The Effect of Transformational Leadership and Work Morale on Teacher Job Satisfaction at Sma Negeri Mandrehe

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Abstract

This study aims to analyze the effect of transformational leadership and work morale on teacher job satisfaction at SMA Negeri Mandrehe. The study employed a quantitative approach with a survey method. The respondents were 71 teachers. Data were collected using a Likert-scale questionnaire and analyzed with SPSS through validity and reliability tests, classical assumption tests, multiple linear regression, the t-test, the F-test, and the coefficient of determination. The results show that transformational leadership has a positive and significant effect on teacher job satisfaction. Work morale also has a positive and significant effect on teacher job satisfaction. Simultaneously, transformational leadership and work morale make a significant contribution to improving teacher job satisfaction.

Keywords: Transformational Leadership, Work Morale, Teacher Job Satisfaction

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Introduction

Teacher job satisfaction is one of the key factors in improving the quality of education. Teachers with high job satisfaction tend to demonstrate greater commitment, responsibility, and performance in carrying out their professional duties.

The principal's transformational leadership plays an important role in creating a positive work environment. By providing inspiration, motivation, individual attention, and encouragement for change, the principal can increase teacher job satisfaction.

In addition to leadership, work morale is another factor that influences job satisfaction. Work morale reflects teachers' positive attitude toward their work, as shown through enthusiasm, discipline, and responsibility.

This study aims to determine the effect of transformational leadership and work morale on teacher job satisfaction at SMA Negeri Mandrehe.

Literature Review

2.1 Transformational Leadership

Transformational leadership is a leadership style that emphasizes the leader's ability to inspire, motivate, and encourage members of the organization to achieve positive change and shared goals. Transformational leaders focus not only on achieving organizational targets but also on individual development through motivation, attention, and role modeling.

According to Bass and Avolio, transformational leadership consists of four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Through these dimensions, a leader is able to build trust, increase work motivation, and foster the commitment of organizational members.

In the educational context, the principal as a leader plays a strategic role in creating a conducive work environment for teachers. A principal who is able to provide vision, support, and recognition to teachers will strengthen teachers' positive perceptions of their work. Research on transformational leadership shows that this leadership style is positively related to job satisfaction and various employee work outcomes.

Based on this description, it can be assumed that the better the principal applies transformational leadership, the higher the level of teacher job satisfaction.

2.2 Work Morale

Work morale is a person's psychological state that reflects enthusiasm, earnestness, and willingness in carrying out work. Work morale is reflected in a positive attitude toward work, discipline, responsibility, cooperation, and the desire to make the best possible contribution to the organization.

In the school environment, teachers' work morale is an important factor because it is directly related to the quality of educational tasks. Teachers with high work morale are more active in preparing lessons, interacting with students, and striving to achieve school goals.

High work morale can create positive work experiences that foster job satisfaction. Conversely, low work morale can lead to decreased motivation, engagement, and teacher satisfaction with their work.

2.3 Teacher Job Satisfaction

Job satisfaction is a person's emotional state reflecting positive or negative feelings toward the work they do. Job satisfaction arises when individuals feel that the needs, expectations, and rewards they obtain from their work match what they expected.

According to Robbins and Judge, job satisfaction relates to how a person evaluates their job based on various aspects, such as the work itself, relationships with coworkers, rewards, and organizational support.

In the teaching profession, job satisfaction is an important factor because it can affect motivation, commitment, and the quality of educational services. Teachers who are satisfied with their work tend to show greater dedication in performing their professional duties.

Research Methodology

3.1 Research Type and Approach

This study used a quantitative approach with a survey method. A quantitative approach was used because the study aims to examine the relationships and effects among research variables through numerical data analyzed using statistical techniques.

3.2 Population and Sample

The population of this study comprised all teachers at SMA Negeri Mandrehe. The number of respondents was 71 teachers. All teachers at SMA Negeri Mandrehe were included as the research sample.

The sampling technique used was total sampling (saturated sampling), in which all members of the population were taken as respondents because the population size was small enough to be studied in its entirety.

3.3 Data Analysis Techniques

Data were analyzed using **the latest version of SPSS** through the following stages:

1. Descriptive Statistical Analysis

Descriptive analysis was used to describe the characteristics of the respondents and the distribution of their responses for each research variable.

