The Impactof Transformational Leadership, Organizational Culture, Organizational Climateand Job Satisfaction of Teacheron Performance of Teacher at Public Primary School of Medan, North Sumatera

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Abstract: This research aims to study the influence of transformational leadership (X_1) to the job satisfaction (X_4), the organizational culture (X_2) to the job satisfactions (X_4), the organizational climate (X_3) to the job satisfaction (X_4), the transformational leadership (X_1) to the job performance of teacher (X_5), the organizational culture (X_2) to the job performance of teacher (X_5), the organizational climate (X_3) to the job performance of teacher (X_5) and the job satisfaction (X_4) to the job performance of teacher. This research was conducted in Public Primary School of Medan, North Sumatera. The population is all teacher at SD Negeri (Public Primary School of Medan, North Sumatera) for 5.919 persons. The sample was determined by Isaac and Michael formula for 361 persons. The data was collected by closed interview to get the data of variable X_1, X_2, X_3, X_4 and X_5. The analysis of data was conducted by descriptive analysis and path analysis. The sampling method is proportional random sampling method. The result of path analysis to the model I with coefficient of determination = 0.76, there is a direct and positive influence of transformational leadership (X_1) to the job satisfaction (X_4) with path coefficient = 0.71 with contribution = 84.2%, the organizational culture X_2 to the job satisfaction (X_4) indicates the path coefficient = 0.07 with the contribution = 18.7% and the organizational climate (X_3) to the job satisfaction (X_4) indicates the path coefficient = 0;.24 with contribution = 59.8%. the results of path analysis to the model II with coefficient of determination = 0.34, indicates that there is a direct and positive influence of transformational leadership (X_1) to the job performance of teacher (X_5) with path coefficient = 0.50 with contribution = 56.8%, the organizational culture (X_2) to the job performance of teacher (X_5) with path coefficient 0.10 with contribution = 1% and organizational climate (X_3) to the job performance (X_5) indicates the path coefficient =0.11 with contribution = 1.21% with determination coefficient = 0.34. the result of path analysis to model III with coefficient of determination = 0.40, there is a direct and positive influence of job satisfaction (X_4) to the job performance of teacher (X_5) = 0.63 with contribution = 39.69% while there is indirect influence of transformational leadership (X_1) to the job performance of teacher (X_5) through job satisfaction (X_5) = 0.45, the direct influence of organizational culture (X_2) to the job performance of teacher (X_5) through job satisfaction (X_4) = 0.04, the indirect influence of organizational climate (X_3) to the job performance of teacher (X_5) through job satisfaction (X_4) = 0.15. Based on the results of research it concluded that the job performance of teacher can be increased through the transformational leadership, organizational culture, organizational climate and job satisfaction of teacher.

Keywords : Transformational Leadership, Organizational Culture, Organizational Climate, Job satisfaction of Teacher, Job performance of Teacher

I. Background

The performance of teachers that potentially will produce various models, methods, and learning innovative, thus affecting the quality of education. Empowerment of teacher performance potential through training, educational qualifications, do action research, preparation of syllabus, lesson plans ideal and various scientific papers supporting the improvement of the quality of education. Amin research results evaluating the quality of teachers in basic education in the context of a professional certification education in North Sumatra Province which consists of 222 teachers in primary school (SD), 141teachers in junior high school (SMP), 60 principals of primary school, and 26 principals of junior high school declared an element of professional development of teacher's quality basic education is still lack. Results of evaluation of the three components of professional development which includes training, academic qualification, achievement and development of the profession's work shows the value trends in the category of very less. In scientific activities, experiences taking care of the organization, and awards in the field of education shows a tendency of teachers to the quality of these three components are in the category of very less. Petrus (2010) states the research performance of teachers in public primary school of Kupang city, that the factors affecting the performance of teachers, among others; the behavior of school leadership, school climate, teacher professionalism and job satisfaction of teachers and all of

the variables are in the good category. It shows that performance of teacher greatly affects the changes in the educational attainment of basic education. While Lumban Gaol (2006) based on research stated that the performance of teacher inpublic primary school ofMedan tend to be pretty.

