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**The Effect of Interpersonal Communication, School  
Organizational Culture, Job Satisfaction and Work  
Motivation to Organizational Commitment of the State  
Primary School Principals in North Tapanuli District**

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**Abstract**

This study aims to (1) determine the effect of interpersonal communication, school organizational culture, job satisfaction, and work motivation to organizational commitment; and (2) determine *the fixed model* or theoretical model that can describe relationships between variables latent causalistic and determine the principal organization commitment. The study was conducted at the State Primary School in North Tapanuli, 2015, involving 186 primary school principals as respondents. The research data captured using a multiple-choice questionnaire Likert scale model. The research instrument first tested, to test the validity by the Product Moment correlation and to test the reliability by Cronbach Alpha Formula. Data analysis technique is done in two stages namely descriptive and inferential. The purpose of descriptive analysis is to describe the characteristics of the data such as the mean, median, mode and variance. Inferential analysis was used to test the requirements and the research hypothesis. Test Requirements analysis include: test data normality and linearity test regression. To test the data normality of each variable using the Kolmogorov Smirnof Test. To test the linearity regression of between variables performed was using the F statistic test. To test the suitability of the theoretical models used goodness of fit test using Chi Square and to test the hypotheses used path analysis.

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The results showed (1) interpersonal communication have a positive direct effect on job satisfaction, (2) the school culture have a positive direct effect on work motivation, (3) interpersonal communication have a positive direct effect on organizational commitment, (4) the school culture have a positive direct effect on organizational commitment, (5) job satisfaction have a positive direct effect on organizational commitment, and (6) work motivation have a positive direct effect on organizational commitment.

Based on the acceptance of hypotheses, the research found a theoretical model or a fixed model that describes the structure of the causal relationship between the variables of interpersonal communication, school organizational culture, job satisfaction, work motivation, and organizational commitment of Primary School Principal.

**Keywords:** communication; school culture; satisfaction; job motivation; organizational commitment.

## **1. Introduction**

Primary School is one of the national educational organization that aims to provide basic skills provision for learners to develop their lives as individuals, community members, citizens, and members of the human race who have the readiness to follow further education in junior high school. Accordingly, the primary school is expected to carry out its functions as (1) the foundation of the personal development of the child to be a good citizen; (2) The foundation of the basic skills of children; and (3) early education providers to continue preparation for further education at Junior High School. Lipham states the principal's leadership is an important factor which can encourage the creation of an effective school [1]. This opinion is same with the Manullang states that leadership is the most important component in an organization, because effective leadership to make the organization effective, and vice versa leadership less effective to make the organization failed to realize the vision, mission, and goals, which without leadership, an organization will only be a crowd of people and equipment [2]. Mulyasa also argues that school leadership is one of the determining factors that can mobilize all resources to be able to realize the school's vision, mission, and objectives of the school through the programs are implemented in a planned and gradual [3].

Salisbury argues the importance of the quality of school leadership, saying: "Without quality leadership and skillfull management, even the ideas are never implemented. Without good management and ongoing support for their leaders, those lowers in the organization become disillusioned in time." [4] The principal is a party that was instrumental in determining whether the poor quality of education, because the principal is the central figure and has a very strategic role in education. The school principal is operationally the highest authority in the school, then the position of the principal to be very important in the organization of school education.

Supriadi states that the principal is at the most central point of school life, the success or failure of a school in a satisfactory display performance depends a lot on school leadership [5]. Success or failure of education and learning in school is influenced by the ability of the principal to manage each component of school (who is behind the school). Principals should be able to deceive and develop all the existing potential in the school, including the development of students to be knowledgeable beings, empowering teachers to be educators who

are able to perform tasks with maximum learning, and the development of schools into learning organizations that improve the quality of education.

Referring to the role of the principal classification above, then the principal is required to have managerial and leadership capabilities to build a high-quality school management characterized by the following indicators: (1) the effectiveness of teaching and learning are high; (2) strong leadership and democratic; (3) management of effective educators and professionals; (4) the growing culture of quality; and (5) teamwork intelligent, compact and dynamic. Mulyasa states that the principal professional in the new paradigm of management education has a strong organizational commitment to improve the quality of school optimally [3].

With regard to the organizational commitment, Luthans argues: organizational commitment can be defined as: (1) a strong desire to remain as members of any particular organization; (2) the desire to strive suit the organization; and (3) certain beliefs, as well as the acceptance of the values and goals of the organization [6]. Furthermore, Schatz and Schatz suggests: a commitment is the most fundamental thing for every person in the job, without any commitment, the tasks assigned to him difficult to be implemented properly [7]. Thus, a strong organizational commitment of the principal is the dominant factor causing schools perform optimally and sustainable improvements.

In accordance with the nature of organizational commitment as described above, organizational commitment ideal elementary school principal is (1) a strong desire to remain as members of the organization; (2) certain beliefs, as well as the acceptance of the values and goals of the organization; and (3) the desire to strive as desired elementary school he leads the organization to achieve school goals effectively and efficiently. Thus, the principal must have strong organizational commitment to strive suit in realizing the organization's vision, mission, and objectives of the school.

Relative to the importance of the organization's commitment to the principals, the Director of Educational Personnel suggests that the commitment to the implementation of the duties and functions is a reflection of personal competence and social competence that must be possessed principal [8]. Thus, the principal has a very dominant role in determining the success of the school, so they must have the required competence, namely: personal competence, social competence, supervision competence, managerial competence and entrepreneurial competence.

Various attempts have been made by the government to produce professional principals, namely: (1) education and training in management and leadership to improve supervision competence, managerial competence and entrepreneurial competencies; (2) education and training of the teaching profession (PLPG) to improve personal competence, social competence, pedagogical, and professional competence; (3) provision of professional allowances for those who pass PLPG in order to increase job satisfaction and motivation; and (4) is formed Work Group Principal and Deliberation Principal to increase the professionalism of the principal in carrying out its duties and functions.

Efforts to increase the professionalism of the principals mentioned above is expected to make primary school

heads are able to do good interpersonal communication in leadership, has a strong organizational culture, job satisfaction is high, high motivation, and strong organizational commitment. Therefore, the elementary school principal is expected to improve the quality of education at the institution he leads, so as to produce graduates who have good skills provision in further education at Junior High School.

Colquitt, Lepine, and Wesson filed Integration Model of Organizational Behavior which explains that the mechanism of the organization that includes the organizational culture, and organizational structure; a group that includes the mechanisms and behavior styles of leadership, power and influence of leadership, team processes, team characteristics; and individual characteristics that include personality, cultural values, and the ability to directly affect the mechanism of the individual which includes job satisfaction, stress, motivation, trust, fairness, ethics, learning, and decision-making, then the mechanism of individual that directly affect the results of individual includes performance and organizational commitment [9]. The theoretical model explains that the job satisfaction, stress, motivation, trust, fairness, ethics, learning and decision making directly affect organizational commitment.

