The Effect of School Leadership Leadership Behavior, Work Culture, Organizational Innovation and Self-Concept to Performance of High Schools Teachers in Kendari City

La Ode Amaluddin[a*], Jafar Akhiri[b], Jamiludin[c], Nanik Hidaryatiningsih[d], [a]Student of Doctoral Program of Universitas Halu Oleo, Jl. H.E.A. Mokodompit No. 1, Kendari 93231 Indonesia, [b,c,d]niversitas Halu Oleo, Jl. H.E.A. Mokodompit No. 1, Kendari 93231 Indonesia, Email: [a*]laode.amaluddin@uho.ac.id,amaluddin.75@gmail.com

This study aims to analyse and describe the effect of: (1) the principal's leadership behaviour on teacher performance, (2) the principal's leadership behaviour towards self-concept, (3) work culture on teacher performance, (4) work culture on self-concept, (5) organizational innovation on self-concept, (6) organizational innovation on teacher performance, and (7) self-concept on teacher performance at Senior High School of Kendari City. Determination of the sample was undertaken by the Probability Sampling technique using proportional stratified random sampling. Retrieval of data using instruments was developed by researchers based on theories built by experts. This instrument was tested on 80 teachers empirically to determine its validity and reliability. The data analysis technique used analyst prerequisite tests and Structural Equation Modelling. The results of this study were: (1) the principal's leadership behaviour has a positive and significant effect on teacher performance, (2) the principal's leadership behaviour has no positive and significant effect on self-concept, (3) the work culture has no positive and significant effect on teacher performance, (4) work culture has a positive and significant effect on self-concept, (5) organizational innovation has no positive and significant effect on self-concept, 6) organizational innovation has a positive and significant effect on teacher performance, and (7) self-concept has no positive and significant effect on teacher performance.

Introduction

To date, there are two things that explain why efforts to improve the quality of education have been lacking or unsuccessful. Firstly, the character of education development has been more input-oriented. Such a strategy is based on the assumption that when all educational inputs have been met, such as the provision of books (teaching materials) and other learning tools, automatically educational institutions (schools) will produce quality outputs. It turns out that the input-output strategy introduced by Orey & Fitzgerald (2004) on the theory of education production function does not function fully in educational institutions (schools), but only occurs in economic and industrial institutions. Secondly, the management of education has been more macro-oriented, regulated by bureaucratic ranks at the central level. As a result, many factors that are projected at the macro (central) level do not occur or work as they should at the micro (school) level. In other words, the complexity of the scope of the problem of education, often cannot be thought out accurately by the central bureaucracy.

The principal is one of the education components that has an important role in improving the quality of education. Therefore, the principal must know the tasks that are performed. Broadly speaking, the scope of duties of school principals can be classified into two main aspects, namely, work in the field of school administration and work relating to fostering professionalism in the field of education. There are three main types of skills that must be possessed by the principal as an educational leader; namely technical skills, communication skills (human relations skills), and conceptual skills (Grobler & Warnich, 2006). Robbin and Judge (2008), states that leaders determine direction by developing a vision of the future, then uniting organizations or institutions by inspiring them to overcome obstacles. In addition, successful performance will be seen if there are leadership behaviours, work culture, organizational innovation, and self-concept in carrying out their duties and roles. Leadership behavior, work culture, organizational innovation, and self-concept are seen to contribute to improving one's performance. Therefore, fostering good leadership behavior, work culture, organizational innovation, and self-concept are very important.

In general, the characteristics of formidable principals can be written as follows: (a) have a far-reaching insight (vision) and know what actions should be taken (mission) and understand correctly about the means to be taken; (b) has the ability to coordinate and harmonize all available limited resources to achieve goals or meet school needs; (c) has the ability to make decisions skillfully (quickly, precisely, quickly, and accurately); (d) has the ability to mobilize available resources to achieve goals and who is able to inspire followers to do

important things for their school goals; (e) have tolerance for differences in each person and do not look for people who are similar to him, but are totally intolerant of people who underestimate the quality, achievement, standards, and values; (f) has the ability to fight the enemies of the principal, namely ignorance, suspicion, non-decision making, mediocracy, imitation, arrogance, waste, rigidity, and duplicity, in behaving and acting (Slamet, 2000).

