

The Effect of Leadership Style and Work Environment on Job Satisfaction of Teachers with Work Stress as Intervening Variables in Perguruan Ar-Rahman Medan

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ABSTRACT

At this time a teacher is not only responsible for teaching and learning activities to students, such as learning to read, count, write, and other learning activities, but a teacher increases his responsibilities as parents of students while in the educational environment. There are several things that effect the level of job satisfaction of an educator (teacher), one of which is the number of teachers who often question the level of welfare such as salary which is still considered not enough. In addition, several factors such as leadership style, work environment, work stress can also effect job satisfaction of teachers. This study aims to determine and analyze the effect of leadership style and work environment on job satisfaction of teachers with work stress as an intervening variable. The population in this paper is all teachers at Ar-Rahman College. By using the Slovin formula to determine the number of samples, a writing sample of 91 people was obtained. Questionnaires distributed to 90 people have become writing samples. Data analysis method used is path analysis. The results showed that leadership style had a positive and significant effect on job satisfaction of teachers, work environment had a positive and significant effect on job satisfaction of teachers, work stress had a negative and not significant effect on job satisfaction of teachers, the leadership style had a positive and significant effect on work stress, work environment has a negative and significant effect on job satisfaction of teachers, leadership style has a direct effect on job satisfaction of teachers through teacher job stress, work environment has a direct effect on job satisfaction of teachers through teacher work stress.

Keywords: *Leadership Style, Work Environment, Job Satisfaction of Teachers, Work Stress*

INTRODUCTION

Human resources (HR) is the most important factor in an organization both educational organizations and other field organizations, the involvement of human resources in the organization is implemented in the form of labor, employees or employees. In the field of education, certain educational institutions are demanded to always improve their quality by providing comfort and safety to

every teacher so that job satisfaction of a teacher can be achieved and will have an impact on the performance of the teacher itself.

The work of teachers today is different from a few decades ago. At this time a teacher is not only responsible for teaching and learning activities to students, such as learning to read, count, write, and other learning activities, but a teacher increases his responsibilities as parents of

students while in the educational environment. Teachers are overloaded with tasks not related to teaching and learning activities such as extracurricular activities, attending meetings, managing student programs, managing student welfare, and management tasks.

Apart from the above, there are several things that cause the level of job satisfaction experienced by an educator (teacher), one of which is the number of teachers who often question their level of welfare such as salary which is still considered insufficient. In addition, some of these factors can also affect a teacher's job satisfaction, including leadership style, work environment, work stress and others.

Perguruan Ar-Rahman Medan is one of the educational institutions that continues to strive to develop, has 4 levels of education, namely Elementary Schools (SD), Junior High Schools (SMP), High Schools (SMA), and Vocational High Schools (SMK), with the number of staff and teachers is 117 people and has a total of 1,450 students.

Based on the pre-research results it is known that there are several things that affect job satisfaction of a teacher at the Perguruan Ar-Rahman Medan. Job satisfaction of a teacher can have an impact on the performance of the teacher himself, so the level of job satisfaction of a teacher must be really considered and become a serious matter to respond to Perguruan Ar-Rahman Medan. There are several factors that can affect the level of satisfaction of a teacher, namely work stress. The level of work stress of a teacher is also very influential on job satisfaction of a teacher at the Perguruan Ar-Rahman Medan. Some teachers said the high level of busyness they faced could cause them to experience stress at work in addition to the phenomenon that is currently rife that is lack of adherence and respect for students towards teachers. Besides job satisfaction is also closely related to the leadership style of a leader. Leaders must be able to see what is happening in their work environment and be

able to provide appropriate solutions and be able to make policies in solving existing problems. Based on the literature from several previous studies, in addition to leadership style there are other factors that influence job satisfaction, one of which is the work environment, how the work environment is felt and accepted by each teacher at work.

LITERATURE REVIEW

Leadership Style

Robbins (2010) suggests that leadership is the ability to influence a group to achieve a vision or goal. Furthermore Rivai (2014) states that Leadership Style is a set of characteristics used by leaders to influence subordinates so that organizational goals are achieved or it can also be said that leadership style is a pattern of behavior and strategy that is liked and often applied by a leader. Meanwhile, according to Suwatno and Priansa (2011) Leadership style is the behavior that is liked by the leader in the process of directing and influencing followers.

