

**THE INFLUENCE OF LEADERSHIP, ORGANIZATIONAL CULTURE AND WORK DISCIPLINE ON TEACHER PERFORMANCE REGARDING WORK MOTIVATION AS INTERVENING VARIABLE
(A CASE STUDY OF YAYASAN PENDIDIKAN PONDOK PESANTREN AL KHOLIDIN)**

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ABSTRACT

The objective of this research is to analyze the influence of leadership, organizational culture and work discipline on teacher performance regarding work motivation as an intervening variable. The method applied is quantitative method. The data were collected through observation, interview, documentation, book review, and questionnaire.

The data were analyzed using SPSS version 22. The population was 173 participants, all teachers of YPPPI. Of 121 selected participants, 30 participants were chosen using random proportional sampling for the test instrument. Likert-scale model was used to analyze all variables which are teacher performance, leadership, organizational culture, work discipline, and work motivation. The formula of product moment was used to calculate the test validity, while Cronbach's Alpha was used for reliability. Descriptive and inferential statistics were applied for data analysis; correlation, simple regression, and path analysis were used for hypothesis test.

The results of the research showed structural Model-1: $Y = \rho_{yx1} X_1 + \rho_{yx2} X_2 + \rho_{yx3} X_3 + \rho_y \epsilon_1$, correlation coefficient $r_{12}=0,485$, $r_{23}=0,401$, $r_{13}=0,657$, and path coefficient $p_{yx1}=0,801$, $p_{yx2}=0,797$, $p_{yx3} = 0,241$, $p_{yx1} = R\text{-squared} =0,423$, with structural regression Model-1 : $Y = 0,801 X_1 + 0,797 X_2 + 0,241X_3 + 0,281 \epsilon_1$. Moreover, the results show structural Model-2 : $Z = \rho_{zx1} X_1 + \rho_{zx3} X_3 + \rho_{zy} Y + \rho_z \epsilon_2$, correlation coefficient $r_{13} = 0,657$, and path coefficient $p_{zx1}= 0,253$, $p_{zx3}=0,1991$, $p_{zy}=0,730$, $R\text{-squared} 0,483$ and $0,89$ for $\alpha = 0,05$, with structural regression Model-2: $Z = 0,416 X_1 + 0,175 X_3 + 2933 Y + 0,476\epsilon_2$.

The findings showed that the quality of teacher performance increase through the improvement of leadership, organizational culture, work discipline and work motivation.

Keywords: Leadership, Organizational Culture, Work Discipline, Teacher Performance, Motivation

1. Introduction

School is a system with interrelated components which contribute to the achievement of set goals. The components involve students, curriculum, teaching materials, teachers, headmasters, other educational professionals, environment, infrastructure, facilities, learning process, and learning output. All of these components need to develop in accordance with globalization era that requires a nation to have great human resources. For the development is a change needed. The development should be in line with elements supporting the organization so that it can function well as expected. In organizational development concept, in order to achieve its mission an approach for any required changes in institution management, structure, process, and its system is needed. Therefore, a development of a school has to involve all of its components.

As an educator, teacher is one of essential human resources. In this case, teacher performance is important for the school vision achievement. As socialized, education has become the concern of government; stated in act that 20% budget is allocated for education. Therefore, teacher performance will be the main attention of all parties. Teachers must be competent so that they can deliver the teaching materials optimally and do their job wholeheartedly. The optimal teacher performance is influenced by some factors both internal and external.

Pondok Pesantren Al-Kholidin which is located in Kebayoran Baru Jakarta Selatan is an educational institution based on Islam. It was established in 1990 by KH Abdul Hamid Abdul Halim Ad Dary and KH Muhammad Zakwan Abdul Hamid Al Batawi. The institution involves Junior High School, Senior High School, and Diniyah program. The last program refers to a special learning program focusing on the science of religion which is implemented by Pondok Pesantren Al- Kholidin

Success of school is defined by some factors such as the leadership of its headmaster. Leadership is an ability to influence or encourage a person or a group of people to voluntarily work to achieve a certain goal under certain situation. Tabrani Rusyan¹ states that the leadership of a headmaster leads to work motivation for improving both work productivity of teachers and learning output of students. According to Mulyasa², a headmaster also has a role and function as an educator, manager, administrator, supervisor, leader, innovator, and motivator.

As a leader, a headmaster is supposed to be able to give direction and supervision, improve teacher motivation, open two-way communication, and delegate jobs. According to Wahjosumijo³, as a leader a headmaster must have special characters which involve personality, basic skills, experiences, professional knowledge, administration knowledge and supervision knowledge. The influence of headmaster leadership on teacher performance, according to Ruben

¹ A Tabrani R. 2000. *Upaya Meningkatkan Budaya Kinerja Guru*. Cianjur: CV Dinamika Karya. p.49

² E Mulyasa. 2009. *Menjadi Kepala Sekolah Profesional*. Bandung: PT. Remaja Rosdakarya. p.98

³ Wahjosumijo. 2002. *Kepemimpinan Kepala Sekolah*. Jakarta: PT. Raja Grafindo Persada. p.10

dan Hughes⁴, is creating school circumstances that either encourage or inhibit teacher effectiveness. As a leader, the principal of an educational institution is required to be the driver of educational process.

It is assumed that the leadership of the principal of Pondok Pesantren Al Kholidin has been well implemented. This is supported by coaching and supervision schedules which are intensively performed, as shown in Table 1.

Table 1 Coaching and Supervision Activities of The Principal

No.	Activities	Duration	Remark
1.	Meeting on Coaching Teachers and Educational Professionals	Once a month	
2.	Meeting on Evaluation of Program and Teaching and Learning Activities	Once a month	
3.	Meeting with SAS Development Team	Once in a quarter	Situational
4.	Checking Teacher Administration	Every beginning of semester	
5.	Class Supervision	Every semester	Everyday
6.	Coaching Students through Ceremony	Every first Monday of the month	

Source : Document of Pondok Pesantren Al Kholidin

Regarding Table 1, the teacher performance of Pondok Pesantren Al Kholidin is supposed to improve. However, in fact, the principal of the institution implements a leadership system in which decision making process tends to be done by the subordinates without any supervision. As a result, less control is found on assigned jobs, and this leads to minimum results.

There are many factors that influence the employee performance. According to Setiyawan and Waridin⁵, factors that influence performance are work discipline and organizational culture. Kreitner and Kinicki⁶ state that organizational culture is a form of assumption which is owned and implicitly accepted by a group of people and which governs how the group feel, think and react to the diverse environment.

