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The effect of organizational culture, knowledge of educational management, work motivation and job satisfaction to performance of the state primary school principals in North Tapanuli district

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Abstract

This study aims to determine the fixed model or theoretical model that can illustrate the causal relationship between the latent variables that determine the principal's performance. The study was conducted at State Elementary School in North Tapanuli Regency, in 2017 involving 192 principals. Data of organizational culture, work motivation, job satisfaction and performance were collected by using multiple choice questionnaire Likert scale model; while knowledge of educational management data is collected by using multiple choice test. The instrument was first tested, that is to test the validity and reliability. Data analysis technique is done in two stages that is descriptive and inferensial. The purpose of descriptive analysis is to describe the data characteristics of mean, median, mode and variance. Inferential analysis is used to test requirements analysis includes: data normality test and regression linearity test. Theoretical model fit test is used goodness of fit test by using Chi Square. And to test the hypothesis used path analysis. The result of the research shows a theoretical model or a fixed model that describes the structure of causal relationships between variables of organizational culture, knowledge of educational management, work motivation, job satisfaction and performance of Elementary School principals.

Keywords: Culture; Management; Motivation; Satisfaction; Performance

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1. Introduction

Elementary School is part of basic education institutions that function to instill values, attitudes, and sense of beauty, and provide the basis of knowledge, and the ability to read, write, and count for learners to have the provision to continue education to Junior High School (SMP). In relation to that, there are three missions carried by the elementary school, which is doing the process of education, socialization process, and transformation process (Bafadal, 2006). SD as an organization requires effective leadership of the principal, because through the leadership behaviors of all components of the school can be effective. Gultom argued that the role of leaders in organizations is very strategic, because it can unify all organizational activities to achieve goals (Gultom, 2009). The Directorate of Education Personnel stipulates that the principal should be able to function as an educator, manager, administrator, supervisor, leader, innovator, and motivator (EMASLIM) (Dir.Tenaga Kependidikan, 2007). In line with the development of science and technology, it is necessary to increase the professionalism of the principal to realize the principal effectively, so it has a good performance. The primary school principal as the leader of the educational unit will be able to do the right thing in the right way at the lead agency, if it has the required number of competencies in the performance of its duties. This is in line with the explanations of Slocum and Hellriegel who argue that competence is a group of knowledge, skills, and abilities that a person needs to be effective (Slocum and Hellriegel, 2009). Thus, the principal who has good competence is expected to do the job well. Principals as managers will have good performance, if they have a good knowledge of educational management, strong organizational culture, high job satisfaction, and high work motivation.

Various efforts have been made to improve the professionalism of principals in order to perform well. Education and Training of Management and Leadership, Teacher Professional Training and Training (PLPG), the establishment of Principal Working Group (K3S), and Principal Deliberation (MKS) are some of the efforts that are expected to improve the principal's professionalism in carrying out its duties and functions. In addition, in accordance with the mandate of Presidential Instruction No. 1 of 2010 on strengthening the capacity of school principals, the Head of Human Resources Development Agency for Education and Quality Assurance of Education has compiled and published a book of training materials for strengthening the ability of principals as a reference for principals and related institutions in strengthening the ability of principals that include: (1) School Based Management; (2) Leadership of Learning; (3) Academic Supervision; (4) School Action Research; and (5) Entrepreneurship. Thus, the above efforts are expected to improve the knowledge of educational management, organizational culture, job satisfaction, work motivation, and performance of the principal, so that the quality of graduates of educational institutions he leads better and have cognitive ability, affective ability, and psychomotor ability or exceeds the demands of needs.

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). It is firmly expressed by Usman stating that 80% of the quality problems of education in Indonesia are caused by his management (Usman, 2008). Similarly, the Director General of the Directorate General of Secondary Education explained that the principal plays an important role in improving the quality and accountability of education in the

education unit, but the problem faced by the current headmaster is the lack of management competency (Dirjend Dikmen, 2011). While Mulyasa argued that the deviation of behavior often done principals, among others: (1) put confidence without control; (2) not supervising; (3) often leave school; and (4) simply placing themselves as financial managers (Mulyasa, 2012). Based on the above description it can be seen that the principal is a key factor in addressing the quality of education issues.

Rosnelli's research in 2016 found that 70% of the vocational high school principals in Medan had a not-so-good performance (Rosnelli, 2016). Afrizen research in 2016 found that the performance of vocational high school principals in conducting academic supervision in Binjai classified as less good (Afrizen, 2016). Similarly, Sirait in his research explained that the quality of education, especially primary school in North Tapanuli Regency, is still not in accordance with expectations due to several factors, namely: (1) principal; (2) teachers; and (3) inadequate school facilities and infrastructure (Sirait, 2016). The results above show the existence of principal performance problems that can affect the Human Development Index of Indonesia.

In accordance with the basic assumption of science that the principal's performance problems do not happen by itself, but because of various factors that affect, both factors that have a direct influence or indirect influence. Theoretically, there are several factors causing individual performance to be inconsistent, and various factors that can occur as a result of performance problems. Castetter argues that there are three sources of causes for poor performance: (1) individual sources that include intellectual weakness, psychological weakness, demotivation, obsolescence, and value orientation; (2) organizational sources that include organizational systems, organizational roles, groups within the organization, supervisory behavior, and organizational culture; and (3) external environmental sources that include family, economic conditions, political conditions, legal conditions, social values, labor markets, and technological change (Castetter, 1981). In line with Castetter's explanation, Mullins explains that organizational effectiveness is influenced by individual factors, organizational factors, and environmental factors (Mullins, 2005). Thus, Castetter and Mullins provide the same theoretical explanation of factors that directly affect the performance or effectiveness of the organization, namely; individual factors, organizational factors, and environmental factors.

Newstrom's Model of Loop Performance, Satisfaction, and Effort explains that performance is directly influenced by effort (Newstrom, 2007). while Motivation Model from Newstrom also explains that performance is directly influenced by effort and ability, performance directly affects rewards, rewards directly affect satisfaction, satisfaction directly affect the needs and impulses, needs and impulses directly affect the tension, and the tension directly affects the business, whereby the magnitude of the effect of the tension on the effort is moderated by chance, goal, and incentive factors (Newstrom, 2007).

Thus, based on Motivation Model and Loop Model of Performance, Satisfaction, and Effort of Newstrom it can be seen that the increase or decrease in performance is only determined by individual factors expressed as effort and ability, and furthermore performance directly affects rewards. In relation to performance, Mitchell's Motivation Work Achievement Model explains that individual inputs comprising job knowledge, and mood directly influence motivation and behavior; work contexts consisting of supervisory support and organizational culture directly also affect motivation and behavior; and behavior directly affects work performance (Kreitner and Kinicki, 2003). The Organizational Climate Relationship Model with Job

Satisfaction from Steers in Usman explains that the characteristics of the workers consisting of the ability and clarity of the role and climate of the organization directly affect the individual outcomes that include performance and job satisfaction (Usman, 2008). Furthermore, Umam suggests the factors that affect performance, namely: ability, motivation, support received, existence of work, and individual relationships with the organization (Umam, 2012).

Based on the above description can be seen the factors that directly or indirectly affect the performance, both found through the results of research and based on theoretical explanation. In addition, the above description indicates a gap between expected performance and the performance of SD principals in North Tapanuli District at present. If the problem is not addressed immediately, the result will affect the efforts in the field of primary education because it is a determinant factor of the quality of graduates.

