

Effect of Principal Leadership, Teacher Job Satisfaction and Teacher Work Motivation, on the Quality of Education in SMPK Kolose St. Yusuf 2 Malang

Elisabeth Nitra Rini¹, Syaiful Arifin², Yarnest³

¹Post Graduate Scholars, Master in Management Program, University of Merdeka Malang, Indonesia

^{2,3}Lecturer at the Faculty of Economics and Business, University of Merdeka, Malang, Indonesia

ABSTRACT

This study aimed to determine the effect of the Principal Leadership, Work Motivation and Job Satisfaction on Quality of Education Teacher, simultaneously or partially and find out which of the three independent variables the dominant influence on the Quality of Education. The object of research is limited to the Principal Leadership, Work Motivation, and Job Satisfaction and Teacher as an independent variable in the quality of education as the dependent variable. The number of samples in this study was 50 teachers. The results showed that the test Hypothesis I accepted that School leadership, motivation and job satisfaction of teachers simultaneously affect the quality of education. It can be seen from the value of F indicates a significant level of $0.00 < \alpha < 0.05$. Hypothesis II accepted that School leadership, motivation and job satisfaction of teachers partially affect the quality of education. It can be seen from the significant value of three independent variable t respectively of $0.047 \leq \alpha = 0.05$, it indicates the working motivation partially significant effect on the quality of education. Uji hypothesis III also accepted that influential teacher job satisfaction dominant the quality of education. It can be seen from the variable beta coefficient greater teacher job satisfaction, namely 0353.

Keywords: *Principal Leadership, Work Motivation, Teacher Job Satisfaction, Quality Education.*

1. INTRODUCTION

Education is very important for a person, because education is the process of changing attitudes and procedures of behavior or groups of people in human mature through the efforts of the teaching and training (according to the Indonesian big dictionary) [1], Educational institutions that are effective in improving the quality of education requires a good quality management to face the competitive atmosphere and orientation of the future. The quality or the quality of education that can be achieved if an institution has inputs, processes, outputs, and outcomes of quality. Thus, the quality of education is the end result of the process of education idealized by all educational institutions [2].

The quality of education is inseparable from a variety of factors such as those mentioned above. An educational institution is said to be quality or grade if they meet several important elements in it such as school leadership, teacher job satisfaction, and motivation of teachers. SMPK Kolose St. Yusuf 2 Malang is a Catholic private educational institutions. Educational institutions is certainly not the least experience problems or issues relating to the quality of education [3].

The quality of education is still far instituted with competitors that have not brought satisfaction for the customer education. The problem of education quality in these institutions Firstly, in terms of input is minimal building, classrooms are not equipped with air conditioning, facilities, teaching staff and students who are not skimpy. Secondly, in terms of the process is the method of learning that is less stimulating and enjoyable learners, instructional media that are less supportive, the teacher does not make variations in teaching techniques. Third, in terms of output, namely the study of students still brought the average to make remedial learners should follow. Fourth, in terms of graduates from outcomes is SMPK Kolose St. Yusuf 2 Malang not shown skill in competitive with other competitors institute graduates [4].

Based on the reality on the ground, it appears that the impact of school leadership, motivation and job satisfaction of teachers, in SMPK Kolose St. Yusuf 2 Malang, very important role in improving the quality of education. The lack of effect of school leadership to provide work motivation of teachers and teacher job satisfaction in knowing SMPK Kolose St. Yusuf 2 Malang influences the quality of education. On the basis of the above issues, the issue to be studied is the effect of school leadership, teacher job satisfaction and work motivation of teachers, the quality of education in SMPK Kolose St. Yusuf 2 Malang.

2. METHOD

This study used quantitative analysis and methods of this research is descriptive analysis. Population and sample in this research is the teachersin SMPK Kolose St. Yusuf 2 Malang, amounting to 50 people,

3. RESULTS AND DISCUSSION

Table 1 Characteristics Respondents Based on Type Sex

No.	Gender	Number of people)	Percentage (%)
1	Male	21	42%
2	Woman	29	58%
Total		50	100

Source : Data primary processed, 2019.