⁴ Ruben, D. Restrepo., Brown Joel II., Yohanes M Hughes. 2010. *American Association for Respiratory Care Clinical Practice guideline. Endotracheal suctioning of mechanically Ventilated Patients with Artificial Airways*. p.6

⁵ Setiyawan dan Waridin. 2006. *Pengaruh Disiplin Kerja Karyawan Dan Budaya Organisasi Terhadap Kinerja Di Divisi Radiologi RSUP Dokter Kariadi Semarang*. Jurnal Ekonomi dan Bisnis. Vol. 7. p.181-198

⁶ Robert Kreitner and Angelo Kinicki. 2005. *“Perilaku Organisasi”*, Ed. 2. Jakarta: Salemba Empat. p.79

In every organization, work culture is always expected to have positive influence because it is related to the success of the organization in achieving its goals. Setiyawan and Waridin⁷ say that sometimes a good organizational culture makes an organization able to solve any problems easily and to achieve its target by relying on power of its. Organizational culture which is implemented in Pondok Pesantren Al Kholidin involves behavior management based on its principle belief and spiritual values which have become the reference in actualizing behavior and hospitality that can strengthen both image and identity of the organization.

The spiritual values of Pondok Pesantren Al Kholidin include belief, principles, and islamic values that become the fundamental of teaching and learning activities and of teacher behavior while teaching. It is believed that the values can result in any improvement that supports Pondok Pesantren Al Kholidin in achieving its vision, that is to become an institution creating students with good attitude, tauhid, and Qur'an-based life.

According to Keith Davis⁸, work discipline is a management implementation that strengthens fundamentals fully related to performance. This is in line with Malthis and Jackson⁹ stating that work discipline is strongly related to employee behavior and influences performance. Leadership of a headmaster is a motivation for self-compliance of work discipline of teachers. Discipline is only one of teacher performance characteristics and is related to percentage of attendance, rule compliance, decreased work productivity and apathy; it has no significant influence on our education system that still requires dominant presence of teachers in learning process .

In the case of Yayasan Pendidikan Pondok Pesantren AlKholidin which keeps continuously improving its teacher performance, work discipline, work motivation, and leadership style of its principal, it is found that discipline level of its teachers is low. It is reflected in the attendance record of the teachers. Table 2 shows the absence of the teachers in the last five months

Table 2. Percentage of Teacher Absence

No.	Remarks	Months					Average
		July	August	September	October	November	
1.	Effective Weekdays	18	22	12	26	26	
2.	Number of Absent Teachers	4.6%	5.21%	4.1%	7.89%	7.92%	88%

⁷ Setiyawan dan Waridin. 2006. *Pengaruh Disiplin Kerja Karyawan Dan Budaya Organisasi Terhadap Kinerja Di Divisi Radiologi RSUP Dokter Kariadi Semarang*. Jurnal Ekonomi dan Bisnis. Vol. 7. p.190

⁸ Davis, Keith dan John W. Newstrom. 2003. *Perilaku dalam Organisasi*. (translated by Agus Darma), Jakarta: Erlangga. p.129

⁹ Mathis dan Jackson. 2009. *Manajemen Sumber Daya Manusia*. Edisi 10. Jakarta: Salemba Empat. p.112

Source : Administration Data of Yayasan Pondok Pesantren Al Kholidin

Seen in Table 2, that the teachers missed workdays for less than 10% seems not to be a big problem. However, considering our education system it can lead to bad influence that is neglected students due to absent teachers. Moreover, improper behavior characteristic, either lazy or less responsible will make it worse. This inhibits learning process; resulting in nonoptimal knowledge transfer to the students.

Another factor that can improve teacher performance is work motivation. A teacher will work professionally if he or she has high self-motivation. Sometimes an employee with high motivation is found to do his or her job passionately and energetically for he or she has either certain motivation or aims; he or she is willing to work hard. This is supported by the findings of Miller and Gordon W (1967) cited in Mangkunegara¹⁰, concluding that there is a positive correlation between achievement motivation and job performance. It means that leaders, managers, and employees who have high achievement motivation will have high job performance, and vice versa.

Based on the explanation above, factors that influence teacher performance need to be examined. Therefore, this research is entitled, “The Influence of Leadership, Organizational Culture and Work Discipline on Teacher Performance Regarding Work Motivation as Intervening Variable – A Case Study of Yayasan Pendidikan Pondok Pesantren Al Kholidin”.

Considering the mentioned problems, the objective of this research is to analyze the influence of: (1) leadership on motivation, (2) organizational culture on motivation, (3) work discipline on motivation, (4) leadership, organizational culture, and work discipline on motivation simultaneously, (5) leadership on teacher performance, (6) work discipline on teacher performance, (7) motivation on teacher performance, and (8) leadership, organizational culture, and motivation on teacher performance simultaneously.

2. LITERATURE REVIEW

2.1 Teacher Performance

Kusnadi in Noor Muhammad¹¹ (2015) states that teacher performance is a movement, action, implementation, activity or action consciously directed to achieve specific goals or targets in carrying out his activities or as a responsibility toward the tasks and duties assigned to him. Rachman Natawijaya,¹² (2006) specifically defines that teacher performance is a set of real

¹⁰ Mangkunegara, Anwar Prabu, (2005), *Manajemen Sumber Daya Manusia*, Bandung : PT Remaja Rosdakarya. p.98

¹¹Noor Muhammad, *et al.* 2015. *The madrasah leadership, teacher performance an learning culture to improve quality at madrasah tsanawiyah Negeri Jakarta of south*. Vol. 5. No.2. p.129

¹²Rahman. *et al.* 2006. *Peran Strategis Kepala Sekolah dalam Meningkatkan Mutu*

behavior shown while the teacher is teaching students.

Referring to definition of teacher performance proposed by Mangkunegara¹³ (2005), the duties of a teacher include design of teaching program, selection of appropriate delivery methods and media, evaluation, follow up through enrichment and remedy.

Based on those theories, it is concluded that teacher performance refers to work ability or level of job performance of an employee as a result of doing his role based on the responsibility assigned. In this research can teacher performance be measured using some dimensions, which are: 1) quality, 2) quantity, 3) promptness, and 4) communication.

2.2 Work Motivation

Robbins¹⁴ (2007) defines motivation as the willingness to exert high levels of effort toward organizational goals, conditioned by the effort's ability to satisfy some individual need. It is essential to achieve a goal in the future that can be a motivation and effort to do better for better results. Furthermore, McShanne¹⁵ (2006) states that motivation is the forces within a person that affect his or her direction, intensity and persistence of voluntary behavior.

In Robbins (2007), theory by David McClelland known as *Three Needs Theory*, mentions three kinds of needs which are:

- 1) Need for achievement - the drive to excel, to achieve in relation to asset of standards, to strive to success;
- 2) Need for power - the desire to make others behave in a way that they would not have behaved otherwise;
- 3) Need for affiliation - the desire for friendly and close interpersonal relationship.¹⁶

Based on the theories, it is concluded that work motivation is the forces within a person that affect his or her direction, intensity and persistence of voluntary behavior to achieve the organization goal. In this research can work motivation be measured using some dimensions, which are: 1) need for achievement, 2) need for power, and 3) need for affiliation.