In terms of education, improving teacher performance is absolutely necessary so that the quality of education can be improved. This is as stated by Sahertian (2000: 160) that high performance in a group of teachers based on their level of education raises efforts to advance teaching and learning situations more effectively. The teacher's performance in most of its activities in the classroom is the ability to create optimal teaching conditions. Optimal learning conditions can be achieved if the teacher is able to organize students and teaching facilities as well as controlling the class in a pleasant atmosphere to achieve the goals. Teachers who have good performance will be able to foster enthusiasm and better student motivation to learn, which in turn will be able to improve the quality of learning and the quality of education at school.

Based on this study, the performance of a teacher, as a figure of a good teacher/educator, is influenced by several factors. Factors that can affect a teacher's performance include leadership behavior, organizational innovation, organizational culture and self-concept. The high school in Kendari city has not been fully productive in implementing the planned school program from the start of input, process, and output. The output from high school schools in the city of Kendari has not shown the quality of graduates expected by the community. The impact arising from the ineffective management of the system has resulted in poor school management. This is due to the low performance of high school teachers in the city of Kendari. The cause of low performance in high school teachers is the leadership of school principals. The principal is a manager who is able to influence the behavior of teachers for the improvement of teaching performance and of the school organization. This in turn, can improve the performance of school organization performance to achieve the stated goals. It is clear that the function of the leadership with all forms of policy will colour the level of quality of the overall educational institution.

Based on the description above, it is necessary to conduct research related to "The Effect of Principal Leadership Behavior, Work Culture, Organizational Innovation and Self Concepts on the Performance of High School Teachers in Kendari City". The following research question is raised. Is there an influence on the principal's leadership behaviour on the performance of high school teachers in Kendari City? The purpose of this study was to analyze and describe the influence of the leadership behavior of school principals on the performance of high school teachers in Kendari City.

Literature Review

Concept of Teacher Performance

The term performance is a concept that is quite broad in meaning because it relates to individual behaviour in carrying out work. Landy and Farr (1983: 11) explain that performance is the behaviour of the broadest variety. Therefore, to obtain a quality performance there needs to be both a process and management on an ongoing basis in order to get the desired results. As explained by Baird (1986: 3), performance management is a continuous process of working with people to accomplish desired results. In addition, Cascio (1995; 275) explains that performance refers to the achievement of tasks assigned by employees. This definition shows that performance is seen as a manifestation in the achievement or fulfillment of tasks assigned to it.

Cornners (1985: 53) identified teacher performance as the teaching task of teachers. This is divided into three stages: the stage before teaching (preactive), the teaching stage (interactive), and the stage after teaching (pastactive). Teaching in front of the class is a manifestation of interaction in communication. The teacher is the key person that is crucial for the success of the student's learning processes. As the key, the teacher must carry out the following behaviours:
1. clarity in conveying information verbally and non verbally,
2. the ability of the teacher to vary the tasks and behaviour,
3. the warm nature and enthusiasm of the teacher in communicating,
4. teacher behaviour oriented to the task,
5. teacher behaviour in making variations of questioning skills,
6. the ability of teachers to determine the level of difficulty of teaching, and
7. the ability of teachers to allocate teaching time according to the planning of teaching units.

Assessment of teacher performance according to Travers and Rebore (1990) is emphasized on: (a) teaching skills (teaching performance), (b) Professional qualities, and (c) Personal qualities. The areas of teaching skills include: (1) planning and organizing learning, (2) questioning and explaining skills, (3) utilization of various resources and innovative activities to stimulate student learning, (4) knowledge and enthusiasm for the subjects taught, (5) the formation of a classroom atmosphere that is conducive to student learning, (6) accurate data archiving, (7) healthy relationships with students, and (8) classroom management and discipline. Professional quality includes: (1) carrying out tasks outside the classroom, (2) relationships with other school personnel, (3) community relations, (4) growth in position, (5) utilization of expert staff services, (6) Understanding of students' psychological development, and (7) ethical behaviour. Matters relating to personal qualities are: (1) health, conversation, (2) neatness and manner of dress, and (3) accuracy in fulfilling obligations. According to

Robbins (1996: 71) the right to judge performance is a direct role of the leader. This is because the leader is responsible for the performance of his subordinates.

The benefits of evaluating teacher performance as suggested by Robbins (1996: 70) are: (1) identifying training and development needs (2) can be used as a criterion in the selection program and (3) can be used as a basis for reward allocation. In addition, teacher performance evaluation can be used as input in making decisions such as promotion, transfer (transfer of tasks), and termination of employment.

Based on the description of the theory of performance above, what is meant by teacher performance in this research is the ability of teachers to carry out learning activities which include preparing syllabi, compiling learning programs, implementing learning programs, and conducting evaluations. Teacher performance in this study was measured through indicators: making learning plans, carrying out teaching and learning activities, formulating tests and assessing student achievement.