Kreitner and Knicki suggests several factors may fluctuate organizational commitment, namely: (1) psychological and social, which includes the defense of the ego, the individual motivation, and peer pressure; (2) organization, which includes communication, and the internal situation of the organization; (3) the characteristics of the project; and (4) contextual [10]. In line with this opinion, Felicia reported the success of achieving the organization's objectives are basically determined by the ability and communication skills of leaders of the organization [11]. Interpersonal communication skills leaders also important to improve the attachment member to the organization.

Baron and Greenberg suggests several factors that determine a person's level of commitment to the organization, namely: (1) the level of responsibility and autonomy given to someone to do the job; (2) the opportunity to work elsewhere; (3) one's personal traits, such as degree of satisfaction on existing work; and (4) the situation or the culture of the organization [12].

Based Model Integration Organizational Behavior, theoretical explanation Kreitner and Kinicki and Baron and Greenberg can be seen that the organizational culture, communication, level of responsibility, job opportunities elsewhere, motivation and job satisfaction are some of the factors that can directly affect the organizational commitment.

Based on the above it can be seen a variety of factors that affect organizational commitment, both based on the results of research and is based on a theoretical explanation. In addition, the above description also explains the gap between the expected organizational commitment and organizational commitment owned principals in the province of North Sumatra at this time. If the problem is not serious attention and addressed, the consequences will affect effort in education and is the main source of the decline in the quality of primary school graduates in the province of North Sumatra. Therefore, in order to develop a theoretical model and solve the problems of organizational commitment principals, research must be done on the effect of interpersonal communication, organizational culture, job satisfaction, and motivation to the organizational commitment of primary school

principal in North Tapanuli, North Sumatra Province.

### **1.1 Formulation of the problem**

Based on the background of the problem, the proposed formulation of the problem as follows:

- 1) Is interpersonal communication directly affect job satisfaction?
- 2) Is the school culture directly affect work motivation?
- 3) Is interpersonal communication directly influence organizational commitment?
- 4) Is the school culture directly influence organizational commitment?
- 5) Does the job satisfaction directly affect organizational commitment?
- 6) Is the motivation to work directly influence organizational commitment?

## **2. Review of Literature**

Mc.Sh'ane and Mary Ann suggests that organizational commitment is an emotional statement employees to be involved in a particular organization [13]. If this is associated with the school organization, it gives the sense that the commitment of the principal is an emotional description of the principal embodied by attachment to the school organization.

Luthans argues that organizational commitment was (1) a strong desire to remain as members of any particular organization; (2) the desire to strive suit the organization; and (3) certain beliefs and acceptance of the values and goals of the organization [6]. Thus, one principal who has a strong commitment to the organization he leads will want to remain as a member of the organization, strive in accordance with the wishes of the school where he served, and accept the values and goals of the school.

Mathis and Jackson define commitment as a society together: the degree to the which employees believe in and accept organizational goals and desire to remain with the organization" [14]. Organizational commitment is a degree of trust principals to accept the goals of the organization and wanted to stay in the organization. Someone principal who has high organizational commitment to the school organization where he served, not willing to leave the school, because he felt that the organization's objectives in accordance with its objectives. Organizational commitment also illustrates the power of one's involvement in an organization, as stated Stroh, Northcraft, and Neale: "Organization commitment is the relative strength of an individual's identification with and involvement in a particular organization" [15]. Further explained: "Organizational commitment is not simply loyalty to an organization, but an ongoing process through the which organizational actors express Reviews their concern for the continued succes and well-being of the organization of the which they are a part." This illustrates that organizational commitment is not only a measure of loyalty to organization, but as part of the organization also expressed concern to the success and well-being of the organization. In addition, involvement and loyalty in an organization cannot be separated from the success and prosperity of those experienced in the organization.

Based on some of the above opinion, can be explained the characteristics of employees who have strong

organizational commitment, namely: (1) a desire to remain as members of the organization where she worked; and (2) work hard in accordance with optimal ability to achieve organizational goals. Opinions expressed more detailed Steers and Black. They stated that employees who have a high organizational commitment can be seen from the following characteristics: (1) the existence of a strong trust and acceptance of the values and goals of the organization; (2) the willingness to do my best for the sake of the organization; and (3) a strong desire to become a member of the organization [14]. This psychological involvement will be reflected in the level of activity of a person to an organization and for the benefit of the organization.

Luthans divides the commitment limit of three different dimensions, namely: (1) a strong desire to remain a member of a particular organization. This dimension looked commitments in the context of the principal loyalty towards his job. Thus, the principal who has a strong commitment to remain is seeking to join the profession even though the work was not able to elevate his life; (2) commitment as a desire to develop a high level of effort in his work. This dimension view commitment as an internal force that is in principal to establish a standard of performance in order to improve their own performance; (3) commitment as a set of beliefs and acceptance of the values and objectives of the job. This dimension describes the commitment as a gesture in the acceptance of the values and goals of work and actualize into the relevant behaviors [6]. The same statement also stated Robbins and Judge further confirm that there are three dimensions of organizational commitment, namely: (1) affective commitment or concern, (2) ongoing commitment, and (3) the commitment of normative or standard [16].

Based on the description of the theories above can be synthesized that organizational commitment elementary school principal is a form of attachment psychological school organization where he served characterized by trust and acceptance of the values of the institution as well as the characteristics of basic education and a strong impetus to make efforts in achieving the vision and mission as well as a strong desire to maintain its existence; with indicators: the emotional involvement of the principal; identification on school organization; involvement in school organizations; the desire to continue to work or even leave school organization; and feeling obliged to keep working in the organization of the school.

Gibson, Ivancevich, and Donnelly said communication is the process of delivering or receiving a message from one person to another, either directly or indirectly, written, verbal or non-verbal language [17]. Furthermore Barelson and Steinner said communication as the delivery of information, ideas, emotions, skills and others through symbols, words, images, figures, graphs, and other marks [18]. Communication is the transmission of information from a person the sender to the recipient person through the use of common symbols [19]. So communication is the process of moving the understanding in the form of ideas or information from one person to another. The sense of displacement involves more than just the words that are spoken, but also facial expressions, intonation, vocal breaking point, and so on.

Definition of interpersonal communication is more personal, the intention in the communication prefers giving and receiving proposals/information involving personal element. As noted Feinberg that interpersonal communication is defined as the communication process carried out by someone with others directly [20]. While Pace and Faules states interpersonal communication is a process of communication that takes place

between two or more people face to face [21]. Furthermore Luthans suggests that interpersonal communication emphasizes the transfer of information from one person to another [6].

Specifically Grant explains that interpersonal communication within the school organization has three functions: a bridge function, the function mentation and regulatory functions [22]. Interpersonal communication serves as a liaison between teachers and principals, supervisors, students, parents, teachers, and others associated with the implementation of the duties of teachers. There are three conditions that must be owned by the communicator in interpersonal communication in order to perform effective delivery of information, namely: (1) the ability to create a message that will be conveyed easily understood; (2) to have credibility in the eyes of the recipient; and (3) are able to get optimal feedback on the effect of the message inside the communicant. With the fulfillment of the communicator to the three requirements above, the interpersonal communication can function as expected.