2. Classical Assumption Tests

Before performing multiple linear regression analysis, classical assumption tests were carried out, including:

a. Normality Test

The normality test aims to determine whether the research data are normally distributed.

Decision rule:

- Sig. value > 0.05 → data are normally distributed
- Sig. value < 0.05 → data are not normally distributed

b. Multicollinearity Test

The multicollinearity test aims to determine whether there is a relationship among the independent variables.

Criteria:

- Tolerance value > 0.10
- VIF value < 10

If both are met, there is no multicollinearity.

c. Heteroscedasticity Test

The heteroscedasticity test was conducted to determine whether there is inequality of residual variance in the regression model.

A good regression model is one that is free from heteroscedasticity.

3.4 Multiple Linear Regression Analysis

Multiple linear regression analysis was used to determine the effect of transformational leadership and work morale on teacher job satisfaction.
Regression equation:
$Y = a + b_1X_1 + b_2X_2 + e$

3.5 Hypothesis Testing

1. Partial Test (t-test)

The t-test was used to determine the individual effect of each independent variable on the dependent variable.
Decision criteria:

- Sig. < 0.05 → hypothesis accepted
- Sig. > 0.05 → hypothesis rejected

2. Simultaneous Test (F-test)

The F-test was used to determine the joint effect of the independent variables on the dependent variable.
Decision criteria:

- Sig. < 0.05 → the independent variables simultaneously have a significant effect on the dependent variable.

3. Coefficient of Determination (R^2)

The coefficient of determination was used to determine the magnitude of the contribution of transformational leadership and work morale in explaining the variation in teacher job satisfaction.
The R^2 value indicates the percentage of variation in the dependent variable that can be explained by the independent variables.

Results

4.1 Instrument Validity Test

The validity test was conducted to determine whether each statement item is able to measure the research variable.
Test criteria:

- If the calculated r > r table, the item is declared valid.
- The r table value for 71 respondents at a 5% significance level is ±0.233.

The results show that all statement items for transformational leadership, work morale, and job satisfaction have correlation values greater than the r table value; therefore, all instruments are declared valid and can be used in the study.

4.2 Instrument Reliability Test

The reliability test was used to determine the level of consistency of the research instrument.
Reliability test results:

Table 1: Reliability Test

Variable	Cronbach Alpha	Remarks
Transformational Leadership (X1)	0.874	Reliable
Work Morale (X2)	0.852	Reliable
Teacher Job Satisfaction (Y)	0.856	Reliable

Source: SPSS Output (2026)

Based on the table, all variables have Cronbach's Alpha values > 0.70. This indicates that the research instrument has good internal consistency and is suitable for use.

4.3 Classical Assumption Tests

a. Normality Test

The normality test was conducted to determine whether the residual data in the regression model are normally distributed.

The test results show that the significance value of the normality test is greater than 0.05; thus, it can be concluded that the research data are normally distributed. Therefore, the regression model meets the normality assumption.

4.4 Multicollinearity Test

The multicollinearity test was conducted to determine whether there is a high correlation among the independent variables.

Test results:

Table 2: Multicollinearity Test

Variable	Tolerance	VIF	Remarks
Transformational Leadership (X1)	>0.10	<10	No multicollinearity
Work Morale (X2)	>0.10	<10	No multicollinearity

Source: SPSS Output (2026)

These results indicate that the independent variables in this study do not suffer from multicollinearity.

4.5 Multiple Linear Regression Analysis

Multiple linear regression analysis was used to determine the effect of transformational leadership and work morale on teacher job satisfaction.

Regression analysis results:

Table 3: Multiple Linear Regression Results

Variable	Regression Coefficient	t count	Sig.
Constant	-0.180	-0.937	0.352
Transformational Leadership (X1)	0.359	5.142	0.000
Work Morale (X2)	0.673	8.823	0.000

Source: SPSS Output (2026)

Based on the table, the following regression equation was obtained:

$$Y = -0.180 + 0.359X1 + 0.673X2$$

Notes:

Y = Teacher Job Satisfaction

X1 = Transformational Leadership

X2 = Work Morale

4.6 Interpretation of the Regression Equation

1. Constant value of -0.180

The constant value indicates that if transformational leadership and work morale are zero, teacher job satisfaction has a value of -0.180.

