The Analysis of Principal Leadership Style Model, Organizational Culture and Teacher Work Motivation at Madrasah Aliyah in Kota Jambi

Wirda[1], Harun Sohar[1], Nuraini[1], Rahmat Murboyono[2]

[1]Doctor Candidat in Institute Agama Islam Negeri Sulthan Taha Saefuddin (IAIN STS) Jambi-Indonesia

[2]Profesor and Lecturer at Institute Agama Islam Negeri Sulthan Taha Saefuddin (IAIN STS) Jambi-Indonesia

Abstract: *Strong educational leadership is a need for an educational institution. Therefore, the model of leadership style must be known and controlled by the principals to the leadership duties successfully. In addition to the strong leadership of the principal, to produce graduates who are qualified and competent in a school should have an organizational culture conducive and high motivation. This study uses a quantitative approach to determine the model of the principal's leadership style and organizational culture and motivation level of teachers working at the school. Based on the results of the study can be concluded as follows: (1) general model of leadership style Madrasah Aliyah in Jambi has a participative leadership style of leadership (PAL) which is approximately 65%. This shows that in general the principal Madrasah Aliyah in Jambi has a tendency to involve teachers in school decision making, and (2) the general style of leadership model of participative leadership (PAL) can build a culture of school organization and motivation of teachers to the level " very good". The model of leadership style leadership style Instructional Leadership (INL) impact on organizational culture and work motivation in school at the level of "medium", while models Transformational leadership impacts on organizational culture of the school is at the level of "good" while the motivation to work at the level of "very good". This shows that the model of leadership is relatively accordance with the conditions in the school. at the end of this study advised to conduct more in-depth research related to the leadership style of the other models. It is intended in addition to enriching the knowledge associated with the model of leadership also is intended to find out more in the leadership model adopted by the principal so that policy-makers can make decisions more accurately.*

Keywords: leadership style, organizational culture, motivation of teachers, Madrasah Aliyah, Jambi

1. Introduction

In order to face Asian Economic Community (AEC), Indonesia and Jambi in particular need of qualified human resources. To produce quality human resources, educated and character, is a challenge for education. The education required to have a reliable system, program /curriculum accurate, educators are professionals, facilities and infrastructures are adequate in terms of quality and quantity, and so on. Thus the education required to keep pace in quality, while adapting to various changes in the world are growing rapidly. Teachers are human resources that have a very central role in the activities at the school level and have contributed to students' character building in order to face the competition of the MEA.

The school as an organization or institution will develop well and produce quality graduates if the action in the organization has a strong educational leadership. Strong leadership will be able to direct the entire organization to move together role in achieving the vision and goals of the organization. Through strong leadership, it will create plans for a quality organization and in accordance with the needs of the community. Thus, the organization will continue to be needed by the community.

In addition to the creation of a quality plan and in accordance with people's needs, strong leadership will also encourage members of the organization and work motivation. Given that spirit, then almost certainly will be the creation of high productivity. This of course will facilitate the organization in achieving its goals, it can happen because of the strong leadership will always contribute to the development of the organization. This is in accordance with the opinion of Hofstede (1999) argues that leaders are those who consistently provide an effective contribution to the social order and the expected and perceived to do so. Ken Shelton (1997) define leadership as a process to make sense of a collective effort and the resulting willingness to make efforts to achieve desired goals. Related to leadership, in general Yukl (2002) explains that leadership for the process of social influence (influence accidentally run by a person against another person to structure activities, and relationships within a group or organization.

Based on the above expression, it can be mentioned that a strong educational leadership is a need for an educational institution. This is because that in the leadership there is behavior from an individual who leads the activities of a group to a goal to be achieved together (shared goal). Thus, each element in the organization can be directed through a strong leadership. This is in accordance with the opinion of the Bush (2008) that the quality of leadership makes a significant difference to school and student outcomes. Therefore, it requires a commitment of teachers and principals require strong leadership effective.

