



Determining factors of the junior high school principals' job satisfaction (A case study in junior high school in Medan Municipality)

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Abstract

The purpose of this study is to determine theoretical model that can describe the causal relationship between latent variables that determine the job satisfaction of Junior High School principals, with 188 principals as respondents. Phase I research in 2016 is directed at identifying and mapping the job satisfaction of Junior High School principals and the result is a valid and reliable job satisfaction determination instrument. Phase II in 2017 is designed a job satisfaction model whose data is encompassed with valid and reliable instruments in phase I, and then analyzed. The test Requirements analysis includes: 1) data normality test of each variable data using Kolmogorov Smirnov Test and 2) regression linearity test between exogenous and endogenous variables was performed using F test statistic. To test the hypothesis used path analysis. And the fit test of theoretical model used goodness of fit test by using Chi Square. The results of the research found a theoretical model of job satisfaction is developed which describes the structure of causal relationship between variables of innovative behavioral, instructional leadership, interpersonal communication, work motivation, and job satisfaction of Junior High School Principals.

Keywords: Innovative; Leadership; Communication; Motivation; Satisfaction

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Cite this article as: Situmorang, B., Silaban, R. and Saragih, P. (2018), "Determining factors of the junior high school principals' job satisfaction (A case study in junior high school in Medan Municipality)", *International Journal of Development and Sustainability*, Vol. 7 No. 9, pp. 2290-2309.

1. Introduction

Junior High School (SMP) as an organization requires a principal who has leadership that can change individual behavior and group behavior into the organizational behavior needed to achieve school goals effectively and efficiently. The Ministry of National Education argues that the model of instructional leadership is best suited to apply 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 facing the future (Kemendiknas, 2011). But in fact, based on the explanation of Director of United Nations Development Program (UNDP) Indonesia on March 22, 2017 it can be seen that Indonesia's Human Development Index (HDI) declined from 110th rank of 188 countries in 2015 to rank 113 of 188 countries by 2016 (Nugroho, 2017). While Pakpahan in his research reported an explanation of the Ministry of National Education which estimates that 70% of principals in Indonesia are incompetent (Pakpahan, 2009). In relation to the principal's problems in Indonesia, Maju in his research suggests that the principal's job satisfaction is in sufficient category (Siregar, 2013). While the results of the Paningkat's research also concluded that the satisfaction of principal work is sufficient category (Siburian, 2012), and the result of Benyamin's research also concluded that the job satisfaction of principal is sufficient category (Situmorang, 2014). The results of this study illustrate that the job satisfaction of Junior High School Principal in Medan is still under good category.

Based on theoretical studies can be known factors causing job satisfaction of Junior High School principals is not in accordance with the expected. Burt in Anoraga suggests factors that affect job satisfaction, namely: (1) individual factors, including attitude, age, and gender; (2) factors of interpersonal relations, which include direct relationships between workers with direct supervisors, relationships among workers, and suggestions from co-workers; (3) environmental factors, including family circumstances, recreation areas, and education (Anoraga, 2009). Kumar in Risky and Wulandari suggests several factors that can affect job satisfaction, namely: (1) supervision; (2) working group; (3) the contents of the work; (4) the level of work; (5) the specificity of work that leads to work efficiency; (6) age; (7) race and sex; and (8) educational level (Risky and Wulandari, 2011).

In relation to job satisfaction, the Organizational Behavioral Integration Model of Colquitt, LePine, and Wesson explained that leadership and ability (knowledge) directly affect work motivation and job satisfaction (Colquitt et al., 2009). In accordance with the model can be seen that knowledge as part of the cognitive ability is one factor that can affect work motivation and job satisfaction. Thus, it can be argued that the satisfaction of the principal's work as manager in the field of education is influenced by his leadership. Furthermore, Siburian in his research found that leadership and work motivation were the variables that directly affect the job satisfaction of SMP principals (Siburian, 2011), then Tiur Siburian research result also concluded that interpersonal communication had a direct positive effect on achievement motivation and job satisfaction (Siburian, 2013).

The results of the above studies provide empirical support to theories that explain that innovative behavior, leadership, interpersonal communication, and work motivation, is a factor that can affect the satisfaction of the junior high school principal. Therefore, in order to improve the job satisfaction of SMP principal in Medan city can be done a research development of theoretical model of job satisfaction. As explained above that job

satisfaction is influenced by various factors, including: innovative behavior, leadership of learning, interpersonal communication, and work motivation.

1.1. Formulation of the problem

Based on the background of the problem, the following problem formulation is proposed: (1) Does innovative behavior have a direct effect on interpersonal communication? (2) Does instructional leadership have a direct effect on work motivation? (3) Does innovative behavior have a direct effect on job satisfaction? (4) Does instructional leadership have a direct effect on job satisfaction? (5) Does interpersonal communication have a direct effect on job satisfaction? (6) Does work motivation have a direct effect on job satisfaction?

1.2. Research Objectives

The purpose of this research is to know and examine the determinants of job satisfaction of Junior High School principal in Medan. Specifically, the objectives to be achieved through this research are: acquiring theoretical model of job satisfaction principals of effective and efficient.

