Influence of Leadership Toward Job Satisfaction Through Work Motivation As A Variable of Mediation In The Elementary Schools of State I And II Regency of Cilincing North Jakarta, Indonesia

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ABSTRACT
This study aims to: 1) test and analyze the influence of school principal leadership on work motivation at the State Elementary Schools region I and II Cilincing District, North Jakarta, 2) test and analyze the influence of the school principal leadership on job satisfaction at the State Elementary Schools region I and II Cilincing District, North Jakarta, 3) test and analyze the effect of work motivation on job satisfaction at the State Elementary Schools region I and II Cilincing District, North Jakarta, and 4) test and analyze the influence of school principal leadership on job satisfaction through work motivation at the State Elementary Schools region I and II Cilincing District, North Jakarta. The study was conducted at the State Elementary Schools region I and II Cilincing District, North Jakarta with a sample of 109 respondents. The sampling technique used a random sampling technique. The data analysis method uses descriptive analysis and quantitative analysis with Amos 23.

The results showed that: 1) there was a positive and significant influence between school principals' leadership on work motivation at the State Elementary Schools region I and II Cilincing District, North Jakarta, 2) there was a positive and significant effect between school principals' leadership on job satisfaction at the State Elementary Schools region I and II Cilincing District, North Jakarta, 3) there is a positive and significant influence between work motivation on job satisfaction at the State Elementary Schools region I and II Cilincing District, North Jakarta, and 4) there is a positive and significant influence between the principal's leadership on job satisfaction through work motivation at the State Elementary Schools region I and II Cilincing District, North Jakarta.

Keywords: Leadership, Motivation, Job Satisfaction

1. INTRODUCTION

Job satisfaction is part of a person's attitude towards his job. Someone will feel satisfied if he gets the results of his work following the desired expectations. From the results of the work then emerged attitudes and perceptions which were shown with a high enthusiasm at work, then the job satisfaction of teachers occurred because there was a cause, especially because the headmaster's leadership and interactive communication between school residents went well or not.

A teacher who is satisfied with his work will show a responsible attitude and positive disciplinary behavior that can be realized with a high frequency of attendance, responsible teaching discipline, active and creative and innovative. Conversely, a teacher who feels dissatisfied with his tasks will show irresponsible attitudes and behavior and can be seen from the lack of discipline and the performance and communication that exists. Therefore, work satisfaction studies can be reflected through the positive or negative attitude of a teacher towards his work. Teachers will feel uncomfortable if deceived, treated unfairly. If this condition is felt, the comfort of work will fade. Conversely, if teachers are treated properly as they should by the leadership there will be a sense of responsibility towards all matters relating to the progress of the organization (educational institutions).

Job satisfaction is part of a person's attitude towards his job. Someone will feel satisfied if he gets the results of his work following the desired expectations, such as compensation, promotion, and rewards. From the results of the work then emerged attitudes and perceptions which were shown with high enthusiasm in working, then the job satisfaction of teachers occurred because there was a cause, mainly because of the leadership of the principal and work motivation shown by the teacher.

A teacher who is satisfied with his work will show a responsible attitude and positive disciplinary behavior that can be realized with a high frequency of attendance, responsible teaching discipline, active and creative and innovative. Conversely, a teacher who feels dissatisfied with his assignments will show irresponsible attitudes and behavior and can be seen from the lack of discipline and performance. Therefore job satisfaction studies can be reflected through the positive or negative attitude of a teacher towards his work. Teachers will feel uncomfortable if deceived, treated unfairly. If this condition is felt, the comfort of work will fade. Conversely, if teachers are treated
properly as they should by the leadership there will be a sense of responsibility towards all matters relating to the progress of the organization (educational institutions). The vision and mission launched by the Ministry of National Education in 2014 are Vision "The implementation of National Education Service Excellence to Form Smart and Comprehensive Indonesian People", while the mission is: 1). Increase the availability of educational services, 2). Increase the affordability of education services, 3). Improve the quality/relevance of education services, 4). Increase equality in obtaining educational services and 5). Increase the certainty of getting educational services. In the Law of the Republic of Indonesia Number 14, article 10 of 2005 concerning Teachers and Lecturers teacher competencies include (1) pedagogical competencies, (2) personality competencies, (3) social competencies, and (4) professional competencies obtained through education profession. Related to the term competency, in the General Provisions of article 1 point 10 of the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers it is stated that competency is a set of knowledge, skills, and behaviors that must be possessed, internalized and mastered by the teacher or lecturer in carrying out their duties.

