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## **The Effect of Instructional Leadership, Knowledge of Educational Management, Interpersonal Communication and Job Satisfaction to Organization Commitment of the Senior High School Principals (A Case Study in Senior High Schools in Medan Municipality)**

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### **Abstract**

This study was aimed to reveal the determining factors of the senior high school principals' organization commitment in Medan Municipality, and to find out a theoretical model which could describe the causal relationship among the latent variables determining the principals' organization commitment. The population consisted of 202 principals and 127 principals were taken using the proportional random sampling as the sample. The data on the organizational commitment, instructional leadership, interpersonal communication, and job satisfaction were collected using questionnaires with the Likert scale, while the data on knowledge of educational management were collected using the test. Instruments tested prior research, which is to test the validity by Product Moment correlation and to test the reliability by Cronbach Alpha Formula. The pre-analysis testing included the normality test and the linearity test, while the hypothesis was tested using the path analysis.

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The results showed (1) instructional leadership positive direct effect on interpersonal communication, (2) knowledge of educational management positive direct effect on job satisfaction, (3) interpersonal communication positive direct effect on organizational commitment, (4) job satisfaction positive direct effect on organizational commitment, (5) knowledge of educational management direct positive effect on organizational commitment, and (6) instructional leadership positive direct effect on organizational commitment. Based on this, a theoretical model which showed the causal relationship among the variables of the instructional leadership, knowledge of educational management, interpersonal communication, job satisfaction, and organizational commitment of the senior high school principals was developed.

**Keywords:** instructional leadership; educational management; interpersonal communication; job satisfaction; organizational commitment

## **1. Introduction**

Senior High School principal as the spearhead implementation of education has the task which covers three areas, namely: (a) managerial tasks, (b) supervision, and (c) entrepreneurship [1]. Further stated that the principal task in the managerial field related to the management of the school, so that all resources can be provided and used optimally to achieve the goals effectively and efficiently. The managerial task includes the following activities: (1) develop a planning school; (2) manage the learning program; (3) managing student; (4) manage facilities and infrastructure; (5) manage the school personnel; (6) manage the finances of the school; (7) manage the relationship between school and community; (8) manage the administration of the school; (9) manage school information system; (10) evaluating school programs; (11) leading schools [1]. Principal in the principal duties, are required to have some competence. Regulation of the Minister of National Education No. 13 of 2007 on the Standards for School/Madrasah has been determined that there are five dimensions of competency, namely: (a) personality, (b) managerial, (c) entrepreneurship, (d) supervision, and (e) social. Managerial competence in understanding the principal of the school as a system that must be led and managed well, diataranya is knowledge management [1]. Management plays an important role in the management of education, as expressed Husaini Usaman that 80 percent of the quality problems are caused by management education [2].

In addition to leadership, organizational commitment is also needed to realize the principal's vision, mission, and goals of the school, as some researchers consider that organizational commitment is a major challenge in the 21<sup>st</sup> century [3]. Organizational commitment refers to the person's appointment or to the organization's responsibility to work hard as desired organization to achieve organizational goals effectively and efficiently. Prayitno suggests that the commitment can be interpreted as a promise to do something in earnest [4]. Principals who have a good ability to lead the organization must be accompanied by a strong commitment to great lengths as desired in realizing the organization's vision, mission, and goals the school. Schatz and Schatz suggested that commitment is the most basic thing for every person on the job, in the absence of a commitment, the tasks assigned to him is hard to come to fruition. In relation to the importance of principals' organizational commitment to make education successfully [5], Director of Education Personnel suggests that the principal's

commitment to the implementation of the duties and functions of a reflection of personal competence and social competence that must be owned principals [6].

Models of school leadership is one factor that can encourage schools to realize the vision, mission, and goals of the school through programs carried out in a planned and gradual, so that principals are required to master organizational behavior, especially regarding leadership learning, knowledge management education, interpersonal communication, job satisfaction, and organizational commitment.

Kreitner and Knicki argues that organizational commitment fluctuate according to circumstances influencing factors, namely: (1) psychological and social, which includes the ego defense, individual motivation, and peer pressure; (2) organization, which includes communications, and the internal situation of the organization; (3) the characteristics of the project; and (4) contextual [7]. Baron and Greenberg point out several factors that determine a person's level of commitment, namely: (1) the level of responsibility and autonomy given to someone to do the job; (2) the opportunity to work elsewhere; (3) an individual's personal traits, such as the level of satisfaction at work there; and (4) the situation or culture of the organization, such as proximity or good leaders can make a commitment to its employees is high [8].

Based on the opinions of the above, the commitment of the organization is directly influenced job satisfaction and communication. Research Colquitt, Lepine and Wesson which is famous for their "*Integrative Model of Organizational Behavior*" group the factors affecting organizational commitment, including leadership, knowledge, and job satisfaction [9]. While Newstrom argues that leadership and communication affect job satisfaction [10].

Therefore, in order to improve senior high school principals' organization commitment in Medan can be done a research on the development of theoretical models of organizational commitment. As explained above that organizational commitment is influenced by various factors, including: leadership learning, knowledge management education, interpersonal communication, and job satisfaction.

### **1.1. Problem Formulation**

Based on the background of the problem, the proposed formulation of the problem as follows:

- (1) Is the instructional leadership directly influence interpersonal communication?
- (2) Is the knowledge of educational management directly influence job satisfaction?
- (3) Is the job satisfaction directly influence organizational commitment?
- (4) Is the interpersonal communication directly influence organizational commitment?
- (5) Is the knowledge of educational management directly influence organizational commitment?
- (6) Is the instructional leadership directly influence organizational commitment?

