

**EFFECT OF LEADERSHIP HEAD OF LEADERSHIP, CULTURAL SCHOOL AND
WORK SATISFACTION TO TEACHER SMA PERFORMANCE
COUNTRY IN THE MEDAN CITY
(STRUCTUR EQUATION MODEL APPROACH)**

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ABSTRACT

The fact that some of the conditions in the field do not reflect the real, there are some teachers who in totality more to pursue the sideline activities, both in accordance with the profession and that are not appropriate profession. Many invite questions in the community that whether the teachers who have been said professional (got a professional certificate) has a consistency to the profession? On the other hand, the performance of teachers is much questioned when talking about improving the quality of education, on the other hand the teachers demand adequate welfare. Performance is a reflection of the success of an organization, it is considered important to measure the characteristics of its workforce. Teacher performance is a manifestation of work done by a teacher who usually digunakan as the basis of assessment of teachers or schools. Good teacher performance is one aspect that determines the achievement of quality education, especially in schools. Can be said that teachers who have good performance will have an impact with the results of its activities mainly related to the process of learning activities, where the output will increase both in quantity and quality eksplanatori research is designed with a quantitative approach to the subject 228 teachers SMA Negeri in Medan. The data required in this study were collected by questionnaire method. Data analysis was done by using SEM (Structural Equation Modeling) analysis, using AMOS version 22.0 application. The results of the study found: (1) Principal Leadership influenced Teacher Performance, (2) Leadership of Principal Affects Teacher Work Satisfaction, (3) School Culture Affects Teacher Performance, (4) School Culture has no effect on Teacher Work Satisfaction, and (5) Master's Job Satisfaction has an effect on Teacher Performance.

Key Words: Teacher Performance of SMA Negeri Medan, Headmaster Leader, School Culture and Teacher Satisfaction.

Education is one of the main factors in building and improving the quality or quality of Human Resources (HR). Improving the quality of human resources is a fact that must be done in a planned, directed, effective and efficient in the development process. Recognizing this, the Provincial Government as well as the District / City Government and the school (education unit) are very serious in improving the quality of education, because with a good education management system is expected to produce quality learners and able to adapt to live in society, nation and state.

The present and future competition has been globalized and followed by changes in economic conditions that cause many organizations including schools to carry out restructuring measures. This became the trigger of the paradigm shift of the school organization from traditional to modern. This condition should be fully realized and prepared proportionally and professionally. This preparation is primarily on qualified human resource factors with appropriate qualifications. Therefore, the improvement of human resources in this case the teacher is very important in the effort to improve and optimize services for the community, especially students. So it needs to be done continuous and continuous efforts in facing the demands of society. In the world of education, teachers (educators) is one of the most decisive components in improving the quality of education as a whole, which should get attention, because the teachers have an effect on the creation of quality education processes and results. Therefore, one of the efforts to improve the quality of education, needs to be supported by qualified and professional teachers.

To improve the competence of teachers to become qualified and professional teachers, the government has issued Law no. 14 Year 2005 tentang Teachers and Lecturers. With the issuance of the Teachers and Lecturers Law which is the government policy in direct intervention to improve the quality of teacher competence through the requirement for teachers to have strata 1 or D4 qualification for teachers and have professional certification. With the certification of teachers then the teacher is entitled to a professional allowance and deserve to be called as a professional teacher.

Professional comes from the word profession means a field that someone wants or pursue. According to Webstar (1989), the profession can be defined as a particular position or job that requires special knowledge and skills gained from intensive academic education. In the Law no. Law No. 14 of 2005, on Teachers and Lecturers, Article 7, states that the profession of teachers and lecturers is a special field of work performed on the following principles: (1) having talents, interests, calling souls, and idealism, (2) quality of education, faith and noble character, (3) have academic qualifications and educational background in accordance with the task field, (4) have the necessary competence in accordance with the task field, (5) have responsibility for the implementation of professional duties, (6) (7) having the opportunity to develop professionalism in a sustainable manner with lifelong learning, (8) having legal protection in performing professional duties, (9) having a professional organization having authority to regulate related matters with teacher professional duties.

