

**Behavior of Participating Leadership in Developing Job Satisfaction of
Islamic Religious Teachers in Private Vocational School in Jambi**

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Received 5 May 2021; Revised 10 May 2021; Accepted 15 May 2021

Abstract: This paper recognized and provided an overview of participatory leadership efforts in developing lecturer job satisfaction. A qualitative approach allows us to know the subject more directly and intimately. Data collection methods include observation, interviews, and documentation. The Miles and Huberman model was used to analyze the data used in this analysis. Based on the report, the following conclusions can be drawn 1) make decisions with the help of subordinates; 2) The leadership of PTKIS empowers lecturers by holding training activities, seminars, workshops, making resource persons in campus activities, assigning tasks and responsibilities based on their expertise and educational background, recommending lecturers to continue their doctoral degrees and participate in the 5000 doctoral scholarship program, and 3) PTKIS leaders build open lines of communication with their subordinates.

Keyword: Leadership, Job Satisfaction, Islamic Religious Teachers.

1. Introduction

Higher education is an institution that is heavily reliant on the success of its human capital, which in this case includes lecturers as a resource. Human

resources (HR) are an organization's assets that must be managed and HR is one of the factors that contribute to the organization's success. Higher education, as an educational institution, must handle many tasks effectively in order to achieve organizational objectives, one of which is human resource management.

Managing human resources in a company is difficult because it includes several different aspects, including executives, staff, and the system itself. The combination of these three factors is required to be able to build a conducive work atmosphere so that both workers and leaders will carry out their work optimally and to be able to create job satisfaction; with a sense of job satisfaction, the lecturer faces significant professional demands as an educator, including the need to have a mature personality because he is coping with the role of an outstanding educator with a fruitful career and high social sensitivity.

Meeting the need for quality human capital is a fundamental concern in this regard, and it plays a strategic role in an enterprise. Of course, a company can function effectively if it has skilled and competent human resources. Similarly, private Islamic Religious Colleges must, of course, be assisted by trained human resources, one of whom is a lecturer, in order to carry out their primary duties and functions.

A lecturer is a social being with emotions, ideas, and desires that can affect his understanding of his work. This mindset would have an effect on success, accomplishment, and job satisfaction. As a result, a leader, in this case the chancellor, must be able to develop good relationships with subordinates, build a conducive work atmosphere, and provide the necessary encouragement so that lecturers feel relaxed, secure, and capable of performing well.

Everyone who works in an organization would have an impact on the degree of organizational productivity as a result of the outcomes of their work. As a result, a person's emotions and perspectives on his work must remain optimistic. As a result, a person's emotions and perspectives on his work must be kept on the optimistic side of things. Each employee must have and sustain job satisfaction in order for productivity to continue to rise.

According to Roe and Byars, high work satisfaction would promote successful achievement of organizational goals. Meanwhile, a low level of employee satisfaction is a danger that will rapidly or gradually destroy or setback the company (Priansa, 2016).

The work satisfaction of lecturers is a significant goal in human resource management that must be considered by higher education leadership because it

can influence the competitiveness of the higher education organization, directly or indirectly. One explanation for the poor management of Islamic tertiary institutions is the low job satisfaction of lecturers, which is manifested by symptoms such as absenteeism, laziness to work, numerous grievances, poor work results, poor teaching quality, lecturer indiscipline, and other negative symptoms.

High happiness, on the other hand, is often desired by leaders because it is linked to the positive outcomes they anticipate. High work satisfaction suggests that the campus has been well run and that good management is in place. High job satisfaction demonstrates a match between lecturers' aspirations and what the campus provides.

A discussion of job satisfaction must recognize that addressing the issue of job satisfaction is not a straightforward matter, both in terms of analysis and definition, since satisfaction has many connotations. However, it is also true that work satisfaction is a person's outlook on his or her job, both positive and negative (Siagian, 2012).

According to Schermerhorn et al (2010) job satisfaction is described as an attitude that represents a person's assessment of work or work experience over a specific time period. Job satisfaction, according to Afandi (2016) is an effectiveness or emotional response to different aspects of work.

