

# The Effect of School Leadership Based on Local Wisdom and School Culture on Teacher Job Satisfaction in Junior High Schools in Pati District

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**Abstract:** This study aims to: (1) identify the effect of school principal leadership based on local wisdom on teacher job satisfaction, (2) examine the effect of school culture on teacher job satisfaction, and (3) assess the simultaneous effect of school principal leadership based on local wisdom and school culture on teacher job satisfaction in public junior high schools in Pati District. This research adopts a quantitative approach with an ex post facto design. The sample consists of 147 civil servant teachers from public junior high schools in Pati District, selected through random sampling. Data were collected using a questionnaire, and data analysis involved classical assumption tests, normality test, linearity test, multicollinearity test, heteroscedasticity test, regression analysis, t-test, F- test, and coefficient of determination ( $R^2$ ). The results show that: (1) school principal leadership based on local wisdom has a positive and significant effect on teacher job satisfaction with a t-value of 4.644 > t-table 1.656; (2) school culture has a positive and significant effect on teacher job satisfaction with a t-value of 8.521 > t-table 1.656; and (3) simultaneously, school principal leadership and school culture have a significant effect on teacher job satisfaction with an F-value of 405.715 > F-table 2.670 and an R Square of 0.849, which contributes 84.90%. Based on these findings, it is recommended that school principals implement local wisdom in their leadership and strengthen school culture to improve teacher job satisfaction, while teachers are expected to actively participate in strengthening school culture to achieve optimal learning outcomes.

**Keywords:** school principal leadership, local wisdom, school culture, teacher job satisfaction

## 1. Introductions

School principal leadership based on local wisdom and school culture is essential in creating a conducive educational environment (Wibowo, 2020). Leadership that integrates local values can strengthen the relationship between school principals, teachers, and students, thus improving teacher job satisfaction in junior high schools. Teacher job satisfaction is a key factor in improving educational quality, as teachers who feel valued are more motivated to deliver the best teaching (Robbins & Judge, 2017).

Teacher job satisfaction is an important factor in creating an effective and quality educational environment. However, in Pati District, there is a disparity in the level of teacher job satisfaction in junior high schools, ranging from very satisfied to dissatisfied. Dissatisfaction is caused by several factors, including: (1) differences in employment status affecting welfare, workload, and recognition, where civil servant teachers (PNS) feel more valued compared to PPPK and honorarium teachers; (2) heavy workload; (3) lack of support from the school principal; (4) limited facilities; and (5) a mismatch between expectations and reality in the tasks performed (Herdiansyah, 2020).

Junior high school teachers in Pati District also experience job dissatisfaction, influenced by differences in employment status. Of the 457 teachers, 51% are civil servants (PNS), while 49% are PPPK, GTT, PTT, and THL, which affects their welfare, career development, and job satisfaction. To address this issue, school leadership based on local wisdom needs to be implemented.

School principal leadership based on local wisdom becomes a solution to improve teacher job satisfaction in Pati District, as it offers both theoretical and practical advantages. Local wisdom, such as gotong royong (mutual cooperation), musyawarah (deliberation), and harmony with nature, emphasizes inclusiveness, togetherness, ethics, and morals, as well as creating fair and sustainable solutions that support integrity, responsibility, and justice in community life (Robinson, 2017; Ratana & Henschke, 2015; Koentjaraningrat, 2019).

The practical advantages of leadership based on local wisdom are supported by studies such as Gumati (2023), which highlights the key role of school principals in creating quality learning environments through the integration of religious values, local wisdom, and stakeholder collaboration. Harsoyo, Wigati, and Astusi (2017) state the relevance of Asta Brata, Sitem Among, and Sastra Gendhing in supporting the professionalism of school principals. Inspirational figures such as Ki Hadjar Dewantara and Sultan Agung provide examples in applying local values to school leadership.