It can be said that improving the quality of education can be defined as a process that is integrated with the process of improving the quality of human resources itself. Recognizing the importance of the process of improving the quality of human resources in this case the teacher, the

government hand in hand with the private sector has been and continue to strive with various educational development efforts of higher quality, among others through the development and improvement of curriculum and evaluation system, improvement of education infrastructure, teaching materials, providing educational opportunities and training for teachers, as well as providing adequate welfare for teachers.

In improving the quality of education, especially in schools, the role of teachers is a key element in the education process. Teachers have the task of guiding, directing and also become role models for students. A professional teacher is a teacher who is able to show that he is capable of producing good performance for the creation of a quality education. But the competence of teachers to innovate and be creative as an effort to improve performance does not always develop fairly and smoothly. This is due to the influence of several factors both internal factors and external factors.

The fact that some of the conditions in the field do not reflect the real, there are some teachers who in totality more to pursue the sideline activities, both in accordance with the profession and that are not appropriate profession. Many invite questions in the community that whether the teachers who have been said professional (got a professional certificate) has a consistency to the profession? On the other hand, the performance of teachers is much questioned when talking about improving the quality of education, on the other hand the teachers demand adequate welfare. The occurrence of controversy between the ideal conditions that must be undertaken by teachers in accordance with the expectations of Law No. 20 of 2003 on National Education System with the fact that occurred in the field is necessary and deserves to be observed and taken seriously by understanding the factors that affect the performance of teachers. For that need to look for alternative solutions so that the factors that affect the performance of teachers can be found so as not to become an obstacle for improving teacher performance but able to improve and encourage teacher performance to a better direction.

Performance is a reflection of the success of an organization, it is considered important to measure the characteristics of its workforce. Teacher performance is a manifestation of work done by a teacher who usually digunakan as the basis of assessment of teachers or schools. Good teacher performance is one aspect that determines the achievement of quality education, especially in schools. It can be said that teachers who have good performance will have an impact with the results of its activities mainly related to the process of learning activities, where the output will increase both in quantity and quality. Performance is always a sign of success of an organization and the people that exist in the oragnisasi. Meanwhile, Stoner and Freeman argue, performance is the key that must function effectively for the organization as a whole to be successful. According to Salim Peter (1991), performance is used when a person performs a task or process skillfully in accordance with existing procedures and conditions.

Furthermore, Kotter and Heskett (1998) define performance as the result of work produced by an employee in a certain time unit. According to him, that the performance is the result of the real work of a person or company that can be seen, calculated in number and can be recorded at the time of acquisition. Leadership has an important role in management, because the role of a leader is the

elaboration of a series of leadership functions to achieve organizational goals. According to the Decree of the State Personnel Administration Board (BKN) no. 22 / KEP / 1972 states that leadership is an activity to convince others so that can be brought participate in a job. According to Wahjosumidjo, in organizational practice, the word "lead" implies connotation of moving, guiding, protecting, nurturing, setting an example, giving encouragement, giving help and so forth.

According to Gibson (1988), leadership is an attempt to use non-coercive types of influence to motivate people to achieve certain goals. Leadership is an interaction between members of a group. Leaders are agents of change, people whose behavior will influence others more. Davis and Newstrom define that leadership is the process of encouraging and helping others to work enthusiastically in achieving goals.

Many things can be done to improve the quality of education. One of them is to build a culture or school culture well. School culture as a quality of school life that grows and develops based on the spirit and values held by the school, in the form of how the color of schools such as school committees (school schools), school foundations (for private schools), principals, teachers, employees, and students work, learn and relate to each other.

Essential factors in shaping students into optimistic human beings, daring to appear, cooperate and have the skills of personal and academic is the school culture. School is basically a combination of various interaction links from the components that exist in it both academic and non academic. These interactions include: teacher interaction with students formally in learning, interaction between teachers and administrators, interaction between students, interaction between teachers and between administrative staff, interaction between teacher and principal, and so forth.

