



Model Development of Job Satisfaction through the Analysis of Determinant Variables of Job Satisfaction of School Principal (Case Study on a Junior High School in Medan)

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Abstract

The purpose of this study was to determine the theoretical model to describe the relationship between the causalistic latent variables that determine job satisfaction of SMP principals..This study will be conducted at the State and Private Junior High School in Medan involving 173 school principals as respondents, its execution for 2 years by a team of researchers and 26 students helper investigators. First research in 2016 focused on efforts to identify and map the job satisfaction of all SMP and the results was in the form of instruments determinant of job satisfaction are valid and reliable, which is compiled into a report on the research and used as articles to be published in international journals. In the first try out was conducted to prepare research instruments the form of multiple-choice Likert scale model, which subsequently spread to 54 principals of SMP. After calculations, Innovative Behavior Instrument for 42 items distributed gained 1 point invalid. Instruments Leadership Learning as much as 50 items of disseminated obtained 3 items that are not valid. Interpersonal communication instruments as much as 40 items disseminated items obtained 3 invalid. Work Motivation instruments as much as 50 items disseminated items obtained 6 invalid. Job Satisfaction instrument as much as 50 items of disseminated gained 1 point invalid.

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To determine the reliability of the instrument is done by using the Cronbach Alpha Formula. After calculation of the 41 items of the Innovative Behavior instrument, obtained reliability coefficient of 0.895, 47 item instrument for the Instructional Leadership, obtained reliability coefficient of 0.923, 37 item instrument for the Interpersonal Communication, obtained reliability coefficient of 0.790. For 44 item instrument Work Motivation, the coefficient of reliability for 0.882, 49 item instrument for the job satisfaction, obtained reliability coefficient of 0.964. Furthermore, the second try out is done after all of the points are not valid discarded, and held mid August, 2016. After calculations, Instruments Innovative Behavior as many as 41 items of disseminated obtained 2 items that are not valid. Instruments Instructional Learning as much as 47 items of disseminated obtained 4 items that are not valid. Interpersonal Communication instruments deployed as many as 37 items obtained 4 items that are not valid. Work Motivation instruments as much as 44 items of disseminated obtained 6 items that are not valid. Job Satisfaction instrument with 49 items distributed gained 2 items that are not valid. While the results of the calculation of the reliability test, to 39 items of the Innovative Behavior instrument, obtained reliability coefficient of 0.898, 43 items instrument for the Instructional Leadership, obtained reliability coefficient of 0.932. For 33 items instrument Interpersonal Communication, the coefficient of reliability for 0.860. For 38 items instrument Work Motivation, the coefficient of reliability for 0.896, and 47 items instrument for the job satisfaction, obtained reliability coefficient of 0.966. Furthermore, the second year of research in 2017 designed a model of job satisfaction for which data is captured with a valid and reliable instrument in the first year, and then analyzed. Data analysis techniques carried out in two phases, which are descriptive and inferential. The purpose of descriptive analysis is to describe the characteristics of the data such as the average, median, mode and variance. Inferential analysis was used to test the requirements and the research hypothesis. Test Requirements analysis include: 1) data normality test, and 2) the linearity test regression. Test each variable data normality using the Kolmogorov Smirnof Test. Test linearity regression between variables was performed using statistical F test. To test the hypothesis used path analysis. And test matches theoretical models used to test the goodness of fit by using Chi Square. Thus, the product of the job satisfaction of SMP principals models seminars to get feedback on improvements, which will be published in international journals.

Keywords: innovative behavior; instructional leadership; interpersonal communication; work motivation; job satisfaction.

1. Introduction

Junior High School (SMP) as the organization requires principals who have leadership that can change the behavior of individual and group behavior into organizational behavior required to achieve school goals effectively and efficiently. The Ministry of National Education suggested that the leadership model of learning best suited to be applied in schools, because the primary mission of the school is to educate and provide opportunities for students to acquire the knowledge, skills, and values necessary to become successful adults face the future [1]. But in reality, based on data from the United Nations Development Programme (UNDP) issued on November 2, 2011 in the Human Development Index that ranked Indonesia's education declined from 2010 in the ranking of 108 is now ranked 124 in the year 2011, thus ranking declined from a year ago word Minister of Education and Culture (Daily Sinar Indonesia Baru, November 9, 2011). Pakpahan in his research

report that the explanation National Education Ministry estimates that 70% of principals in Indonesia incompetent [2]. In connection with the principal issues in Indonesia, Maju in research suggests that job satisfaction of school principals in fair category [3]. While the research results Paningkat also concluded that job satisfaction of school principals in fair category [4], and the results Benyamin also concluded that job satisfaction of school principals in fair category [5]. The results of this study illustrate that job satisfaction of SMP principals in Medan is still in the category fairly or not as expected.