Therefore, in order to improve the performance of primary school principals in North Tapanuli District can be done a research on the performance and the factors that influence it. In accordance with the theoretical explanations and research results as described above that performance is influenced by various factors, including: organizational culture, knowledge of educational management, job satisfaction, and work motivation. In this regard, it is necessary to conduct research on the Influence of Organizational Culture, Knowledge of Educational Management, Job Satisfaction, and Work Motivation on the Performance of Elementary Principal in North Tapanuli District.

1.1. Formulation of the problem

Based on the background of the problem, filed a problem formulation as follows:

1. Does the organizational culture have a direct effect on the work motivation of primary school principal?
2. Does the knowledge of educational management have a direct effect on the work motivation of primary school principal?
3. Does the organizational culture have a direct effect on the satisfaction of primary school principal?
4. Does management knowledge have a direct effect on the job satisfaction of primary school principal?
5. Does the organizational culture have a direct effect on the performance of primary school principal?
6. Does the knowledge of educational management have a direct effect on the performance of primary school principal?
7. Does work motivation have a direct effect on the performance of primary school principal?
8. Does job satisfaction have a direct effect on the performance of primary school principal?

2. Literature review

2.1. Principal's Performance

Performance is the result of work that can be achieved by a person in the performance of tasks in accordance with the authority and responsibility given to him to achieve organizational goals. Umam argues that performance is the work achieved by an individual in accordance with his role or task within a certain period, which is related to the size of a particular value or standard of the organization in which he works (Umam, 2012). Sinambela argued that employee performance refers to an employee's ability to perform certain skills that are imposed upon him (Sinambela, 2012). The above mentioned Umam and Sinambela statements make it clear that performance refers to individual outcomes based on capabilities in accordance with the tasks assigned to the organization in which they work.

Colcuitt, LePine, and Wesson explain that "job performance is formally defined as the value of the set of employee behaviors that contribute, either positively or negatively, to organizational goal accompaniment" (Colcuitt, LePine and Wesson, 2015). Thus, performance is defined as the value of a set of employee behaviors that contribute positively or negatively to the achievement of organizational goals. Furthermore Gibson, Ivancevich, and Donnelly argue that performance is the level of success in performing tasks to achieve the goals set (Gibson, Ivancevich, and Donnelly, 1996). Based on the above explanation can be seen that the performance refers to the level of individual success in carrying out the task to achieve the goals set.

Specifically, the Directorate of Education Personnel explained that the principal's performance includes behavior in task execution, how to carry out the task, and the outcome of his work (Direktorat Tenaga Kependidikan, 2008). The principal can perform the right performance in the proper way, if it has the competencies required for it. This is in accordance with Jex's statement that suggests that competence relates to one's performance (Jex, 2002). Accordingly, Slocum and Hellriegel argue that essentially competence is the knowledge, skills, and abilities that individuals need to be effective (Slocum and Hellriegel, 2009). Competencies that must be owned by the principal consist of social competence, personality competence, supervision competence, managerial competence, and entrepreneurial competence. So, competence is the main thing that the principal needs in order to do his work effectively.

The results of Davis and Thomas's research in Husaini found that the characteristics of an effective principal include (1) problem-solving abilities; (2) leadership skills; (3) social skills; and (4) professional knowledge and competence (Usman, 2008). Martin and Millower in the Directorate of Education Personnel found indicators of effective principal performance in the global era as follows: (1) realizing effective learning; (2) implementing an effective evaluation system and continuously improving; (3) self-reflection toward the formation of a strong school leadership character; (4) carry out the development of competent and dedicated staff; (5) effectively managing student/extracurricular activities; (6) foster responsive and anticipatory attitude toward needs; (7) creating a safe and orderly school environment; (8) clearly and clearly define the vision and mission; (9) fostering the will to change; (10) implement transparent / transparent school management; (11) foster high achievement expectations; (12) implement effective management of educational

personnel; (13) develop instructional leadership; and (14) implement effective learning resource management (Dir.Tenaga Kependidikan, 2007a).

Based on the theoretical study it can be argued that the performance of the principal in this study is the work activities carried out in the implementation of tasks in accordance with the responsibilities given to achieve organizational goals, with indicators to realize effective learning, implement an effective evaluation system and make continuous improvement, self-reflection towards forming strong school leadership character, developing competent and dedicated staff development, effectively managing student/extracurricular activities, cultivating responsive and anticipatory attitude toward needs, creating a safe and orderly school environment, defining and explaining clearly vision and mission, fostering willingness to change, carrying out transparency/transparency of school management, cultivating high achievement expectations, effectively managing education personnel, developing instructional leadership and effectively implement the management of learning resources.

2.2. Organizational culture

Edy Sutrisno defines organizational culture as a system of values, beliefs, assumptions, or long-standing norms, agreed and followed by members of an organization as a code of conduct and solving organizational problems (Sutrisno, 2011). While Colquitt, Lepine, and Wesson are famous for their *"Integrative Model of Organizational Behavior"* it defines organizational culture as "a field of study devoted to understanding, explaining, and ultimately improving the attitudes and behaviors of individuals and groups in organizations" (Colquitt, Lepine, and Wesson, 2015). So the organizational culture discusses, explains, and broadly develops the attitudes and behaviors of individuals and groups within organizations. Furthermore, Owen defines organizational culture as "... the norm that informs people what is acceptable and what is not, the dominant values that the organization cherishes above others, the basic assumption and beliefs that are shared by members of organization, the 'rule' of the game that must be observed if one is not the same as the member, the philosophy that guides the organization in dealing with its employees and is clients " (Owen, 1991). Organizational culture is the norm informing members of the organization about what is acceptable and what is unacceptable, the dominant values that organizations value above all others, basic assumptions and beliefs shared by members of the organization, the rules of the game to be learned if desired in line and accepted as a member of the organization, the philosophy that directs the organization in dealing with its employees and clients.

Robbins and Judge identify there are 10 (ten) main characteristics of organizational culture, namely: 1). Individual initiative, 2). Tolerance to risky action, 3). Direction, 4). Integration 5). Support from management, 6). Control, 7). Identity, 8). Rewards System, 9). Tolerance to conflict, 10). Communication patterns (Robbins and Judge, 2009). These ten characteristics include both structural and behavioral dimensions, eg support from management is a measure of leadership behavior. While research conducted Robbins and Judge found seven primary characteristics that together capture the essence of organizational culture: (1) Innovation and Risk Taking; (2) Attention to detail; (3) Orientation of results; (4) Orientation of people; (5) Team orientation; (6) aggressiveness; and (7) Stability (Robbins and Judge, 2009). Each of these characteristics is on the continuum

from low to high, so by assessing the organization based on these seven characteristics, a combined picture of the organizational culture will be obtained.

Hoy and Miskel argue that the school organizational culture model consists of unspoken norms, values, and assumptions as in the following figure.

