The Synergy of Transformational Leadership Style and Compensatory in Building Job Satisfaction of Teachers at MAN Pekanbaru

Ary Prayuni[a], Tien Rafida[a], Muhammad Rifa'i[a], Anan Nisoh[b]

[a]Faculty of Teacher Training and Education, Universitas Islam Negeri Sumatera Utara, Indonesia
[b]Ma'had Al Ulum Adiniyah, Taitanyong School, Thailand

Abstract	Keywords
This study examines the influence of transformational leadership style and compensation fairness on the job satisfaction of teachers at Madrasah Aliyah in Pekanbaru. Transformational leadership is believed to inspire, provide individual attention, and stimulate intellectual growth, thereby enhancing teacher potential and performance. Compensation fairness reflects the alignment between the rewards received by teachers both financial and non-financial and their contributions to the institution. A quantitative approach using a survey method was employed to collect data. The findings indicate that transformational leadership style positively and significantly affects teacher job satisfaction, with an influence coefficient of 0.282 and a calculated t-value of 4.035 (greater than t-table 1.653). Similarly, compensation fairness also positively impacts job satisfaction, with an influence coefficient of 0.329 and a calculated t-value of 5.317 (greater than t-table 1.653). These results suggest that effective transformational leadership and a fair compensation system enhance teacher job satisfaction. The study underscores the need for school leaders to adopt inspirational, humanistic, and empowerment-oriented leadership practices and to implement transparent, equitable compensation systems to improve teacher welfare, motivation, and performance in the context of Pekanbaru State Madrasah Aliyah schools.	

Correspondence:
Ary Prayuni, Faculty of Teacher Training and Education, Universitas Islam Negeri Sumatera Utara, Indonesia
E-mail: aryprayuni2018@gmail.com

Introduction

Education for all humankind on earth, including the Indonesian nation, is an absolute necessity that must be fulfilled throughout life. Without education, it is impossible for humans to live happily and develop in line with their aspirations, both physically and spiritually. Education in the development of a nation and state is a crucial and fundamental issue and requires a multifaceted review. Given the crucial role of education in both personal and societal life, the development of national character must be based on a strong educational foundation. To achieve this, there is no other way than to establish a national education system that reflects the nation's identity.

Law Number 20 of 2003 on the National Education System states that National Education aims to develop the potential of students to become people who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens in order to educate the nation. Education is also a conscious effort, because it is recognized that there is an intentional element from educators to develop the personality and potential of children. Education is also lifelong, whether it takes place within the family, school, or community.

One of the management functions of human resource management is the management of educational personnel, especially teachers (Afandi, 2018). One of the goals of administration is job satisfaction. For teachers to work optimally and productively, teacher satisfaction is a crucial component, as it impacts their productivity. Job satisfaction is fundamentally individual, as each individual will have varying levels of satisfaction based on their values. The more aspects of a job align with an individual's desires, the higher the perceived level of satisfaction.

The quality of education is largely determined by the professionalism, motivation, and well-being of teachers. One important indicator of this well-being is job satisfaction. Teacher job satisfaction encompasses not only financial aspects but also psychological aspects, the work environment, management support, and professional recognition (Idris et al., 2022). However, various data and realities in Indonesia indicate that teacher job satisfaction remains a serious issue that requires greater attention.

The results of the 2022 Civil Servant Professionalism Index (IP ASN) Survey by the National Civil Service Agency (BKN) indicate that the job satisfaction level of civil servant teachers is still moderate, particularly in terms of career development and clarity of competency levels. Meanwhile, non-civil servant teachers face more significant challenges, such as uncertain employment status, low salaries, and limited access to training. This data is further supported by a 2022 survey by the Central Statistics Agency (BPS), which found that more than 40% of teachers admitted to being dissatisfied with their income, particularly non-civil servant teachers who still receive salaries below the regional minimum wage (UMR) in some regions. Research from the Center for Education Policy Research at the Ministry of Education, Culture, Research, and Technology (2023) also shows that the factors most influencing teacher job satisfaction in Indonesia are economic well-being, administrative burden, and opportunities for professional development.

Considering this data, it is clear that teacher job satisfaction in Indonesia remains a strategic issue that requires serious attention. Efforts to improve welfare, reduce administrative burdens, and provide ongoing training opportunities are crucial steps to increase teacher job satisfaction, which will ultimately contribute to improving the quality of national education. The Head of the Sub-Directorate for Teacher and Teacher Training

Development at the Indonesian Ministry of Religious Affairs has responded to these efforts by providing guidance to teachers and educational staff at MAN 3 and MTsN 2 Pekanbaru City.

Colquitt (2009:140) stated that there are several factors of job satisfaction, namely: (1) Pay Satisfaction, which reflects workers' feelings about their pay. This means there is a comparison between the pay that workers want and what they receive, (2) Promotion satisfaction, which reflects workers' feelings about the company's promotion policy and its implementation, (3) Supervision satisfaction , which reflects workers' feelings about their superiors, (4) Coworker Satisfaction, which reflects workers' feelings about their coworkers, (5) Satisfaction with the work itself, which reflects workers' feelings about their actual work tasks, (6) Altruism, which is an attitude of liking to help coworkers when facing many tasks, (7) Status, which concerns prestige, having power over others, or feeling popular. Job promotion on the one hand indicates an increase in status, on the other hand will provide satisfaction because one's achievements are appreciated, (8) Environment, which shows a feeling of comfort and security.

Zoller (2018) also added that teacher job satisfaction is determined by many factors, including: the principal's leadership style, positive relationships with students, support from stakeholders such as colleagues and the principal, challenging work, equitable rewards, supportive work environment working conditions and supportive coworkers colleagues such as interactions that fulfill social, familial, and mutual cooperation needs (Candra, 2020). Expert opinion at least provides a definition that many factors are thought to influence job satisfaction, including leadership, compensation, and the non-physical work environment.

