

Analysis of Teacher Satisfaction with the Leadership Behavior of School Principals in Three Elementary Schools in Banten Province



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ABSTRACT: The purpose of this study is to determine whether there are significant differences in teacher satisfaction with the leadership behavior of school principals in three Public Elementary Schools in Banten Province. The research method used is quantitative. The research design employs a comparative design. The population of the study consists of teachers at Public Elementary Schools Banjarsari One, Public Elementary Schools Saint Alfa, and Public Elementary Schools One Rangkasbitung Barat. The sampling technique used is saturated sampling, with a sample size of 42 teachers. The research instrument used is a questionnaire. Data analysis was conducted using one-way analysis of variance (ANOVA) with SPSS version 23.

Based on the research results, it is found that: (1) teacher satisfaction with the leadership behavior of the principal at Public Elementary Schools Banjarsari One has a mean value of 128.14, which ranks the lowest, (2) teacher satisfaction with the leadership behavior of the principal at SD Saint Alfa has a mean value of 131.00, which ranks the highest, and (3) teacher satisfaction with the leadership behavior of the principal at Public Elementary Schools Olne Rangkasbitung West has a mean value of 129.22. The hypothesis test results show: (1) there is no significant difference in teacher satisfaction with the leadership behavior of the principal at the three Public Elementary Schools, namely Public Elementary Schools Banjarsari One, Public Elementary Schools Saint Alfa, and Public Elementary Schools One Rangkasbitung Barat, (2) there is no significant difference in teacher satisfaction with the leadership behavior of the principal at Public Elementary Schools Banjarsari One compared to Public Elementary Schools Saint Alfa, (3) there is no significant difference in teacher satisfaction with the leadership behavior of the principal Public Elementary Schools Banjarsari One compared to Public Elementary Schools One Rangkasbitung West, and (4) there is no significant difference in teacher satisfaction with the leadership behavior of the principal at Public Elementary Schools Saint Alfa compared to Public Elementary Schools One Rangkasbitung West.

KEYWORD: Teacher Satisfaction, Principal Leadership Behavior, Elementary School.

INTRODUCTION

Discussion on Educational Leadership is one of the interesting and important topics in the study of the sustainability of educational institutions. Hasibuan (2017:115) states that the leadership of a leader is one of the key factors for organizational success, which directly affects the performance of all human resources within the organization. When a leader demonstrates effective leadership toward their subordinates, the likelihood of achieving optimal organizational performance increases. Conversely, poor leadership will have the opposite effect. This is because a leader, as an agent of change, influences others more significantly through their behavior than the behavior of others influencing them.

An organization or educational institution requires a leader to advance, develop, and lead the institution toward improvement. A person in a leadership position within an organization plays an important role, especially for the internal functioning of the organization and in dealing with external parties. Mulyasa (2018:73) defines leadership as the ability to motivate, influence, guide, advise, direct, command, forbid, and even punish when necessary, as well as nurture people with the aim of getting them to work effectively and efficiently to achieve administrative goals.

Public Elementary Schools, as basic educational institutions, are led by a principal. The principal generally plays roles in planning, human resource management, infrastructure management, teaching, development, inter-school relations, school administration, supervision, innovation, and motivating (Mulyasa, 2018:75). In terms of human resource management, the principal is responsible

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for managing the staff, including teachers, administrative staff, and other school personnel according to their duties and functions. In carrying out this management, the principal's leadership behavior significantly affects the performance and satisfaction of subordinates, including teachers.

Each principal at their respective schools has a different leadership style, which also influences teacher satisfaction differently at each school. The choice of public and private Public Elementary Schools in this study was made to obtain varied results, considering that in recent years, many parents have switched to private elementary schools, which are perceived to have certain advantages over public schools. The selected elementary schools for this study are Public Elementary Schools Banjarsari One, Public Elementary Schools Saint Alfa, and Public Elementary Schools One Rangkasbitung West.

