



Determinant Factors of Teacher Performance of Elementary School in Deli Serdang District North Sumatra

Panigoran Siburian^{*}

Lecturer of Prima University Medan

Email: panigoransiburian@gmail.com

Abstract

This study aims to (1) understand the determinants of the performance of elementary school teachers in Deli Serdang, and (2) determine the Fixed Model or theoretical model that can describe the relationship between latent variables causalistic which determines the performance of elementary school teachers in Deli Serdang. This research was conducted at the primary school in Deli Serdang, especially in district of Tanjung Morawa, involving 116 teachers as respondents. The research data captured using a multiple choice questionnaire Likert scale model, after the first tested. This research was ex post facto causal, since the purpose of this study is to reveal causal relationships between the variables. Thus, the data collected in this study of the facts of the symptoms of the four variables (transformational leadership, job satisfaction, achievement motivation and teachers performance), without any special treatment for these variables. Because of the methods used in this study is called the survey method. Looking at the problem under study, the type of survey research including research category "explanatory or confirmatory", the research describes causal relationships and testing hypotheses. 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) test for normality of data, 2) regression linearity test, and (3) test model fit. Test each variable data normality using the Kolmogorov Smirnof Test.

^{*} Corresponding author.

Regression linearity test between variables was performed using the F statistic test. Suitability test theoretical models used to test the goodness of fit by using Chi Square. And to test the hypothesis used path analysis. The results showed (1) transformational leadership has a direct impact positively on job satisfaction, (2) transformational leadership has a direct impact positively on achievement motivation, (3) transformational leadership has a direct impact positively on the performance of teachers, (4) the job satisfaction have direct impact positively on the performance of teachers and (5) achievement motivation positive direct effect on the performance of teachers. Based on the acceptance of hypotheses research, it was found a theoretical model or a fixed model that describes the structure of the causal relationship between the variables of transformational leadership, job satisfaction, achievement motivation and performance of elementary school teachers.

Keywords: transformational leadership; job satisfaction; achievement motivation; teacher performance.

1. Introduction

The organization is a social entity that coordinated consciously, with a relatively identifiable boundary, working continuously to achieve the objectives [1]. Many organizations face the challenge of globalization to improve the quality of human resources in order to have any special skills so as to compete with the business world and in terms of providing public services. In the world of education, especially with regard to teacher leadership issues, motivation and job satisfaction of a teacher becomes a very important thing because it has an influence on the performance of teachers. Therefore, it is expected that each teacher has a strong commitment to provide the best performance for the country and the best service to the community. Each individual in the organization can not be separated from the bonds of cultural values espoused, which eventually will work together with the organization, technology, systems, strategies and lifestyle. So that the interaction patterns of human resources within the organization must be balanced and harmonized in order organization may still exist. Improved performance will occur if the organization is moving from traditional control-oriented approach to the management of the workforce, which lies in the existing command, exercise control and efficiency in the implementation of labor. Such an approach should be replaced with leadership strategy. Performance is a translation of the English language, performance or job performance but in English is often shortened to just performance. Performance in Indonesian also known as performance. Performance or achievements interpreted as an expression of the ability of labor based on the knowledge, attitudes, skills and motivation to produce something. Job performance is defined as an achievement of certain job requirements that ultimately are directly reflected in the output produced both quantity and quality. Understanding the above highlight the performance results achieved by someone after work. Theoretically, there are several factors causing the performance is not as expected, and the various factors that may occur as a result of performance problems. Castetter argued that the most significant source of performance is not good comes from 1) Source of individuals themselves, namely: (a) intellectual weakness, (b) a psychological weakness, (c) demotivation, (d) factors personality, (e) the obsolescence / oldness and (f) the value orientation; 2) The source of the organization, namely: (a) the organization's systems, (b) the role of the organization, (c) the groups within the organization, (d) the behavior associated with the supervision, (e) the culture of the organization; 3) The source of the external environment, namely: (a) the family, (b) economic conditions, (c) the political conditions, (d) the legal conditions, (e) social values, (f) the labor market, (g) changes technology, (h) associations. In connection with the performance [2],

Newstrom argued Model Loop Performance-Satisfaction-effort to explain that the business is a factor that directly affects the performance, the performance directly affects the reward, then the reward directly affects the perception of fairness discipline, perceptions of fairness reward directly affect satisfaction or dissatisfaction, satisfaction or dissatisfaction directly affect the commitment, resignation, absence, tardiness, theft, violence, and members poor organizational performance, and further commitments directly affecting businesses [3]. Model Loop performance explains the importance factor of satisfaction, in which if the factors are not managed properly can lead to huge losses for the organization in the form of resignation, absenteeism, tardiness, theft, violence, and the actions of members of organizations that reduce their own performance (poor performance) , Loop models mentioned above makes clear that a good or bad performance is only affected by the large-small businesses that do the work, so that the business relationship with the performance expressed as a bivariate relationships. Mathis and Jackson said performance model that explains that individual performance is influenced by the ability of individuals, which include talent, enthusiasm, innovation and personality [4]. So, innovation is one of the factors that directly affect performance. Furthermore, Luthans argued Theory Goal Setting of Edwin Locke who explains that the core objectives (specific and difficulties) directly affects the performance, in which the effect is strengthened or weakened by a commitment to purpose, the benefit of purpose, self-efficacy, feedback, the complexity of the task, choice, effort, perseverance, and strategy, then the performance directly affects satisfaction, and ultimately satisfaction directly affects goal commitment, interest purpose, self-efficacy, feedback, and the complexity of the task [5]. The Goal Setting Theory explains that the purpose of factors directly affect the performance, and performance directly affects the satisfaction, in which certain goals that are difficult or special purpose more effective than a simple or common goal to produce high performance. Contrary to Goal Setting Theory that explains the performance directly affects satisfaction, Integration Model of Organizational Behavior Colquitt, Lepine, and Wesson explained that satisfaction directly affects the performance [6]. Integration Model of Organizational Behavior explains that in addition to job satisfaction, motivation also directly affects the performance, while the motivation and job satisfaction is directly influenced by the culture of the organization. See reality as it would need to seek the cause of the reduced performance of teachers. According to Colquitt, Lepine, and Wesson performance is influenced by job satisfaction, stress / strain, motivation, justice, and decision-making [6]. Nugraheny research results that job satisfaction and leadership style positive and significant impact on employee motivation and proved that motivation, job satisfaction, and leadership style positive and significant impact on the performance [7]. Darwito concluded that job satisfaction has a positive effect on employee performance [8]. Leadership style has a positive effect on organizational commitment. Organizational commitment positively affects employee performance. Leadership style has a positive effect on employee performance. In this case transformational leadership has a greater influence on the performance of teachers as leaders should give more attention, encouragement and able to understand the desire of his subordinates. Anwar concluded that: Leaders who demonstrate behavior transformational leadership is their commitment to give the award to anyone individuals who demonstrate good performance, work ethic, set an example, the exact time the invitation, timely coming on duty, punctual in fulfilling the promise, and show an attitude of wanting working together [9]. When analyzed the problems that occurred in the Department of Education of Deli Serdang District showed that transformational leadership has not been implemented optimally, it is seen from the still partially Chief Technical Implementation Unit has not been able to run a leadership that seeks to guide his subordinates by

