

The Impact of Authentic Leadership, Teacher Competence, and Employee Competence on Student Satisfaction with Educational Services at the Madrasah Aliyah Negeri in the Semarang Residency

Handono^{✉1}, Siti Nurochmah¹

¹ Madrasah Aliyah Negeri (MAN) 1 Magelang, Indonesia
Corresponding author: man1karetmagelang@gmail.com

ABSTRACT

Purpose – This research aims to determine the impact of the quality of authentic leadership, teacher competence, and employee competence, as well as their collective impact on satisfaction with educational services at MAN (Madrasah Aliyah Negeri) throughout the Semarang Residency.

Design/methods/approach – The study employed a quantitative approach with a correlational method. The research population involved all stakeholders in the MAN of the Semarang Residency, with a total sample of 1021 respondents. Data were collected through questionnaires, and their validity was tested using validity and reliability tests. Data analysis was conducted using multiple linear regression analysis, preceded by classical assumption tests, including multicollinearity, heteroscedasticity, autocorrelation, and normality.

Findings – The results significantly impact authentic leadership quality, teacher competence, and employee competence on satisfaction with educational services at MAN in the Semarang Residency. Additionally, authentic leadership, teacher competence, and employee competence collectively influence satisfaction with educational services at MAN in the Semarang Residency.

Research implications – This research emphasizes the importance of authentic leadership, teacher competence, and employee competence in enhancing the satisfaction of educational services. These findings suggest the need for transparent leadership approaches and continuous professional development for teachers and support staff in educational environments.

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1. Introduction

Education plays a crucial role as a foundation in advancing societies and developing individuals, especially in the era of globalization that demands broader interconnectivity (Fullan, 2001). The key to this success lies in the standard of educational services provided, particularly in the context of Madrasah Aliyah (Darling-Hammond, 2017). Here, aspects such as leadership quality, teacher competence, and staff capability become crucial elements that directly impact the quality of the educational process and student satisfaction (Leithwood & Riehl, 2003). The challenges in these aspects have become a topic of national discussion and global concern, indicating the importance of comprehensive analysis in this field. Overcoming these challenges is vital to ensure that the education system remains responsive, effective, and aligned with the needs and expectations of society (Hargreaves & Fullan, 2012; Nussbaum, 2010).

Authentic leadership has been researched from various theoretical perspectives, with studies exploring its philosophical foundations, value perspectives, leader-follower dynamics, ethical



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guidelines, and more (Quraishi & Aziz, 2018; Wilson, 2014). These investigations offer a rich understanding of the fundamental principles of authentic leadership and its application in educational leadership. The practices and development of authentic leadership, such as promoting democracy in schools and the role of personal values, are also well articulated in academic literature (Auerbach, 2012; Begley, 2001).

Regarding teacher and administrative competencies, existing research has highlighted the importance of high teacher competence in achieving optimal performance, increasing motivation, and student satisfaction (Pandjaitan, 2013). Specific studies have emphasized the importance of educational staff management in quality and student satisfaction (Hidayati, 2014). Furthermore, evaluating three determinants of educational quality, namely personnel, curriculum, and leadership, presents a holistic perspective on the factors influencing educational quality (Siregar et al., 2017). Collectively, these works explain the complex interaction between different competencies and their impact on overall satisfaction with academic services.

Previous studies have focused on the importance of quality services in determining student satisfaction (Rochaety et al., 2010). Evaluating student expectations against the actual services provided has been identified as crucial for the growth and existence of educational institutions. Researchers have also noted areas for improvement where students are dissatisfied with school services (Windriati, 2018). School administration competency has also been a determining factor in educational service satisfaction (Ratnasari et al., 2018). The religious context of services also plays a significant role, especially in institutions like Madrasah Aliyah. The principles of the Qur'an emphasize fair trade and mutual agreement in providing good services (Department of Religion, Indonesia, 2010). High teacher competence, educational staff management, and the trio of determinants, personnel, curriculum, and leadership, have been recognized as contributors to academic quality and student satisfaction (Hidayati, 2014; Pandjaitan, 2013; Siregar et al., 2017).

