

Model Development of Principal Performanc Through Empirical Study on Junior High School in Medan Indonesia

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Abstract

The purpose of this research is to find a theoretical model of the performance of the Junior High School (SMP) Principals that is effective based on the empirical study of variable exogenous and endogenous variable performance. This research method called the survey method that is exploratory because the research data captured by the questionnaire. The population in this research are all the principal of SMP in Medan on Academic Year 2015/2016 which number as many as 348 people. Furthermore, to obtain a sample used Proportional Random Sampling with reference to the provisions of Isaac and Michael at the significance level of 5%, in order to get a sample of 200 people. This research was conducted in Medan in two stages. The first phase in 2016 to get the instrument variable exogenous and endogenous variable raw performance. Based on trial results of research instrument was conducted in July 2016 on the subject of study as part of the study population obtained valid and reliable research instruments.

Keywords: development; model, performance.

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1. Introduction

Junior High School (SMP) as the organization requires principals who have leadership that can change the behavior of individual and group behavior into organizational behavior required to achieve school goals effectively and efficiently. In addition, the principal must have strong organizational culture, leadership, good learning, a strong organizational commitment, and high achievement motivation that effective performance. In relation to that, efforts have been made to improve leadership, organizational culture, achievement motivation, and commitment to the organization, which is expected to improve the performance of school principals. The effort includes education and training in management and leadership, upgrading, Education and Training Professional Teachers (PLPG) and allowances profession, formed the Working Group Principal (K3S), and Council Principal (MKS), which is expected to improve the performance of school principals in implementing duties and functions. Thus, the head of the SMP could improve the quality of education at the institution he leads, so as to produce graduates who have the benefit of a good ability to continue their education. In fact, Indonesia has a very low rank in the attainment of quality education, which is ranked 64th of the 65 countries participating in the Programme for International Study Assessment (PISA) in 2012 [1]. In relation to that stated that principals play an important role in improving the quality and accountability of education in the education unit, but the principal problems faced today is the lack of competency management [2]. In particular, it is explained that the drop in the quality of education in North Sumatra by GPA issued the Ministry of Education and Culture become contemplative materials for stakeholders, so that principals must focus on improving the quality of education [3]. The revelation of the Head of Education stressed the importance of improving the performance of business done principals in order to overcome the drop in the quality of education in the province of North Sumatra.

Theoretically, there are several factors causing the performance is not as expected, and the various factors that may occur as a result of performance problems. Castetter argued that the most significant source of performance is not good comes from 1) Source of individuals themselves, namely: (a) intellectual weakness, (b) a psychological weakness, (c) demotivation, (d) factors personality, (e) the obsolescence / oldness and (f) the value orientation; 2) The source of the organization, namely: (a) the organization's systems, (b) the role of the organization, (c) groups within the organization, (d) the behavior associated with supervision, (e) the organizational culture; 3) The source of the external environment, namely: (a) the family, (b) economic conditions, (c) political conditions, (d) the legal conditions, (e) social values, (f) the labor market, (g) changes technology, (h) associations [4]. The study found that organizational culture, leadership, and job satisfaction have contributed to the rise and fall of performance [5]. The study found that the effectiveness of performance is directly influenced by the organizational culture, leadership, job stress, work motivation and job satisfaction [6]. The study found that organizational commitment of teachers affect the effectiveness of the performance. Furthermore, the study found that leadership and motivation is the principal factors causing poor performance [7].

The above description indicates a disparity between the expected performance with the performance owned principals at this time as well as the factors - factors that influence it, either by a theoretical explanation and based on research results. If the problem is not serious attention and addressed promptly, the consequences will

affect businesses in the field of education and is the main source for the decline in the quality of graduates.

So, in order to improve the performance of the principal that is needed to improve the quality of graduates on an ongoing basis to do a study of the performance of the principal model development. As explained above that the performance is influenced by various factors, including: organizational culture, leadership, learning, organizational commitment, and achievement motivation. To that end, it is necessary to do research on Performance Model Development through the study of theoretical and empirical study of factors - the dominant factor affecting the performance of the Head of SMP in Medan which includes organizational culture, leadership, learning, organizational commitment, and achievement motivation.

1.1. Formulation of the problem

Based on the background of the problem, the proposed formulation of the problem as follows: (1) How do you get an endogenous variable instrument performance principals are valid and terandal? (2) How to get exogenous variable instrument performance principals (organizational culture, leadership, learning, job satisfaction, and achievement motivation) are valid and terandal? (3) Does the direct effect positive organizational culture to organizational commitment? (4) Is the leadership learning positive direct effect on achievement motivation? (5) Is the organizational culture positive direct effect on performance? (6) Is the learning leadership a positive direct impact on performance? (5) Is the direct positive effect of organizational commitment on performance? (6) Is the direct positive effect of achievement motivation on performance? (7) Is the performance of the proposed theoretical models have suitability (fit) with empirical data?