example (a good example), especially in terms of cadre of school leaders or principals, less punctual in attending the invitation and duty, and has not shown any attitude of wanting to work together. The spirit of the teachers working toward job performance is still not high and only about 60% of teachers who demonstrate the spirit of the work to achieve high performance, this data is obtained from data on teacher absenteeism in Department of Education of Deli Serdang District. This indicates less and encouraged teachers in Department of Education of Deli Serdang District in achieving work or in other words the lack of achievement motivation among teachers in Department of Education of Deli Serdang District. Another fact found the author in lately that many teachers in Department of Education of Deli Serdang District is not so concerned with the outcome of their performance and productivity. There are some of them do not accept the risk of work that ultimately they are not loyal and committed to the Department of Education. Besides the job satisfaction of teachers still have not been implemented optimally, it is seen from the opportunity to progress / lack of appreciation for the achievements of work that a teacher is based on the ability or skill. Every teacher in organizations such as the Department of Education of Deli Serdang District must have a commitment to the achievement of the vision, mission, and goals of the organization. In public sector organizations, the bond between the teacher and the organization can be built from a common vision, mission, and goals of the organization, not just working ties. Bonding them to work in school is not just salary, but rather on bonding example, want to be a servant of the state and public servant, social status, and so on. Another thing that the authors consider to be a factor that affects the performance of teachers is the job satisfaction that is necessary to the development of human resources in an effort to improve the knowledge, skills and abilities (skills) and carry out the tasks which they have responsibility. Job satisfaction is a result of the impact or effectiveness of performance and success in work. Low job satisfaction in the organization is a series of 1) decreasing the implementation of tasks, 2) increasing attendance, and 3) the organization's moral decline. Job satisfaction in several studies positively associated with performance. "Job satisfaction of employees affect performance, as defined below, employee satisfaction is fulfilled or not their desire to work" [7]. If the work environment an employee does not get what is expected of them a fair promotion opportunities, a good income, peers and superiors fun and satisfaction with the work itself can be ascertained teacher performance will be poor. Robbins says that "job satisfaction is a general attitude towards one's job as the difference between the number of rewards received by workers and the many who believed they should receive" [1]. Darwito research results showed that job satisfaction has positive influence on employee performance [8]. Achievement motivation itself according to Edward is "an individual needs to do better than anyone else that encourages individuals to complete tasks more successfully and to achieve higher performance" [7]. According to Hall and Lindzey that "achievement motivation as a boost associated with achievement, which dominate, manipulate, organize social environment, or physical, overcome obstacles and maintain the high quality work, compete for exceeding his actions past and outperform others" [7]. Individuals who have high achievement motivation will be responsible for finding a solution of tasks and problems, redesigning the immediate goals difficult to achieve, accept risks, and have a strong desire to get feedback on their performance. Besides individuals who have high achievement motivation will attempt to satisfy the various needs through its work and through its relationship with the organization. Therefore, teachers who have a high motivation to excel will be more committed to the organization or company. Based on the presentation of transformational leadership, job satisfaction and work motivation on the performance of teachers in the Education of Department of Deli Serdang above there are problems, so that researchers need and are interested

in doing research related to teacher performance and the variables that influence and take the title " Determinant Factors of Teacher Performance of Elementary School in Deli Serdang district North Sumatra"

1.1. Formulation of the problem

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

- a) Is transformational leadership has a positive effect on job satisfaction of teachers in the Education Department of Deli Serdang?
- b) Is transformational leadership has a positive effect on achievement motivation in the Education Department of Deli Serdang?
- c) Is the job satisfaction has a positive effect on the performance of teachers in the Education Department of Deli Serdang?
- d) Is the achievement motivation and positive influence on the performance of teachers in the Education Department of Deli Serdang?
- e) Is transformational leadership has a positive effect on the performance of teachers in the Education Department of Deli Serdang?

2. Review of Literature

Study theories form the basis for this study will express opinions, theories, or understanding relating to the performance of teachers, transformational leadership, job satisfaction, achievement motivation. The result of the synthesis of the theories in question will be formulated within a construct, which can be used to define the indicators of each variable. Colquitt, Lepine, and Wesson describe that performance and commitment will be influenced by the leadership through job satisfaction, stress, motivation, and others, as shown in Figure 1 below [6]. The next of these indicators compiled grains research instrument that will assist the author in obtaining research data.

2.1. Performance Of Teacher

Successful management of schools is determined by the success in managing human resources. How far the performance of teachers to the schools where they work, is to determine the school in achieving its goals. Performance is a condition that must be known and informed of certain parties to determine the level of achievement of results associated with the vision of an agency assigned to an organization and determine the positive and negative impacts of an operational policy are taken. With the information regarding the performance of a school teacher, will be able to take the necessary measures such as correction of policy, straighten main activities, and duties of teachers, materials for planning, determine the level of success of the agency to decide a course of action, and others. Performance will not necessarily be separated from the process, results and usability. In this case the performance is the result of the quality and quantity of work accomplished by a teacher in carrying out their duties in accordance with the responsibilities assigned to him in accordance with the standards that have been set. Colquitt, Lepine, and Wesson argued that "job performance is formally defined as the value of the set of employee behaviors that Contribute, either positively or negatively, to

organizational goal accomplishment" [6]. Explanation Colquitt, Lepine, and Wesson that suggests the performance as the value of a set of employee behavior that contribute positively to the achievement of organizational goals is the nature of the expected performance of each worker, while the explanation of the performance as the value of a set of employee behavior that contribute negatively to the achievement of organizational goals an unexpected performance of each worker. Thus, the statement of Colquitt, Lepine, and Wesson that defines performance as the value of a set of behaviors that contribute positively or negatively to the achievement of organizational goals more precisely expressed as a definition of the nature of the performance of a factual rather than the

