

THE IMPACT OF TRANSFORMATIONAL LEADERSHIP, JOB SATISFACTION, AND ACHIEVEMENT MOTIVATION ON PERFORMANCE OF STATE PRIMARY SCHOOL PRINCIPALS IN DELI SERDANG NORTH SUMATERA, INDONESIA

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ABSTRACT

This study aims to (1) know the influence of transformational leadership, job satisfaction, and achievement motivation toward the performance of the state primary school principals and (2) determine fixed model that can describe the causalistic relationship between the latent variables to determine the performance of the principal. The study was conducted at State Primary School in Deli Serdang with 100 principals of primary school as respondents. The questionnaire with Likert scale as the research instrument was tested to test its validity and reliability. To examine research hypotheses by using path analysis. Normality and linearity were also tested. The results indicate: (1) transformational leadership has a direct positive impact on job satisfaction and achievement motivation, (2) transformational leadership, job satisfaction and achievement motivation have positive direct impact on performance. The research outcome is a theoretical model (fixed model) may indicate causal relationship among the variables of the transformational leadership, job satisfaction, achievement motivation, and performance of primary school principals.

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1. INTRODUCTION

Primary School as an organization requires effective leadership of the principal, because the leadership behaviors can make all components of the school to be effective. Gultom (2009) infers that the role of leaders in the organization is very strategic, because it may organize all organizational activities to reach goals. While Mulyasa (2014) argues that the leadership of the school principal may support all resources to attain vision, mission, goals, and objectives of the school by implementing programs gradually. Thus, primary school principals as leaders and managers play a key role in planning, organizing, directing and controlling basic education resources to achieve school goals effectively and efficiently.

Various efforts have been created to improve the professionalism of the principal in order to have a good performance. Education, training of management and leadership, professional teacher training, establishment of principal working group, and principal forum are some of the efforts to improve the principal's professionalism in performing their duties and functions. In addition, based on President Act no. 1/2010 on capacity strengthening of principal, the head of educational human resources development agency and quality assurance has compiled and published a book of training materials for strengthening the ability of principal as a reference

for principals and related institutions, such as: (1) school based of management; (2) leadership of learning; (3) academic supervision; (4) school action research; and (5) entrepreneurship.

In fact, according to Indonesian Director of United Nations Development Program (UNDP) on March 22, 2017 that Indonesian's human development index (HDI) decreases from 110th in 2015 to 113th of 188 countries in 2016. Usman (2013) argues that 80% of the quality of education problem in Indonesia is due to the management. The Directorate General of Secondary Education infers that the principal plays an important role in improving the quality and accountability of education, but the problem faced by the headmaster is the lack of management competence (Dirjen Pend Menengah, 2011). Mulyasa (2015) argues that ridiculousness behavior of principle always occurs, such as: (1) confidence without control; (2) no supervising; (3) frequently leaving school; and (4) take a position as a financial manager. Therefore, the head of education office of North Sumatra Province states that declining quality of education in North Sumatra based on the achievement index released by the Ministry of Education and Culture should be a reflection for the stakeholders, hence, the principal should focus on improving the quality of learning.

In accordance with the basic assumption of science that the principal's performance problem does not occur automatically, but it is caused by impacted factors both direct and indirect influence. Theoretically, there are several factors causing individual performance is not as expected and various factors occurring as a result of performance problem. Casterter (1981) argues that there are three sources of causes for poor performance: (1) individual sources including intellectual weakness, psychological weakness, demotivation, obsolescence, and value orientation; (2) organizational sources including organizational systems, organizational roles, groups within the organization, supervisory behavior, and organizational culture; and (3) external environmental sources including family, economic condition, political condition, legal condition, social value, labor market, and technological change.

The research of Pangaribuan, Siburian and Manullang (2016) imply that organizational culture, learning leadership, work motivation, and innovative behavior have a significant positive effect on principal performance. Similarly, Marwan (2017) finds that performance is directly influenced by leadership behavior, organizational culture, achievement motivation, and job satisfaction. Both research find the same three factors that impact performance, namely: (1) leadership; (2) job satisfaction and (3) achievement motivation. Furthermore, Tumiran (2016) finds that performance is directly and indirectly influenced by transformational leadership, organizational culture, organizational climate, while job satisfaction only affects the performance directly. Simaremare (2016) finds a different from the findings of the above studies, performance directly affects job satisfaction, and performance is directly influenced by transformational leadership, locus of control, and workgroup characteristics. Based on the above description it can be seen the factors that directly and indirectly affect the performance found by research and theory.

