

THE INFLUENCE OF PRINCIPAL LEADERSHIP, JOB MOTIVATION AND ORGANIZATIONAL CULTURE ON JOB SATISFACTION AND ITS IMPLICATION ON PERFORMANCE OF CERTIFIED TEACHERS

Lijan Poltak Sinambela

Lecturer of post graduate program,
Magister of Management Tantular University, Jakarta, Indonesia

Sarton Sinambela 

Lecturer of post graduate program,
Magister of Management Tantular University, Jakarta, Indonesia
sartonsinambela@yahoo.com

Alfedi

Lecturer Faculty of Economics, University of MPU Tantular Jakarta, Indonesia
alfedi.@g.mail.com

Abstract

The essential problem of this research is how certified teachers in Serang city can improve their performance. This research focused to know the role of principal leadership, teacher motivation, school organizational culture through job satisfaction against performance of certified teachers in Serang city. The research method used is descriptive and verification. The population in this research are all certified teachers in Serang city. 336 respondents were selected using a random sampling technique. Data collected through the research instrument. Validity of the instrument was tested using correlation product moment techniques, while for reliability was tested with Cronbach Alpha formula. Data was subject to SEM (Structural Equation Modeling) with Lisrel. The results showed that principal leadership positive and significant effect on job satisfaction, motivation of teachers positive and significant impact on job satisfaction, school organizational culture positive and significant impact on job satisfaction, and leadership of the

principal, teacher motivation and School Organizational Culture simultaneously positive and significant impact on job satisfaction with a partially variable most dominant influence on job satisfaction is work motivation of teachers. Principal leadership positive and significant effect on the performance of teachers, teacher motivation impact positive and significant impact on the performance of teachers, school organizational culture positive and significant impact on the performance of teachers, job satisfaction positive and a significant effect on the performance of teachers and Principal leadership, teacher motivation, school organization culture and job satisfaction simultaneously positive and significant impact on the performance of the teacher with a partially variable most dominant influence on the performance of the teacher is job satisfaction.

Keywords: Principal Leadership, Job Motivation of Teachers, Organizational Culture, Job Satisfaction, Teachers Certified Performance

INTRODUCTION

According to the World Education Forum (WEF, 2014), stated that the key to development and advancement of education in the country is because of the government's concern is so serious in dealing with the education sector. Then Soemarto (2002: 1), adding that the success of a nation in building a barometer of the level of education into the nation's progress is concerned. Meanwhile, according to Djoko Kustono (2007: 2), the quality of teachers in Indonesia is still relatively low. This is partly due to non-fulfillment of the minimum educational qualification, especially when referring to the mandate of the Law. RI. No. 14 of 2005 on Teachers and Lecturers (UUGD), and Regulation No. 19 of 2005 on National Education Standards (NES). Law No. 14 Year 2005 on Teachers and Lecturers expressly stated that the position of teachers as professionals works to improve the dignity and role of the teacher as an agent of learning to improve the quality of national education. Then the Government Regulation No. 74 Year 2008 concerning the teacher mentioned that teachers have a work load of at least 24 hours of face-to-face and a maximum of 40 hours per week of face-to-face.

To improve the quality and relevance of education, the availability of qualified educators and in sufficient quantities, as well as the equitable distribution is an absolute requirement that must be met. At the elementary level, the national ratio of teachers to students is included in both categories, namely 17 students per teacher. At the junior high school and high school teachers to the national ratio of students each has reached 16 students and 15 students per teacher, but when seen data per province, was the disparity ratio of teachers to students is wide

enough between provinces. Based on data from the Ministry of Education and Culture shows Banten Province has the lowest ratio compared with the five provinces in Java. In Banten province elementary school teacher to student ratio is still very low at only around 1: 27, while the standard national ratio of 1: 17. Likewise, the education junior high school and vocational school in Banten province, reaching only teacher to student ratio, respectively 1: 28, 1: 26 and 1: 35 are still relatively low compared with the ratio of national standards that each ratio Junior secondary school teachers, high school, junior high and high respectively 1: 16, 1: 15 and 1: 35. (Source: Ministry of Education and Culture, 2014)

Besides the low disparity teacher ratio in Banten province, the quality of educational services visible also on the availability of the number of primary school teachers / MI 68 301 people, SMP / MTS 39 660 people, high school 10 783 people, MA 8828 people, and SMK 10 973 people with a total availability of teachers 138 545 people. On the other hand based on the total amount of the availability of suitably qualified teachers are already 76 549 (55.25%) and does not meet the qualification 61 996 people (44.75%). This shows still necessary efforts to improve the quality of teachers through increased qualification and certification.

The low ratio of teachers in the province of Banten as well as the high number of teachers have appropriate certification (44.75%) is one of the causes are still fairly high rate of students failing to follow the National Examination (UN). Based on data from the Department of Education Banten 2014 graduation rate at the Regional Cities in the province of Banten adalag as follows, Serang than 8012 student participants from the UN, as many as 32 students (0.39%) did not pass. Tangerang city of 22 862 participants from the UN, which did not pass as much as 8 students (0.03%); Cilegon city of the 5562 UN participants who did not pass the 6 siswa (0.12%); for South Tangerang City from 13 614 participants, who did not pass as many as 24 students (0.18%).