2. Theoretical Description

2.1. Organizational culture

Culture is all the ideas and the work of humans that can be learned or passed on from one generation to the next for use in human life. Robbins and Judge argued that "organizational culture Refers to a system of shared meaning held by members that distinguishes the organization from other organizations [8]. Robbins and Judge statement above explains that organizational culture refers to a system of shared meaning held by members of the organization that distinguishes the organization from other organizations. Organizational culture with regard to values shared by an organization, which can inspire each individual action is needed to achieve the organization's objectives. Values that make up the organization's culture is not taken for granted, but is the result of an attempt to compromise with the individuals in the organization. To transfer the cultural values of attributes used as a language of communication. Attributes are used by organizations to contain messages that can be understood by all members of the organization. Organizational culture is "a pattern of shared basic Assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be Considered invalid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to Reviews those problems " [9]. Based on the definition given by Schein mentioned above can be stated that the organizational culture is a pattern of basic assumptions that are built and studied by a group having proved that the assumptions are capable of solving the problems in conducting

external adaptation and internal integration as well as the results prove the validity of this assumption, so can be taught to new members of the group as the correct way of thinking and feeling give their views on matters related to various problems. Organizational culture contains a combination of values, beliefs, assumptions, perceptions, norms, peculiarities and patterns of behavior in an organization [10]. Furthermore, it is stated that "the culture of an organization is all the beliefs, feelings, behaviors, and symbols that are characteristic of an organization"[11]. Accordingly, it was stated that "*organizational culture consists of the shared values, beliefs, and assumptions of how its members should behave*" [12]. Another explanation suggests that "organizational culture as reflecting the underlying Assumptions about the way work is formed; what is 'acceptable and not acceptable'; and what behavior and actions are encouraged and discouraged "[13]. Based on the explanation Mullins can be seen that the organizational culture is a reflection of the assumptions underlying how the work is formed, what is acceptable and unacceptable, and what behavior and actions encouraged and recommended. So, the organizational culture can guide how the organization's members should behave, what is acceptable and unacceptable, and recommended practices in the work.

Based on the review of the above theory can be argued that the culture of the organization in this study is a combination of values, beliefs, assumptions, perceptions, norms, distinctiveness and behavior patterns adopted by members of the organization in its activities to achieve organizational goals.

2.2. Instructional leadership

Leadership is the ability of individuals to influence and direct others to do things according to the leader wishes to achieve predetermined objectives. Accordingly, it is stated that leadership is the ability to influence others, so that people will want to follow his will knowingly, willingly and wholeheartedly [14]. Leadership is the ability to encourage a number of people to be able to work together to undertake activities that focus on common goals [15]. Conception of leadership includes actions such as formulating ideas, mobilize, organize people, and launched a movement. Furthermore, it is stated that leadership can be seen as "a process that can influence and direct the activities of individuals or groups in an attempt to identify the goals and motivate them to achieve that goal." [16]. Accordingly, it was stated that "*leadership, on the other hand, focuses almost exclusively on the people aspects of getting job done-inspiring, motivating, directing, and gaining commitment to organizational activities and goals*" [17].

In particular it can be argued that instructional leadership is leadership focus / emphasis on learning components include curriculum, teaching and learning, evaluation, teacher development, service excellence in learning, and the development of learning communities [18]. The main purpose of learning leadership is to provide excellent service to all students so that they can develop their potential to face the future is full of challenges.

Model Hallinger and Murphy in the Ministry of National Education to explain the descriptors of learning leadership consists of (1) formulate the goals of the school; (2) communicate the purpose of the school; (3) supervise and evaluate learning; (4) coordinate the curriculum; (5) to monitor the progress of student learning; (6) controls the allocation of instructional time; (7) focus on the achievement of the vision; (8) provide incentives for teachers; (9) establish academic standards; and (10) provides an incentive for students [18]. The

study found that leadership is a positive direct effect on performance [5]. In connection with that, Nasrun in his research also found a direct positive effect on the performance leadership [7].

Based on the review of the above theory can be stated that the leadership of learning in this study is the act of the principal influence others to act in accordance with the expected to achieve the learning objectives effectively and efficiently.

2.3. Organizational Commitment Principal

Organizational commitment refers to appointments or responsibilities of the members of organization to organization doing business in earnest to achieve organizational goals effectively and efficiently. In relation to that stated that "organizational commitment is defined as desire on the part of an employee to Werner a member of organization" [19]. Furthermore, it is explained that "commitment is the willingness of people to stay with the organization and energetically Contribute to the achievement of shared objectives" [20]. Furthermore, stated the definition of organizational commitment as the attitude is: (1) a strong desire to remain as members of the organization; (2) the desire strive suit the organization; and (3) certain confidence and acceptance of the values and goals of the organization [21].