Herbert (1981) states Job Satisfaction is a Personal Reaction, an Emotional State (job satisfaction is a personal and emotional reaction). Therefore, everyone's job satisfaction is not the same or relative. Satisfied for someone is not necessarily satisfied for others. In line with that Davis & Newstrom (2000) suggests that job satisfaction is something of pleasure or displeasure with the job chosen and the satisfaction is dynamic or changing. The meaning of his words, that the selected job there that gives pleasure and some are unpleasant. Fun work will bring satisfaction. Conversely, unpleasant work can lead to discontent. Luthans states that satisfaction is a person's perception of everything seen.

Based on the framework can be formulated research objectives, namely: (1) Influence Principal Leadership on Teacher Work Satisfaction, (2) Influence Principal Leadership on Teacher Performance, (3) School Culture Influence on Job Satisfaction Teacher, (4) on Teacher Performance and (5) The Effect of Teacher Work Satisfaction on Teacher Performance of SMA Negeri in Medan City.

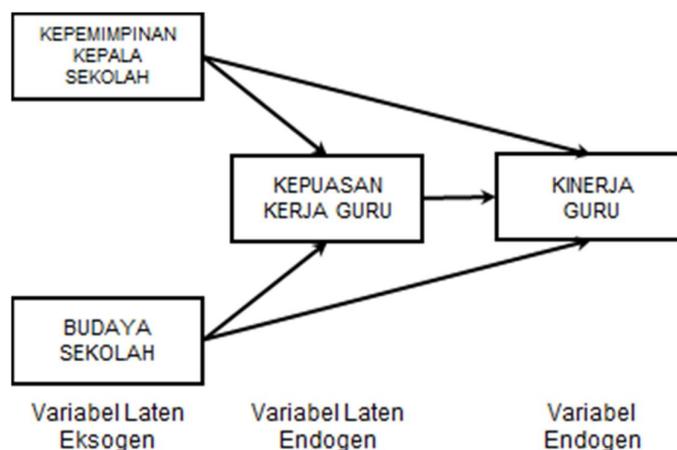


Figure 1 :
Research Thinking Framework

Research Methods

Based on the problems and objectives that have been determined, the research method used is survey method with the technique of giving questionnaires to all respondents who participated in this study. Meanwhile, to analyze the causal relationship between latent variables used Structural Equation Model (SEM) analysis. According to Joreskog and Sorbom (1996), the structural model (structural model, structural theory) is essentially a tentative answer (hypothesis) to the proposed explanatory research problem, ie prediction of causal relationships among latent variables that are assumed in the form of path diagrams and structural equations certain.

This study analyzed the influence of one variable with other variables. The variables tested consisted of two exogenous latent variables, namely: principal leadership (ξ_1), and school culture (ξ_2), one endogenous latent variables, namely: teacher job satisfaction (η_1)

Population and Sample Research

The population of this study were all public and private high school teachers in Medan City as many as 5,964 teachers with the following details: (1) by employment status there were 3,684 permanent teachers (civil servants and foundations), 2,174 non-permanent teachers, 2 central auxiliary teachers and 4 auxiliary teachers (2) by age group there are 25 teachers under 25 years old, 1,282 teachers aged 20 years up to 29 years, 1,806 teachers aged 30 years up to 39 years old, 1,865 teachers aged 40 years to 49 years, 893 teachers aged 50 years up to 59 years old and 93 teachers over 59 years old, (3) according to the work period there are 1,904 under 5 years old teachers, 1,387 working teachers from 5 years to 9 years, 892 working teachers 10 years up to 14 years old, 651 working teachers 15 years old up to 19 years old, 555 working teachers 20 years up to 24 years and 575 working teachers over 24 years, (4) according to the highest certificate there are 33 teachers under or equal to senior high school, 54 D1 certified teachers, 3 certified teachers D2, 309 D3

certified teachers, 5,151 teachers are S1, 410 teachers are S2 and 4 certified teachers of S3. The technique of determining the sample in this study is determined by the technique of Proportional Random Sampling. To determine the number of sample members using Slovin rumors, then the number of samples in this study were 228 samples.

