International Journal of Engineering & Technology, 7 (3.30) (2018) 529-534

International Journal of Engineering & Technology

Website: www.sciencepubco.com/index.php/IJET

Research paper



Developing Job Satisfaction which Support Improvement of Organizational Performance Private High Schools Located in Indonesia

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Abstract

The objective of this research analysis leadership style, organizational culture, work motivation and competence, job satisfaction, and organizational performance is to the perception senior high school teachers towards leadership style, organizational culture, work motivation, competence, job satisfaction and organizational performance; identify the influence of leadership style, organizational culture, work motivation and competence partial towards job satisfaction and organizational performance; identify the influence of job satisfaction towards organizational performance. The respondents were 180 high school teachers from private schools in Jabodetabek (the Greater Jakarta Area), that were selected based on a *multistage* process, then analyzed with SEM, and using the Lisrel 8.5 program. The research results show that leadership style, organization culture, and work motivation influenced job satisfaction, however competence did not. Organization culture and competence affected the organizational performance, but leadership style and work motivation did not have influence on the organizational performance. The dominant path of effects showed that organizational culture affects job satisfaction and organizational performance.

Keywords: *Leadership style, organization culture, work motivation, competence, job satisfaction, organizational performance, senior high school teachers.*

1. Introduction

The development of education in this globalization and modernization era demands that schools, particularly private schools in the Jabodetabek area, need to make continuous improvement in such a competitive environment. Therefore, education institutions require effective and efficient management supported by qualified and competent teachers. The results from the pre-survey on 10 teachers in Jakarta, Indonesia indicate that these teachers had to face several issues in implementing their role that supports the organizations' purpose. The issues among others include organization culture, leadership style, work motivation, and competence of the teachers. These issues encountered by the teachers should be considered as they may affect the overall performance of the education institution. The human resources (HR) are also a very vital part to pursue success for an organization (1).

The leader of an organization is the spearhead to accelerate the organization's success in achieving the institutional goal as well as the national aim. According to Yukl Gary (2) explained that a leader is an individual which behavior directs the activity of a group to achieve a common goal. A leader intensively coaches employees so that the actions may result in high job satisfaction and promote the performance of the organization, therefore it is necessary to develop a strong organization culture (3). A leader should develop a strong organization culture that supports job satisfaction and helps to achieve high performance of the organization. According to Sutrisno Edy (4), organization culture is a set of tools, consisting of values, beliefs, assumptions, or norms that have prevailed for a long period of time, that are agreed upon and observed by all members of the organization as a code of conduct that may solve issues in an organization. In addition, in an education institution, the educators that have high motivation shall be able to contribute to the improvement of the organization or education institution. With high motivation, the employees would be able to work more effectively and gain higher performance. According to Wibowo (5), motivation is the desire to conduct a series of process in human behavior to achieve a certain goal that includes several elements such as drive, direction, guarding, showing intensity, continuity and a purpose. In addition, the competence of an individual as well as the competence of a team can support the work system of a company. According to Hutapea and Thoha (6), there are three components that form competence namely knowledge, skills, and behavior. With knowledge, skills, and behavior, an employee can work efficiently and produce high quality results. Therefore, the abovementioned four factors (Leadership, Organization Culture, Motivation, and Competence) would support the achievement of job satisfaction and organization performance. Meanwhile, every individual may have different levels of job satisfaction since their individual needs may also vary (7). Satisfied individuals in the end will be able to contribute positively to the organization's performance which is a result from the employee's work or this may portray whether the organization has implemented its activities/policies in accordance with its vision and mission.