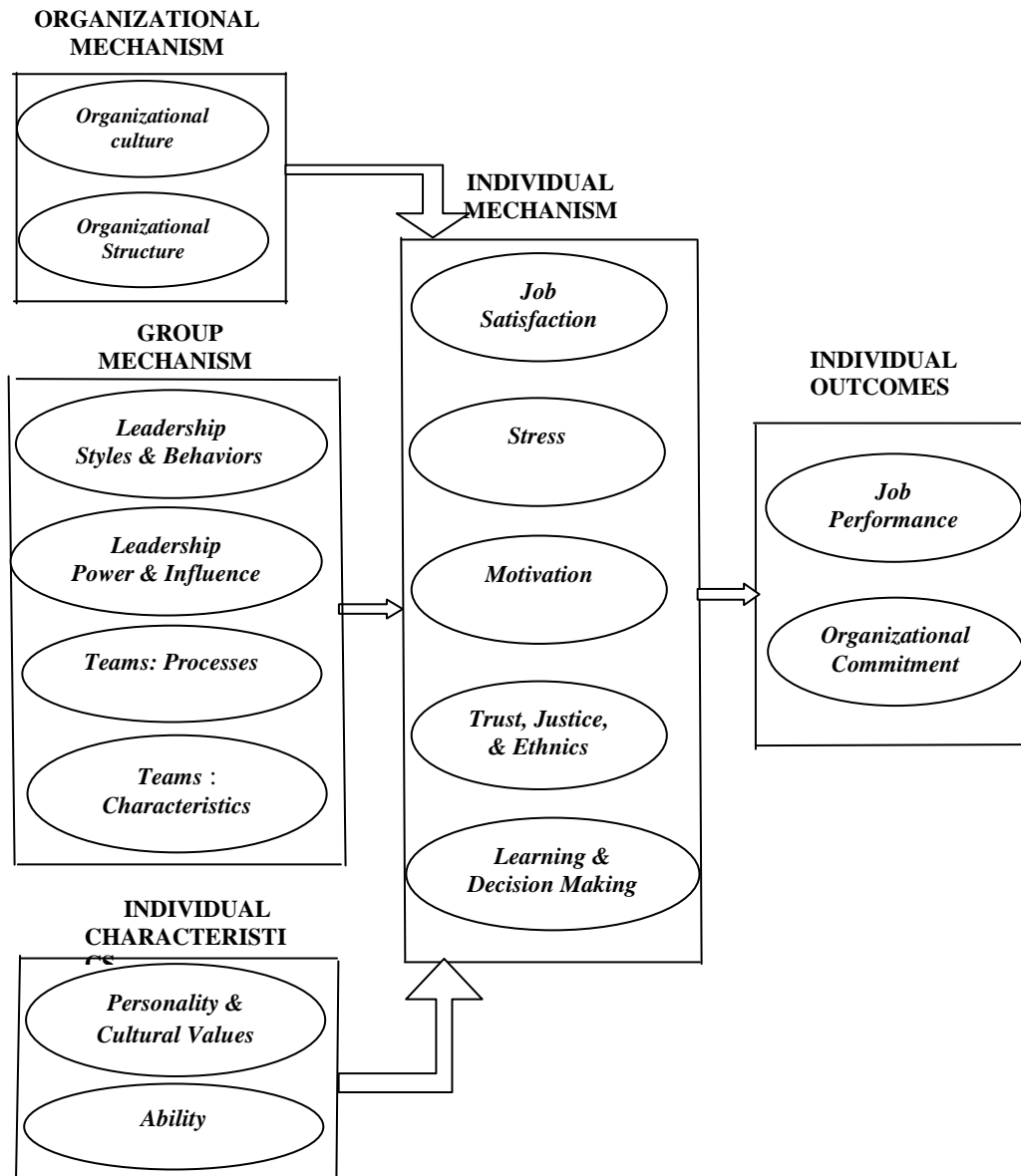


Figure 1: Integrative Model of Organizational Behavior

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.

definition of the nature of ideal performance. In performance measurement is necessary to determine whether the purpose of the assessment is an assessment of the work (performance outcomes) or personal behavioral assessment (personality). Therefore the minimum performance measurement includes three variables that must be taken into consideration, namely, the behavior (process), outputs (the direct product of a program) and outcomes (impact of the program). So the development of instruments assess the perception of the work will be the performance of themselves in relation to items such as output, achieving goals, meeting deadlines, use of working hours and sick leave.

Teacher performance refers to the teacher job performance as measured by the standard or criteria established institution or organization. Management to achieve a very high teacher performance mainly to enhance the company's overall performance. Based on the above it can be seen that the performance indicators are as follows: "1) the decision to all the established rules of the organization, 2) can carry out the work or duties without error (or with an error rate that is the lowest), 3) the accuracy in the line of duty ". Performance measures in general which is then translated into a fundamental behavioral assessment include: (1) the quality of work; (2) The quantity of work; (3) knowledge of the work; (4) the opinion or statement filed; (5) decisions taken; (6) planning of the work; (7) the area of work organization.

Based on the above it can be concluded that the performance of the teacher is the teacher's success in carrying out duties or responsibilities well and with quality. The performance impact of each teacher would be enormous influence the success of agency or organization so that the teacher's performance will be crucial for the sustainability of a school.

2.2. Transformational leadership

Leadership comes from the root word "leader", meaning the person is known by and tried to influence his followers to realize his vision [10]. Leadership is an important dynamic force that motivates and coordinates an organization in order to achieve the goal through a process to influence others, both within the organization and outside the organization to achieve the desired objectives in certain circumstances. "The influence process often involves a variety of power as a threat, respect, authority, nor persuasion and motivation" [10].

"The concept of this leadership style indicates a combination of language, actions and specific policies, which describe a fairly consistent pattern that is used by leaders in helping others / subordinate / group in achieving the desired results together" [11].

A similar opinion was expressed by Robbins argued that "leadership style is a strategy or the ability to influence a group toward the achievement of goals" [1]. According to Bass "style of leadership is the ability to affect a relationship that tends to follow the pattern / specific strategy for the achievement of common goals" [12]. According to Hay "a transformational leader will try to motivate, excite and interest the subordinates, in addition, still trying to convince the purpose and mission of the organization" [13]. Transformational leaders will also seek to look, pay attention, to recognize the individual abilities that are useful to the organization. Transformational leaders tried to convince subordinates that in order to jointly create higher labor productivity,

effort, commitment, and a high working capacity.