## 2. The Literature Review

The word *commitment* comes from the Latin "committere" which means combine, unite, believe and do [11]. Combining means the existence of a group who has a persistence in doing something. Mathis and Jackson gives the definition: "*Organizational commitment is the degree to which employees believe in and accept organizational goals and desire to remain with the organization*"[12]. The principals' organizational commitment is the degree of belief to accept the organization's goals (agency) and wanted to stay in the organization.

Organizational commitment can also illustrate the power of involvement in the organization, as stated Stroh, Northcraft, and Neale: "*Organization commitment is the relative strength of an individual's identification with and involvement in a particular organization*"[13]. Further stated: "*Organizational commitment is not simply loyalty to an organization, but an ongoing process through which organizational actors express their concern for the continued succes and well-being of the organization of which they are a part*"[13]. Thus the organizational commitment not only the size of loyalty to the organization, but as part of the organization also expressed concern for the success and welfare of the organization. This suggests that the involvement and loyalty in an organization is not separated from the success and prosperity experienced in the organization. As well Colquit, Lepine and Wesson also defines organizational commitment "... as the desire on the part of an employee to remain a member of the organization"[9]. Organizational commitment is the power of employee engagement in an organization. Employees who stay with the organization for a long period of time tend to be much more committed to the society together than those who work for a shorter time. Allen and Meyer (in Fred Luthan) proposes three concepts as a model of organizational commitment, namely: (1) affective commitment (*affective*) (2) continuance commitment (*continuance*), and (3). normative commitment (*normative*) [3].

Based on the description above theories can be synthesized that the principal's organizational commitment is form of psychological attachment to the institution that is characterized by trust and acceptance of the values of the institution and a strong push to make efforts in achieving the vision and mission as well as a strong desire to maintain existence; the indicators are realized in the form of acceptance of the values and goals of institutions (*affective commitment*), sense of pride and a willingness to work hard for the institution (*continuance commitment*), and the desire to maintain membership in the organization (*normative commitment*).

*Leadership* is defined as the exercise of authority and decision-making [14]. While Robbins and Judge defines leadership as the ability to influence a group towards the achievement of targets [15]. The source of this influence may be formal, as demonstrated by the possession of managerial rank in the organization. Leadership refers to the ability to influence and direct a person or group of people to do things in accordance with the desire of leaders to achieve specified goals.

Ministry of Education suggested that instructional leadership is one's ability to be possessed by a school principal. The instructional leadership is very important for applied in school because it can: (1) improve student

achievement significantly; (2) provide encouragement and guidance to people in schools to improve student learning achievement; (3) focus the activities of its citizens towards achieving the vision, mission, and goals of the school; and (4) build a learning community and its citizens to make the school as a school of learning [16]. The instructional leadership include behavioral principals in formulating, and communicating school goals, monitor, assist, and provide feedback in learning. Accordingly, the Ministry of Education further argued that the instructional leadership is leadership that focuses/emphasis on learning components including curriculum, teaching and learning, evaluation, teacher development, service excellence in teaching, learning and community building [16].

Based on the study above theory can be synthesized that the instructional leadership are actions principals influence others to act in accordance with that expected to achieve learning objectives with indicators formulating school goals, communicating the school goals, supervising and evaluating learning, coordinating curriculum, monitoring student learning progress, controlling the allocation of instructional time, achievement focused vision, providing incentives for teachers, set academic standards, and provide incentives for students.

*Management* derived from the Latin, namely: *manus*, meaning hand and *agere*, which means do. These two words are combined into *managere*, which means dealing with. Furthermore, *managere* verb translated into English *management*, then translated into Indonesian into management. Accordingly, management education can be defined as an attempt to manage educational resources to achieve the expected goals. Husaini argues that educational management refers to the process of planning, organizing, directing, and controlling educational resources to achieve educational goals effectively and efficiently [2]. Furthermore, knowledge refers to everything that is known individual. Thus, knowledge of management refers to the cognitive ability in the process of planning, organizing, directing, and controlling educational resources to achieve educational goals effectively and efficiently. Suriasumantri describes human knowledge acquired through experience of the results of the interaction between man and man and the natural surroundings [17]. In accordance with the nature, knowledge is a cognitive ability that is associated with the ability affective, and psychomotor abilities of individuals obtained through education. Accordingly, Bloom argues that the success of education in the form of behavior covers three areas or domains, namely cognitive domain, affective domain and psychomotor domain [18]. Furthermore, Bloom suggests that the cognitive domain consists of six levels, where the levels that describes the steps that are the foundation for entering the next stage. These six levels consist of: (a) *knowledge*, (b) *understanding*, (c) *the application*, (d) *analysis*, (e) *synthesis*, and (f) *evaluation* [18].

In simple terms, *educational management* is a field of study and practice relating to the organization or educational institution, which is expected by the education management activities, educational goals can be carried out effectively and efficiently. Engkoswara and Komariah defines educational management as an arrangement cultivated fields of education conducted through the activity of planning, organizing, staffing, coaching, coordinating, communicating, motivating, budgeting, controlling, monitoring, assessment, and reporting systematically to achieve quality education destination [19].

Based on a study of the theory of knowledge management can be synthesized that education is the principal cognitive abilities in the process of implementation of management functions to achieve the educational goals

effectively and efficiently with indicators of planning, organizing, directing, and controlling resources education.