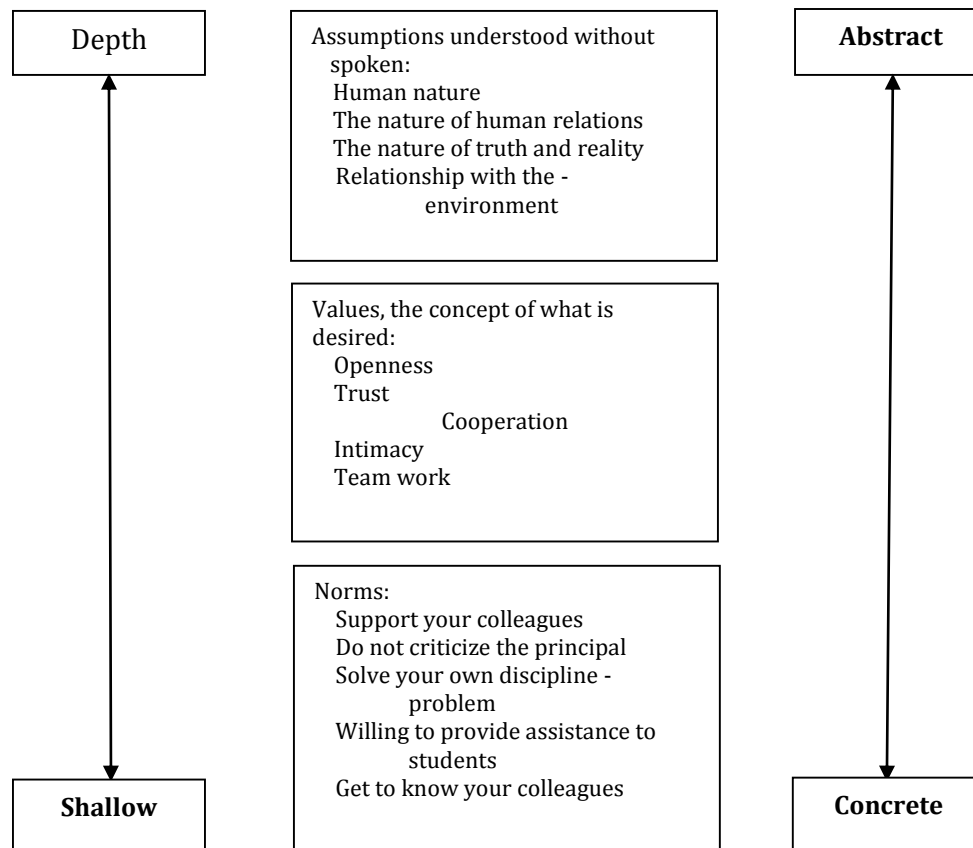


Figure 1. School Culture Levels by Hoy and Miskel (Wirawan, 2007)

Organizational culture is instrumental in directing the behavior of its members so that its members will do the work according to their duties and responsibilities. According to Luthans, several socialization steps that can help and sustain organizational culture are through new employee selection, job placement, work mastery, measuring and rewarding performance, adherence to noble values, extension of stories and news, awards and promotions (Luthans, 2006). Practicing socialization steps can strengthen the organizational culture and ensure that employees who work in accordance with organizational culture, reward them according to the support provided.

Based on the above theoretical descriptions, it can be synthesized that the principal organizational culture in this study is a set of values, norms, assumptions, beliefs, principles, characteristics, and habits or rules applicable within an organization that governs and directs the behavior of its members in an attempt to undertake a problem-solving work, defined by indicators including: innovation and risk taking, attention to detail, work orientation, people orientation, team orientation, aggressiveness, and steadiness.

2.3. Knowledge of educational management

Husaini argues that educational management refers to the process of planning, organizing, directing, and controlling educational resources to achieve educational goals effectively and efficiently (Usman, 2008). Furthermore, Made Pidarta stated that educational management is an activity of integrating educational resources to be centralized in an effort to achieve predetermined educational goals (Pidarta, 2004). In the world of education, the term directing is more appropriate to use the term leading to the extension of facilitating, motivating, innovating. Furthermore, supervisory functions are implemented as part of managerial implementation. At the school level, supervisors play a more "quality assurance" role with supervision tasks as an effort to coach staff to improve and improve the quality of education. Education management is a process to coordinate various educational resources such as teachers, educational facilities and infrastructure such as libraries, laboratories, and so forth, to achieve educational goals and objectives. Further Engkoswara and Komariah define educational management as a structuring of educational fields that is done through planning activities, organizing, staffing, coaching, coordinating, communicating, motivating, reporting systematically to achieve the purpose of quality education (Engkoswara and Komariah, 2010). In Engkoswara and Komariah's opinion, it is shown that educational management can not be separated from the functions of management itself in accordance with the profile of education performance in general that is implementing the function of planning, organizing, motivating, innovating, reporting, controlling.

The research related to knowledge of educational management is Enjang's research that found that organizational knowledge have a direct positive significant effect on job satisfaction of headmaster of Junior High School in Karawang District (Enjang, 2007).

Based on the above theoretical study can be synthesized that the knowledge of educational management in this research is the principal cognitive ability in the process of implementing the management function to achieve the educational objectives effectively and efficiently with the indicators of planning, organizing, directing, and controlling educational resources.

2.4. Work motivation

According to Robbins and Judge states the motivation "... as the processes that account for an individual's intensity, direction, and persistence of effort toward attaining goal" (Robbins and Judge, 2009). Motivation is a process that describes the intensity of the individual, the direction, and the persistence of effort to reach the goal. Meanwhile, according to Koontz, Putti and Weinhrich that motivation is a term commonly used for all forms of desire, need, sense of security, and similar strength (Koontz, Putti and Weinhrich, 1998).

Based on the opinions mentioned above, the motivation is: (1) the impulse that arises in a person, consciously or unconsciously to carry out an activity with a specific purpose, and (2) an effort that causes a person or group of people to move an activity get satisfaction with his deeds. Husaini stated that work motivation can be interpreted as the desire or requirement that motivate someone to be motivated to work (Usman, 2008). Based on the explanation it can be stated that work motivation refers to one's desire work to achieve goals that can include fulfillment of various human needs. According Mangkunegara, characteristics of

people who have high work motivation are: (1) have a high level of personal responsibility; (2) dare to take and shoulder the risk; (3) have realistic goals; (4) has a comprehensive work plan and strives to realize the objectives; (5) utilizing concrete feedback in all activities undertaken; and (6) seeks opportunities to realize the programmed plans (Mangkunegara, 2000).

Researches related to work motivation include: Siburian research results conclude that organizational culture has a direct positive effect on motivation, and motivation has a direct effect on principal performance (Siburian, 2013). Similarly, Hascaryo's research found that motivation had a positive direct effect on performance (Hascaryo, 2004).

Based on the theoretical study and supporting research results as described above, it can be synthesized that the work motivation principal in this study is the desire of the principal to work well to achieve organizational goals. with indicators: doing things well; doing something by achieving success; completing tasks that require effort and skill; wishing to be a famous person and mastering a particular field; do the hard with satisfactory results; doing something very meaningful; and do something better than others.