Several assessments and issues have emerged in educational services. The level of educational services in Salatiga was found to be in the "yellow zone," indicating dissatisfaction and concerns related to maladministration (Ombudsman of Indonesia, 2019). Additional sectors identified as suboptimal in Semarang, including education, further contribute to student dissatisfaction (Rizqi, 2017). In the context of leadership, studies have extensively discussed the principles of authentic leadership and its effects (Elassy, 2023; Ismail et al., 2019). The impact of authentic leadership on various aspects, such as learning organizations, classroom management, and relationships with work stress, has been explored. Additionally, the effect of authentic leadership on teacher performance has been demonstrated in specific educational settings (Sugi et al., 2018).

While the research above provides substantial insights, there are limitations and gaps. Contemporary literature may lack an integrated approach that considers authentic leadership, teacher competence, and employee competence, as well as their combined effects on student satisfaction in Madrasah Aliyah. Furthermore, existing studies may not reflect the unique cultural and religious dynamics of Madrasah Aliyah in the Semarang Residency.

The focus of this research is to investigate the influence of authentic leadership quality, teacher competence, and employee competence, individually and collectively, on the satisfaction with educational services in Madrasah Aliyah Negeri in the Semarang Residency. By addressing the existing gaps and controversies, this study aims to provide a comprehensive analysis that enhances understanding of these critical factors and their interconnections. The findings are expected to serve as a basis for future policy development, educational strategies, and further research in this vital study area.

2. Methods

This quantitative research focuses on the impact of authentic leadership, teacher competence, and employee competence on the satisfaction level of students at Madrasah Aliyah Negeri in the Semarang Residency (Sugiyono, 2019). The study was conducted in the Semarang Residency from February to April 2021, involving the entire stakeholder population in MAN of the Semarang Residency, with a sample size of 1021 respondents. Data collection used a questionnaire technique with a self-developed survey instrument by the researcher, utilizing a 5-point Likert scale, with a score range from 1 to 5 for each indicator. Data analysis techniques include prerequisite tests and hypothesis testing, consisting of normality tests, linearity tests, regression significance tests, multicollinearity tests, correlation, and regression tests to find the correlation index, determination index, and regression line equation. To ensure the reliability and validity of the study, rigorous statistical testing was conducted, including tests for normality, linearity, regression significance, and multicollinearity, all of which provided strong support for the analytical methods used in determining the relationship between the selected variables.

3. Results

3.1. Classic Assumption Test

a. Normality Test

The normality test of data was conducted to determine whether each variable's data is normally distributed. The Kolmogorov-Smirnov test was used to test normality. Normality tests were performed on various dependent variables, satisfaction with educational services, and the independent variables, authentic leadership quality, teacher competence, and employee competence at MAN in the Semarang Residency. The decision criterion is that if the significance value is > 0.05 , the data are normally distributed; if the significance value is < 0.05 , the data are not normally distributed. The results of the Kolmogorov-Smirnov test are presented in Table 2 below.

Table 2. Results of the normality test

Variable	Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)
Authentic Leadership Quality	3,590	0,000
Teacher Competence	3,333	0,000
Employee Competence	3,757	0,000
Satisfaction with Educational Services	4,591	0,000

The normality test results on each variable, namely authentic leadership quality, teacher competence, employee competence, and satisfaction with educational services, show a significance value of 0.000, less than 0.05 or $0.000 < 0.05$. Therefore, it can be concluded that the data on authentic leadership quality, teacher competence, employee competence, and satisfaction with educational services are not normally distributed.

b. Linearity Test

The linearity test determines the linearity or non-linearity of the influence between independent and dependent variables. This is done to meet the requirements of the regression model. Namely, if $F_{\text{calculated}} > F_{\text{table}}$, the regression line equation is linear. Regression analysis can be performed if the influence between independent and dependent variables is linear.

The linearity of the model for the influence between authentic leadership quality, teacher competence, employee competence, and satisfaction with educational services at MAN in the Semarang Residency can be seen in Table 3 below.