Based on the rate of students failing the above, it appears that four town is located in the province of Banten, the highest rate of failure was in Serang by 0.39% while the lowest was in the city of Tangerang with 0.03%. The high failure in Serang city, which reached 0.39% in 2013 showed that there are still relatively low performance of teachers. The low performance of teachers in Serang city Banten province, other than indicated by the low ratio of teachers to students, and there are many teachers who have the appropriate certification is more indicated by the number of teachers who teach less than the minimum limit of 24 hours per week as stipulated Government Regulation No. 74 of 2008. According to data from Serang City Department of Education in 2013, that the average amount of time teaching elementary school teachers less than 24 hours / week is still relatively high, reaching 29%, while the number of junior high school teacher teaching time less than 24 hours / week by 81%, and the amount of

time teachers teach SMA / SMK less than 24 hours / week reached 81%. So that the overall amount of teaching time is less than 24 kam / week Master in Serang city is still relatively high, reaching 57%.

Then the low performance of teachers in Serang city indicated on teacher performance data in Serang City Education Department with reference to performance management in this regard the performance management of teachers. According to data from the Education Office Attack (2013), shows that the teacher's performance during the last five years still shows low, both in the planning of learning is still below the target set by the Department of Education Serang province only reached 67% of 100% set , Likewise, the performance of teachers in the aspects of the implementation and evaluation is still below the target set that each dive the last five years were able to achieve an average 64% and 69% of the 100% target set.

Research Objective

This research was conducted in order to identify and analyze:

1. The influence of principal leadership on job satisfaction of certified teachers in Serang city.
2. The influence of teacher motivation on job satisfaction of certified teachers in Serang city.
3. The influence of school organizational culture on job satisfaction of certified teachers in Serang city.
4. Principal leadership, teacher motivation and school organizational culture influence on job satisfaction of certified teachers in Serang city.
5. The influence of principal leadership on the performance of certified teachers in Serang city.
6. The influence of teachers' motivation on the performance of certified teachers in Serang city
7. The influence of school organizational culture on the performance of certified teachers in Serang city
8. The influence of job satisfaction on the performance of certified teachers in Serang city
9. Principal leadership, teacher motivation, school organization culture and job satisfaction together influence on the performance of certified teachers in Serang city.

LITERATURE REVIEW

Principal Leadership

Leadership is the ability and readiness of a person to be able to influence, encourage, persuade, lead, moving and if necessary compel others, that he received the influence it and then do something that can help achieve something mean or specific purposes (Treated et al, 2005: 23). Leadership is the ability to move to motivate and influence people to be willing to take actions directed at achieving goals through the courage to take decisions about the activities

that must be performed (Hadari Nawawi, 2003; 81). Leadership is the work done by someone with all the ability they have to influence, encourage, guide and propel individuals so that they want to work with enthusiasm and confidence in achieving the goals of the organization (Burhanuddin, 2005; 63).

Motivation

Motivation comes from the Latin "movere" meaning urge or drive. Many terms are used for motivation (motivation) or motif among other needs (need), desire (wish) and drive (drive). Motivation is a psychological process that exist within the individual, an impetus which would result in behavior to malakukan a particular action (Becker, 2010: 778). Stanford in Gagne (2009: 575), defines motivation as follows: "Motivation as an energizing condition of the organism that serves to direct that the organism toward the goal of a Certain class". Motivation as a condition that move people towards a particular goal. While Gagne (2009: 600) defines motivation as "a stimulant desire and willingness to work one's motive power". While Gu et al (2010: 35) defines motivation "as a state in the person of someone who encourages the desire of individuals to undertake certain activities in order to achieve a goal." In a more systematic view of Robbins (2003: 205), suggests that the definition of motivation as follows: "Motivation as a willingness to issue a high level of effort toward organizational goals, conditioned by the effort's ability to satisfy an individual requirement".

Organizational culture

According to Schein in Luthans (2008: 40), organizational culture is a pattern of basic assumptions together are created, discovered, or developed by certain groups, such as learning to overcome the problem of external adaptation and internal integration that has worked well enough to be considered valid to be taught to new members as the correct way to perceive, think and feel in relation to the problems. Organizational culture according to Gibson et al (2006: 283) organizational culture is a mix between the values of trust and norms are defined as any behavior within an organization. According Mossholder et al (2011: 40-41), presented 10 (ten) characteristics include structural and behavioral dimensions of the distinctive culture of the organization viz. individual initiative, tolerance towards risk, direction, integration, support from the management, control, identity, reward system, tolerance of conflict.

Job satisfaction

Job satisfaction is the general attitude towards one's work, which shows amount that they believe they should receive (Robbins, 2003: 78). Greenberg and Baron (2008: 148) describes

job satisfaction as a positive or negative attitude made individually for their work, while also job satisfaction as thoughts, feelings, and the tendency of one's actions, which is a person's attitude towards work. Similar views expressed Gibson (2006: 106) states job satisfaction as the attitude of the workers about their jobs. It is the result of their perception of the job.