The results from earlier research have concluded that there is a inconsistency of the relationship between the variables of leadership, organization culture, motivation, competence, job

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satisfaction, and organization performance. The research by Kusumawati R (8) found that leadership style and organization culture had influenced positively towards job satisfaction and organization performance and that job satisfaction affected positively the organization performance. Meanwhile, the research by Waridin and Masrukin (9) stated that leadership style and organization culture had influenced the organization's performance. Nurzaman Nanan (10) showed that work motivation and competence significantly influenced job satisfaction. In Siti Rohimah's research (11), she proved that competence significantly affected job satisfaction and performance. Zainuddin, et.al (12) also verified that motivation and competence significantly affected organization performance. Meanwhile Nugi Keran Kristina (13) showed that motivation significantly influenced employee performance. In addition, the study by Gijoh Rienly (14) confirmed that motivation, competence, work culture significantly influenced job satisfaction. However, based on the research by Dhermawan, et.al (15) it was proven that motivation did not affect job satisfaction nor performance. Another research by Iriani Rudia Justisia (16) concluded that competence did not affect job satisfaction.

Considering the above results, it is important to conduct further research on developing job satisfaction that supports the improvement of the organization's performance. The objective of this research is to identify the influence of organization culture, leadership style, work motivation, and competence partially towards job satisfaction and organization performance, and the effect of job satisfaction towards organization performance.

1.1. The Six Variables

This research observes six variables consisting of uncontrolled variables namely organization culture, leadership style, work motivation, and competence. Meanwhile controlled variables include job satisfaction and organization performance. According to Malayu SP Hasibuan (17), leadership style is the way of a leader to influence the behavior of his/her subordinates, and ensure collaboration and productivity in achieving the organization's purpose. There are several types of leadership style according to Horse as quoted by Suwanto and Priansa D (18) among others are directive leadership style, supportive, participatory style, and performance oriented. The variables are shown by 10 indicators, namely willingness to accommodate suggestions, opinions, and critics from subordinates; able to resolve problems; showing concern towards subordinates; assigns tasks and responsibilities to subordinates based on the capacity of the subordinates; confident; a leader works based on the vision and mission of the organization; motivates subordinates; observes the performance of the subordinates; a leader is committed; evaluates the work of the subordinates.

According to Umar Husein (19), organization culture is a common value system and a belief that becomes a customary pattern and serves as a basic philosophy of the organization's establishment that interacts with the applied norms implemented as a way of thinking and action to achieve the common goal. The variables are reflected by 8 indicators, namely, the presence of innovation/new ideas; compliance with the standard procedures; working in teams; implementing beneficial activities; discipline; punctual; demanded by the society; environmentally friendly.

The motivation variable is focused on how motivation drives the potential of subordinates to work together in a productive manner and successfully achieve the targeted goal. According to Wibowo (5), motivation is the determination to implement a series of behavioral process in achieving a certain goal. The elements in motivation include drive, direct, protect, showing intensity, continuity, and the purpose. Meanwhile, according to Siagian Sondang P (7), motivation is the determination that drives a member of an organization to willingly and voluntarily direct his/her capacity in terms of expertise and skills, energy, and time to conduct various activities that become the responsibilities of a person to achieve the organization goal. This variable is reflected by 5 indicators, namely the salary based on one's education; promotion based on merit; appropriate allowances; conducive work climate; comfortable environment.

The competence of an individual and a team can support the work system of a company. According to Palan R (20), competence is a basic character of a person that has a causal relation in fulfilling the criteria which is necessary to take a certain position in an organization. Competence consists of 5 types of characteristics, namely motif (consistent willingness), inherent factor (consistent character and response), self- concept, knowledge (possessing information on certain subjects), and skills (ability to do the assignment). In this research the competence variable is reflected by 5 indicators, namely education; training; experience; punctuality and effectiveness in completing tasks; ability to interact and communicate.

One of the targets of human resources management in a company is to establish job satisfaction for its members. Employees that have high job satisfaction tend to stimulate the productivity of the workers and have a positive impact towards the company's goal. According to Siagian Sondang P (7) job satisfaction is the positive and negative perception of a person in viewing his/her job. In this research, the job satisfaction variable is explained by 11 indicators, namely a job that fits one's ability; a stimulating environment; adequate facilities; good communication; good environment, opportunities for career promotion; bonus based on merit; good work relations; adequate salary that fulfill one's needs; organization policy that provides convenience and comfort; supporting peers.