Table 3. Results of the linearity test of the influence of authentic leadership quality, teacher competence, and employee competence on satisfaction with educational services

Variable	F	Sig.
Authentic Leadership Quality and Satisfaction with Educational Services	169,282	0,000
Teacher Competence and Satisfaction with Educational Services	174,891	0,000
Employee Competence and Satisfaction with Educational Services	93,984	0,000

Table 3 above shows that the F-value for authentic leadership quality is 174.891, teacher competence is 174.891, and employee competence is 93.984, with a significance on each variable of $0.000 < 0.05$. Thus, the influence of authentic leadership quality, teacher competence, and employee competence on satisfaction with educational services at MAN in the Semarang Residency is linear. This means that the higher the scores of authentic leadership quality, teacher competence, and employee competence, the higher the satisfaction scores with educational services will be, and vice versa.

c. Significance of Regression

According to the correlation analysis using SPSS 23, the significance of the regression yielded results as presented in Table 4.

Table 4. Results of the significance of regression of the influence of authentic leadership quality, teacher competence, and employee competence on satisfaction with educational services

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	42,120	2,144		19,643	,000
Authentic Leadership Quality (X ₁)	,535	,043	,363	12,447	,000
2 (Constant)	45,982	1,869		24,596	,000
Teacher Competence (X ₂)	,368	,030	,358	12,223	,000
3 (Constant)	53,117	1,771		29,995	,000
Employee Competence (X ₃)	,320	,036	,267	8,854	,000

a Dependent Variable: Satisfaction with Educational Services (Y)

Based on the table above, the regression coefficient for the variable authentic leadership quality on satisfaction with educational services is 0.363, indicating that authentic leadership quality positively influences satisfaction with academic services. If the quality of authentic leadership increases, satisfaction with educational services will also increase. Each one-point increase (+) in the variable of authentic leadership quality is predicted to enhance satisfaction with educational services by 0.363. Conversely, if the coefficient value of the authentic leadership quality variable decreases by one point, satisfaction with educational services will decrease by 0.363. Thus, the positive (+) sign indicates a linear or direct prediction. Increases or decreases in variable X₁ will lead to corresponding increases or falls in the dependent variable (Y). As per the table above, the t-test aims to determine the influence between variables X and Y. It is considered influential if the significance value is less than 0.05 or if $t_{\text{calculated}}$ is greater than t_{table} (1.960). According to the t-test calculations, the influence of authentic leadership quality on satisfaction with educational services yielded a t-value of 12.447 with a significance value of $0.000 < 0.05$, meaning that authentic leadership quality has a positive and significant influence on satisfaction with educational services.

The regression coefficient for the variable teacher competence on satisfaction with educational services is 0.358, indicating that teacher competence positively influences satisfaction with academic services. If teacher competence increases, satisfaction with educational services will also increase. Each one-point increase (+) in the variable of teacher competence is predicted to enhance satisfaction with educational services by 0.358. Conversely, if the coefficient value of the teacher competence variable decreases by one point, satisfaction with educational services will decrease by 0.358.

Additionally, the t-test results for the influence of teacher competence on satisfaction with educational services yielded a t-value of 12.223 with a significance value of $0.000 < 0.05$, indicating that teacher competence has a positive and significant influence on satisfaction with academic services.

The regression coefficient for the variable employee competence on satisfaction with educational services is 0.267, meaning that employee competence positively influences satisfaction with academic services. If employee competence increases, satisfaction with educational services will also increase. Each one-point increase (+) in the variable of employee competence is predicted to enhance satisfaction with educational services by 0.267. Conversely, if the coefficient value of the employee competence variable decreases by one point, satisfaction with educational services will decrease by 0.267. Furthermore, the t-test results for the influence of employee competence on satisfaction with educational services yielded a t-value of 8.854 with a significance value of $0.000 < 0.05$, signifying that employee competence has a positive and significant influence on satisfaction with academic services.

d. Multicollinearity Test

The multicollinearity test is part of multiple linear regression analysis's assumption or prerequisite test. This test examines whether there is a strong correlation (relationship) between the independent variable X and the dependent variable Y. The decision basis for the multicollinearity test is based on the VIF (Variance Inflation Factor) and Tolerance values.

