

# The Effect of Supervision Quality and School Culture on Job Satisfaction of Junior High School Teachers in Laubaleng District, Karo Regency

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**Abstract.** This study aims to determine and examine the direct influence of: (1) the quality of supervision on school culture; (2) the quality of supervision on teacher job satisfaction; and (3) school culture on teacher job satisfaction. The population of the study was 182 junior high school teachers in Laubaleng District, Karo Regency. By using the Slovin formula, a sample of 137 people was obtained which was determined by proportionate simple random sampling. The research method is path analysis which aims to test the theory and obtain information about the research. Based on the hypothesis testing, it can be concluded that there is a direct influence of: (1) the quality of supervision on school culture with  $\rho_{21} > r_{table}$  ( $0.521 > 0.159$ ) and  $t_{count} > t_{table}$  ( $7.377 > 1.645$ ); (2) the quality of supervision on teacher job satisfaction with  $\rho_{31} > r_{table}$  ( $0.385 > 0.159$ ) and  $t_{count} > t_{table}$  ( $4.558 > 1.645$ ); and (3) school culture towards teacher job satisfaction with  $\rho_{32} > r_{table}$  ( $0.255 > 0.159$ ) and  $t_{count} > t_{table}$  ( $2.943 > 1.645$ ). The results of the study provide a picture of the quality of supervision, school culture together influencing teacher job satisfaction by 0.660 or 43.6% and the rest is determined by other circumstances.

**Keywords:** Quality of supervision; School culture; Teacher job satisfaction.

## 1 Introduction

Education is all the efforts of adults in their interactions with children to lead their physical and spiritual development towards maturity (Purwanto, 2017:10). In a broad sense, education is defined as an action or experience that influences the development of the soul, character, or physical will of an individual. In a narrow sense, education is a process of transforming knowledge, values, and skills from generation to generation, carried out by society through educational institutions such as schools, higher education, or other institutions. (Suwarno, 2016:20).

Humans as the main actors in the education process must be able to carry out education as well as possible because humans are equipped with perfect reason. Sometimes humans consider education to be just an interesting business and not oriented towards educational goals, so that education that initially enlightened the nation's life became education that made the nation stupid. For a nation that is developing, especially for the survival of the nation in the midst of the journey of the era with increasingly sophisticated technology.

Improving teacher satisfaction with their work is very important, because it concerns the issue of teacher work results which is one of the steps in improving the quality of service to students. Suwarno (2016:79) states that teacher job satisfaction is a feeling as a teacher about whether or not the job is enjoyable based on the teacher's expectations with the rewards given by the school. A teacher who has job satisfaction will definitely work optimally and try to make his students understand what he teaches. Likewise, if the teacher does not feel job satisfaction in his place of teaching, then he will teach carelessly.

The results of initial observations conducted at junior high schools in Laubaleng District, Karo Regency, found that teachers felt dissatisfied with their work. Several things found by researchers indicated this, including: often protesting the principal's decision, being late in submitting student learning outcomes, often leaving class, and not checking student homework.

The results of this observation were confirmed by the School Supervisor who provided examples of data from several junior high school teachers in Laubaleng District as shown in Table 1 below.

**Table 1.** Conditions of Teachers in Junior High Schools in Laubaleng District

No	Incident	Number of Occurrences	Percentage
1	The teacher is always late to school	13 of 30 teachers	43.3%
2	Teachers spend more time chatting in the teachers' lounge than teaching in class.	15 of 30 teachers	50.0%
3	Teachers do not check students' assignments and do not provide immediate feedback.	25 of 30 teachers	83.3%
4	Teachers always use the previous year's RPP for supervisor review. teach him.	22 of 30 teachers	73.3%
5	The teacher closed the lesson when the bell rang without making a conclusion.	18 of 30 teachers	60.0%

Several principals who were met provided information that teachers in carrying out their duties still showed poor conditions such as: not mastering their field in teaching, teacher discipline is still low/lacking, work enthusiasm is still low, many teachers still teach using traditional methods. Not all teachers prepare teaching modules when teaching, so that the learning objectives to be achieved are also unclear, which ultimately has an impact on low student achievement. Thus, teacher teaching performance is not optimal. Many factors cause low teacher performance, one of which is job satisfaction experienced by teachers. Job satisfaction is an emotional expression that is positive or pleasant as a result of an assessment of a job or work experience. Mulyasa (2019:8) put forward several reasons why teacher job satisfaction in their duties as educators, including: (1) The teacher's task is not only to provide lessons as

contained in the teaching outline in the formal curriculum but also includes all aspects of life; (2) There is a phenomenon regarding the decline in teacher performance, even though teachers are the center of role models and have an influence on the development of their students; and (3) Improving the quality of formal education, the teacher aspect has an important role in realizing it.