Alo suggests that interpersonal communication contains several characteristics, namely: (1) interpersonal communication happen anywhere and anytime; (2) an ongoing process; (3) has a specific purpose; (4) generating a relationship, creating and exchanging meaning; (5) something that is learned; (6) can predict anything; and (7) interpersonal communication frequently and can be started with making mistakes [23]. Discuss and do something on interpersonal communication variables can reveal the difference between effective and ineffective communication.

In connection to decision making, if it is associated with interpersonal communication function has two aspects, namely: (1) people communicate to share information is a key element in effective decision-making; and (2) human communication to influence others, because the agreement obtained through communication and cooperation with other people who will determine the success or failure of decision making. So, through interpersonal communication, principals can encourage or affect teachers and students to learn seriously to achieve high academic achievement. De Vito argues that an interpersonal communication can be effective with regard indicators: (1) transparency, (2) empathy, (3) support, (4) positivity, and (5) equality [24]. Based on the description of the theories above, can be synthesized that interpersonal communication is the behavior of the principal share information carried in the principal duties with the indicators: the reception and provision of information between the principals with teachers and students; receipt and delivery of information between the principals with the principal; receipt and delivery of information between the principals with educational personnel; receipt and delivery of information between the principal and the parents; receipt and delivery of information between the principals and the community environment.

Culture is all the ideas and the work of a human behavior and social phenomena that indicate the identity and the image of a society. Values or norms, customs and rituals do not appear out of nowhere, but developed through evolution and are influenced by religion, politics, language, region, and other aspects of culture.

Edy Sutrisno defines organizational culture as the system of values (values), beliefs (beliefs), assumptions (assumptions), or norms that have long been in force, agreed upon and followed by the members of a as the organization's code of conduct and solving the problems of the organization [25]. Organizational culture is a pattern of basic assumptions that are found or developed a specific group when they learn to deal with the

problems, adapt to the external environment, and integrate with the internal environment, where the basic assumption that has been going pretty good and valid, therefore, to be taught to new members as the correct way to perceive, think, callous in connection with the problems that it faces. Newstrom illustrates how organizational culture affects communication, motivation, and job satisfaction shown in Figure 1 below.

According to Newstrom, organizational culture is a set of values or norms that have been enacted long, recognized and followed by the members of the organization as a norm of behavior in solving organizational problems. Many factors influence organizational culture, among other things: philosophy, values, vision, mission, and objectives of management; and social environment. While the



**Figure 1:** An Organizational Behavior System of Newstrom.

Source: John W. Newstrom (2007). Organizational Behavior. New York: McGraw Hill, p.26.

organizational culture directly affects leadership, communication, and group dynamics. Further communication directly affect the atmosphere of working life, working life and the atmosphere directly affects motivation. Motivation directly affects job satisfaction, ability, and personal development.

Research conducted Robbins and Judge concluded that the seven primary characteristics that together capture the essence of the culture of the organization, among others: (1) innovation and risk taking, (2) attention to detail, (3) results orientation, (4) orientation of the people, (5) team orientation, (6) aggressiveness, and (7) steadiness [16]. According to Nasution that organizational culture contains six main aspects, namely (1) culture is a social construction of cultural elements, such as the values, beliefs and understanding, which is shared by all members of the group, (2) culture of giving demands for its members in understanding an event, (3) culture containing custom or tradition, (4) in a culture, patterns of values, beliefs, expectations, understandings, and



behaviors arise and evolve over time, (5) a culture directed behavior, custom, or tradition that is the glue that unites an organization and ensure that its members behave according to the norms, and (6) the culture of each organization is unique [26].

Related to the theoretical description above, the results Koesmono found that organizational culture directly influence the motivation and job satisfaction [27]. Widyaningrum research results also found that organizational culture affects organizational commitment of employees [28]. Situmorang research results also concluded that organizational culture directly influence job satisfaction and organizational commitment [29].

Based on the description of the above theories, can be synthesized that organizational culture elementary school is a set of values, norms, assumptions, beliefs, principles, and practices or regulations in primary schools, which organize and direct the behavior of the teachers in an effort to make a job in solving the problem, with the indicators: taking risks, attention to detail, outcome orientation, people orientation, team orientation, aggressiveness, and stability.

Job satisfaction is a gesture that indicated a person to work, which is characterized by a feeling of pleasant or unpleasant based on correspondence between what was expected with what is obtained, as noted Newstrom that "job satisfaction is a set of favorable or unfavorable feelings and emotions with the which employees view reviews their work " [30]. This means that job satisfaction as a set of pleasant or unpleasant feelings towards their job. Opinions Newstrom above, supported Colquitt, Lepine, and Wesson states that "job satisfaction is defined as a state of emotional pleasure the resulting from the appraisal of one's job or job experiences"[9]. This opinion can be interpreted that job satisfaction is an unpleasant feeling resulting from the assessment of job or work experience. Newstrom opinion and the opinion of Colquitt, Lepine, and Wesson provide nearly the same explanation about the nature of job satisfaction that describes the feeling of pleasure or positive individuals to work. Robbins and Judge defines job satisfaction as "... a positive feeling about a job, resulting from an evaluation of its characteristics" [16]. This means that job satisfaction is a positive feeling about the work, resulting from the evaluation characteristics.

Greenberg and Baron suggests that job satisfaction is "... a positive or negative attitudes held by individuals toward their job" [31]. This means that job satisfaction as a positive attitude or a negative attitude held by individuals for their work. Robbins and Judge opinion and the opinion Greenberg and Baron gave a similar explanation is also about the nature of job satisfaction that describes the feeling of pleasant individual (positive attitude) or unpleasant (negative attitudes) towards his job. Produce a fun job satisfaction, while the unpleasant task generate dissatisfaction. Based on the cause, there are five models of job satisfaction, namely: a model fulfillment, mismatching models, models of achievement of value, the model equations, and the component model character/genetic. Kreitner and Kinicki describe the nature of the five models of work satisfaction is as follows: (1) Model Fulfillment explained that satisfaction is determined by the characteristics of a job that enables a person to meet their needs; (2). Model Incompatibility explained that satisfaction is the result of unmet expectations. Expectations were fulfilled points to the correspondence between what is expected by someone from his work with what is obtained or received from the job, such as wages and promotion opportunities were good; (3) Achieving Value Model explained that the satisfaction derived from a perception about a job that

allows for the fulfillment of the values important work of a person; (4) The model equation explains that satisfaction is a function of the treatment given to someone fairly in the workplace; and (5) Component Model Character/Genetic explained that job satisfaction is partly a function of personal characteristics or genetic factors [10].

Gibson, Ivancevich, and Donnelly argues there are five dimensions of job satisfaction, namely: payment, employment, promotion, supervisors, and coworkers [17]. Furthermore Luthans describes the dimensions of job satisfaction consists of the work itself, pay, promotion opportunities, supervision, and co-workers [6]. Based on indicators of job satisfaction of the above, it can be seen that freedom and individual opportunity in performing a task, award, supervisor, salaries, and the work itself are important factors in job satisfaction.

