Influence of Work Motivation, Leadership and Organizational Culture Principal of the Teacher Performance in Vocational School (SMK) Muhammadiyah, Rembang City, Central Java Province, Indonesia

M. Nur Hasan*
Universitas Islam Negeri Walisongo, Political Science Department,
Jl. Walisongo no. 3-5, Semarang 50125 Central Java, Indonesia

Abstract
The improvement of educational quality determined by human resources who involve in the educational process such as teacher. There are many factors that can increase teachers' work performance. One of them is the leadership of school principal. A work performance or a culture in one organization is created through school principal leadership. The study aimed to investigate the relation between work motivation, school principal leadership, organizational culture, and teachers' work performance at Vocational School (Sekolah Menengah Kejuruan/SMK) Muhammadyah, Rembang, Central Java Province, Indonesia. There were 47 teachers selected as sample of this study.Based on the results of the F test that work motivation, school principal leadership, and organizational culture affect the performance of teachers. Regression analysis results showed that the factor of work motivation, school leadership and organizational culture were studied accounted for 47% of the performance of teachers. The other factors that affect the performance of teachers by 53% that need to be investigated further, and have not been included in this study.
Keywords: Teacher, School principal, Work performance, Leadership, Organizational culture.

1. Introduction

The improvement of educational quality is determined by the readiness of human resources that is involved in the educational process. Teachers are one of the components in teaching and learning process that contributes to the creation of potential human resources. Therefore, they should be able to conduct the lesson well. However, teaching is one of teachers' competencies. Every teacher should be able to teach professionally. This is not an easy task for them as they are dealing with a group of students who still need a guidance and self-development.

Basically, one's activity is driven by motivation. Hasibuan (2003:103) states that work motivation is one of factors that determine individual's performance. Teachers' work performance is a process undertaken to change teachers' behavior so that it can be used to achieve the set objective. It influences the successful of education. Therefore, it always becomes the core of attention as it is one of determining factors to improve students' learning achievement as well as education quality. In response to this, every school principal attempts to motivate the teachers to increase their work performance as education facilitator. By doing this, it is expected that the school objective can be achieved. According to Mangkunegara (2005:67), work performance is the work result that is achieved by employees in performing their duties that are in line with the given responsibility. The quality and quantity of teachers' work performance in conducting the task will create competitive learning situation. As a consequence, the learning outcomes will be aligned with the expectation.

There are so many factors that can increase teachers' work performance. One of them is the leadership of school principal. Leadership has strong relation to the work performance. Besides, it has significant influence to the organization. Robbin (2006:163) believes that leadership is the ability to influence a group of people to achieve a goal. In other words, school principal leadership is the ability to manage school in order to achieve its vision and objective.

Optimal management in arranging various school programs is conducted by the teachers as subordinates. As the motor, school principal should have an initiative to make a rule that should be obeyed in school. He also should formulate strategies to achieve the school vision and objective, motivate the teachers, apply effective learning system, think of the future strategies to develop school, and create a comfortable work condition.

A work performance or a culture in one organization is created through school principal leadership that contributes to teachers' work performance. Culture in organization is defined as a set of value that controls interaction of the members in an organization. Healthfield (2006:76) mentions that school organizational culture is formed by life experience, belief, assumption, attitude, and behavior that are internalized. Good organizational culture can be built from mutual respect, cherish, maintained attitude and behavior among its members or superiors to subordinate. The comfort perceived by the teachers can increase their motivation, commitment, and loyalty in performing the task. This becomes an important asset for teachers' working quality.

2. Literature Review
2.1 Teachers' Work Performance
Fatah (2004: 61) states that performance is a way to gain achievement; organization performance is closely related to the effort done by an organization to achieve the expected goals. From this statement, it can be concluded that work performance is individual or group readiness to do an activity and conduct it according to their responsibilities. Teachers' work performance refers to their duties at school, which are teaching. Mangkuprawira (2007:150) explains that performance is a result or individual's successful level in performing their duties. This result is compared with various possibilities, such as work result, determined strategies or objectives that have been previously settled. This indicates that performance is a work result or work achievement done by teachers based on their ability to manage the learning and teaching activity. Besides, it is a set of factors that influence work performance achievement (Damayanti, 2004: 177-178). Regarding this, Mangkunegara (2006:13) mentions two factors: ability and motivation. Ability deals with intelligence and reality: knowledge and skill. Meanwhile, motivation deals with teachers' or principals' attitude toward situation in their organization. Their positive attitude, in this case, will show their high motivation. On the other hand, their negative attitude shows their low motivation.