Several studies have shown that the level of employee satisfaction has an influence on the level of individual satisfaction and organizational performance.(Dudasova, et al., 2023. Other research findings also show that job satisfaction is related to absenteeism and employee turnover rates, which ultimately impact organizational productivity.(Froeschle, et al., 2009. In their research review, Hasibuan, M. S. P. (2015) concluded that teacher job satisfaction is a fundamental factor in determining the success of each school. Satisfied teachers contribute to the achievement of learning objectives.(Muga, et al., 2017). In addition, a positive relationship between teacher job satisfaction and student learning outcomes has also been proven. Hasibuan, M. S. P. (2015). Therefore, the main challenge in improving teacher job satisfaction lies not only in retaining teachers in schools, but also in improving their productivity.

A person's satisfaction in work plays an important role in increasing work productivity. The level of teacher satisfaction has an influence on their attitude towards work, which in turn can affect their performance and their interactions with others. This is especially evident in the context of the teaching and learning process, where teachers have a significant influence on student learning. A person's level of satisfaction is reflected in the extent to which they are internally and externally motivated in their efforts.(Dormann and Zapf, 2001).

Research review shows that school collegial relationships and academic performance are greatly influenced by the level of teacher job satisfaction Getahun and Burichew, 2016). Therefore, the quality of education is closely related to the level of teacher job satisfaction. Teachers are the backbone of the education system and they are important figures who must continue to be appreciated. However, there are several factors that can cause a decrease in job satisfaction among teachers, such as large class sizes, lack of time, and feelings of helplessness. Factors related to school culture can contribute to high or low levels of satisfaction and performance.(Mertler, 1992).

School culture not only has a significant influence on individuals, but also influences collective decisions and actions in organizations. In addition, school culture also plays a role in maintaining order, reducing insecurity, and overcoming employee dissatisfaction.(Belias and Koustelios, 2015). Therefore, if school culture is not managed well, it can have a negative impact on safety, the level of social problems in the school, and the overall academic success of students. It is important to continue to monitor and maintain a positive school culture. If there is a negative change in the school culture, school leaders must take action to make the necessary changes.(Taahyadin and Daud, 2018).

Research that focuses more on hygiene factors often ignores cultural aspects and does not consider the cultural diversity that exists within schools. As a dynamic environment, schools are complex and unique social institutions that are shaped by unique cultures. Therefore, it is important to understand the cultural aspects that exist within them. Differences in cultural factors that affect teacher performance are often overlooked. However, because employee performance, including teachers, is greatly influenced by their level of job satisfaction, it is important to recognize and identify the underlying realities and create the right opportunities and environments for teachers to feel satisfied while working in schools.

Research conducted Morris and Bloom (2002) found that organizational culture has a significant influence on teacher job satisfaction. In other words, organizational culture plays an important role in predicting teacher satisfaction levels. A study conducted in Thailand also showed that school culture is a strong predictor factor in influencing teacher job satisfaction. (Duan, Du, and Yu, 2018).

The study aims to determine and analyze: (1) the influence of the quality of principal supervision on school culture in junior high schools in Laubaleng District, Karo Regency; (2) the influence of the quality of principal supervision on job satisfaction of junior high school teachers in Laubaleng District, Karo Regency; and (3) the influence of school culture on job satisfaction of junior high school teachers in Laubaleng District, Karo Regency. From the description above, it is predicted that the quality of principal supervision and personal relationships that occur in schools can influence school culture to increase teacher satisfaction when carrying out their duties. To prove this, it is necessary to conduct a study and research entitled the influence of the quality of principal supervision, personal relationships and school culture on job satisfaction of junior high school teachers in Laubaleng District, Karo Regency.

## **2 Literature Review**

### **2.1 Teacher Job Satisfaction**

Every person who works expects to get satisfaction from their workplace. (Mulyasa, 2011:82) Anoraga (2019:82) defines job satisfaction as a general attitude that is the result of several specific attitudes towards work factors, self-adjustment and individual social relationships outside of work. Then Robbins (2019:113) stated that job satisfaction is a general attitude toward one's job, which indicates the difference between the amount of rewards workers receive and the amount they believe they should receive. Similar views were expressed Greenberg and Baron (2000:323), job satisfaction as a positive or negative attitude that individuals have towards their work.

Kondalkar (2007:89) states: Job satisfaction focuses on employee attitude towards his job. It has three important dimensions: a) Job satisfaction can be measured by the emotional response to a job situation, therefore it cannot be seen, and it can only be inferred. b) Job satisfaction is related to what you actually get as reward and what you expect to get. If the difference between the actual reward and expectation is minimum or negligible, a person will display a positive attitude and if there is a wide difference between the two, a person will display a negative attitude towards his job and therefore the satisfaction level will be low. c) Job satisfaction is related to job dimensions.

