

Improving Performance and OCB of Student Management Department Through Leadership Democracy Model Class Event in Islamic Education of IAIN STS Jambi

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Abstract: *In a process of education, student performance and OCB will positively affect the students themselves, both during the education process as well as in real life. Therefore, these two variables need serious attention from lecturers / teachers. One role of the faculty in improving student performance and OCB is through the lecture, with certain models. This study quantitative approach aims to see how they affect the democratic leadership model in lectures on performance and OCB students. Based on the results of research and data analysis were conducted on the effect of democratic leadership in the lecture to the students' performance and OCB it can be concluded that: (1) democratic leadership have a significant effect on the performance of students in the management department of education in IAIN STS Jambi, amounting to 69% of the category "medium ", with levels of correlation and regression are significant, (2) democratic leadership significantly influence OCB student in the management department of education in IAIN STS Jambi, amounting to 73% of the category " high ", with the level of correlation and regression are significant. Suggestions can be submitted from the research that has been done is necessary to the application of learning by democratic leadership approach by other lecturers at IAIN STS Jambi environment, so that the students have and OCB performance is better, so the quality of the campus in general will also increase.*

Keywords: Performance, OCB, democratic leadership model

1. Introduction

The university as an institution that is required to produce graduates who have the competence and quality that are reliable and able to compete on the world of work. To that end, universities should provide students with the values that drive the formation of the soul high productivity. Competence and the productivity will increase the competitiveness of students in the working world. One character that led to the birth of productivity is performed. This is consistent with the notion of performance, according Guritno and Waridin (2005) performance is a comparison of the results achieved by employees working with the standards set by SDM good leadership to subordinates.

In line with the above definition, Riva and Basri (2005) states that the performance is the willingness of a person to perform an activity and enhance the responsibility in accordance with the expected results. Hasibuan (2005) mentions that the performance also refers to job performance, the operating results achieved in executing their duties based on skills, experience and sincerity as well as his time.

Based on the above, and if it is associated with students the definition of student performance is the willingness of a person to perform an activity, students lectures and educational tasks and refine so that obtain the optimal value. And enhance the responsibility in accordance with the expected results. In doing lectures and other tasks, the students in question are supported by the skills, experience and sincerity. Thus a student can be said to be performing duties if executed properly, so that the student achieves.

Because the performance associated with achievement, to improve student achievement will enhance the performance of students in the lecturer process. Thereby it is clear that improving the performance of students also means improving the quality of the organization (campus) where students learn. This is because the quality of an educational institution or campus, one of which is determined by achievement and student performance. Hariandja (2002) mentions that the performance is the result of work produced by employees displayed as its role in the organization. Bandura (1997) and Kanfer et al, (2005) also state that individual performance is of high relevance for matching organizations. Hal also mentioned by Van Scotter et al. (2000) which states that high performing individuals get promoted, awarded and honored.

Students who have high performance, will understand and perform basic tasks, functions and role in campus either. The understanding and implementation of these tasks are supported by experience, the circumstances (campus), the number and quality of learning followed, time owned and so forth. Thus we can say that the performance is the ability to multi-dimensional. This is consistent with the view of Campbell (1990) that the performance or task performance is an ability that is multidimensional.

As a capability that multidimensional, a person's performance can be seen and measured by the indicators exist. According Hasibuan (2005) that the indicators used to assess the performance of, among others, are as follows: (1) performance, (2) discipline, (3) cooperation, (4) skills, (5) the responsibility. This is in line with the opinion of Wake (2012) that there are 5 topics in measuring performance, namely: (1) the amount of work, (2) the quality of work, (3)

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timeliness, (4) presence and (5) the ability of cooperation. Therefore, performers can be seen from the ability to: (1) perform tasks that are specific to the proficient, (2) can do the job out their duties properly, (3) capable of communication (verbal and written), (4) able to perform surveillance (especially as a leader), and (5) the ability of management / administration.

