

The Influence of Participatory Leader Behaviour, Achievement Orientation and Work Motivation on Teacher Job Satisfaction in Madrasah

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Abstract:

This study explores the factors influencing teacher job satisfaction in Madrasah Tsanawiyah Negeri (MTsN) in Riau Islands Province. The study focused on participatory leader behaviour, achievement orientation, and work motivation as the main variables affecting teacher job satisfaction. The research method used is quantitative with a statistical analysis approach to test the hypothesis that has been set. Three schools with the same accreditation status (A) in the western, central, and eastern research areas were selected as samples through area sampling techniques. The total sampling technique was used to take 136 teachers from these schools. The results showed that participatory leader behaviour and achievement orientation significantly influenced teacher job satisfaction directly or indirectly through work motivation. The pathway analysis confirmed that participatory leader behaviour, achievement orientation, and work motivation significantly affected teacher job satisfaction in MTsN in Riau Islands Province. The implication is to develop effective and holistic management strategies to improve the welfare of educational organizations.

Keywords: *Participative Leaders, Achievement, Work Motivation, Job Satisfaction*

Abstrak:

Penelitian ini mengeksplorasi faktor-faktor yang mempengaruhi kepuasan kerja guru di Madrasah Tsanawiyah Negeri (MTsN) di Provinsi Kepulauan Riau. Penelitian ini berfokus pada perilaku pemimpin partisipatif, orientasi prestasi, dan motivasi kerja sebagai variabel utama yang mempengaruhi kepuasan kerja guru. Metode penelitian yang digunakan adalah kuantitatif dengan pendekatan analisis statistik untuk menguji hipotesis yang telah ditetapkan. Tiga sekolah dengan status akreditasi yang sama (A) di wilayah penelitian barat, tengah, dan timur dipilih sebagai sampel melalui teknik pengambilan sampel wilayah. Teknik pengambilan sampel total digunakan untuk mengambil 136 guru dari sekolah-sekolah ini. Hasil penelitian menunjukkan bahwa perilaku pemimpin partisipatif dan orientasi berprestasi berpengaruh signifikan terhadap kepuasan kerja guru secara langsung maupun tidak langsung melalui motivasi kerja. Analisis jalur menegaskan bahwa perilaku pemimpin partisipatif, orientasi prestasi, dan motivasi kerja berpengaruh signifikan terhadap kepuasan kerja guru di MTsN Provinsi Kepulauan Riau. Implikasinya adalah mengembangkan strategi manajemen yang efektif untuk meningkatkan kesejahteraan organisasi pendidikan.

Kata Kunci: *Pemimpin Partisipatif, Prestasi, Motivasi Kerja, Kepuasan Kerja*

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INTRODUCTION

Job satisfaction can be felt by everyone, including teachers who have a strategic role in the development and progress of madrasah. Teachers are needed to determine the success of educational programs in schools, and improving the quality of schools requires professional teachers (Darling-Hammond, 2020). Employee job satisfaction is part of an individual's highest needs. Job satisfaction is categorized into two factors, namely motivators (intrinsic factors) and cleanliness (extrinsic factors), and it explains how motivators and cleanliness can affect employee satisfaction and dissatisfaction. Motivators can lead to job satisfaction through achievement, recognition, responsibility and progress (Ahmadi et al., 2020).

Teacher job satisfaction is a critical element of the overall quality of Education in Madrasah Tsanawiyah Negeri (MTsN) in Riau Islands Province. Job satisfaction affects individual performance and plays an important role in improving education quality and educational institutions' learning atmosphere (Sahiton & Vaisanen, 2020). In increasingly complex demands and the dynamics of an evolving educational environment, understanding the factors that contribute to teacher job satisfaction is an essential aspect of efforts to improve the quality of Education (Toropova et al., 2021).

Although the importance of teacher job satisfaction has been widely recognized, there has yet to be in-depth specific research on the factors that specifically affect teacher job satisfaction in MTsN in Riau Islands Province. This lack of understanding of the specific factors that affect job satisfaction can be an obstacle in formulating effective management strategies to improve teachers' working conditions (Baroudi et al., 2022).