Work performance in the above case refers to the relation, facilities, condition, policies, leaders' working pattern, and situation. There are two factors of work performance (Mangkunegara, 2006:15): internal and external factors. Internal factor is related to individual's characteristic, while external factor is factors that influence individual's performance. Teachers with good work performance coming from internal factors will have positive feeling toward their duties compared to those who relates their performance with external factors, such as good destiny, easy task, and good economic.

Teachers' work performance can be measured through six characteristics (Baernadin in Robbin, 2006:260): 1) Quality. According to Wungu and Brotoharsojo (2003:57), quality is a form of measurement unit that is dealt with the quality of work result. It, they add, is stated in numbers or size that can be paired with number. Wilson and Heyel (1987:101) mention that work result shows the extent to which the quality of an employee in performing his task including accuracy, completeness, and neatness. Meanwhile, Snyder and Lopez (2002:65) describe various aspects of work performance: working quantity, working quality, working knowledge, delivered opinion, decision, job planning, and job organization area. 2) Quantity. It is the amount of task that can be done in certain period of time (Hamid and Sentika, 2004:55). The more tasks that can be done by an individual, the better his work performance are. In addition, Mangkunegara (2004:67) asserts that work performance is a quality achieved by an employee in carrying out the given duties and responsibilities. Work performance represents how well individual can meet the job demand in term of quality and quantity. 3) Timeliness. It refers to the accomplishment of the charged job according to the set time. There are various things that should be considered in work performance. One of them is timeliness, the appropriateness of the time that has been planned. 4) Effectiveness. It is the use organization resources, such as power, money, technology, and other raw materials, that are maximized to increase the result from each unit. It is a measure that states the extent to which the objective (quality, quantity, and time) has been achieved. Siagian (2002:45) asserts that work effectiveness is related to the job accomplishment according to the set time. This means that job implementation depend on the completion of the task, how to do it, and cost to do that task. Mangkunegara (2006:67) attempts to relate effectiveness to individual's work performance to carry his task in accordance with the given responsibility. 5) Independence. Kartono (2003:23) defines independence as self-standing. This statement is supported by Sumahamijaya (2001:26) who describe independence as not to depend on other until the limit of individual's ability, being able to be responsible for the action done, and being able to avoid negative behavior. Independence is the teachers' ability to do their function without receiving help or guidance from other. Teachers' independence, however, can increase working quality. 6) Work commitment. Commitment is an important factor that can be used as a control on job responsibilities. It is based on a belief that it has an impact not only for teachers, but also for whole society. The higher commitment had by the teachers, the higher their working achievement is. Working commitment and satisfaction, however, is variable that interrelated one and another. It also influences the teachers' work performance.

2.2 Work Motivation
Motivation can be defined as strengths that lead individual to do a certain behavior. Stevenson (2003:187) describes motivation as verbal, physical, and psychological matters that cause someone to do something as a response. In addition, Hasibuan (2003:219) defines motivation as driving force that creates working excitement in order to make individual to be able to corporate, work effectively and integratively; and thus satisfaction can be achieved. Meanwhile, Abraham Maslow (in Rivai, 2005:456) explains five individual's needs: physiological, security, social, award, and self-actualization. He adds that the high level of motivation (self-actualization) can be gained if the other four aspects of motivation is priory achieved.

2.3 Factors Influencing Work Performance

Herzberg in Siagian (2005:76) mentions several factors influencing individual's behavior in doing his job. Those are: achievement, recognition of work and responsibilities, chance to develop, money, work condition, the relation with subordinates and administration. This is supported by Rustandi cited in Kadarwati (2004:16) who states several factors to increase work motivation, such as working achievement, working recognition, employee development.

There are various motivations that can influence individual's work performance. Those are: 1) Positive motivation. It can be occurred when a manager gives a reward to those who are doing well. Through this action, the work performance of an employee will increase. 2) Negative motivation. It is happened when a manager give punishment to those who are doing less. In this case, the employee's work performance might increase due to that punishment. However, this kind of motivation is not good for a long term. 3) Motivation appearing from the employees when they do their job. If the needs of physiologies, security, achievement and self-actualization have been achieved, it can increase employees' motivation to work. Individual's ability, however, has an impact to work motivation. 4) Motivation from outside is a motivation that comes up from outside organization or employees themselves. It is usually deals with salary, incentives, leadership, training, and communication.