"Transformational leaders tend to try to humanize through various means such as motivating and empowering the function and role of employees to develop organizational and personal development towards self-actualization real" [12].

Bass added that "transformational leadership is how leaders change (to transform) perceptions, attitudes, and behavior of subordinates in spite of increasing least changes" [12]. Conceptually, transformational leadership (to transform) is a leader's ability to change the work environment, work motivation, work patterns, and values the work of subordinates so that subordinates will further optimize the performance to achieve organizational goals.

According to Robbin suggested factors affecting the transformational leadership style, which consists of dimensions: "(1) charisma or idealism; (2) inspiration or motivation; (3) intellectual stimulation; (4) individualized consideration" [1]. While indicators of transformational leadership style that is; "(1) the vision and mission, instilling pride, won the respect and trust; (2) communicate high expectations, uses symbols to focus on the business; simply describes the essential purpose (3) encouraging intelligence, rationality and problem solving are carefully; (4) provide personal attention, served personally, coaching and mentoring". Based on the above it can be concluded that transformational leadership in this research is the ability to lead in a changing work environment, motivate and inspire subordinates, applying a pattern of work and moral values, respect and attention to the needs of subordinates so that subordinates will further optimize the performance to achieve organizational goals.

2.3. Job Satisfaction

According Luthan, "job satisfaction is the result of teachers' perceptions of how well their work gives the items considered important" [5]. For example, if members of the organization feel that they are overworked than others in the department of, but receive fewer rewards, then they might have a negative attitude towards work, leadership, and or co-workers. They were not satisfied. Conversely, if they feel that they are treated well and paid properly, then they will probably have a positive attitude towards their work.

The theory of job satisfaction based on Abraham Maslow's hierarchy of needs in Robbin, are: 1) The need physiology of the most basic human needs that need clothing, housing, food, sex, and other bodily needs. 2) The need for security, the need for safety and protection of the physical and emotional damages. 3) Social needs include affection, to belong, be accepted either, friendship. 4) The need for appreciation is a need for respect internal, such as self-esteem, autonomy, achievement and respect factor, such as status, recognition, and attention. 5) The need for self-actualization is the urge to be capable of doing, includes growth, achieving its potential, and self-fulfillment [1].

Meanwhile, according Mangkunagara and Prabu, theories relating to job satisfaction among other things: 1) The theory of difference (discrepancy theory) pioneered first by Porter were found to measure satisfaction can be done by calculating the difference between what should have been the fact that perceived teacher, If a person obtains a larger than expected then that person will be satisfied, otherwise if getting something smaller than

expected then there is dissatisfaction, 2) The theory of this difference is almost the same as the theory of justice that also compares the inputs and outputs of their work but with input and the output of others, and then respond to eliminate any inequities. Individuals do not just care about the absolute amount of reward for their work, but also related to the amount received by others, 3) Theory of fulfillment (need fulfillment theory), concluded that job satisfaction of teachers depends on whether or not the requirement is met. Teachers will be satisfied if he get what he needs. The greater the teachers' needs are met, the more satisfied the teacher too, and vice versa teachers will feel dissatisfied if their needs are not met, and 4) Theory of view of the group (social reference group theory) addressing the satisfaction of someone based on views and opinions of the reference group. Someone will be satisfied if the results of its work in accordance with the interests and needs of the expected reference group [14]. Job satisfaction theories mentioned above are basic in studying and researching about job satisfaction. The conclusion of these theories that job satisfaction is influenced by something inside and outside of the employee.

Job satisfaction of teachers formed because of the factors that lie behind them. As the study of the theories of previous job satisfaction, job satisfaction is influenced by external and internal factors. This section attempts to examine some of the factors that influence job satisfaction as a result of the study of several authors and researchers, to then have some of the most important factor as this research study.

Siagian states that: Job satisfaction is a person's general attitude toward his work [15]. This means that in general can be formulated that someone who has a sense of satisfaction to work will have a positive attitude towards the organization where he works. Furthermore it is said that there are at least four factors that contribute to job satisfaction, namely: 1) a challenging job, 2) Implementation of a fair reward system, 3) conditions that are supportive, and 4) The nature of co-workers. While Greenberg and Baron put forward guidelines to help improve job satisfaction, namely: (1) make work fun; (2) have a salary, and a good promotional opportunities; (3) adjusting those with jobs that match their interests and expertise; and (4) designing the job so interesting and fun [16].

Based on the above, it can be concluded that job satisfaction in this study is the level of feeling one receives from work which is based on a comparison between the received teachers from their work than expected, chill and thinking.

2.4. Achievement Motivation

Motivation comes from the Latin word *movere* which means impulse or motive power. "The motivation is only given to humans, especially to subordinates or followers" [17]. According Luthans, "motivation is composed of three elements, namely the need (need), drive (drive), and purpose (goals)" [5]. Sometimes the term is used alternated motivation with other terms, such as the need (need), desire (want), drive (drive), or impulse. Motivation as defined by Robbins is a "willingness to use high-level effort to organizational goals, conditioned by the effort's ability to satisfy some individual needs" [1]. In this definition, there are three (3) important elements namely; business, goals and needs. Elements of the business is the intensity measurement. Effort directed towards and consistent with organizational objectives is a type of business that should be sought, and

the motivation is the process of fulfillment.

In connection with the need for achievement or achievement motivation, Luthans explained that a person who has high achievement motivation expect to achieve challenging goals, succeed in a competitive situation, and grabbed desire a reward for performance [5]. Thus, the characteristics of a person who has high achievement motivation, such as risk-taking, the need for immediate results, the satisfaction of achievement, and a high involvement in the task. Furthermore, Luthans said achievement motivation can be expressed as a desire to excel in a frame of reference of perfection or success in competitive situations [5]. Furthermore, Franken stated that there are four basic causes of success and failure in achievement, the ability, effort, task difficulty and luck [18]. Based on the statement concluded achievement motivation is an urge in a person to do a particular task or activity or work as well as possible in order to achieve the laudable title. Whereas Djaali conclude there are six characteristics of individuals who have achievement motivation, namely: 1). Like the situation or task that demands personal responsibility for the results and not on the basis of chance, fate, or chance, 2). Choosing a realistic but challenging goals of the goals that are too easily attained or too much risk, 3). Looking for a situation or job to gain immediate feedback and real to determine whether or not the results of its work, 4). Like to work independently and compete to surpass others, 5). Being able to defer gratification of desires for the sake of a better future, 6). Not excited to just get money, status, or other advantages, seek when these things is a symbol of accomplishment, a measure of success [19].

