The Influence of Emotional Intelligence and School Environment on Teacher Job Satisfaction at SMKN (State Vocational Schools) in Sub Rayon I at Sambas Regency

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Abstract. Job satisfaction in this study is the feelings and reactions of individuals who appear in the form of a positive attitude towards their work. Theoretically, the emotional intelligence of the principal and the school environment will affect teacher job satisfaction. The problems in this study are as follows: 1) Is there an influence of the principal's emotional intelligence on the job satisfaction of teachers in State Vocational Schools in Sub District I Sambas Regency? 2) Is there any influence of the school environment on the job satisfaction of teachers of State Vocational Schools in Sambas Sub-District I? 3) Is there an influence between the principal's emotional intelligence and the school environment together on the job satisfaction of teachers of State Vocational Schools in Sub District I Sambas Regency? The purpose of this study was to reveal the influence of the principal's emotional intelligence on teacher job satisfaction, school environment on the work satisfaction of teachers and emotional and emotional intelligence and school environment together on the job satisfaction of teachers of Sub District I Sub District of Sambas Regency. This study uses a quantitative approach. The population in this study amounted to 89 teachers. While the sample used was 73 teachers. Data collection instruments in the form of questionnaires and data analysis using descriptive statistics and inferential statistics. The results of the study were: 1) the influence of the principal's emotional intelligence (X1) on teacher job satisfaction by 0.301 or 30%, 2) the influence of the school environment (X2) on teacher job satisfaction (β1) by 0.06 or 6%, 3) the influence of the principal's emotional intelligence (X1) and school environment (X2) together on teacher job satisfaction (Y) of 0.311 or 31%. The conclusion of this study: 1) emotional intelligence has a significant effect on teacher job satisfaction, 2) the school environment has a significant effect on teacher job satisfaction, and 3) the principal's emotional intelligence and school environment together have a significant effect on the job satisfaction of vocational teachers Negeri Sub Rayon I Sambas Regency. The recommendation given from the results of this study is that teachers need to reveal how to increase their job satisfaction so that they love their profession more.

Keywords: Principal Emotional Intelligence; School Environment; Teacher Job Satisfaction

I. INTRODUCTION

What is meant by job satisfaction in this study is the individual's feelings and reactions that are raised in the form of a positive attitude towards his work (Gibson, 2012; Robbin, 2011; Kreitner and Kinicki, 2014).

Job satisfaction stems from various aspects or factors that can affect job satisfaction as stated by Robbin (2003: 103), that job satisfaction is influenced by several factors, namely mentally challenging work,

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equitable rewards, supportive working conditions, and supportive colleagues.

Mentally challenging work (work that is mentally challenging) is the first factor of job satisfaction where employees or teachers prefer jobs that provide opportunities for them to use all their abilities in completing work freely given. The teacher expects a response from the principal about how well the work is done. Work that is not challenging often makes employees bored, on the contrary, if the work is too challenging it tends to be difficult to do and makes employees or teachers frustrated. This work that challenges between the two limits can make the teacher happy and satisfied.

The second factor is the equilibrium rewards. The teacher wants the organizational policy in the payment system and fair promotion opportunities as expected. Job satisfaction will be created if salary payments are carried out fairly, in accordance with the scope of work, according to the ability of employees or teachers, and in accordance with applicable standards.

The third factor is supportive working conditions. The teacher will always pay attention to the work environment to get a sense of comfort. The teacher does not like if the work facilities are unpleasant and dangerous for the safety of his soul. The teacher also wants the atmosphere of the work environment to approach the atmosphere while at home.

The fourth factor is supportive colleagues. The teacher carries out his duties not only to work for earning income and physical rewards only but to meet the needs of social interaction. By having a positive co-worker will provide employee job satisfaction and leadership behavior in this case the principal also influences teacher job satisfaction.

Teacher or employee job satisfaction can be seen from job satisfaction indicators such as Smith et al. adopted by Indrasari (2017: 47) that job satisfaction indicators include satisfaction with the job itself, satisfaction with rewards, satisfaction with promotion opportunities, satisfaction with supervisor supervision, and satisfaction with colleagues.

Job satisfaction is a very important support in activities in an organization or school. If teacher or employee job satisfaction is not fulfilled, the goal of an organization or school is difficult to achieve. Therefore the headmaster or organization leader must pay attention to the job satisfaction of the teacher, things that do not support comfort in work will make dissatisfaction for the teacher. Job dissatisfaction itself means an unpleasant emotional state when employees view their work. Job satisfaction reflects a person's feelings about his work.