Based on initial observations, the researcher identified issues related to teacher satisfaction with the leadership behavior of the principals at three Public Elementary Schools: Public Elementary Schools Banjarsari One in Serang City, and Public Elementary Schools Saint Alfa Public Elementary Schools One Rangkasbitung West in Lebak District, Banten Province. These issues related to teacher satisfaction with the leadership behavior of the principals are generally reflected in the following symptoms:

1. Teachers complain that their suggestions and opinions are not heard by the principal, particularly regarding requests for the provision of school facilities, such as projectors and teaching aids to support the learning process in the classroom.
2. Teachers complain that their suggestions and opinions are not heard by the principal, particularly regarding requests for the improvement of school infrastructure, such as repairing broken student desks and chairs.
3. Teachers complain that the principal is unable to provide innovative ideas to improve the quality of the school.

The issues related to the principal's leadership behavior outlined above are the background for conducting the study, which is summarized in this research titled "Analysis of Teacher Satisfaction with the Leadership Behavior of School Principals at Three Public Elementary Schools" (A Comparative Study at Public Elementary Schools Banjarsari One, Public Elementary Schools Saint Alfa, and Public Elementary Schools One Rangkasbitung West).

In this study, the researcher formulates the following research questions:

1. Is there a significant difference in teacher satisfaction with the leadership behavior of the principal at the three Public Elementary Schools, including Public Elementary Schools Banjarsari One, Public Elementary Schools Saint Alfa, and Public Elementary Schools One Rangkasbitung West ?
2. Is there a significant difference in teacher satisfaction with the leadership behavior of the principal at Public Elementary Schools Banjarsari One compared to Public Elementary Schools Saint Alfa?
3. Is there a significant difference in teacher satisfaction with the leadership behavior of the principal at Public Elementary Schools Banjarsari One compared to Public Elementary Schools One Rangkasbitung West ?
4. Is there a significant difference in teacher satisfaction with the leadership behavior of the principal at Public Elementary Schools Saint Alfa compared to Public Elementary Schools One Rangkasbitung West ?

THEORETICAL FRAMEWORK

Leadership Behavior

Miswan (2017:6) defines leadership behavior as a leadership style focused not on the qualities or characteristics of the leader but on the interactions and actions toward people around them and their subordinates. Therefore, every leader must pay attention to the organizational situation and utilize it to implement leadership behavior effectively through cooperation and support from their subordinates. Furthermore, Hidayat (2017:23) states that leadership behavior is the effort to influence others to participate in achieving common goals. Since leaders always interact with their subordinates, subordinates are highly concerned with how the leader treats them.

Reza (2015:34) operationally identifies five leadership functions:

1. **Instructional Function:** The leader acts as a communicator who determines what (the content of the orders), how (the method of performing the orders), when (the time to start, execute, and report results), and where (the place to carry out the orders) to ensure decisions are effectively implemented. In this function, the role of the follower is merely to execute orders.
2. **Consultative Function:** This function involves two-way communication, used when a leader needs to consult with their subordinates to gather input or considerations before making decisions.
3. **Participatory Function:** Here, the leader encourages active participation from subordinates, both in decision-making and in executing tasks. Every group member is given the same opportunity to participate in activities related to their responsibilities.

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4. **Delegative Function:** The leader delegates decision-making authority to others. This is an expression of trust, giving someone the responsibility to act with accountability. This function is essential because the progress and development of the group cannot be achieved by one leader alone.
5. **Controlling Function:** This function assumes that effective leadership must manage members' activities in a structured way through guidance, direction, coordination, and supervision to achieve the shared goals as effectively as possible.

RESEARCH METHOD

This research uses a quantitative method, which is a type of research that applies its methodology to study a specific population or sample (Sugiyono, 2018:23). Data collection is carried out using research instruments, and data analysis is quantitative or statistical in nature with the aim of testing the research hypothesis. The research variable in this study is teacher satisfaction with the leadership behavior of the school principal. The population of this research consists of teachers at three Public Elementary Schools: Public Elementary Schools Banjarsari One, Public Elementary Schools Saint Alfa, and Public Elementary Schools One Rangkasbitung West, with a total of 42 teachers. The sampling technique used is saturated sampling, which involves selecting the entire population as the sample for the study, also known as population research or census (Sugiyono, 2018:122). Saturated sampling is commonly used when the population size is small or less than 100 people.

