

# The Effect of Situational Leadership Perceptions Principal, Innovativeness, and Interpersonal Communication on Job Satisfaction of Private Junior High School Teachers in Medan Sunggal District, Medan

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**Abstract.** This study aims to determine the effect of Situational Leadership Perceptions, Innovativeness, and Interpersonal Communication on Job Satisfaction of Private Junior High School Teachers in Medan Sunggal District. This study used quantitative research with a path analysis approach with 171 teachers of junior high school in Medan Sunggal District as the respondents. Data collection was done by using a questionnaire through the Google form application. The questionnaire used in this study was tested first for validity and reliability. Before testing the instrument, it was necessary to test the analytical requirements as a path analysis requirement, namely the normality and linearity tests. The results of the research findings are: there is a direct positive effect of situational leadership on interpersonal communication. There is a direct positive effect between innovativeness on interpersonal communication. There is a positive direct effect of situational leadership on teachers' job satisfaction. There is a direct positive effect of innovativeness on teachers' job satisfaction. There is a direct positive effect of interpersonal communication on teachers' job satisfaction.

**Keywords:** Situational Leadership, Innovativeness, Interpersonal Communication, Job Satisfaction.

## 1 Introduction

Education is one way to improve the quality of a nation's society. The Indonesian state defines education as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and the State listed in Law no. 20 of 2003 National Education System. Efforts to realize the education mandated in the law consciously require the quality of professional education implementers in their fields.

Teachers have a very strategic role in efforts to improve the quality of education. The quality of education is certainly related to the quality of the teachers themselves. Teachers are the implementers of education in schools who are in direct contact with students as outputs in formal education.

One of the keys to the success of education carried out by teachers to students is the competence possessed by a teacher. This achievement of success can only be achieved if the teacher is also constantly learning and updating the abilities or skills needed in order to carry out learning better (Deporter, Reardon and Nourie, 2014:41).

In human resource management, job satisfaction is very important. Teachers as part of human resources in educational unit organizations are also influenced by the job satisfaction they receive. One of the problems that affect teacher job satisfaction is the imbalance between job demands and policies implemented by schools. This condition is feared to be counter-productive for teachers.

Another government effort is to improve the quality of education. The quality of education continues to be carried out by developing and improving the curriculum, developing learning materials, improving the evaluation system, procuring textbooks and learning tools, improving educational infrastructure, increasing teacher competence, and improving the quality of school principal leadership. The education quality improvement program that has been carried out can be seen from the increase in the percentage of teachers who are eligible to teach in 2019/2020 as much as 91.76% when compared to the previous school year of 89.33% ([www.bps.go.id](http://www.bps.go.id)). expected to have a significant impact on the achievement of student competencies.

However, the reality is that it is not comparable to the expected achievement of student competencies when referring to the achievement of PISA (Program for International Student Assessment) results. PISA announced that based on the 2018 survey, Indonesia is still at the bottom of the list. For reading competence scores, it is ranked 72 out of 77 and for mathematics scores it is ranked 70 out of 78 countries. These results illustrate that the achievement of Indonesia's PISA scores has been stagnant in the last 10-15 years. ([https://www.oecd.org/pisa/publications/PISA2018\\_CN\\_IDN.pdf](https://www.oecd.org/pisa/publications/PISA2018_CN_IDN.pdf)).

Such conditions require more attention from the government. The condition of "balance" between the efforts that have been made and the results achieved can certainly be an evaluation. The government does not only look at the aspect of increasing competence but can also understand the psychological side of a teacher, especially those related to job satisfaction.

Robbins explains job satisfaction refers to an individual's general attitude towards his job. A person who has a high level of job satisfaction is certain to have a positive attitude towards work and will exert all their abilities towards the job, while someone who is dissatisfied with his job will hold a negative attitude towards work and will be reluctant to carry out his duties properly (Robbins and Timothy). , 2007:85).

Job satisfaction is identified with a pleasant emotional state resulting from the appraisal of one's job. This psychological state often refers to perception. Job satisfaction is the perception, attitude and emotional response of workers to work (Ambarita, Purba and Ambarita, 2016: 130). Of course, everyone has a different perception of satisfaction at work so that the fulfillment of job satisfaction is not as simple as being able to be improved in an educational organization, namely schools.

