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Leadership Style on Job Satisfaction of Madrasah Aliyah Educational Personnel in The Ministry of Religion in Jambi Province

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Abstract
This research aims to describe and analyze the magnitude of the direct and indirect influence between the variables of leadership style, work commitment and work motivation on job satisfaction of State Madrasah Aliyah education staff within the Ministry of Religion of Jambi province. The research uses a quantitative approach by collecting data through questionnaires with a Likert scale which is analyzed using path *analysis*. The research results show There is an influence between leadership style (X_1), work commitment (X_2) and work motivation (X_3) which influence job satisfaction (X_4). The results of this research are seen from the results of data prerequisite tests with research results on leadership style, work commitment, work motivation and job satisfaction having a normal and homogeneous distribution. With the results of the hypothesis test criteria $F_{calculated}$ (88.234) > F_{table} (3.94), so that H_0 is rejected and H_1 is accepted. So the calculation uses the path coefficient between leadership style (X1), work commitment (X2) and work motivation (X3) which influence job satisfaction (X4), the influence given is 0.852 which if expressed as a percentage becomes 85.2% which means H0 is rejected and H_1 accepted with the remaining 0.148 or if the percentage is 14.8% influenced by other variables. The results of manual calculations get the same numbers as calculations using SPSS 25. In an effort to realize the ideal leadership style, namely using quality resources. School leaders must use resources wisely and not waste them in vain. In a work context, this means that both leaders and employees must focus on important tasks and prioritize time and energy to achieve relevant goals.
Keywords: Leadership style, work commitment, work motivation, job satisfaction

Introduction

National development in the field of education aims to brighten the life of the nation and improve the quality of Indonesian people who have faith, piety and noble character and master science, technology and art in realizing an advanced, just and prosperous and civilized society based on Pancasila and the Constitution. The Foundation of the Republic of Indonesia in 1945 (Sisdiknas, 2003; Iskandar, 2019). In Law of the Republic of Indonesia Number 20 of 2003, Article 3 explains that: national education functions to develop abilities and form a dignified national character and civilization in order to make the life of the nation intelligent,

aimed at developing the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen (Asbari et al., 2019; Elsha, 2022; Syafaruddin, 2003; Yustiyawan, 2019).

Management of educational personnel in The school aims to utilize educational staff effectively and efficiently to achieve optimal results, but still in pleasant conditions (Hesselbein & Goldsmith, 1997; Iskandar & Machali, 2020; Kraines, 2010; Munastiwi, 2015). In this regard, the management function of educational personnel in which must be implemented by the principal, develop, pay and motivate school education staff to achieve educational goals optimally, help education staff achieve positions and standards of behavior, maximize career development, and align individual, group and organizational goals (Stanley et al ., 2001; Tsui et al., 1995; Yukl, 2010).

The principal is the highest leader in the school who has the duty and mandate to manage all educational human resources to achieve school goals. Human resources or school personnel generally consist of educators and educational staff (Bermawi & Fauziah, 2016; Khairuddin, 2020; Mulyasa, 2011; Muspiroh, 2018). The principal's task in managing educational staff must be to provide strong commitment and motivation so that educational goals can be achieved. Because this is related to the job satisfaction of educational staff. The assigned school personnel are workers who meet good qualifications (Alawiyah, 2017; Aryani et al., 2019). As stated in the Qur'an surah al-Qashash verse 26 as follows:

قَالَتۡ إِحۡدَىٰهُمَا يَٰٓأَبَتِ ٱسۡتَـٔۡجِرۡهُۖ إِنَّ خَيۡرَ مَنِ ٱسۡتَـٔۡجَرۡتَ ٱلۡقَوِيُّ ٱلۡأَمِينُ ٢٦

Meaning: "One of the two women said: "Yes, my father, take him as someone to work (for us), because indeed the best person you can take to work (for us) is someone who is strong and trustworthy." (QS: al-Qashash: 26) (Indonesia, 2015).

There are two important elements in job satisfaction, namely work value and basic needs (Grøver et al., 2023; Subandowo, 2017; Sudirman & Ubaidillah, 2019) . Work values are goals to be achieved in carrying out work tasks. Of course, the values achieved are work values that are considered important by the individual. For this reason, work values must match or help fulfill basic needs. Meanwhile, job satisfaction is the result of labor which is related to work motivation (Devita, 2018) . Job satisfaction is the amount of satisfaction multiplied by the degree of importance of aspects of the job for the individual (Khaerul Umam, 2012). Job satisfaction consists of several categories that are related to each other. The honorarium for non-civil servant education staff for State High Schools, State Vocational Schools and State PKLK is IDR 1,000,000 (One million rupiah) per month. The honorarium for teachers and non-civil servant education personnel is charged to the Regional Revenue and Expenditure Budget (APBD) through the Budget Implementation Document (DPA) of the Jambi Provincial Education Service (Documentation, Jambi Governor's Decree Number 347/KEP.GUB/ DISDIK /2017 concerning Determination of Teacher Honorarium and Non-Civil Servant Education Personnel for the Jambi Provincial Education Service for 2017, determined on March 22 2017).