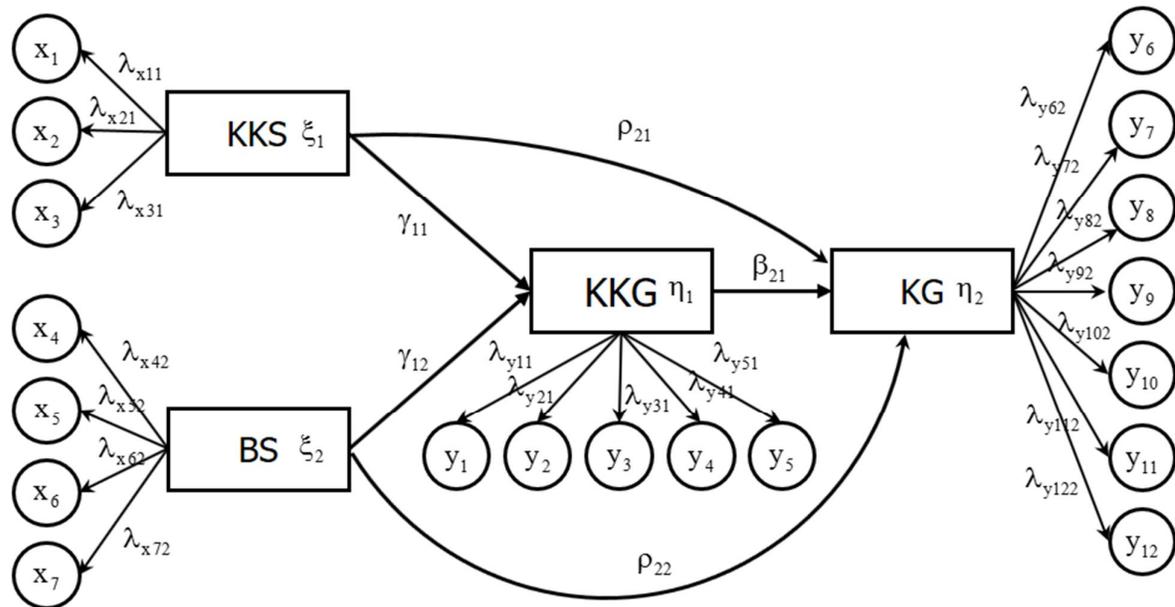


Figure 2 :
Diagram Structure Equation Model

Where :

ξ (ksi) : Variable laten eksogen consists : headmaster leader (ξ_1) , dan School Culture (ξ_2) ,

η (eta) : Variable laten endogen consists: teacher satisfaction (η_1)

γ (gamma) : Direct relationship variable eksogen to variable endogen

β (beta) : Direct relationship variable endogen to variable endogen

ρ (rho) : Direct relationship variable laten eksogen to variable endogen

λ (alfa) : Direct relationship variable eksogen to variable manifest

Testing is done on the measurement model to see the level of harmony (goodness of fit). In addition through confirmatory analysis techniques also tested the reliability of manifest variables to latent variables to know that the manifest is an appropriate indicator of the construct. The alignment test criteria of the measurement model are as follows:

Table 1
Criteria for Alignment Test of Measurement Model

No.	Fit Model	Decision
	Chi-Square, df	Non-Signifikan
1.	P-Value	$\geq 0,05$
2.	Cmin/df	$\leq 2,00$
3.	RMR (<i>standardized</i>)	$\leq 0,08$
4.	RMSEA	$\leq 0,08$
5.	GFI	$\geq 0,90$
6.	AGFI	$\geq 0,90$
7.	CFI	$\geq 0,94$
8.	IFI	$\geq 0,94$
9.	NNFI	$\geq 0,94$

Sumber : Solimun (2002)