It is necessary for individuals, groups, and organizations to be assessed in achieving the ultimate goal of the organization or known as organization performance. According to Wibowo (5) organization performance is the achievement of an activity/policy to reach the aim, purpose, mission, and vision of the organization as incorporated in the *strategic plan* of an organization. In this research, the organization performance variable is shown by 10 indicators, namely the availability of training opportunities; productivity; good management; prompt job completion; efficiency; good quality of teaching; appropriate teaching method; creativity; adequate tools; teachers are responsible for the knowledge they are teaching.

1.2. Analysis Data

The respondents of this research are high schools teachers from private schools in the Jabodetabek area. The data was obtained from the results of a survey, involving respondents that were selected using a multistage system with 180 teachers from 18 private high schools. The first step was done by randomly selecting 2 Senior High Schools in each area, resulting in 18 chosen Senior High Schools as the sample units that consisted of 10 private Senior High Schools within the Province of Jakarta (West Jakarta, East Jakarta, South Jakarta, North Jakarta, and Central Jakarta), and 8 Senior High Schools in Bogor, Depok, Tangerang, and Bekasi. Then in each school, 10 teachers were selected randomly.

The assessment tool used in this research is in the form of questionnaires featuring questions based on the Likert Scale. There are 5 categories for the answer choices, namely category 1 for the answer of strongly disagree with a given score of 1; for the category of disagree with a given score of 2; for the category of neutral/doubtful, the score is 3; for the category of agree, the score is 4; and the category for strongly agree, the score is 5. The perception of the respondents is determined by the category that applies the class interval as follows (highest score– lowest score)/the number of classes or (5-1)/5 = 0.8. Therefore, there are 5 perception categories of the respondents against the research variables namely: Answers 1.00 – 1.80 that includes the category of very low scores; Answer 1.81 – 2.60 that includes low scores; Answers 2.61 – 3.40 include the category of neutral answers;

Answer 3.41 – 4.20 include the category of high scores; Answers 4.21 – 5.00 include the category of very high scores.
The analysis technique of this research is the SEM (*Structural Equation Model*), and program Lisrel 8.5. The measurement equation test applies the criteria (19), if the *loading* factor is larger than 0.6 or the determination coefficient $R^2 > 0.36$, then the assessment tool is significant/valid. If it does not meet the criteria, then the instrument is considered not valid in terms of construction, therefore it should be eliminated. Furthermore, the reliability of the assessment model is evaluated, and if the value of the CR > 0.70 and VE > 0.5, then the variable is considered as reliable. Then the structural model and the *Goodness of Fit* (*GoF*), and the *Hybrid* with T test is constructed.