Educational leadership is a process of influencing, mobilizing and coordinating individuals in educational organizations / institutions to achieve educational goals. Like the principal's leadership, then he has a role in influencing, encouraging, guiding, directing and moving the teacher, staff, students, parents of students and other parties involved to move / participate in achieving the goals set. Charles W. Boardman in his book *Democratic Supervision in Secondary School* (1961) describes that:

As the educational leader of the school he must have the ability to organize and assist the faculty in formulating a program for the improvement of instruction in school. He must inspire confidence in teachers, secure cooperation in developing the supervision program, and stimulate them into active participation in the effort to attain its objectives.

According to Robbins (2010) there are four types of leadership styles, namely as follows:

- 1.Charismatic leadership style is a leadership style that triggers followers by displaying heroic or extraordinary abilities when they observe certain behaviors of their leaders.
- 2.Transactional leadership style is a leadership style that guides or motivates followers to achieve the goals set by clarifying the requirements of roles and tasks.
- 3.Transformational leadership style is a leadership style that inspires followers to go beyond their personal interests and is able to have a profound and extraordinary impact on the personalities of their followers.
- 4.Visionary leadership style is a leadership style that is able to create and articulate a vision that is realistic, credible, and interesting about the future of an organization or organizational unit that is growing and improving.

Reitz in Rahayu (2017), in carrying out leader activities there are several factors that influence leadership style, namely:

- 1.Personality (personality), past experience and expectations of leaders, this includes the values, background and experience will influence the choice of leadership style.
- 2.Expectations and behavior of superiors.
- 3.The characteristics, expectations and behavior of subordinates influence on what leadership style.
- 4.Task needs, each subordinate's task will also affect the leader style.
- 5.Climate and organizational policies influence the expectations and behavior of subordinates.
- 6.Peer expectations and behavior.

Dimensions and indicators used refer to Robert House's path-goal theory (Robins and Coutler, 2010), namely:

- 1.Types of Directives, such as leaders who tell them what to do, special guidance, obey rules, specific schedules.
- 2.Supportive types, such as attention to needs, a good work climate.

3.Participatory types, such as consultation decision-making, consider subordinate ideas and suggestions, provide freedom of opinion.

4.Achievement-oriented types, such as setting challenging goals, extraordinary leaders.

Work Environment

The work environment according to Sedarmayanti (2009) is the overall tools and materials faced, the surrounding environment in which a person works, his work methods, and his work arrangements both as individuals and as a group. While the understanding of the work environment is also stated by Taiwo (2010), the work environment is everything, events, people and others that affect the way people work. According to Noah and Steve (2012) work environment is the overall relationship that occurs with employees in the workplace. Everything in the workplace is a work environment. From the above theory it can be concluded that the work environment is everything that exists around workers that can affect job satisfaction in carrying out their work so that maximum work results will be obtained.

The following are some of the factors that can influence the formation of a working environment condition associated with the ability of employees (Sedarmayanti, 2009), namely:

- 1.Lighting / light at work
- 2.Temperature at work
- 3.Moisture at work
- 4.Air circulation at work
- 5.Noise at work
- 6.Mechanical vibrations at work
- 7.Smells at work
- 8.Color setting at work
- 9.Decoration at work
- 10.Music at work
- 11.Safety at work

Based on the indicators used in this study adapted from expert opinion theory as expressed by Budi W. Soetjipto (2009) including:

- 1.Physical dimensions, measured using seven indicators, namely:

- a. Lighting
 - b. Air circulation.
 - c. Noise.
 - d. Color.
 - e. Humidity.
 - f. Amenities.
2. Non-physical dimensions. Non-physical dimensions are measured using three indicators:
- a. Harmonious relationship.
 - b. Opportunity to advance.
 - c. Safety at work.

Job Stress

Robbins and Judge (2017) defines stress as an unpleasant psychological process that occurs in response to pressure from the environment. It was further explained that stress is a dynamic condition where individuals are faced with opportunities, demands, and resources related to the things that individuals want to achieve but the results are still uncertain. Griffin and Moorhead's (2014) definition describes stress as an adaptive response from a person to stimuli that cause excessive physical or psychological demands on him. Robbins and Judge (2017) mentions some negative conditions if employees experience stress. High employee turnover, high absenteeism, low performance, low job satisfaction, anxiety, and low work comfort. According to Sinambela in Sunyoto (2012) said that although stress is considered to have a bad influence, it certainly depends on the individual in addressing any problems or stress. Given the magnitude of the impact of stress on organizational performance, the company needs to monitor how the stress level of employees in carrying out their work.