Someone achievement motivation will be reflected in behavior. There are several characteristics as indicators of people who have high achievement motivation. Individuals who motif high achievers will reveal the behavior of the characteristics of unpleasant jobs that require responsibility personally, select the job that the risk is moderate (moderate), have an incentive as feedback (feedback), calm actions and trying to do things the way - how creative.

How strong is the motivation of the individual will determine much of the behavior of the display quality, both in the context of learning, work and in life. The study of motivation has long had a special attraction for educators, managers, and researchers, mainly associated with the interests of the achievement of performance (achievement) a person [20].

Based on multiple expert opinion regarding the motivation that has been described above, it can be concluded that achievement motivation is a business that encourages a person to compete with the standard of excellence, where the standard of excellence can be the perfection of duty, may themselves or achievements of others. Teachers who have high achievement motivation is likely to obtain a higher performance. Based on a literature review on the above as well as research purposes to be achieved, then can be stated research hypothesis as follows: (1) transformational leadership has a direct impact positively on job satisfaction of teachers, (2) transformational leadership has a direct impact positively to the achievement motivation of teachers, (3) transformational leadership has a direct impact positively on the performance of teachers, (4) the job satisfaction have direct impact positively on the performance of teachers, and achievement motivation positive direct impact on teacher performance.

3. Method

3.1. Types of research

In accordance with the purpose of research, to investigate the events that have occurred and then trace backwards to determine the contributing factors, this study included ex post facto research. Furthermore, based on the formulation of the problem, namely: to determine and assess the effect of exogenous variables on endogenous variables, this study Exploratory nature. The theoretical model of the relationship between the study variables are described as follows:

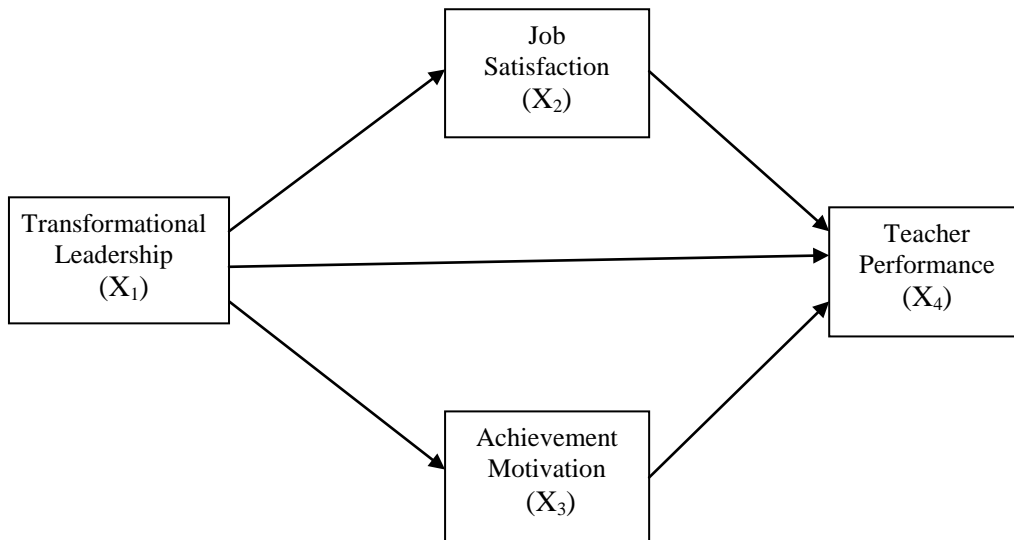


Figure 2: Model Research Paradigm

3.2. Population and Sample

The research was conducted in Sekolah Basic Deli Serdang district of Tanjung Morawa in particular and the population is all the teachers in charge of primary schools that is located ranging from zero up to four kilometers from the Capital District of Tanjung Morawa, Deli Serdang district in 2015/2016 academic year which number as many as 154 people. Furthermore, using Random Sampling and are guided by the provisions of Isaac and Michael at the significance level of 0.05 was taken a sample of 116 people.

3.3. Data collection technique

The research data captured using a multiple choice questionnaire Likert scale models, further tests on 30 people outside the target primary school principals in the sample, to test the validity and reliability

3.4. Data analysis technique

Analysis of the data used in this research include descriptive analysis, test requirements analysis, and hypothesis testing. Descriptive analysis is used to describe the variable data research, whereas the test requirements analysis includes data normality test with the One-Sample Kolmogorov-Smirnov test, linearity test and regression

significance test used Variance Analysis for regression linearity test, with significance level $\alpha = 0:05$. Furthermore, to test the hypothesis of the research used path analysis (path analysis) and to test the theoretical models used to test the suitability of the goodness of fit by using Chi Square.

4. Results And Discussion

4.1. Research data description

Description of the data presented in this section include variable data Transformational Leadership (X_1), Job Satisfaction (X_2), Achievement Motivation (X_3) and the Teacher Performance (X_4). The data is the result of quantifying the respondent's answers on a questionnaire distributed to primary school teacher in Deli Serdang as samples. Number of questionnaires distributed were 116 set in accordance with the number of research samples, and descriptions of data each study variables are presented in summary in Table 1 below.

Table 1: The Description of Data for Each Variable

		X_1	X_2	X_3	X_4
N	Valid	116	116	116	116
	Missing	0	0	0	0
Mean		127.9583	129.1776	125.1931	127.0017
Median		127.0000	128.0000	126.0000	126.0000
Mode		127.00	128.00	126.00	125.00
Std. Deviation		8.41067	8.67650	8.16389	8.90965
Variance		70.571	77.203	65.026	79.204
Range		38.00	36.00	35.00	42.00
Minimum		109.00	109.00	105.00	106.00
Maximum		147.00	145.00	140.00	148.00
Sum		14726.00	14857.00	14418.00	14651.00
Ideal Minimum		155.00	150.00	150.00	150.00
Ideal Maximum		31.00	30.00	30.00	30.00
Ideal Mean		93.00	90.00	90.00	90.00
Ideal Std. Deviation		20.67	20.00	20.00	20.00

Description X_1 = Transformational Leadership X_3 = Achievement Motivation
 X_2 = Job Satisfaction X_4 = Teacher Performance

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

- a) Transformational leadership highest score was 147, the lowest score of 109, and an average of 127.95 and the standard deviation is 8.41. While the ideal highest score 155, the lowest score ideal 31, and the mean score and standard deviation of the ideal 93 ideal is 20.67. Overall it can be concluded that

transformational leadership primary school teachers tend to be in the high category.