1.3. The Experience Teacher

Respondents in this research are mostly female teachers that have worked for a relatively long period of time in one high school. The experience teacher because the characteristics of the respondents among others are: most of the respondents are female (59%), most respondents have a bachelor degree S1 (86%), and most respondents (54%) have been working for more than 5 years.
The leadership style variable is represented by 10 indicators or statements. The results show that 2 indicators have a loading factor < 0.60. Therefore, this indicator should be eliminated, so that the leadership style is only represented by 8 valid indicators namely: willingness to accept suggestions, have concern for others, adjusting to the ability of the subordinates, the leader has confidence, always motivating subordinates, observing the subordinates performance, commitment from the leader, always evaluating the work of the subordinates. The organization culture variable is represented by 8 indicators or statements. The results show that 4 indicators have a loading factor <0.6, which should be eliminated. Therefore, the organization culture variable is represented by 4 valid indicators that are: tasks are done in compliance with the standard procedures, team work, work discipline, punctuality. The work motivation variable is represented by 5 indicators or statements. However, there are 2 indicators that have a loading factor < 0.60 which should be eliminated. Therefore, the work motivation variable consists of 3 valid indicators, namely, adequate salary, promotion based on merit system, sufficient allowances. The competence variable is represented by 5 indicators or statements. The results showed that 2 indicators had a loading factor <0.6, therefore these indicators should be eliminated. Then, the competence variable is represented by 3 valid indicators, namely: adjusted to the education level, provision of training opportunities, and work experience. The job satisfaction variable is represented by 11 indicators or statements. The results showed that there are 2 indicators with a loading factor <0.6. Therefore, these indicators should be eliminated, leaving only 9 valid indicators to represent the job satisfaction variable, namely, the matching of the teachers' capacity, work enthusiasm, adequate facilities, good work environment, career opportunities, bonus, good and harmonious relations, adequate salary, and good policies. The organization performance variable is represented by 10 indicators or statements. The results showed that there are 6 indicators with a loading factor <0.6 which are therefore eliminated. The organization performance variable is, therefore, represented by 4 valid indicators, namely, performance and enhanced productivity, good organization management, prompt work, efficient work.
By conducting the reliability test, the results showed the value of the AVE > 0.50 and CR > 0.70 for each research variable, therefore, it can be stated that the variables of leadership style, organization culture, work motivation, competence, job satisfaction, and organization performance are reliable.
The perception of the respondents towards leadership style is high, with an average value for leadership style of 4.06. The dominant indicator is that the leaders are willing to accept suggestions from their subordinates, and the leader always motivate the subordinates. Meanwhile, the respondents' perception towards organizational culture is also high, with an average value of 3.97. The dominant indicators are the compliance to procedures, teamwork, and discipline. Another high value result is the respondents' perception towards work motivation with an average value of 3.82. The dominant indicator is the promotion based on merit system. In addition, the respondents' perception towards competence is also high, with an average value for the job satisfaction variable of 4.01, while the dominant indicators are the tasks that are relevant with their education background, and training opportunities. Furthermore the perception of the respondents towards job satisfaction is also high, with an average value for the job satisfaction variable of 3.88. The dominant indicators include the good work environment, the career promotion opportunities, and the good work relations. Meanwhile, the respondents' perception towards organization performance is high, with an average value of 3.91.

1.4. Structural Equation Model is A Good Fit

Table 1: Structural Equation Model

No	Structural Equation	R^2
1	SATISFACTION = 0.20 * LEADSTYLE + 0.44 *ORGCULTR + 0.30*MOTIVATION+0.06*COMPETENCE	0,64
2	PERFOR-MANCE=0.51*SATISFACTION+0.08*LEADSTYLE + 0.41*ORGCULTR + 0.07*MOTIVATION – 0.25*COMPETENCE	0,69

From Table 1 in equation 1, it can be concluded that the variables of leadership style, organization culture, work motivation, and competence can explain the satisfaction variable by 0.64 or 64%. The other variables that were not included in the research model can explain the job satisfaction variable by 36%. In equation 2, it can be concluded that the job satisfaction, leadership style, organization culture, work motivation, and competence can explain the organization performance variable by 0.69 or 69%. Other variables that were not included in the research can explain the organization performance variable by 31%.
Based on the GoF (Goodness of Fit) measurement, it can be said that the model is a good fit with the Chi Square value for RMSEA, ECVI, AIC, NFI, NNFI, CFI, IFI, RFI, GFI, AGFI. See table 2.
The relationship between the research variable based on T-Test is presented in Figure 1. The level of significance depends on the distribution value of the t. If the distribution value of the t-count is larger than t_{tabel} for $\alpha = 5\%$ which is 1.96, then there is a correlation between the variables, and vice versa. By using T-test, the hypothesis can be accepted or rejected. See figure 1.
The effect of leadership style towards job satisfaction. This hypothesis (H1) is accepted, using the indicators that the leaders accommodate suggestions and motivate subordinates, so that these leadership styles have a direct effect (2.62) towards job satisfaction. This means that the variable of leadership style can significantly and directly influence job satisfaction. The varied value for the variables of leadership style and job satisfaction can explain the relationship between those variables. The results from this research are in line with the research results conducted by Kusumawati R (8), Shahab and Nisa (21), Satyawati and Suartana (22), Belias and Koustelios (23), Arzi and Farahbod (24) and Raharjo and Nafisah (25) which conclude that leadership styles positively influences job satisfaction.

