

# **THE EFFECT OF ORGANIZATIONAL COMMUNICATION, SUPERVISION, AND JOB SATISFACTION TOWARD WORK PRODUCTIVITY OF STATE JUNIOR HIGH SCHOOL HEADMASTERS: A STUDY IN EAST JAKARTA**

Neti Karnati<sup>1</sup>

*Abstract: This study aims to obtain information concerning the effect of organizational communication, supervision, and job satisfaction toward work productivity of the Junior High School Headmasters. It has been conducted in East Jakarta City Administration by using a survey method with path analysis used to test the hypothesis. The respondents are 78 government Junior High School Headmasters from the East Jakarta, who have been randomly selected. The findings show that: (1) There is a direct effect of organizational communication toward job satisfaction, (2) There is a direct effect of supervision toward job satisfaction, (3) There is a direct effect of organizational communication toward work productivity, (4) There was a direct effect of supervision toward work productivity, (5) There was a direct effect of job satisfaction toward work productivity. Therefore, work productivity could be improved by increasing the organizational communication, supervision, and job satisfaction.*

*Keywords: work productivity, state high school, supervision, organisational communication, and job satisfaction.*

## **1. INTRODUCTION**

Junior High School as one of the types of education and a part of the schooling path has several educational elements, i.e. students, educators and educational staffs, educational structures and infrastructures, curriculum, educational costs, managements, and school environments (family, society, and government). School as a system had all those educational components which were interrelated in the implementation of educational process as an effort to realize the aims of education. If one component was disabled or non-functional, it will be difficult to achieve the educational aims.

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<sup>1</sup> Manajemen Pendidikan, Faculty of Education, Universitas Negeri Jakarta, Indonesia, Email: netiyupan@yahoo.com

As Mangieri (1985) noted, there were 8 factors that were considered affecting the quality of education. The eight factors were "strict curriculum, competent educators and educational staffs, traits of effectiveness, assessment, parents' involvement and society's support, sufficient funding, strong discipline, and adherence to traditional values."

These main components of an educational system had to be systematically and continuously observed to improve the quality of education.

Headmaster, as an educational staff, was one of the educational components with the biggest role in improving the quality of education. Article 12 Clause 1 of PP 28 of 1990 stated that: "Headmaster was responsible for the implementation of educational activities, school administration, development of other educational staffs, and utilization and maintenance of school's structure and infrastructure." Lipham James, in Wahyusumidjo (2005) described the role of headmaster as one that determined the focus and the rhythm of a school, to the extent that the success of a school was the success of its headmaster. Headmaster played a role as the central force that drove the school life. The importance of headmaster's role was promoted by Poernomosidi Hadjisarosa (1997) who suggested that headmaster was a managerial type of human resources (*SDM-M*) with specific task and function to coordinate and harmonize the practitioner type of human resources (*SDM-P*), through certain managerial input, so that the *SDM-Ps* would use his service to combine them with other resources; in order to make the teaching-learning process successfully produce the expected educational output.

The crucial role of the headmaster in education was also influenced by the changes in the paradigm of educational management, from the centralized paradigm to decentralized paradigm, as happened in the School-Based Management (MBS) policy. This policy required the headmaster not only to be a manager, mostly concentrating on school budget and other administrative matters, but also to be a leader who was able to create vision and mission and inspire all teachers, staffs, and related individual components in the school.

Therefore, a highly competent headmaster was absolutely required to build a high-quality and effective school. The headmaster; as the party with authority in the implementation of education; had to understand the educational process of a school and had to serve his function well in order to ensure that the implementation of education was appropriate and in line with the efforts of achieving educational aim effectively and efficiently. The success or failure of a school was highly dependent on the role of the headmaster because "headmaster played a role as the central force that drove the school life."

Headmaster had to fulfill his/her duties and responsibilities. The performance of a headmaster could be assessed from the way he/she fulfill such duties and responsibilities. One of the indicators of a good headmaster was the headmaster's work productivity.

Headmaster's work productivity was one of the factors that determine the success of a school. A school with high achievement was the dream of every component of a society that was concerned with the quantity and quality of the output of the school. An improved work productivity of the headmaster would increase the quality of the education. The school would be better if it was managed by a professional, creative, and productive leader of education. The characteristics of headmaster with high work productivity could be seen from the effectiveness, efficiency, and quality of the work done by the headmaster in performing his/her duties and responsibilities.

Considering the more autonomous and wider duties and responsibilities of headmaster in the globalization era, a high productivity was an absolute requirement. However, the fact showed that there were many low-quality headmasters, as evidenced by their low productivity. C. E. Beeby (1981) noted the low competencies of headmasters of elementary and middle (high) schools. Although the headmasters of high schools were of higher quality, because they commonly held Bachelor degrees, their performance/leadership was considered a failure. "The main reason for the leadership failure of those headmasters was the internal organization of the schools themselves."

On the field, there were many headmasters who had not performed their duties and functions as the leaders of education. It was because there was no transparency in the process of their appointment; the poor mentality of headmasters as evident in their lack of motivation, passion, and discipline in performing their work; frequent lateness in coming to work; and other factors that deterred the improvement of quality of education, which indicated the poor work productivity of headmasters and affected the quality of their work (input, process, and output). World Bank (1999) reported that one of the reasons of the decreasing quality of education in Indonesia was the "unprofessional" headmasters as the education manager at the practical level. On the other side, various researches stated that the headmasters' performance could influence the teachers' performance, school climate, teachers' job satisfaction, and school effectiveness. The poor performance of headmasters was reflected in their low work productivity.

J. Ravianto (1985) noted that work productivity was affected by the factors of management and policies. It meant that headmasters' work productivity was influenced by the policies set by government or school. Meanwhile, according to the influence model of Donald C. Mosley et. al, the work productivity was directly affected by work satisfaction, perception, communication, motivation, decision making, supervision, and coordination. Indirect influences affecting work productivity included managerial behaviors, employers' behaviors, and organizational structure. Therefore, there were many factors affecting headmasters' work productivity. However, the researcher would only examine several factors that directly affected headmasters' work productivity, including organizational communication, supervision, and headmasters' job satisfaction.

Based on the reasons above, through this research, the researcher attempted to examine whether or not headmasters' work productivity is affected by headmasters'

job satisfaction, supervision, and effective organizational communication. If this research confirmed that there was direct influence of organizational communication, supervision, and headmasters' job satisfaction towards headmasters' work productivity, it could be used as guidance for school supervisors and education managers. Education managers in this context included the managers at the school level and those at the more central level, such as the managers at regional level, provincial level, or National Education Department level. It was expected that the improvement of headmasters' work productivity would also increase their work performance, which would help achieving the quality aims of education.

## 2. THEORETICAL REVIEW

### 2.1. Work Productivity

Work productivity could be viewed from two dimensions; personal dimension and organizational dimension. Personal dimension viewed productivity in its relation with individual personality characteristics appeared in the form of mentality. It reflected personal wish and efforts to improve the quality of his/her life. Sedarmayanti (2009) noted that personal productivity could be assessed from what the individual did in his/her work. Sedarmayanti (2009) defined personal productivity as how one performed his/her work.

Meanwhile, organizational dimension viewed productivity in the context of technical relationship between input and output. Therefore, in this view, the improvement of work productivity was not only evident in the quantity of work, but also in the quality of work.

According to John W. Kendrick (1988: 5), "*Personal productivity should relate to your output in of your activities over successive periods, usually years.*" Mulyasa (2004:132) added that "individual work productivity was the comparison of output effectiveness (maximum performance achieved) and efficiency of one of the input (work force), which included quantity and quality, in a certain time."