Several studies have shown the significant influence of transformational leadership and compensation on job satisfaction, including: First: Khal Isnaya found that teacher job satisfaction is influenced by transformational leadership, work environment, and work motivation (Sari, 2024). These results indicate that teacher job satisfaction is characterized by a pleasant psychological state due to the fulfillment of basic needs in work. Teacher job satisfaction is referred to as an emotional attitude shown by a teacher that he loves and enjoys his work. Second: Robirodia & Eka (2016) research findings show that simultaneously compensation and organizational climate have a positive and significant influence on teacher job satisfaction. This proves that a well-managed compensation system will result in a high level of satisfaction.

Method

Types of Research

This research is a quantitative research method with a survey research form because it measures real things and abstract concepts, in this research it is mainly done to measure teacher job satisfaction and in an abstract sense is to measure leadership, compensation and non-physical work environment. The survey method is a data collection technique carried out through investigations by contacting a certain part or group of the population related to a particular research environment in order to dig up the information needed. This is also in line with Tuckman's opinion which states that: "a particular kind of research that frequently appears in the education milieu is survey research." Azharuddin (2019) survey research is research that is commonly conducted by researchers in educational environments or research that reveals various kinds of facts whose research is often conducted in educational environments.

Population and Sample

Population

According to Sugiyono (2022:80), "Population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn." The population in this study is the State Madrasah Aliyah teachers in Pekanbaru city, totaling 343 people with details in the following table:

Table 1. Research Population

No.	Madrasah Name	Number of Teachers
1	MAN 1 Pekanbaru City	124
2	MAN 2 Pekanbaru City Model	103
3	MAN 3 Pekanbaru City	77
4	MAN 4 Pekanbaru City	39
	Total	343

Sample

According to Sugiyono (2014), probability sampling is a technique that provides an equal opportunity for every element (member) of the population to be selected as a sample member. In other words, this technique will provide an equal opportunity for all members of the population to be included in the sample. The sampling technique used in this study was simple random sampling with the Slovin formula. The Slovin formula for determining sample size is as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Information:
n = sample size
N = population size (103)
e = *margin of error* (error rate) 5% (0.05).

Based on the calculations above, the sample size used in this study was 185 respondents. The sampling technique used was area sampling, with the following formula:

$$ni = \frac{Ni}{N} \, n$$

Where:
ni = number of samples by stratum
n = total number of samples
Ni = population size by stratum
N = total population (Riduwan, 2011:65)

Based on the results above, the number of samples for each madrasah can be obtained as follows:

Table 2. Research Sample

No.	Madrasah Name	Number of Teachers
1	MAN 1 Pekanbaru City	67
2	MAN 2 Pekanbaru City Model	56
3	MAN 3 Pekanbaru City	41
4	MAN 4 Pekanbaru City	21
	Total	185

Data Collection Technique

In this research, the technique used is a closed questionnaire. Hadjar said that the use of a closed questionnaire has the following advantages: (1) this form is suitable if the research emphasizes the general group response; (2) the time required to respond is relatively short; (3) it forms the subject in interpreting the items asked, thus reducing misinterpretation; and (4) it is easier to score the results and more efficient (Hadjar, 1996:184).

Data collection is closely related to the hypothesis submission process, therefore, data collection is carried out carefully to avoid possible errors and to ensure the validity and accuracy of the data by meeting with respondents and providing questionnaires to be filled out and questionnaires are not allowed to be taken home. In this study, there are four transformed data collected: transformational leadership data, compensation data, non-physical work environment data, and job satisfaction data. All data were collected by administering questionnaires to respondents, namely teachers.

Results

Research Data Description

The data collected from each variable is tabulated according to the analysis requirements. Next, the tabulated data is analyzed using descriptive statistics, including calculating the central tendency value and the measure of distribution. This is done to obtain a general overview of the meaning contained in the cluster of data distribution obtained. The following sections will describe the data for each variable sequentially. The data description includes measures of central tendency, such as the mean, the average score of the two middle data points (*median*), the score with the highest frequency (*mode*), and measures of distribution tendency, such as the standard deviation, variance, range, *minimum* score, *maximum* score; frequency distribution and histogram.

The calculation and summary of the descriptive analysis results can be seen in Table 3. below:

Table 3. Summary of Descriptive Statistical Analysis Results

Statistics		Transformational Leadership Style	Compensation	Teacher Job Satisfaction
N	Valid	185	185	185
	Missing	0	0	0
Mean		113.08	87.76	95.77
Median		114.00	89.00	97.00
Mode		118	84(a)	103
Standard Deviation		9,617	8,558	11,218
Variance		92,483	73,239	125,842
Range		44	58	52
Minimum		89	52	66
Maximum		133	110	118
Sum		20919	16235	17717

Furthermore, based on the results of the calculation of the ideal mean score and ideal standard deviation, the data is then clarified into three categories, namely: high, medium, and low with the following provisions:

      If X   : ≥ Mean + 1.5 Standard Deviation   = high category
      If X   : Between Mean + 1.5 Standard Deviation   = medium category
      If X   : Between Mean - 1.5 Standard Deviation   = sufficient category
      If X   : Mean – 1.5 Standard Deviation   = low category

Transformational Leadership Style

The transformational leadership style variable data (X_1) consists of four indicators, namely (1) *Idealized Influence*, (2) *Inspirational* Motivation, (3) *Intellectual Stimulation*, and (4) *Individualized Consideration* (Armaniah, 2018). The transformational leadership style variable data (X_1) totals 185. The general description of the answers to the statements given by respondents is explained through the results of descriptive statistical analysis. After the scores are composited, the lowest score is 89, the highest score is 133, the average (*mean*) is 113.08, the median (*me*) is 114, the mode *is* 118, the variance is 92.483, the standard *deviation* is 9.617. By using Sturge's rule, the frequency distribution consists of 8 (eight) interval classes and an interval length of 5 (five).