Efforts to fulfill job satisfaction in schools for teachers are also a challenge. Teacher job satisfaction will be related to the character and fulfillment of the needs and feelings of each teacher. The needs of teachers in each school will certainly be different from other schools because of the different emotional responses of each teacher. The response can be in the form of feelings of pleasure, boredom, positive, negative when the teacher carries out his duties.

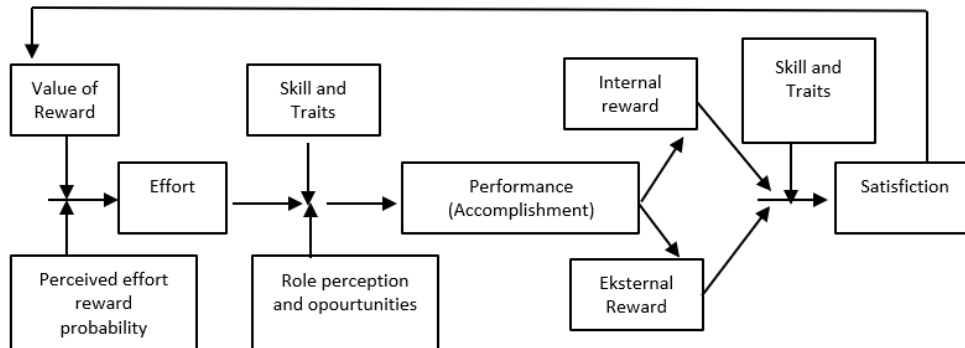
Job satisfaction also refers to the work itself such as a simple feeling about the job, the level of difficulty in completing the work so as to produce a happy feeling when the job can be completed. (Adil and Kamal, 2016:80; Burusic, 2019:2). In addition, the feeling of being able to provide benefits to others can provide satisfaction for that person (Maqbool, 2017: 184). The same thing is stated by Luthans; about job satisfaction indicators (2012:142), namely the work itself, salary, promotion, supervision, co-workers and work environment. The real form of someone whose job satisfaction is fulfilled is that he does not hesitate to do the work given voluntarily and happily without considering the many things he has sacrificed.

Job satisfaction is a problem that is quite interesting and important because it has proven to be of great benefit to the interests of individuals, industry and society (Edy Sutrisno, 2014: 73) and influences behavior (Arnett, Laverie, & McLane, 2002: 54). Research on the causes and sources of job satisfaction allows the emergence of efforts to increase the happiness of life for workers, including teachers who dedicate themselves to the world of education.

## **2 Literature Review and Hypothesis Development**

Job satisfaction is the attitude that a person shows in feeling his work. According to Colquitt, Lepine, and Wesson (2009;105) job satisfaction is defined as "as a pleasurable emotional state resulting from the appraisal of one's or job experience". Job satisfaction is a pleasant emotional state that results from an appraisal of work or work experience. The same thing is stated by Richard, Robert and Gordon (2012:312,337) that job satisfaction is related to a person's feelings or attitudes about the work itself, salary, promotion or educational opportunities, supervision, co-workers, workload and others. He goes on to state that job satisfaction is related to one's attitude towards work, and there are several practical reasons that make job satisfaction an important concept for leaders.

Newstrom (2007; 204) suggests "Job satisfaction is a set of favorable or unfavorable feelings and emotions with which employees view their work". Job satisfaction is a set of pleasant or unpleasant feelings and emotions towards work. Mullins (2005:493) defines job satisfaction as the result of individual perceptions of internal and external rewards, as shown in the following figure.



**Fig. 1.** The Porter and Lawler Satisfaction Model

Wilson Bangun (2012; 327) states that with job satisfaction an employee can feel whether his job is fun or unpleasant to do. The various attitudes of a person towards his work reflect pleasant and unpleasant experiences in his work, reflect his experiences and expectations for future experiences. The work gives satisfaction to the owner. On the other hand, dissatisfaction will be obtained if a job is not fun to do.

Job satisfaction according to Dadang (2013: 15) is a pleasant or unpleasant emotional state towards work, job satisfaction reflects one's feelings towards his work. Job satisfaction reflects a person's feelings towards his job. According to Siagian (2013: 295) job satisfaction is a person's perspective, both positive and negative about his work

Robbins (1996:76) defines job satisfaction as a general attitude towards a person's work, the difference between the amount of rewards received and the amount of rewards they believe should be received. Berry (1998: 54) further explains that job satisfaction is a work attitude that includes cognitive, affective and behavioral elements that influence a number of work behaviors. Furthermore, Wether and Davis (1996:35) define job satisfaction as an employee's feelings related to his work, namely feelings of pleasure or displeasure in looking at and carrying out his work.