Based on the study of theory can be known causative factors of job satisfaction of SMP principals are not as expected. Burt in Anoraga suggests the factors that affect job satisfaction, namely: (1) individual factors, which include attitude, age, and sex; (2) factors relationships between workers, which includes a direct relationship between the worker with the immediate supervisor, the relationship between co-workers, and the suggestion of a colleague; (3) environmental factors, which include the state of the family, recreation, and education [6]. Kumar in Risky and Lita suggested several factors that can affect job satisfaction, namely: (1) supervision; (2) the working group; (3) the content of the work; (4) the level of employment; (5) the specificity of the work leading to the work efficiency; (6) age; (7) race and gender; and (8) the level of education.

In connection with job satisfaction, the Integration Model of Organizational Behavior Colquitt, Lepine, and Wesson explained that the leadership and the ability (knowledge) directly affect the work motivation and job satisfaction [7]. In accordance with the model can be seen that knowledge as part of cognitive abilities is one of the factors that may affect the work motivation and job satisfaction. Thus, it can be argued that the job satisfaction of the principal as manager in education is influenced by his leadership. Furthermore Siburian in his research found that leadership and motivation is the variable that directly affect the job satisfaction of SMP principals [8], further research Tiurasi also concluded that interpersonal communication positive direct effect on achievement motivation and job satisfaction [9].

The results of these studies above provide empirical support for the theory that explains that the innovative behavior, leadership, interpersonal communication, and motivation, a factor that can affect the job satisfaction of SMP principals.

Therefore, in order to improve the job satisfaction of SMP principals in Medan, it is necessary to conduct a development research of theoretical models of job satisfaction. As explained above that job satisfaction is influenced by various factors, including: innovative behavior, instructional leadership, interpersonal communication, and work motivation.

1.1. Formulation of the problem

Based on the background of the problem, the proposed formulation of the problem as follows: (1) Is the innovative behavior directly affect the interpersonal communication? (2) Is the instructional leadership directly affect the work motivation? (3) Is the innovative behavior directly affect the job satisfaction? (4) Is the instructional leadership directly affect the job satisfaction? (5) Is the interpersonal communication directly affect the job satisfaction? (6) Is the work motivation directly affect the job satisfaction?

2. Review of Literature

2.1. Job satisfaction

Job satisfaction is an attitude that indicated a person to sense his work. According Colquitt, Lepine, and Wesson job satisfaction is "a pleasurable emotional state as the resulting from the appraisal of one's job or job experiences" [7]. Job satisfaction is an unpleasant emotional state is generated on an assessment of work or work experience. The more aspects of the work in accordance with the individual's intentions, the higher the level of satisfaction they feel, and vice versa. So the job satisfaction is a feeling associated with work involving aspects such as wages or salary received, career development opportunities, relationships with other workers, job placement, type of work, organizational structure, quality supervision, age, state of health, ability, and education [10]. While Robbins and Judge argued that "Job satisfaction as a positive feeling about one's job the resulting from an evaluation of its characteristics" [11]. Based on these statements, job satisfaction can be viewed from various perspectives, namely: (1) expression of feelings; (2) the employee benefits to meet the needs; (3) a reaction in the form of action.

Colquit, Lepine, and Wesson famous by the "Integrative Model of Organizational Behavior" it explains that many factors that directly affect the job satisfaction and motivation among them are leadership and capability [7]. Paradigm theory advanced by Colquitt, Lepine, and Wesson can be seen in Figure 1, the actual effect on business management, but can be adopted in education, because a) until the current paradigm of the theory is still the most up to date and there is no theory which denies this, b) job satisfaction of SMP principals discussed in this study cannot be separated from the task of the head of the school in question, one of which is the field of entrepreneurship [12], which has a nature similar to business management, and c) in its application in the field, generally have principles cooperation between education with business management.

Based on the above it can be concluded that job satisfaction of the principal is a statement of achievement of an expectation or attitude towards work that causes feelings of pleasure or dissatisfaction with the execution of the work, which is defined by indicators: employee benefits, the hope of employment, career advancement, support co-workers, workplace, and supervision.