Job satisfaction at work refers to job satisfaction obtained at work by appreciation for work outcomes, placement, care, equipment, and a pleasant working atmosphere. Employees who prefer to be happy at work would prioritize their work over rewarding services, even if remuneration is essential. Employment satisfaction outside of work refers to an employee's satisfaction with the amount of remuneration he would receive from his work in order to meet his needs. Employees who tend to find fulfillment outside of work are more concerned with remuneration than with carrying out their duties (Hasibuan, 2013).

Every employee expects to be satisfied at his or her workplace. Job satisfaction is essentially an individual thing and each individual will have varying levels of satisfaction based on the principles that matter to each individual. The higher the degree of perceived happiness, the more facets of work that are in line with the individual's wishes.

Since each employee has various levels of satisfaction, there are no absolute level of satisfaction benchmarks. Discipline, work morale, and turnover are all measures of job satisfaction. If the turnover rate is low, the employee's work

satisfaction is high. In contrast, if employee turnover is high, employee job satisfaction in the business is low (Hasibuan, 2013).

Attention to lecturer job satisfaction may be realized by looking at many variables that imply job satisfaction, as suggested by Colquitt, LePine, and Wesson. These factors include: 1) Pay satisfaction, which reflects employees' attitudes toward their pay. That is, there is a disparity between the salaries that workers desire and the wages that they earn. 2) Promotion satisfaction, which reflects workers' attitudes toward company promotion policies and their implementation; 3) Supervision satisfaction, which reflects workers' attitudes toward their superiors; 4) Coworker satisfaction, which represents employees' attitudes toward their coworkers, 5) Job satisfaction, which demonstrates employees' attitudes about their actual job duties. 6) Altruism is an attitude that includes things like assisting colleagues who are overburdened with work. 7) Status that is linked to prestige, having control over others, or having a common feeling. Promotion of a rank, on the one hand, indicates a rise in prestige, but on the other hand, it provides gratification because accomplishments are respected. 8) Climate, which is characterized by a sense of comfort and protection (Colquitt et al, 2011).

According to some of the theories mentioned above, job satisfaction in this study is described as a positive or pleasant feeling that results from a person's evaluation of a job or work experience. In this analysis, the following factors were used to determine job satisfaction: 1) the job itself; 2) the salary received; 3) opportunities for advancement; 4) supervision; 5) coworkers; and 6) the work environment.

According to Colquitt, LePine, and Wesson's theory, one of the causes of job satisfaction is the leadership factor, or in other words, Supervision satisfaction, which refers to employees' feelings towards their supervisors. The position of a leader in the world of education as popularized by Mr. Ki Hajar Dewantara, the first *ing ngarso sun tulodo*, which requires leaders to be role models for every citizen they aspire to be; the second is *ing madyo mangun karso*, which requires leaders to be able to raise or upload excitement and create cooperation, cohesiveness, and togetherness among members; and the third is *tut wuri handayani*, which requires, which is a leader who can teach an independent and independent attitude and often provides support or assistance, especially to lecturers as the most important asset for higher education. As a result, higher

education leadership is embodied in the ability to maximize lecturers' work satisfaction.

Several studies have been conducted in an attempt to discover a connection between participatory leadership and job satisfaction, including one conducted by Sinani (2016) in her study, concluded that this research yielded a correlation study, which revealed a positive relationship between participatory leadership and job satisfaction. Nemaei (2012) performed the same report, and the findings were that the use of effective horizontal leadership models, such as participatory leadership, produced better results than theory. Vertical leadership has the potential to dramatically boost morale, employee satisfaction, creativity, and organizational success. According to the findings of this report, there appears to be a connection or impact between participatory leadership and job satisfaction.

Leadership skills are required for the successful operation of any organisation, including large institutions such as universities. The existence of top leaders as a central figure with the authority, influence, and accountability to make the organization efficient, it would be seen if the leader is effective in achieving organizational objectives or vice versa (Sagala, 2018). Three critical implications of leadership: (1) leadership includes other individuals, including subordinates and followers; (2) leadership entails equally sharing power between leaders and group members, so group members are not powerless; and (3) leadership entails distributing power between leaders and group members (Utaminingsih, 2014).

Subordinates must be involved or participate in order to develop work satisfaction. Since the degree of involvement of subordinates significantly influences the process of developing job satisfaction, a strategy that can increase subordinates' concern and involvement in the creation of job satisfaction, namely through effective participatory leadership, is required.