Pendidikan. Jatinangor: Alqaprint. p.22

¹³ Anwar Prabu Mangkunegara., 2005. *Manajemen Sumber Daya Manusia*. Bandung : PT Remaja Rosdakarya. p. 69

¹⁴ Stephen P. Robbins and Timoty A. Judge. *Organizational Behavior*. 2007. New Jersey: Pearson Interntional Education. p.192

¹⁵ Steven L. McShanne and Mary Ann Von Glinow. 2006. *Organizational Behavior*. Fourth edition. Boston: McGraw-Hill_irwin. p.134

¹⁶ *Stephen P. Robbins and Timoty A. Judge. Organizational Behavior. 2007. New Jersey: Pearson Interntional Education. p.200-201*

2.3 Leadership

Howell and Costley¹⁷ (2006) states that leadership refers to a process used by an individual to influence group members toward the achievement of group goals in which the group members view the influence as legitimate. Miftah Toha¹⁸ (2006) defines leadership as activities influencing people to achieve the goal of organization. In addition, McShane¹⁹ (2008) suggests, “Leadership is about influencing, motivating, and enabling others to contribute toward the effectiveness and success of the organizations of which they are members”.

Based on the theories, leadership is the ability of a person to motivate, drive, direct, and influence the way of thinking and working of each organization member to work independently especially in making decision. In this research can leadership be measured using some dimensions, which are: 1) ability to achieve organizational goal, 2) managerial skills, 3) intellectual skills, 4) social skills, and 5) entrepreneur skills.

2.4 Organizational Culture

In some literature, the term of corporate culture is often called as organizational culture. The definition of those two terms are the same.²⁰ According to Tampubolon in Sunyoto²¹ (2013), organizational culture is a collection of common perception of all employees as the member of organization. Furthermore, Kreitner and Kinicki²² (2005) state that organizational culture is a form of assumption which is owned and implicitly accepted by a group of people and which governs how the group feel, think and react to the diverse environment.

Wirawan²³ (2009) states that organizational culture refers to norms, values, assumptions, beliefs, philosophies, organizational behaviors and other elements of organizational culture which are developed in such a long time by its founder, leader, and members. Robbins²⁴ (2006) defines organizational culture as a system of collective meaning followed by organization members that differentiates it from other organizations. The system is a collection of key characteristics highly valued by the organization.

Based on the theories proposed by Robbins (2006), Wirawan (2009), and others, organizational culture refers to perception of values, norms, and rules followed by its members

¹⁷Jon P. Howell dan L. Costley. 2006. *Second Edition: Understanding Behaviors for Effective Leadership*. New Jersey: Pearson Education Inc, p. 4.

¹⁸Miftah Toha. 2006. *Kepemimpinan dalam Manajemen*. Jakarta: PT Raja Grafindo. p..5

¹⁹Steven L. McShane and Mary Ann Von Glinow. 2008. *Organizational Behavior: Emerging realities for the workplace revolution: 4th Edition*. New York: McGraw-Hill Companies, Inc., p. 402.

²⁰Danang Sunyoto. “*Manajemen Sumber Daya Manusia*”, Cet.2-Yogyakarta, CAPS, Yogyakarta, 2013. p.146

²¹*Ibid. hal.153*

²²Kreitner, Robert and Angelo Kinicki. 2005. “*Perilaku Organisasi*”, Ed. 2. Jakarta: Salemba Empat. p. 79

²³Wirawan. 2009. *Evaluasi Kinerja, Sumber Daya Manusia, Teori Aplikasi dan Penelitian*. Jakarta: Salemba Empat. p. 10

²⁴Stephen P Robbins. 2006 . *Perilaku Organisasi*. Ed. 12, Buku2. Jakarta: Salemba Empat. p. 256

that make the organization different from others. The dimensions used to measuring the organizational culture include 1) innovation and risk-taking, 2) attention to detail, 3) people orientation, 4) team orientation, 5) aggressiveness, and 6) stability.

2.5 Work Discipline

Simamora²⁵ (2006), in *Manajemen Sumber Daya Manusia Edisi II*, states, “Discipline is a procedure that either corrects or penalizes subordinates due to breaking the rules or procedures. Discipline is manifestation of employee self-control and organized performance revealing the seriousness level of work team in an organization”. Sondang²⁶ (2012) defines work discipline as a form of training for improving and shaping knowledge, attitude and behavior of employees so that they are willing to work cooperatively.

Rivai in Thaief²⁷ (2015) states that work discipline is a tool used by managers to communicate with employees so that they are willing to change a behavior as well as an effort to increase awareness and willingness of a person to comply with all company rules and social norms applicable.

In addition, Keith Davis in Thaief²⁸ defines discipline as management action to enforce standards organization. According to Haiman in Thaief²⁹, discipline is an orderly condition, with members of the organization who behave and look at rules of the organization as acceptable behavior. Furthermore, Fathoni³⁰ (2006) says that discipline is the awareness and willingness of a person to comply all organization rules and valid social norms.

Based on the mentioned theories, it is concluded that work discipline refers to awareness and willingness of a person to comply all rules made by the organization and valid norms. In this research is work discipline measured using some dimensions including: 1) promptness, with indicators; punctuality, efficiency, 2) working awareness, with indicators; level of attendance, task understanding, responsibility, task implementation, collaboration, and 3) rule compliance, with indicators; obedience and compliance.

3. Research Method

This research applied a survey method using quantitative approach. A survey research refers

²⁵ Henry Simamora. 2006. *Manajemen Sumber Daya Manusia*, Ed. 2. Yogyakarta: STIE YKPN. p.610

²⁶ Sondang P Siagian. 2012. *Manajemen Sumber Daya Manusia*. Jakarta : Bumi Aksara. p. 203

²⁷ Ilham Thaief, etc .2015 Effect of Training, Compensation and Work Discipline against Employee Job Performance (*Studies in the Office of PT. PLN (Persero) Service Area and Network Malang*). p. 24

²⁸ *Ibid.*

²⁹ *Ibid.* p.25

³⁰ Fathoni Abdurrahmat .2006. *Organisasi dan Manajemen Sumber Daya Manusia*. Jakarta : PT Rineka Cipta. p.172

to the description of correlation and hypothesis testing. Path analysis was employed. According to Kadir³¹ path analysis is a statistical technique used to test causal relationship between sets of variables. Riduwan and Kuncoro³² state that path analysis is employed to analyze the correlation model among variables in order to find both direct and indirect influence of independent variables (exogenous) on dependent variables (endogenous).

The design used in this research is illustrated in Figure 1, Figure 2, and Figure 3.