The data source for this research is primary data. Data collection techniques include field studies and literature studies. The research instrument used is a questionnaire. The scoring of the research instrument uses a Likert scale, assigning weights to the respondents' answers based on the alternatives provided by the researcher. There are five (5) answer alternatives: "Strongly Disagree" with a weight of 1, "Disagree" with a weight of 2, "Neutral" with a weight of 3, "Agree" with a weight of 4, and "Strongly Agree" with a weight of 5

The outline of the research instrument is presented in the following table:

Table 1. In

Variables	Indicator	Item
Teacher Satisfaction with the Leadership Behavior of the School Principal	Communication Aspects	1-7
	Decision-Making Aspect	8-14
	Conflict management Aspect	15-21
	Leadership and inspiratif Aspect	22-29
	Leadership transformational Aspect	30-37
	Organizational Management time Aspect	38-45

Source: Processed data from various source, 2024

The research instrument test was conducted using validity testing with the product moment and reliability testing with Cronbach's alpha. Classical assumption testing was performed using normality testing with the Lilliefors test and homogeneity testing with Levene's Test of Homogeneity of Variance. The data analysis technique used was one-way Analysis of Variance (ANOVA) with SPSS version 23 to answer the hypotheses proposed in this study. Hypothesis testing used the t-test. The criteria for hypothesis testing are as follows: 1) If Sig > alpha (0.05), then H₀ is accepted and H_a is rejected, meaning there is no significant difference, 2) If Sig < alpha (0.05), then H₀ is rejected and H_a is accepted, meaning there is a significant difference.

RESULTS AND DISCUSSION

The results of the data analysis using SPSS version 23 are as follows:

Research Instrument Test

The research instrument test is related to the assessment of the feasibility of the questionnaire as a data collection tool (Sugiyono, 2018). The stages of the research instrument test consist of validity testing and reliability testing.

Validity Test

The validity test is used to determine the level of validity of the research instrument (questionnaire), meaning the instrument can measure what it is supposed to measure. Ghazali (2016:47) states the criteria for the validity test: if the calculated r value (Pearson

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correlation coefficient) > table r value (0.254), then the item is declared valid; if the calculated r value (Pearson correlation coefficient) < table r value (0.254), then the item is declared invalid. The table r value can be determined using the formula $df = n$ (sample) – k (number of variables), so $42 - 1 = 41$, and the table r value is 0.254. The validity test was then performed using the Pearson product-moment method with SPSS version 23.

The results of the validity test for the learning problem variable are presented in the table as follows:

Table 1. Validity Test of Teacher Satisfaction with the Leadership Behavior of the School Principal at Three Public Elementary Schools

Item Number	r _{hitung}	r _{tabel}	Information	Item Number	r _{hitung}	r _{tabel}	Information
Item No 1	0,336	0,254	Valid	Item No 26	0,153	0,254	Invalid
Item No 2	0,386	0,254	Valid	Item No 27	0,276	0,254	Valid
Item No 3	0,448	0,254	Valid	Item No 28	0,368	0,254	Valid
Item No 4	0,402	0,254	Valid	Item No 29	0,439	0,254	Valid
Item No 5	0,381	0,254	Valid	Item No 30	0,169	0,254	Invalid
Item No 6	0,389	0,254	Valid	Item No 31	0,243	0,254	Invalid
Item No 7	0,532	0,254	Valid	Item No 32	0,477	0,254	Valid
Item No 8	0,365	0,254	Valid	Item No 33	0,327	0,254	Valid
Item No 9	0,312	0,254	Valid	Item No 34	-0,027	0,254	Invalid
Item No 10	0,266	0,254	Valid	Item No 35	0,240	0,254	Invalid
Item No 11	0,336	0,254	Valid	Item No 36	0,123	0,254	Invalid
Item No 12	0,461	0,254	Valid	Item No 37	0,344	0,254	Valid
Item No 13	0,509	0,254	Valid	Item No 38	0,226	0,254	Invalid
Item No 14	0,610	0,254	Valid	Item No 39	0,226	0,254	Invalid
Item No 15	0,501	0,254	Valid	Item No 40	0,272	0,254	Valid
Item No 16	0,342	0,254	Valid	Item No 41	0,270	0,254	Valid
Item No 17	0,151	0,254	Invalid	Item No 42	0,153	0,254	Invalid
Item No 18	0,584	0,254	Valid	Item No 43	0,276	0,254	Valid
Item No 19	0,377	0,254	Valid	Item No 44	0,368	0,254	Valid
Item No 20	0,503	0,254	Valid	Item No 45	0,439	0,254	Valid
Item No 21	0,142	0,254	Invalid	-	-	-	-
Item No 22	0,461	0,254	Valid	-	-	-	-
Item No 23	0,253	0,254	Invalid	-	-	-	-
Item No 24	0,595	0,254	Valid	-	-	-	-
Item No 25	0,484	0,254	Valid	-	-	-	-

