



THE EFFECT OF ACHIEVEMENT ORIENTATION, TASK CHARACTERISTICS, AND LEADERSHIP MODELS ON TEACHER JOB SATISFACTION IN STATE OF MADRASAH TSANAWIYAH IN RIAU PROVINCE

PENGARUH ORIENTASI PRESTASI, KARAKTERISTIK TUGAS, DAN MODEL KEPEMIMPINAN TERHADAP KEPUASAN KERJA GURU DI MADRASAH TSANAWIYAH NEGERI PROVINSI RIAU

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Abstract

This study aims to see the Achievement Orientation, Task Characteristics towards Teacher Job Satisfaction through Leadership Models. The usefulness of this study is to enrich the scientific paradigm in the field of Islamic Education Management, especially the study of Human Resource Management. This study is a quantitative study with a survey method. The population of the study was the entire Academic Community at the State of Madrasah Tsanawiyah in Riau Province. The sample of this study amounted to 77 respondents who were taken using the Purposive Sampling technique. A questionnaire with a Likert scale was used as an instrument. Data were analyzed using path analysis. The results include; 1). Achievement Orientation (X1) has a direct effect on the Leadership Models (X3) by 6%. 2). Task Characteristics X2) has a direct effect on the Leadership Models (X3) by 10%. 3). Achievement Orientation (X1) and Task Characteristics (X2) simultaneously have a direct effect on the Leadership Models (X3) by 12%. 4). Achievement Orientation (X1) has a direct effect on Teacher Job Satisfaction (X4) of 18%. 5). Task Characteristics (X2) has a direct effect on Teacher Job Satisfaction (X4) of 4%. 6). Achievement Orientation (X1), Task Characteristics (X2), simultaneously have a direct effect on Teacher Job Satisfaction (X4) of 18%. 7). Leadership Models (X3) has a direct effect on Teacher Job Satisfaction (X4) of 3%. 8). Achievement Orientation (X1), Task Characteristics (X2), and Leadership Models (X3) together (simultaneously) have a direct effect on Teacher Job Satisfaction (X4) of 19%. 9). Achievement Orientation (X1) has a direct effect on Teacher Job Satisfaction (X4) through Leadership Models (X3) of 18%. 10). Task Characteristics (X2) has a direct effect on Teacher Job Satisfaction (X4) through Leadership Models (X3) of 3%. The conclusion of this study is that Achievement Orientation, Task Characteristics, and Leadership



Models can affect Teacher Job Satisfaction. And it can be explained that the Leadership Models, in addition to being an exogenous variable, is also able to play its role as an intervening variable. The implication is that the better the relationship between Achievement Orientation, Task Characteristics, and Leadership Models, the higher the Teacher Job Satisfaction.

Keywords : Achievement Orientation, Task Characteristics, Leadership Models, Teacher Job Satisfaction

Abstrak

Penelitian ini bertujuan untuk melihat Pengaruh Orientasi Prestasi, Karakteristik Tugas terhadap Kepuasan Kerja Guru melalui Model Kepemimpinan. Kegunaan penelitian ini adalah untuk memperkaya paradigma keilmuan di bidang Manajemen Pendidikan Islam, khususnya kajian Manajemen Sumber Daya Manusia. Penelitian ini merupakan penelitian kuantitatif dengan metode survei. Populasi penelitian adalah seluruh Civitas Akademika Madrasah Tsanawiyah Negeri di Provinsi Riau. Sampel penelitian ini berjumlah 77 responden yang diambil dengan menggunakan teknik Purposive Sampling. Instrumen yang digunakan adalah kuesioner dengan skala likert. Analisis data menggunakan analisis jalur. Hasil penelitian ini antara lain; 1). Orientasi Prestasi (X1) berpengaruh langsung terhadap Model Kepemimpinan (X3) sebesar 6%. 2). Karakteristik Tugas (X2) berpengaruh langsung terhadap Model Kepemimpinan (X3) sebesar 10%. 3). Orientasi Prestasi (X1) dan Karakteristik Tugas (X2) secara simultan mempunyai pengaruh langsung terhadap Model Kepemimpinan (X3) sebesar 12%. 4). Orientasi Prestasi (X1) mempunyai pengaruh langsung terhadap Kepuasan Kerja Guru (X4) sebesar 18%. 5). Karakteristik Tugas (X2) mempunyai pengaruh langsung terhadap Kepuasan Kerja Guru (X4) sebesar 4%. 6). Orientasi Prestasi (X1), Karakteristik Tugas (X2), secara simultan mempunyai pengaruh langsung terhadap Kepuasan Kerja Guru (X4) sebesar 18%. 7). Model Kepemimpinan (X3) mempunyai pengaruh langsung terhadap Kepuasan Kerja Guru (X4) sebesar 3%. 8). Orientasi Prestasi (X1), Karakteristik Tugas (X2), dan Model Kepemimpinan (X3) secara bersama-sama (simultan) mempunyai pengaruh langsung terhadap Kepuasan Kerja Guru (X4) sebesar 19%. 9). Orientasi Prestasi (X1) berpengaruh langsung terhadap Kepuasan Kerja Guru (X4) melalui Model Kepemimpinan (X3) sebesar 18%. 10). Karakteristik Tugas (X2) berpengaruh langsung terhadap Kepuasan Kerja Guru (X4) melalui Model Kepemimpinan (X3) sebesar 3%. Kesimpulan dari penelitian ini adalah Orientasi Prestasi, Karakteristik Tugas, dan Model Kepemimpinan dapat mempengaruhi Kepuasan Kerja Guru. Dan dapat dijelaskan bahwa Model Kepemimpinan selain sebagai variabel eksogen juga mampu memainkan perannya sebagai variabel intervening. Implikasinya adalah semakin baik hubungan antara Orientasi Prestasi, Karakteristik Tugas, dan Model Kepemimpinan maka semakin tinggi pula Kepuasan Kerja Guru.

