THE INFLUENCE OF INSTRUCTIONAL LEADERSHIP, ACHIEVEMENT MOTIVATION, AND QUALITY OF WORK LIFE ON TEACHER JOB SATISFACTION AT AL WASHLIYAH PETUMBUKAN VOCATIONAL SCHOOL, PETUMBUKAN, DELI SERDANG

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Abstract:
The purpose of this study is the influence of instructional leadership, achievement motivation and quality of work life on teacher job satisfaction at Al-Washliyah vocational high school, Galang District, Deli Serdang Regency, North Sumatra Province. The method used in this study, Quantitative Method with the teacher population as the object in Vocational High Schools there are 68 people, the sample used is the entire number of teachers. The research instrument using a questionnaire has been tested for its validation and reliability. The results of this study are shown by the coefficient of determination (R square) = 74.0% and the remaining 26% is determined by other factors. The results of simple regression analysis show the regression equation $\hat{Y}$ = 8.638+ 0.838 X1, which means that the increase is 0.838. The effect of achievement motivation on job satisfaction. indicated by the coefficient of determination R2 (R square) = 0.461% and the remaining 53.9% is determined by other factors. The results of simple regression analysis show the regression equation $\hat{Y}$ = 8.638+ 0.290X2, which means an increase in value of 0.290. The results of simple regression analysis show the regression equation $\hat{Y}$= 8.638+0.309X3 which means that an increase of 0.309 There is a positive and significant influence of instructional leadership (X1), achievement motivation (X2), and quality of work life (X3) together on job satisfaction. The magnitude of the influence is indicated by the coefficient of determination R2 (R square) = which means that Job Satisfaction jointly influences teacher performance by 63.0% and the remaining 37.0% is determined by other factors. The results of simple regression analysis show the equation $\hat{Y}$ =8.638+ 0.838X1 + 0.290X2+0.309X3

Keywords: *Instructional Leadership, Achievement Motivation, Quality of work life, Job Satisfaction*

Introduction

Education has a special role in building civilization, education as a place to improve quality. The benchmark for achieving success is Human Resources (HR), increased by increasing the quality of knowledge, behavior and creativity which continues to develop independently in an educational space, community survival[1].

Schools are one way to improve abilities and skills, as the National education system is expected to be able to empower its abilities in developing education[2]. The National Education System Law (Sisdiknas) No. 20 of 2003 states that the existence of vocational schools is the same as schools, both at the basic and vocational secondary education levels.

According to Zwozdiak and Paula (2018) instructional leadership or learning leadership focuses on improving academic quality, not on the busyness of handling school administration such as buildings, facilities or finances, all activities are intended to influence school academic activities related to learning. Meanwhile, according to Zwozdiak, defining learning leadership is leadership that focuses directly on the teaching and learning process, improving student achievement, curriculum and assessment, and developing learning programs[3].

In addition, Hoy and Miskel in Sari (2022: 176) state that: Training and learning in core schools takes a special form called instructional leadership. For academic achievement, instructional leaders work to change school variables such as curriculum, teaching strategies, and cultural norms. Principals and other administrators are just two examples of the many people who can provide this kind of leadership[4].

Motivation is an outward sign of a leader's concern for the instructor, and will positively influence how students are presented with content. Motivation is very important to change behavior. Motivation is a psychological need that can equip people to engage in useful activities[5]. In other words, people feel like initiating and executing tasks to fulfill the desired goals. There are many different drives or motives that lead people to engage in certain behaviors; this drive or motivation changes depending on the requirements and preferences of each individual.

Ena et al (2021), said that an active driving force is motivation. At certain moments, especially when the need to achieve a goal is urgent or strong, the motive becomes active. Internal motivation of students is a driving force for

[1] Tamam, Badrut. "Reorientasi Pendanaan Pendidikan Dalam Membangun Mutu Sekolah." *Misykat Al-Anwar Jurnal Kajian Islam Dan Masyarakat* 1.2 (2018), 44-57.