Source: Processed researcher, 2024

Based on Table 1, it can be seen that each item statement has different values of r_{hitung}, with each item having a unique value compared to others. Out of a total of 45 items, 31 statement items have a r_{hitung} value > r_{tabel} (0.254), indicating that these items are valid. In addition, 14 items have a r_{hitung} value < r_{tabel} (0.254), meaning these items are invalid. The invalid items were handled by removing them from the instrument. After completing the validity test, the next step is the reliability test. Next, the reliability test indicates the extent to which the measurement results are trustworthy, reliable, or consistent. The reliability test was conducted using Cronbach's alpha. Nunnally, as cited in Ghazali (2016:48), states that the criterion for reliability is if the Cronbach alpha value > 0.70, then the instrument for a variable is considered reliable. The results of the reliability test are presented in the following table:

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Table 2. Reliability Test of Teacher Satisfaction with the Leadership Behavior of the School Principal at Three Public Elementary Schools

Variables	Cronbach's Alpha	Reference Value	Information
Problem Study	0.844	0.7	Reliable

Based on Table 2, it is known that the variables problem Study to obtain *Cronbach* value *alpha* (0.844) > 0.70, indicating the instrument stated to be reliable or dependable in measuring research variables (Nunnally in Ghazali, 2016:48).

Assumption Test Classic

Normality Test

Used to find out whether, in the regression model, the residual value of the regression has a normal distribution (Santoso, 2015:210). The data normality test uses the *Lilliefors* test. The results of the data normality test are presented in the table as follows: following:

Table 3. Normality Test

Tests of Normality

	Which school are you from	Kolmogorov-Smirnov ^a			Shapiro Wilk		
		Statistics	df	Sig.	Statistics	df	Sig.
Teacher Satisfaction with the Leadership Behavior of the School Principal	SDN Banjarsari 1	.265	7	.148 *	.841	7	.102
	SD 1 Saint ALFA	.175	12	.200 *	.924	12	.320
	SDN 1 RAngkasbitung Barat	.239	23	.001	.927	23	.092

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: SPSS Output Version 23

Based on Table 3, the normality of the data is indicated by the significance or Sig value in the Kolmogorov-Smirnov column. The data for the Public Elementary Schools Banjarsari One group obtained a Sig value of (0.148) and the data for the Public Elementary Schools Saint Alfa group obtained a Sig value of (0.200) > alpha (0.05), so the data for both groups are considered normally distributed. Meanwhile, the data for the Public Elementary Schools One Rangkasbitung West group obtained a Sig value of (0.001) < alpha (0.05), so the data for this group is considered not normally distributed.

Homogeneity Test

The homogeneity test is conducted to determine whether the sample data comes from populations with homogeneous variances or not. The homogeneity test used is the Levene's Test of Homogeneity of Variance (Ghozali, 2016:110). The results of the homogeneity test for the research data are presented in the following table:

Table 4.

Homogeneity

Test of Homogeneity of Variances

Teacher Satisfaction with School Principal Leadership

Levene Statistics	df1	df2	Sig.
1.076	2	39	.351

Source: SPSS Output Version 23

Based on Table 4, it is known that the Sig value (0.351) > alpha (0.05), then data variance is stated as homogeneous. This is based on the fact that the post hoc test will use the Tukey test.