2.2. Innovative behavior

Innovative behavior is a function of the interaction between the person or individual with the environment [13]. The explanation is defined by the following formula:

$$P = F(I, L)$$

Based on the formula above, P is the behavior, F is a function, I was an individual, and L is the environment, so the behavior is determined solely by the individual and environmental factors. In connection with that Nadler, Hackman and Lawler III stated if the individual characteristics interact with organizational characteristics it will be realization of the behavior of individuals within the organization. Furthermore, Weick argued that a strong organizational culture will improve behavior [14], and Terry explains that human behavior is affected by culture

[15], while Abdul Aziz suggested that the behavior of individuals within an organization is determined by the ability of the intellectual and physical capabilities [16]. Based on the above it can be seen that the behavior of an individual depends on the ability of the individual as part of the individual characteristics and organizational culture are commonly referred to as organizational characteristics.

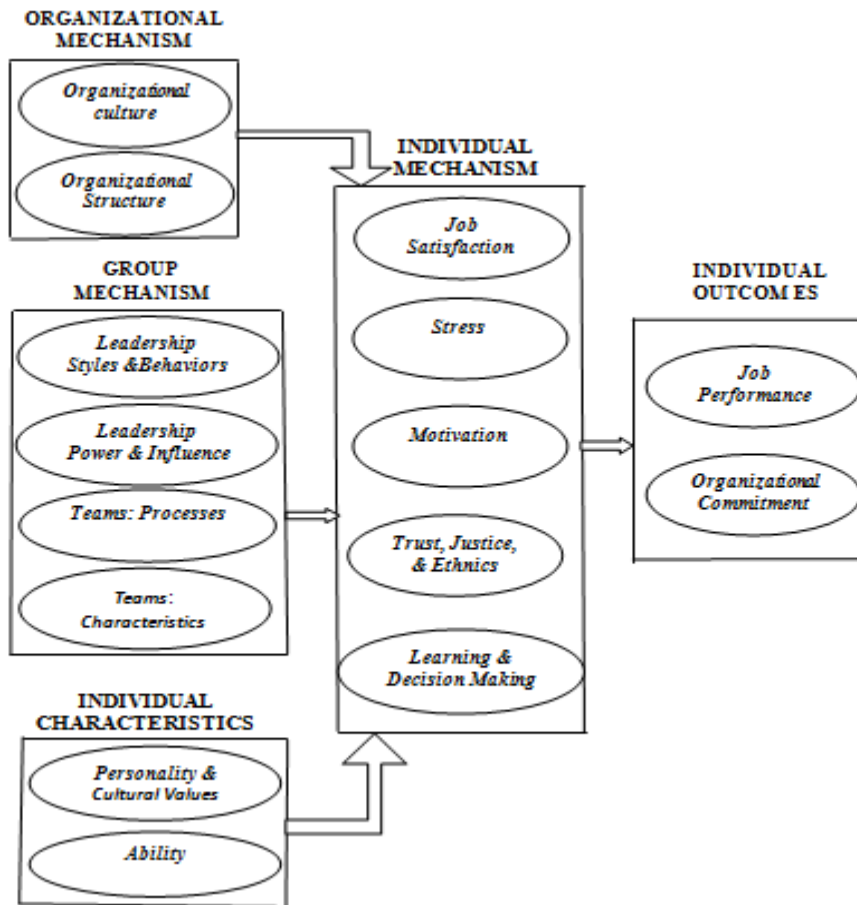


Figure 1: Integrative Model of Organizational Behavior

Source: Jason A. Colquitt, Jeffery A. Lepine, dan Michael J. Wesson (2009). *Organization Behavior: Improving Performance and Commitment in the Workplace*. New York: The McGraw-Hill Com., Inc., p.8

