

Effect of Principal Managerial Supervision Organization Climate and Work Satisfaction to the Performance of School Health SD Negeri In Medan

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ABSTRACT

This research aims to discover the effect of school principal managerial supervision, organizational climate, and job satisfaction towards the performance of school principals at State Elementary Schools in Medan simultaneously and partially. The study employed Explanatory Research with Ex Post Facto Research Design. The research population included all school principals from State Elementary Schools in Medan comprising 382 individuals from 194 schools as the sample of this study obtained through Proportional Random sampling. The data were collected with questionnaire with closed-ended questions, analysed with SPSS program version 24. The research findings showed that all five hypotheses formulated were accepted. The findings showed that: (1) there was a direct effect of managerial supervision towards performance with path coefficient 0,225. (2) there was a direct effect of organizational climate towards performance with path coefficient 0,156. (3) there was a direct effect of job satisfaction towards performance with path coefficient 0,405. (4) there a direct effect of managerial supervision towards job satisfaction with path coefficient 0,469. (5) there was a direct effect of organizational climate towards job satisfaction with path coefficient 0,401. Meanwhile there was an indirect effect of managerial supervision towards performance through job satisfaction with 0,188 and there was an indirect effect of organizational climate towards performance through job satisfaction with 0,162. The most dominant variable towards performance was job satisfaction, while the most dominant variable towards job satisfaction was managerial supervision. Based on the research finding, it can be stated that improving the performance of school principals can be achieved through the improvement of managerial supervision, the establishment of good organizational climate, and the improvement of job satisfaction of Elementary school principals. Meanwhile, improving the Elementary school principals' job satisfaction can be achieved through the improvement of managerial supervision, and the establishment of organizational climate.

Keywords : Managerial Supervision, Organizational Climate, Job Satisfaction, Performance.

I. INTRODUCTION

Qualified human beings can be established through education, and various efforts have been made to improve the quality of human resources especially through education. According to the Law of National Education System (UU-SPN) Number 20 of 2003

article 1 stated that: "education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual spiritual power, self, personality, intelligence, noble character, and skills needed himself, society, nation and State".

People rely on the quality of education services in schools. These services include the quality of schools expected to have a major impact on life in the future. All of that originated from the principal as the manager of the school. SD as basic education became an important foundation in the formation of the character of anak. Namun reality still high gap that happened, such as the existing human resources at the school is still low. Research results BPKP in ^[1]Darwin there has been community dissatisfaction with education services at the school level.

The quality of student learning tends to be better if the work environment and job satisfaction of the teachers is good, and the teacher's job satisfaction is well determined by the school leadership as proposed by ^[2]Davis and Thomas as follows:

Effective principals tend to be energetic and have working theories that guide their actions. Their focus is on instructional leadership, which refers to actions that develop a productive and satisfying work environment for teacher and promote growth in student learning.

As the instructional leader, the principal is responsible for mobilizing and directing all teachers' potential to achieve educational goals in schools. The principal is guided to help teachers get job satisfaction at work. As an administrator, the principal in charge of utilizing available resources includes: teaching management, student management, personnel management, facility management, financial management, school relationships and community management.

Based on observations made by the authors in July 2017 against several principals of Primary Schools in Medan Tembung, there are some findings of problems, especially on the performance of principals, which are summarized as follows: (1) the ability to plan school development is still low, (2) low supervision by the principal to his teachers; (3) a closed organizational climate; (4) principal and

teacher job satisfaction is quite low, and (5) low implementation of principal managerial supervision conducted by school supervisor.

According to ^[3]Kaluge, the principal as a leader is very influential on the success of the school in helping teachers develop their teaching skills, creating pleasant working atmosphere, encouraging students and parents to participate to achieve the school goal. The primary school principal is required to make changes in efforts to improve the quality of school quality, not only on teaching methods and curriculum, but also management and organization. The principal is required to master managerial competence, in addition to other competencies such as personality competence, and entrepreneurship. A successful principal in performing his duties is a principal who demonstrates his professional ability as a leader, has broad insight and understands the vision and mission of the school so that the school's goals achieved.