If the school culture is positive, it will encourage commitment, increase motivation, and stimulate individuals to improve their performance and feel competent. Hasibuan, M. S. P. (2015). In addition to the cleanliness factor, a constructive school culture also contributes to teacher job satisfaction. Therefore, teachers' perceptions of school-related factors will affect their level of satisfaction. When teachers have positive perceptions or attitudes toward cleanliness and school culture factors, they will tend to feel more satisfied. According to the theory Colquitt., LePine, and Wesson (2015:8), it is explained that job satisfaction is influenced by organizational mechanisms, group mechanisms, and individual characteristics. It is further stated that job satisfaction can be influenced by the principal's leadership (humanistic type), personality (transcendent attitude), and ability (competence in accepting diversity). Wexley (2010:28) stated that job dissatisfaction will give rise to two types of behavior, namely

withdrawal (turnover) or aggressive behavior (sabotage, deliberate mistakes, disputes between employees and superiors, and also strikes) which will cause a decrease in performance levels.

Many factors influence teacher job satisfaction, one of which is stated Hasibuan (2015:203) as follows: (a) fair and appropriate compensation, (b) appropriate placement according to expertise, (c) the weight of the work, (d) the work environment, (e) equipment that supports the implementation of the work, (f) the attitude of the leader in his leadership, and (g) the nature of the work is monotonous or not. The same thing was stated by Gilmer in Hasibuan, M. S. P. (2015) that the aspects that influence job satisfaction are: promotion, job security, salary, company and management, working conditions, supervision, intrinsic factors of work, social aspects of work, communication and co-workers. According to George and Joner (2015:80) There are several factors that influence job satisfaction such as: personality, values, work situation, and social influences. It can be concluded that teacher job satisfaction is an expression of teacher satisfaction with the work they have done at school. The indicators of teacher job satisfaction in this study consist of: personality, values, work situation, and social influences.

## **2.2 Quality of Principal Supervision**

Supervision encourages teachers to become more empowered, and the teaching and learning situation becomes better, teaching becomes effective, and teachers become more satisfied in carrying out their work. Sagala (2010:227) stating that in the implementation of education, supervisory activities are an inseparable part of efforts to improve school achievement and quality, stated that if there is no element of supervision, the education system as a whole will not run effectively in its efforts to achieve its goals.

To make it easier to carry out their duties, teachers need to be assisted by professional assistance from supervisors, so that they can work with satisfaction, commitment in carrying out their duties, and become someone who has great effectiveness in teaching. Rifa'i and Anni (2012:39) formulating the objectives of teaching supervision: (1) helping teachers to better understand the objectives of teaching and the function of the school in an effort to achieve educational objectives; (2) helping teachers understand the problems faced by students and helping to solve them; (3) increasing the uniqueness of school personnel and creating effective leadership; (4) helping to explore teacher abilities and being able to utilize the strengths possessed by teachers to achieve learning objectives; (5) helping teachers improve their ability to perform in front of the class; (6) helping new teachers during orientation at school so that they can more quickly understand school problems; (7) helping teachers understand students' learning difficulties and finding alternative solutions; and (8) avoiding demands on teachers that are beyond their abilities and reasonableness.

This shows that supervision means an activity of monitoring, controlling, and controlling in an effort to collect performance data from educational units, to compare it with a predetermined standard. If there is a deviation from the standard, then improvements need to be made to achieve a predetermined goal. Control or supervision, both internally and externally, is an activity carried out to ensure that there are no deviations so that school or institutional activities can run according to plan.

Sagala (2010:32) that the supervisor's duties are to supervise and provide facts and information regarding: (1) school management related to the school's vision, mission and goals, curriculum, school management, facilities and infrastructure, educational staff, students, educational

environment and assessment; and (2) academic activities related to learning, learning processes, guidance, media and learning tools, learning evaluation, and learning outcomes at the school under his supervision. Achieving the objectives of teaching supervision will make it easier or bring closer to achieving the objectives of education at the school.

Thus, the quality of supervision is the process of guidance provided by supervisors to teachers to improve teacher performance in the classroom, which can be measured through indicators: the existence of supervision, implementing school managerial control, teacher assessment and development, developing the curriculum, school management, facilities and infrastructure, coaching and guidance to education personnel and students, as well as improvements to the assessment system carried out by teachers.

### **2.3 Interpersonal Relationships**

Cangara (2021:34) interpersonal communication in general is a communication process that takes place between two or more people face to face Hasibuan, M. S. P. (2015) states that interpersonal relationships are relationships outside of oneself or are also called adjustments to other people. Sujanto (2019:14) states that interpersonal relationships are relationships that consist of two or more people who are dependent on each other and use consistent interaction patterns. When establishing interpersonal relationships, there will be a process and usually begins with interpersonal attraction.

