Teachers' Satisfaction with the Principal's Managerial Policy at SMP IT Khazanah

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Abstract : This study aims to determine the level of teacher satisfaction with the principal's managerial policies at SMP IT Khazanah, located in Pujud Subdistrict, Rokan Hilir Regency. The research employed a descriptive quantitative approach using a questionnaire consisting of 40 items, covering four dimensions: involvement in decision-making, reward provision, organizational communication, and resource management. The respondents were 18 permanent teachers, who represented both the population and the sample. Data were analyzed using descriptive statistics with SPSS version 25. The results showed that the overall level of teacher satisfaction was in the 'very high' category, with a mean score of 4.39. The dimensions of organizational communication (4.49) and involvement in decision-making (4.48) ranked the highest, indicating that the principal has successfully built communicative relationships and involved teachers in the policy-making process. The reward provision (4.34) and resource management (4.23) dimensions also received positive responses, although there is room for improvement, particularly in the transparency of the reward system and evaluation of resource utilization. This research provides empirical evidence supporting the idea that effective managerial practices by school principals positively influence teacher perceptions and satisfaction. The findings are expected to serve as a reference for school management policy formulation and the development of principal professionalism in integrated Islamic schools.

Keywords: Teacher Satisfaction, Principal, Managerial Policy, Organizational Communication, Integrated Islamic School

1. INTRODUCTION

Research has shown that principals' managerial skills significantly influence teacher job satisfaction and school performance, particularly at the junior secondary education level. A study conducted in vocational schools found that principals' managerial abilities had a positive impact on both teacher satisfaction and performance (Helsa Pebrianti et al., 2022). Similarly, a study in Demak Regency reported that principals' managerial skills and teacher satisfaction jointly explained 52.80% of the variance in school performance (Anamila et al., 2021). In Plampang District, school managerial leadership had a significant effect on teacher performance, with a positive correlation expressed in the equation $Y = 0.398 + 51.799X$ (Halvi et al., 2023). Moreover, a study in Subang Regency revealed that principals' managerial capabilities and school-based management had a positive effect on school performance quality (Purnama, 2016). These findings underscore the critical role of principals' managerial competence in improving teacher satisfaction and overall school effectiveness, particularly at the junior secondary level.

Studies consistently demonstrate that school leadership significantly impacts teacher performance and job satisfaction. The principal's leadership style contributed 25.43% to teacher performance (Ratmini et al., 2019) and 43.95% to teacher job satisfaction (Angga & Wiyasa, 2021). Work climate also plays a pivotal role, contributing 20.87% to teacher performance (Ratmini et al., 2019) and 33.49% to job satisfaction (Angga & Wiyasa, 2021). In addition, principals' leadership styles were shown to positively affect teacher work motivation (Solihin et al., 2021). The combined influence of principal leadership, organizational commitment, work climate, and work motivation explained 82.29% of teacher performance (Ratmini et al., 2019). Compensation, both material and non-material, also plays a significant role in influencing teacher job satisfaction (Widyantara, 2019). These findings highlight the importance of effective school leadership, a positive work environment, and fair compensation in enhancing teacher performance and job satisfaction.

The role of school principals in enhancing teacher performance and satisfaction lies in their ability to combine strong leadership with sound managerial practices. Carudin and Khomisan Agus (2022) found that leadership style and school climate significantly affect teacher performance at the secondary school level. This is supported by Meynita, Fitria, and Nurkhalis (2020), who stated that principals' managerial competence and work climate jointly contributed 40.6% to teacher performance at SMP Negeri Prabumulih Timur. Additionally, Pebrianti, Ruhiat, and Faturohman (2022) reported that a 0.321 increase in managerial competence was positively correlated with improvements in teacher performance and satisfaction in vocational high schools in Serang. Furthermore, Sri Darmayanti, Zahriyanti, and Saiful Bahri (2024) found that in Southeast Aceh, the managerial competence of school

principals had a significant positive effect on teacher performance, with a coefficient of 25.120 (p = 0.000). These findings consistently affirm the importance of strengthening school leadership and managerial capacity in fostering a productive work environment and supporting teachers to perform professionally.