Robbins and Judge found that job satisfaction is influenced by the work itself by 70 percent, 65 percent work supervision, pay 58 percent, and 20 percent promotion [16]. While Newstrom revealed that job satisfaction is influenced by the income received by individuals, supervision, job profile, colleagues and working conditions [30].

Based on the theoretical study and the above results can be synthesized that job satisfaction elementary school principal is a set of pleasant feelings or unpleasant to work as an elementary school principal is based on the correspondence between what was expected with what was obtained from the job with indicators: the chance of promotion, the work itself as a principal, salary, co-principal, and supervision.

Work Motivation is the power of individuals to go beyond, to succeed at a difficult task and do it better than others [31]. This opinion is supported by McClelland states that people with high motivation will be forced more often and first overcome his own problems than people whose motivation is low [32].

Husaini states work motivation can be interpreted as a desire or need behind someone so motivated to work [33]. Based on these explanations can be stated that motivation refers to the desire of someone working to achieve the goals which may include the fulfillment of human needs.

Hicks and Lynkey states that there is a relationship in a successful job, among them the motivation to establish a unit of satisfaction with one small group nor working groups [34]. Motivation to work together in the principal or between principals and teachers, the community will bring employment success. Relationships within the work unit difficult to achieve perfect, especially in the field of school/academic. The relationship between the principal, teachers, students, and the community provides a motivational success among school administrators teachers. Motivation Two Factor Theory of Herzberg explains that job satisfaction is derived from the existence of intrinsic motivators and job dissatisfaction comes from the absence of extrinsic factors. The research result Herzberg found two following conclusions: (1). There is a group of conditions extrinsic (context of the work) which include wages, job security, working conditions, status, company procedures, quality control, the quality of interpersonal relationships among fellow co-workers, superiors, and subordinates whose existence is not always motivated, but nonexistence causes employee dissatisfaction. Factors included in extrinsic condition called hygiene factors; and (2). There is a group of conditions intrinsic (job contents) which include

achievement, recognition, responsibility, advancement, job itself, and possibly expand, whose existence causes satisfaction and establish a strong motivation to produce a good performance [17]. Factors included in the above condition called intrinsic factor satisfying or motivating factor (motivator). The characteristics of people who have high motivation to work are: (1) have a high level of personal responsibility; (2) willing to take and bear the risk; (3) have a realistic goal; (4) has a comprehensive work plan and strive to realize the goal; (5) using the feedback concrete in all activities undertaken; and (6) are looking for opportunities to realize the plans that have been programmed [35]. Wexley and Yukl expressed some traits that can be observed from someone who has a high motivation, among others: (1) its performance depends on the business and its capabilities compared with the performance by the group; (2) have the ability to accomplish tasks that are difficult; and (3) there is often a concrete feedback about how he should carry out the tasks in an optimal, effective, and efficient [36]. Further disclosure that work motivation consists of internal motivation dimension indicators: (1) the responsibility to carry out the task; (2) have a clear goal and a challenge; (3) there is no feedback on the results of his work; (4) have a feeling of pleasure in work; (5) always trying to outperform others; and (6) prefer the accomplishment of what they do, and the dimension of external motivation indicators: (a) always strive to meet the needs of life and its needs; (b) pleased to obtain the praise of what he does; (c) work with the expectation want to incentives; and (d) work with the hope want to get the attention of friends and superiors.

Studies related to work motivation among others: the results of research Siburian concluded that organizational culture positive direct effect on the motivation, and motivation directly influence organizational commitment [37]. Colquitt, Lepine, and Wesson suggests that organizational culture directly affect motivation, and motivation directly influence organizational commitment [9]. Likewise Koesmono research results found that organizational culture is directly significant positive effect on motivation [27] and Hascaryo research results found that the direct effect of positive motivation to organizational commitment [38].

Based on the theoretical description and the above results it can be argued that work motivation is a desire principals well to achieve organizational objectives with indicators: do something with the best; do something to achieve success; completing tasks that require effort and skill; desire to be famous and master a specific field; do the hard thing with satisfactory results; doing something very meaningful; and do something better than anyone else.

Based on a literature review on the above as well as research purposes to be achieved, then can be stated research hypothesis as follows: (1) interpersonal communication have a positive direct effect on job satisfaction of elementary school principal, (2) school organizations culture have a positive direct effect on work motivation of elementary school principal, (3) interpersonal communication have a positive direct effect on organizational commitment of elementary school principal, (4) school organization culture have a positive direct effect on organizational commitment of elementary school principal, (5) Job satisfaction have a positive direct effect on organizational commitment of elementary school principal, and (6) work motivation have a positive direct effect on organizational commitment of elementary school principal.

### **3. Methods**

### **3.1. Types of research**

In accordance with the purpose of research, to investigate the events that have occurred and then trace backwards to determine the contributing factors, this study includes research ex post facto. Furthermore, based on the formulation of the problem, namely: to determine and assess the effect of exogenous variables on the endogenous variables, this study Exploratory nature.

### **3.2. Population and Sample Research**

The population in this study were all of State Primary School Principals in North Tapanuli 2015 that number as many as 376 people. Furthermore, to obtain a sample used Proportional Random Sampling with reference to Table Isaac and Michael at the 5% significance level, in order to get a sample of 186 people based on the proportion of each district.

### **3.3. Data collection technique**

The research data captured using a multiple choice questionnaire Likert scale model, further tests on 30 people outside the target primary head samples, ie to test the validity and reliability.

### **3.4. Data analysis technique**

Analysis of the data used in this study include descriptive analysis, test requirements analysis, and hypothesis testing. Descriptive analysis is used to describe the research variable data, while the test requirements analysis includes data normality test with the One-Sample Kolmogorov-Smirnov Test, linearity test and regression significance test used Analysis of Variance to test the linearity regression, with a significance level  $\alpha = 0:05$ . Furthermore, to test the hypothesis of the research used path analysis and to test the suitability of any theoretical model used goodness of fit test using *Chi Square*.

## **4. Results And Discussion**

Description of the data to be presented in this section include variable data. Interpersonal communication ( $X_1$ ), cultural school ( $X_2$ ), job satisfaction ( $X_3$ ), work motivation ( $X_4$ ), and organizational commitment ( $X_5$ ). The data is the result of quantifying the respondent's answers on a questionnaire distributed to the Principal of State Primary School in North Tapanuli as research samples. Number of questionnaires distributed 186 set according to the amount of sample. Description of data each study variables are presented in summary in Table 1 below.