The work motivation of madrasa education staff in Jambi province has achieved the fulfillment of basic needs which is part of their intrinsic satisfaction. Education staff are recorded as making choices over a long period of time from the start of their working life at the madrasah. Maintaining social relationships as a form of work comfort at the madrasah and high economic rewards shows the work commitment of educational staff which contributes to their job satisfaction at the madrasah (Fernet et al., 2016; Young, 2007; Zahari MS et al., 2020).

This research's job satisfaction refers to the theory coined by Latham and Locke known as *the high performance cycle* , as shown in the following picture:

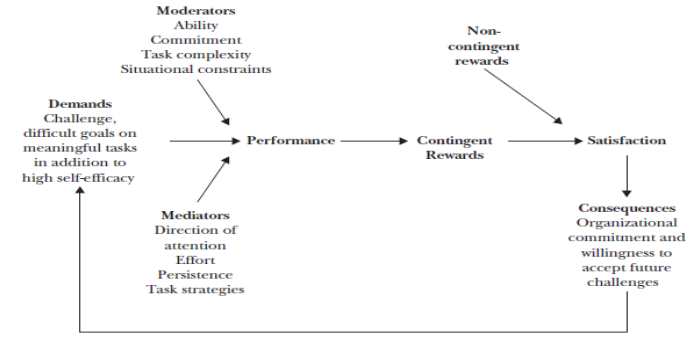

FIGURE 9.2 The high performance cycle

Figure 1. Latham and Locke's Theory: *The High Performance Cycle* (Latham, 2009).

The theory above states an explanation of the process to produce high job satisfaction. The simplest and most direct motivational relationship for people works better because they have different performance goals. Leader capabilities, both knowledge and skills, are important elements in carrying out leadership in an organization. Gerald introduced *the Four-by-Four LEAD Matrix* which presents four additional dimensions to view knowledge and skills. These dimensions include the technical functions of the leader's role, other functions within the broader organization, general management and leadership practices in particular, organizational membership and communication. (Kraines, 2010). The matrix is described as follows:

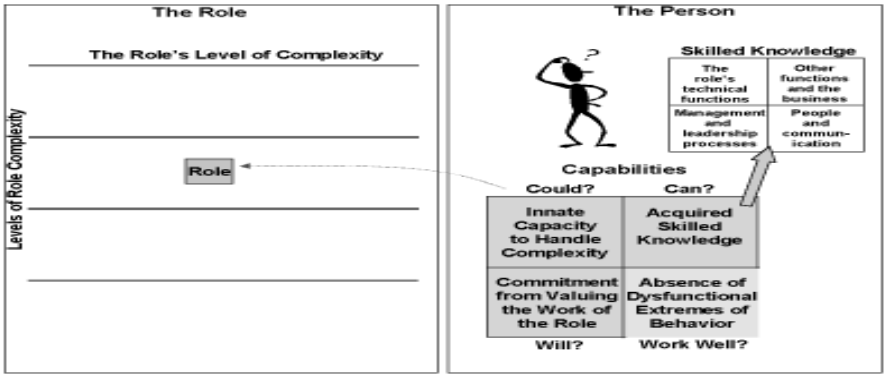

Figure 2. *Four-by-Four LEAD Matrix* (Kraines, 2010)

Leadership behavior does not exist in an empty context, but is determined by multifactors. One of them is encouragement from within and from outside. Encouragement that comes from within the head of the madrasah in carrying out his duties and functions has

a different value to encouragement that comes from outside him (Dowden, T., 2017; Hesselbein & Goldsmith, 1997). Encouragement from within, manifested in the form of his willingness to strive and achieve, will describe his leadership pattern in carrying out his duties and functions. Willingness to work hard is also one of the factors that determines the achievement motivation of madrasah heads.

The sustainability of educational staff in madrasas is closely related to the maintenance of working relationships that provide a sense of satisfaction at work. One part of the commitment of MAN's educational staff in Jambi province is to maintain the good name of the institution and its ties to madrasas as evidence of high work commitment, which is demonstrated by the length of service. This research aims to see the influence of leadership style on job satisfaction of madrasah aliyah education staff within the Ministry of Religion of Jambi province.

