

Effect of Commitment, Motivation, Climate, and Learning of Leadership to Teachers' Performance

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Abstract

Private high school organizational problems and the lack of teachers' quantity, qualification, and competence cause a number of questions of the teachers' performance. This research aims to prove that commitment and motivation as personal factor along with organization climate and learning leadership as environment factor have effects toward private high school teachers' performance. This research is cross sectional and conducted on private high school teachers in Gresik. This research instrument uses questionnaire to measure commitment, motivation, climate, and learning of leadership. Analyze causality pattern of inter-variable, analyses technique of structural equation model is used by applying software LISREL (Linear Structural Relationship). This research shows that commitment, motivation, and climate at private high school have direct effects toward private high school teachers' performance, while learning leadership gives indirect effects through private high school climate. The teachers' internal factors that are motivation and commitment have greater effects than the external factors that are private high school climate and learning leadership.

Keywords: commitment, motivation, climate, learning leadership, teachers' performance

1. Introduction

One of important issues in implementing education in Indonesia nowadays is improving education quality. The condition shows that there are degradation of education quality in all degrees (Agung, 1992). This happened because of the implementation of education is more emphasizing on quantity than quality (Idris, 2005). Besides, quality factor is very determined by headmaster leadership, especially learning leadership, commitment, motivation, and work climate.

Learning leadership is very suitable for school because the mission of school is to educate students and provide opportunities for them to acquire knowledge, skills, and values (Fink & Lauren, 2003). Students grow become successful adults and having character in facing their unpredictable future which is full of turbulent challenges. This mission requires that schools as organizations must focus on learning such as curriculum, studying and learning process, and studying result evaluation especially in private high school.

Private high school organizational problems and the lack of teachers' quantity, qualification, and competence cause a number of questions of the teachers' performance (Cohen, 2007). The lack of quantity, qualification, and competence of the teachers cannot make their performance optimal. Some researches conclude that it needs high competence, commitment, and motivation to achieve high level performance. (Sobirin, 2012).

The teachers' problems of quantity and qualification in private high school are crucial. But in fact, the most alarming problem is professionalism improvement which obtains many obstacles. Aslam (2010), shows that 11 main factors which obstruct teachers' performance are: (1) lack of instructional explanation, (2) too many responsibilities, (3) limited evaluation, (4) lack of training, (5) inadequate materials and facilities, (6) lack of effective communication, (7) student counseling issues, (8) problems of class discipline, (9) difficulty in evaluating student works, (10) lack of career expectations in teaching, and (11) deviation of students' behavior.

The performance of qualified teachers is believed to have a very significant contribution in improving the quality of human resources. Such beliefs have made teachers one of the central issues of national education. Teacher problems are a matter of education, and the issue of education is a nation issue. The absence of qualified teacher means that there is no qualified person. And it is the beginning of the destruction of a nation existence. That is what most people think to lead the issue of improving educators' professionalism.

Based on the preliminary study, there are several factors that affect the enthusiasm of private high school teachers in showing their performance in the midst of the issue of the lack of career and welfare mentoring, such as high interest in teaching, serving, and providing services to the society; the age too advanced to change jobs; have no other job alternatives; feel comfortable in peaceful climate, tied to the presence of the leader, motivated

to realize the ideals as a teacher; and because of the high commitment to the private high school. The last four factors are factors that will be explored in this research.

Teachers committed to the tasks will provide time and energy to read new books and conduct simple research on teaching and learning situations in the classroom. Commitment and caring can grow if teachers like the task and job as teachers (Sahertian, 1992, 2008). Teachers have a high level of commitment with indications of: (1) having concerns of students and colleagues, (2) always providing enough time and energy to help students, (3) always be ready to carry out the basic tasks. In contrast, teachers with low commitment levels are: (1) having less concern about students, (2) providing less time and energy to think about issues related to their tasks, (3) just paying attention to the routine tasks and ignoring the basic tasks. Therefore, teachers need to be given professional mentoring and performance motivation.