According Imanatun (2013) is a leader in educational leadership of the institution educational unit that processes its presence can be selected directly, determined by the foundation, or set by the government. Educational leadership would make the guarantee and ensure the entire process of education, including learning to be effective. This is consistent with Bush's statement (2008) that "... the widespread belief that the qualityof leadership makes a

significant difference to school and student outcomes...". Thus the educational leadership should focus on the purpose of improving the quality of education. This is confirmed by Bush (2008) that "... educational leadership and management has to be centrally concerned with the purpose or aims of education. Reviews These purposes or goals provide the crucial sense of directionto under in school management"

In line with the above view, Mastuti (2009) stated that the leadership is at the core of an organization that plays an important role, because the leader is a person who determines the main black and white subordinate organizations. Leadership is an activity to influence others to the person willing to work together to achieve the goals set. Leadership is also commonly known as the ability to lead or may be called as an attempt to influence others to participate in achieving a common goal.

Purwanto (1981) suggested some qualities that should be possessed by a leader, namely: (1). as executor, (2) as a planner, (3). as an expert, (4). as representing the group in its actions to the outside, (5). as overseeing relationships between members of the group, (6). it acts as a picture/praise or punishment, (7). Act as arbiter and mediator, (8). is part of a group, (9). a symbol of the group, (10). The holder of the responsibility of the members of the group, (11). As creator/have ideals (ideologist), (12). Act as a father, (13). As a scapegoat. With these properties, then aleader will appear more authoritative and wise so would create effective leadership.

Bush (2008) explains that there are several models in educational leadership. The models are as follows:

1) Managerial leadership; Managerial leadership assumes that leaders focus must be on the functions, tasks and behavior and that if these functions are carried out competently the work of others in the organization will be facilitated. Most managerial leadership approach also considers that the behavior of members of the organization largely rational. Authority and influence are allocated to the formal positions in proportion to the status of their position in the organizational hierarchy. In this model the manager and the leader of the school is required to develop and implement a management process that involves headed cycle managerial functions: setting goals, identifying needs; setting priorities; planning; budgeting; implementation; and evaluate.

2) Transformational leadership; Forms of leadership this model assumes that the primary focus of the leadership should be able to increase the commitment and capacity of the organization's members. It aims to generate extra effort and greater productivity. The concept of transformational leadership includes eight dimensions: (1) developing a vision of schools/educational institutions; (2) the purpose of establishment of the school; (3). provide intellectual stimulation; (4). offers individual support; (5) modeling best practices and organizational values are important; (6). shows high performance expectations; (7). creating a productive

school culture; and (8) developing structures to encourage participation in school decision making.

3) Participative leadership; Participative leadership assumes that the decision-making process should be the main focus of the group/organization. This model is supported by three assumptions: (1). participation will increase school effectiveness, (2) participation is justified by the principles of democracy, and (3). leadership potentially available to any legitimate stakeholders.

4) Political and transactional leadership. Transactional leadership is the leadership that the relationship between teachers based on the exchange for some useful resources for teachers, interactions between teachers and administrators are usually episodic, short and limited to the transaction alone. The head has the authority arising from his position as leader in the school formal. However, the head requires the cooperation of teachers/educators to secure effective school management. An exchange can provide benefits for both parties.

5) Post-modern leadership. Leadership is in line with management models subjective. Post-modern models indicate that the leader must respect, attention, diverse perspectives and individual stakeholders. They also should avoid dependence on the hierarchy because this concept has a meaning as an organization. Principals should facilitate the participation of educators, parents, students, schools and communities in all matters that affect their interests.

6) Moral leadership; This model assumes that the leadership should be an important focus in on the values, beliefs and ethics leaders. Authority and influence that comes from the concept of what is right or good to be maintained. Both moral and managerial leadership necessary to develop a learning community.

7) Instructional leadership; Instructional leadership is different from other models because it focuses on the direction of influence, not the nature and source. Increased emphasis on the management of teaching and learning as a core activity of educational institutions. Instructional leadership is strongly related to teaching and learning, including teacher professional learning and growth of students. Instructional leadership focused on teaching and learning and behavior of teachers in working with students. The influence of the leader is targeted to student learning through teacher. Emphasis leadership on the direction and impact of the effect than the effect itself. Instructional leadership is a very important dimension because it targets the center of activities of the school, teaching and learning.

Still related to the relationship between educational leadership and job satisfaction, S. Rahma., GA Suhandana and Suarni (2013) states that: (1) The effectiveness of leadership contributed significantly to employee satisfaction with a contribution of 42.2% and the effective contribution of 20, 4%; (2) Cultural organizations contribute significantly to employee satisfaction with a contribution of 36.4% and 17.3% effective contribution; (3) The work ethic contributes significantly to job satisfaction accounted for 40.2% and

21.4% effective contribution; and (4) Effectiveness of leadership, organizational culture and work ethic simultaneously significantly contributes to employee satisfaction contribution of 59.8%.