2.5. Job satisfaction

Newstrom points out that "job satisfaction is a set of favorable or unfavorable feelings and emotions with which employees view their work" (Newstrom, 2007). Job satisfaction is an attitude that a person shows toward his job, which is characterized by a pleasant or unpleasant feeling based on the appropriateness between what is expected and what is earned. This can be interpreted that job satisfaction as a set of pleasant or unpleasant feelings towards their work. Further, Colquitt, LePine, and Wesson stated that "job satisfaction is defined as a pleasure emotional state resulting from the appraisal of one's job or job experiences" (Colquitt, LePine, and Wesson, 2015). This opinion can be interpreted that job satisfaction is a pleasant feeling resulting from the assessment of work or work experience. Based on Newstrom's opinion and Colquitt, LePine, and Wesson's opinions provide almost the same explanation of the nature of job satisfaction that describes a pleasant individual's feelings or positive to his work.

Newstrom discloses that job satisfaction is influenced by individual earned income, supervision, job profile, peer and work conditions (Newstrom, 2007). While Robbins and Judge found that job satisfaction was influenced by the work itself by 70 percent, work supervision 65 percent, paid 58 percent, and promotion of 20 percent (Robbins and Judge, 2009).

Mullins proposes two ways of measuring job satisfaction, by measuring the suitability between the organization's expected and the individual's search for work, and by measuring the suitability of individual desires with which it receives from the organization (Mullins, 2005).

Based on the theoretical studies and the results of the above research it can be synthesized that the principal's job satisfaction in this study is a set of pleasant and/or unpleasant feelings towards the job as a principal based on the conformity between what is expected with what is obtained from the job and the indicators: promotional opportunity, the job itself as principal, salary, fellow principal, and supervision.

Based on the theoretical study above, as well as the research objectives to be achieved, then formulated research hypothesis as follows:

1. Organizational culture have a positive direct effect on the work motivation of primary school principals.
2. Knowledge of educational management have a positive direct effect on the work motivation of primary school principals.
3. Organizational culture have a positive direct effect on the job satisfaction of primary school principals.
4. Knowledge of educational management have a positive direct effect on the job satisfaction of primary school principals.
5. Organizational culture have a positive direct effect on the performance of primary school principals.
6. Knowledge of educational management have a positive direct effect on the performance of primary school principals.
7. Work motivation have a positive direct effect on the performance of primary school principals.
8. Job satisfaction have a positive direct effect on the performance of primary school principals.

3. Method

3.1. Types of research

In accordance with the purpose of the study, to examine the events that have occurred and then trace back to know the factors causing it, this research includes research *ex post facto*. Furthermore, based on the formulation of the problem, namely: to know and examine the effect of exogenous variables on endogenous variables, then this research is Exploratory.

3.2. Population and sample research

The population in this study are all principals of State Elementary School in North Tapanuli Regency in 2017 which amounted to 376 people. Furthermore, to get the sample used Proportional Random Sampling by referring to Table Isaac and Michael at 5% significance level, so that got sample as much as 192 people based on proportion of each district.

3.3. Data collection technique

Performance data, organizational culture, work motivation and job satisfaction were collected by using multiple choice questionnaire Likert scale models; while educational management knowledge data is collected by using multiple choice test. The research instrument was first tested, that is to test the validity with Product

Moment correlation and to test its reliability with Alpha formula from Cronbach, but special instrument of education management knowledge by using KR-20 formula.

3.4. Data analysis technique

Data analysis used in this research include descriptive analysis, test requirement analysis, and hypothesis test. Descriptive analysis is used to describe the data of research variables, while the test requirements analysis which includes test data normality with *One-Sample Kolmogorov-Smirnov Test*, linearity test and regression significance test used *Variance Analysis* for regression linieritas test, with significance level $\alpha = 0.05$. Furthermore, to test the research hypothesis used path analysis and to test the fit theoretical model used goodness of fit test by using *Chi Square*.

4. Research results

The data descriptions that will be presented in this section include Organizational Culture (X_1), Knowledge of Educational Management (X_2), Work Motivation (X_3), Job Satisfaction (X_4), and Principal Performance (X_5). The data is the result of quantification of respondents' answers to the questionnaire distributed to the Principal of State Elementary School in North Tapanuli District as a sample of the research. Data descriptions of each research variable are presented in summary in Table 1 below.

Table 1. Summary of Descriptive Statistics Data Statistics

		X_1	X_2	X_3	X_4	X_5
N	Valid	192	192	192	192	192
	Missing	0	0	0	0	0
Mean		99.1510	18.4896	100.5885	113.0625	151.7344
Median		101.0000	19.0000	100.5000	114.0000	150.0000
Mode		108.00	21.00	100.00	111.00	162.00
Std. Deviation		13.93377	4.68147	11.75012	15.37068	17.97984
Variance		194.150	21.916	138.065	236.258	323.275
Range		72.00	30.00	71.00	64.00	82.00
Minimum		51.00	5.00	66.00	73.00	103.00
Maximum		123.00	35.00	137.00	137.00	185.00
Sum		19037.00	3550.00	19313.00	21708.00	29133.00
Ideal Minimum		27.00	0,00	28.00	28.00	39.00
Ideal Maximum		135.00	39,00	140.00	140.00	195.00
Ideal Mean		81.00	19,50	84.00	84.00	117.00
Ideal Std.Deviation		18.00	6,50	18.67	18.67	26.00

Description: X_1 = Organizational Culture

X_2 = Knowledge of Educational Management

X_3 = Work Motivation

X_4 = Job Satisfaction

X_5 = Performance

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

- The highest organizational culture score is 123, the lowest score is 51, and the average is 99.151 and the standard deviation is 13.933. While the ideal high score is 135, the ideal lowest score is 27, and the ideal mean score is 81 and ideal standard deviation is 18. Overall it can be concluded that the organization culture of Principal's Primary School tend to be in *strong category*.
- The highest knowledge of educational management score is 35, the lowest score is 5, and the average is 18,489 and the standard deviation is 4,681. While the ideal highest score is 39, the ideal low score is 0, and the mean ideal score is 19.5 and ideal standard deviation is 65. Overall it can be concluded that the knowledge of educational management of Principal's Primary School tend to be in *less category*.
- The highest working motivation score is 137, the lowest score is 66, and the mean is 100,588 and the standard deviation is 11.75. While the ideal highest score is 140, the ideal lowest score is 28, and the mean ideal score of 84 and the ideal standard deviation is 18.67. Overall it can be concluded that the work motivation of Principal's Primary School tend to be in *strong category*.
- The highest job satisfaction score is 137, the lowest score is 73, and the mean is 113,062 and the standard deviation is 15.370. While the ideal highest score is 140, the ideal lowest score is 28, and the ideal mean score is 84 and the ideal standard deviation is 18.67. Overall, it can be concluded that the job satisfaction of Principal's Primary School tend to be in very *high category*.
- The highest performance score is 185, the lowest score is 103, and the average is 151.734 and the standard deviation is 17.979. While the ideal highest score is 195, the ideal lowest score is 39, and the mean ideal score is 117 and the ideal standard deviation is 26. Overall it can be concluded that the performance of Principal's Primary School tend to be in *good category*.

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

Table 2. Summary Calculation of Normality *Kolmogorov-Smirnov Test*

		X ₁	X ₂	X ₃	X ₄	X ₅
N		192	192	192	192	192
Normal Parameters	Mean	99.151 0	18.489 6	100.5885	113.0625	151.7344
	Std. Deviation	13.933 7	4.6814 7	11.75012	15.37068	17.97984
Most Extreme Differences	Absolute	.074	.096	.072	.085	.089
	Positive	.043	.096	.072	.063	.057
	Negative	-.074	-.080	-.056	-.085	-.089
Kolmogorov-Smirnov Z		1.020	1.337	.997	1.175	1.236
Asymp. Sig. (2-tailed)		.249	.056	.273	.127	.094

Based on the summary of the calculation results in Table 2 above, it is shown that the value of 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, meaning the assumption of normality has been met.