Based on table 3 can be known that the majority of respondents are sex women with a number of 29 respondents (58%), while teachers male sex as much as 21 respondents (58%).

Table 2 Characteristics Respondents Based on Time Work

No.	Years of service	Number of people)	Percentage (%)
1	15 years	10	20%
2	6-10 years	16	32%
3	More than 10 years	24	48%
Total		50	100

Source : Data primary processed, 2019.

Based on Table 3 noted that respondents by period working 1-5 years 10 respondents (20%). respondents with time work 6-10 years 16 respondents (32%). respondents by period more work 10 years 24 respondents (48%). Thus the majority respondents have years of service more than 10 years, it this show that respondents experienced in their respective fields.

Table 3 Characteristics Respondents Based on Education

No.	Education	Number of people)	Percentage (%)
1	S2	18	36%
2	S1	32	64%
Total		50	100

Source : Data primary processed, 2019.

Based on Table 3, it can be known that majority of respondents S1 as many as 32 respondents (64.0%) than teachers who educated S2 as much as 18 respondents (36%).

Table 4 Validity Leadership Principal (X1)

Item	r count	r table	Sig	Information
Q1	0.751**	0.2787	0.000	valid
Q2	0.308**	0.2787	0.029	valid
Q3	0.528**	0.2787	0.000	valid
Q4	0.764**	0.2787	0.000	valid
Q5	0.655**	0.2787	0.000	valid
Q6	0.638**	0.2787	0.000	valid
Q7	0.720**	0.2787	0.000	valid
Q8	0.565**	0.2787	0.000	valid
Q9	0.458**	0.2787	0.001	valid
Q10	0.441**	0.2787	0.001	valid
Q11	0.608**	0.2787	0.000	valid

Q12	0.632**	0.2787	0.000	valid
Q13	0.716**	0.2787	0.000	valid
Q14	0.516**	0.2787	0.000	valid
Q15	0.634**	0.2787	0.000	valid
Q16	0.567**	0.2787	0.000	valid
Q17	0.352**	0.2787	0.012	valid

Sources: Primary data is processed in 2019.

From Table 4 above shows that the value of r count each question item is greater than the value on the table and $df = 50 - 2 = 48$ at 0.2787 and the probability is less than%. It can be concluded 17 items declared valid questions that can be used to measure the variables Leadership Principal. $\alpha = 0,05 \alpha = 5$

Table 5 Test Validity Work Motivation (X2)

item	r count	r table	Sig	Information
Q18	0.842**	0.2787	0.000	valid
Q19	0.686**	0.2787	0.000	valid
Q20	0.572**	0.2787	0.000	valid
Q21	0.545**	0.2787	0.000	valid
Q22	0.601**	0.2787	0.000	valid
Q23	0.650**	0.2787	0.000	valid
Q24	0.630**	0.2787	0.000	valid
Q25	0.674**	0.2787	0.003	valid
Q26	0.522**	0.2787	0.008	valid
Q27	0.525**	0.2787	0.000	valid
Q28	0.391**	0.2787	0.005	valid
Q29	0.651**	0.2787	0.000	valid
Q30	0.784**	0.2787	0.000	valid
Q31	0.737**	0.2787	0.000	valid
Q32	0.479**	0.2787	0.000	valid

Sources: Primary data is processed in 2019

From Table 5 above shows that the value of r count each question item is greater than the value on the table and $df = 50 - 2 = 48$ at 0.2787 and the probability is less than%. It can be concluded 15 items be expressed valid questions that can be used to measure the variable work motivation. $\alpha = 0,05 \alpha = 5$.