Mosley (2008: 411) stated that "*productivity is a measure that compares outputs to inputs.*" This was work productivity viewed from organizational dimension. The two-dimensional definition of work productivity was also supported by Elizabeth A. Smith (1995: 2) which noted that, "*Productivity is often considered the result of all personal and organizational efforts associated with the production, use, and/or delivery of products and services; the productivity or accomplishment of people and organizations, depending on our job, interest and motivation.*"

Work productivity was commonly defined using organizational dimension, as mentioned by Arouf (1986: 20), "*Productivity is the ratio between the effectiveness of producing output and efficiency of resource inputs.*" John W. Kendrick (1988) put it in simpler terms, "*productivity is the relationship of out-put to input, in real (physical) terms.*" Stevenson (1974: 7) argued that "*productivity is nothing but an index to measure how much output*

*can be achieved by utilizing the relative input that can be combined."* Meanwhile, according to Joseph (1987), "productivity is defined as the efficient use of resources (labour, capital, land, energy, information) in the production of various goods and services."

Therefore, it could be concluded that work productivity was a measure of one's work or performance by comparing input and output, which indicated one's performance in determining the way to achieve high work productivity in an organization. In this research, work productivity would be measured by assessing one's work performance during a certain period of time.

In Indonesian dictionary, work productivity was defined as "the ability to produce something expected; the force to produce; and being productive." Work productivity, according to National Productivity Council, was defined as "a mental state which always viewed that today's life quality had to be better than yesterday, and that tomorrow had to be better than today." The realization of this mental state was evident in various activities, including:

- Personal productivity could be realized through the development of knowledge, skills, discipline, personal efforts, and work harmony.
- Organizational productivity could be realized through better management and better way of working, cost saving, punctuality, and sophisticated system and technology.

From these definitions, it could be concluded that work productivity was the effort of development and improvement of oneself to produce something while holding to the principle that the quality of the product had to always be better than the previous products. Productivity based on the Conference of Oslo, 1984, was:

*... a universal concept aimed at providing more and more of goods and services for more and more people with less consumption of real resources. Relies upon and interdisciplinary approach for the effective formulation of objective, development of plans, and applications of productive practices to utilize resources efficiently, while maintaining high quality. [It] involves integrated application of human efforts and skill, capital, technology management, information, energy, and other resource to bring about sustained improvements and betterment of the standards of living for all, through a total productivity concept.*

In the definition, it was indicated that the concept of work productivity contained the concepts of work effectiveness, work efficiency, and work quality.

To conclude all the experts' opinions above, work productivity was one's mental state or ability to improve and develop him/her self to produce an effective and high quality output from the input of time, energy, and other resources efficiently in order to perform a better work quality.

The measurement of headmasters work productivity in this research was conducted by analyzing the school supervisors' assessment of headmasters' performance. This

was supported by Alexander (2004:162), *"We will deal with work productivity and performance in the same analysis because both have behavioral output as a core component and it is this that most psychological research has focused."*

Pribadiyono outlined that in measuring productivity, there were two approach models: (1) the Summanth Model; productivity measurement based on the output/input ratio and index, (2) the Omax (Objective Matrix) Model; productivity measurement based on performance. In this research, the work productivity measurement used was the Omax (Objective Matrix) model, by assessing performance. This was supported by Pritchard, in Douglas (1994: 8), who argued that *productivity measurement was used interchangeably with assessment performance, quality control measurement, and the engineering through put of a system.*

Based on the theoretical model of Mosley (2005), work productivity was affected by managerial attitude, employers' attitude, and organizational structure as the causal variables; while communication, work motivation, supervision, coordination, perception, decision-making, and job satisfaction were the intervening variables. In this context, job satisfaction was the moderator (intervening) variable mediated communication and supervision with work productivity.

From all definitions and concepts outlined above concerning productivity and headmaster, it could be concluded that, conceptually, headmasters' work productivity was the headmasters' mental state or ability to perform his/her duties and responsibilities to produce effective and high-quality output using the input of competencies efficiently in order to provide higher-quality performance. In this research, headmasters' work productivity was the result of assessment of headmasters' duties and responsibilities measured by the work efficiency, work effectiveness, and work quality of the headmasters.

### **3. ORGANIZATIONAL COMMUNICATION**

Communication was a basic human activity. By communicating, human could maintain a relationship with one another. Experts had provided various definitions of communication, although they were all basically the same. For instance, Jennifer M. George & Gareth R. Jones (2005) defined communication as *"the sharing of information between two or more individuals or groups to reach a common understanding."* While Robert P. Vecchio (2006) stated that *"communication was the exchange of messages between persons for the purpose of constructing common meanings. Communication was the creation of a mental image in the mind of a receiver in exactly the same detail as intended by the sender."*

To define communication as human activity, Slocum (2009) outlined the elements of communication, including: (a) Sender and Receiver, (b) Transmitter and Receptors, (c) Messages and Channels, (d) Media Richness, (e) Meaning and Feedback. Communication could occur in every human activity, including organization. Communication that occurred in organization was called organizational

communication. Gerald M. Goldhaber (1986) defined organizational communication as follows: "Organizational communications was the process of creating, and exchanging messages within a network of interdependent relationship to cope with environmental uncertainty."

According to Wiryanto, in Sendjaya (1997), organizational communication was the sending and receiving of various organizational messages in formal or informal groups within an organization. In the same line, DeVito (1997) stated that "organizational communication was the process of sending and receiving of various messages in organization, in formal or informal groups of the organization." The bigger and the more complex the organization, the more complex the communication would be. Formal communication was the communication agreed upon by the organization and oriented towards organizational interests. It contained the work of organization, productivity, and various tasks to be done in the organization; for example, memo, policy, statement, press release, and legal documents. Meanwhile, informal communication was a socially agreed communication. The orientation was not the organization, but the individual members of the organization.

Effective organizational communication was crucial for the managers and personnel because it could provide data and information needed to conduct their works to achieve the organizational goals. Stephen P. Robbins & Timothy A. Judge (2008) noted that the function of organizational communication included:

- Communication, in certain ways, served to control the behaviors of the member of the organization.
- Communication kept motivation by explaining to the members about what needed to be done, how good their work were, what could be done to improve performance.
- Communication provided an outlet for emotional expression and feelings and satisfied social needs.
- Communication provided information needed by individuals and groups to make a decision.