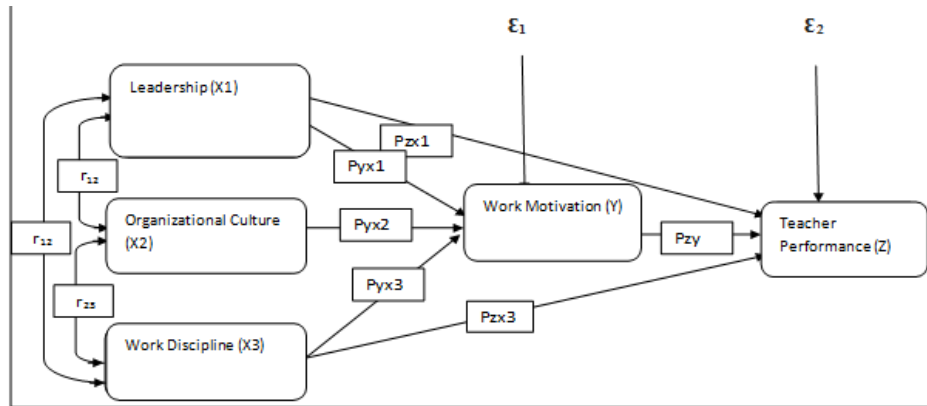


Figure 1. Path Analysis of Correlation of X1, X2, X3, and Y to Z

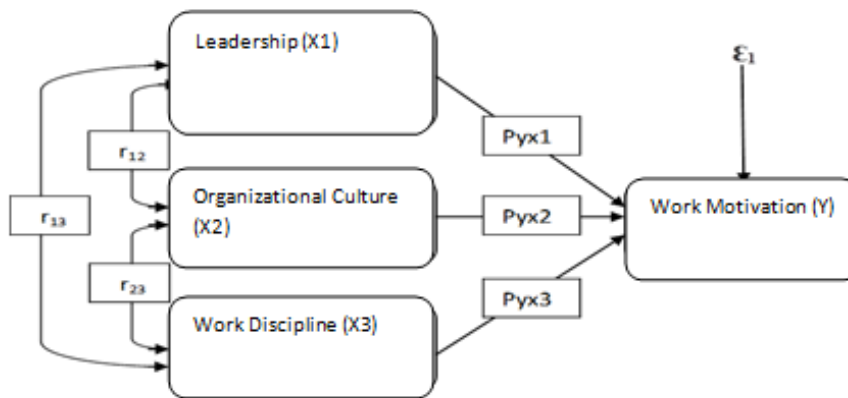


Figure 2. Sub-Structure 1. Correlation of X1, X2, and X3 to Y

³¹ Kadir. 2015. *Statistika Terapan: Konsep, Contoh dan Analisis Data dengan Program SPSS/Lisrel dalam Penelitian*. Jakarta: PT Rajagrafindo Persada, p. 239

³² Dr. Riduwan, M.B.A., dan Dr. Engkos Achmad Kuncoro, SE., MM. 2013. *Cara Menggunakan dan Memakai Path Analysis (Analisis Jalur)*. Jakarta: Alfabeta, p.2

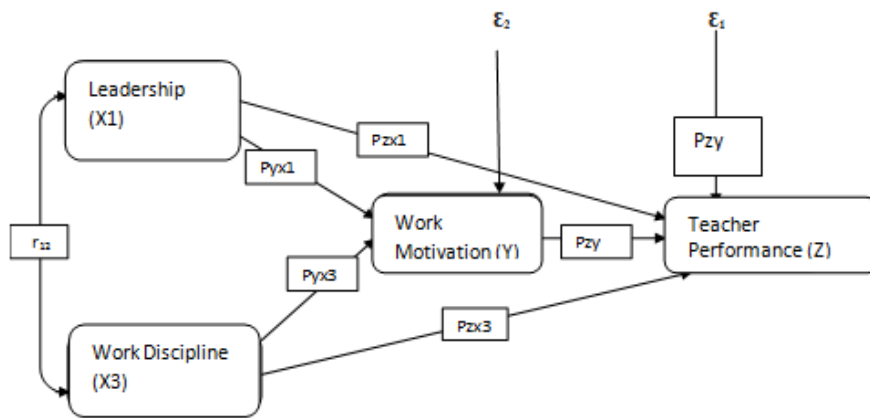


Figure 3. Sub-Structure 2. Correlation of X₁, X₂, and Y to Z

Remarks:

Y = Motivation

Z = Teacher Performance

X₁ = Compensation

X₂ = Organizational Culture

X₃ = Work Discipline

ϵ = Error

r_{12} = Correlation of X₁ and X₂

r_{13} = Correlation of X₁ and X₃

r_{23} = Correlation of X₂ and X₃

P_{yx1} = Path coefficient indicating the magnitude of direct influence of X₁ to Y

P_{yx3} = Path coefficient indicating the magnitude of direct influence of X₂ to Y

P_{zx1} = Path coefficient indicating the magnitude of direct influence of X₁ to Z

P_{zx2} = Path coefficient indicating the magnitude of direct influence of X₂ to Z

P_{zx3} = Path coefficient indicating the magnitude of direct influence of X₃ to Z

P_{zy} = Path coefficient indicating the magnitude of direct influence of Y to Z

4. Data Analysis

Test of hypothesis aims to check the validity of the research hypotheses. Test of each hypothesis is described as follows.

1. Analysis of Structural Equation Model-1

$$\text{Structural Model-1 : } Y = \rho_{yx1} X_1 + \rho_{yx2} X_2 + \rho_{yx3} X_3 + \rho_y \epsilon_1$$

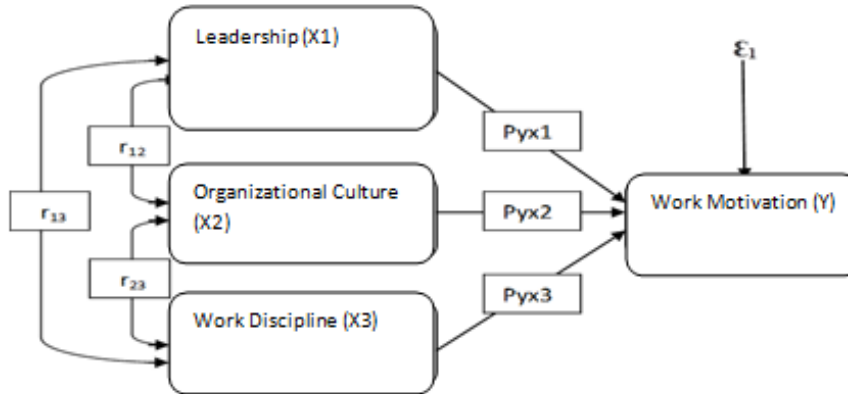


Figure 4. Structural Correlation of X₁, X₂, X₃ to Y Model-1

a. Regression Analysis

The analysis was done for both partial and simultaneous influences.