To test the linearity is based on linearity test with F test to data of each endogenous variable on exogenous variables, and the summary of the calculation result is 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	1,066	0,377	Linier	47,24 6	0,001	Significant
2	X ₂ to X ₃	0,814	0,720	Linier	42,28 4	0,001	Significant
3	X ₁ to X ₄	1,352	0,084	Linier	37,23 6	0,001	Significant
4	X ₂ to X ₄	0,608	0,928	Linier	17,93 2	0,001	Significant
5	X ₁ to X ₅	1,185	0,217	Linier	76,07 0	0,001	Significant
6	X ₂ to X ₅	0,989	0,484	Linier	27,71 4	0,001	Significant
7	X ₃ to X ₅	0,901	0,650	Linier	48,23 6	0,001	Significant
8	X ₄ to X ₅	1,410	0,055	Linier	46,91 9	0,001	Significant

In Table 3 above it is shown that for the linearity test all significance values $F_o > 0.05$ and for significance test regression all significance values $F_o < 0.05$ means the form of the relationship of exogenous variables with endogenous variables is linear so that the linearity assumption has been fulfilled.

Next is hypothesis testing, and statistical computation of the correlation coefficient and path coefficients and the tests 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 _{observ.}	significance	Description
1	$r_{13} = 0,446$	$\rho_{31} = 0,363$	5,813	0,001	Significant
2	$r_{23} = 0,427$	$\rho_{32} = 0,337$	5,397	0,001	Significant
3	$r_{14} = 0,405$	$\rho_{41} = 0,354$	5,288	0,001	Significant
4	$r_{24} = 0,294$	$\rho_{42} = 0,207$	3,087	0,002	Significant
5	$r_{15} = 0,535$	$\rho_{51} = 0,337$	5,065	0,001	Significant
6	$r_{25} = 0,357$	$\rho_{52} = 0,137$	2,152	0,033	Significant
7	$r_{35} = 0,450$	$\rho_{53} = 0,174$	2,556	0,011	Significant
8	$r_{45} = 0,445$	$\rho_{54} = 0,214$	3,361	0,001	Significant

Based on Table 4 it is shown that all research hypotheses are accepted, so it can be concluded that: (1) Organizational culture have a positive direct effect on work motivation, (2) knowledge of educational management have a positive direct effect on work motivation, (3) organizational culture have a positive direct

effect on job satisfaction, (4) the knowledge of educational management have a positive direct effect on job satisfaction, (5) Organizational culture have a positive direct effect on, (6) knowledge of educational management have a positive direct effect on performance, (7) work motivation have a positive direct effect on performance, and (8) job satisfaction have a positive direct effect on performance.

Based on the correlation coefficient and path coefficients obtained from the calculation, the path diagram is a fixed model or a theoretical model that describes the causal relationship between the research variables that determine the principal's performance as shown in the following figure.

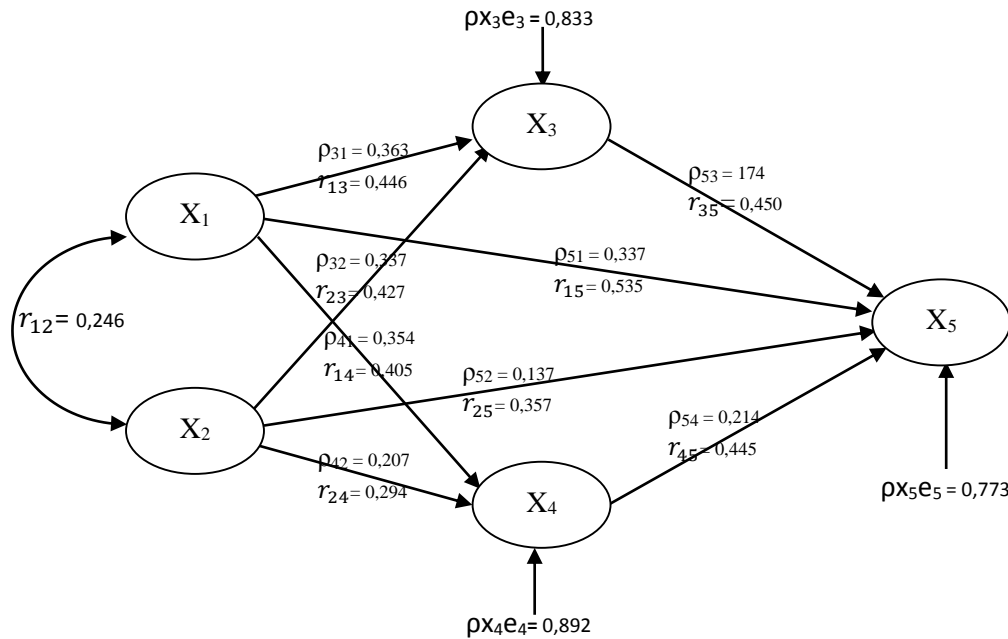


Figure 2. Theoretical Model of Research

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

Based on the calculation result, a summary of the results of the calculation of the proportional effect of Organizational Culture (X_1) to Work Motivation (X_3) and Knowledge of Educational Management (X_2) to Work Motivation (X_3), Organizational Culture (X_1) to Job Satisfaction (X_4) and Management Knowledge Education (X_2) to Job Satisfaction (X_4) as in Table 5 below.

Table 5. Summary of Results of Proportional Direct Effect of Organizational Culture (X_1) to Work Motivation (X_3) and Knowledge of Educational Management (X_2) to Job Satisfaction (X_4)

Variable	Proportional Direct Effect of	
	Work Motivation (X_3)	Job Satisfaction (X_4)
Organizational Culture (X_1)	0,132	0,125
Knowledge of Educational Management (X_2)	0,114	0,043

Based on Table 5 above can be seen that the proportional direct effect of Culture Organization (X_1) to Work Motivation (X_3) of 0.132 or 13.20%. Thus, the strength of Organizational Culture (X_1) which directly determines the changes of Work Motivation (X_3) is 13.20%. Furthermore, the proportional direct effect of Knowledge of Educational Management (X_2) to Work Motivation (X_3) is 0.114 or 11.40%. Thus, the power of Knowledge of Educational Management (X_2) which directly determines the changes of Work Motivation (X_3) is 11.40%. Based on the above findings it can be seen that the proportional direct effect of Organizational Culture (X_1) and Knowledge of Educational Management (X_2) which directly determine the changes of Motivation Work (X_3) is equal to 24,60%.

Based on Table 5 above can be seen that the proportional direct effect of Organizational Culture (X_1) to Job Satisfaction (X_4) of 0.125 or 12.50%. Thus, the strength of Organizational Culture (X_1) which directly determines the changes of Job Satisfaction (X_4) is 12.50%. Furthermore, the proportional direct effect of Knowledge of Educational Management (X_2) to Job Satisfaction (X_4) is 0.043 or 4.30%. Thus, the strength of Knowledge of Educational Management (X_2) which directly determines the changes of Job Satisfaction (X_4) is 4.30%. Based on the above findings it can be seen that the proportional direct effect of Organizational Culture (X_1) and Knowledge of Educational Management (X_2) which directly determine the changes of Job Satisfaction (X_4) is equal to 16.8%.