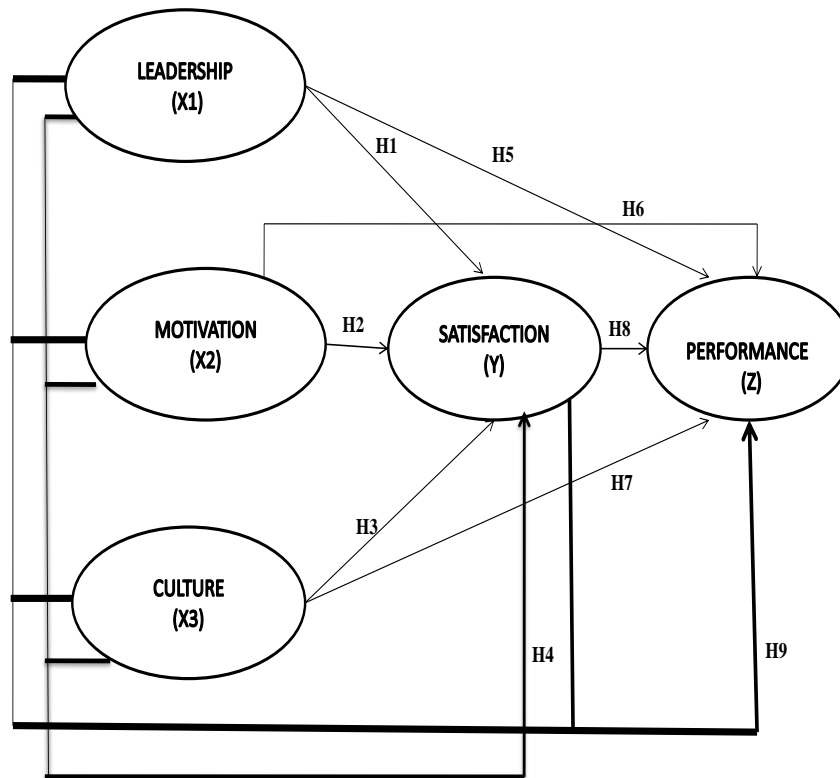
Job satisfaction is an affective or emotional responses to the various aspects of a person's work (Kreitner and Kinicki, 2008: 224). This definition shows that satisfaction is not a single concept. A person can be relatively satisfied with one aspect of the job and not be satisfied with one or more other aspects. The job requires interaction with colleagues and superiors, follow the rules and policies of the organization, meet the performance standards, life with working conditions that are often less than ideal, and the like. Job satisfaction, attitude and not the behavior. Job satisfaction is primary dependent variable for two reasons, namely: (1) shows the relationship with performance factors; and (2) the preference values held by many researchers of organizational behavior. The belief that satisfied employees are more productive than those not content to be establishment managers many years. However, many questioned the fact that the assumption of a causal relationship. Researchers who have strong values of humanity deny that satisfaction is a legitimate goal of an organization. They also denied that the organization responsible for providing challenging work, and intrinsically appreciate.

Teacher's Performance

Teacher's Performance is the ability of teachers and teachers' efforts to implement the learning task as well as possible in the teaching program planning, implementation and evaluation of learning activities learning outcomes. Teacher performance achieved should be based on the standards of professional capability for carrying out duties as a teacher at the school. Relating to the performance of teachers in implementing the learning activity, there is a task of professionalism of teachers according to the Law of the Republic of Indonesia Number 14 Year 2005 Article 20 (a) on Teachers and Lecturers are planning lessons, implementing the learning process quality, as well as assess and evaluate learning outcomes. Good teacher performance is certainly reflected in their performance both from the appearance of academic ability and the ability of the profession to be a teacher means being able to manage teaching in the classroom and outside the classroom to educate students as well as possible.

According Middlewood and Cardno (2001: 222), there are some indicators that can be seen in the role of teachers in improving the ability of the teaching-learning process. The performance indicator is the ability to plan learning, ability to implement teaching and learning activities, and the ability to evaluate.

Figure 1. Theoretical Model of Research



RESEACRH METHOD

This research is classified in this type of survey research, the research conducted on large populations and small, but the data studied are data from a sample taken from the population, so found the events relative, distribution and relationships between variables sociological, and psychological, (Kerlinger in Riduwan, 2007). In the context of this study, a survey was conducted to see the conditions and relationship variables studied, the variables of leadership, motivation, organizational culture and job satisfaction as an independent variable and performance as the dependent variable. Under these conditions, this study used a descriptive method.

1. Principal leadership (ξ_1) as independent variables,
2. Work motivation (ξ_2) as independent variables,
3. Cultural organization (ξ_3) as independent variables,
4. Job satisfaction (η_1) as an intermediate variable, and
5. The performance of teachers (η_2) as the dependent variable.

