



The Effect of Transformational Leadership and Locus of Control Toward the Job Satisfaction of Educator on HKBP Private Highschool in North Sumatra

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Abstract

This study aims to answer the question posed, namely 1) the effect of transformational leadership on job satisfaction of educators, and 2) the effect of locus of control on job satisfaction of educators at HKBP Private High School in North Sumatra Province. The population on this study was 292 educators at HKBP Private High School with total sample of 131 people were taken by using Proportional Random Sampling Technique. The research instrument was a questionnaire by using Likert scale. The research data were processed and analyzed by using SPSS program. The result of analysis shows there is a direct influence of transformational leadership on job satisfaction of educators with path coefficient of 0.188, and the direct effect of locus of control on job satisfaction of educators at 0.213 of educators at HKBP Private high school in North Sumatra Province becomes more higher. The implication of this study explain that in order to improve the job satisfaction of educators, it needs to be done many efforts to improve the effectiveness of transformational leadership of principals and locus of control. Some efforts can be undertaken include self-evaluation, education and training of transformational leadership development of the principals, and locus of control personality development of educators.

Keywords: transformasional leadership; locus of control; job satisfaction.

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1. Introduction

Schools as formal educational institutions that serve the society, especially school age children to produce the Human Resources(HR) who have the knowledge, skills and attitudes to be able to establish themselves and build the nation, capable to face the global changes in the life of society which is increasingly competitive. The element of educators (teachers) is one important element on the implementation of education in schools.

Educators as human resources in the school has a central position in order to achieve the vision , mission and objectives of the school, cannot be replaced by technological advances even on the teaching and learning process in the classroom. Educators as human resources are an important input required for the process of education in schools in addition to other resources.

Pay attention to the importance of the role of educators in schools , it is fair when they carry out their duties and received high support from the working environment, good support materials to fulfill the needs of the physical and psychological support of the School organizers so that they are pleased and working with a satisfied heart. When educators are satisfied in performing his duties, he will support the success of high school to realize the achievement of its objectives.

The emergence of a sense of satisfaction (positive/fun feelings) or dissatisfied (negative /unpleasant feelings) for the work is based on an assessment or a person's response to the actual condition perceived in the organization with expectations whether it is appropriate or not. The impact of satisfaction or dissatisfaction of this work will be seen from their behavior in doing their job. Adapting the opinion of some experts, a worker who has a sense of satisfaction in his work will be like and give the best to those who loved and will bend over backwards to fulfill the needs of his beloved subject/object and willing to sacrifice, the quality of schools is increasing, there is no desire of educators to out of work, the high level of attendance in school, carry out the task on time, high morale, show a friendly attitude towards students and the society in his ministry, healthy of mentally and physically, quickly on completed the task, and do not like to complain, creating an atmosphere of meaningful education, fun, creative, dynamic, and dialogic, committed professionally to improve the quality of education, and also set an example and keep the good name of the institution, profession, and position in accordance with the trust given to him .

Educators who worked as a teacher at the HKBP Private High School are the element of human resources which is play an important role in the progress and success of the school, should receive special attention from the school organizers how to create a psychological condition that is fun for them so that educators can carry out the duties and obligations filled with high sense of responsibility, so that the vision, mission, and goals of the school can be realized optimally.

The existence of the HKBP school today suffered a setback very drastically if compared with the 1980s, the era in which the schools run by the HKBP was the popular schools in North Sumatra and was reckoned and the demand by the public. Related to these problems, Tampubolon stated that the root of the main problems that often arise in Christian education including schools under the HKBP foundation is the very weak empowerment

teacher or educator system, especially concerning the welfare of teachers (salaries and others) are not fulfill in accordance with the necessities of teachers life, as a result most of the teachers become "teacher usually outside" (Obliged to do more work outside) [1].

High job satisfaction desired by educators, and also by the organizers of the school, because it would have a positive impact on school organization or the individual educator itself in carrying out their duties. In connection with that statement, the job satisfaction of educators is the object of attention of school management to improve. so they keep trying to create an atmosphere of learning that is meaningful, fun, creative, dynamic, and dialogic, committed professionally to improve the learning quality, and give the example and maintain the good name of the school and the profession as an educator in front of the students and the society, and try to produce more qualified students which are able to compete competitively with other schools. A phenomenon that can create damage to the condition of school organizations including the Private High School of HKBP is the low job satisfaction of educators that cause a phenomenon of dissatisfaction as their desire to move out the work, absenteeism, like to late, argumentative and denied, rejected the suggestion, the change of educators (in and out) high, many complain, do not perform well, low of teaching quality, and even the desire to stop working as an educator.

The phenomenon of low job satisfaction of educators on Private High School of HKBP was based on the preliminary study of research that has been conducted through a survey of job satisfaction by using open questionnaires to 30 educators (teachers) of HKBP Private High School in North Sumatra province including HKBP Private High School of Medan, HKBP Private High School of Parapat, HKBP Private High School of Siantar and private high school of HKBP University Laboratory of Siantar which was conducted in August, November 2013 and April 2014, showed that in general the only 44.88% of educators said they were satisfied on the job, while 55.03% expressed less of satisfaction on the job.

This condition encourage the need for empirical studies to uncover the supporting factors of development of job satisfaction of educators and think the efforts to improve job satisfaction of educators in the future. if this condition is allowed it will disrupt the educational process that eventually will interfere the realization of school organization objectives. Therefore, it is need to do research on job satisfaction of educators to explore its aspects to find the solution to increase the job satisfaction in HKBP senior high school of North Sumatra Province.