The results of preliminary observations conducted by researchers through interviews with staff and teachers in state primary schools in regions I and II of Cilincing subdistrict, North Jakarta, show that the quality of human resources in the education sector, namely teachers, does not appear as a person who has job satisfaction at work.

Concrete examples of conditions in the field that illustrate the low job satisfaction of teachers displayed in daily behavior both during the process of working at school and after work. Such indications can be seen with the empty hours during the teaching and learning process, do not optimize the time to enter the class so that it is late, while leaving the classroom faster, or less empowering students, and do not use the appropriate method.

Another thing that causes job satisfaction of low-level primary school teachers in the Cilincing subdistrict, North Jakarta is related to payments (wages), added value or benefits, rank and also career development. It is also a response in a work organization or the various work environments it faces. A satisfied teacher will be more productive than a dissatisfied teacher. Teachers who are satisfied to work will show excitement while carrying out their assignments, while teachers who are dissatisfied with work will exhibit bad behavior such as being late for class, hasty work and so on, this will affect the implementation of quality learning resulting in low-quality education. Thus it appears that the problem of job satisfaction plays an important role in improving the work performance of a teacher.

Teacher job satisfaction at work as well, supported by the welfare of daily life so that teachers can carry out responsibilities and discipline in carrying out their duties. Based on the real situation in schools in terms of salary/income it is almost the same because basically, they are Civil Servants, but with the opportunity for certification, this causes teachers to fret because many teachers have not been certified. Coupled with the Regional Compensation Allowance (TKD) that overlaps with structural employees. Even teachers complain that professional allowance payments are sometimes too late to be disbursed. The DKI Jakarta Provincial Government's policy that requires teachers to work in schools from 6:30 to 3:00 hours has caused teachers to be constrained and find it difficult to improve their education due to time being too tight.

The principal's leadership factor also affects teacher job satisfaction. The principals want a figure of a leader who is wise and wise. The teachers will feel happy if led by the principal who is very concerned about the burden of the tasks given, completed on time. If he wants to issue a regulation oriented towards completing the task in the agreed vision and mission, he will consider it carefully, and see the good and bad impacts that will arise from the regulations to be decided. The principal can create expectations from his subordinates and has an open nature. A good leader must be able to understand all the characters possessed by his subordinates. The principal can communicate well with the teachers to create a harmonious and dynamic relationship. The principal can understand what the teacher wants, willing to accept advice from the teachers because it is the teachers who will be invited to work with the principal in realizing the school's goals. The headmaster is also good at growing the level of maturity or sense of teacher awareness of their duties and responsibilities. Teachers who have a low level of maturity or awareness of the implementation of the assignment mean they are less aware of their duties and responsibilities, thus requiring intensive direction and supervision from the school principal. Conversely, if a teacher has a high level of maturity, he will do all of his work completely following the volume of the workload given with his awareness, without waiting to be instructed and always supervised every task.

Besides being influenced by the leadership of the school principal, teacher job satisfaction is also influenced by teacher work motivation. Motivation is the impetus for someone to do certain activities. The teacher becomes an educator because of the motivation to educate. If you do not have the motivation then it will not succeed to educate/teach or if he teaches because he was forced to. The teacher's success in teaching because of this motivation as a sign of what the teacher has done has touched his needs.

Teacher motivation arises both from within and from outside oneself, motivation from within relates to the awareness of the teacher himself, to be able to work better, including the teacher's desire to educate students can encourage him to carry out learning tasks better, Such teachers have a tendency to be more creative and innovative in developing their abilities as educators. Teachers who have good work motivation certainly tend to work satisfaction better than teachers who lack work motivation.

Motivation is also the strength (energy) of a person that can cause a level of persistence and enthusiasm in carrying out an activity, both originating from within the individual itself (intrinsic motivation) or from outside the individual (extrinsic motivation). How strong the motivation that an individual has will largely determine the quality of
the behavior displayed, both in the context of learning, working and in other lives. High work motivation in school organizations will have a positive impact, namely the achievement of the goals set by the school organization.