The following presents the distribution of data and the level of tendency of transformational leadership style data as follows:
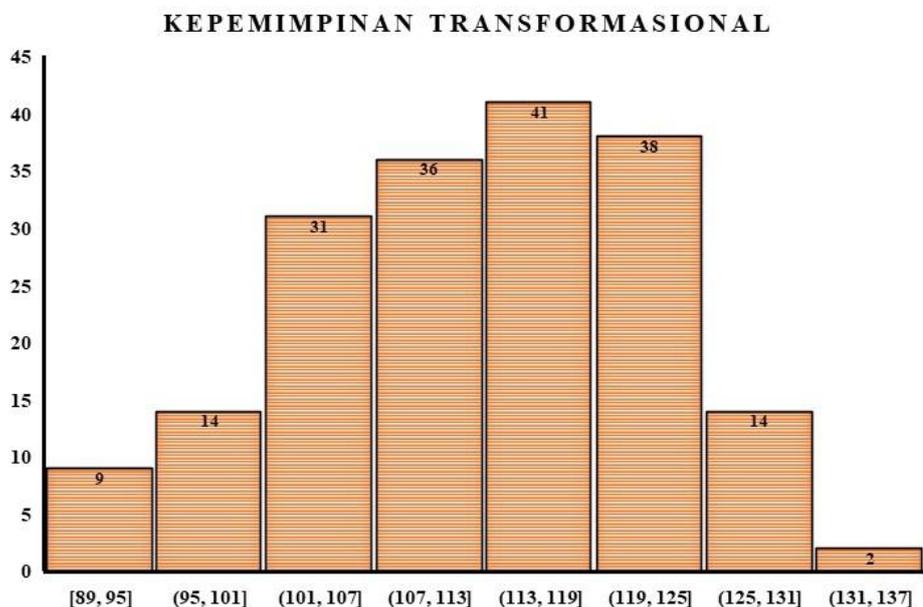
Data Distribution and Frequency Distribution of Transformational Leadership Style Scores

The distribution of data and frequency distribution of transformational leadership style variable scores are presented in the following Table 4.:

Table 4. Frequency Distribution of Transformational Leadership Style Variables

Class	Interval	Frequency	Percent	Cumulative Percent
1	89–94	9	4.86	4.86
2	95–100	14	7.57	12.43
3	101–106	31	16.76	29.19
4	107–112	36	19.46	48.65
5	113–118	41	22.16	70.81
6	119–124	38	20.54	91.35
7	125–130	14	7.57	98.92
8	131–136	2	1.08	100.00
	Amount	185	100.00	

Table 4. shows that the samples with the highest scores were in the 131-136 interval class with 2 people (1.08%), the samples with the lowest scores were in the 89-94 interval class with 9 people (4.86%), and the highest frequency was in the 113-118 interval class with 41 people (22.16%). The frequency distribution of the transformational leadership style variable scores is shown in the following histogram in Figure 1.:

KEPEMIMPINAN TRANSFORMASIONAL

Figure 1. Histogram Graph of Transformational Leadership Style

The frequency histogram shows that the data tends to be normally distributed. Meanwhile, to determine the quality of transformational leadership style, the mean and standard deviation of the empirical score are compared with the mean and ideal score. The lowest score of empirical data is known to be 89 and the highest score is 133 and the mean score of empirical data is 113.08. While the ideal minimum score is 28 and the ideal maximum score is 140, so the average ideal score is ½ (28 + 140) = 88. Thus, based on the results of the calculation, it is known that the average empirical score of 113.08 is higher than the average ideal score of 88. This finding can be interpreted that the transformational leadership style of State Madrasah Aliyah teachers in Pekanbaru City which is assessed using variable indicators outlined in the transformational leadership style instrument used in this study is quite good.

Tendency Level

From the 28 statement items on the transformational leadership style variable instrument assessed against 185 research samples, there are variations in several statement choices by respondents. The statement choices on the transformational leadership style instrument spread across statements of strongly agree, agree, neutral, disagree and strongly disagree. From the data analysis data that has been carried out, then by using the category classification formula stated above, the results of the tendency of the number of respondent statement choices on the transformational leadership style variable are displayed in the summary of the results of the data categorization analysis with three category groups in Table 5. below.

Table 5. Group Category Tendency Level Transformational Leadership Style Variables

	Transformational Leadership Style (X $_1$)			
	Transformational Leadership Style (X $_1$)	**Frequency**	**Percentage**	**Cumulative Percentage**
Group classification	Mi – 1.5 SD and below	14	7.6	7.6
	>Mi – 1.5 SDi to Mi	68	36.8	44.32
	>Mi sd Mi + 1.5 SDi	95	51.4	95.68
	Mi + 1.5 SD and above	8	4.3	100
	Total	185	100	

The data in Table 5. above shows that 4.3% are in the category group of having a high or very good leadership style, 51.4% of teachers have a moderate or quite good leadership style, 36.8% of teachers have a poor leadership style, and 7.6% have a low or bad leadership style. The distribution of empirical scores for this transformational leadership style statement spreads between the lowest score of 89 to the highest score of 133. The data in table 4.5 above shows that 4.3% are in the category group of having a high or very good leadership style, 51.4% of teachers have a moderate or quite good leadership style, 36.8% of teachers have a poor leadership style, and 7.6% have a low or bad leadership style. The distribution of empirical scores for this transformational leadership style statement spreads between the lowest score of 89 to the highest score of 133.

Compensation

Compensation variable data (X $_2$) consists of extrinsic compensation indicators and intrinsic compensation indicators. Extrinsic compensation indicators consist of three criteria, namely (1) Salary/Income, (2) Allowances and Facilities, and (3) Bonuses and Incentives. Intrinsic compensation indicators consist of three criteria, namely (1) Recognition and Appreciation, (2) Opportunity to Develop, and (3) Satisfaction in Carrying Out Tasks. Compensation variable data (X $_2$) amounted to 185. The general description of the answers to the statements given by respondents is explained through the results of descriptive statistical analysis. After the scores were composited, the lowest score was 52 and the highest score was 110, the arithmetic mean (*mean*) was 87.76, the median (*me*) was 89, the mode (*mode*) was 84, the variance (*variance*) was 73.239, the standard deviation (*standard) was 10. deviation*) 8.558. By using Sturge's rule, the frequency distribution consists of 8 (eight) interval classes and an interval length of 7 (seven).