The standard of performance aligned based on Terence (1988) includes five aspects: quality of work, promptness, initiative, capability, and communication. These five aspects are linked to the teaching performance of teachers in terms of planning and implementing the learning and evaluating the learning outcomes.

A good teacher performance requires the understanding of performance criteria as cited by Dunda (2005) from Gibson's opinion: (1) intellectual ability, (2) firmness, (3) enthusiasm, (4) result-oriented, (5) maturity of attitudes and behaviors, (6) assertiveness, (7) interpersonal skills, (8) curiosity, (9) productivity, (10) openness, (11) capabilities empowerment, (12) technic, knowledge, skills, decision, behavior, and responsibility.

Ivor (1991) says that a person has four general roles that characterize a teacher, as follows: (1) to plan, that is a teacher's job is to set the learning goals, (2) to organize, that is a teacher's job is to organize and to connect learning resources so he can realize the goal of learning in the most effective, efficient, and economical way, (3) to lead, that is a teacher's job is to motivate, encourage, and stimulate his students, so that they are ready to realize the learning goals, (4) to observe, that is a teacher's job is to determine whether his roles in organizing and leading has been successful in realizing the goals that have been formulated.

Based on some experts' understanding about performance, the existence of commitment is still rarely discussed. Organizational commitment involves loyalty of employees to the organization, willingness to use business on behalf of the organization, the level of conformity of goals and values with the organization, and the desire to maintain the membership (Cohen, 2007). The teacher's commitment to the organization is the teacher's loyalty to the school, the willingness to carry out the responsibilities as a teacher on behalf of the school, the level of conformity with school goals and values, and the desire to persistently be a teacher.

The three components of organizational commitment that are affective commitment, rational commitment, and normative commitment (Sweeney & McFarlin, 2002). Affective commitment is related to emotional self-identification of teachers that allows teachers to be consciously involved in the institution. A rational commitment or continuous commitment is related to profit and loss if the teacher leaves the school institution, and the normative commitment is related to the mandatory feelings to keep working in the institution. These three components of commitment are in teachers' selves in different degrees and are affected by different antecedents.

Judging from the theory of motivation and its application, ability can be classified into two types that are physical ability and intellectual ability (Uno, 2007). The fact is that everyone has a certain level of ability that is very likely to be different from others. The implications of this reality in organizational life are that everyone has certain strength and weakness compared to others around him (Siagian, 2004). Knowing and admitting that every teacher has strength and weakness is very important for a headmaster to provide motivation and mentoring according to the potential of each teacher. Thus, teachers are motivated and mentored to change their behavior and prototype into professional teachers (high abstract thinking and high commitment) not analytical teachers (high abstract thinking and low commitment), neither unfocused teachers (low abstract thinking and high commitment), nor failed teachers (low abstract thinking and low commitment). That is the study of theories and concepts of teacher prototypes explained by Sahertian (1992, 2008).

From the performance researches that have been done, one important factor that its relationship with the performance of teachers is rarely examined is a commitment, whereas the suitability between teacher commitment and his work is one of the factors that affect the performance. According to the researcher, the lack of teacher commitment to his work will undermine the performance, in addition to motivation, leadership, and school climate. Therefore, other factors affecting teacher performance in the school are the motivation, leadership, and school climate.

In this study, the motivation studied is intrinsic motivation that is motivation arising from self-impulse.

The relevant motivational theory used as a reference is Alderfer's theory of motivation, ERG Theory, that proposes three basic human needs that are existence needs, relatedness needs, and growth needs (Morgan, & Baker, 2012).