Based on preliminary study conducted by Dinas Pendidikan Deli Serdang Regency from January to March 2018, there are 35% of teachers who have not made learning plan and 55% of teachers do not directly enter the classroom. It describes that management implementation of 8 National Standards of Education according to the National Education Standards Agency has not been well implemented. The finding will be a milestone to reveal the performance model of Principal in Deli Serdang Regency. Therefore, in order to improve the performance of the state primary school principals in Deli Serdang Regency a research related to the performance and impacted factors can be studied. Based on theory and findings that performance is impacted by various factors, such as: transformational leadership, job satisfaction, and achievement motivation. Referring to those issues, it is necessary to conduct a research related to the influence of transformational leadership, job satisfaction, and achievement motivation on the performance of the state primary school principals in Deli Serdang Regency.

1.1. Problem Formulation

Based on the above background, the problems are formulated as follows:

- a) Does transformational leadership have a positive impact on job satisfaction of the state primary school principals in Deli Serdang Regency?
- b) Does transformational leadership have a positive impact on achievement motivation of the state primary school principals in Deli Serdang Regency?
- c) Do transformational leadership, job satisfaction, and achievement motivation have a positive impact on the performance of the state primary school principals in Deli Serdang Regency?

2. LITERATURE REVIEW

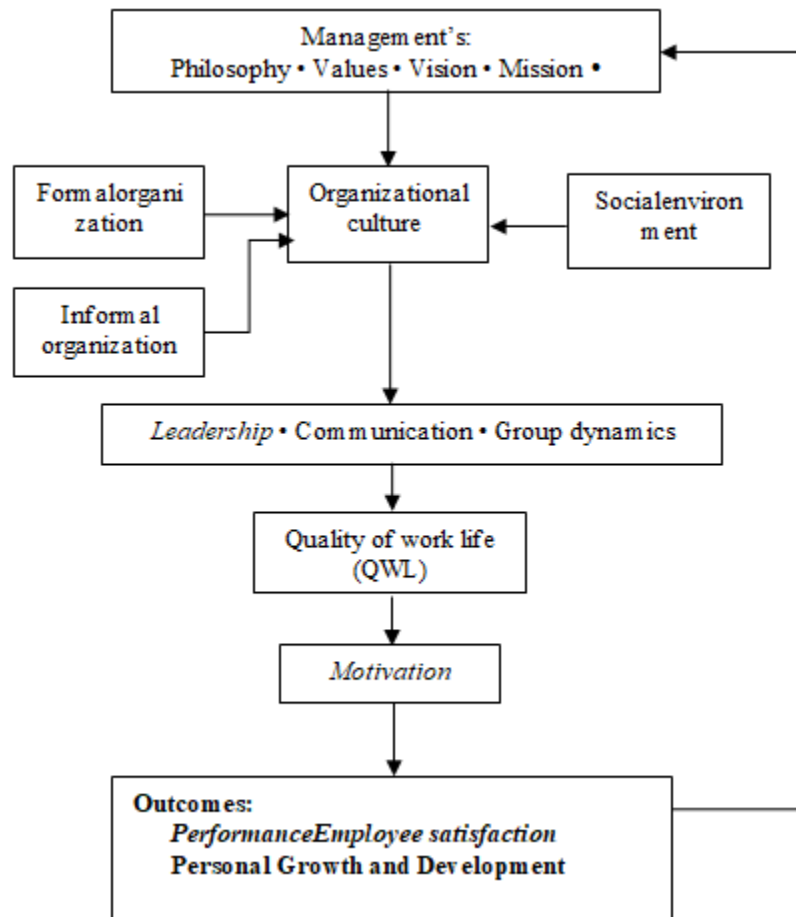
2.1 Principal Performance

Performance is an appearance of someone's activity both in quantity and quality. The performance can be either individual or group activity (Ilyas, 2002). Organizational performance is the implication of complicated interaction and performance aggregation of a number of individuals within an organization. According to Indonesian Dictionary, the meanings of performance are (1) achievement, (2) achievement manifestation, and (3) work ability. According to As'ad (2004) performance is something achieved by a person based on standard of the work. Referring to the performance, organizational behavior system by Newstrom (2007) postulates that motivation is directly impacted by performance, as shown in Figure 1.