In addition to the strong leadership of the principal, to produce graduates who are qualified and competent in a school should have an organizational culture conducive. With good organizational culture, it is an organization or institution shall have the direction, goals, targets and objectives more clearly and accurately. This is because that in the organizational culture contains values that guide all members of the organization. Opinion was in line with the view Davis (1984) which states that the organizational culture is a pattern of beliefs and values (values) organizations that understood, animated and practiced by the organization so that the pattern of giving its own meaning and became the basis of the rules of behavior in the organization. Schein (1992) defines organizational culture as a pattern of basic assumptions were discovered, invented or developed by a certain group with the intention that the organization learns to overcome or cope with the problems that arise as a result of external adaptation and internal integration that has been running quite well, so it needs to be taught to new members as the correct way to perceive, think and feel with regard to these issues.

Moreover, the opinion stated a similar by Kotter and Hesket (1997) and Hofstede (1999) stated that organizational culture is a set of assumptions beliefs, values and perceptions owned by the members of the group within an organization that is formed and influence attitudes and behavior of the group. While Stoner et.al (1995) defines organizational culture as a cognitive framework that includes the attitudes, values, norms of behavior and expectations that members of the organization donated. Kreitner and Knicky (2001) adds that the organizational culture acts as a social glue (social glue) binding on all members of the organization together. Opinions Luthan (2006) is almost similar to previous opinion, that organizational culture is the norms and values that guide the behavior of members of the organization.

By understanding the culture of the organization, according to experts, it can be understood that the educational institutions (schools) with good and conducive the organizational culture will have competitiveness better able to achieve the ideals of the organization more effective and capable of increasing the commitment to work on yourself every member organization. Thus it can be said that with good organizational culture of an institution/ organization will be able to increase productivity.

Strong organizational culture according to Gibson et.al (2001) can be seen by other distinguishing characteristics. Superior organizational culture a company has five characteristics. The fifth of these characteristics are: 1) study, the culture is required and is manifested in learning, observation and experience. 2) Sharing, ie individuals within groups, families share their culture and experiences. 3) Across generations, is cumulative and beyond one generation to the next. 4) The perception of influence, that shape the behavior and structure of how one judges the world. 5) Adaptation, which is based on the culture of one's capacity to change or adapt.

According to Judge (2011) organizational culture has a significant impact on the company's economic performance in the long term. The results of the Harvard Business School study shows that corporate culture has a strong impact and the greater the work performance of organizations (Kotter and Haskett: 1997). The study proves that organizational culture is an even more important factor in determining the success or failure of the company in the coming decades. Corporate culture that inhibits a solid financial performance in the long term is not uncommon and it's culture evolve with ease, even in a company full of wise and clever. However, although it is difficult to be changed, corporate culture can be made to further improve performance. Smircich, L. (1993) mentions that a strong culture leads to higher performance.

In addition, organizational culture has a positive relationship with the employee's performance on the level of integration. This is as the result of research Gonza'lez, Varela and Garazo (2006) mentions that a strong organizational culture within an organization create goals, motivation, and control the effective organization for grabbing the attention of many people to focus on the unity of movement and action. Schein (2002) also said that a strong organizational culture led to a strong performance.

DyahWidyarini (2009) states that a culture of innovation and a supportive culture have positive influence on job satisfaction and creativity of employee/auditor in inspectorate. The findings were reinforced by Pratiwi (2012) states that organizational culture have a significant effect on the performance of 32%. The other study was conducted by Widodo (2001) also states that there is an influence of organizational culture on performance, and there is the influence of work motivation on the performance, and there is a simultaneous influence of organizational culture and work motivation on performance.

In addition to effective leadership and organizational culture conducive, motivation is also a very important variable in education. Teachers who have the motivation to work better (higher) will tend to have a good performance. This is consistent with the results of research conducted by Agusta and Sutanto (2013) who found that motivation positive and significant effect on employee performance. It is therefore suggested that leaders should encourage employees to be more motivated to work with serious work. In addition, research Budhi& Tri (2006) also states that there is significant influence between work motivations on employee performance. Thus the visible that motivation is one of the variables that are important in improving the quality of education.