Literature review

Library reviews help place your research in a broader academic and intellectual context. It provides background information and context to your research, helping readers understand why your research is important. Meanwhile, the literature review in this research is from research (Zahari MS et al., 2020) the results of the research show 1. Leadership style, placement, motivation and employee performance are in good condition, 2. Leadership style and placement have a direct and indirect effect on work motivation employees, 3. Leadership style and placement have a direct and indirect influence on employee performance, 4. Leadership and placement style through motivation directly and indirectly influence performance.

Research Methods

This research uses a quantitative approach in an effort to answer the questions that have been formulated (Sugiyono, 2019). Quantitative data is objective and can be interpreted by everyone (Riduwan, 2013). It is hoped that the survey will be able to reveal information and data from respondents, so that they can explain the relationship between the variables that have been prepared in this research design. As per the quantitative research tradition, it uses the logic of deductive thinking, departing from theory to look at social reality which is relevant to the issue of Leadership Style, Work Commitment and Work Motivation on Job Satisfaction of State Madrasah Aliyah Teachers in Jambi Province (In MAN 2 Sarolangun, MAN Batanghari and MAN 1 Jambi City). Hypotheses are derived from theories that have been built, and through this research procedure, the hypotheses can be tested in the field using path analysis testing *techniques.*

The population of this study includes educational staff who work at Madrasah Aliyah Negeri in Jambi province, which is spread across three madrasas, namely: MAN 1 Jambi City, MAN 2 Merangin, MAN 2 Kuala Tungkal. The sample for school principals was determined based on selection from research locations by systematically selecting three representative regions of City and Regency State Madrasah Aliyah in Jambi Province. The number of educational staff in the research population is (1) Madrasah Aliyah Negeri 1 Jambi City The number of educational staff is 15 people, Madrasah Aliyah Negeri 2 Merangin

Number of Education Personnel 18 people and Madrasah Aliyah N egeri 2 Kuala Tungkal Number of Education Personnel 17 people. So the total number is 50 people.

Based on data on the research population, there are 50 educational staff at MAN 1 Jambi City, MAN 2 Merangin, MAN 2 Kuala Tungkal. So the sample for this research was determined using a *total sampling system* with a total of 50 educational staff. In an effort to collect the necessary data, this research used a questionnaire distribution technique. Data collection in this study includes four variables, namely Leadership Style (X_1), Work Commitment (X_2) and Work Motivation (X_3) on Job Satisfaction of educational staff (X_4). To obtain accurate data that can be used as a source, this research uses several data collection techniques used in this research, namely questionnaires, interviews and documentation.

Result/Findings and Discussion

Leadership Style Variable Data Description (X_1)

Leadership style variable data was obtained from a questionnaire consisting of 33 statements. The scores given are 1 to 5, so that the highest ideal score is 165 and the lowest ideal score is 33. Based on research data for the leadership style variable, the highest score is 165, the lowest score is 129, the mean is 150, and the standard deviation is 10.8.

Job Commitment Variable Data Description (X_2)

Work commitment variable data was obtained from a questionnaire consisting of 34 statements. The scores given are 1 to 5, so that the highest ideal score is 170 and the lowest ideal score is 34. Based on research data for the leadership style variable, the highest score is 170, the lowest score is 131, the mean is 153, and the standard deviation is 10.154.

Description of Work Motivation Variable Data (X_3)

Work motivation variable data was obtained from a questionnaire consisting of 35 statements. The scores given are 1 to 5, so that the highest ideal score is 175 and the lowest ideal score is 35. Based on research data for the leadership style variable, the highest score is 175, the lowest score is 127, the mean is 157, and the standard deviation is 10.

Job Satisfaction Variable Data Description (X_4)

Job satisfaction variable data was obtained from a questionnaire consisting of 33 statements. The scores given are 1 to 5, so that the highest ideal score is 165 and the lowest ideal score is 33. Based on research data for the leadership style variable, the highest score is 165, the lowest score is 132, the mean is 148.7, and the standard deviation is 8.6.

Data Normality Testing

Data analysis prerequisite tests are carried out as requirements that must be met before an analysis is carried out or implemented on data. Data normality testing is carried out to determine whether a data distribution is normal or not. This is important to know regarding the accuracy of selecting the statistical test to be used. Because parametric tests require the data to be normally distributed, so if the data is not normally distributed then it would be advisable to use a non-parametric test. There are three assumptions of parametric statistical tests, namely: normality, homogeneity and linearity.

