The Correlation of Authentic Leadership to Teacher Job Satisfaction through Organization Climate and Organizational Commitment as Variable Intermediaries in Public Elementary Schools in the Tapin Tengah Subdistrict Tapin District

Ike Nurjihan Huwaida Ulfah[1] , Aslamiah[2], Sulaiman[3]

[1,2,3]Master in Education Administration, Lambung Mangkurat University, Banjarmasin, Indonesia

ABSTRACT: This study aims to analyze the direct and indirect correlation between authentic leadership, organizational climate and organizational commitment to teacher job satisfaction in Public Elementary Schools in the Tapin Tengah District, Tapin Regency. The method used in this research is a quantitative research method. The population of this study was 154 teachers with a sample of 112 teachers. The data collection instrument is a questionnaire that has fulfilled the validity and reliability test requirements. Data analysis to test the hypothesis using path analysis (*path analysis*). The results of this study are that there is a direct correlation: (1) authentic leadership of the principal and job satisfaction of 0.298, (2) organizational climate and job satisfaction of 0.386, (3) organizational commitment and job satisfaction of 0.352, (4) authentic leadership of the principal and organizational climate of 0.715, (5) authentic leadership of school principals and organizational commitment of 0.668 and indirect correlations: (6) authentic leadership of principals and job satisfaction through organizational climate of 0.271, (7) authentic leadership of principals and teacher job satisfaction through organizational commitment of 0.231.

KEYWORDS: Authentic Leadership, Organizational Climate, Organizational Commitment, Job Satisfaction

INTRODUCTION

Education is believed to have a major role for the development and welfare of a nation. Indonesian education is expected to be able to develop all the potential and talents of students, such as piety, intelligence, skills, independence, and other potentials they have. To be able to organize education that meets these criteria, it is necessary to have the readiness of the human resources involved, especially in the educational process. an important factor determining the success of the world of education which is the main and spearheading the improvement of the quality of education is the teacher (Syakir and Pardjono, 2015). Teacher job satisfaction indicates the achievement of the duties and responsibilities of a teacher given to him. Teacher job satisfaction makes the educational goals to be achieved to improve the quality of education easy to achieve and can be realized. Nugraha (2019) also stated that teacher job satisfaction will also be a measure of the success of Indonesian education in general and specifically evidence of the success of school management in building education for the surrounding community).

Based on the results of a pre-survey conducted in several public elementary schools in Tapin Tengah District, Tapin Regency, it shows that teacher job dissatisfaction is motivated by: policies that change frequently, especially curriculum changes, the number of regional allowances is far below other functional civil servant allowances, lack of career promotion opportunities, policies and decisions of school principals and unsupportive work environment.

The principal's leadership style, organizational climate and organizational commitment can affect one's job satisfaction as stated by Liao et al (Cahyani, et al., 2020) that leadership style has a positive or negative impact on job satisfaction which leads to an individual's reaction to work experience. Siegall (Riyadi, 2015) also states that organizational climate can affect employee attitudes and behavior, because a positive organizational climate can direct individuals to have positive attitudes and behavior which is manifested by good performance so that employees get high satisfaction at work. Taurisa (Cahyani, et al., 2020) added that high commitment makes employees more loyal and work hard to achieve company goals and progress, this commitment will provide satisfaction at work supported by corporate reciprocity. Robbins and Judge (2014:79) define Job satisfaction is a positive or happy feeling about the work that is generated based on the results of an evaluation of the characteristics or characteristics of the work performed.

The Correlation of Authentic Leadership to Teacher Job Satisfaction through Organization Climate and Organizational Commitment as Variable Intermediaries in Public Elementary Schools in the Tapin Tengah Subdistrict Tapin District

Pratama (2016) argues that job satisfaction is an assessment, feeling or attitude of a person or employee towards work and relates to the work environment, type of work, compensation, work correlations between networks, social relations at work, and so on. Gibson et al (Asni, et al, 2020) suggest that job satisfaction is an attitude that an individual has towards his work. It results from their perception of their job, based on factors of the work environment, such as supervisor's style, policies, and procedures, work group affiliation, working conditions, and additional benefits. Suriansyah and Aslamiah (2018), stated that theoretically, there are various factors that affect job satisfaction, such as leadership style, work productivity, organizational behavior, locus of control, fulfillment of expectations, and work effectiveness. Hasibun (2014: 203), suggests several factors that affect the level of employee satisfaction are: proper remuneration, job placement according to expertise, workload, work situation and environment, equipment that supports work, leadership, and work that is boring or not. Walumbwa et al, (2008) suggest that authentic leadership is a pattern of leader behavior that utilizes and enhances positive psychological capacity and a positive ethical climate as well to encourage greater self-awareness, internalized moral perspective, balanced information processing, and relational transparency. of leaders who work with followers and encourage positive self-development. Komariah and Kurniady (2022: 222) define authentic leadership as a pattern of behavior of leaders who have a sincere conscience to lead, act honestly and openly and have high self-awareness to build correlations with those they lead, and grow in the habit of encouraging each other in self-development as a whole. positive. Surtiwi (2022) states that authentic leadership for school principals can also be abstracted as a principal leadership approach that prioritizes legitimacy from superiors through honesty, positive self-concept, peace, respecting input and making succession on an ethical basis.