1) To find the partial influence of leadership, organizational culture, and work discipline on motivation

To find out the partial influence of leadership, organizational culture, and work discipline on motivation, t-test was applied while standardized coefficients (beta) were used for knowing the influence magnitude. The result is shown in Table 3.

Table 3. Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-4.549	6.140		-.741	.460
	Leadership	.361	.090	.448	3.988	.000
	Organizational Culture	.372	.108	.387	3.447	.001
	Work Discipline	.264	.060	.217	4.422	.000

a. Dependent Variable: Motivation

Source : Appendix 8

a) Influence of leadership on motivation

To find out whether there is correlation between leadership and motivation some steps done are:

1. Hypothesis formulation

$$H_1 : p_{yx1} > 0$$

$$H_0 : p_{yx1} = 0$$

2. T-statistic calculation

The calculation result using SPSS of table 25 shows $t_{\text{-statistic}}=3.988$.

3. T-table calculation based on the following terms:

Significance level=0.05 and Degree of Freedom (DF): $DF = n-2, 121-2=119$. $T_{\text{table}}=1.980$ was obtained.

4. Criteria determination

Criteria of hypothesis testing are:

- If $t_{\text{-statistic}} > t_{\text{-table}}$, H_0 is declined and H_1 is accepted.
- If $t_{\text{-statistic}} < t_{\text{-table}}$, H_0 is accepted and H_1 is declined.

5. Decision making

Based on the calculation results, $t_{\text{-statistic}}=3.988 > t_{\text{table}}=1.980$ indicates that H_0 is declined and H_1 is accepted. This means that there is a correlation between leadership and motivation. The magnitude of influence is 0.448 or 44.8%.

b) Influence of organizational culture on motivation

To find out whether there is correlation between organizational culture and motivation some steps done are:

1. Hypothesis formulation

$$H_1 : p_{yx2} > 0$$

$$H_0 : p_{yx2} = 0$$

2. T-statistic calculation

The calculation result using SPSS of table 25 shows $t_{\text{-statistic}}=3.447$.

3. T-table calculation based on the following terms:

Significance level=0.05 and Degree of Freedom (DF): $DF = n-2, 121-2=119$. $T_{\text{table}}=1.980$ was obtained.

4. Criteria determination

Criteria of hypothesis testing are:

- If $t_{\text{-statistic}} > t_{\text{-table}}$, H_0 is declined and H_1 is accepted.
- If $t_{\text{-statistic}} < t_{\text{-table}}$, H_0 is accepted and H_1 is declined.

5. Decision making

Based on the calculation results, $t_{\text{-statistic}}=3.477 > t_{\text{table}}=1.980$ indicates that H_0 is

declined and H_1 is accepted. This means that there is a correlation between organizational culture and motivation. The magnitude of influence is 0.387 or 38.7%.

c) Influence of work discipline on motivation

To find out whether there is correlation between work discipline and motivation some steps done are:

1. Hypothesis formulation

$$H_1 : p_{yx3} > 0$$

$$H_0 : p_{yx3} = 0$$

2. T-statistic calculation

The calculation result using SPSS of table 25 shows $t_{\text{statistic}}=4.422$.

3. T-table calculation based on the following terms:

Significance level=0.05 and Degree of Freedom (DF): $DF = n-2, 121-2=119$. $T_{\text{table}}=1.980$ was obtained.

4. Criteria determination

Criteria of hypothesis testing are:

- If $t_{\text{statistic}} > t_{\text{table}}$, H_0 is declined and H_1 is accepted.
- If $t_{\text{statistic}} < t_{\text{table}}$, H_0 is accepted and H_1 is declined.

5. Decision making

Based on the calculation results, $t_{\text{statistic}}=4.422 > t_{\text{table}}=1.980$ indicates that H_0 is declined and H_1 is accepted. This means that there is a correlation between work discipline and motivation. The magnitude of influence is 0.217 or 21.7%.

2) To find the simultaneous influence of leadership, organizational culture, and work discipline on motivation

To find out the simultaneous influence of leadership, organizational culture, and work discipline on motivation, the calculation result of model summary is shown in Table 4.

Table 4. Model Summary

Model Summary^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.848 ^a	.719	.712	2.799	.719	100.004	3	117	,000

a. Predictors: (Constant): Work Discipline, Leadership, Organizational Culture
b. Dependent Variable: Motivation

Source : Appendix 8

The result of Table 26 shows $R_{square}=0.719$ which is used to know the magnitude of simultaneous influence of leadership, organizational culture, and work discipline on motivation by calculating coefficient of determination (R^2) with the following formula.

$$R^2 = r^2 \times 100\%$$

$$R^2 = 0.719 \times 100\%$$

$$R^2 = 71.9 \%$$

The figures indicate that the simultaneous influence of leadership, organizational culture and work discipline on motivation is 71.9%; 28.1% of influence is by other factors. In other words, the variability of motivation which can be explained using leadership, organizational culture, and work discipline variable is 71.9% while 28.1% of influence is explained using other variables which are not mentioned in this model.

Table 23. ANOVA

ANOVA ^a						
Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	2351.151	3	783.717	100.004	.000 ^b
	Residual	916.916	117	7.837		
	Total	3268.066	120			
a. Dependent Variable: Motivation						
b. Predictors: (Constant), Work Discipline, Leadership, Organizational Culture						

Source : Appendix 8

The proposed hypothesis is “H8 = there is simultaneous influence of leadership, organizational culture, and work discipline on motivation”. The hypothesis is statistically formulated as follow:

$$H_1 : p_{yx1} = p_{yx2} = p_{yx3} \neq 0$$

$$H_0 : p_{yx1} = p_{yx2} = p_{yx3} = 0$$

Test of hypotheses was done by comparing the value of significance level (sig) of the research with significance level= 0.05.

Criteria of hypothesis testing are:

- If sig < 0.05, H₀ is declined and H₁ is accepted.

- If sig > 0.05, H₀ is accepted and H₁ is declined.

The calculation result of table 27 shows sig=0.000<0.05 indicating that H₀ is declined and H₁ is accepted. This means that there is simultaneous influence of leadership, organizational culture, and work discipline on motivation.