- b) The highest job satisfaction score is 145, the lowest score of 109, and an average of 129.17 and the standard deviation is 8.67. While the ideal highest score of 150, the lowest score ideal 30, and the average score of 90 and a standard deviation of ideal ideal is 20. Overall it can be concluded that job satisfaction of primary school teachers tend to be in the enough category.
- c) The highest achievement motivation score is 140, the lowest score 105, and an average of 125.19 and the standard deviation is 8.16. While the ideal highest score of 150, the lowest score ideal 30, and the average score of 90 and a standard deviation of ideal ideal is 20. Overall it can be concluded that the motivation of achievement of primary school teachers tend to be in the enough category.
- d) Teacher performance scores the highest is 148, the lowest score of 106, and an average of 127.00 and the standard deviation is 8.90. While the ideal highest score of 150, the lowest score ideal 30, and the average score of 90 and a standard deviation of ideal ideal is 20. Overall it can be concluded that the performance of primary school teachers tend to be in the high category.

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

Table 2: Summary Calculation Normality Test Kolmogorov-Smirnov

		X ₁	X ₂	X ₃	X ₄
N		116	116	116	116
Normal Parameters ^{a,b}	Mean	127.9583	129.1776	125.1931	127.0017
	Std. Deviation	8.41067	8.67650	8.16389	8.90965
	Absolute	.084	.069	.092	.109
Most Extreme Differences	Positive	.079	.057	.065	.109
	Negative	-.084	-.069	-.092	-.050
Kolmogorov-Smirnov Z		.909	.745	.996	1.175
Asymp. Sig. (2-tailed)		.381	.635	.275	.126

a. Test distribution is Normal.

b. Calculated from data.

Based on the calculation above summary indicated that the value Asymp. Sig (2-tailed) > 0.05, thus it can be concluded that the overall distribution of the data does not deviate from the normal distribution, mean normality assumption has been met.

To test the linearity assumption is based on linearity test with F test on the data every endogenous variable on the exogenous variables, and a summary of the linearity test and the significance test of regression equation for each pair of variables exogenous to the endogenous variables are presented in Table 3 below.

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

No	Exogenous Variables to Endogenous Variables	Linearity Test			Regression Test of Significance		
		F _h	Sig.	Status	F _h	Sig.	Status
1	X ₁ to X ₂	1,447	0,099	Linier	4,004	0,048	Significant
2	X ₁ to X ₃	0,727	0,849	Linier	4,470	0,037	Significant
3	X ₁ to X ₄	0,775	0,793	Linier	13,722	0,001	Significant
4	X ₂ to X ₄	1,322	0,163	Linier	16,425	0,001	Significant
5	X ₃ to X ₄	0,885	0,652	Linier	35,912	0,001	Significant

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

Next is a research hypothesis testing is to answer the research problems are formulated, and statistical computing correlation coefficients and coefficients following track testing are summarized in Table 4 below.

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

No. Hypothesis	The correlation coefficient	Path Coefficient	t _{observation}	Significance	Description
1	$r_{12} = 0,197$	$\rho_{21} = 0,197$	2,001	0,048	Significant
2	$r_{13} = 0,208$	$\rho_{31} = 0,208$	2,114	0,037	Significant
3	$r_{14} = 0,349$	$\rho_{41} = 0,224$	2,683	0,009	Significant
4	$r_{24} = 0,377$	$\rho_{42} = 0,205$	2,384	0,019	Significant
5	$r_{34} = 0,516$	$\rho_{43} = 0,405$	4,684	0,000	Significant

Based on Table 4 indicated that all of the research hypothesis is accepted, so that it can be concluded that: (1) transformational leadership has a direct impact positively on job satisfaction of teachers, (2) transformational leadership has a direct impact positively to the achievement motivation of teachers, (3) transformational leadership has a direct impact positively on teacher performance, (4) a positive direct effect on job satisfaction

on teacher performance, and achievement motivation positive direct impact on teacher performance. Based price- correlation coefficient and path coefficient obtained from the calculation, described the path diagram (path diagram) which is fixed model or theoretical models which describe relationships between variables causalistic research that determines the performance of elementary school teachers as shown in Figure 3 below.

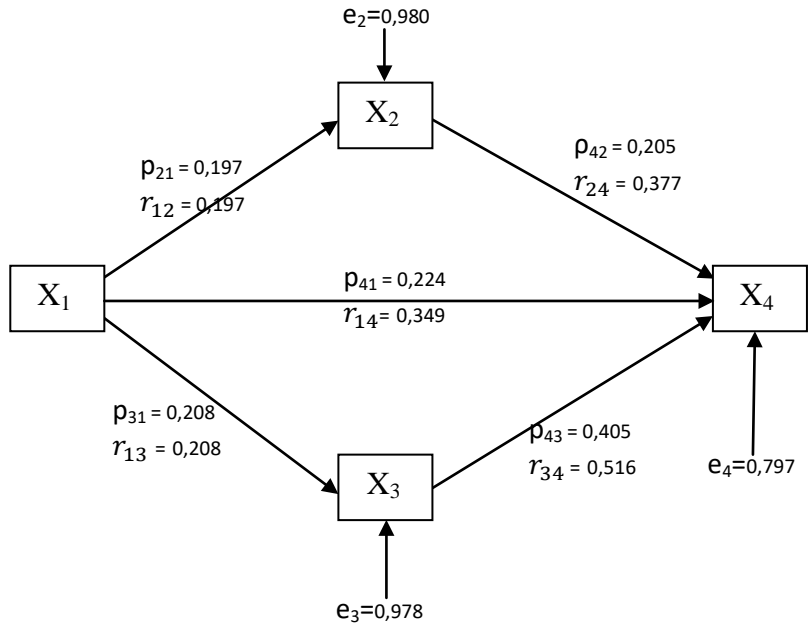


Figure 3: Theoretical Model of Research

4.2. Compliance Test Model

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

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

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

If all path coefficients are significant, then $M = R_m^2$ so that $Q = 1$. If $Q = 1$ indicates that the model is perfect and fit. Based on the calculation above, it could be seen that all of the path coefficients are significant, therefore, $Q = 1$ so that it can be concluded that the proposed model is perfectly fit (*the fit is perfect*) with the data.

4.3. Direct and indirect effect

Based on calculations made summaries directly proportional influence of Transformational Leadership (X_1) on Job Satisfaction (X_2) and Achievement Motivation (X_3) as shown in Table 5 below.