School principals also hold a strategic role in improving teacher competencies and performance through well-structured academic supervision management. For instance, effective supervision management includes planning, implementation, evaluation, and constructive feedback, all of which significantly enhance teacher professionalism and the quality of instruction (Kusmiati et al., 2022). Similarly, Saman and Hasanah (2024) at SMP Muhammadiyah 1 Weleri found that supervision planning, including team formation, scheduling, and the use of standardized instruments, significantly improved teachers' pedagogical capabilities. Another study at SDN 2 Pengkolrejo demonstrated that academic supervision allowed principals to provide individualized guidance, enabling teachers to identify strengths and weaknesses in their instructional practices. Additionally, evidence from SDN 003 Long Penaneh proved that supervision targeting planning, classroom observation, and continuous evaluation effectively contributed to comprehensive teacher competency development. Thus, academic supervision that involves meticulous planning, ongoing evaluation, and sustained support from principals significantly enhances teacher motivation, competencies, and performance.

Research further highlights that principals' managerial competencies play a vital role in enhancing teacher performance and fostering a positive work climate. Nuraini (2022) found that principals' managerial skills positively affected teacher performance at SMAN 1 Leuwisadeng. Similarly, Dawam, Bastian, and Heri (2022) reported that managerial competencies significantly influenced teacher performance at Islamic junior high schools (MTs) in Bukit Batu, with work motivation serving as a mediating variable. At the elementary level, Aulianah (2023) emphasized that principals' managerial skills and work climate positively affected teacher performance in Tangerang City. Furthermore, May et al. (2023) demonstrated that principals' ability to manage school resources and provide professional support significantly contributed to teacher performance in schools across Bandar Lampung. These findings affirm that strengthening principals' managerial competencies is key to creating a healthy work environment and optimizing teacher performance.

In the implementation of the *Merdeka Curriculum*, school principals play a central role in managing the transformation of learning through strong managerial competencies, encompassing planning, execution, and evaluation (Undiadi & Muhammad, 2025). Nur 'Azah et al. (2024) emphasized the importance of principals actively supporting teachers, particularly through academic supervision and ongoing professional development. Sutrisna and Rohmadi (2023) also highlighted that enhancing teacher performance management through the active role of school principals had a positive impact on the quality of Islamic education, especially in values-based schools. Additionally, Widiansyah et al. (2024) stressed that teachers' readiness to implement the *Merdeka Curriculum* greatly depends on the principal's support in facilitating training and cultivating a collaborative work environment. These four studies collectively demonstrate that adaptive and managerial leadership from principals serves as a foundational pillar in advancing progressive educational policies.

Therefore, this study is important to fill that gap. The focus of this research is to analyze the level of teacher satisfaction with the principal's managerial policies at SMP IT Khazanah, with particular attention to aspects such as participation in decision-making, reward systems, internal communication, and human resource management. The findings are expected to offer concrete input for improving school management practices that are responsive to teachers' needs. Based on the above background, the research question is formulated as follows: "What is the level of teacher satisfaction with the principal's managerial policies at SMP IT Khazanah?"

2. METHODS

This study employed a quantitative approach using a descriptive survey method. This approach was chosen to systematically, factually, and accurately describe the phenomenon of teacher satisfaction with the principal's managerial policies (Sugiyono, 2018). The survey method enabled the researcher to collect data directly from respondents through the distribution of structured questionnaires. The research was conducted at SMP IT Khazanah, located in Pujud District, Rokan Hilir Regency, Riau Province, from May to July 2025. The population consisted of all 18 permanent teachers at SMP IT Khazanah. Due to the small and homogeneous population, the sampling technique used was saturated sampling. This technique allows all members of the population to be included as the research sample, ensuring that the results accurately represent the actual conditions (Arikunto, 2013).

