques combined with snowball sampling techniques in the midst of research. Data collection was obtained by interview method, observation which was also included with documentation studies. The data obtained were analyzed using the analysis model of Miles & Huberman (2014), which includes data condensation, data presentation, and drawing and verifying conclusions. The type of research used is quantitative research because the data obtained is in the form of numbers and the processing uses statistical methods and is then interpreted. The population in this study were all teachers of private elementary schools in North Banjarbaru District. The total population is 123 teachers. With a total sample of 96 teachers. The data collection technique uses a questionnaire instrument (measured by a Likert scale) to the respondents containing a list of closed questions. and data analysis using descriptive analysis, classic assumption test , multiple linear regression analysis and path analysis.

## **III. RESULTS AND DISCUSSION**

Based on the results of data analysis, this study shows:

Based on the results of data analysis using path analysis as described above, the correlation coefficients found direct and indirect relationships as described below.

**The Relationship Between the Transformational Leadership Style of School Principals, Assertive Communication, and Working Climate on Job Satisfaction of Private Elementary School Teachers in North Banjarbaru District**



**Figure: Path Analysis Model X1, X2, Z and Y**

**A. Description of the State of the Principal's Transformational Leadership Style, Assertive Communication, Work Climate and Job Satisfaction of Private Elementary School Teachers in North Banjarbaru District.**

1. Transformational leadership style of the Principal of a Private Elementary School in North Banjarbaru District Transformational leadership will make subordinates see that the goals to be achieved are more than just their personal interests. The results of the analysis of research show that the transformational leadership style of the principal of a private elementary school in North Banjarbaru District is in the high category. The idealized influence and inspirational motivation sub-variables obtained the highest average score of 3.43. This value is included in the high category, meaning that the average private elementary school teacher in North Banjarbaru District considers that the principal has self-confidence strong, high commitment, have a clear vision, diligent, worker hard, militant, consistently able to show important, big and ideas great And inspirational motivation Which capable inspire, motivating, And modify behavior para member organization education For reach possibility not imaginable, invite members of educational organizations view threats as opportunities to learn and achieve.

This finding is in accordance with research found that transformational leadership style has a significant and positive influence on job satisfaction. Motivation has a very important role to improve employee work through meeting the needs that the organization provides for its employees. Similarly, the transformational leadership style possessed by leaders has a direct role to generate employee job satisfaction (Birhasani, Muhammad, Sulaiman, 2022; Hidayat, rahmad, Suriansyah, 2022; Imron et al., 2022; Muhammad Fajar Firdaus, Aslamiah, 2022; Norliani, Ahmad Suriansyah, 2022; Rifani & Andrayni, 2021; Suriansyah & Aslamiah, 2018).

2. Assertive Communication Principal of a private elementary school in Banjarbaru District NorthCommunication assertive is ability express feeling, thought, and desire with method Which possible individual For maintain rights Alone without violate rights person other. The results of the analysis of the study show that the assertive communication of private elementary school principals in North Banjarbaru District is in the high category. The level sub-variable of not ignoring the rights of others obtains the highest average value of 3.41. This value is included in the high category, meaning it creates a working climate more effective among private elementary school principals and teachers in North Banjarbaru District. As a result, assertive communication skills have a significant effect on conflict management so that the better assertive communication skills, the better conflict management applied in the organization (Widya. T. W. C, 2017).

3. The working climate of private elementary school teachers in North Banjarbaru District The working climate is a condition that has clarity and incentives for employees such as enthusiasm, a sense of family, even awards and standards which clear (Darmawan et al, 2018). The results showed that the work climate at private elementary schools in North Banjarbaru District was in the high category. the information utilization sub- variable obtains an average value of 3.53. This value is in the high category, meaning that private elementary school teachers in North Banjarbaru sub-district always innovate based on scientific and technological developments.

4. Job satisfaction of private elementary school teachers in North Banjarbaru District Suriansyah (2015) show satisfaction work on basically something personal. Each individual has a trait different in accordance system mark Which apply on himself. More tall assessment of perceived activities in accordance with individual wishes, then the higher the satisfaction with the activity. The results showed that the job satisfaction of private elementary school teachers in North Banjarbaru District was in the high category. the supervision sub- variable by superiors obtains a high average value of 3.42

## **The Relationship Between the Transformational Leadership Style of School Principals, Assertive Communication, and Working Climate on Job Satisfaction of Private Elementary School Teachers in North Banjarbaru District**

### **B. Direct relationship between the principal's transformational leadership style and the job satisfaction of private elementary school teachers in North Banjarbaru District.**

The results of the path analysis (path analysis) show that there is a relationship directly principals and transformational leadership styles satisfaction Work teacher, accordingly with mark coefficient that is as big 0.212 with a significance value of 0.011. This indicates that if the variable Style leadership transformational head school (X1) increase by 1 then, job satisfaction (Y) of private elementary school teachers in Banjarbaru District North will increase as big 0.212 point. So the more Good Style principal transformational leadership (X1) will add or increasing job satisfaction (Y) of private elementary school teachers in Banjarbaru District North.

The results of this study are reinforced by the theory of Rahmi S., (214:146-178), stating that the transformational leadership style has at least four fundamental components, namely: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration. The definition of transformational leadership style since then has been further defined as a relationship process in which the principal identifies the needs of his employees, delegates authority, guides, trains, conveys the vision, generates a sense of pride, inspires, motivates and earns the respect and trust of subordinates. Transformational leadership is also considered as a leader who has far-sightedness and seeks to improve and develop the organization not for now but in the future ( Engkoswara and Komariah, Aan 2011) .