Furthermore, the innovative nature refers to the nature of introducing something new or renewal of nature, it can be stated that the innovative behavior is behavior that appears as part of the informal behavior. The principal as innovators should be able to search, find, and implement change in schools. Director of Personnel explained that the principal as an innovator in improving the professionalism of educators will be reflected in the way he did the job in a constructive, creative, discretionary, integrated, rational and objective, pragmatic, models, and adaptabel and flexible [17]. Furthermore, Inkeles and his colleagues argued in detail about the characteristics of human behavior based on the innovative research that suggests there are 11 aspects of the human sign that modern innovative behavior, namely: 1). Being open to innovation, pales in the face of the new offer is more profitable life, the man who will think of innovative behavior and accept it, do not close yourself for the

changes; 2). Have a positive perception of the potential for innovation, means to have the confidence to solve the problem would be easier if solved with innovative methods; 3). Appreciate someone's creativity innovation, meaning that humans who behave very much appreciate the innovative creativity of a person; 4). Always ready to deal with social change, it means ready to accept the changes that occur in the community and are ready to understand the changes that occur in the vicinity; 5). Broad-minded, that is willing to accept the opinions of others and to understand their differences with others; 6). Having a strong urge to know, means to always try and get information of what is happening in the environment and are also useful to improve their lives; 7). Oriented on the present and the future than in the past, meaning that humans are innovative behavior not only commemorate the triumph or failure of the past, but more active to think the present and the future; 8). Oriented and believe in planning, it means always oriented to planning both short term and long term; 9). More confidence in the results of calculations of human and human thought of the fate or nature, meaning that humans who behave innovative believe that humans can control the world around; 10). Appreciating the whole human skills, which means taking into account the skills of a person because of his skills is a clear form the results of the labor of man and is used as the basis for remuneration; 11). Fully aware of the impact of the decision he made, that is to say in the decision will take into consideration the extent of the impact on production of industrial or educational institution [18].

Based on the above it can be concluded that the innovative behavior is the behavior of individuals receive, introduce, and appreciate the renewal that can improve the effectiveness or efficiency of the various levels of the organization in the form of changes or simple adjustment of the product, service, or process by indicators: open to innovation , reward creativity, always ready to deal with social change, a broad-minded, have a strong urge to know, oriented to planning, to appreciate the skill, and realize the impact of the decision he made.

2.3. Instructional leadership

Leadership is the ability to influence a group toward the achievement of the target [11]. Sources of this influence can be formal, as demonstrated by the possession of managerial rank in the organization. According to Stoner leadership can be defined as a process of influencing and directing the activities of a group of interrelated duties [19]. While Sopiah define leadership as a process of directing and influencing the activities related to the duties of the members of the group [20]. So leadership refers to the ability to influence and direct a person or group of people to do something liking leaders determined to achieve the goal.

The Ministry of National Education of Republic of Indonesia suggested that instructional leadership is one's ability to be possessed by a school principal [1]. Instructional leadership is very important to be implemented in schools as it can (1) improve student achievement significantly; (2) provide impetus and direction to people in schools to improve student learning achievement; (3) focus the activities of its citizens towards achievement of the vision, mission and objectives of the school; and (4) establish a learning community of its citizens and make the school as a learning school. Instructional leadership covers both the principal in formulating and communicating the objectives of the school, monitor, assist, and provide feedback in learning. Model Hallinger and Murphy in the Ministry of National Education to explain the descriptors of instructional leadership consists of (1) formulate the goals of the school; (2) communicate the purpose of the school; (3) supervise and evaluate

learning; (4) coordinate the curriculum; (5) to monitor the progress of student learning; (6) controls the allocation of instructional time; (7) focus on the achievement of the vision; (8) provide incentives for teachers; (9) establish academic standards; and (10) provides an incentive for students [1].

Based on the above it can be concluded that instructional leadership is the principal actions influence others to act in accordance with the expected to achieve the learning objectives by indicators: formulate the goals of the school; communicate the purpose of the school; supervise and evaluate learning; coordinate the curriculum; to monitor the progress of student learning; controls the allocation of instructional time; focus on the achievement of the vision; provide incentives for teachers; establish academic standards; and provides an incentive for students.

2.4. Interpersonal communication

In epistemological terms of communication comes from the Latin "communication" is derived from the word "communis", which means the same meaning and the same sense about something [21]. Experts also align the origin of the word "communication communicare" which in Latin has the meaning participate in or derived from the word "comunes" which means the same = "common" [22]. Communication has a very important role in our daily lives. Communication is defined as the delivery or exchange of information from the sender to the recipient, either orally, in writing or using means of communication [20]. The exchange of information that occurs between the sender and recipient are not only done verbally or in writing, but also use advanced communication tools. Newstrom defines "Communication is the transfer of information and understanding from one person to another person" [23]. While Lussier stated "Communication is the process of transmitting information and meaning" [24]. 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 used in conversations, but also facial expressions, intonation, vocal breaking point, and so on. Communication is everywhere, because it's a lot of people feel have learned and mastered. In everyday life, especially in relationships with others, using communication in order to achieve the goal. In any kind of work there is always communication, because communication is a means to connect with other people.

