

## The Impact of Distributed Leadership on Teacher's Job Satisfaction

Syamsir Alam<sup>1</sup>, Badeni<sup>2</sup> Sudarwan Danim<sup>3</sup>, Muhammad Kristiawan<sup>4</sup>

<sup>1,2,3,4</sup>Universitas Bengkulu  
Email: *syamsirlinggau1234@gmail.com*

### ABSTRACT

Teacher job satisfaction is an important factor in improving the quality of education. This research aims to examine the impact of distributed leadership on teacher job satisfaction. Distributed leadership is an approach where leadership responsibilities are shared among team members, rather than centered on one individual. This research uses a qualitative approach with a literature study method. The research results show that distributed leadership has a positive and significant influence on teacher job satisfaction. Factors that contribute to teacher job satisfaction include participation in decision making, collaboration between teachers, and professional support. In addition, this research found that distributed leadership can improve communication and coordination among team members, which ultimately has a positive impact on teacher job satisfaction. The conclusion of this research is that the application of distributed leadership in the education system can increase teacher job satisfaction. Therefore, educators and school administrators need to consider this approach in managing their teacher teams to create a better work environment and improve the quality of education.

**Keywords:** Distributed Leadership, Job Satisfaction, Teacher

## **A. INTRODUCTION**

Distributed leadership has become an increasingly popular topic in the field of educational administration and has attracted the attention of educational researchers and practitioners. Various studies have been conducted to examine the impact of distributed leadership on teacher job satisfaction and educational quality (Andini, 2021). Distributed leadership is an approach to educational management that involves various parties in the decision-making process and carrying out leadership tasks (Melisa Anggraini et al., 2022). In an educational context, distributed leadership can improve the quality of teaching, learning, and overall school performance (Roni Harsoyo, 2022). One important aspect related to school performance is teacher job satisfaction (Sulistiyowati, 2018). Teacher job satisfaction is a positive feeling experienced by teachers related to their work, which can influence teacher performance, commitment and retention.

Several studies have shown a relationship between leadership style and teacher job satisfaction. However, research on the impact of distributed leadership on teacher job satisfaction is still limited. Therefore, this journal aims to examine the impact of distributed leadership on teacher job satisfaction.

Distributed leadership involves the active participation of various stakeholders in the decision-making process and implementation of leadership tasks. This creates a more democratic, inclusive and collaborative work environment, which can increase teacher job satisfaction (Roni Harsoyo, 2022). In addition, distributed leadership can influence other factors related to teacher job satisfaction, such as compensation, motivation, organizational culture, and educational background (Candrasari, 2017).

In this journal, the author will examine the impact of distributed leadership on teacher job satisfaction by considering various factors that might influence this relationship. This research is expected to provide new insights into how distributed leadership can increase teacher job satisfaction and, ultimately, improve the quality of education.

Several studies show a positive relationship between leadership style and teacher job satisfaction (Melisa Anggraini et al., 2022). Distributed leadership involves the active participation of various stakeholders in the decision-making process and implementation of leadership tasks. This creates a more democratic, inclusive and collaborative work environment, which can increase teacher job satisfaction.

Studies that have been conducted show that distributed leadership has a positive and significant influence on teacher job satisfaction (Solihin et al., 2021). Several factors have been identified as contributing to teacher job satisfaction, including active involvement in

decision-making processes, fostering collaboration among teachers, and receiving enough professional support. Moreover, scholarly investigations have revealed that the implementation of distributed leadership strategies can enhance the effectiveness of communication and coordination within teams, leading to a favourable outcome in terms of teacher job satisfaction.

Research has demonstrated that within educational settings, the use of distributed leadership has yielded positive outcomes in terms of enhancing the calibre of instruction, facilitating effective learning, and ultimately elevating the overall performance of schools. Nevertheless, the current body of research pertaining to the influence of distributed leadership on teacher job satisfaction remains rather constrained. Hence, further investigation is warranted in order to comprehensively comprehend the mechanisms through which distributed leadership may enhance teacher job satisfaction and, consequently, enhance the overall quality of education.

The current literature on this subject demonstrates that the implementation of distributed leadership has been associated with favourable outcomes, such as increased levels of teacher job satisfaction and improved educational quality. Further investigation is required to explore the application of distributed leadership in diverse educational settings and its potential to yield extensive advantages for the entirety of the educational system.

