



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657

E-ISSN
2581-2203

The Influence of Leadership Style, Compensation, and Organizational Culture on Job Satisfaction at SMK Muhammadiyah 2 Pekanbaru

Jabarullah*

Magister Pedagogi, Direktorat Program Pascasarjana, Universitas Muhammadiyah Malang, Malang, 65144, Indonesia

ARTICLE INFO

Article history:

Received: 23 April 2026

Accepted: 15 June 2026

Available Online: 25 June 2026

Keywords:

Compensation,
Job Satisfaction,
Leadership Style,
Organizational Culture,
Vocational School

* Corresponding author:

E-mail: jabarullah72@gmail.com

Article Doi:

<https://doi.org/10.31258/jes.10.6.p.1351-1365>

This is an open access article under the [CC BY-SA](#) license.



ABSTRACT

Integrated empirical investigation of the organizational factors shaping teacher job satisfaction within Islamic value-based private vocational schools remains scarce in the existing literature. This study examined the simultaneous influence of leadership style, compensation, and organizational culture on teacher job satisfaction at SMK Muhammadiyah 2 Pekanbaru, a Muhammadiyah-based vocational institution recognized as a Center of Excellence, offering a novel perspective on how Islamic institutional values mediate the relationship among these three determinants. A quantitative survey design was adopted, engaging all 74 employees as respondents through census sampling. Instruments were validated using Pearson correlation and Cronbach Alpha reliability testing. Data were analyzed through multiple regression with partial t-tests, while the F-test confirmed the simultaneous significance of the model and R^2 indicated the collective explanatory power of the independent variables. Results revealed that leadership style ($t = 2.869$, $\text{sig.} = 0.005$), compensation ($t = 2.026$, $\text{sig.} = 0.047$), and organizational culture ($t = 2.886$, $\text{sig.} = 0.005$) each exerted a positive and significant influence on teacher job satisfaction. The Muhammadiyah school context, grounded in Akhlakul Karimah and da'wah-oriented professional ethics, provides a distinctive framework through which leadership, compensation, and culture collectively cultivate educator satisfaction beyond conventional organizational settings.

1. Introduction

Progressive education constitutes a comprehensive developmental framework encompassing intellectual, spiritual, emotional, and social dimensions in cultivating generations of noble character and superior values. This philosophy finds its deepest roots in the intellectual legacy of Kiai Haji Ahmad Dahlan through the

Muhammadiyah movement, which advocates the harmonious integration of contemporary scientific knowledge with Islamic moral values as the foundational basis of character-driven education (PWMU.CO, 2023). In formal schooling systems, the caliber of graduates is inherently bound to the quality of the educational process itself, which in turn cannot be detached from how effectively organizational governance is executed at the institutional level. Achieving peak organizational performance demands visionary and capable leadership that functions as the principal driving force in mobilizing every educational component toward a collectively shared institutional mission (Bahri, 2020). Without strong leadership, the alignment of resources, people, and values within an educational institution remains fragile and unsustainable over time.

School principals carry the responsibility of providing clear instructional direction, conducting systematic supervision, sustaining open two-way communication, and delegating tasks with precision and accountability. Haryaka (2022) emphasized that an effective principal must embody strong personal character, foundational leadership competencies, relevant professional experience, and well-honed administrative and supervisory capabilities. Thoha (2006) defined leadership style as a consistent behavioral pattern that leaders employ when exercising influence, which encompasses four fundamental orientations including instruction, consultation, participation, and delegation, each fulfilling a distinct organizational function contingent upon the readiness level of subordinates.

Hasibuan (2017) further categorizes leadership approaches into authoritarian, participatory, delegative, and situational types, each carrying different implications for employee motivation and institutional performance. Within Muhammadiyah schools specifically, leadership is assessed not merely on managerial effectiveness but also on the depth of internalization of da'wah values and Tajdid principles, with principals expected to embody monotheism, sincerity, professionalism, and Fastabiqul Khairat as the ideological bedrock of educational practice. Majelis Dikdasmen PP Muhammadiyah (2001) affirmed that these values fundamentally distinguish Muhammadiyah educational leadership from secular organizational leadership paradigms. Empirical evidence consistently demonstrates that an appropriate and adaptive leadership style is positively associated with elevated teacher motivation and sustained job satisfaction across diverse educational contexts.