2. Review of literature

2.1. Job satisfaction principal

Job satisfaction is the attitude that someone shows in feeling the job. According to Colquitt, Lepine, and Wesson job satisfaction is "as a pleasurable emotional state resulting from the appraisal of one's job or job experiences" (Colquitt et al., 2009). Job satisfaction is a pleasant emotional state that results from a job assessment or work experience. The more aspects of the job that suit the individual's desire, the higher the level of satisfaction he feels, and vice versa. Thus job satisfaction is a work-related feeling that involves aspects such as wages or salaries received, career development opportunities, relationships with other workers, job placements, occupations, organizational structure, quality of supervision, age, health condition, and education (Mangkunegara, 2005). While Robbins and Judge argue that "Job satisfaction is a positive feeling about one's job resulting from an evaluation of its characteristics (Robbins and Judge, 2009). Based on these statements, job satisfaction can be seen from various perspectives, namely: (1) expression of feeling; (2) employee benefits to meet the needs; (3) action reaction.

Colquit, LePine, and Wesson who are famous for their "Integrative Model of Organizational Behavior" explain that many factors that directly affect job satisfaction and work motivation include leadership and ability (Colquitt et al., 2009).

The paradigm of theory proposed by Colquitt, LePine, and Wesson can be seen in Figure 1, actually applicable to business management, but can be adopted in education, because a) to date the paradigm of theory is still the most up-to-date and no theory has denied it, b) the junior high school employment satisfaction discussed in this study is inseparable from the junior high school's job, one of which is the field of

entrepreneurship (Dharma, 2008), which has the same essence as business management, and c) in its application in the field, generally has principles the same between the field of education with the field of business management.

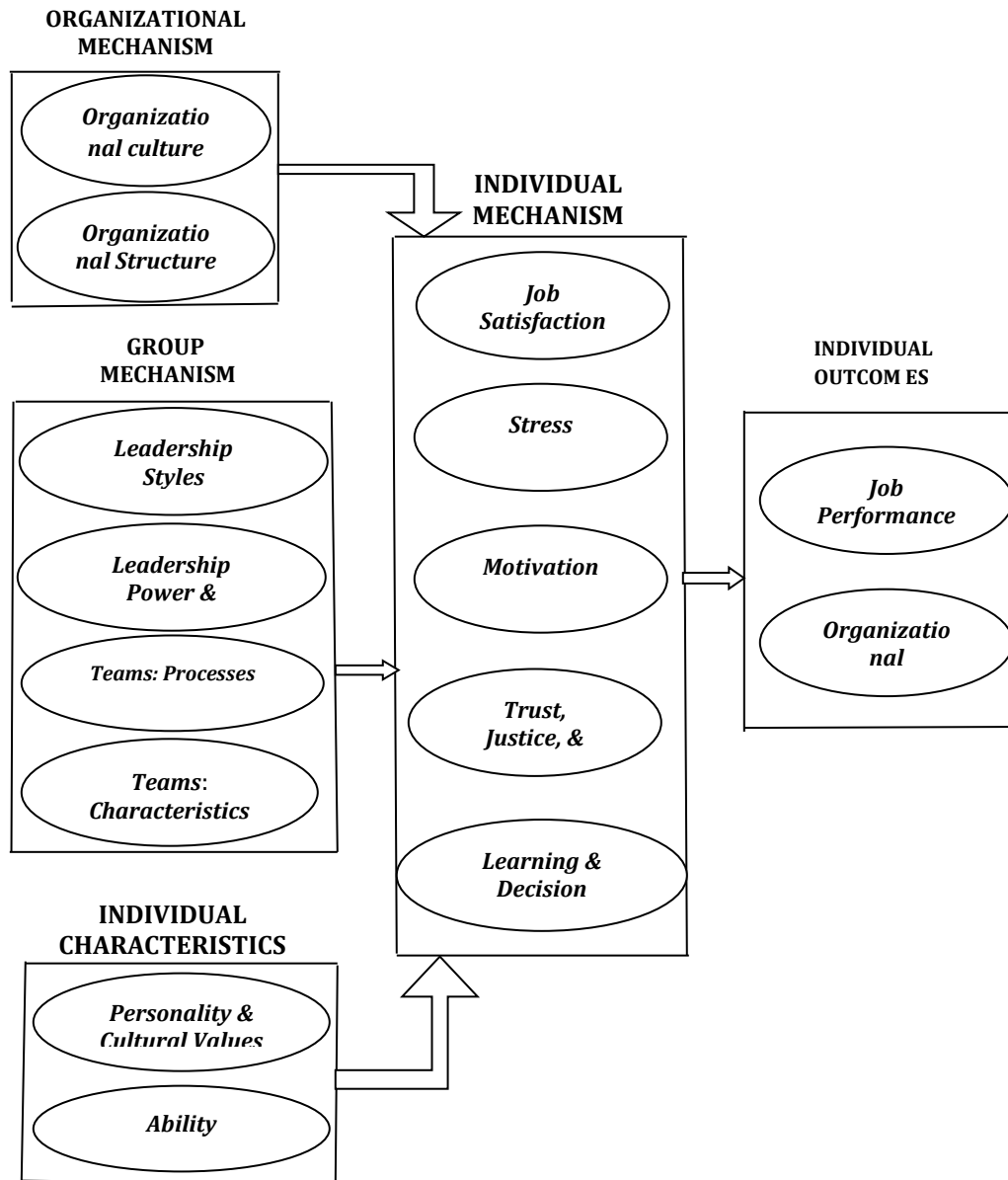


Figure 1. Integrative Model of Organizational Behavior (Colquitt et al., 2009)

Based on the above description it can be concluded that the principal job satisfaction in this study is a statement of achievement of an expectation or attitude toward work that cause feelings of pleasure or displeasure on the implementation of work, defined by indicators of employee benefits, expectations of work, career enhancement, work, workplace, and supervision.