According to Sopiah (2008) the causes of stress include the following:

1. Physical environment

Stressor because it is too noisy, not good lighting or security risks. Physical compressors are also visible in office settings, including poor office space design,

lack of privacy, ineffective lighting and poor air quality.

2. Stress due to a role or task

Stressor because of the role or task, including conditions where employees have difficulty in understanding what is their job, the role he plays feels too heavy or plays various roles in the place where they work.

3. Causes of interpersonal stress

These compressors will increase when employees are divided into divisions within a department that are competed to win lucrative rewards. Differences in character, personality, background, perception, etc. allow for stress.

4. Organization

Reducing the number of employees is a cause of stress not only for those who have lost their jobs, but also for those who are still living.

According to Rivai and Mulyadi (2010), the causes of organizational stress consist of organizational policy, organizational structure, physical state in the organization, and the processes that occur within the organization. The best way to reduce stress at work according to Wahjono (2010) is to look for the causes and solve them such as: moving to another job, changing jobs and providing a new work environment, or even redesigning job design that allows to reduce workload, time pressure and ambiguity and better communication is also possible to reduce stress levels.

Dimensions and Indicators of work stress according to Stephen P. Robbins which was translated by Hadyana Pujatamaka (2010) can be divided into:

1. Psychological, including: quickly offended, not communicative, lack of concentration and, the level of concern.

2. Physical, including: heart rate and blood pressure, physical fatigue, headaches, sleep problems (mostly or lack of sleep).

3. Behavior, including: excessive smoking, delaying or avoiding work, sabotage behavior, abnormal eating behavior.

Job Satisfaction

Job satisfaction is an individual thing. Every individual has different levels of satisfaction, as defined by Dadang (2013) job satisfaction is a pleasant or unpleasant emotional state of work, job satisfaction reflects one's feelings towards his work. Meanwhile, according to Siagian (2014) job satisfaction is a perspective both positive and negative about their work. according to Handoko (2012) job satisfaction is a pleasant or unpleasant emotional state with which employees view their work. Ostroff (1992) states that organizations that have more satisfied employees tend to be more effective than organizations that have fewer satisfied employees. Employee satisfaction and attitude are important factors in determining their behavior and response to work and through this behavior and response organizational effectiveness can be achieved.

Mangkunegara (2009) states the factors that influence job satisfaction are:

1. Employee factors, namely intelligence (IQ), special skills, age, gender, physical condition, education, work experience, years of service, personality, emotions, ways of thinking, perceptions and work attitudes.
2. Job factors, namely the type of work, organizational structure, rank (class), position, quality of supervision, financial guarantees, job promotion opportunities, social interaction, and work relations.

Also in the opinion of As'ad (1995) factors that influence job satisfaction include:

1. Psychological factors are factors related to employee psychology which include interests, job attenuation, attitude toward work, work feelings.
2. Physical factors are factors related to the physical work environment and the physical condition of employees, including the type of work, work time management, work equipment, air circulation, employee health.
3. Financial factors are factors related to employee security and welfare, which include payroll systems, social security, the

amount of benefits, facilities provided, promotions and others.

4. Social factors are factors that relate to social interaction both between fellow employees, with their superiors, as well as employees with different types of work.

According to Robbins and Judge (2013), job satisfaction has five dimensions, namely:

1. The work itself with indicators: tasks, learning opportunities, and responsibilities.
2. Current salary, with indicators: payroll system and payroll justice.
3. Promotion opportunities, with indicators: promotion opportunities.
4. Leaders, with indicators: style of leadership.
5. Co-workers, with indicators: support among co-workers.