Interpersonal relations are one of the basic elements studied in social psychology and are the beginning of all forms of social interaction. (Sarwono, 2020:192) An interpersonal relationship is a relationship consisting of two or more people who are interdependent on each other and use consistent patterns of interaction. (Dian and Srifatmawati, 2012:2) Meanwhile, according to Enjang (2019:68), interpersonal relationships are communication between people face to face, which allows each participant to directly capture both verbally and face to face, verbal interactions.

Thus, interpersonal relationships are relationships consisting of two or more people who are interdependent on each other and use consistent interaction patterns, which can be seen from the indicators: social contact and communication.

### **2.4 School Culture**

Culture has been an important concept in understanding human societies and groups for a long time. Every individual is influenced by a culture that influences their behavior. According to Dormann, C., Zapf, D. (2001). School culture can be defined as a collection of values that form the basis of behavior, traditions, daily habits, and symbols practiced by the principal, teachers, administrative staff, students, and the community around the school.

Hasibuan, M. S. P. (2015) that organizational culture has a very significant influence on the behavior of organizational members as individuals in groups and, as a whole organizational unit. Organizational culture will foster identity in each member and attachment to the organization, because the embedded values will make it easier for each member of the organization to understand and appreciate every event or activity carried out by the organization. Self-identity that is built from organizational culture makes each member have the same attitude in responding to the policies of the organization's leadership. Dormann, C., Zapf, D. (2001). describes the characteristics of culture in an organization including: (a) behavioral regulations

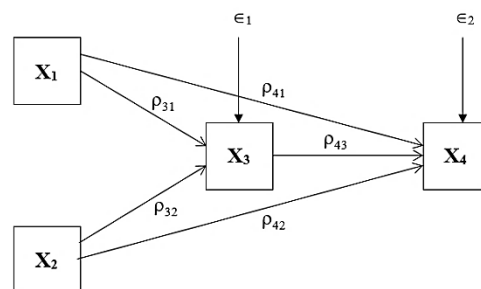
that must be met, (b) norms, (c) dominant values, (d) philosophy, (e) rules, and (f) organizational climate.

Robbins (2019:247) states that culture in an organization is a shared perception held by members of the organization, and is a system of shared meaning. In a more careful observation, it is a series of important characters that are values for an organization, namely: innovation and risk taking, attention to detail, results orientation, people orientation, team orientation, aggressiveness, and stability. School culture is a distinctive character possessed by a school in accordance with the norms, values, and habits in the school in organizing education to develop students into quality human beings.

The formation of culture in an organization is the main task of a leader, the weakness or strength of an organization's culture depends on the extent to which the leader of the organization is able to instill the noble values of the organization he leads to the members. Thus, school culture is the daily behavior of every school community in carrying out tasks to act according to school regulations.

### 3 Method

This research was conducted at junior high schools in Laubaleng District, Karo Regency, and the research period was from July 2023 to May 2024. Riduwan (2008:2) states that path analysis is used to analyze the pattern of relationships between variables with the aim of determining the direct or indirect influence of a set of independent variables (exogenous) on dependent variables (endogenous). In this study, the research paradigm proposed is as follows:



**Fig. 1.** Research Paradigm

The population in this study was all junior high school teachers in Laubaleng District, Karo Regency, totaling 182 people. The sample according to Dormann, C., Zapf, D. (2001) is from the number of characteristics possessed by the population. Obtaining samples proportionally takes into account the number in each area. Sampling is done randomly through a lottery. The sample size is taken based on the formula stated by Slovin as quoted Dormann, C., Zapf, D. (2001) that is:  $n = 182 / (1 + (182 \times 0.05^2)) = 137$  junior high school teachers throughout Laubaleng District, Karo Regency.

## 4 Result and Discussion

### 4.1. Result

To find out the data description for each variable, data is presented in the form of the number of means, medians, modes, standard deviations, lowest scores, highest scores and total scores for each research variable as in Table 2 below.

**Table 2.** Summary of Descriptive Statistics Calculation Results

	Quality of Principal Supervision	Job satisfaction	Interpersonal Relationships	School Culture
N Valid	137	137	137	137
N Missing	0	0	0	0
Mean	84.80	72.12	73.59	81.19
Median	85.00	72	74.00	81.00
Mode	86	75	80	79a
Std. Deviation	8,697	7,532	7,710	9,844
Minimum	63	55	56	60
Maximum	102	90	91	104
Sum	11618	9880	10082	11123

To find out whether the data from each variable is normally distributed or not, it is necessary to conduct a normality test using the Liliefors test, as shown in Table 3 below.

**Table 3.**Normality Calculation Summary

No	Variables	Count	Ltable	Results
1	X3 over X1	0.055	0.076	Normally distributed
2	X3 over X2	0.062		Normally distributed
3	X4 over X1	0.062		Normally distributed
4	X4 over X2	0.073		Normally distributed
5	X4 over X3	0.041		Normally distributed

Furthermore, the linearity assumption is carried out based on the linearity test with the F test on the data for each endogenous variable on the exogenous variable, as in Table 4 below.