Analysis of Variance (ANOVA) One Way Anova

Analysis of Variance One Way Anova is a method to test the relationship between dependent variables with

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attribute/category variables with more than two categories (Ghozali, 2016:68). The relationship referred to in this study is whether or not there is a significant difference in the average value of the *dependent variable* (Teacher Satisfaction with School Principal Leadership) with attribute/category variables consisting of 3 categories (teacher Public Elementary Schools Banjarsari One , Public Elementary Schools Saint Alfa dan Public Elementary Schools One Rangkasbitung West).

The results of the *Post Hoc Test* analysis or further testing to determine the *mean value* or average value of the variable, namely learning problems in grade 5 students according to each group or school of origin are presented in the following table.

Table 5.Analysis Results *Post Hoc Test*

Description

Teacher Satisfaction with School Principal Leadership

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
SDN Banjarsari 1	7	128.14	12.240	4.626	116.82	139.46	117	153
SD Saint Alfa	12	131.00	9.816	2.834	124.76	137.24	118	154
SDN 1 Rangkasbitung Barat	23	129.22	7.077	1.476	126.16	132.28	114	145
Total	42	129.55	8.699	1.342	126.84	132.26	114	154

Source: SPSS Output Version 23, 2024

Based on Table 5, the mean or average teacher satisfaction with the leadership behavior of the school principal at each elementary school is explained as follows:

1. Teacher satisfaction with the leadership behavior of the principal at Public Elementary Schools Banjarsari One has an average (mean) value of 128.14, which ranks the lowest.
2. Teacher satisfaction with the leadership behavior of the principal at Public Elementary Schools Saint Alfa has an average (mean) value of 131, which ranks the highest.
3. Teacher satisfaction with the leadership behavior of the principal at Public Elementary Schools One Rangkasbitung West has an average (mean) value of 129.22, which ranks in the middle.

The results of the One Way Anova analysis are presented in the following table:

Table 6.

Hasil Analisis *One Way Anova*

ANOVA

Teacher satisfaction with school principal Leadership

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	41.635	2	20.817	.265	.768
Within Groups	3060.770	39	78.481		
Total	3102.405	41			

Source: SPSS Output Version 23, 2024

Based on Table 6, it is known that the F value count is 0,265 and the value Significance is 0.768. The results of the analysis are *one-way ANOVA will be used For testing the hypothesis First*.

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Table 7

Analysis Results *Post Hoc Test*

Multiple Comparisons

Dependent Variable: The level of Teacher Satisfaction whit the Principal'sLeadership

(I) Asal_Sekolah (J) Asal_Sekolah		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
SDN Banjarsari 1	SD Saint Alfa	-2.857	4.213	.778	-13.12	7.41
	SDN 1 Rangkasbitung Barat	-1.075	3.824	.957	-10.39	8.24
SD Saint Alfa	SDN Banjarsari 1	2.857	4.213	.778	-7.41	13.12
	SDN 1 Rangkasbitung Barat	1.783	3.155	.839	-5.90	9.47
SDN 1 Rangkasbitung Barat	SDN Banjarsari 1	1.075	3.824	.957	-8.24	10.39
	SD Saint Alfa	-1.783	3.155	.839	-9.47	5.90

Based on Table 7, the significance values for comparisons between two schools are explained as follows:

1. The significance value between Public Elementary Schools Banjarsari One and Public Elementary Schools Saint Alfa is 0.778.
2. The significance value between Public Elementary Schools Banjarsari One and Public Elementary Schools One Rangkasbitung West is 0.957.
3. The significance value between Public Elementary Schools Saint Alfa and Public Elementary Schools One Rangkasbitung West is 0.839.

The results of the Post Hoc Test or further analysis will be used to test the second, third, and fourth hypotheses.