RESEARCH METHODS

The population in this study were all teachers in Ar-Rahman College, amounting to 117 people, who came from high school, vocational, junior high and elementary school levels. Determination of the number of samples that are considered representative, namely using the Slovin formula (Umar, 2013) as follows:

$$n = \frac{N}{1 + Ne^2}$$

Where:

n = sample size

N = population size

e = the desired critical value (accuracy limit)

Based on this formula, the number of samples for this study was 91 people. Researchers will also use proportional random sampling for sampling techniques. Data collection technique is to provide a list of questions to the teacher at the Ar-Rahman University of Medan which is determined as a sample or research respondent.

In addition, the analysis technique used is path analysis. Path analysis is also used to determine the direct and indirect effects of the observed variables. Path diagram illustrates the pattern of

relationships between variables in this study is to test and find out how much the causal relationship between variables Leadership Style (X1), Work Environment (X2), to Job Satisfaction (Y) to repurchase intention with the equation:

Equation I:

$$Z = \rho_{ZX_1}X_1 + \rho_{ZX_2}X_2 + \varepsilon_1$$

Equation II:

$$Y = \rho_{YX_1}X_1 + \rho_{YX_2}X_2 + \rho_{YZ}Z + \varepsilon_2$$

Information:

Z: Work Stress

Y: Job Satisfaction of Teachers

ρ : Regression Coefficient

X₁: Leadership Style

X₂: Work Environment

RESULT AND DISCUSSION

RESULT

Regression Analysis Results Sub-Structure I

By using SPSS software, the following sub-structure I regression analysis results are obtained:

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	57,325	3,667		15,633	,000
	X ₁	-,109	,083	-,108	-1,307	,195
	X ₂	-1,025	,129	-,659	-7,973	,000

a. Dependent Variable: Z

Source: Research Results, 2019 (Data Processed)

Based on Table 1, a regression structure for sub-structure I can be made, namely:

$$Z = -0.108X_1 - 0.659X_2$$

From the equation of the sub-structure I regression model it can be explained that:

- 1.The influence of leadership style on work stress is -0.108, which means that if the leadership style increases by 1 unit, then work stress will decrease by 0.108.
- 2.The influence of the work environment on work stress is -0,659, which means that if the work environment rises by 1 unit, then work stress will decrease by 0.659.
- 3.The leadership style variable has a tcount $t > t$ table that is $1.307 < 1.99$ with a significant value of $0.195 > 0.05$, so it can be concluded that the leadership style variable does not have a significant effect

on work stress. The relationship between leadership style with work stress is negative, which is indicated by the presence of a negative sign on the tcount.

4.The work environment variable has a tcount $> t$ table that is $7.973 > 1.99$ with a significant value of $0.000 < 0.05$. This shows that the work environment variables have a significant influence on work stress. The relationship between work environment and work stress is negative, which is indicated by the presence of a negative sign on the tcount.

Then the determination coefficient test is performed. This test is conducted to determine the magnitude of the influence of leadership style variables and work environment on work stress variables, which can be seen in the following table.

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,711 ^a	,506	,495	4,35178

a. Predictors: (Constant), X₁, X₂
 b. Dependent Variable: Z
 Source: Research Results, 2019 (Data Processed)

From Table 2 it can be seen that the coefficient of determination (Adjusted R Square) is 0.495 or 49.5% which shows that the ability of leadership style and work environment in

explaining its effect on work stress is 50.5% while the rest is 50.5 % is influenced by other variables not examined in this study.

Regression Analysis Results Sub-Structure II

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,398	6,871		,203	,839
	X ₁	,326	,081	,210	4,014	,000
	X ₂	1,221	,163	,511	7,503	,000
	X ₃	-,519	,103	-,338	-5,051	,000

a. Dependent Variable: Y
Source: Research Results, 2019 (Data Processed)

Based on Table 3, a sub-structure II regression model can be made, namely:

$$Y = 0.210X_1 + 0.511X_2 - 0.338Z$$

From the equation of the sub-structure II regression model it can be explained that:

- 1.The influence of leadership style on job satisfaction is 0.210, which means that if the leadership style rises by 1 unit, then job satisfaction will increase by 0.210.
- 2.The influence of the work environment on job satisfaction is 0.511, which means that if the work environment rises by 1 unit, then job satisfaction will increase by 0.511.
- 3.The effect of job stress on job satisfaction is -0,338, which means that if job stress goes up by 1 unit, job satisfaction will decrease by 0.338.
- 4.The leadership style variable has a t-value greater than ttable that is 4.014 > 1.99 with a significant value of 0,000 < 0.05. So it can

be concluded that the leadership style variable has a significant effect on job satisfaction, and it can also be seen that the leadership style variable has a positive influence on the job satisfaction variable, which can be seen on the positive sign on tcount.