2.2. Innovative behavior

Innovative human behavior is a function of the interaction between a person or an individual with his environment (Thoha, 2007). The explanation is formulated with the following formula: $P = F(I, L)$.

Based on the above formula, P is behavior, F is function, I is individual, and L is environment, so behavior is determined only by individual factor and its environment. Accordingly, Nadler, Hackman, and Lawler stated that if individual characteristics interact with organizational characteristics it will manifest individual behavior within the organization (Nadler et al., 2003). Terry explains that human behavior is influenced by culture (Terry, 1983), while Wahab suggests that the behavior of individuals within an organization is determined by intellectual ability and physical ability (Wahab, 2008). Based on the above explanation can be seen that the behavior of individuals depends on the ability of individuals as part of individual characteristics and organizational culture commonly referred to as the characteristics of the organization.

Furthermore, innovative nature refers to the nature of introducing something new or renewable, it can be stated that innovative behavior is behavior that arises as part of nonformal behavior. The principal as an innovator must be able to find, find, and implement various updates at school. The Director of Education Personnel explained that the principal as an innovator in improving the professionalism of educational personnel will be reflected in the way he does work in a constructive, creative, delegative, integrative, rational and objective, pragmatic, exemplary, adaptable and flexible way. Based on the above description it can be concluded that innovative behavior in this study is the behavior of individuals receiving, introducing, and appreciating renewals that can improve the effectiveness and or efficiency at different levels of the organization in the form of simple changes or adjustments of existing products, services or processes with indicators open to innovation, reward creativity, be ready for social change, broad-minded, strong curiosity-driven, planning-oriented, respectful of skills, and aware of the impact of decisions.

2.3. Instructional leadership

Leadership is the ability to influence groups toward achievement of goals (Robbins and Judge, 2009). The source of this influence can be formal, as shown by ownership of managerial rank in the organization. According to Stoner, leadership can be defined as a process of direction and influence on the activities of a group of interrelated members of the task (Stoner, 1992), while Sopiiah defines leadership as a process of directing and influencing activities related to the tasks of the group members (Sopiiah, 2008). So leadership refers to the ability to influence and direct a person or group of people to do something in accordance with the wishes of leaders to achieve the goals set.

The Ministry of National Education of Republic of Indonesia argued that the instructional leadership is one of the abilities that must be possessed by a principal. Instructional leadership is very important to apply in schools because it can (1) improve student learning achievement significantly; (2) provide encouragement and direction to school residents to improve students' learning achievement; (3) focusing the activities of its citizens towards achieving the school's vision, mission and objectives; and (4) building community learning communities and making their schools a learning school (Kemendiknas, 2011). Instructional leadership

includes the principal's behavior in formulating, and communicating school goals, monitoring, accompanying, and providing feedback in learning. In relation to that, the Ministry of National Education further emphasizes that instructional leadership is the leadership that focuses on learning that its components include curriculum, teaching-learning process, evaluation, teacher development, excellent service in learning, and community learning development (Kemendiknas, 2011). Based on the above description can be concluded that the instructional leadership in this study is the action of the principal to influence others to act in accordance with the expected in order to achieve learning objectives.

2.4. Interpersonal communication

Epistemologically, the term communication derives from the Latin word "communication" derived from the word "communis", meaning the same meaning and the same sense of a thing (Effendy, 2000). Experts also align the origin of the word "communicare" which in Latin means to participate or derive from the word "comunes" which means equal = "common" (Tasmara, 1997). Communication has a very important role in everyday life. Communication is defined as the delivery or exchange of information from the sender to the recipient, either orally, in writing or using a communication tool (Sopiah, 2008). The exchange of information that occurs between sender and receiver is not only done in oral or written form, but also using advanced communication tools. Newstrom defines "Communication is the transfer of information and understanding from one person to another person" (Newstrom, 2007). While Lussier states "Communication is the process of transmitting information and meaning" (Lussier, 1997). Communication is the process of transferring understanding in the form of ideas or information from one person to another. The transfer of understanding involves more than just the words used in the conversation, but also the facial expressions, intonations, vocal breakpoints, and so on. Communication is everywhere, so many people feel they know and master it. In everyday life especially in relationships with others, using communication in order to achieve goals. In any type of work there is always communication, because communication is a means to connect with others.

According to Sopiah, the direction of communication that occurs can be as follows: (1) downward communication; (2) upward communication; and (3) lateral communication (Sopiah, 2008). While Katz and Kahn identify the top five common goals of top-down communication within organizations, namely: (1) understanding the direction of specific tasks about work instructions; (2) provide information on organizational procedures and practices, (3) provide information on the basic thinking of the work; (4) notify subordinates about their performance; and (5) providing ideological information in order to facilitate indoctrination of purpose (Katz and Kahn, 1978). DeVito argues that an interpersonal communication can be effective by taking into account the indicators: (1) openness, (2) empathy, (3) support, (4) positivity, and (5) equality (DeVito, 2005). Based on the description of the theories above can be concluded that the principal interpersonal communication in this research is the process of sending and receiving messages between two people in order to socialize the vision and mission, where this communication can change the attitude, opinion or behavior of subordinates and is dialogical and the reverse flow occurs directly, defined by indicators of openness, empathy, support, positivity, and equality.

