



The Effect of Dean Leadership, on the Performance of Lecturers Working in The Faculty of Education in Medan State University

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The aims of this study are to determine: (1) the effect of the dean of the Faculty of Education's leadership on the work motivation of lecturers working in the Faculty of Education in Medan State University, (2) the effect of organizational culture on the work motivation of lecturers working in the Faculty of Education in Medan State University, (3) the effect of the dean of the Faculty of Education's leadership on the performance of lecturers working in the Faculty of Education in Medan State University, (4) the effect of organizational culture on the performance of lecturers working in the Faculty of Education in Medan State University, (5) the effect of work motivation on the performance of lecturers working in the Faculty of Education in Medan State University and publishing in international journals. This research is a quantitative study using a path analysis approach (path analysis) which began in the Academic Year 2018-2019 and concluded December 2018.

Keywords: *dean's leadership, organizational culture, work motivation and lecturers' performance*



Introduction

Medan State University is one of the state universities that has the aim to prepare human resources to obtain the knowledge and abilities needed by the community. To realize this, the lecturers, as the main actors in managing learning in college, are expected to be able to prepare college students to master, apply, develop, and disseminate science and technology obtained in college. But in reality, based on the results of monitoring and evaluation in 2009, it can be seen that the performance of lecturers has not been optimal in carrying out education, research and community service (Conrad & Hedin, 1991; Herzberg, 1994; Vogelgesang & Astin, 2000).

The low performance of the lecturers is influenced by many factors, one of which is predicted to be work motivation. The work motivation of lecturers is an important factor in determining the level of success in implementing a learning process. The motivation of a lecturer will be manifested in behaviour directed at the achievement of goals in work. The desire of lecturers to work better provides maximum achievement of work. (Uno & Mohamad, 2011) stated that work motivation is one of the factors that determines a person's performance. The size of the influence of motivation on one's performance depends on the intensity of motivation. In the learning process of students, of course there are several things that affect such as motivation, maturity, the relationship of students with the teacher, verbal ability, security, and the teacher's skills in communicating or interacting with students (Harun, 2006; Suprihatin, 2015; Suryana, 2013)

Another factor that is predicted to affect lecturers' performance is organizational culture. A good organizational culture will improve the performance of lecturers in implementing their abilities in the teaching and learning process in class. (McShane & Von Glinow, 2008). (Duffy & Hay, 2000; Noyes Jr, 1946) said a strong organizational culture has the potential to improve performance, while weak organizational culture may result in decreased performance. The success of an organization is strongly influenced by the performance of its employees. Every organization and company will always try to improve the performance of their subordinates, hoping that what the company's goals will be achieved. Various ways will be taken by the company in improving the performance of their subordinates, for example through education, training, providing proper compensation, providing motivation and creating a conducive work environment.

Good leadership is one of the main requirements in supporting the smooth operation of the organization's processes. In leadership theory it is explained that a person is called a leader if he is able to influence others to do things according to what they want. While effective leadership is leadership that emphasizes the behaviour of leaders rather than the characteristics of existing leaders. Anyone who occupies the role of leader is expected to be able to act effectively as a leader.



The organization will always need a leader for organizational success. The influence of leadership will largely determine the work of subordinates. The work of subordinates will not succeed without leadership and participation. A leader must have the capacity to create a vision that can bring people to something new, and also be able to translate that vision into reality. Leadership must give direction to the efforts of all workers in achieving organizational goals. Therefore, leadership is needed if the organization wants to be successful. As stated above, leadership style has an influence on the performance of subordinates and whether that performance will exceed the minimum level of organization. Effective leadership style will be reflected in the high and low performance of subordinates. The results of (Cahyono, Maarif, & Suharjono, 2014) and (Suranta & Midiastuty, 2003) show that leadership has a positive and significant relationship with the performance of subordinates. In this study the researchers tried to link leadership with the performance of subordinates back among different populations, namely Higher Education. Job satisfaction has been identified as the variable most widely studied in organizational research. The concept has become the target of observation because the hypothesis of the relationship between job satisfaction and performance is intuitively interrelated and is something that can be manipulated for the benefit of organizations and individuals.