Organizational climate as the study of individual perceptions of various aspects of their organizational environment. Davis argues that organizational climate is related to all the environments that exist or are faced by humans in an organization where they carry out their work. Steers stated that organizational climate can be seen as the personality of the organization which is reflected by its members. A particular organizational climate is the climate seen by workers, not always the actual climate and the climate that appears in the organization is the main factor that determines worker behavior (Badu, 2017: 116). Soetopo (2010) defines organizational climate as a quality of the environment within the organization that is experienced by its members, influencing their behavior and can be described by the values of organizational characteristics. Organizational climate can be summed up as a collection of descriptions of organizational characteristics that differentiate one organization from other organizations that form the point of view of each member of the organization (Hidayati, Risna, & Suriansyah, 2022).

Neininger et al (2010: 568) suggests that based on the attitude approach, commitment is a positive feeling towards the organization that depends on what employees experience at work and how they view the organization. In the same way, employees working in teams will have positive experiences within their team, will identify with their team's goals and values, and want to stay on the team to contribute to the team's goals. Colquitt (2015: 83) states that commitment is the desire of a person (member) to remain part of the organization. This desire means that there is a willingness from someone to do anything for the organization. According to Allen & Meyer (Luthans: 2006), organizational commitment is a belief that binds a person to the organization where he works, which is shown by their loyalty, involvement in work and identification with the values and goals of the organization . Normianti, Aslamiah, & Suhaimi (2019) stated that teachers' commitment to school causes teachers to always try to work diligently, increase collaboration between teachers, increase efficiency and effectiveness, and innovate to prioritize organizational interests so that the school's vision, mission and goals will be achieved.

METHODS

This research uses quantitative research methods. The population of this study was 154 teachers with a sample of 112 teachers. The data collection instrument is a questionnaire that has fulfilled the validity and reliability test requirements. Job satisfaction (*job itself, pay, promotion opportunity, supervision, co-worker*), authentic leadership questionnaire (*self-awareness, relational transparency, balanced processing, internalized moral perspective*), organizational climate questionnaire (organizational policies and regulations, communication effectiveness, correlations between employees, leadership participation) and organizational commitment questionnaires (*affective commitment , continuance commitment , n normative commitment*). The questionnaire was prepared using a Likert scale which was tested for validity and reliability. The collected data were analyzed using path analysis to see the direct and indirect effects between variables by first carrying out a requirements analysis test, namely the normality test and the linearity test. Data analysis used path analysis to answer seven research hypotheses, namely: H_1 : there is a direct correlation between authentic leadership and job satisfaction; H_2 : there is a direct correlation between organizational climate and job satisfaction; H_3 : there is a direct correlation between organizational commitment and job satisfaction; H_4 : there is a direct correlation between authentic leadership and organizational climate; H_5 : there is a direct correlation between authentic leadership and organizational commitment; H_6 : there is an indirect correlation between authentic leadership and job satisfaction through organizational climate; H_7 : there is an indirect correlation between authentic leadership and job satisfaction through organizational commitment.

The Correlation of Authentic Leadership to Teacher Job Satisfaction through Organization Climate and Organizational Commitment as Variable Intermediaries in Public Elementary Schools in the Tapin Tengah Subdistrict Tapin District

RESULT

Based on the results of the data analysis using path analysis, direct and indirect correlation coefficients were found as described in:
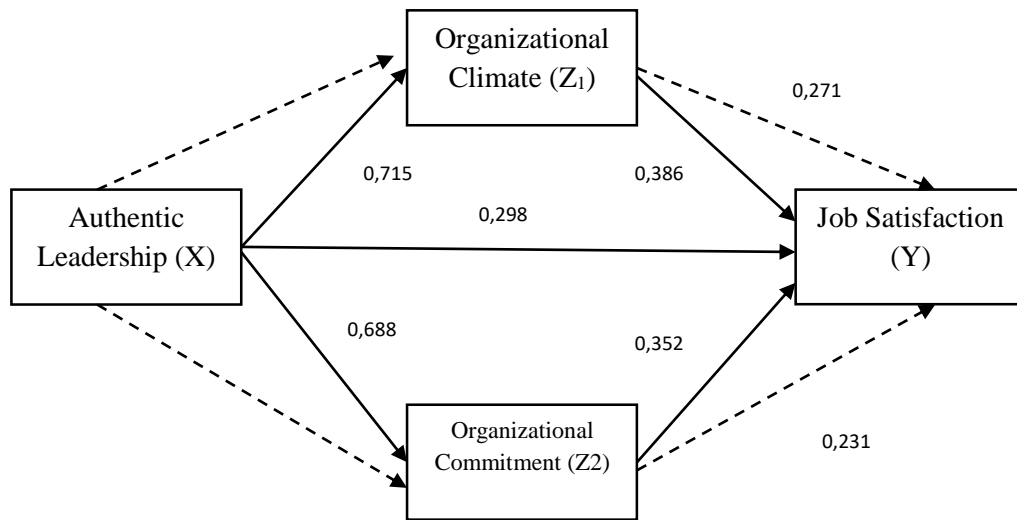

Figure 1. Path Analysis Model X, Z1, Z2 and Y

Table 1 . Summary of the Hypothesis Testing Decisions **of H1 , H2 , _H3 , _ H4 , _H 5**

