

## **The Influence Of Principal Leadership, Work Motivation And Job Satisfaction On The Commitment Of Teacher's Organization In SMP Negeri Perbaungan, Serdang Bedagai.**

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**Abstract:** *This study was an attempt to investigate and describe (1) The direct influence of Principal leadership on work motivation; (2) The direct influence of Principal leadership on job satisfaction; (3) The direct influence of Principal leadership on the commitment of teachers' organization; (4) The direct influence of work motivation on the commitment of teachers' organization; (5) The direct influence of job satisfaction on the commitment of teachers' organization. This research was conducted by using quantitative method with path analysis. The population was all teachers of SMP Negeri Perbaungan, Serdang Bedagai with the total number 170. The sample was 133 teachers who were chosen by using Nomogram Harry King. The sample was taken randomly by using proportional random sampling technique. The instrument of collecting data were questionnaires. The validity of the instrument was tested by using product moment with the acceptance level of 95% or at significant level of 0.05. Reliability was calculated by using Alpha Coefficient Formula. Before hypothesis testing was conducted, analysis requirement test was done first, they were Normality test by using Lilifors, Homogeneity test by using Barlett Formula and regression analysis to test linearity (ANAVA). The results showed: (1) The direct influence of Principal leadership on work motivation ( $t_{obs} > t_{table}$  or  $3,58 > 1,65$ ), (2) The direct influence of Principal leadership on job satisfaction ( $t_{obs} > t_{table}$  or  $3,18 > 1,65$ ), (3) The direct influence of Principal leadership on the commitment of teachers' organization ( $t_{obs} > t_{table}$  or  $3,28 > 1,65$ ), (4) The direct influence of work motivation on the commitment of teachers' organization ( $t_{obs} > t_{table}$  or  $4,78 > 1,65$  and (5) The direct influence of job satisfaction on the commitment of teachers' organization ( $t_{obs} > t_{table}$  or  $3,38 > 1,65$ ). Therefore, hypotheses are accepted. The findings showed that the variable of Principal Leadership, Work Motivation, and Job Satisfaction can be indicated as factors in determining the Commitment of Teachers' Organization in SMP Negeri Perbaungan, Serdang Bedagai.*

**Keywords:** *Principal Leadership, Work Motivation, Job Satisfaction, Commitment of Teachers' Organization*

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### **I. Introduction**

Improving the quality of education is the main goal in efforts to educate the nation's life in that human beings are intact, that is man who not only has knowledge and skill but has ability to think rationally, critically, and creatively. In constitution number 20 of 2003 on the national education system states that education is a conscious effort and planned to create an atmosphere of learning and learning process so that learners are actively developing the potential in themselves to have spiritual power, self-control, personality, intelligence, noble character, also skills needed himself, society, nation and state. Based on the interview with one of the teachers of SMP Negeri in Perbaungan Serdang Bedagai Regency teacher performance is relatively low. There were still teachers who were late about 2 and 3 people, also absent each day there were still at least 1 person. According to data from principal assistants in the curriculum field, only 55% of teachers prepare lesson plan, well 15% teachers innovate for the development of teaching materials, 80% of teachers teach in a monotonous way, and about 40% of teachers' willingness to develop potential and the quality of self, so that the lack of student achievement and teacher performance. A preliminary study conducted from October to January 2017 at SMP Negeri in Perbaungan Serdang Bedagai Regency shows that education here is also problematic. Distrust of teachers towards principals is lacking. They consider the principal as unfair and less able to maintain the harmony of its members. This can be seen from the teacher's disobedience to the rules made by the school, there are still teachers who do not make the learning program, and teaching materials that have been determined with the right time. Another thing found in the lack of compactness or togetherness among teachers is still lacking. This is seen from the teacher's ignorance of the circumstances or situations that exist in the school environment. Some teachers always have a pro contract on situations that occur in the school environment, for example in the enforcement of discipline students and teachers. There is often a misunderstanding between teachers who do not understand the problem. This is what proves that the principal's management ability is less if the principal is able to understand the task and his role as a principal then he will be easy in carrying out his