In the term epistemology *the communication* comes from the Latin "*communication*" is derived from the word "*communis*", meaning the same meaning and the same sense about something [20]. The experts also align the origin of the word "*communicare*" which in Latin has the meaning participates or is derived from the word "*communes*" which means the same = "*common*" [21]. Communication has a very important role in everyday life. Communication is defined as the transmission or exchange of information from the sender to the recipient, either orally, in writing or using communication devices [12]. Exchange of information that occurs between the sender and recipient are not only made in oral or written form, but also to use advanced communication tools. Newstrom defines "*Communication is the transfer of information and understanding from one person to another person*" [10]. While Lussier states "*Communication is the process of transmitting information and meaning*" [22]. Communication is the process of transfer of understanding in the form of ideas or information from one person to another. The sense of displacement involves more than just the words that are spoken, but also facial expressions, intonation, vocal breaking point, and so on. Communication is everywhere, because it's a lot of people feel they have to know and master. In everyday life, especially in relationships with others, using communication to achieve the goal. In any kind of work there is always communication, because communication is a means to connect with other people.

According to Sopiah, the direction of communication that can occur in the following forms: (1) *downward communication*; (2) *upward communication*; and (3) *lateral communication* [12]. While Katz and Kahn identified five general purpose communication from top to bottom in the organization, namely: (1) *specific tasks memgerti directives regarding work instructions*; (2) *provide information on the procedures and practices of the organization*, (3) *provide information on the basic idea of the work*; (4) *inform subordinates about their performance*; and (5) *provide information to facilitate ideological indoctrination purposes* [23]. De Vito suggests that an interpersonal communication can be effective to pay attention to the indicators: (1) *openness*, (2) *empathy*, (3) *support*, (4) *positivity*, and (5) *equality* [24].

Based on the description above theories can be synthesized that the principals' interpersonal communication is process of sending and receiving messages between two people in order to disseminate the vision and mission, which this communication can change attitudes, opinions or behavior of subordinates and dialogical and backflow occurs directly, which is defined by the indicators of openness, empathy, support, positivity, and equality.

*Job satisfaction* is "*as a pleasurable emotional state resulting from the appraisal of one's job or job experiences*" [9]. Job satisfaction reflects someone's feelings towards his job. This is apparent in the positive attitude of employees towards work and everything encountered in the work environment. In essence, job satisfaction is a feeling of like or dislike the workers perceive and carry out their work [25], whereas Newstrom argues "*job satisfaction is a set of favorable or unfavorable feelings and emotions with wich employees view their work*" [10]. Job satisfaction is a set of feelings and emotions that are pleasant or unpleasant to work.

Luthans suggested that job satisfaction is the result of a worker's perception of how good a job they give the items considered important [3], then Wagner and Hollenbeck suggested that job satisfaction is a pleasurable feeling that results from the perception that one's job meets or allows for the fulfillment of are considered important [26]. Luthans, Wagner and Hollenbeck agreed that job satisfaction is the result of the worker's perception of how good a job they give the items considered important. In accordance with the nature of satisfaction are closely associated with the fulfillment of the expectations or needs, job satisfaction is dynamic because it can be changed according to the needs and conditions of employment. Gibson, Ivancevich, and Donnelly suggests there are five dimensions of job satisfaction, namely: payment, employment, promotion, supervisor, and co-workers [27], further Luthans describes the dimensions of job satisfaction consists of the work itself, pay, opportunities promotion, supervision, and coworkers [3].

In accordance with the job satisfaction indicators mentioned above can be seen that individual freedom and opportunity in doing assignments, awards, supervisor, salary, and the work itself are important factors in job satisfaction. Locke in Robbins suggested that an important factor which bring more job satisfaction is work, deserved recognition, support the working conditions, and supportive colleagues [28]. Job satisfaction depends on the level of intrinsic and extrinsic outcomes, and how the job holder looked that results [29]. The level of intrinsic and extrinsic outcomes are different for each person. For some people, challenging work and responsibility may have a neutral value or even negative, because it depends on their education and experience in the past with regard to jobs that provide intrinsic results. While for others, the results of such work may have a high positive value. Importance given to the results of his work each person is different. This difference will create a level of job satisfaction which are different for the same type of work. Another individual differences that which are important include job involvement and commitment to the organization [30].

Based on the description above theories can be synthesized that the principal's job satisfaction is achievement of a statement of expectation or attitude towards work that lead to a sense of excitement to the execution of the work, which is defined by indicators of employee benefits, the hope of employment, career advancement, coworker support, and supervision.

Based on the theoretical discussions above hypotheses of this study can be stated as follows: (1) instructional leadership has a positive direct effect on interpersonal communication, (2) knowledge of educational management has a positive direct effect on job satisfaction, (3) interpersonal communication has a positive direct effect on organizational commitment, (4) job satisfaction has a positive direct effect on organizational commitment, (5) knowledge of educational management has a positive direct effect on organizational commitment, and (6) instructional leadership has a direct positive effect on organizational commitment.

### **3. Material And Methods**

#### ***3.1.Types of Research***

In accordance with the purpose of the study, to examine the events that have occurred and then trace backwards to determine the factors, this research include *expost facto* research. Furthermore, based on the formulation of

the problem, namely: to determine and assess the effect of exogenous variables on the endogenous variables, this namely *exploratory research*.

### 3.2. **Population and Sample**

The population consisted of 202 principals of Senior high Schools in Medan Municipality and 127 principals were taken using the proportional random sampling as the sample, based on the Table of Isaac and Michael at the 5% significance level, in 2014.

### 3.3. **Data Collection Techniques**

Data of instructional leadership, interpersonal communication, job satisfaction, and organizational commitment captured using a multiple-choice questionnaire Likert scale models, while data of knowledge of educational management captured using the test. Further tests on 40 Senior High School principals outside the target sample, which is to test the validity and reliability.