Hypothesis _			decision
H $_1$	direct correlation between principal's authentic leadership and teacher job satisfaction in public elementary schools in Tapin Tengah District, Tapin Regency	0.298	accepted
H $_2$	direct correlation between organizational climate and teacher job satisfaction in public elementary schools in Tapin Tengah District, Tapin Regency	0.386	accepted
H $_3$	direct correlation between organizational commitment and teacher job satisfaction in public elementary schools in Tapin Tengah District, Tapin Regency	0.352	accepted
H $_4$	direct correlation between principal's authentic leadership and organizational climate in public elementary schools in Tapin Tengah District, Tapin Regency	0.715	accepted
H $_5$	direct correlation between principal's authentic leadership and the organizational commitment of teachers in public elementary schools in Tapin Tengah District, Tapin Regency	0.668	accepted

Table 2 . Summary of Hypothesis Testing Decisions of H $_6$ and H $_7$

Hypothesis _		Direct	Indirects
H $_6$	indirect correlation between principal's authentic leadership and job satisfaction through organizational climate in public elementary schools in Tapin Tengah District, Tapin Regency .		0.271 _
H $_7$	indirect correlation between principal's authentic leadership and job satisfaction through organizational commitment in public elementary schools in Tapin Tengah District, Tapin Regency .		0.231 _

Table 1 is a summary of the decisions H1 , H2 , H3 , H4 , and H5 with a significance value of less than 0.05, so the hypothesis is accepted. Table 2 is a summary of the decision to test the hypotheses H $_6$ and H $_7$ for the indirect effect between variables. Based on the results of the analysis in Tables 1 and 2 above, in this study a correlation was found between variables which can be explained as follows.

The Correlation of Authentic Leadership to Teacher Job Satisfaction through Organization Climate and Organizational Commitment as Variable Intermediaries in Public Elementary Schools in the Tapin Tengah Subdistrict Tapin District

DISCUSSION

A. The Direct Link Between Principal Authentic Leadership and Teacher Job Satisfaction

The results of the analysis of the path coefficient between authentic leadership and teacher job satisfaction is 0.298 with t 6.293 and a significance of 0.000, so the significance value is less than 0.05. This proves that the authentic leadership of school principals has a direct correlation with the job satisfaction of public elementary school teachers in Tapin Tengah District, Tapin Regency.

This study shows that the authentic leadership of school principals has a direct, positive and significant correlation with the job satisfaction of teachers in public elementary schools in Tapin Tengah District, Tapin Regency. Luthans and Avolio (2006) argue that authentic leadership is a process of building legitimacy or leader policies through honest correlations, appreciating input to subordinates, and built on an ethical foundation. Haryokusumo (2016) adds that authentic leaders are individuals who are certain, hopeful, optimistic, tough, transparent, uphold morals/ethics, future-oriented, and give priority to employees so they can develop into leaders.

Yasni, et al. (2022) stated that leadership style has a positive or negative impact on job satisfaction which leads to an individual's reaction to work experience, because various elements are involved in job satisfaction. Authentic leaders develop self-awareness and authenticity in others by providing opportunities to acquire new skills that enable autonomy, competence, and job satisfaction. Empowering and supportive leader behavior is associated with increased job satisfaction (Gardner et al. 2005).

This is in accordance with the opinion of Deci and Ryan (Yasni, et al. 2022) who state that the basic needs of subordinates will be satisfied when there is support for autonomy. The correlation between authentic leadership and job satisfaction is very close. Here are some ways authentic leadership can contribute to job satisfaction: 1) Trust. Authentic leaders build trust by respecting and listening to the views and needs of individuals in the organization. with this mutual understanding, organizational members feel heard, valued, and acknowledged, which in turn increases job satisfaction. 2) Motivation and support: Authentic leadership promotes individual development within the organization. Authentic leaders recognize the strengths and potential of organizational members and provide the necessary support and resources to achieve their goals. This helps organizational members feel motivated and supported, which has a positive impact on job satisfaction. 3) Development of positive interpersonal correlations: Authentic leadership creates a positive working climate where the correlations between members of the organization are strengthened. Authentic leaders display empathy, honesty, and transparency, creating a climate in which open communication and good collaboration can occur. This increases job satisfaction because team members feel they are treated fairly and valued 4) Good role models: Authentic leaders set a good example for members of their organization. They demonstrate integrity, work ethics and commitment to the vision and values of the organization. By being a good role model, authentic leaders inspire and motivate team members to give their best, which contributes to job satisfaction.

The correlation between authentic leadership and job satisfaction of teachers in public elementary schools in Tapin Tengah District, Tapin Regency, is in line with the results of research by (Betül Ayça , 2020; Mawaddah et al 2021; Srivastava, 2022) which state that authentic leadership has a positive and significant effect on job satisfaction .

B. Direct Correlation between Organizational Climate and Teacher Job Satisfaction

The results of the analysis of the path coefficient between organizational climate and teacher job satisfaction is 0.386 with t 6.376 and a significance of 0.000, so the significance value is less than 0.05. This proves that organizational climate has a direct correlation with the job satisfaction of teachers in public elementary schools in Tapin Tengah District, Tapin Regency.