2.5. Work motivation

Work Motivation is defined as the desire or need that motivates a person to be motivated to work (Usman, 2008). Based on these definitions can be stated that the work motivation refers to a person's desire to work to achieve goals that can include the fulfillment of various human needs. Furthermore, Greenberg and Baron argue that work motivation is the power of individuals to go beyond, to succeed on difficult tasks and do it better than others (Greenberg and Baron, 2000). This is in line with McClelland's opinion, et. al. which states that people with high work motivation will be forced more often and first overcome their own problems than low motivation people (McClelland, 1995). While Newstrom argues 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" (Newstrom, 2007).

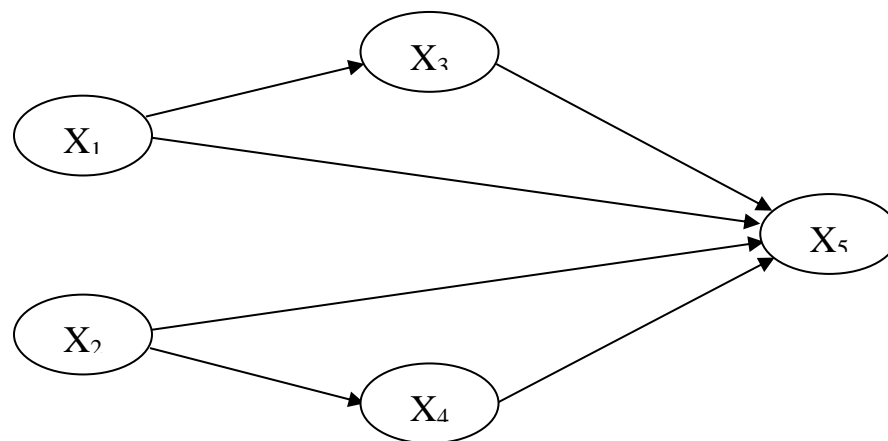


Figure 2. Theoretical Model of Research
 Description: X₁ = Innovative Behavior
 X₂ = Instructional Leadership
 X₃ = Interpersonal Communication
 X₄ = Work Motivation
 X₅ = Job Satisfaction

Wexley and Yukl put forward some of the observable features of a person with good work motivation, among others: (1) his performance depends on his efforts and abilities compared to group performance; (2) having the ability to accomplish difficult tasks; and (3) there is often concrete feedback about how it should perform its tasks optimally, effectively and efficiently (Wexley danYukl, 2005). Based on these opinions can be argued that individuals who have high work motivation is able to complete difficult tasks, work by prioritizing the ability and own business, and the results achieve optimal results or good because it is implemented effectively and efficiently. Furthermore Uno explained that work motivation consists of internal motivation dimensions with indicators: (1) responsibility in performing tasks; (2) has clear and challenging objectives; (3) there is feedback on the work; (4) have a happy feeling in working; (5) always try to outperform others; and (6) prioritizes the accomplishment of what it does, and the external motivational dimension consisting of

indicators: (1) always strives to meet the needs of life and work needs; (2) enjoys praise of what he does; (3) working in the hope of obtaining incentives; and (4) working in the hope of getting the attention of friends and superiors (Uno, 2008). Thus it can be concluded that the work motivation in this study is the desire to work well to achieve organizational goals with indicators of responsibility in performing tasks, have a feeling of fun in work, always trying to outperform others, prefer the achievement of what he did, hope to gain incentives, and enjoy the praise of what he does.

Furthermore, based on the formulation of the problem, that is to know and examine the effect of exogenous variables on endogenous variables, the theoretical model of the relationship between research variables describing the determinants of job satisfaction developed and will be tested in this study is shown in the Figure 2.

3. Methods

3.1. Types of research

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

3.2. Population and sample research

The population in this research were all of Junior High School Principals in Medan 2017 as many as 348 people. Furthermore, to obtain a sample used *Proportional Random Sampling* with reference to *Table Isaac and Michael* at the 5% significance level, in order to get a sample of 188 people based on the proportion of State and Private Junior High School Medan

3.3. Data collection technique

First phase of this research in 2016 is directed at identifying and mapping the job satisfaction of Junior High School principals. The first phase of this research was carried out by involving 15 students who were distributed to several junior high schools in Medan to conduct the test. The result of the first phase of the research is a valid and reliable job satisfaction determination instrument, which is compiled into a research report and made an article to be published in international journals.

Furthermore, phase II in 2017 is designed a job satisfaction model whose data is encompassed with valid and reliable instruments in phase I, and then analyzed.

3.4. Data analysis technique

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

4. Results and discussion

The data descriptions to be presented in this section include the data of Innovative Behavior (X_1), Instructional Leadership (X_2), Interpersonal Communication (X_3), Work Motivation (X_4), and Job Satisfaction (X_5). Description of data of each variable presented in summary on Table 1 below.