The following presents the distribution of data and the level of tendency of compensation data as follows:
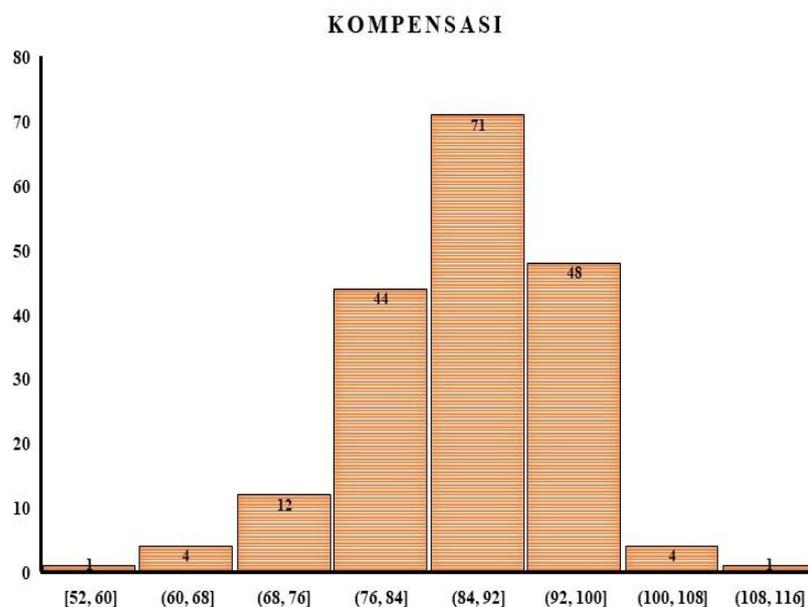
Data Distribution and Frequency Distribution of Compensation Scores

The distribution of data and frequency distribution of compensation variable scores are presented in the following Table 6.:

Table 6. Frequency Distribution of Compensation Variables

Class	Interval	Frequency	Percent	Cumulative Percent
1	52 - 59	1	0.54	0.54
2	60 - 67	4	2.16	2.70
3	68 - 75	12	6.49	9.19
4	76 - 83	44	23.78	32.97
5	84 - 91	71	38.38	71.35
6	92 - 99	48	25.95	97.30
7	100 - 107	4	2.16	99.46
8	108 - 115	1	0.54	100.00
Amount		185	100.00	

Table 6. shows that the sample with the highest score is in the 108-115 interval class with 1 person (0.54%), the sample with the lowest score is in the 52-59 interval class with 1 person (0.54%), and the highest frequency is in the 84-91 score with 71 people (38.38%). The frequency distribution of the compensation variable scores is shown in the following histogram in Figure 2.:

Figure 2. Compensation Histogram Graph

Ary Prayuni, Tien Rafida, Muhammad Rifa'i, Anan Nisoh: The Synergy of Transformational Leadership Style and Compensatory in Building Job Satisfaction of Teachers at MAN Pekanbaru.

.

The frequency histogram shows that the data tends to be normally distributed. Meanwhile, to determine the quality of compensation, the mean and standard deviation of the empirical score are compared with the mean and ideal score. The lowest score of the empirical data is known to be 52 and the highest score is 110 and the mean score of the empirical data is 87.76. While the ideal minimum score is 22 and the ideal maximum score is 110, so the average ideal score is ½ (22 + 110) = 66. Thus, based on the results of the calculation, the average empirical score is 87.76, indicating that it is higher than the average ideal score of 66. This finding can be interpreted that the compensation of State Madrasah Aliyah in Pekanbaru City which is stated using the variable indicators outlined in the instrument used in this study is quite good.

Tendency Level
Of the 22 statements on the compensation variable instrument answered by 185 research samples, there is visible variation in several statement choices by respondents. The statement choices on the compensation instrument are spread across statements of strongly agree, agree, neutral, disagree, and strongly disagree. From the data analysis that has been carried out, then by using the category classification formula previously stated above, the results obtained are the tendency of respondent statement choices on the compensation variable which are displayed in the summary of the results of the data categorization analysis with three category groups in Table 7. below.

Table 7. Group Category Tendency Level Compensation Variable

	Compensation (X_2)			
	Compensation (X_2)	Frequency	Percentage	Cumulative Percentage
Group classification	Mi – 1.5 SD and below	12	6.5	6.5
	>Mi – 1.5 SDi to Mi	68	36.8	43.2
	>Mi sd Mi + 1.5 Sdi	102	55.1	98.4
	Mi + 1.5 SD and above	3	1.6	100
	Total	185	100	

The data in Table 7. above shows that 1.6% of compensation is in the high or excellent category, 55.1% in the moderate or fair category, 36.8% in the poor category, and 6.5% in the low or poor category. The empirical score distribution for this compensation statement ranges from a low of 52 to a high of 110.

Teacher Job Satisfaction
The variable data of Teacher Job Satisfaction (X) consists of five indicators, namely (1) Satisfaction with the job itself, (2) Salary, and (3) Promotion Opportunities, 4) Satisfaction with Supervision, and 5) Satisfaction with Coworkers. The variable data of Teacher Job Satisfaction (X3) amounted to 185. The general description of the answers to the statements given by respondents is explained through the results of descriptive statistical analysis. After the scores were composited, there was a lowest score of 66, a highest score of 118, an average calculation (*mean*) of 95.77, a median (*me*) of 97, a mode (*mode*) of 103, a variance of *125.842* , a standard deviation (*standard) of 103. deviation*) 11.218. By using

Sturge's rule, the frequency distribution consists of 8 (Eight) interval classes and an interval length of 6 (Six).