Table 6 Teacher Job Satisfaction Validity Test (X3)

Item	r count	r table	Sig	information
Q33	0.594**	0.2787	0.000	valid
Q34	0.461**	0.2787	0.001	valid
Q35	0.476**	0.2787	0.000	valid
Q36	0.487**	0.2787	0.000	valid
Q37	0.290**	0.2787	0.041	valid
Q38	0.479**	0.2787	0.000	valid
Q39	0.660**	0.2787	0.000	valid
Q40	0.570**	0.2787	0.000	valid
Q41	0.348**	0.2787	0.013	valid

Sources: Primary data is processed in 2019

From Table 6 above shows that the value of r count each question item is greater than the value on the table and $df = 50 - 2 = 48$ at 0.2787 and the probability is less than%. It can be concluded 9 items be expressed valid questions that can be used to measure variables Teacher Job Satisfaction. $\alpha = 0,05 \alpha = 5$

Table 7 Validity of Quality Education (Y)

Item	r count	r table	Sig	information
Q42	0.750 **	0.2787	0.000	valid
Q43	0.622 **	0.2787	0.000	valid
Q44	0.768 **	0.2787	0.000	valid
Q45	0.419 **	0.2787	0.002	valid
Q46	0.610 **	0.2787	0.000	valid
Q47	0.543 **	0.2787	0.000	valid
Q48	0.306 **	0.2787	0.031	valid
Q49	0.493 **	0.2787	0.000	valid
Q50	0.505 **	0.2787	0.000	valid
Q51	0.633 **	0.2787	0.000	valid

Sources: Primary data is processed in 2019.

From Table 7 above shows that the value of r count each question item is greater than the value on the table and $df = 50 - 2 = 48$ at 0.2787 and the probability is less than%. It can be concluded 10 items be expressed valid questions that can be used to measure the Education Quality variable. $\alpha = 0,05 \alpha = 5$

3.1. Test Reliability

A tool called reliable if respondents consistently in charge of measuring instruments or a list of questions. The reliability indicates the extent to which the measurement results remain consistent.

Table 8 Relebialitas Test Variables

No.	variables	Value Cronbach Alpha	Information
1	Leadership Principal (X1)	0748	reliable
2	Work Motivation (X2)	0753	reliable
3	Teacher Job Satisfaction (X3)	0700	reliable
4	Quality of Education (Y)	0752	reliable

Sources: Primary data is processed in 2019

Based on Table 8 above shows that the value of *Cronbach Alpha* of each variable is greater than 0.6 it can be concluded all the items of the questions used to measure the variable is declared reliable, meaning that the instrument used was very consistent or reliable.

3.2. Result Variable Descriptions.

Variable Description Principal Leadership.

Table 9 Variable Description Principal Leadership (X1)

Item	Answer										N	Total score	Mean
	5		4		3		2		1				
	F	%	F	%	F	%	F	%	F	%			
Q1	31	62	16	32	3	6	0	0	0	0	50	228	4.60
Q2	33	66	17	34	0	0	0	0	0	0	50	233	4.70
Q3	25	50	23	46	0	0	2	4	0	0	50	221	4.40
Q4	27	54.0	23	46	0	0	0	0	0	0	50	227	4.50
Q5	10	20	30	60	10	20	0	0	0	0	50	200	4.00
Q6	12	24	30	60	8	16	0	0	0	0	50	204	4.10
Q7	18	36	27	54	5	10	0	0	0	0	50	213	4.30
Q8	4	8	36	72	10	20	0	0	0	0	50	194	3.90
Q9	9	18	40	80	1	2	0	0	0	0	50	208	4.20
Q10	22	44	28	56	0	0	0	0	0	0	50	222	4.40
Q11	15	30	35	70	0	0	0	0	0	0	50	215	4.30
Q12	8	16	39	78	3	6	0	0	0	0	50	205	4.10
Q13	12	24	35	70	3	6	0	0	0	0	50	209	4.20

Q14	11	22	37	74	2	4	0	0	0	0	50	209	4.20
Q15	23	46	24	48	3	6	0	0	0	0	50	220	4.40
Q16	13	26	35	70	2	4	0	0	0	0	50	211	4.20
Q17	5	10	41	82	4	8	0	0	0	0	50	201	4.00
Total Variable Leadership Principal												72.40	
The average variable Principal Leadership												4.26	