2. Analysis of Structural Equation Model-2

Structural Model-2 : $Z = \rho_{zx1} X_1 + \rho_{zx3} X_3 + \rho_{zy} Y + \rho_z \epsilon_2$

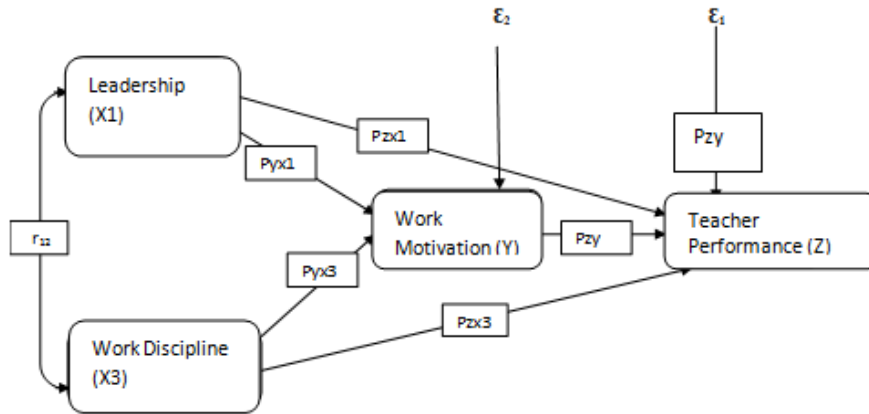


Figure 5. Structural Correlation of X₁, X₂, and Y to Z Model-2

a. Regression Analysis

The analysis was done for both partial and simultaneous influences.

1) To find the partial influence of leadership, work discipline, and motivation on teacher performance

To find out the partial influence of leadership, work discipline, and motivation on teacher performance, t-test was applied while standardized coefficients (beta) were used for knowing the influence magnitude. The result is shown in Table 5.

Table 5. Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-9.801	10.069		-.973	.332
	Leadership	.417	.113	.416	3.697	.000

	Work Discipline	.265	.105	.175	2.520	.013
	Motivation	.365	.144	.293	2.529	.013
a. Dependent Variable: Teacher Performance						

Source : Appendix 8

a) Influence of leadership on teacher performance

To find out whether there is correlation between leadership and teacher performance some steps done are:

1. Hypothesis formulation

$$H_1 : p_{zx1} > 0$$

$$H_0 : p_{zx1} = 0$$

2. T-statistic calculation

The calculation result using SPSS of table 22 shows $t_{\text{-statistic}}=3.697$.

3. T-table calculation based on the following terms:

Significance level=0.05 and Degree of Freedom (DF): $DF = n-2, 121-2=119$. $T_{\text{-table}}=1.980$ was obtained.

4. Criteria determination

Criteria of hypothesis testing are:

- If $t_{\text{-statistic}} > t_{\text{-table}}$, H_0 is declined and H_1 is accepted.
- If $t_{\text{-statistic}} < t_{\text{-table}}$, H_0 is accepted and H_1 is declined.

5. Decision making

Based on the calculation results, $t_{\text{-statistic}}=3.697 > t_{\text{-table}}=1.980$ indicates that H_0 is declined and H_1 is accepted. This means that there is a correlation between leadership and teacher performance. The magnitude of influence is 0.416 or 41.6%.

b) Influence of work discipline on teacher performance

To find out whether there is correlation between work discipline and teacher performance some steps done are:

1. Hypothesis formulation

$$H_1 : p_{zx3} > 0$$

$$H_0 : p_{zx3} = 0$$

2. T-statistic calculation

The calculation result using SPSS of table 22 shows $t_{\text{-statistic}}=2.520$.

3. T-table calculation based on the following terms:

Significance level=0.05 and Degree of Freedom (DF): $DF = n-2, 121-2=119$. $T_{\text{-table}}=1.980$ was obtained.

4. Criteria determination

Criteria of hypothesis testing are:

- If $t_{\text{statistic}} > t_{\text{table}}$, H_0 is declined and H_1 is accepted.
- If $t_{\text{statistic}} < t_{\text{table}}$, H_0 is accepted and H_1 is declined.

5. Decision making

Based on the calculation results, $t_{\text{statistic}}=2.520 > t_{\text{table}}=1.980$ indicates that H_0 is declined and H_1 is accepted. This means that there is a correlation between work discipline and teacher performance. The magnitude of influence is 0.175 or 17.5%.

c) Influence of motivation on teacher performance

To find out whether there is correlation between motivation and teacher performance some steps done are:

1. Hypothesis formulation

$$H_1 : p_{zy} > 0$$

$$H_0 : p_{zy} = 0$$

2. T-statistic calculation

The calculation result using SPSS of table 22 shows $t_{\text{statistic}}=2.529$.

3. T-table calculation based on the following terms:

Significance level=0.05 and Degree of Freedom (DF): $DF = n-2, 121-2=119$. $T_{\text{table}}=1.980$ was obtained.

4. Criteria determination

Criteria of hypothesis testing are:

- If $t_{\text{statistic}} > t_{\text{table}}$, H_0 is declined and H_1 is accepted.
- If $t_{\text{statistic}} < t_{\text{table}}$, H_0 is accepted and H_1 is declined.

5. Decision making

Based on the calculation results, $t_{\text{statistic}}=2.529 > t_{\text{table}}=1.980$ indicates that H_0 is declined and H_1 is accepted. This means that there is a correlation between motivation and teacher performance. The magnitude of influence is 0.293 or 29.3%.

2) To find the simultaneous influence of leadership, work discipline, and motivation on teacher performance

To find out the simultaneous influence of leadership, work discipline, and motivation on teacher performance, the calculation result of model summary is shown in Table 6.

Table 6. Model Summary

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	.717 ^a	.514	.501	4.581	.514	41.198	3	117	.000
a. Predictors: (Constant), Motivation, Work Discipline, Leadership									
b. Dependent Variable: Teacher Performance									

Source: Appendix 8

The result of Table 20 shows $R_{\text{square}}=0.514$ which is used to know the magnitude of simultaneous influence of leadership, work discipline, and motivation on teacher performance by calculating coefficient of determination (R^2) with the following formula.

$$R^2 = r^2 \times 100\%$$

$$R^2 = 0.514 \times 100\%$$

$$R^2 = 51.4 \%$$

The figures indicate that the simultaneous influence of leadership, work discipline, and motivation on teacher performance is 51.4%; 48.6% of influence is by other factors. In other words, the variability of teacher performance which can be explained using leadership, work discipline, and motivation variable is 51.4% while 48.6% of influence is explained using other variables which are not mentioned in this model.

Table 7. ANOVA

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2594.218	3	864.739	41.198	.000 ^b
	Residual	2455.782	117	20.990		
	Total	5050.000	120			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Motivation, Work Discipline, Leadership						

Source : Appendix 8

The proposed hypothesis is “H4 = there is simultaneous influence of leadership, work discipline, and motivation on teacher performance”. The hypothesis is statistically formulated as follow:

$$H_1 : p_{zx1} = p_{zx3} = p_{zy} \neq 0$$

$$H_0 : p_{zx1} = p_{zx3} = p_{zy} = 0$$

Test of hypotheses was done by comparing the value of significance level (sig) of the research with significance level= 0.05.