The formula used is as follows:

$X^2 = \sum_{[x]}^{k} \frac{(o_i - e_i)^2}{e_i} = \sum_{[x]}^{k} \frac{(f_o - f_e)^2}{f_e}$

$o_i = f_o$ = observation frequency

$e_i = f_e$ = expected frequency

The goodness of fit test or normality test using the chi square formula is used to find out whether a data distribution is normal or not, with the following data testing steps:

a) Create a number of classes
b) Make the class long
c) Create a frequency distribution table consisting of intervals, observation frequencies, and lower class limits and upper class limits. Determine class boundaries by first reducing the left score of the interval class by 0.5 and then adding 0.5 to the right score of the interval class.
d) Calculate the standard normal value (z) for each class limit (lower and upper) using the formula: $z = \frac{X - \bar{x}}{Standar\ Deviasi}$
e) Use the Z table to calculate the area under the normal curve or called the z table area under the lower normal curve and the z table area under the upper normal curve.
f) Calculate the area of the class interval using the formula: *area under the upper normal curve - area under the lower normal curve*
g) Calculating the value of f_e or expected frequency with the formula:
   f_e = nx area of each interval class
h) Calculate the chi square value
i) Find the chi square value of the table, using the formula:
   chi square = significance level (k-1)
j) Compare the calculated chi square value with the chi square table and the conclusions are adjusted to the hypothesis of each variable in this research.

Normality testing for each variable is carried out in two ways, namely manually using Microsoft Excel and calculations using SPSS 25. The test results for each variable are as follows:

Leadership Style Variable Normality Test (X_1)

Based on the distribution of the leadership style variable questionnaire (X1) and in accordance with the normality test calculation steps, the following results were obtained:

a) Number of interval classes = 7
b) Class length = $\frac{165-129}{7}$ = 5.142 = 6 (*rounded up*)

Table 1. Frequency Distribution

Intervals	***fo***	**Class Limits**	
		Lower	**On**
129-134	6	128.5	134.5
135-140	6	134.5	140.5
141-146	8	140.5	146.5
147-152	9	146.5	152.5
153-158	9	152.5	158.5

159-164	8	158.5	164.5
165-170	4	164.5	170.5

c) Determine the Z value and Z table under the normal curve, the area of each interval class, the expected frequency, and the calculated chi square results.

Table 2. T able Z under the normal curve

Z value		**Table Z**		**Area of Each Class Interval**	f_e	$\sum_{[x]}^{k} \frac{(f_o - f_e)^2}{f_e}$
Lower	**On**	**Lower**	**On**			
-1.93	-1.37	0.03	0.08	0.058	2,891	3.34
-1.37	-0.82	0.08	0.21	0.121	6,070	0.001
-0.82	-0.27	0.21	0.40	0.189	9,450	0.222
-0.27	0.29	0.40	0.61	0.218	10,908	0.334
0.29	0.84	0.61	0.80	0.187	9,337	0.012
0.84	1.40	0.80	0.92	0.119	5,927	0.725
1.40	1.95	0.92	0.97	0.056	2,789	0.526
						5,164

d) Look up the table's chi square value

The significance level a = 0.05, then

X^2 table = $X^2(a)$ (k-1)

= X^2 (0.05) (7-1)

= X^2 (0.05) (6)

So, look at the chi square table for X^2 (0.05) (6) = 12.592

Comparing the calculated Chi Square value of 5.164, with the chi square table of 12.592. With the decision that the hypothesis Ho is accepted and Ha is rejected, the values based on the data above are declared to be **normally distributed** .

Normality Test of Work Commitment Variable (X_2)

Based on the distribution of the work commitment variable questionnaire (X_2) and in accordance with the normality test calculation steps, the following results were obtained:

e) Number of interval classes = 7

f) Class length = $\frac{170-131}{7}$ = 5.57 = 6 (*rounded up*)

Table 3. Frequency Distribution

Intervals	***fo***	**Class Limits**	
		Lower	**On**
131-136	2	130.5	136.5
137-142	6	136.5	142.5
143-148	9	142.5	148.5
149-154	12	148.5	154.5
155-160	10	154.5	160.5
161-166	4	160.5	166.5

167-172	7	166.5	172.5

g) Determine the Z value and Z table under the normal curve, the area of each interval class, the expected frequency, and the calculated chi square results.