According to George & Jones, (2005) work motivation can be defined as the morale of existing employees who make

the employee can work to achieve specific goals. According Sunyoto (2012) Staff motivation or a person has several objectives: encouraging and employeespassion, improving morale and job satisfaction of employees, increase productivity of employees, maintain the loyalty and stability of employees, improve discipline and lower levels of absenteeism, creating an atmosphere and a good working relationship, improve the creativity and participation of employees, increase welfareemployee, heightens the sense of responsibility of employees to tasks and work.

Based on the above, it is understood that in order to improve the quality of education, one that is done is to give motivation to work on all HR that involved in the educational process, one of which is the element of the teacher. Giving motivation to work towards teachers is one of the effective ways to improve teacher performance. This is in accordance with the opinion of Raymond (2010) that in order to solve the problems related to employee performance improvement can be made by giving motivation and job training. Thus the focus of this study was to determine the model of principal leadership styles, organizational culture and work motivation of teachers at the school Madrasah Aliyah In the city of Jambi.

2. The Method of Research

As described in the background that the main focus of this research was to determine the model of principal leadership styles, organizational culture and work motivation of teachers in Madrasah Aliyah in Jambi. Thus, the research uses a quantitative approach, which is to look at the models of school leadership styles, organizational culture and work motivation.

Leadership style that will be used as a reference in the research is that Bush's leadership style according to the type of leadership style managerial leadership, transformational leadership, participative leadership, political and transactional leadership, post-modern leadership, moral leadership and instructional leadership. Thus each school principal will be tested type of leadership, then grouped based on that opinion. In this study, principals have been involved as respondents include public and private schools totaling 6 principal. For variable organizational culture and work motivation, involving ten (10) teachers from the school were taken at random. Thus the number of teachers who become respondent in this study were 60 teachers.

Techniques of data retrieval is done by survey method. The respondent was given instrument. For principals, the instruments related to leadership style, while for teachers, instrument related to the organizational culture and work motivation in their respective schools. Thus, the data obtained in the form of a score. Based on the scores obtained, stylish models of school leadership, perception of organizational culture and work motivation of teachers would be known.

Once the data is collected, the data analysis is done by calculating the scores obtained. Style model of school

leadership will be determined based on the highest scores on the models tested leadership style. As for the variables of organizational culture and work motivation, data analysis is done by adding up all the scores obtained from 10 respondents in the school. Based on the total score of the performed categorization namely: a score of 0- 100 categorized as "Low", a score of 101-200 category "Median", a score of 201- 300 categorized as "Good" and a score of ≤ 301 categorized as "Very Good"

3. Data and Discussion

3.1 Data

Based on the collected data processing, information related to the leadership style can described in Table 1 below:

Table 1: Scores Principal Leadership style

Principal Leadership style Model	Scores Principal						Total
	1	2	3	4	5	6	
Managerial leadership (MaL)	25	15	15	10	20	10	95
Transformational leadership (TrL)	15	15	20	25	20	35	130
Participative leadership (PaL)	35	20	35	45	30	25	190
Political and transactional leadership (PTL)	20	20	20	15	20	15	110
Post-modern leadership (PML)	0	5	10	20	15	5	55
Moral leadership (MoL)	10	15	15	5	15	25	85
Instructional leadership (InL)	15	35	10	0	0	5	65
Conclusion	PaL	InL	PaL	PaL	PaL	TrL	

Description: Score a maximum of 120 points

Based on Table 1 it can be seen that the principal first (1) has a leadership style participative leadership (PaL), the principal of the two (2) has a leadership style Instructional Leadership (InL), the principal of the three (3) has a leadership style participative leadership (PaL) , the school principal to four (4) has a participative leadership style of leadership (PaL), the principal of the five (5) have a participative leadership style of leadership (PaL), and the principal has the sixth leadership style transformational leadership (TrL). Thus it can be understood that the average head of Madrasah Aliyah in Jambi has a participative leadership style of leadership (PaL) which is approximately 67%.