Several previous studies have highlighted variables affecting teacher job satisfaction, such as leader behaviour, achievement orientation, and work motivation. Among other things, participatory leadership behaviour positively and significantly affects organizational commitment, both directly and indirectly, through job satisfaction (Al-Hajri et al., 2022). In addition, achievement orientation positively and significantly affects work motivation and job satisfaction (Chen & Zhang, 2022). This is also supported by the fact that participatory leadership behaviour positively and significantly affects job satisfaction directly and indirectly through work involvement (Bayraktar & Aksu, 2022).

However, these studies are conducted in public school settings or at different levels of Education. In the context of Madrasah Tsanawiyah Negeri (MTsN), this situation raises the need for more detailed research to understand precisely how these factors play a role in influencing teacher job satisfaction (Dicke et al., 2020).

The existence of knowledge gaps in this specific context is an essential basis for conducting further research (Makrides et al., 2022). With a focus on MTsN in Riau Islands Province, studies that identify factors that directly or indirectly affect teacher job satisfaction can provide more profound and relevant insights for the development of more effective management strategies in improving teacher welfare and education quality (Ortan et al., 2021).

With the framework in mind, the main objective of this study is to explore, identify, and analyze the factors that affect teacher job satisfaction in MTsN in Riau Islands Province. Through a quantitative approach with statistical analysis, this study aims to understand the impact of participatory leader behaviour, achievement orientation, and work motivation on teacher job satisfaction and find the implications of these findings for the development of education management strategies that are more oriented to teacher welfare (Pyhältö et al., 2021).

With this complex dynamic in mind, the study blazes a new path in understanding that leaders who adopt participatory patterns, along with individuals with a high achievement orientation and purposeful work motivation, can create a more significant impact in achieving higher satisfaction levels among organizational members.

Within this framework, this research aims to contribute to a deeper understanding of how the interplay of these three factors can affect overall satisfaction in the work environment, paving the way for developing more effective and holistic management strategies in improving organizational well-being.

RESEARCH METHODS

The applied research method uses a quantitative approach. This approach uses statistical analysis to test established hypotheses (Scheel et al., 2021). The statistical analysis approach is used in research to test established hypotheses because it provides a robust framework for interpreting data and concluding research results objectively. This allows researchers to conduct an in-depth analysis of the collected data, evaluate the significance of the observed patterns or differences, and determine whether the results found are chance or reflect significant differences among the groups or variables tested (Ruggeri et al., 2020).

The data collection technique used in this study is area sampling, a type of probability sampling (Lehdonvirta et al., 2021). Samples were taken from three schools with the same accreditation status (A) located in the western, central, and eastern research areas: MTSN 1 Batam with 82 teachers, MTSN Tanjungpinang with 31 teachers, and MTSN 2 Natuna with 23 teachers. Thus, the number of teachers included in the study amounted to 136 people using the total sampling technique, where all teachers from selected schools were included in the study.

Data analysis techniques used in this study include descriptive and inferential analysis (Siedlecki, 2020). Through statistical descriptive analysis, researchers present the frequency distribution of each variable and describe it in

the form of tables or graphs. In addition, through inferential statistical analysis, researchers can identify relationships between variables using correlation and regression analysis methods. A path analysis approach is also applied to test variables' direct and indirect effects (Kim, 2020). The author uses path analysis to determine the causal relationship, aiming to explain the direct or indirect influence between exogenous variables and endogenous variables. The following path analysis model in research can be described as follows (Yu & Pan, 2021):

