The Effect of Instructional Leadership, Knowledge of Educational Management, Work Motivation and Job Satisfaction to Organizational Commitment of Head of Junior High School (SMP) in Medan, North Sumatera, Indonesia

Maju Siregar

Study Program of Educational Management
Graduate Programs State University of Medan
Jalan Willem Iskandar Psr V Medan, North Sumatera, Indonesia

Abstract

This study aims to identify and assess: (1) instructional leadership influence on work motivation, (2) the effect of knowledge of educational management on work motivation, (3) instructional leadership influence on job satisfaction, (4) knowledge of educational management influence on job satisfaction, (5) instructional leadership influence on organizational commitment, (6) knowledge of educational management influence on organizational commitment, (7) the influence of work motivation on organizational commitment, and (8) the impact of job satisfaction on organizational commitment. And also to determine the theoretical model to describe the relationship that can causalistic between latent variables that determine the principal organizational commitment. The research was conducted at the Junior High School (SMP) in Medan, involving 186 head of SMP as respondents. Data organizational commitment, instructional leadership, work motivation, and job satisfaction captured using a multiple-choice questionnaire Likert scale models, while the data captured with the knowledge of educational management using multiple-choice tests. Instruments tested prior research, which is to test the validity by the Product Moment correlation and to test the reliability by Cronbach Alpha formula, but special instruments of knowledge of educational management by using the KR-20 formula. Techniques of data analysis is done in two phases, which are descriptive and inferential. The purpose of descriptive analysis is to describe the characteristics of the data such as mean, median, mode and variance. Inferential analysis is used to test the hypotheses and research requirements. Test Requirements analysis includes: test data normality and linearity test regression. Normality test data for each variable using the Kolmogorov Smirn of Test. Linearity between variables regression test performed using a statistical F test. To test the hypothesis used path analysis and to test the suitability of the theoretical models used the goodness of fit by using Chi Square.

Results showed: (1) instructional leadership positive direct effect on work motivation, (2) knowledge of educational management positive direct effect on work motivation, (3) instructional leadership positive direct effect on job satisfaction, (4) knowledge of educational management positive direct effect on job satisfaction, (5) instructional leadership positive direct effect on organizational commitment, (6) knowledge of educational management positive direct effect on organizational commitment, (7) work motivation immediate positive effect on organizational commitment, and (8) a positive direct effect of job satisfaction on commitment organization . Based on the acceptance eighth research hypothesis then found a fixed model or theoretical model that describes the structure of a causal relationship between the variables of instructional leadership, knowledge of educational management, work motivation, job satisfaction, and organizational commitment of head of Junior High School (SMP).

Keywords: instructional leadership, knowledge of educational management, work motivation, job satisfaction, organizational commitment

Introduction

Junior High School (SMP) as an organization requires a principal who has a leadership that can change the behavior of individual and group behavior into organizational behavior required to achieve school goals effectively and efficiently. Manullang (2006:96) argues that leadership is the most important component of an organization, because effective leadership to make the organization effective and ineffective leadership otherwise make organizations fail to realize the vision, mission, and goals.

Ministry of National Education (2011: 1) suggests that the leadership model most suitable for learning in school, because the school's main mission is to educate and provide opportunities for students to acquire the knowledge, skills, and values needed to become successful adults face future. In connection with the importance of leadership in a school, the Director of Workforce Education Hechinger (2007: 6) states:

> "I never saw a good school led by headmaster bad and bad schools led by a good principal. I also found that the school failed to turn out to be successful, otherwise successful schools sudden decline in quality. Increase or decrease the quality of the school is dependent upon the quality of the principal".

The above statement explains that the school leadership to be one of the determining factors for the success of the school, which is the better school leadership, the better the quality of the schools they lead. In addition to leadership, organizational commitment is also needed to realize the principal's vision, mission, and goals for the school, as the results of several researchers who concluded that organizational commitment is a major challenge in the 21st century (Fred Luthans, 2006: 248).

Organizational commitment refers to a person's appointment or to the organization's responsibility to work hard as desired organization to achieve organizational goals effectively and efficiently. Schatz and Schatz (1995:67) argues that commitment is the most fundamental thing for everyone on the job, in the absence of a commitment, the tasks assigned to him is hard to come to fruition. In connection with the importance of the commitment of the principal organizations in education member has ilkan, Director of Workforce Education (2008:6) suggests that the principal's commitment to the implementation of the duties and functions of a reflection of personal competence and social competence that must be owned principal. Main tasks principals at all levels of education covers three areas, namely: (1) managerial tasks, (2) supervision duties, and (3) entrepreneurial tasks. Principal tasks in the field of managerial relating to the management of the school, so education resources can be provided and used optimally to achieve school goals effectively and efficiently. To be able to perform managerial duties well, the principal must have the managerial competence based on proprietary knowledge of management education.

In connection with the increasing professionalism of the principal made Minister of National Education of the Republic of Indonesia Number 13 Year 2007 on Standards for School/Madrasah which sets five competencies required of principals, namely: personal competence, social competence, managerial competence, supervision competency, and entrepreneurial competence. To that end, efforts are undertaken , namely: (1) education and training to improve management and leadership competency managerial, supervisory competence, and entrepreneurial competence, (2) education and professional training of teachers (PLPG) to improve personal competence, social competence, competence pedagogical, and professional competence, (3) provision of professional allowances for those who pass PLPG in order to increase job satisfaction and work motivation, and (4) is formed Genesis Group principal (K3S) and principal Deliberation (MKS) to improve the professionalism of principals in carrying out its duties and functions. Efforts to improve the professionalism of the above principals are expected to make the head of SMP have good leadership learning, knowledge management a good education, high job satisfaction, high employee motivation, and a strong organizational commitment. Thus, the head of SMP can improve the quality of education at the institution he leads, resulting in graduates who have good skills provision in further education at the Senior High School/Vocational School.

But in reality, based on data from United Nations Development Programme (UNDP) released on November 2, 2011 in the Human Development Index that ranks the Indonesian education declined from 2010 in the ranking of 108 to rank 124 in 2011, thus ranking declined from a year ago said Minister of Education and Culture (Daily Sinar Indonesia Baru, 9 November 2011:11). Pakpahan (2009:3) in his study reported that explanation Department of Education estimates that 70 % of principals in Indonesia incompetent. In connection with the principal issues in Indonesia, Wau (2012:111) in his research suggests that the principal affective commitment is low. While the research results Manullang (2013:30) in junior high school in Medan also concluded that organizational commitment SMP head in Medan classified category less. It is also supported by the results of research Bintang (2011:103) who concluded that the commitment of heads of organizations including the Junior High in the city of Medan in enough categories. Results of this study indicate that organizational commitment SMP chief in the city of Medan is still under either category. Based on the study of theory can be known causative factors of organizational commitment SMP head not as expected. Kreitner and Knicki (2007:381) argues that organizational commitment fluctuate according to circumstances influencing factors, namely:

(1) psychological and social, which includes ego defense, individual motivation , and peer pressure, (2) organization, which includes communication, and the internal situation of the organization, (3) the characteristics of the project, and (4) contextual. Baron and Greenberg (1990:173) suggests several factors that determine a person's level of commitment, namely: (1) the level of responsibility and autonomy given to someone to do the job, (2) the opportunity to work in other places, and (3) the properties personal, such as the level of satisfaction on existing work, and (4) the situation or cultural organizations, such as proximity or good leaders can make a commitment to their employees to be high.

Based on the explanation Kreitner and Kinicki and Baron and Greenberg can be seen that motivation, communication, level of responsibility, job opportunities, job satisfaction, and organizational culture are some of the factors that can affect organizational commitment. Allen and Meyer (1997:15) argues that work motivation and job satisfaction can affect organizational commitment. Allen and Meyer explanations in line with the explanation Kreitner and Kinicki and Baron and Greenberg that suggests that organizational commitment is influenced by the work motivation and job satisfaction. Model-Satisfaction-Loop Performance of Enterprises Newstrom (2007: 209) explains that (1) the satisfaction or dissatisfaction directly affect the large-size commitment, resignation, absence, delay, theft, violence, and poor performance of the members of the organization, (2) commitment directly affects the large-size businesses, (3) directly affects the performance of the business, (4) performance directly affects the reward; (5) benefits directly affect the perception of reward fairness, and (6) perceptions of fairness in reward directly affect satisfaction or dissatisfaction.

Thus, if a person get a head junior high job satisfaction, commitment to the organization will be stronger, and then a strong organizational commitment to the causes that made the greater effort. In relation to organizational commitment, the *Integration Model of Organizational Behavior* of Colquitt, LePine and Wesson (2009:8) explained that the leadership indirectly affect organizational commitment through motivation and job satisfaction, while Ivancevich, Konopaste, and Matteson (2007:226) explains that leadership directly affect organizational commitment. Furthermore, McShane and Glinow (2008:81). suggests some ways to build kamitmen organization, namely: (1) fairness and support, (2) shared values, (3) trust, (4) knowledge, and (5) employee engagement. According to Model Integration and Organizational Behavior McShane and Glinow explanation above it can be seen that knowledge as part of cognitive ability is one factor that can influence organizational commitment. Integration Model of Organizational Behavior explains that knowledge as part of the cognitive abilities indirectly affect organizational commitment through work motivation and job satisfaction, while McShane and Glinow explains that knowledge directly affect organizational commitment. Thus, it can be argued that the principal organizational commitment as manager in the field of education is influenced by the knowledge in the field of management education.