Table 4. T able Z under the normal curve

Z value		**Table Z**		**Area of Each Class Interval**	f_e	$\sum_{[x]}^{k} \frac{(f_o - f_e)^2}{f_e}$
Lower	**On**	**Lower**	**On**			
-2.26	-1.65	0.01	0.05	0.037	1,852	0.012
-1.65	-1.05	0.05	0.15	0.098	4,884	0.255
-1.05	-0.45	0.15	0.33	0.181	9,040	0,000
-0.45	0.16	0.33	0.56	0.235	11,744	0.006
0.16	0.76	0.56	0.78	0.214	10,713	1,047
0.76	1.36	0.78	0.91	0.137	6,860	1,192
1.36	1.97	0.91	0.98	0.062	3,083	4,975
						6,487

h) Look up the table's chi square value

The significance level a = 0.05, then

X^2 table $= X^2(a)$ (k-1)

$= X^2$ (0.05) (7-1)

$= X^2$ (0.05) (6)

So, look at the chi square table for X^2 (0.05) (6) = 12.592

Comparing the calculated Chi Square value of 6.487, with the chi square table of 12.592. With the decision that the hypothesis Ho is accepted and Ha is rejected, the values based on the data above are declared to be **normally distributed** .

Normality Test of Work Motivation Variables (X_3)

Based on the distribution of the work motivation variable questionnaire (X_3) and in accordance with the normality test calculation steps, the following results were obtained:

i) Number of interval classes = 7

j) Class length = $\frac{175-137}{7}$ = 5.42 = 6 (*rounded up*)

Table 5. Frequency Distribution

Intervals	***fo***	**Class Limits**	
		Lower	**On**
137-142	6	136.5	142.5
143-148	6	142.5	148.5
149-154	9	148.5	154.5
155-160	8	154.5	160.5
161-166	9	160.5	166.5
167-172	8	166.5	172.5
173-176	4	172.5	176.5

k) Determine the Z value and Z table under the normal curve, the area of each interval class, the expected frequency, and the calculated chi square results.

Table 6. Table Z under the normal curve

Z value		Table Z		Area of Each Class Interval	f_e	$\sum_{[x]}^{k} \frac{(f_o - f_e)^2}{f_e}$
Lower	On	Lower	On			
-1.93	-1.37	0.03	0.09	0.06	2,934	3,203
-1.37	-0.81	0.09	0.21	0.12	6,182	0.005
-0.81	-0.25	0.21	0.40	0.19	9,604	0.038
-0.25	0.31	0.40	0.62	0.22	11,004	0.820
0.31	0.87	0.62	0.81	0.19	9,297	0.010
0.87	1.43	0.81	0.92	0.12	5,793	0.841
1.43	1.80	0.92	0.96	0.04	2,040	1,882
						6,799

l) Look up the table's chi square value

The significance level a = 0.05, then

X^2 table = $X^2(a)$ (k-1)

= X^2 (0.05) (7-1)

= X^2 (0.05) (6)

So, look at the chi square table for X^2 (0.05) (6) = 12.592

Comparing the calculated Chi Square value of 6.799, with the chi square table of 12.592. With the decision that the hypothesis Ho is accepted and Ha is rejected, the values based on the data above are declared to be **normally distributed** .

Job Satisfaction Variable Normality Test (X_4)

Based on the distribution of the job satisfaction variable questionnaire (X_4) and in accordance with the normality test calculation steps, the following results were obtained:

m) Number of interval classes = 7

n) Class length = $\frac{165-132}{7}$ = 4.7 = 5 (*rounded up*)

Table. 7 Frequency Distribution

Intervals	*fo*	Class Limits	
		Lower	On
132-136	6	131.5	136.5
137-141	5	136.5	141.5
142-146	7	141.5	146.5
147-151	14	146.5	151.5
152-156	7	151.5	156.5
157-161	8	156.5	161.5
162-166	3	161.5	166.5

o) Determine the Z value and Z table under the normal curve, the area of each interval class, the expected frequency, and the calculated chi square results.

Table 8. T able Z under the normal curve

Z value		Table Z		Area of Each Class Interval	f_e	$\sum_{[x]}^{k} \frac{(f_o - f_e)^2}{f_e}$
Lower	**On**	**Lower**	**On**			
-2.01	-1.42	0.02	0.08	0.06	2.74	3.86
-1.42	-0.84	0.08	0.20	0.12	6.16	0.22
-0.84	-0.26	0.20	0.40	0.20	9.92	0.86
-0.26	0.33	0.40	0.63	0.23	11.47	0.56
0.33	0.91	0.63	0.82	0.19	9.53	0.67
0.91	1.49	0.82	0.93	0.11	5.69	0.94
1.49	2.08	0.93	0.98	0.05	2.44	0.13
						7.24

p) Look up the table's chi square value

The significance level a = 0.05, then

X^2 table = $X^2(a)$ (k-1)

= X^2 (0.05) (7-1)

= X^2 (0.05) (6)

So, look at the chi square table for X^2 (0.05) (6) = 12.592

Comparing the calculated Chi Square value of 7.24, with the chi square table of 12.592. With the decision that the hypothesis Ho is accepted and Ha is rejected, the values based on the data above are declared to be **normally distributed** .

