

Difference Level of Satisfaction with Education Level on Leadership Style

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Abstract

Management is the art of getting things done by moving other people. Management is a tool to achieve a predetermined organizational goal. With good management, organizational goals can be realized easily. The purpose of the study was to determine the difference between the level of employee satisfaction and the level of education on the leadership style. The level of employee satisfaction is one indicator of the achievement of service quality. Therefore, it is necessary to know whether there is a difference by conducting research at the Ciloto Health Training Center. The research method uses a quantitative descriptive research design. Where after the data is processed then the results are described. The results of the study found that the data was normal and homogeneous, valid and reliable, so that it was continued to carry out the ANOVA test. Analysis using SPSS 16 and 25 applications. Conclusion: There is no difference in the level of employee satisfaction with the leadership style, there is no difference in the level of education of the employee on the leadership style and there is a difference in the level of employee satisfaction and the level of education of employees together with the leadership style.

Keywords: *Satisfaction; Education; Style; Leadership*

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I. Introduction

Management is a tool or container to achieve the organizational goals that have been set. With good management, Organizational goals can be realized easily. In other words, to maximize the usability and usability of the elements of management must be improved and maximized. According to G.R. Terry in R. Supomo (2018) Definition of Management is: "a typical process consisting of planning, organizing, directing, and controlling actions that are carried out to determine and achieve predetermined goals through the use of human resources and resources. -other sources. Meanwhile, according to Malay SP Hasibuan in Supomo (2018) Management is: "the science and art of regulating the process of utilizing human resources and other resources effectively and efficiently to achieve a certain goal.

The level of employee satisfaction is the output or outcome produced by the institution that has a good impact on employees. When after completing their duties, the employee receives compensation in the form of financial compensation and/or non-financial compensation. Both types of compensation are needed by employees. Because basically every human being needs appreciation both from the leadership and from his work environment when he has carried out his work as well as possible. Rewards or rewards and punishments or punishments need to be enforced in an institution with the aim of triggering these employees to consistently perform their work optimally. So that the performance of the institution increases.

Education is learning in the form of providing knowledge, skills and attitudes/behaviors, so that those who get education will increase their level of competence and hone their potential so that there is an increase in status for someone who does it. Education consists of three types, namely formal education, non-formal education and informal education. To improve status in society, what is shown is formal education. Where the results of that education will get a degree or designation. While non-formal education is education that is carried out in a certain place other than a college or school. Non-formal education for example training, internships, courses and others. While in-formal education is the education of a person in his own home and the surrounding environment. Where in education it does not require formal status. Suppose a child in his home is educated by his parents every day.