### 3.4. **Data Analysis Techniques**

Hypothesis testing was performed by path analysis method when the requirement analysis meets the statistical of normality and linearity tests. Normality test and linearity tests were carried out by *One-Sample Kolmogorov-Smirnov Test* and Analysis of Variance respectively. Linearity of regression was measured at a significance level  $\alpha = 0.05$ . To test the suitability of the theoretical model suggested it was carried out by testing the goodness of fitness using Chi Square formulae.

## 4. **Findings And Discussion**

Data to be presented in this section include variable Instructional Leadership ( $X_1$ ), Knowledge of Educational Management ( $X_2$ ), Interpersonal Communication ( $X_3$ ), Job Satisfaction ( $X_4$ ), and Organizational Commitment ( $X_5$ ). The data is the result of quantification of respondents' answers to the samples selected. The number of questionnaires were distributed was 127 sets according to the number of research samples. Description of the data were presented in summary in Table 1.

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

a. The highest scores of instructional leadership is 184, the lowest score is 81, while the mean and standard deviation are 148.68 and 27.56 respectively. While the ideal highest score is 185, the ideal lowest score is 37, and the ideal mean score is 111 and the ideal standard deviation is 24.67. Overall it can be concluded that the senior high schools principal's instructional leadership tend to be in *the high category*.

b. The highest score of knowledge of educational management is 29, the lowest score is 3, and the mean is 12.75 and standard deviation is 6.98, while the ideal highest score is 34, the ideal lowest score is 0, and the



ideal mean score and ideal standard deviation are 17 and 5.67. Overall it can be concluded that senior high schools principal's knowledge of educational management tend to be in *the less category*.

c. The highest score of Interpersonal communication is 165, the lowest score is 100, and the mean is 139.32 and standard deviation is 14.93. While the ideal highest score is 165, the ideal lowest score is 33, and the ideal mean score and standard deviation 99 is ideal 22. Overall it can be concluded that senior high schools principal's interpersonal communication tend to be in *enough category*.

d. The highest score of job satisfaction is 175, the lowest score is 71, the mean is 123.59 and the standard deviation is 21.15. While the ideal highest score is 175, the ideal lowest score is 35, the ideal mean score is 105 and the ideal standard deviation is 23:33. Overall it can be concluded that senior high schools principal's job satisfaction tend to be in *enough category*.

e. Scores highest organisasi commitment is 185, terendah 124 scores, and the mean and standard deviation of 158.91 is 17:12. While the ideal highest score 185, the lowest score of 37 is ideal, and the ideal mean score of 111 and a standard deviation of the ideal is 24.67. Overall it can be concluded that senior high schools principal's organizational commitment tend to be in *the high category*.

Table 1 The Description of Data for Each Variable

		X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	X <sub>5</sub>
N	Valid	127	127	127	127	127
	Missing	0	0	0	0	0
Mean		148.6850	12.7480	139.3228	123.5984	158.9134
Std. Error of Mean		2.44586	.61943	1.32534	1.87656	1.51965
Median		155.0000	12.0000	138.0000	125.0000	162.0000
Mode		110.00	15.00	130.00	139.00	138.00
Std. Deviation		27.56340	6.98066	14.93578	21.14773	17.12560
Variance		759.741	48.730	223.077	447.226	293.286
Range		103.00	26.00	65.00	104.00	61.00
Minimum		81.00	3.00	100.00	71.00	124.00
Maximum		184.00	29.00	165.00	175.00	185.00
Sum		18883.00	1619.00	17694.00	15697.00	20182.00
Ideal Mean		111.00	17.00	99.00	105.00	111.00
Ideal Std. Deviation		24.67	5.67	22.00	23.33	24.67
Ideal Minimum		37.00	0.00	33.00	35.00	37.00
Ideal Maximum		185.00	34.00	165.00	175.00	185.00

Description: X<sub>1</sub> = Instructional Leadership  
 X<sub>2</sub> = Knowledge of Educational Management  
 X<sub>3</sub> = Interpersonal Communication  
 X<sub>4</sub> = Job Satisfaction  
 X<sub>5</sub> = Organizational Commitment

Calculations of normality test using the *Kolmogorov-Smirnov Test* are shown in Table 2. As shown in the table 2 that Asymp. Sig (2-tailed) is larger than 0.05, therefore, it can be concluded that the overall distribution of the data does not deviate from normal distribution, it means the assumption of normality is met.

Table 2. Summary Calculation Test Normality Kolmogorov-Smirnov

		X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	X <sub>5</sub>
N		127	127	127	127	127
Normal Parameters <sup>a,b</sup>	Mean	148.6850	12.7480	139.3228	123.5984	158.9134
	Std. Deviation	27.56340	6.98066	14.93578	21.14773	17.12560
Most Extreme Differences	Absolute	.119	.106	.113	.096	.102
	Positive	.101	.106	.113	.096	.102
	Negative	-.119	-.081	-.078	-.086	-.085
Kolmogorov-Smirnov Z		1.342	1.192	1.271	1.087	1.144
Asymp. Sig. (2-tailed)		.055	.117	.079	.188	.146

a. Test distribution is Normal.

b. Calculated from data.

Summary of the results of linearity test and significance of the regression equation test for each pair of variables exogenous to endogenous variables are presented in Table 3.