Tubs and Moss, in Jalaluddin Rakhmat (1996) outlined the characteristics of effective organizational communication:

- Understanding
- Enjoyment
- Affecting attitude
- Better social relationship
- Action

According to Stephen P. Robbins & Mary Coulter (2007), communication in organization could be categorized into two distinct parts: (a) Formal communication;

referred to communication that followed the official chain of command or was part of the communication required to do one's job, and (b) Informal communication; organizational communication that was not defined by the organization's structural hierarchy. These two types of organizational communication were important to facilitate the message sending from one to another in the effort of achieving organizational goals. Based on the direction or the flow of message, organizational communication could be categorized into four types, as outlined by Stephen P. Robbins and Mary Coulter (2007): downward communication, upward communication, laterally communication or diagonally communication. The type of communication based on the flow was also described by James L. Gibson et al (1991): downward communication, upward communication, horizontal communication and diagonal communication. Meanwhile, DeVito (1997) suggested three types of communication based on its flow: downward communication, upward communication, and lateral communication. J. Whitney Gibson (1991) described the functions or aims of each type of organizational communication as follows:

- Downward Communication : Aimed (1) to provide specific instructions about the duties of the job and how to perform them; (2) to provide employees with the rationale for doing a particular job and an understanding about how that job relates to other jobs; (3) to provide necessary data regarding the procedures, policies, and practices of the organization;(4) to provide performance feed-back to employees regarding how they are doing; and (5) to provide information that will convey a sense of mission and an understanding of corporate goals.
- Upward Communication: Aimed to provide : (1) feed-back regarding employee attitudes and feelings; (2) suggestions for improved procedures and techniques as well as for new ideas; (3) feedback regarding how well the downward communication system was working; (4) information about production and goal attainment; (5) requests from supplies, assistance, and/or support; (6) a surfacing of employee grievances before small problem erupted into major ones; and (7) stronger involvement of employees with the organization and with their jobs.
- Horizontal Communication: Aimed to: (1) be the primary method of coordinating effort between interdependent units and departments; (2) build the social support system of the organization; (3) be a primary method of information sharing; (4) facilitate problem solving of all sorts; (5) prevent interdepartmental conflict.
- Diagonal Communication: Diagonal communication occurred between people at different levels of the organization hierarchy and in different departments. The functions of diagonal communication were: (1) Diagonal communication strengthened the philosophy of open communication and participative management. (2) Like horizontal communication, diagonal communication



facilitated the smooth operation of interdepartmental coordination, (3) Diagonal communication saved the organization time and money.

Furthermore, to create an effective communication, the following activities could be encouraged and developed, as noted by James L. Gibson et al (2006) :a) Following up, b) Regulating information flow, c) Utilizing feedback, d) Empathy, e) Repetition, f) Encouraging mutual trust, g) Effective timing, h) Simplifying language and i) Effective listening. While Donald C. Mosley et al. (2005) suggested the following activities to create an effective communication: (1) Set the proper communication climate with employees, (2) Plan for effective communication, (3) Use repetition to reinforce key ideas, (4) Encourage the use of feedback, and (5) become a better listener.

Therefore, it could be concluded that organizational communication was the sending and receiving of various organizational messages in the formal and informal communication network of an organization. Organizational communication in this research was measured from the implementation of upward communication (from headmasters to school supervisors or head of education department), downward communication (from headmasters to teachers and school staffs), lateral communication (from headmasters to other headmasters), and in informal communication between headmasters and other related parties (stakeholders).

#### **4. SUPERVISION**

Supervision or controlling in general, according to Stephen P. Robbins and Mary Coulter (2007) was *“the process of monitoring, comparing and correcting work performance.”* Donald C. Mosley et al (2005) had the same opinion and defined controlling *“as the management function that involved comparing actual performance with planned performance and taking corrective action, if needed, to ensure that objectives are achieved.”*

In educational process, controlling or supervision was inseparable from the effort of improving headmasters' work productivity and school quality. Sahertian (2000) asserted that educational supervision was an effort to provide services to the education stakeholders, particularly to the headmasters and teachers, both individually and in groups, in order to improve the quality of the process and result of education. The support provided for the headmasters had to be based on research or close observation and objective assessment while referring to the school program design. The support provided was oriented towards the improvement of quality of the education. It meant that the support should be able to improve and develop the teaching-learning situation to realize the effective school.

The main jobs of school supervisor were, firstly, referring to the managerial supervision or monitoring, and, secondly, referring to the academic supervision or monitoring. Managerial supervision basically provided development, assessment, and support/mentoring from the planning, the process, to the result of school program. The support/help was provided to the headmasters and all school staffs in managing the school to improve the performance of the school. Academic supervision was

concerned with developing and helping teachers and headmasters in improving the quality of the learning process and the quality of the learning result.

The functions or duties of supervisor as outlined by Ofsted (2003) included: (1) inspecting, (2) advising, (3) monitoring, (4) reporting, (5) coordinating, and (6) performing leadership. To produce an effective supervision, a supervisor had to supervise based on the characteristics of effective supervision.

From the outline above, it could be concluded that supervision meant the process of monitoring, assessing, and developing the performance of headmasters so that the goals of the school could be achieved effectively and efficiently. The supervision activities conducted by the supervisor towards the headmasters included (1) inspecting, (2) advising, (3) monitoring, (4) reporting, (5) coordinating, and (6) performing leadership.

## 5. JOB SATISFACTION

Job satisfaction was one of the factors needed to be focused on in the effort of improving work productivity. In general, job satisfaction was defined as one's attitudes, expression of emotion, and perception towards his/her work. A person with job satisfaction tended to feel positive, like and value his/her job. Many experts defined job satisfaction from various points of view, with similar core concepts. Jennifer (2005) defined job satisfaction as the collection of feelings and beliefs that people had about their current jobs, and was one the most important and well-researched work attitudes in organizational behavior. In this definition, job satisfaction was regarded as one's feeling towards his/her job.

Jason A. Colquitt et al (2009) stated *"Job satisfaction was defined as a pleasurable emotional state resulting from the appraisal of one's job on job experiences. In other words, it represented how you felt about your job and what you thought about your job."* Similar opinion was voiced by James L. Gibson (1991) *"Job satisfaction was an attitude that individuals have about their jobs. It resulted from their perceptions of their jobs, based on factors of the work environment, work group affiliation, working conditions, and fringe benefit."*

From these definitions, it could be concluded that job satisfaction was an emotional state of pleased or not pleased by the job. Every individual had different levels of satisfaction, according to the system of values they held. The more aspects of the job suited the individual's expectation, the higher his/her level of job satisfaction.

Furthermore, Stephen P. Robbin (2008) outlined the effects of employees that had no job satisfaction. They might respond to the situation by one or more of the following:

- *Exit*: behavior of exiting the organization, including finding new position and resigning.
- *Voice*: actively and constructively tried to improve the condition, including suggesting improvement, discussing the problems with superiors, and engaging in work union activities.

- Loyalty: Passively, but optimistically waiting for the improvement of the condition, including standing up for the organization when facing external pressure and trusting the organization and management to “do the right thing.”
- Neglect: Passively let the condition to get worse, including absent from work or chronic lateness, lack of effort and increase of errors in work.

The level of job satisfaction was dependent on several factors. Jason, et. al (2009) mentioned 8 factors affecting job satisfaction:

(1) Pay (high salary, secure salary), (2) Promotion (frequent promotions, promotion based on ability), (3) Supervision or controlling, (4) Coworkers (enjoyable coworkers, responsible coworkers), (5) Work it self, (6) Altruism (helping others, moral causes), (7) Status (prestige, power over others fame, sense of achievement), (8) Environment (comfort, safety).

Other similar opinion was suggested by James L. Gibson et al (2009), who noted 5 factors that influenced job satisfaction:

- Pay. The amount received and the perceived equity of pay.
- Job. The extent to which job tasks are considered interesting and provide opportunities for learning and for accepting responsibility.
- Promotion opportunities. The availability of opportunities for advancement.
- Supervisor or controlling. The supervisor’s abilities to demonstrate interest in and concern about employees.
- Co-workers. The extent to which coworkers are friendly, competent and supportive.

Based on the theoretical review of job satisfaction, it could be concluded that headmasters’ job satisfaction was the attitude and believe of the headmasters concerning the aspects of their work environment, which could please or displease them. The aspects of work environment that could improve headmasters’ job satisfaction included: (1) supportive work condition, (2) supportive leader and co-worker (peers), (3) suitability of work and personality, and (4) supportive organizational policies.