From various views above can be seen that the performance is influenced by many things, among others, by job satisfaction, stress, motivation, trust, sense of justice, ethics, culture / organizational climate, and organizational structure performance, leadership, personality, ability, responsibility, freedom, standards of work, supervision, humility, attitudes, age, gender, education, work experience, cultural background, efforts, opportunities, working methods, design, work facilities, workplace arrangement, work environment, organizational policy, training, wage system, community participation as a form of social environment and perceptions of managerial supervision. Therefore, the performance is influenced by many factors, variables, and problems that are wide enough and complex, certainly for the size of the study is not possible problems are quite broad and complex, certainly can not be examined simultaneously. Because of these limitations and interests of researchers this study is limited to performance variables that are suspected to

be dominantly influenced by managerial supervision factors, organizational climate, and job satisfaction.

In general, the study aims to find a picture of the influence of principal managerial supervision, organizational climate, and job satisfaction on the performance of headmaster of SD Negeri in Medan City. Specifically this study aims to find out about: (1) Effect of principal managerial supervision on the performance of primary school principals in the city of Medan. (2) The influence of organizational climate on the performance of headmaster of State-Owned School in Medan City. (3) The effect of job satisfaction on the performance of headmaster of State School in Medan City. (4) Effect of principal managerial supervision on job satisfaction of headmaster of SD Negeri in Medan. (5) The influence of organizational climate on job satisfaction of headmaster of SD Negeri in Medan.

The word performance in Indonesian is a translation of the English word "Performance" which means: (1) work, deed; or (2) appearance, performances. While performance in terms of science of administration or management science has a similar understanding.

According to ^[4]Bernardin and Russell "performance is defined as a record of out-comes productions on a specified job function or activity during a specified time period." Performance is an achievement that can be achieved by a person or organization based on certain criteria and measuring instruments. ^[5]Cascio "... .is the systematic description of the job relevant strengths and weaknesses of an individual of group." He emphasized that it was rated "job relevant strengths and weaknesses".

In line with the opinions expressed by Bernardin and Russell, it gives meaning to performance as "... the record of outcomes produced on a specified job function or activity during a specified time period ...". The definition emphasizes the outcome aspect resulting from the function of a particular job or

activity over a given period of time. Performance refers only to a set of results obtained by an employee over a given period and excludes the personal characteristics of the assessed employee.

Tabel 1. Iktisar Perpektif Kinerja (Sonntag, 2012, p. 9)

	Individual differences perspective	Situational perspective	Performance regulation perspective
Core question	Which individuals perform best?	In which situations do individuals perform best?	How does the performance process look like? What is happening when someone is 'performing'?
Core assumptions and findings	Cognitive ability Motivation and Personality Professional experience	Job characteristics Role stressors Situational constraints	Action process factors Adequate hierarchical level
Practical implications for performance improvement	Training Personnel selection Exposure to specific experiences	Job design	Goal setting Feedback interventions Behavior modification Improvement of action process Training Job design

In relation to the perspective described above, ^[6]Colquitt, Lepine, and Wesson suggest a model of organizational behavioral integration that explains that organizational mechanisms, group mechanisms, and individual characteristics directly influence individual mechanisms, and then individual mechanisms directly affect outcomes individual. The intended mechanical mechanism is action which is a behavior that produces performance. Colquitt, LePine, and Wesson also describe the factors that affect performance and the factors that directly affect performance as made in Figure 2.1

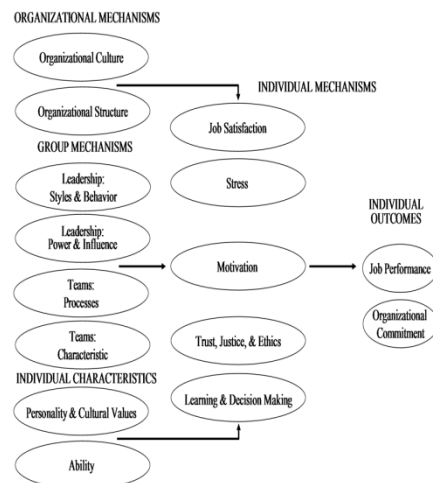


Figure 2.1. Model of Organizational Behavioral Integration

Furthermore, Mathis and Jackson put forward three factors that influence how individuals work, namely (1) ability (Ability); (2) business (effort); (3) support (support) .These three factors are shown in Figure 2.2.