Based on the statistical summary in Table 1 it can be concluded that:

- a. Interpersonal communication highest score is 135, the lowest score is 81, the mean is 111.58, and the standard deviation is 10.63. While the ideal highest score is 140, the ideal lowest score is 28, the ideal mean score is 84 and an ideal standard deviation is 18.67. Overall it can be concluded that interpersonal communication of Primary Schools Principals tend to be in *enough category*.

b. School culture highest score is 146, the lowest score is 95, the mean is 123.31 and the standard deviation is 9.80. While the ideal highest score is 150, the ideal lowest score is 30,

**Table 1:** The Description of Data for Each V ariable

		X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	X <sub>5</sub>
N	Valid	186	186	186	186	186
	Missing	0	0	0	0	0
<b>Mean</b>		<b>111.5806</b>	<b>123.3065</b>	<b>106.0806</b>	<b>115.7366</b>	<b>121.4516</b>
Median		112.0000	123.0000	105.0000	116.0000	122.0000
Mode		117.00	118.00	101.00	107.00	115.00
<b>Std. Deviation</b>		<b>10.63174</b>	<b>9.80059</b>	<b>9.63041</b>	<b>9.65684</b>	<b>10.34802</b>
Variance		113.034	96.052	92.745	93.255	107.081
Range		54.00	51.00	45.00	50.00	54.00
<b>Minimum</b>		<b>81.00</b>	<b>95.00</b>	<b>86.00</b>	<b>87.00</b>	<b>91.00</b>
<b>Maximum</b>		<b>135.00</b>	<b>146.00</b>	<b>131.00</b>	<b>137.00</b>	<b>145.00</b>
Sum		20754.00	22935.00	19731.00	21527.00	22590.00
<b>Ideal Minimum</b>		<b>28.00</b>	<b>30.00</b>	<b>29.00</b>	<b>28.00</b>	<b>29.00</b>
<b>Ideal Maximum</b>		<b>140.00</b>	<b>150.00</b>	<b>145.00</b>	<b>140.00</b>	<b>145.00</b>
<b>Ideal Mean</b>		<b>84.00</b>	<b>90.00</b>	<b>87.00</b>	<b>84.00</b>	<b>87.00</b>
<b>Ideal Std. Deviation</b>		<b>18.67</b>	<b>20.00</b>	<b>19.33</b>	<b>18.67</b>	<b>19.33</b>

Description: X<sub>1</sub> = Interpersonal Communication  
 X<sub>2</sub> = Cultural School  
 X<sub>3</sub> = Job Satisfaction  
 X<sub>4</sub> = Work Motivation  
 X<sub>5</sub> = Organizational Commitment

the ideal mean score is 90 and an ideal standard deviation is 20. Overall it can be concluded that the culture of the school principal of Primary Schools Principals tends to be in the high category.

c. The highest job satisfaction score is 131, the lowest score of 86, the mean is 106.08 and the standard deviation is 9.63. While the ideal highest score is 165, the ideal lowest score is 33, the ideal mean score is 99 and an ideal standard deviation is 22. Overall it can be concluded that job satisfaction of Primary Schools Principals tend to be in the enough category.

d. Work motivation highest score is 137, the lowest score is 87, the mean is 115.74 and the standard deviation is 9.66. While the ideal highest score is 140, the ideal lowest score is 28, the ideal mean score is 84 and an ideal standard deviation is 18.67. Overall it can be concluded that work motivation of Primary Schools Principals tend to be in high category.

e. Organisasi commitment to the highest score is 145, the lowest score is 91, the mean is 121.45, and the standard deviation is 10.35. While the ideal highest score is 145, the ideal lowest score is 29, the ideal mean score is 87 and an ideal standard deviation is 19.33. Overall it can be concluded that organizational commitment

of Primary Schools tend to be in the high category.

To test the normality of research data used formula One Sample Kolmogorov-Smirnov Test, and the calculation results as shown in Table 2 below.

**Table 2:** Summary Calculation Normality Test Kolmogorov-Smirnov

		X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	X <sub>5</sub>
N		186	186	186	186	186
Normal Parameters <sup>a,b</sup>	Mean	111.5806	123.3065	106.0806	115.7366	121.4516
	Std. Deviation	10.63174	9.80059	9.63041	9.65684	10.34802
Most Extreme Differences	Absolute	.077	.069	.088	.091	.074
	Positive	.029	.057	.088	.073	.072
	Negative	-.077	-.069	-.064	-.091	-.074
Kolmogorov-Smirnov Z		1.045	.939	1.198	1.243	1.015
Asymp. Sig. (2-tailed)		<b>.225</b>	<b>.342</b>	<b>.113</b>	<b>.091</b>	<b>.254</b>

a. Test distribution is Normal.

b. Calculated from data.

Based on the summary of the results of the calculations in Table 2 above indicated that the value Asymp. Sig (2-tailed) > 0.05, thus it can be concluded that the overall distribution of the data did not deviate from the normal distribution, means that the assumption of normality have been met.

Summary of the results of linearity test and significance of the regression equation test for each pair of variables exogenous to endogenous variables are presented in Table 3 below.

**Table 3:** Summary of the Results of Linearity and Significance Test

No.	Exogenous Variables	Regression Test of					
		Linearity Test			Significance		
	to	F <sub>o</sub>	Sig.	Status	F <sub>o</sub>	Sig.	Status
	Endogenous Variables						
1	X <sub>1</sub> to X <sub>3</sub>	1,164	<b>0,252</b>	Linier	4,037	<b>0,046</b>	Significant
2	X <sub>2</sub> to X <sub>4</sub>	1,474	<b>0,053</b>	Linier	21,227	<b>0,001</b>	Significant
3	X <sub>1</sub> to X <sub>5</sub>	1,390	<b>0,079</b>	Linier	12,468	<b>0,001</b>	Significant
4	X <sub>2</sub> to X <sub>5</sub>	1,468	<b>0,055</b>	Linier	16,661	<b>0,001</b>	Significant
5	X <sub>3</sub> to X <sub>5</sub>	1,110	<b>0,323</b>	Linier	12,686	<b>0,001</b>	Significant
6	X <sub>4</sub> to X <sub>5</sub>	1,324	<b>0,122</b>	Linier	20,205	<b>0,001</b>	Significant

In Table 3 above indicated that for all significant linearity test  $F_o > 0.05$  and regression to the mean of all significance tests  $F_o < 0.05$  means form a relationship the exogenous variables with endogenous variables is linear so that the assumption of linearity has been fulfilled.

Next is a hypothesis testing, and statistical computing correlation coefficients and coefficients following the path test are summarized in Table 4 below.

Based on Table 4 indicated that all of the research hypothesis is accepted, so it can be concluded that: (1) interpersonal communication have a positive direct effect on job satisfaction, (2) the school culture have a positive direct effect on work motivation, (3) interpersonal communication have a positive direct effect on organizational commitment, (4) the school culture have a positive direct effect on organizational commitment, (5) job satisfaction have a positive direct effect on organizational commitment, and (6) work motivation have a positive direct effect on organizational commitment.

**Table 4:** Summary of Statistics Computation of Correlation and Pathway Coefficient

No. Hypothesis	The correlation coefficient*	Path Coefficient	$t_{\text{observ.}}$	significance	Description
1	$r_{13} = 0,147$	$\rho_{31} = 0,147$	<b>2,009</b>	0,046	Significant
2	$r_{24} = 0,322$	$\rho_{42} = 0,322$	<b>4,607</b>	0,001	Significant
3	$r_{15} = 0,252$	$\rho_{51} = 0,156$	<b>2,205</b>	0,029	Significant
4	$r_{25} = 0,288$	$\rho_{52} = 0,160$	<b>2,149</b>	0,033	Significant
5	$r_{35} = 0,254$	$\rho_{53} = 0,146$	<b>2,026</b>	0,044	Significant
6	$r_{45} = 0,315$	$\rho_{54} = 0,193$	<b>2,609</b>	0,010	Significant

\*All significant correlation coefficients  $\{t_{\text{observation}} \text{ greater than } t_{\text{table}} (5\%) = 1.658\}$  Furthermore, based on the correlation and path coefficients obtained from the calculation, it can be drawn a fixed model or a theoretical model that illustrates the relationship between causal variables investigated that determine principal's organizational commitment as shown in the following figure.