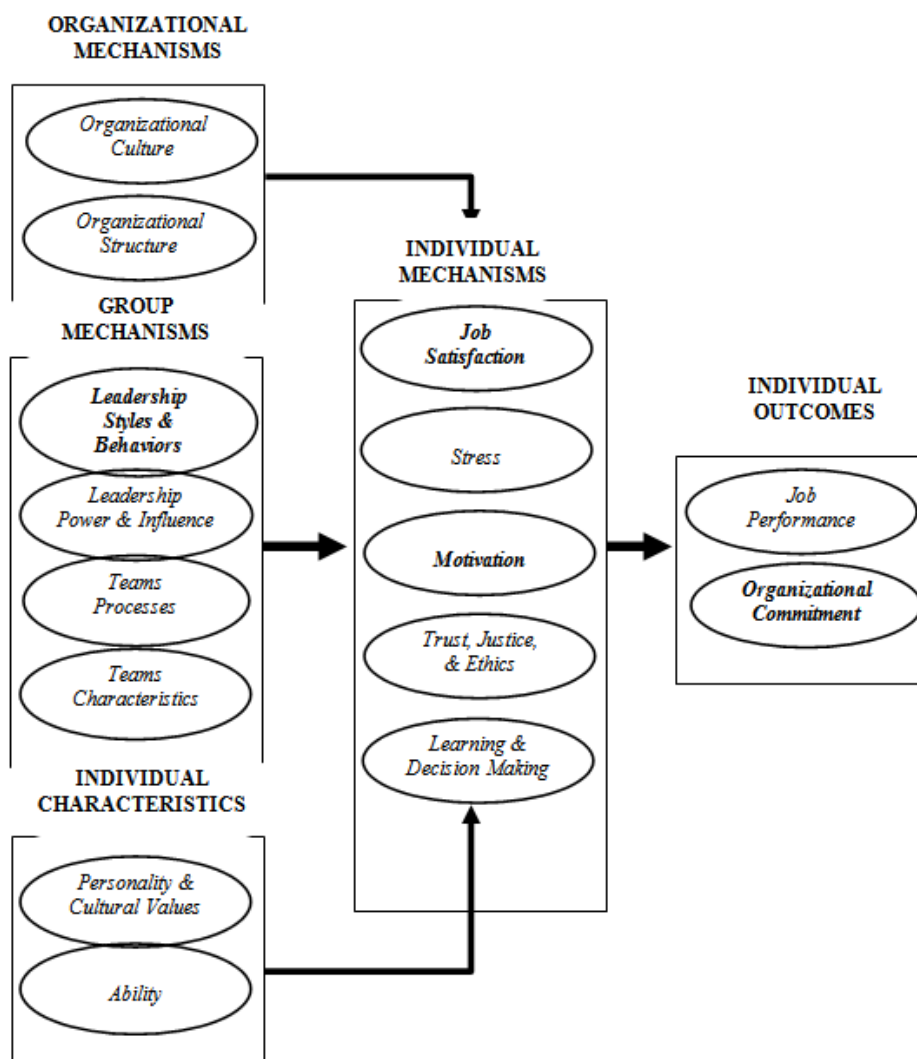
duties, especially with regard to the school management that will be developed. Provision of skills in understanding the competence as a principal will be a provision in the implementation of the performance that must be done. There were many principal competencies that at least should be carried out by the principal in his daily duties at the school he leads. The competence of the principal was to understand that the school is a system that must be led, because leadership is the ability to influence others to work to achieve the goals and objectives expected. So the leadership of the principal must point to a process of activity in terms of leading, guiding, controlling behavior, feelings and behavior toward others under his supervision. Reality about the ongoing learning process at SMP Negeri in Perbaungan Serdang Bedagai regency provides an illustration that there was a gap between the expected with reality. This means that teachers did not have a high commitment in performing the task as a teacher. According to Glickman (in Burhanudin, et al., 1995: 124) the characteristics of teachers who are committed, among others: (a) The high attention to the students there were some things that need to be considered by teachers related to the attention to students and their students, among others, as follows: 1) Giving guidance. 2) Conducting intensive communication especially in obtaining information about students. (b) The amount of time and energy spent. The role Teacher's was a complex task ranging from educating, teaching, guiding and so forth. Therefore, teachers should have a lot of time and energy to fulfill their obligations that is as a teacher not only educate in the class, but also on the sidelines time outside teaching hours. (c) Working as much as possible for others, the job of becoming a teacher is a work in the field of services. Associated with the task, the teachers are charged with the following tasks: a) Teachers have professional duties. The teacher is a profession / position or work that requires special skills as a teacher. This type of work cannot be done by anyone outside the field of education despite the fact that there are still many people out of education. b) Teacher has a humanitarian duty. The teacher's duty in the humanitarian field at school should be able to establish himself as a second parent. He must be able to attract sympathy in that he becomes the idol of his students. c) Teachers have community duties. The community places teachers in a more respectable place in their environment because from a teacher it is hoped that people can gain knowledge. Thus, the characteristics of professional teacher commitment are highly committed teachers, because this type of teacher has high responsibilities and high commitment. He is truly professional through continuous improvement of ability. In line with that Colquitt states the commitment of an organization that is a worker who has a commitment to identify themselves with the organization, accept the goals and values of the organization and willing to make extra efforts on behalf of the organization. A highly committed teacher would behave with a concern for the task, the needs of students, peers, or direct superior<sup>[1]</sup>. He was committed to the tasks he imposes, including the responsibility of the nation, state and fellow human beings. Based on the background of the above problems, can be known many factors that affect the organizational commitment, in between: 1) What is the teacher organization's commitment to influence the achievement of educational goals?, (2) Do teachers who teach do not have high organizational commitment?, (3) Does the teacher have no experience in teaching?, (4) Is the leadership of the principal still low?, (5) What is principal leadership can affect teacher organizational commitment?, (6) What is work motivation can affect teacher organizational commitment?, (7) Do teachers have no work motivation?, (8) what is improving work motivation as one of the efforts that can increase the commitment of teacher organization?, (9) what is job satisfaction can affect organizational commitment?, (10) What is principal leadership can affect job satisfaction, (11) what is the work motivation was related to the commitment of the teacher organization?, (12) Does work motivation can affect job satisfaction?, (13) what is the principal's leadership, work motivation, and job satisfaction jointly related to the teacher's organizational commitment?