Table 9. Summary of Normality Test Calculation Results for leadership style (X_1), work commitment (X_2), work motivation (X_3) and job satisfaction (X_4)

No	Variable	N	X^2_{tables}	X^2_{count}	Decision
1	Leadership Style	50	12,592	5.16	Normal
2	Work Commitment	50	12,592	6.49	Normal
3	Work motivation	50	12,592	6.80	Normal
4	Job satisfaction	50	12,592	7.24	Normal

Data Homogeneity Testing

The homogeneity test is carried out to determine whether the data obtained has homogeneous variants or not. The test was carried out using the Bartlett test. The Barlett test was used because in this study there were more than 2 variables so this homogeneity test used the Barlett test. The testing process taken is as follows:

1) Calculating the variance of each group:

$$S_i^2 = \frac{n \sum x_{i^2} (\sum x_{i^2})^2}{n\,(n-1)}$$

2) Arranging groups of values into tables to make calculations easier
3) Calculating the combined variance

$S_g^2 = \frac{\sum(db)\, s_i^2}{\sum(db)}$

After determining the results, continue calculating using the logarithm formula
Log S_g^2

4) Calculate the Barlett unit value
   B = (Σdb) (log S_g^2)
5) Calculate the chi square value
   $X^2 = (ln10).(B - \sum(ni-1)logs^2)$
6) Determine the chi square value of the table
   X_t^2 (a (k-1))
7) Conclusion, if the calculated chi square value is smaller than the table chi square value, then it can be concluded that the population is homogeneous.

Homogeneity testing is carried out in two ways, namely manually using Microsoft Excel and calculations using SPSS 25.

Homogeneity test uses the Barlett formula steps

1) Calculating the variance for each group, complete data can be seen in the Homogeneity appendix
   a) Leadership Style

$S_i^2 = \frac{n\sum x_{i^2}(\sum x_{i^2})^2}{n(n-1)} = S_i^2 = \frac{50\sum 1148236\,(7562)^2}{50\,(49)} = 93.04$

   b) Work Commitment

$S_i^2 = \frac{n\sum x_{i^2}(\sum x_{i^2})^2}{n(n-1)} = S_i^2 = \frac{50\sum 1181323\,(7669)^2}{50\,(49)} = 103.10$

   c) Work motivation

$S_i^2 = \frac{n\sum x_{i^2}(\sum x_{i^2})^2}{n(n-1)} = S_i^2 = \frac{50\sum 1251132\,(7892)^2}{50\,(49)} = 111.40$

   d) Job satisfaction

$S_i^2 = \frac{n\sum x_{i^2}(\sum x_{i^2})^2}{n(n-1)} = S_i^2 = \frac{50\sum 339190\,(4096)^2}{50\,(49)} = 74.40$

2) Arranging groups of values into tables to make calculations easier

Table 10. value groups

Sample	**db = (n-1)**	**S_i^2**	**db.S_i^2**	**LogS_i^2**	**db.logS_i^2**
1	49	93.04	4559.12	1.97	96.47
2	49	103.10	5051.78	2.01	98.65
3	49	111.40	5458.72	2.05	100.30
4	49	74.40	3645.68	1.87	91.71
Total	**196**	**381.94**	**18715.30**	**7.9**	**387.41**

3) Calculating the combined variance

$S_g^2 = \frac{\sum(db)\, s_i^2}{\sum(db)} = \frac{18715.30}{196} = 95.49$

After determining the results, continue calculating using the logarithm formula
Log S_g^2 = 1.89

4) Calculate the Barlett unit value
   B = (Σdb) (log . S_g^2) = 196 x 1.89 = 388.06
5) Calculate the chi square value
   $X_h^2 = (ln10).(B - db(logSi2))$ = 2.3 (388.06-387.41) = 2.3 (0.65) = 1.50
6) Determine the chi square value of the table
   X_t^2 (a (k-1)) = 0.05; 3 = 7.815
7) Conclusion, the calculated chi square value of 1.50 is smaller than the table chi square value of 7.815. Based on this statement, it can be concluded that the data is **homogeneous**

Based on manual calculations assisted by Excel, it has been produced that the data is **homogeneous** , where this result is in accordance with the results of calculations using SPSS 25. Where the results of calculations using SPSS 25 produce a significance value of 0.539, which means that the significance value is greater than the value of 0.05, which means the data is homogeneous.