Criteria of hypothesis testing are:

- If sig < 0.05, H₀ is declined and H₁ is accepted.
- If sig > 0.05, H₀ is accepted and H₁ is declined.

The calculation result of table 24 shows sig=0.000<0.05 indicating that H₀ is declined and H₁ is accepted. This means that there is simultaneous influence of leadership, work discipline, and motivation on teacher performance.

Path Diagram

The framework of empirical causal relations of X₁, X₂, and X₃ to Y can be designed using structural Model-1 as follow:

$$\text{Structural Model-1 : } Y = \rho_{yx1} X_1 + \rho_{yx2} X_2 + \rho_{yx3} X_3 + \rho_y \epsilon_1$$

$$Y = 0.448 X_1 + 0.387 X_2 + 0.217 X_3 + 0.577 \epsilon_1$$

The value of R² (R_{square})_{y.x1.x2.x3} is shown in Table 26. To know the value of ρ_y ε₁ (residuals), the formula used is:

$$\text{Formula : } \rho_y \epsilon_1 = 1 - R^2_{yx1x2x3} = 1 - 0.719 = 0.281$$

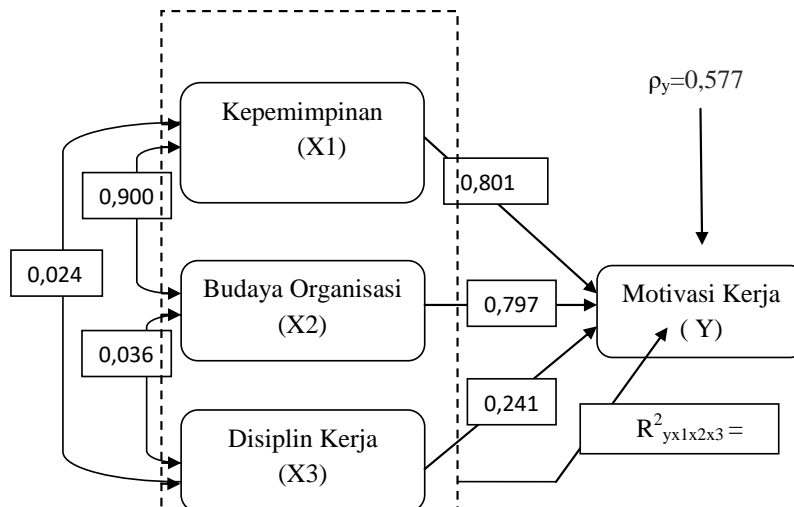


Figure 12. Path Diagram of Empirical Causal Relations of X₁, X₂, and X₃ to Y

The framework of empirical causal relations of X₁, X₃, and Y to Z can be designed using

structural Model-2 as follow:

Structural Model-2: $Z = \rho_{zx1} X_1 + \rho_{zx3} X_3 + \rho_{zy} Y + \rho_z \epsilon_2$

$Z = 0.416 X_1 + 0.175 X_3 + 0.293 Y + 0.486\epsilon_2$

The value of R^2 (R_{square}) $z.y.x1.x3$ is shown in Table 23. To know the value of $\rho_z \epsilon_2$ (residuals), the formula used is:

Formula : $\rho_z \epsilon_2 = 1 - R^2_{zyx1x3} = 1 - 0.514 = 0.486$

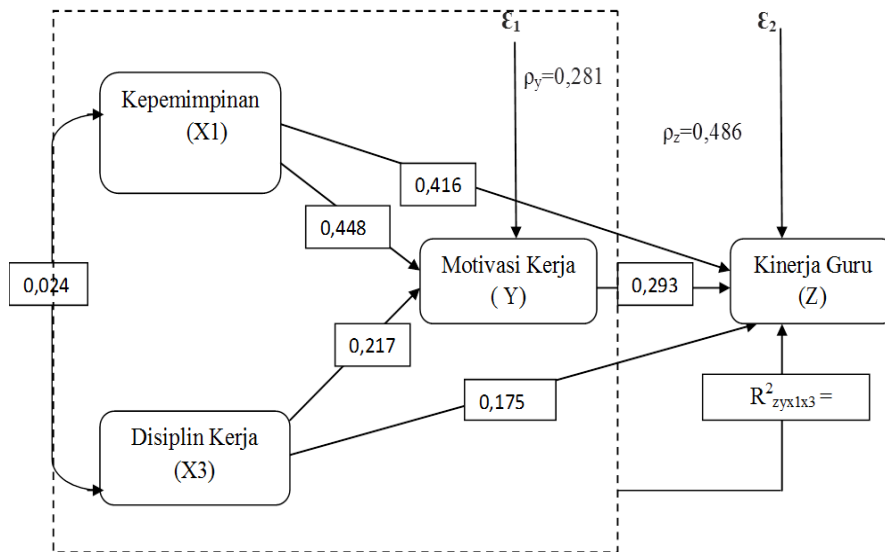


Figure 13. Path Diagram of Empirical Causal Relations of X₁, X₃, and Y

Path Analysis

Based on the analysis results of structural Model-1 and Model-2, the generated objective information is:

a. Result of Model-1

- 1) The magnitude of direct influence of leadership (X₁) on motivation (Y) is $0.801^2 = 0.641$ or 64.1%.
- 2) The magnitude of direct influence of organizational culture (X₂) on motivation (Y) is $0.797^2 = 0.635$ or 63.5%.
- 3) The magnitude of direct influence of work discipline (X₃) on motivation (Y) is $0.241^2 = 0.058$ or 5.8%.
- 4) The simultaneous direct influence of leadership, organizational culture and work discipline on motivation is $R^2=0.719=71.9\%$; 28.1% of influence is by other factors which are not explained in the research.

b. Result of Model-2

- 1) Both direct and indirect influence (through Y) and influence of leadership (X_1), work discipline (X_3), and motivation (Y) on teacher performance (Z) is explained as follows:
 - a) The magnitude of direct influence of X_1 to Z is 0.416.
The indirect influence of X_1 to Z (through Y) is:
 $0.416 + (0.448 \times 0.293) = 0.416 + 0.131 = 0.547$
 - b) The magnitude of direct influence of X_3 to Z is 0.175.
The indirect influence of X_3 to Z (through Y) is:
 $0.175 + (0.217 \times 0.293) = 0.175 + 0.063 = 0.238$
- 2) The magnitude of direct influence of leadership (X_1) on teacher performance (Z) is $0.416^2 = 0.173$ or 17.3%.
- 3) The magnitude of direct influence of work discipline (X_3) on teacher performance (Z) is $0.175^2 = 0.030$ or 3%.
- 4) The magnitude of direct influence of motivation (Y) on teacher performance (Z) is $0.293^2 = 0.085$ or 8.5%.
- 5) The simultaneous direct influence of leadership (X_1), work discipline (X_3) and motivation (Y) on teacher performance (Z) is $R^2 = 0.514 = 51.4\%$; 48.6% of influence is by other factors which are not explained in the research.