[2] Pedro, Francesc, et al. "Artificial intelligence in education: Challenges and opportunities for sustainable development." (2019), 37

[3] Zwozdiak-Myers, Paula. *The teacher's reflective practice handbook: Becoming an extended professional through capturing evidence-informed practice*. Routledge, 2018. 59

[4] Sari, Maya Inayati. *Pengaruh Kepemimpinan Instruksional Kepala Sekolah, Pelatihan Dan Budaya Organisasi Terhadap Kinerja Mengajar Guru Pai Pada Sekolah Lanjutan Tingkat Atas Di Kota Batam*. Diss. Universitas Islam Negeri Sultan Syarif Kasim Riau, 2022, 70

[5] Azizah, Nur, Murgiyanto Murgiyanto, and Riyadi Nugroho. "Pengaruh Kepemimpinan Transformasional, Motivasi Kerja Terhadap Komitmen Organisasional Dan Kinerja Guru Pada Smk Abdurrahman Wahid Lamongan." *Equilibrium: Jurnal Ekonomi-Manajemen-Akuntansi* 15.2 (2019), 240-249.

learning activities, which guarantees learning activities and provides direction for learning activities so that the desired goals are achieved[6].

Educational institutions that successfully implement quality of life programs will see a number of benefits[7].

1. increase employee morale while reducing stress and turnover. The program includes flexible work schedules, suitable job design, and an adjustable benefit structure
2. Inspiration An important aspect in determining job performance is motivation. Employee motivation will increase as a result of management procedures that give them the opportunity to provide feedback to the company and help it achieve its goals.
3. Pride of work. Job pride will be encouraged by various human resource management techniques that provide opportunities for employees to take part in program creation, such as system benefits, job performance reviews, work shift policies, etc.
4. Companies that are able to remove obstacles to employee career growth can achieve effective competency improvement. For that we need software that functions to achieve these goals.
5. Feelings of job satisfaction will result in favorable behavioral attitudes and better performance. The construction of high satisfaction will be driven by the development of resource practices that reflect the quality of work life, such as creating supportive working conditions, compensation policies, job design, participation opportunities and career opportunities.
6. Commitment: Because employees are satisfied with their jobs, they will feel as though their work is an integral part of their lives and will do their best to fulfill this commitment. Higher productivity will be driven by the self-development and engagement options offered. Therefore, it can be argued that the quality of work life affects the capacity of organizations to recruit and retain quality employees, which in turn affects production.

Teacher job satisfaction at SMK Al Washliyah Petumbukan, Deli Serdang Regency, shows that the current direction of the teacher movement is not good. Conversely, a job that is not good will result in a negative work attitude. The perceived level of job satisfaction is followed by a person's positive and negative views. Educational institutions where teachers work are expected to be able to account for the elements that affect teacher job satisfaction. This relates to how they view the incentive structure, the size of the work space, and the quality of their interactions with colleagues and superiors.

These demands must also be better met because they are a source of joy at work. In addition, evaluation of teacher performance on teacher achievement at Al Washliyah Petumbukan SMK Deli Serdang district has not been carried out optimally, especially in assessing teacher performance. The Influence of Instructional Leadership, Achievement Motivation, and Quality of Work Life on

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[6] Ena, Zet, and Sirda H. Djami. "Peranan motivasi intrinsik dan motivasi ekstrinsik terhadap minat personel bhabinkamtibmas polres kupang kota." *Among Makarti* 13.2 (2021), 38
[7] Firdaus, Erwin, et al. *Manajemen Mutu Pendidikan*. Yayasan Kita Menulis, 2021, 45

Teacher Job Satisfaction at Al Washliyah College Vocational High School Petumbukan Deli Serdang.

Research Method

This study uses a quantitative method with statistical techniques that help interpret the information collected. The address is SMK AL-Washliyah 16 Pertumbuk, Galang District, Deli Serdang Regency, North Sumatra Province, with time brackets from October to April 2022.

Results and Discussion
Research result

The description of the research data presented is to provide a general description of the distribution of data in the field[8]. The data used as the basis for the description of the results of this study are data generated from three variables, namely instructional leadership (X1), achievement motivation (X2), and quality of work life (X3) on job satisfaction (Y). To present descriptive statistics, so that some descriptive data can be known, including: number of respondents (N), average value *(mean),* value (*median*), values that often appear *(mode),* standard deviation *(Standard Deviation*), variance (*Variance),* range *(range),* lowest score *(minimum score),* highest score (maximum score), then calculations can be used using the SPSS 20.0 application.[9]