Figure 1 shows the leadership, communication, and group dynamics directly impacts on the quality of work life; the quality of work life directly impacts on motivation; motivation directly impacts on performance, job satisfaction, personal development; and finally, performance, job satisfaction, personal development directly impacts on philosophy, value, vision, mission, and management goal.

According to Luthans (2006) the performance can be achieved effectively by determining goal. Theory determination specifically connects to performance satisfaction. Goal determination is the process of motivating employees by determining a performance target. Gie (1999) infers that the performance is determined by: 1) work motivation; 2) working ability; 3) equipment and facilities; 4) external environment; 5) leadership; 6) mission strategy; 7) working facility; 8) performance of individual and organization; 9) management practice; 10) structure and; 11) working climate.

Figure 1. An Organizational Behavioral System (Newstrom, 2007)



Wahjosumidjo (2010) suggests that to be a good performance a principal must meet the universal requirements: 1) basic skill or ability, human relationship and conceptual ability, 2) personal quality including mental, physical, emotional, social character and good attitude and behavior; 3) professional knowledge, such as: knowledge of task, knowledge of the school environment, understand the goals to be achieved, short and long-term goals and formal and informal organizational structure and 4) professional skills, such as: educational management skills in order to functionalities educator, teacher, able to describe the task of teacher, able to supervise and able to be teacher evaluator.

Based on the theoretical study and the above descriptions, it can be concluded that the principle performance is an achievement attained by the principal based on the task and responsibility given to him together with performance in the global era.

2.2. Transformational Leadership

Leadership is an important dynamic force to motivate and manage organization in order to achieve goals through a process of influencing others, both inside and outside of the organization. Robbins and Judge (2009) define leadership as the ability to influence a group toward the achievement of a vision or set of goals. Leadership refers to the ability to influence and direct a person or group of people to do something based on thought of leader in order to achieve the goals set. According to Robbin (2003), transformational leadership style is influenced by two factors, namely: (1) charisma or idealism; (2) inspiration or motivation; (3) intellectual stimulation; (4) individual consideration. While the indicators of transformational leadership style are: (1) vision and mission, instilling pride, earning respect and trust; (2) communicating high expectations, using symbols to focus on effort; describing the purpose (3) encouraging intelligence, rationality and problem solving; (4) give personal attention, serve personally, train and advise.

Based on the transformational leadership indicators proposed by some experts in this study are: charisma, inspiration, intellectual stimulation, communicative, and loyalty.

2.3. Job Satisfaction

Luthan (2006) infers that job satisfaction is the result of employees' perceptions of how well their works. For instance, if organizational members feel that they work too hard than others in the department, but receive fewer awards, they may have a negative attitude on their job, leader, and or work colleague. Furthermore, Colquitt, Lepine, and Wesson (2015) advocate that job satisfaction is defined as a state of emotional pleasure the resulting from the appraisal of one's job or job experiences. This opinion can be interpreted that job satisfaction is a pleasant resulting from the work assessment or work experience.

The findings of the study at the University of Minnesota in Usman (2013) finds indicators of job satisfaction as a basic to develop of Minnesota Satisfaction Questionnaire (MSQ), they are: (1) freedom to use of spare time, (2) the freedom to work independently, (3) freedom to change profession from time to time, (4) freedom for fellowship, (5) leadership style of direct supervisor, (6) supervision competence, (7) accepted task, (8) opportunity to perform to others, (9) work preparation, (10) freedom to direct, (11) freedom of utilize capability, (12) freedom to implement regulation, (13) take home pay, (14) opportunity to develop a career, (15) freedom to make decision, (16) opportunity to use work method, (17) supportive working condition, (18) collaboration, (19) reward for achievement, and (20) worker's sense for his/her accomplishment. Furthermore, Luthans (2006) proposes the dimension of job satisfaction consists of work, salary, promotion opportunity, supervision, and colleague.

Based on the above description it can be concluded that job satisfaction is the level of satisfaction or pride obtained by a worker individually having a comparison between the reality and expectation.