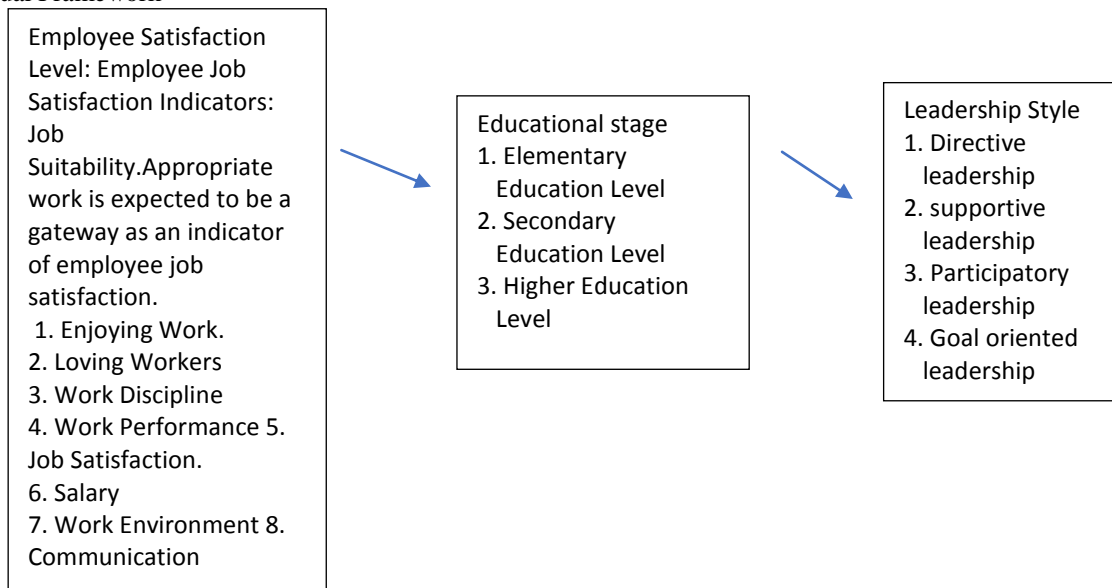
PROBLEM FORMULATION

Is there a relationship between the level of employee satisfaction and employee education on the leadership style at the Ciloto Health Training Center?

II. Research Objectives

1. General Purpose Knowing the Relationship between Employee Satisfaction Levels and Employee Education Levels on Leadership Style
2. Special Purpose
 - a. Knowing the Relationship between Employee Satisfaction Levels with Leadership Style
 - b. Knowing Knowing the Relationship between Employee Satisfaction Levels with Leadership Style
 - c. Knowing the Relationship of Employee Education Level to Leadership Style
 - d. Knowing the Relationship between Employee Satisfaction Levels and Employee Education Levels Together Against Leadership Style

1). Conceptual Framework



2). Hypothesis

Ho: There is a difference in the level of employee satisfaction from the level of education of employees on leadership style
Ha: No Difference in Employee Satisfaction Level from Employee Education Level on Leadership Style.

3). Operational Definition

No	VARIABLE	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	MEASURING INSTRUMENT	HOW TO MEASURE	MEASUREMENT RESULT	MEASURE SCALE
1	Leadership Style	Different types of leadership styles in each leader	A consistent pattern of behavior exhibited by the leader when influencing group members	Questionnaire	Respondents fill out the questionnaire	1.Never 2.Rarely 3. Often 4. always	ordinal
2	Employee Satisfaction Level	Satisfaction after doing work at work institutions	The results of the work achieved, the form of supervision obtained as well as a sense of relief and feelings of liking for the work they are doing.job satisfaction indicators consisting of salaries, promotions, supervision, additional benefits, awards, work procedures and regulations, co-workers, the work itself and communication.	Questionnaire	Respondents fill out the questionnaire	1.Never 2.Rarely 3. Often 4. always	ordinal
3	Employee Education Level	Formal Education Level from the highest to the lowest	Educational level is the level of education that has been confirmed based on the strata or hierarchy and the level of student development, the mission to be achieved and the skills to be developed.	Questionnaire	Respondents fill out the questionnaire	1.Never 2.Rarely 3. Often 4. always	ordinal

III. Research Methodology

A. Research Design The research design was carried out in a quantitative descriptive manner. Where after the data is processed then the results are described. What is meant by descriptive statistics research according to (Siregar, 2016) are: "statistics relating to how to describe, describe, describe, or describe data so that it is easy to understand. According to M. Subana (2011:26) descriptive research is one type of research in the category of quantitative research. This research is intended to raise facts, circumstances, variables, and phenomena that occur at the present time (when the research takes place).

B. Population and Sample 1. The population of this research is all employees of BBPK Ciloto. What is meant by population according to Sugiyono (2011:117) are: generalization area consisting of; objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then draw conclusions. The population of this research is all employees of BBPK Ciloto totaling 176 people 2. The sample of this research is some of the employees of BBPK Ciloto. What is meant by the sample according to Sugiyono (2011:118) are: "part of the number and characteristics possessed by the population. Research sample Some employees of BBBK Ciloto who filled out the google form.