Seeing the urgency of the performance as described above, various studies have been carried out by experts. Harli and Heru Gunawan (2015), for example, found that performance can be improved by providing intensive decent and fair. In relation to the performance of the students, an intensive in question can be a compliment, scholarship, values and other awards. With the intensive educational context different from the intensive course in the context of the world of work.

Moreover, Kiki, Mochammad and Ika (2015) found that the performance ability and motivation affect the performance reached 30.7%. Therefore, lecturers need to motivate students so that they have a high spirit in the learning process. In addition, to improve the performance of students, lecturers, teachers should give students the opportunity to improve workability, through various lectures that provide multidimensional experiences. The finding is also consistent with the opinion of Robbins (2008) explains that there are three main factors that affect performance, namely: motivation, ability and attitude of individuals

In line with the above findings, Seyed Mehdi and Meysam (2013) found that a person's performance is affected by the work are organized. In other words, it can be said that a person's performance will increase if the work is managed properly. Mohammed Inuwa (2015) states that there is a positive relationship between job satisfactions, job attitude, and equity in the performance of an employee organization. Thus the need for lectures organized by a specific pattern. Students as subjects in the study need to be involved in organizing programs of study. It is intended that these students have the responsibility for the lecturer activity which they were following.

Referring to the above description, it is understood that the performance is one important factor to achieve success in implementing a job. This is no exception students. Students who have high performance will be having a better performance than students who had low performance. Therefore, during the process of learning activities on campus, students should be conditioned in such a way that they have a good performance in learning and doing his work.

In addition to performance, Organizational Citizenship Behaviors (OCB) is also an important factor in creating outstanding students. OCB is a behavior with a strong ability to perform a variety of jobs outside his personal tasks for their great sense of responsibility towards the organization. Organizations in this context, of course, is a campus where they learn. This is in line with the opinion of Robbin (2006) which stated that OCB is the behavior or actions performed by someone outside of work obligations formal, but the behavior or actions supportive and positive and effective

impact on the organization in which they work. The Organ (1998) stated that the is a free individual behavior, the behavior is not directly recognized in the system of rewards and promotions within an organization.

Referring to the expert opinion of the above can be understood that the OCB is a behavior that comes from private internal somebody to do something with sincerity selfless. Such behavior arises because the thrust from the heart, so it is hoping no compensation in any form except the satisfaction or happiness. This is in line with the views Podsakoff et al. (2000) suggest that organizational citizenship behaviors come in a variety of forms such as loyalty, helping others, and organizational compliance. Nenet and I Gusti (2014) also states that OCB is a form of behavior that knowingly and voluntarily willingness to work, contribute to the institution (organization) is more than what is legally required formal. Therefore, OCB can be called also as an expression of love, loyalty and a sense of belonging that is higher than members of other organizations. Thus OCB will encourage someone to behave in a more productive and better equipped to meet the challenges arising from the changes in the environment, both internally and externally.

According to Marita (2012), there are three main elements OCB, namely: obedience, loyalty, and participation. Therefore, in the OCB activity, such elements even become a unified whole and can not be separated from one another. The obedience and loyalty can be understood as an attitude to accept, understand and carry out the tasks assigned by the organization that legally wholeheartedly. The participation means that the attitude to actively participate in the institution or organization where they work.

Obedience, loyalty, and participation is a very important thing in developing individuals and organizations in which the individual works. Therefore, these elements are a very positive impact on productivity (individuals and organizations). This is in line with the opinion of Nenet, and I Gusti (2014) OCB positive and significant impact on the productivity of a person (lecturer). This is also consistent with the results of research Zirgham, Bukhari (2009) that negatively affect counterproductive someone OCB. By such organizations should give more attention to the OCB members to better support the smooth running of the organization achieve its objectives. Organizations can encourage employees a positive effect, such as helping other employees and mutual support in the team.

According to Podsakoff et al. (2000), OCB affect the effectiveness of the organization for several reasons, namely: (1) can help improve the productivity of co-workers, (2) help improve managerial productivity, (3) helps make efficient use of the resources of the organizational productive purposes, (4) decrease the level of demand for the provision of resources in general for the purposes of maintenance employees, (5) can be used as an effective basis for the activities of the coordination between team members and between the working groups, (6) can enhance the organization's ability to obtain and maintain a reliable human resources by giving the impression that the organization is a more attractive place to work, (7) can

increase the stability of the organization's performance, and (8) can enhance the organization's ability to adapt to its environment changes.