Teacher job satisfaction, in this case, is the job satisfaction of teachers who carry out their duties in the SMK Sub Rayon I Sambas Regency. Vocational High School (SMK) is a form of formal education unit that organizes vocational education at the secondary education level as a continuation of SMP / MTs or other equivalent forms or continuation of learning hail which is recognized as equal / equivalent SMP / Mts (Law Number 20 Year 2003, Article 18 paragraph 3). The Vocational Schools included in the Sub Rayon I group consist of 6 (six) schools namely; SMK Negeri 1 Sambas, SMK Negeri 2 Sambas, SMK Negeri 1 Teluk Keramat, SMK Negeri 2 Teluk Keramat, State Vocational High School 1 Tangaran, State Vocational High School 1 Paloh, and State Vocational High School 1 Sajingan Besar. The entire school is in Sambas Regency.

Based on existing theories, the hope is the intelligence of the principal, and the school environment can influence and improve the job satisfaction of teachers of State Vocational Schools in Sub-District I of Sambas Regency. However, in reality, based on observations and information obtained from interviews with fellow teachers of State Vocational Schools in Sub-District I of Sambas Regency, there are still many teachers who still feel dissatisfied with their work. This fact can be seen that there are still some teachers who feel uncomfortable at school and just carry out the task (teaching) after teaching immediately leave school, some teachers form a pro and contra gap towards leaders in schools, the distribution of teacher duties is often felt uneven, the income received is still not sufficient for welfare, the assignment of teachers both in and out is often given only to certain people.

On the other hand, the principal stated that there were still teachers who were not disciplined in carrying out their duties, such as being seen often late in class, reluctant to participate in flag ceremony activities, and not attending school service meetings. The principal also revealed that involving many teachers in every school activity did not become more effective, but instead became complicated, even making conflict between teachers.

From these phenomena, it can be concluded that teacher dissatisfaction in work occurs because of several factors including emotional intelligence factors that are owned by the principal and the school environment created. Both of these factors can certainly have a positive influence on teacher job satisfaction.

Principals who have good emotional intelligence can contribute to teacher job satisfaction. It is because emotional intelligence builds one's ability to motivate themselves and others, reveals the inner nuances needed to build an organization that is strong and able to compete for the future. It is in line with Goleman (2004: 23) stating that under the guidance of emotionally intelligent leaders, people will feel a level of mutual benefit. They share ideas and learn from each other, make joint decisions, and work together.

The next factor that causes teacher job satisfaction can be influenced by the school

environment. School environment has an important role in teacher job satisfaction. The teacher will feel satisfied with his work if the environment in which he works is well created. It is in accordance with the opinion of Sergiovanni and Starratt (1993: 82) that

> The school environment is an enduring characteristic that describes the psychological characteristics of a particular school, which distinguishes a school from other schools, influences the behavior of teachers and students and is a psychological feeling. What teachers and students have in certain schools. Then, the school environment is the perceived subjective effects of the formal system, the informal style of the principal, and other important factors of the environment on attitude, beliefs, values, and motivated people who work in institutions such as schools.

Based on the facts and theories that exist, there is interest in examining the influence of the principal's emotional intelligence and school environment on the job satisfaction of teachers in the Sub-District I Sub-District of Sambas.

II. RESEARCH METHOD

The research approach used is a quantitative research approach with reference to associative / relationship research. This study aims to determine the relationship between two or more variables.

Sugiyono (2003: 12) explains that with quantitative research there will be a theory that can function to explain, predict and control a symptom.

This study aims to test the validity of the hypothesis relating to the influence of the principal's emotional intelligence (X1) on teacher performance (Y), school environment (X2) on teacher performance (Y) and the principal's emotional intelligence (X1) and school environment (X2) collectively affect teacher job satisfaction (Y), as illustrated in the chart below
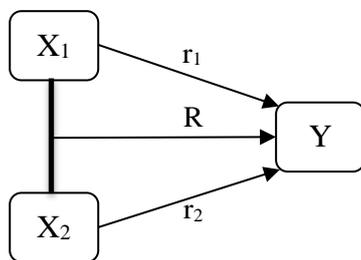

Fig.1 Paradigm of The Influence of Principals' Emotional Intelligence (X1) and School Environment (X2) on The Job Satisfaction of Teachers (Y) of Sub District Rayon I Sambas District (Sugiyono, 2016: 46)

III. RESULT AND DISCUSSION

A. Result

The description of the data presented from the results of this study is to provide a general description of the distribution of data obtained in the field. The data presented in the form of raw data is processed using statistical description techniques. Description of the data presented in the form of frequency distribution, total score, average score, standard deviation, mode, median, maximum score and histogram score accompanied by histogram.