Kata Kunci : Orientasi Prestasi, Karakteristik Tugas, Model Kepemimpinan, Kepuasan Kerja Guru

1. INTRODUCTION



Education is a fundamental element in the development of a nation, serving as a means to transfer knowledge, values, experiences, and skills from one generation to the next. Education not only plays a role in cognitive aspects, but also in shaping the character of a more mature individual, both spiritually and physically. In the Islamic perspective, education has a very important position as an effort to raise the human level, as stated in the Qur'an, Surah Al-Mujadalah verse 11, which emphasizes that Allah will raise the degree of those who believe and have knowledge.

Education is also an empowerment process that aims to develop human potential in order to contribute to society, both on a local and global scale. In Islam, humans are created with three basic potentials, namely hearing, sight and reason, which are the main assets in receiving, processing and developing knowledge. Without education, these three potentials will not develop optimally, so that humans will not be able to carry out their role as caliphs on earth to the fullest.

One of the factors that determine the success of education is the leadership of the madrasah principal. The madrasah principal has a central role in ensuring the effectiveness of education in the institution he leads. Good leadership will create a conducive educational environment, increase teacher motivation, and have a positive impact on the achievement and job satisfaction of educators. Conversely, weak leadership can lead to low learning quality and decreased teacher job satisfaction.

In the context of Islamic education, especially in State of Madrasah Tsanawiyah (MTsN), there are several factors that influence teacher job satisfaction. These factors include achievement orientation, task characteristics, and the Leadership Models applied by the madrasah head. Teachers who have a high achievement orientation tend to be more motivated in carrying out their duties, while clear task characteristics can provide better job satisfaction. In addition, the Leadership Models applied by the madrasah principal also has a major influence on teacher job satisfaction, both in aspects of motivation, decision making, and working relationships with fellow educators.

However, the reality in the field shows that there are still obstacles in improving teacher job satisfaction in the State of Madrasah Tsanawiyah throughout Riau Province. Some of the factors that become challenges include the lack of attention to teacher career development, low appreciation of teacher performance, and a less than optimal system for evaluating the duties and responsibilities of educators. Therefore, this study aims to analyze in depth the influence of achievement orientation, task characteristics, and Leadership Models on teacher job satisfaction in Madrasah Tsanawiyah Negeri Se-Province of Riau.

Through this research, it is expected that findings can be obtained that can contribute to the development of Islamic education management, as well as the basis for policy improvements in improving the quality of madrasah education. In addition, the results of this study are also expected to be a reference for madrasah principals in developing effective leadership strategies to improve teacher job satisfaction and the quality of education in madrasah.



Job satisfaction is defined as the positive or negative feelings that individuals feel towards their jobs. According to Robbins and Judge (2017), job satisfaction is the result of an individual's perception of the extent to which their job provides something that is considered important. For teachers, job satisfaction can be influenced by various factors, including the work environment, school policies, relationships with colleagues, and rewards for their work achievements (Luthans, 2011).

Achievement orientation refers to an individual's drive to achieve success and improve competence in their work. McClelland's (1985) theory states that individuals with a high achievement orientation tend to have higher work standards and strive to achieve goals with maximum effort. In the context of teachers, achievement orientation can contribute to job satisfaction through the achievement of student learning outcomes, professional development, and appreciation from schools and society (Mangkunegara, 2017).

