THE EFFECTS OF LEADERSHIP AND PRINCIPAL'S DECISION MAKING ON TEACHERS' JOB SATISFACTION, AND ITS IMPLICATION ON THE PERFORMANCE OF STATES' JUNIOR HIGH SCHOOL TEACHERS IN SOUTH LAMPUNG, LAMPUNG PROVINCE

Meliyanti*

Abstract

Such an implementation of effective leadership along with the principal decision-making can improve the performance of the teachers' job satisfaction, which in turn can improve their performance. The purpose of this studies to identify and analyze the effect of leadership and principal's decision making to the school teachers' job satisfaction partially, and simultaneously, and their implications on the performance of teachers. The study revealed that: 1) Principal leadership and taking a decision-making influence on job satisfaction, but no effect on teacher performance, 2) leadership and decision making simultaneous of the Principals also get an effect for teachers' job satisfaction, and 3) the teacher job satisfaction also has effects in the performance of junior high school teachers State of South Lampung, Lampung province.

Keywords: Leadership, Principals' Decision Making, Teacher Job Satisfaction, the teachers' performance

** Meliyanti is a Teacher of SMP Negeri 3 Natar South Lampung, Lecturer in IBI Darmajaya, and post graduate from Doctoral Program in Management the Faculty of Economics, University of Persada Indonesia Y.A.I (UPI-Y.A.I) Jakarta*
Email: meliyanti12@rocketmail.com
Blog: http://meli-yanti.blogspot.com

INTRODUCTION

Principals (Principal) is a leader in Junior high. The Leadership of a Principal will be successful, if having managerial skills. According to Danin (2010: 16), the quality of education and learning is the main instrument to improve the quality of a nation. In other words there is no quality education without qualified teachers and well-being, in addition to other relevant factors such as facilities, culture, and others.

Formulation of the Problem

Formulation of the research problem is whether there was an effects:
1) The Principal of a leadership on job satisfaction of teachers?
2) The Principal decisions on job satisfaction of teachers?
3) The Principal leadership and decision making together (simultaneously) on job satisfaction of teachers?
4) The Principal of a leadership on teacher performance?
5) The Principal decisions on teacher performance?
6) job satisfaction of teachers on teacher performance?
7) leadership, decision-making Principal and teachers' job satisfaction together (simultaneously) on the performance of teachers?

Objectives of the Research

The research objective is to investigate and analyze the effect of:
1) The Principal leadership on job satisfaction of teachers.
2) The Principal decisions on job satisfaction of teachers.
3) The Principal leadership and decision making together (simultaneously) on job satisfaction of teachers.
4) The Principal leadership on teacher performance.
5) The Principal decisions on teacher performance.
6) job satisfaction of teachers on teacher performance.
7) leadership, decision-making Principal and teacher job satisfaction together (simultaneously) on the performance of teachers.

Methodology

Leadership as the ability to influence a group to achieve a vision or set of goals set. The effect can be formal and informal. Not all leaders are managers, and vice versa, not all managers are leaders. Just because of an organization providing certain formal rights to the manager, not as a guarantee that they are able to lead effectively. We find that informal leadership is the ability to influence others that arise from outside the formal structure of an organization, often as important as or even more important than formal influence. In other words, leaders can emerge from within a group and of the appointment and the appointment of a formal nature (Robbins: 2008:49). Furthermore, according to Luthans (2006:280), leadership theory, there are two main styles of leadership, (1) a task-oriented style

(task oriented) and (2) people-oriented style (people oriented).

According to Griffin (2004:258), the decision may be associated with a specific action or a public process. Decision-making (decision making) is the act of choosing one alternative from a series of alternatives. Furthermore, according to Daft (2010:294), there are six steps that are usually considered to be an effective decision-making processes, the introduction of a decree requirements, diagnosis and Cause and Effect Analysis, Development Alternatives, a Desired Alternative Selection, Implementation of Chosen Alternative, Evaluation and Feedback

According to Locke (Luthans, 2006:243), job satisfaction include reactions or attitudes of cognitive, affective, and evaluative and stated that job satisfaction is the emotional state of pleasure or positive emotions derived from the assessment of a person's job or work experience. Job satisfaction is the result of the employee's perception of how well their work gives it considered important. Furthermore, job satisfaction is a person's general attitude toward work that shows the difference between the number of awards received by workers and the amount they believe they should receive (Robbins, 2008:78). Beside that Gibson (2000:106) stated that job satisfaction as the attitude of the workers about their jobs. It was the result of their perception of the work. Kreitner and Kinicki (2001:224), job satisfaction is an *affective* or emotional responses to various aspects of one's job (Wibowo, 2007:299-300).