Colquit, Lepine, and Wesson (2008: 64) reveals that performance and organizational commitment is influenced by job satisfaction, organizational culture and leadership. Yukl (2007: 8) states that leadership is a process of influencing others to understand and agree with what needs to be done and how the task was done effectively, as well as the process to facilitate individual and collective efforts to achieve common goals. RafuddinSilaban (2010) reported the results of study shown that performance of teacherinpublic primary school ofMedan Petisahdistricts in enoughcategory. ArtaidaSihite (2013) based on the results of research on the performance of teacher in private primary school of Medan Petisah district in medium category. Donnelly, Gibson and Ivancevich proposed by Rival and Basri (2005: 14-17) stated that the performance refers to the level of success in implementing the tasks and the ability to achieve the goals set. Otherwise good performance and successful if the desired goal can be achieved with goodquality .The performance of individuals affected by job satisfaction. Job satisfaction itself is individual feelings toward his work.

Ivancevich (2007: 144) revealed that the capacity to perform related to how well the skills, abilities, knowledge, and experience of individuals who are associated with the job. Danim and Suparno (2009: 59) states that the principal have implemented transformational leadership if he is able to transform energy resources; good human, instrument, as well as the situation in order to achieve the goals of school reform. Trasnformasional leadership is the ability of a leader to work with and/or through others to transform the organization's resources optimally in order to achieve meaningful purpose in accordance with the achievement of predetermined targets.

Rival and Basri (2005: 17) states that organizational culture is a concept that is not formed from the organizational climate. Culture leads to the assumption and the value to know why the attitude and activities were given a reward. Meanwhile, Griffin (2004: 162) states that organization culture is a set of values, beliefs, behaviors, habits, and attitudes that help a member of the organization in understanding the principles espoused by the organization, how the organization do everything something, and what it thinks is important. Schein expressed by Gary Yukl (2007: 334) states that the culture of a group or organization as a shared assumptions and beliefs about the world and their place in it, the nature of time and space, human nature, and human relations. Robbins (2008: 721) states that the organization is a system of shared meaning held by members that distinguishes the organization from other organizations. Culture that has power to encourage the development of the organization that departs from all members of the organization, either individually or in groups would produce quality work, as in accordance with the objectives of the organization. Kreitner and Kinicki (2003:90) stated that based on some research show organizational culture is significantly related to the attitudes and behavior of employees. This can be proved that constructive culture is positively related to job satisfaction, the desire of employee not to come out of the company and innovation and negatively related to the avoidance of work. Davis and Newstrom (1985: 79) has said that organizational climate of the human environment in which the organization's employees do their jobs. Climate is influenced by almost everything that happens in an organizations. Climate is the concept of a dynamic system. Climate can affect motivation, achievement and job satisfaction.

II.   Litelature Review

2.1. Performance of Teacher

Colquit, Lepine, and Wesson (2009: 8 & 37) states that the performance is a set of behaviors a person for implementing or not implementing work that is the end result of behavior, because the results look more objectively, where performance can be affected by transformational leadership, organizational culture, organizational climate, and job satisfaction. Newstrom (2007: 26) states that related toperformance there are five things that are important within the organization: (1) organizational outcomes such as performance, satisfaction, growth and development of employee are affected by employee motivation. While the motivation itself is affected by the quality of work; (2) leadershisp, communication, group dynamics will affect the quality of work life.Organisasi formal, informal and social environment will give effect to the organizational culture; (3) organizational culture will affect the leadership, communication, and group dynamics; (4) organizational culture is affected by organizational philoshophy, values, vision, mission, and objectives of management.

Understanding relating to teacher performance expressed by Stephen J. Kenezevich in Uno (2011: 62) where competencies are capabilities to achieve organizational goals. The competency means in the form of knowledge, skills, leadership, intelligence, and others that one has to achieve organizational goals. A teacher who should have the ability or competency in carrying out the educational process formed from sinergy among character, self-concept, internal motivation, thereby building a high performance of teachers. Good teacher performance coupled with contextual knowledge capacity, the knowledge, skills, leadership, intelligence balanced in demands during the educational process takes place. All of these variables will affect the

performance of the individual against the teaching profession as a teacher at the school. In line withGoodlad that expressed by Norlander, Reagan, and Case (2009: 18) stated that the profession of teaching in the school should emerge from a special layered context of the work, complexity, and specialized knowledge, skills, and their personal characteristics needed for burden related assessment.