Table 2: Analysis *GoF*

No	GOF	Acceptance Parame-ter	Result	Remarks
1	Chi Square χ^2	The smaller, the better P-value = 0.05	P-value = 0.053 P = 0.0	Good
2	NCP	The smaller, the better	434.63	Not Good
3	RMSEA	< 0.05 Good	0.076	Acceptable

		Fit 0.05–0.08 Acceptable 0.08-0.10 Marginal Fit > 0.10 : Poor Fit		
4	ECVI	ECVI Marginal Fit Value ECVI Saturated	Model : 5.63 Saturated : 5.54	Good
5	AIC	AIC Marginal fit Value AIC saturated	Model AIC = 1007.63 Saturated AIC = 992.00	Good
6	NFI & NNFI	> 0.90 : good fit 0.80 – 0.90 : marginal Fir	NFI = 0.92 NNFI = 0.95	Good Good
7	CFI	Value 0 – 1 Approaching 0.99 to 1 Better value Fit ceiling is 0.9	0.96	Good
8	IFI & RFI	> 0.90 : good fit 0.80 – 0.90 : marginal fit	0.96	Good
9	Critical N (CN)	> 200 : good fit	102.66	Tidak Good
10	GFI	between 0 (poor fit) to 1 (perfect fit)	0.76	Good
11	AFGI	between 0 (poor fit) to 1 (perfect fit)	0.72	Good
12	PNFI & PGFI	the smaller, the better The model is substantially different if there is a minimum margin = 0.18	PNFI = 0.83 PGFI = 0.65 Minimum 0.06	Not Good

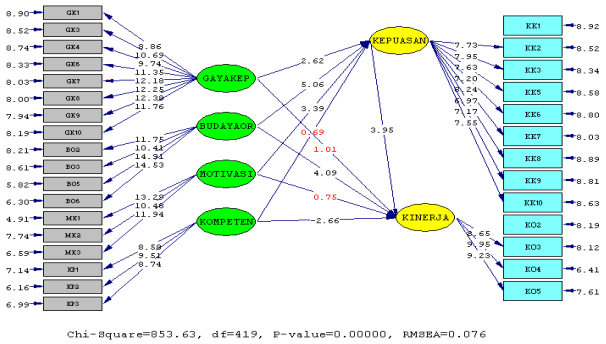


Figure 1: T-Test Result

The effect from leadership style towards organization performance. This hypothesis (H2) is rejected, since the leadership style indicator that was used - the willingness of the leaders to accept suggestions and the leadership style to motivate subordinates- did not directly affect (1.01) organization performance. This means that the leadership style variable does not directly affect significantly the organization performance. Therefore, the varied value for the leadership style and organization performance variable cannot explain the relationship between these variables. This research result is not in line with the research by Waridin & Masrukin (9), Koech and Namusonge (26) and Popa Brindusa Maria (27 which states that leadership style has influenced the organization performance.

The effect of organization culture towards job satisfaction. This hypothesis (H3) is accepted, with the indicator for the organization culture variables which include the compliance to the standard procedure, team work, and work discipline, which all of these variable can directly affect (5,06) job satisfaction. This means that the organization culture variable can directly affect significantly job satisfaction. The varied value for the variables of organization culture and job satisfaction can explain the relationship between these variables. This research result is in line with the results from the research by Kusumawati R (8), Satyawati and Suartana (22), Habib Salman et all (28), Shurbagi AMA (29), Riswan (30), Miharty (31) and Sabri et all (32), which concluded that organization culture positively affects job satisfaction.

The effect of organization culture towards organization performance. This hypothesis (H4) is accepted, with the indicator of employee's job satisfaction in completing their duties in accordance with the standard procedure, enjoying working in a team, discipline in work as reflected by the variables of the organization culture that can directly affect (4.09) organization performance. This means that the organization culture variable can directly affect significantly the organization's performance. The non-varied value of the variables for the organization culture and the organization performance can explain the relationship between these variables. This research result is in line with the results from the research by Kusumawati R (8) which has concluded that the organizational culture affects organization performance.