2.4 Principal Leadership

Hasibuan (2007:79) states that leadership has an impact on performance. Leadership, in this case, refers to a way a leader influencing subordinate behavior to corporate and work productively so that organization goal can be achieved. Leadership is individual's ability to influence the other people to do what he is unwilling to do. In other words, it is individual's action to order the other's person (Heidjarachman, 1996:127). This is supported by Robbin (2006) who describe leadership as the ability to influence a group of people to gain a goal. From the above explanation, it can be seen that leadership deals with influencing process in determining organizational goals, motivating employee behavior to gain a goal, and repairing a group and its culture. Leadership can be measured into five criteria: a) how to give a warning; b) how to give an order; c) how to coordinate; d) the appropriateness between order and condition; e) a leader's openness in receiving suggestion.

2.5 Organization Culture

According to Schein in Moeljono (2003), culture is a view or basic assumption pattern that is owned by group of people when dealing with external or internal problems. Koesmono (2005:167) mentions that culture is various interactions and characteristic of habits that influence a group of people. Regarding organization culture, Robbin (2001) defines it as an understanding system that is hold by members of an organization. Djokosantoso (2003:17-18) defines organizational culture or management culture, known as work culture, as dominant values that is internalized in an organization and is used as work philosophy by employee. Meanwhile, Mangkunegara (2005) believes that organization culture is a set of assumption or belief system, values, and norms that are developed in organization, and it is used as guidance for employees to solve external adaptation and internal integration. Based from the above definitions, it can be summed up that organization culture contains what might be done or guidance used to run the activities in organization. Concerning this, Koesmono (2005:168) explains five criteria that can be used to measure organization culture. Those are: a) sense of caring; b) environment cleanliness; c) good working behavior; d) mutual assistance; and e) conducive work atmosphere.

3. Relation Between Variables

3.1 Relation between Work Motivation and Performance

Having a high work performance is desire of every individual. In educational institution, teachers' work performance is very needed to push them to be better. Teachers who have high work motivation will have a high work performance because they have the awareness of the importance of achieving a success in work. In other words, they have a spirit to gain a success. This spirit indirectly will push them to do work properly in order to achieve what is already aspired.

3.2 Relation between Leadership and Work Performance.

Leader has important role in an organization. It determines the goals of organization, gives a guidance, creates conducive work condition that support the implementation of overall management. The success of organization in educational institution mainly depends on the ability of school principal to construct conducive working climate for the teacher to use various resources that are available in institution. School principal, in this case, plays a key role in increasing teachers' work performance. To motivate his subordinates, in this case, he needs to identify the teachers' targets in order to help them to achieve those determined targets.
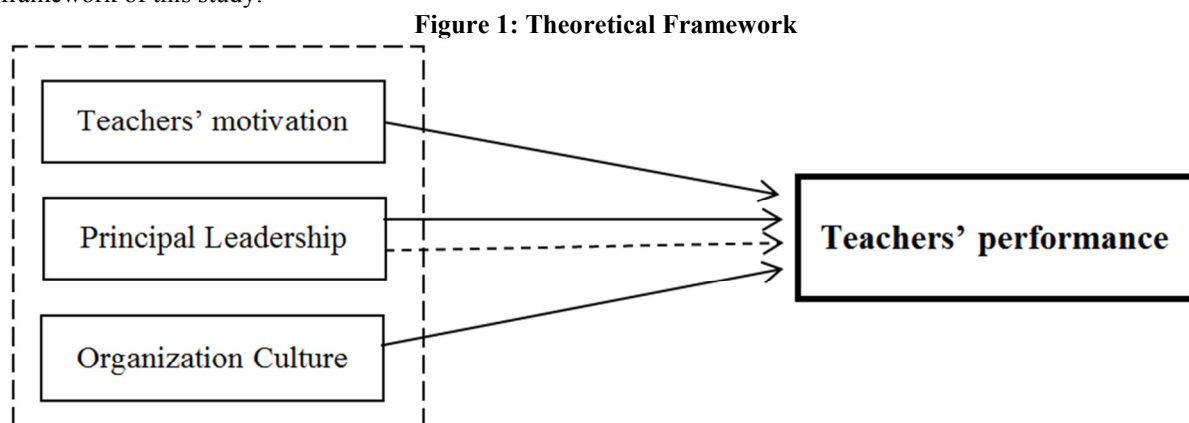
3.3 The Relation between Organization Culture and Work Performance

According to Gordon that the success of an institution depends on the its ability to create particular organization

culture as a part of strategic plans (Sudarmadi, 2007). Relating to this, Moeljono (2003) mentions that the relation between culture organization and teachers' work performance can be occurred if the factors that determine quality in organization culture get better. In addition, Masrukin and Waridin (2006) state that conducive organization culture will influence employees' performance. It, however, controls employees' behavior and attitude while doing activities of organization. It also cannot be separated from an individual or in a group. Organization culture oriented to high performance will stimulate good work performance. This implies that the effort to instill cultural values in professional working culture will create better teachers' work performance.