In addition to the two factors above, the dean of the Faculty of Education's leadership is also predicted to influence the performance of lecturers. To improve the performance of lecturers in an educational institution a dean of the Faculty that is able to arouse the morale of the lecturers is needed so they can work well to be more successful in their duties to achieve the expected goals. (Ambarita, Siburian, Situmorang, & Purba, 2014) mentioned that leadership is about leading by using methods and tips in leading people to work well so that organizational goals are achieved. In an era of increasingly fierce competition and increasingly limited resources, efforts aimed at increasing the organizational commitment of the workforce are the main challenges that must be answered by the management of an organization. Given the importance of organizational commitment to the success of the organization to build its competitive advantage, the organization certainly needs to understand and look for factors that can explain the level of organizational commitment of the members of the organization. We try to explain the organizational commitment of the lecturers and employees by using job satisfaction as a predictor. The results show that job satisfaction is a predictor that can partially explain the organizational commitment of lecturers and employees. Surely this finding cannot be said to be conclusive given the possibility of other factors that may have a more significant influence in explaining the commitment of the lecturer and employee organization. One of the factors that greatly influences an employee's organizational commitment is the worker's personality (Flansbjer, Holmbäck, Downham, Patten, & Lexell, 2005). The success of an organization in achieving its goals is basically the accumulation of the achievements of individuals in the organization.



In the midst of a situation of increasing competition pressure, the success of an organization in achieving its goals and winning competition is based on the ability of leaders to design and implement strategies that are directed to navigate the existing competitive environment. The success of designing, and especially implementing the strategy is dependent on the willingness of people in the organization to give and bind themselves along with their interests in the interests of the organization. People like this are known as people who have a high commitment to the organization. The problem is how to build the organizational commitment of the people in the organization.

The concept of organizational commitment has attracted much attention in recent decades as one of the potential triggers for worker performance, worker absence, and the entry and exit of workers in the organization (Ferris & Aranya, 1983). Specifically, organizational commitment is seen as the relative strength of an individual's identification with an organization, as well as their individual involvement in it (Ferris & Aranya, 1983). Organizational commitment is a very popular construct in organizational literature because of its strong implications for organizational health. Commitment in a work environment can be expressed in various forms, and commitment has the potential to influence organizational effectiveness and worker welfare (Meyer & Herscovitch, 2001). Managing organizational commitment in the company is very important because its influence is very large in reducing turnover, absenteeism and also in improving company performance. The successful implementation of the strategy implemented by the organization is very dependent on the behaviour of workers in carrying out their work. This worker behaviour is determined by how strong the physical and emotional ties of the worker to the organization. If this bond is strong, then the worker will carry out his duties and responsibilities in full with the awareness that the progress of the organization is the progress of the individual worker as well. In the organizational theory and psychology literature, this behaviour is an expression of loyalty, willingness to give more, and a reflection of workers' commitment to the organization (Angle & Perry, 1981; Kim, Leong, & Lee, 2005; Shaw, Delery, & Abdulla, 2003).

The concept of organizational commitment has attracted much attention in recent decades as one of the potential triggers for worker performance, worker absence and the entry and exit of workers in the organization (Ferris & Aranya, 1983). Researchers tend to formulate this concept in terms of a combination of attitudes and behavioural intentions. Specifically, organizational commitment is seen as the relative strength of an individual's identification with an organization, as well as their individual involvement in it.

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commitment in the company is very important because its influence is very large in reducing turnover, absenteeism and also in improving company performance.

Organizational commitment is basically a reflection of the identification or closeness of an individual's feelings towards the organization. Workers who identify or have high closeness to the organization will carry out their roles in the organization well. Descriptive results indicate that the organizational commitment of the lecturers who were respondents of this study was not very good. This finding is quite alarming given the decline in organizational commitment when compared to the results of research conducted by (Christina & Brahmata, 2009). In their research, (Christina & Brahmata, 2009) found a higher level of commitment from lecturers than the findings of this study. This might be partly due to the fact that the lecturers did not feel any improvement on the factors that could increase the organizational commitment of the lecturers. Given the importance of organizational commitment, management really needs to pay attention to these conditions in order to develop programs that can increase the organizational commitment of lecturers. The higher the organizational commitment of the lecturers, the higher the desire to involve themselves in carrying out their respective roles and responsibilities. If this can be achieved, then surely the effectiveness and efficiency of the organization in general will also be higher. The weakness of the tool used to measure organizational commitment is its inability to explain in more detail whether the commitment is more related to structure, leadership or work. Management may need to elaborate these findings so that the above can be identified.