Be related to a description of the performance of the above, it is understood that a person's performance in carrying out its duties are influenced by many factors. One such factor is the pattern of leadership. This is in line with the views Korkaew and Suthinee (2012), organizational justice, work engagement, and public service motivation (PSM) have direct effects toward job performance. This was confirmed by Hasibuan (2007), leadership is leading the way one affects the behavior of his subordinates to cooperate and work productively to achieve organizational goals. A good leader will be able to organize and motivate employees to work so that productivity increases. In addition, Terry (2003) states, "Leadership is influencing the activity of the people to strive willingly for mutual objectives.

One leadership style is the style of democracy. According to Robbins (2006) describe the leadership style democratic leaders tend to involve employees in decision making, delegating authority, encourage participation in deciding the working methods and targets, and using feedback as an opportunity to train employees. Moreover, the democratic leadership will take a decision based on the discussions that involve subordinates. Thus, the leader of democratic respect and heed the advice and opinion of his subordinates. Further Robbins (2006) argues that there are several characteristics of a democratic leadership style that differentiates it from other leadership styles, namely: (1) all occurred in the group policy discussions and decisions taken by the encouragement and help of leaders, (2) the activities discussed, step- general steps for the purpose of the group is made and if necessary technical instructions, the leader suggested two or more alternative procedure that can be selected, (3) the members are free to work with whomever they choose, and the division of duties determined by the group, (4) more attention subordinates to achieve organizational goals, (5) emphasizes two things that subordinates and tasks, (6) the leader is objective in praise and condemnation and try to become a regular member of the group in the soul and spirit without doing much work.

Siagian (2002) argues that there are several indicators style democratic leadership is supervision carried out fairly, appreciate ideas from subordinates, taking into account the feelings of subordinates, attention to the comfort of the work of subordinates, establish good relations with subordinates, can adapt to the conditions, check with your decision, friendly and hospitable, provide guidance on the tasks given, good communication with subordinates, shared decision-making, encourage subordinates to improve skills. Meanwhile, according to Kartono (2005) aspects of the style of the democratic leadership are: (1) to guide, lead, guide and build his subordinates, (2) give or wake motivations to work, (3) driving the organization, which is a leader who is able to set up and can provide direction referrals to its members regarding the performance that will be pursued, and (4) networking - good communication network, (5) provide efficient supervision.

Involved in the learning process, it can be said that as the faculty leader and students acting as employees. Therefore, in the context of the above opinion, the lecturer can be said to be democratic when, appreciate the ideas or opinions of students, taking into account the feelings of students, agreement on comfort students in doing their tasks, establish good relations with students, able to adapt to the circumstances of students, and so on. democratic leadership is a leadership model that had a positive impact, both on the performance of the employee (student), discipline and so on. The positive impact on the performance of democratic leadership has been expressed by the research results Indra Azis and Andi (2016) which state that the democratic leadership style has the positive influence on employee performance. As according to Iqbal Ramadhani (2014), Mardiana (2014), and King Riawani (2014) states that the democratic leadership style influence on employee performance.

In the context of learning/education Armai (2005) says that the democratic learning process should take place openly and with full freedom still respect each other and respect the respective roles between teachers and students. Therefore, the democratic model of learning that will foster student opinionated personality and likes to think critically.

Referring to the above description, which is associated with the performance, OCB, and democratic leadership, it is understood that the performance of students and OCB can theoretically be improving by democratic learning. Therefore, the main focus of this research is to see how far the democratic leadership is applied in the process of learning on campus can improve performance and student OCB. In short, it can be said that the research aims to answer, how to influence democratic leadership faculty can improve performance and OCB students in the learning process?