**4.1. Compliance Test Model**

Within the framework of path analysis, a proposed model is said fit with the data if the sample correlation matrix is not much different from the correlation matrix estimation (*reproduced correlation matrix*) or the expected correlation (expected correlation matrix). In general, to test the suitability of the theoretical model suggested uses the following formula:

$$Q = \frac{1-R_m^2}{1-M}$$

$$R_m^2 = 1 - (1 - R_1^2)(1 - R_2^2)(1 - R_3^2)(1 - R_4^2)$$

If all path coefficients are significant, then  $M = R_m^2$  so that  $Q = 1$ . If  $Q = 1$  indicates that the model is perfect and fit.

Based on the calculation above, it could be seen that all of the path coefficients are significant, therefore,  $Q = 1$  so that it can be concluded that the proposed model is perfectly fit (the fit is perfect) with the data.

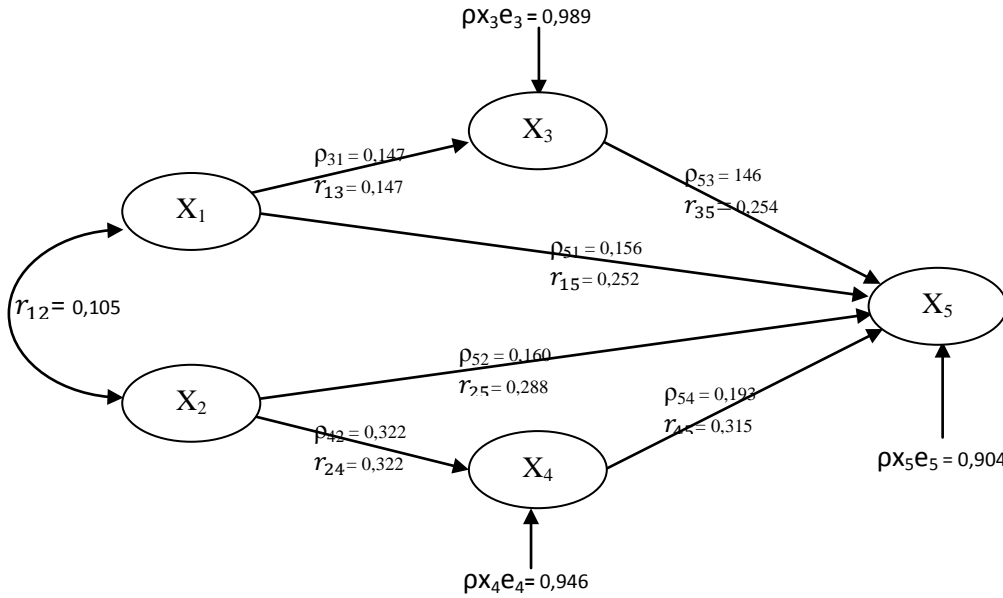


Fig. 2: Theoretical Model of Research

4.2. Direct and Indirect Effect

As shown in Table 5 below, there is the proportional direct effect of Interpersonal Communication ( $X_1$ ) on Job Satisfaction ( $X_3$ ) and Culture School ( $X_2$ ) on Work Motivation ( $X_4$ ) as shown in Table 5 below.

Table 5: Summary of Proportional direct effect of Interpersonal Communication ( $X_1$ ) on Job Satisfaction ( $X_3$ ) and Culture School ( $X_2$ ) on Work Motivation ( $X_4$ )

Variable	Proportional Direct Effect of	
	Job Satisfaction ( $X_3$ )	Work Motivation ( $X_4$ )
Interpersonal Communication ( $X_1$ )	<b>0,021</b>	-
Culture School ( $X_2$ )	-	<b>0,103</b>

Based on the data in the Table 5 above it can be seen that the proportional direct effect of Interpersonal Communication ( $X_1$ ) to Job Satisfaction ( $X_3$ ) is 0.022; thus the strength of Interpersonal Communication ( $X_1$ ) which directly determine changes in Job Satisfaction ( $X_3$ ) is 2.2%. And the proportional direct effect of the School Culture ( $X_2$ ) to Work Motivation ( $X_4$ ) is 0.103; so the strength of Culture School ( $X_2$ ) which directly



determine the changes in Work Motivation (X<sub>4</sub>) is 10.3%.

As summarized in Table 6 below the results of proportional direct and indirect effects of Interpersonal Communication (X<sub>1</sub>), Cultural School (X<sub>2</sub>), job satisfaction (X<sub>3</sub>) and work motivation (X<sub>4</sub>) against Organizational Commitment (X<sub>5</sub>) as shown in Table 6 below.

**Table 6:** Summary of Proportional Direct and Indirect Effects of Interpersonal Communication (X<sub>1</sub>), Cultural School (X<sub>2</sub>), Job Satisfaction (X<sub>3</sub>) and Work Motivation (X<sub>4</sub>) against Organizational Commitment (X<sub>5</sub>)

Variable	Effect					Total Effect	Non Path	
	Direct to X <sub>5</sub>	Indirect to X <sub>5</sub> through by					S	U
		X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>			
X <sub>1</sub>	0,0243	-	-	0,0033	-	0,0276	-	0,0116
X <sub>2</sub>	0,0260	-	-	-	0,0099	0,0359	-	0,0105
X <sub>3</sub>	0,0213	-	-	-	-	0,0213	0,0033	0,0124
X <sub>4</sub>	0,0372	-	-	-	-	0,0372	0,0099	0,0135
<b>Total</b>						<b>0,1221</b>	<b>0,0132</b>	<b>0,0480</b>

Description: S = Component Spurious

U = Component Unanalyzed

Based on the data in the Table 6 above can be seen that the total direct and indirect effects, Spurious, and Unanalyzed of Interpersonal Communication (X<sub>1</sub>), Cultural School (X<sub>2</sub>), Job Satisfaction (X<sub>3</sub>) and Work Motivation (X<sub>4</sub>) all together determine changes of Organizational Commitment (X<sub>5</sub>) = 0.1221+ 0.0132 + 0.0480 = 0.183 or 18.3 %, while the effect of other factors outside of Interpersonal Communication (X<sub>1</sub>), Cultural School (X<sub>2</sub>), Job Satisfaction (X<sub>3</sub>) and Work Motivation (X<sub>4</sub>) is equal to 1 to 0.183 = 0.817 = 81.7% with the path coefficients, namely:  $\rho_{X_5e_5} = \sqrt{1 - 0,183} = 0,903$ .