Table 5. Multicollinearity test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	37,585	2,289		16,417	0,000		
Authentic Leadership Quality (X ₁)	0,279	0,065	0,189	4,308	0,000	0,428	2,337
Teacher Competence (X ₂)	0,172	0,045	0,167	3,803	0,000	0,428	2,336
Employee Competence (X ₃)	0,137	0,039	0,114	3,531	0,000	0,789	1,267

a Dependent Variable: Satisfaction with Educational Services (Y)

According to Table 5, the decision basis for the multicollinearity test can be made in two ways: by examining the VIF and Tolerance values. From the output above, for the variable authentic leadership quality (X₁), the VIF value is $2.337 < 10.0$, while its Tolerance value is $0.428 > 0.10$; for the variable teacher competence (X₂), the VIF value is $2.336 < 10.0$, while its Tolerance value is $0.428 > 0.10$; for the variable employee competence (X₃), the VIF value is $1.267 < 10.0$, while its Tolerance value is $0.789 > 0.10$. Thus, it can be concluded that there is no occurrence of multicollinearity in the regression model. This is evident from the VIF and Tolerance values, indicating no perfect relationship among the independent variables. Consequently, the multiple regression can proceed. This is because the regression

coefficients generated by the multiple regression analysis are strong and can provide results that accurately represent the nature or influence of the independent variables on the dependent variable.

3.2. Hypothesis Testing

Hypothesis testing was conducted using the Product Moment correlation formula with the assistance of SPSS 23. The results are presented in the table below:

Table 6. Product Moment Correlation Test for the Relationship Between Authentic Leadership Quality, Teacher Competence, and Employee Competence with Satisfaction with Educational Services at MAN in the Semarang Residency

		Kepuasan atas Layanan Pendidikan (Y)
Authentic Leadership Quality (X ₁)	Pearson Correlation	,363(**)
	Sig. (2-tailed)	,000
	N	1021
Teacher Competence (X ₂)	Pearson Correlation	,358(**)
	Sig. (2-tailed)	,000
	N	1021
Employee Competence (X ₃)	Pearson Correlation	,267(**)
	Sig. (2-tailed)	,000
	N	1021

** Correlation is significant at the 0.01 level (2-tailed).

Based on Table 6, the Sig. (2-tailed) value between authentic leadership quality (X₁) and satisfaction with educational services (Y) is 0.000 < 0.05, the Sig. (2-tailed) value between teacher competence (X₂) and satisfaction with educational services (Y) is 0.000 < 0.05, and the Sig. (2-tailed) value between employee competence (X₃) and satisfaction with educational services (Y) is 0.000 < 0.05. Therefore, it can be concluded that there is a significant correlation between authentic leadership quality (X₁) and satisfaction with educational services (Y), between teacher competence (X₂) and satisfaction with educational services (Y), and between employee competence (X₃) and satisfaction with educational services (Y).

The next step was to calculate the coefficient of determination (r²). This analysis was used to determine the magnitude of the contribution or influence provided by the independent variables to the dependent variable, expressed as a percentage. The results obtained are as follows:

Table 7. Results of Determination Test for the Influence Between Authentic Leadership Quality, Teacher Competence, and Employee Competence with Satisfaction with Educational Services

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,399(a)	0,159	0,157	7,64727

a Predictors: (Constant), Employee Competence (X₃), Teacher Competence (X₂), Authentic Leadership Quality (X₁)

The r² (r square) test result is 0.159 or 15.9%, which means the contribution of the influence of authentic leadership quality, teacher competence, and employee competence collectively on satisfaction with educational services is 15.9%. In comparison, other variables influence the remaining 84.1%.