2.4. Achievement Motivation

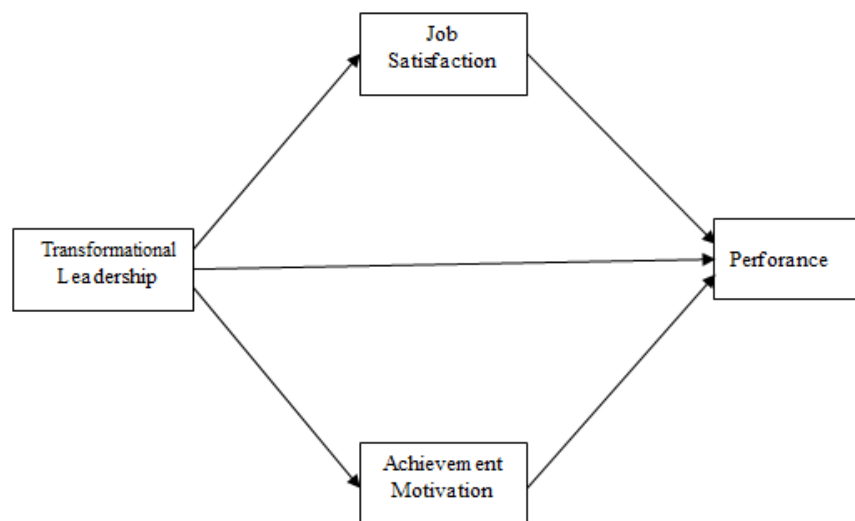
Colquitt, LePine, and Wesson (2015) state that motivation is defined as a set of energetic forces that originates both within and outside an employee, initiates work-related effort, and determines its direction, intensity, and persistence. While Robbins and Judge (2009) imply the motivation is as the processes that account for an individual's intensity, direction, and persistence of effort toward attaining goals. It can be postulated that motivation is a process describing individual intensity, direction, and an effort to reach the goal.

Luthans (2006) states achievement motivation is a desire to success in competitive advantage. According to Atkinson in Franken (1992), achievement motivation is based on the need to overcome the failure. According to Franken, achievement motivation is determined by two factors, namely: hope to success and fear to fail. Success expectation consists of successful motive, success possibility and successful value. Likewise, the fear of failure consists of the fear of failure, possibility of failure, and value of the incentive fail.

Based on above description there are two characteristics to distinguish between low achievement motivation and highly achievement motivation, they are: a) willingly do activity describing a highly achievement motivation person will be assumed that success is related to ability and effort. b) eagerly strive. A high achievement motivation person will work hard after failure to achieve a success in future time, he will strive to achieve failed goal previously. Conversely, people who have low achievement motivation consider the failure is caused by inability. According to above description it can be concluded that achievement motivation is a strength emerging from each individual to achieve goals or achievement in the working environment or in society lives.

Based on the literature review described above, the research paradigm is described as follows.

Figure 2. An Organizational Behavioral System (Newstrom, 2007)



3. METHOD

3.1. Population and Research Sample

The populations are all of the state primary school principals in Hamparan Perak and Percut Sei Tuan district of Deli Serdang Regency in amount of 129 people. Sampling method applies proportional random sampling by referring to table of Isaac and Michael at significance level of 5%, and based on the sampling method there are 100 people.

3.2. Data Collection Technique

All of data were collected by using questionnaire with Likert scale model. The research instrument was tested before, validity test is examined by product moment correlation and reliability test is examined by Cronbach alpha formula.

3.3. Data Analysis Technique

Data analysis is descriptive analysis, requirement test analysis, and hypothesis test. Descriptive analysis is to describe the variable data, while the requirement test analysis including data normality test with one-sample kolmogorov-smirnov test, linearity test and regression significance test with variance analysis to examine regression linearity test with significance level $\alpha = 0.05$. Research hypothesis is tested by using path analysis.

4. RESULTS

The data description in this section will present transformational leadership variable (X1), job satisfaction (X2), achievement motivation (X3), principal performance (X4). Data description of each variable is summarized in Table 1 below.

Table 1. The Data Description of Variables

		X ₁	X ₂	X ₃	X ₄
N	Valid	100	100	100	100
	Missing	0	0	0	0
Mean		105,5400	163,9800	125,1500	116,1900
Median		107,5000	165,0000	125,0000	115,0000
Mode		107,00	165,00	125,00	115,00
Std. Deviation		13,84067	21,44336	11,86743	12,33922
Variance		191,564	459,818	140,836	152,256
Range		78,00	124,00	74,00	85,00
Minimum		54,00	102,00	81,00	61,00
Maximum		132,00	226,00	155,00	146,00
Sum		10554,00	16398,00	12515,00	11619,00
Ideal Mean		90,00	138,00	99,00	90,00
Std. Deviation Ideal		20,00	30,67	22,00	20,00
Ideal Minimum		30,00	46,00	33,00	30,00
Ideal Maximum		150,00	230,00	165,00	150,00

One sample kolmogorov-simirnov test is used to test the normality of data, and calculation result is shown in Table 2 below.