The effect of work motivation towards job satisfaction. This hypothesis (H5) is accepted, using the indicator of the "promotion based on merit" as reflected in the variable for work motivation which can directly affect (3.39) job satisfaction. This means that work motivation can directly and significantly affect job satisfaction. The non-varied value of the work motivation and the job satisfaction value can explain the relationship between these variables. This research result is in line with the results from the research by Nurzaman (10), Suhartono (33), Maharja Sarita (34), and Tella Adeyinka et all (35) which has proven that work motivation positively affects job satisfaction.

The effect of work motivation towards organization performance. This hypothesis (H6) is rejected, based on the indicator of "promotion based on merit" as reflected by the work motivation variable which does not directly affect (0.75) organization performance. This means that work motivation does not directly nor significantly affect organization performance. The non-varied value of the variables on work motivation and organization performance does not explain the relationship between these variables. The results from this research is not in line with the research results conducted by Zainuddin, et al (12), Warsito Indro (36) and Muogbo US (41), that concluded work motivation has influenced the organization's performance.

The effect of competence towards job satisfaction. This hypothesis (H7) is rejected, using the indicator of competence that includes "tasks that are appropriate with their education background, and training opportunities" did not directly affect (0.69) job satisfaction. This means that the competence variable did not directly nor significantly affect job satisfaction. Therefore, it can be concluded that the non-varied value of the competence and job satisfaction variables can not explain the relationship between these variables. This research result is in line with the results from the research by Nurzaman (10), Kurniawan et all (37), Riswan (30) which verified that the competence variable positively affects job satisfaction.

The influence of competence towards the organization's performance. This hypothesis (H8) is accepted, using the task indicator which include "tasks are appropriate with the education background of the respondents" and "the available training opportunities", so that the competence variable directly affects (2,66) the organization's performance. This means that the competence variable can directly affect significantly the organization performance. The non-varied value of the competence variable and organization performance variable can explain the relationship between these antar variable. This research result is in line with the results from the Rohimah (11), Muindi and K'Obonyo (38), Jabbouri and Zahari (39) that competence affects organization performance.

The effect of job satisfaction towards organization performance. This hypothesis (H9) is accepted using the indicator of good work environment, career opportunities, and good work relations in job

satisfaction variables can directly affect (3.95) organization performance. This means that the job satisfaction variable can directly and significantly affect the organization performance. The non-varied value of the job satisfaction variable and the organization performance variable can explain the relationship between these variables. This research result is in line with the results from the research by Kusumawati (8), Muindi and K'Obonyo (38) and Latif MS et all (40) which concluded that job satisfaction positively affects organization performance.

In this research, the results show the value of the direct influence, the indirect influence, and the total effect of the variables. The direct effect from the leadership style and the organization performance variable is indicated at a value of 0.08 (no significance). The indirect effect between these variables based on job satisfaction is measured at 0.20 x 0.51 = 0.10. Therefore, the total effect namely the direct effect and the indirect effect of all the variables: leadership style, job satisfaction, and organization performance is 0/10. Meanwhile, the direct effect from organization culture towards organization performance is 0.41. The indirect effect of the variables through job satisfaction is 0.44 x 0.51 = 0.22. Therefore, the total indirect and direct effect of the variables between the variables of organization culture, job satisfaction, and organization performance is 0.41 + 0.22 = 0.63. Meanwhile, the direct effect from work motivation towards the organization's performance is 0.07 (no effect). The indirect effect between the variables through job satisfaction is 0.30 x 0.51 = 0.15. Therefore, the total effect of the indirect and direct variables that include work motivation, job satisfaction, and organization performance is 0.15. In addition, the direct effect from the competence variable towards organization performance is 0.25. There is no indirect effect of the combined variables on job satisfaction. Therefore, the total indirect and direct effect of the combined variables that include competence, job satisfaction, and organization performance is 0.25. The direct and indirect effect, and the total effect from the combined variables are presented in Table 3.