The population in this study are primary school teachers, SMP, SMA and SMK who have been certified in Serang City area totaling 2127 Teacher (Source: Serang City Department of Education, 2012). To be able to determine the minimum sample size that should be taken in this study, according Slovin (in Sinambela, 2014), the minimum sample size is by using the following formula:

$$n = N/(1+Ne^2)$$

Description:

n: number of samples

N: Number of population

e: Percentage leeway accuracy due to sampling error.

Based on the formula above, the minimum sample size is 2127 and the percentage of the total population because of sampling kelongaran accuracy of 5%.

$$n = 2127/(1+2127 [(5\%)]^2) = 336$$

So, the samples taken in this study of 336 respondents (Teacher) certified four types, namely primary school education, SMP, SMA and SMK in City Education Department Serang Banten Province.

RESULTS AND DISCUSSION

Table 1. Hybrid (Full SEM) Suitability Size Model (LISREL 8.70)

GOF Indicators	Expected size	Estimation results	Conclusion
Absolute Size Fit			
GFI	GFI > 0,90	0,95	Good Fit
RMSEA	RMSEA < 0,08	0,076	Good Fit
Incremental Fit Size			
NNFI	NNFI > 0,90	0,90	Good Fit
NFI	NFI > 0,90	0,90	Good Fit
AGFI	AGFI > 0,90	0,84	Marginal Fit
RFI	RFI > 0,90	0,88	Marginal Fit
IFI	IFI > 0,90	0,91	Good Fit
CFI	CFI > 0,90	0,91	Good Fit

Note: Marginal Fit is the condition of the suitability of the measurement model under the criteria of absolute size fit, as well as incremental fit, but still can be passed on further analysis, because it is close to the criteria of good size fit (Hair et al, 2006: 623).

Based on Table 1 above, all sizes suitability obtained has a suitability index measurement model good fit. Thus it can be continued on subsequent measurement analysis hybrid model.

Figure 2. Model Hybrid (Full SEM) Standardized

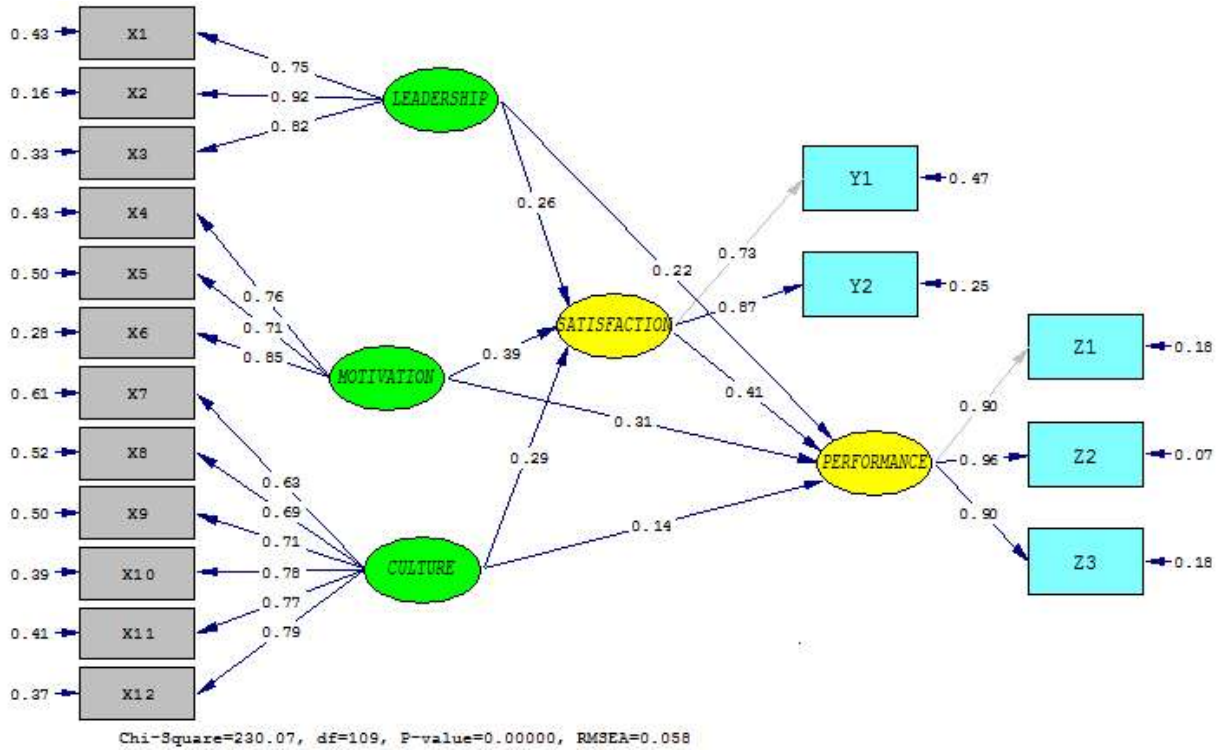
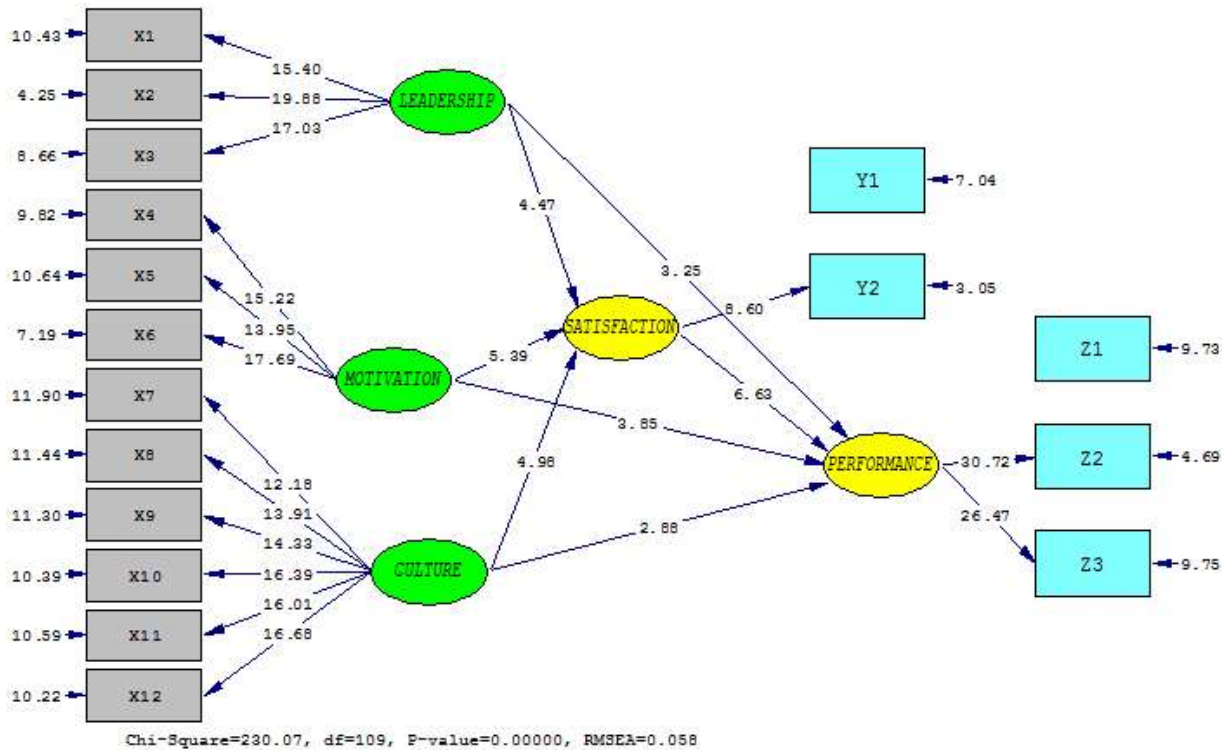