Beyond leadership dynamics, compensation stands as another decisive variable with substantial influence on teacher job satisfaction. Jevtić and Gasic (2025) defined compensation as the entirety of rewards, encompassing both financial and non-financial elements, that employees obtain in return for their organizational contributions. Hasibuan (2017) broadened this understanding by asserting that compensation encapsulates every form of income, whether monetary or material, that employees receive in acknowledgment of their professional services rendered. Mangkunegara (2011) further differentiated compensation into two principal categories, namely direct compensation which comprises base wages and salaries, and indirect compensation which covers benefits, health protection, and various welfare provisions extended to employees. The formal enactment of the Law on

Teachers and Lecturers Number 14 of 2005 marked a pivotal legislative achievement in securing legal recognition and proportional welfare guarantees for the teaching profession in Indonesia, reflecting the government's institutional commitment to educator welfare (Republic of Indonesia, 2005). Robirodia and Prihatin (2017) provided empirical confirmation that the relationship between perceived compensation fairness and job satisfaction is consistently strong and positive, establishing that educators who regard their reward system as equitable demonstrate a direct and measurable elevation in professional satisfaction levels.

The third significant determinant of teacher job satisfaction is organizational culture, broadly understood as the collective system of values, beliefs, and behavioral norms that gradually develops within an institution and serves as the guiding compass regulating the conduct of all its members. Robbins and Judge (2015) articulated that organizational culture exerts a foundational influence on communication dynamics, decision-making frameworks, and standardized operational procedures within any organization. In the specific context of Muhammadiyah educational institutions, organizational culture assumes a distinctively ideological character, anchored in core principles including monotheism, Akhlakul Karimah, a shared commitment to Amar Ma'ruf Nahi Munkar, and a professional work ethic that conceptualizes every institutional activity as simultaneously a vocational duty and an act of spiritual devotion (Fathony et al., 2025).

This unique cultural configuration creates an environment where professional obligations and spiritual aspirations are not perceived as competing demands but rather as mutually reinforcing expressions of the same institutional mission. Irfani (2024) confirmed that value alignment between teachers' personal convictions and Muhammadiyah's institutional ethos nurtures profound emotional investment, a robust sense of organizational belonging, and enduring institutional loyalty, all of which register as tangible contributors to elevated teacher job satisfaction. The depth and consistency of this cultural alignment distinguishes Muhammadiyah schools as particularly compelling settings for examining the relationship between organizational culture and educator satisfaction.

Job satisfaction constitutes a multidimensional psychological state that reflects the degree of congruence between an employee's professional expectations and the actual conditions encountered within their work environment. Mukhtar et al. (2021) asserted that persistent job dissatisfaction reliably generates adverse manifestations including educator burnout, progressive deterioration of instructional quality, and increasingly indisciplined professional conduct. Luthans (2005) delineated five core dimensions through which job satisfaction is experienced, encompassing the intrinsic nature of work tasks, the adequacy of compensation received, the availability of career advancement opportunities, the quality of supervisory relationships, and the character of collegial peer interactions.

Further elaborated that dissatisfied employees characteristically channel their discontent through one of four distinct behavioral pathways, specifically exit, voice, loyalty, and neglect, each of which carries differentiated consequences for

institutional cohesion and long-term organizational stability (Robbins & Judge, 2015). Within the Muhammadiyah institutional setting, job satisfaction carries a uniquely multidimensional character as it simultaneously integrates professional, spiritual, and ideological dimensions, with educators perceiving their daily responsibilities as both a vocational career and a form of devotional service to a higher purpose (Fitria, 2024). This trilateral nature of satisfaction in Islamic educational environments renders standard satisfaction frameworks insufficient without the incorporation of spiritual and ideological dimensions unique to faith-based institutions.

Prior scholarly inquiries have approached these variables in a largely fragmented manner. Irfani (2024) identified a constructive relationship between principal leadership orientation and school performance outcomes. Mangkunegara (2011) demonstrated that the combined effect of leadership, compensation, and motivation accounts for 42.4% of the variance in teacher job satisfaction. Mukhtar et al. (2021) confirmed that both compensation and leadership approaches independently yield positive effects on job satisfaction.

Fitria (2024) established a statistically significant connection between organizational culture and job satisfaction within Muhammadiyah school environments. Fithrie et al. (2023) similarly documented that a constructive and cohesive organizational culture meaningfully contributes to teacher morale and professional satisfaction in vocational institutions across Riau Province. Bela et al. (2025) confirmed that when the principal's leadership is paired with a positive work atmosphere and sustained motivational support, measurable improvements in educational personnel performance are observed. Nurohman et al. (2025) further established that principal leadership, work motivation, and work discipline collectively and significantly shape teacher performance outcomes. Similarly, Arbiyanti et al. (2025) reported that work motivation and work discipline significantly improve teacher performance in junior high schools, emphasizing that organizational and behavioral factors remain essential determinants of educational effectiveness. Trihandayani et al. (2025) additionally found that supervisory quality and work motivation jointly influence teacher work discipline in vocational settings.