This study shows that organizational climate has a direct, positive and significant correlation with the job satisfaction of teachers in public elementary schools in Tapin Tengah District, Tapin Regency. Wirawan, (2014) defines organizational climate as the perception of members of the organization (individually and in groups) and those who are in constant contact with the organization regarding what is or happens in the internal environment of the organization on a regular basis, will affect the attitudes and behavior of the organization and the performance of members of the organization who then determine organizational performance. Siegall (Riyadi, 2015) said that the organizational climate can correlation employee attitudes and behavior. A positive organizational climate can direct individuals to have positive attitudes and behaviors which are manifested by good performance so that employees get high satisfaction at work.

The correlation between organizational climate and job satisfaction is very important. Organizational climate refers to the atmosphere and conditions that exist in the work environment, including culture, norms, values, communication, and correlation between teachers. Meanwhile, job satisfaction is the level of satisfaction, happiness, and personal satisfaction felt by an individual towards his work. When the organizational climate is positive, where there is good communication, strong collaboration, mutual support, and a healthy culture, job satisfaction tends to increase. teachers feel valued, supported, and involved in making decisions that affect their work. This can increase productivity motivation, and overall teacher performance. On the other hand, if the organizational climate is bad, where there is conflict between co-workers, lack of communication, injustice, and an unhealthy culture, job satisfaction may decrease. teachers may feel dissatisfied, less motivated, and more likely to experience stress or burnout. This can have a negative

impact on teacher productivity and performance. Thus, good organizational climate and job satisfaction are closely related. Organizations that invest in creating a positive climate, listen to feedback, provide support and development opportunities tend to have more satisfied and high performing teachers.

The correlation between organizational climate and job satisfaction of teachers in public elementary schools in Tapin Tengah District, Tapin Regency, is in line with the results (Castro and Martin, 2010; Dahliani, 2019; Kesawa, Supartha and Subudi, 2016; Firdaus, M. F. , Aslamiah , & Sulaiman, 2022; Riyadi, 2015), and which state that organizational climate has a positive and significant correlation and impact on job satisfaction.

C. Direct Correlation between Organizational Commitment and Teacher Job Satisfaction

The results of the analysis of the path coefficient between organizational commitment and teacher job satisfaction is 0.352 with a t of 6.183 and a significance of 0.000, so the significance value is less than 0.05. This proves that organizational commitment has a direct correlation with the job satisfaction of state elementary school teachers in Tapin Tengah District, Tapin Regency.

This study shows that organizational commitment has a direct, positive and significant correlation with the job satisfaction of teachers in public elementary schools in Tapin Tengah District, Tapin Regency. Commitment to the organization shows a situation where an employee has the same values and goals as the organization, is involved in achieving organizational goals and intends to maintain membership in the organization (Badjuri, 2009). Masaong and Tilomi (2011) explain that teachers with high commitment will feel satisfied at work.

Dimensions of organizational commitment according to Meyer and Allen (Luthan 2006:148) are divided into Affective commitment, in this commitment refers to the emotional correlation of members to the organization. Then, continuance commitment in this commitment refers to the employee's desire to remain in the organization because of a calculation or analysis of gains and losses where the perceived economic value of staying in an organization is compared to leaving the organization. Then, in normative commitment, this commitment is more related to employees' feelings towards their organization. Employees who have a high level of normative commitment will be very concerned about what others say about them if they leave the organization.

There is a close correlation between organizational commitment and job satisfaction. When people feel highly committed to the organization, they tend to be more satisfied with their jobs. When individuals feel emotionally connected to organizational values and goals, they tend to feel more satisfied with their jobs. They feel that their work has meaning and an important contribution in achieving organizational goals. In addition, organizational commitment is often related to the level of involvement of individuals in their work. High engagement means individuals feel emotionally and psychologically involved in their work, which in turn increases job satisfaction.

Furthermore, an organization that is able to provide support and attention to the needs of its members, in this case teachers, tends to create an adequate work environment. This support can include career development opportunities, recognition, fair pay, and support in achieving job goals. When teachers feel this support, they tend to have a higher commitment to the organization and feel more satisfied with their jobs. Furthermore, someone who has a high commitment to the organization tends to look for opportunities for growth and development in their work. Organizations that provide these opportunities, such as teacher training and development, can increase their job satisfaction.

The correlation between organizational commitment and job satisfaction of public elementary school teachers in Tapin Tengah District, Tapin Regency, is in line with the results of research by (Ahmadiyanto, Suriansyah & Mahrita, 2022; Wulan Wurnongo, 2022) which states that work commitment greatly correlations the job satisfaction of a teacher or worker in carry out their duties or work.

D. The Direct Link between Principal Authentic Leadership and Organizational Climate

The results of the path coefficient analysis between the principal's authentic leadership and organizational climate are 0.715 with a t of 10.718 and a significance of 0.000, so the significance value is less than 0.05. This proves that the authentic leadership of the school principal has a direct correlation with the organizational climate of Public Elementary Schools in the Tapin Tengah District, Tapin Regency.

This study shows that the authentic leadership of school principals has a direct, positive and significant correlation with the organizational climate in public elementary schools in Tapin Tengah District, Tapin Regency. Eid, Mearns, Larsson, Laberg, and Johnsen, (2012) explained that authentic leadership is able to create a healthy and *secure work environment* by optimally supporting psychological capital as a mediator variable for each individual in the organization. Joo, McLean, and Yang (2013) stated that authentic leaders through transparency and support mechanisms, they create an environment conducive to embracing change and increasing creativity in the face of uncertainty and ambiguity. Authentic leadership is likened to the main resource that can create conditions where organizational members have a higher level of trust, and each can help others to build on their strengths and become more positive, to broaden their thinking, to add value to their decisions, and to improve the overall performance of their organization over time (Avolio, et al., 2006).