Figure 3. Model Hybrid (Full SEM) t-value



Based on Figure 2 and Figure 3 above, next is to analyze the measurement model hybrid (full model) of each variable, which for all indicators in the formation of latent variables exogenous Principal Leadership, Teacher Motivation, School Organizational Culture and latent variables endogenous Job Satisfaction and Teacher Performance has good validity, this is indicated by all the dimensions have Standardized Loading Factor (SLF) ≥ 0.5 and $t_{count} \geq 1,96$ (at $\alpha = 0.05$) (Hair, et.al., 2006), Likewise, both exogenous and endogenous latent variables have a good model of reliability, it is shown with all the variables have a value of construct reliability greater than 0.70 (CR > 0.70) and extract the variance values greater than 0.50 (VE > 0.50).

Table 2. Structural Equation Model

Satisfaction = 0.26* Leadership + 0.39* Motivation + 0.29* Culture Errorvar.= 0.41 , R ² = 0.59 ... (1)					
	(0.058)	(0.072)	(0.058)	(0.068)	(0.004)
	4.47	5.39	4.98	6.06	159.17
Performance = 0.41* Satisfaction + 0.22* Leadership + 0.31* Motivation + 0.14* Culture, Errorvar.= 0.23 , R ² = 0.77 ..(2)					
	(0.062)	(0.068)	(0.081)	(0.049)	(0.048)
	6.63	3.25	3.85	2.88	4.75
					271.34

Table 3. Relationship Between Variables

No.	Structural Tracks	SLF	T _{count}	t _{table}	Test Result
1	Principal Leadership → Job Satisfaction	0.26	4,47	1,96	Significant
2	Teacher Motivation → Job Satisfaction	0.39	5,39	1,96	Significant
3	School Organizational Culture → Job Satisfaction	0.29	4,98	1,96	Significant
4	Principal Leadership → Teacher Performance	0.22	3,25	1,96	Significant
5	Teacher Motivation → Teacher Performance	0.31	3,85	1,96	Significant
6	School Organizational Culture → Teacher Performance	0.14	2,88	1,96	Significant
7	Job Satisfaction → Teacher Performance	0.41	6,63	1,96	Significant

Hypothesis Testing

In this section will be testing the hypothesis of unity to the fourth hypothesis (H1, H2, H3, and H4), the Principal Leadership, Teacher Work Motivation and Culture School Organisation effect on job satisfaction either partially or jointly. Based on Figure 9 and Figure 10 or structural equation 1 above, it can be argued the following matters:

- 1) The amount of loading factor (coefficient lines) Principal Leadership variables on job satisfaction is 0.26 with $t_{count} 4.47 > 1.96$, so it can be said to be significant. Total Principal Leadership influence on job satisfaction is with a contribution of 15.06%. Thus, the Principal Leadership proved positive and significant impact on job satisfaction, or in other words that the hypothesis 1 (H1) is accepted.