Hackman and Oldham (1976) in the Job Characteristics Model (JCM) identified five main dimensions of task characteristics that contribute to job satisfaction, namely: Skill variety, the degree of diversity of skills required in the job. Task identity, the extent to which a job can be completed from start to finish with clear results. Task significance, the impact of the job on the lives of others. Autonomy, the degree of freedom individuals have in organizing work. Feedback, the information an individual receives about the results of his or her work. Good task characteristics can increase teachers' job satisfaction because they provide challenge, meaning and reward in their work (Herzberg, 1959). The Leadership Models applied in educational organizations greatly influences teacher job satisfaction. According to Bass (1990), transformational leadership can increase employee motivation and job satisfaction through inspiration, attention to individuals, and intellectual stimulation. In education, effective leadership can build a conducive work environment, provide support, and create good communication between principals and teachers (Yukl, 2010).

Previous research shows that achievement orientation, task characteristics, and Leadership Models have a significant relationship with teacher job satisfaction. Teachers with a high achievement orientation tend to be more satisfied with their jobs because they have strong intrinsic motivation (Judge & Bono, 2001). Clear and interesting task characteristics can increase job satisfaction by providing a sense of accomplishment and meaning in work (Hackman & Oldham, 1976). In addition, effective leadership can create a positive work environment and support teachers' professional growth, ultimately increasing their job satisfaction (Bass, 1990). Thus, this study aims to empirically examine the influence of achievement orientation, task characteristics, and Leadership Models on teachers' job satisfaction in Madrasah Tsanawiyah Negeri Se-Province Riau.

Some relevant literature for the study on the influence of achievement orientation, task characteristics, and Leadership Models on teacher job satisfaction at State of Madrasah Tsanawiyah in Riau Province, including research initiated by Siska Prastika Wulandari & Umu Anugera Izzati (2018) with the title of the study: The Relationship between Transformational Leadership Style and Job Satisfaction of Private Vocational High School Teachers X in



Surabaya. This study explores the positive and significant relationship between transformational leadership style and teacher job satisfaction. Furthermore, another study was also conducted by Zulkifli (2020) with the topic The Influence of Leadership Style, Achievement Orientation, and Compensation on STIEBI Employee Performance with Job Satisfaction as a Moderator Variable. This study examines how leadership style and achievement orientation affect employee job satisfaction and performance, with job satisfaction as an intervening variable. Finally, a study initiated by Al Hakim, Ernani Hadiyati, & M. Jamal Abdul Nasir (2022) with the research title The Influence of Job Characteristics, Individual Characteristics, and Organizational Characteristics on Teacher Job Satisfaction: This study found that individual and organizational characteristics have a significant effect on teacher job satisfaction, while job characteristics do not have a significant effect. The literature above can provide insight into the factors that influence teacher job satisfaction, including achievement orientation, task characteristics, and Leadership Models.

Based on the Background presented previously, in order to test the influence between Achievement Orientation, Task Characteristics, and Leadership Models on Teacher Job Satisfaction. The hypothesis proposed in this study is as follows: Partially there is an Influence of Achievement Orientation on Leadership Models in State of Madrasah Tsanawiyah throughout Riau Province (H_1), Partially there is an Influence of Task Characteristics on Leadership Models in State of Madrasah Tsanawiyah throughout Riau Province (H_2). Simultaneously there is an influence of Achievement Orientation and Task Characteristics on Leadership Models in State of Madrasah Tsanawiyah throughout Riau Province (H_3). Partially there is an Influence of Achievement Orientation on Teacher Job Satisfaction in State of Madrasah Tsanawiyah throughout Riau Province (H_4). Partially there is an Influence of Task Characteristics on Teacher Job Satisfaction in State off Madrasah Tsanawiyah throughout Riau Province (H_5). Simultaneously, there is an influence of Achievement Orientation and Task Characteristics on Teacher Job Satisfaction at State of Madrasah Tsanawiyah in Riau Province (H_6). Partially, there is an Influence of Leadership Models on Teacher Job Satisfaction at State Madrasah Tsanawiyah in Riau Province (H_7). Simultaneously, there is an influence of Achievement Orientation, Task Characteristics, and Leadership Models on Teacher Job Satisfaction at State of Madrasah Tsanawiyah in Riau Province (H_8). Partially, there is an Influence of Achievement Orientation through Leadership Models on Teacher Job Satisfaction at State of Madrasah Tsanawiyah in Riau Province (H_9). Partially, there is an Influence of Task Characteristics through Leadership Models on Teacher Job Satisfaction at State of Madrasah Tsanawiyah in Riau Province (H_{10}).