Konsep Perilaku Kepemimpinan
Behavior (behaviour) is a form and actualization of the attitude of a person or group of people towards a situation or condition. Behaviour is influenced by motives of interest. According to Taliziduhu (2003: 37) behaviour is influenced by conditions that originate from outside oneself which in this case is the school environment of the person concerned. Meanwhile, leadership behaviour, according to Handoko (2003: 298), means talking about what effective leaders do; how leaders delegate tasks, how they communicate and motivate subordinates, and how they carry out tasks. The behavioural approach focuses on two aspects of leadership behaviour; namely (1) aspects that emphasize the functions performed by leaders in their groups so that groups work effectively, and (2) aspects that emphasize the style of leaders in their relationships with subordinates.

Then, Robbins (1996: 198) says that leadership is the ability to influence a group towards the achievement of goals. In line with this opinion Gibson (1985: 215), states that leadership is the process of influencing people to want to achieve the goals of the organization or group. Similar opinions expressed by Hemphill and Coons (in Yukl, 2007: 97) indicate that leadership is the behaviour of an individual is about leading the activity of a group to achieve their shared goals. While Yukl (2001: 4) argues that leadership is a process to make people understand the benefits of working with others, so they understand and want to do it. Leadership is also defined as the ability of individuals to influence, motivate, and make others able to contribute to the success and effectiveness of the organization.

Furthermore, Yukl (2007: 8) states that leadership is a process to influence others to understand and agree with what needs to be done and how the task is carried out effectively,

as well as a process to facilitate individual and collective efforts to achieve shared goals. While Stoner (in Handoko, 2003: 294) states that leadership is a process of directing and influencing the activities of a group of members who are interconnected with their duties. The same opinion was expressed by Handoko (2003: 294-295) that leadership is the ability that a person has to influence others to work towards goals and objectives.

Based on some of the opinions above, it can be concluded that leadership is a relationship or the presence of someone who influences others so that they work together towards the achievement of certain goals. The relationship between leader and follower is not a one-way relationship but rather, a reciprocal relationship. A leader must influence the group in order to carry out their duties.

In addition, Vroom and Jago (in Arsyad, 2003: 131-132) argued that the behaviour of a leader is related to the style of decision making. The five behaviours are:
1. behaviour using high authority: meaning that the leader makes his own decisions based on the information and data he obtained from sources other than subordinates;
2. behaviour uses a little priority: meaning a leader makes decisions based on information or data from subordinates, but subordinates are not involved in decision making;
3. behaviour that uses a semi-consultative style: meaning the leader in making decisions after obtaining information from subordinates, and informing subordinates individually about the problems faced;
4. behaviour that uses a consultative approach: meaning that the leader makes decisions after obtaining information from subordinates and subordinates are asked or invited to jointly think of solving problems. The leader still makes his own decisions; and
5. behaviour that uses a participatory approach: meaning a leader invites subordinates to meet together as a group, then invites subordinates to think about solving a problem.

Based on several definitions of leadership behaviour above, the behaviour is a way to lead a leader in the organization he leads. In this case, the principal's leadership behaviour is a way to lead the principal in controlling the school (Anyanwu,et.al 2016).

Methods

This research was conducted at Kendari City High School. The selection of Kendari City Senior High School was based on the results of pre-research in several Kendari City High Schools that found the performance of the Kendari City High School teachers was not optimal. The population in this study were all high school teachers in Kendari City consisting of eleven state high schools namely: SMA Negeri 1 Kendari, SMA Negeri 2 Kendari, SMA Negeri 3 Kendari, SMA Negeri 4 Kendari, SMA Negeri 5 Kendari, SMA Negeri 6 Kendari,

SMA Negeri 7 Kendari, SMA Negeri 8 Kendari, SMA Negeri 9 Kendari, SMA Negeri 10 Kendari and SMA Negeri 11 Kendari. The combine number of teachers was 470. The number of teachers in this study was based upon the Probability Sampling technique using a proportional stratified random sampling technique. The total numbered 216 teachers. The data collection technique of this study was conducted using a closed questionnaire to collect data about the principals' leadership behaviour variables, and teacher performance. The data analysis technique of this research is Structural Equation Modeling.