The following presents the distribution of data and the level of tendency of teacher job satisfaction data as follows:
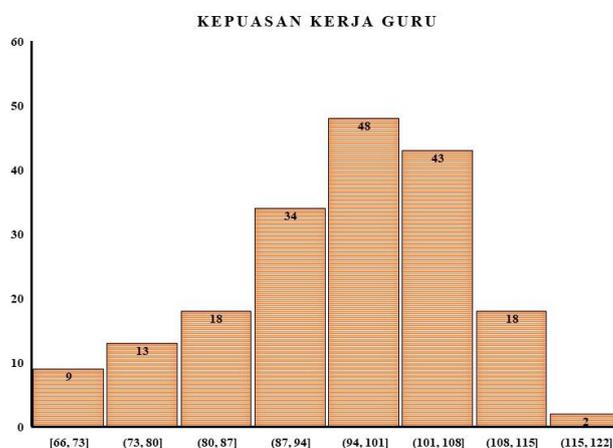
Data Distribution and Frequency Distribution of Teacher Job Satisfaction Scores
The distribution of data and frequency distribution of teacher job satisfaction variable scores can be seen in the following Table 8.:

Table 8. Frequency Distribution of Teacher Job Satisfaction Variables

Class	Interval	Frequency	Percent	Cumulative Percent
1	66 - 72	9	4.86	4.86
2	73 - 79	13	7.03	11.89
3	80 - 86	18	9.73	21.62
4	87 - 93	34	18.38	40.00
5	94 - 100	48	25.95	65.95
6	101 - 107	43	23.24	89.19
7	108 - 114	18	9.73	98.92
8	115 - 121	2	1.08	100.00
Amount		185	100.00	

Table 8. shows that the samples with the highest scores were in the 115-121 interval class with 2 people (1.08%), the samples with the lowest scores were in the 66-72 interval class with 9 people (4.86%), and the highest frequency was in the 94-100 interval class with 48 people (25.95%). The frequency distribution of scores for the Teacher Job Satisfaction variable is shown in the following histogram in Figure 3.:

Figure 3. Teacher Job Satisfaction Histogram Graph

The frequency histogram shows that the data tends to be normally distributed. Meanwhile, to determine teacher job satisfaction, the mean and standard deviation of the empirical score are compared with the mean and ideal score. The lowest score of the empirical data is known to be 66 and the highest score is 118 and the mean score of the empirical data is 95.77. While the ideal minimum score is 24 and the ideal maximum score is 120, so the average ideal score is ½ (24 + 120) = 72. Thus, based on the results of the calculation, the average empirical score is 95.77, higher than the average ideal score of 72. This finding can be interpreted that the job satisfaction of State Madrasah Aliyah teachers in Pekanbaru City which is assessed using the variable indicators outlined in the teacher job satisfaction instrument used in this study is quite good.

Tendency Level

Of the 24 statements about teacher job satisfaction assessed across 185 research samples, variations were observed across several statement choices. The statements about teacher job satisfaction ranged from strongly agree, agree, neutral, disagree, and strongly disagree. Based on the data analysis conducted, using the classification formula outlined above, the results of the trends in statements about teacher job satisfaction are shown in Table 4.3 below:

Table 9. Trends in Teacher Job Satisfaction Variable Group Categories

	Job Satisfaction (X_4)			
	Job Satisfaction (X_4)	Frequency	Percentage	Cumulative Percentage
Group classification	Mi – 1.5 SD and below	18	9.7	9.7
	>Mi – 1.5 SDi to Mi	64	34.6	44.3
	>Mi sd Mi + 1.5 SDi	96	51.9	96.2
	Mi + 1.5 SD and above	7	3.8	100
	Total	185	100	

The data in Table 4.3 above shows that 3.8% of teachers felt very satisfied, 51.9% felt somewhat satisfied, 34.6% felt somewhat dissatisfied, and 9.7% felt dissatisfied. The empirical distribution of scores for this teacher job satisfaction statement ranged from a low of 66 to a high of 118.

Requirements Analysis Testing

This study uses parametric statistical formulas using correlation and regression analysis techniques. These two techniques can only be used if several requirements are met. The requirements for using parametric statistics are as follows :

Normality Test

The Kolmogorov–Smirnov normality test is part of the classical assumption test. The normality test aims to determine whether the residual values are normally distributed. A good regression model has normally distributed residual values. The basis for decision-making is that if the significance value is >0.05, the distribution is normal. Conversely, if

the significance value is <0.05, the distribution is not normal. The calculation and summary of the normality test can be seen in the appendix and Table 10. below:

Table 10. Summary of Normality Analysis

Variables	Sig. Value (2-tailed)	Sig. (0.05)	Decision
X_1 against X_3	0.686	0.05	Normal
X_2 against X_3	0.810	0.05	Normal

Table 10. above shows that the variable data of the normality test results obtained the first data results, the test was conducted on the transformational leadership style variable data (X_1) against the teacher job satisfaction variable (X_3) obtained statistical significance data = 0.686. The significance data is greater than the value of $\alpha = 0.05$ which illustrates that the normality requirements of the transformational leadership style variable data on teacher job satisfaction are met. Based on these results further analysis can be carried out. Fourth, the test was conducted on the compensation variable data (X_2) against teacher job satisfaction (X_3) obtained statistical significance data = 0.810, the significance data is greater than the value of $\alpha = 0.05$ which illustrates that the normality requirements of the compensation data on teacher job satisfaction are met. Based on the results of this data analysis, further analysis can be carried out. The significance data is greater than the value of $\alpha = 0.05$ which illustrates that the normality requirements of the non-physical work environment data on teacher job satisfaction are met.

Linearity and Significance Test of Regression

Proof of the linearity test can be seen from the significant value (*Deviation from Linearity*) > 0.05, then there is a linear relationship between the independent variable and the dependent variable. Conversely, if the significance value (*Deviation from Linearity*) < 0.05, then there is no linear relationship between the independent variable and the dependent variable. The calculation and summary of the estimated linearity analysis results can be seen in the appendix, and the estimated description is presented as follows:

Table 11. Summary of Linearity Test and Significance Test Analysis

Variables	Mark Sig.	Sig. (0.05)	Decision	Mark F_{count}	Mark Sig	Decision
$X_1 * X_3$	0.125	0.05	Linear	62,210	0,000	Means
$X_2 * X_4$	0.379	0.05	Linear	59,223	0,000	Means

First, the linearity test of the data, the linearity test of teacher job satisfaction data (X_3) on transformational leadership style (X_1) obtained a figure at a significance of 0.125 > 0.05. Significance data greater than 0.05 indicates that the linearity requirements are met. Thus, the analysis can be carried out. Fourth, the linearity test of teacher job satisfaction data (X_4) on compensation (X_2) obtained a figure at a significance of 0.379 > 0.05. Significance data greater than 0.05 indicates that the linearity requirements are met. Significance data greater than 0.05 indicates that the linearity requirements are met. Thus, the analysis can be carried out.