- 2) The amount of loading factor (coefficient lines) work motivation of teachers to work satisfaction was 0.39 with a value thitung $5.39 > 1.96$, so it can be said to be significant. Total effect of working motivation of teachers on job satisfaction with a contribution of 25.97%. Thus, the work motivation of teachers proved positive and significant impact on job satisfaction, or in other words that hypothesis 2 (H2) is received.
- 3) The amount of loading factor (coefficient lines) variable school organization culture toward job satisfaction was 0.29 with tcount at $4.98 > 1.96$, so it can be said to be significant. Total school organizational culture influence on job satisfaction with a contribution of 17.95%. Thus, the school organizational culture proved positive and significant impact on job satisfaction, or in other words that hypothesis 3 (H3) is received.
- 4) The magnitude of the coefficient of determination (R2) variable principal leadership, motivation and School Organizational Culture teachers together on job satisfaction is of 0.59 to 159.17 Fhitung value > 3.84 , so it can be said to be significant. The magnitude of the coefficient of determination (R2) shows that the contribution of the effect of principal leadership, motivation of teachers and the organizational culture of school together on job satisfaction by 59%, while 41% is a big influence of outside variables of principal leadership, motivation of teachers and organizational culture of the school. The most dominant variable effect on job satisfaction is work motivation of teachers. Thus, the leadership of the principal, teachers' work motivation and School Organizational Culture together proved positive and significant impact on job satisfaction, or in other words that the hypothesis 4 (H4) is received. Partially work motivation of teachers, especially in the dimension of the motive power / status which includes the level of trying to make himself respected, the level of effort not to be underestimated, and the level of trying to always maintain the prestige is the most dominant factor in the impact on job satisfaction of teachers in the Education Department of the City Serang, Banten province.

In this section will be testing the hypothesis fifth to ninth hypothesis (H5, H6, H7, H8, and H9) are Leadership, Teachers Work Motivation, Organizational Culture and Job Satisfaction effect on teacher performance either partially or jointly. Based on Figure 2 and Figure 3 or structural equation 2 above, it can be argued the following matters:

- 1) The amount of loading factor (coefficient lines) variable principal leadership on teacher performance is 0.22 with tcount of $3.25 > 1.96$, so it can be said to be significant. The total effect of Principal Leaderships on teacher performance with a contribution of

13.55%. Thus, the principal's leadership proved to have a significant effect on the performance of teachers or in other words that hypothesis 5 (H5) is received.

- 2) The amount of loading factor (coefficient lines) work motivation of teachers on teacher performance is 0.31 with $t_{count} 3.85 > 1.96$, so it can be said to be significant. Total effect of working motivation of teachers on teacher performance with a contribution of 22.99%. Thus, the organizational culture proved positive and significant impact on the performance of teachers or in other words that hypothesis 6 (H6) is received.
- 3) The amount of loading factor (coefficient lines) school organizational culture variables on teacher performance is 0.14 with a value $t_{hitung} 2.88 > 1.96$, so it can be said to be significant. Total school organizational culture influences the performance of teachers with a contribution of 8.52%. Thus, the school organizational culture proved positive and significant impact on the performance of teachers or in other words that the hypothesis 7 (H7) is received.
- 4) The amount of loading factor (coefficient lines) variable job satisfaction on the performance of teachers is of 0.41 with a value $t_{hitung} 2.88 > 1.96$, so it can be said to be significant. The total effect of job satisfaction on the performance of teachers with a contribution of 31.56%. Thus, job satisfaction proved positive and significant effect on the performance of teachers or in other words that the hypothesis 8 (H8) is received.
- 5) The magnitude of the coefficient of determination (R^2) variable principal leadership, motivation of teachers, school organization culture and job satisfaction together on teacher performance is 0.77 to 271.34 $F_{hitung} \text{ value} > 3.84$, so it can be said to be significant. The magnitude of the coefficient of determination (R^2) shows that the contribution of the effect of principal leadership, motivation of teachers, the organizational culture of the school and the satisfaction of working together on teacher performance by 77%, while 23% is a big influence of outside variables of principal leadership, work motivation of teachers, school organization culture and job satisfaction. The most dominant variable effect on teachers' performance is variable job satisfaction. Thus, the leadership of the principal, motivation of teachers, school organization culture and job satisfaction simultaneously proved positive and significant impact on the performance of teachers or in other words that hypothesis 9 (H9) is received. Partially job satisfaction of teachers is the most dominant factor in influencing the performance of teachers in the Education Office of Serang Banten Province.