Related to organizational commitment of head of junior high school (SMP), Situmorang (2012:188) in his study concluded that leadership and job satisfaction directly affects organizational commitment, as well as leadership directly affects job satisfaction principal. While Enjang (2007:46) in his research found that organizational knowledge is a factor that directly affects the organizational commitment of SMP head. Furthermore Siburian (2012:133) in his research found that leadership and motivation are variables that directly affect job satisfaction of head of junior high school (SMP). The results of the studies above provide empirical support for the theory that explains that leadership, knowledge, work motivation, and job satisfaction are factors that can affect organizational commitment, organizational commitment particularly in Indonesian junior head.

Organizational commitment refers to pledge allegiance to one or doing something to achieve organizational goals. Accordingly, Colquitt, Lepine and Wesson (2009:67) argues that *"organizational commitment is defined as desire on the part an employee to Remain a member of organization."* And Luthans (2006:249) argues that organizational commitment can be defined as (1) a strong desire to remain as a member of a particular organization, (2) the desire to strive for liking the organization, and (3) certain beliefs and acceptance of organizational values and goals. Thus, the principal person who has a strong commitment to the organization he leads will want to remain as a member of an organization, strive liking school where he served, and receive the value and purpose of school. According to Steers and Lymann (2003:247) there are three stages in the formation of commitments, namely: (1) compliance, stage one accepts the majority of influence to get something from someone else, (2) identification, phase one accepts influence fun and build relationships, so she will feel proud to be part of the organization, and (3) Internalization, stage one finds the values of the organization that are intrinsically beneficial and valuable for the individual values.

While Miner (1992) suggested that conceptually there are three factors that influence commitment, namely: (1) a strong belief and accept the goals and values of the organization: (2) willingness to make efforts for the benefit of the organization, and (3) the remedy a strong desire to maintain membership in the organization. Someone who has a strong commitment to the organization will leverage the knowledge and capabilities they have to produce something that is beneficial to the organization. Someone who has a high commitment to the organization will feel happy and proud to be able to produce quality work. Accordingly, Ivancevich, Donnelly, and Gibson (1989:420) argues that a person who has a strong commitment to the organization will be able to provide positive norms, otherwise for someone who does not have a strong commitment to show the negative norms of the organization.
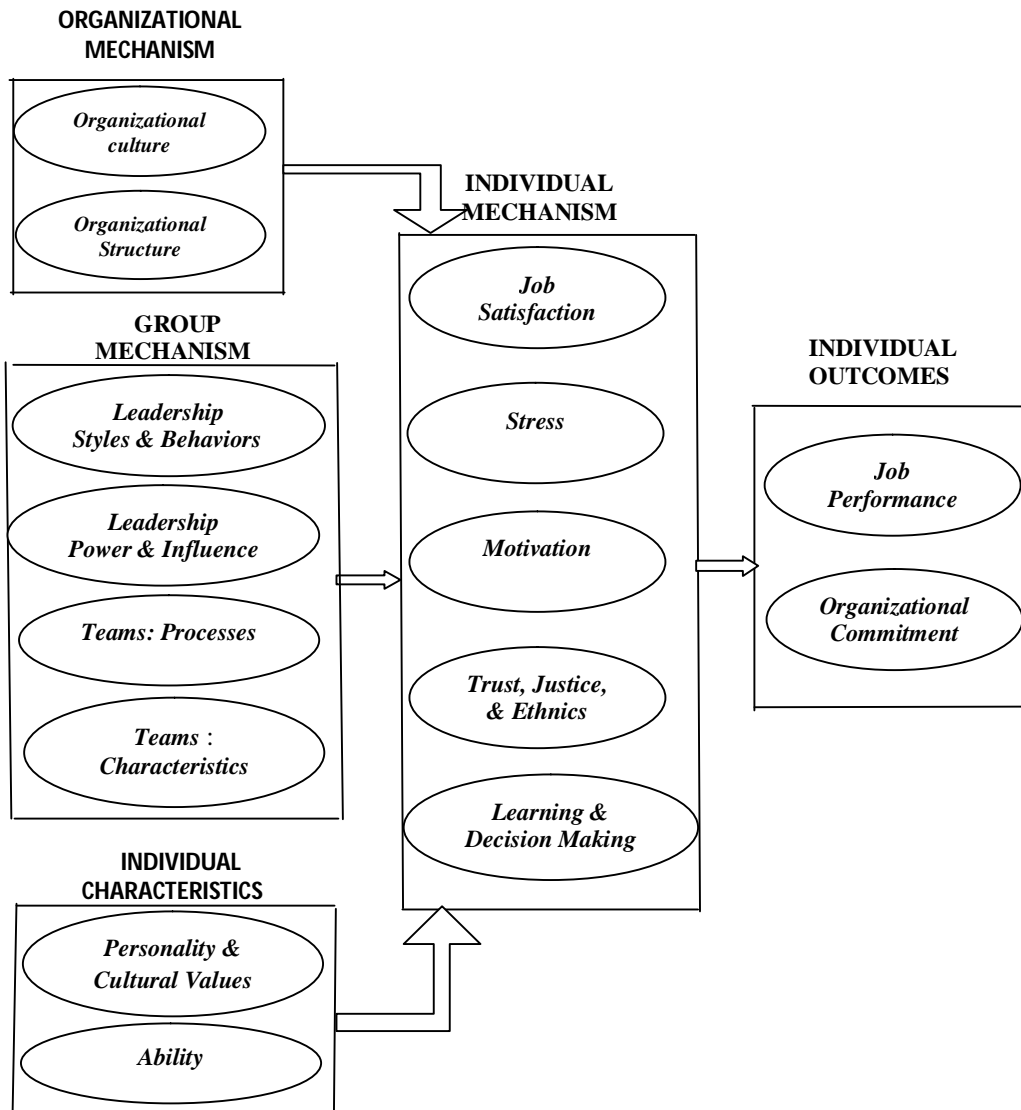
Figure 1. Integrative Model of Organizational Behavior

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

Allen and Meyer (1997:1-18) argues that the typology of organizational commitment consists of three components, namely, (1) affective commitment (2) continuance commitment, and (3) normative commitment. Of definitions and typologies of the proposed commitment to clarify the direction and understanding of the components of organizational commitment as follows: (1) affective commitment is related to an individual's emotional involvement, identification of individuals at the organization and the involvement of individuals in the organization, (2) ongoing commitment related with the desire to keep working or even leaving the organization, (3) normative commitment with regard to feeling obliged weeks to keep working in the organization.

Colquitt, Lepine and Wesson (2009:8) states a lot of factors that affect organizational commitment, organizational factors that mechanism, mechanism group, individual characteristics, and individual mechanisms, which ultimately results in individual outcomes, as shown in Figure 1. Based on the analysis of the research conducted Colquitt, LePine and Wesson was found empirically that there are several variables that affect organizational commitment. This suggests that a variety of variables are found to influence organizational commitment and job performance (as output), but that directly affect job performance and organizational commitment are (1) job satisfaction, (2) stress, (3) motivation, (4) belief, justice and ethics, and (5) learning and decision-making. While the variables through to the above five variables affecting organizational commitment are (1) organizational culture, (2) organizational structure, (3) leadership styles and behaviors, (4) the power and influence of leadership; (5) teams: process; (6) teams: the characteristics, (7) the values of culture and personality, and (8) ability. The results Situmorang (2012:189) also concluded that the leadership and job satisfaction directly and indirectly affect organizational commitment. And research Darwito (2008:139) also concludes that there is a direct influence of leadership on organizational commitment. Leaders are able to inspire the work and determine the direction and goals of the organization. Leaders are able to demonstrate its capacity to delegate responsibilities carefully and instill a strong sense of belonging to the organization's employees.

Based on the above it can be concluded that the principal organizational commitment is a form of psychological attachment to the institution that is characterized by trust and acceptance of the values and characteristics of educational institutions and a strong push to make efforts to achieve the vision and mission as well as a strong desire to maintain existence; with indicators which are embodied in the form of acceptance of the values and purposes of education institutions (affective commitment), sense of pride and a willingness to work hard for institutions (continuance commitment), and the desire to maintain membership in the organization (normative commitment).

Leadership refers to the ability to influence and direct a person or group of people to do things in accordance with the wishes of leaders in order to achieve the goals that were set. Koontz and O'Donnell (1984:74) argues that *"leadership as influence, the art of process of Influencing people so that they will strive willingly and enthusiastically toward the achievement of group goals. This concept can be enlarged to imply willingness to not only work but also willingness to deal and work with confidence."* While Harsey and Blanchard (1988:124) argues that *"leadership is the activity of the Influencing people to strive willingly for group objectives."* Leadership is the activity of influencing people to strive willingly for group objectives. Furthermore Nawawi (2000:47) argues that leadership is the ability to be able to encourage a number of people cooperate in carrying out activities directed towards a common goal. And Mintorogo (1997:46) sees leadership as a person's ability to influence others, so that the person is willing to follow his will knowingly, willingly and wholeheartedly. Based on the above it can be seen that the statement Koontz and O'Donnell, Harsey and Blanchard, Nawai, and Anthony gave the same explanation of the nature of leadership, the ability to influence others to do something in order to achieve the objectives of the group or collective goals.

