



The Effect of Principal Transformational Leadership on Teacher Job Satisfaction: A Literature Review

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ABSTRACT

Transformational leadership is closely associated with important and positive work attitudes, particularly job satisfaction. In the school context, this means that principals need to act as leaders who use transformational styles to improve educational outcomes through teacher job satisfaction. In Indonesia, empirical research on the effect of transformational leadership on the level of teacher job satisfaction. Thus, this article aims to explore the influence of transformational leadership on teacher job satisfaction. This research uses the literature review method by reviewing national and international journal articles from Google Scholar, focusing on articles published from 2018 to 2024. There were 28 articles used as references. The review conducted shows that transformational leadership has a significant effect on the level of job satisfaction of teachers. This article is expected to enrich theoretical knowledge about the influence of transformational leadership on teacher job satisfaction and become a reference for further research.



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INTRODUCTION

Education is an ongoing process and has an important role in shaping the quality of individuals based on the principles of national culture and Pancasila. Through education, the philosophical principles and cultural heritage of a nation can be developed thoroughly (Sujana, 2019). Education plays a crucial role in broadening horizons, skills, behavior, and personal principles (Musyoki, 2022). Quality education can create superior and productive human resources. Thus, collaboration between the government and the private sector is needed to achieve this goal through various initiatives to improve education (Halipah, 2015).

Nowadays, human resources play a very crucial role in an organization (Jalishment, 2015). HR is an important element in determining the effectiveness of organizational operations (Fauzi & Manao, 2023), so developing competencies and capabilities through education is very important (Jalishment, 2015). Teachers, as an important part of human resources, play a central role in the education process. They are a vital element that ensures that education takes place properly and with quality (Sancoko & Sugiarti, 2022). To achieve high job satisfaction among teachers and employees, schools need to create an environment that supports the optimal development and improvement of their abilities and skills (Nugroho & Kunartinah, 2012).

Job satisfaction itself can be interpreted as a favorable emotion arising from an assessment of the work undertaken (Setiyono, 2022). An educator has the ability to carry out their duties professionally if they have a high level of job satisfaction (Sukoyo & Juhji, 2021). This satisfaction is a very crucial concept in practice because it is directly related to the effectiveness of performance and achievement in a career. Job satisfaction can also be mediated by career satisfaction, where high career satisfaction is closely related to happiness at work and encourages teachers to work optimally and professionally (Ardiansyah, 2015).

Educators who are happy with their work will usually carry out their duties with enthusiasm and energy, driven by certain reasons or motives that motivate them to work optimally. Achieving optimal job satisfaction will encourage teachers to develop and innovate to achieve success in their work. To improve the achievement of optimal employee performance, support from leaders is needed, including increasing teacher job satisfaction so that their abilities develop according to the expectations of an effective leader will contribute to improved performance in line with organizational goals. Satisfied employees will usually remain in the organization, while dissatisfied employees tend to show attitudes that oppose leadership and engage in harmful behavior (Vijian & Wahab, 2020).

Leadership is an individual's ability to influence and encourage others to achieve the same goal (Malik et al., 2023). A leader is responsible for organizing education, both in terms of functions and responsibilities, to provide satisfaction to the teachers and staff involved (Suroyya, 2018). In this era of change, leaders have a great opportunity to develop the leadership values needed to deal with changing challenges and threats. This requires strength of attitude and intelligence in recognizing opportunities and planning for the future is essential. Thus, it is very important to have leaders who fit the current conditions, namely leaders who are committed to quality and always act (Nasution, 2018).

A leader must also be a good role model for their subordinates because as superiors, they need to provide good services or directions so that teachers are motivated to improve the quality of teaching services. In addition, a good leader can foster self-confidence in teachers, so that they can carry out their duties well. Support from superiors is expected to increase teacher enthusiasm, which in turn increases their productivity as educators (Khalik et al., 2021). A leader must have the ability to arouse, direct, and awaken the components under him to work by the predetermined organizational goals. The success or failure of an organization is determined by the quality of its leader's leadership (Krisbiyanto, 2019). Leaders who can combine creative understanding, perseverance, and passion with intuition and sensitivity to the needs of others and who inspire them to go beyond personal interests are known as transformational leaders (Duraku & Hoxha, 2021).