Based on test results and the above discussion shows that the direct variable principal leadership, motivation of teachers and school organizational culture variables affect the job

satisfaction of teachers with a contribution of 59%. Then the variables of principal leadership, motivation of teachers and school organizational culture directly affect teacher performance variable with a contribution of 30.32%. But the leadership of the principal, teachers' work motivation and organizational culture through the school with job satisfaction affect the performance of teachers with a contribution of 77%. This indicates that the job satisfaction of teachers in this study is a partial mediating (intervening) variable principal leadership, motivation and School Organizational Culture teacher against teacher performance.

So based on testing hypotheses above, the findings of this research is to improve teacher performance in the area of Education Office of Serang Banten mainly on the dimensions of the implementation of learning (Z2) will be able to be increased if the school in the Education Office of Serang Banten increase satisfaction teacher working mainly on the dimensions of extrinsic (Y2), where the job satisfaction of teachers will increase if the School in the City Education Department Serang Banten Province is able to increase employee motivation of teachers, especially in the dimension of the motive power / position (X6), capable of increasing the organizational culture of schools, especially in the dimension risk jobs (X12), and capable of increasing the principal's leadership, especially on the nature and skills of principals (X2).

CONCLUSION

1. Principal leadership and significant positive effect on job satisfaction of certified teachers in Serang city Banten province as measured by the dimensions of the authority of the principal, the nature and behavior skills of principals and principals. The dimensions of principal leadership that has the dominant coefficients are dimensional characteristics and skills of principals, while the dominant dimensions of job satisfaction indicated on extrinsic dimension.
2. Teacher job motivation positive and significant impact on job satisfaction of certified teachers in Serang city Banten province as measured by the dimensions of achievement motive, motive of affiliation and motive power / position. The dimensions of the work motivation of teachers who have a dominant coefficient is kekuasaa dimensions / position, while the dominant dimensions of job satisfaction indicated on extrinsic dimension.
3. School organizational culture positive and significant impact on job satisfaction of certified teachers in Serang city Banten province as measured by the dimensions of individual initiative, management support, control, identity, tolerance of conflict and risk jobs. The dimensions of organizational culture of schools that have a dominant

coefficient is the risk dimension of work, while the dominant dimensions of job satisfaction indicated on extrinsic dimension.

4. Principal leadership, teachers' work motivation and organizational culture of school simultaneously positive and significant impact on job satisfaction of certified teachers in Serang city Banten province, especially in the extrinsic dimension. The total effect of these three variables on job satisfaction of certified teachers in Serang city with a contribution of 59% with the most dominant variable is the variable of work motivation of teachers, while the remaining 41% are influenced by factors other than the variable Principal Leaderships, teacher motivation and organizational culture of the school.
5. Principal leadership and significant positive effect on the performance of certified teachers in Serang city Banten province as measured by the dimensions of the authority of the principal, the nature and behavior skills of principals and principals. The dimensions of principal leadership that has the dominant coefficients are dimensional characteristics and skills of principals, while the performance of the teacher with the most dominant coefficients are shown in the dimensions of the implementation of learning.
6. Teacher job motivation positive and significant effect on the performance of certified teachers in Serang city Banten province as measured by the dimensions of achievement motive, motive of affiliation and motive power / position. The dimensions of the work motivation of teachers who have a dominant coefficient is kekuasaa dimensions / position, while the performance of the teacher with the most dominant coefficients are shown in the dimensions of the implementation of learning.
7. School organizational culture positive and significant impact on the performance of certified teachers in Serang city Banten province as measured by the dimensions of individual initiative, management support, control, identity, tolerance of conflict and risk jobs. The dimensions of organizational culture of schools that have a dominant coefficient is the risk dimension of work, while the performance of the teacher with the most dominant coefficients are shown in the dimensions of the implementation of learning.
8. Teacher job satisfaction and significant positive effect on teacher performance certification in the town of Serang as measured by intrinsic and extrinsic dimension. The dimensions of job satisfaction has a dominant coefficient is extrinsic dimension, while the performance of the teacher with the most dominant coefficients are shown in the dimensions of the implementation of learning.

9. Principal leadership, motivation, school organization culture and job satisfaction simultaneously positive and significant impact on teacher performance certification mainly on the dimensions of the implementation of learning in Serang city. The total effect of the influence of four variables on the performance of certified teachers in Serang city with a contribution of 77% with the most dominant variable is the variable job satisfaction, while the remaining 22% are influenced by factors other than the variable Principal Leaderships, teacher motivation, School Organizational Culture and satisfaction work.