Source: Data Processed in 2019

From Table 9 above it can be seen that of the 17 items of 50 respondents answer on school leadership to the average score of school leadership (X1) of 4.26 thereby indicating that respondents tend to agree that school leadership is able to contribute to the quality of education. The variable frequency distribution table of the principal's leadership of the most high of 4.70% in Q2 which is the principal new ideas in learning. New ideas in learning can build on the progress of educational institutions. While the lowest value of the variable frequency distribution of school leadership is 3.90% Q8 statement contained in the item that is the principal gave sanction for noncompliance [5].

Variable Descriptions Work Motivation

Table 10 Variable X2 Work Motivation

Item	answer										N	Total Score	Mean
	5		4		3		2		1				
	F	%	F	%	F	%	F	%	F	%			
Q18	10	20	31	62	9	18	0	0	0	0	50	201	4.02
Q19	5	10	31	62	14	28	0	0	0	0	50	191	3.82
Q20	7	14	32	64	11	22	0	0	0	0	50	196	3.92
Q21	4	8	38	76	8	16	0	0	0	0	50	196	3.92
Q22	5	10	41	82	4	8	0	0	0	0	50	201	4.02
Q23	3	6	35	70	12	24	0	0	0	0	50	191	3.82
Q24	12	24	34	68	4	8	0	0	0	0	50	208	4.16
Q25	11	22	39	78	0	0	0	0	0	0	50	211	4.22
Q26	6	12	38	76	6	12	0	0	0	0	50	200	4.00
Q27	13	26	32	64	5	10	0	0	0	0	50	208	4.16
Q28	4	8	39	78	7	14	0	0	0	0	50	197	3.94
Q29	5	10	41	82	4	8	0	0	0	0	50	201	4.02
Q30	6	12	41	82	3	6	0	0	0	0	50	203	4.06
Q31	6	12	34	68	10	20	0	0	0	0	50	196	3.92
Q32	11	22	39	78	0	0	0	0	0	0	50	211	4.22
Total Variable Work Motivation												60.22	
The average variable Work Motivation												4.02	

Sources: Primary data is processed in 2019

From Table 10 above it can be seen that of the 15 items of 50 respondents answer on work motivation for the average item score of work motivation (X2) 4.02 thereby indicating that respondents tend to agree that motivation to contribute to the quality of education. From the frequency distribution table of work motivation of the most high of 4.16% in Q24 and Q27 are harmoniously intertwined relationship with the boss and the boss is willing harmonious recognizes and rewards achievement to teachers for the work that has been carried out properly [6]. Certainly here as educators is very important is building a good relationship with the boss and getting awards for achievements in the quality of education can be to achieve a good education. Teachers perform well will receive an award [7]. While the lowest value of the frequency distribution of work motivation is 3.82% contained in the statement item Q19 and Q23 are benefits paid in accordance with the workload and career as well as future teachers are always secure [8]. Variable Description Teacher Job Satisfaction

Table 11 Variable X3 Teacher Job Satisfaction

Item	Answer										N	Total Score	Mean
	5		4		3		2		1				
	F	%	F	%	F	%	F	%	F	%			
Q33	11	22	38	76	1	2	0	0	0	0	50	210	4.20
Q34	0	0	0	0	13	26	30	60	7	14	50	106	2.12
Q35	8	16	36	72	6	12	0	0	0	0	50	202	4.04
Q36	9	18	37	74	4	8	0	0	0	0	50	205	4.10
Q37	1	2	31	62	18	36	0	0	0	0	50	183	3.67
Q38	11	22	33	66	6	12	0	0	0	0	50	205	4.10
Q39	5	10	15	30	30	60	0	0	0	0	50	175	3.50
Q40	3	6	26	52	19	38	2	4	0	0	50	180	3.60
Q41	22	44	22	44	6	12	0	0	0	0	50	216	4.32
Total Variable Teacher Job Satisfaction													33.64
The average variable Teacher Job Satisfaction													3.74

Sources: Primary data is processed in 2019

From Table 11 above it can be seen that on the 9 items 50 respondents answer on job satisfaction of teachers for the average item score the performance of teachers (X3) of 3.74, thus indicating that respondents tend to agree that the job satisfaction of teachers to contribute to the Quality of Education.