Despite this growing body of evidence, no prior investigation has simultaneously examined all three determinants within the specific context of Islamic value-based private vocational schools, leaving a meaningful empirical gap in the literature. SMK Muhammadiyah 2 Pekanbaru, formally established in 1984 and recognized as a Center of Excellence by the Ministry of Education and Culture in 2021 and as the Main Superior School by the Central Executive of Muhammadiyah in 2024, constitutes a strategically significant research setting for addressing this identified gap (Fithrie et al., 2023). Accordingly, this study aims to analyze the simultaneous and partial influence of leadership style, compensation, and organizational culture on teacher job satisfaction at SMK Muhammadiyah 2 Pekanbaru.

2. Methodology

This study adopted a quantitative research design with a structured survey approach, with the entire institutional population of SMK Muhammadiyah 2 Pekanbaru designated as the research subject base. The study population encompassed all school employees totaling 74 individuals, comprising 59 teaching staff (79.73%) and 15 administrative and support personnel (20.27%). A census sampling technique was applied, by which every member of the population was simultaneously designated as a research respondent, thereby guaranteeing that the resulting dataset was fully representative and comprehensively reflective of the authentic organizational conditions prevailing within the institution.

The primary research instrument consisted of a structured Likert scale questionnaire ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), administered uniformly across all four measured constructs in this study. The questionnaire was distributed directly to respondents during working hours across two consecutive weeks, with the researcher and research assistants present to explain the purpose of each item and ensure clarity of understanding. Completed questionnaires were collected upon completion, yielding a 100% response rate given the census sampling approach. The questionnaire items covered four variable domains as summarized in Table 1 below.

Tabel 1. Summary of Questionnaire Items per Variable

Variable		Sample Indicators
Leadership	Style (X1)	Principal provides clear instructional direction; Principal maintains open two-way communication; Principal applies participatory decision-making
	Compensation (X2)	Salary is paid punctually and proportionally; Benefits and welfare provisions are adequate; Non-monetary recognition is provided
	Organizational Culture (X3)	Institutional values align with personal beliefs; Collaborative and professional work norms are upheld; Da'wah spirit is embedded in daily work activities
Job	Satisfaction (Y)	Work tasks align with competencies; Supervisory relationships are supportive; Collegial peer relationships are constructive

Before formal deployment, the instrument underwent validity testing using Pearson correlation with the criterion r -count greater than r -table 0.228 ($df = 72$), and reliability assessment using Cronbach Alpha with a minimum threshold of 0.700 (Ghozali, 2021). All statement items across the four variable domains were confirmed valid and reliable, establishing the instrument's appropriateness for use in this research context. Data analysis was executed through multiple regression analysis using SPSS software, augmented by a comprehensive battery of classical assumption tests covering normality, multicollinearity, and heteroscedasticity to safeguard the integrity and validity of the regression model. Hypothesis testing was subsequently performed through partial t -tests at a 0.05 significance threshold to

determine the individual contribution of each independent variable, while the F-test was employed to assess the simultaneous significance of the complete regression model.

The structural relationships among all examined variables are depicted in Figure 1, which presents the path analysis model mapping the directional influence of leadership style, compensation, and organizational culture on teacher job satisfaction. The hypotheses subjected to empirical testing are as follows: H1 posits that leadership style exerts a significant effect on job satisfaction; H2 posits that compensation exerts a significant effect on job satisfaction; and H3 posits that organizational culture exerts a significant effect on the job satisfaction of teachers at SMK Muhammadiyah 2 Pekanbaru.

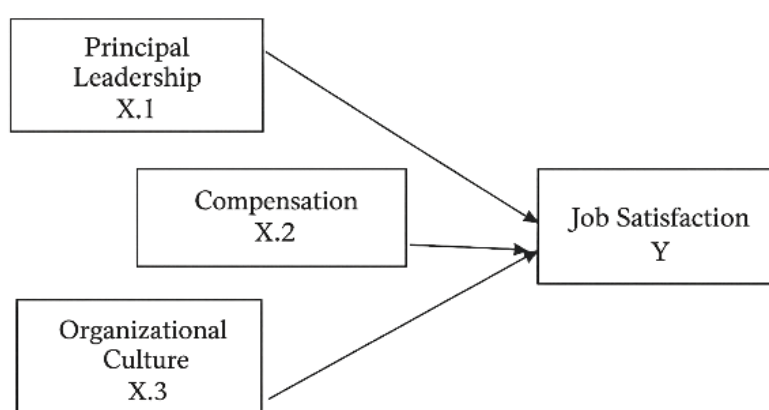


Figure 1. Path Analysis Model

3. Results and Discussion

Descriptive Analysis of Respondent Characteristics

Prior to statistical analysis, it is essential to describe the procedural context of data acquisition in this study. The questionnaire was administered to all 74 employees of SMK Muhammadiyah 2 Pekanbaru through a direct distribution method during school operational hours across a two-week data collection period. Each respondent was provided with a complete set of questionnaire items across the four measured variables, accompanied by written instructions clarifying the response format and the purpose of the study. Research assistants were stationed at key administrative and teaching staff areas to facilitate immediate clarification when respondents encountered ambiguous items.