School principal leadership based on local wisdom is more effective when supported by a conducive school culture, as it enhances work harmony and teacher job satisfaction. School culture, which includes values, norms, traditions, and habits, creates a learning atmosphere and social interaction, and shapes individuals who behave well and uphold national cultural values. The function of school culture is to create a social climate that supports learning with sustainable principles and active participation (Schein, 2020; Ramly, 2015).

Wahdati's (2019) research shows that school culture has a positive effect on teacher job satisfaction, where better school culture results in higher job satisfaction. In addition, teacher welfare also positively affects job satisfaction. Wahyuni et al. (2023) found that school culture significantly influences work motivation with a coefficient of determination  $R^2 = 0.63$ , indicating that an improvement in school culture increases work motivation by 2.367 points.

Based on the background, school principal leadership based on local wisdom and school culture plays a significant role in creating an environment that supports teacher job satisfaction. A harmonious school culture and leadership based on local values can enhance motivation, collaboration, and teacher commitment. Therefore, the researcher is interested in examining the effect of both on teacher job satisfaction.

## 1.1 Conceptual framework

### 1.1.1 School Leadership Based on Local Wisdom

The concept of school leadership based on local wisdom encompasses the understanding, characteristics, principles, values, foundations, dimensions, aspects, and indicators involved. In a narrow sense, school leadership based on local wisdom includes the principal's ability to mobilize resources to achieve the vision and mission of the school (Futiarso, 2023), as well as the local wisdom that includes values, norms, and traditions of the community (Sibrani, 2017). In a broader sense, this leadership integrates local values with modern management principles to create a harmonious learning environment and strengthen student character (Effendi, 2020; Hasabis, 2021).

The main characteristics of school leadership based on local wisdom are: (1) the integration of cultural values and traditions in school management; (2) a focus on the development of student character based on local values; (3) adaptation to socio-cultural needs;

(4) collaboration with the community and local leaders; and (5) empowerment of school members. This leadership combines modern approaches with respect for local wisdom to create relevant and inclusive education (Wibowo, 2016; Hassabis, 2021; Effendi, 2020; Musk, 2015).

The principles of school leadership based on local wisdom serve as important guidelines in managing schools that integrate local values. These principles include: (1) understanding of local wisdom; (2) integration into the curriculum; (3) development of student character; (4) collaboration with the community; (5) lifelong learning; (6) student well-being; and (7) participatory leadership. This leadership emphasizes the relevance of local education, empowerment of school members, and the preservation of local culture amidst globalization (Hassabis, 2021; Wibowo, 2016; Effendi, 2020; Musk, 2015).

The values of school leadership based on local wisdom include gotong royong (mutual cooperation), musyawarah (deliberation), harmony with nature, honesty, integrity, wisdom, steadfastness, and effort. These values support social harmony, culturally-based education, and fair decision-making. Principals who apply these values demonstrate a commitment to moral principles and maintain good relationships with the community to achieve educational goals that are relevant to the local culture (Koentjaraningrat, 2019; Haryadi, Uminingsih, Nugroho, 2023).

### 1.1.2 School Culture

The concept of school culture encompasses the scope of study including the understanding, characteristics, principles, values, foundations, dimensions, aspects, and indicators involved. School culture is defined as a system of values, assumptions, attitudes, and habits that reflect the identity of the school, manifesting in the actions of school members and being recognized by the community (Ramly, 2015). This culture develops through the mental attitudes, commitment, and loyalty of school members, as well as involving traditions, customs, and symbols that influence the behavior of the school community (Arifin, 2019). Furthermore, school culture creates a sense of togetherness and mutual support among members (Wagner, 2016).

The purpose of school culture is to support school branding, realize the vision and mission, and instill positive values among school members (Suhadisiwi, 2018; Sukadari, 2018). School culture also aims to create a conducive atmosphere through healthy communication, strengthen togetherness, and facilitate adaptation to the development of science and technology (Mulyana, 2015).