Description variabel Education Quality

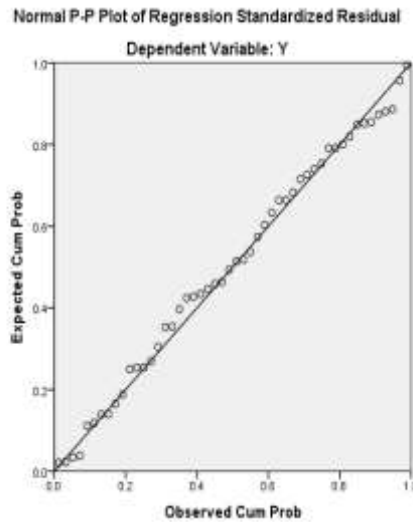
Table 12 Education Quality variable Y

Item	Answer										N	total Score	Mean
	5		4		3		2		1				
	F	%	F	%	F	%	F	%	F	%			
Q42	16	32	34	68	0	0	0	0	0	0	50	216	4.32
Q43	12	24	35	70	3	6	0	0	0	0	50	209	4.20
Q44	10	20	27	54	13	26	0	0	0	0	50	197	3.94
Q45	4	8	27	54	19	38	0	0	0	0	50	185	3.70
Q46	6	12	34	68	10	20	0	0	0	0	50	196	3.92
Q47	5	10	37	74	8	16	0	0	0	0	50	197	3.94
Q48	19	38	27	54	4	8	0	0	0	0	50	215	4.30
Q49	12	24	36	72	2	4	0	0	0	0	50	206	4.12
Q50	8	16	42	84	0	0	0	0	0	0	50	208	4.17
Q51	10	20	39	78	1	2	0	0	0	0	50	209	4.18
Total Variable Quality of Education													40.77
The average variable Quality of Education													4.08

Sources: Primary data is processed in 2019

From the table above it can be seen that 12 of the 10 items of 50 respondents answer about the quality of education for the average item score the quality of education (Y) at 4.08 thereby indicating that respondents tend to agree that is able to contribute to the quality of education.

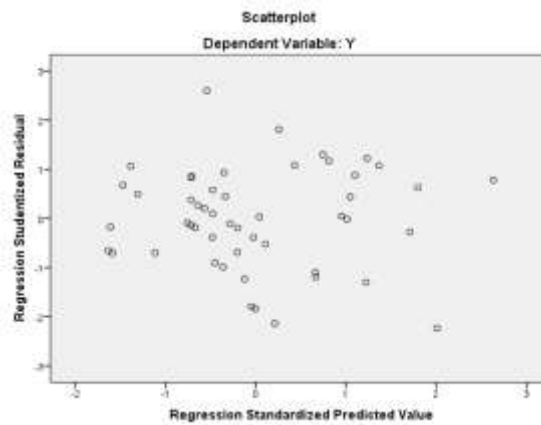
Figure 2. Test Normality



Sources: Primary data is processed in 2019

The image shows that the data spreads around and approached the diagonal line indicates that the research data that includes the variable of school leadership, motivation and job satisfaction of teachers.

Figure 3. Test Heterokedastitas



Source: Data Processed in 2019

Based on the pictures, it looks dots spread randomly, do not form a pattern of clear and well spread above or below the number 0 on the Y axis. This means do not occur heteroscedasticity in regression models.