Correlation Test

Correlation Test of Variable X_1 with X_3

The results of the correlation test calculation for variables X_1 and X_3 obtained r $_{count}$ = 0.504 while r $_{table}$ with N = 185 and a significance level of 5% is 0.144. The test shows data $r_{x_1 x_4}$ > r $_{table}$ (0.504 > 0.144). Next, a correlation significance test was carried out using a t-test, the results of this significance test obtained r $_{count}$ = 0.504 while t $_{count}$ = 7.887. If consulted with the t distribution list with dk = 185 and a significance level of 5%, the t $_{table\ value\ is\ obtained}$ = 1.653. Because the r $_{count\ data}$ > r $_{table}$ (0.504 > 0.144), it can be stated that there is a significant correlation between the transformational leadership style variable and teacher job satisfaction. The calculation results also show t $_{count}$ > t $_{table}$ (7.887 > 1.653) so it can be concluded that there is a significant correlation between the transformational leadership style variable and teacher job satisfaction. From the calculation results, it can be concluded that transformational leadership style has a significant correlation with teacher job satisfaction.

Correlation Test of Variable X_2 with X_3

The results of the correlation test calculation of variables X_2 with X_4 obtained r count = 0.494 while r table with N = 185 and a significance level of 5% of 0.144. The test shows data $r_{x_2 x_3}$ > r $_{table}$ (0.494 > 0.144). Furthermore, a correlation significance test was carried out using the t-test, the results of this significance test obtained r $_{count}$ = 0.494 while t $_{count}$ = 7.696. If consulted with the t distribution list with dk = 185 and a significance level of 5%, the t $_{table\ value\ was\ obtained}$ = 1.653. Because the data r $_{count}$ > r $_{table}$ (0.494 > 0.144), it can be stated that there is a significant correlation between the compensation variable and teacher job satisfaction. The calculation results also show t $_{count}$ > t $_{table}$ (7.696 > 1.653) so it can be concluded that there is a significant correlation between the compensation variable and teacher job satisfaction. From the calculation results, it can be concluded that compensation has a significant correlation with teacher job satisfaction.

Discussion

This study aims to determine the influence of exogenous variables on job satisfaction variables. Satisfaction is essentially something individual, and each individual has a different level of satisfaction according to the value system that applies to him. According to Robbins & Judge (2011: 554) argue that "job satisfaction is a positive feeling about a job resulting from an evaluation of its characteristics - is clearly broad." The meaning of this definition states that job satisfaction is a positive feeling about work as a result of an evaluation of a character. A positive feeling of an employee towards his job also means liking, comfortable and feeling satisfied with his job. The consequence of this satisfaction is a positive attitude towards his work such as being diligent, serious, and enthusiastic.

Job satisfaction basically refers to how much an employee likes his job, the general attitude of workers about the work he does, because in general when people discuss employee attitudes, what is meant is job satisfaction. According to Kreitner & Kinicki (2007:192) "Job satisfaction is an affective or emotional response toward means various

facets of one's job it means it's not a unitary concept. A person can be relatively satisfied with one or more other aspects." This means that job satisfaction is an affective or emotional response to various aspects or aspects of one's job so that job satisfaction is not a single concept. A person can be relatively satisfied with one aspect of the job and dissatisfied with one or more other aspects.

By comparing the mean and standard deviation of empirical scores with the mean and ideal scores, the research data shows the lowest empirical data score is 66 and the highest score is 118 and the mean empirical data score is 95.77. While the ideal minimum score is 24 and the ideal maximum score is 120, so the average ideal score is ½ (24 + 120) = 72. Thus, based on the results of the calculation, it is known that the average empirical score is 95.77, higher than the average ideal score of 72. This finding is interpreted that the job satisfaction of State Madrasah Aliyah teachers in Pekanbaru City which is assessed using the variable indicators outlined in the teacher job satisfaction instrument used in this study is quite good, but still below the high or very good category. This means that teachers with high or very good categories are still fewer when compared to teachers with good or sufficient categories. This shows that in general the job satisfaction of State Madrasah Aliyah teachers in Pekanbaru City still needs to be improved. This finding is very important and has meaning for policy makers in this case the Ministry of Religion of Pekanbaru City, Riau Province and other related agencies, because with high or very good job satisfaction possessed by teachers, the achievement of educational goals will be easily achieved.

The Direct Influence of Transformational Leadership Style on Teacher Job Satisfaction

Transformational leadership is a leadership approach that encourages positive change in individuals and organizations through inspiration, motivation, and personal influence. Transformational leaders focus not only on achieving goals but also on building a shared vision, setting an example, and fostering enthusiasm and confidence in their followers. This leadership style is effective when leaders are able to build emotional connections, demonstrate empathy, and encourage innovation and creativity within the team. This style relies on strong two-way compensation, clarity of values, and individual empowerment, resulting in a transformation of attitudes and behaviors that are more productive and future-oriented. Transformational leaders also combine clear direction with moral support, and encourage followers to grow beyond personal interests for the common good.

Research data empirically shows that transformational leadership style variables contribute to the job satisfaction of State Islamic Senior High School teachers in Pekanbaru City. This can be traced through the description of the transformational leadership style variable data where 7.6% of respondents are in the low leadership style category group, 36.8% of respondents are in the less category, 51.4% of respondents are in the sufficient category and 4.3% of teachers are in the high category. The direct path analysis calculation in the model analysis shows the effect of transformational leadership style on teacher job satisfaction of 0.282. The calculated t coefficient value of 4.035 is greater than the t $_{table}$ $_{value}$ $(0.05) = 1.653$.