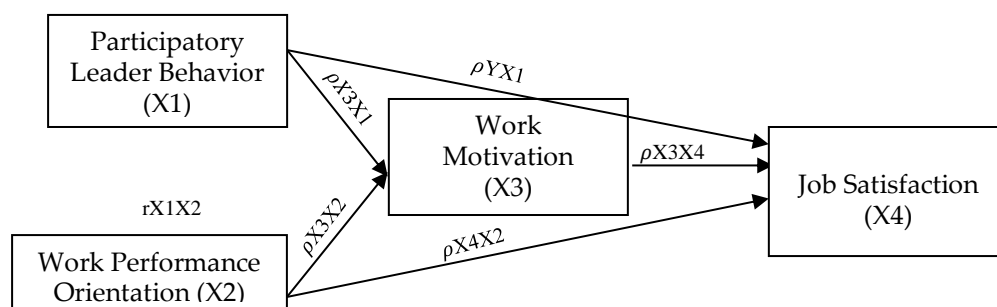


Figure 1. Path path analysis

RESULTS AND DISCUSSIONS

The data description of the results of this study includes four variables, namely participatory leader behaviour variables (X1), achievement orientation variables (X2), work motivation variables (X3) and job satisfaction variables (X4).

A direct effect of participatory leader behaviour (X1) on job satisfaction (X4)

This study's first hypothesis states that participatory leader behaviour (X1) directly affects job satisfaction (X4). The results of the manual calculation analysis of the effect of participatory behaviour on job satisfaction are as follows:

Table 1. The effect of participatory leaders (X1) on job satisfaction (X2)

Correlation coefficient r_{14}	r -square r_{148}	dk	t-count	t-table	Conclusion
0,711	0,506	104	10,315	> 1,983	Significant

The data analysis shows a partially significant influence of participatory leader behaviour (X1) on job satisfaction (X4), as evidenced by the t-count value being more significant than the t-table value. This resulted in the rejection of H0 and acceptance of H1, suggesting a direct influence of participatory leader behaviour on job satisfaction. Thus, the first hypothesis is acceptable.

Furthermore, from the table showing the value of the influence of X1 on X4 of 0.552, it can be concluded that the contribution of participatory leader behaviour variables to job satisfaction is 50.6%. This is calculated by squaring the coefficient value (r_{14})², which shows the total magnitude of influence of X1 on X4.

Then it can be decided to reject H0 and accept H1, meaning that participatory leader behaviour directly affects job satisfaction by 50.6%. The remaining 49.4% is influenced by other variables such as work environment, work

relations, salary accuracy, recognition and appreciation, career development opportunities, supervision/supervision, and organizational policies that are outside of the variables of participatory leader behaviour. This means that the better the behavioural conditions of participatory leaders owned by the State Tsanawiyah Madrasah, the higher the job satisfaction of State Tsanawiyah Madrasah teachers in Riau Islands Province.

The direct effect of achievement orientation (X2) on job satisfaction (X4)

In this study, the second hypothesis states that achievement orientation (X2) directly affects job satisfaction (X4). The results of the analysis related to the effect of achievement orientation on satisfaction are as follows:

Table 2. The effect of achievement orientation on satisfaction

<i>Correlation coefficient</i> <i>r₂₄</i>	<i>r-square</i> <i>r₂₄₈</i>	dk	t-count	t-table	Conclusion
0,709	0,502	104	10,202	>	1,983 Significant

Based on the Table 2, it can be seen that the t-count value (10.202) is greater than the t-table value (1.983). Thus, H₀ is rejected, and H_a is accepted, suggesting a partially direct effect of achievement orientation (X2) on job satisfaction (X4). Therefore, the second hypothesis is acceptable.

In addition, in column 77 (r₂₄), it can be seen that the value of the influence of X2 on X4 is 0.478. This figure illustrates the contribution of the achievement orientation variable to job satisfaction by 50.2%, calculated by squaring the coefficient value (r₂₄)². This shows the total influence of the variable X2 on X4 in this study.

With H₀ rejection and H₁ acceptance, this means that achievement orientation has a direct influence on job satisfaction by 50.2%. In comparison, the remaining 49.8% is influenced by other variables such as work environment, employment relations, salary accuracy, recognition and appreciation, career development opportunities, supervision, and organizational policies that are not included in the achievement orientation variable.

That is, the better the achievement orientation possessed by the State Tsanawiyah Madrasah, the higher the job satisfaction of teachers in the State Tsanawiyah Madrasah in Riau Islands Province.