**Table 4.**Summary of Linearity Test and Significance Test

No	Variables	Linearity Test			Regression Significance Test		
		Fhitung	Ftable	Status	Fcount	Ftable	Status
1	X3 over X1	1,378	1.57	Linear	89,668	3.92	Significant
2	X3 over X2	1,002	1.56	Linear	40,752	3.92	Significant
3	X4 over X1	1,492	1.57	Linear	82,012	3.92	Significant
4	X4 over X2	1,394	1.57	Linear	33,827	3.92	Significant
5	X4 over X3	1,401	1.51	Linear	66,802	3.92	Significant

Based on Table 4, it is stated that there is a linear and significant influence between endogenous variables on exogenous variables. For the linearity test, the Fh value must be smaller than the Ftable significance of 0.05 and for the regression significance test, the Fh value must be greater than the Ftable significance of 0.05, so the relationship between endogenous variables and exogenous variables is linear, thus the assumptions of the linearity test and regression significance have been met.

The description of the calculation results that have been carried out using path analysis on the research hypothesis is described as follows.



**Table 5.**Path Coefficient Summary

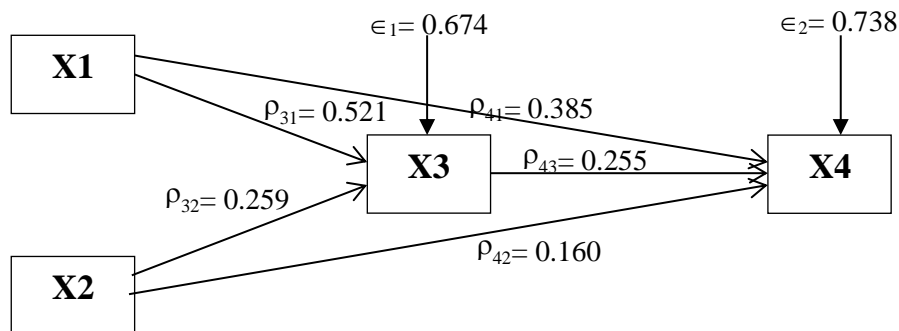
Variables	Coefficient	count	Sig	Results
$\rho_{31}$	0.521	7,377	0,000	Means
$\rho_{32}$	0.259	3,660	0,000	Means
$\rho_{41}$	0.385	4,588	0,000	Means
$\rho_{42}$	0.160	2,155	0.033	Means
$\rho_{43}$	0.255	2,943	0.004	Means

Furthermore, the results of the calculations of direct and indirect influences are described in Table 6 below.

**Table 6.**Summary of Direct Influence and Indirect Influence

Model	Exogenous Variables versus Endogenous Variables	Causal Influence			Non-Line	
		Direct	Not Direct via X3	Total	U	S
I	X1 against X3	0.521	–	0.521	0.111	–
	X2 against X3	0.259	–	0.259	0.223	–
II	X1 against X4	0.385	0.161	0.546	0.068	–
	X2 against X4	0.160	0.123	0.283	0.165	–
	X3 vs X4	0.255	–	0.255	–	0.320

Based on the path coefficient prices obtained from the calculation results, a path diagram can be drawn as in Figure 2 below.



**Fig. 2.** Research Path Diagram

The goodness-of-fit test is intended to test whether the proposed model fits the data or not. The calculation results obtained  $\chi_{count} = 0$ . Result  $\chi_{count} = 0$  consulted with  $\chi_{table}$  for  $d = 1$ , namely 3.84. Thus  $\chi_{count} < \chi_{table} (0 < 3.84)$ , it is concluded that the overall path analysis model is significant. This indicates that the proposed model is suitable (acceptable).

#### 4.2. Discussion

- a. **The quality of the principal's supervision (X1) has a direct influence on school culture (X3)**

The findings of this study indicate the magnitude of the influence of the quality of the principal's supervision directly on the school culture of 0.521. This illustrates that the quality of the principal's supervision and Chang Zhu Devos and Tondeur (2014) affects the school culture. These results support research stating that the quality of principal supervision has an effect on improving school culture. Further analysis of the indicators that make up the principal supervision quality variable provides results as in Table 7.

**Table 7.** Index of Indicators Compiling the Principal's Supervision Quality Variable on School Culture

No.	Indicator	Determinant Index
1	There is supervision	0.578
2	The existence of teacher managerial control	0.702
3	The existence of teacher assessment and development	0.637
4	Curriculum development	0.483
5	Teacher coaching and guidance	0.738

Based on Table 7, the highest index of the components is obtained from the teacher coaching and guidance indicator of 0.738; while the lowest index is obtained from the curriculum development indicator of 0.483. Thus, it is necessary to pay attention to maintaining the teacher coaching and guidance indicator and improving the curriculum development indicator in an effort to optimize the quality of principal supervision as per the research results.