All distributed questionnaires were returned and fully completed, yielding a perfect response rate of 100%. The completed data were subsequently coded, tabulated, and entered into SPSS software for further analysis. This rigorous and direct data collection procedure ensured that all responses authentically reflected the respondents' genuine perceptions of leadership style, compensation, organizational

culture, and job satisfaction within their institutional context. After ensuring the completeness and validity of the collected data, descriptive statistical analysis was performed to summarize the respondents' characteristics. The gender distribution of the respondents is presented in Table 2.

Table 2. Descriptive Analysis Based on Gender

Gender	Frequency	Percentage
Male	25	33.8%
Female	49	66.2%
Total	74	100%

Based on Table 2, respondents were dominated by female employees totaling 49 individuals (66.2%), while male employees amounted to 25 individuals (33.8%). This condition reflects the general demographic characteristics of educators in vocational high schools in Indonesia, which tend to be dominated by female professionals, a pattern that is consistent with national trends in the teaching workforce at the secondary education level. Table 3 presents the age distribution of respondents, which provides insight into the productive capacity and professional maturity of the workforce at SMK Muhammadiyah 2 Pekanbaru.

Table 3. Descriptive Analysis by Age

Age	Frequency	Percentage
24–45 years old	43	58.1%
46–60 years old	30	41.16%
60 years and above	1	0.74%
Total	74	100%

Table 3 shows that the largest age group fell within the range of 24 to 45 years, comprising 43 respondents (58.1%), followed by the 46 to 60 years age group with 30 respondents (41.16%), and only 1 respondent (0.74%) aged above 60 years. The dominance of respondents in the productive age range indicates that the human resources at this institution are in an optimal condition to contribute professionally, which has direct implications for the energy, adaptability, and innovation capacity of the workforce. The educational qualifications of respondents are described in Table 4 reflecting the academic competency level of employees at SMK Muhammadiyah 2 Pekanbaru

Table 4. Descriptive Analysis Based on Recent Education

Final Education	Frequency	Percentage
SMK	3	4,1%
High School	4	5,4%
S1	58	78,4%
S2	9	12,2%
Total	74	100%

Based on Table 4 the majority of respondents held a Bachelor's degree (S1) totaling 58 individuals (78.4%), followed by Master's degree (S2) holders at 9 individuals (12.2%), High School graduates at 4 individuals (5.4%), and vocational school (SMK) graduates at 3 individuals (4.1%). This data confirms that the academic

qualifications of employees at SMK Muhammadiyah 2 Pekanbaru have generally met the competency standards for educators established by the government, thereby supporting the delivery of quality education across all study programs. Table 5 describes the employment status distribution of respondents, which is relevant for understanding the level of organizational stability and workforce commitment at the institution.

Table 5. Descriptive Analysis Based on Employee Status

Employee Status	Frequency	Percentage
Foundation Permanent Teacher (GTU)	38	51,4%
Honorary	20	27%
Contract	16	21,6%
Total	74	100%

Table 5 shows that more than half of respondents held the status of Foundation Permanent Teachers (GTU) totaling 38 individuals (51.4%), followed by 20 honorary employees (27%), and 16 contract employees (21.6%). The dominant proportion of GTU status indicates a relatively stable employment structure within the Muhammadiyah school environment, which is expected to contribute positively to organizational commitment, institutional loyalty, and consistent professional performance among educators. Hypothesis testing was conducted through multiple regression analysis with partial t-tests using SPSS software.

The acceptance criterion for each hypothesis requires that the t-count value surpass t-table (1.993) and the associated significance value remain below 0.05. In addition to partial testing, the F-test was performed to evaluate the simultaneous significance of all independent variables in predicting job satisfaction, while the coefficient of determination (R^2) was computed to quantify the collective explanatory power of leadership style, compensation, and organizational culture over the dependent variable. The complete results of the hypothesis testing for all three independent variables are presented in the table 6 below.