Besides intrinsic motivation factors, it is assumed that the performance of teachers is influenced by external factors such as the headmaster leadership factor and school climate. Another aspect affecting teacher performance is school climate. Rahmat (2012) concludes his research result that the absence of a conducive school climate can degrade the quality of learning services. The school climate has a good impact on the institution through the enthusiasm and commitment of teachers in creating quality learning whose learning is oriented towards mastery or the development of academic excellence and cultivation of intellect (Supriatna, 2011). The school climate used in this study is based on the organizational climate of Hoy and Miskel (2008), that the organizational climate refers to the perception of the general school environment influenced by formal organizations, informal organizations, member personalities, and leadership in organizations with emerging indicators that are cooperation, openness, tolerance, and intimacy.

Learning leadership is particularly applicable in schools because the school's mission is to educate all students and provide opportunities for them to acquire knowledge, skills, and values (Fink & Lauren, 2003). Students grow become successful adults and having character in facing their future which is unpredictable and full of turbulent challenges. This mission requires that schools as organizations must focus on learning such as curriculum, studying and learning process, and studying result evaluation.

Based on the description above, it can be concluded that there are two major factors that affect teacher performance, that are personal factors and environmental factors. Personal factors consist of intrinsic commitment and motivation, while environmental factors consist of headmaster leadership and school climate. The researcher argues that those two factors simultaneously have a significant effect on the performance of teachers.

In addition, it is assumed that personal factors have a greater impact on the performance of teachers than environmental factors because personal factors are more sedentary and difficult to be changed than environmental factors. While two environmental factors are climate and learning leadership. This is because learning leadership has a direct effect on the performance of teachers, while learning leadership has an indirect effect through climate. This opinion is based on the idea that the leadership of the headmaster can produce a conducive school climate that can encourage teachers to perform.

From the description above, the main issues raised in this study are: (1) does the theoretical model describe the direct effect of commitment, motivation, and learning leadership, as well as the indirect effect of private high school climate appropriate to explain the performance of the teachers?, and (2) do commitment and motivation have a greater direct effect on the performance of private high school teachers in Gresik compared to the school climate and learning leadership?

2. Method

This research was conducted at private MA in Gresik which is well known as Santri City. The respondents were facilitated by officials of The Religious Affairs Office of Gresik, supervisors, and the head of private high school. These respondents have already represented the private high school teachers in Gresik and reached the minimum limit for performing structural equation analysis, i.e. between 100-150 people (Ding, Velicer, & Harlow (Schumacker & Lomax, 1996).

The type of this research is quantitative, with a questionnaire to collect the data. The respondents are private teachers who work at least five years in private. Data were collected from 140 respondents as a selected sample which included private MA teachers. The questionnaire consist of five parts, that are measuring instruments consist of Organizational Commitment scale of Sweeney and McFarlin (2002), ERG Motivation Survey scale of Clayton Alderfer (1988), The Organizational Climate Description Questionnaire (OQDQ) developed by Hoy and Miskel (2001) to measure the school's organizational climate, the AL scale survey of George (2003), and the performance measurement scale of Terence (1982).

Modification of measurement scale was done to adjust the characteristics and work context of private high school teachers. All scales of this study range from 1 (very low) to 6 (very high). The entire measurement scale was tested on private high school teachers who have the same characteristics with the research respondents. Tests were conducted to see the reliability and validity of each measuring instrument by applying the Cronbach Alpha statistical analysis technique for reliability and Pearson Product Moment to test the validity of the

statement.

The testing of the effect of commitment, motivation, school climate, and learning leadership on the performance of private high school teachers used the technique of structural equation model analysis by applying software LISREL (Linear Structural Relationship). The LISREL programs conducted were: (1) analysis of the measurement model of the factors, the aim is to obtain measured variables that can be used as good indicators for each latent variables of research, and (2) structural model analysis, i.e. the compatibility between theoretical model and data and the significance of any causality coefficient (Pedhazur & Schmelkin, 1991).

3. Result and Discussion

Analysis of measurement model is a factor analysis with confirmatory method conducted to obtain measured variable which can be an indicator of a latent variable. At the first stage, factor analysis is done by confirmatory technique and it is found that all the forming factors of each research variable are valid in forming latent variables.