The Correlation of Authentic Leadership to Teacher Job Satisfaction through Organization Climate and Organizational Commitment as Variable Intermediaries in Public Elementary Schools in the Tapin Tengah Subdistrict Tapin District

Authentic leadership refers to a leadership style in which the leader recognizes and expresses himself honestly and consistently, communicates openly, and leads with integrity and authenticity. This leadership style has a significant correlation on organizational climate. Authentic leadership builds strong trust among team members. Leaders who are honest, open, and consistent in their communications create a climate in which team members feel comfortable sharing ideas, providing input, and working together. This strengthens collaboration and increases the involvement of team members in the organization.

Authentic leaders are able to inspire and motivate team members through their example and authenticity. They demonstrate dedication, enthusiasm and integrity in their actions, which encourages team members to give their best. Authentic leadership results in higher engagement and increases member motivation to achieve common goals. Authentic leadership also promotes the personal and professional growth of team members. This creates a climate in which people feel supported to develop to their potential and achieve higher levels of performance.

In addition, authentic leaders encourage collaboration and create a climate that promotes effective work. Members feel valued and are encouraged to contribute with new and innovative ideas. It drives organizational ability to adapt to change, face challenges, and achieve excellence. Overall, authentic leadership contributes significantly to a healthy organizational climate, which creates an environment that enables optimal engagement, creativity and performance.

The correlation between authentic leadership of school principals and organizational climate in public elementary schools in Tapin Tengah District, Tapin Regency, is in line with the results of research (Aslamiah, Irawati & Saleh, 2019; Amunkete and Rothmann, 2015; Arif Hassan and Forbis Ahmed, 2011; Avolio et al, 2004; Fitia and Syamsir, 2011) which state that authentic leadership can create a positive organizational climate and have an correlation on organizational climate.

E. The Direct Correlation between Principal Authentic Leadership and Organizational Commitment

The results of the path coefficient analysis between the principal's authentic leadership and organizational commitment are 0.668 with a t of 9.419 and a significance of 0.000, so the significance value is less than 0.05. This proves that the authentic leadership of the school principal has a direct correlation with the organizational commitment of Public Elementary Schools throughout the Tapin Tengah District, Tapin Regency.

This study shows that the authentic leadership of school principals has a direct, positive and significant correlation with organizational commitment in public elementary schools throughout Tapin Tengah District, Tapin District. One of the leadership functions is to instill the confidence and commitment of employees or subordinates to the organization they lead. Putra, et al (Solihin, et al 2021) stated that leadership plays an important role in the growth and resilience of an organization or institution, as well as in education management because it has a greater impact on achieving educational goals.

Komariah and Kurniady (2022: 227) state that an authentic leader has his own vision which is then discussed and agreed upon with the members of the organization, then after the organizational vision is formulated, the authentic leader has the energy to continuously strive for the shared vision to be imprinted within each one of them. members of the organization and have awareness to be achieved together.

Authentic leaders openly show their true personalities to others, building strong correlations based on trust and mutual understanding. Authentic leaders communicate honestly and consistently with members of their organization.

They build trust by honoring and fulfilling the commitments they make. This helps create a climate in which organizational members feel safe and confident, which can increase their commitment to the organization.

Authentic leaders also encourage active participation and involvement of team members in decision making. They listen to and value team members' ideas and contributions. This creates a greater sense of ownership and responsibility, which in turn increases their commitment to the organization. In addition, authentic leaders have the ability to inspire and motivate others. They have a clear vision and share it passionately with organizational members. By communicating organizational goals in a compelling and passionate way, authentic leaders can help increase the commitment of organizational members to those goals. Authentic leaders live by their personal values and beliefs, and they communicate these values to organizational members. When personal and organizational values align, organizational members feel more attached to the goals and values of the organization. This can increase their commitment to the organization.

The correlation between authentic leadership of school principals and organizational commitment in Public Elementary Schools in Tapin Tengah District, Tapin Regency, is in line with the results of research (Srivastava, 2022; Yasni, et al, 2022) which states that authentic leadership can increase affective commitment and have a positive effect on organizational commitment.

F. Indirect Correlation between Principal Authentic Leadership and Teacher Job Satisfaction through Organizational Climate

From the results of the study, it was found that there was an indirect effect of the authentic leadership of the school principal on job satisfaction through organizational climate in Public Elementary Schools throughout the Tapin Tengah District, Tapin Regency,

which can be seen from the path coefficient value of 0.271 and the Sobel Test Statistic value of 5.449 > Zscore 1.960. The Sobel Test Statistics value is greater than the Z score, then Ho is rejected; so that it can be said that the principal's authentic leadership variable (X) indirectly has a significant effect on the teacher's job satisfaction variable (Y) through the organizational climate variable (Z1) in Public Elementary Schools in Tapin Tengah District, Tapin Regency. This research shows that the authentic leadership of school principals has a positive and significant indirect correlation with job satisfaction through the organizational climate in Public Elementary Schools in Tapin Tengah District, Tapin Regency.