5.The work environment variable has a tcount > t table that is 7.503 > 1.99 with a significant value of 0,000 < 0.05. This shows that the work environment variables have a positive and significant effect on job satisfaction.

6.Work stress variable has tcount > ttable which is -5.051 < 1.99 with significant value 0.000 > 0.05. This indicates that the work stress variable has a negative and significant effect on job satisfaction.

Then the results of testing the coefficient of determination can be seen in Table 4.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,899 ^a	,808	,801	4,19598

a. Predictors: (Constant), X₁, X₂, X₃
b. Dependent Variable: Y
Source: Research Results, 2019 (Data Processed)

Table 4 shows that the coefficient of determination (Adjusted R Square) of 0.801 or 80.1%, which means that the influence of leadership style, work environment, and job stress variables on job satisfaction is 80.1%, while the remaining 19.9% can be influenced by other variables not examined in this study.

Testing Results of Path Analysis Sub-Structure

Based on the results of the first and second sub-structure (sub-structure) path

analysis test, a path diagram can be drawn, namely:

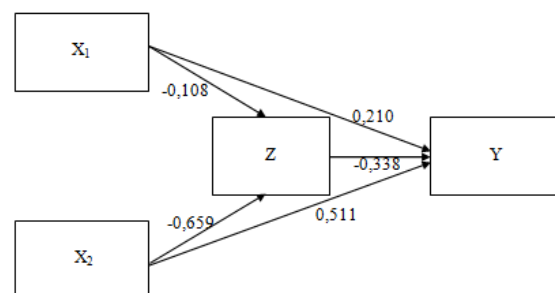


Figure 1 Path Diagram

The structural equation of sub-structure I is:

$$Z = -0,108X_1 - 0,659X_2$$

The structural equation of sub-structure II is:

$$Y = 0.210X_1 + 0.511X_2 - 0.338Z$$

Based on Figure 1, it can be seen that:

1. Direct Effect

a.The direct effect of leadership style variables and work stress variables ($X_1 \rightarrow Z$) is -0.108.

b.The direct effect of work environment variables and work stress variables ($X_2 \rightarrow Z$) is -0,659.

c.The direct influence of leadership style variables and job satisfaction variables ($X_1 \rightarrow Y$) is 0.210.

d.The direct effect of work environment variables and job satisfaction variables ($X_2 \rightarrow Y$) is 0.511.

e.The direct effect of work stress variables and job satisfaction variables ($Z \rightarrow Y$) is adalah -0.338.

2. Indirect Effect

a.The indirect effect of leadership style variables on job satisfaction variables through work stress variables ($X_1 \rightarrow Z \rightarrow Y$).

X_1 through Z with respect to $Y = -0,108 \times (-0,338) = 0.037$.

b.The indirect effect of work environment variables on job satisfaction variables through work stress variables ($X_2 \rightarrow Z \rightarrow Y$).

X_2 through Z with respect to $Y = -0,659 \times (-0,338) = 0,222$.

3.Total Effect

Total influence is the amount of direct influence plus the amount of indirect influence. The following is a table of the total influence values in this study.

Table 5 Value Total Effect

Effect of Variables in Path Analysis	Direct Effect	Indirect Effect	Total Effect
$X_1 \rightarrow Y$	0,210	$Y = -0,108 \times (-0,338) = 0,037$	0,249
$X_2 \rightarrow Y$	0,511	$Y = -0,659 \times (-0,338) = 0,222$	0,732

Source: Research Results, 2019 (Data Processed)

From Table 5 it can be explained that:

1.The value of the direct influence of the variable $X_1 \rightarrow Y$, which is 0.210 is greater than the value of the indirect effect of the variable $X_1 \rightarrow Y$, which is 0.037, so it can be concluded that the two variables have a direct relationship and the relationship between the X_1 and Y variables is positive.

2.The value of the direct influence of the variable $X_2 \rightarrow Y$, which is 0.511 is greater than the value of the indirect effect of the variable $X_2 \rightarrow Y$, which is 0.222, so it can be concluded that the two variables have a direct relationship and the relationship between the X_1 and Y variables is positive.