Theoretically, the influence of transformational leadership style on teacher job satisfaction found in this study is in line with the opinion of Robbins & Coulter (2011:263) who stated that transformational leaders have an important role in creating a positive and satisfying work atmosphere. This leadership style is characterized by the leader's ability to provide inspiration, motivation, and support to teachers in carrying out their duties. (a) The influence of inspiration on job satisfaction. Leaders who are able to provide a clear vision

and direction will foster teacher enthusiasm because they feel they have a meaningful purpose in their work. (b) The influence of motivation on work commitment. Leaders who consistently encourage and recognize teachers' efforts will increase their sense of appreciation, which in turn strengthens teachers' loyalty and involvement in their duties. (c) Individual attention. Transformational leaders treat each teacher as a unique individual with different needs and potential, so that teachers feel more understood, appreciated, and motivated to develop themselves. (d) Intellectual stimulation. Leaders who encourage teachers to think creatively and be open to change will create a dynamic and non-monotonous work environment, so that teachers feel more satisfied because they have room to develop. (e) Professional development. Transformational leaders typically support teacher training, workshops, and career development, which can foster self-confidence and satisfaction in carrying out their professional duties. (f) Positive interpersonal relationships. Transformational leadership emphasizes the importance of building harmonious and respectful relationships between principals and teachers, thus creating a comfortable, supportive, and psychologically satisfying work environment. Thus, a transformational leadership style directly and indirectly has a positive impact on teacher job satisfaction in various aspects of their work.

These findings also support the theory used as the basis for proposing the theoretical model of the research variables, namely the Colquitt, Lepine, and Wesson Organizational Behavior Integration Model, which explains that transformational leadership style has a direct effect on teacher job satisfaction. Therefore, the findings of this study lead to the conclusion that transformational leadership style has a direct effect on teacher job satisfaction, which is in accordance with the research results and theories referred to in this study.

The Direct Effect of Compensation on Teacher Job Satisfaction

Compensation is a form of reward provided by an organization to employees as a reward for their contribution, job satisfaction, and dedication in carrying out their duties and responsibilities. Compensation includes not only base salary but also incentives, allowances, bonuses, and other forms of recognition that can improve employee well-being. Effective compensation is designed to encourage work motivation, increase loyalty, and encourage employees to provide the best job satisfaction (Armansyah, 2022). Furthermore, compensation also serves as a managerial tool to retain potential employees and attract qualified workers. Another opinion states that compensation plays a crucial role in creating a sense of fairness and job satisfaction, as it involves direct recognition for work results. Therefore, a fair, competitive, and transparent compensation system is essential to support the achievement of overall organizational goals.

Research data empirically shows that compensation variables contribute to the job satisfaction of State Islamic Senior High School teachers in Pekanbaru City. This can be traced through the description of compensation variable data where 6.5% of respondents are in the low compensation category, 36.8% of respondents are in the less category, 55.1% of respondents are in the sufficient category, and 1.6% of respondents are in the high compensation category. The direct path analysis calculation in the model analysis shows the effect of compensation on teacher job satisfaction of 0.329. The calculated t coefficient value of 5.317 is greater than the t $_{table\ value}$ (0.05) = 1.653.

Theoretically, the influence of compensation on teacher job satisfaction found in this study is in line with the opinion of Mathis & Jackson (2016:68) who stated that job satisfaction is influenced by various factors, one of which is the compensation system

received by employees. (a) Compensation as a reward for ability. Compensation that is appropriate to the teacher's ability and responsibility will foster a sense of appreciation, thus having a positive impact on job satisfaction. Teachers feel that their expertise is recognized and rewarded appropriately. (b) Compensation as a motivator. Providing fair and transparent salaries, benefits, or incentives can motivate teachers to work more optimally and professionally. When teachers' economic needs are met, their enthusiasm and loyalty to their work will also increase. (c) Compensation as a form of organizational support. Compensation is also perceived as a form of institutional attention and concern for teacher welfare. This creates a sense of belonging and emotional attachment to the workplace. (d) Compensation strengthens responsibility for work. Teachers who receive compensation according to their workload will be encouraged to be more responsible in completing their tasks on time and with quality. (e) Compensation strengthens relationships with the organization. A fair, consistent, and regulatory-compliant compensation system will increase teacher trust in the organization and foster harmonious working relationships. Therefore, fair and adequate compensation not only impacts financial aspects but also directly impacts teachers' overall job satisfaction.

These findings also support the theory used as the basis for proposing the theoretical model of the research variables, namely the Colquitt, Lepine, and Wesson Organizational Behavior Integration Model, which explains that compensation has a direct effect on teacher job satisfaction. Therefore, the findings of this study lead to the conclusion that compensation has a direct effect on teacher job satisfaction, which is consistent with the research findings and theory referenced in this study.

External factors that influence job satisfaction of State Islamic Senior High School teachers in Pekanbaru City are transformational leadership style, compensation, and non-physical work environment. The effectiveness of the Pekanbaru State Islamic Senior High School teacher job satisfaction model begins with considering the first element, namely compensation. Compensation is something that employees receive in exchange for their service contributions to the organization. If managed well, compensation helps the organization achieve its goals and acquire, maintain, and retain employees well. Conversely, without adequate compensation, existing employees are very likely to leave the organization, and the organization will have difficulty recruiting employees who meet its needs. Madrasas that are unable to provide adequate compensation for teachers and tend not to provide teacher satisfaction will be vulnerable to shocks because teachers will work with low morale and fragile loyalty. In addition, the organization will be overshadowed by protests and demonstrations that may be carried out by employees, so that the organization will be vulnerable to stability in both production and service. Organizations that are unable to provide adequate compensation will be faced with high rates of employee absenteeism and work stress. In this research model, compensation provided by madrasas to teachers can be divided into two categories: extrinsic and intrinsic compensation. Extrinsic compensation components include salary/income, allowances and facilities, bonuses, and incentives. Intrinsic compensation components include recognition and appreciation, development opportunities, and job meaning and satisfaction. Therefore, paying attention to the compensation provided to teachers will have a positive impact on their job satisfaction.