II. LITERATURE REVIEW

2.1. Leadership

According to Rivai (2004: 2) leadership is the process of influencing or setting an example to his followers through the process of communication to achieve organizational goals. Overall actions to influence and encourage people in a joint effort to achieve goals, or with a more complete definition can be said that leadership is the process of providing an easier way than the work of others organized informal organizations to achieve the goals set.

Kartono (2008: 5-8) argues that leadership is a relationship and influence between leaders and those who are led. The leadership emerges and develops as a result of the automatic interaction between the leader and the people he leads. Based on some of the definitions above it can be concluded that leadership is a person's ability to influence and direct people effectively and efficiently to achieve goals. As revealed by Sedarmayanti (2009: 120) that leadership is:

The process of influencing others to do or not do what a leader wants.

a. The relationship of interaction between followers and leaders in achieving the goals set.
b. The process of influencing group activities/behavior that is organized towards the achievement of goals.
c. The process of giving meaning (directing means) to a collective effort and causing a willingness to carry out activities/behaviors that are desirable to achieve goals.
d. The process of influencing individual/group activities to achieve goals in certain situations.

Based on several understandings according to the experts above, it can be concluded that leadership means influencing others to take action, meaning a leader must try to influence his followers in various ways, such as using legitimate authority, creating a model (being an example), setting goals, giving rewards and punishment, organizational restructuring, and communicating a vision. Thus, a leader can be seen as effective if he can persuade his followers to leave their interests for the success of the organization.

According to Davis, quoted by Rekshohadiprojo and Handoko (2003: 290-291), 10 main characteristics influence the success of leadership in government, among others, as follows:

a. Intelligence

Studies generally show that a leader who has a higher level of intelligence than his followers, but not very different.
b. Maturity, Social and Broad Social Relations

Leaders tend to have stable emotions and mature or mature and have broad activities and attention.
c. Encouragement of Achievement

Leaders have relatively high motivation and drive achievement, they work harder for intrinsic value.
d. Attitudes of Human Relations

A successful leader will recognize the dignity and dignity of his followers, has high attention and are oriented to his subordinates.
e. Has Strong Influence

A leader must have a strong influence to move other people or subordinates to try to achieve group goals voluntarily.
f. Have a Good Relationship Pattern

A successful leader can create a relationship pattern so that individuals, using authority and influence on a group of people to work together in achieving the desired goals together.
g. Has Certain Properties

A successful leader has special traits such as good personality, high ability, and high ability and strong will so that they can increase their subordinates.
h. Has a Position or Position

A leader always has a position or position in the organization, both in government and in society because leadership is a series of leader activities that cannot be separated from the position and style or behavior of the leader himself.
i. Be able to interact

A good leader will always interact well with fellow leaders, subordinates and the community they lead, in any situation and condition, bad or pleasant.
j. Able to Empower

A successful leader is usually able to empower subordinates and the community they lead.

Based on the description above, it can be concluded that a leader must have a higher level of intelligence than his subordinates and have high motivation and drive achievement.

2.2. Motivation

According to Robbins (2014) motivation refers to the process by which a person's efforts are energized, directed, and continuing towards the achievement of goals. This definition has three key elements, energy, direction,
and perseverance. Energy elements measure intensity, drive, and strength. Motivated people put forth an effort and work hard. However, the quality of the business must also be considered for its intensity. The level of effort does not always lead to favorable job performance unless the effort is channeled in a direction that benefits the organization. Efforts that are directed, and consistent with, organizational goals are the type of business that we want from employees. Finally, motivation includes the dimension of perseverance. Employees want to persevere in putting forth efforts to achieve these goals.

Mathis and Jackson (2006) suggested that Herzberg’s Hygiene motivation theory assumes that a group of factors, motivators, causes high levels of job satisfaction and motivation. However, Hygiene factors can cause job dissatisfaction.

The dimensions of work motivation according to Robbins (2007) are as follows:

a) Self-actualization
   It is an instinctive need for man to do the best he can.

b) Awards
   It is something that someone gets because they have managed to get something after contributing.

c) Social needs
   Is the need for mutual interaction between humans with one another in social life.

d) The need for security
   It is a guarantee of security, stability, protection, structure, order, free from fear and anxiety.

e) Physical needs
   Is the need for strength, confidence, and independence.