Handoko (2011:12) says that job satisfaction is an emotional state that pleases employees to view their work. Job satisfaction reflects a person's feelings towards his job. In terms of teachers as employees in schools, job satisfaction of a teacher is an important thing to pay attention to.

Job satisfaction is one of the goals to be achieved by every employee in the workplace. The existence of satisfied employees makes work morale, dedication, love, and employee discipline increase. For this reason, it is imperative for companies to create job satisfaction for their employees.

Job satisfaction has a considerable influence on organizational productivity either directly or indirectly. High job satisfaction has an impact on the motivation of organizational members. Dissatisfaction is the starting point for problems that arise in organizations such as absenteeism, leadership-employee conflict and employee turnover. In terms of workers, dissatisfaction can lead to decreased motivation, decreased work morale, and decreased work performance both qualitatively and quantitatively.

Hee, et al, (2019:5) define job satisfaction as the degree to which a worker is happy or satisfied with his profession. While Culibrk, et al, (2018:1-12) define job satisfaction as a pleasant or positive emotional state due to an assessment of one's work or work experience. In addition, Anwar & Syukur (2015: 6), defines job satisfaction as an emotion or feeling that employees have regarding their current job. The opinion of Locke & Spector (in Shaju & Subhashini, 2017) defines job satisfaction as a positive emotional state resulting from a worker's enjoyment of his work.

## **2.1 Situational Leadership Perception**

Perception is defined as a response or direct acceptance of something, or the process of a person knowing things through his five senses (KBBI, 2008). Perception is also defined as a process that is preceded by a sensing process, namely the process of receiving a stimulus by an individual through the senses or also called a sensory process (Desmita, 2016: 22).

Perception can affect the value of the object being responded to. The value obtained is the result of sensing received as information that spontaneously individual feelings and thoughts will provide meaning and existing stimuli so that each individual's perception will vary according to the sensing results he receives.

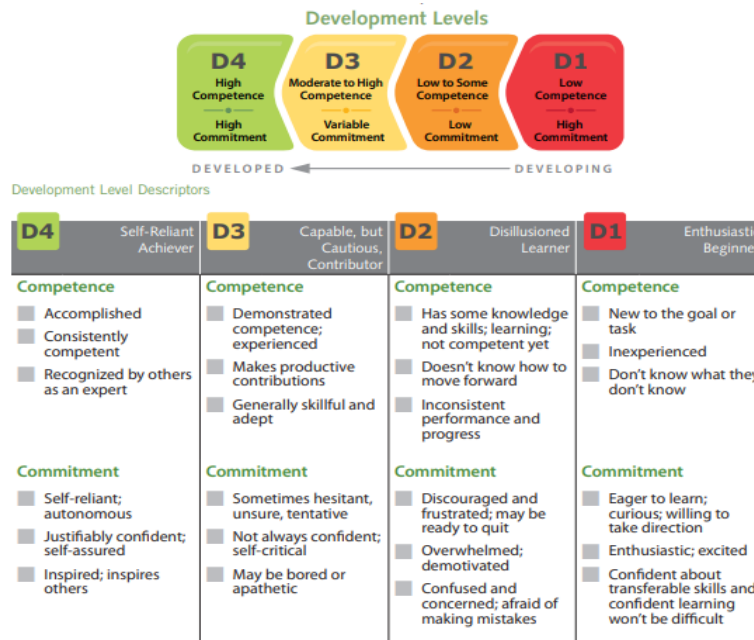
Siagian (2018: 146) states that at this time many leaders are using situational leadership styles. Situational leadership is needed in an organization because leaders can lead according to existing situations and conditions. The situational leadership approach focuses on leadership in unique situations according to the maturity level of the subordinates. Effective leadership will be judged from the completion of tasks assigned to subordinates and not only judged on the leader's ability to influence individuals and groups solely in following what they want.

Robbins (2012: 494) states that situational leadership is a leader who focuses on the readiness of followers. In other words emphasizing contextual factors that influence the leadership process. These factors are in the form of important situational variables such as the characteristics of subordinates, the nature of the leader's work, the type of organization, and the nature of the external environment.