The results of this study are in line with Engkoswara and Komariah, Aan (2011) who stated that the transformational leadership style of school principals plays an important role and must be applied by school principals because it has a positive impact on teacher job satisfaction.

### **C. Connection Assertive Communication and Job Satisfaction of Private Elementary School Teachers in Subdistrict Banjarbaru North**

Communication and job satisfaction is a unit that functions to realize the goals of an organization or institution. Communication assertive more role strengthen connection with person other, reduce stress when experiencing conflict and have support social when currently face period difficult, as well as capable guard balance in activity life everyday while Satisfaction Work is the satisfaction of carrying out his work by obtaining results Work And atmosphere environment Work Which good. The results showed that there was a direct and significant relationship between assertive communication and teacher job satisfaction as seen from the coefficient value of 0.307 with a significance value of 0.002 these findings indicate that if variable communication assertive (X2) increase 1 points, so satisfaction Work Teacher (Y) Private school in Subdistrict Banjarbaru North will increase as big 0.307. So the more Good assertive communication (X2) will increase or increase satisfaction Work Teacher (Y) Private school in Subdistrict North Banjarbaru.

The results of this study are in line with the opinion of Qureshi et al, (2019) that well-formed job satisfaction will have a significant impact on employee performance. Someone with a high level of job satisfaction shows a positive attitude towards his work.

### **D. Connection Climate Work And Satisfaction Work Teacher Private school in Subdistrict Banjarbaru North**

Based on the results of data analysis that there is a positive relationship And significant variable climate Work to satisfaction Work Teacher seen from mark coefficient regression variable climate Work as big 0.460 with a significance value of 0.000. This indicates when variable climate Work (Z) increase 1 points, so satisfaction Work Teacher (Y) Private school in Subdistrict Banjarbaru North will increase as big 0.460. So the more Good working climate (Z) will increase or increase teacher job satisfaction (Y) Private SD in Subdistrict North Banjarbaru.

E. Connection Style Leadership transformational Head School And Climate Work Teacher Private school in Subdistrict Banjarbaru North. The results of the analysis or path analysis show that there is a direct and positive relationship between the school principal's transformational leadership style and the work climate of private elementary school teachers in North Banjarbaru District of 0.325 with a significance value of 0.000. This shows that if the transformational leadership style variable is the principal (X1) increased by 1 point then, job satisfaction (Z) of private elementary school teachers in North Banjarbaru District will increase by 0.325 points. So the more Good Style leadership transformational head school (X1) will add or increase working climate (Z) Teacher Private school in Banbaru District North.

### **F. Connection Communication Assertive and Climate Work Teacher Private school in Subdistrict Banjarbaru North**

The results of the path analysis show that there is a direct and positive relationship between assertive communication and the work climate of private elementary school teachers in North Banjarbaru District, namely 0.641 with a significance value of 0.000. This indicates that if the assertive communication variable increases by 1 point, then working climate Teacher Private school in Banbaru District North will increased by 0.641. So the better the assertive communication will be add or increase climate Work Teacher Private school in Subdistrict BanjarbaruUtara`

## **The Relationship Between the Transformational Leadership Style of School Principals, Assertive Communication, and Working Climate on Job Satisfaction of Private Elementary School Teachers in North Banjarbaru District**

### **G. Connection No Direct Style Leadership transformational Principal through Work Climate on Job Satisfaction of Elementary School Teachers Private in Subdistrict Banjarbaru North**

The results of the study show that the principal's transformational leadership style indirectly has a positive and significant relationship to teacher job satisfaction through the work climate of private elementary school teachers in North Banjarbaru District. The results of data analysis can be directly significant value of 0.212 and an indirect value of 0.362. meaning that value connection No direct more big compared with mark connection direct. These results indicate that indirectly X 1 has connection significant to Y. This indicates that there is a significant indirect relationship style leadership transformational headmaster (X1) through climate Work (Z) on the job satisfaction of teachers of (Y) private elementary schools in Banjarbaru District North.

### **H. Indirect Relationship of Assertive Communication through Work Climate to Satisfaction Work Teacher Private school in Subdistrict North Banjarbaru.**

The results of the analysis of the data obtained that there is a direct relationship of 0.307 and the indirect relationship contributed by 0.602, means mark connection No direct more big compared with mark direct relationship. These results indicate that indirectly X 2 have significant relationship through work climate (Z) to Y . So the more Good communication assertive (X2) will add or increasing teacher job satisfaction (Y) through the working climate of private elementary school teachers in Banjarbaru District North`.

## **IV. CONCLUSION**

The results of this study show that there is connection direct Which significant Style leadership transformational head school (X1) to satisfaction Work Teacher (Y) Private school in Subdistrict Banjarbaru North, there is connection direct Which significant Communication assertive (X2) to satisfaction Work Teacher (Y) Private school in Subdistrict Banjarbaru North, there is connection direct Which significant Climate Work (Z) to Satisfaction Work Teacher (Y) Private school in Subdistrict Banjarbaru North, there is connection direct Which significant Style leadership transformational school principal (X1) on the work climate of elementary school teachers (Z). Private Subdistrict Banjarbaru North, there is a significant direct relationship between Assertive Communication (X2) Head School to climate Work (Z) Teacher Private school in Subdistrict Banjarbaru North, there is connection No direct Which significant between Style transformational leadership head school (X1) through climate Work (Z) to satisfaction Work Teacher (Y) Private school in subdistrict Banjarbaru North, and there is connection No direct between Communication assertive (X2) through climate Work (Z) to satisfaction teacher work (Y) Private school in Subdistrict Banjarbaru North.

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## The Relationship Between the Transformational Leadership Style of School Principals, Assertive Communication, and Working Climate on Job Satisfaction of Private Elementary School Teachers in North Banjarbaru District

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