## **B. METHOD**

The qualitative approach was used with a literature study method (Dimiyati, 2022). Literature studies involve collecting, analyzing, and synthesizing information from various relevant sources, such as books, journals, and scientific articles, to understand and explain the phenomenon being researched related to the impact of distributed leadership on teacher job satisfaction (Iku et al., 2022).

### *Research Steps*

Initially, the researcher selected a research topic named "The Influence of Distributed Leadership on Teacher Job Satisfaction." Furthermore, the researcher compiled pertinent literature references. Perform rigorous and thorough searches to gather a wide range of scholarly sources pertaining to the research subject, including books, academic journals, and scientific papers.

Thirdly, scholars engage in the process of perusing and critically assessing pre-existing scholarly texts. Scholars engage in a thorough examination of the literature sources that have been compiled, assessing the calibre, pertinence, and dependability of the information

conveyed. Furthermore, researchers engage in the critical examination and integration of data and knowledge. Academic researchers engage in the process of identifying themes, patterns, and linkages throughout literature sources, with the purpose of integrating this material to address their research inquiries.

In addition, researchers collate and organise the results of their research. Scholars systematically structure research discoveries into a cohesive and rational narrative, and afterwards present these findings within the framework of established theories and prior scholarly investigations.

#### *Data Analysis Technique*

In qualitative research with literature studies, data analysis involves the process of interpretation, reflection, and synthesis of information found in literature sources. Data analysis techniques commonly used in literature studies include; First, coding, where researchers identify and label themes, concepts, or patterns that appear in literature sources.

Second, memoing where the researcher writes notes or memos about ideas, interpretations, or reflections that arise during the data analysis process. Third, conceptual mapping where researchers describe the relationships between themes, concepts, or patterns found in literature sources in the form of diagrams or conceptual maps. Fourth, synthesis where researchers combine information from various literature sources to answer research questions and achieve research objectives.

By using a qualitative research approach with literature studies, this research is expected to provide an in-depth understanding of the impact of distributed leadership on teacher job satisfaction and the factors that influence this relationship.

### **C. RESULT AND DISCUSSIONS**

Leadership is a conscious effort led by a leader in the process of influencing motivation and provoking individuals or groups of people to do something voluntarily so that it leads to predetermined goals (Mahdiya et al., 2021). Some of the leadership styles found in the search results include transformational leadership (Basirun & Turimah, 2022), spiritual leadership, and culture-based leadership, such as Sundanese leadership (Mulyani & Ratnapuri, 2018).

Distributed leadership is a concept in which leadership and decision-making responsibilities are shared among members of a team or organization, rather than centralized in one single leader. This leadership style encourages collaboration, empowerment, and active participation from all members in achieving common goals.

In the context of distributed leadership, some relevant leadership styles include: (a) Transformational leadership where this leadership style emphasizes the leader's positive influence on subordinates, encouraging them to go beyond personal interests and work for the benefit of the organization. (b) Spiritual leadership where this leadership style involves leaders who are able to inspire, awaken, influence, and mobilize through example, service, compassion, and the application of divine values and attributes in goals, processes, culture, and leadership behavior (Faizah, 2021). (c) Culture-based leadership where this leadership style recognizes the influence of culture in leadership behavior and adapts leadership approaches in accordance with applicable cultural values and norms (Mulyani & Ratnapuri, 2018).

In practice, distributed leadership combines aspects of various leadership styles to create an inclusive, collaborative, and empowering environment for members of a team or organization. There are several challenges in implementing distributed leadership in the school environment, including; (a) There is delegation of tasks where in distributed leadership, responsibility and decision making are shared among members of a team or organization. However, delegation of this task may encounter obstacles due to doubts about the level of trust between the principal and teachers, as well as the abilities and skills possessed by the teachers (H Bay & W. Dj. Pomalato, 2021). (b) There is a change in organizational culture (Utami et al., 2017) where implementing distributed leadership requires changes in the school's organizational culture, which may be difficult for teachers and school staff to accept. This can include changes in the way decisions are made, collaborated, and communicated between team members. (c) Training and professional development is required, where to implement distributed leadership effectively, teachers and school staff may require additional training and professional development. This includes improving leadership, communication and collaboration skills. (d) The involvement of parents and the community is needed when distributed leadership requires greater involvement of parents and the community in the decision-making process and implementation of leadership tasks. This can be a challenge if parents and communities are less involved or do not have sufficient understanding of the concept of distributed leadership (Suryana & Iskandar, 2022). (e) The need for coordination and communication where in an environment where responsibility and decision making are shared among team members, effective coordination and communication becomes very important. However, this may be a challenge if team members are not used to more collaborative and participative ways of