C. Location and Time 1. Research location at BBPK Ciloto 2. The time of the research is from 26-31 October 2022

D. Data Collection Techniques The data collection technique was carried out using primary data, namely distributing questionnaires to BBPK employees via google form

E. Data Analysis Techniques Data analysis using SPSS 25, testing the validity of the instrument with the Spearman correlation test, and testing the reliability with the Cronbach Alpha test, and others.to determine the difference between the Independent variable X1 from the variable X2 to the dependent variable (Y) using Chi Square.Previously, normality test was carried out using cosmogrophs and homogeneity test, using the one wayAnova test

IV. Research Result

Based on the results of filling out the questionnaire distributed via google form.Then the results were processed using SPSS 16. Variables of leadership style, level of employee satisfaction and education level, to determine whether these three variables were normal or not.Then the normality test is carried out and whether the data is the same or homogeneous, the homogeneity test is carried out, the two tests are as follows:

Normality test

One-SampleKolmogorov-SmirnovTest

		Style Leadership	Level employee satisfaction	Level of education
N		38	38	38
Normal Parameters ^a	Mean	64.7632	57.2368	2.6316
	Std. Deviation	9.67145	7.16385	.48885
MostExtremeDifferences	Absolute	.091	.147	.406
	Positive	.065	.147	.270
	Negative	-.091	-.098	-.406
Kolmogorov-Smirnov Z		.564	.909	2.503
Asymp. Sig. (2-tailed)		.909	.380	.000

Output about level of satisfaction with leadership style, level of satisfaction and level of education. normality test results using the One Sample Kolmogorov Smirnov method. For decision making whether the data is normal or not, it is enough to read on the significance value (Asymp Sig 2-tailed). If the significance is 0.05, the conclusion is that the data is not normally distributed, if the significance is > 0.05, the data is normally distributed. It can be seen that the significance value of Leadership Style is 0.909, significance > 0.05, the Significance value of Employee Satisfaction Level is 0.380 > 0.05, Significance (0.00 0.05). so that it has a conclusion that the leadership style data and employee satisfaction level are normally distributed. While the level of education is not normally distributed (0.00 0.05). Testing Criteria: If the significance is 0.05 then Ho is rejected, if the significance is > 0.05 then Ho is accepted. Making Conclusions From the output, it can be seen that the significance of leadership style is 0.909, significance > 0.05, so Ho is rejected, the significance of Employee Satisfaction Level is 0.380 > 0.05, Ho is rejected. While the level of education is significance 0.05 so that Ho is accepted. So it can't be concluded that 2 data are normal and one data distribution is not normal data.

2. Homogeneity Test Level Satisfaction with Leadership Style

TestofHomogeneityofVariances

Leadership Style

LeveneStatistic	df1	df2	Sig.
5.756	10	20	.000

Homogeneity test is used to determine whether the variance of the data population between two or more groups of data has the same or different variance. This test is used in the analysis of independent samples T test and One Way Anova. The decision-making criteria is if the significance value is more than 0.05, it can be said that the variance of two or more data groups is the same.

ANOVA

Leadership Style

	Sum ofSquares	df	MeanSquare	F	Sig.
BetweenGroups	24.386	1	24.386	.255	.616
WithinGroups	3436.482	36	95.458		
Total	3460.868	37			

The decision-making criteria are, if the significance is 0.05, the variance of the data groups is not the same and if the significance is .05, the variance of the data groups is the same. From the output, it can be seen that the significance is 0.616 > 0.05, so it can be concluded that the variants of the three groups of data on leadership style, level of satisfaction and level of education are the same, or homogeneous data.

2. Homogeneity Test Educational Level of Leadership Style

Test of Homogeneity of Variances

Leadership Style

Levene Statistic	df1	df2	Sig.
.005	1	36	.943

The decision-making criteria are, if the significance is 0.05, the variance of the data groups is not the same and if the significance is > 0.05 , the variance of the data groups is the same. From the output, it can be seen that the significance is $0.943 > 0.05$, so it can be concluded that the variants of the three groups of data on leadership style, level of satisfaction and level of education are the same, or homogeneous data.