The functions of school culture are: to support school identity, shape positive behavior, and create a conducive atmosphere for the development of values and ideals among

school members (Saputra, 2018). In addition, school culture transmits behaviors, shapes student personalities, and distinguishes the school from others (Sukadari, 2018; Daryanto, 2015). Its benefits include improving work quality, strengthening communication, fostering togetherness, and supporting professional development (Nurlaili, 2022; Maryamah, 2016; Saphier & Mattiaw King in Suhardan, 2020).

The principles of school culture include focusing on the vision, mission, and goals of the school, creating formal and informal communication, fostering innovation, and taking risks (Wahdati, 2019). Additionally, the principles of school culture emphasize the importance of teamwork, commitment, joy, mutual respect, honesty, discipline, empathy, and self-evaluation (Kurnia & Qomaruzzaman, 2017). These principles support the management of norms and values that are in place in the school, thereby creating a strong and effective culture.

The characteristics of school culture reflect the distinctiveness and image of the school, including a culture that is challenging, fair, creative, innovative, and dedicated to the vision. This culture also produces graduates with quality character such as piety, honesty, creativity, role-modeling, tolerance, leadership, and plays a role in the development of knowledge (Wahdati, 2019). This is reflected in the values, attitudes, and habits of school members.

The aspects developed in school culture include academic culture, socio-cultural culture, democratic culture, moral-spiritual culture, as well as clean, neat, patriotism, camaraderie, learning culture, quality, and positive culture such as greetings culture, school magazines, crossing struggles, discipline, and hard work (Daryanto, 2015; Saputra, 2018). The academic culture focuses on norms and values that align with legal and scientific principles, while other aspects emphasize character formation, discipline, and a sense of patriotism to create a conducive and high-achieving learning environment.

The forms of school culture development activities include conditioning, routine activities, programmed activities, spontaneity, and role-modeling (Suhadisiwi, 2018; Ramly, 2015). Routine activities are consistently carried out, such as reading before lessons and prayers, while programmed activities involve planned events like celebrating holidays. Spontaneous activities occur in response to urgent situations, such as disaster responses, and conditioning creates an environment that supports school culture. Role-modeling is also a key part of shaping school culture.

The dimensions, aspects, and indicators of school culture include interrelated elements that collectively create a conducive environment: (1) Inspirational and fair leadership motivates school members; (2) Values and principles emphasizing integrity, honesty, and responsibility build character; (3) Community involvement strengthens the relationship between the school and the surrounding environment; (4) Student character development through moral education and recognition of achievements shapes morally sound individuals; (5) A positive and safe learning environment supports student development.

### 1.1.3 Teacher Job Satisfaction

The basic concept of job satisfaction covers the following areas of study: definition, aspects, influencing factors, dimensions, and indicators of teacher job satisfaction, explained sequentially as follows.

Teacher job satisfaction refers to the feeling of pleasure regarding one's job, reflecting a positive attitude towards their duties. Triatna (2015: 110) defines job satisfaction as an emotional state towards one's work, while McShane and Glinow (2018: 102) regard it as an individual's assessment of their job and its context. Rasyid (2020: 61) states that factors such as salary, opportunities for promotion, and relationships with colleagues influence teacher job satisfaction, which in turn impacts the improvement of teaching performance (Rusmini, 2023: 20).

Teacher job satisfaction is influenced by various aspects, including job-related factors (salary, placement, career development) and personal factors of the teacher (age, health, abilities, skills, education) according to Mangkunegara (2016: 117). Additionally, five other aspects that influence teacher job satisfaction include the job itself, supervision, wages, promotion opportunities, and relationships with colleagues (Mangkunegara, 2016: 117). Job satisfaction has an impact on the continuity of activities within the school.