The research began with the development of a questionnaire instrument based on indicators of the principal's managerial policy. The questionnaire covered four main aspects: (1) involvement in decision-making, (2) reward provision, (3) organizational communication, and (4) resource management. Content validity was established through expert judgment by lecturers specializing in educational management. A pilot test was then conducted to assess the instrument's reliability. The questionnaire was a closed-ended instrument using a five-point Likert scale. This scale was designed to measure teachers' perceptions of the principal's managerial policies, with response options ranging from "Strongly Disagree" to "Strongly Agree," enabling the capture of quantitative intensity (Riduwan, 2012).

Data were collected by directly distributing the questionnaires to all permanent teachers, after which responses were compiled and analyzed. The reliability test was conducted using Cronbach's Alpha formula, and the validity test applied the Pearson product-moment formula, both processed using SPSS version 25. These tests aimed to assess the internal consistency of the questionnaire items (Ghozali, 2018). The collected data were analyzed using descriptive statistics, including mean scores, standard deviation, and percentages, assisted by SPSS version 25. This analysis aimed to provide a quantitative overview of the dimensions of the principal's managerial policy that influence the level of teacher satisfaction at SMP IT Khazanah.

The categories of teacher satisfaction with the principal's managerial policies were determined based on average scores, grouped into five categories: very high (4.21–5.00), high (3.41–4.20), moderate (2.61–3.40), low (1.81–2.60), and very low (1.00–1.80). These categories were based on the interpretation guide for quantitative data developed by Sugiyono (2017) and were used to classify the mean scores for each dimension of the questionnaire. Beyond addressing the research question, the findings are expected to contribute practically to school stakeholders, particularly principals and teachers, by reinforcing effective managerial policies and identifying areas that require improvement. Thus, this study is not only academically valuable but also serves as a reference for strategic decision-making at the school level to support quality improvement in education at SMP IT Khazanah.

3. FINDINGS AND DISCUSSION

The research data were obtained by distributing questionnaires to 18 actively teaching staff members at SMP IT Khazanah, located in Pujud District, Rokan Hilir Regency. The questionnaire was systematically designed with 40 statement items representing four main dimensions of the principal's managerial policies: involvement in decision-making, reward provision, organizational communication, and resource management. Each of these dimensions reflects fundamental aspects of school leadership practices that directly influence teacher job satisfaction. Therefore, the instrument was developed to capture teachers' perceptions of the extent to which the principal applies fair, participatory, communicative, and efficient managerial principles in managing educational resources. Each statement was constructed using a five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5), to yield accurate quantitative data that could be analyzed descriptively.

In order to obtain a comprehensive and systematic overview, the collected data were analyzed using descriptive statistical techniques. This analysis included calculating mean scores, standard deviations, and percentage achievements for each dimension as indicators of teacher satisfaction. This approach not only allowed for a numerical visualization of data trends but also provided deeper insights into which managerial aspects were perceived as effective by the teachers. The analysis results are presented sequentially for each dimension, beginning with involvement in decision-making and concluding with resource management. The data are presented in tabular form, showing the total and average scores for each individual item.

The following presents the data and analysis for the first dimension, namely Involvement in Decision-Making.

Table 3.1 Analysis Results of the Involvement in Decision-Making Dimension

NO	Statement Item	SA	A	N	D	SD	Total Respondents	Total Score	Mean Score	Std. Dev	Variance	Skewness	Kurtosis
P1	The principal involves teachers in planning school programs.	13	3	2	0	0	18	83	4,61	0,70	0,49	-1,61	1.40
P2	Teachers are given the opportunity to express their opinions during school meetings.	13	4	1	0	0	18	84	4,67	0,59	0,35	-1,68	2.22
P3	Every important decision involves input from teachers.	10	7	1	0	0	18	81	4,50	0,62	0,38	-0,84	-0.10
P4	The principal values suggestions and criticism from teachers.	12	3	2	0	0	18	81	4,50	0,79	0,62	-1,23	-0.07
P5	Teachers are involved in formulating both academic and non-academic policies.	9	8	1	0	0	18	80	4,44	0,62	0,38	-0,62	-0.39
P6	The principal discusses school development plans with teachers.	10	6	2	0	0	18	80	4,44	0,70	0,50	-0,91	-0.25
P7	Teachers play a role in determining extracurricular activities.	9	6	3	0	0	18	78	4,33	0,77	0,59	-0,68	-0.87
P8	The principal seeks teachers' input before making major decisions.	9	5	4	0	0	18	77	4,28	0,83	0,68	-0,59	-1.25
P9	The principal forms working teams that involve teachers.	11	5	2	0	0	18	81	4,50	0,71	0,50	-1,12	0.12
P10	The principal is open to deliberation and dialogue with teachers.	12	4	2	0	0	18	82	4,56	0,70	0,50	-1,35	0.65
	Average Score of Indicators								**4,48**				