Based on the description above, it is predicted that the dean Faculty of Education's leadership, organizational culture and work motivation have an influence on lecturers' performance. Therefore, to find out whether these three factors empirically affect lecturer performance, a scientific study is needed by conducting a study entitled "the effect of the dean of the Faculty of Education's leadership, organizational culture, and work motivation on the performance of lecturers working in the Faculty of Education in Medan State University."

Literature Review

Lecturers who carry out their duties as a vocation in educating college students require the support of other factors that have the goal of achieving desired performance and success, which are both personal and institutional/organizational. Performance appraisal is to provide feedback to subordinates with the aim of motivating the person to eliminate the deterioration in performance or higher performance. Furthermore Dessler in (Guritno, 2005), states that performance appraisal consists of three steps: first, defining work means ensuring that superiors and subordinates agree on their duties and job standards; second, assessing performance means comparing the actual performance of superiors with established standards, and this includes several types of assessment levels; and third, the feedback session means that the supervisor's



performance and progress are discussed and plans are made for whatever development is demanded.

Based on the understanding given by some of the opinions above, performance is a comparison of the work results achieved by subordinates with predetermined standards. Performance also means the quality and quantity of results achieved by someone in accordance with the responsibilities given to them by the organization. Besides that, a person's performance is influenced by the level of education, initiative, work experience and motivation. The results of one's work will provide feedback for the person himself to always actively do his work well. Performance is expected to produce good quality work and the number of jobs in accordance with standards. The level of subordinate education significantly influences performance. With education, people have broader insights and generally the level of association is also broader. The ability of a person to take the initiative and innovate is also an important influence on his performance.

Data on attendance at meeting invitations, whether held by the rectorate, faculty and departments showed a high absence; poor participation in responding to the position offered by the rector; low interest in participating in English language course activities provided by the rector as one way to improve competence (if present, more because they feel forced); and permanent lecturers entering and completing lectures against the stipulations of the allotted time. Many permanent lecturers also only attend when they are required to by the teaching schedule, and return home immediately after the teaching schedule is finished. This is certainly very influential in the process of socialization between individuals in the organization.

A single understanding of leadership is still not an agreement among behavioural science experts. The concept of leadership is still ambiguous (Budianto & Payamta, 2014). Fred Luthan in (Budianto & Payamta, 2014) states that definitional leadership is still a "black box" or "Unexplainable concept". He realizes that a single definition of leadership will be very good, but from several definitions that exist so far do not try to distinguish leadership from other social influences, such as influences, power, personality and so on.

According to Paul Hersey & Ken Blanchard in (Budianto & Payamta, 2014) to implement an effective leadership style must begin with diagnosing the situation as well as possible. Situation diagnoses relate to when, organizational climate demands, expectations, abilities of superiors and subordinates. Situational theory suggests that effective leader behaviour must: (1) always pay attention to the situation at hand, (2) treat subordinates according to their individual needs. Situational theoretic leaders tend to behave to give direction, commands, task-oriented instructions. Situational theory leader behaviours are classified into (1) Directive behaviour: leader is giving direction, commands, task-oriented instructions, (2) Supportive behaviour: leader provides support, motivation, work spirit, human consideration that is oriented to improve the relationship between superiors and subordinate. Furthermore, these two behaviours



are associated with the level of maturity of subordinates. Maturity measures the extent to which subordinates have the ability and willingness to carry out their duties properly without being monitored.

Job satisfaction is an important assessment for the business world and employees as individuals. In the business world the role of job satisfaction will develop how companies see and analyse employee behaviour in completing work and what factors have a dominant influence on the level of job satisfaction which will ultimately affect company performance. For individuals, job satisfaction will be a measure of whether or not the needs of employees are not only sourced from the work environment or the family and community environment but also self needs. Some definitions from various sources that explain the notion of job satisfaction are as follows: According to (Wexley & Yukl, 1977) quoted by (As'Ad, 1998) job satisfaction is one's feeling towards his job. Work carried out by someone has a different meaning for each individual. The sense of belonging and completing a job is determined by someone's perspective in looking at the work, while (Tiffin & Asher, 1948) quoted by (As'Ad, 1998) argues that job satisfaction is closely related to the attitudes of employees towards their own work, work situations, and the cooperation between superiors with fellow employees.