The direct influence of participatory leader behaviour (X1) and achievement orientation (X2) on job satisfaction (X4)

In this study, the third hypothesis states that participatory leader behaviour (X1) and achievement orientation (X2) have a direct effect on job satisfaction (X4). The results of the analysis related to the influence of participatory variables and achievement orientation on job satisfaction are as follows:

Table 3. The effect of participatory variables and achievement orientation on job satisfaction

<i>Multiple correlation coefficients (r²412)</i>	<i>r-square r²412²</i>	dk	f-count	f-table	Conclusion
0,713	0,509	103	53,387	> 3,933	Significant

Based on the results of the comparison between the f-count value (53.387) and the f-table value (3.933) of the presented table, it can be concluded that H0 is rejected and H1 is accepted. This suggests that simultaneously, participatory leader behaviour (X1) and achievement orientation (X2) have a direct influence on job satisfaction (X4). Thus, the third hypothesis is acceptable. In column 96 (r²412), there is a combined effect value of X1 and X2 on X4 of 0.713. This illustrates the total contribution of the variables participatory leader behaviour (X1) and achievement orientation (X2) to job satisfaction (X4). The value is calculated by squaring the value (r²412)², which shows that the combined influence of the two variables on X4 is 50.9%.

Thus, with the rejection of H0 and acceptance of H1, it was concluded that participatory leader behaviour and achievement orientation simultaneously directly affected job satisfaction by 50.9%. In comparison, the remaining 49.1% was influenced by other variables such as work environment, work relations, salary accuracy, recognition and appreciation, career development opportunities, supervision/supervision, and organizational policies outside of the variables of participatory leader behaviour and achievement orientation. The implication is that the better the participatory leader behaviour and achievement orientation possessed by the State Tsanawiyah Madrasah, the higher the job satisfaction level of State Tsanawiyah Madrasah teachers in Riau Islands Province.

Direct influence of participatory leader behaviour (X1) on work motivation (X3)

This study's fourth hypothesis states that participatory leader behaviour (X1) directly affects work motivation (X3). The results of the analysis related to the variables of participatory leaders on motivation can be seen in the following table:

Table 4. The influence of participatory leaders on work motivation

<i>Correlation coefficient r13</i>	<i>r-square r13²</i>	dk	t-count	t-table	Conclusion
0,728	0,529	104	10,817	> 1,983	Significant

Based on the comparison between the t-count value (10.817) and the t-table value (1.983) in the table listed, it can be concluded that H0 is rejected and Ha is accepted. This shows a partial direct influence of participatory leader behaviour (X1) on work motivation (X3). Thus, the first hypothesis is acceptable. In column 89 (r13), there is a value of influence X1 on X3 of 0.728. This figure illustrates the contribution of participatory leader behaviour variables to work motivation by 52.9%, calculated from the square of the value (r13)². This indicates the influence

the total X1 had on X3 in this study.

It can be concluded that H0 rejection and H1 acceptance show that participatory leader behaviour directly affects work motivation by 52.9%. In comparison, the remaining 47.1% is influenced by other variables such as personal goals and vision, interest in work, recognition and rewards, work challenges, social support, salary increases and promotions, career development, and organizational culture outside the variables of participatory leader behaviour. The implication is that the better the behaviour of participatory leaders owned by the State Tsanawiyah Madrasah, the better the motivation for the work of State Tsanawiyah Madrasah teachers in Riau Islands Province.

The direct effect of achievement orientation (X2) on work motivation (X3)

In this study, the fifth hypothesis states that work performance orientation (X2) directly affects work motivation (X3). The results of the analysis related to the variables of participatory leaders on motivation can be seen in the following table:

Table 5. The direct effect of achievement orientation (X2) on work motivation (X3)

<i>Correlation coefficient</i> <i>r₂₃</i>	<i>r-square</i> <i>r₂₃²</i>	DK	t-count		t-table	Conclusion
0,737	0,543	104	11,117	>	1,983	Significant

Based on the comparison between the value of t-count (11.117) and the value of t-table (1.983) in the table presented it can be concluded that H0 is rejected and Ha is accepted. This indicates that achievement orientation (X2) partially has a significant direct influence on work motivation (X3). Thus, the fifth hypothesis is acceptable. In column 93 (r₂₃), X2's influence on X3 is recorded at 0.737. This figure illustrates the contribution of the achievement orientation variable (X2) to work motivation (X3) of 54.3%, calculated from the square of the value (r₂₃)².