This description is useful to explain the distribution of data according to frequency, explain the most trends, explain the middle tendency, explain the pattern of distribution (maximum-minimum), and explain the pattern of distribution or homogeneity of the data.

This study consisted of two independent variables (X) and one dependent variable (Y), namely: data on the principal's emotional intelligence (X1), school environment (X2), and job satisfaction (Y). The samples taken in this study were 73 teachers of Sambas Sub-District I Sub-District Vocational School.

1. Description of Data on Principal Emotional Intelligence (X1)

Data regarding the principal's emotional intelligence variable was obtained by distributing questionnaires to 73 respondents with 35 statement items. The questionnaire to collect the data was arranged in the form of a graphic rating scale with an alternative answer of 4 options, which had a value weight according to those developed by Likert. The results of the questionnaire distributed to respondents were analyzed using SPSS version 22 for Windows. The spread of the number of empirical scores is from the lowest score of 120 to the highest score of 135. The average score is 127.30, and the standard deviation is 3.665. After the lowest score is known, the highest score and range can be used to determine the interval with the following formula:

$$\text{Interval} = \frac{\text{Highest Total Score} - \text{Lowest Total Score}}{4 \text{ options}}$$

$$\text{Interval} = \frac{135 - 120}{4} = \frac{22}{4} = 3.75 \text{ rounded to } 4$$

Based on these intervals, it can be used to create a table of classified frequency distributions according to the questionnaire answer category regarding the principal's emotional intelligence as follows:

Table I
Frequency Distribution of Variable Principal Emotional Intelligence

Class Number	Interval	Absolute Frequency	Relative Frequency (%)	Category
1	120 – 123	14	19%	Poor
2	124 – 127	25	34%	Fair
3	128 – 131	23	32%	Good
4	132 – 135	11	15%	Very Good
	Total	73	100	

Based on the table data above, the spread of the number of scores for the principal's emotional

intelligence variable is 11 respondents or by 15% is very good category, with variations in the number of scores from 132 to 135. As many as 23 respondents or 32% included in the good category, with variation in the number of scores from 128 to 131 then as many as 25 respondents or by 34% including quite good, with variations in the number of scores from 124 to 127, and as many as 14 respondents or by 19% included in the unfavorable category, with a total score of 120 to 123.

Based on the description of the data obtained, it can be concluded that the highest data distribution of the variable emotional intelligence of the principal is 34%. It shows that the description of the principal's emotional intelligence of the State Vocational High School I Sub-District of Sambas Regency can be categorized quite well. This condition shows that in reality the principal has implemented emotional self-awareness and controlled his emotions to make himself aware so that his emotional intelligence functions well and turns it into an energy that can realize the goals of the school he leads.

2. Description of School Environment Variable Data (X2)

Data on school environment variables, obtained by distributing questionnaires to 73 respondents with 35 statement items.

The questionnaire to collect the data was arranged in the form of a graphic rating scale with an alternative answer of 4 options, which had a value weight according to those developed by Likert. The results of the questionnaire distributed to respondents were analyzed using SPSS version 22 for Windows.

The distribution of empirical scores is from the lowest score of 120 to the highest score of 136. The average score is 127.58, and the standard deviation is 3.678. After the lowest score is known, the highest score and range can be used to determine the interval with the following formula:

$$\text{Interval} = \frac{\text{Highest Total Score} - \text{Lowest Total Score}}{4 \text{ options}}$$
$$\text{Interval} = \frac{136 - 120}{4} = \frac{16}{4} = 4$$

Based on these intervals, it can be used to create a classified frequency distribution table according to the questionnaire answer category regarding the school environment as follows:

Table II
Variable Frequency Distribution of School Environment

Class Number	Interval	Absolute Frequency	Relative Frequency (%)	Category
1	120 – 124	16	22%	Poor
2	125 – 128	28	38%	Fair
3	129 – 132	22	30%	Good
4	133 – 136	7	10%	Very Good
	Total	73		

Based on the table data above, the distribution of scores for school environment variables is seven respondents, or 10% is a very good category, with variations in the number of scores from 133 to 136. A total of 22 respondents or 30% are in a good category, with variations in number scores from 129 to 132 then as many as 28 respondents or by 38% are quite good, with variations in the number of scores from 125 to 128, and as many as 16 respondents or by 22% included in the unfavorable category, with a total score of 120 to 124.