The benefits of job satisfaction are related to work performance and ultimately to the performance achieved by the company. The higher the achievements of the employees, the higher the profits that will belong to the company. Job satisfaction also leads to the formation of behaviour that arises in the corporate environment. Bad behaviour is reduced as a result of having fulfilled needs and the existence of a loyal attitude towards the company. Job satisfaction can stimulate employee morale and employee loyalty. Conversely, without job satisfaction, employees will quickly experience boredom, lethargy, and move jobs (Olick & Robbins, 1998). The job satisfaction study approach is part of a motivational theory that explains and determines the factors found in individuals that move, direct, support, and stop behaviour.

Organizational commitment is one of the important topics in a number of studies and is an important variable in understanding the work behaviour of workers in an organization. (Bess & Dee, 2008; Colquitt, Lepine, Wesson, & Gellatly, 2011) provide a model that shows the factors that influence performance, as in the following figure.

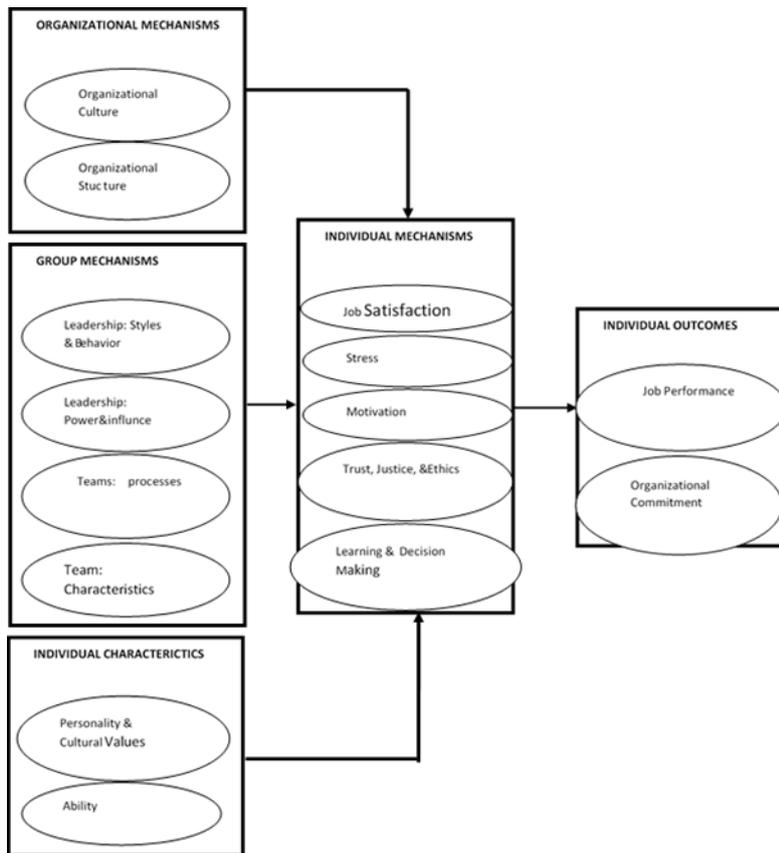


Figure 1. Job Performance

The presence of a leader, namely the dean of Faculty is needed because of the dynamic back and forth of the faculty, and the way in which objectives achieved by the faculty are very dependent on the role of the leader, especially in terms of leadership. Koontz, et al. (Kamars, 2004) states that leadership is an influence, art or process of influencing people so they want to work hard voluntarily and passionately toward group or organizational achievement. Newstrom (Ambarita et al., 2014) provides a model related to organizational culture.