Komariah and Kurniady (2022), argue that an authentic leader will always provide a positive work climate, and empower everyone involved in organizational programs based on their capacity. Authentic leadership is likened to the main resource that can create conditions where organizational members have a higher level of trust, and each can help others to build on their strengths and become more positive, to broaden their thinking, to add value to their decisions, and to improve the overall performance of their organization over time (Avolio, et al., 2006).

This conducive environmental condition is one of the factors in a person's job satisfaction with his job. Wexley and Yukl (2005:112) state that job satisfaction is the way a person feels about himself or his job. This shows that job satisfaction is a feeling that supports or does not support in him related to work or conditions that are felt.

The effect of authentic leadership on job satisfaction through organizational climate can be very significant. Authentic leaders have a match between their values, words, and actions, creating a positive and supportive work environment. Authentic leadership can positively correlation organizational climate. When an authentic leader emerges, it helps create an open and inclusive climate where ideas are valued, communication is open, and mutual support is provided. Authentic leaders also show trust in their subordinates, providing appropriate autonomy and freedom, which can increase motivation and work involvement. Positive organizational climate, which results from authentic leadership, contributes to job satisfaction. When subordinates feel valued, listened to, and supported by their leaders, they tend to feel more satisfied with their jobs. A positive organizational climate can also increase mutual trust and cooperation between team members, which in turn increases job satisfaction. In addition, authentic leadership can inspire and motivate subordinates. Authentic leaders who demonstrate integrity and dedication to organizational goals can set strong examples for their followers. This can affect job satisfaction by developing a sense of ownership of work, increasing intrinsic motivation, and increasing a sense of achievement towards their work.

The correlation between authentic leadership of school principals and job satisfaction through organizational climate in Public Elementary Schools throughout Tapin Tengah District, Tapin Regency, is in line with the results of research (Henviana and Sutisna, 2017; Riyadi, 2015; Surwiti, 2022).

G. Indirect Correlation between Principal Authentic Leadership and Teacher Job Satisfaction through Organizational Commitment

From the results of the study, it was found that there was an indirect effect of the authentic leadership of the school principal on job satisfaction through organizational commitment in Public Elementary Schools throughout the Tapin Tengah District, Tapin Regency, which can be seen from the path coefficient value of 0.231 and the Sobel Test Statistic value of 2.139 > Zscore 1.960. The Sobel Test Statistics value is greater than the Z score, then Ho is rejected; so that it can be said that the principal's authentic leadership variable (X) indirectly has a significant effect on the teacher's job satisfaction variable (Y) through the organizational commitment variable (Z2) in Public Elementary Schools in Tapin Tengah District, Tapin Regency.

This research shows that the authentic leadership of school principals has a positive and significant indirect correlation with job satisfaction through organizational commitment in Public Elementary Schools in Tapin Tengah District, Tapin Regency. In carrying out their duties, an authentic leader maintains interpersonal correlations openly. According to Kernis (2003) by showing their true selves, leaders can easily gain the trust of those they lead and can increase their commitment to the organization and leadership. Where authentic leaders prepare a situation of openness with support which means sharing information, participating in decision making, and above all setting a personal example as a leader who is true, transparent, and credible (Lines, et al, 2016). Widyanti stated that organizational commitment is indicated by a feeling of pride in the workplace. According to Indira, work involvement and organizational commitment are factors that are believed to have an correlation on employee job satisfaction (Andriyan, 2022).

Authentic leadership creates an environment where organizational members feel valued, listened to, and trusted. Authentic leaders demonstrate honesty in communication, admit their mistakes, and encourage organizational members to be the best versions of themselves. This creates mutual trust between leaders and organizational members, which in turn increases organizational commitment. Organizational commitment is the level of attachment and involvement of members of the organization to the organization in which they work. When organizational members feel led by an authentic leader, they tend to feel more attached to the organization. They feel valued and recognized for their contributions, thereby increasing their sense of responsibility and dedication to work.

The Correlation of Authentic Leadership to Teacher Job Satisfaction through Organization Climate and Organizational Commitment as Variable Intermediaries in Public Elementary Schools in the Tapin Tengah Subdistrict Tapin District

Job satisfaction can be defined as the positive feelings experienced by members of the organization towards their work and the work environment. Organizational members who feel attached to the organization through organizational commitment tend to feel more satisfied with their jobs. They feel valued and have a sense of ownership of the results of their work, which has a positive impact on overall job satisfaction.

The correlation between authentic leadership of school principals and job satisfaction through organizational climate in Public Elementary Schools in the Tapin Tengah District, Tapin Regency, is in line with the results of research by (Andriyan, 2022; Fitrio, Utami & Yaspita, 2019; Yasni, et al, 2022).

CONCLUSIONS

There is a direct correlation between authentic leadership and job satisfaction, organizational climate and job satisfaction, organizational commitment and job satisfaction, authentic leadership and organizational climate, organizational commitment and organizational commitment, and there is an indirect correlation between authentic leadership and job satisfaction through organizational climate, and there is a correlation indirectly authentic leadership on job satisfaction through organizational commitment in Public Elementary Schools throughout Tapin Tengah District, Tapin Regency.