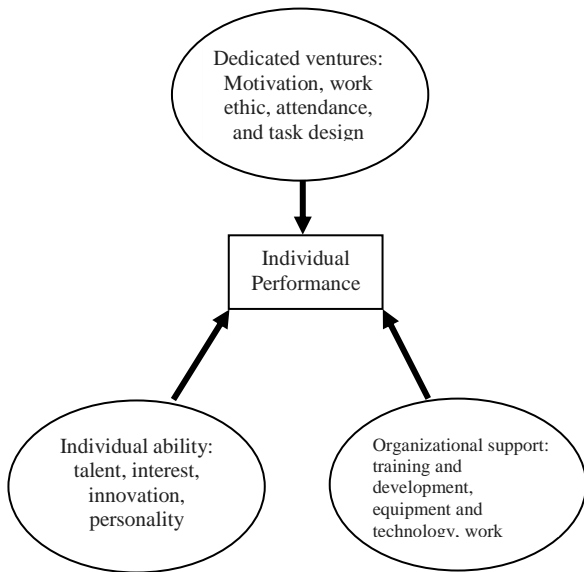


Figure 2.2. Individual Performance Components.

Section support organizations, one of which is management, and then the management section is the leadership and organizational culture. Job satisfaction can be equated with work motivation. According to [7]Sudrajat there are five principles that must be considered in implementing performance appraisal that is:

1. Relevance, meaning aspects that are measured in performance appraisals related to the work either input, process, or output (the work achieved).
2. Sensitivity, the assessment system used is sensitive in distinguishing between high-achieving principals and low achievers.
3. Reliability, means that tools and assessment systems are used reliably, believed to be an objective, accurate, and consistent benchmark.
4. Acceptability, meaning that the scoring system used must be understandable and accepted by the assessment or the assessed and facilitate the active and constructive communication between the two.

5. Practicality, meaning that all assessment instruments including data processing and analysis of assessment results are easy to use.

Principal Managerial Supervision

In language, the word supervision comes from English supervision which means supervision [8]Tim. This word comes from two super words and vasion which means to look carefully at the work as a whole [9]Thaib and Subagio Medium according to the term, the definition of supervision was interpreted first traditionally as a job of inspecting, examining, and supervising by looking for errors through spying in order to repair the work that has been given. Then develop the understanding of scientific supervision with the following characteristics Suhertian^[10]

1. Systematic, meaning that supervision is done regularly, planned and continuous.
2. Objective, meaning that supervision is done based on data of previous observation.
3. Using instruments that can provide information as feedback to be able to take follow-up steps towards future improvements.

[11]Sergiovani suggests the following statements related to supervision: (1) supervision is more process-driven than role, (2) supervision is a process used by school personnel responsible for aspects of school objectives and which depends directly on the other personnel, to help them complete the school's goals.

[12]Newstrom and Davis state that the organization's climate is all about the environment existing or faced by humans in an organization where they carry out their work. [13]Gibson states that, "Organizational climate as a study of individual perceptions of various aspects of its organizational environment". The elements can be perceived and experienced by members of the organization and reported through the right questionnaire. [13]Robbins states that the organizational climate is a set of equipment from a working environment that is felt directly or indirectly

by employees who work in this environment and assume will be the main force affecting their behavior in work. From the above three statements can be explained that the organizational climate all that happened and felt either directly or indirectly in one's work environment.

[15]Colquitt, LePine, and Wesson argue job satisfaction is defined as a pleasant feeling resulting from job assessment or work experience. [16]Walter and Hollenbeck state that job satisfaction is a pleasant feeling resulting from the perception that work a person fulfills or allows for the fulfillment of important work values. Job satisfaction includes three main components: value, importance, and perception. Values are not equal to needs in the sense that the most basic needs for life, such as the need for oxygen and water. The second component is the importance of values. People differ not only in the values they believe in, but also in their weight to them, and critical differences affect their level of job satisfaction.

[17]Newstrom suggests that job satisfaction is a set of feelings and emotions that are fun or unpleasant to his job. Keosmono (2005) (in [18]Brahmasari,) suggests job satisfaction is an assessment, feelings and general attitude of a person or employee to work, compensation, relationships among co-workers, social relations at work and so on. So it can be said that job satisfaction is the fulfillment of some desire and needs through work or work activities. Conversely, if a person is not satisfied with the job he receives then he will do the job is not wholeheartedly that eventually the quality of work will not be good.

II. METHODS AND MATERIAL

The researcher chooses the place of study at SD Negeri in Medan. The local voters are based on the consideration of the interpretation of the variables studied, so that they can not find the solution for the problem solving which is working on the level of

education for the school principal. This research was conducted in October until December 2017.