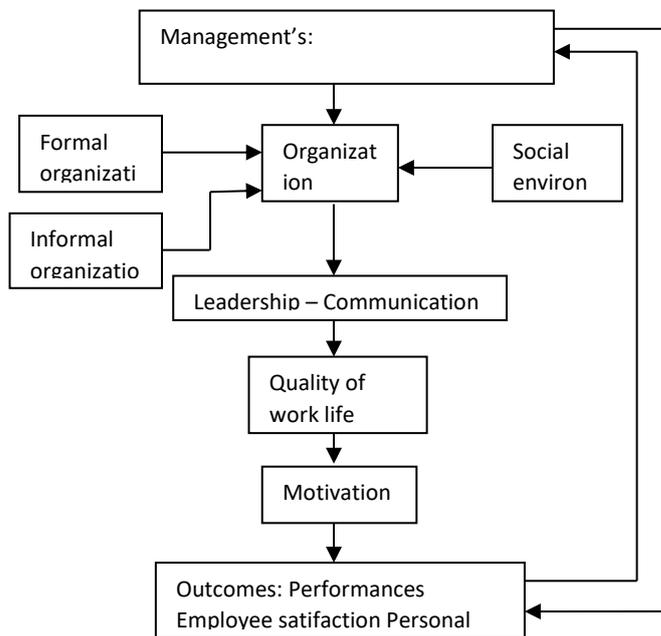


Figure 2. Organizational Behavior System Model

Humans in essence have their own motivations in life such as healthy living, success, achieving goals and so on. Robbins and Judge (Hasibuan, 2014) put forward the theory of hope. Expectancy theory is a theory that suggests the strength of the tendency to act in a certain way depends on the strength of an expectation that action will be followed by the results given and the attractiveness of those results to individuals. The theory can be seen in the following figure 3.

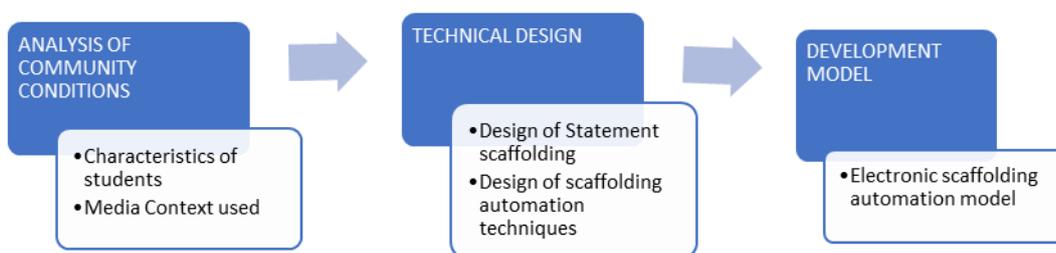


Figure 3. The Expectancy Theory

Research methods

The purpose of this research are to determine: (1) the effect of the dean of the Faculty of Education’s leadership on the work motivation of lecturers working in the Faculty of Education in Medan State University, (2) the effect of organizational culture on the work motivation of lecturers working in the Faculty of Education in Medan State University, (3) the effect of the



dean of the Faculty of Education's leadership on the performance of lecturers working in the Faculty of Education in Medan State University, (4) the effect of organizational culture on the performance of lecturers working in the Faculty of Education in Medan State University, (5) the effect of work motivation on the performance of lecturers working in the Faculty of Education in Medan State University. Therefore, the method applied in the presented research can be classified as a quantitative study using a path analysis approach (path analysis). Starting from the data collection, data analysis will extract the conclusion.

This research was conducted at Faculty of Education in Medan State University. The population and sample of the research consisted of both civil servant and PHL lecturers, and amounted to 101 in total. The instrument for data collection were questionnaires compiled in the form of positive and negative statements. The questionnaires were used to measure the variables used in this research, i.e. performance of lecturers, leadership of the dean, organizational culture, and work motivation.

The research instruments used in this study were developed based on the Likert Scale model compiled in the form of positive and negative. Furthermore, there are five scoring criteria for the answer to positive statement, namely: always = 5, often = 4, sometimes = 3, rarely = 2, and never = 1. Then, there are also five scoring for the answer to negative statement, namely: always = 1, often = 2, sometimes = 3, rarely = 4, and never = 5. The steps taken were study the basic concepts of the research variables, define the conceptual definitions, break down into operational definitions, describe indicators, prepare statements, review revelations, assemble instruments and organize instruments.