Table 1. The Description of Data for Each Variable

		X ₁	X ₂	X ₃	X ₄	X ₅
N	Valid	188	188	188	188	188
	Missing	0	0	0	0	0
Mean		92.2926	123.2234	96.2660	115.5053	141.6809
Median		93.0000	123.0000	95.0000	115.0000	142.0000
Mode		89.00	118.00	91.00	107.00	135.00
Std. Deviation		10.75366	9.76861	9.69335	9.57185	10.27662
Variance		115.641	95.426	93.961	91.620	105.609
Range		72.00	51.00	45.00	50.00	54.00
Minimum		61.00	95.00	76.00	87.00	111.00
Maximum		133.00	146.00	121.00	137.00	165.00
Sum		17351.00	23166.00	18098.00	21715.00	26636.00
Ideal Minimum		33.00	35.00	31.00	33.00	40.00
Ideal Maximum		165.00	175.00	155.00	165.00	200.00
Ideal Mean		99.00	105.00	93.00	99.00	120.00
Ideal Std. Deviation		22.00	23.33	20.67	22.00	26.67

Based on the statistical summary in Table 1 it can be concluded that: (a) Overall it can be concluded that the innovative behavior of the Junior High School principals tends to be in the *less category*; (b) Instructional leadership of Junior High School principals tend to be in *enough category*; (c) interpersonal communication of Junior High School principals tends to be in *enough category*; (d) the work motivation of the Junior High School principals tends to be in *enough category*; and (e) job satisfaction of Junior High School principals tend to be in *enough category*.

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

Table 2. Summary Calculation Normality Test Kolmogorov-Smirnov

		X ₁	X ₂	X ₃	X ₄	X ₅
N		188	188	188	188	188
Normal Parameters^{a,b}	Mean	9229,25	12319,1	9626,59	11550,5	14168,0
		53	489	57	319	851
	Std. Deviation	1075,366	980,098	969,334	957,184	1027,66
Most Extreme Differences	Absolute	,071	,064	,089	,086	,073
	Positive	,034	,053	,089	,079	,071
	Negative	-,071	-,064	-,073	-,086	-,073
Test Statistic		,071	,064	,089	,086	,073
Asymp. Sig. (2-tailed)		,021 ^c	,061 ^c	,001 ^c	,002 ^c	,016 ^c
a. Test distribution is Normal.						
c. Lilliefors Significance Correction						

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

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

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

No.	Exogenous Variables to Endogenous Variables	Linearity Test			Regression Test of Significance		
		F _o	Sig.	Status	F _o	Sig.	Status
1	X ₁ to X ₃	1,423	0,062	Linier	5,827	0,017	Significant
2	X ₂ to X ₄	1,359	0,101	Linier	22,446	0,001	Significant
3	X ₁ to X ₅	1,113	0,305	Linier	12,187	0,001	Significant
4	X ₂ to X ₅	1,427	0,070	Linier	15,691	0,001	Significant
5	X ₃ to X ₅	0,934	0,585	Linier	12,292	0,001	Significant
6	X ₄ to X ₅	1,421	0,074	Linier	18,861	0,001	Significant

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

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

Table 4. Summary of Statistics Computation of Correlation and Path Coefficient

No. Hypothesis	The correlation coefficient	Path Coefficient	t _{observ.}	Significance	Description
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1	$r_{13} = 0,174$	$\rho_{31} = 0,174$	2,414	0,017	Significant
2	$r_{24} = 0,328$	$\rho_{42} = 0,328$	4,738	0,001	Significant
3	$r_{15} = 0,248$	$\rho_{51} = 0,149$	2,078	0,039	Significant
4	$r_{25} = 0,279$	$\rho_{52} = 0,157$	2,093	0,038	Significant
5	$r_{35} = 0,249$	$\rho_{53} = 0,145$	2,001	0,047	Significant
6	$r_{45} = 0,303$	$\rho_{54} = 0,183$	2,445	0,015	Significant

Based on Table 4 indicated that all of the research hypothesis is accepted, so it can be concluded that: (1) innovative behavior has a positive direct effect on interpersonal communication, (2) instructional leadership has a positive direct effect on work motivation, (3) innovative behavior has a positive direct effect on job satisfaction, (4) instructional leadership has a positive direct effect on job satisfaction, (5) interpersonal communication has a positive direct effect on job satisfaction, and (6) work motivation has a positive direct effect on job satisfaction.

Furthermore, based on the correlation and path coefficients obtained from the calculation, it can be drawn a fixed model or a theoretical model that illustrates the relationship between causal variables investigated that determine principal’s job satisfaction as shown in the following figure 3.