The population in this study is the principal of SD Negeri in Medan with a population of 382 schools spread over 21 districts in Medan.

For that sample taken from the population must be really representative / represent Sugiono^[19]. Meanwhile, according to ^[20]Arikuto sample is part or representative of the population studied. Meanwhile Hamid Hamdani suggests that the sample is the process of selecting a number of individuals of a study in such a way that the individuals are representative of a larger group in the name of the chosen person.

For a population of 382 headmasters, a sample of 194 school principals who were all spread across Medan City and distributed as follows:

Table 3.3. Sample of State Elementary School in Medan

No	District	Negeri	Sample
1	Medan Helvetia	21	11
2	Medan Denai	33	16
3	Medan Johor	23	11
4	Medan Tembung	11	6
5	Medan Timur	24	12
6	Medan Kota	18	9
7	Medan Marelان	28	14
8	Medan Sunggal	17	9
9	Medan Deli	21	11
10	Medan Labuhan	26	13
11	Medan Amplas	22	11
12	Medan Area	23	11
13	Medan Selayang	8	4
14	Medan Perjuangan	11	6
15	Medan Tuntungan	22	11
16	Medan Kota Belawan	25	13
17	Medan Petisah	13	7
18	Medan Barat	10	5
19	Medan Baru	10	5

20	Medan Maimun	11	6
21	Medan Polonia	5	3
Jumlah		382	194

Source: Dapodik Data (processed)

This research includes quantitative research with path research design (path analysis). Path analysis requires the requirement of a significant linear regression relationship between variables. According to [21]Sugiono research method based on philosophy of positivism, used to examine the population or a particular sample, sampling techniques are generally done randomly, data collection using research instruments, quantitative / statistical data analysis with the aim to test the hypothesis which has been set.

The variables used in the study included four variables, which consisted of independent variables namely principal managerial supervision (X1), and organizational climate (X2); intervening variable that is job satisfaction (X3); and the dependent variable is principal performance (X4).

1. Line Model Testing

The fitness test (goodness-of-fit test) is intended to test whether the proposed model has a fit (fit) with the data or not. Shumacker & Lomax and [22]Kusnendi say that in path analysis for a proposed model it is said to fit with data if the sample correlation matrix is not much different from the reproduced correlation matrix or expected correlation expected correlation matrix).

Thus, the formulation of hypotheses in path analysis is written as follows:

$$H_a: \rho_{31} = \rho_{32} \neq 0$$

$$H_o: \rho_{31} = \rho_{32} = 0$$

H_a: The correlation estimation matrix is different from the sample correlation matrix

H_o: the estimation correlation matrix does not differ (same) with the sample correlation matrix.

[23]Schumacher & Lomax gives guidance on how to test the suitability of path analysis model, that is done by statistical test of conformity of coefficient model Q with formula:

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

$$R_m^2 = 1 - (1 - R_1^2)x(1 - R_2^2) \dots \dots (1 - R_p^2)$$

Information :

R_m^2 : Multiple coefficient of determination for the proposed model

m : The multiple determinant coefficient (R_m^2) after the non-significant path coefficient is omitted.

Q : Model coefficient Q

If Q = 1 indicates a perfect fit model. If Q <1, to determine the fit of the model then the coefficient statistic Q needs to be tested with the x statistic proposed by Pedhazur (1982) can be used Chiquadrat statistic, that is:

$$X = - (n-d) \ln (Q)$$

Information :

N : Number of samples

D : Number of path coefficients that are not significant = degrees of freedom

Ln : Natural logarithm

Statistic x approaches the distribution of chikwadrates with degrees of freedom of d, if the value of x is very small or close to zero, then the null hypothesis is accepted. In other words that the proposed model "fits" with the data. Test path model is to test the hypothesis in the form of path diagrams or relationships among variables that have been structured by theory. The purpose of path analysis is whether the proposed model is compatible with the data, ie by comparing the theoretical correlation matrix with the empirical correlation matrix. If both matrices are relatively the same, then the model is said to be "fit" or fit. Formally this test uses multiple generalized determinants (Pedhazur)

If $x_{hitung} \geq x_2$ (df: a), reject H_0 (meaning the sample correlation matrix is different- bedamatriks correlation estimation), that means both models are significant.

If x is $< x_2$ (df: a), accept H_0 (meaning the sample correlation matrix is no different or equal to the estimation correlation matrix), ie the two models are insignificant.