In addition, lecturers' performance is consisted of 6 indicators, namely: (1) loyalty and honesty at work, (2) have responsibilities at work, (3) always achievement oriented, (4) have self-confidence and self-control, (5) improve ability and cooperation, and (6) have a clear objective. Those six indicators will be formulated in 30 items of the instrument.

The dean's leadership consisted of 10 indicators, namely: (1) set an example and be service oriented, (2) the ability to motivate/ empower members, (3) fair and firm in making decisions, (4) appreciate the participation of lecturers, (5) have a vision and strive to make changes, (6) confidence, (7) believe in others/ emit positive energy, (8) continuous learning, (9) live a balanced life, and (10) able to assess/ evaluate. Those ten indicators will be formulated in 30 items of the instrument.

Then, organizational culture is consisted of 7 indicators, namely: (1) innovation and risk taking, (2) Attention to detail, (3) orientation of results, (4) people orientation, (5) team orientation, (6) aggressiveness, and (7) stability. Those seven indicators will be formulated in 30 items of the instrument.

Next, work motivation is consisted of 18 indicators, namely: a. the need for achievement like (1) goal oriented, (2) oriented to the future, (3) responsible, (4) work hard, (5) happy to compete, (6) dare to take risks, (7) opportunity to learn, (8) care about work, and (9) good use of time, b. the need for power like (1) want to help, (2) the desire to increase the ability to convince people, (3) degree of vertical mobility, and (4) the desire to give orders, c. the need for relationships with others like (1) level of doing cooperation, (2) democratic attitude, (3) don't like to be alone, (4) honest and open attitude to others, and (5) like being friends in a brotherhood. Those eighteen indicators will be formulated in 30 items of the instrument.

To established good instruments, the analysis of the instruments was conducted based on the empirical data in the field. To obtain valid and reliable instruments, the instruments would be responded to directly by respondents (lecturers Faculty of Education in Medan State University both civil servant and PHL) after first being given to trial respondents (not lecturers Faculty of Education in Medan State University both civil servant and PHL or outside the sample). The validity of the instruments was estimated by using Product Moment correlation formula, while the reliability by using Alpha Cronbach formula. Based on the results of analysis, it can be concluded all items of the instruments had good item validity because $r_{count} < r_{table}$. The result of validity is seen in table below. In addition, the reliability estimation showed good results because the coefficient value (α) was above reliability coefficient (0.70). The result of reliability is seen in table below.

Table 1. The Result of Validity

Variables	r_{count}	r_{table}
Dean's Leadership (X_1)	0.8798	0.361
Organizational Culture (X_2)	0.5343	0.361
Work Motivation (X_3)	0.748	0.361
Lecturers' Performance (X_4)	0.5320	0.361

Table 2. The Result of Reliability

Variables	α	Explanation
Dean's Leadership (X_1)	0.939	Very high
Organizational Culture (X_2)	0.854	Very high
Work Motivation (X_3)	0.939	Very high
Lecturers' Performance (X_4)	0.956	Very high

In accordance with the purpose of this research and considering the data obtained from the field, the level of research change was identified. It was then processed and analysed by a normality test, regression techniques, then continued with path analysis.

Research result

Findings in this study can be explained descriptively and inferentially. Descriptively, the tendency of the research variables is included in the sufficient category. Inferentially, these can be interpreted and discussed so objective information can be provided.

Based on the calculation of the test results obtained the magnitude of the path coefficient $\rho_{31} = 0.379$, then from the calculations carried out, the value of $t_{count} = 4.8111$, while the table with $N = 107$ and $\alpha = 0.05$ of 1.645. Thus $t_{count} > t_{table}$ ($4.8111 > 1.645$), which means the path coefficient is significant. So, the dean's leadership has a direct positive effect on work motivation. The magnitude of the direct effect of dean's leadership on work motivation is 14.36%.

Based on the calculation of the test results obtained the magnitude of the path coefficient $\rho_{32} = 0.430$, then from the calculations carried out, the value of $t_{count} = 5.5963$, while the table with $N = 107$ and $\alpha = 0.05$ of 1.645. Thus $t_{count} > t_{table}$ ($5.5963 > 1.645$), which means the path coefficient is significant. So, organizational culture has a direct positive effect on work motivation. The magnitude of the direct effect of organizational culture on work motivation is 18.49%.