Table 1 Descriptive data recapitulation of variables X1, X2 X3 and Y

Statistics		instructional leadership	achievement motivation	quality of work life job	satisfaction
N	Valid	68	68	68	68
	Missing	0	0	0	0
Mean		51.46	53.18	88.07	52.16
Std. Error of Mean		1.435	1.639	2.530	1.457
Median		51.00	54.50	91.50	52.00
Mode		52	54[a]	86	52
Std. Deviation		11,833	13,515	20,862	12,011
Variance		140,013	182,655	435,233	144,257
Range		66	62	96	65
Minimum		24	18	36	22
Maximum		90	80	132	87
Sum		3499	3616	5989	3547

[8] Hek, Tan Kim. *Pengantar Statistika*. Yayasan Kita Menulis, 2021, 16.
[9] Sutisna, Icam. "Teknik Analisis Data Penelitian Kuantitatif." *ARTIKEL* 1.4610 (2021), 12.

a. Multiple modes exist. The smallest value is shown		

a. Instructional leadership (X1)

Based on table 4.1 above, the descriptive data of the instructional leadership variable (X1) obtained from the research results shows that the number of respondents (N) is 68 people, the average value (*mean*) is 51.46, the median value (median) is 51.00, the value that often appears (mode) is 52, the standard*deviation*is 11,833, the variance *is 140*,013, the *range* is 66, the lowest score (*minimum score) is* 24, the highest score (*maximum score)* of 90. The frequency distribution table of the instructional leadership variable (X1) is as follows:

Table 2 Frequency distribution of instructional leadership scores (X1)

	Frequency	Percent	Valid	Cumulative
24-34	5	7.4	7.4	16.2
35-45	17	25.1	25.1	270.5
46-56	28	41.2	41.2	532.5
57-67	11	16.2	16.2	658.8
68-78	5	7.4	7.4	190
_	_	_	90	Percent
Percent100	1	1.5	1.5	100.0
Total	68	100.0	100.0	

Source: SPSS Data Processing for 2022

b. Achievement motivation (X2)

Based on table 1 above, the descriptive data of the achievement motivation variable (X2) obtained from the research results shows that the number of respondents (N) is 68 people, the average value (*mean*) is 53.18, the median value (median) of 54.50 the value that often appears (mode) is 54, the standard deviation (*Standard Deviation*) is 13.515, the variance *(Variance)*is 182.655, the range *(range)* is 62, the lowest score (*minimum score) is* 18, the highest score

(*maximum score)* of 80. The frequency distribution table for achievement motivation (X2) is as follows:

Table 3 Frequency distribution of achievement motivation scores (X2)

	Frequency	of Percent	Valid Percent	Cumulative
18-28	4	5.9	5.9	13.2
29-39	7	10.3	10.3	36.8
40-50	13	19.1	51-61	239.7
564.6	27	39.7	39.7	62-72
495.7	11	16.2	16.2	295.6
73-83	3	4.5	4.5	Total
68	Percent	100.0	100.0	

Source: SPSS Data Processing for 2022

c. Quality of Work Life (X3)

Based on table 1 above, the descriptive data of the Quality of Work Life variable (X3) obtained from the research results shows that the number of respondents (N) is 68 people, the average value (*mean*) is 88.07, the median value is 91.50, the value that often appears (mode) is 86, the standard *deviation* is 20,862, the variance is *435,233*, the *range* is 96, the lowest score (*minimum score) is* 36, the highest score (*maximum score)* of 132. The frequency distribution table for Quality of Work Life (X3) is as follows:

Table 4 Frequency Distribution of Quality of Work Life scores (X3)

	Frequency	Percent	Valid Percent	Cumulative Percent
36-46	3	4.5	4.5	8.8
47-57	2	3.0	3.0	13.3

58-68	8	11.8	11.8	82.3
69-79	7	10.3	10.3	97.1
80-90	12	17.7	17.7	229.5
91-101	20	29.3	102-	553
of112	10	14.8	14.8	672.1
113-123	3	4.5	4.5	282.3
124-134	3	4.5	4.5	295.6
Total	68	100.0	100.0	

Source: SPSS Data Processing for 2022

d. Job Satisfaction (Y)

Based on table 1 above, the descriptive data of the Job Satisfaction variable (Y) obtained from the research results shows that the number of respondents (N) is 68 people, the average value (*mean*) is 52.16, the median value (median) is 52.00, the value that often appears (mode) is 52, the standard*deviation*is 12.011 *variance*is 144.257, the *range* is 65, the lowest score (*minimum score) is* 22, the highest score (*maximum score)* of 87. The frequency distribution table for Job Satisfaction (Y) is as follows:

Table 5 Frequency Distribution of Job Satisfaction scores (Y)

	Frequency	Percent	Valid	Cumulative
22-32	4	5.9	5.9	13.2
33-43	10	14.8	14.8	94.2
44-54	29	48.6	_	416.1
55-65	16	23.5	23.5	698.5

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66-76	7	10.3	–	97.1
77	–	–	–	of
Percent	Percent	100.0	100.0	

Source: SPSS Data Processing for 2022

Determination of Variable Trends
a. Instructional Leadership (X1)

From the Descriptive Statistical data, the Mean (M) value is 51.46 and the Standard Deviation (SD) is 11.83

High = X ≥ M + SD
     = X ≥63.29
     = X ≥ 63 (rounded)
Moderate = M - SD ≤ X < M + SD
     = 39.63≤ X < 63
     = 40 ≤ X < 63 (rounded)
Less = X < M-SD = X <39.63
     = X < 40 (rounded up)

From the calculation above, the following criteria for Instructional Leadership tendencies can be obtained:

Table 6 Categorization Distribution of Instructional Leadership Variables (X1)

No	Score	Frequency		Category
		Frequency	%	
1	X ≥ 63	13	19.1	High
2	40≤ X < 63	45	66.1	Moderate
3	X < 40	10	14.7	Less

Based On the research data and as shown in the table above, it can be concluded that the determination of the leadership tendency variable (X1) is:

1. Respondents who have X ≥ 63 are 13 people or as many as 19.1% in the high category.
2. There were 45 respondents who had a score of 40≤ X <63 or 66.1% in the moderate category.
3. There are 10 respondents who have a score X <40 or as much as 14.7% in the less category

b. Achievement Motivation (X2)

From the Descriptive Statistical data, the Mean (M) value is 53.18 and the Standard Deviation (SD) is 13.51

High = X ≥ M + SD

= X ≥ 66.69

= X ≥ 67 (rounded)

Moderate = M - SD ≤ X < M + SD

= 39.67 ≤ X < 66.69

= 40≤ X < 67 (rounded)

Less = X < M-SD = X <39.67

= X < 40 (rounded)

From the calculation above, the criteria for achievement motivation can be obtained as follows:

Table 7 Categorization Distribution of Variable Achievement Motivation (X2)

No	Score	Frequency		Category
		Frequency	%	
1	X ≥ 67	9	13.2	High
2	40 ≤ X < 67	48	70.5	Moderate
3	X < 40	11	16.1	Less

Based On the research data and as shown in the table above, it can be concluded that the determination of the tendency of the Achievement Motivation variable (X2) is:

1. Respondents who have X ≥ 67 are 9 people or as many as 13.2% in the high category.
2. There were 48 respondents who had a score of 40 ≤ X <67 or 70.5% in the moderate category.
3. There are 11 respondents who have a score of X <40 or as much as 16.1% in the lower category.

c. Quality of Work Life (X3)

From the Descriptive Statistical data, the Mean (M) value is 88.07 and the Standard Deviation (SD) is 20.87

High = X ≥ M + SD

= X ≥108.93

= X ≥ 109 (rounded)

Moderate = M - SD ≤ X < M + SD

= 67.21 ≤ X <

= 67 ≤ X < 58 (rounded)

Less = X < M-SD = X <67.21

= X < 67(rounded)

 From the calculation above, the following criteria can be obtained for the quality of work life:

Table 8 Categorization Distribution of Quality of Work Life Variables (X3)

No	Score	Frequency		Category
		Frequency	%	
1	X ≥ 109	9	13.2	High
2	67 ≤ X < 109	47	69.1	Moderate
3	X < 67	12	17.6	Less

Based On research data and as shown in the table above, it can be concluded that determining the trend of the Quality of Work Life variable (X3) is:

1. There are 9 respondents who have X ≥ 109 or as much as 13.2% in the high category.
2. Respondents who had a score of 67 ≤ X < 109 were 47 people or as much as 69.1% in the medium category.
3. Respondents who had a score X <67 were 12 people or as much as 17.6% in the less category.

d. Job Satisfaction (Y)

From the Descriptive Statistics data, the Mean (M) is 64.17 and the Standard Deviation (SD) is 40.15.