The path diagram of this research is as follows:

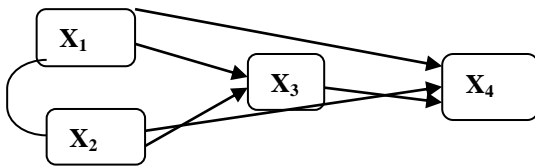


Figure 3.1. Theoretical Model of Research Variables

Information

- X_1 = Principal managerial supervision
- X_2 = Climate Organization
- X_3 = Job satisfaction
- X_4 = Principal performance

A. Statistical Hypothesis

To test the statistical hypothesis done with the test as follows :

- a. $H_0 : p_{41} \leq 0$
 $H_a : p_{41} > 0$
- b. $H_0 : p_{42} \leq 0$
 $H_a : p_{42} > 0$
- c. $H_0 : p_{43} \leq 0$
 $H_a : p_{43} > 0$
- d. $H_0 : p_{31} \leq 0$
 $H_a : p_{31} > 0$
- e. $H_0 : p_{32} \leq 0$
 $H_a : p_{32} > 0$

Information :

- H_0 = The null hypothesis (which always states no effect)
- H_a = Alternative hypothesis (which always states there is influence)
- p = Path coefficient (rho)

p_{41} = Effect of principal managerial supervision on principals' performance.

p_{42} = Influence of organizational climate on principal performance.

p_{43} = Influence of job satisfaction on principal performance.

p_{31} = Effect of principal managerial supervision on job satisfaction.

p_{32} = Influence of organization climate to job satisfaction

III. RESULTS AND DISCUSSION

1. The Effect of Managerial Supervision on the Performance of Principal of SD Negeri in Medan

The results of this study partially indicate that managerial supervision variables have a direct positive and significant influence on the performance of primary school principals in Medan City with the acquisition $\rho_{41} = 0.225$ and t arithmetic = 4.471 with a probability of 0.000; means H_0 rejected or H_a accepted so it can be concluded that managerial supervision has a direct positive and significant effect on the performance of head of SD Negeri in Medan.

The result of the research shows that there is direct positive of managerial supervision on the performance of head of state elementary school in Medan city of North Sumatera, according to Mitrani, et al., (1995) which stated the factors that influence the performance of one of them is supervision. This means that there is direct relationship supervision to one's performance.

The principal is a person who is expected to create good relationships with teachers, employees, community and other stakeholders. For that required harmonization of all in the implementation of principal supervision in order to achieve school goals. Principals managerial supervision have the dimensions of duties and related attention and contribute to the performance of principals in

carrying out tasks and obligations related to school management. A principal should be able to influence, mobilize and nurture teachers and school staff to perform their duties properly and responsibly, so that the performance of the principal can be achieved well.

Guarantee of the implementation of school managerial supervision is certainly fully controlled by the principal. That is the role of the principal is vital in the implementation of supervision of the principal and under the responsibility of the head of the school. All principal supervisory activities of this principal is very good and support for the creation of organizing, management and learning in school and also the school's accreditation value.

Based on the results of research and addressing the above situation, if the managerial supervision of the principal can be executed properly and realized in the supervision of task-oriented and working relationships, then the principal will work to the maximum to achieve school goals. Based on the above description can be concluded the better the managerial supervision of the principal, it is likely to be the better performance of the principal.

2. The Influence of Organizational Climate on the Performance of Principal of SD Negeri in Medan.

The results of this study partially indicate that the organizational climate variable has a direct positive influence significantly on the performance of Head of State Elementary School in Medan City of North Sumatra with the acquisition $\rho_{42} = 0.156$ and t arithmetic = 3.159 with probability of 0.002; means H_0 is rejected or H_a accepted so it can be concluded that the organizational climate has a direct positive and significant effect on the performance of principal of SD Negeri in Medan.

The results of this research show that the organizational climate variable has a significant direct positive effect on the performance of principal of SD

Negeri in Medan, in accordance with the opinion of Colquitt, LePine and Wesson (2009), the factors that influence the performance of organizational mechanism is the organization climate. consciously or not have formed and have their own organizational climate. Organizational climate in this school needs attention of a principal because of these factors influence the behavior of teachers / employees and the comfort of working atmosphere. A conducive and enjoyable organizational climate will certainly be a big capital and will have a big impact on the achievement of organizational goals or performance.