Table 5: Summary of Results Direct Impact Proportional Calculation of Transformational Leadership (X_1) on Job Satisfaction (X_2) and Achievement Motivation (X_3)

Variable	Proportional Direct Effect of	
	Job Satisfaction (X_2)	(X_3)
Transformational Leadership (X_1)	0,039	0,043

Based on Table 5 above it can be seen that the direct effect proportional Transformational Leadership (X_1) on Job Satisfaction (X_2) is 0.039. Thus, the power of Transformational Leadership (X_1) which directly determines the changes in job satisfaction (X_2) is approximately 3.9%. And directly proportional influence of Transformational Leadership (X_1) on the Achievement Motivation (X_3) of 0.043. Thus, the power of Transformational Leadership (X_1) which directly determines changes Achievement Motivation (X_3) is approximately 4.3%.

Furthermore, made a summary of the calculation of the proportional effect of transformational leadership (X_1), job satisfaction (X_2) and Achievement Motivation (X_3) on Teacher Performance (X_4) as shown in Table 6 below.

Table 6: Summary of Results Calculation Proportional Effect of Transformational Leadership (X_1), Job Satisfaction (X_2) and Achievement Motivation (X_3) on Teachers Performance (X_4)

Variable	Effect				Total Effect	Non Path	
	Direct to X_4	Indirect to X_4 through by:				S	U
		X_1	X_2	X_3			
X_1	0,050	-	0,009	0,019	0,078	-	-
X_2	0,042	-	-	-	0,042	0,009	0,026
X_3	0,164	-	-	-	0,164	0,019	0,026
Total					0,284	0,028	0,052

Description: S = *Spurious Component*

U = *Unanalyzed Component*

Based on Table 6 above, the effect of the total comprising direct effect and the indirect effect of Transformational Leadership (X_1), job satisfaction (X_2) and Achievement Motivation (X_3) on Teacher Performance (X_4) of 0.284. Thus, the power of Transformational Leadership (X_1), job satisfaction (X_2) and

Achievement Motivation (X_3) jointly determine changes to the Teacher Performance (X_4) amounted to 28.40%, while the rest of the components of 0.028 and Spurious Unanalyzed component amounting to 0.052. So the total amount of direct influence and indirect, Spurious, and Unanalyzed caused Transformational Leadership (X_1), job satisfaction (X_2) and Achievement Motivation (X_3) on Teacher Performance (X_4) = $0.284 + 0.028 + 0.052 = 0.364$, while the influence of factors other outside Transformational Leadership (X_1), job satisfaction (X_2) and Achievement Motivation (X_3) that is equal to 1 to $0.364 = 0.636$ or 63.60%.

4.4. Discussion

In connection with the discussion of research findings conducted as follows:

- 1) Based on the results of hypothesis testing is first obtained a significant path coefficient between transformational leadership and job satisfaction of teachers, namely: ρ_{21} amounted to 0.197, and based on the calculations, the direct effect of transformational leadership on job satisfaction at 0.039. Thus, a positive direct effect of transformational leadership on job satisfaction, of which 3.9% changes in job satisfaction can be determined by transformational leadership. The study's findings are consistent with the results of research Goddess found that transformational leadership has a significant positive direct effect on job satisfaction [21], and the results of research and Rini Kaihatu which found that transformational leadership directly significant effect on satisfaction [22]. The study's findings are also consistent with the results Rondonuwu study which found that transformational leadership influence on job satisfaction [23]. The study's findings support the theory that is used as the basis for asserting the research hypothesis, namely: Integration Model of Organizational Behavior Colquit, Lepine, and Wesson explained that the leadership of a direct effect on job satisfaction [6]. Thus, the findings of this study, namely: direct transformational leadership a significant positive effect on job satisfaction of teachers in Education Department of Deli Serdang District is in accordance with the results of the Goddess, Kaihatu, and Rodonuwu and theories referenced in this study.
- 2) Based on the results of testing the second hypothesis gained significant path coefficient between transformational leadership and achievement motivation of teachers, namely: ρ_{31} at 0.208, and is based on the calculation, the direct effect of transformational leadership on achievement motivation at 0.043. Thus, the direct effect of transformational leadership positively to the achievement motivation, of which 4.3% changes in achievement motivation can be determined by transformational leadership. The study's findings are consistent with results Risambessy study which found that transformational leadership is a significant positive effect on the motivation [24]. The study's findings support the theory that is used as the basis for asserting the research hypothesis, namely: Integration Model of Organizational Behavior Colquit, Lepine, and Wesson explained that leadership directly affects the motivation [6]. Thus, the findings of this study, namely: transformational leadership directly significant positive effect on achievement motivation of teachers in Education Department of Deli Serdang District is in accordance with the results of research and theory Risambessy referred to in this study.
- 3) Based on test results obtained by a third hypothesis significant path coefficient between job satisfaction and teacher performance, namely: ρ_{42} at 0.205, and is based on the calculations, the direct effect of job satisfaction on the performance of 0,042. Thus, job satisfaction a positive direct effect on the

performance, of which 4.2% changes in performance can be determined by job satisfaction. The study's findings are consistent with the results of research Dizgah which found a significant positive correlation between job satisfaction and performance [25]. The study's findings are also consistent with the results Siburian study which found a significant positive direct effect of job satisfaction on performance [26]. The study's findings support the theory that is used as the basis for asserting the research hypothesis, namely: Integration Model of Organizational Behavior Colquit, Lepine, and Wesson explained that job satisfaction directly affects the performance [6]. Thus, the findings of this study, namely: job satisfaction is directly a significant positive effect on the performance of teachers in Education Department of Deli Serdang District is in accordance with the results of research and research results Siburian and research results Dizgah as well as supporting the theory referred to in this study.