In connection with that, Gatewood, Taylor, and Farrell (1995:492) argues that *"leadership, on the other hand, focuses almost exclusively on the people aspects of getting the job done-inspiring, motivating, directing, and gaining commitment to organizational activities and goals"*. Understanding leadership refers to the actions or behaviors that leadership can be measured from the state and subordinate activities if they are motivated, have inspired and directed to perform duties in accordance with its responsibilities in order to achieve organizational goals.

Ministry of National Education of the Republic of Indonesia (2011:1-7) argues that *instructional leadership* skills is one that must be owned by a school principal. Leadership is very important for applied learning in school because it can (1) improve student achievement significantly, (2) provide impetus and direction to the school community to improve student academic achievement, (3) focusing on the activities of its citizens towards achieving the vision, mission, and school goals, and (4) build a learning community and its citizens to make their school as a school of learning. Include instructional leadership behaviors of school principals in formulating, and communicating school goals, monitor, assist, and provide feedback in learning. Accordingly, the Ministry of National Education (2011:6) argues that leadership is instructional leadership focus/emphasis on learning components include the curriculum, teaching and learning, evaluation, teacher development, service excellence in teaching, learning and community development.

The main purpose of instructional leadership is to provide excellent service to all students to enable them to develop their potential to face the future is full of challenges. Model Hallinger and Murphy in the Ministry of National Education (2011:8) describes the instructional leadership descriptors consist of (1) formulating school goals; (2) communicating school goals; (3) supervise and evaluate learning, (4) coordinating curriculum; (5) monitor the progress of student learning; (6) controls the allocation of instructional time; (7) focuses its vision; (8) provide incentives for teachers; (9) establish academic standards; and (10) provide incentives for students. Furthermore, Model Weber (1996:64) describes the five major domains of instructional leadership, namely: (1) formulating the school's mission, (2) managing the curriculum and learning, (3) encouraging the creation of a conducive learning climate, (4) observe and improve learning and (5) assessing the learning program. It can be concluded that the *instructional leadership* is the act the principal to influence others to act in accordance with that expected to achieve the instructional objectives with indicators formulating school goals, communicating school goals, supervising and evaluating learning, coordinating curriculum, monitor student learning progress, control the allocation of time learning, achievement focused vision, providing incentives for teachers, setting academic standards, and provide incentives for students.

Educational management refers to the process of planning, organizing, directing, and controlling educational resources to achieve educational goals effectively and efficiently (Husaini, 2008:10). Furthermore, knowledge refers to everything that is known individual. Thus, knowledge of management refers to the cognitive abilities in planning, organizing, directing, and controlling educational resources to achieve educational goals effectively and efficiently. Suriasumantri (2007:50) explains human knowledge acquired through experience from the interaction between man and man and the natural surroundings. Human knowledge can be acquired through learning activities planned through informal education, formal education and non-formal education. In accordance with nature, knowledge is associated with cognitive abilities affective abilities, and psychomotor skills gained through education people. Accordingly, Bloom (1981:18) argues that the cognitive domain consists of six levels, where the levels that describe the stages that are the foundation for entering the next stage. The sixth level consists of: (a) remembering, (b) understanding, (c) applying, (d) analyzing, (e) evaluating, and (f) creating.

Simply put, educational management is a field of study and practice relating to the organization or educational institution, which is expected through the educational management, instructional goals can be carried out effectively and efficiently. Engkoswara and Komariah (2010:89) defines educational management as a arrangement arable field of education through activity planning, organizing, staffing, coaching, coordinating, communicating, motivating, budgeting, controlling, monitoring, assessment, and reporting systematically to achieve quality education destination. In the opinion of Engkoswara and Komariah indicated that the educational management can not be separated from management functions themselves in accordance with the general educational performance profile that is carrying out the function of planning, *organizing, staffing, coordinating, leading (facilitating, Motivating, Innovating), reporting, controlling*. Furthermore Made Pidarta (2004:4) states that the educational management is the activity of combining educational resources in order to accomplish goals centered education predetermined. In the world of education, *directing* more appropriate term to use the term *leading* by the expansion *facilitating, motivating, innovating*. Further oversight functions carried out as part of the implementation of managerial. At the school level, supervisors act more as a *"quality assurance"* with the task of supervision of the coaching staff in an effort to improve and enhance the quality of education. Educational management is a process to coordinate a variety of resources such as teacher education, educational facilities such as libraries, laboratories, and so on, to achieve the goals and objectives of education.

Tilaar (2006:12) formulate educational management as an educational resource mobilization to achieve the educational goals set. The educational management is a whole (process) that makes the resources and personnel available material suitable and effective for the achievement of common goals. He worked with the functions affect the way people act. This process includes planning, organization, coordination, supervision, implementation and service of all something regarding school matters directly related to school education such as curriculum, teachers, students, methods, tools, lessons, and so on. It can be concluded that the knowledge of educational management is the principal cognitive abilities in the process of implementation of management functions to achieve the educational objectives effectively and efficiently with indicators of planning, organizing, directing, and controlling educational resources.

Work motivation is the power of the individual to go beyond, to succeed in the difficult task, and do it better than others (Greenberg and Baron, 2000:123).

This is in accordance with the opinion of McClelland (1995:276) which states that people with high motivation will be forced to work more often and more first overcome his own problems than those whose motivation is low. Furthermore Newstrom (2007:101) 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."* Meanwhile, Husaini (2008:245) stated work motivation can be defined as underlying desire or need someone so motivated to work. Based on these explanations can be stated that the work motivation refers to the desire to achieve one's work which may include the fulfillment of human needs.

Wexley and Yukl (2005:90) suggests several characteristics that can be observed from someone who has a good job motivation, among others: (1) its performance depends on the efforts and abilities of its comparison with the performance by the group, (2) have the ability to solve difficult tasks and (3) there is often a concrete feedback on how he should carry out the task in an optimal, effective, and efficient (Hamzah, 2008:69). Based on the statement can be argued that individuals who have high work motivation able to complete difficult tasks, work with emphasis on ability and effort alone, and his work to achieve optimal results or better since carried out effectively and efficiently. Furthermore Hamzah (2008:73) explains that motivation is internal motivation dimension consists of indicators: (1) responsibility in carrying out the task, (2) have a clear and challenging goals, (3) no feedback on the results of his work, (4) has a sense of excitement in the work; (5) is always trying to outperform others, and (6) prefer the achievement of what he was doing, and external motivation dimensions consisting of indicators: (1) is always trying to make ends meet and needs work; (2) happy earned the praise of what he did, (3) working with the hope of want to incentives, and (4) work with the hope of want to get the attention of friends and superiors. It can be concluded that work motivation is the desire to work well to achieve organizational objectives with indicators of responsibility in carrying out tasks, have a sense of excitement in the work, always trying to outperform others, prefer the accomplishment of what he was doing, working with the expectation would like to obtain incentives, and earned the praise of love what they do.

Job satisfaction is a feeling associated with work involving aspects such as wages or salary received, career development opportunities, relationships with other workers, job placement, job type, organizational structure, quality control, age, state of health, ability, and education (Mangkunagara, 2005:75). While Robbins and Judge (2007:79) argues that *"Job satisfiction as a positive feeling about one's job resulting from an evaluation of its characteristics"*. Based on these statements, job satisfaction can be viewed from various perspectives, namely: (1) expression of feelings, (2) employee benefits to meet the needs, (3) the reaction of the action. Furthermore Luthans (2005:212) defines job satisfaction as a result of the individual's perception of his work can be understood in dimensions: (1) emotional response to the work situation, (2) dependence on the suitability outcome expectations, (3) its association with various attitudes of mutual related to the job.

Harsey Blancard (1988:132) reveals that embodies the way of job satisfaction, leaders should create an atmosphere, as follows: (1) provide an opportunity to realize his personality in the work, so that the workers feel proud and satisfied, (2) appreciate his efforts to show concern that the work was important, although the level of quality of the work was not optimal, and (3) see to it that the employee believes that any work carried out has benefits, so that he will passionately in the work. So the job satisfaction is a person's attitude toward his work. Someone who is a high level of job satisfaction will have a positive attitude to his work. But on the contrary, if a person is not satisfied with his work will have a negative attitude toward his work. Luthans (2005:243) explains that the dimensions of job satisfaction consists of the work itself, pay, promotion, supervision, and coworkers. Based on the above description, it can be stated that the freedom and individual opportunity in performing tasks, rewards, working conditions, promotion, supervision, salary, and the work itself are important factors in job satisfaction. Theory of value perception of job satisfaction Colquitt, Lepine and Wesson (2009:107-109) explains that overall job satisfaction include pay satisfaction, promotion satisfaction, supervision satisfaction, coworker satisfaction, and satisfaction with the work itself. This theory written by the equation:

$$\textbf{Dissatisfaction} = (\textbf{V}_{\textbf{want}} - \textbf{V}_{\textbf{have}}) \textbf{ x } (\textbf{V}_{\textbf{importance}})$$

Description:

V_{want} = great value expected

V_{have} = great value provided jobs

$V_{importance}$ = how important that value for workers

If the difference between wants and have is large will cause dissatisfaction, especially when the desired value is important. Furthermore Colquitt, Lepine and Wesson Model describes the theory of perceived value job satisfaction is as shown in Figure 2 below.

```
┌─────────────────────────┐        ╭───────────╮
│ (Pay_want – Pay_have)   │───────▶│    Pay    │
│     x Pay_importance    │        │Satisfaction│
└─────────────────────────┘        ╰───────────╯

┌─────────────────────────┐        ╭───────────╮
│(Promotion_want –        │───────▶│ Promotion │
│ Promotion_have)         │        │Satisfaction│
│  x Promotion_importance │        ╰───────────╯
└─────────────────────────┘                          ┌──────────────┐
                                                     │   OVERALL    │
┌─────────────────────────┐        ╭───────────╮     │     JOB      │
│(Supervision_want-       │───────▶│Supervision│────▶│ SATISFACTION │
│ Supervision_have)       │        │Satisfaction│    └──────────────┘
│  x Supervision_importance│       ╰───────────╯
└─────────────────────────┘

┌─────────────────────────┐        ╭───────────╮
│(Coworker_want –         │───────▶│ Coworker  │
│ Coworker_have)          │        │Satisfaction│
│  x Coworker_importance  │        ╰───────────╯
└─────────────────────────┘

┌─────────────────────────┐        ╭───────────╮
│ (Work_want – Work_have) │───────▶│Satisfaction│
│    x Work_importance    │        │ with the   │
└─────────────────────────┘        │ work it self│
                                   ╰───────────╯
```
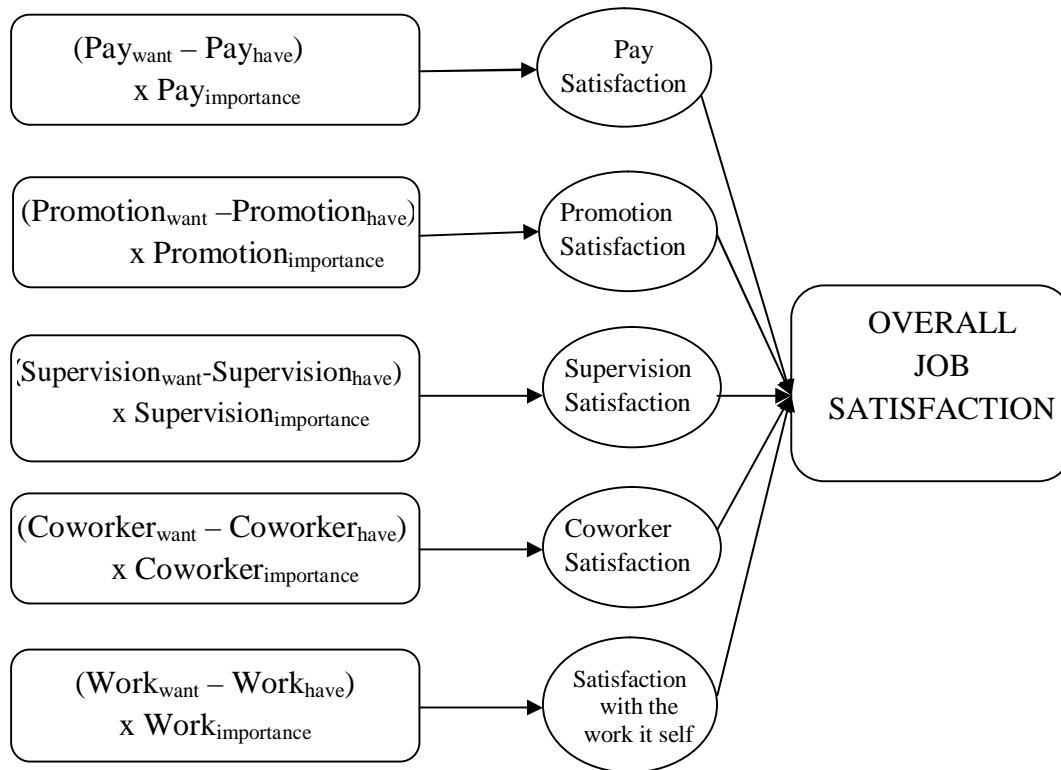
Figure 2. The Value-Perfect Theory of Job Satisfaction

Source: Jason A. Colquitt, Jeffery A. Lepine, dan Michael J. Wesson (2009). *Organization Behavior: Improving Performance and Commitment in the Workplace.* New York: The McGraw-Hill Com., Inc., p.107.

In Figure 2 above indicated that *1. Pay Satisfaction:* describe the feeling of organization members about their salaries. *2. Satisfaction Promotion:* describe the feeling of members of the organization's promotion policy. *3. Supervision Satisfaction:* describe the feeling of organization members about their superiors, including whether the boss is competent, courteous, and a good communicator. *4. Coworkers Satisfaction:* describing feelings about their fellow members of the organization, including whether the intelligent coworker, responsible, helpful, fun, and interesting, as well as the opposite lazy, gossip, unpleasant, and boring. 5. *Satisfaction with the work it self:* reflects the feelings of employees about their tasks actual, including whether the task is challenging, exciting, respected, and utilize the skills or otherwise tedious, repetitive, and uncomfortable. Based on the above it can be concluded that job satisfaction is the principal achievement of a statement of expectation or attitude towards work which cause feelings of like or dislike the execution of the work, which is defined by indicators of employee benefits, hope for a job, career advancement, peer support work, where work, and supervision.

Based on the above, the research objectives to be achieved is to identify and assess: (1) instructional leadership influence on work motivation, (2) knowledge of educational of management influence on work motivation, (3) instructional leadership influence on job satisfaction, (4) knowledge of educational of management influence on job satisfaction, (5) instructional leadership influence on organizational commitment, (6) knowledge of educational of management influence on organizational commitment, (7) work motivation influence on organizational commitment, and (8) job satisfaction influence on organizational commitment.

Method

The study is called the survey method, which includes research category "explanatory or confirmatory", ie research that explains the causal relationships and testing hypotheses, conducted in junior high schools (SMP) in Medan from February to August 2013.

The study population was all heads of junior high schools (SMP) in Medan, amounting to 348 people consisting of 45 head state of junior high schools and 303 head of Private SMP. Slovin formula based sampling of 186 people in a way proportional random sampling.

Data organizational commitment, instructional leadership, work motivation and job satisfaction captured using a multiple choice questionnaire Likert scale models, while the data captured with the knowledge of educational management using multiple choice tests. Instruments tested prior research, which is to test the validity by Product Moment correlation and to test the reliability by Cronbach Alpha formula, but special instruments of knowledge of educational management by using the KR-20 formula. Techniques of data analysis is done in two phases, which are descriptive and inferential. The purpose of descriptive analysis is to describe the characteristics of the data such as mean, median, mode and variance. Inferential analysis is used to test the hypotheses and research requirements. Test Requirements analysis includes: test data normality and linearity test regression. Normality test data for each variable using the Kolmogorov Smirnof Test. Testing linearity of regression between exogenous and endogenous variables using the statistical F test. To test the hypothesis used path analysis and to test the suitability of the theoretical models used to test the goodness of fit by using Chi Square.

Results

Description of the data to be presented in this section include variable data of instructional leadership (X_1), knowledge of educational management (X_2), work motivation (X_3), job satisfaction (X_4) and organizational commitment (X_5). The data is the result of quantification of respondents' answers on a questionnaire distributed to Head of junior high schools (SMP) as the study sample. Amount of the 186 sets of questionnaires were distributed according to the number of sample of research. Description of data each variable in the summary of the research presented in the following table.

		X_1	X_2	X_3	X_4	X_5
N	Valid	186	186	186	186	186
	Missing	0	0	0	0	0
Mean		174.3763	18.6613	150.9946	166.0538	171.8871
Median		177.0000	19.0000	151.5000	165.0000	171.5000
Mode		183.00	21.00	150.00[a]	162.00	182.00
Std. Deviation		14.06465	4.63807	12.09713	21.93793	18.09444
Variance		197.814	21.512	146.341	481.273	327.409
Range		72.00	29.00	72.00	121.00	82.00
Minimum		126.00	6.00	116.00	94.00	123.00
Maximum		198.00	35.00	188.00	215.00	205.00
Sum		32434.00	3471.00	28085.00	30886.00	31971.00
Mean Ideal		120,00	19,00	120,00	132,00	123,00
Std. Deviation Ideal		26,67	6,33	26,67	29,33	27,33
Minimum Ideal		40,00	0,00	40,00	44,00	41,00
Maximum Ideal		200,00	38,00	200,00	220,00	205,00

Description: X_1 = Instructional Leadership
X_2 = Knowledge of Educational Management
X_3 = Work Motivation
X_4 = Job Satisfaction
X_5 = Organizational Commitment

Based on the analysis of the data in the table above it can be seen that:

a. Instructional leadership scores the highest is 198, the lowest score of 126, and an average of 174,38 and the standard deviation is 14,06. While the ideal highest score of 200, the lowest score of 40 is ideal, and the ideal mean score of 120 and a standard deviation of the ideal is 26,67. Overall it can be concluded that the instructional leadership of the Head of SMP tends in the *high category.*

b. Knowledge of educational management score highest is 35, the lowest score of 6, and the mean was 18,66 and the standard deviation was 4,64 while the highest score of the ideal 38, the lowest score of 0 is ideal, and the ideal mean score of 19 and a standard deviation of the ideal is 6,33. Overall it can be concluded that the knowledge of educational management of the Head of SMP tends in the *enough category.*

c. Score the highest of work motivation is 188, the lowest score of 116, and an average of 150,99 and the standard deviation is 12,09. While the ideal highest score of 200, the lowest score of 40 is ideal, and the ideal mean score of 120 and a standard deviation of the ideal is 26,67. Overall it can be concluded that the work motivation of Head of SMP is likely in the *enough category.*

d. Highest job satisfaction score is 215, the lowest score of 94, and a mean of 166,05 and standard deviation is 21,94. While the ideal highest score 220, the lowest score of 44 is ideal, and the ideal mean score of 132 and a standard deviation of the ideal is 29,33. Overall it can be concluded that the job satisfaction of the Head of SMP tends in the *enough category.*

e . Highest organizational commitment score is 205, the lowest score of 123 scores, and the mean of 171,89 and standard deviation was 18,09. While the ideal highest score 205, the lowest score of 41 is ideal, and the ideal mean score of 123 and a standard deviation of the ideal is 27,33. Overall it can be concluded that organizational commitment of Head of SMP tends in the *high category*.