Furthermore, in table 6 the following summarizes the results of the calculation of the proportional effect of Organizational Culture (X_1), Knowledge of Educational Management (X_2), Work Motivation (X_3), and Job Satisfaction (X_4) to Principal Performance (X_5) as in Table 6 below.

Table 6. Summary of Results of Proportional effect of Organization Culture (X₁), Knowledge of Educational Management (X₂), Work Motivation (X₃), and Job Satisfaction (X₄) to Principal Performance (X₅)

Variable	Effect					Non Path		Total Effect
	Direct to X ₅	Indirect to X ₅ through by				S	U	
		X ₁	X ₂	X ₃	X ₄			
X ₁	0,113	-	-	0,026	-	-	0,040	0,179
X ₂	0,019	-	-	-	0,009	-	0,021	0,049
X ₃	0,030	-	-	-	-	0,026	0,022	0,078
X ₄	0,046	-	-	-	-	0,009	0,041	0,096
Total						0,035	0,124	0,402

Description: S = Component Spurious
 U = Component Unanalyzed

Based on Table 6 above, the total direct and indirect effects, Spurious, and Unanalyzed resulting from Organizational Culture (X₁), Knowledge of Educational Management (X₂), Work Motivation (X₃), and Job Satisfaction (X₄) to Principal Performance (X₅) = 0,243 + 0,035 + 0,124 = 0,402 (correction: **R² = 0,402**), while the effect of other factors outside of Organizational Culture (X₁), Knowledge of Educational Management (X₂), Work Motivation (X₃), and Job Satisfaction (X₄) is 1 - 0,402 = 0,598 = 59,80% with path coefficient, that is: $\rho_{X_5} = \sqrt{1 - 0,402} = 0,773$.

4.3. Discussion

Based on data descriptions and hypothesis testing, we make the following discussions

- a. The first research findings: organizational culture have a positive direct effect on work motivation of primary school principals, meaning that if the organizational culture of primary school principals is getting better, then the work motivation will also be higher. This is obtained based on hypothesis testing with a large coefficient of paths $\rho_{31} = 0.363$ and $t = 5.813$ with a significance level is 0.001 (hypothesis accepted if the significance level of t is $< 0,050$). Furthermore, based on the results of the calculations as shown in table 4.16 obtained a total direct influence of organizational culture on the motivation of primary school work is 0.132. This shows that 13.2% changes in work motivation of primary school principal can be determined by organizational culture. 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 of Colquit, LePine, and Wesson as well as Motivation Model of Work Achievement from Mitchell which explains that organizational culture directly affects motivation (Terry, 1983). Likewise, the findings of this study support the results of the Siburian study which concluded that organizational culture had a direct positive effect on motivation, as well as motivation directly affecting the performance of principals (Siburian, 2013). And also the results of the research Teman found that organizational culture directly had a significant positive effect on motivation (Teman, 2005). Thus, the findings of this study which states that organizational culture have a positive direct effect on the work motivation

of primary school principals is in accordance with the results of research and theory referred to in chapter 2.

- b. The second research findings: the knowledge of educational management have a positive direct effect on work motivation of the primary school principal, meaning that if the knowledge of educational management of primary school is getting better, then the work motivation will also be higher. This is obtained based on hypothesis testing with a large coefficient of path $\rho_{32} = 0.337$ and $t = 5.397$ with a significance level is 0.001 (hypothesis accepted if the significance value of t is $< 0,050$). Furthermore, based on the results of the calculations as shown in table 4.16 obtained a total direct influence of knowledge management education on the motivation of the head of elementary work is 0.114. This indicates that 11.4% changes in work motivation of primary school principals can be determined by knowledge of education management. 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 knowledge of education management as part of the ability to directly influence motivation (Colcuitt, LePine and Wesson, 2015). And also in accordance with the statement of Ronald stating that to be an effective organization member of various disciplines of expertise must have basic organizational knowledge (Ronald, 1997). The findings of this study are in accordance with the results of the Manullang study which found that organizational knowledge had a direct positive direct effect on achievement motivation of Junior High School headmaster in Medan (Manullang, 2013). Thus, the findings of this study, namely: knowledge of education management have a positive direct effect on work motivation of primary school principals is in accordance with the results of research and theory referred to in this study.
- c. The third research findings: organizational culture have a positive direct effect on job satisfaction of the primary school principals, meaning that if the organizational culture of primary school principals is better, then the job satisfaction will also be higher. This is obtained based on hypothesis testing with a large coefficient of paths $\rho_{41} = 0.354$ and $t = 5.288$ with a significance level of 0.001 (hypothesis accepted if the significance level of t is $< 0,050$). Furthermore, based on the results of the calculations as shown in table 4.16 obtained total direct effect of organizational culture on job satisfaction of the primary school principals is 0.125. This suggests that 12.5% changes in job satisfaction of primary school principals can be determined by organizational culture. The findings of this study are in accordance with the Mullins Job Satisfaction Study Framework model which explains that cultural factors directly affect job satisfaction (Mullins, 2005) as well as the model of *Organization Cultural Relations* with Robbins and Judge's Performance and Satisfaction which explains that organizational culture directly affects satisfaction (Robbins and Judge, 2009). And also support the opinion of Colquit, Lepine, and Wesson is famous for its *"Integrative Model of Organizational Behavior"*, explaining that organizational culture have a direct effect on job satisfaction (Colcuitt, LePine and Wesson, 2015). Similarly, Colin Silverthone's opinion states that job satisfaction is influenced by values, norms or assumptions, which are the scope of organizational culture (Colin, 2004). The findings of this study also support the research of O'Reilly, Chatman, and Caldwell which concludes the relationship between *"person-organization fit"* with the level of job satisfaction, organizational commitment and "turn over" members of the organization, where "person-organization fit" is the appropriateness of the value, the suitability of purpose, the fulfillment of needs, and the suitability of the characteristics of the cultures (Edy, 2011) as well as Ambarita's research also states that organizational culture has a direct positive effect on job satisfaction (Ambarita, 2010). When every member of the organization realizes that the values of organizational culture are able to be implemented in its work, it will generate excitement and enthusiasm for the leadership to be able to carry out every job well and provide quality services to its customers. This is what gives

satisfaction to the leadership, because they can do the best for the achievement of organizational goals. Thus, the findings of this study which states that organizational culture have a positive direct effect on the job satisfaction of primary school principals is in accordance with the results of research and theory referred to in this study.