### **5.1. The Effect of Organizational Communication towards Headmasters’ Job Satisfaction**

The role of the headmasters was considered very strategic in the effort of improving the quality of education. Without neglecting other factors, headmaster was the most dominant factor in determining the improvement of educational quality. To promote the quality of headmasters’ work, job satisfaction was necessary. Job satisfaction was defined as the emotion/feeling of being pleased or displeased by the result of assessment of work environment and work experiences. In other words, it illustrated

the headmasters' feelings on his/her job and what he/she thought about the job. Job satisfaction was important for headmasters to be able to perform his/her duties and responsibilities comfortably, calmly, and in focus.

To realize high job satisfaction, headmasters needed clear, comprehensive, and up to date information from their superiors, peers, subordinates, and the school environment. The information was necessary to facilitate his/her job. Besides, with such information, the work of the headmasters would be coordinated, minimizing the risk of misunderstanding and misinformation.

The process of sending and receiving information, message, or news in a cooperative activity of a group of people was called organizational communication. Organizational communication was effective if there was shared (similar) perception between the sender and receiver of the message or information. Effective organizational communication was supported by the communication between superior and subordinates, superior and peers, or between superior and society.

From these descriptions, it was proposed that an effective organizational communication would directly and positively affect the high job satisfaction of the headmasters.

### **5.2. The effect of supervision toward headmasters' job satisfaction**

Other factor that supported or promoted high job satisfaction of the headmasters was continuous and responsible supervision from the school supervisor. Supervision in education tended to take form of providing support or help in improving the performance of teachers or headmasters.

With effective supervision, headmasters would be pleased to work, which meant that the job satisfaction would increase. It was because the supervision function of a school supervisor toward headmasters included: (1) coordinating all school activities, (2) completing or supporting the leadership of the headmaster, (3) stimulating creative efforts of the headmaster, (4) providing continuous assessment on the headmasters' performance, (5) transferring knowledge/skill to headmasters, and (6) providing help in improving the headmasters' teaching ability. These functions of supervision were expected to facilitate the headmasters in fulfilling his/her duties/responsibilities. Therefore, it could be suggested that the supervision from the school supervisor would positively and directly affect headmasters' job satisfaction.

### **5.3. The effect of organizational communication towards headmasters' work productivity**

Individual work productivity was the effort of self improvement and development to produce something based on the principle that the quality of the product should be better than the previous product. Headmasters' work productivity was their mental state to improve and develop themselves to produce an effective and high quality

work using the personal competence, managerial, supervision, and social inputs as efficient as possible.

Many factors influencing the high work productivity of headmasters; one of them was the effective organizational communication. Organizational communication was the process of sending and receiving messages through organizational communication networks (upward, downward, and lateral), both formal and informal. With effective organizational communication, it was expected that: (1) the behaviors of all members of organization could be controlled, (2) communication could kept the work motivation by explaining to the members about what to be done, how well their work was, and what could be done to improve it, (3) communication could be an outlet of emotional expression of feelings and could satisfy social needs, (4) communication could provide information needed to make decision.

Effective organizational communication at school would enable the headmaster to perform his/her duties and responsibilities comfortably, easily, calmly, and passionately so that the work productivity would increase. Therefore, organizational communication could directly and positively affect headmasters' work productivity.

#### **5.4. The effect of supervision toward headmasters' work productivity**

Headmasters' work productivity was their mental state to improve and develop themselves to produce an effective output using inputs of time, energy, and others, efficiently to provide a better performance of an educator. Headmasters' work productivity could be measured by assessing their performance in completing their job. The duties and responsibilities of headmaster included: being an educator, manager, administrator, supervisor, leader, entrepreneurship, and climate organizer.

Headmasters' work productivity was highly influenced by effective supervision. With effective supervision, headmasters could work responsibly and passionately. It was because the supervision function of a school supervisor toward headmasters included: (1) coordinating all school activities, (2) completing or supporting the leadership of the headmaster, (3) stimulating creative efforts of the headmaster, (4) providing continuous assessment on the headmasters' performance, (5) transferring knowledge/skill to headmasters, and (6) providing help in improving the headmasters' teaching ability. These functions of supervision were expected to facilitate the headmasters in fulfilling his/her duties/responsibilities. Therefore, it could be suggested that the supervision from the school supervisor would positively and directly affect headmasters' work productivity.

#### **5.5. The effect of headmasters' job satisfaction toward headmasters' work productivity**

Headmasters' work productivity was their mental state to improve and develop themselves to produce an effective output using inputs of time, energy, and others, efficiently to provide a better performance of an educator.

Headmasters' work productivity was highly influenced by their job satisfaction. Headmasters' job satisfaction was the attitude of the headmasters concerning the aspects of their work environment, which could please or displease them. The aspects of work environment that could improve headmasters' job satisfaction included: (1) supportive work condition, (2) supportive leader and co-worker (peers), (3) effective work supervision, (4) suitability of work and personality, and (5) supportive organizational policies. With job satisfaction, headmasters could improve and develop themselves to produce an effective and high quality work.

Therefore, headmasters' job satisfaction could positively and directly affect their work productivity.

## 6. HYPOTHESIS

The hypothesis proposed in this research was:

- There was a direct effect of organizational communication toward headmasters' job satisfaction.
- There was a direct effect of supervision toward headmasters' job satisfaction
- There was a direct effect of organizational communication toward headmasters' work productivity.
- There was a direct effect of supervision toward headmasters' work productivity.
- There was a direct effect of job satisfaction toward headmasters' work productivity.

## 7. RESEARCH METHODS

The method used in this research was the survey method with causal technique, while the analysis of influence of one variable towards other variable was conducted using path analysis. Path analysis required a significant linear regression relationship between each variable. To compute the coefficient of each path, the correlation coefficient of each pair of variables was needed. The data was collected using four questionnaires, representing the four variables. One instrument was completed by the school supervisors while the other three were completed by the headmasters of state junior high school in East Jakarta City Administration, DKI Jakarta Province. The variables to be examined were headmasters' (1) organizational communication, (2) supervision, (3) job satisfaction, and (4) work productivity. The data for headmasters' work productivity variable was collected from school supervisors for each headmaster that became the sample of this research. The data for organizational communication, supervision, and headmasters' job satisfaction was collected from each research sample of state junior high school headmasters in East Jakarta City Administration.

### 7.1. Population and Sample

The population for this research was all State Junior High School headmasters in East Jakarta City Administration, DKI Jakarta province, totaling in 95 people.

The sample for this research was determined using simple random sampling technique, referring to Isaac and Michael sample size formula as follow:

$$S = \frac{\hat{a}^2 . N . P . Q}{d^2 (N - 1) + \hat{a}^2 . P . Q}$$

$\hat{a}^2$  with  $dk = 1$ , standard error 5 %  $P = Q = 0,5$   $d = 0,05$

S = total sample

From the calculation using this formula, the sample size of 78 samples was found. Therefore, the number of state Junior High School Headmasters in East Jakarta City Administration that would become sample for this research was 78 people, determined using simple random sampling.

### 7.2. Data Collection Technique

In collecting data for this research, questionnaires were used for the data of organizational communication, supervision, and headmasters' job satisfaction variables, administered to the headmasters. Meanwhile, the questionnaire for headmasters' work productivity variable was administered to the school supervisors for each sample headmaster. Each questionnaire contained statements developed in the framework of each research variable.