Table 2: Score Cultural Organization and TeacherWork Motivation

Variables	Score (10 guru)					
	1	2	3	4	5	6
Cultural Organization (1)	325	215	315	316	320	210
TeacherWork Motivation (2)	315	115	220	325	340	335
Category (1)	Very Good	Median	Very Good	Very Good	Very Good	Good
Category (2)	Very Good	Median	Good	Very Good	Very Good	Very Good

Description: Score a maximum of 40 x 10 teachers = 400 points each variable
0-100 Low
101-200 Medium
201- 300 Good
≥ 301 Very Good

Based on Table 2 above is known that the teachers in the school's first (1) has the organizational culture and work motivation were "very good", the second school (2) has the organizational culture and work motivation "medium", for the third school (3) have an organizational culture that is "excellent" and the motivation to work "good" school four (4) has the organizational culture and work motivation were "excellent", the school five (5) has the organizational culture and work motivation were "excellent" and the school six (6) have an organizational culture that is "good" while working motivation classified as "excellent". Thus it can be understood that four of the six schools surveyed have an organizational culture that is "very good", namely school number 1, 3, 4 and 5, the school is rated "good", namely school number 6 and one school were classified as "moderate" namely school number 2. while on work motivation, there are four schools that have the motivation to work "very well", namely school number 1,4, 5 and 6, the school with the motivation to work is rated "good" one school, that school number 3, while school with work motivation category "being" is the school number 2.

3.2. Discussion

Based on Table 1, it is known model of leadership style according to Bush (2008) there are seven models of leadership styles are: Managerial Leadership (MaL), transformational leadership (TrL), participative leadership (PaL), political and transactional leadership (PtL), post-modern leadership (PmL), moral leadership (MoL) and Instructional leadership (InL). From the results of a survey of six principals Madrasah Aliyah in Jambi shows that there are four principal who has a model of participative leadership (PaL), the school has a leadership style model of Instructional Leadership (InL) and the school has a leadership style transformational leadership (TrL). Thus there is no headmaster Madrasah Aliyah in Jambi city studied had models of political leadership styles and transactional leadership (PtL), post-modern leadership (PmL), and moral leadership (MoL).

In addition, based on Table 1, it is understood that the average head of Madrasah Aliyah in Jambi has a participative leadership style of leadership (PaL) which is approximately 67%. This shows that in general the principal Madrasah Aliyah in Jambi has a tendency to involve teachers in school decision making. This is as described by Bush (2008) that participative leadership is supported by three assumptions: (1). participation will increase school effectiveness, (2) participation is justified by the principles of democracy, and (3). leadership potentially available to any legitimate stakeholders.

With the model of participative leadership style leadership every teacher has an equal opportunity to participate in improving the quality of education in schools. It happened because the model of participative leadership style of leadership based on the principles of democracy. The principles of democracy have encouraged teachers to actively and responsibly in making decisions for the betterment of the school. Thus, each teacher will participate responsible for decisions taken together these. this is in line with the views Weihrich et al (2008) says that the leader of a democratic or participatory will encourage the participation of subordinates so as to improve the quality of decisions.

In addition, Kim (2002) in his research found that the school will be successful if it adopted a participatory management system (participation leadership) in carrying out daily activities of the school, the model of leadership style is to give the opportunity and freedom (autonomy) is responsible for completing the task. Model of leadership style is also prioritizes the welfare of students, maintain a supportive relationship with the teacher, trying to build relationships with parents, to set goals higher and higher for themselves and schools, adopting the pedagogical method innovative and evaluation tools, and acknowledge the good work of teachers. These results have implications for the other schools where some of these devices can be tried to improve their performance.

Referring to Tables 1 and 2, the schools with the leadership model of participative leadership style (PaL), has the organizational culture and work motivation of teachers who tend to be "very good". Leadership model of participative leadership (PaL) is indicated by the school number 1, 3, 4 and 5, where schools tend to have an organizational culture that is "very good" with the motivation is also "very good", except school number 3 categorized as " good". It shows that the model of participative leadership (PaL) relative correspond in building organizational culture and work motivation of teachers.

Suitability leadership model of participative leadership (PaL) in building the culture of the organization and increase the motivation of teachers can be accepted because the model of leadership is likely to provide an opportunity for teachers to participate actively. In addition, the leadership model also encourages teachers to always have the responsibility for the decisions that have been taken together. The opportunity to participate actively and sense of responsibility to encourage the spirit of the teachers in the school to work together toward a common goal of improving the quality of education.