Tests of Between-Subjects Effects

Dependent Variable: Leadership Style

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2658.952 ^a	23	115.607	2.018	.088
Intercept	127027.721	1	127027.721	2.218E3	.000
Employee satisfaction level	1770.814	17	104.166	1.819	.132
Education level	144.231	1	144.231	2.518	.135
Employee satisfaction level * Education level	720.189	5	144.038	2.515	.080
Error	801.917	14	57.280		
Total	162843.000	38			
Corrected Total	3460.868	37			

Decision Making Basis: 1. If the value of sig < 0.05 , then there is a difference in the level of employee satisfaction with the level of education 2. If the value of sig > 0.05 , then there is no difference in the level of employee satisfaction with the level of education Conclusion Significance $0.000 < 0.05$, then H_0 is rejected, meaning that there are differences in test results based on male variables with low education.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Intermediate Level	14	36.8	36.8	36.8
High level	24	63.2	63.2	100.0
Total	38	100.0	100.0	

Case Processing Summary

	N	%
Cases Valid	38	100.0
Excluded ^a	0	.0
Total	38	100.0

a. Listwise deletion based on all variables in the procedure.

This output describes the valid amount to be processed and the data issued and the percentage. It can be seen that there are 38 valid data or cases with a percentage of 100% and no data is excluded (Exclude).

Reliability Statistics

Cronbach's Alpha	N of Items
.682	3

This output is the result of reliability analysis using the Cronbach alpha technique. It can be seen that the Cronbach Alpha value is 0.632. According to Sekaran (1992), reliability less than 0.6 is not good, while 0.7 is acceptable and above 0.8 is good. Because the value is > 0.6 , so the results are reliable and the number of items (N) is 40 questions.

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Leadership Style	.005	1	36	.943
Employee satisfaction level	.078	1	36	.782

The decision-making criteria are, if the significance is 0.05, the variance of the data groups is not the same and if the significance is > 0.05 , the variance of the data groups is the same. From the output, it can be seen that the significance of the leadership style is $0.943 > 0.05$, the significance of the employee satisfaction level is $0.782 > 0.05$, so it can be concluded that the three variants of the leadership style data group, the level of satisfaction and the level of education are the same, or the data is homogeneous.

Explanation output

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Leadership Style	Between Groups	24.386	1	24.386	.255	.616
	Within Groups	3436.482	36	95.458		
	Total	3460.868	37			
Employee satisfaction level	Between Groups	66.868	1	66.868	1.314	.259
	Within Groups	1832.000	36	50.889		
	Total	1898.868	37			

This output describes the one-way variance test. In this example to find out whether there is a difference in the level of satisfaction with the level of education on the leadership style. The steps of the one-way test of variance are as follows:

- 1). Formulating a hypothesis H_0 : There is no difference in the level of satisfaction with the level of education on the leadership style. H_a : There is a difference in the level of satisfaction with the level of education on the leadership style.
- 2). Determining F arithmetic: from the output obtained F count is 0.255 and 1.314 3). Determine F table $0.616 > 0.05$ (leadership style) $0.259 > 0.05$ so that H_0 is accepted. This means that there is no difference in the level of satisfaction at the level of education on the leadership style. F table at a significance of 0.05, df 1 (number of data groups – 1 or $3-2=2$, and df 2 (n-3) or $20-3=17$). The results for the F table are 3.592
- 4). Testing Criteria If F count F table, H_0 is accepted If F count $>$ F table, H_0 is rejected 5). Making Conclusions F count $>$ F table (0.255 and 1.314 $<$ 3.592. So H_0 is accepted. This means that there is no difference in the level of supervision of the level of education on leadership style.
- 6). Based on the significance, if the significance is < 0.05 , H_0 is rejected and if the significance is > 0.05 , H_0 is accepted. So because the significance of the leadership style is $0.616 > 0.05$ and the significance level of employee satisfaction is $0.259 > 0.05$, it means that there is no difference in leadership style with the level of employee satisfaction.