Table 3 Summary of Test Results Test linearity and significance

No	Exogenous Variables to Endogenous Variables	Linearity Test			Regression Test of Significance		
		F <sub>h</sub>	Sig.	Status	F <sub>h</sub>	Sig.	Status
1	X <sub>1</sub> to X <sub>3</sub>	1.303	0.148	Linier	20.869	0,001	Significant
2	X <sub>2</sub> to X <sub>4</sub>	0.686	0.839	Linier	5.711	0,018	Significant
3	X <sub>4</sub> to X <sub>5</sub>	1.379	0.103	Linier	50.488	0,001	Significant
4	X <sub>3</sub> to X <sub>5</sub>	1.187	0.251	Linier	52.143	0,001	Significant
5	X <sub>2</sub> to X <sub>5</sub>	1.649	0.052	Linier	30.672	0,001	Significant
6	X <sub>1</sub> to X <sub>5</sub>	1.433	0.078	Linier	5.955	0,016	Significant

As shown in the Table 3 above that linearity test indicated that significance values found are larger than 0.05 (F<sub>calc.</sub> > 0.05) and the significance of regression test shown that the significance values found are less than 0.05 (F<sub>calc.</sub> < 0.05), which means that the relationship between exogenous and endogenous variables is linear so that the assumption of linearity is met.

Computation of correlation and pathway coefficients statistically were summarized in Table 4 below.

Table 4. Summary of Statistics Computation of Correlation and Pathway Coefficient

No.	The Hypothesis	The correlation coefficient	Path Coefficient	t <sub>observ</sub>	significance	Description
1		r <sub>13</sub> = 0.378	p <sub>31</sub> = 0.378	4.568	0.000	Significant
2		r <sub>24</sub> = 0.209	p <sub>42</sub> = 0.209	2.390	0.018	Significant
3		r <sub>45</sub> = 0.536	p <sub>54</sub> = 0.436	6.175	0.000	Significant
4		r <sub>35</sub> = 0.543	p <sub>53</sub> = 0.361	4.780	0.000	Significant
5		r <sub>25</sub> = 0.444	p <sub>52</sub> = 0.239	3.309	0.001	Significant
6		r <sub>15</sub> = 0.213	p <sub>51</sub> = 0.162	2.215	0.029	Significant

Based on Table 4 indicated that all the research hypothesis is accepted, so it can be concluded that: (1) instructional leadership has a direct positive impact on interpersonal communication, (2) knowledge of educational management has a positive direct effect on job satisfaction, (3) interpersonal communication has a positive direct effect on commitment organization, (4) job satisfaction has a positive direct effect of on organizational commitment, (5) knowledge of educational management has a positive direct effect on organizational commitment, and (6) instructional leadership has a positive direct effect organizational commitment.

Furthermore, based on the correlation and path coefficients obtained from the calculation, it can be drawn a fixed model or a theoretical model that illustrates the relationship between causal variables investigated that determine principal's organizational commitment as shown in the following figure.

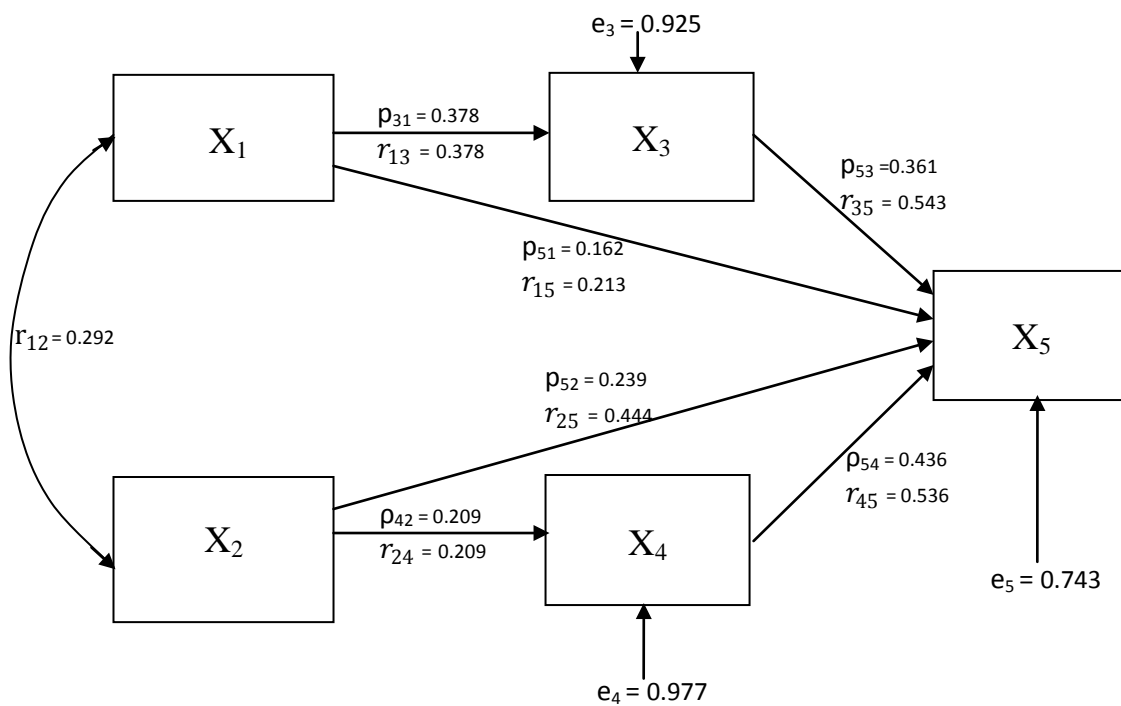


Fig. Theoretical Model of Research Variables

#### 4.1. Compliance Test Model

Within the framework of path analysis, a proposed model is said fit with the data if the sample correlation matrix is not much different from the correlation matrix estimation (*reproduced correlation matrix*) or the expected correlation (*expected correlation matrix*). In general, to test the suitability of the theoretical model suggested uses the following formula:

$$Q = \frac{1-R_m^2}{1-M}$$

$$R_m^2 = 1 - (1 - R_1^2)(1 - R_2^2)(1 - R_3^2)(1 - R_4^2)$$

If all path coefficients are significant, then  $M = R_m^2$  so that  $Q = 1$ . If  $Q = 1$  indicates that the model is perfect and fit.