## **II. Literature Review**

Commitment comes from the word *commit*. Echols *commit* means to do, *commitment* means doing promises and responsibilities. Commitment is a person's decision with himself, whether he will do the activity<sup>[2]</sup>. Mowday, Porter, and Steers defines organizational commitment as: *the relative strength of an individual's identification with and involvement in a particular organization*<sup>[3]</sup>. The definition shows that organizational commitment has more meaning than just passive loyalty, but involves an active relationship and an employee's desire to make meaningful contributions to his organization. Organizational commitment proposed by Mowday et al is characterized: (1) strong beliefs as well as acceptance of organizational goals and values; (2) readiness to work hard; and (3) a strong desire to survive in the organization. This commitment belongs to an attitude of commitment or effectiveness in that it was related to the extent to which the individual feels his personal values and goals are in accordance with the values and goals of the organization. The greater the congruence between the value and purpose of the individual with the value and goals of the organization, the higher the commitment of employees to the organization. He further defines the organization's commitment as an individual orientation to the organization that includes loyalty, identification and involvement. In that organizational commitment defines the element of relationship orientation between the individual and his organization. The orientation of the relationship resulted in the individual willing to give something and something given it to reflect the relationship for the achievement of organizational goals. The definition means that commitment to the organization is closely

related to the person's personal mental attitude with the willingness of work which is shown as the character of the workplace. Mayer and Allen formulate three dimensions of commitment in organizing, namely: *affective*, *continuance*, *dannormative*. These three things were more aptly stated as a component or dimension of organizational commitment, rather than the types of organizational commitment. This was in that the relationship of the organization's members to the organization reflects the different degrees of the three dimensions. *Affective commitment* relating to members' emotional connection to their organization, identification with the organization, and member involvement with organized activities. Members of the organization with *affective commitment* the high will continue to be a member in the organization because it has a desire for it (Allen & Meyer)<sup>[4]</sup>. *Continuance commitment* relating to the awareness of the members of the organization will lose if leaving the organization. Members of organizations with a high continuance commitment will continue to be members in the organization because they have a need to become members of the organization. *Normative commitment* describes feelings of attachment to continue to be in the organization. Members of the organization with *normative commitment* will continue to be a member in the organization because they feel they must be in the organization.