4. Theoretical Framework

Theoretical framework is intended to provide a brief overview of basic framework of this study, which is schematic description of relation between independent variable and dependent variable. The analysis of relation between variables conducted in this study is aimed to investigate the relation between work motivation, principal leadership, culture organization, and teachers' work performance. The following diagram describes theoretical framework of this study:

Figure 1: Theoretical Framework

Note:
⟶ : Partial relation (Individual)
- - - - ⟶ : Stimulant Relation (Collective)

5. Research Methodology

Population, Sample, and Sampling

Population is a generalization consisting of object or subject that has certain quality or characteristic. It is determined by the researcher to be learnt and then be inferred (Sugiyono, 2005). The population of this study was all teachers at Vocational School (SMK) of Muhammadiyah, Rembang City, Central Java Province. There were 47 teachers selected as population. This population was a sample of this study.

Regarding the method, this study used quantitative method by which the data was directly measured (Hadi, 2002). According to Suryabrata (2005), in quantitative method, the data is directly gained by the researcher from the respondents or subject of the study.

Meanwhile, to collect the data needed, this study used questionnaire that was distributed to the teachers at SMK Muhammadyah, Rembang. The question on questionnaire consisted of investigated variables, such as work motivation, school principal leadership, organization culture, and teachers' work performance.

The source of data was directly gained from the investigated subject, such as from teachers' information, school data, and various literatures that were relevant to the discussion of this study.

Definition of Operational Variables

1. Teachers' work performance. In this study, teachers' work performance deals with the work result that is done by the teachers, and refers to the determined guidance. It is measured by using the questionnaire adapted from Neal (Mangkunegara, 2006) with the following indicators: a) accuracy; b) achievement; c) administration; d) analytical; e) communication; f) competence; g) corporation; h) creativity; i) decision making; j) delegation; k) reliable; l) improvisation; m) initiative; and n) interpersonal skill.
2. Work motivation. It is force in individual or employee to work diligently according to the goals of educational institution. The indicators of work motivation are: 1) performing a good job; b) never complaining at work; c) conducting a job with responsibilities; and d) work to seek a reward (money).
3. School principal leadership. Leadership is a process of moving, influencing, and guiding other people to

achieve the organization goals. The indicators of leadership are: a) directive leadership; b) religious leadership; c) supportive leadership; d) participative leadership; e) good-relation leadership; f) achievement oriented; g) moderate leadership with tight controlling.

4. Organization culture. It is a set of assumption or belief systems, values, norms that are developed in organization and it becomes guidance for members to solve external adaptation and internal integration. Based on this definition, it can be concluded that organization culture contains what might be done as guidance used to carry out the activities in organization.

Data Collection Techniques

As previously stated, in this study, the data was collected by using questionnaire related to the implementation of religious education at school. The scale of the questionnaire was constructed by the researcher. Meanwhile, the questionnaire was developed by using Likert-Scale.

Besides, documentation and interview were also used to collect the data needed for this study. The documentation related to the information of students, such as students identity. The student's information, in this case, was gained through the facts in the form of letter, diary, photo, meeting report, souvenirs, and daily journal, etc. Faisal (Rachmatul, 2013) states that data in the form of documentation can be used to gain past information. Meanwhile, interview was used to investigate the obstacles experienced in school.

1. Validity

Validity test is used to measure the validity of questionnaire. A questionnaire was said to be valid when its questions were able to reveal something that would be measured. To check the validity of questionnaires used, this study employed Pearson Correlation for each tested instruments on the questionnaire. Significance test was also done to compare r count with r table for df = n-2. If the value of r count is more than (>) r table, the question was considered to be valid (Ghozali, 2006:85).

2. Reliability

Reliability test was a tool to measure the reliability of questionnaire, which was the indicator of variables. A questionnaire was said to be reliable if the answer was consistent or stable from time to time by using the same gauge. The test was done by counting croncach's alpha from each instrument in a variable. The used instrument in a variable was considered reliable if the value of cronbach's alpha is more than 0.60 (Ghozali, 2006:82).