Results

Description of Research Data

The results from the 216 teachers showed that the principal's leadership behaviour was in the fourth category and the criteria was "very good". The standard deviation value was small which means that the tendency is close to the average value. That is, the principal's leadership behavior approached the criteria "very well". Of the four indicators of the school principal's leadership behavior, the least participatory approach (X1.4) has the lowest value and the high and semi-consultative approach (X1.2) has the highest value. Teacher performance in this study is in the fourth category and the criteria was "good". The standard deviation shows a small value, which means the tendency is close to the average value, so the teacher's performance has reached the "good" criteria. Of the four indicators of teacher performance variables, the indicator of carrying out teaching and learning activities (Y2.2) has the lowest value and the indicator of making learning plans (Y2.1) has the highest value.

Analyst prerequisite test results, namely normality test, evaluation of univariate outliers and multivariate outliers, multicollinearity evaluation, goodness-of-fit criteria evaluation, reliability and variance extract test and Structural Equation Modeling were used to test hypotheses.

Hypothesis Testing Results

a. Confirmatory Factor Analysis of Principal Leadership Behavior

The results of the confirmatory factor analysis and the loading factor of the principal's leadership behavioural variables were as follows:

Figure 1. *Confirmatory Factor Analysis of school principal's leadership behavior*
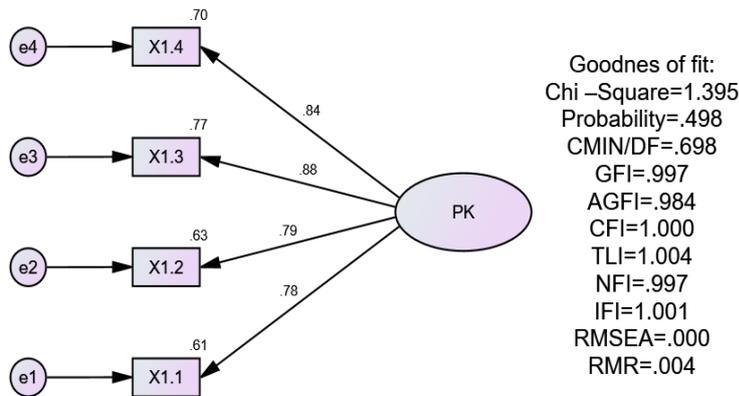
(**Source:** SPSS Amos 23, 2019)

Table 1: Test Model Goodness of Fit Variable leadership behavior

Goodness of Fit Index	Cutt-off Value	Model Results	Explanation
X^2 -Chi Square	< 251,286	1,395	FIT
Probability	≥ 0,05	0,498	FIT
CMIN/DF	< 2	0,698	FIT
GFI	≥ 0,90	0,997	FIT
AGFI	≥ 0,90	0,984	FIT
CFI	≥ 0,90	1,000	FIT
TLI	≥ 0,95	1,004	FIT
NFI	≥ 0,90	0,997	FIT
IFI	≥ 0,90	1,001	FIT
RMSEA	≤ 0,08	0,000	FIT
RMR	≤ 0,05	0,004	FIT

Source: Sport Results SPSS Amos 23, 2019

Based on Table 1, it appears that the Chi-square value, Probability, CMIN / DF, GFI, AGFI, CFI, TLI, NFI, IFI, RMSEA, and RMR are within the expected value range. Therefore the model is accepted. Consequently, this test results in good confirmation of the factor dimensions and causality relationships between factors.

Table 2: Loading Principal leadership behavioral factors

| No	Indicator	Estimate
1.	A high and low authority approach (X1.1)	0,78
2.	High and semi consultative consultative approach (X1.2)	0,79
3.	Participatory Group Approach (X1.3)	0,88
4.	Slightly Participatory Approach (X1.4)	0,84

Source: Sport Results SPSS Amos 23, 2019

Table 2 shows that the loading factor of the four indicators of principals' leadership behavior variable is ≥ 0.4. Therefore the four indicators reflect the principal's leadership behavioral variables as research variables. Indicators Group Participatory Approach (X1.3) is a factor that provides the greatest contribution to the leadership behaviour of school principals with a loading factor of 0.88. Furthermore, the least participatory approach indicator (X1.4) provides the largest contribution in the leadership behaviour of the principal with a loading factor of 0.84. Indicators of a high and semi-consultative consultative approach (X1.2) contribute value to the behaviour of the principal's leadership with a result of 0.79. Indicators of high and low authority approaches (X1.1) provide the smallest contribution with a loading factor of 0.78. Therfore, it can be concluded, that the four indicators together present the unidimensionality for the latent variable of principals' leadership behaviour.