Gibson (2012: 323-324) suggests that situational leadership theory is leadership that helps leaders understand the habits of subordinates and the surrounding conditions before applying the leadership model to be used. The leader must be able to adapt to the demands of the environment where he demonstrates his leadership where a leader must have varying flexibility. The different needs of subordinates make leaders have to treat them differently.

Hersey and Blanchard identified the level of maturity or readiness of subordinates with two characteristics, namely ability and willingness. The level of maturity of subordinates is divided into four levels from high ability to the lowest and for the level of willingness from the highest to the lowest

In the development of situational leadership theory, Ken Blancard (2013:1) explains Situational Leadership II (SLII) is a model for developing abilities on certain goals or tasks. SLII is based on the relationship between the level of development (competence and commitment) to a particular goal or task and the leadership style (direction and support) that the leader provides. Blancard stated the importance of diagnosing the level of development of subordinates in applying situational leadership in SL II theory as shown in Figure 2:



**Fig. 2.** SLII Model Development Level Diagnosis

The developmental level diagnosis in SL II focuses on the competence and commitment of subordinates. The development of good competence and commitment of subordinates is very beneficial for the leader because the nature of the dependence of subordinates on the leader or others will decrease. This is because subordinates have high motivation in completing their tasks and work with the competencies they have and strong loyalty to the leader.

## 2.2 Innovativeness

Innovativeness comes from the basic word innovation which has the meaning of creating something new. Greenberg and Baron (2008: 568-572) argues that innovation is the act (process) of making changes from something that has been formed into something new. Elias (2013:36) adds that innovation appears as a spark or burst of insight and at other times comes from a systematic approach, such as trial and error.

Innovation according to Schermerhorn (2012: 466-467) is the act of processing a new idea to be realized into something that has practical uses. Innovation is divided into two dimensions, namely, product innovation (new goods, products or services) and process innovation (new procedures or ways of working).

Stephen P. Robbins (2012: 571-572) stated “Innovation is a new idea applied to initiating or improving product, process, and service. And dividing innovation into three dimensions of product innovation, from small improvement to change the product, process innovation, such as introduce new ideas of doing the jobs, and services innovation, concerning all activities to improve the customer relationship and satisfaction.”. Innovation is a new idea that is applied to start creating products, processes and services and product innovation is divided into three dimensions starting from small improvements to change the product, process innovation, such

as introducing new ideas in doing work, and service innovation, regarding all activities to improve customer relationship and satisfaction.

One's innovation cannot be separated from the sources that encourage innovation. Ernest R House (2017: 125) states that there are five ideal conditions as a generator of innovative ideas, namely: 1) psychological assurance and freedom; 2) diversity of inputs within the organization; 3) internal commitment to finding solutions; 4) a certain number of structures that help define the problem; and 5) a certain amount of competition. Indicators that affect innovation are (1) Motivation, (2) Job Barriers, (3) Freedom of Work, (4) Job Challenges.

### **2.3 Communication Interpersonal**

Communication is an important element in establishing good relations between humans, both individually and in groups within the organization. Communication is the process of delivering information or receiving messages from one person to another, either directly or indirectly, in writing, verbally or in non-verbal language (Husaini, 2008: 389). Communication is the transfer and understanding of meaning (Robbins and Coulter, 2000:198). Furthermore, communication is the sending of information from a sender to a recipient through the use of common symbols (Lunenburg and Ornstein, 2000:198).

According to Thoha (2008: 189) interpersonal communication is communication between individuals or between individuals. Communication that takes place between individuals is oriented towards behavior, behavior change, and as a basic way of uniting perception, understanding, motivation and language. Furthermore, Aida (2001: 225-236) states that effective interpersonal communication consists of three factors, namely: (1) mutual trust; (2) supportive attitude (supportive) and; (3) open attitude. In addition, self-concept which includes personal perception, self-image, self-esteem, empathy and sympathy, is a prominent factor in interpersonal communication.

Interpersonal communication can also be interpreted as communication within oneself. Within each there are communication components such as source, message, receiver channel, and feedback. Interpersonal communication affects communication and relationships with other people. Interpersonal communication is the delivery of messages from a teacher with colleagues or groups with effective direct feedback. Interpersonal communication will be said to be effective if the goal to change the opinions, attitudes and behavior of the communicant can be achieved properly.

Wenbug and Wilmat (1973: 334) state that individual perceptions cannot be checked by others but all the meanings of message attributes are determined by each individual. One's perception plays an important role in interpreting the message. All messages are created starting from oneself. Listeners react according to personal differences to the messages around them. This is what makes the communication of events personal, because it is never separated from the interaction of oneself with others.