Based on the calculation above, it could be seen that all of the path coefficients are significant, therefore,  $Q = 1$  so that it can be concluded that the proposed model is perfectly fit (*the fit is perfect*) with the data.

#### 4.2. Direct and Indirect Effect

As shown in Table 5 below, there is a direct effect of Instructional Leadership ( $X_1$ ) to Interpersonal Communication ( $X_3$ ) and Knowledge of Educational Management ( $X_2$ ) on Job Satisfaction ( $X_4$ ) as shown in Table 5 below.

Table 5 Summary of Direct Effects Instructional Leadership ( $X_1$ ) to Interpersonal Communication ( $X_3$ ) and Knowledge of Educational Management ( $X_2$ ) on Job Satisfaction ( $X_4$ )

Variable	Direct Effect to	
	$X_3$	$X_4$
$X_1$	0.143	-
$X_2$	-	0.044

Based on the data in the Table 5 above it can be seen that the direct effect of Instructional Leadership ( $X_1$ ) to Interpersonal Communication ( $X_3$ ) is 0.143. Thus, the strength of Instructional Leadership ( $X_1$ ) which directly determine changes in Interpersonal Communication ( $X_3$ ) is 14.30 %.

Based on the data in the Table 5 above can be seen that the direct effect of knowledge of Educational Management ( $X_2$ ) on Job Satisfaction ( $X_4$ ) is 0.044. Thus, the strength of knowledge of Management Education ( $X_2$ ) which directly determine changes Job Satisfaction Job ( $X_3$ ) is 4.40 %.

As summarized in Table 6 below the results of direct and indirect effects of Instructional Leadership ( $X_1$ ), Knowledge of Educational Management ( $X_2$ ), Interpersonal Communication ( $X_3$ ), and Job Satisfaction ( $X_4$ ) on Organizational Commitment ( $X_5$ ).

Based on the data in the Table 6 above can be seen that the total direct and indirect effects of Instructional Leadership ( $X_1$ ), Knowledge of Educational Management ( $X_2$ ), Interpersonal Communication ( $X_3$ ), and Job Satisfaction ( $X_4$ ) all together determine changes of Organizational Commitment ( $X_5$ ) of 0.447. Therefore, the strength of Instructional Leadership ( $X_1$ ), Knowledge of Educational Management ( $X_2$ ), Interpersonal Communication ( $X_3$ ), and Job Satisfaction ( $X_4$ ) all together determine changes of Organizational Commitment ( $X_5$ ) is 44.70%, while the effect of other factors outside of Instructional Leadership ( $X_1$ ), Knowledge of

Educational Management ( $X_2$ ), Interpersonal Communication ( $X_3$ ), and Job Satisfaction ( $X_4$ ), is equal to 1- 0447 = 0.563 or 56.30 %.

Table 6 Summary of direct and indirect effects of Instructional Leadership ( $X_1$ ) Knowledge of Educational Management ( $X_2$ ), Interpersonal Communication ( $X_3$ ) and Job Satisfaction ( $X_4$ ) on Organizational Commitment ( $X_5$ )

Variable	Effect					Total Effect
	Direct to $X_5$	Indirect to $X_5$ through by				
		$X_1$	$X_2$	$X_3$	$X_4$	
$X_1$	0.026	-	-	0.022	-	0.048
$X_2$	0.057	-	-	-	0.022	0.079
$X_3$	0.130	-	-	-	-	0.130
$X_4$	0.190	-	-	-	-	0.190
		Total				0.447

### 4.3. Discussion

Based on data description and testing hypothesis testing, we draw the following discussions:

1) The *first finding of the study* showed that there is a positive and a direct effect of instructional leadership on interpersonal communication, with the path coefficient  $\rho_{31} = 0.378$ , and based on the data in the Table 5 above can be seen that the direct effect of interpersonal communication on instructional leadership is 0.143. Thus, instructional leadership has positive direct effect on interpersonal communication, which is 14.30% interpersonal communication changes can be determined by the instructional leadership. The findings of this study are consistent with the research Situmorang who found that leadership positive direct effect on interpersonal communication SMK head in Medan [31]. The findings of this study also supports the idea Edy Sutrisno states that leadership is the ability to influence others, through communication either directly or indirectly, with the intent to drive people to the understanding, awareness, and was very willing to follow the will of leadership [25]. The findings of this study also support the notion Robbins and Judge states that communication runs four major functions within a group or organization: control, motivation, emotional expression, and information; which is a function of management [15]. And also the importance of communication in relation to the work indicated by the amount of time that is used to communicate in the work. Leadership style on subordinates successfully if oriented, and based on communication. In this case the leader is very trusting his subordinates, for example, in every issue of always relying on the ideas and opinions of subordinates, this is all done with the interpersonal communication that exists, both vertical and horizontal communication. Thus, the findings of this study which stated that instructional leadership has a positive direct effect on interpersonal communication of senior high school principals, in accordance with the results of research and theory referred to in this research.

2) The *second finding of the study* showed that the positive direct effect of knowledge of educational management with job satisfaction with the path coefficient  $\rho_{42} = 0.209$ , and based on the data in the Table 5 above can be seen that the direct effect of knowledge of educational management on job satisfaction is 0.044.