### 4.3. Discussion

Based on data description and testing hypothesis testing, we draw the following discussions:

a) Based on the results of the first hypothesis testing: Interpersonal communication have a positive direct effect on job satisfaction of primary school principals, with a path coefficient  $\rho_{31} = 0.357$ . Furthermore, based on the calculation results as shown in Table 5 obtained total direct influence on job satisfaction interpersonal communication of primary school principals is 0.127. It shows that 12.7% changes in job satisfaction of primary school principals may be determined by interpersonal communication.

The findings of this study support the notion Edy Sutrisno states that communication is a factor that affects job satisfaction [39]. The willingness of the employer to hear, understand, and acknowledge opinion or achievements of subordinates was instrumental in creating a sense of satisfaction to work. The study's findings

also support the notion Sopiha states that interpersonal communication is an aspect of employment that affect job satisfaction [14]. Job satisfaction is an emotional reaction complex, tangible sense of excitement, a sense of satisfaction or dissatisfaction, this process would not be separated from the role of communication, good communication vertical and horizontal communication, because the workers are satisfied would prefer to speak positively about the organization. The study's findings also support research Tiur Siburian, which concluded that the direct effect of positive interpersonal communication on job satisfaction and job satisfaction further direct influence on organizational commitment [37]. Thus, the findings of this study which states that the interpersonal communication have a positive direct effect on job satisfaction of primary school principals in accordance with the results of research and theory referred.

b) Based on the results of testing the second hypothesis: The school culture have a positive direct effect on work motivation, with a path coefficient  $\rho_{42} = 0.212$  and is based on the calculation results as shown in Table 5 obtained directly influence school culture on work motivation at 0.045. Thus, a positive school culture direct effect on work motivation, of which 4.5% changes in work motivation, can be determined by the school culture. The study's findings are consistent with the results of the study Koesmono which found that organizational culture directly influence the motivation and job satisfaction [27], and the results Siburian which found that motivation is directly influenced by the culture of the organization [40]. The findings of this study support the theory that is used as the basis for the filing of a theoretical model of research variables, namely Model Integration of Organizational Behavior Colquit, Lepine, and Wesson, which explains that organizational culture directly affects motivation and job satisfaction [9]. Thus, the findings of this study, namely: the school culture have a positive direct effect on work motivation of primary school principals is in accordance with the results of research and theories referenced in this study.

c) Based on the results of testing the third hypothesis: Interpersonal communication have a positive direct effect on organizational commitment of primary school principals, with a path coefficient  $\rho_{51} = 0.156$ . Furthermore, based on the calculation results as shown in Table 6 was obtained in total direct and indirect influence of interpersonal communication on organizational commitment of primary school principals is 0.0276. This shows that 2.76% changes in organizational commitment of primary school principals can be determined by the interpersonal communication.

The findings of this study support the notion Sopiha states that interpersonal communication is a factor affecting organizational commitment [14], Pertiwi states that interpersonal communication affects organizational commitment [41]. To convey the purpose and goals of an organization, the leadership will try to communicate as best as possible so that subordinates or people involved in the organization can understand. In growing commitment of the organization, it is necessary to establish two-way communication within the organization regardless of the lower subordinates. Thus, the findings of this study which states that the interpersonal communication have a positive direct effect on organizational commitment of primary school principals in accordance with the results of research and theories referenced in this study.

d) Based on the test results the fourth hypothesis: The school culture have a positive direct effect on organizational commitment of primary school principals, with a path coefficient  $\rho_{52} = 0.160$ . Furthermore, based on the calculation results as shown in Table 6 was obtained in total direct and indirect

effects of school culture on organizational commitment elementary heads of 0.0359. This shows that 3.59% changes in organizational commitment can be determined by the school culture of primary school principals .

The findings of this study support the theory that is used as the basis for the filing of a theoretical model of research variables, namely the theory of Baron and Greenberg, which explains that the direct influence of organizational culture on organizational commitment [12]. Furthermore, this study supports the research conducted Nurjanah, which concluded that organizational culture has a total effect on organizational commitment [42]. Likewise, research Ambarita concluded that the direct effect positive organizational culture to organizational commitment [43]. As well as research results Mahmudah which found that organizational culture directly affects organizational commitment [44]. If the school culture can bind everyone involved in the school, then in that person will arise sense to do what is best for the school, because of the growing awareness in him that he is an important part of the school. That is, he will be committed to continue to support the school, due to lack of awareness and a sense of belonging to the school. Thus, the findings of this study which states that the school culture have a positive direct effect on organizational commitment of primary school principals in accordance with the results of research and theories referenced in this study.

e) Based on the results of the fifth hypothesis testing: Job satisfaction have a positive direct effect on organizational commitment of primary school principals, with a path coefficient  $\rho_{53}$  is 0,146. Furthermore, based on the results of the calculation of the proportional effect as in Table 6 above it can be seen that the direct effect of job satisfaction on organizational commitment at 0.0213. This shows that 2.13% changes in organizational commitment can be determined by the job satisfaction of primary school principals.

The findings of this study support the theory that is used as the basis for the filing of a theoretical model of research variables, namely Model Integration of Organizational Behavior Colquit, Lepine, and Wesson, which explains that the job satisfaction directly affects organizational commitment [9]. Likewise, the theory of Baron and Greenberg, which explains that the direct effect of job satisfaction on organizational commitment [12]. Furthermore, the research findings are consistent with research results Tiur Siburian who found that job satisfaction is a significant positive direct effect on organizational commitment of teachers [37], as well as research conducted Muhadi who found that job satisfaction influence on commitment organization [45] and research results Ambarita which found that job satisfaction is a significant positive direct effect on organizational commitment [43]. Thus, the findings of this study which states that the job satisfaction have a positive direct effect on organizational commitment of primary school principals in accordance with the results of research and theories referenced in this study.

f) Based on the results of the sixth hypothesis testing: Work motivation have a positive direct effect on organizational commitment of primary school principals, with a path coefficient  $\rho_{54}$  is 0.193. Furthermore, based on the results of the calculation of the proportional effect as in Table 6 above it can be seen that the direct effect of work motivation on organizational commitment at 0.0372. This shows that 3.72% changes in organizational commitment can be determined by the work motivation of primary school principals .

The findings of this study support the theory that is used as the basis for the filing of a theoretical model

research variables, namely the theory of Kreitner and Knicki which explains that organizational commitment fluctuate according to factors individual motivation [10], and Model Integration Organizational Behavior from Colquit, Lepine, and Wesson, which explains that the motivation directly affects organizational commitment [9]. Furthermore, the study's findings are also consistent with the results of research Sianturi, who found that motivation significantly positive direct effect on organizational commitment [46]. Likewise, the results of research Tiur Siburian, which found that the achievement motivation significant positive direct effect on organizational commitment [37], and research results Wau, who found that motivation significantly positive direct effect on organizational commitment chief Middle School first in five districts/cities in Nias Island [47], as well as research results Hascaryo who found that the direct effect of positive motivation to organizational commitment [38]. Thus, the findings of this study which states that the work motivation have a positive direct effect on organizational commitment of primary school principals in accordance with the results of research and theories referenced in this study.