Table 2. Summary of Kolmogorov-SimirnovNormality Test

		X ₁	X ₂	X ₃	X ₄
N		100	100	100	100
Normal Parameters ^{a,b}	Mean	105,5400	163,9800	125,1500	116,1900
	Std. Deviation	13,84067	21,44336	11,86743	12,33922
Most Extreme Differences	Absolute	,131	,120	,098	,128
	Positive	,070	,088	,068	,112
	Negative	-,131	-,120	-,098	-,128
Test Statistic		,131	,120	,098	,128
Asymp. Sig. (2-tailed)		,000 ^c	,001 ^c	,019 ^c	,000 ^c

a. Test distribution is normal.

b. Calculated from data.

c. Lilliefors significance correction.

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

- a) The highest transformational leadership score is 132, the lowest score is 54, mean is 105.54 and standard deviation is 13.84. While the highest ideal scores is150, the lowest ideal score is 30, and the mean ideal score is 90 and ideal standard deviation is 20. Overall it can be concluded that the transformational leadership of state primary school principals tends to be enough categories.
- b) The highest job satisfaction score is 226, the lowest score is 102, mean is 163.98, and standard deviation is 21.44. While the highest ideal score is 230, the lowest ideal score is 46, mean ideal score is 138 and ideal standard deviation is 30.67. Overall it can be concluded that job satisfaction of state primary school principals tends to be enough categories
- c) The highest achievement motivation score is 155, the lowest score is 81, mean is 125.15,and the standard deviation is 11.86. While the highest ideal score is165, the lowest ideal score is 33, mean ideal score is 99, and ideal standard deviations 22. Overall it can be concluded that the

achievement motivation of state primary school principals tends to be enough categories.

- d) The highest principal performance score is 146, the lowest score is 61, mean is 116.19, and standard deviation is 12.33. While the highest ideal score is 150, the lowest ideal score is 30, mean ideal score is 90, and ideal standard deviations 20. Overall it can be concluded that the performance of state primary school principals tends to be enough categories.

Based on the calculation summary in Table 2 above, it shows the value of statistical test > 0.05 , thus it can be concluded that the overall distribution of data does not deviate from the normal distribution, it means the assumption of normality has been met.

Linearity is based on linearity test with F test on data of each endogenous variable on exogenous variables, and calculation summary is shown in Table 3 below.

Table 3. Summary of Linearity and Significance Test

No	Exogenous Variables to Endogenous Variables	Linearity Test			Regression Test of		
		F _o	Sig.	Status	F _o	Sig.	Status
1	X ₁ toX ₂	1,350	0,148	Linier	4,267	0,048	Significant
2	X ₁ to X ₃	0,688	0,886	Linier	5,119	0,026	Significant
3	X ₁ to X ₄	0,784	0,783	Linier	12,826	0,001	Significant
4	X ₂ to X ₄	1,346	0,149	Linier	14,894	0,001	Significant
5	X ₃ to X ₄	1,041	0,437	Linier	39,529	0,001	Significant

Table 3 shows the linearity test that indicates all significance values $F_o > 0.05$ and regression significance test indicates all significance values $F_o < 0.05$ means the relationship between exogenous variable and endogenous variable is linear, hence, linearity assumption has been met.

Hypothesis testing, correlation coefficient, path coefficient test are summarized in Table 4 below.

Table 4. Summary of Correlation and Path Coefficient

No.Hypothesis	The correlation coefficient	Path Coefficient	t _{observ.}	Significance	Description
1	$r_{12} = 0,180$	$\rho_{21} = 0,180$	2,001	0,048	Significant
2	$r_{13} = 0,223$	$\rho_{31} = 0,223$	2,262	0,026	Significant
3	$r_{14} = 0,340$	$\rho_{41} = 0,213$	2,541	0,013	Significant
4	$r_{24} = 0,363$	$\rho_{42} = 0,177$	2,028	0,045	Significant
5	$r_{34} = 0,536$	$\rho_{43} = 0,427$	4,857	0,001	Significant

Table 4 shows all hypotheses are accepted, so it can be concluded: (1) transformational leadership has a direct positive impact on job satisfaction, (2) transformational leadership has a direct positive impact on achievement motivation, (3) transformational leadership has a direct positive impact on performance, (4) job satisfaction has a direct positive impact on performance, and (5) achievement motivation has a positive direct impact on performance.