Based on the description of the data obtained, it can be concluded that from all the highest school environment variable data distribution is 38%. It shows that the description of the school environment of the Sub-District I Sub-District of Sambas Regency can be categorized quite well.

3. Data Description of Variable Teacher Job Satisfaction (Y)

Data regarding variable teacher job satisfaction was obtained by distributing questionnaires to 73 respondents with 35 statement items. The questionnaire to collect the data was arranged in the form of a graphic rating scale with an alternative answer of 4 options, which had a value weight according to those developed by Likert.

The results of the questionnaire distributed to respondents were analyzed using SPSS version 22 for Windows

Based on the results of the SPSS analysis, the distribution of empirical scores is obtained from the lowest score of 119 up to the highest score of 135. The average score is 127.10, and the standard deviation is 3.859. After the lowest score is known, the highest score and range can be used to determine the interval with the following formula:

$$\text{Interval} = \frac{\text{Highest Total Score} - \text{Lowest Total Score}}{4 \text{ options}}$$
$$\text{Interval} = \frac{135 - 119}{4} = \frac{16}{4} = 4$$

Based on these intervals, it can be used to create a table of classified frequency distributions according to the questionnaire answer category regarding teacher job satisfaction as follows:

Table III
Frequency Distribution of Teacher Job Satisfaction Variables

Class Number	Interval	Absolute Frequency	Relative Frequency (%)	Category
1	119 – 122	10	14%	Poor
2	123 – 126	20	27%	Fair
3	127 – 130	32	44%	Good
4	131 – 135	11	15%	Very Good
	Total	73	100%	

Based on the table data above, the spread of the number of scores for teacher job satisfaction variables as many as 11 respondents or by 15% is very good category, with variations in the number of scores

from 131 to 135. 32 respondents or 44% included in the good category, with variations the number of scores from 127 to 130 then as many as 20 respondents or by 27% is quite good, with variations in the number of scores from 123 to 126, and as many as 10 respondents or by 14% including the unfavorable category, with a total score of 119 to 122 .

Based on the description of the data obtained, it can be concluded that the highest data distribution of teacher job satisfaction is 44%. It shows that the description of teacher job satisfaction in the State Vocational High School I of Sambas District can be categorized as good.

a. Data Analysis Requirements Test
   1) Data Normality Test

Data normality test is used to find out whether it is normally distributed or not. The following is presented the results of the variable normality test using the SPSS version 22 for windows program in table 4.7.

The statistical normality test used in this study is Kolmogorov-Smirnov because the sample is more than 50. The data can be categorized as normal distribution if the Asymp sig value> 0.05. Based on statistical analysis of the variable emotional intelligence of principals (Sig. = 0.200), school environment (Sig. = 0.200) and teacher job satisfaction (Sig. = 0.200). The three variables have Asymp sig values> 0.05 and can be categorized as normally distributed data.

   2) Data Linearity Test

Linearity test is used to determine the linear relationship between each independent variable with the dependent variable, which is between X1 and Y, and X2 with Y. This test is used as a requirement in correlation analysis or linear regression. This linearity test uses the help of the SPSS version 22 for Window computer program through the Test for Linearity at a significant level of 0.05.

Two variables are said to have a linear relationship if the level of significance (deviation from linearity) is more than 0.05. The results of the linearity test analysis are presented in the following tables 4.8 and 4.9:

The Deviation from Linearity value is 0.532. Because of the significance of more than 0.05 (0.532> 0.05), it can be concluded that between the principal's emotional intelligence variables and teacher job satisfaction there is a linear relationship.

Deviation from Linearity value of 0.480. Because of the significance of more than 0.05 (0.480> 0.05), it can be concluded that between school environment variables and teacher job satisfaction there is a linear relationship.