Based on the calculation of the test results obtained the magnitude of the path coefficient $\rho_{41} = 0.223$, then from the calculations carried out, the value of $t_{count} = 2.6836$, while the table with $N = 107$ and $\alpha = 0.05$ of 1.645. Thus $t_{count} > t_{table}$ ($2.6836 > 1.645$), which means the path coefficient is significant. So, the dean's leadership has a direct positive effect on lecturer performance. The magnitude of the direct effect of dean's leadership on lecturer performance is 4.97%.

Based on the calculation of the test results obtained the magnitude of the path coefficient $\rho_{42} = 0.278$, then from the calculations carried out, the value of $t_{count} = 2.9276$, while the table with $N = 107$ and $\alpha = 0.05$ of 1.645. Thus $t_{count} > t_{table}$ ($2.9276 > 1.645$), which means the path coefficient is significant. So, organizational culture has a direct positive effect on lecturer performance. The magnitude of the direct effect of organizational culture on lecturer performance is 7.73%.

Based on the calculation of the test results obtained the magnitude of the path coefficient $\rho_{43} = 0.215$, then from the calculations carried out, the value of $t_{count} = 2.5898$, while the table with $N = 107$ and $\alpha = 0.05$ of 1.645. Thus $t_{count} > t_{table}$ ($2.5898 > 1.645$), which means the path coefficient is significant. So, work motivation has a direct positive effect on lecturer performance. The magnitude of the direct effect of work motivation on lecturer performance is 4,62%.

The summary of description of path coefficient and significance is presented in the presented table 3.

Table 3. Description of Path Coefficient and Significance

Path Coefficient	t _{count}	t _{table}	Description
		$\alpha = 0,05$	
$\rho_{31} = 0.379$	4,8111	1,645	Significant path
$\rho_{32} = 0.430$	5.5963	1,645	Significant path
$\rho_{41} = 0.223$	2.6836	1,645	Significant path
$\rho_{42} = 0.278$	2.9276	1,645	Significant path
$\rho_{43} = 0.215$	2.5898	1,645	Significant path

The Effect of the Dean's Leadership on Work Motivation. The research results showed that the dean's leadership affected work motivation. The leadership applied by the dean is certainly related to the policies regarding lecturers, work arrangements, and so on, which of course will have an effect on the work motivation of lecturers in cooperating with the leadership.

The Effect of Organizational Culture on Work Motivation. The research results showed that the organizational culture effect on work motivation. Organizational culture is related to organizational policies towards lecturers, regulations on how to work, and so on, which of course affects the work motivation of lecturers.

The Effect of the Dean's Leadership on Lecturer Performance. The research results showed that the dean's leadership effect on lecturer performance. Good leadership implemented by the dean will certainly support the success in the organization, especially an increase in lecturer performance.

The Effect of Organizational Culture on Lecturer Performance. The research results showed that organizational culture affected lecturer performance. Organizational culture is closely related to organizational policies towards lecturers, the regulation of the way they work and so on, which will certainly affect the willingness and ability of lecturers to improve their performance.

The Effect of Work Motivation on Lecturer Performance. The research results showed that work motivation affected on lecturer performance. This proves that good work motivation will certainly support the improvement in performance especially lecturers in carrying out their duties.



Conclusion

Based on the previous descriptions, it can be concluded that: 1) The dean's leadership had a positive direct effect on the work motivation. The value of the direct contribution of the dean's leadership on work motivation is 0,379 or 14,36%; 2) The organizational culture had a positive direct effect on work motivation. The value of the direct contribution of the organizational culture on work motivation is 0.430 or 18.49%; 3) The dean's leadership had a positive direct effect on lecturer performance. The value of the direct contribution of the dean's leadership on lecturer performance is 0.223 or 4.97%; 4) The organizational culture had a positive direct effect on lecturer performance. The value of the direct contribution of the organizational culture on lecturer performance is 0.278 or 7.73%; 5) The work motivation had a positive direct effect on lecturer performance. The value of the direct contribution of the work motivation on lecturer performance is 0.215 or 4,62%.



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