Table 6. Recapitulation of Hypothesis t-test Result

Variable	B	Beta	t Count	t Table	Sig.	Remarks
Leadership Style (X1)	0.405	0.402	2.869	1.993	0.005	H1 Accepted
Compensation (X2)	0.380	0.320	2.026	1.993	0.047	H2 Accepted
Organizational Culture (X3)	0.412	0.398	2.886	1.993	0.005	H3 Accepted

Based on Table 6 the t-test results for the leadership style variable produced a t-count of 2.869, which exceeds t-table 1.993, with a significance value of 0.005 which is below 0.05, resulting in the acceptance of H1 and confirming that leadership style has a significant partial effect on teacher job satisfaction. The compensation variable produced a t-count of 2.026, exceeding t-table 1.993, with a significance of 0.047 below 0.05, resulting in the acceptance of H2 and demonstrating that compensation exerts a significant partial effect on job satisfaction. The organizational culture variable produced a t-count of 2.886, exceeding t-table 1.993, with a significance of 0.005 below 0.05, resulting in the acceptance of H3 and confirming that organizational culture has a significant partial

effect on teacher job satisfaction. These results collectively confirm that all three independent variables, namely leadership style, compensation, and organizational culture, individually exert a positive and significant influence on the job satisfaction of teachers at SMK Muhammadiyah 2 Pekanbaru.

The Influence of Leadership Style on Teacher Job Satisfaction at SMK Muhammadiyah 2 Pekanbaru

The results of the first hypothesis test confirmed that leadership style has a positive and significant effect on the job satisfaction of teachers at SMK Muhammadiyah 2 Pekanbaru, with a t-count value of 2.869 exceeding t-table 1.993 and a significance value of 0.005 below 0.05. These findings indicate that the leadership pattern applied by the principal has succeeded in forming a conducive work atmosphere, encouraging motivation, and increasing overall job satisfaction among both teaching and non-teaching staff. Effective leadership fundamentally includes the capacity of leaders to act with fairness, maintain communicative relationships with subordinates, and consistently demonstrate exemplary professional conduct. Asghar and Oino (2017) affirm that leadership style plays a strategic role in motivating employees, which in turn directly increases their overall satisfaction levels.

Effective leadership fundamentally includes the capacity of leaders to act with fairness, maintain communicative relationships with subordinates, and consistently demonstrate exemplary professional conduct. Asghar and Oino (2017) affirm that leadership style plays a strategic role in motivating employees, which in turn directly increases their overall satisfaction levels. Meirinhos et al. (2023) further explain that leadership, communication, and motivation are interconnected products of human resource management oriented toward employee welfare, delivered through both monetary and non-monetary mechanisms. Veliu et al. (2017) add that leadership style is the most dominant factor shaping employee attitudes and behaviors within an organization, while Koech and Namusonge (2012) emphasize that the effectiveness of a leader is the primary determinant of the success or failure of a group and the broader organization

Lestari et al. (2025) similarly demonstrate that the leadership style adopted by school principals significantly shapes teacher work motivation and professional performance, particularly in the context of elementary and secondary education institutions. Trihandayani et al. (2025) additionally found that principal supervision and work motivation jointly contribute to teacher work discipline, indicating that leadership quality extends beyond direct instruction to encompass mentoring and motivational dimensions. Bela et al. (2025) confirm that the principal's leadership, when combined with a positive work climate and sustained motivation, produces measurable improvements in the performance of educational personnel, a finding that directly supports the results obtained in this study. Nurohman et al. (2025) further establish that principal leadership, work motivation, and work discipline collectively and significantly influence teacher performance, underscoring the multidimensional nature of effective educational leadership. In the context of SMK Muhammadiyah 2 Pekanbaru, a leadership style grounded in Islamic values such as

deliberation, justice, moral exemplarity, and participatory decision-making has been demonstrated to strengthen teachers' job satisfaction across both professional and spiritual dimensions.

In the context of SMK Muhammadiyah 2 Pekanbaru, a leadership style grounded in Islamic values such as deliberation, justice, moral exemplarity, and participatory decision-making has been demonstrated to strengthen teachers' job satisfaction across both professional and spiritual dimensions. These findings are consistent with Alonderiene and Majauskaite (2016), who confirm a significant positive influence of leadership style on job satisfaction, and Specchia et al. (2021), who establish a significant correlation between leadership quality and employee job satisfaction. Therefore, the more participatory and communicative the leadership approach applied, the higher the level of job satisfaction experienced by teachers and education staff at the institution.

The Effect of Compensation on Teacher Job Satisfaction at SMK Muhammadiyah 2 Pekanbaru

The results of the second hypothesis test showed that compensation has a positive and significant effect on job satisfaction, with a t-count of 2.026 exceeding t-table 1.993 and a significance value of 0.047 below 0.05. This finding confirms that the reward system implemented at SMK Muhammadiyah 2 Pekanbaru has produced a tangible and measurable impact on the job satisfaction of teachers and employees. Compensation does not solely reflect financial value; it also serves as an institutional expression of the organization's recognition and appreciation for the contributions and professional sacrifices of its employees over time. Safia et al. (2025) explain that the magnitude of compensation reflects the degree to which an employee is valued by the organization, their family, and the broader social environment in which they operate, making compensation a deeply relational as well as economic construct.