2. RESEARCH METHOD

The research approach taken is to use a quantitative approach, namely research using questionnaire and observation methods. The approach used in this research is a quantitative



approach. This research was conducted at the State of Madrasah Tsanawiyah in Riau Province. Data collection was carried out by distributing research questionnaires regarding educational marketing. The population of this study was the entire academic community in three schools, namely Madrasah Tsanawiyah Negeri 1 Pelalawan, Madrasah Tsanawiyah Negeri 1 Pekanbaru City and Madrasah Tsanawiyah Negeri 1 Siak. with sampling using a sampling technique that is done by selecting research subjects based on certain criteria. This technique is used when the researcher already has a target individual who is in accordance with his research. sampling technique which is carried out by selecting research subjects based on certain criteria. This technique is used when the researcher already has individual targets that are in accordance with his research. In addition, researchers also analyze documents, such as written documents, images, works and electronics. The documents received were analyzed, compared and integrated (synthesis) into a systematic, integrated and complete study.

The instrument used in this study is a questionnaire which is a form of collecting information from respondents through structured questions or statements regarding the information needed. Furthermore, the measuring instrument used from each answer uses a Likert scale with gradations from very positive to very negative, including: Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. The data analysis technique used to determine the effect between variables quantitatively in this study uses multiple linear regression analysis with the help of SPSS 29.0 software. Hypothesis testing is done with the t test and F test. The questionnaire instrument used in this study was carefully designed to cover aspects that are relevant to the phenomenon under study. The questions or statements in the questionnaire are clearly formulated and in accordance with the research objectives. In addition, the questionnaire has also gone through the validity and reliability stages to ensure that this tool can accurately measure the constructs to be studied.

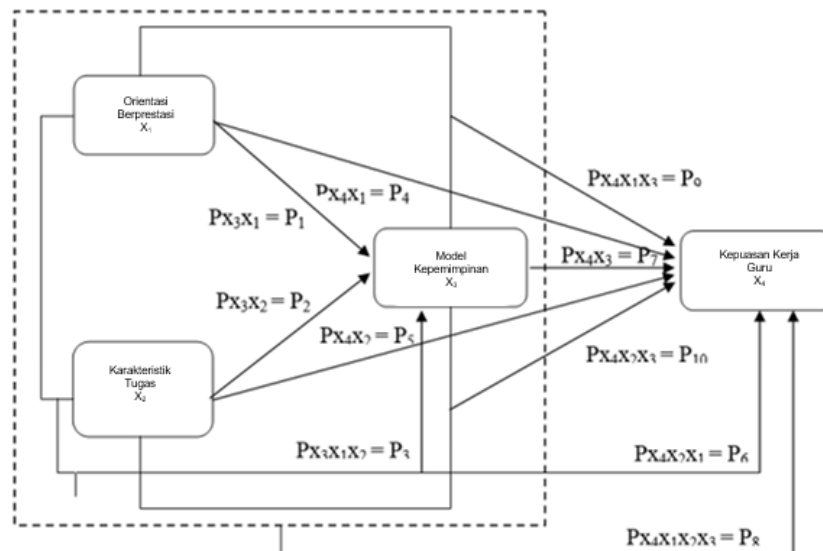
The Likert scale is used as a measuring tool to describe the respondent's level of agreement or disagreement with the statements in the questionnaire. This scale gives respondents the freedom to express their level of opinion in detail, ranging from very positive to very negative. Thus, the Likert scale allows researchers to capture variations in respondents' perceptions and attitudes towards the phenomenon under study. Path Analysis is a powerful statistical method for testing the relationship between independent variables, intervening variables, and dependent variables in a research context. By using Path Analysis, researchers can evaluate the relative contribution of each independent variable, through intervening to the dependent variable, and control the influence of other relevant variables. The results of this analysis can provide a deeper insight into the factors that influence the phenomenon under study.

3. FINDINGS AND DISCUSSION

The sample description used in this study was 107 samples and as many as 30 people were used to test the validity of the instrument, while 77 were used to test the research instrument. From this sample, one State of Madrasah Tsanawiyah in three districts / cities was taken as a



research sample. This study will formulate the influence of Achievement Orientation, Task Characteristics, Leadership Models on Teacher Job Satisfaction. The constellation of the influence between these variables can be seen in the following model:



Gambar 1.. Model Analisis Jalur

a. Achievement Orientation towards Leadership Models

From the test results in Table 4.34, the t-value of variable X_1 is 1.874, because the t-value > t table ($1.874 > 1.668$), then partially the Achievement Orientation variable has an influence on the Leadership Models. Therefore, H_0 is rejected, meaning that partially there is a significant influence between Achievement Orientation and the Leadership Models. In addition, to conduct a test based on significance testing, it can be seen from the significance output of 0.035, because the significance level is more < 0.042 ($0.042 < 0.05$) then it can be concluded that Achievement Orientation has an effect on the Leadership Models. Based on this explanation, it can be decided that the first hypothesis is accepted. Based on the calculation of the multiple correlation coefficient above, it is known that the Leadership Models variable (X_1) has an effect on the Leadership Models variable (X_3) by 6% (weak) while the remaining 94% is influenced by other variables. Achievement Orientation has a direct effect on the Leadership Models. This shows that the Achievement Orientation Variable has an important role in building a value for a school. Achievement Orientation carried out by schools, both from improving the quality of education, the quality of graduates, and superior programs, is a characteristic that makes it difficult for a school to be surpassed by its competitors. This Achievement Orientation is a differentiator that when continuously improved and enhanced and developed will become a Value Added for the school, where this Value will continue to be remembered by parents as consumers.