Teacher job satisfaction is influenced by various factors that affect performance and the quality of education. Rusmini (2023: 20) identifies key factors such as work motivation, school culture, and school leadership. Other factors include the job itself, work conditions, compensation, and social relationships (Waluyo, 2015: 126). Fauzi (2017: 37) adds that fulfilling needs, differences in expectations, achievement of values, fairness, and genetic components also play a role. Hasanah (2015: 88) identifies psychological, social, physical, and financial factors, while Kusniyati (2019: 542) distinguishes between internal and external factors.

The dimensions, aspects, and indicators of teacher job satisfaction are influenced by various factors. According to Schannen-Moran & Hoy (2020), Luthans (2014), and Afandi (2018), the main factors that affect teacher job satisfaction include: (1) Work Environment (facilities, resources, administrative support, physical conditions), (2) Rewards (financial and non-financial), (3) Career Development (training and promotion), (4) Relationships with Students (interaction and recognition), (5) School Leadership (support from the headmaster), and (6) Professional Satisfaction (job relevance and recognition). These factors determine the level of teacher job satisfaction.

### 1.2 Research objectives

This study aims to analyze the influence of local wisdom-based principal leadership and school culture on the satisfaction of junior high school teachers in Pati District. The results of the collected data will be used to analyze three variables, namely two independent variables: Principal Leadership Based on Local Wisdom (X1) and School Culture (X2), and one dependent variable: Teacher Satisfaction (Y).

## 2. Methodology

### 2.1 Research design

This study employs a quantitative approach with a survey method. This study was used to analyze the influence of local wisdom-based principal leadership and school culture on the job satisfaction of junior high school teachers.

### 2.2 Respondents of the study

The population of this research consists of 233 public junior high school teachers in Pati District. The sample for this study includes 147 civil servant teachers. The sampling technique used is Proportional Random Sampling, calculated using Slovin's formula. From the total population of 233 with a confidence level of 5%, the sample size is calculated to be 147.24, which is rounded to 147 teachers. The sampling is conducted by determining the proportion of the population in each junior high school in Pati District. Data collection is done using a questionnaire. The questionnaire is direct, closed-ended, and multiple-choice with five options. The options provided in the questionnaire are: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

The research instruments is a questionnaire covering the leadership of school principals based on local wisdom, school culture, and teacher job satisfaction in Pati District. The leadership indicators include spiritual, social, character, academic, and integrative dimensions. School culture covers community involvement, character development, learning environment, cultural preservation, and innovation and creativity. Teacher job satisfaction includes work environment, working conditions, rewards, career development, relationships with students, school leadership, and professional satisfaction. The instrument validity is tested using the Pearson Product Moment, and reliability is measured using the Spearman- Brown formula. The validity results show that the questionnaire is valid if the calculated r value ( $r_{hi}^1$ ) is greater than the r table value (0.361). The reliability for leadership based on local wisdom, school culture, and teacher job satisfaction are 0.941, 0.954, and 0.913, respectively.

The data analysis technique includes classical assumption tests, such as normality test, linearity test, multicollinearity test, heteroscedasticity test, regression analysis, partial hypothesis test (t-test), multiple regression analysis (F-test), and coefficient of determination ( $R^2$ ). Findings and discussion.

### 2.3 Description of Research Results

The description of the respondents' answers regarding the variables of school leadership based on local wisdom (X1), school culture (X2), and teacher job satisfaction (Y) is presented as follows.

**Table 1.** Descriptive Statistics

		School Leadership Based on Local Wisdom (X1)	School Culture (X2)	Teacher Job Satisfaction (Y)
N	Valid	147	147	147
	Missing	0	0	0
Mean		90,19	89,85	89,76
Median		92,00	92,00	91,00
Mode		100	100	90
Std. Deviation		8,280	8,578	8,362
Variance		68,566	73,580	69,922
Range		40	40	40
Minimum		60	60	60
Maximum		100	100	100
Sum		13258	13208	13195