Thus, the performance is the outcome of the execution of the job, what is done and how to do it. Furthermore, Anwar (2004:22) provide an understanding of the performance of teachers as "a set of real behavior shown by a teacher at the time of giving lessons to their students." Teacher performance can be seen when he is carrying out the teaching-learning interactions in the classroom, including preparation. The conclusion that can be drawn from the opinions and theories on the performance of teachers, that teacher performance is preparation, execution, and achievement of teachers in conducting classroom teaching and learning interactions.

The method used in this research is descriptive and verification. Information is gathered directly from the location empirically, in order to know the opinion of most of the population of the object being studied. Data were derived from questionnaires using Likert scale.

The population in this research is the civil servant in South Lampung regency as 1605 teachers in 15 districts. Research sample of 310 teachers from 21 Junior High School.

In determining the number of samples, refer to the table as suggested by Sekaran (2010:295).

The sampling method used was stratified random sampling.

Before testing the hypothesis, we conducted tests of normality (Kolmogorov Smirnov test), tests of homogeneit (Levene test), validity and reliability testing. Hypothesis testing using analytical tools Structural Equation Model (SEM), in accordance with the assumption of the use of SEM (Ferdinand in Supranto, 2012:114).

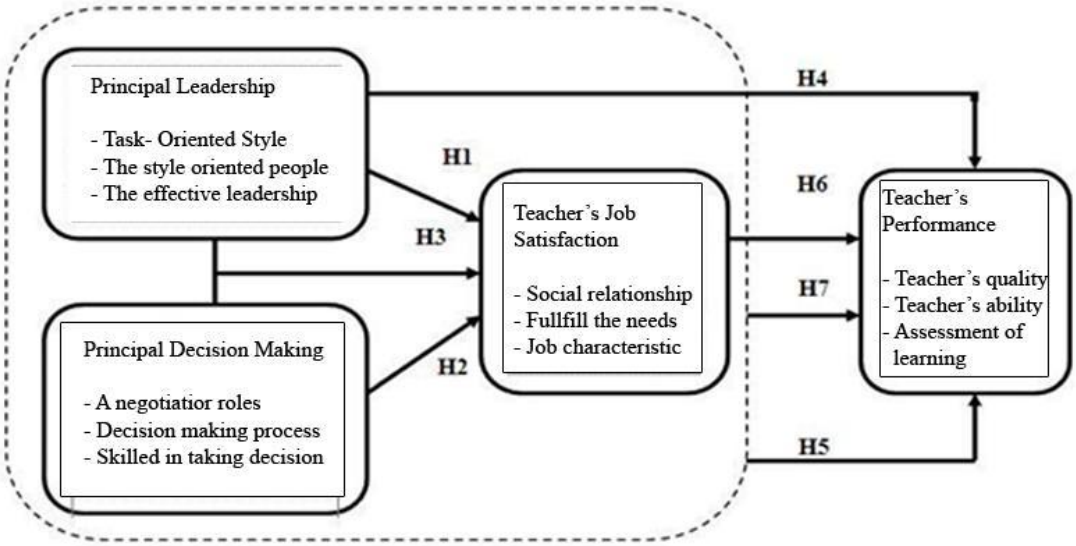

Figure 1. Theorectical Framework and Research Hypothesis

Discussion

Tests for normality using the Kolmogorov-Smirnov test each variable as Table 1. Based on the Table 1. Looks Sig F for the four variables is greater than 5% (Sig F> 5%), the data concluded fourth normal variables

Table 1. One-Sample Kolmogorov-Sirnov Test

		X1	X2	Y1	Y2
N		310	310	310	310
Normal Parameters(a,b)	Mean	46.8742	46.6774	46.8382	45.1097
	Std. Deviation	5.24670	5.32556	5.40980	5.25846
Most Extreme Differences	Absolute	.061	.063	.059	.057
	Positive	.061	.063	.059	.057
	Negative	-.060	-.050	-.054	-.049
Kolmogorov-Smirnov Z		1.081	1.108	1.044	.998
Asymp. Sig. (2-tailed)		.193	.171	.226	.272
Criterion (Sig F > 5%) are Normal		>0.05	>0,05	>0,05	>0,05
Description		Normal	Normal	Normal	Normal

a Test distribution is Normal.
b Calculated from data.
Source: Results of SPSS 18.0 Processing

Testing homogeneity using Levene test each variable as shown in Table 2. Based on Table 2, the value is greater than .05 Sig (Sig> 5%), inferred data came from populations having the same variance or homogeneous.