1. Hypothesis Test Results

Hypothesis testing is a step to prove the statement stated in the formulation of the hypothesis.

Testing the hypothesis in this study using simple and multiple regression analysis. In this study to test the hypothesis used SPSS version 22 for Windows.

To test the first and second hypotheses using simple regression analysis and hypotheses are accepted if the significance value is smaller than 0.05 (<0.05) or comparing the value of t score with t table (Thitung> T table).

To test the third hypothesis using multiple regression analysis. The hypothesis is accepted if the significance value is smaller than 0.05 (<0.05) or comparing the value of Fcount with Ftable (Fcount> Ftable).

a. Effect of Principal Emotional Intelligence (X1) on Teacher Job Satisfaction (Y)

Based on the tests of normality and linearity it is known that the data of the principal's emotional intelligence variable is normal and linear. For this reason, hypothesis testing can be done through simple regression. Based on the results of the analysis using SPSS, it can be seen that there is an influence between the principal's emotional intelligence (X1) on teacher's job satisfaction (Y) with a significance value of 0,000 smaller than the probability value of 0.005. Or it can also be seen from the tcount value that is 4.025 is greater than t table which is 1.669 (t count 4.025> t table 1.669). Thus it can be concluded that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

To see the amount of influence of the principal's emotional intelligence variable (X1) on teacher job satisfaction (Y) can use the data in table 4.11

The R Square value is 0.301 or 30%. This value implies that the influence of the principal's emotional intelligence on teacher job satisfaction is 30% while the remaining 70% of teacher job satisfaction variables are influenced by other variables.

b. Effect of School Environment (X2) on Teacher Job Satisfaction (Y)

Furthermore, based on the test for normality and linearity, it is known that the school environment variable data is normal and linear. For this reason, hypothesis testing can be done through simple regression. Based on the results of statistical tests using SPSS version 22 for windows, it can be seen that there is an influence between school environment (X2) on teacher job satisfaction (Y) with a significance value of 0,000 smaller than the probability value of 0.005. Or it can also be seen from the tcount value of 7.368 is greater than t table, namely 1.669 (tcount 7.368> t table 1.669). Thus it can be concluded that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

Based on the results of the analysis of the R Square value of 0.06 or 6%. This value implies that the influence of the school environment on teacher job satisfaction is 6% while the remaining 94% variable

teacher job satisfaction is influenced by other variables.

c. Effect of Principal Emotional Intelligence (X1) and School Environment (X2) Equally on Teacher Job Satisfaction (Y)

In the next stage, based on the test for normality and linearity, it is known that the school environment variable data is normal and linear. To test the third hypothesis, statistical results are used through multiple regression with the help of SPSS version 22 for windows.

Based on the results of statistical analysis that the influence of the principal's emotional intelligence (X1) and school environment (X2) together on teacher job satisfaction (Y) can be seen from the R Square value of 0.311 or 31%. It shows that the percentage of the relationship of independent / independent variables (principal's emotional intelligence and school environment) with the dependent variable (teacher job satisfaction) is 31%. While the remaining 69% is influenced by other factors. Thus it can be concluded that there is an influence between the principal's emotional intelligence and school environment with teacher job satisfaction of 31%.

To determine the relationship of the independent variable and the dependent variable together, the F test is used. This test is used to determine whether the independent variables together have a significant effect on the dependent variable. In other words, to determine whether the regression model can be used to predict dependent variables or not. Significant means that the effect that occurs can apply to the population (can be generalized).

The results of the F test can be detailed, as follows:

1. Hypothesis
   Ho: The principal's emotional intelligence and school environment do not affect teacher job satisfaction.
   Ha: The principal's emotional intelligence and school environment affect teacher job satisfaction.
2. Determination of F count based on the above table of 15,820.
3. Determination of F table, using a confidence level of 95% (= 5%) df (number of variables-1) or 3-1 = 2 and df2 (nk-1) or 73-2-1 = 70. The results obtained for f table of 3.980.
4. Testing criteria
   Ho is accepted if F counts $\leq$ F table
   Ho is rejected if F counts> F table
5. Hypothesis Testing
   Ho: The principal's emotional intelligence and school environment do not affect teacher job satisfaction.
   Ha: The principal's emotional intelligence and school environment affect teacher job satisfaction.