Summary Calculation normality of Kolmogorov-Simirnov Test shown in the following table.

One-Sample Kolmogorov-Smirnov Test

		X_1	X_2	X_3	X_4	X_5
N		186	186	186	186	186
Normal Parameters[a,b]	Mean	174.3763	18.6613	150.9946	166.0538	171.8871
	Std. Deviation	14.06465	4.63807	12.09713	21.93793	18.09444
	Absolute	.090	.096	.079	.058	.089
Most Extreme Differences	Positive	.047	.096	.079	.057	.061
	Negative	-.090	-.083	-.061	-.058	-.089
Kolmogorov-Smirnov Z		1.229	1.310	1.082	.790	1.217
Asymp. Sig. (2-tailed)		.097	.065	.192	.560	.103

a. Test distribution is Normal.
b. Calculated from data.

Based on the summary of the results of the above calculations indicated that the value Asymp. Sig (2-tailed) > α, thus we can conclude that the overall distribution of the data does not deviate from the normal distribution, means the assumption of normality was met. Summary of test results and test the significance of the linearity regression equation for each pair of exogenous variables and endogenous variables are presented in the following table.

No	Exogenous Variables to Endogenous Variables	Linearity Test			Regression Test of Significance		
		F_h	Sig.	Status	F_h	Sig.	Status
1	X_1 to X_3	1,129	0,287	Linier	43.763	0,004	Significant
2	X_2 to X_3	0,710	0, 837	Linier	36.865	0,001	Significant
3	X_1 to X_4	1,353	0, 086	Linier	37.490	0,001	Significant
4	X_2 to X_4	0,529	0, 966	Linier	18.664	0,001	Significant
5	X_1 to X_5	1.265	0, 143	Linier	73.257	0,001	Significant
6	X_2 to X_5	1.030	0, 432	Linier	26.712	0,001	Significant
7	X_3 to X_5	0,775	0, 839	Linier	47.220	0,001	Significant
8	X_4 to X_5	1,256	0, 139	Linier	59.132	0,001	Significant

In the table above is shown that for linearity test all F_h significance values > 0,05 and for the significance of regression test all F_h significance value < 0,05 means that the form of the relationship with the exogenous variables and endogenous variables is linear so that the assumption of linearity was met.

Statistical computation of correlation and path coefficients that following testing are summarized in the following table.

No. Hypothesis	The correlation coefficient*	Path Coefficient	t observ.	Significant	Description
1	$r_{13} = 0,438$	$\rho_{31} = 0,357$	5,527	0,000	Significant
2	$r_{23} = 0,409$	$\rho_{32} = 0,317$	4.907	0,000	Significant
3	$r_{14} = 0,411$	$\rho_{41} = 0,357$	5.258	0,000	Significant
4	$r_{24} = 0,303$	$\rho_{42} = 0,212$	3,122	0,002	Significant
5	$r_{15} = 0,534$	$\rho_{51} = 0,319$	4,828	0,000	Significant
6	$r_{25} = 0,356$	$\rho_{52} = 0,126$	1,991	0,048	Significant
7	$r_{35} = 0,452$	$\rho_{53} = 0,167$	2,472	0,014	Significant
8	$r_{45} = 0,493$	$\rho_{54} = 0,265$	4,112	0,000	Significant

*All correlation coefficients are significant {t observ. greater than t table (5%) = 2,326}

Based on the table above it can be concluded that (1) instructional leadership direct positive effect on work motivation of SMP head, (2) knowledge of educational management direct positive effect on work motivation of SMP head, (3) instructional leadership direct positive effect on job satisfaction of SMP head, (4) knowledge of educational management a positive direct effect on job satisfaction of SMP head, (5) instructional leadership direct positive effect on organizational commitment of SMP head, (6) knowledge of educational management a positive direct effect on organizational commitment of SMP head, (7) work motivation direct positive effect on organizational commitment of SMP head, and (8) job satisfaction direct positive effect on organizational commitment of SMP head.

Based on the value of the correlation and path coefficients obtained from the calculation, the line can be drawn path diagram which is *a fixed model* or *theoretical model* that describes the relationship between the study variables causalistic determining organizational commitment of head of SMP as shown in figure 3 below.
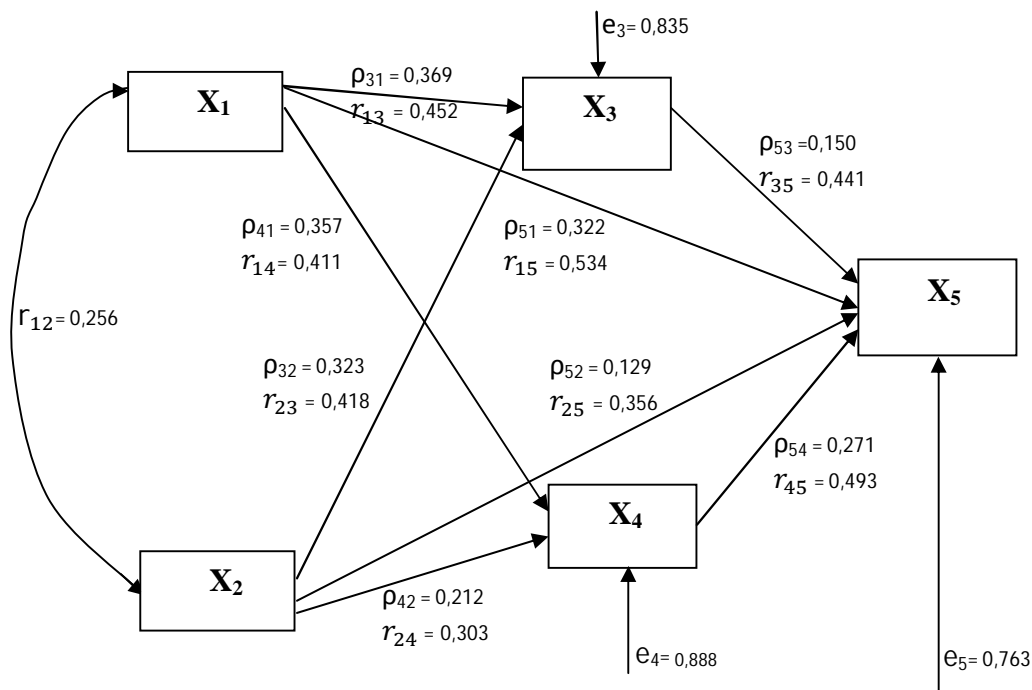

Figure 3. Variable Theoretical Model

Goodness of fit model

Within the framework of path analysis, the proposed model is said to fit the data if the sample correlation matrix is not much different from the estimate of the correlation matrix (reproduced correlation matrix) or the expected correlation (expected correlation matrix).

To test the suitability of this model by using the 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 significant path coefficients, then $M = R_m^2$ so that $Q = 1$. If $Q = 1$ indicates a perfect model fit. Based on the calculation above, there is no path coefficients were not significant, mean $Q = 1$ so it can be concluded that the proposed model fit perfectly *(the fit is perfect)* with data.

The Direct and Indirect Effects

In the following table is a summary of the direct and indirect influence Instructional Leadership (X_1) and Knowledge of Educational Management (X_2) on the Work Motivation (X_3).

Variable	Direct to X_3	Indirect to X_3 through by: X_1	X_2	Total Effect
X_1	0,1362			0,1362
X_2	0,1043			0,1043
The amount of influence path throughly				0,2405
The amount of influence that is not path throughly				0,7595

Based on the above table it can be seen that the direct and indirect effects of Instructional Leadership (X_1) and Knowledge of Educational Management (X_2) to Work Motivation (X_3) is 0.2405. Thus, the power of Instructional Leadership (X_1) and Knowledge of Educational Management (X_2) which directly determine changes in Work Motivation (X_3) is equal to 24.05%.

In the following table is a summary of the direct and indirect effects of Instructional Leadership (X_1) and Knowledge of Educational Management (X_2) to Job Satisfaction (X_4).