Teacherprofessionalcompetenceaccording toUno(2011: 20) is ateachermusthave the abilitytoteach, namely: 1) planningthelearning system; (a) formulateobjectives, (b) selectingprioritymaterial that will betaught, (c) select and useexistinglearning resources, (d) selecting and usinglearning media. 2) implementingthelearning system; (a) selectthe appropriateform oflearning activities, (b) presents thelearningsequenceappropriately; 3) evaluatingthelearning system; (a) to select and preparethe type ofevaluation, (b) carry outevaluation activitiesthroughout theprocess, (c) administer theevaluation results; 4) developthelearning system; (a) optimizethe potential of learners, (b) increase theability ofself-insight, (c) furtherdevelopthe learningprogram.

2.2. Transformational Leadership

Bass (1999: 9-10) stated that transformational leadership is inspiring, stimulating intelectually and pay attention to employee individually. Transformational leadership can be directive or participative. Meanwhile, Burns in his research that disclosed by Bass stated that transformational leaders raise spirit of struggle, and morale of their subordinates. Fen Wick (2006: 591) reveals that transformational leadership involves the subordinates who become motivated as a result of feeling of trust, admiration, loyalty, and respect for the leadership. Leaders change the shape and the motivation of subordinates by making them beyond their own self-interest to achieve the vision and goals of the organization. The subordinates are becoming more aware of the importance of the task and be more productive. Meanwhile, the results of research Bass, Burns, Hous, which is expressed by Bono & Judge (2003: 554) state that leaders of transformational and charismatic empirically documented influence on subordinates, working groups, and organizations.

Bono & Judge (2003: 554) reveals a transformational leader shows: motivation, job satisfaction, organizational commitment, and job performance improved. Transformational leader-based self-concept, find their work more meaningful and more involved. Transformational leaders have three self-concept, namely: providing referrals understanding (vision) and expressed high expectations and trust of subordinate ability, adding social identification subordinates with their group, influencing subordinates through the internalization of values and self-involvement with the job. Furthermore Griffin (2004: 89) reveals that transformational leadership is a leadership that goes beyond the usual expectations by instilling a sense of mission, stimulating learning experience and inspiring new mindset. Changes in fast moving and volatile environment, transformational leaders increasingly viewed vital for business success. Transformational leadership there are seven keys to success, namely: trust to subordinates, build vision, to remain calm, encourage risk taking, acting as an expert, invite dissent, and simplify everything.

2.3. Organizational Culture

Schein (2004: 1-2) states that organizational culture is a dynamic phenomenon that surrounds us all the time, made regularly and created through our interactions with others and are shaped by the behavior of the leadership, and a set of structures, routines, rules , and norms that guide and restrict behavior. The process of creation and handling dynamics of organizational culture is an essential influence on the leadership and make a person realize that leadership and organizational culture are two sides of the same. Haris (2002: 74- 75) organizational culture is composed of values, norms, and attitudes of the people who make up the organization. The values show what is important, whereas the norms stating the expected behavior, and attitude shows the mindset of the individual. A select group of symbols, slogans, and ceremonies to convey its values. Ricky W. Griffin (2004: 162 & 165) states that the organizational culture is a set of values, beliefs, behaviors, habits, and attitudes that help a member of the organization in understanding the principles espoused by the organization, how the organization is doing everything something, and what it thinks is important. Another thing that when people who form the organization has a different culture, their differences in values, beliefs, behaviors, habits, and attitudes will provide unique opportunities and challenges for the manajer.

Lunenburg (2000: 60-61) further stated that the organization culture is beliefs, feelings, attitudes, and symbols that are characteristic of an organization. More specifically, the organizational culture is defined as a philosophy, ideology, beliefs, feelings, assumptions, expectations, attitudes, norms, and values together. Slocum (2009: 458-459) argues that the same organizational culture reflects the values shared and learned, beliefs, and attitudes of its members. The culture of an organization affect who gets the promotion, how careers are made or implemented, and how resources are allocated. Robbins (2002: 279) states that organizational culture is referring to a system of mutual understanding held by the members of an organization from other organizations. Recent research states that there are seven main characters, who all became important elements of an organization culture, namely: (1) innovation and risk taking: Level of encouraging employees to be innovative and take risks; (2) attention to detail: The level of demand for employees to be able to demonstrate accuracy,