2. 3. Job Satisfaction

According to Dole and Schroeder (2001), job satisfaction can be defined as an individual's feelings and reactions to his work environment, while Testa (1999) defines job satisfaction as excitement or positive emotional statement that results from the assessment of one job or work experiences. Locke (in Testa, 1999) also explains that job satisfaction reflects the excitement or positive emotional attitude that comes from one's work experience. The excitement felt by employees will have a positive attitude impact on employees.

Robbins (2009) defines job satisfaction as a general attitude towards one's work, the difference between the amount of reward received by a worker and the amount they believe they should receive. Besides, Robbins (2009) states that job satisfaction is a general attitude as a result of various special characteristics of individuals to work factors, individual characteristics and social relationships of individuals outside the work itself. Meanwhile, according to Berry (1998), job satisfaction is a work attitude that includes cognitive, affective, and behavioral elements, which are expected to influence some work behaviors. Locke in Berry (1998) says that job satisfaction is an individual reaction to work experience and is interpreted as a cognitive component of work experience.

According to Lawler (in Robbins, 2006), a measure of satisfaction is very based on the reality faced and accepted as compensation for the effort and energy provided. Job satisfaction depends on the suitability or balance between the expected and reality. Factors that determine job satisfaction are:

a. Mentally challenging work
   Employees tend to prefer jobs that allow them to use their skills and abilities and offer a variety of tasks, freedom, and feedback. Jobs that are too challenging will create boredom, but jobs that are too challenging will create frustration and feelings of failure. During moderate challenges, most employees will experience pleasure and satisfaction.

b. A reasonable salary or salary
   Employees want a wage system and promotion policy which they perceive to be fair and in line with their expectations. If wages are seen as fair based on the work demands of individual skill levels, and community wage standards, satisfaction will most likely be generated. The promotion provides opportunities for personal growth, more responsibilities, and improved social status. Therefore, individuals who perceive that promotional decisions are made fairly, most likely employees will experience satisfaction at work.

c. Supporting working conditions
   Employees care about the environment both for personal comfort and to make it easier to do good work. Studies show that employees prefer a safe, harmless and hassle-free environment. Besides, most employees prefer to work close to home, in clean and relatively modern facilities, and with adequate equipment.

d. Supporting fellow workers
   For most employees, work also fills the need for social interaction. Therefore, it is not surprising that having friendly and supportive colleagues will lead to increased job satisfaction. The behavior of the superior is also a major determinant of satisfaction.

e. Suitability of personality with work
   Holland's "personality-job suitability" theory concluded that a high match between an employee's personality and occupation would produce a more satisfied individual. People with the same personality type with their jobs have a high chance of succeeding in their work, so they will also get high satisfaction.
III. RESEARCH METHODS

3.1. Research Time and Location
All elementary school teachers in I and II districts, Cilincing District, North Jakarta. The research time is from July 2019 to August 2019.

3.2. Research Design
The research design is causality because it examines the influence between variables, namely leadership, motivation and job satisfaction. Thus it is also called explanatory research. The analysis is done descriptively to find out the support of indicators on the observed variables and SEM (Structural equation model) for testing the proposed hypothesis. Indicators on leadership variables are measured using 10 parameters, namely, intelligence, maturity, drive achievement, human relations attitude, have a strong influence, have a good relationship pattern, have certain traits, have positions and positions, can interact, and can empower. Indicators on motivational variables are measured using 5 parameters namely, self-actualization, appreciation, social needs, security needs, and physical needs. Indicators on job satisfaction are measured using 4 parameters namely, a proper salary, supportive work conditions, supportive coworkers and compatibility of personality with work. From the results of this study, it is expected to know the variables that influence the variable job satisfaction directly or indirectly through motivation.

3.3. Population and Samples
The population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions (Wirawan, 2011). In this study, the population is all elementary school teachers of regions I and II of Cilincing subdistrict, North Jakarta, totaling 150 people in the 2018-2019 school year.
The sampling technique used in research activities was by proportional random sampling from the eleventh (11) Public Elementary Schools in the target areas I and II, Cilincing District, North Jakarta. Based on Slovin's formula above from 150 affordable populations with an error rate of 5%, the number of samples taken from the affordable population is 109 teachers.