The next step was to calculate the regression equation of authentic leadership quality, teacher competence, and employee competence with satisfaction with educational services, using SPSS 23, as shown in the following table:

Table 8. Multiple Linear ANOVA(b) Test

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11254,977	3	3751,659	64,152	,000(a)
	Residual	59474,938	1017	58,481		
	Total	70729,916	1020			

a Predictors: (Constant), Employee Competence (X₃), Teacher Competence (X₂), Authentic Leadership Quality (X₁)

b Dependent Variable: Satisfaction with Educational Services (Y)

Table 9. Regression Coefficients Table for the Influence of Authentic Leadership Quality (X₁), Teacher Competence (X₂), and Employee Competence (X₃) on Satisfaction with Educational Services (Y) Coefficients(a)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	37,585	2,289		16,417	0,000		
Authentic Leadership Quality (X ₁)	,279	,065	,189	4,308	0,000	,428	2,337
Teacher Competence (X ₂)	,172	,045	,167	3,803	0,000	,428	2,336
Employee Competence (X ₃)	,137	,039	,114	3,531	0,000	,789	1,267

a Dependent Variable: Satisfaction with Educational Services (Y)

From the results in the table above, the regression line equation is $Y = 37.585 + 0.279X_1 + 0.172X_2 + 0.137X_3$. This means that when the scores of authentic leadership quality, teacher competence, and employee competence are 0, the satisfaction with educational services is 37.585. For every one-point increase in original leadership quality, satisfaction with educational services increases by 0.279. In contrast, for every one-point increase in teacher competence, satisfaction with educational services increases by 0.172, and for every one-point increase in employee competence, satisfaction with educational services increases by 0.137.

4. Discussion

4.1. Influence of Authentic Leadership Quality on Satisfaction with Educational Services at MAN in the Semarang Residency

The regression coefficient of the authentic leadership quality variable on satisfaction with educational services is 0.363, indicating that original leadership quality positively influences satisfaction with academic services. An increase in emotional intelligence results in increased satisfaction with academic services. Every one-point increase (+) in the authentic leadership quality variable is predicted to increase the religious behavior score by 0.363. Conversely, a one-point decrease in this variable will result in a corresponding reduction in satisfaction with educational services by 0.363. Thus, a positive (+) sign indicates a linear or direct prediction. Increases or decreases in variable X₁ will result in corresponding increases or falls in the dependent variable (Y).

The t-test results for the influence of authentic leadership quality on satisfaction with educational services yielded a t_{value} of 12.447 with a significance value of $0.000 < 0.05$, meaning that authentic leadership quality has a positive and significant influence on satisfaction with educational services. This study's findings support the first hypothesis, stating that authentic leadership quality influences satisfaction with academic services. The r^2 (r square) test resulted in 13.2%, indicating that the influence of authentic leadership quality on satisfaction with educational services is 13.2%, while other variables influence the remaining 86.8%.

As detailed above, the hypothesis test indicates a significant influence between authentic leadership quality and satisfaction with educational services. Satisfaction in the academic context focuses on the student community. Oliver and Desarbo define student satisfaction as the pleasant subjective assessment by students of many educational outcomes and experiences, continuously and repetitively shaped in school life. Student satisfaction is also a short-term attitude resulting from their evaluation of experiences with received educational services.

Students will be delighted with educational services under the influence of authentic leaders. Under the leadership of self-aware individuals who can manage balanced information and exhibit authentic and transparent behavior in relationships, subordinates will feel overall job satisfaction and satisfaction with colleagues, superiors, and organizational policies (Ulumuddin & Audah, 2020). In this case, educational personnel will provide optimal services to students, leading to student satisfaction with the educational services offered.

4.2. Influence of Teacher Competence on Satisfaction with Educational Services at MAN in the Semarang Residency

The regression coefficient of the teacher competence variable on satisfaction with educational services is 0.358, meaning that teacher competence positively influences satisfaction with academic services. An increase in teacher competence leads to increased satisfaction with academic services. Every one-point increase (+) in the teacher competence variable is predicted to increase satisfaction with educational services by 0.358. Conversely, a one-point decrease in this variable will result in a corresponding reduction in satisfaction with educational services by 0.358. Hence, a positive (+) sign indicates a linear or direct prediction. Increases or decreases in variable X_2 will result in corresponding increases or falls in the dependent variable (Y).