Based on the results of the calculation of Fcount is greater than Ftable (Fcount> Ftable) which is 15.820 then the results are obtained that Ha is accepted. It means that the emotional intelligence of the principal and the school environment together influence teacher job satisfaction. So, in this study it can be concluded that the principal's emotional intelligence and school environment together influence the job satisfaction of teachers in the Sub-District I Sub-District of Sambas.

B. Discussion

A leader or principal who is skilled in social intelligence can establish relationships with others smoothly, be sensitive to reading the reactions and feelings of others, able to lead and organize and be smart in handling problems and disputes. Leaders like this are very liked by others because they are emotionally very pleasant and make other people feel at ease. Principals who have accurate self-assessment will have high self-awareness both their weaknesses and strengths and show a sense of humor about themselves.

Principals who have the competence of self-management effectively will display leadership styles that are oriented towards self-control, transparency, adaptability, achievement, and full initiative. Having these characteristics will appear to be calm and clear-minded under high pressure or during a crisis and situation that tests their endurance. Principals who have good self-management competencies are certain that their school performance will be high which encourages them to continue to look for performance improvements with their teachers. They are pragmatic, set measurable but challenging goals, and are able to take into account risks so that their goals are worthy of being achieved.

A positive school environment is a norm, hope, and trust from personnel involved in school organizations, which can encourage to act that leads to high student achievement. School leaders provide protection and protection to teaching staff can focus on achieving high performance. The environment of a school is said to be good or bad, related to the leadership of the school principal. Strictly speaking, the school displays an open environment, has autonomy, is controlled, family, fatherly or closed is determined from the beginning of the leadership of the principal. When school leadership changes occur, the school environment can change from a creative headmaster to a less creative school principal. Conversely, if the previous headmaster is less creative in changing to a creative headmaster, there will be a change in the school environment. The behavior of school personnel changes according to the atmosphere created by new leaders.

Satisfaction is something that is individual because each will have different levels of satisfaction in accordance with the values that apply to each. The more aspects of work that are in accordance with

individual desires, the higher the level of satisfaction is felt. Job satisfaction is a general attitude towards someone's work that shows the difference between the number of awards received by workers and the amount they believe they should receive.

1. Effect of Principal Emotional Intelligence on Teacher Job Satisfaction

The purpose of the principal in managing the school is to achieve success in educating students by utilizing all the resources they have so that they can satisfy all parties, including teacher job satisfaction.

In this study, it can be concluded that there is a significant effect of the principal's emotional intelligence on teacher job satisfaction, which is 30%. These results indicate that the principal who has good emotional ability or intelligence will provide job satisfaction for the teacher in carrying out his duties. Means that the higher the emotional intelligence of the principal, the easier it will be for teachers to feel job satisfaction. Likewise, on the contrary, the lower the emotional intelligence, the sense of satisfaction with the results is not easily felt because of the burden in carrying out their duties and work.

It is in line with the opinions expressed by Nelson and Low (2003) cited by Owens and Valesky (2015: 62) in his book entitled "Organizational Behavior in Education" states that;

Emotional Intelligence (EI) as a process of understanding and expressing emotions in healthy ways, and more important, they are found that EI can be learned. Specifically, they indicated EI is:

a. a knowing and valuing self;
b. building and maintaining a variety of strong, productive and healthy relationships;
c. getting along and working well with others in achieving positive results; and
d. effectively dealing with the pressures and demands of life and work.

Furthermore, according to McShane and Von Glinov (2010: 108) in Wibowo (2016: 132) views job satisfaction as an evaluation of one's work and work context. And it is a judgment of the characteristics of work, work environment, and emotional experience in perceived work.

The results of this study are in accordance with the findings of previous studies. Ahmad Fauzi (2010) concludes that emotional intelligence has a positive effect on teacher job satisfaction. Thus, high emotional intelligence can also increase teacher job satisfaction. So that it can be concluded that 30% of the emotional intelligence of headmasters of State Vocational Schools in Sambas Sub-Rayon I contributes to teacher job satisfaction.

2. Influence of School Environment on Teacher Job Satisfaction

In carrying out their duties, the teacher may be influenced or not influenced by the environment in which he is or is on duty. The results of this study indicate that there is a significant influence on the school environment on teacher job satisfaction by 6%. With a maximum scale of 100%, this means that the school environment created affects the job satisfaction of teachers in the State Vocational High School I of Sambas Sub District can be categorized as very low. It is consistent with the conditions that occur in the field that many teachers feel dissatisfied with their work that is influenced by the school environment. Conversely, organizational environment is the most important variable to be considered in influencing teacher job satisfaction.