Test Results

Box's M		2,183
F	Approx.	,722
	df1	3
	df2	69148,800
	Sig.	,539

Tests null hypothesis of equal population covariance matrices.

Figure 3. Calculation of homogeneity using SPSS 25

Hypothesis test

Hypothesis testing in this research uses path analysis. The magnitude of the direct influence of exogenous variables on endogenous variables is expressed by the numerical magnitude of the path *coefficient.* The relationship between leadership style variables (X_1) work commitment (X_2) is expressed by the value of the path coefficient (*p*) which is estimated by the correlation coefficient (r_{12}). The relationship between the leadership style variable ($X1_{)}$ and the work commitment variable (X2) is a causal relationship expressed as a path coefficient (*p21*).

The results of calculating the correlation coefficient (r) and path coefficient p between variables can be seen in the following table:

Table 11. Summary of Calculation Results of Direct Influence Coefficient and Significance Value Coefficient

Variable	Correlation Coefficient (r)	Coefficient of Determination	Path Coefficient (*p*)	Tcount/ fcount	Ttable/ ftable
					α = 0.05
$X_1 X_4$	-0.068	0.005	-0.139	-0.47	1,679
$X_2 X_4$	0.872	0.760	0.919	12.34	1,679
$X_3 X_4$	0.140	0.020	0.295	0.98	1,679
$X_1 X_3$	0.155	0.024	0.159	1.09	1,679
$X_2 X_3$	-0.145	0.021	-0.149	1.01	1,679

$X_1 X_2 - X_3$	0.22	0.48	0.48	5.5	2.81
$X_1 X_2 - X_4$	0.957	0.92	0.92	525,824	2.81
$X_1 X_2 X_3 - X_4$	0.93	0.864	0.864	149,861	2.81

Table 12. Summary of Calculation Results of Direct Influence Coefficient and Significance Value Coefficient

Variable	**Influence**		
	Indirect		
	P	**t count**	**t table**
X 1-3-4	-0.137	0.939	1 , 679
X 2-3-4	0.876	6,012	

There is an influence of leadership style (X_1), work commitment (X_2) and work motivation (X_3) on job satisfaction (X_4) of educational staff. ($p_{321.4}$)

The tenth hypothesis states that there is a direct influence of leadership (X_1), work commitment (X_2), and work motivation (X_3) on job satisfaction (X_4).

Statistical hypothesis:

$H_0 : \rho_{4.321} < 0$

$H_1 : \rho_{4.321} > 0$

The hypothesis testing criteria H_0 is rejected if the calculated F value > F_{table}, and H_0 is accepted if the calculated F value < F_{table}. Based on the results of manual data analysis, the path coefficient X_1 The calculation results get a calculated F value = 88.234. Based on these criteria, it turns out that the calculated F value (88.234) > F_{table} (3.94), so that H_0 is rejected and H_1 is accepted. This means that the research hypothesis which states that there is a direct influence of leadership style (X_1), work commitment (X_2), and work motivation (X_3) on job satisfaction (X_4) can be accepted because its validity has been tested. Manual calculations get the same numbers as calculations using SPSS 25, which can be seen in the following picture:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,923[a]	,852	,842	3,422

a. Predictors: (Constant), X3_Motivasi.Kerja, X2_Komitmen.Kerja, X1_Gaya.Kepemimpinan

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3099,456	3	1033,152	88,234	,000[b]
	Residual	538,624	46	11,709		
	Total	3638,080	49			

a. Dependent Variable: X4_Kepuasan.Kerja

b. Predictors: (Constant), X3_Motivasi.Kerja, X2_Komitmen.Kerja, X1_Gaya.Kepemimpinan

Figure 4 . Results of Path Analysis of the direct variables of leadership style (X_1), work commitment (X_2), and work motivation (X_3) on job satisfaction (X_4) tenth hypothesis

Based on the output summary table, it can be seen that the coefficient of determination is 0.923. Meanwhile, the simultaneous influence of the leadership style variables (X_1), work commitment (X_2), and work motivation (X_3) on job satisfaction (X_4) can be seen from the R^2 value of $_{4,321}$ (RSquare) of = 0.852. The influence of other variables outside the model on the work motivation variable (X_3) is $1 - R^2_{4.321} = 1 - 0.852 = 0.148$. Based on the two path coefficient calculations above, the variables leadership style (X_1), work commitment (X_2), and work motivation (X_3) together influence job satisfaction (X_4) by 0.852 or if the percentage is 85.2% while the remaining 0.148 (14.8%) is influenced by other variables.