b. *Confirmatory Factor Analysis of Teacher Performance*

The results of the confirmatory factor analysis and the loading factor of teacher performance variables are as follows:

Figure 2. *Confirmatory Factor Analysis of Teacher Performance*
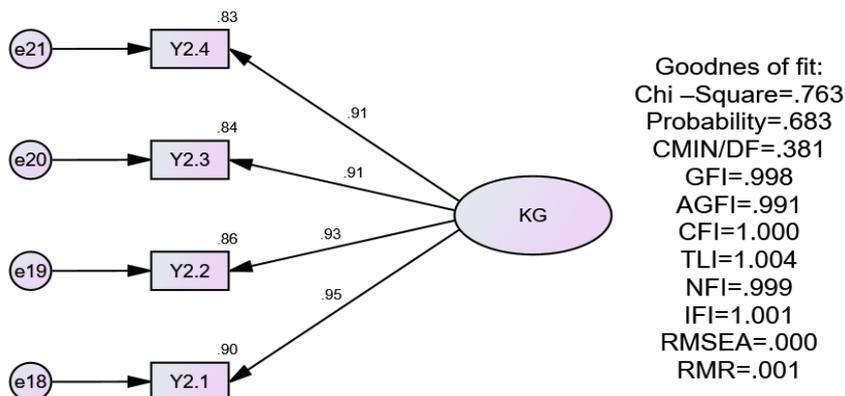
(**Source:** SPSS Amos 23, 2019)

Tablel 3: Test Model Goodness of Fit Teacher Performance Variables

Goodness of Fit Index	Cutt-off Value	Model Results	Explanation
X^2-Chi Square	< 251,286	0,763	FIT
Probability	≥ 0,05	0,683	FIT
CMIN/DF	< 2	0,381	FIT
GFI	≥ 0,90	0,998	FIT
AGFI	≥ 0,90	0,991	FIT
CFI	≥ 0,90	1,000	FIT
TLI	≥ 0,95	1,004	FIT
NFI	≥ 0,90	0,990	FIT
IFI	≥ 0,90	1,001	FIT
RMSEA	≤ 0,08	0,000	FIT
RMR	≤ 0,05	0,001	FIT

Source: Sport Results SPSS Amos 23, 2019

Based on Table 3, it appears that the Chi-square value, Probability, CMIN / DF, GFI, AGFI, CFI, TLI, NFI, IFI, RMSEA, and RMR are within the expected value range. Therefore the model is accepted. Consequently, this test results in good confirmation of the factor dimensions and causality relationships between factors.

Table 4: Loading Teacher Performance Factors

No	Indicator	Estimate
1.	Make a learning plan (Y2.1)	0,95
2.	Carry out teaching and learning activities (Y2.2)	0,93
3.	Formulate a test (Y2.3)	0,91
4.	Assess student achievement (Y2.4)	0,91

Source: SPSS Amos 23, 2019

Table 4, shows that the loading factor of the four indicators of teacher performance variables is ≥ 0.4. Therefore the four indicators reflect the teacher's performance variables as research variables. Indicators of making learning plans (Y2.1) are the factors that make the greatest contribution in teacher performance with a loading factor of 0.95. The indicator of implementing teaching and learning activities (Y2.2) provides the second-largest contribution in teacher performance with a loading factor of 0.93. Next, the indicators formulating the test (Y2.3) and assessing student achievement (Y2.4) provide the third-largest equal contribution to teacher performance with a loading factor of 0.91. Therefore, it can be concluded that the four indicators together present unidimensionality for latent variables of teacher performance.

Table 5: Regresion Weight

			Estimate	S.E.	C.R.	P	Label
KG	<---	PK	0.254	0.095	2.686	0.007	par_26

Source: SPSS AMOS 23, 2019

Table 5 shows that the estimated parameters of the relationship between principals' leadership behaviours and teacher performance were obtained at 0.254. Testing the relationship between the two variables shows the value of C.R = 2.686 with probability = 0.007 (p <0.05). As a result, it can be concluded that the leadership behaviour of school principals has a positive and significant effect on teacher performance. One can conclude that the better the leadership behaviour of principals, the higher the teacher's performance will be.