Qolquitt, Lepine, and Wesson illustrates that organizational commitment parallel to performance can be influenced by various factors such as Figure 2.1 below:



**Figure 2.1. Integrative Model of Organizational Behavior.**

In the figure it can be seen that organizational commitment was parallel to performance and influenced by many factors, including leadership, personality & cultural values, and job satisfaction. Leadership is one very important factor in an organization in that most of the success and failure of an organization is determined by leadership within the organization. Leadership is influenced by many factors. Yukl defines leadership as a process that affects others to understand and agree with what needs to be done and how it is done effectively, as well as processes to facilitate individual and collective efforts to achieve common goals<sup>[5]</sup>. Wood explains the

principal has five key leadership roles: (1) culture builder; (2) instructional leader; (3) facilitator of mentors; (4) recruiter new teacher; (5) advocate for new teacher. The first role of cultural builders; the two teaching leaders; the three facilitators; four new teacher recruiters; the fifth support new teachers. The high role of headmaster leadership in the process of achieving educational goals, it can be said that the success or failure of school activities is partly determined by the leadership quality owned by the principal. Every activity done by someone has something that encourages the activity. Therefore, the motivating factor of a person to perform a particular activity in general is the needs and desires of the person, in other words motivation can be defined as efforts that can cause a person moved to do something because want to achieve a desired goal or get satisfaction with his actions. Motivation can also be said to be a concept used to describe the impulses arising in the individual that moves and directs one's behavior. According to Hasibuan motivation comes from the Latin word *move* which means impulse or move<sup>[6]</sup>. Motivation (*motivation*) in management is only shown in general human resources and subordinates in particular. Furthermore he said the motivation questioned how to direct the power and potential of subordinates, in order to cooperate productively managed to achieve and realize the goals that have been determined. Implementation of motivation requires the application of principles of motivation. Hasibuan divided as follows : (a). The principle of including subordinates Given the opportunity to give ideas, ideas, decision-making, to their employees take responsibility and work discipline increases. (b) The principle of communication is important in the organization. Through good communication, the motivation to achieve results has a tendency to increase work (c) Principles of recognition Leaders who recognize employee job results and reward donations for the results achieved work morale will increase. (d) The principle of delegated authority The assignment of job duties and authority omen the trust of leaders to the employees concerned. With this belief the motivation of employees will increase and will create good work results The principle of reciprocity. (e) Mutual attention from leaders can include career development, incentives or facilities provision can motivate employees to achieve. There are many theories that explain about motivation, such as: (1). hierarchy of need's theory (2). *McClelland's theory of needs*. Robbins states that job satisfaction is a general attitude toward one's job as the difference between the amount of rewards the worker receives with the amount of rewards that are believed to be acceptable<sup>[7]</sup>. According to Lawler the measure of satisfaction is based on the reality faced and accepted as compensation of effort and effort. Job satisfaction is defined as a set of pleasant or unpleasant feelings and emotions. Newstrom and Davis job satisfaction is an attitude of likes or dislikes to something<sup>[8]</sup>.

### III. Research Methodology

This research was conducted on teachers of SMP Negeri in Perbaungan Serdang Bedagai District which consists of SMP Negeri 1 Perbaungan, SMP Negeri 2 Perbaungan and SMP Negeri 3 Perbaungan Serdang Bedagai Regency. This research was conducted in May 2017 until August 2017. The target population in this study were teachers of SMP Negeri in Perbaungan Serdang Bedagai Regency, academic year 2016/2017. The population was 170 teachers. The complete number of study population can be seen in the following table:

**Table 1 Population Distribution Research**

No.	The School name	Total of Teacher
1.	SMP Negeri 1 Perbaungan	65
2.	SMP Negeri 2 Perbaungan	60
3.	SMP Negeri 3 Perbaungan	45
<b>TOTAL</b>		<b>170</b>