Hypothesis Test

The hypothesis test uses the t-test to examine the research hypothesis to determine whether the alternative hypothesis (H_a) is accepted or rejected. The criteria for hypothesis testing are as follows:

Table 8. Hypothesis Testing Resume

Hypothesis Research (H_a)	Sig	α	Decision	Conclusion		
<u>First Hypothesis (H1)</u> There is a significant difference in teacher satisfaction with the leadership behavior of the principal in three Banjadari One State Elementary Schools, Saint Alfa State Elementary School, and West Rangkasbitung Basic Elementary School.	0,768	> 0,05	Ha was rejected	There is no significant difference		
<u>Second Hypothesis (H2)</u> There is a significant difference in teacher satisfaction with the leadership behavior of the principal in Public Elementary Schools Banjarsari One and Public Elementary Schools Saint Alfa	0,778	> 0,05	Ha was rejected	There is no significant difference		
<u>Three HypothesisFour (H3)</u> There is a significant difference in teacher satisfaction with the leadership behavior of the principal in Public Elementary Schools Banjarsari One whit Public Elementary Schools One Rangkasbitung West	0,957	> 0,05	Ha was rejected	There is no significant difference		
<u>Four Hypothesis (H4)</u> There Isi a significant difference in teacher satisfaction with the leadership behavior of the principal Public Elementary Schools Saint Alfa whit Public Elementary Schools One Rangkasbitung West	0,839	> 0,05	Ha was rejected	There is no significant difference		

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RESEARCH OF RESULTS

The Difference in Teacher Satisfaction with the Leadership Behavior of the School Principal at Three Elementary Schools (Public Elementary Schools Banjarsari One, Public Elementary Schools Saint Alfa, and Public Elementary Schools One Rangkasbitung Barat) Based on the results of the hypothesis test, it is found that there is no significant difference in teacher satisfaction with the behavior of the school principal at the three Public Elementary Schools: Public Elementary Schools Banjarsari One, Public Elementary Schools Saint Alfa, and Public Elementary Schools One Rangkasbitung West. This is based on the hypothesis testing criteria, where if the Sig value (0.768) < alpha (0.05), H0 is accepted and H1 is rejected. This shows that, from the three Public Elementary Schools studied, there is no significant difference in teacher satisfaction with the principal's leadership behavior. This condition is further supported by the continuous assessment results from the respondents, where teacher satisfaction with the principal's leadership behavior at the three Public Elementary Schools falls into the "agree" category, reflecting that teachers at each school find the principal's leadership behavior to be "in accordance" with their expectations.

Furthermore, when calculated as a percentage, the teacher satisfaction rate with the principal's leadership behavior at the three Public Elementary Schools, Public Elementary Schools Banjarsari One, Public Elementary Schools Saint Alfa, and Public Elementary Schools One Rangkasbitung West, was 83.58%. This percentage indicates a high level of satisfaction, as it exceeds 80%. The percentage was influenced by the communication aspect, which scored the highest at 19.20%. The transformational leadership aspect scored the lowest at 8.02%, followed by decision-making (18.92%), charismatic and inspirational leadership (16.11%), conflict management (13.16%), and time and organizational management (6.37%).

The Difference in Teacher Satisfaction with the Principal's Leadership Behavior between Public Elementary Schools Banjarsari One and Public Elementary Schools Saint Alfa

Based on the results of the hypothesis test, it is found that there is no significant difference in teacher satisfaction with the principal's leadership behavior between Public Elementary Schools Banjarsari One and Public Elementary Schools Saint Alfa. This is based on the hypothesis testing criteria, where if the Sig value (0.778) > alpha (0.05), H0 is accepted and H2 is rejected. It was found that the mean teacher satisfaction score at Public Elementary Schools Banjarsari One was 128.14, while at Public Elementary Schools Saint Alfa, it was 131.00. The mean difference of 2.857 is relatively small, indicating no significant difference in teacher satisfaction between the two schools. However, teacher satisfaction with the principal's leadership behavior at Public Elementary Schools Banjarsari One was lower compared to that at Public Elementary Schools Saint Alfa..

The Difference in Teacher Satisfaction with the Principal's Leadership Behavior between Public Elementary Schools Banjarsari One and Public Elementary Schools One Rangkasbitung West.