1.1. Problem Formulation

The research problems are: 1) does the transformational leadership affect the job satisfaction of educators at private high school of HKBP in North Sumatra Province?, 2) does the locus of control affect the job satisfaction of educators at private high school of HKBP in North Sumatra Province?, and 3) does the characteristics of working group affect the job satisfaction of educators at private high school of HKBP in North Sumatra Province?

1.2. The Purpose of Research

Based on the description above, the purpose of this research are: 1) To determine the effect of transformational

leadership on job satisfaction of educators at private high school of HKBP in North Sumatra Province, 2) To determine the effect of locus of control on job satisfaction of educators at private high school of HKBP in North Sumatra Province, and (3) To determine the effect of the working group characteristics on job satisfaction of educators at private high school of HKBP in North Sumatra Province.

2. Theoretical Review

Basically the job satisfaction is a problem related to a person's psychological reaction to his/her work, which is reflected in one's feelings toward his work. According to Newstrom "job satisfaction is a set of favorable or unfavorable feelings and emotions with the which employees view Reviews their work "[2]. Robbin and Coulter emphasize that job satisfaction is related to positive or negative attitude towards a work [3]. Furthermore Luthans explained that attitude or positive or negative feelings that arise in individual towards work is the result of the individual's perception toward the appropriateness between the reality and the expectations which are experienced on work environment [4].

In connection with previous explanations, Schermerhorn emphasizes the sense of job satisfaction on the affective aspects of attitude that shows how far a person feels positive or negative about the various aspects of the job tasks, work environment, and relationships with colleagues [5]. An employee with high job satisfaction will be positive about his work, while those who disappointed in the work will be negative.

The process of job satisfaction in an employee whether she/he is satisfied or not satisfied with the job can be explained through the theory of job satisfaction. Job satisfaction according to Path-Goal Model Theory developed by Robert House. The development model is based on expectations motivation theory, which states that in order to motivate a person specified in hopes of reward and valence, or the appeal of such compensation. Another factor to consider in effecting a leader is a situational factors or contingency consisting of variables: the characteristics of subordinates, such as locus of control, and or abilities, and work environment that are beyond the control of subordinates, such as the factor structure of the task, the system of formal authority, and working groups. These environmental factors determining the behavior of leaders is needed if the results of the work of subordinates wanted to be maximized, while the personal characteristics of subordinates determine how to interpret the environment and the behavior of the leader. The result of the behavior of the leaders is a high satisfaction, clarity of roles and goals, and high performance.

The other job satisfaction Model is stated by Colquitt, Lepine & Wesson which is explaining that job satisfaction is one of the mechanisms individual psychological which position is the same as the aspect of stress, motivation, and confidence, justice, ethics, learning and decision-making are directly affected by mechanism organization factors (culture and organizational structure), group mechanisms factor (behavior and leadership style, influence and power of leader, processes and characteristics of the group / team), and also individual characteristic factors (personality and cultural values, and abilities). Furthermore aspects of job satisfaction, stress, motivation, and confidence, justice, ethics, and learning and decision-making have a direct impact on the performance and organizational commitment [6].

Furthermore, Robbins and Judge explained that the possibility that making a person feel satisfied in their work is the work itself, pay, promotion, and colleagues [7]. Korman stated that factors relating to the formation and can determine the level of job satisfaction is occupational level, job content, leadership attentive, payment and promotion opportunities, as well as social interaction and working in a group [8].

Based on the exploration results of the theoretical study showed that the variables that affect individual job satisfaction is very complex, include: leadership style, locus of control, work experience, ability / individual skills, task structure/organization, formal authority, the dynamics of work groups or teams, cultural organization, reward/salary/remuneration, performance/performance, cultural values, the structure of the needs of employees, motivation, supportive supervision, surveillance, open communication, promotion opportunities and growth of level, interpersonal relations, working conditions, the work itself, organizational climate, security of work, attitude towards work, work environment, job characteristics, school policy, job responsibilities, recognition of achievements, awards, and transformational leadership.

The consequences of job satisfaction or dissatisfaction can be seen from the various actions or behavior of workers in the workplace. Schermerhorn, Hunt, and Osborn by quoting Locke statement is stated that the consequences of job satisfaction can be analyzed from two sides, namely high and low job satisfaction based on the measurement results of job satisfaction through the Job Descriptive Index (JDI)[5]. Refers to this opinion, it can be described that high satisfaction of educator with the work itself, he/she would arrive early, do not like to be late, and loyal to his job, while educators low satisfaction indicate a desire to switch jobs, defaulters and like late, even stopped. Educators high satisfaction with the supervision implementation, he/she seeks to support the advancement of the organization, are willing to accept advice, and stay on the job, while low labor satisfaction, he/she is willing to eschew, likes to argue and disprove, refusing the advice, like to make a complaint, and possibly to stop working.

In terms of colleagues, high satisfaction educators will charis the friends, acting in accordance with the norms, and remain on the job, while the educators low satisfaction, they are tends to stay away, argumentative, defaulter work, or stop working. Then high satisfaction educators with promotional opportunities trying to improve their performance, there is a desire for advancement, and stay on the job, while educators low satisfaction is not trying to show a good performance, desire for advancement is low, and may quit his job. Educators high satisfaction toward the salary trying to change its performance depends on a salary or fee received for its performance, and stay on the job, while educators low satisfaction with a lot of complaining, asking for a higher salary, willing to change effort depending on the payment received for its performance, and there is the tendency of desire out or quit the job.