### 7.3. Path Analysis Model

Path analysis model was determined by the variance and covariance of variables in the model, which serves to estimate the coefficient of the four basic matrices, i.e. the concentration of influence between variables. The model could be depicted as follows:

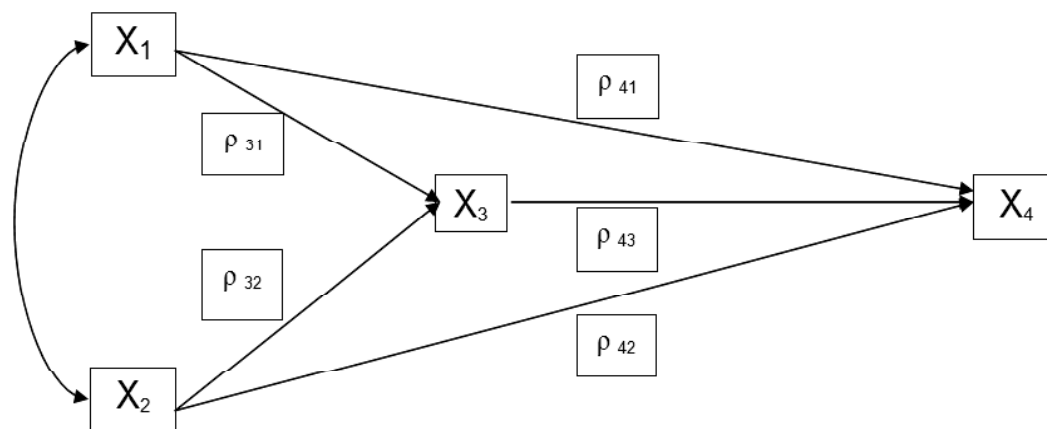


Figure 1 : Influences between research variables

**Remarks:**

- $X_1$  : Organizational communication
- $X_2$  : Supervision
- $X_3$  : Headmasters' job satisfaction
- $X_4$  : Headmasters' work productivity
- $\rho$  : Path Coefficient

**7.4. Findings**

Before testing the model using path analysis method, the data of research findings had been tested and satisfy all requirements. One of the most important and necessary requirement was the significant correlation among the variables. However, the correlation proven by the number of correlation coefficient did not imply any causal relationship between the variables. It was because the correlation coefficient was the coefficient that suggested the degree of relationship among the variables. The data found in the field had been processed through required tested, which meant that the next step was conducting a causal model testing using path analysis.

Summary of simple correlation coefficient among the research variables was displayed in the following matrix.

**Table 1**  
**Simple Correlation Coefficient Matrix among Variables**

| Variable                                 | Organizational Communication ( $X_1$ ) | Supervision ( $X_2$ ) | Job Satisfaction ( $X_3$ ) | Headmasters' Work Productivity ( $X_4$ ) |
|--|--|-----------------------|----------------------------|--|
| Organizational Communication ( $X_1$ )   | 1                                      | 0.869**               | 0.935**                    | 0.923**                                  |
| Supervision ( $X_2$ )                    | 0.869**                                | 1                     | 0.890*                     | 0.925**                                  |
| Job Satisfaction ( $X_3$ )               | 0.935**                                | 0.890**               | 1                          | 0.937**                                  |
| Headmasters' Work Productivity ( $X_4$ ) | 0.923**                                | 0.925**               | 0.937**                    | 1  |

\* Significant at  $\alpha = 0.05$  ( $r_{table} = 0,250$  with  $n = 78$ )

\*\* Highly significant at  $\alpha = 0.01$  ( $r_{table} = 0,325$  with  $n = 78$ )

Based on the table, it could be seen that all correlations among variables were higher than the  $r_{table}$  with significance rate of 5% and independent degree of 76 of 0.250. This showed that the correlation between the variables of Organizational Communication ( $X_1$ ), Supervision ( $X_2$ ), Headmasters' Job Satisfaction ( $X_3$ ), and Headmasters' Work Productivity ( $X_4$ ) significantly correlated with  $\alpha = 0,05$ .

**7.5. Research Hypothesis Testing**

Research hypothesis testing was conducted using Path Analysis technique. It was conducted according to the outlined research design. To find the effect of each variable, a hypothesis analysis was conducted by finding the coefficient of each path from the Exogen variable to the Endogen variable.



The aim of Path Analysis was to examine the effect of exogen variable towards the endogen variable so that it could be determined how far the exogen variable influenced the endogen variable. In this research, two structures of path analysis model was developed: the first structure was Organizational Communication ( $X_1$ ) and Supervision ( $X_2$ ) towards Headmasters' Job Satisfaction ( $X_3$ ), and the second structure was Organizational Communication ( $X_1$ ), Supervision ( $X_2$ ) and Headmasters' Job Satisfaction ( $X_3$ ) towards Headmasters' Work Productivity ( $X_4$ ). The calculation of Path Analysis of the first Structure and the second Structure using SPSS could be seen in Tables 1 and 2.

Structure-1: Headmasters' Job Satisfaction ( $X_3$ ) on Organizational Communication ( $X_2$ ) and Supervision ( $X_1$ )

**Table 2**  
Summary of Path Analysis Structure-1

| Model                        | Std. Error | Path Coefficient | $t_{hitung}$ | Table         |               |
|------------------------------|------------|------------------|--------------|---------------|---------------|
|                              |            |                  |              | $\alpha$ 0,05 | $\alpha$ 0,01 |
| Organizational Communication | 0,085      | 0,661            | 8,897        | 1,992         | 2,643         |
| Supervision                  | 0,071      | 0,316            | 4,255        | 1,992         | 2,643         |

Endogen variable: Headmasters' Job Satisfaction ( $X_3$ )

The data on the above Table could be displayed as follows:

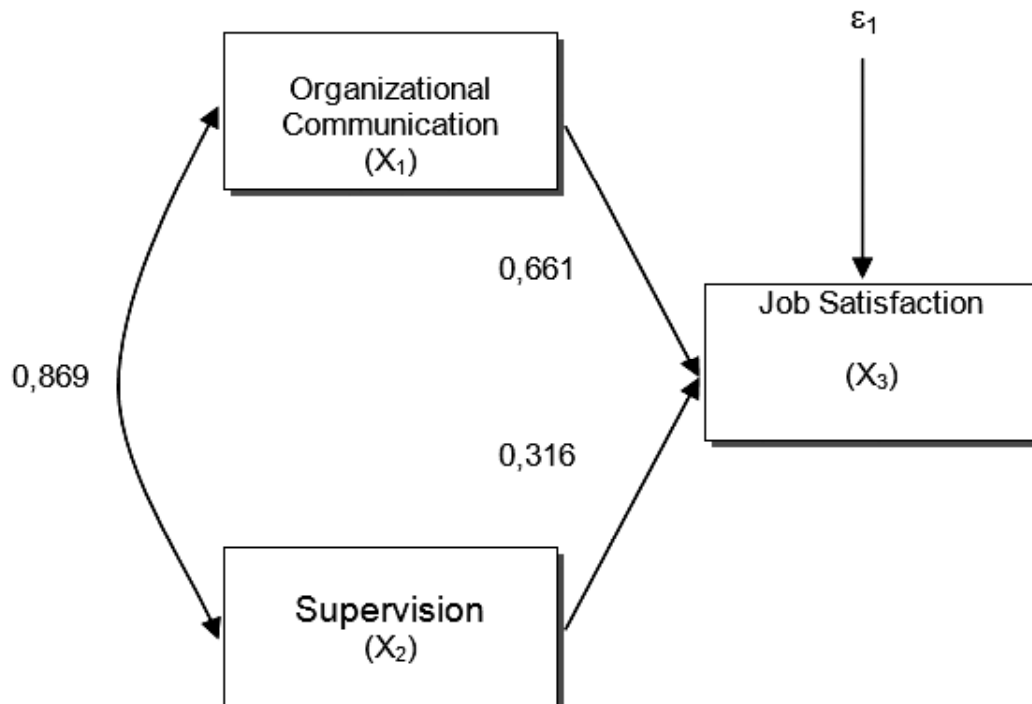


Figure 2: Path Analysis Structure-1

Based on the figure, the following path analysis equation was derived :

$$X_3 = 0,661 X_1 + 0,316 X_2 \text{ and } R^2=0,898$$

The determinant coefficient score ( $R^2$ ) = 0,898 indicated that the contribution of Organizational Communication and Supervision toward Headmasters' Job Satisfaction was 89,9%, the rest 11,1% did not included in the model. From Table 1, the following hypothesis testing could be described:

### 7.6. Hypothesis 1 Testing

The proposed hypothesis was that Organizational Communication ( $X_1$ ) directly and positively affected Headmasters' Job Satisfaction ( $X_3$ ).  $H_1 : \rho_{31} \leq 0$ ;  $H_1 : \rho_{31} > 0$ . The criteria of testing; decline  $H_0$  if  $t_{\text{calc}} > t_{\text{table}}$  and accept  $H_1$ , accept  $H_0$  if  $t_{\text{calc}} \leq t_{\text{Table}}$  and decline  $H_1$  at  $\alpha = 0,05$ . Based on the calculation, it was found that  $t_{\text{calc}} = 8,897$  and  $t_{\text{Table}}$  for  $\alpha = 0,05$  and  $dk = 76$  was 1,992. From the calculation, it was found that  $t_{\text{calc}} > t_{\text{Table}}$  or  $8,897 > 1,992$  so that  $H_0$  was rejected or  $H_1$  was accepted. The result of hypothesis testing was  $\rho_{31} > 0$ , it meant that the coefficient of  $X_1$  path toward  $X_3$  of 0,661 was significant at  $\alpha = 0,05$ . In other words, Organizational Communication directly and positively affected Job Satisfaction of the Headmasters of State Junior High Schools in East Jakarta City Administration.

### 7.7. Hypothesis 2 Testing

The proposed hypothesis was that Supervision ( $X_2$ ) directly and positively affected Headmasters' Job Satisfaction ( $X_3$ ).  $H_1 : \rho_{32} \leq 0$ ;  $H_1 : \rho_{32} > 0$ . The criteria of testing; decline  $H_0$  if  $t_{\text{calc}} > t_{\text{Table}}$  and accept  $H_1$ , accept  $H_0$  if  $t_{\text{calc}} \leq t_{\text{Table}}$  and decline  $H_1$  at  $\alpha = 0,05$ . Based on the calculation, it was found that  $t_{\text{calc}} = 4,255$  and  $t_{\text{Table}}$  for  $\alpha = 0,05$  and  $dk = 76$  was 1,992. From the calculation, it was found that  $t_{\text{calc}} > t_{\text{Table}}$  or  $4,255 > 1,992$  so that  $H_0$  was declined or  $H_1$  was accepted. The result of hypothesis testing was  $\rho_{32} > 0$ , it meant that the coefficient of  $X_2$  path toward  $X_3$  of 0,316 was significant at  $\alpha = 0,05$ . In other words, Supervision directly and positively affected Job Satisfaction of the Headmasters of State Junior High Schools in East Jakarta City Administration.

Structure-2 :Headmasters' Work Productivity ( $X_4$ ) on Headmasters' Job Satisfaction ( $X_3$ ), Organizational Communication ( $X_2$ ) and Supervision ( $X_1$ )

**Table 3**  
Summary of Path Analysis of Structure-2

| Model                         | Std. Error | Path Coefficient | $t_{\text{hitung}}$ | Table         |               |
|-------------------------------|------------|------------------|---------------------|---------------|---------------|
|                               |            |                  |                     | $\alpha 0,05$ | $\alpha 0,01$ |
| Organizational Communication  | 0,113      | 0,254            | 2,770               | 1.992         | 2.643         |
| Supervision                   | 0,073      | 0,392            | 5,507               | 1.992         | 2.643         |
| Headmasters' Job Satisfaction | 0,107      | 0,351            | 3,525               | 1.992         | 2.643         |

Endogen variable: Work Productivity ( $X_4$ )

The data on the above Table could be displayed as follows:

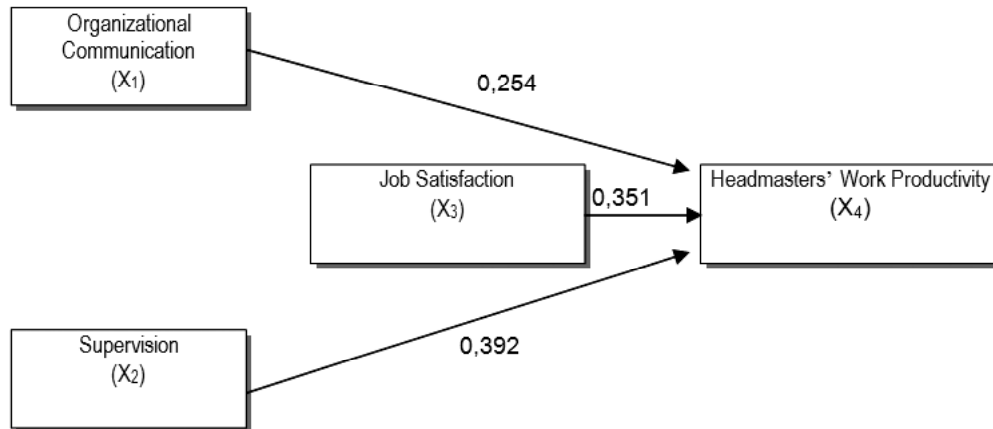


Figure 3: Path Analysis Structure - 2

Based on the figure, the following path analysis equation was derived:

$$X_4 = 0,254 X_1 + 0,392 X_2 + 0,351 X_3 \text{ and } R^2 = 0,926$$

The determinant coefficient score ( $R^2$ ) of 0.926 indicated that the contribution of Organizational Communication, Supervision and Headmasters' Job Satisfaction toward Headmasters' Work Productivity was 92,6%, the remaining 7,4% was not included in the model.

From Table 2, the following hypothesis testing could be described:

### 7.8. Hypothesis 3 Testing

The proposed hypothesis was that Organizational Communication ( $X_1$ ) directly and positively affected Headmasters' Work Productivity ( $X_4$ ).  $H_0: \rho_{41} \leq 0$ ;  $H_1: \rho_{41} > 0$ . The criteria of testing; decline  $H_0$  if  $t_{calc} > t_{Table}$  and accept  $H_1$ , accept  $H_0$  if  $t_{calc} \leq t_{Table}$  and decline  $H_1$  at  $\alpha = 0,05$ . Based on the calculation, it was found that  $t_{calc} = 2,770$  and  $t_{Table}$  for  $\alpha = 0,05$  and  $dk = 76$  was 1,992. Based on the calculation, it was found that  $t_{calc} > t_{Table}$  or  $2,770 > 1,992$  so that  $H_0$  was rejected or  $H_1$  was accepted. The result of hypothesis testing was  $\rho_{41} > 0$ , it meant that the coefficient of  $X_1$  path toward  $X_4$  of 0,254 was significant at  $\alpha = 0,05$ . In other words, Organizational Communication directly and positively affected Work Productivity of the Headmasters of State Junior High Schools in East Jakarta City Administration.