Source: Serdang Bedagai Education Office

**Table 2 Distribution of Number of Samples Each Unit in SMP Negeri at Perbaungan Serdang Bedagai District**

No.	The school name	Total of teacher
1.	SMP Negeri 1 Perbaungan	$65 / 170 \times 133 = 51$
2.	SMP Negeri 2 Perbaungan	$60 / 170 \times 133 = 47$
3.	SMP Negeri 3 Perbaungan	$45 / 170 \times 133 = 35$
<b>TOTAL</b>		<b>133</b>

This research was used quantitative method. The model used was path analysis model (pathanalysis) or often called a pattern of causality. This study was analyzed the influence of one variable on other variables, namely: Principal Leadership ( $X_1$ ), Work motivation ( $X_2$ ), Job satisfaction ( $X_3$ ), and Teacher Organization Commitment ( $X_4$ ). Data analysis techniques used were inferential statistical techniques. The instruments used in this study were principal leadership questionnaires, work motivation questionnaires, job satisfaction questionnaires, and teacher organizational commitment questionnaires. The instrument used was in the form of a questionnaire with five choices of answers residing on a continuum line, with a Likert scale model having an interval scale in scoring answers for each questionnaire.

#### IV. Research Result And Discussion

1. Leadership of the principal ( $X_1$ ) have a direct and significant effect on work motivation ( $X_2$ ), The objective of this research was to find out whether principal leadership has a direct influence on the motivation of SMP Negeri in PerbaunganSerdangBedagai Regency. Results of data processing used SPSS program 17 obtained  $t_{count} = 3,535$  and value  $t_{table}$  at the level of significance  $\alpha = 0,05$  and  $dk = 133$ , obtained  $t_{count} = 1,656$ , in that obtained  $t_{count} > t_{table}$  or ( $3,535 > 1,656$ ) thus concluded to rejected  $H_0$  and accept  $H_1$ , it means that: the leadership of the principal directly influences work motivation. Further significance (sig) amount 0.00, if compared with the value of this research probability of 0,05, that obtained the value of probability  $>$  value sig or ( $0,05 > 0,00$ ) it means significant correlation coefficient. From these two comparative values, it was concluded: principal leadership has a significant effect on work motivation. To improve teachers' self-confidence in teaching tasks other than self-motivation in the teacher, the principal should motivate wholeheartedly to improve the desired work of the teacher. In that it was concluded that the leadership of the principal has a direct influence and significance on the motivation of work within the school organization in streamlining teaching and learning activities in schools.

2. Leadership of the principal ( $X_1$ ) have direct and significant effect on job satisfaction ( $X_3$ ), The objective of this research was to find out whether principal leadership has a direct influence on job satisfaction of SMP Negeri in Perbaungan Serdang Bedagai Regency. Results of data processing used SPSS program 17 obtained  $t_{count} = 4,937$  and value  $t_{table}$  at the level of significance  $\alpha = 0,05$  and  $dk = 133$ , obtained  $t_{count} = 1,656$ , in that obtained  $t_{count} > t_{table}$  or ( $4,937 > 1,656$ ) thus concluded to rejected  $H_0$  and accept  $H_1$ , which means that: the leadership of the principal directly affects job satisfaction. Further significance (sig) amount 0.00, if compared with the value of this research probability of 0,05, that was obtained the value of probability  $>$  value sig or ( $0,05 > 0,00$ ) which means significant correlation coefficient. From these two comparative values, it was concluded: principal leadership has significant effect on job satisfaction.

The results of this study was indicated that job satisfaction would be increase if the leadership of the principal the better. If viewed from the definition can be said that leadership was a decisive factor in directing all elements in the organization. The principal was required to be able to determine the targets the school wants to achieve. Job satisfaction was the satisfaction that was directly influenced by the achievement of the work objectives, namely the comparison between targets set and the level of achievement of these targets within a certain time in a job. The teacher would feel satisfied working when there was good interaction with the principal. The teacher would get a satisfaction working in an organization that the leadership provides a service to subordinates or was a gift or vice versa for it was performance in the duty. This was the rational reason that the leadership of the principal has a direct and significant impact on job satisfaction.