Based on the discussion of the job satisfaction theory above can be argued that job satisfaction of educators is the expression of educators' feeling such as statement satisfied (pleased) or dissatisfied (not pleased) about the condition of work at the school. The referred Employment conditions in this study refers to aspects developed Smith, Kendall, and Hullin through the instrument of job satisfaction include: (a) work itself, (b) paying system, (c) promotion opportunities, (d) supervision, (e) co-workers. The fifth aspect is deemed sufficiently relevant to the condition of schools that deserve to be the basis of the development of an instrument to measure the degree

of job satisfaction of educators.

Furthermore Transformational leadership is defined as "a process in which leaders and followers raise to higher levels of morality and motivation" [9]. The contained meaning in this definition lies on the leader effort to change the morality (spirit) and the motivation of followers to a higher level. According to him, the effectiveness of transformational leadership lies in the leader's ability to motivate followers by expressing his vision and invites his followers to work to achieve the organization goals. He also emphasize that the transformational leaders have a role to transform his followers to be the leaders who are able to direct themselves better. In this process, the leaders and the followers hand in hand together towards the achievement of organizational goals. Through this leadership, leaders try to seek potential motives of the followers, seeks to satisfy a higher level of needs, and embracing every follower in full and not particular motivate workers to swap businesses with wage employment through transactional action. The essence of transformational leadership is empowering followers to perform effectively by build their commitment to the new values, develop their skills and confidence, create a conducive climate to the development of innovation and creativity[10]. Transformational leadership intends to motivate followers to do more than expected, by (a) increasing the level of understanding of the followers of the usefulness and value of objectives are detailed and ideal, (b) make followers defeated their own interests for the sake of the team or organization, and (c) mobilize followers to meet the level of needs higher[11]. A transformational leader will effectively increase the spirit and motivation of subordinates to a higher level in performing his duties when he applying four dimensions of leadership behavior, namely: inspirational motivation, idealized influence, individualized consideration, and intellectual stimulation[12]. The results obtained as the effects of the behavior of transformational leaders show there is a personal commitment of followers to the leader and his vision, arising self-sacrifice behavior of the followers for the sake of the organization, organizational commitment, their satisfaction of the task which is meaningful to him and also for the organization, and an increase on the performance of individuals, groups and organizations. The results of previous studies showed that: transformational leadership significantly affect the job satisfaction, and organizational commitment [13].

Referring to the explanation above, the principal as leader of the school is expected to change the spirit and motivation of the educators and other workers at the school to a higher level through transformational leadership behaviors, namely inspirational motivation, idealized influence, individualized consideration, and intellectual stimulation, thereby the high awareness of ducators to do the best for the school will arise, so that they would pleasure to carry out his duties full responsibility.

Rotter explained that the locus of control is part of major personality traits that affect organizational behavior, to be a specific personality trait be a strong indicator of behavior in the workplace. He made the locus of control as the basis for determining the human typology into two global types, namely internal locus of control type and external locus of control type [16]. He said the man with the type of internal control refers to the extent of someone wishes that the strengthening or the results he obtained depends on someone's behavior or someone personal characteristics, while man with the type of external control believe that the degree of reinforcement or result obtained is a function of chance, luck or fate, and is under the control of the power of others. Thus the locus of control can be interpreted as a type of human personality which outlines the levels of the extent to

which a person feels confident that what happens to them inside or outside their personal control [14]. Further explained that the man with the internal personality types feel that the work and career depend on factors in themselves (such as effort, ability, decision making, and others). He/she more confident, more enthusiastic and optimistic, warmer, more serious in work, and the aspiration levels are usually higher and have a tendency to dominate the environment and influence others. Has the ambition to be a leader and feel more responsible. Often rather difficult to be affected if there are differences of opinion. He/she seemed serious and tend to take the initiative rather than be passive and wait. Meanwhile, the man with the external personality types feel that what happened to him/her was a result of factors outside themselves (such as fate, luck, the actions of others, and others). He/she is more dependent on the environment, especially authority figures. Very strong influence of his parents ingrained in him. His manner is more obedient to their parents, very disciplined in working and obedience to superiors or people in power. Difficult to manage their problem. In working and trying he/she feel no need to make plans too much, more than happy to work with the clear instructions and very detailed. He/she is very sensitive to stimuli from the environment. Locus of control is one of the variables of personality which is defined as an individual's beliefs on whether or not capable of controlling the destiny alone [15]. Based on the descriptions above can be observed that the internal and external locus of control as if two separate types, on both types of things that represent two ends of a continuum between internal and external. Related to that Rotter stated that the internal and external has two continuum and not separately. Therefore it can be said that the type of personality based on the locus of control is show the direction of the individual's personality orientation is more tend towards internal or external.

Results of previous studies showed that: the individual internal type that has a high work performance will show job satisfaction is also high, while the external type individuals, there is no link between the implementation of the work and job satisfaction. From these results it appears that individual internal type is satisfied because they are sure the implementation of high employment is truly the result of their own efforts, although it is recognized there are external factors which play a role. This indicates that basically there is no individual who has a type of internal locus of control purely one hundred percent, or vice versa, but to be on a line continuum that shows the orientation of the tendency to one personality type, whether someone is inclined to the type of internal or external.

3. Material and Methods

This research was intended to analyze the effect of transformational leadership variable and locus of control on job satisfaction. The type of this research was quantitative research type descriptive with correlative study patterns. The population of the study was all educators at private high school of HKBP in North Sumatra province with a sample was 131 educators. The technique of data collection was survey technique by using questionnaire instrument. Data analysis was done using SPSS program, by doing first the test of requirements analysis namely the normality test, homogeneity, and linearity test.

4. Research Findings and Discussion

4.1. Data Description

The description of data to be presented in this section include variable data Transformational Leadership (X_1), Locus of Control (X_2), and Job Satisfaction (X_3). The data was the result of quantifying of the respondent's answers on a questionnaire distributed to educators as the research sample totaling 131 respondents. The five variables data of this study, briefly presented in the Table 1 below.