### 7.9. Hypothesis 4 Testing

The proposed hypothesis was that Supervision ( $X_2$ ) directly and positively affected Headmasters' Work Productivity ( $X_4$ ).  $H_0: \rho_{42} \leq 0$ ;  $H_1: \rho_{42} > 0$ . The criteria of testing;

decline  $H_0$  if  $t_{\text{calc}} > t_{\text{Table}}$  and accept  $H_1$ , accept  $H_0$  if  $t_{\text{calc}} \leq t_{\text{Table}}$  and decline  $H_1$  at  $\alpha = 0,05$ . Based on the calculation, it was found that  $t_{\text{calc}} = 5,507$  and  $t_{\text{Table}}$  for  $\alpha = 0,05$  and  $dk = 76$  was 1,992. Based on the calculation, it was found that  $t_{\text{calc}} > t_{\text{Table}}$  or  $5,507 > 1,992$  so that  $H_0$  was rejected or  $H_1$  was accepted. The result of hypothesis testing was  $\rho_{42} > 0$ , it meant that the coefficient of  $X_2$  path toward  $X_4$  of 0,392 was significant at  $\alpha = 0,05$ . In other words, Supervision directly and positively affected Work Productivity of the Headmasters of State Junior High Schools in East Jakarta City Administration.

### 7.10. Hypothesis 5 Testing

The proposed hypothesis was that Job Satisfaction ( $X_3$ ) directly and positively affected Headmasters' Work Productivity ( $X_4$ ).  $H_0: \rho_{43} \leq 0$ ;  $H_1: \rho_{43} > 0$ . The criteria of testing; decline  $H_0$  if  $t_{\text{calc}} > t_{\text{Table}}$  and accept  $H_1$ , accept  $H_0$  if  $t_{\text{calc}} \leq t_{\text{Table}}$  and decline  $H_1$  at  $\alpha = 0,05$ . Based on the calculation, it was found that  $t_{\text{calc}} = 3,525$  and  $t_{\text{Table}}$  for  $\alpha = 0,05$  and  $dk = 76$  was 1,992. Based on the calculation, it was found that  $t_{\text{calc}} > t_{\text{Table}}$  or  $3,525 > 1,992$  so that  $H_0$  was rejected or  $H_1$  was accepted. The result of hypothesis testing was  $\rho_{43} > 0$ , it meant that the coefficient of  $X_3$  path toward  $X_4$  of 0,351 was significant at  $\alpha = 0,05$ . In other words, Job Satisfaction directly and positively affected Work Productivity of the Headmasters of State Junior High Schools in East Jakarta City Administration.

To find out the degree of indirect influence of Organizational Communication toward Headmasters' Work Productivity and the degree of indirect influence of Supervision toward Headmasters' Work Productivity, the path analysis of structure 1 and 2 needed to be combined as follows:

The figure above could be summarized in the following Table

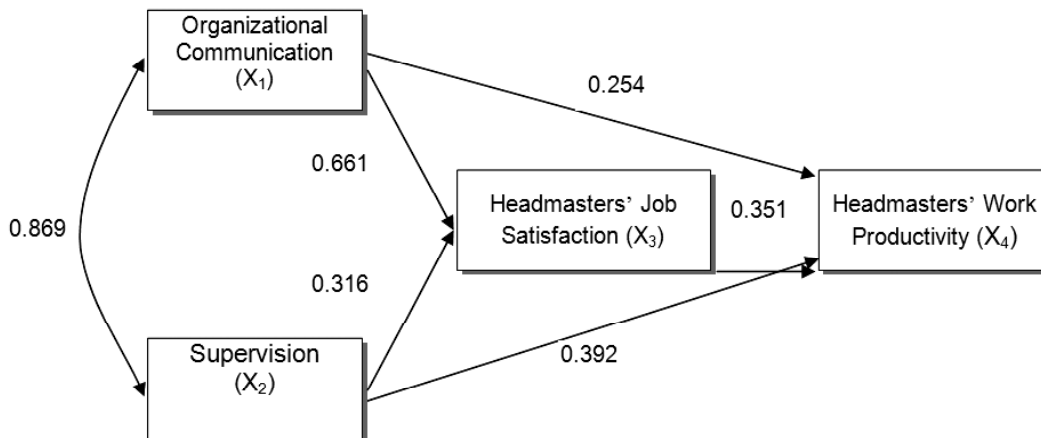


Figure 4: Combined Path Analysis of Structure-1 and Structure-2

**Table 3**  
**Summary of Path Analysis of Structure-1 and Structure- 2**

| <i>Effect</i>            | <i>Direct Effect(1)</i> | <i>Indirect Effect(2)</i> | <i>Total Effect(1) + (2)</i> |
|--------------------------|-------------------------|---------------------------|------------------------------|
| H <sub>1</sub> : X1 → X3 | 0,661                   | —————                     | 0,661                        |
| H <sub>2</sub> : X2 → X3 | 0,316                   | —————                     | 0,316                        |
| H <sub>3</sub> : X1 → X4 | 0,254                   | 0.661 x 0.351 = 0.232     | 0,486                        |
| H <sub>4</sub> : X2 → X4 | 0,392                   | 0.316 x 0.351 = 0.111     | 0,503                        |
| H <sub>5</sub> : X3 → X4 | 0,351                   | —————                     | 0,351                        |

From Table 3, it was known that:

- Organizational Communication had indirect effect towards Headmasters' Work Productivity of 0.232
- Supervision had indirect effect towards Headmasters' Work Productivity of 0.111.

## 8. DISCUSSION

The result of *first* hypothesis testing indicated that the path coefficient of the Organizational Communication (X<sub>1</sub>) variable toward Job Satisfaction (X<sub>3</sub>) of 0,661 had  $t_{\text{calc}}$  higher than  $t_{\text{Table}}$  with  $\alpha = 0,05$  or  $8,897 > 1,992$ . It meant that there was positive and direct effect of Organizational Communication (X<sub>1</sub>) toward Headmasters' Job Satisfaction (X<sub>3</sub>), and that the effect was significant. It further meant that the headmasters' ability to effectively communicate with their superiors, subordinates, peers, and society, both formally and informally could increase motivation, check the emotion, and provide clear, comprehensive, and objective information. Work motivation and all information the headmasters possessed could be utilized to facilitate the implementation of duties and responsibilities efficiently and effectively. When every activities and implementation went smoothly, the headmasters would be pleased to do those duties and responsibilities. The feeling of being pleased meant that the Headmasters' Job Satisfaction increased. This supported the theory of James L. Gibson (2006) that one of the variables affecting Job Satisfaction was the effective communication. It also supported the theory of Donald C. Moesley (2008) which stated that one of the variables that could directly and positively affect Job Satisfaction was the effective communication. Furthermore, Stephen P. Robbins & Timothy A Judge (2008) stated that Organizational Communication could affect Job Satisfaction because Organizational Communication served the functions as tool to: control of Headmasters' behaviors, keep work motivation, to express emotions and feeling, and provide information required.