Therefore, a positive and direct effect of knowledge of educational management means that 4:40% changes in job satisfaction can be determined by knowledge of educational management. The findings of this study support the research results Enjang who found that organizational knowledge significant positive direct effect on job satisfaction of principal's junior high school in Karawang district [32]. The findings of this study also supports the idea and Kincki Kreitner who suggests that job satisfaction as part of an organization's effectiveness is directly influenced by the knowledge [7]. Similarly, the findings of this study support the theory that is used as the basis for the filing of a theoretical model of research variables, namely the *Integrative Models of Organizational Behavior* explains that knowledge of educational management as part of the ability to directly influence job satisfaction [9]. So, findings of this study which stated that knowledge of educational management has a positive direct effect on job satisfaction of senior high school principals, consistent with the results of research and theory referred to in this research.

3) The *third finding* of the research indicates that there is a positive and direct effect of job satisfaction on organizational commitment with the path coefficient  $\rho_{54} = 0.436$ , and based on the data in the Table 6 above can be seen that the direct effect of job satisfaction on organizational commitment is 0.190. Therefore, a positive and direct effect of job satisfaction means that 19:00% changes in organizational commitment can be determined by job satisfaction. The findings of this study support the theory Colquitt, Lepine and Wesson were used as the basis for the filing of a theoretical model of research variables, namely the *Integrative Models of Organizational Behavior* explains that job satisfaction directly influence organizational commitment [9]. The findings of this study are consistent with the research of T. Asi who found that job satisfaction has a significant positive direct effect on organizational commitment of teachers [33]. The findings of this study are also consistent with the results of research Situmorang who found that job satisfaction has a significant positive direct effect on organizational commitment SMK head in Medan [31]. Thus, the findings of this study, namely: job satisfaction is directly significant positive effect on organizational commitment of senior high school principals is consistent with the results of research and theory referred to in this research.

4) The *fourth finding* of the research indicated that there is a positive and direct effect of interpersonal communication on organizational commitment with the path coefficient  $\rho_{53} = 0.361$ , and based on the data in the Table 6 above can be seen that the direct effect of interpersonal communication on organizational commitment is 0.130. Therefore, a positive and direct effect of interpersonal communication means that 13:00% changes in organizational commitment can be determined by interpersonal communication. The findings of this study are consistent with the research Situmorang who concluded that the positive direct effect of interpersonal communication on organizational commitment SMK head in Medan [31]. Similarly, the findings of this study support the results of the study Pertiwi states that interpersonal communication affects organizational commitment [34], also supports the idea of Sopiah who states that interpersonal communication is a factor that affects the organizational commitment [12]. To convey the intent and purpose of an organization, then the leadership will try to communicate as best as possible to subordinates or people involved in the organization can understand. In foster organizational commitment, it is necessary to establish two-way communication within the organization without having to look down on subordinates. Thus, the findings of this study which states that interpersonal communication has a positive direct effect on organizational commitment of senior high school principals is consistent with the results of research and theory referred to in this research.

5) The *fifth finding* indicates that the positive direct effect of knowledge of educational management on organizational commitment with the path coefficient  $\rho_{52} = 0.239$ , and based on the data in the Table 6 above can be seen that the direct effect of knowledge of educational management on organizational commitment is 0.079. Therefore, a positive and direct effect of knowledge of educational management means that 7.90% changes in organizational commitment can be determined by knowledge of educational management. The findings of this study support the theory proposed Baron and Greenberg were used as the basis for the filing of a theoretical model of research variables, namely: knowledge of educational management as part of the personal characteristics affect the commitment [8]. The findings of this study are also consistent with the results of research Manullang who found that organizational knowledge has a significant positive direct effect on organizational commitment Junior School head in Medan [35]. Thus, the findings of this study, namely: knowledge of educational management has a significant direct positive effect on organizational commitment of senior high school principals is consistent with the results of research and theory referred to in this research.

6) The *sixth finding* indicates that the positive direct effect of learning leadership on organizational commitment with the path coefficient  $\rho_{51} = 0.162$ , and based on the data in Table 6 above can be seen that the direct effect of instructional leadership on organizational commitment is 0.048. Therefore, a positive and direct effect of instructional leadership means that 4.80% changes in organizational commitment can be determined by the instructional leadership. The findings of this study are consistent with the research Situmorang who found that the positive direct effect of leadership on organizational commitment SMK head in Medan [31]. The findings of this study also support the proposed theory Baron and Greenberg were used as the basis for the filing of a theoretical model of research variables, namely: *leadership has a positive direct effect on commitment* [8]. Thus, the suitability of the findings of this study with the results of research and theory Situmorang used as the basis for the filing of the research hypothesis indicates that the theory is still accurate used to answer relevant issues. The findings of this study are also consistent with the results of research Wau who found that a significant positive direct effect of leadership on Junior High School principals' organizational commitment in the five districts/cities on the island of Nias [36]. Thus, the findings of this study, namely: instructional leadership directly a significant positive effect on organizational commitment of senior high school principals is consistent with the results of research and theory referred to in this research.

7) Acceptance of the third, fifth and sixth hypothesis are: job satisfaction, knowledge of educational management and instructional leadership have a positive direct effect on organizational commitment, are the development of "*Integrative Model of Organizational Behavior*" by Colquitt, Lepine and Wesson; that does not explain the existence of a direct effect of knowledge management educational (ability) and learning leadership on organizational commitment. If "*Integrative Model of Organizational Behavior*" from Colquitt, Lepine and Wesson explained that job satisfaction directly affects organizational commitment, whereas knowledge of educational management and instructional leadership have indirect effect on organizational commitment through job satisfaction, but the results of this study found that the direct effect knowledge of educational management and instructional leadership on organizational commitment is smaller than the direct effect of job satisfaction on organizational commitment (see Table 6).

Acceptance of the first hypothesis, namely: instructional leadership has a positive direct effect on interpersonal communication is supportive of the theoretical model of the relationship Situmorang the Determinants of

Organizational Commitment, who explained that the leadership has a positive direct effect on interpersonal communication.