According Sopiah, communication direction that occurs can be shaped as follows: (1) the communication to the bottom; (2) the communication to the top; and (3) the lateral communication [20]. Whereas Katz and Kahn identified five general purpose communication from top to bottom in the organization, namely: (1) understand the direction of the special task of the working instructions; (2) provide information on the procedures and practices of the organization; (3) providing information on the basic premise of the work; (4) inform subordinates about their performance; and (5) provide information to facilitate the ideological indoctrination of interest [25]. De Vito argued that an interpersonal communication can be effective with regard indicators: (1) transparency, (2) empathy, (3) support, (4) positivity, and (5) the equality [26].

Based on the description of the theories above can be synthesized that interpersonal communication principals is the process of sending and receiving messages between two people in order to socialize the vision and mission, where this communication can change attitudes, opinions or behavior of subordinates and dialogical and

backflow occurs directly, which is defined by indicators of openness, empathy, support, positivity, and equality.

2.5. Work motivation

Work motivation is defined as a desire or need behind someone so driven to work [27]. Based on these definitions can be stated that motivation refers to a person's desire to work to achieve goals that may include the fulfillment of human needs. Furthermore, Greenberg and Baron suggested that motivation is the power of individuals to go beyond, to succeed in the difficult task and doing it better than others [28].

This is in accordance with the opinion of McClelland, et. al. which states that people with high motivation will be forced to become more frequent and solve its own problems than those whose motivation is low [29]. While Newstrom argued that "work motivation is the set of internal and external forces that cause an employee to choose a course of action and engage in certain behaviors" [23]

Wexley and Yukl suggests several characteristics that can be observed from someone who has a good work motivation, among others: (1) its performance depends on effort and ability he had compared to 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 tasks in an optimal, effective, and efficient [30].

Based on these opinions can be argued that individuals who have high motivation to work is able to complete the tasks that are difficult to work with and the ability to prioritize their own business, and the results of its work to achieve optimal results or better since carried out effectively and efficiently.

Further detailed Hamzah explained that motivation consists of internal motivation dimension indicators: (1) responsibility to perform 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 the work; (5) always trying to outperform others; and (6) prefer the accomplishment of what was done [31], and the dimensions of the external motivation consists of indicators: (1) always strive to meet the needs of life and its needs; (2) pleased earned the praise of what he was doing; (3) work with the hope want to incentives; and (4) work with the hope want to get the attention of friends and superiors.

Based on the description of the theories above can be synthesized that the work motivation is a desire to work well to achieve organizational objectives by indicators: responsibility in carrying out the task, has the feeling of pleasure in working, always trying to outperform others, prefer the accomplishment of what he was doing, working with the expectation would like to acquire incentives, and happy to earn the praise of what he was doing.

Furthermore, based on the formulation of the problem, that is to know and to study the effect of exogenous variables on endogenous variables, the theoretical model of the relationship between the variables that describe the variables determinants of job satisfaction is shown in the following figure 2.

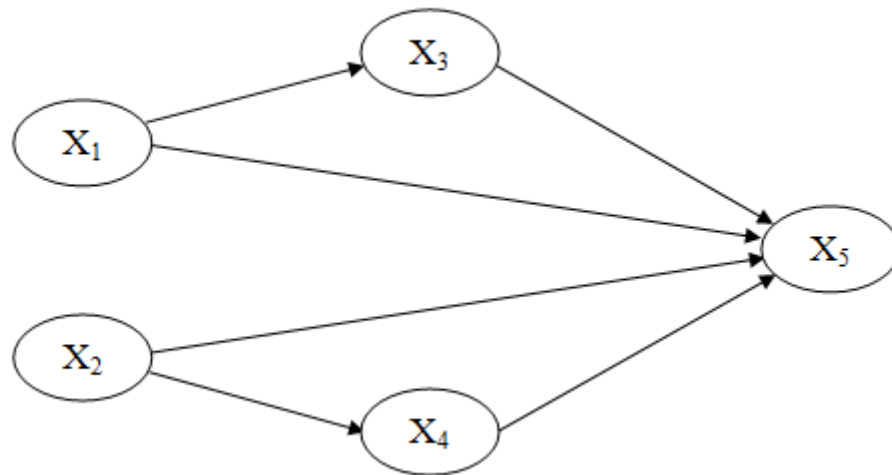


Figure 2: Theoretical Model of Research Variables

Description:

X1 = Innovative Behavior

X2 = Instructional Leadership

X3 = Interpersonal Communication

X4 = Work Motivation

X5 = Job Satisfaction

3. Methods

3.1. Place and time research

The research was conducted in SMP Medan. Implementation of the study for 10 months, from February to November 2016. First year research stages: (1) Pre survey, (2) Literature Review, (3) Preparation Instruments, (4) The test instrument, and (5) Writing reports research result.

3.2. Population and sample research

The population in this study were all SMP Principals of Private and Public in Medan in 2016 that number as many as 348 people. Furthermore, to obtain a sample used proportional random sampling based on the formula Slovin at significance level of 5%, in order to get a sample of 173 people. As for the implementation of the required test sample of 54 people each stage (try out held two stages).

3.3. 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 included ex post facto research. Furthermore, based on the formulation of the problem, namely: to know and study the effect of exogenous variables on the endogenous variables, so this research are "explanatory".

3.4. Try out research instruments

The instrument used in this study is an instrument of innovative behavior, instructional leadership, interpersonal communication, work motivation and job satisfaction, using a questionnaire. The instruments used in the form enclosed questionnaire Likert scale models with a choice of five answers by scoring for the positive statements are: 5 = Always, Strongly Agree, Highly Satisfactory; 4 = Often, Agree, Excellent; 3 = Sometimes, Undecided, Simply Excellent; 2 = Rarely, Disagree, Less Satisfactory; 1 = Never, Strongly Disagree, Unsatisfactory. Scoring for the negative statement is the opposite of positive statements.

To obtain a valid and reliable instrument, it is necessary to try out the instrument. The sample of tryout is outside of the research sample. To test the validity of the instrument used item analysis by Product Moment correlation. To test the reliability of the instrument is done by using the formula of Cronbach Alpha.

4. Results and Discussion

In the first phase, to collect the research data of tryout was using a multiple choice questionnaire Likert scale models, distributed to 54 of SMP principals.

4.1. Results of testing instruments

Test the validity of the item or items of instruments was conducted to determine the validity of item instrument by means of correlating the score of each item with the total score of the item, using *Product Moment* correlation analysis, the significance level $\alpha = 0.05$.

After calculations, Innovative Behavior instrument 42 items were distributed gained one item that is not valid, ie the number 21, so that as many as 41 items are valid and will be used to obtain data Innovative Behavior of SMP principals in the second phase tryout.

Instructional Leadership instruments 50 items were distributed gained 3 invalid, ie the numbers 3, 33 and 46, so that as many as 47 items are valid and will be used to obtain data Instructional Leadership of SMP principals in the second phase tryout.

Interpersonal Communication instruments 40 items were distributed gained 3 items that are not valid, ie the numbers 23, 24 and 37, so that as many as 37 items are valid and will be used to obtain data Interpersonal Communication of SMP principals in the second phase tryout.

Work Motivation instruments 50 items were distributed gained 6 items that are not valid, ie the numbers 8, 23,

25, 34, 44 and 49, so that as many as 44 items are valid and will be used to obtain data Work Motivation of SMP principals in the second phase tryout.

Job Satisfaction instrument 50 items were distributed gained one item that is not valid, ie the number 41, so that as many as 49 items are valid and will be used to obtain data Job Satisfaction of SMP principals in the second phase tryout.

Reliability tests performed to determine the extent the result of a measurement reliable. To determine the reliability of the instrument is done by using the Cronbach Alpha Formula.

After calculation of the 41 items of the Innovative Behavior instrument, obtained reliability coefficient of 0.895 or the coefficient of reliability is above criticism value 0.70, so the Innovative Behavior instrument has high reliability.

After calculation of the 47 items of the Instructional Leadership instrument, obtained reliability coefficient of 0.923 or the coefficient of reliability is above criticism value 0.70, so the Instructional Leadership instruments have a very high reliability.

After calculation of the 37 items of the Interpersonal Communication instrument, obtained reliability coefficient of 0.790 or the coefficient of reliability is above criticism value 0.70, so the Interpersonal Communication instrument has high reliability.