This reflects how much influence the total X2 has on X3 in the context of this study. It can be concluded that H0 rejection and H1 acceptance show participatory leader behaviour and achievement orientation simultaneously directly affect work motivation by 63.6%. In comparison, the remaining 36.4% are influenced by other variables such as personal goals and vision, interest in work, recognition and rewards, work challenges, social support, salary increases and promotions, career development, and organizational culture that are outside the leader's behaviour variables participatory and achievement-oriented.

The direct influence of participatory leader behaviour (X1) and achievement orientation (X2) on work motivation (X3)

In this study, the sixth hypothesis states that participatory leader behaviour (X1) and achievement orientation (X2) have a direct effect on work motivation (X3). The results of the analysis related to the influence of participatory leaders and achievement orientation are as follows:

Table 6. Influence of Participatory Leaders Fan Achievement Orientation

<i>Multiple correlation coefficients r²312</i>	<i>r-square r²31277</i>	DK	f-count		f-table	Conclusion
0,797	0,636	103	89,983	>	3,933	Significant

Based on the comparison between the f-count value (89.983) and the f-table value (3.933) in the available table, it can be concluded that H0 is rejected and H1 is accepted. This suggests that simultaneously, participatory leader behaviour (X1) and achievement orientation (X2) have a significant direct influence on work motivation (X3). Thus, the sixth hypothesis is acceptable.

In column 112 (r²312), a combined effect value of X1 and X2 on X3 (q321) of 0.797. This indicates the total contribution of the variables participatory leader behaviour (X1) and achievement orientation (X2) to work motivation (X3), calculated by squaring the value (r312)². This finding explains how much influence the combined X1 and X2 have on X3 in the context of this study, which was recorded at 63.6%.

Therefore, it can be concluded that H0 is rejected and H1 is accepted. This means that participatory leader behaviour and achievement orientation simultaneously have a direct effect of 63.6% on work motivation. In comparison, the remaining 36.4% are influenced by other variables such as personal goals and vision, interest in work, recognition and rewards, work challenges, social support, salary increases and promotions, career development, and organizational culture that are outside the variables of participatory leader behaviour and achievement orientation.

Direct effect of work motivation (X3) on job satisfaction (X4)

In this study, the seventh hypothesis states that work motivation (X3) directly affects job satisfaction (X4). The results of the analysis of the effect of work motivation on job satisfaction are as follows:

Table 7. The effect of work motivation on job satisfaction

<i>Correlation coefficient (r34)</i>	<i>r-square (r348)</i>	dk	t-count		t-table	Conclusion
0,790	0,624	104	13,140	>	1,983	Significant

Based on the comparison results between the t-count value (13.140) and the t-table value (1.983) in the table presented it is concluded that H0 is rejected and Ha is accepted. This suggests that work motivation (X3) significantly influences job satisfaction (X4), so the seventh hypothesis is acceptable. In column 104 (r34), X3's influence on X4 (q43) is recorded at 0.790. This indicates that the contribution of the work motivation variable (X3) to job satisfaction (X4) is 62.4%, calculated by squaring the value (r34)². This explains how much influence the total X3 has on X4 within the framework of this study.

Thus, H0 is rejected, and H1 is accepted, which shows that work motivation directly influences 62.4% of job satisfaction. The remaining 37.6% is influenced by other variables such as work environment, work relations, salary accuracy, recognition and appreciation, career development opportunities, supervision/supervision, and organizational policies outside the work motivation variable. That is, the better the work motivation possessed by teachers at Madrasah Tsanawiyah Negeri in Riau Islands Province, the more their job satisfaction will also increase.