- 4) Based on the results of testing the fourth hypothesis gained significant path coefficient between achievement motivation and performance of teachers, namely: ρ_{43} at 0.405, and is based on the calculation, a direct influence on the performance achievement motivation at 0.164. Thus, achievement motivation positive direct effect on the performance, of which 16.4% changes in performance can be determined by the achievement motivation. The study's findings are consistent with the results of research Liliyana, Hermina, and Zain which found a significant effect of motivation on employee performance [27]. The study's findings are also consistent with the results of the study. The study's findings support the theory that is used as the basis for asserting the research hypothesis, namely: Integration Model of Organizational Behavior Colquit, Lepine, and Wesson explained that the motivation directly affects the performance [6]. Thus, the findings of this study, namely: achievement motivation direct significant positive impact on teacher performance in Education Department of Deli Serdang District is in accordance with the results of Liliyana, et. al., the results and the results of research and to support the theory Mursini referred to in this study.
- 5) Based on test results obtained by the fifth hypothesis significant path coefficient between transformational leadership with teacher performance, namely: ρ_{41} at 0.224, and is based on the calculation, the direct effect of transformational leadership on the performance of 0,050. Thus, the direct effect of transformational leadership positively to the performance, of which 5% changes can be determined by the performance of transformational leadership. The study's findings are consistent with results Risambessy study which found that transformational leadership is a significant positive effect on performance [24]. The study's findings support the theory that is used as the basis for asserting the research hypothesis, namely: Integration Model of Organizational Behavior Colquit, Lepine, and Wesson explained that leadership influence on the performance [6]. Thus, the findings of this study, namely: direct transformational leadership a significant positive effect on the performance of teachers in Education Department Deli Serdang District is in accordance with the results of the study support the theory Risambessy and referred to in this study.

Thus, the results of research by testing the hypothesis that received the fifth hypothesis proposed research has found a path diagram (path diagram) which is fixed model or theoretical model that describes the relationship causalistic among the variables that determine the Teacher Performance in Education Department of Deli

Serdang District as shown in Figure 3.

5. Conclusion

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

- 1) Transformational leadership is a positive direct effect on job satisfaction Teacher Education Department Deli Serdang. In other words, the better the transformational leadership, the better the job satisfaction of Teacher Education Department of Deli Serdang.
- 2) Transformational leadership is a positive direct effect on achievement motivation of Teacher Education Department of Deli Serdang. In other words, the better the transformational leadership, the stronger achievement motivation Teacher Education Department of Deli Serdang.
- 3) Transformational leadership is a positive direct impact on the performance of Teacher Education Department of Deli Serdang. In other words, the better the transformational leadership, the better the performance of Teacher Education Department of Deli Serdang.
- 4) Job satisfaction is a positive direct impact on the performance of Teacher Education Department of Deli Serdang. In other words, the better the job satisfaction, the better the performance of Teacher Education Department of Deli Serdang.
- 5) Achievement motivation positive direct influence on the performance of Teacher Education Department of Deli Serdang. In other words, the stronger the drive to achieve, the better the performance of Teacher Education Department of Deli Serdang.

5.1. Implication

Based on the conclusion of the study in order to improve the performance, particularly the performance of Teacher Education Department of Deli Serdang proposed research implications as follows:

- 1) Conclusion The study states: (1) Transformational leadership is a positive direct effect on job satisfaction, achievement motivation and performance; and (2) transformational leadership, job satisfaction, and achievement motivation direct impact positively on the performance, the research findings of theoretical models of performance Teacher Education Department to contribute to the development of the theory of organizational behavior, particularly the theory of performance, transformational leadership, job satisfaction, and achievement motivation. Thus, the Department of Education Teacher performance improvement will occur, if the transformational leadership, job satisfaction, and improved achievement motivation. Theoretically: (1) transformational leadership can be improved by changing the work environment, motivate and inspire subordinates, applying a pattern of work and moral values, respect and attention to the needs of subordinates so that subordinates will further optimize the performance to achieve organizational goals; (2) job satisfaction can be increased through increased chance of promotion, work itself, pay, and the quality of supervision; (3) the achievement motivation can be improved through increased responsibility in execution of duty, a sense

of excitement in the work, the achievement of what is done, hope to get the incentive, and the pleasure gained the praise of what is done.

- 2) The study found that transformational leadership, job satisfaction, and achievement motivation positive direct effect on performance. This means that the performance can be increased, if the transformational leadership, job satisfaction, and motivation improved underachievement. In relation to that, Head of Education Department is very concerned Deli Serdang increasing the performance of the Department of Education Teacher Deli Serdang. For that, there are some attempts to improve performance based on the results of scientific research. As for the measures that can be taken to improve the performance of Teacher Education Department of Deli Serdang. effectively and efficiently, including: a) Provide briefing and training to Teacher Education Department on the concept of transformational leadership, motivational coaching, work patterns and the application of moral values, thus increasing responsibilities. b) Providing promotion opportunities for teachers who are performing very well (perfect). c) Support and encourage teachers in the promotion / class or career advancement. d) Involve teachers actively in any activities that support the implementation of their duties and functions. e). Provide an award of commendation, award certificates, as well as additional incentives for teachers who perform their duties and responsibilities very well.

5.2. Suggestion

Based on the conclusions and implications of the study, presented some suggestions.

In order to improve the performance of Teacher Education Department of Deli Serdang, should the Department of Education to do the following:

- a) Providing education and training in transformational leadership to the teacher about the concept of innovation, the concept of hard work, the concept of creativity, and the opportunity to provide innovative ideas and implement them in order to improve the quality of performance.
- b) Provide satisfactory service for teachers in the execution of their duties, so that what teachers are expected to be obtained from leadership of the Education Department of Deli Serdang.
- c) . Providing an award of commendation, certificates, and incentives for teachers who perform their duties and responsibilities very well. Also, it can be done in education and training for teachers in order to strengthen their ability to be a very good performance (perfect). Appropriate description of the results of research that score achievements of the research subjects in the performance quite enough. Therefore, education and training activities for teachers performance improvement can be done with the priorities in implementing aspects of the development of competent staff and dedicated and effort raised hopes high job performance.
- d) Improving the job satisfaction through a pleasant taste to colleagues, supervision, salary and promotion opportunities. Appropriate description of the results of research that score achievements of the research subjects in job satisfaction is quite .. Therefore, an increase in job satisfaction should be done with priority foster a sense of pleasure to the promotion and supervision are obtained.
- e) Improving the achievement motivation through increased responsibility in execution of duty, a sense

of excitement in the work, the effort to surpass others, the achievement of what is done, hope to get the incentive, and the pleasure gained the praise of what is done. Appropriate description of the results of research that score achievements of the research subjects in achievement motivation quite enough. Therefore, efforts to increase achievement motivation of teachers should take priority in the aspect of having a sense of excitement in the work, the work in the hope of want to get incentives, and pleased to have the praise of what he was doing.

- f) The findings of this study can be used as a comparison for the relevant research in the future. For further research is necessary to study the performance of teachers by involving variable exogenous other outside variables of transformational leadership, and achievement motivation and job satisfaction, which has an asymmetrical relationship with one another in order to get the variables dominant determine changes in performance in order to improve the performance of teachers , Also, it should be multiplied sample that is representative of the teachers of North Sumatra Provincial Education Department so that a wider scope generalizations.

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