Based on the results of the sixth hypothesis testing as described above was found a theoretical model which is the development of several theories, especially "Integrative Model of Organizational Behavior" from Colquitt, Lepine, and Wesson; Ambarita theoretical relationship model is the influence of leadership, organizational culture, and job satisfaction on organizational commitment, and the theoretical relationship model Siburian ie Interpersonal Communication, Organizational Culture, Job Satisfaction, and Achievement Motivation on Organizational Commitment.

Thus, the results of research by testing the hypothesis that received the sixth hypothesis proposed research has found a new invention in the form of a fixed model or a theoretical model of organizational commitment principals that describes the structure of the causal relationship between the variables of interpersonal communication, school culture, job satisfaction, work motivation and organization commitment of Primary School Principal, as presented in Figure 2 The theoretical model of Research Variables. The theoretical model of organizational commitment principals expressed in this study as a model for the new finding because until this study is completed, there is no theoretical model of organizational commitment the same principals.

## **5. Conclusion**

Based on earlier descriptions and results of data analysis and discussion of the results of research conducted, it can be concluded as follows:

- a) Interpersonal communication have a positive direct effect on job satisfaction of primary school principals in North Tapanuli. In other words, the better the interpersonal communication, the higher the job satisfaction of the primary school principals in North Tapanuli.
- b) The school culture have a positive direct effect on work motivation of primary school principals in North Tapanuli. In other words, the better the school culture the higher work motivation of primary school principals in North Tapanuli.
- c) Interpersonal communication have a positive direct effect on organizational commitment of primary school principals in North Tapanuli. In other words, the better the interpersonal communication, the higher the

organizational commitment of the primary school principals in North Tapanuli.

- d) The school culture have a positive direct effect on organizational commitment of primary school principals in North Tapanuli. In other words, the better the school culture the higher the organizational commitment of the primary school principals in North Tapanuli.
- e) Job satisfaction have a positive direct effect on organizational commitment of primary school principals in North Tapanuli. In other words, the better the job satisfaction, the higher the organizational commitment of the primary school principals in North Tapanuli.
- f) Work motivation have a positive direct effect on organizational commitment of primary school principals in North Tapanuli. In other words, the higher the work motivation, the higher the organizational commitment of the primary school principals in North Tapanuli.
- g) Interpersonal communication, school culture, job satisfaction and work motivation simultaneously have a positive direct effect on organizational commitment of the primary school principals in North Tapanuli. In other words, at least one of the four variables, namely: interpersonal communication, school culture, job satisfaction and work motivation is getting better, the higher the organizational commitment of the primary school principals in North Tapanuli.

### **5.1. Implication**

Conclusion the results of this study can be used as material considerations for the various parties associated with increased organizational commitment elementary school principal, so the proposed implications as follows:

The study found that interpersonal communication, organizational culture, job satisfaction, and work motivation directly influence positively to organizational commitment of the primary school principals in North Tapanuli. This means that the organization commitment of the primary school principals can be increased, if the interpersonal communication, organizational culture, job satisfaction, and work motivation improved. Accordingly, the Head of Education Department of North Tapanuli very concerned to improve the quality of basic education through the improvement of organizational commitment of the primary school principals in realizing the national education goals.

In connection with that, there are some efforts that can be taken to improve the organizational commitment of the primary school principals effectively and efficiently, including: (a) Provide briefing and training of effective communication in leadership learning to the primary school principals, and provide opportunities for them to express ideas creative and innovative as well as its application in improving the quality of learning, (b) provide briefing and training to principals about the concept of organizational culture that should be adopted to be used as school culture, school characteristics superior, and the development of quality culture at school to elementary school superior, (c) give promotion to the principal that is performing very well, (d) provide facilities for school principals in the promotion/position, and (e) provide an award of commendation and awards to principals who carry out the duties and responsibilities very well.

The primary school principals is one factor that can mobilize all resources to be able to realize the school's vision, mission, and objectives of the school through the programs are implemented in a planned and gradual.

To that end, the primary school principals need to increase the organization commitment in order to realize the vision, mission and school objectives effectively and efficiently. Increased organizational commitment can be made by the primary school principals through the following activities: (a) Improving interpersonal communication with supervisors, fellow heads of primary schools, teachers, students, and other stakeholders in order to obtain information needed to realize the vision, mission, and objectives of the school effectively and efficiently, (b) Building a culture of schools on an ongoing basis based on ethics and values of solidarity, to realize a good cooperation between supervisors, primary school principals, teachers, parents, students, and other stakeholders through increased attention to detail, people orientation, the orientation of employment, team orientation, aggressiveness and stability, (c) Improving the job satisfaction through a pleasant taste to colleagues, supervision, salary, work, and promotion opportunities, and (d) Improve employee motivation through increased responsibilities in the implementation duty, a sense of excitement in the works, attempt to outperform others, the achievement of what is done, and the pleasure gained praise of what is done.

## **5.2. Suggestion**

Based on the conclusions and implications of the study, presented some suggestions. In order to increase organizational commitment of the primary school principals, should be the manager of the Department of Education to do the following: (a) Provide briefing and training of effective communication in leadership learning to the primary school principals, and provide opportunities for them to express creative ideas and innovative and its application in improving the quality of learning, (b) provide briefing and training to principals about the concept of organizational culture that should be adopted to be used as school culture, school characteristics superior, and the development of quality culture at school to elementary school superior, (c) Providing promotion to principals who perform very well, (d) To provide satisfactory service to principals in the execution of their duties, so what to expect principals to be obtained from the leadership of the Department of Education North Tapanuli, (e) To provide convenience for principals in the promotion/position, and (f) Provide awards in the form of praise, and appreciation for principals who carry out the duties and responsibilities very well.

In order to increase organizational commitment of the primary school principals, school superintendent can make efforts as follows: (a) Improving interpersonal communication with the primary school principals to build familiarity, increase transparency and good cooperation to obtain the information required in the implementation of supervision managerial effective and efficient, (b) Strengthening the organizational culture prevailing in school by providing exemplary in supervising the managerial according to the rules, (c) Providing assistance needed of primary school principals in improving its performance in accordance with national standards of education, and (d) Giving praise and appreciation for the primary school principals which have a very good performance.

In order to increase organizational commitment of the primary school principals, principals can do the following steps: (a) Improving interpersonal communication with supervisors, fellow the primary school principals, teachers, students, and other stakeholders in order to obtain information needed to realize the vision, mission, and school goals effectively and efficiently, (b) Building a culture of schools on an ongoing basis based on

ethics and values of solidarity, to realize a good cooperation between supervisors, primary school principals, teachers, parents, students, and other stakeholders through increased attention to detail, people orientation, the orientation of employment, team orientation, aggressiveness and stability, (c) Improving the job satisfaction through a pleasant taste to colleagues, supervision, salary, work, and promotion opportunities, and (d) Improve employee motivation through increased responsibility responsible for the implementation of the tasks, the feeling of pleasure in the work, the effort to outperform others, and the pleasure gained praise of what is done.

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