The direct influence of participatory leader behaviour (X1) on job satisfaction (X4) through work motivation (X3)

In this study, the ninth hypothesis states that participatory leader behaviour (X1) has an indirect effect on job satisfaction (X4) through work motivation (X3).

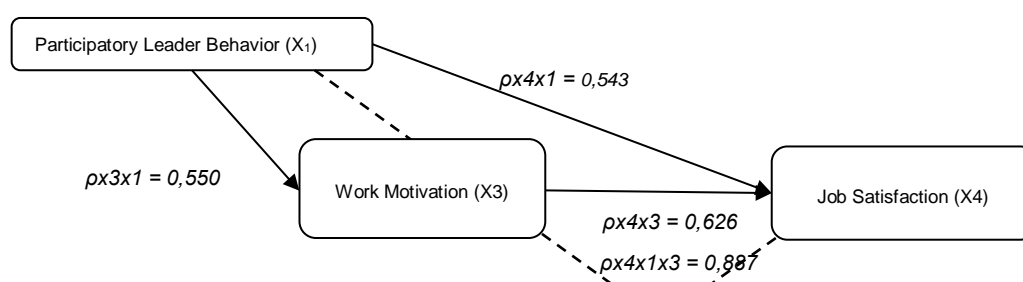


Figure 2. The results of the analysis of substructure path 4, variable X1, against

Based on empirical evidence, participatory leadership behaviour has been shown to influence job satisfaction directly through work motivation. Inferential statistical analysis showed a path coefficient value between participatory leadership behaviour and job satisfaction through job motivation of 0.336. With a t value of 3.739 at the significance level of $\alpha = 0.05$, the t-table result obtained is 1.983. This shows that the t-count value $>$ t-table ($3.739 > 1.983$) confirms the statistical significance of the path coefficient.

Therefore, it was concluded that H0 was rejected and H1 was accepted, indicating that participatory leader behaviour directly affects job satisfaction through work motivation by 88.7%. The remaining 11.3% is influenced by other variables such as work environment, employment relations, salary accuracy, recognition and appreciation, career development opportunities, supervision, and organizational policies outside participatory leader behaviour variables mediated by work motivation.

The direct influence of participatory leader behaviour (X1) on job satisfaction (X4) through work motivation (X3)

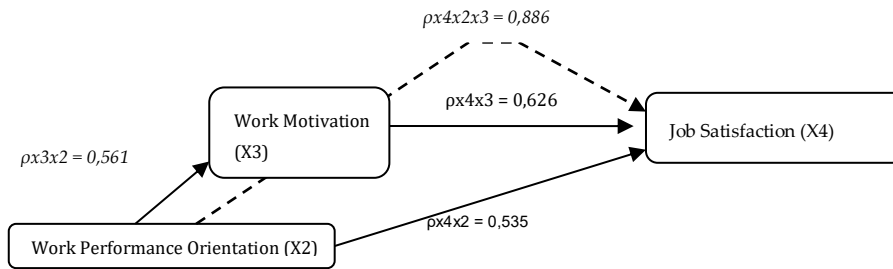


Figure 3. The results of the analysis of substructure path 5, variable X2 against variable X4 through variable X3

Based on statistical analysis of pathways, it was found that achievement orientation significantly impacts job satisfaction through work motivation (Lin et al., 2020). The path coefficient between achievement orientation and job satisfaction through work motivation is 0.328, indicating a positive influence of achievement orientation on work motivation that contributes to increased job satisfaction. The path's significance was assessed by comparing the values of t-count (3.944) and t-table (1.983) at the significance level $\alpha = 0.05$, showing the statistical significance of the path coefficient.

In this case, the value of the coefficient of determination (R^2) of 0.886 (88.6%) indicates that about 88.6% of the variation in job satisfaction can be explained by achievement orientation and work motivation. This illustrates the success rate of the path model in explaining the relationship between the analyzed variables (van Rooij et al., 2021).