REFERENCES

1) Ahmadiyanto, Ahmad Suriansyah, M. (2022). The Correlation of Principal Instructional Leadership, Teacher Work Commitment and Performance through Work Satisfaction of State Junior High School Teacher in Balangan Regency. *International Journal of Social Science and Human Research* , *05* (06), 2762–2768. https://doi.org/10.47191/ijsshr/v5-i6-113

2) Amunkete, S., & Rothman, S., (2015), "Authentic Leadership, Psychological Capital, Job Satisfaction and Intention To Leave In State-Owned Enterprises" *Journal of Psychology in Africa* , 25(4),271-281

3) Andriyan, F. (2022). *The Effect of Organizational Commitment and Work Involvement on Job Satisfaction (Case Study at Shanghai Palace Restaurant).* Masters thesis, Kalimantan Islamic University MAB

4) Aslamiah, Irawati, A., & Saleh, M. (2019). Correlation between the Principal Role, Motivation and Satisfaction with the Performance of Elementary School Teachers . *Journal of K6, Education, and Management* (J-K6EM), 2(2), 87–96 .

5) Asni., Sutjipto & Mukhtar, M. (2020). The Effect of Principal's Leadership and Job Satisfaction on The Guidance and Counseling Teachers' Performance. *European Journal of Molecular & Clinical Medicine* , 7(3), 1342-1351.

6) Avolio, BJ, Gardner, WL, Luthans, F., & May, DR (2004). *Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behavior. The Leadership Quarterly* , 15(6), 801-823.

7) Avolio. BJ, & Luthans. F. (2006). *High Impact Leaders: Moments matter in authentic leadership development* . New York: McGraw-Hill..

8) Ayça, Betül. (2020). The Impact of Authentic Leadership Behavior on Job Satisfaction: A Research on Hospitality Enterprises. *E-journal*

9) Badjuri, Achmad. (2009). The Effect of Organizational and Professional Commitment on Auditor Job Satisfaction with Motivation as an Intervening Variable. *Accounting Review, August 2009,* Page: 117-132 Vol. 1 No. 2 117

10) Badu, Syamsu Q. & Novianti Djafri. (2017). *Leadership and Behavior. Organization* . Gorontalo : Ideas Publishing.

11) Cahyani, Riris Anggun., et al. (2020). The Correlation of Organizational Commitment and Job Satisfaction on Employee Performance (Study of Regional Drinking Water Company (Pdam) in Salatiga City). *Dewantara Ecobis E-Journal* Vol. 3 No. 1

12) Castro ML, & Martin N. (2010). The correlation between organizational climate and employee satisfaction in A south Africa information and technology organization. *SA Journal of industrial psychology, 36.1-9. Psychology* , 81, 358-368

13) Colquitt, JA, Lepine, JA and Wesson, MJ (2015), *Organization Behavior: Improving Performance and Commitment in the Workplace.* New York: The McGraw-Hill Com., Inc.

14) Dahliani, IA (2019). *Contribution of Organizational Climate, Motivation for Achievement and Job Satisfaction on the Performance of Learning Teachers in Learning Activity Centers (SKB) throughout the Province of South Kalimantan. in Thesis* . Banjarmasin. Lambung Mangkurat University

15) Eid, J., Mearns, K., Larsson, G., Laberg, JC, & Johnsen, BH (2012 *).* Leadership, psychological capital and safety research: Conceptual Issues and future research questions . *Safety Science* , 50(2), 55–61.

16) Firdaus, MF, Aslamiah, & Sulaiman. (2022). Correlation among Principal Communication, Organizational Climate, Work Motivation and Job Satisfaction of Banjarbaru State Senior High School Teachers. *International Journal of Social Science and Human Research,* 05(06), 2243–2249. https://doi.org/10.47191/ijsshr/v5-i6-32

17) Fitria, Holy. E, & Syamsir. (2011). the Effect of Authentic Leadership Style on Organizational Work Climate at PT. PLN Solok Branch. *Democracy E-journal* : Vol 10, No.2

18) Fitrio, T. et al. (2019). The Effect of Job Satisfaction to Organizational Citizenship Behavior (OCB) Mediated by Organizational Commitment. *International Journal of Scientific Research and Management 7(09)*

19) Gardner, WL, bJ Avolio, F. Luthans, DR May, and F. Walumba. (2005). Can You See the Real Me?: A Self-Based Model of Authentic Leader and Follower development. *The Leadership Quarterly,* 16 (3): 343-372

20) Haryokusumo. D. (2016). Effects of Authentic Leadership on Positive Emotions, Trust and Expectations and Their Impact on Organizational Commitment. *Darmajaya Business Journal,* 2(2), 13-31.

21) Hasibuan, SP. Malay. (2014). *Human Resource Management. Revised Edition.* Jakarta: Earth Script.