Participatory leadership according to Rowe & Guerrero (2010) demonstrates that these leaders empower workers to actively engage in the decision-making process that decides how the company can accomplish its goals. They hold these rewarding consultations, solicit employee feedback, and incorporate employee ideas into decision-making. According to Raihani (2010), participatory leadership implies that the community decision-making process should be the primary focus of leadership. Then, according to Yukl (2017), participatory leadership entails a variety of facets, including consultation, shared decision making, power sharing, decentralization, empowerment, and democratic management.

Participatory leadership is supposed to be able to offer a high degree of encouragement to subordinates in carrying out a task; this style is used by those who feel that involving people in decision-making is the best way to inspire them. This is supposed to increase worker satisfaction, which can lead to increased productivity. The role of engagement in problem-solving thinking can have an impact on how a leader's leadership can be maximized.

To achieve its objectives, an educational institution must consider a variety of factors that affect it. The aims of educational institutions can not be met unless supervisors and subordinates work well together. The back and forth of an educational organization is heavily affected by the leadership and work climate, as well as the abilities of employees, workers, and employees to work hard.

In light of the above, we inspired to conduct research at the Private Islamic Religious College in Jambi Province with the title “Behavior of Participating Leadership in Developing Job Satisfaction of Islamic Religious Teachers in a Private Vocational School in The Province of Jambi”.

2. Methods

The qualitative analysis approach was used. Qualitative study seeks to understand phenomena encountered by research subjects such as behaviour, perception, motivation, and action holistically and through explanations in the form of words and vocabulary, in a specific natural context, and through the use of various natural methods (Moleong, 2011).

This paper employs a case study approach to investigate real-life, contemporary limited systems or a variety of limited systems through comprehensive and in-depth data collection, involving numerous sources of information and documenting case descriptions and case themes (Creswell, 2014). As a consequence, according to Sukmadinata, such a study is not intended to make broad generalizations, but rather to broaden findings that enable readers or other researchers to understand the same situation and apply the findings in practice (Sukmadinata, 2017).

The Chancellor, Deputy Chancellor, Lecturer, Head of Administration, and students of IAI Nusantara Batanghari, IAI Yasni Bungo, and IAI Tebo, as well as others who are expected to be directly or indirectly involved in implementing participatory leadership in fostering lecturer satisfaction, are data sources in this report. Data collection methods include observation, interviews, and

documentation. The Miles and Huberman model were used to analyze the data used in this analysis.

3. Results and Discussion

a. Participatory leadership activity in developing the job satisfaction of PTKIS lecturers in Jambi Province has not been optimally implemented

The path-goal leadership theory has evolved into participative leadership. This theory examines how the leadership model affects the motivation of subordinates. According to this participatory leadership theory, leaders use more feedback from their subordinates.

Not a decision made by subordinates, but deliberation and acceptance of advice from more influential subordinates. Several studies have concluded that participatory leadership is ideal in an age of regional autonomy. Subordinates feel valued and are able to demonstrate their ingenuity and skills.

The participatory leadership model would inspire and promote subordinates' involvement in decision making. This participatory leadership model necessitates leaders becoming more adaptable and changing their leadership style based on the condition of the organization they lead.

According to Ade (2018) several assumptions must be made in order to determine a leadership model that suits the situation, including: (1) the model must be useful for leaders or managers in determining the leadership style they can use in various situations; (2) no single leadership style can be applied in several situations; and (3) the main concern lies in the problem to be solved.

1) Institut Agama Islam (IAI) Nusantara Batanghari

The use of participatory leadership, which emphasizes the participation of subordinates, helps lecturers to make more choices about their assignments. Thus, the cohesion and participation of elements of leadership, lecturers, staff, and employees is critical, so we at IAI Nusantara Batanghari in developing this campus include subordinates such as elements of leadership, lecturers, staff, and employees, as well as effective communication, namely knowledge communication and communication assignment.

Participatory leadership is described as leadership that focuses on inspiring lecturers, staff, and employees. By including lecturers, administrators, and workers in the decision-making, preparing, goal-setting, program scheduling,

tracking, and assessment processes, lecturers will be encouraged to complete their assigned tasks.

However, based on the researchers' findings, it is clear that when making decisions involving subordinates, the meeting is dominated by meeting participants who are courageous and articulate and have a lot of suggestions or thoughts, whereas other participants only listen and agree on the meeting's outcomes.