3.4. Data Analysis Methods
In this research, a model that explains the causal relationship between variables is used in this study, including the existence of variables that have multiple roles. That is, in one case as an independent variable, but in another case as a dependent variable. The model that can explain the causal relationship like this is the Structural Equation Model (SEM).

IV. RESEARCH RESULTS AND DISCUSSION

4.1. SEM Analysis Results

![SEM Model Testing Results](image-url)

Chi-Square = 386.205  
Probability = 0.000  
CMIN/DF = 1.521  
RMSEA = 0.062  
AGFI = 0.920  
GFI = 0.960  
TLI = 0.925  
CFI = 0.954.

Figure 1. Research Model Testing Results
In testing the research model is to analyze the feasibility of the research model. The results of the feasibility tests on the research model developed in this study, are presented in Table 1 below.

<table>
<thead>
<tr>
<th>Table 1. Results of Testing the Feasibility of the Research Model</th>
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<tbody>
<tr>
<td>The goodness of Fit Indeks</td>
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<tr>
<td>Cut off Value</td>
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<tr>
<td>Chi-Square (df = 109)</td>
</tr>
<tr>
<td>Probability</td>
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<tr>
<td>CMIN/DF</td>
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<tr>
<td>GFI</td>
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<tr>
<td>AGFI</td>
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<tr>
<td>TLI</td>
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<tr>
<td>CFI</td>
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<tr>
<td>RMSEA</td>
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</table>

Based on the results of the feasibility testing model presented in Table 1, it shows that overall the testing criteria are in a good category or meet the required assessment criteria. In the Chi-Square test, a model will be considered good if the results show a calculated Chi-Square value smaller than the Chi-Square table value. The more Chi-Square the smaller the value of the Chi-Square table shows that the better the model means there is no difference between the estimated population and the sample tested. This research model shows that the calculated Chi-Square value is 286,205, while the critical value / Chi-Square table with df = 109 is 334,368. Because the Chi-Square value calculated in this study is smaller than the critical value, it means that the research model is not different from the estimated population / the model is considered good (accepted).

4.2. Hypothesis Testing

After evaluating the assumptions in SEM, then hypothesis testing will be carried out as proposed in the previous chapter. The testing of the four hypotheses proposed in this study was carried out by analyzing the value of the Critical Ratio (CR) and the probability of a causal relationship.

<table>
<thead>
<tr>
<th>Table 2. Hypothesis Testing</th>
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<tbody>
<tr>
<td>Variable</td>
</tr>
<tr>
<td>MOTIVATION</td>
</tr>
<tr>
<td>JOB_SATISFACTION</td>
</tr>
<tr>
<td>JOB_SATISFACTION</td>
</tr>
</tbody>
</table>

Source: Primary data processed, 2019

4.2.1. Hypothesis Testing 1

H1: leadership has a positive and significant effect on motivation.

The estimated parameter for testing the influence of leadership on motivation shows a CR value of 3.443 with a probability of 0.000. Therefore the probability value <0.05, it can be concluded that the leadership variable is proven to have a significant positive effect on motivation.

The results of the study prove that the theoretical and empirical study states that there is a causal relationship between leadership and motivation, which means the first hypothesis is tested.

4.2.2. Hypothesis Testing 2

H2: leadership has a positive and significant effect on job satisfaction.

The estimated parameter for testing the effect of leadership on job satisfaction shows a CR value of 1.281 with a probability of 0.000. Therefore the probability value <0.05, it can be concluded that the leadership variable is proven to have a significant positive effect on job satisfaction.

The results of the study prove that the theoretical and empirical study states that there is a causal relationship between leadership and job satisfaction, which means that the second hypothesis is tested.

4.2.3. Hypothesis Testing 3

H3: motivation has a positive and significant effect on job satisfaction.

The estimated parameter for testing the effect of motivation on job satisfaction shows a CR value of 2.208 with a probability of 0.000. Therefore the probability value <0.05, it can be concluded that the motivational variable is proven to have a significant positive effect on job satisfaction.
The results prove that the theoretical and empirical study states that there is a causal relationship between motivation and job satisfaction, which means that the third hypothesis is tested.