Table 13. Test Multicollinearity

No	The independent variable	Collierity Statistics	
		Tolerance	VIF
1	Leadership Principal (X1)	0.793	1.262
2	Work Motivation (X2)	0.623	1,605
3	Teacher Job Satisfaction (X3)	0.732	1,366

Sources: Primary data is processed in 2019.

Based on the results penghitunganVIF seen that variable Principal Leadership, Work Motivation and Job Satisfaction Teachers have $VIF < 5$, thus it can be concluded that there is no regression model multicollinearity problem.

Table 14. Summary of Results of Multiple Regression Analysis

Variebel	Regression Coefficients	t	Sig	Information
Leadership Principals (x1)	0.256	4.074	0.000	Significant
Motivation (x2)	0.164	2.042	0.047	Significant
Teacher Job Satisfaction (x3)	0.353	2.565	0.014	Significant
Constants	0.513			
R	0,729			
Adjusted R Square	0,531			
F count	17.343			
Sig. F	0,000			
N	50			
The dependent variable: Quality of Education				
F table: 2,79				
t table: 2,00				

Table 15. Results of Test F

ANOVA ^b						
Model		Sum of Squares	Df	mean Square	F	Sig.
1	Regression	230 728	3	76 909	17 343	.000 ^a
	residual	203 992	46	4435		
	Total	434 720	49			
a. Predictors: (Constant), working Kepuasan Teacher, Work Motivation, Leadership Principal						
b. Dependent Variable: Quality of Education						

Sources: Primary data is processed in 2019

Based on Table 15 above, the value of F indicates a significant level of $0.00 < \alpha < 0.05$, so it can be concluded that the school leadership, motivation and job satisfaction of teachers simultaneously significant effect on educational quality. Thus the first hypothesis is accepted [9].

The second hypothesis testing. To test the first hypothesis which states that the alleged principal leadership, motivation and job satisfaction of teachers partially significant effect on the quality of education, it will be determined by t test. The t-test is used to determine the regression coefficient (beta) (The Goddess, 2015) each independent variable. To determine where the dominant influence variables can be seen in the following table:

Table 16. Results of t Test

Variables	Coefficients Unstandardized		Standardized Coefficients	t	Sig.	
	B	Std. Error	beta			
1	(Constant)	0.513	5,790		0.089	0.930
	Leadership Principal	0.256	0.063	0.462	4.074	0.000
	Work motivation	0.164	0.080	0.261	2.042	0.047
	Teacher Job Satisfaction	0.353	0.138	0.303	2.565	0.014

Sources: Primary data is processed in 2019.

Based on the above Table 16 shows that the value of the variable t significance of school leadership by $0.000 \leq \alpha = 0.05$, this shows the principal's leadership is partially significant effect on educational quality. Work motivation variable indicates the significant value of $0.047 \leq \alpha = 0.05$, it indicates the working motivation partially significant effect on the quality of education. Variable krja teacher satisfaction showed significant value thitung $0.014 \leq \alpha = 0.05$, this indicates a partial job satisfaction of teachers significantly influence the quality of education. Thus the second hypothesis is accepted [10].

The third hypothesis testing. To test the hypothesis to three states in the suspect variable Teacher Job Satisfaction dominant influence on the quality of education, then the details can be measured through t test. The t-test is used to determine the regression coefficient (beta) of each variable based on independent variables which are dominant as in table 16 [11].

5. CONCLUSION

Results Descriptive statistics show that school leadership able to contribute to the quality of education to engage with teachers in giving new ideas in learning, The main thing is to support school leadership engage with educators, fostering a harmonious relationship and reward outstanding teachers to build on the progress of educational institutions [12]. Rewarding teachers can affect job satisfaction of teachers. Job satisfaction teachers formed in order to maximize its obligations as a teacher, to improve the quality of education in SMPK Kolose St. Yusuf 2 Malang.