- d. The fourth research findings: the knowledge of educational management have a positive direct effect on job satisfaction of the primary school principals, meaning that if the knowledge of educational management of primary school principals is stronger, then the job satisfaction will also be higher. This is obtained based on hypothesis testing with a large coefficient of path $\rho_{42} = 0.207$ and $t = 3.087$ with a significance level is 0.001 (hypothesis accepted if the significance value of t is $< 0,050$). Furthermore, based on the results of the calculation as shown in table 4.16 obtained direct effect of knowledge of educational management to job satisfaction is 0.043. Thus, knowledge of education management have a positive direct effect on job satisfaction, of which 4.3% of changes of job satisfaction can be determined by knowledge of educational management. 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 knowledge management education as part of the ability to directly affect job satisfaction (Colcuitt, LePine and Wesson, 2015). This supports the opinion of Kreitner and Kincki who argue that job satisfaction as part of organizational effectiveness is directly influenced by knowledge (Kreitner and Kinicki, 2003). The findings of this study are in accordance with the results of Enjang's research that found that organizational knowledge had a direct positive direct effect on the job satisfaction of the headmaster of Junior High School in Karawang Regency (Sudarman, 2007). Thus, the findings of this study, namely: knowledge of educational management have a positive direct effect on the job satisfaction of primary school principals is in accordance with the results of research and theory referred to in this study.
- e. Fifth research findings: organizational culture have a positive direct effect on performance of primary school principals, meaning that if organizational culture of primary school principals is better, then the performance of primary school principals will also be stronger. This is obtained based on hypothesis testing with a large coefficient of path $\rho_{51} = 0.337$ and $t = 5,065$ with a significance level is 0.001 (hypothesis accepted if the level of significance value t is < 0.050). Furthermore, based on the results of calculations as shown in table 4.18 obtained total direct and indirect effect of organizational culture on the performance of primary school principal is 0.179. This indicates that 17.90% of changes of performance of primary school principals can be determined by interpersonal communication. The findings of this study support the theory used in this study, *the Organizational Culture Relationship Model* with the Performance and Satisfaction of Robbins and Judge which explains that performance and satisfaction are directly influenced by organizational culture (Robbins and Judge, 2009). As for the results of research in accordance with the findings of this study is Mahmudah's research in his research found a significant direct positive influence of organizational culture on performance (Mahmudah, 2010). Ghodang in his study found the direct influence and indirect influence of leadership, role of committee, and school culture on performance through job satisfaction (Ghodang , 2015). Wijaya in his study found that work effectiveness is directly and indirectly influenced by organizational culture and leadership behaviors, whereas job satisfaction, job stress, and work motivation directly affect work effectiveness (Wijaya, 2015). The results of Tumiran's research found that transformational leadership, organizational culture, organizational climate directly and indirectly affect performance, whereas job satisfaction has only a direct effect on performance (Tumiran, 2016). Siburian P., Pasaribu A., and Manullang J in his study found that managerial supervision had a significant effect on the performance of primary school principals (Siburian, Pasaribu and Manullang, 2016). Thus, the findings of this study which states that organizational culture have a

positive direct effect on the performance of primary school principals is in accordance with the results of research and theory referred to in this study.

- f. Sixth research findings: knowledge of educational management have a positive direct effect on performance of primary school principals, meaning that if the knowledge of educational management of primary school principals is stronger, then the performance of primary school principals will also be stronger. This is obtained based on hypothesis testing with a large coefficient of path $\rho_{52} = 0.137$ and $t = 2.152$ with a significance level is 0.033 (hypothesis accepted if the significance level of t is $< 0,050$). Furthermore, based on the results of the calculations as shown in table 4.18 obtained a total of direct and indirect effect of knowledge of educational management to the performance of primary school principals is 0.049. This suggests that 4.90% changes of performance of primary school principals can be determined by knowledge of educational management. The findings of this study support the theory used in this study, the *Motivation Model* of Newstrom explains that performance is directly influenced by effort and ability and performance directly affect the rewards (Newstrom, 2007). And also the Individual Performance Individual Model of Mathis and Jackson in Ambarita explains that performance is directly influenced by poured effort, individual ability, and organizational support (Ambarita, 2010). In this case the intended ability is to include knowledge of educational management. Furthermore, this study supports the research conducted by Manullang who found that organizational knowledge, achievement motivation, decision making, and organizational commitment had a direct positive effect on the principal's performance (Manullang, 2013). Likewise, Enjang's research found that organizational knowledge had a significant direct positive effect on job satisfaction of Junior High School headmaster in Kabupaten Karawang (Sudarman, 2007). Thus, the findings of this study which states that knowledge of educational management have a positive direct effect on the performance of primary school principals is in accordance with the results of research and theory referred to in this study.
- g. The research findings of the seventh: work motivation have a positive direct effect on performance of the primary school principals, meaning that if the work motivation of primary school principals is higher, then the performance of primary school principals will also be better. This is obtained based on hypothesis testing with a large coefficient of paths are: $\rho_{53} = 0.174$ and $t = 2.556$ with a significance level is 0.011 (hypothesis accepted if the significance level of t is $< 0,050$). Furthermore, based on the results of calculations proportional effect as in Table 4.18 above can be seen that the direct effect of work motivation on the performance of primary school principals is 0.078. This shows that 7.80% changes of the performance of primary school principals can be determined by work motivation. 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* of Colquit, LePine, and Wesson which explains that motivation directly affects performance (Colquit, LePine, and Wesson, 2015). Likewise, Newstrom's theory states that work motivation directly affects performance, as shown in his *"An Organizational Behavioral System"* (Newstrom, 2007). Furthermore, the findings of this study in accordance with the results of the Hascaryo study found that motivation had a positive direct effect on performance (Hascaryo, 2004). Similarly, Siburian TA research, Simatupang N., Chairunisa found that the principal's performance was directly influenced by organizational culture, learning leadership, organizational commitment, and achievement motivation (Tiurasi, Simatupang and Chairunisa, 2017) also Pangaribuan, Siburian, and Manullang found a positive direct effect of organizational culture, learning leadership, work motivation, and innovative behavior toward principal performance (Pangaribuan, Siburian, and Manullang, 2016), furthermore Manullang's study found that organizational knowledge, achievement motivation, decision making, and organizational commitment had a direct positive effect on performance principal (Manullang, 2013). Mursini in

his study found that leadership communication, team effectiveness, work motivation, and ethics had a direct positive effect on performance (Mursini, 2012). Thus, the findings of this study which states that the work motivation have a positive direct effect on performance of primary school principals is in accordance with the results of research and theory referred to in this study.

- h. The findings of the eighth research: job satisfaction have a positive direct effect on performance of primary school principals, meaning that if job satisfaction of primary school principals is higher, then the performance of primary school principals will also be stronger. This is obtained based on hypothesis testing with a large coefficient of paths are: $\rho_{54} = 0.214$ and $t = 3.361$ with a significance level is 0.001 (hypothesis accepted if the significance level of t is $< 0,050$). Furthermore, based on the result of calculation of proportional influence as in Table 4.18 above can be seen that the direct effect of job satisfaction on the performance of primary school principals is 0.096. This shows that 9.60% changes in performance of primary school principals can be determined by job satisfaction. 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 of Colquit, LePine, and Wesson which explains that job satisfaction directly affects performance (Colquit, LePine, and Wesson, 2015). And Climate and Organizational Climate Estimation Model from Parker in Gultom which explains that job satisfaction directly has a positive effect on performance (Gultom, 2009). Furthermore, the findings of this study are also consistent with the results of the Wagner and Hollenberg research results is 312 organizations with 54,417 workers finding a significant positive correlation between satisfaction and performance (Wagner and Hollenberg, 2010). Sarminah's research findings that job satisfaction plays a moderator role in the relationship between organizational commitment and performance (job satisfaction as the second independent variable influences performance) (Sarminah, 2011). Sutji's research finds that job satisfaction directly poses a significant positive effect on high school head performance (Sutji, 2009)), Tumiran's research finds that transformational leadership, organizational culture, organizational climate directly and indirectly affect performance, whereas job satisfaction has only a direct influence on performance (Tumiran, 2016) and furthermore, Gewasari's research finds that competence, pedagogical leadership, organizational culture, job satisfaction, and achievement motivation had a significant positive direct effect on performance (Miska, 2017). Thus, the findings of this study which states that job satisfaction have a positive direct effect on the performance of primary school principals is in accordance with the results of research and theory referred to in this study.