After calculation of the 44 item of the Work Motivation instrument, obtained reliability coefficient of 0.882 or the coefficient of reliability is above criticism value 0.70, so the Work Motivation instruments have high reliability.

After calculation of the 49 item of the Job Satisfaction instrument, the obtained reliability coefficient of 0.964 or the coefficient of reliability is above criticism value 0.70, so the Job Satisfaction instruments have a very high reliability.

Phase two tryout conducted after all valid items that are not valid discarded, and will be held mid August 2016.

After calculations, Innovative Behavior instruments 41 items were distributed gained 2 items that are not valid, ie the numbers 2 and 26, so that as many as 39 items are valid. Whereas the reliability coefficient of 0.898 or the coefficient of reliability is above criticism value 0.70, so that Innovative Behavior instrument has high reliability, and a total of 39 items will be used to obtain data Innovative Behavior of SMP principals in the second year of research.

Instructional Leadership instruments 47 items were distributed gained 4 items that are not valid, ie the numbers 15, 32, 39 and 43, so that as many as 43 items are valid. Whereas the reliability coefficient of 0.932 or the coefficient of reliability is above criticism value 0.70, so that Instructional Leadership instrument has a very high reliability, and a total of 43 items will be used to obtain data Instructional Leadership of SMP principals in

the second year of research. Interpersonal Communication instruments 37 items were distributed gained 4 items that are not valid, ie the numbers 4, 9, 31 and 33, so that as many as 33 items are valid. Whereas the reliability coefficient of 0.860 or the coefficient of reliability is above criticism value 0.70 so that Interpersonal Communication instrument has high reliability, and a total of 33 items will be used to obtain data Interpersonal Communication of SMP principals in the second year of research. Work Motivation instruments 44 items were distributed gained 6 items that are not valid, ie the numbers 4, 18, 19, 38, 39 and 48, so that as many as 38 items are valid. Whereas the reliability coefficient of 0.896 or the coefficient of reliability is above criticism value 0.70, so that Work Motivation instrument has high reliability, and a total of 38 items will be used to obtain data Work Motivation of SMP principals in the second year of research. Job Satisfaction instrument with 49 items were distributed gained 2 items that are not valid, ie the numbers 18 and 19, so that as many as 47 items are valid. Whereas the reliability coefficient of 0.966 or the coefficient of reliability is above criticism value 0.70, so that Job Satisfaction instrument has a very high reliability, and a total of 47 items will be used to obtain data Job Satisfaction of SMP principals in the second year of research.

4.2. Discussion

Outcomes achieved in the first year of this research is in the form of research instruments are valid and reliable, which include: instrument of Innovative Behavior, Instructional Leadership, Interpersonal Communication, Work Motivation and Job Satisfaction. The following is a discussion of each variable complete with indicators and items that are not valid.

Table 1: Indicators of Instrument of Innovative Behavior of SMP Principals

No	Indicators	Total item before tryout	Total item after tryout	Item Number
1.	Be open to innovation	8	8	1, 3, 4, 5, 6, 7, 8, 23
2.	Reward creativity	4	4	9, 10, 12, 13
3.	Always ready to deal with social change	8	7	2, 14, 15, 16, 17, 18, 19, 33
4.	Broad minded	4	3	20, 21, 22, 24
5.	Having a strong impetus curious	4	4	25, 27, 28, 29
6.	Oriented Planning	4	4	30, 31, 32, 34
7.	Appreciate skills	5	5	11, 35, 36, 37, 38
8.	Recognizing the impact of the decision he made	5	4	26, 39, 40, 41, 42
	Total	42	39	

Description: In the first tryout invalid is item no. 21 In the second tryout invalid are items no. 2 and 26

According to the table 1 above, then the deployment of indicator variable of Innovative Behavior as described in the literature review as a whole still has a relatively well-represented proportion and is not affected due to the invalid item.