V. Discussion

The results of the research on job satisfaction variables are in accordance with the existing theory, namely that the benefits of job satisfaction are related to the work performance produced by the employees and ultimately to the performance achieved by the company. The higher the achievements of employees, the higher the profits that will belong to the company. Job satisfaction can stimulate employee morale and loyalty, on the other hand, without job satisfaction, employees will quickly experience boredom, lack of enthusiasm for work, and change jobs (Robbins: 1996). (Widodo, 2016) The results of the respondents' assessment of the job satisfaction variable, namely the average value of the respondent's assessment of work stress above is 3.21 or greater than 3. So the dominant respondent chooses the answer with a value range of 3 (agree) and 4 (strongly agree). This shows that employees feel dissatisfied at work. (AgusHeri Prayatna1, 2016) Education has a positive and significant effect on employee performance. This means showing that education has a role and function to educate a citizen to have the basic characteristics of a workforce needed, especially by modern society. Education shapes and increases one's knowledge to be able to do things more quickly and precisely, thus the higher one's education level, the greater the level of performance achieved. This study supports research (Faizin and Winarsih, 2008). Based on the results of data processing above, it can be seen that the leadership style variable has a positive and significant influence on the job satisfaction variable, which is indicated by the significance value of the research results of 0.00 where the value is smaller when compared to the t significance value set in this study, namely of 0.05. The constant (a) is 1.587, the coefficient of leadership style (b) is 0.594.

Thus, the regression equation is as follows: $KK = 1.587 + 0.594 GK + e$ Thus the leadership style applied by the leader affects the level of job satisfaction experienced by employees. The test results above show that there is no significant difference in the level of job distress between those experienced by employees and those experienced by lecturers. These results are indicated by a significance value of 0.174 where the value is greater than the specified significance value of 5%. (Lina Nur Hidayati) (Gani1, 2020). Based on the purpose of this study, namely to determine the effect of the variables of Transformational Leadership Style and Job Satisfaction on the Performance of Nurses in Hospitals. After partially testing the hypothesis, the two independent variables, namely Transformational Leadership Style (X1) have a positive and significant effect, while Job Satisfaction (X2) has no positive and insignificant effect on Nurse Performance. As for the discussion on the influence of Transformational Leadership Style (Gani1, The Effect of Transformational Leadership Style and Job Satisfaction on Employee Performance, 2020). (Widodo, 2016). The results of respondents' assessment of leadership style, namely the average value of respondents' assessment of the leadership style above is 3.22 or greater than 3. So the dominant respondent chooses an answer with a range of values of 3 (agree) and 4 (strongly agree). This shows that employees feel that the leadership style applied is not as expected by employees which causes employees to feel uncomfortable. The right leadership style used will make employees respect their work and are willing to give their best contribution. The results of research conducted by researchers are in accordance with existing theories, namely that leadership style is a behavioral norm used by a person when that person tries to influence the behavior of others. The right leadership style will lead to a person's motivation to achieve. (Robbins: 1996)

The present study results showed that Transformational leadership has a positive effect on faculty performance in MUET with a 0.05 significance level with the two-tailed test, the result supported by Ullah et al., (2018); & Shah et al., (2017); Obeidat&Tahrini, (2016), Transformational leadership is positively associated with employee job performance. This study's findings reported that transactional leadership negatively impacts faculty performance, and the argument is supported by Avolio & Howell (1999). Transactional leadership and employees' performance have a negative relation, but the relationship is not significant, and the results are supported by Baig et al., (2019); Shah et al., (2017) that there is an insignificance relation between transactional leadership and employee's performance. It is relevant to the discussion that within the university settings income and other economic rewards are not generally decided on the department level, so, the transactional leadership style associated with providing economic praise ought to have a limited impact on faculty performance (Shah et al., 2017). Moreover, laissez-faire leadership has a positive relationship with faculty performance, an argument supported by Duze, (2012). Laissez-faire leadership and job performance have a positive relationship, but it indicates a non-significant association with faculty performance, moreover there is no relationship between the laissez-faire leadership style of academic leaders and faculty performance. It could be inferred that the faculty member's job performance might be predominately determined by self-development, their self-orientation concerning academic teaching, and research (Shah et al., 2017).

VI. Conclusion

1. There is no difference in the level of employee satisfaction with leadership style
2. There is no difference in the level of education of employees towards leadership style
3. There are Differences in Employee Satisfaction Levels and Employee Education Levels Together Against Leadership Style

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