The table above presents data collected from 147 respondents, specifically civil servant teachers, with the following results: The variable of school leadership based on local wisdom (X1) has a mean value of 90.19, median of 92, mode of 100, with a standard deviation of 8.280, variance of 68.566, range of 40, minimum of 60, maximum of 100, and sum of 13,258. The school culture variable (X2) has a mean value of 89.85, median of 92, mode of 100, with a standard deviation of 8.578, variance of 73.58, range of 40, minimum of 60, maximum of 100, and sum of 13,208. The teacher job satisfaction variable (Y) shows a mean value of 89.76, median of 91, mode of 90, with a standard deviation of 8.362, variance of 69.922, range of 40, minimum of 60, maximum of 100, and sum of 13,195.

**2.4 Classical Assumption Test**

The results of the classical assumption tests are as follows: (1) Normality Test: The significance value obtained is  $0.078 > 0.05$ , indicating that the residuals are normally distributed; (2) Linearity Test: The leadership of the school principal based on local wisdom and teacher job satisfaction showed a significance value of  $0.032 < 0.05$ , indicating a linear relationship. The linearity test for school culture and teacher job satisfaction showed a significance value of  $0.464 < 0.05$ , indicating a linear relationship between school culture and teacher job satisfaction; (3) Multicollinearity Test: The multicollinearity test between the school leadership based on local wisdom and school culture variables showed a tolerance value of  $0.612 (> 0.10)$  and a VIF value of  $4.923 (< 10)$ , indicating no multicollinearity in the regression model; (4) Heteroscedasticity Test: The significance value obtained was  $0.076 (> 0.05)$ , indicating no heteroscedasticity symptoms in the regression model.

**Regression Analysis**

The results of the multiple linear regression analysis on the influence of school leadership based on local wisdom (X1) and school culture (X2) on teacher job satisfaction (Y) are as follows.

**Table 2. Results of Linear Regression Output**

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
1 (Constant)	5.826	2.993	—	1.947	.054
School Leadership Based on Local Wisdom (X1)	.337	.072	.333	4.644	.000
School Culture (X2)	.596	.070	.612	8.521	.000

The table above is described as follows: (1) The constant value ( $\alpha$ ) of 5.826 indicates the influence of both independent variables on teacher job satisfaction (Y). (2) The regression coefficient for school leadership based on local wisdom (X1) is 0.337, meaning that for every one-unit increase in X1, teacher job satisfaction increases by 0.337. (3) The regression coefficient for school culture (X2) is 0.596, meaning that for every one-unit increase in X2, teacher job satisfaction increases by 0.596.

**2.5 Partial Hypothesis Testing (t-test)**

The results of the t-test for school leadership based on local wisdom (X1) and school culture (X2) show that both variables significantly influence teacher job satisfaction (Y), as presented below:

**Table 3. Results of the t-test Output**

Model	Unstandardized B	Std. Error	Standardized Beta	t	Sig.
<b>1 (Constant)</b>	5.826	2.993	—	1.947	.054
<b>School Leadership Based</b>	.337	.072	.333	4.644	.000

The table above shows the results of the first hypothesis test, with  $\alpha = 0.05$ ,  $df = 144$ ,  $t\text{-table} = 1.656$ ,  $t\text{-count} = 4.644$ , and a probability of  $0.000 < 0.05$ , leading to the rejection of  $H_0$  and the acceptance of  $H_a$ , indicating a significant effect. In the second hypothesis test, the values obtained were  $\alpha = 0.05$ ,  $df = 144$ ,  $t\text{-count} = 8.521 > t\text{-table}$ , and a probability of

$0.000 < 0.05$ , thus  $H_0$  is rejected and  $H_a$  is accepted, indicating that school culture has a significant effect on teacher job satisfaction.