Based on the results of the hypothesis test, it is found that there is no significant difference in teacher satisfaction with the principal's leadership behavior between Public Elementary Schools Banjarsari One and Public Elementary Schools One Rangkasbitung West. This is based on the hypothesis testing criteria, where if the Sig value (0.957) > alpha (0.05), H0 is accepted and H3 is rejected. The mean teacher satisfaction at Public Elementary Schools Banjarsari One was 128.14, while at Public Elementary Schools One Rangkasbitung West, it was 129.22. The mean difference of 1.075 indicates no significant difference in teacher satisfaction between the two schools. However, teacher satisfaction with the principal's leadership behavior at Public Elementary Schools Banjarsari One was slightly lower compared to that at Public Elementary Schools One Rangkasbitung Barat.

The Difference in Teacher Satisfaction with the Principal's Leadership Behavior between Public Elementary Schools Saint Alfa and Public Elementary Schools One Rangkasbitung West.

Based on the results of the hypothesis test, it is found that there is no significant difference in teacher satisfaction with the principal's leadership behavior between Public Elementary Schools Saint Alfa and Public Elementary Schools One Rangkasbitung West. This is based on the hypothesis testing criteria, where if the Sig value (0.839) > alpha (0.05), H0 is accepted and H4 is rejected. The mean teacher satisfaction at Public Elementary Schools Saint Alfa was 131.00, while at Public Elementary Schools One Rangkasbitung West, it was 129.22. The mean difference of 1.783 indicates no significant difference in teacher satisfaction between the two schools. However, teacher satisfaction with the principal's leadership behavior at Public Elementary Schools Saint Alfa was higher compared to Public Elementary Schools One Rangkasbitung West.

CONCLUSION

Based on the research results, the author concludes as follows:

1. The first hypothesis test showed that there is no significant difference in teacher satisfaction with the principal's leadership behavior at the three elementary schools: Public Elementary Schools Banjarsari One Public Elementary Schools Saint Alfa, and Public Elementary Schools One Public Rangkasbitung West. This is based on the hypothesis testing criteria, where if the Sig value (0.768) > alpha (0.05), H0 is accepted and H1 is rejected.

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2. The second hypothesis test showed that there is no significant difference in teacher satisfaction with the principal's leadership behavior between Public Elementary Schools Banjarsari One and Public Elementary Schools Saint Alfa. This is based on the hypothesis testing criteria, where if the Sig value (0.778) > alpha (0.05), H₀ is accepted and H₂ is rejected.
3. The third hypothesis test showed that there is no significant difference in teacher satisfaction with the principal's leadership behavior between Public Elementary Schools Banjarsari One and Public Elementary Schools One Rangkasbitung Barat. This is based on the hypothesis testing criteria, where if the Sig value (0.957) > alpha (0.05), H₀ is accepted and H₃ is rejected.
4. The fourth hypothesis test showed that there is no significant difference in teacher satisfaction with the principal's leadership behavior between Public Elementary Schools Saint Alfa and Public Elementary Schools One Rangkasbitung West. This is based on the hypothesis testing criteria, where if the Sig value (0.839) > alpha (0.05), H₀ is accepted and H₄ is rejected.
5. The teacher satisfaction with the principal's leadership behavior at Public Elementary Schools Banjarsari One was 128.14, the lowest among the three schools. Public Elementary Schools Saint Alfa had the highest mean of 131, and Public Elementary Schools One Rangkasbitung West had a mean of 129.22, which placed it in between the other two schools.

Based on the conclusions of this research, the author offers the following recommendations:

1. The principals of Public Elementary Schools should maintain and improve their communication skills, as this aspect ranked the highest in teacher satisfaction. This can be achieved by fostering closer emotional relationships between the principal and the teachers, creating a dynamic and constructive two-way communication about their duties and responsibilities at the school.
2. The principals should work on improving their transformational leadership, which ranked the lowest in teacher satisfaction. This can be done by providing intellectual stimulation to encourage creativity and innovation among teachers, particularly in the application of varied teaching methods to create a fresh and enjoyable learning environment that motivates students.
3. Teachers at each Public Elementary Schools should contribute more actively to the principal by sharing their views and opinions to address potential problems in the school and improve the quality of education.
4. The results of this study can serve as a reference for future researchers, either for studies with similar variables or as a basis for experimental research or classroom action research in these schools.

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