Table 2. Recapitulation of Homogeneity of Variance Test Results

Number	OneWay	Sig.Level	Sig. α	Specification
1	Y_1 on X_1	0,271	0,05	Homogeneous
2	Y_1 on X_2	0,246	0,05	Homogeneous
3	Y_2 on X_1	0,268	0,05	Homogeneous
4	Y_2 on X_2	0,177	0,05	Homogeneous
5	Y_2 on Y_1	0,333	0,05	Homogeneous

Source: Results of SPSS 18.0 Processing

Based on Table 3, each item questions of leadership and decision-making variables Principal has loading factor greater than 0.6 (r> 0.6), so it can be said of all items valid question.

Table 3. Validity Test of Leadership and Principal Decision Making (n=310)

Item Questionnaire	Validity Value	Sig. Level	Conclusion Validity Test
Principal Leadership (X_1)			
X1.1	0.656	0.000	Valid
X1.2	0.682	0.000	Valid
X1.3	0.785	0.000	Valid
X1.4	0.762	0.000	Valid
X1.5	0.682	0.000	Valid
X16	0.766	0.000	Valid
X1.7	0.883	0.000	Valid
X1.8	0.764	0.000	Valid
X1.9	0.711	0.00	Valid
X1.10	0.733	0.00	Valid
X1.11	0.779	0.00	Valid
X1.12	0.776	0.00	Valid
X1.13	0.69	0.00	Valid
X1.14	0.753	0.00	Valid
X1.15	0.746	0.00	Valid
Principal Decision Making (X_2)			
X2.1	0.634	0.000	Valid
X2.2	0.656	0.000	Valid
X2.3	0.623	0.000	Valid
X2.4	0.726	0.000	Valid
X2.5	0.635	0.000	Valid
X2.6	0.636	0.000	Valid
X2.7	0.609	0.000	Valid
X2.8	0.766	0.000	Valid
X2.9	0.715	0.00	Valid
X2.10	0.652	0.00	Valid
X2.11	0.697	0.00	Valid
X2.12	0.618	0.00	Valid
X2.13	0.678	0.00	Valid
X2.14	0.75	0.00	Valid
X2.15	0.695	0.00	Valid

Correlation is significant at the 0.05 level (2-tailed).

Source: Results of SPSS 18.0 Processing

Testing the validity of the question items on the variable job satisfaction of teachers and teacher performance as shown in Table 4

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Table 4. Validity Test Job Satisfaction and The Performance of Teachers (n =310)

Item Questionnaire	Validity Value	Sig. Level	Conclusion Validity Test
Job Satisfaction (Y_1)			
Y1.1	0.65	0.000	Valid
Y1.2	0.706	0.000	Valid
Y1.3	0.674	0.000	Valid
Y1.4	0.602	0.000	Valid
Y1.5	0.635	0.000	Valid
Y1.6	0.666	0.000	Valid
Y1.7	0.611	0.000	Valid
Y1.8	0.678	0.000	Valid
Y1.9	0.649	0.00	Valid
Y1.10	0.69	0.00	Valid
Y1.11	0.65	0.00	Valid
Y1.12	0.653	0.00	Valid
Y1.13	0.689	0.00	Valid
Y1.14	0.646	0.00	Valid
Y1.15	0.675	0.00	Valid
The Performance of Teacher (Y2)			
Y2.1	0.605	0.000	Valid
Y2.2	0.808	0.000	Valid
Y2.3	0.685	0.000	Valid
Y2.4	0.751	0.000	Valid
Y2.5	0.636	0.000	Valid
Y2.6	0.795	0.000	Valid
Y2.7	0.538	0.000	Valid
Y2.8	0.573	0.000	Valid
Y2.9	0.644	0.00	Valid
Y2.10	0.643	0.00	Valid
Y2.11	0.675	0.00	Valid
Y2.12	0.825	0.00	Valid
Y2.13	0.682	0.00	Valid
Y2.14	0.68	0.00	Valid
Y2.15	0.661	0.00	Valid

Correlation is significant at the 0.05 level (2-tailed).
Source: Results of SPSS 18.0 Processing

Based on Table 4, note that all item questionnaire variables job satisfaction of teachers and teacher performance has a loading factor greater than 0.6 (r> 0.6), mean valid.