Four of the five components of private high school teachers' performance, ie quality of work, promptness, initiative, capability, and communication are good indicators for teacher performance except promptness. The three components of Organizational Commitment from Sweeney and McFarlin that are affective commitment, rational commitment, and normative commitment are good indicators of organizational commitment. Likewise the three components of ERG Motivation are good indicators for teacher motivation. The components of Organizational Climate Description Questionnaire (OQDQ) are Hindrance, Intimacy, Disengagement, and Esprit are good components for the organizational climate of the teacher factor while *Production Emphasize*, *Aloofness* and *Trust* are not suitable for measuring school climate of teacher factor. The five components of authentic leadership which are purpose, values, heart, relationships, and self-discipline are good indicators for learning leadership.

The structural equation model analysis is done by including selected indicators based on the result of factor analysis. Based on the results of the analysis on the proposed model, it is obtained that the score of χ^2 has not met the criteria so that the second model is proposed. The results of this second model analysis show that the model is in accordance with the research data ($\chi^2 = 93.66$; $df = 62$, $p = 0.007$; $GFI = 0.92$; $RMSEA = 0,028$).

The results of structural model analysis are: (1) theoretical model consisting of motivation, commitment, and private high school teacher climate fits to explain the performance of private high school teachers, (2) motivation has a positive direct and significant effect on the performance of private high school teachers, (3) the performance of private high school teachers positively and significantly affected by the teachers' commitment, that is the emotional attachment of the teacher to the private high school, the loss if leaving the private high school, and the obligation of the teacher to persistently working at the private high school ; (4) there is a positive direct effect and significance of the private high school climate on teacher performance, and (5) the private high school climate is a mediator variable between the learning leadership and the performance of private high school teachers.

Based on the results of this study, it can be concluded that: (1) the higher the existence of private high school teachers, the stronger the attachment to the private high school, and the more rapid the career development of private high school teachers, the higher the performance of private high school teachers. (2) The higher the teachers' emotional attachment to the private high school, the higher the loss they will feels if leaving the private high school, and the higher the mandatory feeling to persistently work at the private high school, the higher the performance of the private high school teachers. (3) The higher the role of the headmaster in making the values as the basis of the foundation, the clearer the objectives of the private high school, the purer the heart in leading, the stronger the organization, and the higher the work of the headmaster, the more conducive the private high school climate; and (4) the more conducive the private high school climate, the higher the performance of the teachers.

There is a significant effect of motivation, commitment, and school climate on the performance of private high school teachers. It is indicating that personal factors and environmental factors simultaneously affect the performance of private high school teachers in Gresik. It means that although individual factors play an important role in creating the performance of private high school teachers, environmental factors also play a decisive role.

The head of the private high school should consider both factors in maintaining and improving the performance of private high school teachers. The results of this study are in line with research conducted by

Sezgin (2009), that there is a significant relationship between teachers' commitments to the organization and their performance. And in accordance with the results of research done by Geijsel etc (2003), which resulted that transformational leadership has a positive and significant effect on teachers' commitment and performance. These findings indicate that commitment as an internal factor of teacher and leadership as an external factor have a significant effect on the realization of teachers' performance. Although most research results are taken from schools but the factors that affect teacher's performance in schools are similar to the factors that affect teacher performance in private high school.

The high effect of motivation on teachers' performance shows that teachers' performance is determined by the high of teachers' motivation. It also means that private high school teachers with high motivation in performing their work are teachers who always exist in private high school, feel emotionally attached to private high school, and have progressive career in private high school. This is in line with the result of research conducted by Wardana (2008) that is motivation has a positive and significant effect on the performance of elementary school teachers and research conducted by Indrawati (2006) that is knowledge/ ability, skill, and motivation factors affect the teachers' performance. This finding is very rational because motivation is inherent in what teachers have, especially those that are intrinsic. Dimiyati & Mujiono (2009) explains that the factors that are individual (internal motivation) can lead to encouragement of cooperation to improve teachers' performance.