The results of this first hypothesis test also overlap with the research initiated by Wantri Suciati (2021) with the topic of BSI KC Tulungagung Sudirman which was accessed through the bank's official website. The purpose of this study was to determine the effect of achievement-oriented leadership style and motivation on employee performance with work discipline as an intervening variable. The data analysis used is the classical assumption test, simple and multiple linear regression analysis, t-test, F-test, coefficient of determination, path analysis and Sobel test. The results of this study indicate that achievement-oriented leadership style does not affect work discipline, motivation affects work discipline, achievement-oriented leadership style affects employee performance, motivation and work discipline do not affect employee performance. Work discipline as an intervening variable cannot mediate between achievement-oriented leadership style and employee performance or between motivation and employee performance. So that achievement-oriented leadership style and motivation can improve employee performance without going through the intermediary variable of work discipline.

b. Task Characteristics on Leadership Models

From the test results in Table 4.34, the t-value of variable X2 is 2.219, because the t-value > t table ($2.219 > 1.660$), then partially Task Characteristics have an influence on the Leadership Models. Therefore, H_0 is rejected, meaning that partially there is a significant influence between Task Characteristics and the Leadership Models. In addition, to conduct a test based on significance testing, it can be seen from the significance output of 0.000, because the significance level is more < 0.030 ($0.030 < 0.05$), then the output strengthens the researcher's hypothesis. Based on this explanation, therefore H_0 is rejected and H_1 is accepted, with the provision that Task Characteristics have an effect on the Leadership Models. Thus the second hypothesis is accepted. Based on the calculation of the multiple correlation coefficient above, it is known that the Task Characteristics variable (X2) has an effect on the Leadership Models variable (X3) by 10% (very weak) while the remaining 90% is influenced by other variables.

The results of this first hypothesis test also overlap with the research initiated by Syofiatul Hidayah (2021). The type of research is descriptive quantitative research, namely research that aims to describe or describe the characteristics (characteristics) of a condition or object of research. The nature of this research is explanatory research, which aims to explain the position of the variables studied and the relationship between one variable and another. The results of hypothesis testing using the t test show that in the Individual Characteristics variable (X1) the t count value is 2.176 while the t table is 2.028. $t \text{ count} > t \text{ table}$, this means that H_0 is rejected and H_a is accepted. Thus, individual characteristics have a significant effect on teacher performance, while in the leadership style variable (X2) the t count value is 3.140 while the t table is 2.028. $t \text{ count} > t \text{ table}$, this means that H_0 is rejected and H_a is accepted. Thus, leadership style has a significant effect on teacher performance. The results of the F test show a value of F count of 8.184 while F table is 1.753 where $F \text{ count} > F \text{ table}$. This indicates that H_0 is rejected and H_a is accepted, which means that the proposed alternative hypothesis is accepted by all independent variables, namely individual characteristics and leadership style



together have a significant influence on teacher performance. Based on the results of this study, it is known that individual characteristics and leadership style both partially and simultaneously affect teacher performance at SMA Negeri 3 Muara Bungo.

c. Achievement Orientation and Task Characteristics Towards Leadership Models

From the F Test (simultaneous), the calculated F value is obtained $> F$ table (with a significance level of 0.000. The F table value can be obtained through the formula $F \text{ table} = F(k; n-k) = F(3; 77-3) = 2.49$, so that the F table of the Achievement Orientation and Task Characteristics variables is 5.021. Because the P value of 0.000 is much smaller than 0.05, H_0 is rejected and H_a is accepted. This shows that simultaneously states that there is an influence of Achievement Orientation and Task Characteristics on the Leadership Models. The R value of 0.346 shows a double correlation (Achievement Orientation and Task Characteristics) with the Leadership Models. By considering the variation of the RSquare Value of 0.1197, it has a significant meaning that the role or contribution of the Achievement Orientation and Task Characteristics variables is able to explain the satisfaction variable of the Leadership Models 12% while the remaining 88% is influenced by other variables not included in this model.