Height = X ≥ M + SD

= X ≥ 64.17

= X ≥ 64 (rounded)

Moderate = M - SD ≤ X < M + SD

= 40.15 ≤ X < 64.17

= 40.≤ X < 64 (rounded)

Less = X < M-SD = X <40.15

= X < 40 (rounded)

From the calculation above, the following criteria can be obtained:

Table 9. Categorization Distribution of Job Satisfaction Variables (Y)

No	Score	Frequency		Category
		Frequency	%	

1	X ≥ 64	10	14.7	High
2	40 ≤ X < 64	50	73.5	Moderate
3	X < 40	8	11.7	Less

Based On the research data and as shown in the table above, it can be concluded that determining the trend of the Job Satisfaction variable (Y) is:

1. Respondents who have X ≥ 64 are 10 people or as many as 14.7% in the high category.
2. There are 50 respondents who have a score of 40 ≤ X < 64 or as much as 73.5% in the moderate category.
3. There are 8 respondents who have a score of X <40 or as much as 11.7% in the lower category.

Effects of instructional leadership (X1), achievement motivation (X2), and quality of work life (X3)

This research is in accordance with the theory that instructional leadership is an external factor that aims to develop a conducive and better climate in teaching and learning activities, through coaching and improving the teaching profession, with the aim of increasing Job Satisfaction[10].

The results showed that the statistical influence of instructional leadership (X1), achievement motivation (X2), and quality of work life (X3) owned by teachers on Job Satisfaction based on the null hypothesis (Ho), which stated that there was no the positive influence of instructional leadership (X1), achievement motivation (X2), and quality of work life (X3) on Job Satisfaction (Y) against the alternative hypothesis (Ha) which states there is a positive influence, the test is using regression analysis techniques.

The results of the hypothesis test showed that at the 95% confidence level ($\alpha = 0.05$) an F count of 36,399 was obtained with a significance (Sig.) 0.000. Thus, Ho is rejected and Ha is accepted, which means that there is a positive and very significant influence between instructional leadership (X1), achievement motivation (X2), and quality of work life (X3) together on job satisfaction. The magnitude of the influence is indicated by the coefficient of determination R^2 (R square) = 0.630, which means that instructional leadership (X1), achievement motivation (X2), and quality of work life (X3) jointly influence job satisfaction by 63.0% and the remaining 37.0% is determined by other factors. Taking into account the results of multiple regression analysis, it shows the regression equation *(unstandardized coefficients B)* $\hat{Y}$ = 8.638+ 0.838X1 + 0.290X2+0.309X3, which means that for every one unit increase in score instructional leadership (X1), achievement motivation (X2), and quality of life work (X3) together will affect the increase in the Job Satisfaction score of 0.630. Thus, the three variables above have an influence on job satisfaction.

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[10] Karwanto, Karwanto, and R. Ramadhan. "Membangun iklim organisasi sekolah melalui peran kepala sekolah dalam upaya meningkatkan kinerja guru." *Inspirasi Manajemen Pendidikan* 8.3 (2020), 285-297.

Discussion of Research Results

Based on the data obtained from the results of the research then processed using the SPSS 20.0 program, it can be used as a basis for answering the proposed hypothesis namely the "Effect of instructional leadership (X1), achievement motivation (X2), and quality of work life (X3) on Job Satisfaction" either individually (partial) or jointly (simultaneous).

Table 10. T Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	Std.Error	Beta		
(Constant)	8.638	5.052		1,710	,092
leadership instructions	.017	2.005	.017	.838	achievement
motivation	.290	.091	3.185	.326	.002
quality of life	.309	.057	.537	5,382	.000

Source: SPSS Data Processing for 2022

Overall, the findings in this study can be discussed by confirming existing theories, as stated in Chapter II above, namely:

Analysis of the Influence of Instructional Leadership on Satisfaction Work

According to Bumburg & Andrews in the journal Aji (2019:201) instructional leadership focuses on efforts to achieve effective schooling through a series of activities, Planning, Organizing, Implementation, Motivating, Supervision. While Greefield's Effective school leaders have defined instructional leadership as "actions carried out with the intention of developing a productive and satisfying work environment for teachers and the desired learning conditions and outcomes for children, "adds that" the leadership is effective to the extent that broad goals are achieved.The results of the study show the statistical influence of instructional leadership on Job Satisfaction based on the null hypothesis (Ho) which states that there is no positive effect of instructional leadership (X1) on Job Satisfaction (Y) against the alternative hypothesis (Ha) which states that there is a positive effect, the test uses multiple regression analysis techniques, namely the t test. The results of the hypothesis test show that the obtained t value is 2.005 and a significance

(sig.) of 0.017. Thus, Ho is rejected and Ha is accepted, which berar ti that there is a positive and quite significant effect of instructional leadership on Job Satisfaction[11].