Variable	Direct to X_4	Indirect to X_4 through by: X_1	X_2	Total Effect
X_1	0,1274			0,1274
X_2	0,0449			0,0449
The amount of influence path throughly				0,1723
The amount of influence that is not path throughly				0,8277

Based on the above table it can be seen that the direct and indirect effects of Instructional Leadership (X_1) and Knowledge of Educational Management (X_2) to Job Satisfaction (X_4) is 0.1723. Thus, the power of Instructional Leadership (X_1) and Knowledge of Educational Management (X_2) which directly determine changes in Job Satisfaction (X_4) is equal to 17.23%. In the following table is a summary of the direct and indirect effects of Instructional Leadership (X_1), Knowledge of Educational Management (X_2), Work Motivation (X_3), and Job Satisfaction (X_4) to Organizational Commitment (X_5).

Thus, the total effect of which consists of a direct and indirect effects of Instructional Leadership (X_1), Knowledge of Educational Management (X_2), Work Motivation (X_3), and Job Satisfaction (X_4) to Organizational Commitment (X_5) is 0.292. Thus, the power of Instructional Leadership (X_1), Knowledge of Educational Management (X_2), Work Motivation (X_3), and Job Satisfaction (X_4) which directly determine changes in Organizational Commitment (X_5) is equal to 29.20 %, while the Spurious components remaining in the (S) of 0.076 and Unanalyzed component (U) of 0.049. So the number of direct and indirect effects, Spurious, and caused Unanalyzed Instructional Leadership (X_1), Knowledge of Educational Management (X_2), Work Motivation (X_3), and Job Satisfaction (X_4) on Organizational Commitment (X_5) is 0.417, whereas the effect other factors beyond the Instructional Leadership (X_1), Knowledge of Educational Management (X_2), Work Motivation (X_3), and Job Satisfaction (X_4), amounting to 58.30 %.

Variable	Direct to X_5	Effect Indirect to X_5 through by:				Total Effect	Non path	
		X_1	X_2	X_3	X_4		S	U
X_1	0,104	-	-	0,022	0,036	0,162		0,011
X_2	0,016	-	-	0,008	0,011	0,035		0,010
X_3	0,022	-	-	-	-	0,022	0,030	0,014
X_4	0,073	-	-	-	-	0,073	0,046	0,014
		Total				0,292	0,076	0,049
The amount of influence path throughly						0,4170		
The amount of influence that is not path throughly						0,5830		

Discussion

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

First, based on the results of testing the first hypothesis gained significant path coefficient between instructional leadership with work motivation, namely: $\rho_{31} = 0.369$, and based on the calculations, the direct effect of instructional leadership to the work motivation of 0.1362. So, instructional leadership positive direct effect on work motivation, which is 13.62 % changes of work motivation can be determined by instructional leadership. The findings of this study are consistent with the research Taruna (2008:16) who found that the leadership of significant positive direct effect on work motivation. The findings of this study are also consistent with the results of research Sianturi (2012:15) who found that the leadership of significant positive direct effect on work motivation, and research results Wau (2012:24) who found that the leadership of significant positive direct effect on achievement motivation of head of junior high school in five district/city on the island of Nias. The findings of this study support the theory that is used as the basis for filing a theoretical model of the study variables, the Integration Model of Organizational Behavior of Colquitt, Lepine and Wesson (2009:8) who explained that the leadership directly affects motivation. Thus, the findings of this study, namely: instructional leadership is a significant direct positive effect on work motivation of SMP chief is in accordance with the research and theory referred to in this study.

Second, based on the results of testing the second hypothesis obtained significant path coefficient between knowledge of educational management with work motivation, namely: $\rho_{32} = 0.323$, and based on the calculations, the direct effect of knowledge of educational management on work motivation at 0.1043. Thus, knowledge of educational management positive direct effect on work motivation, which is 10.43 % of work motivation changes can be determined by knowledge of educational management. This finding supports the statement Yaple (1997:35) states that to be effective members of the organization of the various disciplines of expertise should have the basic knowledge organization. The findings of this study are consistent with the research of Manullang (2013:209) who found that organizational knowledge significant positive direct effect on achievement motivation SMP head in Medan. The findings of this study support the theory that is used as the basis for filing a theoretical model of the study variables, the Integration Model of Organizational Behavior of Colquitt, Lepine and Wesson (2009:8) explains that knowledge management education as part of the ability to directly influence the motivation. Thus, the findings of this study, namely: knowledge of educational management is directly a significant positive effect on work motivation of the SMP chief is in accordance with research and theory referred to in this study.

Third, based on the results of testing the third hypothesis gained significant path coefficient between instructional leadership and job satisfaction, namely: $\rho_{41} = 0.357$, and based on the calculations, the direct influence of instructional leadership on job satisfaction of 0.1274. So, instructional leadership positive direct effect on job satisfaction, which is 12.74 % job satisfaction changes can be determined by the instructional leadership. The findings of this study are consistent with the research Ambarita (2010:22) who found that the leadership of significant positive direct effect on job satisfaction lecturer at the State University of Medan. The findings of this study support the theory that is used as the basis for filing a theoretical model of the study variables, the Integration Model of Organizational Behavior of Colquitt, Lepine and Wesson (2009:8) who explained that the leadership of a direct effect on job satisfaction. Thus, the findings of this study, namely: instructional leadership have a significant positive direct effect on job satisfaction of the head of SMP is according to the result of research and theory referred to in this study.

Fourth, based on the test results obtained by the fourth hypothesis that a significant path coefficient between knowledge of educational management with job satisfaction, namely: $\rho_{42} = 0.212$, and based on the calculations, the direct effect of knowledge of educational management on job satisfaction by 0.0449. Thus, knowledge of educational management direct positive effect on job satisfaction, which is 4.49 % changes in job satisfaction can be determined by knowledge of educational management. The findings of this study support the explanation Kreitner and Kincki (2007:629) who argued that job satisfaction as part of an organization's effectiveness is directly influenced by the knowledge. The findings of this study are consistent with the research Enjang (2007:42) who found that organizational knowledge significant positive direct effect on job satisfaction in junior high school head Karawang regency. The findings of this study support the theory that is used as the basis for filing a theoretical model of the study variables, the Integration Model of Organizational Behavior of Colquitt, Lepine and Wesson (2009:8) explains that knowledge of educational management as part of the ability to directly influence job satisfaction. Thus, the findings of this study, namely: knowledge of educational management is directly a significant positive effect on job satisfaction of head of the SMP is according to the the result of research and theory referred to in this study.

Fifth, based on the results of testing the fifth hypothesis gained significant path coefficient between instructional leadership and organizational commitment, namely: $\rho_{51} = 0.322$, and based on the calculations, the direct effect of instructional leadership on organizational commitment of 0.104. So, instructional leadership positive direct effect on organizational commitment, which is 10.40 % changes in organizational commitment can be determined by instructional leadership. The findings of this study are consistent with the research Darwito (2008:139) who found a direct effect of leadership on organizational commitment, and research results Situmorang (2012:189) who found that a significant positive direct effect of leadership on organizational commitment SMK head in Medan. The findings of this study are also consistent with the results of research Ambarita (2010:22) who found that a significant positive direct effect of leadership on organizational commitment, and research results Wau (2012:24) who found that a significant positive direct effect of leadership on organizational commitment of junior high school head in five district/city on the island of Nias. The findings of this study support the theory proposed by Baron and Greenberg (2000:173) were used as the basis for filing a theoretical model of research variables, namely: leadership influence on commitment. Thus, the findings of this study, namely: instructional leadership have a significant positive direct effect on organizational commitment of head of the junior high school is according to the research and theory referred to in this study.

Sixth, based on the results obtained by testing the hypothesis sixth significant path coefficient between knowledge of educational management and organizational commitment, namely: $\rho_{52} = 0.129$, and based on the calculations, the direct effect of knowledge of educational management for 0,016 organizational commitment. Thus, knowledge of educational management positive direct effect on organizational commitment, which is 1.6 % changes in organizational commitment can be determined by knowledge of educational management. The findings of this study are consistent with the research Manullang (2013:209) who found that organizational knowledge significant positive direct effect on organizational commitment of SMP head in Medan. The findings of this study support the theory proposed by Baron and Greenberg (2000:173) were used as the basis for filing a theoretical model of research variables, namely: knowledge of educational management as part of the personal characteristics affect the commitment. Thus, the findings of this study, namely: knowledge of educational management is directly a significant positive effect on organizational commitment of head of the junior high school is according to the research and theory referred to in this study.

Seventh, based on the results obtained by testing the hypothesis seventh significant path coefficient between work motivation and organizational commitment, namely: $\rho_{53} = 0.150$, and based on the calculations, the direct effect of work motivation on organizational commitment of 0.022. Thus, work motivation to immediate positive effect on organizational commitment, which is 2.2 % organizational commitment changes can be determined by work motivation. The findings of this research are also consistent with the results of research Sianturi (2012:15) who found that motivation is a significant positive direct effect on organizational commitment. The findings of this research are also consistent with the results of research Siburian (2013:15) who found that achievement motivation significant positive direct effect on organizational commitment, and research results Wau (2012:24) who found that motivation significantly positive direct effect on organizational commitment of junior high school head in five district/city on the island of Nias.

The findings of this study support the theory that is used as the basis for filing a theoretical model of the study variables, the Integration Model of Organizational Behavior of Colquitt, Lepine and Wesson (2009:8) explains that the motivation which directly influence organizational commitment. Thus, the findings of this study, namely: work motivation is a significant direct positive effect on organizational commitment of head of the junior high school is according to the research and theory referred to in this study.