4.1. Direct and Indirect Impact

The proportional impact of transformational leadership (X1), job satisfaction (X2) and achievement motivation (X3) on principal performance (X4) is shown in Table 5 below.

Table 5. Summary of Proportional Direct and Indirect Impact of Transformational Leadership (X1), Job Satisfaction (X2) and Achievement Motivation (X3) on Principal Performance (X4)

Variable	Effect				Total Effect	Non Path	
	Direct to X ₄	Indirect to X ₄ through by:				S	U
		X ₁	X ₂	X ₃			
X ₁	0.050	-	0.009	0.019	0.078	-	-
X ₂	0.044	-	-	-	0.044	0.009	0.026
X ₃	0.164	-	-	-	0.164	0.019	0.026
Total					0.286	0.028	0.052

Description: S = Component Spurious
 U = Component Unanalyzed

Thus, the total influence consisting of direct influence and indirect influence of transformational leadership (X1), job satisfaction (X2) and achievement motivation (X3) on principal performance (X4) is 0.286. Thus, the strength of transformational leadership (X1), job satisfaction (X2) and achievement motivation (X3) determine the principal performance changes (X4) is 28.40%, while the rest in spurious component is 0.028 and Unanalyzed component is 0.052. So the direct and indirect, spurious, and unanalyzed influences caused by transformational leadership (X1), job satisfaction (X2) and achievement motivation (X3) on principal performance (X4) is $0.286 + 0.028 + 0.052 = 0.366$ (correction $R^2 = 0.366$), while the influence of other factors outside transformational leadership (X1), job satisfaction (X2) and achievement motivation (X3) is $1 - 0.366 = 0.634$ or 63.40%.

5. DISCUSSION AND CONCLUSION

Referring to the findings, the discussions are as follows:

a) Based on the result of the first hypothesis testing, the relationship of transformational leadership with job satisfaction is significant path coefficient ρ_{21} is 0.180 and direct impact of transformational leadership on job satisfaction is 0.032. The findings of this study are consistent with the findings of Dewi's study that transformational leadership has a significant direct positive effect on job satisfaction (Dewi, 2013), and the findings of Rondonuwu's research that transformational leadership has an impact on job satisfaction (Rondonuwu, 2011). The findings of this study support theories used as the basis for submission of research hypotheses, namely: organizational behavioral integration model from Colquit, Lepine, and Wesson which imply that leadership has a direct impact on job satisfaction (Colquit, Lepine, and Wesson, 2015). Thus, the findings of this study are transformational leadership directly have a significant positive impact on job satisfaction of the state primary school principals in Deli Serdang Regency is in accordance with the findings of Dewi, Kaihatu, and Rodonuwu and the referred theory to this study.

b) Based on the results of the second hypothesis testing, the relationship of transformational leadership with achievement motivation is a significant path coefficient ρ_{31} is 0.208 and direct impact of transformational leadership on achievement motivation is 0.043. The findings of this study are consistent with Risambessy's findings that transformational leadership has a significant positive on motivation (Risambessy, 2011). The findings of this study support the theories used as the basis for the submission of research hypotheses, organizational behavioral integration model from Colquit, Lepine, and Wesson which imply that leadership has a direct impact on motivation (Colquit, Lepine, and Wesson, 2015). Thus, the findings of this study are transformational leadership directly have a significant positive impact on achievement motivation of the state primary school principals in Deli Serdang Regency is in accordance with the findings of Risambessy and referred theory to this study.

c) Based on the result of the third hypothesis testing, the relationship of job satisfaction with performance is a significant path coefficient ρ_{42} is 0.205 and direct impact of job satisfaction on performance is 0.042. The findings of this study are consistent with the findings of Dizgah, Chegini and Bisokhan which find a significant positive correlation between job satisfaction and performance (Dizgah et al., 2012). The findings of this study are also in line with the findings of Siburian which find a significant direct positive impact of job satisfaction on performance (Siburian, 2012). The findings of this study support the theories used as the basis for submission of research hypotheses, i.e: organizational behavioral integration model of Colquit, Lepine, and Wesson which propose that job satisfaction has a direct impact on performance (Colquit, Lepine, and Wesson, 2015). Thus, the findings of this study, i.e: job satisfaction

directly has a significant positive impact on the performance of the state primary school principals in Deli Serdang Regency is in accordance with the findings of Dizzah and Siburian and support the referred theory to this study.