Each organization will have a different organizational climate. The diversity of work designed within the organization, or the nature of the individual, will illustrate the difference. All organizations certainly have a strategy in managing human resources. Organizational climates that are expected to be formed is an open organizational climate.

Open organizational climate encourages employees to express their interests and dissatisfactions without fear of retaliation and attention. Such dissatisfaction can be dealt with in a positive and wise way. The climate of openness, however, is only created if all members have a high degree of confidence and trust in justice.

Based on the results of research and addressing the above circumstances, a good organizational climate will ensure the implementation of school programs in accordance with that has been prepared, so the performance of principals will continue to increase. Referring to it can be concluded the better school organization climate, hence tend to be better performance of head of school.

3. The Influence of Job Satisfaction on the Performance of Principal of SD Negeri in Medan

The results of this study partially indicate that the variable satisfaction of work has a direct positive and

significant influence on the performance of primary school principals in Medan with the acquisition of $\rho_{43} = 0.405$ and t arithmetic = 6.798 with a probability of 0.000; means H_0 is rejected or H_a accepted so it can be concluded that the satisfaction of the work directly positive and significant impact on the performance of the head of Elementary School in Medan.

The result of this research is partially indicated that job satisfaction variable has a significant positive direct effect on the performance of the principal of SD Negeri in Medan, in accordance with Koesmono (2005) explanation that if someone is not satisfied with the job he received, wholeheartedly that eventually the quality of his work will not be good.

Principals who have high levels of job satisfaction will certainly be different from the performance of principals who have low levels of job satisfaction. Headmasters who have high job satisfaction will consider all tasks as a responsibility that must be considered the quality of output and implementation. But tend to be different from principals who have low job satisfaction, will tend to assume the duties and responsibilities of the concept as a burden. Obviously this will tend to affect the quality of school activities that tend to be limited only done without thinking about the quality and level of satisfaction of school stakeholders including the school teacher.

High job satisfaction will give the school its own color, which includes a reflection of the wishes, hopes and aspirations to produce a good school performance. Schools that have high job satisfaction will be able to produce high school principals performance as well. Can be formulated the work satisfaction construction is the overall attitude of the principal to his work in school that concerns about job satisfaction, so that schools can be directed to achieve good performance principals.

Based on the results of research and addressing the above situation that high job satisfaction will support school management conducted by the principal, because the principal views the school management is fun, interesting, so there is a sense of ownership and great responsibility to complete the task well. The higher the work satisfaction in school, the greater the school confidence to realize the performance of the principal is good. Referring to it can be concluded the better the job satisfaction of the principal, it is likely to be better performance of the principal.

4. Effect of Managerial Supervision on Job Satisfaction of Principal of SD Negeri in Medan

The results of this study partially indicate that Managerial Supervision variable has a direct positive influence significantly to Job Satisfaction Head of State Elementary School in Medan City of North Sumatra with the acquisition of $\rho_{31} = 0.469$ and t arithmetic = 9.210 with probability of 0.000; means H_0 is rejected or H_a accepted so it can be concluded that managerial supervision has a direct positive and significant effect on the job satisfaction of the principal of SD Negeri in Medan.

The results of this study partially indicate that managerial supervision variables have a significant direct positive effect on the job satisfaction of the head of state in Medan, supported by the opinion of Davis and Thomas (1989: 23) explains that the quality of student learning is determined by the principal in creating job satisfaction. the opinion of Sopiah (2008) which states that factors affecting job satisfaction one of them is supervision. This means supervisors have a direct effect on job satisfaction.

Job satisfaction of the principal is an attitude that describes feelings of pleasure towards his work. Principals who have a high level of job satisfaction, always will always have perceptions about good principal managerial supervision. This is seen because the job satisfaction shown by the principal by

performing his duties well that will ultimately improve the performance of the principal.

The principal's managerial supervision has relevant task dimensions and concerns and contributes to the principal's performance in carrying out tasks and obligations related to school management. A principal should be able to influence, mobilize and nurture teachers and school staff to perform their duties properly and responsibly, so that the performance of the principal can be achieved well.

Obviously the assurance of the implementation of school managerial supervision is fully controlled by the principal. That is the role of the principal is vital in the implementation of the principal's supervision and under the responsibility of the principal. Implementation of a well-executed managerial supervision will have a positive impact on students and teachers. Of course, this positive impression will give satisfaction to the principal as the supervision administrator. Based on the above description and the results of research can be concluded that the better the managerial supervision of the principal, it will tend to give more satisfaction to the principal's work.