The statement concurred as formulated by Sergiovanni and Starrat (1993: 82) quoted by Hadiyanto (2016: 89) saying that the school environment is an enduring characteristic that describes psychological characteristics of a particular school, which distinguishes a school from another school, influences the behavior of teachers and students and is a psychological feeling that is owned by teachers and students in certain schools. Characteristics) which describe psychological characteristics (psychological character) of a particular school, which distinguishes a school from another school, influences the behavior of teachers and learners and is a psychological feeling that teachers and students have in certain schools.

In particular, Hoy and Miskel (2014: 313) stated that the school environment is a broad term that refers to teachers' perceptions of the school's general work environment; formal organization, informal organization, personality of participants, and organizational leadership influence it. In other words, a series of internal characteristics that differentiate one school from another and affect the behavior of members of each school is the organizational environment of the school that is competent. In addition, the school environment is a quality of the school environment that is constantly experienced by teachers, fulfilling their behavior and based on the collective perception of their behavior.

3. Effect of Principal Emotional Intelligence and School Environment on Teacher Job Satisfaction.

Based on the results of research that has been done it can be concluded that the emotional intelligence of the principal and the school environment together have a significant effect on teacher job satisfaction by 31% and the rest is influenced by other factors.

These results illustrate that teacher job satisfaction is influenced by the emotional intelligence of the principal and the school environment in Sambas Sub-District I State Vocational High School. Many other factors can be used as an excuse for teachers to obtain job satisfaction. This is consistent with the opinion of Wexley and Yulk (2005: 129) in Indrasari (2017: 45) stating that based on job characteristics, job satisfaction consists of 7 (seven) dimensions, namely: (a) compensation, (b), supervision, (c) the work itself, (d) Relationships with co-workers, (e) working

conditions, (f) opportunity to obtain status changes, (g) job security.

The above opinion is confirmed according to Kreitner, and Kinicki (2010: 169) mentions five causes of job satisfaction, namely fulfillment of needs, incompatibility, achievement of values, justice, and disposition / genetic components.

With the results obtained from this study, it can give the meaning of the teacher will get job satisfaction in carrying out his work supported by the good emotional intelligence of the principal and a good school environment.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of research data collection, data analysis, and testing hypotheses, general conclusions can be drawn. Namely the principal's emotional intelligence and school environment there is a significant influence on the teacher's working power of Sub-Rayon I State Vocational Schools in Sambas Regency. While specifically, the following conclusions can be drawn:

1. The emotional intelligence of the principal of Sub-District I State Vocational School, Sambas Regency is categorized as good, with a percentage of 32% based on the option criteria of the variable frequency distribution of the principal's emotional intelligence.
2. The school environment of Sub Rayon I State Vocational School, Sambas Regency is categorized as good, with a percentage of 30% based on the option criteria of the school environment variable frequency distribution.
3. Job satisfaction of teachers of Sub-District I State Vocational High School, Sambas Regency is categorized as good, with a percentage of 44% based on the option criteria of variable frequency distribution of teacher job satisfaction.
4. The principal's emotional intelligence has a significant effect on the job satisfaction of teachers of the State Vocational High School I of Sambas Regency.
5. The school environment has a significant effect on the job satisfaction of teachers at the Sub-District I Sub-District of Sambas.
6. The principal's emotional intelligence and school environment together have a significant effect on the job satisfaction of teachers in the Sub-District I Sub-District of Sambas.

B. Suggestions

Based on the results of the research and the conclusions stated, the following suggestions can be submitted:

1. The principal must have good emotional intelligence because it has a strategic role in the development of schools in accordance with the goals expected by all school residents.

2. The principal can always create a good school environment because it can increase teacher job satisfaction.
3. Teachers need to express their sense of how their work can provide satisfaction for themselves and the benefits of the school.
4. For further researchers, research should be conducted on the factors that can influence teacher job satisfaction in a broader and more detailed school, both from the variables studied and from the theoretical framework, to obtain better results in improving the quality of education in Indonesia.
5. For education observers, this research can be used as input to provide solutions to problems related to increasing teacher job satisfaction in schools.

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