Daniel (2020) emphasized that comprehensive compensation management must encompass both monetary awards such as basic salary, bonuses, and welfare benefits, as well as non-monetary awards in the form of performance recognition, career development opportunities, and appreciation expressed by institutional leaders. When employees receive compensation that is proportionate to the effort and dedication they have rendered, job satisfaction develops organically and sustainably within the organizational context. Safrila and Oktiani (2024) add that misalignment between compensation and employee contributions will conversely generate a range of problems that are detrimental to both individual employees and the broader organization, including declining motivation, reduced commitment, and elevated turnover intentions. These findings are further reinforced by Nawab & Nawab and Bhatti (2011) who demonstrate a positive and significant relationship between compensation and employee job satisfaction, and by Jevtić and Gašić (2025) who confirm the direct positive influence of the compensation system on job satisfaction. Therefore, schools must continue to develop compensation systems

that are fair, transparent, and proportional to ensure that teacher motivation and institutional loyalty are consistently maintained over time.

The Influence of Organizational Culture on Teacher Job Satisfaction at SMK Muhammadiyah 2 Pekanbaru

The results of the third hypothesis test showed that organizational culture has a positive and significant effect on job satisfaction, with a t-count of 2.886 exceeding t-table 1.993 and a significance value of 0.005 below 0.05. These findings confirm that the values, norms, and work habits cultivated at SMK Muhammadiyah 2 Pekanbaru have made a genuine and substantial contribution to increasing the job satisfaction of teachers and employees across all employment categories. Organizational culture functions as an internalized value system that implicitly shapes the way each individual within the organization thinks, feels, and responds to their daily professional responsibilities. (Akpa et al., 2021) explain that organizational culture acts as a guiding system that encourages individuals to make informed and value-aligned choices in every work decision they encounter.

A strong organizational culture also functions as a form of social cohesion that maintains institutional integration through shared values, beliefs, and behavioral norms that, while often unwritten, are deeply internalized by all organizational members and expressed through consistent professional conduct. (Noerchoidah, 2020) emphasizes that the strength of organizational culture is directly proportional to the level of employee job satisfaction, where a weak or fragmented culture will negatively impact both employee satisfaction and overall institutional performance. In the specific context of SMK Muhammadiyah 2 Pekanbaru, the organizational culture is grounded in the values of Akhlakul Karimah, Islamic professional ethics, ta'awun, and the spirit of da'wah, which collectively create a meaningful value congruence between the personal beliefs of teachers and the broader institutional mission of the school.

This alignment encourages deeper emotional and spiritual involvement among educators, enabling teachers not only to perform professionally but also to derive a profound sense of purpose and spiritual fulfillment from their daily service activities. These findings are consistent with (Noerchoidah, 2020) and (Sousa-Uva et al., 2021), both of whom demonstrate the significant and positive influence of organizational culture on employee job satisfaction. Therefore, the continuous strengthening of an organizational culture grounded in Islamic values must remain a central strategic priority in the human resource management practices of Muhammadiyah educational institutions.

4. Conclusion

This study successfully confirmed that all three independent variables, namely leadership style, compensation, and organizational culture, each exert a positive and significant partial influence on teacher job satisfaction at SMK Muhammadiyah 2 Pekanbaru. The participatory and Islamic values-oriented leadership approach

practiced by the school principal has demonstrably created a professionally fulfilling and conducive work environment, enabling teachers to perform their duties with a stronger sense of purpose and institutional belonging. The reward system implemented at the institution, encompassing both financial remuneration and non-financial forms of recognition, has proven sufficiently proportional and appreciative of teacher contributions, thereby sustaining professional motivation and long-term organizational commitment among educators. The institutional culture grounded in Akhlakul Karimah, Islamic professional ethics, and the collective spirit of da'wah has succeeded in cultivating a profound alignment between the personal beliefs of teachers and the broader mission of the Muhammadiyah educational movement, fostering deep emotional and spiritual engagement with their professional responsibilities.

This research makes a meaningful contribution to the existing literature by being the first to simultaneously examine these three determinants within the specific context of an Islamic value-based private vocational school, thereby addressing an empirical gap that prior studies had not resolved in an integrated manner. The overall findings affirm that sustainable enhancement of teacher job satisfaction demands a holistic institutional strategy that concurrently develops leadership quality, maintains fair and transparent compensation practices, and continuously strengthens the organizational culture rooted in shared spiritual and professional values. Future investigations are recommended to broaden the analytical scope by incorporating additional variables such as work motivation, organizational commitment, or instructional performance, in order to construct a more comprehensive explanatory framework for understanding educator satisfaction within Islamic educational institutions.