## 2.6 Multiple Regression (F Test)

The results of the F test simultaneously are as follows:

**Table 4.** F Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8670,042	2	4335,021	405,715	,000b
	Residual	1538,624	144	10,685		
	Total	10208,667	146			
a. Dependent Variable: Teacher Job Satisfaction (Y)						
b. Predictors: (Constant), School Culture (X2), School Leadership Based on Local Wisdom (X1)						

The table above shows the results of the F test with  $\alpha = 0.05$ ,  $df = 144$ ,  $F\text{-table} = 2.670$ ,  $F\text{-calculated} = 405.715$ , and a probability of  $0.000 < 0.05$ . Therefore,  $H_0$  is rejected and  $H_a$  is accepted, indicating that both variables (X1 and X2) have a significant effect on teacher job satisfaction.

## 2.7 Coefficient of Determination (R<sup>2</sup>)

The coefficient of determination (R<sup>2</sup>) from the F test results is presented as follows.

**Table 5.** Coefficient of Determination (R<sup>2</sup>) Output Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,922a	,849	,847	3,269	1,855
a. Predictors: (Constant), School Culture (X2), School Leadership Based on Local Wisdom (X1)					
b. Dependent Variable: Teacher Job Satisfaction (Y)					

Based on the output table above, the R Square value of 0.849 indicates that the principal leadership based on local wisdom (X1) and school culture (X2) simultaneously contribute to 84.90% of the variance in teacher job satisfaction (Y), while 15.10% is influenced by other factors.

## 3. Findings and discussion

### 3.1 The Impact of Principal Leadership Based on Local Wisdom on Teacher Job Satisfaction

The data analysis shows that principal leadership based on local wisdom has a significant impact on teacher job satisfaction at public junior high schools in Pati District, with an average response of 90.19. Factors influencing teacher job satisfaction include job tasks, supervision, salary, promotion opportunities, and relationships among coworkers. The significance value of  $0.000 < 0.05$  and t-statistic of  $4.644 > t\text{-table value of } 1.656$  indicate a significant effect, with a regression coefficient of 0.337, meaning that every increase of one unit in local wisdom-based principal leadership increases teacher job satisfaction. This finding is consistent with previous studies by Saragih (2023) and Putra & Harsono (2021).

### 3.2 The Impact of School Culture on Teacher Job Satisfaction

The data analysis results indicate that school culture significantly affects teacher job satisfaction at public junior high schools in Pati District, with an average response of 89.85. The majority of respondents agreed that a safe learning environment supports collaborative learning, although the integration of local culture received the lowest score. The significance value of  $0.000 < 0.05$  and t-statistic of  $8.521 > t\text{-table value of } 1.656$  show a significant effect, with a regression coefficient of 0.596. These findings align with the research by Saragih (2023) and Putra & Harsono (2021), which emphasizes the importance of school culture in enhancing teacher job satisfaction

## 4. Conclusions and recommendations

Based on the research findings and discussion, the following conclusions can be drawn: (1) Principal leadership based on local wisdom has a proven positive and significant effect on teacher job satisfaction at public junior high schools in Pati District; (2) School culture has a proven positive and significant effect on teacher job satisfaction at public junior high schools in Pati District; (3) Both principal leadership based on local wisdom and school culture, simultaneously, have a significant effect on teacher job satisfaction at public junior high schools in Pati District, contributing to 84.90%, with the remaining 15.10% influenced by other dimensions.

Based on the research findings, it is recommended to: (1) Develop principal leadership by strengthening local wisdom-based leadership through communication, collaboration, and recognition to improve teacher satisfaction and motivation; (2) Teachers and principals should strengthen school culture, foster collaboration, ensure effective communication, and provide recognition to create a positive work climate; (3) Future research should consider adding or replacing independent variables, such as leadership based on Javanese culture or teacher personality competencies and work behavior; (4) It is recommended that principals improve local wisdom-based leadership and work culture to support teacher job satisfaction; (5) Increase the development of teacher work culture to encourage teachers to develop a positive work culture that enhances their job satisfaction.

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## Conflict of Interest

Authors declare there is no conflict of interest.

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