The results of further analysis of the questionnaire contents show that the reasons for the quality of principal supervision having a positive impact on school culture are due to: (1) the principal's coaching of teachers who have not performed well; (2) the availability of teacher performance assessment results that are used by the principal to overcome teacher weaknesses; (3) the existence of an agreement with the principal for his/her guidance; (4) the existence of sanctions given to teachers who do not implement the curriculum according to government regulations and the principal's direction; (5) the involvement of the education office by the principal in assessing teacher performance; (6) the principal carries out teacher development according to the results of his/her observations in class; (7) the principal involves teachers in coaching students who have problems; and (8) the existence of a concrete explanation from the principal to involve teachers in creating school programs. These conditions have a positive impact on improving the quality of principal supervision in schools.

Furthermore, the results of the analysis of the questionnaire also showed that the causes of the quality of the principal's supervision having a negative impact on school culture were due to: (1) the principal's poor scheduling of teachers; (2) the principal's poor performance assessments were not in accordance with government regulations; (3) the principal allowed teachers to carry out learning without any control in accordance with government regulations; and (4) the principal's actions in allowing teachers to fill out their own performance assessment sheets. This condition has an impact that is less supportive of the quality of the principal's supervision in leading the school.

A good supervising principal will have a role as a coach and motivator for teachers. They will provide the necessary support, give clear direction, and inspire teachers in developing a good work culture in the school. The principal will identify the potential and strengths of individual teachers and help them to develop them. Therefore, school culture can improve if the quality of

the principal's supervision, which includes rules on the reward system for high-achieving workers, is strengthened.

**b. Interpersonal Relationships (X2) have a direct influence on School Culture (X3)**

The results of this study indicate the magnitude of the direct influence of interpersonal relationships on school culture of 0.259. This illustrates that interpersonal relationships influence school culture. These results support the research Belias, Koustelios, Sdrolias, and Aspridis (2015), that interpersonal relationships influence the improvement of school culture. Further analysis of the indicators that make up the interpersonal relationship variables provides results as in Table 8.

**Table 8.** Interpersonal Relationship Variable Compiling Indicator Index towards school culture

No.	Dimensions	Determinant Index
1	Social contact	0.861
2	Communication	0.384

Based on Table 8, the highest index is obtained from the social contact indicator of 0.861; while the lowest index is obtained from the communication indicator of 0.384. Thus, it is necessary to pay attention to maintaining the social contact indicator and improving the communication indicator in an effort to optimize interpersonal relationships as per the research results.

The results of further analysis of the questionnaire contents show that the causes of interpersonal relationships having a positive impact on school culture are due to: (1) good appreciation received by teachers from colleagues at school; (2) support from colleagues for the achievements of teachers at school; (3) the widest possible opportunity to do what is desired at school according to applicable regulations; (4) assistance provided by colleagues when teachers have difficulty overcoming student problems at school; (5) reminders to continue working well from colleagues at school; and (6) the courage to tell the best work results that have been achieved in class while carrying out work at school. This condition has a positive impact on improving interpersonal relationships with teachers when carrying out work at school.

Furthermore, the results of the analysis of the questionnaire showed that the causes of interpersonal relationships between teachers at school having a negative impact on school culture were: (1) not daring to admit mistakes that had been made in front of colleagues at school; (2) immediately rejecting when colleagues reject the proposed idea; (3) not showing a respectful greeting when meeting or passing colleagues at school; (4) distancing themselves when colleagues need help at school; (5) showing a lack of trust in colleagues who are appointed as activity leaders at school; and (6) having difficulty communicating with colleagues if they do not have the same understanding in handling a problem at school. This condition has an impact that does not support interpersonal relationships in leading at school.

Strong interpersonal relationships between teachers create an emotionally supportive environment. Teachers can provide support to each other in dealing with challenges and stress in their work. In addition, they can also provide professional support, such as providing constructive feedback and sharing effective teaching strategies.

Good interpersonal relationships also have a positive impact on communication between teachers. Teachers who have good relationships tend to be more open and transparent in their communication. They can easily share information, provide feedback, and discuss issues related

to their work. Effective communication between teachers is essential to improve coordination and cooperation between them. Therefore, school culture can improve if the implementation of interpersonal relationships that include planning, organizing, directing, and controlling junior high school teacher resources is very good.

**c. The quality of the principal's supervision (X1) has a direct effect on job satisfaction (X4)**

The results of this study indicate the magnitude of the influence of the quality of the principal's supervision directly on job satisfaction of 0.385. This illustrates that the quality of the principal's supervision affects job satisfaction. These results support the research conducted Morris and Bloom (2002) that the quality of principal supervision affects the increase in job satisfaction. Further analysis of the indicators that make up the principal supervision quality variable provides results as in Table 9.