The results of this study indicate a correlation from the research conducted by Yolanda Tesania Giawa, Anitha Paulina Tinambunan (2022). Their study aims to determine the effect of leadership style, job characteristics and job satisfaction on the performance of nurses at Mitra Sejati Hospital Medan. Data were obtained directly from respondents (nurses) at Mitra Sejati Hospital Medan. The population of this study was 82 people and the number of samples through a census was 82 people. The analysis techniques used in this study were multiple linear regression, descriptive analysis and hypothesis testing. The results of this study indicate that the variables of leadership style, job characteristics and job satisfaction simultaneously (together) have a positive and significant effect on the performance of nurses at Mitra Sejati Hospital Medan. While partially it shows that leadership style has a positive and significant effect on the performance of nurses at Mitra Sejati Hospital Medan with a regression coefficient value of 0.232 and a significance value of $0.001 \leq 0.05$ (smaller than the error tolerance value). Job characteristics have a positive and significant effect on the performance of nurses at Mitra Sejati Hospital Medan with a regression coefficient value of 0.321 and a significance value of $0.000 \leq 0.05$ (smaller than the error tolerance value). Job satisfaction has a positive and significant effect on nurse performance at Mitra Sejati Hospital Medan with a regression coefficient value of 0.267 and a significance value of $0.013 \leq 0.05$ (greater than the error tolerance value).

d. Achievement Orientation Towards Teacher Job Satisfaction

From the test results in Table 4.42, the t-value of variable X1 is 4.016, because the $t\text{-value} > t \text{ table}$ ($4.016 > 1.668$), then partially Achievement Orientation has an influence on Teacher Job Satisfaction. Therefore, H_0 is rejected, meaning that partially there is a significant influence between Achievement Orientation and Teacher Job Satisfaction. In addition, to conduct a test based on significance testing, it can be seen from the significance output of 0.000, because the significance level is more < 0.05 ($0.000 < 0.05$) then it can be



concluded that Achievement Orientation has an effect on Teacher Job Satisfaction at State of Madrasah Tsanawiyah in Riau Province. Based on this explanation, therefore H_0 is rejected and H_1 is accepted, meaning that Achievement Orientation has an effect on Teacher Job Satisfaction, thus the fourth hypothesis is accepted. Based on the calculation of the multiple correlation coefficient above, it is known that the Achievement Orientation variable (X_2) has an effect on the Teacher Job Satisfaction variable (X_4) by 18% (weak) while the remaining 82% is influenced by other variables.

The results of this study indicate a correlation from the research conducted by Rizki Agung Pradana & Bowo Santoso (2022). The purpose of their research was to determine the effect of leadership style, work environment, and work motivation on job satisfaction in production employees of PT Harapan Sejahtera Karya Utama Sidoarjo. This research is a quantitative study that uses a questionnaire as a data collection method. With a population in this study of 256 permanent employees of the production department of PT. Harapan Sejahtera Karya Utama Sidoarjo. Then the sampling method used the probability sampling method with a simple random sampling technique. With a margin of error of 10%, it can be seen that the number of respondents determined was 71 respondents of production employees of PT Harapan Sejahtera Karya Utama. The data used are primary and secondary data. While the analysis used is Partial Least Square (PLS). The results of this study indicate that 1) leadership style has a positive effect on job satisfaction; 2) work environment has no effect (negative) on job satisfaction; and 3) work motivation has a positive effect on job satisfaction.

e. Task Characteristics on Teacher Job Satisfaction

From the test results in Table 4.42, the t-value of variable X_2 is 4.364, because the t-value > t table ($-0.807 > 1.668$), then partially Job Characteristics have no effect on Teacher Job Satisfaction. Therefore, H_1 is rejected, meaning that partially there is no significant effect between Job Characteristics and Teacher Job Satisfaction. In addition, to conduct a test based on significance testing, it can be seen from the significance output of 0.422, because the significance level is more < 0.05 ($0.422 < 0.05$) then it can be concluded that Job Characteristics do not affect Teacher Job Satisfaction. Based on this explanation, therefore H_1 is rejected and H_0 is accepted, meaning that Job Characteristics do not affect Teacher Job Satisfaction, thus the fifth hypothesis is not accepted. Based on the calculation of the multiple correlation coefficient above, it is known that the Task Characteristics variable (X_2) affects the Teacher Job Satisfaction variable (X_4) by 4% while the remaining 96% is influenced by other variables.