DISCUSSION

Leadership Style Has a Positive and Significant Impact on Job Satisfaction

The results showed that the leadership style variable had a positive and significant effect on the teacher job satisfaction variable. This shows that if the

principal's leadership style is good, teacher's job satisfaction is also good, and vice versa if the principal's leadership style is bad, the teacher's job satisfaction will decrease. Leadership style is a way used by a boss in influencing his subordinates and can create harmonious integration and encourage employee passion that is nothing but to achieve organizational goals (Putra, et al., 2013). However, based on the results of the study note that there are still dimensions of the leadership style variable which is in the category of disagreeing, namely the dimensions or type of supportive, which means that the principal is still unable to support and also motivate the teachers to do the task well. According to Luthans (2005), supportive leadership style is a leadership style that is always willing to explain all problems to subordinates, is approachable and satisfies the hearts of employees. This type of leader usually shows a friendly attitude and shows concern for his

subordinates, taking into account the needs of his subordinates, showing their concern to create prosperity and work environment friendly. This style is very effective when facing a difficult, stressful, boring or dangerous job. This behavior is very necessary in situations where the task or physical or psychological relationship is not good.

The results of this study are consistent with research conducted by Malia (2017) and Prayatnya (2016) states that leadership style has a positive and significant effect on job satisfaction. One of the job satisfaction of teachers will be influenced by one of the principal's leadership style, the better the leadership of a school principal, the better the job satisfaction level of the teachers.

Work Environment Has a Positive and Significant Impact on Job Satisfaction

The results showed that the work environment variable had a positive and significant effect on the teacher job satisfaction variable. This shows that if the better the work environment, the job satisfaction of teachers will also be better, and vice versa if the work environment is poor then the teacher job satisfaction decreases.

The work environment is one of the factors that can affect employee job satisfaction to achieve company goals. Employees really need a good, clean work environment, and can also support their personal comfort and safety. The work environment that is not conducive can cause negative effects such as low morale, high absenteeism, the level of errors in doing work, high turnover and so forth. Companies need to provide job satisfaction to employees, one of which is to provide a comfortable, safe and pleasant work environment (Sitinjak, 2018).

Based on observations made by the author, it can be seen that the physical environment in the Ar-Rahman University in Medan is still not good, especially in terms of facilities that are not yet available, such as practical tools for vocational

students so that teachers find it difficult to provide direction and explanation about teaching material. In addition, interviews with several teachers stated that teachers felt the availability of supporting facilities for teaching and learning activities was still lacking, such as lack of computer facilities, practical equipment, chairs and table facilities that were no longer suitable for use, and so on.

The results of this study are consistent with research conducted by Aruan and Fakhri (2015), Widiaryati, et al. and puspasari, et al. (2017) which states that the work environment has a positive and significant effect on job satisfaction. A good and conducive work environment makes the teachers feel safe, comfortable and happy in carrying out their duties and responsibilities.

Work Stress Has Negative and Significant Impact on Job Satisfaction

The results showed that the work stress variable had a negative and significant effect on teacher job satisfaction. This shows that if teacher job stress increases, teacher job satisfaction decreases or decreases, conversely if teacher job stress decreases, teacher job satisfaction increases or is good.

In the work it is undeniable there will be a lot of pressure that can potentially cause stress. Conditions like this will have a negative effect on job satisfaction and ultimately can reduce the level of productivity of these employees. Job stress can cause a variety of physical and psychological disorders that can interfere with one's work activities and productivity. Based on observations made by researchers, it can be seen that work stress experienced by teachers in this school is caused due to high task demands, causing teachers to experience physical fatigue and if it happens continuously it is feared to result in work stress. This is in accordance with the opinion of Sutton in Pasaribu (2007) which states that role demands become a pressure for teachers when organizational expectations regarding student attitudes are

unclear (role ambiguity), when the work of teachers is excessive (role overload) or when fulfilling one expectation but is difficult or can not meet other expectations (role conflict). In addition, according to Jhonson, et al. in Solichin (2013) states that workload and time pressure, in other words intrinsic to job factors are stress factors that have a dominant influence on teacher performance.