Table 3. Direct, Indirect Effect, and Total Combined Variables

No	Track	Effect Towards	Intervening	Variable Direct	Effect Indirect	Total
1	Leadership Style	Performance Organization	Job Satisfaction		0.20 x 0.51	0.10
2	Organization Culture	Performance Organization	Job Satisfaction	0.41	0.44 x 0.51	0.63
3	Work Motivation	Performance Organization	Job Satisfaction		0.30 x 0.51	0.15
4	Competence	Performance Organization	Job Satisfaction	0.25		0.25

There are 4 tracks of effects in this research, the track for organizational culture, job satisfaction, and organization performance; the track for competence, job satisfaction, and organization performance; the track for leadership style, job satisfaction, and organization performance; the track for work motivation, job satisfaction, and organization's performance. The track for dominant effects include organizational culture, job satisfaction, and organization performance.

The result of the research presents several implications for the management of private high schools in the Jabodetabek area. Firstly, the management of these private high schools in Jabodetabek should prioritize job satisfaction by strengthening organization culture to promote organization performance. The necessary organization culture to create job satisfaction may include the policy to assign teachers in accordance with the standard procedures, accomplishing assignments in team work, and promoting work discipline. Meanwhile, job satisfaction that supports the improvement of the organization's performance may include good work environment, career development opportunities, establishing good relationships with peers. Secondly, the management of these private high schools should develop job satisfaction to support organizational performance by applying the appropriate leadership style. The leadership style that should be applied to develop job satisfaction among others include the leadership style that accommodates suggestions from subordinates and motivates the subordinates. Thirdly, the management of these private high schools should develop job satisfaction to achieve the desired organization performance by promoting work motivation through a salary system based on merit, as well as a promotion policy and allowance paid based also on a merit system. Fourthly, the management of these private high schools should strengthen the competence of the teachers, since it directly affects the organization's performance. The teachers' competence that needs to be enhanced may be approached by assigning the teachers in accordance with their education level, enhancing their skills through training, and assigning teachers based on their experience.

2. Conclusion and Recommendations

The score values from the respondents for the respective variables of leadership style, organization culture, work motivation, competence, job satisfaction, and organizational performance are high, since the average value of these variables range from 3.41 – 4.20.

The indicator for leadership style -which is the willingness to accept suggestions and motivate the subordinates- can directly affect towards job satisfaction. However, these indicators as reflected in the leadership style variable cannot directly affect the organization's performance. The indicator for organization culture -which includes the policy to assign the employees according to the standard procedure, enjoy working in a team, discipline in work, punctual- can directly affect job satisfaction and organization performance. The indicators that include the policy for salary payment based on merit system, career promotion based on good performance, adequate allowance as reflected in the work motivation variable- show an influence towards job satisfaction. However, these indicators -as reflected in the work motivation variable- do not affect the organization's performance. The indicators for competence which includes: the policy to assign teachers based on their education level, based on their skills from training, assigning teachers based on experience- showed no influence towards job satisfaction. However, these indicators that are reflected in the competence variable have shown influence organization performance. The indicators that include: good work environment, career promotion opportunities, good peer relationships as reflected by the job satisfaction variables that affected the organization performance.

There are 4 tracks of influences. The dominant influences are organization culture, job satisfaction, and organization performance. Besides that there are, competence, job satisfaction, and organization performance. The other two tracks include leadership style and work motivation which affects job satisfaction and organization performance.

It is recommended that the management of private high schools in the Jabodetabek area prioritize the development of the organization culture to support job satisfaction that would enhance the organization's performance. In addition, although leadership style and work motivation do not have influence towards organization performance, however, the two variables should also be considered since these variables had an effect on job satisfaction which could contribute towards the improvement of organization performance. Furthermore, the management of these high schools should enhance the competence of their staff to accelerate the improvement of their organization performance. Furthermore, it is necessary to conduct further research with expanded variables using a theoretical approach to study the influence of job satisfaction and organization performance in an organization.

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