22) Hassan, Arif. & Ahmed, Forbis. (2011). Authentic Leadership, Trust and Work Engagement. *International Journal of Human and Social Sciences 6:3*

23) Hidayati, Risna, Ahmad Suriansyah, S. (2022). Correlation among School Principal Leadership, Work Culture and Work Motivation toward Job Satisfaction of Junior High School Teachers in Balangan Regency. *International Journal of Social Science and Human Research,* 05(06), 2439–2446. https://doi.org/10.47191/ijsshr/v5-i6-69

24) Joo, BK. Mclean, GN & Yang, B. (2013). Creativity and Human Resource Development: An Integrative Literature Review and a Conceptual Framework for Future Research. *Human Resource Development Review* 12(4) 390–421

25) Kesawa, MW, Supartha, WG, & Subedi, M. (2016). The Effect of Organizational Climate on Job Satisfaction and Organizational Commitment at PT Suka Pandawa. *E-Journal of Economics and Business, Udayana University* 5.8: 2665-2694

26) Komariah, A. & Kurniady, DA (2022). *21st Century Educational Leadership.* Depok:Rajawali Press

27) Lines, BC, KT Sullivan, and Wiezel. A. (2016). Support for Organizational Change: Change-reads Outcomes Among AEC Project teams. *Journal of Construction Engineering and Management.* Vol. 142 (2): 04015062

28) Luthan, F. (2006). *Organizational Behavior.* Yogyakarta: ANDI.

29) Masaong, AK and Tilomi, AA (2011). *Multiple Intelligence Based Leadership.* Print 2. Bandung: Alphabet

30) Mawaddah, Hope. E, Kesumawati. N (2021) the Correlation of Principal Leadership and Availability of Facilities and Infrastructure on Job Satisfaction. *JMKSP (Journal of Management, Leadership and Education Supervision).* Volume 6, No. 1, January-June 2021. Pgs 100–111. P-ISSN: 2548-7094 E-ISSN 2614-8021

31) Neininger, A., Lehmann-willenbrock, N., Kauffeld, S., & Henschel, A. (2010). Effects of team and organizational commitment – A longitudinal study. *Journal of Vocational Behavior,* 76(3),567–579. https://doi.org/10.1016/j.jvb.2010.01.009

32) Normianti, H., Aslamiah, & Suhaimi. (2019). Correlation Of Transformational Leaders Of Principal, Teacher Motivation, Teacher Organization Commitments With Performance Of Primary School Teachers In Labuan Amas Selatan, Indonesia. *European Journal Of Education St.* Vol.5 Issn: 2501 – 1111

33) Nugraha, MF (2019). Organizational Climate and Teacher Job Satisfaction at Singosari Delitua School. *Diversity Journal.* 5(1): 19-23

34) Primary, G. (2016). Effect of Transformational Leadership Towards Employee's Performance Through Satisfaction and Moderated by Culture. *Journal of Economics, 7(2), 92-99* .

35) Riyadi, OR (2015). The Correlation between Organizational Climate and Job Satisfaction. *Journal: Muhammadiyah University* of Surakarta

36) Robbins, Stephen. P&. Judge, TA (2014). *Essentials of organizational behavior (12th Edition).* New Jersey: Pearson Education Inc.

37) Soetopo, H. (2010). *Organizational Behavior Theory and Practice in Education.* Bandung: PT. Rosdakarya youth.

38) Solihin, Eko., Giatman, Muhammad and Ernawati. (2021). Impact of Principal's Leadership Style on Teacher Job Satisfaction and Work Motivation. *Scientific Journal of Education and Learning* Volume 5 Number 2, 2021, pp 279-286 E-ISSN: 2615-6091; P-ISSN: 1858-4543 DOI: http://dx.doi.org/10.23887/jipp.v5i2

39) Srivastava, UR, & Mohaley, S. (2022). The Role of Trust in the Correlation between Authentic Leadership and Job Satisfaction and Organizational Commitment among Indian Bank Employees. *American Journal of Industrial and Business Management.* 12, 616-664

40) Suriansyah & Aslamiah. (2018). Teacher's Job Satisfaction On Elementary School: Relation To Learning Environment. *Open Psychology Journal,* 11: 123-130.

41) Surwiti. (2022 *).* Authentic Leadership of Principals and Organizational Climate and Their Correlation on Teacher Work Effectiveness. *Education Journal.* 5(1).91-105

42) Sutisna. M. & Henviana. RC (2017). The Correlation of Authentic Leadership on Organizational Citizenship Behavior, *Journal of Business & Investment Research* Vol. 3, No. 3, December 2017 99 ISSN 2460-8211, Pages 99-110.

43) Shakir, MJ & Pardjono. (2015). The Correlation of the Principal's Leadership, Work Motivation, and Organizational Culture on the Competence of SMA.UNY Teachers: *Journal of Education Management Accountability.* Vol. 3 No.2

44) Walumba, FO, BJ Avolio, WL, Gardner, TS Wernsing, and SJ Peterson. (2008) "Authentic Leadership: Development and Validation of a theory-Based Measure". *Journal of Management"* , 34 (1): 89-126.

45) Wexley KN and Yukl GA (2005), *Organizational Behavior and Personnel Psychology,* Translated by M. Shobaruddin, Jakarta: PT. Rineka Cipta

46) Hero. (2014). *Performance Evaluation of Human Resources Application Theory and Research* . Jakarta: Salemba Empat

47) Wurnongo, Wulan. (2022). *The Effect of Work Motivation and Organizational Commitment on Job Satisfaction at the Department of Population and Civil Registration of Barito Kuala Regency. Unpublished Thesis . 2022* : Master of Management for Postgraduate Program, Lambung Mangkurat University, Banjarmasin.

48) Yasni, Handayani. Ririn., & Heri, Helwen. (2022) Authentic Leadership and Affective Commitment: The Mediating Role of Intrinsic Motivation . *Journal of Management Science Community* :Vol.1 No.2