Table 1: The Summary Results of Descriptive Analysis of Variable Data Research

No	Descriptive Statistics	The Results of Calculation		
		X_1	X_2	X_3
1	Samplel (N)	131	131	131
2	Minimum Score	63	60	62
3	Maximum Score	185	99	149
4	Range	122	39	62
5	The number of Class Interval	8	8	8
6	Class Interval Length	16	5	11
7	Mean (M)	132,763	61,737	112,252
8	Median (Me)	139,370	76,545	114.117
9	Mode (Mo)	161,7	76,5	119,8
10	Deviation Standard (DS)	34,496	8,399	19,688
11	Ideal Minimum Score	41	21	33
12	Ideal Maximum Score	205	105	165
13	Ideal Mean	123,5	63	99
14	Ideal Standard Deviation	27,333	14	22
Total		17392	10071	14705

Note:

X_1 : Transformational Leadership

X_2 : Locus of Control

X_3 : Job satisfaction

1). Description of Data Variable of Job Satisfaction (X_3)

Based on the data in Table 1 it can be seen that the variable data of job satisfaction (X_3) has the lowest score is 62 and the highest is 149, with an average of 112.252 and the value range score is 87. The distribution of scores of variable data is presented using Sturges rules in table form of distribution group which consists of 8 classes of interval with length of interval is 11 as the data in Table 2 below:

Table 2 below shows that the average job satisfaction of educators (112.252) is in the class interval of five (106-116), it means that there was 27 people (20.611%) of respondents were at an average class, 45 people (34.351%)

of respondents were below average class, and 59 people (45.649%) are above average class.

Table 2: Frequency Distribution of Variable of Job Satisfaction

No.	Interval Class	Absolut Frequency	Relative Frequency (%)	Comulative Frequency	Relative Comulative Frequency (%)
1	62 – 72	6	4,580	6	4,580
2	73 – 83	7	5,344	13	9,924
3	84 – 94	9	6,870	22	16,794
4	95 – 105	23	17,557	45	34,351
5	106 – 116	27	20,611	72	54,962
6	117 – 127	30	22,901	102	77,863
7	128 – 138	23	17,557	125	95,420
8	139 – 149	6	4,580	131	100
Total		131	100		

Furthermore, to identify the tendency of job satisfaction variable (X_3) was done by comparing the mean and standard deviation of the empirical data with the mean and standard deviation of the ideal score of the study. Mean ideal score of research on these variables have been calculated through a calculation based on the normal curve as follows: minimum score of theoretical data is 62 and the maximum score of 149. Ideal Mean score was $\frac{1}{2} (165 + 33) = 99$, while ideal standard deviation (SD_i) = $1/6 (165 - 33) = 22$. Then do the categorization of levels (ordinal) to put people in groups whose position is tiered according to a continuum based on attributes measured. By referring to the prices mentioned above can be identified the tendency of job satisfaction variable (X_3) as shown in Table 3 below:

Table 3: The Tendency of Job Satisfaction Variable

No.	Interval Class	Absolut Frequency	Relative Frequency	Category
1	≤ 66	5	3,817	Low
2	67 - 99	21	16,03	Less
3	100 – 132	86	65,65	adequate
4	≥ 133	19	14,50	High
Total		131	100	

Based on the Table 3 above it is known that the tendency level of job satisfaction variable (X_5) is tends to be

adequate. In more detail stated that adequate category is 86 people (65.65%), followed by the Less category is 21 people (16.03%), high category is 19 people (14.50%), and which is classified as lower category only 5 people (3.817%). Thus it can be argued that the average of job satisfaction (X_3) of educators at private high school of HKBP in North Sumatra Province is in the adequate category.

2). *Data Description of Transformational Leadership Variable (X_1)*

The data of Transformational Leadership Variable (X_1) consists of four indicators namely 1) inspirational motivation, 2) idealized influence, 3) individualized consideration, and 4) intellectual stimulation. Variable Data of Transformational Leadership (X_1) has the lowest score of 63 and the highest score of 185. The range of Score of 122, and the average of 132.763. Distribution variable score is performed by using group distribution table which is consist of 8 classes interval with interval length of 16 as listed in Table 4 below.

Table 4: Frequency Distribution of Transformational Leadership Variable

Class	Class Interval	Absolute Frequency	Relative Frequency (%)	Commulative Frequency	Relative Commulative Frequency (%)
1	63 – 78	11	8,397	11	8,397
2	79 – 94	12	9,160	23	17,557
3	95 – 110	14	10,687	37	28,244
4	111 – 126	15	11,450	52	39,695
5	127 – 142	20	15,267	72	54,962
6	143 - 158	21	16,031	93	70,992
7	159 – 174	23	17,557	116	88,550
8	175 – 190	15	11,450	131	100
Total		131	100		

Based on the Table 4. above it can be known that the average value of transformational leadership variable (X_1) of 132.763 is in class interval fifth (127-142). The data showed that the distribution of scores of Transformational Leadership of 20 people (15.267%) respondents were at an average of class interval, and 52 people (39.695%) were below the average of class interval and as many as 59 people (45.038%) were in above average of class interval. Furthermore, to determine the quality of transformational leadership variable (x_1), the mean and standard deviation of the empirical data has been compared with the mean, ideal standard deviation of the score of the study. Ideal Mean on these variables have been calculated through a calculation based on the normal curve as follows: minimum score of theoretical data is 41 and the maximum score is 205. So ideal mean value of $\frac{1}{2} (205 + 41) = 123.5$, while the standard deviation (SDI) = $\frac{1}{6} (205-41) = 27.333$. Then do the

categorization of levels (ordinal) to put people in groups whose position is tiered according to a continuum based on the attributes measured.