The t-test results for the influence of teacher competence on satisfaction with educational services yielded a t_{value} of 12.223 with a significance value of $0.000 < 0.05$, meaning that teacher competence has a positive and significant influence on satisfaction with academic services. This study's findings support the second hypothesis, stating that teacher competence influences satisfaction with educational services. The r^2 (r square) test resulted in 13.2%, indicating that teacher competence's influence on satisfaction with educational services is 13.2%, while other variables influence the remaining 87.2%.

Teacher competence directly impacts student satisfaction (Metzler & Woessmann, 2012). The research findings show positive student perceptions of teacher competence (Dali et al., 2017). Effective teaching guarantees learning outcomes for students to achieve better satisfaction. Student interactions have a positive correlation (Iqbal et al., 2019). Situations where teachers are creative and supported positively enhance student learning, thus helping student satisfaction with the provided educational services (Chedzoy & Burden, 2007).

Teacher competence significantly and positively influences satisfaction with educational services. The significant positive influence between teacher competence and satisfaction with educational services in students is because teacher competence is a skill set that impacts teachers' satisfaction with academic services. Students will feel satisfied with the educational services if teachers are highly competent. Conversely, if teachers possess low competence, students will likely feel dissatisfied with the educational services.

4.3. Influence of Employee Competence on Satisfaction with Educational Services at MAN in the Semarang Residency

The regression coefficient of the employee competence variable on satisfaction with educational services is 0.267, indicating that employee competence positively impacts satisfaction

with academic services. An increase in employee competence will result in increased satisfaction with educational services. Each one-point increase (+) in the employee competence variable is predicted to enhance satisfaction with educational services by 0.267. Conversely, a one-point decrease in this variable will reduce satisfaction with educational services by 0.267. Therefore, a positive (+) sign indicates a linear or direct prediction. Increases or decreases in variable X_2 will result in corresponding increases or falls in the dependent variable (Y).

The t-test results for the influence of employee competence on satisfaction with educational services yielded a t-value of 8.854 with a significance value of $0.000 < 0.05$, meaning that employee competence has a positive and significant influence on satisfaction with academic services. This study's findings support the second hypothesis, stating that there is an influence of employee competence on satisfaction with academic services. The r^2 (r square) test resulted in 7.1%, indicating that the contribution of employee competence's influence on satisfaction with educational services is 7.1%, while other variables influence the remaining 92.9%.

Satisfaction is a critical indicator of how well educational institutions provide services to students/users/consumers (Suwarni et al., 2020). Administrative staff employees, with indicators like administrative reception, punctuality, ability to receive criticism and suggestions, communication skills, and work process speed, positively influence student satisfaction in the learning process. This situation demonstrates that better attitudes and services all administrative staff provide to support the learning process will increase student satisfaction (Mulyono et al., 2020). This aligns with findings by Martensen and Gronholdt (2005), who state that producing quality graduates as expected by the workforce is influenced by personnel with good competence at all organizational management levels. Further, administrative staff is essential in controlling student satisfaction and providing services that support student satisfaction in the learning process (Mulyono et al., 2020).

Employee competence significantly and positively influences satisfaction with educational services. The significant positive influence between employee competence and satisfaction with educational services in students is because employee competence is a skill set of employees that impacts satisfaction with academic services. If employees are highly competent, students will feel satisfied with the educational services. Similarly, if employees have low competence, students will likely feel dissatisfied with the educational services.

4.4. Influence of Authentic Leadership Quality and Teacher Competence on Satisfaction with Educational Services at MAN in the Semarang Residency

The r^2 value derived from the variables of authentic leadership quality (X_1), teacher competence (X_2), and employee competence (X_3) on satisfaction with educational services (Y) is 15.9%. This indicates that authentic leadership quality, teacher competence, and employee competence collectively contribute to satisfaction with educational services by 15.9%, while other factors outside this research influence the remaining 84.1%.

This research shows a significant collective or simultaneous influence among the independent variables on the dependent variable. The results of this study allow for the conclusion that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. H_a states: "There is an influence of authentic leadership quality, teacher competence, and employee competence collectively on satisfaction with educational services."