Acceptance of the second hypothesis, namely: knowledge of educational management has a positive direct effect on job satisfaction is the development of "*Integrative Model of Organizational Behavior*" from Colquitt, Lepine and Wesson and Ambarita's theoretical model of the relationship, knowledge of educational management (ability) has a direct effect on job satisfaction.

Acceptance of the fourth hypothesis, namely: interpersonal communication has a positive direct effect on organizational commitment is to support the theoretical model of the relationship Situmorang the Determinants of Organizational Commitment, which explains that the interpersonal communication has a positive direct effect on organizational commitment.

Acceptance of the sixth hypothesis testing as described above found a fixed model or theoretical model that describes the relationship between variables causalistik studies that determine organizational commitment High School head which is the development of several theories, notably "*Integrative Model of Organizational Behavior*" from Colquitt, Lepine and Wesson; Ambarita theoretical model of the relationship that *Influence Leadership, Organizational Culture, and Job Satisfaction on Organizational Commitment*; Situmorang theoretical model of the relationship *Determinants of Organizational Commitment* and theoretical models Siburian the relationship *Interpersonal Communication, Organizational Culture, Job Satisfaction, and Achievement Motivation on Organizational Commitment*.

As a result, the five hypotheses tested are accepted, therefore it was proven that the new form of fixed models or theoretical models proposed that describe the structure of causal relationships between *the instructional leadership, knowledge of educational management, interpersonal communication, job satisfaction, and organizational commitment of Senior High School Principals*, as proposed in Figure Research Variables Theoretical Model. The theoretical model of principal's organizational commitment in this study expressed as a model of the new findings because until now the research is completed, there is no theoretical model of organizational commitment to the same principal.

## **5. Conclusion**

- 1) Instructional leadership has a positive direct effect on interpersonal communication.
- 2) Knowledge of educational management has a positive direct effect on job satisfaction.
- 3) Interpersonal communication has a positive direct effect on organizational commitment
- 4) Job satisfaction has a positive direct effect on organizational commitment.
- 5) Knowledge of educational management direct positive effect on organizational commitment.
- 6) Instructional leadership has a positive direct effect on organizational commitment.

### **5.1. Implications**



The study found that instructional leadership, knowledge of educational management, interpersonal communication, and job satisfaction have a positive direct effect on organizational commitment, then to improve the education quality through increased the Senior High School principal's organizational commitment. Head of Department of Education and Culture of Medan as a responsible quality education in Medan can carry out some particular effort to improve the Senior High School principal's organizational commitment, which are:

- 1) Maintain on going instructional leadership and improvement sought by exploring the knowledge about leadership, leadership training, intensive workshops relevant.
- 2) To improve job satisfaction can be done by (a) giving attention to career advancement/ promotion for the principal, so trying to do their job properly; (b) provide adequate reward or remuneration, equitable and sustainable for outstanding principals; (c) gives verbal or written praise for principals who do a good job and discipline; and (d) actively principals involved in any activities that support the execution of their duties and functions.
- 3) With respect to the factors that influence job satisfaction, school supervisors need to consider the strengths and weaknesses in the principal's instructional leadership, knowledge of educational management, interpersonal communication, job satisfaction, and organizational commitment in order to provide input to improve these factors. School supervisors can perform clinical supervision, foster familiarity, fostering better communication, increase transparency and good cooperation with the principal in order to provide input that can increase the principal's organizational commitment.
- 4) Improved interpersonal communication can be done by (a) the disclosure interact with each other, and an honest desire to respond to all stimuli that come; (b) empathy, which is feeling as others feel, a sense of shared feelings of others; (c) support sometimes unspoken and sometimes unspoken, for example, the movement of the body; (d) the positivity that there is a positive attention to one's self, and positive feelings toward others was communicated; and (e) equality is if the people who communicate it in an atmosphere of equality, it does not mean that people who do not have equality can not communicate, but you should know their personalities equality.

## **5.2. Suggestions**

Based on the conclusions and implications of the research, in order to improve the Senior High School principal's organizational commitment in Medan there are several variables that influence that needs to be improved, so that needs to be done as follows:

- 1) Should high school head fix themselves by understanding the importance of an educational leader to have the organization commitment, so that his school considered as a portion of himself, which must be treated and maintained in order to remain healthy and growing. For that principals need to evaluate themselves on leadership held, possessed of management knowledge, interpersonal communication is used, perceived job satisfaction, and organizational commitment is implemented. The results of this self-evaluation should be discussed along with other principals in the forums MKKS or with teachers through informal discussions.
- 2) Should teachers and other education personnel receive an invitation to sit down with principals to make decisions and solve problems in the school is actively working meeting of the school, or informal discussions

between principals and teachers, fellow teachers, and other school communities. The teachers are not waiting but proactive, and to develop an attitude will do our best sincerely and correctly before others do so.

3) It should streamline the educational supervisor watchdog their profession, both in the conduct of academic supervision and managerial supervision that is true, as a servant to the principal, not as a mere supervisor. The results are used as an ingredient supervision to correct or improve the performance of principals and organizational commitment in the achievement of school goals effectively and efficiently. While the results of educational supervision, monitoring, and evaluation can be used to help principals develop school programs better than ever.

4) Principal as the main responsible in the school must have the ability to move and direct all human resources, in order to please their work, have a high dedication as well as full responsibility for that achievement of the objectives to be achieved with satisfactory results.

5) Given some limitations of this study, it is advisable for researchers to conduct further research to find evidence that organizational commitment outcome can be influenced by other exogenous variables outside the instructional leadership, knowledge of educational management, interpersonal communication, and job satisfaction; to overcome these limitations, as well as a comparison between the State and Private Senior High School.

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