It is found that teachers' commitment to private high school has a high effect on their performance. And the performance of private high school teachers is determined by the level of teachers' commitment to their job as teachers in religious institutions. It also means that teachers with high commitment to the private high school are the teachers who have an emotional attachment to private high school, feel obliged to persistently serve at private high school as a part of devotion to Allah SWT.

This result is in accordance with the respondents' main reason in choosing a job as private high school teacher because there is a call to be '*rahmatan lil alamin*' through the effort of spreading knowledge as a '*da'wah fil ardh*' event, although the salary as private high school teacher especially in private high school has not feasible despite being granted by a certification allowance.

Self-discipline, heart, and value are the most powerful indicators of learning leadership. In addition, self-discipline also has a significant relationship with quality of work, initiative, capability, and communication. This means that it has a tremendous effect in shaping, maintaining, and improving the performance of private high school teachers. Learning leadership behavior of private high school headmaster is shown in the form of hard work in giving examples and role models, not 'talk more do less'. The results of this study are in line with May, Chan, Hodges, & Avolio (2003) that learning leaders are leaders who prioritize learning process and quality outcomes.

The head of private high school is expected to present the role to create a conducive climate that can ultimately improve teachers' performance. With such headmaster, teachers will feel calm and inspire them to be good teachers. Hill and Jones (2009) states that there are seven major key characteristics of good leader that affect the high performance, that are: (1) vision, eloquence, and consistency; (2) articulation of a business model; (3) commitment; (4) being well informed; (5) willingness to delegate and empower; (6) astute use of power; and (7) emotional intelligence.

The positive and significant direct effect of the private high school climate on the performance of private high school teachers indicating that the more conducive the private high school climate, the higher the teacher can realize the performance professionally. The private high school climate is particularly felt by teachers if in performing their performance, the private high school as an institution does not prevent teachers in self-developing especially continuing their studies, there is no friction or quarrel among teachers but they help each other in organizational intimacy, or mind their own business without knowing and empathizing others, but developing a culture of togetherness in facing the problems so that the private high school becomes a fun place to socialize and become a 'second home' for teachers and school staff.

This finding is in line with the research result conducted by Hoy and Miskel (2008: 201) which states: "... openness in climate is positively related to open and authentic teachers and principal behavior". The openness in school climate has a positive relationship with teacher behavior and openness of school headmaster. Closed and unhealthy school climate is believed to be the cause of weak morale that results in decreasing teacher performance.

Maintaining a comfortable and pleasant climate for teachers to work to carry out their profession, should be pursued by the headmaster in addition to managing the psychological climate that is to create empathetic communication and mutual respect, as well as providing facilities and infrastructure required by teachers to

smoothly carry out the teacher task, such as infrastructure for learning, and infrastructure to develop themselves in careers. Facilities for learning need to be equipped in the midst of the lack of private high school infrastructure facilities in terms of library provisions, practicum, internet access, learning tools and media. Facilities for career development is to provide sufficient space and share knowledge among teachers by forming a MGMP that is professional learner teacher organization.

4. Conclusion and Suggestion

The research finds that all indicators affect the formation of each latent variables of teachers' performance, learning leadership, private high school climate, teachers' motivation and commitment. There is a positive and significant direct effect of motivation, commitment, and private high school climate on teachers' teaching performance. Indirect and significant effects are found from the learning leadership on teachers' performance. The effect of internal factors of teachers that is motivation and commitment is higher than the effect of external factors that are learning leadership and private high school climate in shaping the performance of professional and effective teachers.

Based on the result of this research and to improve teachers' performance, it is recommended that private high school heads and future research should be able to focus on institutional arrangements in delivering a conducive private high school climate for teachers' performance and encouraging teachers to have high motivation and commitment to their job and private high school.

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