The results of this study are supported by research conducted by Pasaribu (2007) and Subawa et al (2017) which states that work stress has a negative and significant effect on job satisfaction, which means that if work stress goes down it will increase job satisfaction of teachers, and if the work stress felt by the teachers has increased then it will reduce the level of satisfaction of the teachers at work.

Leadership Style Has Negative and Not Significant Impact on Work Stress

The results showed that the leadership style had a negative but not significant effect on work stress, it showed that whether or not the principal's leadership style did not affect the work stress of the teachers. Based on observations made by researchers found that the causes of work stress of teachers are more caused by the lack of facilities provided by the college that can hamper teaching and learning activities so that teachers cannot work optimally.

In addition, the lack of harmonious relations between teachers can also cause work stress at this Ar-Rahman school. For this reason, leaders are needed who can provide attention and direction so as to encourage harmonious relations between employees. Relationships among employees are very important because if an employee feels uncomfortable with a colleague, it is certain that the employee will be lazy to work (Cintiani and Hadijah, 2018). That way, the existence of a harmonious working atmosphere and communication, it is expected that teachers will feel at home in the workplace so as to be able to foster a high attitude of discipline, good work

morale and can show high achievement and will also reduce the symptoms of work stress from the teachers.

The results of this study differ from the results of the study of Yulia et al (2017) which states that the leadership style has a positive but not significant effect on work stress. Putri (2018) also expressed a different opinion from this research that leadership style had a significantly negative effect on work stress, which can be said, when the leadership style adopted by the leadership in an organization is getting stronger, then the level of employee work stress will be lower or even employees do not experience work stress.

Work Environment Has a Negative and Significant Impact on Work Stress

The results showed that the work environment had a negative and significant effect on teacher work stress. This shows that if the work environment is good then work stress decreases and vice versa if the work environment is not good then the teacher's work stress increases.

Based on the results of the study it can be seen that the work environment, both physical and non-physical is still not good in this school environment. The working environment in this school is still unable to support teachers, employees, and also students in carrying out their activities or responsibilities. In addition, based on observations also seen that the behavior of students currently felt less respect and respect for the teacher, it also caused teachers to experience stress in working. This is consistent with the results of studies on teacher stress that have been conducted (Louden 1987, Dinham 1993, Punch and Tuetteman 1996, Pithers and Soden 1999, Kyriacou 2001, Sinclair and Ryan 1987, Dinham 1992) quoted by Apriliaswati (2015) which states that one of the causes of stress is a bad relationship between students and the teacher, such as bad student behavior that is difficult to overcome and always occurs repeatedly in the classroom,

student motivation and respect for teachers is low, and so on.

The results of this study are supported by Luma (2016) and Rizki, et al (2016) work environment variables partially have a negative influence, which means the better the work environment can reduce work stress. To minimize the level of work stress of teachers, school community members need to jointly organize and improve the work environment towards a conducive, comfortable and pleasant working environment in order to support the effectiveness of more optimal performance, in order to realize organizational goals that have been set together.

Leadership Style Has Positive and Direct Effects on Job Satisfaction Through Work Stress

The results showed that the leadership style had a positive and direct effect on job satisfaction, which means that if the leadership style of the principal was good it would have a direct impact on the job satisfaction of the teachers who improved, and vice versa if the leadership style of the principal was bad then this will reduce the satisfaction of the teachers at the school.

The results show that the leadership style of a good headmaster can directly affect the level of satisfaction of teachers, especially at the Ar-Rahman College. The findings of this study are in accordance with the theory of leadership goals (path goal theory of leadership), namely the leader's task is to assist followers in achieving goals and provide direction and / or support necessary to guarantee the goals, to be aligned with the overall goals of the group or organization, which means that an effective leadership style is able to direct subordinates in accordance with established goals as a means of increasing job satisfaction (Tampubolon, 2013).

A leader must apply the leadership style to manage his subordinates, because a leader will greatly influence the success of the organization in achieving its goals.