Descriptive analysis of the ten indicators in the dimension of Involvement in Decision-Making shows that teachers feel highly involved in various aspects of school policy. The average item scores ranged from 4.28 to 4.67, with an overall mean of 4.48—classified as very high. Item P2 (*Teachers are given the opportunity to express opinions during school meetings*) recorded the highest score (4.67), while item P8 (*The principal seeks teachers' input before making major decisions*) had the lowest score (4.28), yet still fell within the high category.

Skewness values for all items were negative, indicating that most respondents tended to choose "agree" and "strongly agree" options. The kurtosis values further support this interpretation. Most kurtosis scores were near zero or negative, for instance, P7 (-0.87) and P8 (-1.25), suggesting a relatively flat (platykurtic) distribution, where responses were more evenly spread within the positive scale. However, items such as P2 exhibited high kurtosis (2.22), showing a strong concentration of responses at the top end of the scale. Overall, this dimension reflects

consistent teacher involvement in decision-making processes, with relatively low variability in perception, highlighting the success of participatory leadership within the school environment.

The following section presents the data and analysis for the second dimension: Reward Provision.

Table 3.2 Descriptive Analysis of the Dimension: Reward Provision

No	Statement Item	SA	A	N	D	SD	Total Respondents	Total Score	Mean Score	Std. Dev	Variance	Skewness	Kurtosis
P11	The principal gives recognition for teachers' achievements.	10	7	1	0	0	18	81	4,5	0,62	0,38	-0,84	-0.10
P12	Appreciation is expressed openly when a teacher achieves success.	7	10	1	0	0	18	78	4,33	0,59	0,35	-0,21	-0.47
P13	Teachers feel motivated due to recognition from the principal.	9	7	2	0	0	18	79	4,39	0,70	0,49	-0,72	-0.48
P14	The principal provides positive feedback on teachers' performance.	9	7	2	0	0	18	79	4,39	0,70	0,49	-0,72	-0.48
P15	The reward system is implemented fairly and transparently.	6	11	1	0	0	18	77	4,28	0,58	0,33	-0,02	-0.26
P16	Rewards are given not only materially but also morally.	7	10	1	0	0	18	78	4,33	0,59	0,35	-0,21	-0.47
P17	Hardworking teachers receive acknowledgment from the principal.	8	7	3	0	0	18	77	4,28	0,75	0,57	-0,53	-0.93
P18	The principal regularly appreciates teachers' small successes.	10	5	3	0	0	18	79	4,39	0,78	0,61	-0,85	-0.71
P19	A performance evaluation system is used to determine rewards.	7	8	3	0	0	18	76	4,22	0,73	0,54	-0,38	-0.91
P20	Teachers feel valued by the principal through acts of appreciation.	7	10	1	0	0	18	78	4,33	0,59	0,35	-0,21	-0.47
	Average Score of Indicators								**4,34**				

This dimension reflects how the principal acknowledges teachers' achievements, dedication, and hard work. The analysis results indicate that all items scored above 4.20, with an overall mean of 4.34. The highest score was recorded for item P11 (*The principal gives recognition for teachers' achievements*) at 4.50, while the lowest was P19 (*Performance appraisal systems are used to determine rewards*) at 4.22. This suggests that teachers feel appreciated, although procedural aspects such as evaluation systems still show room for improvement.

Negative skewness values across all items indicate that respondents tended to choose positive responses. Negative kurtosis in most indicators for example, P17 (-0.93) and P18 (-0.71), suggests a relatively flat distribution of responses, reflecting variation in perception, possibly due to differing experiences in receiving rewards. Items with kurtosis values closer to zero, such as P11 and P13, indicate more stable perceptions. Overall, reward provision

is considered fairly effective and positively impacts teacher motivation, although principals could enhance consistency and systematic implementation.