Testing reliability with Cronbach alpha, alpha value of each variable gain> 0.7, meaning that the results can be said to be reliable instrument. These results question the reliability test items for each research variable.

Based on Table 5, it appears all the variables have a value of alpha> 0.7, so that the instrument in 310 junior high school teachers can be said reliably.

Table 5. Reliability Test for Research Variables (n=310)

Variable	Alfa Value	Conclusion
Principal Leadership	0.942	Reliable
Principal Decision Making	0.913	Reliable
Job Satisfaction	0.886	Reliable
The Performance of teacher	0.942	Reliable

Source: Results of SPSS 18.0 Processing

Before the SEM analysis performed, in conformity test model as shown in Table 6. Based on the Table 6., Seven sizes obtained suitability suitability index models have a good (good fit), which has an index of the suitability RMSEA only good models, other models suitability indices are well below the size compatibility, but still be within the scope of marginal suitability (marginal fit), thus can be continued in the subsequent analysis.

Table 6. Size Suitability Model

Indicator GOF	Size Expected	Estimation Result	Conclusion
Absolute Size Fit			
GFI	GFI > 0,90	0,66	Marginal Fit
RMSEA	RMSEA < 0,08	0,07	Good Fit
Incremental SizeFit			
NNFI	NNFI > 0,90	0,77	Marginal Fit
NFI	NFI > 0,90	0,68	Marginal Fit
AGFI	AGFI > 0,90	0,63	Marginal Fit
RFI	RFI > 0,90	0,67	Marginal Fit
IFI	IFI > 0,90	0,78	Marginal Fit
CFI	CFI > 0,90	0,78	Marginal Fit

Note : Marginal Fit is a condition of conformity under the measurement model fit the criteria of absolute size, and incremental fit, but can still be passed on further analysis, because it is close to the size criteria good fit (Hair, Anderson, Tatham, and Black, 1998: 623)

Source: Results of Treatment with LISREL 8:30

Full model equations SEM using LISREL program 8:30 obtained standardized models and models of T-values as shown in figure 2 and figure 3,

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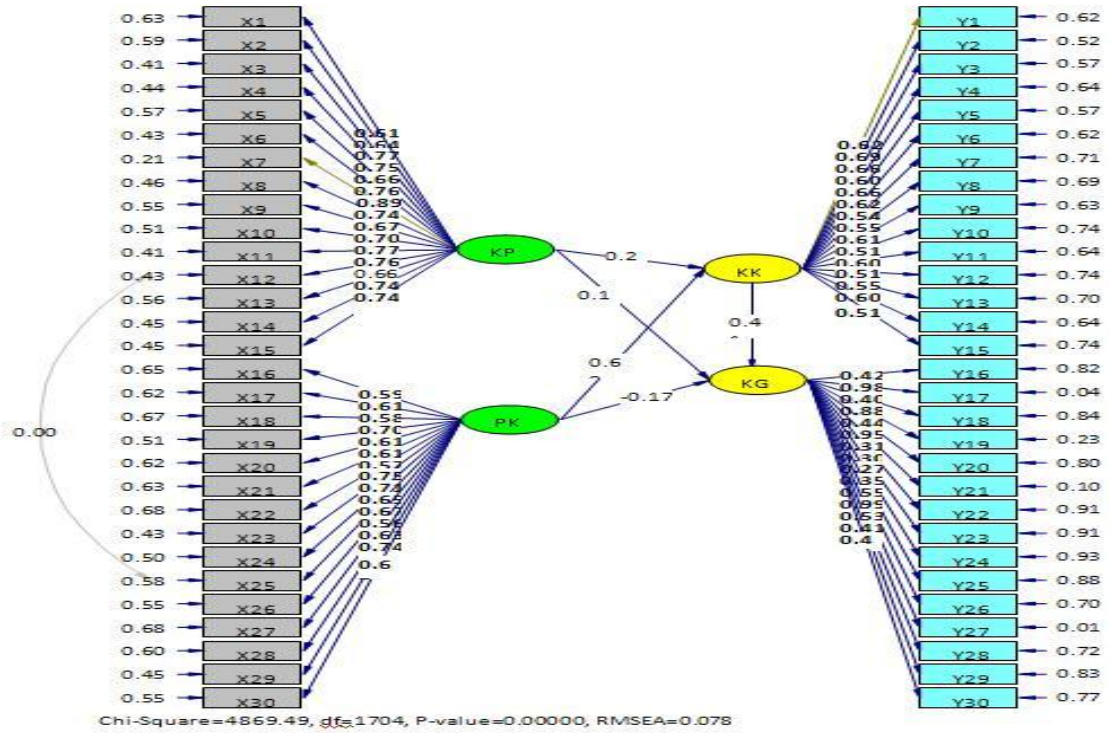