Based on the above value it can be identified the tendency of transformational leadership variable (X_1) as shown in Table 5 below.

Table 5: The Tendency of Transformational Leadership variable (X_1)

No.	Range	Obervation	Relative	Category
		Frequency	Frequency (%)	
1	≤ 82	15	11,450	Low
2	83 - 123	35	26,718	Less
3	124 - 164	50	38,168	adequate
4	≥ 165	31	23,664	High
Total		131	100	

Based on the Table 5. above it can be known that the transformational leadership variable (X_1) tend to be adequate. In more detail stated that adequate category reached of 38.168%, followed by the less category of 26.718%, high category of 23.664%, and the low category of 11.450%. Thus it can be argued that the Transformational Leadership of Principal at private high school of HKBP in North Sumatra province responded by educators on average in the adequate category..

3). *The Description of Variable Data of Locus of Control (X_2)*

Variable data of Locus of Control (X_2) is consist of two indicators: 1) internal and 2) external orientation of locus of control. Based on the data on Table 1 it can be known that the mean or average score of Locus of Control variable is 61.737 with the lowest score of 60 and a highest score of 99. The range value of score is 39, and the average score of 61.737. Data score of this variable by using the Sturgess rule presented in group distribution table form which is consist of 8 class interval with interval length of 5 as shown in Table 6 as follow.

Based on the Table 6 below it is known that the average value of Locus of Control is 61.737 located at the first interval class (60-64). The data showed that the distribution of scores Locus of Control is 11 people (8.397%) respondents were at an average class interval, while 120 people (91.603%) is above the average class, while there is no respondent who are under the average.

Furthermore, to identify the tendency of Locus of Control variables (X_2) is done by comparing the mean and standard deviation of the empirical data with the mean and standard deviation of the ideal score of the study. Mean ideal score of the study on these variables has been calculated through a calculation based on the normal

curve as follows: Data theoretical minimum score is 21 and the maximum score of 105. The mean value is ideally a $\frac{1}{2} (105 + 21) = 63$, while the standard ideal deviation (SID) = $1 / 6 (105-21) = 14$.

Table 6: Distribution of Frequency of Locus of Control (X₂) Variable

No.	Class Interval	Absolute Frequency	Relative Frequency (%)	Commulative Frequency	Relative Commulative Frequency (%)
1	60 – 64	11	8,397	11	8,397
2	65 – 69	16	12,214	27	20,611
3	70 – 74	25	19,084	52	39,695
4	75 – 79	33	25,191	85	64,885
5	80 – 84	21	16,031	106	80,916
6	85 – 89	14	10,687	120	91,603
7	90 – 94	7	5,344	127	96,947
8	95 – 99	4	3,054	131	100
Total		131	100		

Then do the categorization of levels (ordinal) to put people in groups whose position is tiered according to a continuum based on attributes measured. By guidance of the prices mentioned above it can be identified the tendency of Locus of Control Variables (X₂) as shown in Table 7 below:

Table 7: The Tendency Level of Locus of Control Variable

No.	Range	Obervation Frequency	Relative Frequency (%)	Category
1	≤ 42	0	0,000	Low
2	43 - 63	6	4,580	Less
3	64 - 84	100	76,336	adequate
4	≥ 85	25	19,084	High
Total		131	100	

Based on the Table 7. above it is known that the tendency level of a Locus of Control (X₂) variable is tend adequate. In more detail stated that adequate category reached of 76.336%, followed by the high category of 19.084%. While classified as less category only 5,580%, and there is low category (0.000%). Thus it can be

argued that the Locus of Control (X_2) of educators at private high school of HKBP in North Sumatra Province is average on the adequate category.

4.2. Data Analysis Requirements Test

Before research hypothesis was tested, the data analysis requirements was tested first namely normality test, homogeneity test and linearity data test. The results of analysis of each test is shown as follow.

a). Normality Data Test

Research data normality test has been conducted by Liliefors's test. The testing results of normality error of estimates regression of Job Satisfaction variable (X_3) toward the Transformational Leadership (X_1) obtained the value of SD = 18.88 and the largest value of Lh was 0.060. With N = 131 and the significance level of 5%. Based on Liliefors's tables obtained $L_t = 0.077$. Then $L_c < L_t$ ($0.060 < 0.077$) so it can be concluded that job satisfaction variable (X_3) on Transformational Leadership (X_1) was derived from normal distributed population.

Furthermore, the testing results of normality error of estimates regression of Job Satisfaction variable (X_3) on Locus of Control (X_2) obtained the value of SD = 18.77 and the value of the largest Lh of 0.076. With N = 131 and a significance level of 5%. Based on Liliefors's tables obtained $L_t = 0.077$. Then $L_h < L_t$ ($0.076 < 0.077$) so it can be concluded that job satisfaction variable (X_3) on Locus of Control (X_2) derived from normal distributed population.

b). Homogeneity Data Test

Homogeneity data testing has been conducted by using Bartlett's test. The result of the error calculation of the estimated regression of Job Satisfaction variable (X_3) on Transformational Leadership (X_1) shows the value of $S^2 = 179.799$, the value of B = 121.759, and the value of $\chi^2 = 36.409$. While the value of $\chi^2_{table} = 124.3$ on $df = 54 - 1 = 53$ at significance level $\alpha = 0.05$. Therefore $\chi^2_{count} < \chi^2_{table}$ ($36.409 < 124.3$) it can be concluded that the variant data variable of job satisfaction (X_3) based Transformational Leadership (X_1) derived from populations that have a homogeneous variant.