Eighth, based on the results obtained by testing the hypothesis eighth significant path coefficient between job satisfaction and organizational commitment, namely: $\rho_{54} = 0.271$, and based on the calculations, the direct effect of job satisfaction on organizational commitment of 0.073. Thus, a positive direct effect of job satisfaction on organizational commitment, which is 7.3 % changes in organizational commitment can be determined by job satisfaction. The findings of this study are consistent with the research Siburian (2013:15) who found that job satisfaction is a significant positive direct effect on organizational commitment of teachers. The findings of this study are also consistent with the results of research Ambarita (2010:22) who found that job satisfaction is a significant positive direct effect on organizational commitment, and results of research Situmorang (2012:189) who found that job satisfaction is a significant positive direct effect on organizational commitment SMK head in Medan. The findings of this study support the theory that is used as the basis for filing a theoretical model of the study variables, the Integration Model of Organizational Behavior of Colquitt, Lepine and Wesson (2009:8) explains that job satisfaction directly influence organizational commitment. Thus, the findings of this study, namely: job satisfaction is a significant direct positive effect on organizational commitment of head of the junior high school, is according to research and theory referred to in this study.

Ninth, based on the results of the eighth hypothesis testing as described above found a fixed model or theoretical model that describes the relationship between the research variables causalistic that determine the organizational commitment of SMP head, which is the development of several theories, especially *"Integrative Model of Organizational Behavior"* from Colquitt, Lepine, and Wesson; Ambarita theoretical model of the relationship that is the influence of leadership, organizational culture, job satisfaction and organizational commitment; Situmorang theoretical model of relationships that influence organizational culture, leadership, interpersonal communication, job satisfaction and organizational commitment; and Siburian theoretical models of relationships that interpersonal communication, organizational culture, job satisfaction, and achievement motivation on organizational commitment. Thus, the results of eighth hypothesis proposed research have discovered a new form of *fixed model* or *theoretical model that describes the structure of a causal relationship between the variables of instructional leadership, knowledge of educational management, job satisfaction, and organizational commitment of SMP head* as proposed in Figure 3 *Variables Theoretical Model*.

Conclusion

Based on the foregoing descriptions and the results of the data analysis and discussion of the results of research conducted, it can be concluded as follows:
1. Instructional leadership positive direct effect on work motivation of junior high school (SMP) head.
2. Knowledge of educational management a positive direct effect on job satisfaction of SMP head.
3. Instructional leadership direct positive effect on job satisfaction of SMP head.
4. Knowledge of educational management a positive direct effect on job satisfaction of SMP head.
5. Instructional leadership positive direct effect on organizational commitment of SMP head.
6. Knowledge of educational management a positive direct effect on organizational commitment of SMP head.
7. Work motivation positive direct effect on organizational commitment of SMP head.
8. Job satisfaction is a positive direct effect on organizational commitment of SMP head.

Implications

Increased organizational commitment theoretically can be done by : (a) willing to work towards the achievement of organizational goals, (b) have a strong desire to survive as a member of the organization, and (c) have the trust and accept the goals and values of the organization. With those three things are expected to pursue will increase organizational commitment of junior high school head. Increased instructional leadership can be done by (a) make standardization of systems and procedures for the performance of duties, (b) develop indicators of the quality of work, (c) an inventory and formulate goals, needs and desires of subordinates in the work, so the leaders have a benchmark to meet the desires of the subordinate and (d) to plan and implement activities to meet the goals, desires and needs of subordinates.

Increased knowledge of educational management can be done by improving the aspects of the implementation of the vision and mission, empowering teachers and staff, guidance and direction, administrative management, improvement and development. Increased work motivation can be done through increased responsibilities in the execution of duty, a sense of excitement in the work, achievement of what is done, hope to get the incentives, and the pleasure gained praise of what is done. Increased job satisfaction can be done by: (1) make the job fun, (2) the payments, benefits, and fair promotion opportunities, (3) adjusting people with jobs that match their interests and skills, and (4) designing work so interesting and fun.

To improve the quality of education through improved organizational commitment SMP head there are some attempts to do the Head of Education and Culture of Medan include: (1) Maintaining ongoing leadership learning and improvement sought by exploring the knowledge about leadership , leadership training, workshops relevant intensively. (2) To increase job satisfaction can be done by (a) giving attention to career advancement/promotion for principals, so try implementing their duties properly; reward or remuneration adequate, equitable and sustainable for all outstanding principal, and give praise orally or in writing to the school principal who did his job well and discipline. (3) Involve principals actively in any activity that supports the execution of their duties and functions. (4) The increase in organizational commitment can also be done with efforts to (a) provide opportunities and financial assistance to the principal to participate in education and training related to the duties of school principals, (b) provide an opportunity to increase their knowledge and ability for the head school by giving permission to follow further education, and (c) give sympathetic attention to the problems faced by the school principal, in particular career advancement or promotion.

In relation to the factors affecting organizational commitment, school superintendent needs to consider the strengths and weaknesses of school principals in instructional leadership, knowledge of educational management, work motivation, and job satisfaction in order to provide input to improve these factors. School superintendent may conduct clinical supervision, fostering familiarity, establish good communication, improving transparency and good cooperation with the principal in order to provide feedback that can improve organizational commitment principals.

In line with efforts to improve quality of junior high school graduates, organizational commitment school principal should be improved continuously. Accordingly, the school principal as leaders and managers of school will be successful if the leader is able to influence subordinates to achieve goals. For that principals need to: (a) designing tasks to be performed, (b) decide on a way to perform the task, (c) selecting those who want to perform the task, (d) tell them why the job should be done, (e) to tell them how to do it, and (f) inform them when the task is carried.

Suggestions

Based on the conclusions and implications of the research, then put forward some suggestions for various party related directly or indirectly to the development of organizational commitment principals , such as the following. Should the Department of Education and Culture of Medan treat position head of high junior school as academic position and not as a political position, resulting in the appointment of the head of each school on the basis of professionalism principals. In addition, also the achievements and results of the work of the principal, so motivated to do better in order to increase work satisfaction. Organizing seminars related to the duties to professionalism principals intensively, seminar the results of action research schools, real exhibition principals, teachers, and students on a regular basis, as well as to enable the implementation of school-based management.

Educational supervisor should streamline of supervisory profession, both in the conduct of academic supervision and managerial supervision is true, as the chief steward for the SMP head, not as a mere oversight. Supervision results are used as an ingredient to improve or enhance the performance of principals and organizational commitment in the achievement of school goals effectively and efficiently. While the results of educational supervision, monitoring, and evaluation can be used to help draw up the head of junior school programs are better than ever. Principals SMP should continue to transform itself to understand and appreciate the importance of an education leader committed to the organization, so it does not make his school as a workplace, but more than that again is considered as a portion of himself, so it should be treated and maintained in order to remain healthy and thrive. For that, principals need to evaluate themselves on applied instructional leadership, knowledge of educational management that is owned, possessed of work motivation, job satisfaction perceived, and implemented organizational commitment.

The results of this self-evaluation should be discussed along with other principals in the forum deliberation school principal work (MKKS) or with teachers through informal discussions. Every decision making and solve problems schools, principals should involve all human resources (teachers, clerks, technicians, and other education personnel). Should the teachers and other education personnel receive an invitation to sit down with principals to make decisions and solve problems in the school is actively working meeting school, or informal discussions between principals and teachers, fellow teachers, and other school communities. The teachers are not waiting but proactive, and to develop an attitude will do our best and outright properly before others did so.

Acknowledgements

References

Allen, N.J., dan J.P.Meyer, 1997. ”The measurement and antecedents of affective,continuance, and normative commitment to organization”. *Journal of occupational vol. 4.*

Ambarita, Biner, 2010. ”Analisis Alur Utama Hubungan Variabel Penentu Kinerja Dosen (Pengaruh Kepemimpinan, Manajemen Personalia, Budaya Organisasi, Kepuasan Kerja, dan Komitmen Organisasi terhadap Kinerja Dosen di Universitas Negeri Medan”. *Disertasi*. Medan: Program Pascasarjana Universitas Negeri Medan.

Baron, R.A. and J. Greenberg, 1990. *Behavior in Organization: Understanding and Managing the Human Side of Work*, Third Edition. Toronto: Allyn and Bacon.

Baron, Robert A. dan Jerald Greenberg, 2000. *Behavior in Organization7th Edition.* New Jersey: Prentice Hall.

Bintang, Salman, dkk. (2011). *Pengaruh Motivasi, Wewenang, dan Komitmen Organisasi terhadap Kinerja Kepala SMP di Kota Medan.*Medan: Kerjasama Disdik Pemprovsu dengan Pascasarjana Universitas Negeri Medan.

Bloom, Benjamin S., et.al., 1981. *Taxonomy of Educational Objectives*. New York: Longman.

Colquit, Jason A., Jeffery A. LePine., dan Michael J. Wesson, 2009. *Organizational Behavior: Improving Performance and Commitment in the Workplace*. New York: McGraw-Hill Companies.

Darwito, 2008. “Analisis Pengaruh Gaya Kepemimpinan terhadap Kepuasan Kerja dan Komitmen Organisasi untuk Meningkatkan Kinerja Karyawan”. *Tesis.* Semarang: Program Pascasarjana Universitas Diponegoro Semarang.