5. Conclusion, Implication, and Recommendation

In accordance with the results of hypothesis test and research analysis, the following is synthetic and systematic conclusion, implication, and recommendation. The general conclusion is used as a reference for further research.

5.1 Conclusion

The results of hypothesis test reveals that the eight alternative hypotheses (H_1) proposed in the research are accepted while the null hypotheses (H_0) is declined. It means that there is influence of: (1) leadership on motivation, (2) organizational culture on motivation, (3) work discipline on motivation, (4) leadership, organizational culture, and work discipline on motivation simultaneously, (5) leadership on teacher performance, (6) work discipline on teacher performance, (7) motivation on teacher performance, and (8) leadership, organizational culture, and motivation on teacher performance simultaneously. Regarding this, the research conclusion involves:

- 1) There is a positive direct influence of leadership on the performance of teachers of Yayasan Pendidikan Pondok Pesantren Al Kholidin. It indicates that the high leadership of its principal improves the teacher performance. If the leadership is low, the teacher performance decreases. Therefore, leadership is an essential variable which needs high attention for improving teacher performance.

- 2) There is a positive direct influence of work discipline on the performance of teachers of Yayasan Pendidikan Pondok Pesantren Al Kholidin. This means that the higher work discipline, the higher teacher performance, and vice versa. Therefore, work discipline is also an essential variable which needs high attention for improving teacher performance.
- 3) There is a positive direct influence of work motivation on the performance of teachers of Yayasan Pendidikan Pondok Pesantren Al Kholidin. This means that higher work motivation leads to higher teacher performance; the lower work motivation, the lower teacher performance. As a result, work motivation also becomes an essential variable which needs high attention for improving teacher performance.
- 4) Leadership, work discipline, and work motivation simultaneously and positively influence the performance of teachers of Yayasan Pendidikan Pondok Pesantren Al Kholidin. This indicates that high leadership, work discipline, and work motivation can simultaneously improve teacher performance. As a result, the variables are essential and require high attention for improving teacher performance.
- 5) There is a positive direct influence of leadership on motivation of teachers of Yayasan Pendidikan Pondok Pesantren Al Kholidin. It indicates that the high leadership of its principal improves the motivation of teachers. If the leadership is low, the motivation decreases. Therefore, leadership is an essential variable which needs high attention for improving motivation.
- 6) There is a positive direct influence of organizational culture on motivation of teachers of Yayasan Pendidikan Pondok Pesantren Al Kholidin. This means that the higher organizational culture, the higher motivation of the teachers, and vice versa. Therefore, organizational culture is also an essential variable which needs high attention for improving motivation of teachers.
- 7) There is a positive direct influence of work discipline on the motivation of teachers of Yayasan Pendidikan Pondok Pesantren Al Kholidin. This means that higher work discipline leads to higher motivation; the lower work discipline, the lower motivation. As a result, work discipline also becomes an essential variable which needs high attention for improving motivation of teachers.
- 8) Leadership, organizational culture, and work discipline simultaneously and positively influence the motivation of teachers of Yayasan Pendidikan Pondok Pesantren Al Kholidin. This indicates that high leadership, organizational culture, and work discipline can simultaneously improve the motivation of teachers. Therefore, the variables are essential and require high attention for improving motivation of teachers.

5.1 Implication

Based on the research conclusion, this research gives emphasis to:

1. Efforts for improving teacher performance through leadership

The research results reveal that leadership directly and positively influences teacher performance. The success of a school lies on the efficient and effective headmaster. As a leader, a headmaster is a role requiring strong leadership quality. If the headmaster has great leadership, teachers will be able to do their task well so that their performance improves.

Some efforts that can be implemented to improve the leadership quality of a headmaster are: a) improvement of directing and persuasion skills by studying individual characteristics for knowing influential communication skills, b) formulation of vision and mission and duty accomplishment for achieving the vision and mission, and c) improvement of creativity and innovation in both decision and policy making.

2. Efforts fo improving teacher performance through work discipline

The positive direct influence of work discipline on teacher performance results in the need for improving work discipline. Some efforts that can be implemented are: a) improvement of awareness of team work system for finishing tasks more easily and faster, and b) improvement of attendance record system such as the use of fingerprint scanner so that the teachers will be on time.

3. Efforts for improving teacher performance through motivation

The positive direct influence of motivation on teacher performance results in the need for motivation improvement. For this, some efforts that can be implemented are: a) encouraging teachers to improve their performance by giving them opportunity to innovate and do their task creatively, b) giving acknowledgement and appreciation to teachers who do their jobs successfully, c) giving opportunity and trust to teachers to get more achievements, d) giving comprehensive explanation of vision and mission of the school, and e) creating comfortable school environment for good relationship among colleagues.

4. Efforts for improving motivation through organizational culture

The positive direct influence of organizational culture on motivation leads to the need for organizational culture improvement. Some efforts that can be implemented are: a) leaving old perception toward job performance; teachers need to be sensitive and reactive toward any tasks assigned, and b) creating good work environemnt so that successful teaching and learning activities can be achieved.

5.3 Recommendation

In accordance with the conclusion and implication of the research, some recommendations given are the following:

1. For teachers

- a. The teachers should apply various teaching methods. For example, the teachers can use internet network and electronic media such as computer, and can do outside classroom

activities for promoting new learning environment and making the students more interested in learning.

- b. The teachers should continuously improve their knowledge and competence by pursuing higher degree of education level or by joining teachers' training.
 - c. The teachers should submit the student report on schedule. Punishment should be given for any late submission.
 - d. Teachers should do any tasks assigned to them and contribute any ideas to their principal for performing his duties.
2. For the principal
- a. As a leader, the principal of the school should give the same opportunities to all teachers to innovate and work for improving their performance.
 - b. The principal should consider any factors that can motivate the teachers. The factors, for example, include comfortable work environment, compensation, good relationship between leader and subordinates; these can improve the work spirit and passion resulting in high work productivity.
 - c. As a leader, the principal should do more efforts to achieve the vision and mission of the school. This can be done by implementing his leadership function in motivating, encouraging, directing, influencing, and evaluating his subordinates so that a good cooperation with the teachers can be generated.
 - d. The principal should give appreciation in the form of bonus and job promotion to teachers who have good performance, provide coaching through trainings and seminars to improve teachers' knowledge, and give evaluation to teachers so their performance can be noticed.
3. Other researchers
- Considering some limitations of this research, it is expected that other researchers do further investigation using larger areas, more samples, and more complexed research design applying experimental method, evaluation and others with more variables; more optimal results that can generalized in larger areas will be obtained.

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