Futhermore the data of Job Satisfaction (X_3) on Locus of Control (X_2) obtained the value of $S^2 = 92.332$, the value of B = 192.605, and the value of $\chi^2 = 37.759$. While the value of χ^2_{tabel} with $df = 98 - 1 = 97$ at significance level $\alpha = 0.05$ at 113.1. Therefore $\chi^2_{count} < \chi^2_{table}$ ($37.759 < 113.1$) it can be concluded that the variant data job satisfaction variable (X_3) based Locus of Control (X_2) derived from populations that have a homogeneous variant.

c). Linierities Data Test

The result of calculation of the regression equation of Job Satisfaction variable (X_3) on Transformational Leadership (X_1) was obtained $\hat{X}_3 = 89.864 + 0,169 X_1$. By using F-test the value obtained was $F_h = 0.847$ at the significance level of $\alpha = 0.05$, with $df = K - 2$ ($df = 75$) as the numerator and $df = 54$ as the denominator

obtained 1.52, so $F_h < F_t$ ($0.847 < 1.52$). It can be concluded that the equation of regression $\hat{X}_3 = 89,864 + 0,169X_1$ is linear at level of significance $\alpha = 0.05$. The Significance test of regression equation consulted by F test on the F distribution tables for $df = 1: 129$ at level of significance $\alpha = 0.05$ was obtained for 3.91. The result of calculation shows the value of $F_{count} = 12.338$, so that $F_{count} > F_{table}$ ($12.338 > 3.91$). It can be concluded that the coefficient of direction regression signify at the level of significance $\alpha = 0.05$. Furthermore, the result of calculation of the regression equation of Job Satisfaction variable (X_3) on Locus of Control (X_2) obtained $\hat{X}_3 = 55.870 + 0,733X_2$ by using F test, obtained value $F_{count} = 1,268$ while the value of F_{table} at the level of significance $\alpha = 0,05$ with $df = K - 2$ ($df = 31$) as the numerator, and $df = 98$ was as the denominator. So that $F_c < F_t$ ($1.268 < 1.57$). It can be concluded that the regression equation ($\hat{X}_3 = 55.870 + 0,733 X_2$) was linear at level of significance $\alpha = 0.05$. The Significance test of regression equation consulted by F test on the F distribution table for $df = 1: 129$ at the level of significance $\alpha = 0.05$ was obtained of 3.91. The calculations show the value of $F = 13.999$, so $F_{count} > F_{table}$ ($13.999 > 3.91$). It can be concluded that the coefficient of regression direction signify at the level of significance $\alpha = 0.05$.

d). The Independency Test of Exogenous Variable

Having known the relationship between variables through calculation of correlation coefficient, then the test of independency of the exogenous variable was done to ensure that there was no significant correlation between the variables so that the analysis of regression could be proceed. The result of the independence test of the exogenous variables can be expressed as follows. The results of calculation of correlation between the Transformational Leadership variable (X_1) and Locus of Control variable (X_2) showed the correlation coefficient value $r_{12} = 0.138$. The correlation coefficient when consulted with the value of r_{tabel} with level of significance of $\alpha = 0.05$ and $N = 131$, obtained $r_t = 0.176$, so that $r_{count} < r_{table}$ ($0.138 < 0.176$), it means there is no significant correlation between transformational leadership and Locus of Control. In other words the two variables are not related positively. Based on the value $r_{12} = 0.138$ the significance of the correlation of Transformational Leadership variable and Locus of Control has been calculated by using t-test, it was obtained $t_{count} = 1.586$. From the list of t-distribution with $df = 129$, and the level significance of $\alpha = 0.05$ was obtained $t_{table} = 1.645$. Thus $t_{count} < t_{table}$ ($1.586 < 1.645$), so that it can be concluded there was no significant of coefficient correlation between Transformational Leadership variable with Locus of Control. In other words between transformational leadership and Locus of Control was independent.

e). The Correlation test between Variables

(1) The Correlation Between Transformational Leadership variable (X_1) and Job Satisfaction Variable (X_3)

The result of calculations shows the value of correlation coefficient $r_{13} = 0.296$. The correlation coefficient if consulted on the value of r_{table} on level of significance $\alpha = 0.05$ and $N = 131$ was obtained $r_t = 0.176$, so $r_{count} > r_{table}$ ($0.296 > 0.176$), it means there is a significant correlation between transformational leadership and job satisfaction variable. In other words the two variables are related positively. Based on the value of $r_{13} = 0,296$, the significance of correlation between transformational leadership variable (X_1) and Job Satisfaction Variable (X_3) has been calculated and tested by using t-test, it was obtained the value of $t_{count} = 3.513$. From the table of t-

distribution with $df = 129$, and the level of significance $\alpha = 0.05$, it was obtained $t_{table} = 1.645$. Thus $t_{count} > t_{table}$ ($3.513 > 1.645$), so it can be concluded that there is a significant of coefficient correlation between Transformational Leadership variable and Job Satisfaction variable.

(2) The correlation between Locus of Control variable (X_2) and Job Satisfaction Variable (X_3)

The result of the calculation of the correlation between the Locus of Control variable (X_2) and Job Satisfaction Variable (X_3) shows the correlation coefficient value of $r_{23} = 0,313$. The value of this correlation coefficient if consulted on the value of r_{table} with the level of significance $\alpha = 0.05$ and $N = 131$ was obtained $r_t = 0.176$, so $r_{count} > r_{table}$ ($0.313 > 0.176$), it means there is a significant correlation between the Locus of Control Variable and Job Satisfaction Variable. In other words, the two variables are related positively. With value of $r_{23} = 0,313$, the significance of Locus of Control variable and job satisfaction variable were calculated and tested by t-test, produce the value of $t_{count} = 3.742$. From the table of t-distribution with $df = 129$, and the level of significance of $\alpha = 0.05$ it was obtained $t_{table} = 1.645$. Thus $t_{count} > t_{table}$ ($3.742 > 1.645$), so it can be concluded that there is a significant correlation of coefficient between Locus of Control Variable and Job Satisfaction variable.