Transformational leadership in principals emphasizes the importance of providing opportunities and encouraging the entire school community, including students, teachers, and education staff, to operate based on good and right value principles. Thus, all school members will contribute maximally to achieving the school's vision, mission, and goals without any pressure (Gunawan & Efendi, 2022). Transformational leadership comes as an answer to the challenges of an era full of transformations. This leadership is not only triggered by the desire for recognition, but also by a leader's awareness to give the best, in line with advances in management and leadership that focus on human elements, performance, and development (Rofiq, 2019).u

Transformational leadership characteristics can improve organizational efficiency and productivity. The hallmark of this leadership is its ability to motivate teachers to strive hard, increase the level of satisfaction at work, exceed targets, and encourage the development of employees' creativity (Sadeghi & Pihie, 2013). Transformational leadership behavior is a form of leadership that is very appropriate and plays a major role in realizing output in all educational institutions because this model functions as formal collegial leadership in educational institutions. Transformational leadership can motivate and inspire followers to achieve more than they aspire to while developing their capacity, quality, and potential (Yulius et al. 2019; Jiang et al, 2017). Indicators of principal transformational leadership, based on previous research, include: 1. Transformational leaders are known to have a strong appeal in the eyes of their followers (charisma), 2. Transformational leaders act as a source of motivation or inspiration for their team members (inspiration), 3. Transformational leaders give special attention and treatment to each individual in the team (individual attention), and 4. Transformational leaders can encourage critical thinking and new ideas from their members (intellectual stimulation), (Italiani, 2013).

Based on this description, transformational leadership is very important for teacher job satisfaction. However, the literature that discusses the impact of transformational leadership on the level of teacher job satisfaction is still relatively minimal, especially in the school environment. Therefore, the author plans to focus on the study of transformational leadership and teacher job satisfaction. It is important to conduct a literature review from 2018 to 2024 to answer the question: "How does transformational leadership influence the level of teacher satisfaction in schools?"

METHODS

This research uses the literature review method. The purpose of this method is to recognize, assess, analyze, and understand all available research. The author conducted research with a literature review after determining the topic of writing and determining the formulation of the problem. The review process was conducted using Google Scholar by searching national and international journals with the keywords "The impact of transformational leadership on the performance of educators", and "Transformational leadership on job satisfaction". The search results displayed 19 articles in Indonesian and 9 articles in English. The journal publication period is limited to the last 6 years, from 2018 to 2024. Only Indonesian and English articles were included, excluding theses and dissertations. Based on the search, 16,400 journals and articles were selected. Then selected based on research topics related to the formulation of problems during the study, 28 related articles were found to be analyzed and collected in the discussion written in this article which can be used as a source of finding gaps for further research. "Transformational Leadership on Teacher Job Satisfaction.

RESULTS AND DISCUSSION

Results

This section presents the main findings that have been reviewed from several articles read by the author. The selection of articles was based on the influence of transformational leadership on teachers' job satisfaction. The articles reviewed are the results of studies conducted in many countries around the world. The table presented explains the results of the literature study that has been conducted by the author. The research covers several schools, universities, and companies. Of the many articles, many are not relevant, so only 28 articles are considered relevant. Furthermore, these articles were analyzed and compiled into the discussion contained in this article.

Table 1. Literature Study Result Data

Author Name, year	Country	Research Results
1.(Yunita et al., 2024)	Indonesia	Transformational leadership has a significant positive effect on compensation.
2. (Nurhadidjah et al., 2023)	Indonesia	Principal transformational leadership style and teacher job satisfaction are positively correlated.
3. (Muktia et al., 2023)	Indonesia	Transformational leadership variables have an effect on job satisfaction
4. (Eliyana & Ma'arif, 2019)	Indonesia	Employee satisfaction and organizational commitment increase as a result of transformational leadership.
5. (Astuti et al., 2022)	Indonesia	Transformational leadership has a significant positive effect on job satisfaction.
6. (Fayzhall et al., 2020)	Indonesia	transformational leadership has a positive and significant effect on teacher satisfaction
7. (Gan et al., 2022)	Malaysia	positive and significant relationship between the level of transformational leadership and job satisfaction
8. (Wote & Patalatu, 2019)	Indonesia	Performance is enhanced by principals' transformational leadership and teachers' job satisfaction.
9. (Setyaningsih & Sunaryo, 2021)	Indonesia	Strengthening transformational leadership, independence, and job satisfaction can increase teachers' commitment to their profession.
10. (Boamah et al., 2018)	Kanada	In the era of education 4.0, teacher performance is improved by the transformational leadership of the principal.
11. (Asbari et al., 2022)	Indonesia	Teachers feel great satisfaction when the principal acts as a transformational leader, without being influenced by demographic variables, school type, or work experience.
12. (Arokiasamy, 2018)	Malaysia	There is a positive influence of transformational leadership on job satisfaction.
13. (Nguyen et al., 2023)	Vietnam	There is a significant relationship between principals' transformational leadership and teachers' job satisfaction.
14.(Purwanto, 2020)	Indonesia	Principal transformational leadership and quality culture influence teacher performance through job satisfaction, both directly and indirectly.