3. Leadership of the principal ( $X_1$ ) has direct and significant impact on teacher organizational commitment ( $X_4$ ) The objective of this research was to find out whether principal leadership has a direct influence on the commitment of SMP Negeri teacher organization in PerbaunganSerdangBedagai Regency. Results of data processing used SPSS 17 program obtained  $t_{count} = 2,968$  and value  $t_{table}$  at the level of significance  $\alpha = 0,05$  and  $dk = 133$ , obtained  $t_{count} = 1,656$ , that obtained  $t_{count} > t_{table}$  or ( $2,968 > 1,656$ ) thus concluded to rejected  $H_0$  and accepted  $H_1$ , which means that: the leadership of the principal directly influences the teacher's organizational commitment. Further significance (sig) amount 0.00, if compared with the value of this research probability of 0,05, that obtained the value of probability  $>$  value sig or ( $0,05 > 0,00$ ) it means significant correlation coefficient. From these two comparative scores, it was concluded: principal leadership had a significant effect on teacher organizational commitment.

The results of this study were indicated that teachers' organizational commitment would increase if the leadership of the principal was better. In addition, the leadership of the principal has a role that can be very dominant and crucial in the overall effort to improve teacher work performance both at the individual and group level in school. Principals as leaders would be associated with individuals or groups *School stakeholders concerned*. Leadership carried out by the principal was to manage or set the school organization effectively and efficiently in that the goals set by the school would be achieved. Principals as educators, managers, administrators, supervisors, leaders, innovators and monitors were required to have strong management and leadership skills to be able to take decisions and initiatives to enhance teachers' organizational commitment. The more optimal the leadership of the principal the teacher's organizational commitment would be the better.

4. Work motivation ( $X_2$ ) have direct and significant impact on teacher organizational commitment ( $X_4$ )

The objective of this research was to find out whether the work motivation was directly related to the commitment of SMP Negeri teacher organization in PerbaunganSerdangBedagai Regency. Results of data processing used SPSS program 17 obtained  $t_{count} = 3,351$  and value  $t_{table}$  at the level of significance  $\alpha = 0,05$  and  $dk = 133$ , obtained  $t_{count} = 1,656$ , in that obtained  $t_{count} > t_{table}$  or ( $3,351 > 1,656$ ) thus concluded to rejected  $H_0$  and accepted  $H_1$ , which means that: work motivation directly affects the commitment of the teacher organization. Further significance (sig) amount 0.00, if compared with the value of this research probability of 0,05,

that obtained the value of probability  $>$  value sig or  $(0,05 > 0,00)$  which means significant correlation coefficient. From these two comparative values, that concluded: work motivation significantly influence the commitment of teacher organization. The conclusion from the result of the research above showed that work motivation significantly influences teacher commitment organization. The results of this study can be accepted rationally that the commitment of the teacher organization was closely related to the motivation of the work itself. Other rational reasons can also be seen from the dimensions of motivation of the work itself. Work motivation challenges how to improve teacher organization's commitment. In order for teachers to work hard to contribute all the skills, thoughts, skills to realize the goal of education must be coupled with high work motivation as well. The optimal organizational commitment of teachers was strongly supported by high work motivation as well. Thus can be said the higher the work motivation of a teacher then the resulting organizational commitment would be better.

5. Job satisfaction ( $X_3$ ) have direct and significant impact on teacher organizational commitment ( $X_4$ )

The objective of this research was to find out whether job satisfaction was directly related to the commitment of SMP Negeri teacher organization in Perbaungan Serdang Bedagai Regency. Results of data processing used SPSS program 17 obtained  $t_{\text{count}} = 5,799$  and value  $t_{\text{table}}$  at the level of significance  $\alpha = 0,05$  and  $dk = 133$ , obtained  $t_{\text{count}} = 1,656$ , that obtained  $t_{\text{count}} > t_{\text{table}}$  or  $(5,799 > 1,656)$  thus concluded to rejected  $H_0$  and accepted  $H_1$ , which means that: job satisfaction directly affects the commitment of the teacher organization. Further significance (sig) amount 0.00, if compared with the value of this research probability of 0,05, that obtained the value of probability  $>$  value sig or  $(0,05 > 0,00)$  which means significant correlation coefficient. From these two comparative values, it was concluded: job satisfaction significantly affects teacher commitment organization. These findings illustrate that, empirically that job satisfaction affects the commitment of the teacher organization directly. Rationally this was acceptable that job satisfaction itself was an internal factor of the teacher that could be influenced by other factors. Limitations in this study, would provide an opportunity for further investigators who would discuss comprehensively other factors that may affect the organizational commitment of teachers that have not been discussed in this study.