4.2.4. Hypothesis Testing 4
H4: leadership has a positive and significant effect on job satisfaction through motivation.
Based on the estimated parameters for testing the influence of leadership on job satisfaction shows a CR value of 1.281 with a probability of 0.000. The estimated parameter for testing the influence of leadership on motivation shows a CR value of 3.443 with a probability of 0.000. The estimated parameter for testing the effect of motivation on job satisfaction shows a CR value of 2.208 with a probability of 0.000. The influence of leadership on job satisfaction through motivation is 1,281 x 2,208 = 2,828. Based on these results, the indirect effect of 2.828 is greater than the direct effect of 1.281. Therefore the motivational variable can mediate between leadership and job satisfaction.

4.3. Influence Analysis
Influence analysis is carried out to analyze the strength of influence between constructs both direct and indirect influences. The immediate effect is nothing but the coefficients of all the coefficient lines with one end arrow. Indirect effects are effects that arise through an intermediate variable (Ferdinand, 2005).

Table 3. Standardized Direct Effects

<table>
<thead>
<tr>
<th>Variable</th>
<th>LEADERSHIP</th>
<th>MOTIVATION</th>
<th>JOB_SATISFACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOTIVATION</td>
<td>.517</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>JOB_SATISFACTION</td>
<td>.100</td>
<td>.211</td>
<td>.000</td>
</tr>
</tbody>
</table>

Source: Primary data processed, 2019

From Table 3 it can be seen that the direct influence of leadership on motivation is 0.517; motivation towards job satisfaction of 0.211; leadership to job satisfaction of 0.100. Referring to the value of standardized direct effects on each variable, it can be seen that work motivation is the main or dominant variable that affects leadership and job satisfaction.

Table 4. Standardized Indirect Effect

<table>
<thead>
<tr>
<th>Variable</th>
<th>LEADERSHIP</th>
<th>MOTIVATION</th>
<th>JOB_SATISFACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOTIVATION</td>
<td>.377</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>JOB_SATISFACTION</td>
<td>.251</td>
<td>.724</td>
<td>.000</td>
</tr>
</tbody>
</table>

Source: Primary data processed, 2019

Table 4, shows the indirect effect of each variable on other variables. The influence of leadership on motivation amounted to 0.377; the effect of leadership on job satisfaction is 0.724; the influence of leadership on job satisfaction mediated by motivation is equal to 0.251.

4.4. Discussion
4.4.1. Effect of Leadership on Motivation.

According to Rivai (2004: 2) leadership is the process of influencing or setting an example to his followers through communication processes to achieve organizational goals. Overall actions to influence and encourage people in a joint effort to achieve goals, or with a more complete definition can be said that leadership is the process of providing an easier way than the work of others organized informal organizations to achieve the goals set. Principal's leadership is the ability of a school principal to influence and mobilize subordinates in a school organization or institution to achieve school goals.

Based on the results of SEM analysis shows that the indicator of maturity as a measure of leadership variables gives the biggest contribution and then followed by other indicators namely achievement drive, human relations attitude, have a good relationship pattern, have certain traits, have position and position, have strong influence, intelligence, able to interact, and able to empower. This means the indicator of maturity is more dominant as a measure of leadership variables compared to other indicators. The results showed that the indicator of maturity is the best reflection of the leadership variable. Based on SEM analysis, indicators of the need for security as a measure of work motivation variables that provide the largest contribution and then followed by other indicators, namely social needs, physical needs, appreciation, and self-actualization. Means, indicators of security needs are more dominant as a measure of work motivation variables compared to other indicators. The results showed that the indicator of security needs is the best reflection of work motivation variables. This research is in line with research conducted by Mukodi and Komarudin (2017); Daeli (2017); Sougui, Bon, Hassandari (2017), which shows that leadership contributes to work motivation.
4.4.2. Effect of Leadership on Job Satisfaction.

Principal's leadership is the ability of a school principal to influence and mobilize subordinates in a school organization or institution to achieve school goals.

Based on the analysis of the description it is known that the teachers in the District I and II Public Elementary Schools in Cilincing District, North Jakarta tend to quite agree that leadership is formed by indicators of intelligence, maturity, drive for achievement, attitude of human relations, have a strong influence, have a good relationship pattern, have the nature certain characteristics, have a position and position, able to interact, and able to empower. Indicators have a position and position that provides the greatest support in forming leadership, namely the principal is a dream for every teacher in pursuing a career because the position of the principal is good and good.