**Table 9.** Index of Indicators Compiling Supervision Quality Variables  
School Principals on Job Satisfaction

No.	Indicator	Determinant Index
1	There is supervision	0.578
2	The existence of teacher managerial control	0.702
3	The existence of teacher assessment and development	0.637
4	Curriculum development	0.483
5	Teacher coaching and guidance	0.738

Based on Table 9, the highest index of the components is obtained from the teacher coaching and guidance indicator of 0.738; while the lowest index is obtained from the curriculum development indicator of 0.483. Thus, it is necessary to pay attention to maintaining the teacher coaching and guidance indicator and improving the curriculum development indicator in an effort to optimize the quality of principal supervision as per the research results.

The results of further analysis of the questionnaire contents show that the reasons why the quality of principal supervision has a good impact on job satisfaction are due to: (1) the principal's coaching for teachers who have not performed well; (2) the availability of teacher performance assessment results that are used by the principal to overcome teacher weaknesses; (3) the existence of an agreement with the principal for his/her guidance; (4) the existence of sanctions given to teachers who do not implement the curriculum according to government regulations and the principal's direction; (5) the involvement of the education office by the principal in assessing teacher performance; (6) the principal carries out teacher development according to the results of his/her observations in class; (7) the principal involves teachers in coaching students who have problems; and (8) the existence of a concrete explanation from the principal to involve teachers in creating school programs. These conditions have a good impact on improving the quality of principal supervision in schools.

Furthermore, the results of the analysis of the questionnaire also showed that the causes of the principal's supervision quality having a negative impact on job satisfaction were due to: (1) the principal's poor scheduling of teachers under his supervision; (2) the principal's poor

performance assessments were not in accordance with government regulations; (3) the principal allowed teachers to carry out learning without any control in accordance with government regulations; and (4) the principal's actions in allowing teachers to fill out their own performance assessment sheets. These conditions have an impact that does not support the quality of the principal's supervision in leading the school.

The quality of principal supervision has a significant influence on increasing job satisfaction in schools. Effective and quality supervision from the principal can help create a good working environment, increase teacher motivation and engagement, and improve the quality of teaching and learning. Principals who have good quality supervision are able to provide clear direction and measurable goals to teachers in the school. This helps teachers to understand their roles and responsibilities better, so that they can work more focused and effectively. Clear leadership also helps create a stable and organized working environment.

The quality of the principal's supervision also includes coaching and development of teachers. A good principal will provide opportunities for teachers to attend training and workshops, and provide support in their professional development. This coaching and development helps improve the quality of teaching and learning in the school, and provides opportunities for teachers to continue to grow in their careers.

Principals who have good supervisory qualities also have effective communication skills. They are able to listen and communicate clearly to teachers, and facilitate dialogue and collaboration between teachers. Effective communication helps create an open and supportive working environment, and ensures that teachers' expectations and needs are well understood..

**d. Interpersonal Relationships (X2) have a direct influence on Job Satisfaction (X4)**

The results of this study indicate that interpersonal relationships have a direct effect of 0.160 on job satisfaction. This illustrates that interpersonal relationships affect teacher job satisfaction. These results support the research conducted Dormann, C., Zapf, D. (2001), that interpersonal relationships affect the increase in job satisfaction. Further analysis of the indicators that make up the interpersonal relationship variables on job satisfaction provides results as in Table 10.

**Table 10.** Interpersonal Relationship Variable Compiling Indicator Index on Job Satisfaction

No.	Dimensions	Determinant Index
1	Social contact	0.861
2	Communication	0.384

Based on Table 4.18, the highest index is obtained from the social contact indicator of 0.861; while the lowest index is obtained from the communication indicator of 0.384. Thus, it is necessary to pay attention to maintaining the social contact indicator and improving the communication indicator in an effort to optimize interpersonal relationships as per the research results.

The results of further analysis of the questionnaire, it is known that the causes of interpersonal relationships having a good impact on job satisfaction are due to: (1) good appreciation received by teachers from colleagues at school; (2) support from colleagues for the achievements

achieved by teachers at school; (3) the widest possible opportunity to do what is desired at school according to applicable provisions; (4) assistance provided by colleagues when teachers have difficulty overcoming student problems at school; (5) reminders to continue working well from colleagues at school; and (6) the courage to tell the best work results that have been achieved in class while carrying out work at school. This condition has a good impact on improving interpersonal relationships with teachers when carrying out work at school.

Furthermore, the results of the analysis of the questionnaire showed that the causes of interpersonal relationships between teachers at school having a negative impact on job satisfaction were: (1) not daring to admit mistakes that had been made in front of colleagues at school; (2) immediately rejecting when colleagues reject the proposed idea; (3) not showing a respectful greeting when meeting or passing colleagues at school; (4) distancing themselves when colleagues need help at school; (5) showing a lack of trust in colleagues who are appointed as activity leaders at school; and (6) having difficulty communicating with colleagues if they do not have the same understanding in handling a problem at school. This condition has an impact that does not support interpersonal relationships in leading at school.