The magnitude of the influence is shown by the coefficient of determination R^2 (R square) = 74.0 which means that instructional leadership has an influence on Job Satisfaction of 74.0% and the remaining 26.0% is determined by other factors. the results of a simple regression analysis, show the regression equation (*unstandardized coefficients* B) $\hat{Y}$ = 8.638+ 0.838X1, which means that every one unit increase in instructional leadership scores will be followed by an increase in the Job Satisfaction score of 0.838

The Effect of Achievement Motivation on Job Satisfaction

Achievement motivation in education is a combination of three factors, namely: educational success factors, success in carrying out the task and experience of success/failure in carrying out tasks[12]. Based on the description above, it can be concluded that achievement motivation is an encouragement that comes from within people to excel and try to achieve in an effort to achieve goals. Teachers will do better if they are genuinely motivated. Teachers who are successful due to achievement motivation will make a valuable contribution to education[13].

The results of the research show the statistical effect of achievement motivation on teacher performance based on the null hypothesis (Ho), which states that there is no positive effect of achievement motivation (X2) on job satisfaction (Y). against the alternative hypothesis (Ha) which states that there is a positive influence, the test uses multiple regression analysis techniques, namely the t test. The results of the hypothesis test showed that the calculated t value was 3.185 and a significance (sig.) of 0.02. Thus, Ho is rejected and Ha is accepted, which means that there is a positive and significant influence of achievement motivation on job satisfaction.

The magnitude of the influence is indicated by the coefficient of determination R^2 (R square) = 46.1 which means that achievement motivation has an influence on job satisfaction of 46.1% and the remaining 63.9% is determined by other factors. the results of simple regression analysis, show the regression equation (unstandardized coefficients B) $\hat{Y}$ = 8.638+ 0.290X2, which means that every increase of one unit achievement motivation score be followed by an increase in the Job Satisfaction score of 0.290

Discussion Analysis of Quality of Work Life on Job Satisfaction

This is in accordance with what was expressed by stating that the quality of work life (quality of work life) can foster the desire of employees to remain

[11] Aji, Aji, Qowaid Qowaid, and M. Faqihuddin. "Pengaruh Kepemimpinan Instruksional dan Iklim Sekolah terhadap Kepuasan Kerja Guru pada Sekolah Dasar Negeri Se-Kecamatan Pamijahan Kabupaten Bogor." *Reslaj: Religion Education Social Laa Roiba Journal* 2.2 (2020), 197-205.

[12] Arif, Muh, Darmawang Darmawang, and Nahriana Nahriana. "Pengaruh Kompetensi Profesional, Sarana Prasarana dan motivasi berprestasi terhadap Kinerja Dosen." *Pusaka: Journal of Tourism, Hospitality, Travel and Business Event* 3.1 (2021), 70-76.

[13] Pohan, Rahmadanni. "Pengaruh Iklim Kerja dan Motivasi Berprestasi terhadap Kinerja Guru Madrasah Tsanawiyah Negeri Kota Pekanbaru." *AL-USWAH: Jurnal Riset Dan Kajian Pendidikan Agama Islam* 2.1 (2019), 1-22.

in an organization. This is based on the concept that employee job satisfaction can be seen from two aspects. First, the feeling of belonging to the organization and second is the responsibility that employees have to create work productivity. Strong feelings towards these two aspects are a manifestation of a better quality of work life[14]. If employees are satisfied with their work, their motivation will also be higher so that in the end employees will tend to stay in an organization[15].

Research results show statistics on the influence of Quality of Work Life (X3) on Job Satisfaction based on the null hypothesis (Ho) which states that there is no positive effect of Quality of Work Life (X3) on Job Satisfaction (Y) against the alternative hypothesis (Ha) which states that there is a positive influence, the test uses multiple regression analysis techniques, namely the t test. The results of the hypothesis test showed that the t value was 5,382 and a significance (sig.) of 0.00. Thus, Ho is rejected and Ha is accepted, which means that there is a positive and quite significant effect of Quality of Work Life on Job Satisfaction.