Figure 2. Calculation Results of SEM (*Standardize Model*)

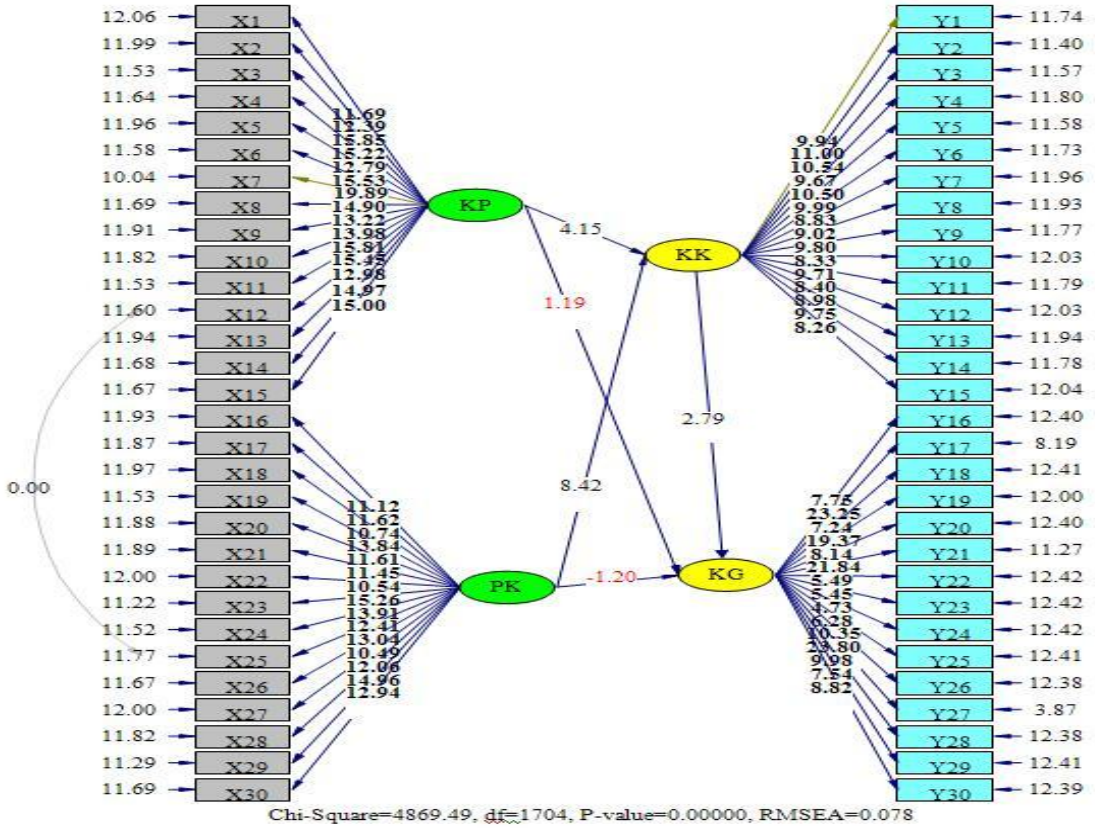

Figure 3. Calculation Result *T-Value Model*

Here is described hypothesis testing:

1. The influence of leadership and decision-making on job satisfaction of teachers

The results obtained equation is:

Equation1is:

KK = 0.24 * 0.69 * KP + PK, ζ = 0.24, R2 = 0.76

(0,057) (0,082) (0.0005)

4.15 8.42 486.08

The magnitude of the structural equation, seen the influence of direct variable Principal leadership on job satisfaction of teachers is at (0.24 x 0.24 x 100) = 5.765%, the amount of direct influence decision-making on job satisfaction of teachers is at (0.69 x 0, 69 x 100) = 47.61%.