Hypothesis

Suryabrata (2005:21) states that hypothesis is an answer to the problem of research that has the most likely or the highest level of truth. The hypothesis of this study is: there is a relation between work motivation, principal leadership, organization, and teachers' work performance whether it is partially or collectively.

6. Result and Discussion

The study was conducted at SMK Muhammadyah, Rembang City, Central Java Province. It aimed to investigate the relation between work motivation, school principal leadership, organizational culture, and teachers' work performance.

The data was collected from March to June 2014. This study was assisted by two informants to distribute the questionnaire. The questionnaire dealt with work motivation, school principal leadership, organization culture, and teachers' work performance. Questionnaire was then categorized in data tabulation and analyzed descriptively such in the table below:

Meanwhile, general description of respondents (gender, age, education level, and length of work) is given in the following table 1:

Table 1. Respondent Profile

Gender	Amount	Percentage
Male	19 respondent	40.43 %
Female	28 respondent	59,57 %
Age		
20-24 year	3 respondent	6,30 %
25-29 year	10 respondent	21,28 %
30-34 year	12 respondent	25,53 %
35-39 year	6 respondent	12,76 %
40-44 year	7 respondent	14,89 %
45-50 year	4 respondent	8,51 %
50 year and over	5 respondent	10.65 %
Education		
Bachelor	46 respondent	97,90 %
Master	1 respondent	2,10 %
Work Experience		
1 - 5 year	5 respondent	10.64 %
6- 10 year	13 respondent	27.66 %
11-15 year	15 respondent	31.91 %
> 15 year	14 respondent	29.79 %

Source: Primary data 2014.

Table 1 shows that most of respondents participated in this study is women (59,57%). Most of them (25.53%) are in the age of 30-34 years old. Regarding the education levels, it is dominated by graduated level (97.90%). Meanwhile, most of respondent have been worked for almost 11-15 years (31.91%).

1. Respondents' Perception toward Work Motivation

As priory stated, there were 47 teachers of SMK Muhammadyah, Rembang City, selected as participant of this study.

Table 2. Respondents' Perception toward Work Motivation

Item	Question Item					Amount	Percentage
	1	2	3	4	5		
Strongly Agree (SA)	18	17	14	15	21	85	36.17 %
Agree (A)	21	21	22	15	22	101	42.98 %
Neutral (N)	8	9	11	17	4	49	20.85 %
Disagree (D)	0	0	0	0	0	0	0
Strongly Disagree (SD)	0	0	0	0	0	0	0
Total	47	47	47	47	47	235	100.00 %

Source: Primary data 2014

Based on Table 2, it can be seen that there are 42.98% respondents who agree to the asked statement, 36.17% who strongly agree, and 20.85% who are neutral. This indicates that teachers' work motivation can increase their work performance.

2. Respondents' Perception toward School Principal Leadership

The indicators of leadership are: a) directive leadership; b) religious leadership) supportive leadership; d) participative leadership; e) having relationship; f) achievement-oriented; and g) moderate-leadership with tight control. The respondents' perception of school principal leadership can be seen in Table 3.

Table 3. Respondents' Perception toward School Principal Leadership

Item	Question Item							Amount	Percentage
	1	2	3	4	5	6	7		
Strongly Agree (SA)	16	19	16	18	19	25	15	128	39.02 %
Agree (A)	21	12	15	17	13	14	22	114	34.77 %
Neutral (N)	10	16	16	12	14	4	10	82	25.00 %
Disagree (D)	0	0	0	0	0	4	0	4	01.21 %
Strongly Disagree (SD)	0	0	0	0	0	0	0	0	0 %
Total	47	47	47	47	47	47	47	328	100.00 %

Source: Primary data 2014.

Table 3 reveals that there are 39.02% respondents who very agree to the asked statement, 34.77% who are agree, and 25% who are neutral.

3. Respondents' Perception toward Organization Culture

Organization culture is a set of assumptions or system of beliefs, values and norms developed within the

organization. Its function guiding the behavior of its members to address the problems of external adaptation and internal integration. The organization culture as a guideline that is used to run the activities of the organization. Respondents' perception of organization culture is shown in Table 4.