analysis, and attention to detail; (3) the orientation towards outcomes: The level of demands on management to focus more on results, rather than focus on technical processes used to achieve these results; (4) the orientation of the individual: the management decisions consider the effects of the results of the individuals in the organization; (5) the orientation of the team: The level of activity regulated work in a team, not as individuals; (6) aggressiveness: The level of demand to people to apply aggressive and competitive, and not to relax. (7) stability: The rate of suppression activities of the organization in maintaining the status quo versus growth. The selection process, performance evaluation criteria, practices awards, training activities and career advancement, promotion procedures, all of which must be able to ensure that workers are selected according to the culture.

2.4. Organizational Climate

Rodrigue and Gowda (2011: 24-33) stated organizational climate is an update norms, values, expectations, policies, and procedures that exist in the organization that affect work motivation, commitment, performance, and personal satisfaction in their work or about the organization itself. While the organizational climate itself has a major influence on performance of employee. Steers and Porter (2005: 162-163) states that aspects of organizational climate is a task structure, the relationship between the individual, reward and punishment, decision-making, the desire of achievement, involvement in training and development, safety and risk, openness and defensive, status and morale, recognition and feedback, and the ability of the organization as well as flexibility. Organizational climate in principle refers to the attitudes, values, norms and feelings with regard to the organization. Meanwhile, Wayne Pace and Faules (2005: 162- 163) states that satisfaction describes an individual concept and the concept of micro while climate is the concept of macro and combined concept.

Davis & Newstrom (1985: 21 & 25) stated organizational climate is a human environment in which the organization's employees do their jobs. Climate can affect motivation, achievement and job satisfaction. Climate affects them through forming employee expectations about the consequences of various actions. The employees expect compensation, satisfaction, frustration on the basis of their perceptions of the organizational climate. Climate produce higher levels of achievement and greater job satisfaction. Likert surveys include the following factors: leadership, motivation, communication, interaction-influence, decision making, preparation of approval, and control. Typical elements that make up the pleasant climate, namely: leadership qualities, levels of trust, communication up and down, feelings do useful work, responsibility, fair rewards, job pressures reason, opportunity, control, structure, and bureaucratic reasoning, employee involvement and participation. Furthermore, Funwick W. A (2006: 153) reveals that school climate is as the conditions and perceptions along with the variables organizations deemed to affect the function of the organization, such as teachersmorale and school leadership styles. Fen Wick W. A (2006: 249) expresses the same opinion about school climate is a collection of norms, values, and beliefs and other cultural traits that characterize patterns of behavior, thoughts and feelings that are expected for those people who work and learn in school. School culture in turn affects everything that made the adults at a school and has a very high influence on the development of the school, on matters such as the development goals, staff commitment to the school, energy and motivation to do chores, and eventually for learning staff and students.

2.5. Job Satisfaction

Colquitt, Le Pine, and Wesson (2009: 105-106) described that job satisfaction is defined as a pleasurable emotionalresulting state from the apprisial of one's job or job experiences. This means that job satisfaction is a pleasant emotional state that is the result of the assessment of a person's job or work experience. Job satisfaction illustrate how feelings and thoughts about the work being done. High job satisfaction experienced positive feelings, if they had thought of the tasks are taken from the inside activities. According to Robbins and Judge (2008: 99-103 & 109 -110) job satisfaction is a general attitude of individuals towards work. Factors that generally included is an atmosphere of work, supervision, current wage rates, promotional opportunities, and relationships with partners. Robbins stated that basically the job satisfaction is derived from the concept of results, treatment, and fair procedures. Furthermore, Robbins stated that employees who are satisfied are more likely to friendly, cheerful, and responsiveness. Job satisfaction is a feeling someone that is a result of the evaluation of its characteristics. A person with a high level of job satisfaction has positive feelings about the job, while someone who unsatisfied has negative feelings about the jo. Job satisfaction is (1) the work itself; (2) payment; (3) promotion; (4) supervision; and (5) co-workers. Interesting work is (1) provide training; (2) variations, (3) independence; and (4) control. Job satisfaction seeks to measure the response of affective (feeling) to working environment. Job satisfaction relates to how employee's feel to the expectations of the organization's,award practices, and other types of it.