Organizations use awards or gifts and order as a tool to motivate employees. The right leadership style will lead to a person's motivation for achievement. The success or failure of employees in work performance can be influenced by the leadership style of their superiors. Leadership style has a significant influence on employee performance. Therefore the leadership style adopted by a leader of an organization must be in accordance with the organizational system and character of its employees. In educational organizations low teacher job satisfaction can cause symptoms such as absenteeism, laziness to work, the number of teacher complaints, low work performance, low quality of teaching, teacher discipline and other negative symptoms that all can make educational goals not achieved. Conversely, high satisfaction is desired by principals because it can be associated with the positive results they expect. High job satisfaction indicates that a school organization has been well managed with effective management. High job satisfaction shows the compatibility between teacher expectations and the rewards provided by educational organizations.

The results of this study are supported by the opinions of Tampubolon (2013) stating that leadership style directly influences job satisfaction, which means that directly the leadership style possessed by a leader will be able to influence the satisfaction of its employees.

Work Environment Has a Positive and Direct Impact on Job Satisfaction through Work Stress

The results showed that the work environment can have a direct and positive effect on job satisfaction, which means that if the work environment is good then it will directly increase job satisfaction from teachers, and vice versa if the work environment is not conducive or not good it will reduce the level job satisfaction from teachers.

Employee job satisfaction can arise as a result of the situation and work environment within the company. Job satisfaction reflects the attitudes and feelings of employees whether the employee feels happy or unhappy, feel comfortable or uncomfortable so that the resulting attitude can be either a positive or negative attitude. With a pleasant working environment conditions can also make employees feel more happy, comfortable and comfortable at the company. In addition, it can reduce the level of saturation and stress levels of employees (Sitinjak, 2018).

The work environment has a direct influence on employee job satisfaction. If employees work long hours in extreme work environments, such as dark rooms, noise, or hot temperatures, etc. then employees will have a low level of job satisfaction because employees feel uncomfortable at work in carrying out activities and completing tasks his duties (Yusuf, 2017).

The results of this study are supported by Tampubolon (2013) which states that the work environment has a direct effect on job satisfaction, which means that the work environment can directly affect the level of satisfaction of employees in a company or organization.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of research and discussion it can be concluded that:

1. Leadership style has a positive and significant influence on teacher job satisfaction at Perguruan Ar-Rahman Medan.
2. Work environment has a positive and significant effect on teacher job satisfaction at Perguruan Ar-Rahman Medan.
3. Work stress has a negative and not significant effect on teacher job satisfaction in Perguruan Ar-Rahman Medan.
4. Leadership style has a positive and significant effect on teacher job stress in Perguruan Ar-Rahman Medan.

5. Work environment has a negative and significant effect on teacher job stress in Perguruan Ar-Rahman Medan.

6. Leadership style directly influences teacher job satisfaction with teacher job stress as an intervening variable in Perguruan Ar-Rahman Medan.

7. Work environment has a direct effect on teacher job satisfaction with teacher job stress as an intervening variable in Perguruan Ar-Rahman Medan.

Suggestion

1. Perguruan Ar-Rahman Medan must be able to assign duties and responsibilities to the teachers in accordance with the capacity and portion of the teacher itself, do not impose tasks which are considered burdensome for the teachers, because for example as the vice-principal of a high school said, he said solid and a lot of work is assigned to the teacher which causes the teacher to become stressed at work and affects the level of satisfaction of the teachers.

2. Perguruan Ar-Rahman Medan should pay more attention to the welfare of the teachers which can be done by giving salaries that are in accordance with the work of these teachers, although most teachers expressed satisfaction with the salary currently received

3. Promotion opportunities (career development) must be done fairly without discriminating between one teacher with another teacher, promotion opportunities are not only focused on teachers who already have work experience, but the potential possessed by the teachers, the work performance achieved can be a factor for getting the opportunity to develop the careers of teachers.

4. With the solid tasks and responsibilities given by the Perguruan Ar-Rahman Medan, teachers are expected to continue to maintain healthy and healthy lifestyles, so that they will remain focused on working and provide optimal performance to Perguruan Ar-Rahman Medan.

5. Teachers should continue to maintain a good relationship between fellow teachers, although there is a phenomenon of groups in the work environment, a good relationship between teachers will affect the quality of work they provide, the existence of good communication will make it easier for teachers to exchange information, such as the renewal of learning tools, learning methods, changes in curriculum and sharing of information that develops in the school environment.

6. The teachers must love their profession more as a teacher, because that way they will be able to work sincerely and without the burden of carrying out the tasks given by the Perguruan Ar-Rahman Medan.

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