Furthermore, the influence of variables simultaneously of the Principal leadership and decision-making variables on job satisfaction of teachers is 76%, the remaining 24% is influenced by other factors. Thus the teacher job satisfaction SMP South Lampung regency positively influenced by Principal leadership and decision-making, it can be seen in Figure 4 below.

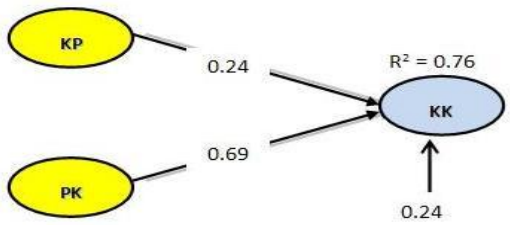

Figure 4. The Effect Leadership and Decision-making Principal toward Teacher Job Satisfaction (Standardized)

Based on Figure 4, the value of t and F values to test hypotheses 1, 2, and 3 are as follows.

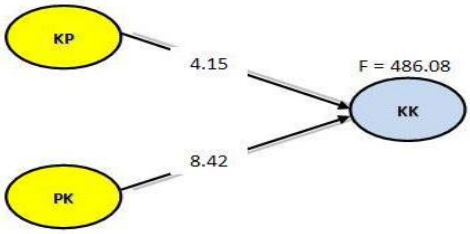

Figure 5. The Effect Leadership and Decision-making Principal toward Teacher Job Satisfaction Rate (Nilai t dan F)

According to equation 1 and Figure 5, the value of t leadership on job satisfaction of teachers is 4.15> 2, significant. In accordance with Hear, at.all (1998). So the leadership of Principal partially significant effect on job satisfaction of teachers, good leadership means the Principal, the higher job satisfaction of teachers, it is thus **Hypothesis 1 is accepted**.

T value to influence decision making on job satisfaction of teachers Principal partially amounted to 8.42, so the decision making significant effect on job satisfaction of teachers, it means the right decisions Principal, the teachers' job satisfaction will increase, then so **Hypothesis 2 accepted.**

Simultaneously can be seen from the value of F in equation 1 and figure 5 is equal to 486.08> 2, so that the simultaneous leadership of Principal and Principal decisions affect the job satisfaction of teachers, good leadership means the Principal as well as the ability of the decision-making accuracy in satisfaction employment of teachers will increase. Thus **Hypothesis 3 is accepted.**

2. The Effect of Principal Leadership, Decision Making, and Job Satisfaction to Performance of teacher

Equation 2 is:

KG = 0:41 * KK + 0.10 * KP - 0:17 * PK, . = 0.87, R ² = 0.13ζ

(0.15) (0,087) (0.14) (0.04)

2.79 1.19 -1.20 20.93

Based on structural similarities, it appears the influence of direct variable Principal leadership on teacher performance is equal to (0.10 x 0.10 x 100) = 1%, the amount of direct influence decision-making on teacher performance is equal to (0.17 x 0.17 x 100) = 2.89% and the amount of direct influence on the performance of the teacher job satisfaction is at (0:41 x 0:41 x 100) = 16.81%.

Furthermore, the influence of leadership variables simultaneously Principal, Principal decision variables, and variable job satisfaction of teachers on teacher performance is 13%, the remaining 87% is influenced by other factors. Thus the teacher's job performance in State Junior High School (SMP) of South Lampung regency positively influenced by Principal leadership, decision making, and job satisfaction of this can be seen in Figure 6 below.

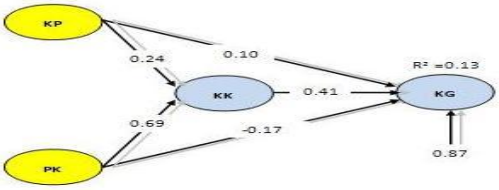

Figure 6. The Effect of Principal Leadership, Decision Making, and the Job Satisfaction of the Performance Teacher (Standardized)

Based on Figure 6, the value of t and F values to test hypotheses 4, 5, 6, and 7 are as follows.