The influence of interpersonal relationships on increasing job satisfaction in schools is very important and can have a positive impact on the performance and productivity of teachers in it. Good interpersonal relationships in schools can improve communication between teachers, including between leaders and subordinates, as well as between colleagues. Effective communication allows teachers to understand each other, share information, and work together better. This can reduce misunderstandings, improve coordination, and speed up problem solving, which in turn can increase job satisfaction.

Positive, strong, good interpersonal relationships can have a positive impact on schools, creating a harmonious work environment, building a sense of belonging and loyalty to the school. And can increase strong cooperation and reciprocity to improve productivity and work quality, which in turn can increase job satisfaction.

**d. School Culture (X3) has a direct influence on Job Satisfaction (X4)**

The results of this study indicate that school culture has a direct effect of 0.255 on job satisfaction. This illustrates that school culture influences job satisfaction. These results support the research conducted Tilaar, H. A. . (2019); Duan, Du and Yu (2018); And Getahun, Tefera, and Burichew (2016) that school culture influences increased job satisfaction. Further analysis of the indicators that make up the school culture variable provides results as in Table 11.

**Table 11.** Index of Indicators Compiling School Culture Variables on Job Satisfaction

No.	School culture indicators	Determinant Index
1	Innovation and risk taking	0.574
2	Attention to detail	0.453
3	Results orientation	0.542
4	People orientation	0.623
5	Team orientation	0.463

6	Aggressiveness	0.427
7	Stability	0.608

Based on Table 11, the highest index of the people orientation indicator is 0.623; while the lowest index is the aggressiveness indicator of 0.427. Thus, it is necessary to pay attention to maintaining the people orientation indicator and increasing the aggressiveness indicator in an effort to optimize school culture as per the research results.

The results of further analysis of the questionnaire contents show that the reasons why school culture has a positive impact on job satisfaction are: (1) teachers try to do their best to get maximum results at school; (2) schools provide strict sanctions for violations committed by teachers if they do not comply with the rules in program meetings at school; (3) teachers are competent in using learning equipment to carry out tasks at school; (4) teachers prepare well the tasks that will be given to students before entering the classroom; and (5) teachers believe that good teaching preparation will have the best impact on student learning outcomes in the classroom. This condition has a positive impact on improving school culture to support teacher satisfaction in working.

Furthermore, the results of the analysis of the questionnaire showed that the causes of school culture having a negative impact on job satisfaction were due to: (1) the lack of persistence of teachers to achieve school goals well; (2) some fellow teachers did not like to apologize even though they had made mistakes to their colleagues at school; (3) teachers had difficulty working alone in fulfilling their teaching responsibilities at school; and (4) there was no support from colleagues to replace teaching duties in class when teachers were unable to attend school.

A work culture that values and appreciates teachers' contributions can have a positive impact on job satisfaction. Recognition and appreciation given regularly and fairly can increase teacher motivation, stimulate work enthusiasm, and increase their satisfaction with their work. A work culture that provides appreciation can also strengthen the bond between teachers and the school, increase loyalty, and reduce turnover rates.

A work culture that supports flexibility and work-life balance can increase job satisfaction. When teachers are given flexibility in carrying out their duties, such as flexible work schedules or the opportunity to work from home, they can achieve a better balance between work and life. This can reduce stress and increase job satisfaction because teachers feel they have more control over their time and life. Therefore, job satisfaction can increase if there is a high school culture because the desire to do something as well as possible causes it to be able to do the right thing in the right way.

## 5 Conclusions

Based on the research results it can be concluded:

- 1) The quality of the principal's supervision has a direct positive effect on the school culture of junior high schools in Laubaleng District, Karo Regency, meaning that the better the quality of the principal's supervision, the better the school culture of junior high schools in Laubaleng District, Karo Regency.
- 2) Interpersonal relationships have a direct influence on the culture of junior high schools in Laubaleng District, Karo Regency, meaning that the better the interpersonal relationships, the better the culture of junior high schools in Laubaleng District, Karo Regency.

- 3) The quality of the principal's supervision has a direct effect on the job satisfaction of junior high school teachers in Laubaleng District, Karo Regency, meaning that the better the quality of the principal's supervision, the better the job satisfaction of junior high school teachers in Laubaleng District, Karo Regency.
- 4) Interpersonal relationships have a direct effect on the job satisfaction of junior high school teachers in Laubaleng District, Karo Regency, meaning that the better the interpersonal relationships, the better the job satisfaction of junior high school teachers in Laubaleng District, Karo Regency.
- 5) School culture has a direct influence on the job satisfaction of junior high school teachers in Laubaleng District, Karo Regency, meaning that the better the school culture, the better the job satisfaction of junior high school teachers in Laubaleng District, Karo Regency.

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