References

- Akpa, V. O., Asikhia, O. U., & Nneji, N. E. (2021). Organizational Culture and Organizational Performance: A Review of Literature. *International Journal of Advances in Engineering and Management*, 3(1), 361–372.
- Alonderiene, R., & Majauskaite, M. (2016). Leadership Style and Job Satisfaction in Higher Education Institutions. *International Journal of Educational Management*, 30(1), 140–164. <https://doi.org/10.1108/IJEM-08-2014-0106>
- Arbiyanti, D., Abdullah, G., & Soedjono, S. (2025). The Influence of Work Motivation and Work Discipline on Teacher Performance: A Quantitative Study in Junior High Schools in East Pekalongan District Pekalongan City. *Journal of Educational Sciences*, 9(5), 4034–4046. <https://doi.org/10.31258/jes.9.5.p.4034-4046>
- Asghar, S., & Oino, D. I. (2017). Leadership Styles and Job Satisfaction. *SSRN Electronic Journal*, 13(1), 1–13. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3197150
- Bahri, S. (2020). *Menuju Leadership Pimpinan 4.0*. PT Group Tandaseru Indonesia.
- Bela, Y., Jabar, C. S. A., & La Robi, L. R. (2025). The Influence of the Principal's Leadership, Work Climate, and Work Motivation on the Performance of High School Education Personnel in Malinau Regency. *Journal of*
-

-
- Educational Sciences*, 9(5), 4217–4231.
<https://doi.org/10.31258/jes.9.5.p.4217-4231>
- Daniel, C. O. (2020). Compensation Management and Its Impacts on Organisational Commitment. *International Journal of Contemporary Applied Researches*, 6(2), 26–36. <http://www.ijcar.net>
- Fathony, B. V, Permadi, I., & Pambudi, M. S. (2025). Kontribusi Sosial Muhammadiyah: Dari Teologi ke Aksi Nyata. *Pelita: Jurnal Studi Islam Mahasiswa UII Dalwa*, 3(1), 26–42.
<https://doi.org/10.38073/pelita.v3i1.3337>
- Fithrie, S., Farwitawati, R., & Masirun. (2023). Analisis Faktor-Faktor Yang Mempengaruhi Kepuasan Kerja Guru Sekolah Menengah Kejuruan (SMK) di Riau. *Jurnal Daya Saing*, 9(3).
<https://doi.org/10.35446/dayasaing.v9i3.1228>
- Fitria, W. (2024). *Pengaruh Budaya Organisasi, Kepemimpinan dan Kepuasan Kerja terhadap Kinerja Guru di SMK Muhammadiyah Lumajang* [Institut Teknologi dan Bisnis Widya Gama Lumajang].
<https://repository.itbwigalumajang.ac.id/id/eprint/2252>
- Ghozali, I. (2021). *Aplikasi Analisis Multivariate* (10th ed.). Badan Penerbit Universitas Diponegoro.
- Haryaka, U. (2022). Strategi Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru di SMA Budi Luhur Kota Samarinda. *Jurnal Impian*, 4(1), 65–78.
<https://jurnal.fkip.unmul.ac.id/index.php/impian/article/download/3350/1670/11796>
- Hasibuan. (2017). *Manajemen Sumber Daya Manusia*. Bumi Aksara.
- Irfani, A. (2024). *Gerakan Sosial Bidang Pendidikan di Amal Usaha Muhammadiyah (AUM)*. CV Bildung Nusantara.
- Jevtić, T., & Gašić, D. (2025). The Effects of the Compensation System on Job Satisfaction and Turnover Intention of Employees in the Republic of Serbia. *Strategic Management*, 30(1), 30–42.
<https://doi.org/10.5937/straman2300063j>
- Koech, P. M., & Namusonge, G. (2012). The Effect of Leadership Styles on Organizational Performance at State Corporations in Kenya. *International Journal of Business and Commerce*, 2(1), 1–12. <http://www.ijbcnet.com>
- Lestari, N., Mustafa, M. N., & Gimin, G. (2025). The Influence of Principal's Leadership Style and Work Motivation on the Performance of Elementary School Teachers in Sentajo Raya District. *Journal of Educational Sciences*, 6(4), 653–662. <https://doi.org/10.31258/jes.6.4.p.653-662>
- Luthans, F. (2005). *Perilaku Organisasi* (10th ed.). Penerbit Andi.
- Majelis Dikdasmen PP Muhammadiyah. (2001). *Pendidikan Muhammadiyah sebagai Gerakan Dakwah dan Tajdid*. PP Muhammadiyah.
- Mangkunegara, A. A. A. P. (2011). *Manajemen Sumber Daya Manusia Perusahaan*. Remaja Rosdakarya.
- Meirinhos, G., Cardoso, A., Neves, M., Silva, R., & Rêgo, R. (2023). Leadership Styles, Motivation, Communication and Reward Systems in Business Performance. *Journal of Risk and Financial Management*, 16(2).
<https://doi.org/10.3390/jrfm16020070>
- Mukhtar, Ali, H., & Rusmini. (2021). *Kepuasan Kerja Guru*. PUSAKA.
-