The next section presents the data and analysis for the third dimension: Organizational Communication.

Table 3.3 Descriptive Analysis of the Dimension: Organizational Communication

NO	Statement Item	SA	A	N	D	SD	Total Respondents	Total Score	Mean Score	Std. Dev	Variance	Skewness	Kurtosis
P21	The principal delivers information clearly to all teachers.	11	6	1	0	0	18	82	4,56	0,62	0,38	-1,09	0.39
P22	Communication between teachers and the principal is two-way.	10	4	4	0	0	18	78	4,33	0,84	0,71	-0,74	-1.15
P23	The principal is open to complaints and feedback from teachers.	12	4	2	0	0	18	82	4,56	0,71	0,50	-1,35	0.65
P24	Teachers feel comfortable communicating with the principal.	10	6	2	0	0	18	80	4,44	0,71	0,50	-0,92	-0.25
P25	The principal uses various communication channels effectively.	10	5	3	0	0	18	79	4,39	0,78	0,61	-0,85	-0.71
P26	Important information is conveyed to teachers in a timely manner.	10	6	2	0	0	18	80	4,44	0,71	0,50	-0,92	-0.25
P27	The principal facilitates discussion forums for teachers.	10	6	2	0	0	18	80	4,44	0,71	0,50	-0,92	-0.25
P28	Every teacher has the opportunity to express their opinions.	13	4	1	0	0	18	84	4,67	0,59	0,35	-1,68	2.22
P29	The principal answers teachers' questions patiently and thoroughly.	10	7	1	0	0	18	81	4,50	0,62	0,38	-0,84	-0.10
P30	The principal upholds ethics in communication with teachers.	11	5	2	0	0	18	81	4,50	0,71	0,50	-1,12	0.12
	Average Score of Indicators								**4,49**				

This dimension assesses the effectiveness of communication between the principal and teachers, both formal and informal. With an overall mean of 4.49 and the highest score on item P28 (*The principal listens to teachers' complaints and responds wisely*, 4.67), teachers expressed a very high level of satisfaction regarding the principal's ability to foster two-way communication. The lowest score was recorded for item P22 (*Teachers are provided with timely information*, 4.33), suggesting a need for improvement in the timeliness or accuracy of information dissemination.

Statistically, negative skewness was consistently found across all items, indicating a dominant tendency toward "agree" and "strongly agree" responses. Notably, item P28 had a high kurtosis value (2.22), indicating a

strong and consistent positive perception among respondents, particularly regarding the principal's responsiveness. In contrast, other indicators such as P22 and P25 showed negative kurtosis, reflecting more varied perceptions about certain aspects of communication. These findings suggest that the principal's communication is highly effective and represents a key strength in building a healthy working relationship within the school.

The next section presents the data and analysis for the fourth and final dimension: Resource Management.

Table 3.4 Descriptive Analysis of the Dimension: Resource Management

No	Statement Item	SA	A	N	D	SD	Total Respondents	Total Score	Mean Score	Std. Dev	Variance	Skewness	Kurtosis
P31	The principal provides facilities that support the learning process.	8	8	2	0	0	18	78	0,69	0,47	-0,55	-0,58	-0.58
P32	Budget allocation is carried out transparently and efficiently.	6	8	4	0	0	18	74	0,76	0,58	-0,20	-1,12	-1.12
P33	Teachers are involved in the utilization and management of facilities and infrastructure.	8	5	5	0	0	18	75	0,86	0,74	-0,35	-1,58	-1.58
P34	The principal is responsive to resource needs expressed by teachers.	8	7	3	0	0	18	77	0,75	0,57	-0,53	-0,93	-0.93
P35	Human resources are managed according to the teachers' potential and competencies.	9	6	3	0	0	18	78	0,77	0,59	-0,69	-0,89	-0.87
P36	The principal routinely records resource needs.	5	11	3	0	0	18	75	0,62	0,38	-0,09	-0,10	-0.10
P37	The principal ensures the availability of learning media.	7	9	2	0	0	18	77	0,67	0,45	-0,38	-0,56	-0.56
P38	Teaching task distribution is done fairly.	6	10	2	0	0	18	76	0,65	0,42	-0,23	-0,41	-0.41
P39	The principal monitors the use of the school's budget.	8	7	3	0	0	18	77	0,75	0,57	-0,53	-0,93	-0.93
P40	Teachers are involved in evaluating the use of school resources.	6	9	3	0	0	18	75	0,71	0,50	-0,25	-0,78	-0.78
	Average Score of Indicators								**4,23**				