d) Based on the results of the fourth hypothesis testing, the relationship of achievement motivation with performance is a significant path coefficient ρ_{43} is 0.405 and direct impact of achievement motivation on the performance is 0.164. The findings of this study are consistent with the findings of Mursini who finds a direct impact of work motivation on the performance of lecturers at the State University of Medan (Mursini, 2012). The findings of this study support the theories used as the basis for submission of research hypotheses, i.e: organizational behavioral integration model of Colquit, Lepine, and Wesson which imply that motivation has a direct impact on performance (Colquit, Lepine, and Wesson, 2015). Thus, the findings of this study, i.e: achievement motivation directly has a significant positive impact on the performance of the state primary school principals in Deli Serdang Regency is in accordance with the findings of Liliyana, et. al. and Mursini and support the referred theory to this study.

e) Based on the results of the fifth hypothesis testing, the relationship of transformational leadership with performance is a significant path coefficient ρ_{41} is 0.224 and direct impact of transformational leadership on performance is 0.050. The findings of this study are consistent with Risambessy's findings that transformational leadership has a significant positive impact on performance (Risambessy, 2011). The findings of this study support the theories used as the basis for submission of research hypotheses, i.e: organizational behavioral integration model of Colquit, Lepine, and Wesson which imply that leadership influences performance (Colquit, Lepine, and Wesson, 2015). Thus, the findings of this study, i.e: transformational leadership directly have a significant positive impact on the performance of the state primary school principals in Deli Serdang Regency is in accordance with the findings of Risambessy and support the referred theory to this study.

Thus, the *Research Outcome* through hypothesis testing that received the five proposed research hypotheses have found a path diagram which is a fixed model or theoretical model that describes the causal relationship between research variables that determine the Performance of the State Primary School Principals in Deli Serdang Regency as shown in Figure 3.

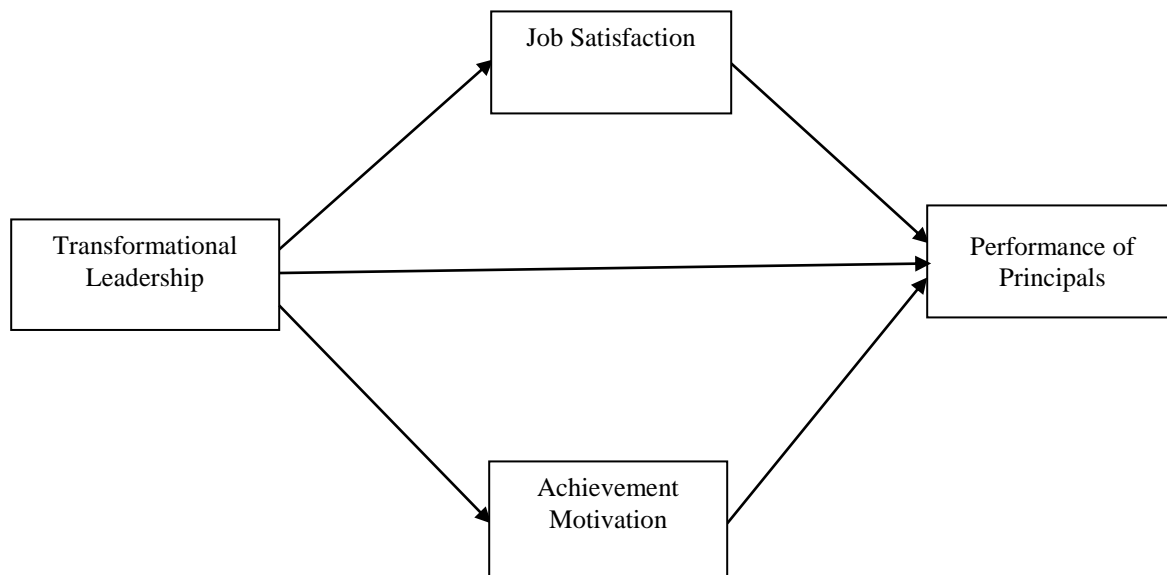


Figure 3. Research Outcome

Based on the research findings, the following are conclusions:

a) Transformational leadership has a direct positive impact on job satisfaction of the state primary school principals in Deli Serdang Regency. In other words, the better the transformational leadership, the better the job satisfaction of the state primary school principals in Deli Serdang Regency.