School leadership, motivation and job satisfaction of teachers simultaneously affect the quality of education in SMPK Kolose St. Yusuf 2 Malang, which means that the better school leadership, which supported the work motivation, job satisfaction and supported the teachers can improve the quality of education in SMPK Kolose St. Yusuf 2 Malang. School leadership, motivation and job satisfaction of teachers partially influence the quality of education in SMPK Kolose St. Yusuf 2 Malang. This suggests that the motivation and job satisfaction of teachers can be enhanced through an adequate level of teacher education, supporting infrastructure and facilities are complete and harmonious working environment.

Influential teacher job satisfaction dominant the quality of education in SMPK Kolose St. Yusuf 2 Malang. This suggests that the main effect of which can increase the job satisfaction of teachers in SMPK Kolose St. Yusuf 2 Malang ie teachers are awarded when performance is good [13]. Good performance in terms of skilled teachers and understanding in identifying the needs of the learning program plan. Needs learning program is meant is skill in identifying what things are needed in the course of classroom management, use of media and learning resources, and the use of methods and learning strategies. By giving the award to the teacher teaching skills will remain good even be better in order to achieve a good quality of education in SMPK Kolose St. Yusuf 2 Malang.

REFERENCES

1. Khaerunnisa, I., Sari, E., Ulfah, M., Jakaria, & Sumantri, C. (2013). Jurnal 4. Media Peternakan, Vol. 36, pp. 85–90. <https://doi.org/10.5398/medpet.2013.36.2.85>
2. Suharsono, Riyanto ; Rahmasari, Gusti Putu Ayu, 2016. (2016). Jurnal 1. Pengaruh Pengungkapan Corporate Social Responsibility (CSR) Terhadap Cost of Capital (COC) Dengan Kepemilikan Institusional Sebagai, Vol. 109, pp. 109–119.
3. Christina M. Fuad Sugiarto dan Edy Sukarno, E. (2012). Jurnal 6. Anggaran Perusahaan.
4. Hansen, D. R. dan M. M. M. (2015). Jurnal 7. Akuntansi Manajemen, Vol. 2, p. 358.
5. Muhammad Munandar. (2013). Jurnal 9. Perencanaan Kerja, Pengkoordinasian Kerja Dan Pengawasan Kerja, pp. 49–54.
6. Muhammad Nafarin. (2013). Jurnal 10. Penganggaran Perusahaan, pp. 9–167.
7. Horngren, Charles T. George Foster, and S. M. D. (2013). Jurnal 8. Cost Accounting: A Managerial Emphasis, p. 17.
8. Prasetyo Widyo Iswara. (2016). Jurnal 11. Anggaran Perusahaan, p. 5.
9. Stoner, J. A. F. and R. E. F. (2015). Jurnal 12. Management, p. 105.
10. Murwati, H., Studi, P., Ekonomi, P., Pendidikan, B., & Niaga, T. (2013). Pengaruh Sertifikasi Profesi Guru Terhadap Motivasi Kerja Dan Kinerja Guru Di Smk Negeri Se-Surakarta. Jurnal Pendidikan Bisnis Dan Ekonomi (BISE), 1(1), 12–21. Retrieved from http://www.geocities.ws/guruvalah/mutu_gur
11. Ardiana, T. E. (2017). Pengaruh Motivasi Kerja Guru Terhadap Kinerja Guru Akuntansi Smk Di Kota Madiun. Jurnal Akuntansi Dan Pajak, 17(02), 14–23. <https://doi.org/10.29040/jap.v17i02.11>
12. Santika, P., & Sudibya, G. (2017). Pengaruh Kelelahan Emosional Terhadap Kepuasan Kerja Dan Komitmen Organisasional. E-Jurnal Manajemen Universitas Udayana, 6(2), 145–154.
13. Rahayu, S. (2017). Komunikasi Interpersonal Kepemimpinan Kepala Sekolah dan Budaya Kerja Organisasi terhadap Motivasi Kerja Dan Dampaknya pada Kepuasan Kerja Guru Sekolah Menengah Pertama. Manajemen Pendidikan, 12(1), 73. <https://doi.org/10.23917/jmp.v12i1.2977>