2. The Research Method

As has been outlined above, that this study used a qualitative approach, with the survey method. Thus there are three variables involved in this study, namely: democratic leadership, performance, and OCB. Therefore, the conceptual framework of the research conducted in this study are shown in Figure 1, below:

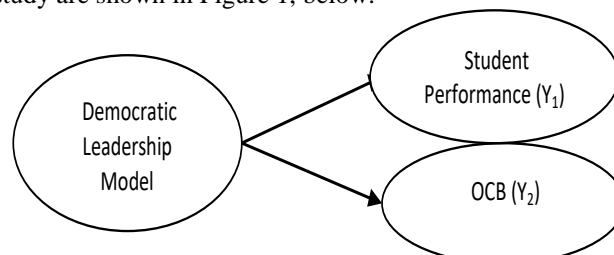


Figure 1: Framework Research Thought

Based on Figure 1, it appears that this study aims to look at the influence of democratic leadership (X) in a study on the performance (Y1) and OCB students (Y2).

Those variables are measured based on the score obtained after the test is done. Silverback democratic leadership in the learning gained from the assessment the students

participating in lectures by using a specific instrument with indicator according to Siagian democracy leadership (2002) and Kuntarto (2005). The assessment of performance and OCB obtained based on test scores (pretest and posttest) of students using the instrument's performance in the opinion of Campbell (1990). The instrument is based on the opinion OCB Podsakoff et al. (2000) and Organ (1988).

According Sugiyono (2009) samples are part of the population. Therefore, the population in this study were all students participating in the educational administration department. The sample was taken randomly (random sampling). The number of samples is determined using the formula Slovin (Umar: 2007), namely:

$$n = \frac{N}{1 + N(e)^2}$$

N = Population size

n = number of samples

e = per cent leeway inaccuracy due to sampling error that is still tolerated (5% - 10%).

Based on this equation, the total sample was obtained 36 votes.

Data analysis was done was done with SPSS version 17.0. In addition, in order to analyze the percentage increase in performance and OCB students use normalized gain value with the formula Hake (1998) as follows:

$$\% g = \frac{S_{post} - S_{pre}}{S_{max} - S_{pre}} \times 100\%$$

Information:

% G = percentage gain is normalized,

Spost = score of the final test,

Spre = initial test scores, and

Smax = maximum score

Criteria for improvement of generic science skills, critical thinking skills, and understanding of the concept of students by category,

High :% $g > 70$,

medium: $\leq 30\%$ $g < 70$, and

Low :% $g < 30$.

3. Data and Discussion

3.1 Implementation of Democratic Leadership Class

In the normal democratic lecturer, lecturer role as leaders who implement democratic values. Therefore, during the learning process lecturers apply properties (indicator) democratic leadership in accordance with the advice Siagian (2002), namely: to supervise the implementation of the tasks students fairly, respecting the ideas of students, taking into account the feelings of the students (workload, time and etc.), paying attention to the comfort of student work, establish good relationships with students, giving a fair assessment, friendly and hospitable, provide guidance on the tasks given, good communication with students, decision-making along with students, encourage students to improve the quality learning. In addition, during the lecture, the lecturer also implement aspects of leadership style

democratic in accordance with the advice Kartono (2005), namely: (1) to guide, lead, guide students, (2) give or wake motivations of student work, (3) organize and provide direction guidance to students about the tasks that will be done, and (4) networking - good communication network, (5) provide efficient supervision. Therefore, during the lecture professors and students applying the concept of dialogical dynamic discussion.

The concept of dialogical dynamic discussion during the learning process, allow students to discuss his fellow group members (horizontal discussion) and provide a response to the directives of lecturers (vertical discussion) more good. Tugas-tasks assigned by the lecturer, volume and time agreed. Each member of the group has the responsibility of different tasks, this is to ensure every student learn optimally. Similarly, each group of students working on different tasks. After a certain time (subject to agreement) each student will present the group's work, in turn, correspond to the initial mutual agreement. Therefore, all the lectures during the study filled in group learning activities.