b) Transformational leadership has a direct positive impact on achievement motivation of the state primary school principals in Deli Serdang Regency. In other words, the better the transformational leadership, the stronger the achievement motivation of the state primary school principals in Deli Serdang Regency.

c) Transformational leadership has a direct positive impact on the performance of the state primary school principals in Deli Serdang Regency. In other words, the better the transformational leadership, the better the performance of the state primary school principals in Deli Serdang Regency.

d) Job satisfaction has a direct positive effect on the performance of the state primary school principals in Deli Serdang Regency. In other words, the better the job satisfaction, the better the performance of the state primary school principals in Deli Serdang Regency.

e) Achievement motivation has a direct positive impact on the performance of the state primary school principals in Deli Serdang Regency. In other words, the stronger the achievement motivation, the better the performance of the state primary school principals in Deli Serdang Regency.

5.1. Implications of the Finding

Based on the conclusion of the research in order to improve the performance, especially for the state primary school principals in Deli Serdang Regency, the following are the implications of the research:

The results of the study find that transformational leadership, job satisfaction, and achievement motivation had a positive direct impact on performance. It means that the performance can be improved, if transformational leadership, job satisfaction, and achievement motivation are improved. Referring to conclusion, the head of Education officer of Deli Serdang Regency plays role in improving the performance of the state primary school principals in Deli Serdang Regency. Based on scientific research, there are several efforts to improve performance. The following efforts can be used effectively and efficiently to improve the performance of state primary school principals in Deli Serdang Regency, including:

Provide briefing and training to the state primary school principals about the concept of transformational leadership, strengthening motivation, application of work pattern and moral value in order to increase responsibility.

Provide promotional opportunity to the state primary school principals for those who perform very well (perfect).

Support and encourage the state primary school principals in promotion or career improvement.

Involve the state primary school principals in any activities to support their main duties and functions.

Provide reward, such as compliment, award certificate, and additional incentives for state primary school principals who performs their duties and responsibilities very well.

5.2. Recommendations for Future Research

Based on the conclusion and implication of the research, several recommendations are proposed.

In order to improve the performance of state primary school principals in Deli Serdang Regency, it is encouraged for the Education Office to do the following:

Providing education and training on transformational leadership to the principal about concept of innovation, work hard, creativity, and an opportunity to express an innovative idea and apply them to improve the quality of performance.

Providing satisfactory service for state primary school principals on their duties, hence, the Principals will get what they expect from Deli Serdang Education Department.

Giving reward i.e: compliment, certificate, and incentive for the state primary school principals who carry out their duties and responsibilities very well. In addition, education and training can be provided for the Principals in order to strengthen their ability to perfectly perform. In accordance with the description of research result that the achievement score of research subjects in the performance adequate. Therefore, education and training activities to improve performance for the Principals can be provided with priority in the aspect of development of competence and dedicated staff and effort to foster a high performance.

Increasing job satisfaction making sense of fun with colleagues, supervision, salary, and promotional opportunity. In accordance with the description of research result that the achievement score of research subjects in job satisfaction is adequate. Therefore, increasing job satisfaction should make sense of pleasure in promotion and supervision.

Improving achievement motivation by increasing responsibility on their duties, pleasure to work, an effort to compete with others, accomplishment from the work, hope for incentive, and pleasure to get compliment from their duties. In accordance with the description of the research results that the achievement of research subjects in achievement motivation is adequate. Therefore, the effort to increase the achievement motivation of state primary school principals should be performed with priority by having pleasure to work, working with incentive hope, and pleasure to have a compliment.

The findings of this research can be used as a comparison for relevant research in the future. For further research, it is necessary to study the performance of state primary school principals by involving other exogenous variables besides transformational leadership variable, achievement motivation, and job satisfaction, which have asymmetric relationship to each other in order to get dominant variable determining the change of

performance to increase the performance of state primary school principals. In addition, it is necessary to add some representative samples of state primary school principals in North Sumatera Province for broader generalization coverage.

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