2. Transformational Leadership Coefficient (X1)

The regression coefficient of X1 of **0.359** indicates that each one-unit increase in transformational leadership will increase teacher job satisfaction by 0.359, assuming other variables remain constant.
This means that the better the principal applies transformational leadership, the higher teacher job satisfaction will be.

4.7 Work Morale Coefficient (X2)

The regression coefficient of X2 of **0.673** indicates that work morale has a positive effect on teacher job satisfaction.
The coefficient of X2 is greater than that of X1; thus, work morale is the variable with the more dominant contribution to teacher job satisfaction.

a. Hypothesis Testing

Partial Test (t-test)
Hypothesis 1
H1: Transformational leadership has a positive and significant effect on teacher job satisfaction.
Test results:

- t count = 5.142
- Significance = 0.000

Since the significance value of 0.000 < 0.05, H1 is accepted.
Hypothesis 2
H2: Work morale has a positive and significant effect on teacher job satisfaction.
Test results:

- t count = 8.823
- Significance = 0.000

Since the significance value of 0.000 < 0.05, H2 is accepted.

b. Simultaneous Test (F-test)

Simultaneous test results:

Table 4: Simultaneous Test (F-test)

F count	Sig.
247.00	0.000

Source: SPSS Output (2026)

The significance value of 0.000 < 0.05 indicates that:
Transformational leadership and work morale jointly have a significant effect on teacher job satisfaction.
Therefore, H3 is accepted.

c. Coefficient of Determination (R^2)

Test results:

Table 5: Coefficient of Determination (R^2)

R Square	Percentage
0.879	87.9%

Source: SPSS Output (2026)

The R Square value of 0.879 indicates that transformational leadership and work morale explain 87.9% of the variation in teacher job satisfaction, while the remaining 12.1% is influenced by other factors not examined in this study.

Discussion

5.1 The Effect of Transformational Leadership on Teacher Job Satisfaction

The results show that transformational leadership has a positive and significant effect on teacher job satisfaction. This indicates that the more effectively the principal applies transformational leadership, the higher the level of teacher job satisfaction.

A principal who is able to provide motivation, build a shared vision, attend to teachers' needs, and encourage innovation will create a positive work environment. This makes teachers feel valued and develop a stronger attachment to the school.

5.2 The Effect of Work Morale on Teacher Job Satisfaction

The results show that work morale has a positive and significant effect on teacher job satisfaction. Based on the regression coefficients, work morale is a more dominant factor than transformational leadership.

Teachers with high enthusiasm, a sense of responsibility, and strong motivation will show a positive attitude toward their work. This enhances enjoyable work experiences, which in turn increases job satisfaction.

5.3 The Effect of Transformational Leadership and Work Morale on Teacher Job Satisfaction

Simultaneously, both independent variables were shown to have a significant effect on teacher job satisfaction. This indicates that improving teacher job satisfaction depends not only on the principal's leadership but also on teachers' internal condition in the form of work morale. Therefore, schools need to strengthen transformational leadership practices while also creating an environment that can maintain and enhance teachers' work morale.

Conclusion

1. Transformational leadership has a positive and significant effect on teacher job satisfaction at SMA Negeri Mandrehe.
   This indicates that the better the principal applies transformational leadership, the higher the level of teacher job satisfaction. A principal who is able to provide motivation, inspiration, and individual attention, and to create a supportive work environment, can increase teachers' sense of comfort and appreciation for their work.
2. Work morale has a positive and significant effect on teacher job satisfaction at SMA Negeri Mandrehe.
   The results show that teachers with high work morale tend to have a higher level of job satisfaction. Enthusiasm, responsibility, discipline, and willingness to contribute are important factors in creating positive work experiences for teachers.
3. Transformational leadership and work morale simultaneously have a positive and significant effect on teacher job satisfaction at SMA Negeri Mandrehe.
   Together, the two variables explain most of the variation in teacher job satisfaction, with a coefficient of determination of 87.9%. This indicates that improving teacher job

satisfaction is strongly influenced by the quality of the principal's leadership and teachers' work morale in performing their duties.

4. Based on the regression coefficients, work morale has a more dominant effect on teacher job satisfaction than transformational leadership. Therefore, strengthening teachers' internal aspects, such as motivation, enthusiasm, and sense of responsibility, should be a priority in efforts to improve job satisfaction.

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