Judge, Boni& Locke argued that disclosed by Bono & Judge (2003: 558) states that the subordinates job satisfaction can be measured using five items, namely: enthusiastic about the job, feeling rather satisfied with the work, find real pleasure in the work, the work looks like will never end, consider the unpleasant job.

While, Ivancevich, et.al. (2005: 91-92) states that job satisfaction affect job performance. Job satisfaction occurs when satisfied worker would be more productive to produce the performance of the work.
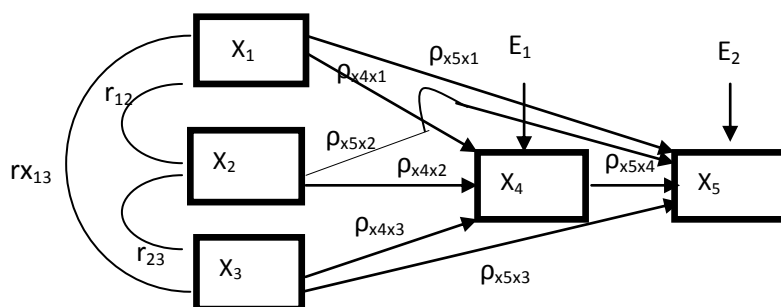

Figure : 1Paradigm of Research

Paradigm as a research model mentioned above are formulated into research hypothesis is a direct relation of variables occurs because of the causal structure relationship between exogenous variables: X_1, X_2 and X_3 with endogenous variable: X_4 and X_5, while the indirect relationship (correlation) occurs because of the relationship between exogenous namely: X_1, X_2 and X_3. Furthermore ε1 (X_4), and ε2 (X_5) is showing a variable or function of factors that explain the residual influence of other variables that have been identified by theory, or arise as a result of the measurement error variables.

III.   Research Methodology

This study uses ex post facto, the method of research that does not do special treatment. This method is also used survey method that uses the approach path analysis. This study was conducted in Public Primary School of Medan for 12 months starting January to December 2014. The study population throughoutteacherin the Public Primary School of Medan with number of 5919 people.Sampling technique in the study conducted by proportional random sampling so that the number of samples is 361 people. Data collection techniques are used non-test technique which consists of instruments covered to obtain data on transformational leadership, organizational culture, organizational climate, and job satisfaction, which is filled directly by the respondents, while the performance of teachers kuesinoer filled through direct observation of the respondents by the observer.

IV.   Result And Discussion

4.1. Direct Positive Impact of Transformational Leadership on Job Satisfaction.

Transformational leadership of principals in publicprimary school of Medan has positive direct effect on job satisfaction of teachers with a contribution of 50.41%. The results support the research conducted by Burns (1999: 9) where the research reveals that transformational leadership raise spirit of struggle and morale of subordinates. Results of this study are also consistent with studies performed by Bono and Judge (2003: 554) that leaders of transformational and charismatic empirically documented influence on subordinates, working groups, and organizations. In fact there is a positive relationship between the leadership with subordinates attitudes such as trust, job satisfaction, organizational commitment, and job performance behaviors such as at the level of individuals, groups, and organizations.

4.2. Direct Positive Impact of Organizational Culture on Job Satisfaction.

Organizational culture of public primary school of Medan has positive direct effect on job satisfaction of teachers with a contribution of 0.49%. The results are consistent with the opinion of Ivancevich, Konopaske, and Matteson (2007: 44) that organizational culture is the perception of members of the organization to create an atmosphere of a way of thinking to build confidence, values, expectations, perceptions, and feelings that would affect job satisfaction in action. Furthermore, the results of research in line with the opinion of Robbins (2008: 721) that stated organizational culture is a system of shared meaning held by members of the organization. perception that supports or does not support that affect the job satisfaction of employees with a greater impact on strengthening the culture.