The magnitude of the influence is indicated by the coefficient of determination R^2 (R square) = 0.567 which means that the Quality of Work Life has an influence on teacher performance of 56.7% and the remaining 3.3% is determined by other factors. the results of simple regression analysis, show the regression equation (unstandardized coefficients B) $\hat{Y}$ = 86.36+0.309X3, which means that every one unit increase in the Quality of Work Life score will be followed by an increase in teacher performance scores of 0.309

Effect of Instructional Leadership (X1) , achievement motivation (X2), and quality of work life (X3) on job satisfaction (Y)

The results show statistics on the influence of instructional leadership (X1), achievement motivation (X2), and quality of work life (X3) on job satisfaction based on the null hypothesis (Ho) which states that there is no positive effect of instructional leadership (X1), achievement motivation (X2), and quality of work life (X3) on Job Satisfaction (Y) against the alternative hypothesis (Ha) which states that there is a positive influence, the test is using multiple regression analysis technique. The results of the hypothesis test showed that at the 95% confidence level (α = 0.05) the calculated F value was 36,399 and a significance (Sig.) 0.000.

Thus, Ho is rejected and Ha is accepted, which means that there is a positive and very significant influence of instructional leadership (X1), achievement motivation (X2), and quality of work life (X3) together on job satisfaction. The magnitude of the influence is indicated by the coefficient of determination R^2 (R square) = 0.630, which means that significant instructional leadership (X1), achievement motivation (X2), and quality of work life (X3) together have an influence on job satisfaction by 63.0% and the remaining 37.0% is determined by other factors. Taking into account the results of the multiple regression analysis, it shows the regression equation (unstandardized coefficients B) $\hat{Y}$ = 8.638+ 0.838X1

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[14] Lubis, Widya Utami, and Zulkarnain Zulkarnain. "Pengaruh Kepemimpinan Transformasional Dan Kualitas Kehidupan Kerja Terhadap Komitmen Organisasi." *Jurnal Penelitian Bimbingan Dan Konseling* 3.1 (2018), 39

[15] Purwanto, Agus, et al. "Effect of transformational leadership, job satisfaction, and organizational commitments on organizational citizenship behavior." *Inovbiz: Jurnal Inovasi Bisnis* 9.1 (2021), 61-69.

+ 0.290X2+0.309X3, which means that for every one unit increase in instructional leadership (X1), achievement motivation (X2), and quality of work life (X3) will jointly affect the increase in the Job Satisfaction score of 63.0 Thus, the three variables above have an effect on Job Satisfaction

Conclusion

There Positive and significant influence between instructional leadership on job satisfaction. The magnitude of the influence is shown by the coefficient of determination R2 (R square) = 74.0, which means that instructional leadership has an influence on job satisfaction of 74.0% and the remaining 26% is determined by other factors. The results of simple regression analysis show the regression equation $\hat{Y}$ = 8.638+ 0.838X1, which means that every one increase in the value of instructional leadership will be followed by an increase in the value of job satisfaction by 0.838.

There is a positive and significant influence between achievement motivation on job satisfaction. The magnitude of the influence is indicated by the coefficient of determination R2 (R square) = 0.461, which means that the difference between achievement motivation and job satisfaction is 46.1% and the remaining 53.9% is determined by other factors. The results of a simple regression analysis show the regression equation $\hat{Y}$ = 8.638 + 0.290X2 which means that every one increase in the value of achievement motivation will be followed by an increase in the value of job satisfaction by 0.290.

There is a positive and significant influence between the Quality of Work Life on Job Satisfaction. The magnitude of the influence is indicated by the coefficient of determination R2 (R square) = 0.567 which means that the Quality of Work Life on Job Satisfaction is 56.7% and the remaining 43.3% is determined by other factors. The results of a simple regression analysis show the regression equation $\hat{Y}$= 8.638+0.309X3 which means that every one increase in the Quality of Work Life score will be followed by an increase in the value of Job Satisfaction by 0.309

There is a positive and significant influence on instructional leadership (X1), achievement motivation (X2), and quality of work life (X3) together on Job Satisfaction. The magnitude of the influence is indicated by the coefficient of determination R2 (R square) = which means that Job Satisfaction jointly influences teacher performance by 63.0% and the remaining 37.0% is determined by other factors. The results of simple regression analysis show the equation $\hat{Y}$ =8.638+ 0.838X1 + 0.290X2+0.309X3

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