Table 2: Indicators of Instrument of Instructional Leadership of SMP Principals

Dimensions	No	Indicators	Total item before tryout	Total item after tryout	Item Number
Formulate school mission	1	Formulate of school goals	7	6	1, 2, 3 , 4, 5,6,7
	2	Communicate the purpose of school	7	7	8,9,10,11,12,13, 14
	3	Coordinate curriculum	3	2	15 ,16,17
Encourage the creation of a conducive learning climate	4	Monitor progress of student learning	6	6	18,19,20,21,22, 23
	5	Controlling the allocation of instructional time	3	3	24,25,26
Observe and improve learning achievement	6	The vision Focusing	5	5	27,28,29,30,31
	7	Supervise and evaluate learning	6	4	32,33 ,34,35,36, 37
Assessing learning program	8	Provide incentives for teachers and students	9	6	38, 39 ,40,41,42, 43 ,44,45, 46
	9	Sets the standard academy	4	4	47,48,49,50
Total			50	43	

Description: In the first tryout invalid is item no. 3, 33, and 46 In the second tryout invalid are items no. 15, 32, 39, and 46 According to the table 2 above, then the deployment of indicator variable of Instructional Leadership as described in the literature review as a whole still has a relatively well-represented proportion and is not affected due to the invalid item.

According to the table 3 above, then the deployment of indicator variable of Interpersonal Communication as described in the literature review as a whole still has a relatively well-represented proportion and is not affected due to the invalid item.

Table 3: Indicators of Instrument of Interpersonal Communication of SMP Principals

No	Indicators	Total item before tryout	Total item after tryout	Item Number
1	Openness	8	7	3, 4, 6, 8, 10, 17, 25, 32
2	Empathy	7	4	1, 9, 11, 13, 15, 24, 33
3	Support	7	7	7, 16, 20, 21, 22, 36, 38
4	Positivity	9	7	5, 12, 23, 26, 29, 30, 31, 35, 40
5	Equality	9	8	2, 14, 18, 19, 27, 28, 34, 37, 39
Total		40	33	

Description: In the first tryout invalid is item no. 23, 24 and 37 In the second tryout invalid are items no. 4, 9, 31, and 33

Table 4: Indicators of Instrument of Work Motivation of SMP Principals

Dimensions	No	Indicators	Total item before tryout	Total item after tryout	Item Number
Intrinsic	1.	Responsibility for carrying out the task	7	5	1,6,12,17,23, 25,46
	2.	Have a sense of excitement in working	4	4	2,7,27,47
	3.	Always strive to outperform others	5	2	3,8,13,19,48
	4.	More emphasis accomplishment of what he was doing	6	4	4,9,14,20,49, 50
	5.	Have a clear goal and a challenging	5	5	10,15,21,24,26
	6	There is feedback on the results of work	6	5	5,11,16,18, 22,28
Extrinsic	7	Always trying to make ends meet and needs work	5	4	30,31,32,33,34
	8	Glad earned the praise of what it has earned	4	3	35,36,37,38
	9	Working with the expectation would like to incentives	4	3	29,39,40,41
	10	Working with the expectation would like to get the attention of friends and superiors	4	3	42,43,44,45
Total			50	38	

Description: In the first tryout invalid is item no. 8, 23, 25, 34, 44, and 49. In the second tryout invalid are items no. 4, 18, 19, 38, 39, and 48 According to the table 4 above, then the deployment of indicator variable of Work Motivation as described in the literature review as a whole still has a relatively well-represented proportion and is not affected due to the invalid item.

Table 5: Indicators of Instrument of Job Satisfaction of SMP Principals

Dimensions	No	Indicators	Total item before tryout	Total item after tryout	Item Number
	1.	Promotion	9	9	1,2,3,4,5,6,7,8,9
	2.	The work itself	8	7	11,12,13,14,15,16,17, 18
Internal	3.	Salary	9	8	19 ,20,21,22,23,24,25,26,27
	4.	Colleagues	9	9	10,28,29,30,31,32,33,34,35
	5.	Place of work	6	5	36,37,38,39,40, 41
External	6.	Supervision	9	9	42,43,44,45,46,47,48,49,50
Total			50	47	

Description: In the first tryout invalid is item no. 41. In the second tryout invalid are items no. 18 and 19 According to the table 5 above, then the deployment of indicator variable of Job Satisfaction as described in the literature review as a whole still has a relatively well-represented proportion and is not affected due to the invalid item.

5. Conclusion

Based on the discussion of the results of research that has been described, it can be concluded that the deployment indicator variable of Innovative Behavior, Instructional Leadership, Interpersonal Communication, Work Motivation and Job Satisfaction as described in the literature review, as a whole still has the proportions of a relatively well represented and is not affected due to the item invalid.

5.1. Suggestion

Based on the above conclusions, to obtain the instruments of variables that affect the job satisfaction more fundamentally, it is advisable to conduct a qualitative research.

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