5. Effect of Organizational Climate on Job Satisfaction of principal Head of SD Negeri in Medan

The results of this study partially indicate that the organizational climate variable has a direct positive effect on the satisfaction of the head of public primary school work in Medan with the acquisition of $\rho_{32} = 0.401$ and t arithmetic = 7.648 with a probability of 0.000; means H_0 is rejected or H_a accepted so it can be concluded that the climate of the organization have a direct positive and significant effect on the job satisfaction of the principal of SD Negeri in Medan.

The result of the research indicates that the organizational climate has a direct positive effect on the job satisfaction of the Head of Elementary School in Medan City, in accordance with the opinion of

Friedlander & Marguiles, 1969; Lawler, Hall & Oldham, 1974; Pritchard & Karasick, 1973; in Steers & Porter, 1990 that climate also has a direct effect on job satisfaction. The principal's satisfaction with his work is a form of feelings of likes or dislikes for his work that arise as a result of perceptions of situations and events in his work environment.

The organization's climate affects job satisfaction. Note that every organization will have a different organizational climate. The diversity of work designed within the organization, or the nature of the individual, will illustrate the difference. All organizations certainly have a strategy in managing human resources. Organizational climate that is expected to be formed is an open organizational climate. To realize achievement schools can not be separated from the good organizational climate in the organization of schools. The organization's climate shown in the organization of schools will help schools, especially principals in achieving school goals, so that an open organizational climate will increase the job satisfaction of the school principal.

Organizational climate is an individual's perception of the organization's social environment that affects the organization and behavior of members of the organization. This organizational climate is important to create because it is a person's perception of what the organization provides and is used as the basis for the determination of subsequent member behavior. Climate is determined by how well members are directed, built and rewarded by organizations. Organizations must create a climate that encourages comprehensive career management. So from a good organizational climate will grow by itself the job satisfaction of teachers and principals.

In principle, the implementation of research has been attempted as best and as perfect as possible by using scientific research procedures. To obtain optimal results in accordance with the purpose of research. However, there is still open the possibility of error.

Therefore, researchers need to reveal the limitations and weaknesses of this study are:

a. This research data is obtained through questionnaire given to the respondent in the form of statement responded by the respondent. Respondents have been advised to provide honest answers, but it is possible that the respondent decides the answer option without actually looking at the answer option with the actual situation. This is because the researchers did not carefully monitor the sincerity and honesty of respondents in filling out the questionnaire.

b. The data collection instrument used by the researcher is analyzed quantitatively, while some aspects of managerial supervision, organizational climate, job satisfaction and personal performance of principal of SD Negeri in Medan need to use qualitative approach.

c. This study has limitations in determining the variables that affect the performance of Head of Elementary School in Medan, because the researcher only examines three exogenous variables affecting the performance of principal of SD Negeri in Medan, that is, managerial supervision, organizational climate, and job satisfaction of principal of SD Negeri, so it has not been able to reveal all aspects of other variables that affect performance, although previously the questionnaire used has been validated or test the previous instrument.

IV. CONCLUSION

Based on the results of data analysis and discussion of research results, obtained the following conclusions:

1. Managerial supervision has a direct positive effect on the performance of the Principal of SD Negeri in Medan. The higher the managerial supervision of the principal of SD Negeri, the better the performance of the Principal of SD Negeri in Medan.
2. Climate organization has a direct positive effect on the performance of the Principal of SD Negeri in Medan. The better the organizational climate of the

principal of SD Negeri, the better performance of principal of SD Negeri in Medan.

3. Job satisfaction has a direct positive effect on the performance of principal of SD Negeri in Medan. The higher the job satisfaction of the principal, the better the performance of principal of SD Negeri in Medan.

4. Managerial Supervisions have a direct positive effect on the satisfaction of principal of SD Negeri in Medan. The higher the supervision of principal, the better the performance of principal of SD Negeri in Medan.

5. Climate organization has a direct positive effect on the satisfaction of the principal of SD Negeri in Medan. The higher the organizational climate of the principal of SD Negeri, the higher the satisfaction of the Principal of SD Negeri in Medan.

6. The indirect influence of managerial supervision through job satisfaction on performance of 18.8% of the total direct and indirect influence is 41.3%.

7. The indirect effect of organizational climate through job satisfaction on performance of 16.2 percent with total direct and indirect effect is 31.8 percent.

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