working (Rahmat & Wahyudin, 2021). (f) The importance of resource management, where distributed leadership may require managing different resources, such as time, budget, and personnel. This can be a challenge if the school does not have an efficient and effective resource management system (Nurhayati et al., 2022).

When confronted with this difficulty, it is imperative for school principals and school management teams to collaborate in order to devise efficacious strategies and interventions for the implementation of distributed leadership. This encompasses several strategies such as providing training and professional development opportunities, fostering a shift in organisational culture, enhancing communication and coordination efforts, and engaging parents and the community in decision-making processes and leadership responsibilities.

In order to address the obstacles associated with the implementation of distributed leadership within the school setting, a number of techniques can be employed. One such strategy involves the establishment of a Professional Learning Community (PLC). The concept of Professional Learning Communities (PLCs) is the establishment of a collaborative partnership among educational institutions, parents, and the wider community, with the aim of creating a cohesive learning community that shares a common vision and mission. The principal's leadership approach in cultivating a collaborative culture encompasses various elements such as dialogical communication, evaluation, reflection, discussion, planning, and decision-making (Harjaya & Idawati, 2022), (b) Enhancing the Religious Culture in Educational Institutions. This approach entails cultivating a collective mindset within the school community, fostering dedication from leaders, educators, and the broader school community, while also mandating that all subject teachers establish connections between religious content and the material being instructed (Mahmud, 2021), (c) Adopt an approach of transparent and amiable leadership. One approach to achieve this objective is fostering transparency in the delivery of education and instructional practices, alongside cultivating a positive working environment. Additionally, recognizing and acknowledging exceptional individuals who demonstrate superior performance can further contribute to this endeavor (Nazpi, 2022), (d) Facilitate fundamental leadership development sessions. It is imperative for students to acquire leadership abilities through a comprehensive training program that encompasses socialization, instruction, and evaluation. This will facilitate the development of individuals who possess the ability to effectively adapt and generate novel ideas, so enabling them to assume leadership roles characterized by responsiveness and innovation in the future (Abdurrahman et al., 2022), (e) The incorporation of character education through the

utilization of local wisdom. Character education grounded in indigenous knowledge systems can serve as a reservoir of virtuous principles, fostering the cultivation of religious convictions, the cultivation of superior national culture, and the honing of leadership aptitude among students (Kinanti & Wicaksono, 2021), (f) The implementation of mentoring and simulation tactics is recommended. This approach encompasses several forms of engagement, including workshops, mentoring support to schools, and the use of assessment instruments to assess the effectiveness of the team's efforts (Triningsih, 2023), (g) Encountering challenges in the implementation of transformational strategies. School principals are required to engage in the evaluation of previously implemented policies, as well as to give incentive and necessary resources to facilitate the growth and development of both students and teachers. Additionally, they should apply principles of social entrepreneurship to cultivate social sensitivity within the school community (Maula, 2020), (h) Addressing Challenges in the Pedagogical and Educational Endeavors. Educational institutions possess the capacity to produce their own instructional literature and organize narrative-based initiatives as a means to surmount educational challenges (Alifatuzzahro, 2021).

Through the implementation of appropriate techniques, educational institutions can effectively address the obstacles associated with the integration of distributed leadership, thereby fostering a favorable atmosphere for the growth and advancement of both students and educators.

#### *Distributed Leadership and Teacher Satisfaction*

Distributed leadership is a managerial strategy characterized by the delegation of leadership tasks between team members, as opposed to being concentrated inside a single individual. Within the realm of education, the concept of distributed leadership has the potential to exert an impact on the level of job satisfaction experienced by teachers.