The result of *second* hypothesis testing indicated that the path coefficient of the Supervision variable toward Job Satisfaction of 0,316 had  $t_{\text{calc}}$  higher than  $t_{\text{Table}}$  with  $\alpha = 0,05$  or  $4,255 > 1,992$ . It meant that Supervision (X<sub>2</sub>) directly and positively affected Job Satisfaction (X<sub>3</sub>). The more effective the Supervision conducted by the school supervisors toward headmasters through: (1) inspecting, (2) advising, (3) monitoring, (4) reporting, (5) coordinating, and (6) performing leadership, the better the headmasters would be. With effective supervision, the headmasters would get support from the supervisors if there were problems or difficulties, which would make the

headmaster be satisfied with the job. The supporting theories for this result were: (1) The theory of Donald C. Moesley (2008) which stated that one of the variables that could directly and positively affect Job Satisfaction was the effective supervision, (2) Jason A Colquitt (2009) which noted that there were 8 factors affecting job satisfaction, one of which was supervision, and (3) the theory of James L. Gibson (2006), which suggested that Supervision was one of the factors that could improve job satisfaction. Supervision in educational context was not to look for mistakes or weakness in work performance; but to provide support or supervision. With effective supervision, the headmasters were expected to be close with the school supervisors, because supervisors could be the place to ask for solutions, the assessor of performance, the motivator and mentor for headmaster.

The result of *third* hypothesis testing indicated that the path coefficient of the Organizational communication toward Headmasters' Work Productivity of 0,254 had  $t_{\text{calc}}$  higher than  $t_{\text{Table}}$  with  $\alpha = 0,05$  or  $2,770 > 1,992$ , which meant that Organizational Communication ( $X_1$ ) directly and positively affected Work Productivity ( $X_4$ ). The more effective the Organizational Communication conducted by the headmaster through sending and receiving data and information from superiors, subordinates, peers, and society, the more Headmasters' Work Productivity could be improved. In improving Work Productivity, headmaster needed comprehensive, accurate, and objective information from the superior, subordinates, peers, or society to facilitate the fulfillment of his/her duties and responsibilities. The theories that supported this hypothesis were the theory of Donald C. Moesley (2008) which argued that communication could affect productivity and the theory of Agus Purwanto (2006) that suggested that one of the advantages of an effective communication was to improve work productivity.

The result of the *fourth* hypothesis testing indicated that the path coefficient of the Supervision variable toward Headmasters' Work Productivity of 0,392 had  $t_{\text{calc}}$  higher than  $t_{\text{Table}}$  with  $\alpha = 0,05$  or  $5,507 > 1,992$ . It indicated that Supervision ( $X_2$ ) directly and positively influenced Work Productivity ( $X_4$ ). The more effective supervision conducted by school supervisor, the more headmasters' work productivity could be improved. This hypothesis was supported by the theory of Rohano HM. (2006) which mentioned that Supervision served to: (1) coordinate all school activities, (2) complete or supporting the leadership of the headmaster, (3) expand the teachers' experience, (4) stimulate creative efforts of the headmaster, (5) provide continuous assessment on the headmasters' performance, (6) analyze teaching learning situation, (7) transfer knowledge/skill to staffs, and (8) providing help in improving the teachers' teaching ability. Another theory that also supported this hypothesis was the theory of Donald C. Moesley (2008) which stated that one of the variables affecting productivity was the supervision.

The result of the *fifth* hypothesis testing indicated that the path coefficient of the job satisfaction towards Headmasters' Work Productivity of 0,351 had  $t_{\text{calc}}$  higher than  $t_{\text{Table}}$  with  $\alpha = 0,05$  or  $3,525 > 1,992$ . It meant that Job Satisfaction ( $X_3$ ) directly and positively influenced Work Productivity ( $X_4$ ). The higher the job satisfaction get, the

more headmasters' work productivity could be improved. The theories supporting this hypothesis were the findings of Bavendam Research Incorporated (1991) that a person with high job satisfaction would possess a productive attitude; Davis (2007) stated that there was a correlation between job satisfaction with work productivity; and Donald C Mosley (2008) which noted that job satisfaction was one of the variables that affected work productivity.

Based on the path analysis of model I and II, it could be concluded that organizational communication, supervision, and job satisfaction positively and directly affected headmasters' work productivity. It meant that organizational communication, supervision, and job satisfaction could be used as the variables to support the work productivity model proposed by Donald C. Moesley (2008). Therefore, the result of this study could answer the questions presented in the background of the research concerning whether or not the variables of organizational communication, supervision, and job satisfaction directly and positively affected headmasters' work productivity.

## **9. CONCLUSION**

Based on the above discussion, several conclusions of this research can be outlined, as follow:

*First*, Organizational Communication has a positive direct effect towards Job Satisfaction. Considering that organizational communication had positive direct effect towards job satisfaction of the state junior high school headmasters in East Jakarta City Administration, an effective organizational communication was a requirement to increase the headmasters' job satisfaction. Developing an effective organizational communication could be done through: (1) efforts to improve the headmasters' skills and competencies of effective communication, conducted by education department and headmasters themselves; and (2) utilization of varied and modern organizational communication media in schools. With an effective organizational communication, it was expected that the headmasters would be able to make better decisions, solve problems faster, promote the images of their profession and schools, improve the opinion of school's customers (stakeholders), and create a more readily and more effective work flow. These functions of effective communication were expected to develop a positive attitude in headmasters towards their jobs so that they would enjoy their works. Headmasters who enjoyed their works would have high job satisfaction.

*Second*, Supervision had positive direct effect towards Job Satisfaction. Therefore, an effective supervision was necessary to improve headmasters' job satisfaction. Supervision, as a function of management needed to be given to the headmasters in order to improve their job satisfaction. Supervision in educational context was not to look for mistakes or weakness in work performance; it was to discover the obstacles faced by the headmasters in implementing work programs so that the solutions could be found. When the obstacles or problems were found, the school supervisor or the head of Educational Staff for Elementary Education Division, the head of Junior High

School Division, and head of Regional Education Division from the National Education Department could provide support and developments for the headmasters. Developments for headmasters could be conducted through various activities, including selection of potential headmasters, training and education, headmasters' performance assessment, acknowledging headmasters' achievement, et cetera. With effective developments from various parties, headmasters would have satisfaction.

*Third*, Organizational Communication had positive direct effect towards Work Productivity. It meant that the more effective the organizational communication of the headmasters, the higher the job satisfaction would be. To achieve that, it was necessary to develop effective organizational communication between the headmasters and their superiors, subordinates, peers, and society, both formally and informally. An effective organizational communication in schools was very useful to promote faster problem solving, more effective decision making, better work flow, better work productivity of the headmasters, better opinion of stakeholders, et cetera. To develop effective organizational communication at school, headmaster could: (1) nurture a climate of communication with superiors, subordinates, and society, both formally and informally; (2) design an effective communication program; e.g. regular school meetings, school bulletin, school magazine, et cetera; (3) repeat the realization of supporting (useful) ideas; (4) provide feedbacks after communication; (5) be a good listener; (6) provide comprehensive and modern communication channel and media.

*Fourth*, Supervision had positive direct effect towards Work Productivity. Therefore, the more effective the supervision conducted by school supervisors, the more headmasters' work productivity improved. Works productivity was a measure of work performance by comparing input and output, which was an indicator of one's performance in the effort of achieving high work productivity in an organization. To increase headmasters' work productivity, the supervision conducted by professional school supervisor needed to be more effective.

*Fifth*, headmasters' Job Satisfaction had positive direct effect towards Work Productivity. In other words, the higher job satisfaction a headmaster had, the better his/her work productivity. Headmasters' job satisfaction was their confidence of and attitude towards various aspects of their work environment, which resulted in the feeling of enjoyment or dissatisfaction. The aspects of work environment included: (1) supporting work condition, (2) supportive leaders and peers, (3) suitability of works and personality, and (4) supportive educational policies. Therefore, all aspects of headmasters' work satisfaction needed to be addressed by headmasters' mentors because those aspects could, directly or indirectly, affect work productivity.

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