Based on the results of SEM analysis shows that the indicator of maturity as a measure of leadership variables gives the biggest contribution and then followed by other indicators namely achievement drive, human relations attitude, have a good relationship pattern, have certain traits, have position and position, have strong influence, intelligence, able to interact, and able to empower. This means the indicator of maturity is more dominant as a measure of leadership variables compared to other indicators. The results showed that the indicator of maturity is the best reflection of the leadership variable. Based on the results of SEM analysis shows that indicators of supportive working conditions are the best reflection of the variable job satisfaction. The results showed that supportive working condition indicators are more dominant as a measure of job satisfaction compared to other indicators. The results showed that indicators of supportive working conditions are the best reflection of the variable job satisfaction. The results of this study are in line with the results of research conducted by Andri and Wardi (2017); Daeli (2017); Kljajić-Dervić and Dervić (2017); Lestari and Mariyono (2017); and Esra C, Oztek, and Karada (2015), the results of the study showed that leadership has a positive effect on job satisfaction. This research rejects the research of Mubarok and Zein (2019), which states that leadership harms job satisfaction.

4.4.3. Effect of Motivation on Job Satisfaction.

According to Robbins (2014) motivation refers to the process by which a person's efforts are energized, directed, and continuing towards the achievement of goals. Work motivation is measured using five indicators, which include self-actualization, appreciation, social needs, security needs, and physical needs.

Based on SEM analysis, indicators of the need for security as a measure of work motivation variables that provide the largest contribution and then followed by other indicators, namely social needs, physical needs, appreciation, and self-actualization. Means, indicators of security needs are more dominant as a measure of work motivation variables compared to other indicators. The results showed that the indicator of security needs is the best reflection of work motivation variables. Based on the analysis of the description it is known that teachers in the Primary Schools of Regions I and II Cilincing District, North Jakarta tend to agree that job satisfaction is formed by decent salaries, supportive working conditions, supportive coworkers and compatibility of personality with work. Indicators of working conditions that support provide the greatest support in forming job satisfaction, that is, all colleagues support one another against problems faced with mutual assistance helping in distress. Based on the results of SEM analysis shows that indicators of work conditions that support as a measure of job satisfaction variables provide the largest contribution, and then followed by other indicators, namely appropriate salary, personality suitability with work and colleagues who support. This means, supportive working condition indicators are more dominant as a measure of job satisfaction compared to other indicators. The results showed that indicators of supportive working conditions are the best reflection of the variable job satisfaction. The results of this study are in line with the results of research conducted by Andri and Wardi (2017); Mukodi and Komarudin (2017); Daeli (2017); and Kljajić-Dervić and Dervić (2017), the results of the study show that motivation has a positive and significant effect on job satisfaction.

4.4.4. Leadership Towards Job Satisfaction Through Motivation

Based on the results of SEM analysis shows that the indicator of maturity as a measure of leadership variables gives the biggest contribution and then followed by other indicators namely achievement drive, human relations attitude, have a good relationship pattern, have certain traits, have position and position, have strong influence, intelligence, able to interact, and able to empower. This means the indicator of maturity is more dominant as a measure of leadership variables compared to other indicators. The results showed that the indicator of maturity is the best reflection of the leadership variable. Indicators of working conditions that support as a measure of job satisfaction variables provide the largest contribution and then followed by other indicators, namely adequate salary, compatibility of personality with work and supporting colleagues. This means, supporting working condition indicators are more dominant as a measure of job satisfaction compared to other indicators. The results showed that indicators of supportive working conditions are the best reflection of the variable job satisfaction. Indicators of security need as a measure of work motivation variables that provide the greatest contribution and then followed by other indicators namely social needs, physical needs, appreciation, and self-actualization. Means, indicators of security needs are more dominant as a measure of work motivation variables compared to other indicators. The results...
showed that the indicator of security needs is the best reflection of work motivation variables. SEM analysis results show that leadership influences job satisfaction through work motivation. Thus the variable work motivation can mediate between the variables of leadership and job satisfaction.

V. CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusion

Based on the results of research on the influence of leadership on job satisfaction through work motivation, conclusions as follows:

5.1.1. Effect of Leadership on Motivation

Based on the results of the analysis shows that the indicator of maturity as a measure of leadership variables provides the greatest contribution and then followed by other indicators namely the drive for achievement, the attitude of human relations, have a good relationship pattern, have certain traits, have position and position, have a strong influence, intelligence, able to interact, and able to empower. This means the indicator of maturity is more dominant as a measure of leadership variables compared to other indicators. The results showed that the indicator of maturity is the best reflection of the leadership variable. The motivation variable shows that the indicator of the need for security as a measure of work motivation variables that provide the largest contribution and then followed by other indicators namely social needs, physical needs, appreciation, and self-actualization. Means, indicators of security needs are more dominant as a measure of work motivation variables compared to other indicators. The results showed that the indicator of security needs is the best reflection of work motivation variables.

5.1.2. Effect of Leadership on Job Satisfaction

Based on the results of the analysis shows that the indicator of maturity as a measure of leadership variables provides the greatest contribution and then followed by other indicators namely the drive for achievement, the attitude of human relations, have a good relationship pattern, have certain traits, have position and position, have a strong influence, intelligence, able to interact, and able to empower. This means the indicator of maturity is more dominant as a measure of leadership variables compared to other indicators. The results showed that the indicator of maturity is the best reflection of the leadership variable. In the work satisfaction variable, the indicator of security needs as a measure of work motivation, which gives the biggest contribution and then followed by other indicators, namely social needs, physical needs, appreciation, and self-actualization. Means, indicators of security needs are more dominant as a measure of work motivation variables compared to other indicators. The results showed that the indicator of security needs is the best reflection of work motivation variables.

5.1.3. Effect of Motivation on Job Satisfaction

Based on the analysis of safety needs indicators as a measure of work motivation variables that provide the largest contribution and then followed by other indicators namely social needs, physical needs, appreciation, and self-actualization. Means, indicators of security needs are more dominant as a measure of work motivation variables compared to other indicators. The results showed that the indicator of security needs is the best reflection of work motivation variables. In the work satisfaction variable, the indicator of security needs as a measure of work motivation, which gives the biggest contribution and then followed by other indicators, namely social needs, physical needs, appreciation, and self-actualization. Means, indicators of security needs are more dominant as a measure of work motivation variables compared to other indicators. The results showed that the indicator of security needs is the best reflection of work motivation variables.

5.1.4. Effect of Leadership on Job Satisfaction through Motivation

Based on the results of the analysis shows that the indicator of maturity as a measure of leadership variables provides the greatest contribution and then followed by other indicators namely the drive for achievement, the attitude of human relations, have a good relationship pattern, have certain traits, have position and position, have a strong influence, intelligence, able to interact, and able to empower. This means the indicator of maturity is more dominant as a measure of leadership variables compared to other indicators. The results showed that the indicator of maturity is the best reflection of the leadership variable. Indicators of working conditions that support as a measure of job satisfaction variables provide the largest contribution and then followed by other indicators namely social needs, physical needs, appreciation, and self-actualization. Means, indicators of security needs are more dominant as a measure of work motivation variables compared to other indicators. The results showed that the indicator of security needs is the best reflection of work motivation variables. SEM analysis results show that leadership influences job satisfaction through work motivation. Thus the variable work motivation can mediate between the variables of leadership and job satisfaction.
5.2. Recommendations

Based on the results of research on the effect of leadership on job satisfaction through work motivation, several suggestions can be submitted as follows:

This research is expected to provide a reference in providing input towards the implementation of school policies relating to increasing teacher job satisfaction. So that it can automatically advance the school and the achievement of teaching and learning objectives especially in the Elementary Schools Region I and II Cilincing District, North Jakarta by considering the following:

a. On the leadership variable, especially indicators of achievement encouragement that has the lowest value on the formation of leadership variables, where the principal as a leader must continue to provide motivation and enthusiasm for the teachers as subordinates by giving rewards to teachers who have good achievements for himself, his students and school.

b. In the motivation variable especially the indicator of self-actualization which has the lowest value on the formation of work motivation variable, where the principal as a leader must be able to see subordinates in giving work assignments according to their abilities and competencies, by looking at the abilities and competencies of their teachers according to their fields. The right man in the right place and on the right job.

c. On the variable job satisfaction, especially the appropriate salary indicator that has the lowest value on the formation of the variable job satisfaction, in this case, the principal must be able to pay attention to the salaries of his teachers and must be able to pay attention to the work performance of his teachers, by encouraging the teachers to excel and take care of rank so that salaries and classes can increase so that the salary received will rise.

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