De Vito (2005:4) reveals that an interpersonal communication can be effective by paying attention to five indicators: (1) openness, to show the quality of openness can be seen from the aspect of the desire to be open to everyone who interacts with others, and the aspect of the desire to reach honestly all the stimuli that come to him. (2) empathy, feeling as others feel, a feeling with the feelings of others i.e., trying to feel in the same way as the other person's feelings. (3) support, sometimes spoken and sometimes unspoken. Unspoken support, for example by gestures, can be a positive aspect of interpersonal communication. (4) positivity, there are at

least three different aspects or elements. First, interpersonal communication will be successful if there is positive attention to someone. Second, interpersonal communication will be well maintained, if a positive feeling towards the other person is communicated. This makes the other person feel better and have the courage to participate more at every opportunity. Third, when positive feelings are in communication, it is very useful to make cooperation more effective. (5) equality, is a special indicator because in reality no human being is the same. Interpersonal communication will be more effective if the people who communicate are in an atmosphere of equality. It's not that people who don't have equality can't communicate, but it should be known their personality equality.

According to Hartley (in Kumar, 2017: 51-58), defines interpersonal communication as a face-to-face meeting between two people. Meanwhile, according to Muhammad (in Merta, 2019: 55-62) defines interpersonal communication as a process of exchanging information between a person and at least one other person or usually between two people who know each other. The opinion of Caponnetto & De Vito (in Lusiawati, 2019: 484) defines interpersonal communication as communication between people face to face so that it allows each participant to capture the reactions of others directly.

Good interpersonal communication can make other individuals more open to express themselves, more careful in providing perceptions of themselves and others, so that the communication that takes place will be more effective.

From the description above, it can be synthesized that interpersonal communication is a person's ability to communicate in the process of exchanging information individually or in groups so that it can produce an immediate reaction. Indicators of interpersonal communication are (1) Openness, (2) Empathy, (3) Support, (4) Positive Sense, (5) Equality or similarity.

### **3 Research Method**

The location of the research was carried out at Private Junior High Schools (SMP) in Medan Sunggal District. The selection of research sites was based on considerations in terms of the suitability of the variables tested and could clearly describe the job satisfaction of private junior high school teachers in Medan Sunggal District, Medan City as a whole, amounting to 16 schools.

This research was conducted in June and July 2021. The first month was used to arrange research permits, test instruments and refine instruments. Furthermore, the last one month is used to collect data, analyze data and write research reports. This research was conducted using quantitative methods. The model used is a path analysis model or known as a causal relationship pattern.

This study analyzes the effect of one variable on another variable, namely: (1) situational leadership; (2) innovation; (3) interpersonal communication; (4) teacher job satisfaction.

The population of this study were private junior high school teachers in Medan Sunggal District, Medan City. The target population criteria in this study were (1) Private Junior High School teachers in Medan Sunggal Subdistrict, Medan City, (2) Served in A-accredited schools, (3) Possess dapodik data at the main school. The research population is 171 teachers. The study was limited to only one level of accreditation, namely Accreditation A.



The limitation of the research population in one level of accreditation is carried out so that the research sample is uniform in school conditions, attainment of 8 national education standards and teacher experience. This limitation is also the result of input from resource persons and also the approval of the supervisor with measurable considerations. Apart from that, restrictions are also made to get a specific picture of teacher job satisfaction in one level of school accreditation.

The population criteria for taking data from dapodik teachers are intended so that the teachers who become the research sample are teachers who have had a minimum of 2 years of service and have administrative completeness so that they can be proposed to be recorded at the dapodik. In addition, the dapodik teachers are in the main school under study to ensure teachers have full responsibility for the content of the research carried out. This study did not take samples from the entire population. This study uses total sampling, namely the entire population in the research sample criteria due to the number of respondents that can be reached by researchers.

Data collection techniques were carried out using primary data. Primary data was obtained directly from the sample by distributing questionnaires via google form. This study uses data collection techniques, namely filling out a questionnaire. The questionnaire was designed and structured to measure teacher job satisfaction of situational leadership, innovation and interpersonal communication of principals.

## **4 Result and Discussion**

### **4.1 Job Satisfaction**

The results of the study confirmed that there was a difference of 0.98 in the average score of the study with the average ideal score of 105.98 with 105 meaning that the research results were 0.98 greater than the average ideal score or above the ideal score.