Direktur Tenaga Kependidikan, 2007. *Kepemimpinan Pendidikan Persekolahan yang Efektif*, Jakarta: Departemen Pendidikan Nasional.

Direktur Tenaga Kependidikan, 2008. *Penilaian Kinerja Kepala Sekolah,* Jakarta: Departemen Pendidikan Nasional.

Engkoswara dan Aan Komariah, 2010. *Administrasi Pendidikan*. Bandung: Alfabeta.

Enjang, Sudarman, 2007. “Pengaruh Pengetahuan Organisasi, Hubungan antarpribadi, Komitmen Organisasi, dan Efektivitas Kepemimpinan terhadap Pengambilan Keputusan Kepala Sekolah (Principal Decision Making)”, *Sinopsis Disertasi*, Jakarta: Program Pascasarjana Universitas Negeri Jakarta.

Gatewood, Robert D.; Robert R. Taylor, and O. C. Ferrell. 1995. *Management: Comprehension, Analysis and Application*. Illinois: Richard D. Irwin, Inc.

Greenberg, Jerald and Robert A. Baron, 2000. *Behavior Organization*. New Jersey: Prentice-Hall. Inc.

Hamzah B. Uno, 2008. *Teori Motivasi & Pengukurannya. Analisis di Bidang Pendidikan*, Jakarta: Bumi Aksara.

Harsey, Paul and Kenneth H. Blanchard, 1988. *Management of Organizational Behaviour: Utilizing Human Resources*. New Jersey: Prentice Hall, Inc.

Husaini Usman, 2008. *Manajemen. Teori Praktik & Riset Pendidikan*, Jakarta: Bumi Aksara.

Ivancevich, John M.; Robert Konopaske; dan Michael Matteson, 2007. *Perilaku dan Manajemen Organisasi*. Terjemahan Gina Gania, Jakarta: Erlangga.

Ivancevich, John M.; James H. Donnelly and James L. Gibson, 1989. *Management Principle and Function*, Homewood Illinois: Richard D. Irwin.

Kementerian Pendidikan Nasional, 2010. *Pendidikan Karakter di Sekolah Menengah Pertama*. Jakarta: Direktorat Pembinaan SMP.

Kementerian Pendidikan Nasional, 2011. *Kepemimpinan Pembelajaran*, Jakarta: Badan Pengembangan Sumber Daya Manusia Pendidikan dan Penjaminan Mutu Pendidikan.

Koontz, Harold dan Cyril O'Donnell, 1984. *Management, a System and Contingency Analysis of Managerial Function*. Tokyo: Mcgraw Hill, Kogakusha.

Kreitner, Robert and Angelo Kinicki, 2007. *Organizational Behavior.* New York: McGraw Hill.

Luthans, Fred.,2006. *Organization Behavior. 10 th. Edition* Terjemahan Vivin Andhika Yureno. *et al*. Yogyakarta: Andi.

Luthans, Fred, 2005. *Organizational Behavior*. New York: McGraw Hill International Editions.

Made Pidarta, 2004. *Manajemen Pendidikan Indonesia*. Jakarta: Rineka Cipta.

Manullang, Belferik, 2006. *Kepemimpinan Pedagogis. Membangun Karakter Sumber Daya Manusia,* Medan: Program Pascasarjana Universitas Negeri Medan.

Mangkunegara, A.A. Anwar Prabu, 2005. *Perilaku dan budaya organisasi.* Bandung: Refika Aditama.

Manullang, Martua, 2013. "Pengaruh Pengetahuan Organisasi, Motivasi Berprestasi, Pengambilan Keputusan, dan Komitmen Organisasi terhadap Kinerja Kepala Sekolah (Studi pada SMP Kota Medan)" *Sinopsis Disertasi.* Medan: Universitas Negeri Medan.

McClelland, David C., et. al., 1995. *The Achievement Motive.* New York: Irvington Publisher, Inc.

McShane, Steven and Mary Ann Von Glibav, 2008. *Organizational Behavior*. New York. McGraw Hill Companies, Inc.

Menteri Pendidikan dan Kebudayaan, 2011, "Tingkat Pendidikan Masyarakat Indonesia Menurun", *Harian Sinar Indonesia Baru*, tanggal 9 November 2011, halaman 11, kolom 7 – 8.

Miner, John B., 1992. *Industrial Organizational Psicholosi*, New York: McGraw-Hill, Inc.

Mintorogo, Antonius, 1997. *Kepemimpinan dalam Organisasi.* Jakarta: STIA-LAN.

Nawawi, Hadari, 2000. *Kepemimpinan yang Efektif.* Yogyakarta: Gajah Mada University Press.

Newstroom, John W., 2007. *Organizational Behavior: Human Behavior at Work*. New York: McGraw-Hill Companies.

Newstoom, John. W. dan Keith Davis, 1997. *Organizational Behavior Human Behavior at Work*. New Delhi : Mc. Graw-Hill.

Pakpahan, Wannen, 2009. "Pengaruh Pengetahuan Manajerial, Budaya Organisasi, dan Motivasi Kerja terhadap Kinerja Kepala Sekolah SMK Negeri di Provinsi DKI Jakarta (2009)". *Sinopsis Disertasi*, Jakarta: Program Pascasarjana Universitas Negeri Jakarta.

Robbins, Stephen P. dan Timothy A. Judge, 2007. *Organizational Behavior*, Philippine: McGraw-Hill.

_____, 2009. *Organizational Behavior.* New Jersey: Prentice Hall, Inc.

Schatz,. K. and L. Schatz, 1995. *Managing by Influence*. New Jersey: Prentice Hall, Inc.

Sianturi, Marudut, 2012. Pengaruh Kepemimpinan Transformasional, Komunikasi Interpersonal, Pemberdayaan Pegawai, dan Motivasi terhadap Komitmen Organisasi. *Sinopsis Disertasi* Medan: Program Pascasarjana Universitas Negeri Medan.

Siburian, Tiurasi, 2013. "Pengaruh Komunikasi Interpersonal, Budaya Organisasi, Kepuasan Kerja, Dan Motivasi Berprestasi Terhadap Komitmen Organisasi Guru Sma Negeri Di Kabupaten Humbang

Hasundutan."*Sinopsis Disertasi*, Medan: Program Pascasarjana Universitas Negeri Medan.

Siburian, Panigoran, 2012. "Pengaruh Gaya Kepemimpinan, Motivasi Kerja, dan Kepuasan Kerja terhadap Kinerja Kepala Sekolah Menengah Pertama di Kabupaten Deliserdang". *Sinopsis Disertasi.* Medan: Program Pascasarjana Universitas Negegri Medan.

Siburian, Paningkat, 2012. "Pengaruh Budaya Organisasi, Perilaku Inovatif, Kepuasan Kerja, dan Motivasi Kerja terhadap Kinerja Kepala SMK (Pengembangan Model Teoretis Kinerja Melalui Studi Empiris pada SMK di Kota Medan)". *Disertasi*. Medan: Program Pascasarjana Universitas Negeri Medan.

Situmorang, Benyamin, 2012. "Pengaruh Budaya Organisasi, Kepemimpinan, Komunikasi Interpersonal, dan Kepuasan Kerja terhadap Komitmen Organisasi Kepala Sekolah (Sebuah Studi Kasus pada SMK di Kota Medan)" *Disertasi.* Medan: Program Pascasarjana Universitas Negeri Medan.

Sopiah, 2008. *Perilaku Organisasi.* Yokyakarta: Penerbit Andi Offset.

Steers, Richard M. and Lymann W. Porter, 2003. *Motivation And Work Behavior,* New York: Mc Graw-Hill, Inc.

Steven L. McShane and Mary Ann Von Glibav, 2008. *Organizational Behavior.* New York. Mc Graw Hill Companies, Inc.

Suriasumantri, Jujun. S., 2007. *Filsafat Ilmu: Sebuah Pengantar Populer.* Jakarta: Pustaka Sinar Harapan.

Taruna Dwidjajaadi. Pengaruh Gaya Kepemimpinan, Motivasi Kerja, Lingkungan Fisik dan Teknologi terhadap Keefektifan Organisasi di Direktorat Jenderal Anggaran Departemen Keuangan RI. *Sinopsis Disertasi* (Jakarta: Program Pascasarjana Universitas Negeri Jakarta, 2008

Tilaar, H.A.R., 2006. *Manajemen Pendidikan Nasional*. Bandung: Remaja Rosdakarya.

Wau, Yasaratodo, 2012. "Pengaruh Kepemimpinan Partisipatif, Kemampuan Pribadi, Iklim Kerja, dan   Motivasi Berprestasi terhadap Komitmen Afektif Kepala Sekolah (Studi Empiris pada Sekolah   Menengah Pertama di Pulau Nias)". *Disertasi*, Medan: Sekolah Pascasarjana Universitas Negeri Medan.

Wexley, Kenneth N dan Gary A. Yukl, 2005. *Perilaku Organisasi dan Psikologi Personalia,* Diterjemahkan oleh Muh. Shobaruddin. Jakarta: Rineke Cipta.

Weber L. *Leading the Instructional Program.* Oregon: Clearing House of Educational Management, 1996,

Yaple, Ronald N., 1997. *The Success Principle* (New York : Mac Milland.