As a result, it is clear that participatory leadership necessitates the availability of human capital with specific competencies, including both skills and values. Thus, this participatory leadership style is used when the leader has enough details and knowledge about each subordinate's strengths and weaknesses so that subordinates can be allocated roles and responsibilities based on their competence. Leaders who would use this participatory leadership style should train their subordinates from the beginning of their careers by defining specific competency criteria for being accepted to work in a team (Mahmud, 2015).

Based on the survey results and student observations, it is possible to infer that a participatory culture is being fostered at IAI Nusantara Batanghari. This is demonstrated by a lack of emphasis on school construction and the implementation of constructive collaboration approaches such as knowledge sharing and task delegation. The execution, however, is not satisfactory due to the following factors: first, the meeting is dominated by participants who are good at communicating and only have a lot of suggestions or thoughts. Furthermore, there is a labor shortage in the delegation jurisdiction.

2) Institut Agama Islam (IAI) Yasni Muara Bungo

According to the researcher's findings, IAI Yasni Muara Bungo has adopted participatory leadership, under which the chancellor includes his subordinates in deciding policies and making decisions, as well as involving his subordinates in various campus events. This is consistent with the findings of data, which show that there are many records relating to the participation of subordinates in decision-making and campus events, such as meeting documents (attendance list, minutes, and meeting photos) and activity documents (committee decree and activity photos). Teachers, administrators, and students' parents are all interested in decision making in the sense of this participatory form of education (Fanani, 2013).

However, based on observations made during the implementation of delegation of authority, the availability of qualified Human Resources remains an issue, resulting in double or multiple jobs. As previously mentioned, there are vice chancellors and deans. As a result, the work is not focused on a single task.

Based on the findings of interviews and researcher observations, it is clear that participatory leadership at IAI Yasni Muara Bungo has not functioned optimally due to a lack of available qualified human resources, and that in the implementation of delegation of authority, there are still managers who work concurrently or double employment.

3) Institut Agama Islam (IAI) Tebo

Based on the findings, it is clear that at IAI Tebo, participatory leadership has been introduced, as evidenced by the participation of lecturers, workers, and employees in decision-making, representation of lecturers, and delegation of authority. However, in its implementation, the delegation and empowerment processes were not supported by clear job descriptions and standard operating procedures, and the recipient of authority is not a permanent lecturer / employee, so they do not work full time because they work full time in other work units, and they do not receive recognition from Dikti in the form of NIDN (National Lecturer Identification Number). This demonstrates the chancellor's unwillingness to grant subordinates "freedom" in carrying out the tasks assigned to him.

According to Nawawi and Hadari (2012), there are two types of member participation: physical participation and non-physical participation. Physical activity manifests itself in participants cooperating and supporting one another, as well as at the highest stage. Though non-physical involvement is manifested in terms of each member's opinions, suggestions, and ideas in conveying every feedback, suggestion, critique, and reinforcement in deciding or solving a problem that is faced so that all types of decisions taken can be embraced by all parties and have an effect on improving the standard of the institution.

b. Participatory leadership behavior at the Private Islamic Religious College in Jambi Province

1) IAI Nusantara Batanghari

At IAI Nusantara Batanghari, the leadership includes their subordinates in making joint decisions, namely making decisions through meetings to address issues to be decided. According to historians, the chancellor held a lecturer conference to address lecturers' responsibilities, obligations, restrictions, and privileges. The meeting with all coordinators and staff members covered the Job Description, general lectures, and everything else that was deemed appropriate. Coordination and performance assessment will be discussed at meetings with leaders, managers, and lecturers. According to the findings of interviews with the rector of IAI Nusantara Batanghari, in carrying out campus development and making decisions and overcoming problems, I solicit opinions and ideas from subordinates and also hold meetings to discuss campus development programs, involving subordinates, we will get ideas and ideas that are constructive and ea

Involving subordinates in decision-making and problem-solving is one method of generating ideas and strategies for making the right decisions and problem-solving. A leader's ideas and ideas from subordinates arise as a result of the emergence of ideas and ideas from subordinates.

Based on the findings of the observations, interviews, and documents presented above, it is clear that at IAI Nusantara Batanghari, when making decisions and resolving problems, the leadership includes subordinates through meetings, resulting in joint decisions that are good for the advancement of higher education. Furthermore, the chancellor is personally involved in any campus operation, motivates subordinates to work harder, assists and seeks solutions to work challenges encountered by subordinates, and supervises subordinate results.