4.3. The Testing of Research Hypotesis

The testing of analysis requirements have been fulfilled, furthermore the research hypothesis testing conducted to answer the research problems which are formulated. The Summary of the calculation results of the estimated path coefficient toward the research variables are presented in Table 8 below.

Table 8: The Summary of the calculation results of the estimated path coefficient

	coefficient	T_{count}	$t_{table (0,05)}$	Explanation
ρ_{31}	0,188	2,511	1,645	Significance
ρ_{32}	0,213	2,889	1,645	Significance

1). The Overall Variable Test

This hypothesis stated that the level of job satisfaction (X_3) was directly affected by the Transformational Leadership (X_1) and Locus of Control (X_2). Based on the calculation results of hypothesis testing, obtained $R_{3,12}^2$ of 0.122, and F of 8.892. After F consulted with F distribution table for the degrees of freedom ((k), (Nk-1)) is 2: 128 and value obtained of F_t 3,07 on significance level $\alpha = 0.05$. This result indicated that $F_c (8.892) > F_t (3,07)$, so that H_0 rejected and H_1 accepted, it means that the high and low job satisfaction is directly affected by the Transformational Leadership (X_1) and Locus of Control (X_2). Thus the hypothesis that job satisfaction (X_3) is directly affected by the Transformational Leadership (X_1) and Locus of Control (X_2). Therefore, an individually testing was able to be done.

2). Hypothesis 1

The proposed hypothesis was:

ρ_{31} : the Transformational Leadership (X_1) on the Job Satisfaction (X_3).

$H_0 : \rho_{31} = 0$

$H_1 : \rho_{31} \neq 0$

This hypothesis stated there was a direct and positive effect of Transformational Leadership (X_1) on Job Satisfaction with coefficient $\rho_{31} = 0.188$. The calculation value of individual test shows the t_c value of 2,511. Thus $t_{count} > t_{table}$ ($2.511 > 1.645$), so that H_0 rejected and H_1 accepted it means that the path coefficient of Transformational Leadership (X_1) on Job Satisfaction (X_3) is can be stated significant at the significance level of $\alpha = 0.05$. Thus it can be stated that the transformational leadership directly and positively affects on Job Satisfaction of educators at Private High School of HKBP in North Sumatra Province.

3). Hypothesis 2

The proposed hypothesis was:

ρ_{52} : Locus of Control (X_2) on Job satisfaction (X_3).

$H_0 : \rho_{52} = 0$

$H_1 : \rho_{52} \neq 0$

Testing criteria was H_0 rejected if $t_{count} > t_{table(0.05)}$, the value $t_{(0.05; 131)}$ was 1.645. This hypothesis stated there was a direct and positive effect of Locus of Control (X_2) on Job Satisfaction with coefficient $\rho_{32} = 0.213$. the calculation value of individual test shows the t_c value of 2,889. Thus $t_{count} > t_{table}$ ($2.889 > 1.645$), so that H_0 rejected and H_1 accepted it means that the path coefficient of Locus of Control (X_2) on Job Satisfaction (X_3) can be stated significant at significance level of $\alpha = 0.05$. Thus it can be stated that the Locus of Control is directly and positively affects on Job Satisfaction of educators in Private High School of HKBP in North Sumatra province.

4.4. Discussion

Job satisfaction of educators in this study is a variable determined by the existence of transformational leadership variable and locus of control variable. The level of job satisfaction of educators determined by transformational leadership and locus of control.

Job satisfaction of educators tends to be "sufficient", only 14.50% was categorized as high. This finding has been explained that the early predictions about the condition of the job satisfaction of educators were almost

suitable (presumably lower). Statement at the beginning of this study was based on preliminary data and statements that lead to the provisional conclusion that among educators is going crisis of job satisfaction. Although the average value of job satisfaction is 3.44 but cannot be classified in the high category. It is shows that the job satisfaction is basically still need to be increased to reach a very high level.

This finding has been proved that the hypothesis proposed in this study has proven true with the support of empirical data. Job satisfaction can grow and develop in a person because it is supported by a number of factors. The results of previous studies have proved it, namely compensation, promotion, job security, working conditions and the work itself can positively affect the level of job satisfaction of academic staff at public and private universities in Pakistan [17]. Then the remuneration and awards have influence on job satisfaction because it was considered equitable [18]. There is a significant and positive relationship between rewards, recognition, monitoring the work itself, with job satisfaction [19].

Transformational leadership of principal tends to be "adequate". It is illustrates that the transformational leadership shown by the principal based on the view of educators is quite effective, but not optimal. Transformational leadership of principals according to the responses of the educators at private high school HKBP in North Sumatra Province reached an average of 3.25. This finding suggests that the effectiveness of transformational leadership of principals of HKBP Private High School in North Sumatra province must be improved in order to make it more effectively so that the job satisfaction of educators will be increased.