Research Result

The unidimensionality test of construct is done by using confirmatory factor analysis. In the analysis, the validity level of each indicator is shown by comparing the value of P-Value with Chi-Square or by comparing the T-Value with T-Table based on the 5% (0,05) alpha error rate. Certainty where Chi-Square of noldanP-Value is equal to one degree of freedom is zero, it can be stated that the coefficients of the variable from the manifest variable are valid. Or another way, if the T-Value is greater than T-Table, it can be concluded that the coefficient of the manifest is valid, and vice versa. While the reliability of the construct is obtained by using the formula of Ferdinand (2002), as follows:

$$fc = \frac{(\sum \lambda)^2}{(\sum \lambda)^2 + (\sum e)}$$

Where fc = lever of reliability konstruk, λ = Lambda or *loading factor* and e = *error*

In general, the result of dimensionality of latent variables studied, obtained evidence that several manifestes construct variables X1 = Principal Leadership (KKS), X2 = School Culture (BS), X3 = Teacher Work Satisfaction (KKG) and Y = Teacher Performance (KG) fall in unidimensional testing of constructs by using confirmatory factor analysis. For the X1 variable conceptually collected by 3 manifests, from the test there are only 2 that have the convergent and constructive validity of the constructs in accordance with the popularized. In the latent variable X2, of the 4 manifest variables that conceptually construct, 1 of them fall out because the convergent validity and reliability do not populate the requirements. Meanwhile, for the X3 variable, there are 2 varianiabel manifes that fall, so empirically this variable is constructed by 3 manifest variables. While for endogenous latent variable of teacher performance (Y), conceptually from 7 manifest which construct, empirically proven only 4 manifest which have convergence validity and construct reliability according to required.

From 12 (twelve) times of the simulation of the measurement model, two modified measurement models which have a goodness of fit with a coefficient of magnitude that meets the criteria as an empirical model of good research findings. In the simulation of the third alternative model test, we have identified the model of structural equation which has considerable differences when compared with the first and second alternative models. In the third model test simulation some indicators or manifest variables are eliminated from the structural model. Based on each manifest that constructs a latent variable meets the validity criteria. Proven value of T-value is greater than T-table value with significant alpha level of 5%. From the result of simulation analysis of model test also obtained the structural equation which can be presented in the following equation of structural model.

$$KKG = 0,65 KKS + 0,26 \text{ with } R^2 = 0,78 \text{-----} (1)$$

$$KG = 0,52 KKG + 0,42 KKS + 0,12 \text{ with } R^2 = 0,82 \text{-----} (2)$$

Thus the structural model equations resulting from the third model test simulation. The coefficient of determination (R^2) states that the percentage of variation relationship between endogenous variables is quite large. For the first equation there are 22% variation of the variable of Teacher Work Satisfaction, related to the variation of other variables that are not studied in this research. For the second equation, it is stated that 18% variations of Teacher Performance variables are related to the variation in this study.

Discussion Result

Leadership of principals has a positive effect on teacher job satisfaction. Based on equation 1 in the empirical structural model of the research results, the principal leadership variables are constructed by (1) the influence of the principal's authority and (2) the principal's behavior. While the variable of teacher work satisfaction is constructed by (1) wages or salary received, (2) relationship with headmaster, and (3) result of work. When viewed on the basis of teacher job satisfaction, the leadership of the principal has a positive effect on teacher performance. Therefore, it is found that equation 2 in the empirical structural model of the research results, teacher teacher performance variables are constructed by (1) mastering the subjects, (2) utilizing learning resources, (3) mastering and developing teaching methods and (4) assessing learning process and outcomes.

Conclusions and recommendations

From the whole research process can be drawn conclusion applicable for research subject, that is teacher of State Senior High School in Medan City as follows: (1) leadership of principal have positive effect to teacher work satisfaction, (2) teacher work satisfaction have positive effect to teacher performance, (3) and the leadership of the principal has a positive effect on teacher performance. Based on the results of research focusing on the performance of high school teachers in Medan City, several suggestions may be proposed: (1) the principal needs to have the authority to lead the school, (2) the principal has a commendable behavior, (3) the creation of culture (4) implementation of monitoring and evaluation conducted by school principals and school supervisors in the learning process in the classroom, (5) the existence of effective communication patterns among the school community, (6) the existence of adequate wages or salary accepted by teachers, (7) a harmonious relationship between teacher and principal, and (8) the principal motivates teachers to have teacher satisfaction levels in the work.

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