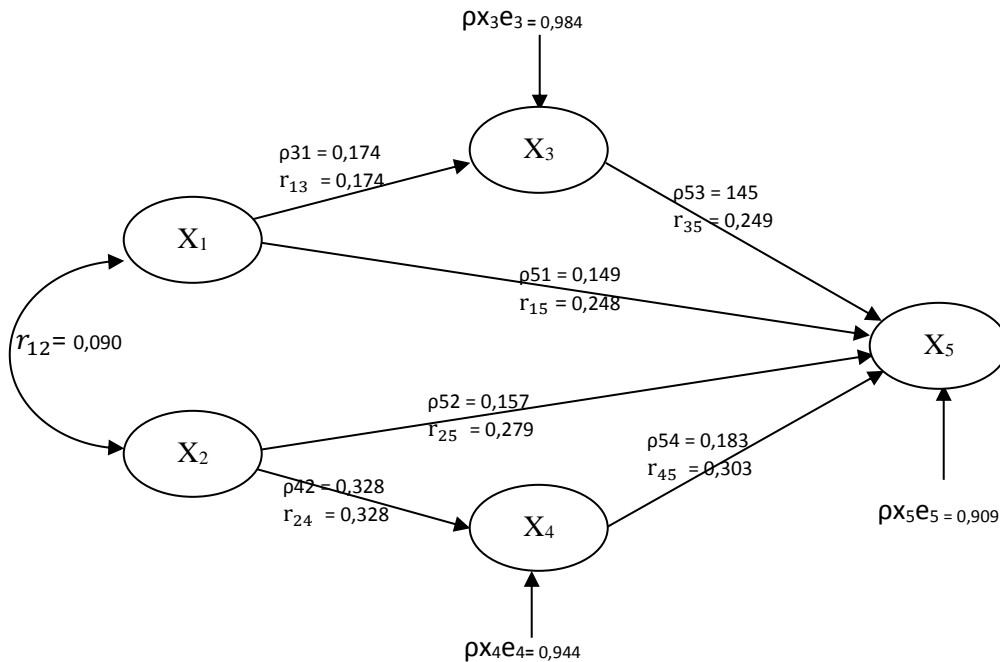


Fig. 3. Theoretical Model of Research Variables

Description: X_1 = Innovative Behavior X_5 = Job Satisfaction
 X_2 = Instructional Leadershi ρ = Path Coefficient
 X_3 = Interpersonal Communication e = Residu Variable
 X_4 = Work Motivation

4.1. Compliance Test Model

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

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

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

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

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

4.2. Direct and indirect effect

As shown in Table 5 below, there is the proportional direct effect of Innovative Behavior (X_1) to Interpersonal Communication (X_3) and Instructional Leadership (X_2) to Work Motivation (X_4) as shown in Table 5 below.

Table 5. Summary of Proportional direct effect of Innovative Behavior (X_1) to Interpersonal Communication (X_3) and Instructional Leadership (X_2) to Work Motivation (X_4)

Variable	Proportional Direct Effect of	
	Interpersonal Communication (X_3)	Work Motivation (X_4)
Innovative Behavior (X_1)	0,030	-
Instructional Leadership (X_2)	-	0,108

Based on the data in the Table 5 above it can be seen that the proportional direct effect of Innovative Behavior (X_1) to Interpersonal Communication (X_3) and Instructional Leadership (X_2) to Work Motivation (X_4) indicates that the strength of Innovative Behavior (X_1) which directly determine the changes of Interpersonal Communication (X_3) is 3.0%. And the power of Instructional Leadership (X_2) which directly determines the changes of Work Motivation (X_4) is 10.8%.

As summarized in Table 6 below the results of proportional direct and indirect effects of Innovative Behavior (X_1), Instructional Leadership (X_2), Interpersonal Communication (X_3), and Work Motivation (X_4) to Job Satisfaction (X_5) as shown in Table 6 below.

Furthermore, based on the data in the Table 6 above can be seen that the total direct and indirect effects, Spurious, and Unanalyzed of Innovative Behavior (X_1), Instructional Leadership (X_2), Interpersonal Communication (X_3), and Work Motivation (X_4) all together determine changes of Job Satisfaction (X_5) = 0,114 + 0,012 + 0,046 = 0,172 or 17,2 % (correction: $R^2 = 0,172$), while the effect of other factors outside of Innovative

Behavior (X_1), Instructional Leadership (X_2), Interpersonal Communication (X_3), and Work Motivation (X_4) = $1,000 - 0,172 = 0,823$ with the path coefficients, namely: $\rho_{x_5e_5} = \sqrt{1 - 0,172} = 0,909$.

4.3. Discussion

Based on data descriptions and hypothesis testing, the following discussion is discussed.

- 1- Based on the results of testing the first hypothesis: Innovative behavior has a direct positive effect on interpersonal communication of SMP principals, with large coefficient of path $\rho_{31} = 0,174$. Furthermore, based on the calculation result as shown in table 5, total direct effect of innovative behavior toward interpersonal communication of SMP principal is 0,030. This suggests that 3.0% of interpersonal communication changes of SMP principals can be determined by innovative behavior. In detail, Gibson, Ivancevich, and Donnelly make the Individual Behavior Framework Model describing behaviors that include problem solving, thought processes, communication, observation, and movement directly affect outcomes that include achievement, personal development, relationships with others, and satisfaction (Gibson et al., 1996). With regard to individuals who have innovative behavior, Adair in Avin and Hadi explains that one character is to be able to convince all members of the group to be fully and equitably involved in any given award, which of course is inseparable from the ability to communicate (Avin and Hadi, 2004). Thus, the findings of this study which suggest that innovative behavior has a direct positive effect on interpersonal communication of SMP principal is consistent with the theories referred to in this study.
- 2- Based on the results of the second hypothesis testing: instructional leadership has a direct positive effect on the motivation of SMP principals, with a large coefficient of path $\rho_{42} = 0.328$ and based on the results as shown in table 5 obtained direct influence of instructional leadership on work motivation of 0.108. Thus, instructional leadership has a direct positive effect on work motivation, of which 10.8% of changes in work motivation can be determined by the instructional leadership. The findings of this study are consistent with the results of the Taruna research which found that leadership had a significant direct positive effect on work motivation (Taruna, 2008). The findings of this study are also consistent with the results of Sianturi's research which found that leadership had a significant direct positive effect on work motivation (Sianturi, 2013), and the results of Wau's research also found that leadership had a significant direct positive effect on achievement motivation of Junior High School heads in five districts Nias (Wau, 2012). The findings of this study support the theory used as the basis for proposing theoretical models of research variables, namely the Organizational Behavioral Integration Model which explains that leadership has direct influence on motivation (Colquitt et al., 2009). Thus, the findings of this study which suggest that instructional leadership has a direct positive effect on work motivation of SMP principal is in accordance with the results of research and theory referred to in this study.
- 3- Based on the results of the third hypothesis testing: innovative behavior has a direct positive effect on the job satisfaction of SMP principals, with a large coefficient path $\rho_{51} = 0.149$. Furthermore, based on the result of the calculation as shown in table 6, total direct and indirect effect of innovative behavior toward the job satisfaction of SMP principals is 0,037. This shows that 3.70% changes in job satisfaction of SMP principals can be determined by innovative behavior. The findings of this study support the Individual Framework Behavior Models of Gibson, Ivancevich, and Donnelly that explain that innovative behavior directly affects job satisfaction (Gibson et al., 1996); as well as supporting Robbins's Basic Motivation Process model which states that search behavior directly affects a satisfied need (Robbins, 2002). The findings of this study also support the Poor Behavioral Model of the organization that explains that a variety of bad behaviors directly