Distributed leadership encompasses the active involvement of administrators, teachers, and support personnel in the processes of decision-making and strategic planning. The implementation of this approach has the potential to foster a work atmosphere that is characterized by collaboration and inclusivity. Such an environment ensures that all members of the team are acknowledged and provided with the platform to actively participate and make meaningful contributions..

Teacher job satisfaction refers to the favorable emotional state that teachers have in response to their professional duties, encompassing aspects such as interpersonal dynamics

with colleagues, the overall work environment, and the level of support received from the school administrator (Ytu et al., 2022). The satisfaction of teachers in their job can have an impact on various aspects, including their performance, retention, and motivation. Additionally, elements such as leadership, organizational culture, work teams, work motivation, and work environment can also influence the level of job satisfaction experienced by teachers. Hence, it is imperative for educational administrators, including school principals and other relevant stakeholders, to give due consideration to these issues when endeavoring to enhance teacher work satisfaction within the school setting.

There are various aspects that exert an influence on teacher job satisfaction, namely professional dedication, work facilities, and work atmosphere (Harefa et al., 2021), (b) Salary, organizational culture, and work environment (STKIP Babaunnajah & Robiatun Muharomah, 2021), (c) Principal leadership, work teams, and work motivation (Bhoki, 2023), (d) Principal leadership and the work environment (Pratiwi et al., 2020), (e) Leadership style, organizational climate, and teacher work motivation (Kamijan, 2021), (f) Implementation of school management based on local wisdom values and the leadership of serving school principals (Sugihartini et al., 2018).

Based on the aforementioned data, it can be inferred that teacher job satisfaction is influenced by a range of internal and external factors, including but not limited to leadership, organizational culture, work environment, salary, and work incentive. Hence, it is imperative for educational administrators and relevant stakeholders to give due consideration to these elements when endeavoring to enhance teacher work satisfaction within the school setting.

### *The Relationship between Distributed Leadership and Teacher Job Satisfaction*

The study revealed a significant correlation between distributed leadership and teacher job satisfaction. An instance of research conducted in Indonesia revealed a noteworthy correlation between the leadership of school principals and the level of job satisfaction experienced by teachers. Additional studies have also indicated that the leadership style and organizational culture have a significant impact on the level of job satisfaction experienced by teachers (Yulianingsih & Ardi, 2022).

Distributed leadership has the potential to enhance teacher job satisfaction through the establishment of a collaborative and inclusive work environment, wherein teachers see a sense of value and are afforded opportunities to actively contribute (Wahyuni, 2019), (b) Offer the requisite assistance and mentorship to surmount the obstacles encountered by



educators (Solihin et al., 2021), (c) Enhance inter-team communication and coordination to effectively facilitate the decision-making and strategic planning processes (“Hubungan Antara Kecerdasan Emosi Dan Kepuasan Kerja Dalam Kalangan Guru Sekolah Rendah Pedalaman,” 2022).

The research findings indicate that many elements of dispersed leadership have been identified as factors that impact teacher job satisfaction. One such element is the requirement for active involvement in the decision-making process. Distributed leadership include the active involvement of administrators, teachers, and support personnel in the decision-making and strategic planning processes. The use of this approach has the potential to foster a work atmosphere that promotes collaboration and inclusivity, thereby ensuring that all members of the team are esteemed and provided with the chance to make meaningful contributions (Pratama et al., 2022). (b) The imperative for fostering collaboration among educators. Distributed leadership fosters a culture of cooperation and collaboration among educators in order to collectively work towards shared objectives. This collaborative effort has the potential to enhance teacher job satisfaction through the establishment of a supportive and mutually beneficial atmosphere (Marzuki, 2022). The necessity for assistance from experts. Distributed leadership has the potential to offer the necessary assistance and direction to surmount the obstacles encountered by instructors. This support encompasses several components such as training and professional development opportunities, as well as access to resources and facilities that are essential for enhancing the overall quality of teaching.

#### **D. CONCLUSION**

Based on the existing body of research, it can be inferred that the implementation of distributed leadership within the education sector has the potential to enhance levels of job satisfaction among teachers. Hence, it is imperative for educators and school administrators to take into account this strategy when managing their teacher teams, with the aim of fostering a more conducive work atmosphere and enhancing the overall quality of education.

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