On the other hand, tables 1 and 2 also show that the model of leadership style Instructional Leadership (InL) impact on organizational culture and work motivation in school at the level of "medium". This means that the model is less appropriate in terms of building an organizational culture and increase the motivation of teachers. Referring to the opinion of the Bush (2008) that instructional leadership is strongly related to teaching and learning, including teacher professional learning and growth of students, it can be presumed that the leadership model has negative impact for teachers. Instructional leadership model of leadership models (InL) resulted in teachers and activity was continuously monitored by the principal, so that organizational culture is not developed well.

While leadership Transformational leadership models have an impact on the organizational culture of the school is at the level of "good" while the motivation to work at the level of "very good". This shows that the model of leadership is relatively accordance with the conditions in the school. In the opinion of Bush (2008) that the leadership model of Transformational leadership aims to produce additional effort and greater productivity. The concept of transformational leadership includes eight dimensions: (1) developing a vision of schools /educational institutions, (2) the purpose of establishment of the school, (3). provide intellectual stimulation, (4). offers individual support, (5) modeling best practices and organizational values are important, (6). shows high performance expectations, (7). creating a productive school culture, and (8) developing structures to encourage participation in school decision making.

4. Conclusions and Suggestions

4.1. Conclusion

Based on the research above, it can be concluded as follows:

a) In general, the model of leadership style Madrasah Aliyah in Jambi has a participative leadership style of leadership (PaL) which is approximately 65%. This shows that in general the principal Madrasah Aliyah in Jambi has a tendency to involve teachers in school decision making.
b) In general, participative leadership style of leadership models (PaL) can build a school organizational culture and work motivation of teachers to the level of "very good". The model of leadership style leadership style Instructional Leadership (InL) impact on organizational culture and work motivation in school at the level of "medium", while models Transformational leadership impacts on organizational culture of the school is at the level of "good" while the motivation to work at the level of "very good". This shows that the model of leadership is relatively accordance with the conditions in the school.

4.2. Suggestion

Based on the descriptions above, then there are some suggestions that can be submitted as of this writing. Some suggestions are as follows:
a) Need to do more in-depth research related to the leadership style of the other models. It is intended in addition to enriching the knowledge associated with the model of leadership also is intended to find out more in the leadership model adopted by the principal so that policy-makers can make decisions more accurately.
b) Leadership model participative leadership style leadership (PAL) must be socialized to other principals, so that they can learn and follow the model so that the organization's culture and work motivation of teachers to the level of "very good".
c) Necessary to test the correlation with statistics relating to the effect of leadership model of participative leadership style leadership (PAL) of organizational culture and motivation to ensure that the leadership model is a model that is relatively accordance with the conditions of Madrasah Aliyah, especially in the city of Jambi.

References

[1] Agusta, LeonandodanSutanto, E.M (2013). PengaruhPelatihan Dan MotivasiKerjaTerhadapKinerjaKaryawanCvHaragon Surabaya. Program ManajemenBisnis, Program StudiManajemen, Universitas Kristen Petra. Surabaya. AGORA Vol. 1, No. 3.
[2] Budhi., & Tri, A.Y. (2006). *PengaruhPemberianMotivasiKerjaTerhadapKinerjaKaryawanPada Perusahaan KecapSegitigaMajalengka*. UniversitasWidyatama.
[3] Bush, Tony, (2008). *Leadership and Management Development in Education*. (SAGE Publications Ltd. London EC1Y 1SP.
[4] Daulay, Sere Saghranie. (2003). *KepemimpinanDalamManajemenPendidikan*. PusdiklatIndustri. 2003.
[5] DyahWidyarini, (2009). *PengaruhBudayaOrganisasiTerhadapKepuasanKerjadanKreativitas Auditor/PegawaiInspektoratKabupatenBanjarnegara*. Tesis. Program Studi Magister Akuntansi Program PascasarjanaUniversitasDiponegoro.
[6] George, J.M. & Jones, G.R. (2005). *Understanding and Managing organizational behavior*(4th ed.). New Jersey: Upper Saddle River Whetten, D.A., and Cameron, K.S. (2011). Developing management skills (8th ed.). New Jersey: Upper Saddle River
[7] Gibson. L &Ivancevich. (2006). *Organizations Behavior, structure and Process*, (Richard D. Irwin, Inc. terjemah PT. Binarupaaksara, Jakarta.
[8] Gonza´lez, Jose´ Varela &Garazo, Teresa Garcı´a. (2006). *Structural Relationships Between Organizational Service Orientation, Contact Employee Job Satisfaction and Citizenship Behavior*. International Journal of Service Industry Management Vol. 17 No. 1, 2006 pp. 23-50
[9] Hakim, Lukman. (2001) *MembangunBudayaOrganisasiUnggulSebagaiUpayaMeningkatkanKinerjaKaryawan Di Era Kompetitif*. (BENEFIT JurnalManajemendanBisnis Volume 15, Nomor 2, Desember 2011.
[10] Hofstede, G. (1999). *Cultures and Organizations*: Sofware of the Mind, (Harper & Collins, London, UK,
[11] Imanatun. (2013). *KepemimpinanPendididikan*. (http://ekonomi.kompasiana.com/manajemen/2013/11/28/kepemimpinan-pendidikan-611974.html 2013). h. 1
[12] John P. Wilson. (1999). *Human Resources Management: Learning & Training for Individual & Organizations.* London: Kogan Page Limited.
[13] Kim, S. (2002). *Participative management and job satisfaction:* lessons for management leadership", Public Administration Review, Vol. 62, pp. 231-41
[14] KotterdanHaskett. (1997). *DampakBudaya Perusahaan TerhadapKinerja*. (PT. Prehalindo, Jakarta, terjemahan Benyamin Molan.
[15] Kreitner R &Kinicki A. (2001). *Organizational Behavior*. (McGraw Hill Companies, Inc. New York.