REFERENCES

- Arikunto, S. 2002. *Manajemen Penelitian*. Jakarta: Rineka Cipta.
- Bakker, A. B., & Bal, P. M. 2009. Weekly Work Engagement and Performance: A Study Among Starting Teachers. *Journal of Occupational and Organizational Psychology*, Vol. 10 No.4, 1-18.
- Bakker, A. B., & Demerouti, E. 2007. The Job Demands-Resources Model: State of The Art. *Journal of Managerial Psychology*, Vol 22 No 3, 309-328.
- Becker, M., McElvany, N., & Kortenbruck, M. 2010. Intrinsic and Extrinsic Reading Motivation as Predictors of Reading Literacy: A Longitudinal Study. *Journal of Educational Psychology*, Vol. 102 (No. 4), 773-785.
- Depdiknas. 2003. *Sistem Pendidikan Nasional*. In Depdiknas (Ed.), Undang-Undang RI Nomor. 20. Jakarta.
- Depdiknas. 2005. *Guru dan Dosen*. In DEPDIKNAS (Ed.), Undang-Undang RI Nomor 14. Jakarta.
- Depdiknas. 2005. *Standar Nasional Pendidikan*. In DEPDIKNAS (Ed.), Peraturan Pemerintah RI Nomor 19. Jakarta.
- Depdiknas. 2007. *Pelaksanaan Sertifikasi Bagi Guru Dalam Jabatan*. In DEPDIKNAS (Ed.), Peraturan Menteri Pendidikan Nasional Nomor 18. Jakarta.
- Dirawat et al. 2005. *Pengantar Kepemimpinan Pendidikan*, Surabaya: Usaha Nasional
- Djoko Kustono. 2007. *Urgensi Sertifikasi Guru*. Makalah Seminar Nasional UNY ke-43. Yogyakarta.
- Gagne, M. 2009. A Model of Knowledge-Sharing Motivation. *Human Resource Management*, Vol. 48(No. 4), 571-589.
- Gibson, L., J., Ivancevich, J. M., & Donnelly, J. H. 2006. *Organisasi dan Manajemen Terjemahan: Djakarsih (Perilaku, Struktur, dan Proses)*. Jakarta: Erlangga.
- Gu, F. F., Kim, N., Tse, D. K., & Wang, D. T. (2010). Managing Distributors' Changing Motivations Over the Course of Joint Sales Program. *Journal Of Marketing*, Vol. 74, 32-47.
- Guerra, J. M., Martinez, I., Munduate, L., & Medina, F. J. (2005). A Contingency Perspective on the Study of the Consequences of Conflict Types. *European Journal of Work and Organizational Psychology*, Vol. 14, 157-176.
- Gull Shamaila and Azam Fariha. (2012). Impact of Organizational Culture Type on Job Satisfaction Level of Employees' in Different Organizations of Lahore, Pakistan. *International Journal of Academic Research in Business and Social Sciences*, Vol. 2, No. 12, ISSN: 2222-6990
- Hadari Nawawi dan M.Martini H. 2004. *Kepemimpinan Yang Efektif*. Yogyakarta: Gadjah Mada University Press

- Hair, J. F. J., Anderson, R. E., & Black, W. C. (2006). *Multivariate Data Analysis*. New Jersey: Prentice Hall.
- Kinicki, A., & Kreitner, R. (2008). *Organizational Behaviour* (13th ed.). New York: McGraw-Hill Companies.
- Kreitner dan Kinicki, 2005, *Perilaku Organisasi*. Terjemahan Landung, Jakarta: Salemba Empat
- Luthans, F. (2008). *Organizational Behavior*. New York: McGraw-Hill Bokk Company.
- Middlewood, D., & Cardno, C. (2001). *Managing Teacher Appraisal and Performance*. London and New York: Routledge Falmer.
- Nadarasa Thusyanthini and Ravivathani Thuraisingam. (2014). The Influence Of Principals' Leadership On School Teachers' Job Satisfaction – Study Of Secondry School In Jaffna District. *International Journal of Scientific and Research Publications*, Volume 4, Issue 1, 1ISSN 2250-3153
- Nzulwa Joyce. (2014). Motivational Factors Affecting High School Teachers' Professional Conduct and Work Performance: A Case of Public High Schools in Nairobi City. *International Journal of Humanities and Social Science* Vol. 4 No. 3.
- Robbins, S. P. (2003). *Prinsip-Prinsip Perilaku Organisasi*. Jakarta: Erlangga.
- Sinambela, Lijan Poltak. (2014). *Metodologi Penelitian Kuantitatif*. Yogyakarta: Graha Ilmu.
- , (2016). *Manajemen Sumber Daya Manusia: Membangun Tim Kerja Yang Solid Untuk Meningkatkan Kinerja*. Jakarta: Bumi Aksara.
- Soemarto. 2002. *Faktor-Faktor Lingkungan Strategik dalam Pengembangan Perguruan Tinggi Swasta: Studi tentang Faktor-Faktor Lingkungan Perguruan Tinggi Swasta yang Terakreditasi di Jawa Barat*. Disertasi Doktor pada PPS-UPI Bandung.
- Somech Anit and Wenderow Maayan. (2006). The Impact of Participative and Directive Leadership on Teachers' Performance: The Intervening Effects of Job Structuring, Decision Domain, and Leader-Member Exchange. *Educational Administration Quarterly* Vol. 42, No. 5, 746-772
- Suliyanto. (2006). *Metode riset bisnis*. Yogyakarta: ANDI.