The direct influence of participatory leader behaviour (X1), achievement orientation (X2) and work motivation (X3) on job satisfaction (X4)

In this study, the eighth hypothesis states that participatory leader behaviour (X1), achievement orientation (X2) and work motivation (X3) have a direct effect on job satisfaction (X4). The results of the path analysis are as follows:

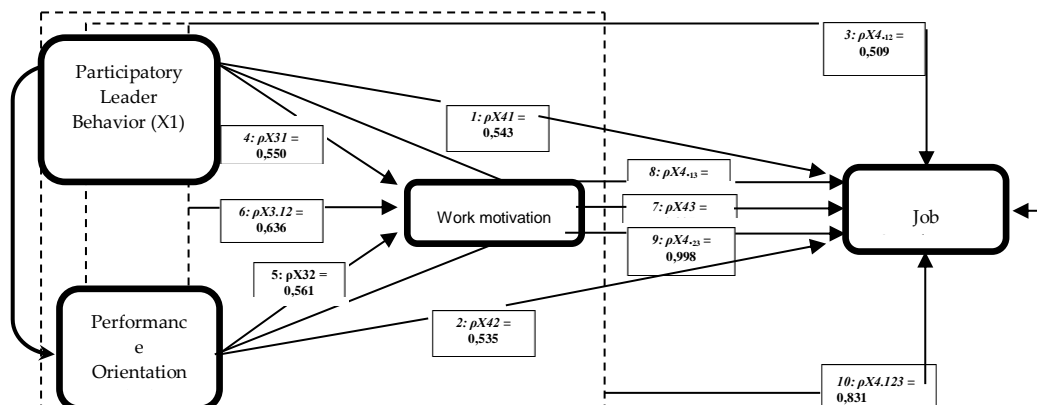


Figure 4. Coefficient Calculation

Based on inferential statistical analysis using path analysis, it can be concluded that the value of the multiple path coefficient that describes the total influence of these three factors on job satisfaction is 0.831. The findings suggest that when leader behaviour is participatory, employees have a high achievement orientation and also a good level of work motivation; this positively and significantly contributes to increased job satisfaction.

Then it can be decided to reject H₀ and accept H₁, which means that participatory leader behaviour, achievement orientation and work motivation together (simultaneously) directly affect job satisfaction by 83.1%. The remaining 16.9% is influenced by other variables such as work environment, work relations, salary accuracy, recognition and appreciation, career development opportunities, supervision/supervision, organizational policies, and leadership styles outside the leader's behaviour variables participatory, achievement-oriented and work motivation. The meaning is that the better the conditions of participatory leader behaviour, achievement orientation and work motivation owned by the State Tsanawiyah Madrasah, the better the job satisfaction of State Tsanawiyah Madrasah teachers in Riau Islands Province.

In the study, the analysis showed that participatory leader behaviour (X₁) and achievement orientation (X₂) had a significant influence on job satisfaction (X₄). Both contributed 50.6% and 50.2%, respectively, to job satisfaction. In addition, participatory leader behaviour (X₁) and achievement orientation (X₂) also affect work motivation (X₃). Together, they influence work motivation by 63.6%. Another important finding is that work motivation (X₃) significantly impacts job satisfaction (X₄), contributing 62.4%.

Participatory leader behaviour, achievement orientation, and work motivation are essential in determining job satisfaction. This suggests that improving these factors can increase job satisfaction in the work environment. The main contribution of this research lies in increasing theoretical understanding related to these factors in creating a work environment that motivates teachers (Basalamah & As'ad, 2021).

CONCLUSION

This research has revealed that participatory leader behaviour, achievement orientation, and work motivation significantly shape teacher job satisfaction in Madrasah Tsanawiyah Negeri (MTsN) in Riau Islands Province. The findings show that inclusive leader behaviour and achievement-oriented influence teachers' job satisfaction levels directly or indirectly through work motivation.

This research makes a significant contribution to the field of Education and management, not only in the theoretical understanding of teacher job satisfaction but also in providing practical guidance for developing more effective management strategies. Although focusing on MTsN in Riau Islands Province, these findings can also be a reference for similar educational institutions in

improving teachers' working conditions to improve the overall quality of Education.

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