The tenth hypothesis is that there is a direct influence of the leadership style of work commitment and work motivation on job satisfaction of 85.2%. This indicates that leadership style, work commitment, and work motivation can have a significant impact on job satisfaction. The following is a brief explanation of each factor, namely Leadership style: Leadership style is the method used by a leader to lead and influence subordinates in achieving organizational goals. An effective leadership style can increase employee job satisfaction because it can create a positive work environment, provide clear direction, and pay attention to employee needs and expectations.

Overall, these three factors are interconnected and can influence each other in influencing employee job satisfaction (Noor, 2015) . Therefore, management needs to consider these factors seriously in planning strategies and policies to increase employee job satisfaction (Rohmatica, 2016) . There are no special verses in the Koran that directly discuss job or job satisfaction. However, the Koran provides several teachings and principles that can be applied in the context of work and career.

One of the relevant verses is Surah Al-Baqarah verse 195, which reads:

وَاَنْفِقُوْا فِيْ سَبِيْلِ اللّٰهِ وَلَا تُلْقُوْا بِاَيْدِيْكُمْ اِلَى التَّهْلُكَةِ ۛ وَاَحْسِنُوْا ۛ اِنَّ اللّٰهَ يُحِبُّ الْمُحْسِنِيْنَ

Meaning: And do not squander your (treasures) in vain, because indeed wasting (treasures) is a very bad act, except (in terms of) what you spend to (fulfill) your obligations, and let You act fairly and don't go beyond the limits. Indeed, Allah does not like those who transgress limits (QS: Al Baqarah, 195) (Indonesia, 2015).

This verse teaches that we must pay attention to how we use our resources, including the time and energy we spend on work. We must use our resources wisely and not waste them in vain (Wassil, 2009). In a work context, this means that we must focus on important tasks and prioritize our time and energy to achieve relevant goals.

Apart from that, the Koran also emphasizes the importance of trying and working hard to achieve our goals. For example, in Surah Al- Baqarah verse 218, Allah SWT says:

إِنَّ الَّذِينَ آمَنُوا وَالَّذِينَ هَاجَرُوا وَجَاهَدُوا فِي سَبِيلِ اللَّهِ أُولَٰئِكَ يَرْجُونَ رَحْمَتَ اللَّهِ ۚ وَاللَّهُ غَفُورٌ رَحِيمٌ

Meaning: Indeed, those who believe, those who migrate and strive in the way of Allah, they hope for Allah's mercy, and Allah is Forgiving, Most Merciful (QS: Al Baqarah, 218). (Indonesia, 2015).

This verse shows that we have to struggle and work hard to achieve our goals, including in terms of career or work. However, we must also always remember that true satisfaction is not only found in success and material achievements, but also in obedience to God and doing good to fellow human beings.

Conclusion

Based on the results of research on the influence of leadership style, work commitment, work motivation on job satisfaction of madrasah aliyah education staff in Jambi province. It can be concluded that there is an influence between leadership style (X_1), work commitment (X_2) and work motivation (X_3) which influence job satisfaction (X_4). The results of this research are seen from the results of data prerequisite tests with research results on leadership style, work commitment, work motivation and job satisfaction having a normal and homogeneous distribution. With the results of the hypothesis test criteria $F_{calculated}$ (88.234) > F_{table} (3.94), so H_0 is rejected and H_1 is accepted. So the calculation uses the path coefficient between leadership style (X1), work commitment (X2) and work motivation (X3) which influence job satisfaction (X4), the influence given is 0.852 which if expressed as a percentage becomes 85.2% which means H 0 is rejected and H_1 is accepted with the remaining 0.148 or if the percentage is 14.8% influenced by other variables. The results of manual calculations get the same numbers as calculations using SPSS 25. In an effort to create an ideal leadership style, namely using quality resources . School leaders must use resources wisely and not waste them in vain. In a work context, this means that both leaders and employees must focus on important tasks and prioritize time and energy to achieve relevant goals.

Declaration of conflicting interest

This article is very collective in that the authors share the same educational background and affiliation. The author comes from UIN Sulthan Thaha Saifuddin Jambi. This article is motivated by the authors' shared interest in fulfilling the Tri Daharma of Higher Education. All authors were involved in conducting this research, so this paper has varied ideas. Thanks to encouragement from other experts for the completion of this article. Big thanks to the IJITH team for accepting our article submission.

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