The direction of influence (slope) of the first variable in this model is between authentic leadership quality and satisfaction with educational services. Statistical calculations show that the direction of impact (slope) of authentic leadership quality on satisfaction with educational services is positive. This indicates that the higher the quality of authentic leadership, the more significant

the increase in satisfaction with educational services for the concerned students. After empirical data testing, a significant positive result was observed, meaning that authentic leadership quality determines student satisfaction with academic services.

The direction (slope) of the influence of the second variable, the influence of teacher competence on satisfaction with educational services, shows an existing impact. After testing with empirical data, it was revealed that there is an influence, as demonstrated by the statistical output of multiple correlations with the assistance of SPSS 23. The direction (slope) of the influence of the third variable, the influence of employee competence on satisfaction with educational services, also shows an existing impact. After testing with empirical data, it was found that there is an influence. Service is a crucial factor for schools because student satisfaction depends on the services the school provides. If the services received by students meet their expectations, students will have a favorable view of the school and be loyal to it. Therefore, it can be said that student perceptions of service quality are their views and valuation of the quality of services the school provides and whether these meet students' expectations. The better the services provided, the more loyal students will be to the school.

High-quality, authentic leadership, teacher competence, and employee competence can enhance satisfaction with educational services and will impact happiness in this world and the hereafter. Authentic leadership quality will foster trust in teachers to develop their competencies, resulting in student satisfaction with competent teachers. Similarly, employees will have opportunities to continually learn and improve themselves to enhance their services to students. The current education system has an increasing demand for sufficiently competent teachers to help improve student learning. Similarly, students need teachers who can teach and communicate effectively. When these needs are met, students experience satisfaction and joy in learning. The implementation of varied teaching strategies by teachers contributes to students' overall satisfaction with their teachers' teaching competencies ([Basas et al., 2020](#)).

Teacher competence is not the only reason affecting student satisfaction. Administrative staff providing services to students are also essential ([Gee, 2018](#)). Staff competence significantly affects student satisfaction ([Singh & Jasial, 2020](#)). In this case, student satisfaction is not driven by the individual attention given by staff or by showing a positive attitude toward students but by the administrative staff's competence in terms of keeping accurate and retrievable records, having a good understanding of systems, and the ability to provide services in the expected time frame. These results indicate that employee or staff competence significantly predicts student satisfaction ([Rombe et al., 2016](#)).

5. Conclusion

Based on the results and discussion presented, it can be concluded that the quality of authentic leadership positively influences satisfaction with educational services at MAN (Madrasah Aliyah Negeri) in the Semarang Residency. Additionally, teacher competence also contributes positively to the satisfaction with educational services at the same school. Furthermore, employee competence has also been proven to positively impact satisfaction with academic services. Overall, authentic leadership, teacher competence, and employee competence collectively significantly influence the satisfaction with educational services at MAN in the Semarang Residency. This conclusion underscores the importance of authentic leadership, teacher competence, and employee competence in enhancing satisfaction with educational services at educational institutions like MAN.

The implications of this research emphasize the importance of authentic leadership, teacher competence, and employee competence in enhancing satisfaction with educational services. The findings suggest the need for transparent leadership approaches and continuous professional

development for teachers and support staff in educational environments. The results of this study can assist in forming more effective educational policies and serve as a basis for further education research. The limitations of this study include its geographic scope, limited to Madrasah Aliyah in the Semarang Residency, the use of quantitative methods that may not deeply explore subjective experiences, and the exclusion of other factors such as the learning environment or the socio-economic context of students. Additionally, this study may not fully encompass the unique cultural and religious dynamics of Madrasah Aliyah in the region.

Declarations

Author contribution statement

Handono compiled the ideas presented— Siti Nurochmah were the data collectors. All authors performed data analysis. All authors discussed the results and contributed to the final manuscript.

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Data availability statement

The datasets generated during and analyzed during the current study are available from the corresponding author upon reasonable request.

Declaration of Interest's statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

Additional information

Correspondence and requests for materials should be addressed to man1karetmagelang@gmail.com

ORCID

Handono  <https://orcid.org/0000-0002-3195-788X>

Siti Nurochmah 

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