## V. Conclusions And Implication

### Conclusions

The results of this study was provide information that can be concluded as follows:

1. There was a positive direct influence between principal leadership ( $X_1$ ) on work motivation ( $X_2$ ). This showed that the improvement of principal leadership resulted in an increase in the motivation of teachers working at SMP Negeri Perbaungan Serdang Bedagai Regency.
2. There was a positive direct influence between principal leadership ( $X_1$ ) on job satisfaction ( $X_3$ ). This showed that the improvement of principal leadership resulted in an increase in job satisfaction of teachers of SMP Negeri Perbaungan Serdang Bedagai Regency.
3. There was a positive direct influence between the principal's leadership ( $X_1$ ) on teacher organizational commitment ( $X_4$ ). This showed that the improvement of headmaster leadership resulted in an increase in the motivation of teachers working at SMP Negeri Perbaungan Serdang Bedagai Regency.
4. There was a positive direct influence between work motivation ( $X_2$ ) on teacher organizational commitment ( $X_4$ ). This showed that the improvement of headmaster leadership resulted in an increase in the motivation of teachers working at SMP Negeri Perbaungan Serdang Bedagai Regency.
5. There was a positive direct influence between job satisfaction ( $X_3$ ) on teachers' organizational commitment ( $X_4$ ). This showed that the improvement of headmaster leadership resulted in an increase in the motivation of teachers working at SMP Negeri Perbaungan Serdang Bedagai Regency.

### Implications

Based on the results of the research and conclusions that have been described, then the efforts given as the implications of the research are as follows:

1. Efforts to increase teachers' organizational commitment through principal leadership. The leadership of the principal has been shown to have a positive influence with the teacher's organizational commitment. Based on the results of the data tendency test of principal leadership variables obtained data on the category enough 96 respondents 96%. Based on this it was necessary to improve the leadership of existing principals in schools in order that in the future would overall be able to increase the commitment of teacher organizations. With respect to the needs of subordinates, creating an atmosphere of mutual trust and respect for subordinates, tolerate, liberate, and unite subordinates, foster subordinate roles in decision-making and other activities and increase subordinate productivity in achieving educational goals.
2. Efforts to increase teachers' organizational commitment through work motivation

Work motivation has been shown to have a positive influence with teacher organizational commitment. Based on the result of the data tendency test of work motivation variable obtained data on the category enough 75

respondents 75%. Based on this, it was necessary to improve teacher's motivation to work in the future as a whole would be able to increase teachers' organizational commitment. By having responsibility and morale, having a clear target, developing himself and utilizing all his energies in completing his duties, encouraging and mobilizing someone to excel and be able to meet his physical and biological needs.

3. Efforts to increase teachers' organizational commitment through job satisfaction  
Job satisfaction has been shown to have a positive influence with teacher organizational commitment. Based on the results of test data tendency variable job satisfaction obtained data on the category enough 91 respondents 91%. Based on this, it was necessary to improve the work satisfaction of teachers in the future as a whole would be able to increase teachers' organizational commitment. With career opportunities, adequate awards, attention from colleagues and superiors and supportive working conditions.
4. Efforts to increase teachers' organizational commitment through principal leadership, work motivation and job satisfaction
5. Principal leadership, work motivation and job satisfaction have an influence together with the teacher's organizational commitment. It was seen that the principal still needs to look at three important elements in increasing the commitment of the teacher organization in the school he leads. The three elements were principal leadership, work motivation and job satisfaction. Therefore, in order to increase the commitment of teacher organization, it needs principal leadership, work motivation and high job satisfaction from teachers with clear assignment effort, teacher's spirit in teaching, self-awareness, self-management, self-motivating ability, responsibility for task given, trying to do something innovative and creative in learning and working hard to improve performance.

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