In terms of ratings, lecturers provide information relating to the matters to be assessed and the range of values with the rubric agreed (faculty and students) at the beginning of the meeting. Assessment of students during the lectures was divided into two groups: group values and personal values. This assessment is intended that each person and each group be responsible for their work independently. As for the things that are assessed during a private lecture are the percentage of student attendance, commitment and group learning activities, and the percentage/discussion class, while the value of the group is the product/results of the final discussion. Thus every student knows what will be assessed and how its range of values. Thus this will encourage students to take responsibility for their own value. In addition, the ratings also are open and closed. Rating Opening (value group) carried out during class discussions are ratings given to the group renderers by the Observers. Therefore, during the presentation, there will always be a group of observers who will provide the assessment of the group renderer with rubrics and agreed indicators.

After the learning process is over, each group give their own assessment of the group (self-evaluation). The assessment covered personal value student conducted by a lecturer during the lecture and be announced at the time of the last meeting (final grades of students).

3.2 Percentage of Performance and OCB Improvement.

As explained above, that the variable performance and OCB is calculated based on the pretest and posttest scores. The test score ranges between 0 and 100. Based on these test results, the average value of the performance and OCB students can be seen in Table 1, below:

Table 1: Prosentase increase in performance and OCB Student

Aspect	Pretest (average)	Posttest (average)	N-Gain (average)	Category
Performance	64	89	69%	Medium
OCB	56	88	73%	High

Based on Table 1, it can be seen that the application of leadership democracy table to improve performance and OCB students, each at 69% (medium) and 73% (high). Therefore, it is understood that learning by using a model of democratic leadership can improve the performance of students in the category "medium" and improve OCB students with the category of "high".

Referring to the opinion of Podsakoff et al. (2000) states that the OCB "come in a variety of forms such as loyalty, helping others, and organizational compliance", and Organ (1988) that OCB "is employees' extra Efforts are not Officially required by the organization", and Marita (2012) that refers to the OCB, obedience, loyalty, and participation, then it can be understood that the implementation of learning with the democratic leadership approach can increase loyalty, obedience and participation and mutual help among students for carrying out the learning tasks. The learning activities that will ultimately improve the quality of the campus in general.

Additionally, these findings also reinforce previous findings that Nenet and I Gusti (2014), Zirgham, Bukhari (2009) and Podsakoff et al. (2000), that the OCB positive and significant impact on the productivity of a person. Thus the application of learning with the democratic approach needs to be developed and carried out in all departments in Jambi IAIN STS.

3.3. Correlation analysis

The results of the analysis of multiple tests, to measure how much influence the implementation of democratic leadership model in study of the performance and OCB IAIN students

a. Correlation Leadership Democracy (X) on the Performance (Y1)

Table 2: Correlations Tes (X Vs Y₁)

		<i>Democratic Leadership</i>	<i>Performance</i>
Democratic Leadership	Pearson Correlation	1	,333**
	Sig. (2-tailed)		,000
	N	36	36
Performance	Pearson Correlation	,333**	1
	Sig. (2-tailed)	,000	
	N	36	36

** . Correlation is significant at the 0.01 level (2-tailed).

Based on Table 2. Correlations tests (X Vs Y₁) note the significant value of 0.333 with values probability obtained Sig. (2-tailed) her 0,000. The value of probability <0.05. Thus, there is a significant correlation between the dependent variable (democratic leadership) with the independent variable is the performance. In addition, under an asterisk (SPSS output) is seen between the two variables have two stars, it shows that both variables have a significant correlation.

b. Leadership Democracy (X) to OCB (Y2)

Table 3: Correlations Test (X Vs Y₂)

		<i>Democratic Leadership</i>	<i>OCB</i>
Democratic Leadership	Pearson Correlation	1	,629**
	Sig. (2-tailed)		,000
	N	36	66
OCB	Pearson Correlation	,629**	1
	Sig. (2-tailed)	,000	
	N	36	36

** . Correlation is significant at the 0.01 level (2-tailed).

Based on Table 3, which is the correlation between Test (X Vs Y₂) can be known that values significance was obtained for 0,629 with a value probability Sig. (2-tailed) her 0,000. The probability the value <0.05. Thus, there is a significant correlation between the dependent variable (leadership democratic) with the free variable that OCB. In addition, under an asterisk (SPSS output) is seen between the two variables have two stars, it shows that both variables have a significant correlation.