The achievement of the maximum score of 125 is still below the ideal maximum score of 175, meaning that none of the teacher satisfaction scores are at perfect or maximum scores. The minimum score of 90 is still far above the ideal minimum score of 32, meaning that none of the teacher satisfaction scores are at the lowest value or the achievement of the minimum score is about three times the lowest ideal score.

### **4.2 Situational Leadership Persepsion**

The results of the study confirm that there is a difference in value of 22.89 with an average score of 73.11 with 96 which means that the average score is 22.89 smaller than the average ideal score or below the ideal score.

The achievement of the maximum score of 87 is still below the ideal maximum score of 160, meaning that none of the situational leadership perception scores are at perfect or maximum scores and only about half of the maximum score. The minimum score of 59 is still far above the ideal minimum score of 32, meaning that none of the teacher satisfaction scores are at the lowest score or the achievement of the minimum score is about twice the ideal lowest score.

### **4.3 Innovativeness**

The results of the study confirmed that there was a difference in value of 2.12 between the average score and the average ideal score, namely 104.12 and 102, meaning that the average score was 2.12 less than the average ideal score or above the ideal score.

The achievement of the maximum score of 132 is still below the ideal maximum score of 170, meaning that none of the innovativeness scores are at a perfect or maximum score. The minimum score of 90 is still far above the ideal minimum score of 34, meaning that none of the results of the innovative score is at the lowest value or the achievement of the minimum score is about three times the lowest ideal score.

#### **4.4 Interpersonal Communication**

The results of the study confirmed that there was a difference in value of 12.19 between the average score and the average ideal score, namely 84.77 with 96, meaning that the average score was 12.19 less than the average ideal score or above the ideal score.

The achievement of the maximum score of 105 is still below the ideal maximum score of 160, meaning that none of the results of interpersonal communication scores are at perfect or maximum scores. The minimum score of 68 is still far above the ideal minimum score of 32, meaning that none of the results of the innovative score is at the lowest value or the achievement of the minimum score is about twice the lowest ideal score.

Confirmation of the results of the correlation coefficient analysis of indicators on the variables of job satisfaction, perception of situational leadership, innovation and interpersonal communication shows the weak level of correlation of each variable indicator.

On the job satisfaction variable, it was confirmed that only the co-workers indicator was at the moderate level of correlation, the other indicators were at the weak level. In the situational leadership perception variable, it was found that only delegative indicators were at a weak level, other indicators were at a strong and moderate level. In the indicator of the innovativeness variable, it is only found that the obstacle indicator is at a moderate level, the other three indicators are at a weak level. In the indicators of interpersonal communication variables found three indicators at a weak level and two indicators at a moderate level.

The number of indicators that are weakly correlated with the total score of the variables in the study is not entirely due to the low relationship between indicators and variables, but is also influenced by the small number of items that affect the correlation value of the indicator to the total score of the variable.

#### **4.5 Situational Leadership Perception (X1) has a positive direct effect on Interpersonal Communication (X3)**

The test criteria is to reject  $H_0$  if the significance of the  $t_{count} < 0.05$  or accept  $H_0$  if the significance of the  $t$ -count value is  $> 0.05$ . Based on the results of the analysis, the path coefficient between X1 and X3, namely:  $31 = 0.195$  with a value of  $t_{count} = 2,944$  and a significance value of 0.004 while the  $t_{table}$  value of 5% is 1.974. So, the path coefficient has a value of  $t_{count} > t_{table}$  5%, namely:  $4.364 > 1.974$  with a significance level of 0.004. Thus,  $H_0$  is rejected and  $H_a$  is accepted.

By paying attention to the correlation coefficient, it is evident that the perception of situational leadership has a direct positive effect on interpersonal communication. This illustrates that teachers' perceptions of principals who have high situational leadership have a direct influence on teacher interpersonal communication.

#### **4.6 Innovativeness (X2) has a direct positive effect on Interpersonal Communication (X3)**

The test criteria is to reject  $H_0$  if the significance of the  $t_{count} < 0.05$  or accept  $H_0$  if the significance of the  $t$ -count value is  $> 0.05$ . Based on the results of the analysis, the path

coefficient between X2 and X3, namely:  $32 = 0.469$  with a price of  $t_{count} = 7.060$  and a significance value of 0.000 while the value of  $t_{table 5\%}$  is 1.974 So, the path coefficient has a value of  $t_{count} > t_{table 5\%}$ , namely:  $7.060 > 1,974$  with a significance level of 0.000. Thus,  $H_0$  is rejected and  $H_a$  is accepted.