Based on the results of the eighth hypothesis testing as described above, a theoretical model is developed which is the development of several theories, primarily the "*Integrative Model of Organizational Behavior*" of Colquitt, LePine, and Wesson; model of Newstrom theory, as shown in its "*An Organizational Behavioral System*"; Organizational Culture Relation Model with Robbins and Judge Performance and Satisfaction; model of theoretical relationship of Tumiran that is influence of Transformational Leadership Leadership, Organizational Culture, Organizational Climate, and Job Satisfaction on Performance and model of theoretical relationship Miska that is influence of Competence, Leadership Pedagogis Principal, Culture of School Spritual Organization, Job Satisfaction and Achievement Motivation to Performance .

Thus, the results of the research through hypothesis testing that received the eight proposed research hypotheses have found a new findings in the form of fixed model or theoretical model of principal's performance that describes the structure of causal relationships between variables of *organizational culture, knowledge of educational management, work motivation, job satisfaction and performance of primary school principals*, as presented in Figure 2 *Theoretical Model of Research*. The theoretical model of principal

performance 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 principal's performance.

5. Conclusions

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) organizational culture have a positive direct effect on the work motivation of primary school principals in North Tapanuli. In other words, the better the organizational culture, the higher the work motivation of primary school principals in North Tapanuli, (2) the knowledge of educational management have a positive direct effect on the work motivation of the primary school principals in North Tapanuli. In other words, the better the knowledge of educational management the higher the work motivation of the primary school principals in North Tapanuli, (3) organizational culture have a positive direct effect on the job satisfaction of the primary school principals in North Tapanuli. In other words, the better the organizational culture, the higher the job satisfaction of the primary school principals in North Tapanuli, (4) the knowledge of educational management have a positive direct effect on the job satisfaction of the primary school principals in North Tapanuli. In other words, the better the knowledge of educational management the higher the job satisfaction of primary school principals in North Tapanuli, (5) organizational culture have a positive direct effect on the performance of primary school principals in North Tapanuli. In other words, the better the organizational culture, the higher the performance of primary school principals in North Tapanuli, (6) knowledge of educational management have a positive direct effect on the performance of primary school principals in North Tapanuli. In other words, the better the knowledge of educational management, the higher the performance of primary school principals in North Tapanuli, (7) work motivation have a positive direct effect on the performance of Head of Elementary School in North Tapanuli. In other words, the better the work motivation, the higher the performance of primary school principals in North Tapanuli, and (8) job satisfaction have a positive direct effect on the performance of primary school principals in North Tapanuli. In other words, the higher the job satisfaction, the higher the performance of primary school principals in North Tapanuli.

5.1. Implications

In accordance with the conclusion of the research results that the performance will increase, if the organizational culture is stronger, the knowledge of educational management is the better, the higher the work motivation, and the higher job satisfaction. In relation to that, in order to improve performance of the primary school principals needs to do the following:

- a. Building an organizational culture on an ongoing basis based on ethics and solidarity values, resulting in good cooperation between teachers, parents, students and other stakeholders through improved people orientation, outcome orientation, team orientation, attention to detail, and steadiness.
- b. Improve knowledge of educational management through the improvement of cognitive abilities in planning, organizing, directing, and controlling educational resources.

- c. Increase work motivation through activities to do things as well as possible; doing something by achieving success; completing tasks that require effort and skill; wishing to be a famous person and mastering a particular field; do the hard with satisfactory results; doing something very meaningful; and do something better than others). Improving ability in science and technology to improve principals' performance.
- d. Increase job satisfaction through increased promotion opportunities, job itself as principal, salary, fellow principal, and supervision.

In accordance with the conclusion of the research results that the performance will increase, if the organizational culture is stronger, the knowledge of educational management the better, the higher the work motivation, and job satisfaction increasingly high. In connection with that, in order to improve the performance of primary school principals, the supervisors need to do the following:

- a. Increase supervision activities by increasing the insight of the headmaster in the field of knowledge of educational management which includes planning, organizing, directing, and controlling educational resources.
- b. Increase the principal's motivation by giving praise to those who do the right work in the right way;
- c. Increasing the satisfaction of the principal's work through the increased assistance of knowledge and skills required by the principal to work effectively and efficiently.

In accordance with the conclusion of the research results that the performance will increase, if the organizational culture is stronger, the knowledge of educational management the better, the higher the work motivation, and job satisfaction increasingly high. In connection with that, in order to improve the performance of primary school head, the manager of the basic education office needs to do the following:

- a. Provide training and training to the principal of the school principal on the concept of organizational culture in school-based management, the development of school quality culture, the characteristics of superior schools, and the development of a quality culture in schools toward superior schools.
- b. Provide education management training and training to the principal about the concepts of planning, organizing, directing, and controlling educational resources in the implementation of school-based management in primary schools.
- c. Provide promotional opportunities for principals who perform very well (perfect).
- d. Provide additional rewards and incentives for principals who carry out their duties and responsibilities very well.

5.2. Suggestions

According to the conclusions and implications of the research, there are several attempts by the headmaster to improve his performance:

- a. Building an organizational culture on an ongoing basis based on ethics and solidarity values, resulting in good cooperation between teachers, parents, students and other stakeholders through improved people orientation, outcome orientation, team orientation, attention to detail, and steadiness.
- b. Improve knowledge of educational management through the improvement of cognitive abilities in planning, organizing, directing, and controlling educational resources.

- c. Increase work motivation through activities to do things as well as possible; doing something by achieving success; completing tasks that require effort and skill; wishing to be a famous person and mastering a particular field; do the hard with satisfactory results; doing something very meaningful; and do something better than others). Improving ability in science and technology to improve principals' performance.
- d. Increase job satisfaction through increased promotion opportunities, job itself as principal, salary, fellow principal, and supervision.

In accordance with the conclusions and implications of the research, there are several efforts that school supervisors can perform to improve the performance of primary school principals:

1. Increase communication and good cooperation in providing managerial supervision in the managerial field to the principal.
2. Identify the strengths and weaknesses of school principals in the areas of organizational culture, innovative behavior, job satisfaction, and work motivation as a basis for providing assistance to improve weaknesses and improve strength in order to improve performance.

In accordance with the conclusions and implications of the research, there are several efforts that school supervisors can perform to improve the performance of primary school principals:

- a. To provide training and training to the principal of the primary school on the concept of organizational culture in school-based management, the development of school quality culture, the characteristics of superior schools, and the development of a quality culture in schools to superior schools.
- b. Provide education management training and training to the principal about the concepts of planning, organizing, directing, and controlling educational resources in the implementation of school-based management in primary schools.
- c. Provide promotional opportunities for principals who perform very well (perfect).
- d. Provide additional rewards and incentives for principals who carry out their duties and responsibilities very well.

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