3.4. Regression Test (Effect) and Significance

a. Leadership Democracy (X) on the Performance of Students (Y1)

Table 4: Model Summary

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	,651 ^a	,424	,421	19,138

a. Predictors: (Constant), democratic leadership

Based on Table 4 above shows that the price of R is 0.651 with the large percentage of independent variables on the dependent variable is called coefficient of determination which is the result of squaring the value R. Thus, the influence of independent variables (democratic leadership) on the dependent variable (performance of students) amounted to 42.40% while the remaining 58.60% influenced if other factors.

Table 5: ANOVA^a

<i>Model</i>		<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	47198,228	1	47198,228	128,864	,000 ^b
	Residual	64095,941	35	366,263		
	Total	111294,169	36			

a. Dependent Variable: democratic leadership
 b. Predictors: (Constant), Students performance

Based on Table 5 above obtained value F calculate 128,864, significance level (probability) 0,000. The probability of <0.05, the regression model can be used to predict the participation variable. In other words, a significant regression.

Table 6: Coefficients^a

<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>T</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	(Constant)	14,673	8,164		1,797	,074
	Students performance	,810	,071	,651	11,352	,000

a. Dependent Variable: Students performance

Based on Table 6 above, the regression equation $Y = 14.673 + 0.810X$. Thus, the constant of 14.673 states that if there is no value of the Trust, the value of participation of 14.673, while the regression coefficient of X by 0.810 states that each additional 1 trust, then the value of increasing the participation of 0.810.

b. Leadership Democracy (X) to OCB (Y2)

Table 7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,525 ^a	,275	,271	12,927
a. Predictors: (Constant), Democratic Leadership				

The table 7, above shows that the price of R is 0.525 with the large percentage of independent variables on the dependent variable is called coefficient of determination which is the result of squaring the value R. Thus, the influence of independent variables (democratic leadership) on the dependent variable (OCB) of 27.50% while the remaining 73.50% is affected though other factors.

Table 8: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11112,710	1	11112,710	66,501	,000 ^b
	Residual	29243,606	35	167,106		
	Total	40356,316	36			
a. Dependent Variable: OCB						
b. Predictors: (Constant), Democratic Leadership						

Based on the above Table 8. The values obtained F calculate 66.501 with a significance level (probability) 0,000. The probability of <0.05, the regression model can be used to predict the participation variable. In other words, a significant regression.

Table 9: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	78,142	4,217		18,531	,000
	Democratic Leadership	,316	,039	,525	8,155	,000
a. Dependent Variable: OCB						

Based on Table 9 above, the regression equation $Y = 78.142 + 0.316X$. Thus, the constant of 78.152 states that if there is no value then the value of the Trust's participation amounted to 78.142, while the regression coefficient of X by 0.316 states that each additional 1 true, then the value of increasing the participation of 0,316.

4. Conclusions and Recommendations

4.1 Conclusions

Based on the results of research and data analysis were conducted on the effect of democratic leadership in the lecture against performance students and OCB, it can be argued conclusion of the study as follows:

1) Democratic Leadership model significant effect on the performance of students in the management department

of education in IAIN STS Jambi, amounting to 69% of the category "medium", with a degree of correlation and regression are significant.

2) Democratic Leadership model significantly effects to student OCB in the management department of education in IAIN STS Jambi, amounting to 73% of the category "high", with the level of correlation and regression are significant.

4.2 Recommendations

Advices that can be delivered from the research that has been done is as follows:

- 1) Necessary application of learning by democratic leadership model by other lecturers at IAIN STS Jambi environment, so that the students have and OCB performance is better, so the quality of the campus, in general, will also increase.
- 2) It is necessary to conduct further research related to leadership styles influence others against the increase performance and OCB STS students in IAIN Jambi, it is meant to be known Which is most suitable leadership to be applied in the learning process, especially in an environment on campus IAIN STS Jambi.

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