This finding has been explained that the job satisfaction of educators can be enhanced by making transformational leadership to be effective and also by develop personal orientation of locus of control. Hypothesis testing results showed that job satisfaction can be influenced by the transformational leadership of principals. This finding suggests that transformational leadership, which is characterized by the behavior of the principals motivating educators that are inspired (inspirational motivation), the principal who tried to act as role models for educators in schools (idealized influence), the principal who tried to create a favorable climate, raising hearts, and give experiences on development to educators (individualized consideration), and the principal who tried to stimulate the educators to think of creative and innovative in dealing with any problems that occur (intellectual stimulation) still have to be improved in order to increase the job satisfaction of educators at Private High School of HKBP in North Sumatra Province.

This finding support the opinion that states the results obtained as the effects of the behavior of transformational leaders that show there is a personal commitment of followers to the leader and their vision, arising self-sacrifice behavior of the followers for prominence of the organization, organizational commitment, there is the satisfaction of followers because they feel that their duty are valuable for themselves and for the organization, and there is an enhancement. The result of this research is stated that the transformational leadership significantly affect job satisfaction and has been supported by the results of this study. According to this theory the effect of leader behaviors lead to the increase of intrinsic motivation, achievement, and the willingness of followers or voluntarily working group to achieve the goals and ultimately affect on the improvement of job satisfaction which is felt by employees in performing their duties. Thus it can be conclude that the transformational leadership can give direct or indirect effect on the job satisfaction of a person (an educator).

The Locus of control of educators tend from "adequate" to high, only 4.85% were classified as less. It shown that educators at Private High School of HKBP in North Sumatra province has the correct view and right about the orientation of individual personality. This finding explains that the orientation of the personality of educators based on the locus of control is basically not yet classified as the very high category. There are still some aspects that need to be developed, especially at the change of belief in the success that will happen is not depend on the place and the right time or certain situation, but there is the hard work is done, success in the future is not depend on the opportunities, but there is an efforts of hard work is done, a person's success be an effective leader is not solely depend on the circumstances and the situation that led but there is own effort to make himself build the charismatic personal, must have confidence by working hard and it will makes a leader reach the high achievement, and school success can be achieved through good teamwork, it is not because of a fluke. These aspects need to be developed in order to improve job satisfaction of educators.

The Job satisfaction can be influenced by the locus of control. Locus of control as a type of human personality which is elaborate the extent to which educators believe that everything which is happens to him, it is inside or outside their personal control. Man with internal personality types feel that the work and career depends on internal factors (effort, ability, decision making, and etc). While the man with the external personality types feel that everything which is happens to him is a result of external factors (destiny, luck, the actions of others, and etc). Locus of control is one of the variables of personality which is defined as an individual's beliefs on whether or not capable of controlling the destiny itself. Personality types based on the locus of control is show the orientation way of the individual's personality whether more inclined to internal or external direction, it is proven being able to determine the level of job satisfaction of educators.

5. Conclusion and Suggestion

Based on the results of descriptive data analysis, we can conclude several things, namely: 1) Job satisfaction of educators tends to the adequate category, and there are 19.85% less and low categories, 2) Transformational leadership of principals tends to be the adequate category, and there are 38.168% less and low categories, and 3) Locus of control educators tend to be in enough categories, and there are still 4.58% less category, 4) transformational leadership is a direct effect on job satisfaction of educators at Private High School of HKBP in North Sumatra Province. In other words, the more effective transformational leadership of the principal, the more high the level of job satisfaction of educators at Private High School of HKBP in North Sumatra Province, and 5) Locus of Control has direct effect on job satisfaction of educators at private high school of HKBP in North Sumatra Province. In other words, the more best the orientation of personality type of educator based locus of control, the more high the level of job satisfaction of educators at Private High School HKBP in North Sumatra Province.

Based on the above conclusions, the researcher proposes some suggestions to improve the job satisfaction of educators as follows:

First, the management of Foundation of educational provider of HKBP can make these findings into consideration in preparing the program to improve job satisfaction of educators, and education and training

programs in human resource development, especially the principals and educators which are started from the recruitment, selection, and until the edification in a positions at Private High School of HKBP in North Sumatra Province.

Second, the principals are expected to continuously fixes themselves in their ability on implementation of the effectively transformational leadership so that the educators as the follower are motivated by a high spirit (morale) in performing their duties in school effectively. The principals should make a self-evaluation on leadership by receiving input from educators as individuals who feels directly the transformational leadership behavior of principals, and through discussions with the other principal in the forum of working group of principals. The principal should be put through the performance appraisal of educators which are primarily related to the lesson plan, the implementation of learning, assessment of learning, and the implementation of the follow-up study carefully and regularly, so that the principals have a basis for giving advice to the educators on the improvement of their performance.

Third, an educator should be more realize that in achieving success in life is not just waiting for their chance/opportunity or chancy factor but more confident that "I" can certainly achieve it. Teachers are also expected to help each other, support each other, and respect each other in the working group at the school to work together to achieve the goals of the school. Teachers are also expected to try to improve their performance, especially in the implementation of learning, and utilizing the forum of teachers working group as optimal as possible.

Fourth, the education supervisors is expected to increase the effectiveness of the implementation of managerial supervision to develop transformational leadership of principals and learning supervision by approach of clinical supervision to improve the performance of educators in school optimally.

Acknowledgements

1. State University of Medan (Unimed), which has given me the opportunity to follow the S3 Studies Program Management Education.
2. Graduate Program Unimed for facilitating the implementation and completion of dissertation research.
3. All High School Principal Private HKBP in North Sumatra Province which facilitates the implementation of the study and the completion of a dissertation.
4. Promoters sincerely guiding implementation until the completion of a dissertation proposal writing.
5. Friend colleagues who continue to provide motivation in the completion of studies and dissertation.
6. My wife and children and their beloved big family Simaremare and Ujung were always supportive and encouraging during the implementation of the study and the completion of this dissertation .

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