f. Achievement Orientation and Task Characteristics on Teacher Job Satisfaction

From the F test (simultaneous), the calculated F value is obtained $> F$ table (with a significance level of 0.000. The F table value can be obtained through the formula $F \text{ table} = F(k; n-k) = F(3; 77-3) = 3.49$, so that the F table of the Teacher Job Satisfaction variable is 3.49. Because the P value of 0.01 is much smaller than 0.05, H_0 is rejected and H_a is accepted. This shows that simultaneously states that there is an influence of Achievement Orientation and Task Characteristics on Teacher Job Satisfaction. From the Anova test or F



test as shown in Table 4.46, the calculated F value is obtained as 5.973 with a probability level of p-value of 0.000, because the calculated F value $> F$ table ($5.973 > 3.49$) so it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, meaning that there is a significant influence between Achievement Orientation and Task Characteristics together on Teacher Job Satisfaction. In addition, to conduct a test based on significance testing, it can be seen from the significance output of 0.000, because the significance level figure is much more < 0.05 ($0.000 < 0.05$) then it can be concluded that the variables of Achievement Orientation and Task Characteristics together have a significant effect on the variable of Teacher Job Satisfaction. Based on this explanation, H_0 is rejected and H_1 is accepted, meaning that this proves that the variables of Achievement Orientation and Task Characteristics together have a significant effect on the variable of Teacher Job Satisfaction, thus the sixth hypothesis is accepted.

The results of the study obtained by the researcher are quite in line with the results of the study initiated by Shirley Lusia Marietta Sidabutar, Paningkat Siburian, and Salman Bintang (2017). This study aims to describe and determine: (1) The Influence of Organizational Culture on Job Satisfaction; (2) The Influence of Organizational Culture on Achievement Motivation; (3) The Influence of Organizational Culture on Organizational Commitment; (4) The Influence of Job Satisfaction on Organizational Commitment; and (5) The Influence of Achievement Motivation on Organizational Commitment of Junior High Schools in Simanindo District and Pangururan District, Samosir Regency. The results of this study found: (1) there is a positive direct influence of organizational culture on job satisfaction with a path coefficient = 0.210, with an influence of 4.41%; (2) there is a positive direct influence of organizational culture on achievement motivation with a path coefficient $\rho_{31} = 0.381$ with an influence of 14.51%; (3) there is a positive direct influence of organizational culture on organizational commitment with a path coefficient $\rho_{41} = 0.216$ with an influence of 4.66%; (4) there is a positive direct influence of job satisfaction on organizational commitment with a path coefficient $\rho_{42} = 0.269$ with an influence of 7.23%; (5) there is a positive direct influence of achievement motivation on organizational commitment with a path coefficient $\rho_{43} = 0.187$ with an influence of 3.49%. The higher the influence of organizational culture, job satisfaction, and teacher achievement motivation, the higher the influence on the organizational commitment of junior high school teachers in Simanindo sub-district and Pangururan sub-district, Samosir regency.

g. Leadership Models Towards Teacher Job Satisfaction

From the test results in Table 4.48, the t-value of variable X_3 is 52.519, because the t-value $> t$ table ($52.519 > 3.49$), then partially the Leadership Models has an influence on Teacher Job Satisfaction. Therefore, H_0 is rejected, meaning that partially there is a significant influence between the Leadership Models and Teacher Job Satisfaction. In addition, to conduct a test based on significance testing, it can be seen from the significance output of 0.000, because the significance level is more < 0.05 ($0.000 < 0.05$) it can be concluded that the Leadership Models has an effect on Teacher Job Satisfaction. Based on this explanation, therefore H_0 is



rejected and H1 is accepted, meaning that the Leadership Models has an effect on Teacher Job Satisfaction, thus the seventh hypothesis is accepted. Based on the calculation of the multiple correlation coefficient above, it is known that the Leadership Models variable (X3) has an effect on the Teacher Job Satisfaction variable (X4) by 3% while the remaining 97% is influenced by other variables. This study overlaps with the research initiated by Yuyuk Liana (2012). The purpose of this study was to determine the effect of achievement motivation, organizational climate and job satisfaction and the indirect effect of organizational climate, achievement motivation on employee performance through job satisfaction. Sampling was carried out by purposive random sampling with a sample size of 103 teachers. The results showed that all paths were significant. The path value of X1 to X3 was 0.042, the path value of X2 to X3 was 0.005, the path value of X1 to X4 was 0.045, the path value of X2 to X4 was 0.000 and the path value of X3 to X4 was 0.022. With the indirect influence that has the largest value is the value of the influence of achievement motivation.

h. Achievement Orientation, Task Characteristics, and Leadership Models on Teacher Job Satisfaction