By paying attention to the correlation coefficient, it is evident that innovation has a direct positive effect on interpersonal communication. This illustrates that teachers' perceptions of principals who have high innovation have good interpersonal communication skills as well.

#### **4.7 Situational Leadership (X1) has a direct positive effect on Teacher Job Satisfaction (X4)**

The test criteria is to reject  $H_0$  if the significance of the  $t_{count} < 0.05$  or accept  $H_0$  if the significance of the  $t_{count}$  value is 0.05. Based on the results of the analysis, the path coefficient between X1 and X4 is obtained, namely:  $41 = 0.422$  with a value of  $t_{count} = 10.517$  and a significance value of 0.000 while the  $t_{table}$  value of 5% is 1.974. So, the path coefficient has a value of  $t_{count} > t_{table 5\%}$ , namely:  $10.517 > 1.974$  with a significance level of 0.000. Thus,  $H_0$  is rejected and  $H_a$  is accepted.

By paying attention to the correlation coefficient, it is evident that situational leadership has a direct positive effect on teacher job satisfaction. This illustrates that teachers' perceptions of principals who have good situational leadership can increase teacher job satisfaction.

#### **4.8 Innovativeness (X2) has a direct positive effect on Teacher Job Satisfaction (X4)**

The test criteria is to reject  $H_0$  if the significance of the  $t_{count} < 0.05$  or accept  $H_0$  if the significance of the  $t_{count}$  value is 0.05. Based on the results of the analysis, the path coefficient between X2 and X4 is obtained, namely:  $42 = 0.263$  with a value of  $t_{count} = 5.915$  and a significance value of 0.000 while the  $t_{table}$  value of 5% is 1.974 So, the path coefficient has a value of  $t_{count} > t_{table 5\%}$ , namely:  $5.915 > 1,974$  with a significance level of 0.000. Thus,  $H_0$  is rejected and  $H_a$  is accepted.

By paying attention to the correlation coefficient, it is evident that innovation has a direct positive effect on teacher job satisfaction. This illustrates that high innovation will provide teacher job satisfaction.

#### **4.9 Interpersonal Communication (X3) has a positive direct effect on Teacher Job Satisfaction (X4)**

The test criteria is to reject  $H_0$  if the significance of the  $t_{count} < 0.05$  or accept  $H_0$  if the significance of the  $t_{count}$  value is 0.05. Based on the results of the analysis, the path coefficient between X3 and X4 is obtained, namely:  $43 = 0.464$  with a value of  $t_{count} = 10.198$  and a significance value of 0.000 while the value of  $t_{table 5\%}$  is 1.974 So, the path coefficient has a value of  $t_{count} > t_{table 5\%}$ , namely:  $10.198 > 1,974$  with a significance level of 0.000. Thus,  $H_0$  is rejected and  $H_a$  is accepted.

By paying attention to the correlation coefficient, it is evident that interpersonal communication has a direct positive effect on teacher job satisfaction. This illustrates that teachers to principals who have skills in interpersonal communication can increase teacher job satisfaction.

Efforts to increase teacher job satisfaction through situational leadership by giving instructions, consulting, supporting and delegating to subordinates according to the maturity, ability, willingness and skills of subordinates in carrying out their duties and responsibilities; Efforts to increase teacher job satisfaction through innovation by paying attention to teacher motivation, barriers to work, freedom at work and job challenges; Efforts to increase teacher job satisfaction through interpersonal communication by paying attention to information disclosure to teachers,

empathy, support, positive feelings and equality among fellow teachers; Teacher interpersonal communication in increasing teacher job satisfaction by paying attention to the work itself, salary system, promotion, supervision, co-workers and the environment.

## 5 Conclusion

The results of this study indicate that (1) the perception of situational leadership has a direct positive effect on interpersonal communication; (2) The perception of situational leadership has a positive effect on teacher job satisfaction; (3) Innovativeness has a positive effect on interpersonal communication; (4) Innovativeness has a positive effect on teacher job satisfaction; (5) Interpersonal communication has a positive effect on teacher job satisfaction, which is a research finding that can contribute to the development of organizational behavior theory, especially situational leadership theory, innovation, interpersonal communication and job satisfaction.

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