-
- Nawab, S., & Bhatti, K. K. (2011). Influence of Employee Job Compensation on Organizational Commitment and Job Satisfaction. *International Journal of Business and Social Science*, 2(8), 25–32. https://ijbssnet.com/journals/Vol._2_No._8;_May_2011/3.pdf
- Noerchoidah, N. (2020). Turnover Intention Karyawan: Pengaruh Budaya Organisasi, Organizational Justice dan Kepuasan Kerja. *Matrik: Jurnal Manajemen, Strategi Bisnis Dan Kewirausahaan*, 14(2), 290. <https://doi.org/10.24843/MATRIK:JMBK.2020.v14.i02.p12>
- Nurohman, C., Nurkolis, N., & Kusumaningsih, W. (2025). The Influence of Principal Leadership, Work Motivation, and Work Discipline on Teacher Performance: A Quantitative Study in Elementary Schools of Bulakamba District, Brebes Regency. *Journal of Educational Sciences*, 9(6), 5697–5707. <https://doi.org/10.31258/jes.9.6.p.5697-5707>
- PWMU.CO. (2023). *Pendidikan Berkemajuan dalam Perspektif Muhammadiyah*. Republic of Indonesia. (2005). *Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen*. Sekretariat Negara Republik Indonesia.
- Robbins, S. P., & Judge, T. A. (2015). *Perilaku Organisasi* (16th ed.). Salemba Empat.
- Robirodia, Z. I. J., & Prihatin, E. (2017). Pengaruh Kompensasi dan Iklim Organisasi Sekolah terhadap Kepuasan Kerja Guru Non PNS Madrasah Aliyah. *Jurnal Administrasi Pendidikan*, 23(1). <https://doi.org/10.17509/jap.v23i1.5570>
- Safia, F., Prabowo, H., & Violinda, Q. (2025). Influence of Compensation and Work Motivation on Employee Performance with Job Satisfaction as an Intervening Variable. *Journal of Business Management and Economic Development*, 3, 693–715. <https://doi.org/10.59653/jbmed.v3i02.1576>
- Safrila, A., & Oktiani, N. (2024). Pengaruh Kompensasi dan Disiplin Kerja terhadap Kepuasan Kerja. *JIBEMA: Jurnal Ilmu Bisnis, Ekonomi, Manajemen, Dan Akuntansi*, 2(1), 35–49. <https://doi.org/10.62421/jibema.v2i1.51>
- Sousa-Uva, M., Sousa-Uva, A., e Sampayo, M. M., & Serranheira, F. (2021). Telework During the COVID-19 Epidemic in Portugal and Determinants of Job Satisfaction: A Cross-Sectional Study. *BMC Public Health*, 21(1), 1–11. <https://doi.org/10.1186/s12889-021-12295-2>
- Specchia, M. L., Cozzolino, M. R., Carini, E., Di Pilla, A., Galletti, C., Ricciardi, W., & Damiani, G. (2021). Leadership Styles and Nurses' Job Satisfaction: Results of a Systematic Review. *International Journal of Environmental Research and Public Health*, 18(4), 1–15. <https://doi.org/10.3390/ijerph18041552>
- Thoha, M. (2006). *Kepemimpinan dalam Manajemen*. Raja Grafindo Persada. <https://library.stik-ptik.ac.id/detail?id=28129&lokasi=lokal>
- Trihandayani, I., Nurkolis, N., & Haryati, T. (2025). The Influence of School Principal Supervision and Work Motivation on the Work Discipline of Vocational School Teachers: A Case Study at Public Vocational High School in Batang Regency. *Journal of Educational Sciences*, 9(5), 3983–3996. <https://doi.org/10.31258/jes.9.5.p.3983-3996>
-

Velu, L., Manxhari, M., Demiri, V., & Jahaj, L. (2017). The Influence of Leadership Styles on Employee's Performance. *Journal of Management*, 2(2).

How to cite this article:

Jabarullah. (2026). The Influence of Leadership Style, Compensation, and Organizational Culture on Job Satisfaction at SMK Muhammadiyah 2 Pekanbaru. *Journal of Educational Sciences*, 10(6), 1351-1365.