From the Anova test or F test using SPSS 29.0 for windows or manually, the calculated F is 1506.699 with a probability level of p-value of 0.000, because the calculated F value > F table (1506.699 > 2.68) so it can be concluded that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted, meaning that there is a significant influence between Achievement Orientation, Task Characteristics, and Leadership Models together on Teacher Job Satisfaction. In addition, to conduct a test based on significance testing, it can be seen from the significance output of 0.001, because the significance level figure is much more <0.05 (0.001 < 0.05) then it can be concluded that the variables Achievement Orientation, Task Characteristics, and Leadership Models together have a significant effect on the variable Teacher Job Satisfaction. Based on the explanation, H0 is rejected and H1 is accepted, meaning that this proves that the variables of Achievement Orientation, Task Characteristics, and Leadership Models together have a significant effect on the variable of Teacher Job Satisfaction, thus the eighth hypothesis is accepted. Based on the calculation of the multiple correlation coefficient above, it is known that the variables of Achievement Orientation, Task Characteristics, and Leadership Models) on Teacher Job Satisfaction are 19% while the remaining 81% are influenced by other variables.

The results of the study are in line with research conducted by Sinar Bulan, Teddy Chandra, & Asmara Hendra Komara (2018). The purpose of this study was to determine the effect of leadership style, motivation and commitment on job satisfaction and teacher performance in junior high schools in Rimba Melintang District. The population and sample of this study were junior high school teachers in Rimba Melintang District, totaling 159 educators/teachers. Sampling using research data analysis using SEM (Structural Equation Model) with the AMOS program. The results of this study prove and provide the conclusion that: (1) leadership style has a significant influence on job satisfaction (2) motivation has no influence and is not significant on job satisfaction, (3) commitment has a significant influence



on job satisfaction) (4) leadership style has no influence and is not significant on performance (5) motivation has no influence and is not significant on performance (6) commitment has a significant influence on performance (7) job satisfaction has no influence and is not significant on performance.

i. Achievement Orientation Towards Teacher Job Satisfaction Through Leadership Models

Based on the calculation results with the Sobel test above, the calculated t value is = 13.576 which is greater than the t table value with a significance level of 0.05, namely 1.658, because the calculated t value $>$ t table value ($13.576 > 1.658$), it can be concluded that the mediation coefficient of 0.5159 is significant, which means there is a mediation effect, thus the ninth hypothesis is accepted. Based on the calculation of the multiple correlation coefficient above, it is known that the Achievement Orientation variable (X_1) Through the Leadership Models (X_3) has an effect on Teacher Job Satisfaction (X_4) of 18 while the remaining 72% is influenced by other variables.

j. Task Characteristics on Teacher Job Satisfaction Through Leadership Models

From the calculation results with the Sobel test above, the calculated t value is = 8.2824 which is greater than the t table value with a significance level of 0.05, which is 1.658, because the calculated t value $>$ t table value ($8.2824 > 1.658$), it can be concluded that the mediation coefficient of 0.41412 is significant, which means there is a mediation effect, thus the tenth hypothesis is accepted. Based on the calculation of the multiple correlation coefficient above, it is known that the Task Characteristics variable (X_2) Through the Leadership Models (X_3) has an effect on Teacher Job Satisfaction (X_4) of 3% while the remaining 97% is influenced by other variables.

4. CONCLUSION

Based on the results of the study on the influence of achievement orientation, task characteristics, and Leadership Models on teacher job satisfaction at State of Madrasah Tsanawiyah throughout Riau Province, it can be described as follows:

1. Achievement orientation has a positive and significant effect on teacher job satisfaction. Teachers who are highly motivated to achieve in their work tend to feel more satisfied because of the encouragement to develop and achieve better results.
2. Task characteristics including job variety, level of challenge, and role clarity have a significant impact on teacher job satisfaction. Teachers who are given clear, challenging, and competent tasks will feel more motivated and satisfied in their work. Task characteristics show a negative effect on Leadership Models, meaning there is no significant effect.
3. The Leadership Models of the madrasah principal plays an important role in shaping the level of teacher job satisfaction. Democratic and participatory leadership increases job satisfaction more than an authoritarian leadership style.
4. Simultaneously, achievement orientation, task characteristics, and Leadership Models have a significant effect on teacher job satisfaction. These three factors together explain most of



the variation in teacher job satisfaction, indicating that the combination of individual motivation, job characteristics, and effective leadership greatly determines job satisfaction.

Based on the results of the study, it can be concluded that achievement orientation, task characteristics, and Leadership Models have a positive and significant influence on teacher job satisfaction at State of Madrasah Tsanawiyah throughout Riau Province. The Leadership Models has the greatest influence compared to other variables. Therefore, the principal of State of Madrasah Tsanawiyah needs to apply a leadership style that supports and empowers teachers and creates a conducive work environment to improve teacher job satisfaction. As a practical implication, schools need to strengthen a work culture that encourages achievement, provides clear and interesting tasks, and applies participatory leadership so that teachers feel more satisfied and motivated in carrying out their duties.

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