15.(Riswanti Rini, 2022)	Indonesia	Partially and simultaneously, job satisfaction and transformational leadership have a positive and significant effect on employee performance.
16.(Kouni et al., 2018)	Yunani	There is a significant positive relationship between transformational leadership with trust in leadership and job satisfaction.
17. (Allozi et al., 2022)	Yordania	Transformational leadership has a positive universal impact in building organizational commitment and increasing job satisfaction in various sectors and cultures.
18. (Zainal & Abdullah, 2022)	Malaysia	Increasing employee performance in the company can be achieved by increasing job satisfaction, which is influenced by transformational leadership style and organizational culture.
19.(Rizkie & Suriansyah, 2022)	Indonesia	There is a positive influence of transformational leadership on teacher job satisfaction through inspirational motivation and close relationships with peers.
20.(Nasution, 2018)	Indonesia	Principal transformational leadership and organizational culture are positively correlated with teacher job satisfaction.
21. (Gunawan, 2024)	Indonesia	Job satisfaction is influenced by technology, career development, job design, and transformational leadership.
22. (Iryadana, 2024)	Indonesia	As many as 80% of workers are satisfied with their jobs due to factors such as transformational leadership, job design, career development, and technology. These factors significantly increased overall job satisfaction.
23. (Wahyuniardi & Nababan, 2018)	Indonesia	transformational leadership influences job satisfaction in BUMN workers
24. (Yuan & Alias, 2021)	Malaysia	transformational leadership style has a positive impact on job satisfaction, so it is recommended that healthcare services adopt this style to improve staff job satisfaction.
25. (Sulaeman et al., 2018)	Indonesia	transformational leadership by professors is able to have a positive impact on teachers' job satisfaction
26. (Hayati et al., 2021)	Indonesia	Teachers' level of satisfaction with their jobs and leaders' transformational leadership have a positive correlation. Transformational management practices and principal leadership affect teacher performance as well.
27. (Iskandar & Andriani, 2020)	Indonesia	the influence of transformational leadership style on job satisfaction in BUMN workers
28. (Gebreheat et al., 2023)	Amerika Serikat	transformational leadership style has a positive impact on job satisfaction

Discussion

Based on literature studies from various journals, it was found that the application of transformational leadership has a significant impact on the level of job satisfaction of teachers (Anggraeni & Santosa, 2013). Leadership can be defined as a process in which an individual plays a role in influencing a group of individuals to achieve the same goal (Northouse, 2021). Transformational leadership style is a leadership approach in which a leader is able to motivate team members and apply a personalized approach, so that subordinates show respect, admiration, and trust in their leaders (Lestari, 2018). Transformational leadership is characterized by the leader's ability to understand the needs of his followers and motivate them (Nugraha et al., 2020). This transformational leadership approach can increase organizational efficiency and productivity, encourage teachers to try harder, increase job satisfaction, exceed set targets, and stimulate creativity (Sadeghi & Pihie, 2013).

Transformational leaders play a role in supporting and motivating employees to achieve optimal achievement, which is also important for increasing job satisfaction (Karem et al., 2019) (Mousa et al., 2019). Job satisfaction refers to the feelings that teachers have about their jobs, which are the result of interactions with the existing work environment (Rusyan, 2019). Colquitt and Zipay (2015) added that job satisfaction is an attitude toward work or experience. The level of teacher job satisfaction is influenced (Setiyono, 2022).

The first aspect of the transformational leadership style is charisma, where the leader must be confident to influence teachers' attitudes towards the leader. This attitude leads to a sense of reluctance and respect shown by teachers to the principal. When the relationship between the principal and teachers is harmonious, job satisfaction in the school will be achieved (Krisbiyanto, 2019). The second aspect is inspiration, where the leader must be able to inspire teachers to carry out their duties, which in turn can motivate teachers to achieve achievements and develop careers (Armiyanti et al., 2023) High work achievement is related to promotion, this is one of the most important factors for good performance (Riyadi, 2017).

The third aspect is individualized attention, where leaders pay special attention to each individual by emphasizing their unique needs. Leaders who listen, talk, and help solve subordinates' problems will increase satisfaction (Kuswaeri, 2017). The fourth aspect is intellectual stimulation, where leaders encourage subordinates to examine and assess situations from a new perspective and practice two-way communication to solve complex problems (Nurainy, 2020). When transformational leadership is implemented well, teacher and employee job satisfaction will increase (Arimbawa & Sudharma, 2016).

CONCLUSIONS

The results of the discussion and analysis show that the application of transformational leadership by school principals has a major positive influence on the level of job satisfaction of teachers. This confirms that the principal's role in transformational leadership is crucial to inspire, guide, and provide encouragement to educators to improve their performance for the achievement of quality learning, and to achieve the desired level of job satisfaction. This positive impact indicates that the higher the performance, the higher the application of the transformational leadership style will be directly proportional to the increase in the level of teacher job satisfaction. Conversely, if the application of the transformational leadership style is low, this will hurt job satisfaction.

This study suggests that principals master the competencies in applying transformational leadership to increase teacher job satisfaction and make innovations that are to the needs of the school and the existing situation. However, this review has limitations, namely the very limited scope of the articles reviewed, and difficulties in obtaining relevant literature. These limitations indicate the need for further research in the future, particularly to obtain empirical data using qualitative, quantitative, or a combination of both approaches.

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