[16] Luthans, Fred. (2006). *Perilakuorganisasi*, Edisisepuluh, (Penerbit ANDI Yogyakarta.

[17] Mastuti, Fauziyah, (2009). *PolaKepemimpinanOrganisasiPendidikan Di Jawa Tengah Ditinjau Dari FilsafatPendidikanMenurut Kaplan*. (Program Studi Magister AdministrasiPublik, KonsentrasiPelayananPendidikan, Angkatan Xxvi. UniversitasDiponegoro.

[18] Pratiwi, Riska (2012). *PengaruhBudayaOrganisasiTerhadapKinerjaPegawaiPada Kantor PelayananKekayaan Negara danLelangMakasar*, Program StudiManajemen, FakultasEkonomidanBisnisUniversitasHasanudin: Makasar

[19] Purwanto, M. Ngalim, (1981). *AdministrasiPendidikan*. Jakarta, Mutiara Sumber2 BenihKecerdasan.

[20] Raymond, A., Noe., John, R., Hollenbeck., Barry, G. & Patrick, M.W. (2008).*Human Resources Management: Gaining A Competitive Advantage*, 6th Edition,McGraw-Hill/Irwin

[21] Schein, E. (1992). *Organizational Culture and Leadership*. 2nd Ed. (Jossey-Bass Publishers. San Fransisco, 1992.

[22] Shelton, Ken. (1997) *A New Paradigm of Leadership: Visions of Excellence for 21st Century Organizations.* (USA, Media Sundicate. 1997.

[23] Smircich, L. (1993). *Concepts of Culture and Organizational Analysis*. Administrative Science Quarterly, 1993) v 28.

[24] Sunyoto, D. (2012). *Teori, KuisionerdanAnalisis Data SumberDayaManusia.* Yogyakarta: CAPS.

[25] Stoner, *et. al*. (1995).*Management*. 6th Ed. (Prentice Hall. New Jersey, 1995.

[26] S. Rahma., G. A. Suhandana, Ni Kt. Suarni. (2013) *KontribusiEfektivitasKepemimpinan, BudayaOranisasidanEtosKerjaTerhadapKepuasanKerjaPegawaiBalaiDiklatKeagamaan Denpasar.* Program StudiAdministrarsiPendidikan, Program PascasarjaUniversitasPendidikanGaneshaSingaraja, Indonesia. e-Journal Program PascasarjanaUniversitasPendidikanGanesha Program StudiAdministrasiPendidikan (Volume 4 Tahun 2013)

[27] Weihrich, H., Cannice, V. M., & Koontz, H. (2008). *Management: A Global and Entrepreneurial Perspective*. 12 thedn, New. Delhi: McGraw-Hill

[28] Widodo. (2011). *PengaruhBudayaOrganisasidanMotivasiKerjaterhadap Kinerja Guru*, JurnalPendidikanPenabur - No.16/Tahun ke-10/Juni 2011.

[29] Yukl, Gary. (2002). *KepemimpinanDalamOrganisasi,* (AlihBahasa: Budi Suprianto. Jakarta, Indeks, 2002.