4.3. Direct Positive Impact of Organizational Climate on Job Satisfaction.

Organizational climate of public primary school of Medan has positive direct effect on job satisfaction of teachers with a contribution of 5.7%. The results are consistent with research conducted by Rodrigue and Gowda (2013: 1) that stated the organizational climate is a renewal of norms, values, expectations, policies, and

procedures within the organization that affect the work motivation, commitment, performance, and satisfaction of individuals in work or about the organization itself. Furthermore, according Crof in Sagala (2008: 130) that qualified organizational climate characterized by an atmosphere full of vigor and vitality for giving satisfaction to the members of the organization. Meanwhile, Davis and Newstrom (1985: 21 and 25) states that the organizational climate is the human environment in which the organization's employees do their jobs. Climate can affect motivation, achievement and job satisfaction.

4.4. Direct Positive Impact of Transformational Leadership on Performance of Teachers

Principal's transformational leadership of public primary school of Medan has positive direct effect on the teacher performance with a contribution of 25%. The results support the research conducted by Coulquit, Lepine and Wesson (2009: 8) that state performance is a set of behaviors a person for implementing or not implementing the work is the end result of behavior, because the results look more objectively, where performance can be affected by transformational leadership. Gary Yulk (2007: 305) that transformational leadership further improve motivation and performance of followers.

4.5. Direct Positive Impact of Organizational Culture on Performance of Teachers

Organization Culture of public primary school of Medanhas positive direct effect on the performance of teachers with a contribution of 1.06%. The results are consistent with the Rivai's idea where the organizational culture and a strong impact on the performance and the greater the organization to which the corporate culture can have a significant impact on the company's economic performance in the long term. Robbins (2008: 721) argues in his research on organizational culture, there are seven main characters are an important basis on which organizational culture included innovation and risk-taking, attention to detail, orientation towards results, the orientation of the individual, the orientation towards the team, aggressiveness, and stability.

4.6. Direct Positive Impact of Organizational Climate on Performance of Teachers

Organizational climate of public primary school of Medan haspositive direct effect on the performance of teachers with a contribution of 1.2%. The results are consistent with research conducted by Rodrigue and Gowda (2011: 24-33) in which the organizational climate has a major influence on human performance. Other research results conducted by Fredericksen which were dictated Rivai and Basri (2005: 43) states that performance continues to be in an environment higher when consistent organizational climate. Organizations that provide value and emphasis on training would be more effective. Fenwick (2006: 249) argues that the organizational climate at the school is formed on the elements of a collection of norms, values, beliefs, and culture traits characterize the behavior patterns of teachers, students, and employees as workers in schools to tasks which ultimately enhance the learning process and the performance of teachers in schools. Furthermore, Colquit, Lepine and Wesson (2009: 8) states that the performance is a set of behaviors a person for implementing or not implementing the work is the end result of behavior, because the results look more objectivelywhere performance can be influenced by organizational climate.

4.7. Direct Positive Impact of Job Satisfaction on Performance of Teachers

Job satisfaction of teacherhas positive direct impact on the performance of teacher inpublicprimary school of Medan with a contribution of 39.7%. The results are consistent with the views expressed by Colquit, Lepine, and Wesson (2009: 105-106) thatrevealed employee job satisfaction occurbecause of the comfortable feelings and thoughts in the organization whendoing their job. Employees experiencing high positive feelings reflect on the actual tasks challenging, interesting, appreciated and utilize main expertise, so that this situation will affect the results of employee`s performance.

V.   Suggestion

Based on the research conclusions can be put forward several suggestions:
1. District Education Office, in order to improve the teacher performance in publicprimary school of Medan;District Education Office should do the following things; (a) improve the quality of principalin public primary school in the field of transformational leadership, organizational culture and organizational climate; (b) perform a selection mechanism appointment as principals of state primary school, so that prospective principals who elect to have a good quality in the field of transformational leadership, organizational culture and organizational climate; (c) provide education and training in theory and application of learning to improve the performance of teachers in publicprimary school.
2. For principals and teachers: in order to improve the performance of teachers, the principals and teachers are advised to consider the following matters; (a) the principal to be able to improve the performance of teachers in order to further enhance the transformational leadership skills and apply them in school

activities; (b) teachers in public primary school improve their performance through paying attention to learning process done in the classroom included the planning, implementation, evaluation, and development of good learning system.

3. For further researcher: can assess the performance of teacher in publicprimary school from the aspect of the work done by teachers and expanding the scope of the performance of teachers in public primary school in the province of North Sumatera or in Indonesia.

4. For educational management program:can utilize the results of this research to develop the theory of performance of teacher in public primary school.

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