affect job dissatisfaction (Vardi and Weitz, 2004). It also illustrates that good behaviors will affect job satisfaction. The findings of this study also support Situmorang's research which states that innovative behavior is positively and significantly related to job satisfaction of SMP principals (Situmorang, 2014). Thus, the findings of this study which suggest that innovative behavior has a direct positive effect on the job satisfaction of SMP principal is in accordance with the results of research and theory referred to in this study.

- 4- Based on the results of testing the fourth hypothesis: instructional leadership has a direct positive effect on the job satisfaction of SMP principals with a large coefficient path $\rho_{52} = 0.157$. Furthermore, based on the result of the calculation as shown in table 6, total direct and indirect influence of instructional leadership on the job satisfaction of SMP principal is 0,044. This suggests that 4.40% changes in job satisfaction of SMP principals can be determined by instructional leadership. The findings of this study support the theories used as the basis for proposing theoretical models of research variables, namely the Organizational Behavioral Integration Model which explains that leadership has a direct effect on job satisfaction (Colquitt et al., 2009). Thus, the findings of this study which suggest that instructional leadership has a significant positive effect on job satisfaction of Junior High School principal is in accordance with the results of research and theory referred to in this study.
- 5- Based on the results of testing the fifth hypothesis: Interpersonal communication has a direct positive effect on the job satisfaction of SMP principals with a large coefficient of path $\rho_{53} = 0,145$. Furthermore, based on the result of the calculation as shown in table 6, total direct and indirect interpersonal communication influence toward job satisfaction of SMP principal is 0,036. This shows that 3.60% changes in job satisfaction of SMP principals can be determined by interpersonal communication. The findings of this study support Edy Sutrisno's opinion that communication is a factor affecting job satisfaction (Sutrisno, 2009).. The existence of the willingness of superiors to hear, understand, and acknowledge the opinions or achievements of subordinates play a very important role in generating a sense of satisfaction with work. The findings of this study also support the opinion of Sopiah which states that interpersonal communication is a work aspect that affects job satisfaction (Sopiah, 2008). Job satisfaction is a complex emotional reaction, in the form of feelings of pleasure, feelings of satisfaction or dissatisfaction, this in the process of course can not be separated from the role of communication, both vertical communication and horizontal communication, because satisfied workers will prefer to talk positively about the organization. The findings of this study also support the results of the Tiur Siburian study which concluded that interpersonal communication had a direct positive effect on job satisfaction (Siburian, 2013). Thus, the findings of this study which states that interpersonal communication has a direct positive effect on the satisfaction of SMP principal is in accordance with the results of research and theory referred to in this study.
- 6- Based on the results of testing the sixth hypothesis: Work motivation has a direct positive effect on the job satisfaction of SMP principals with a large coefficient of path that is: ρ_{54} of 0.183. Furthermore, based on the calculation of proportional effect as in Table 6 above can be seen that the direct and indirect influence of work motivation on job satisfaction of 0.055. This shows that 5.50% changes in job satisfaction of SMP principals can be determined by work motivation. The findings of this study support the theory used as the basis for proposing theoretical model of research variables, the Newstrom model, in which Newstrom's "Organizational Behavior System" describes how motivation directly affects job satisfaction (Newstrom, 2007). Likewise, Robbins argues that motivation is the desire to do something and determine the ability to act to satisfy individual needs (Robbins, 2002). An unmet need creates tension (pressure), thereby stimulating an individual impulse. Such encouragement leads to search behavior to find a particular purpose. If the goal is reached, then the need will be satisfied and will lead to decreased tension.

The findings of this study also support the results of research Kartika which concluded that the motivation of work has a significant effect on job satisfaction (Kartika, 2010). Likewise with Wardani research stating that leadership, work motivation, organizational commitment significantly influence the job satisfaction of teachers Tegal City Junior High School (Wardani, 2017). The results of Suryana, Haerani and Taba's research indicated that work motivation had a positive and significant effect on employee job satisfaction (Suryana et al., 2017) and Moh Rifai's research concluded that motivation had significant effect on job satisfaction of Wonogiri Regency Supervisory Agency (Rifai, 2008). Thus, the findings of this study which suggest that work motivation has a significant positive effect on job satisfaction of Junior High School principal is in accordance with the results of research and theory referred to in this study.