Therefore, the hypothesis "there is an influence of the leadership behaviour (pk) of the principal on the performance of the teacher (kg) of SMAN in Kendari City" is accepted given that there is a positive correlation between the leadership behavior of the principal and the teacher's performance. This is reinforced by the results of data processing which shows the probability value of 0.007 fulfills the requirements <0.05 and the value of C.R 2.686 also meet the requirements $\geq \square 1,96$. While the biggest loading factor value is 0.878 which is the indicator value X1.3 (Participatory Group Approach)

Discussion of Findings

The results of this study indicate that the principal's leadership behaviour has a positive and significant effect on teacher performance. This finding means that the better the leadership behaviour of the principal, the higher the teacher's performance will be. This is indicated by the results of the analysis of the Structural Equation Model (SEM) and the Regression weight that the probability value of 0.007 meets the requirements < 0,05 and the value of C.R 2.686 has also fulfilled the requirements $\geq \square 1,96$. This means that the principal's leadership behaviour has a positive and significant influence on teacher performance. This is in line with the opinion of Robbins (1996: 198) that leadership is the ability to influence a group towards the achievement of goals. In line with this opinion, Gibson (1985: 215) states that leadership is the process of influencing people to want to achieve organizational or group goals. A similar opinion was expressed by Hemphill and Coons (in Yukl, 2007: 97), that leadership is the behaviour of an individual who leads the activities of a group to a goal to be shared (shared goal).

Behaviour is a form and actualization of the attitude of a person or group of people towards a situation or condition. Behaviour is influenced by motives of interest. According to Taliziduhu (2003: 37) that behaviour is influenced by conditions that originate from outside oneself which in this case is the school environment of the person concerned. The results of this study are in line with the opinion of Stoner, Freeman, and Gilbert (1995: 164-165) that

leadership behaviour cannot be separated from the leadership function and leadership style. In terms of leadership functions, subordinates work effectively if a leader is able to perform two main functions; namely functions related to the task or problem-solving function, and the function of maintaining a group or social.

This study is in line with the results of research Muhidin *et. al* (2016) that ethical sensitivity has a significant positive effect on OCB. Climate Ethics mediates the relationship between ethical sensitivity and OCB. Spirituality has no effect on OCB. The Ethical Climate does not mediate the relationship between spirituality and OCB. Positive involvement does not affect OCB. The Ethical Climate does not mediate the relationship between positive involvement and OCB. Community response has no effect on OCB. But the Climate Ethics response mediates the relationship between the community and OCB. The Ethics Climate has a significant and positive influence on OCB.

Likewise, Putra *et.al* (2013) research results show that school principal leadership is strongly influenced by teacher performance. The results of this study indicate that there is a relationship between the principal's leadership and teacher performance. That is, the better the leadership of the principal, the better the teacher's performance, but if the leadership of the principal is not good then the teacher's performance will be less than good. Therefore, the two variables must be improved to be the same.

Therefore, it can be concluded that the hypothesis proposed in this study can be accepted or can be proven. Applying appropriate leadership behaviour can create optimal individual performance and organization. Therefore, the leadership behaviour of the principal must be able to coordinate and provide encouragement to individuals or groups to achieve the desired goals or performance of teachers.

Conclusions and Recommendations

Conclusions
Principal's leadership behaviour has a positive and significant effect on teacher performance. Thus the appropriate application of leadership behavior can create optimal individual performance and organization. The principal's leadership behaviour must be able to coordinate and provide encouragement to individuals or groups to achieve the desired goals or performance of teachers.

Recommendations
1. Suggestions are theoretical for the development of science:
a. The results of this study can contribute to the development of educational science. Besides that, it is expected to be able to enrich the knowledge of science for academics

who will conduct research on education. This in turn can support the implementation of research activities in educational units.

b. The results of this study can be a reference material for future researchers by developing concepts and objects more widely so that educational research is more comprehensive.

2. Policy advice for the government.

a. The results of this study can be utilized by the Office of Education and Culture in order to establish policies in improving the quality of teacher in education units as an effort to improve the quality of education.

b. The results of this study can provide information for the government about the importance of improving the quality of teachers in the education unit significantly through school leadership behaviour, organizational work culture, organizational innovation and self-concept to improve teacher performance, by providing training and scholarship opportunities for teachers who continue education.

3. Practical suggestions for the community in this case the education unit.

a. The findings in this study can provide information for education units in improving teacher performance through school principal leadership behaviour, organizational work culture, organizational innovation and self-concept.

b. The findings in this study can provide information for teachers about organizational work culture, organizational innovation and self-concept, which can improve performance.

4. Suggestions for further researchers:

a. The next researcher should conduct research at all levels of education in elementary, junior high, high school, so that it can be a comparison or development of this research.

b. Researchers should further develop variables and research models that can improve the quality of teacher performance, school principal leadership behaviour, organizational work culture, organizational innovation and self-concept.

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