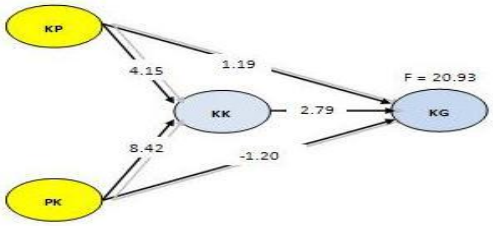

Figure 7. The Effect of Principal Leadership, Decision Making, and the Job Satisfaction toward the Performance of Teacher Rate (Nilai t dan F)

Based on equation 2. and Figure 7. above, it turns out the value of t Principal leadership is influence on the performance of the teachers is of 1.19 <2, so it can be said to be not significant, so the partial leadership of Principal no significant effect on the performance of teachers, good leadership means that the Principal, the teacher performance remains increases, thus hypothesis 4 was rejected.

Similarly, the value of t to influence decision-making on teacher performance partially amounted to -1.20 <2, so that the decision-making no significant effect on teacher performance, which means that the right decisions, then the teacher's performance does not increase, then so Hypothesis 5 rejected.

While the value of t to influence job satisfaction of teachers on teacher performance partially amounted to 2.79> 2, so that job satisfaction

significantly influence the performance of teachers, meaning that the higher the level of job satisfaction of teachers, the teacher's performance will increase, thus Hypothesis 6 received .

Simultaneously can be seen from the value of F in equation 2 and Figure 7. amounting to 20.93> 2, so that simultaneous Principal leadership, decision making, and job satisfaction of teachers affect teacher performance, better meaning of leadership and the ability Principal accuracy in decision making, so as to increase the job satisfaction of teachers, the teachers' performance will increase . Thus Hypothesis 7 received.

Table 7. The Result of Hypothesis Test

Hypothesis	Description	Value T-Value	Conclusion
H1	Principals Leadership effect teacher job satisfaction	4,15	H1 Received
H2	Decision making effect toward teacher job satisfaction	8,42	H2 Received
H3	Principal leadership and decision making together affect the job satisfaction of teachers	486,08	H3 Received
H4	Principal leadership affects teacher performance	1,19	H4 Denied
H5	Principal decisionmaking affects teacher performance	-1,20	H5 Denied
H6	Teacher job satisfaction affects toward teacher performance	2,79	H6 Received
H7	Principal leadership, decision making, and job satisfaction affecttoward teacher performance	20,93	H7 Received

Source: Results of Treatment with LISREL 8:30

Conclusion

The research revealed that: 1) Principal leadership and decision-making influence on job satisfaction, but not for the effect on teacher performance, 2) leadership and decision-making are also simultaneously affect teachers' job satisfaction, and 3) job satisfaction affects the performance of junior high school teachers South Lampung regency, Lampung province.

The descriptive analysis of the findings are as follows:

First, the leadership of Principal (which has the lowest average) is the Principal in overseeing teachers in less effective learning.

Second, Principal decision (which has the lowest average) is Principal did not seek a solution for the placement of a shortage of teachers teaching hours.

Third, teacher job satisfaction (which has the lowest average) is the level of satisfaction with the incentives given Principal.

Fourth, the performance of teachers (which has the lowest average) is the teachers make lesson plans that match the characteristics of students and teachers actively engage students in learning in order to gain experience.

Recommendation

Junior High School teacher performance more dominantly influenced by the teacher job satisfaction. Thus, the Principal must pay attention to job satisfaction especially among the teachers relationship factors (Y2). One should do South Lampung District Education Office is to provide education and training (training) leadership, that leadership of Principals more optimal.

An ability teacher is the most decisive factor to improve performance. Teacher job satisfaction increases when decision-making is determined by the Principal cooperates with outsiders and skilled decision. Thus, to improve the performance of teachers recommended that the teacher job satisfaction can be improved by making the right decision by the Principals. The findings of the descriptive analysis is recommended as follows.

The Principals are required to pay more attention and increase supervision of teachers in performing their duties. Leadership approach is needed which is always looking for the best solution to solve the existing problems.

Principals also are required to always pay tribute to teacher performance, both morally and materially.

Head of Junior High School teachers are required to encourage improvements in the planning and active learning activities. Council of Teacher's Lesson (MGMP) should be improved. In addition, the Principal must also actively sending teachers to attend training or the like.

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