Table 4. Respondents' Perception toward Organization Culture

Item	Question Item					Amount	Percentage
	1	2	3	4	5		
Strongly Agree (SA)	10	11	12	18	12	63	26.80 %
Agree (A)	20	20	22	15	21	98	41.70 %
Neutral (N)	17	15	12	13	14	71	30.21 %
Disagree (D)	0	1	1	1	0	3	01.29 %
Strongly Disagree (SD)	0	0	0	0	0	0	0 %
Total	47	47	47	47	47	235	100.00 %

Source: Primary data 2014

From Table 4, it can be figure out that there are 41.70% respondents who agree to the asked statement, 30.21% who are neutral, and 26.80% who strongly agree. This implies that good culture organization can give positive contribution to work performance that finally improves teachers' work performance.

4. Respondents' Perception toward Teachers' Work Performance

Teachers' work performance refers to indicators as follows: a) accuracy; b) achievement; c) administration; d) analytical; e) communication; f) competence; g) cooperation; h) creativity; i) decision-making; j) delegation; k) reliable; l) improvisation; m) initiative; n) interpersonal skill. The respondents' perceptions of teacher performance are presented in Table 5.

Table 5. Respondent perception toward Teachers' Work Performance

Item	Question Item									Amount	Percentage
	1	2	3	4	5	6	7	8	9		
Strongly Agree (SA)	31	34	26	11	16	26	15	29	27	215	50.83 %
Agree (A)	6	9	13	18	15	12	25	13	19	130	30.73 %
Neutral (N)	10	4	8	18	16	9	7	5	1	78	18.44 %
Disagree (D)	0	0	0	0	0	0	0	0	0	0	0 %
Strongly Disagree (SD)	0	0	0	0	0	0	0	0	0	0	0 %
Total	47	47	47	47	47	47	47	47	47	423	100.00 %

Source: Primary data 2014

Based on Table 5, it can be seen that there are 50.83% respondents who strongly agree to the asked statement, 30.73% who agree, and 18.44% who are neutral.

Quality Data Test

1. Validity test

Validity test is used to measure the validity of questionnaire. Hypothesis test is analyzed by using SPSS program for Windows version 21.0. The result of validity test is given in Table 6.

Table 6. Validity test

Variable	Statement	r count	Conclusion
Work Motivation	1	0,827	Valid
	2	0,933	Valid
	3	0,852	Valid
	4	0,884	Valid
	5	0,741	Valid
School Principal Leadership	1	0,808	Valid
	2	0,779	Valid
	3	0,784	Valid
	4	0,583	Valid
	5	0,577	Valid
	6	0,813	Valid
	7	0,770	Valid
Organization Culture	1	0,353	Valid
	2	0,673	Valid
	3	0,797	Valid
	4	0,714	Valid
	5	0,730	Valid
Teacher' Work Performance	1	0,698	Valid
	2	0,481	Valid
	3	0,845	Valid
	4	0,446	Valid
	5	0,709	Valid
	6	0,521	Valid
	7	0,557	Valid
	8	0,512	Valid
	9	0,465	Valid

Source: Primary data 2014.

From 47 respondents, the r table gained on df +47 (n-2) is 0.288. The validity test on Table 6 shows that r count of all questions is above r table (r count > r table), which is 0.288. Thus, it can be concluded that all asked question are valid.

2. Reliability Test

Reliability test is used to measure the reliability of a questionnaire that is an indicator of variable. Based the analysis using SPSS for Window 21.0, the result of reliability test is showed in Table 7.

Table 7. Reliability Test

Variable	*Cronbach's Alpha*	Conclusion
Work Motivation	0,903	Reliable
School Principal Leadership	0,852	Reliable
Organisation Culture	0,852	Reliable
Teachers' Work Perfomance	0,730	Reliable

Source: Primary data 2014

Conclusions and Recommendations

Conclusion

Based on the results of the F test that work motivation, school leadership, and organizational culture affect the performance of teachers at SMK Muhammadyah,Rembang. Rembang, Central Java province.

Regression analysis results showed that the factor of work motivation, school leadership and organizational culture were studied accounted for 47% of the performance of teachers, so there are other factors that affect the performance of teachers by 53% that need to be investigated further, and have not been included in this study.

While the dominant variable obtained on the basis of the highest standardized coefficient beta is work motivation of -0.676. This means that work motivation has the highest correlation to the performance of teachers.

Suggestions

Based on the results of the discussion that has been done in chapter IV, the research team provides the following advices:

1. To improve the performance of teachers at SMK Muhammadyah,Rembang., Rembang, need to pay attention

to the work motivation of teachers, school leadership, and organizational culture.

2. Further research is needed with other variables that support increased teacher performance eg: teacher certification program, discipline, and job performance of teachers. In addition, research is expected to be expanded to other schools in order to develop findings and results of research.

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