The second element that contributes to the teacher job satisfaction model is transformational leadership. Leadership significantly influences activities, and sustainability is one of the keys to organizational success. Leaders who are incapable of

anticipating and responding quickly to change will cause the organization to be slow to adapt to change, thus preventing optimal organizational performance. Transformational leadership is introduced with leadership behavior that inspires its employees and focuses on the needs where all resources can be built. In today's era, transformational leadership has evolved through a holistic approach to effectiveness, where leaders will act for the common good to achieve common goals. Transformational leadership can be understood as leadership that involves change in leadership defined as leadership that requires motivating employees to be willing to work for high-level goals that are considered beyond their current personal interests. Transformational leadership involves developing a closer relationship between leaders and their followers, not just an agreement, but rather based on trust and commitment. In this research model, the characteristics of the transformational leadership style are Idealized Influence, namely leaders who are considered to have a combination of charm and personal attraction that contribute to an extraordinary ability to get others to support the vision. Inspirational motivation is a leader's passion for motivating subordinates about the importance of a shared organizational vision and mission. Intellectual stimulation is a leader's ability to encourage teachers to solve problems and then strive to develop their subordinates' abilities. Individual consideration is a leader's constant attention, support, and fostering opportunities for their subordinates. Thus, the transformational leadership approach practiced by madrasah principals will have a positive impact on teacher job satisfaction.

The third element that influences the model of teacher job satisfaction among Madrasah Aliyah teachers is the non-physical work environment. The non-physical work environment is all conditions that occur and are related to work relationships, both relationships with superiors and relationships with fellow coworkers, or relationships with subordinates. Relationships between coworkers, both individually and in groups, are less harmonious, resulting in disrupted work conditions. This kind of work environment cannot be perceived directly by the human five senses, but its presence can be felt. Therefore, the non-physical work environment is a work environment that can only be felt by feelings. Furthermore, in this research model, the non-physical work environment is reviewed from several indicators, namely the relationship between teachers and superiors. Relationships between teachers must be well maintained, because it will affect the work they do. If cooperation between employees can be established well, employees can adjust their work effectively and efficiently. Meanwhile, the relationship between superiors and teachers must be well maintained and there must be mutual respect between superiors and subordinates. Mutual respect will foster respect between each individual. Therefore, if a good non-physical work environment is created, it will have an impact on teacher job satisfaction.

Conclusion

Based on the proof of the hypothesis proposed in this research, the findings and discussion of the research results conducted, the conclusions of the research results can be explained as follows:

1. Transformational leadership style has a direct and significant effect on job satisfaction of State Islamic Senior High School teachers in Pekanbaru City of 0.282, with a calculated t coefficient value of 4.035 greater than the t table value $\square(0.05) = 1.653$. This means that the better the transformational leadership style applied, the higher the level of teacher job satisfaction. Thus, to improve teacher job satisfaction can be done by

increasing the application of transformational leadership style. This can be done through providing inspiration, strong motivation, attention to individual needs, and encouraging innovation and critical thinking of teachers in the work environment.

2. Compensation has a significant effect on job satisfaction of State Islamic Senior High School teachers in Pekanbaru City by 0.329 with a calculated t coefficient value of 5.317 greater than the t table value □(0.05) = 1.653. This means that the better the compensation received by teachers, the higher their level of job satisfaction. Thus, to improve teacher job satisfaction can be done by improving the compensation system. This can be in the form of providing a decent salary, adequate allowances, bonuses for performance, non-financial incentives, and fairness in the reward system implemented by educational institutions.

References

Afandi, P. (2018). *Manajemen Sumber Daya Manusia: Teori, Konsep dan Indikator*. Zanafa Publishing.

Armaniah, H. (2018). Pengaruh Kompetensi dan Kompensasi Terhadap Kinerja Karyawan Staf Insurance di PT BMD. *Cakrawala*, *18*(2), 141–148. https://doi.org/10.31294/jc.v18i2.4110

Armansyah. (2022). *Kepemimpinan Transformasional, Transaksional dan Motivasi Kerja*. Azka Pustaka.

Azharuddin, R. A. (2019). Job Satisfaction and Its Impact on Employee Performance: A Study of Employees of PT Bali Age Surabaya. *Journal of Business Administration (JAB)*, *72*(2), 166–174. https://ejurnal.nobel.ac.id/index.php/jpm/article/view/4164

Candra. (2020). The Effect of Compensation, Work Environment and Leadership on Teacher Job Satisfaction at the Islamic Center Bin Bazi Madrasah Aliyah. SBI College of Economics.

Colquitt, J. A., Lepine, J. A., & Wesson, M. J. (2009). *Organizational Behavior: Improving Performance and Commitment in the Workplace*. McGraw-Hill/Irwin.

Hadjar, I. (1996). *Dasar-Dasar Metodologi Penelitian Kuantitatif dalam Pendidikan*. RajaGrafindo Persada.

Idris, A. M., Kurniawan, A. W., & Dipoatmojo, T. S. P. (2022). The Influence of the Work Environment on the Job Satisfaction of Junior High School Teachers. *Pinisi Journal of Art, Humanity & Social Studies*, *2*(6), 178–189.

Kreitner, R., & Kinicki, A. (2007). *Organizational Behavior* (Seventh Edition). McGraw-Hill.

Mathis, R. L., & Jackson, J. H. (2016). *Human Resource Management: Essential Perspectives* (Seventh Edition). Cengage Learning.

Riduwan. (2011). *Belajar Mudah Penelitian: Untuk Guru, Karyawan dan Peneliti Pemula*. Alfabeta.

Robbins, S. P., & Judge, T. A. (2011). *Organizational Behavior* (Fourteenth Edition). Pearson.

Robirodia, Z. I. J., & Prihatin, E. (2016). Pengaruh Kompensasi dan Iklim Organisasi Sekolah terhadap Kepuasan Kerja Guru Non PNS Madrasah Aliyah. *Jurnal Administrasi Pendidikan*, *23*(1), 12–25.

Sari, D. W. 2024. The Influence of Principal Leadership and Work Motivation on Job Satisfaction at SMK N 2 Prabumulih. Vol. 3 No. 6. Journal of Education, Social and

Humanities, *3*(6). https://doi.org/10.56799/peshum.v3i6.6737

Sugiyono. (2014). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.

Sugiyono. (2022). *Metode Penelitian Kualitatif untuk Penelitian yang Bersifat: Eksploratif, Enterpretif, Interaktif dan Konstruktif*. Alfabeta.

Wibowo. (2009). *Manajemen Kinerja*. Rajawali Pers.

Zoller, Y. J., & Muldoon, J. (2018). Illuminating the Principles of Social Exchange Theory with Hawthorne Studies. *Journal of Management History*. https://doi.org/10.1108/JMH-05-2018-0026