The resource management dimension evaluates the extent to which the principal distributes, utilizes, and optimizes school resources fairly and efficiently. The analysis results show that all indicators within this dimension received high average scores, ranging from 4.11 (P32: *School budgeting is conducted transparently and purposefully*) to 4.33 (P31 and P35). The overall mean score for this dimension was 4.23, indicating that teachers are generally satisfied with the principal's efforts in managing available resources, although this dimension yielded the lowest score among the four dimensions assessed.

The standard deviation values ranged from 0.62 to 0.86, suggesting slightly more varied perceptions among teachers. All indicators displayed negative skewness, reflecting a general tendency among respondents to choose "agree" and "strongly agree." However, the kurtosis values were mostly negative, indicating flatter (platykurtic)

distributions, which suggest greater variability in teachers' views compared to other dimensions. This implies that while most teachers appreciate the principal's transparency and attention to resource management, there is still room for improvement, especially regarding budget transparency (P32) and teacher involvement in evaluating resource utilization (P40). Overall, teacher perceptions of resource management remain positive but tend to be more critical and demanding of improvement compared to other aspects of school leadership.

The following section presents a summary table of the descriptive statistics across the four dimensions of the principal's managerial policy.

Table 3.5 Summary of Descriptive Statistics for the Four Dimensions of Principal's Managerial Policy

No	Dimension	Statement Items	Average per Item	Dimension Average	Maximum Score	Category
1	Organizational Communication	P26 – P30	4.45 – 4.49	4.49	5.00	Very High
2	Involvement in Decision-Making	P16 – P25	4.38 – 4.48	4.48	5.00	Very High
3	Reward System	P17, P18, P19	4.22 – 4.39	4.34	5.00	Very High
4	Resource Management	P31 – P35	4.25 – 4.27	4.23	5.00	Very High
	Average			**4,39**	**Very High**	

Based on the average score recapitulation of each dimension, it was found that all four dimensions fall into the *very high* category. The organizational communication dimension ranks the highest with an average score of 4.49, followed by the decision-making involvement dimension with a score of 4.48. Both are classified as *very high* according to the interval value classification criteria (4.21–5.00). These results indicate that the principal is perceived as highly effective in establishing open, responsive, and two-way communication with teachers, as well as in promoting active teacher involvement in both strategic and operational decision-making within the school.

Meanwhile, the reward dimension recorded an average score of 4.34, and resource management scored 4.23, both of which also fall into the *very high* category. Although not as high as the other two dimensions, these scores still reflect that teachers are highly satisfied with the principal's efforts in recognizing performance and managing resources in a fair and transparent manner. However, the slightly lower scores in these two dimensions also suggest there is room for improvement—particularly in establishing a more objective and procedural reward system, and in increasing teacher involvement in resource utilization evaluations. Overall, the average score of 4.39 indicates that the level of satisfaction with the principal's managerial policies at SMP IT Khazanah is in the *very high* category. All four dimensions demonstrate that the school principal's managerial policies are perceived as highly satisfactory by teachers and have laid a strong foundation for professional, participatory, and collaborative leadership practices.