2) IAI Yasni Muara Bungo

According to the findings of researchers at IAI Muaro Bungo, the decisions made are joint decisions, that is, decisions made by involving subordinates through meetings, where the chancellor invites his subordinates to hold a meeting through a meeting forum, and in the meeting forum, the chancellor provides the opportunity to the participants. The Chancellor seems to be very receptive to accepting feedback from meeting participants, and once the input

is submitted, the Chancellor accommodates him. The Chancellor then considers the input provided by meeting participants, and it is decided to become a joint decision. Based on these findings, it is clear that the chancellor's decision-making is a collaborative decision rather than an autocratic decision.

Sucahyowati (2017) shared the importance of involving subordinates, stating that involving subordinates ensures that the subordinates retain influence over the decisions made. Subordinates will not participate if they do not have influence over these decisions, and the organisation will suffer as a result.

Based on observations, the first type of activity carried out in involving subordinates is to hold weekly meetings at the beginning of each semester, during which the division of tasks is addressed. Second, there will be a conference to prepare SPMI and re-accredit PGMI and ESY research programs. Third, meetings are scheduled.

According to the findings of the above observations and interviews, the rector of IAI Yasni Muara Bungo makes a joint decision, that is, he makes decisions by involving related elements, such as leadership, lecturers, and staff. This demonstrates that he allows them to add ideas, make recommendations, criticize and correct, and engage in decision-making.

3) IAI Tebo

Based on observations, it can be seen that the IAI Tebo chancellor carries out his leadership by involving his subordinates in making policies to be discussed together with the aim of reaching a mutual consensus, that there was a meeting to abolish the XVII graduation committee, PPL events, and the planning of a roster by involving his subordinates.

Management, according to Domai (2012) has three goals the role of interpersonal relationships, the role of knowledge, and the role of decision making. Interpersonal relationships are a position that includes individuals (both subordinate workers and people from outside the organization), as well as other ceremonial and symbolic activities.

Based on the findings of the observations, interviews, and documents presented above, it is clear that the chancellor of IAI Tebo takes decisions in the form of a consultation decision, in which the chancellor solicits ideas and ideas from his subordinates and then makes his own decisions after considering the ideas and ideas of his subordinates.

c. Developing the Job Satisfaction of Lecturers of Private Islamic Religious Colleges in Jambi Province

Job satisfaction is a personal objective as well as an organizational goal that influences the consistency of an institution's and organization's outputs and outcomes. Higher education is an organization with two management classes, namely educators and education staff. Educators are trained educators and scientists with the primary task of transforming, improving, and disseminating information, technology, and arts through education, study, and community service, as described by the Teacher and Lecturer Law. Given the vast number of tasks performed by lecturers, as mentioned in the law, lecturer job satisfaction should be a major concern for higher education leaders.

Employees and organizations are both affected by work satisfaction. If an employee is happy with his job, he would enjoy his job and be encouraged to do so. Wirawan contends that workers respond to job satisfaction in a variety of ways, including: 1) like their jobs, 2) feeling proud of their work, 3) low work stress levels, 4) low attendance attendance, 5) good physical and psychological health, 6) low dispute, and 7) low employee grievances.

4. Conclusion

Based on the report, the following conclusions can be drawn: 1) make decisions with the help of subordinates; 2) The leadership of PTKIS empowers lecturers by holding training activities, seminars, workshops, making resource persons in campus activities, assigning tasks and responsibilities based on their expertise and educational background, recommending lecturers to continue their doctoral degrees and participate in the 5000 doctoral scholarship program; 3) PTKIS leaders assign some of their power to their subordinates, beginning with deciding who is considered worthy of gaining authority and then specifically describing the work that must be performed in the form of job descriptions, and 4) PTKIS leaders build open lines of communication with their subordinates.

5. Acknowledgement

We would like to express our special thanks and gratitude to STAI An-Nadwah Kuala Tungkal, Rector UIN STS Jambi, Director of Graduate Program UIN STS Jambi and Study Program of Islamic Educational Management UIN STS Jambi who gave us the support to do this wonderful project. This project was funded independent. Secondly, we would also like to thank our friends in Islamic

Educational Management who helped us a lot in finalizing this project within the limited time frame.

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