Based on the results of tests of the six hypotheses as described above, a theoretical model is developed, which is the development of several theories, primarily the "Integrative Model of Organizational Behavior" of Colquitt et al.; the Newstrom model, in which Newstrom's Organizational Behavior System describes how motivation directly affects job satisfaction; Ambarita's theoretical relationship model is the influence of leadership, organizational culture, and job satisfaction towards organizational commitment (Ambarita, 2010); and Siburian theoretical relationship models are Interpersonal Communication, Organizational Culture, Job Satisfaction, and Achievement Motivation towards Organizational Commitment (Siburian, 2013). Thus, the results of research through hypothesis testing that received the six proposed research hypotheses have found a new finding in the form of model or theoretical model of job satisfaction principal describes the structure of causal relationships between variables of innovative behavioral, instructional leadership, interpersonal communication, work motivation and job satisfaction of SMP principals employment, as presented in Figure 2. Theoretical Model of Research Variables. The theoretical model of principal satisfaction in this study is expressed as a model of new findings because until the time this study is completed, there is no theoretical model of the same principal job satisfaction.

5. Conclusion

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

- 1- Innovative behavior has a direct positive effect on interpersonal communication of SMP principals in Medan. In other words, the better the innovative behavior, the better the interpersonal communication of SMP principals in Medan.
- 2- Leadership of learning has a direct positive effect on the work motivation of SMP principalsmaster in Medan. In other words, the better the higher learning leadership is also the motivation of the principal of Junior High School in Medan.
- 3- Innovative behavior has a direct positive effect on job satisfaction of Junior High School Head in Medan. In other words, the better the innovative behavior, the higher the job satisfaction of Junior High School Head in Medan.
- 4- Leadership of learning has a direct positive effect on job satisfaction of Junior High School Head in Medan. In other words, the better the leadership of learning, the higher the job satisfaction of Junior High School Head in Medan.

- 5- Interpersonal communication has a direct positive effect on job satisfaction of Junior High School Head in Medan. In other words, the better interpersonal communication, the higher the job satisfaction of Junior High School Head in Medan.
- 6- Work motivation has a direct positive effect on job satisfaction of Junior High School Head in Medan. In other words, the higher the work motivation, the higher the job satisfaction of Junior High School Head in Medan.

5.1. Implications

The results of the study found that innovative behavior, interpersonal communication leadership leadership, and work motivation had a direct positive effect on job satisfaction. In relation to that, the Head of Education and Culture of Medan is very interested in improving the quality of education through increasing the satisfaction of the principal of SMP. For that purpose, there are some efforts that can be done by the Head of Education and Culture of Medan to improve the satisfaction of the principal of Junior High School, among others can be done by (a) giving attention to improvement of career / rank for principal, so try to do their job well; (b) provide an adequate, fair and continuous reward or reward for an accomplished principal; (c) give verbal or written praise to the principal who does his or her job well and discipline; and involve principals actively in any activities that support the implementation of their main duties and functions.

In relation to factors affecting job satisfaction, school supervisors need to pay attention to the strengths and weaknesses of school principals in innovative behaviors, leadership leadership, interpersonal communication, and work motivation in order to provide inputs to improve these factors. School supervisors can perform clinical supervision, foster familiarity, build good communication, promote openness and good cooperation with school principals in order to provide inputs that can improve job satisfaction principals.

In line with efforts to improve the quality of junior high school graduates, Junior high school job satisfaction must be improved continuously. In relation to that, the principal as a manager and school leader will be a successful leader if able to influence his subordinates to achieve goals. For that the principal needs to: (a) design the task to be performed, (b) decide on a way to do the task, (c) choose the person who wants to perform the task, (d) tell them why the task should be done,) tells them how to do it, and (f) tells them when it is done.

5.2. Suggestion

Should the Department of Head of Medan City Education Office treats the position of principal of junior as an academic office and not as a political position, so that in each appointment of the principal on the basis of keprofesionalan ke-head school. In addition, also appreciate the achievements and results of the work of the principal, so motivated to do better to improve job satisfaction. Organizing seminars related to intensive head-school work, seminars on school action research results, real-time school principals, teachers, and student exhibitions, and enabling the implementation of school-based management.

Educational supervisors should streamline their supervisory profession, both in the implementation of academic supervision and proper managerial supervision, as servants for the junior high school principal, not

as supervisors. The results of supervision are used as materials to improve or improve the performance of principals and job satisfaction in order to achieve school goals effectively and efficiently. While the results of supervision of education, monitoring, and evaluation can be used to help the junior principal compile school programs better than ever.

The principal of the junior high school should continue to fix themselves by understanding and appreciating how important an educational leader is to job satisfaction, so as not to make the school he leads as a workplace, but more than that, to assume as a part of himself, that it must be nurtured and maintained healthy and growing. For that the principal needs to evaluate themselves about the innovative behaviors undertaken, the applied learning leadership, the interpersonal communication exercised, the work motivation possessed, and the perceived job satisfaction. The results of this self-evaluation should be discussed in conjunction with other principals in the principal work forum (MKKS) or with the teachers through informal discussions.

Given some of the limitations of this study, it is advisable for researchers to conduct further research to find the results of proof that job satisfaction can be influenced by other exogenous variables beyond innovative behavior, instructional leadership, interpersonal communication, and work motivation; who have asymmetric relationships with each other to get the dominant variables determine the change in job satisfaction of the principal of Junior High School. In addition, it is necessary to reproduce a representative sample of research on the Principal of Junior High School in North Sumatera Province in order to broaden its generalization coverage by overcoming the limitations, and comparing the State Junior High School and Private Junior High School.

Acknowledgement

A thank you to say:

- 1- Rector of State University of Medan and Head of Research Institute of State University of Medan who has facilitated the implementation of this research.
- 2- Head of Medan City Education Office and its staff, who have permitted the conduct of this research.
- 3- Principals of State and Private SMP Medan, who have provided the time to fill out this research questionnaire.

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