Discussion

The findings of this study indicate that teachers' satisfaction with the principal's managerial policies at SMP IT Khazanah falls into the "very high" category across all measured dimensions: involvement in decision-making, reward provision, organizational communication, and resource management. These findings align with the study by Pebrianti et al. (2022), which found that school principals' managerial competencies positively correlate with increased teacher satisfaction and performance in vocational high schools. Both studies underscore the importance of principals' managerial roles in fostering a supportive work climate and enhancing teacher motivation. Specifically, the dimension of organizational communication obtained the highest score (mean = 4.49), indicating that the principal is capable of building open, two-way communication with teachers. This supports the findings of Septiani et al. (2022), which stated that open communication from school principals directly affects teacher job satisfaction. However, our study provides more detailed quantitative data within the context of an integrated Islamic school, thus enriching previous research that mostly focused on public schools.

Teacher involvement in decision-making also scored very highly (mean = 4.48), reinforcing the results of Sari and Mulyani (2021), who found that teacher participation in decision-making contributes positively to job

satisfaction. The similarity lies in the use of participative leadership principles, while the difference is that this study specifically measures indicators such as appreciation of teacher input and the formation of collaborative work teams, aspects not thoroughly elaborated in previous studies. In the reward provision dimension, the average score was 4.34, indicating that rewards given by the principal are highly appreciated by teachers. This finding is consistent with Nurhadi et al. (2022), who argued that incentives and recognition significantly influence teacher satisfaction. However, a key difference in this study is the finding that the performance appraisal system, as the basis for reward distribution, still requires improved transparency—a dimension not explicitly addressed in Nurhadi and colleagues' research. The resource management dimension received the lowest score among the four dimensions, although it still fell within the "very high" category (mean = 4.23). This sets our findings apart from those of May et al. (2023), who emphasized the significant contribution of resource management to improving teacher performance. Our study shows that although teachers' perceptions are generally positive, there is variation in their assessments, particularly regarding budget transparency and involvement in resource utilization evaluation. This suggests the need for a more collaborative and accountable managerial approach.

Compared to the study by Halvi et al. (2023), which highlighted the significant impact of managerial leadership on teacher performance in the Plampang District, this research does not directly measure teacher performance. Instead, it focuses on job satisfaction as a perceptual variable. Nonetheless, both studies agree that the quality of school management influences a work atmosphere conducive to teacher professionalism. This difference in focus complements the research landscape by offering insights from the teachers' direct perspectives. This study also supports the findings of Carudin and Khomisan (2022), who stated that work climate and principal leadership contribute to teacher performance. However, our study places greater emphasis on how principals' managerial policies create a work climate perceived as fair, transparent, and collaborative. Thus, this study reinforces the argument that teacher satisfaction stems not only from interpersonal relationships but also from a structured and participative management system.

Overall, the main contribution of this study lies in providing focused quantitative data from an integrated Islamic school, a context still underrepresented in previous research. By measuring four dimensions of managerial policy separately, this approach enables more precise identification of strengths and areas for improvement. This distinguishes our study from earlier research that tends to use aggregate indicators of school leadership or management without detailing specific aspects such as involvement, communication, recognition, and resource management.

4. CONCLUSION

This study concludes that teacher satisfaction with the principal's managerial policies at SMP IT Khazanah falls within the "very high" category across all measured dimensions. The dimensions of organizational communication (4.49) and involvement in decision-making (4.48) indicate that the principal has exercised an open and participatory managerial approach. The dimensions of reward provision (4.34) and resource management (4.23) also yielded positive results, although there remains room for improvement, particularly regarding the transparency of evaluation systems and teacher involvement in the utilization of school resources.

Based on these findings, it is recommended that the principal maintain effective communication practices and continue to involve teachers in decision-making processes, as these significantly contribute to job satisfaction and a collaborative school climate. However, greater attention should be given to developing a more objective and procedural reward system, as well as ensuring a more transparent and accountable approach to resource management. The principal is also encouraged to conduct regular evaluations of managerial policies to remain responsive to teacher needs and evolving educational demands.

Moreover, teachers are expected to remain actively engaged in various managerial processes, including offering constructive input during deliberation forums and policy evaluations. This study also opens avenues for future research with broader approaches, such as incorporating additional variables like work motivation or organizational culture, and expanding the research to include different types of schools. In doing so, such research can contribute more substantially to the development of school leadership and educational policies that are responsive to teachers' needs and focused on improving learning quality.

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