Commitment can be influenced by individual organizations within and environmental factors. There are four things that determine a person's level of commitment, namely: (1) the higher the level of responsibility and autonomy given to a person in carrying out its work, the more attractive a job for someone and the higher range; (2) the more it opens the opportunity to work elsewhere, would result in increasingly low level of commitment; (3) personal characteristics, such as the level of satisfaction on the job currently in effect on the level of commitment; (4) the situation or culture of the organization or of good leadership and increased prosperity can increase commitment [22].

Furthermore, it can be explained that organizational commitment is a concept that has three dimensions: the affective, normative and continuance commitment [23]. Affective commitment is the extent to which an employee is emotionally bound, recognize, and are involved in the organization. Continuance commitment is an assessment of the costs associated with leaving the organization. Normative commitment refers to the extent to which a person psychological bound to be an employee of an organization that is based on feelings like loyalty, affection, warmth, ownership, pride, pleasure, happiness and others. In line with the above statement explained that the typology of organizational commitment consists of three components: affective commitment (affective commitment), normative commitment (normative commitment) and sustained commitment [24].

Based on theoretical studies as described above can be argued that organizational commitment of all SMP in this study is the responsibility of the head of his school junior to do business in earnest to achieve school goals effectively and efficiently

2..4. Achievement motivation

The motivation is the desire to do something to achieve the goal. In relation to that stated that "*motivation is a*

critical determinant of performance in organizations. Derived from the Latin word movere (which mean to move), this definition is far too narrow in scope, from an organizational perspective." [11]. According to Lunenburg and Ornstein that motivation is a determinant of performance in organizations. Furthermore, it was revealed that the motivation is the desire to do something and conditioned by one's ability to act in a portion of the needs [25]. Based on expert opinions above can be stated that the motivation is: (1) impulse generated from a person, consciously or unconsciously, to perform an action with a particular purpose, or (2) a business that causes a person or group of people moved to do something for wants to reach the desired destination or to get satisfaction by doing so.

Furthermore, it is stated that motivation is a process in oneself as it has psychological and physiological needs that drive the behavior or the drive to achieve a goal [21].

Accordingly, it is stated that "motivation is defined as a set of energetic forces that originates both within and outside an employee, initiates work-related effort, and determines its direction, intensity, and persistence" [19]. So, motivation is defined as a set of energetic force that comes from within and outside of the workers, start work related to the business, and determine the direction, intensity and persistence. Another opinion states that "motivation as the processes that account for an individual's intensity, direction, and persistence of effort toward Attaining goal" [8]. Robbins and Judge suggested that the motivation as a process that explains individual intensity, direction, and persistence of effort toward achieving the goal.

Based on the above definition can be seen that in the motivation there are three important elements, namely: intensity, direction, and persistence. The intensity is related to how hard a person tries, the direction pointed to efforts directed to the target, and persistence refers to the measure of how long a person can maintain their business. In connection with the need for achievement or achievement motivation, can be explained that a person who has high achievement motivation expects to achieve challenging goals, succeed in a competitive situation, and grabbed desire a reward for performance. Thus, the characteristics of a person who has high achievement motivation, such as risk-taking, the need for immediate results, the satisfaction of achievement, and high engagement on the task [26]. Further stated that achievement motivation can be expressed as a desire to excel within a frame of reference of perfection or success in a competitive situation [26]. According to a statement quoted Atkinson Franken can be argued that achievement motivation is one that is based on the need to remove the failure. One can not expect accomplished without realizing the consequences of failure [27]. In accordance with the explanation Franken that achievement motivation is determined by two factors, namely the hope of success and fear of failure. Hope for success consists of motifs successful, the probability of success and the incentive value of success. Likewise, fear of failure consists of a fear of failure, the possibility of failure, and the value of incentives fail. Furthermore, it is stated that there are four basic causes of success and failure in achievement, the ability, effort, task difficulty and luck.

In accordance with the Luthans McClelland explained that achievement motivation is expressed to be the standard of excellence or success in a competitive situation. There are four aspects of achievement motivation, namely 1) risk-taking, 2) require immediate feedback, 3) are satisfied with the achievement, 4) like tasks. With that getting people motivated to achieve the best. People who have high achievement motivation is manifested

in the form of: 1) perform better than competitors, 2) choose achieve difficult goals, 3) resolve complex problems, 4) related to the achievement of success are challenging, 5) develop a better way to do something [26].

Characteristics of people who have high achievement motivation, namely: 1) have a level of personal responsibility is high, 2) willing to take and bear the risk, 3) have realistic goals, 4) have a work plan that is thorough and strive to realize the goal, 5) using the feedback concrete in all activities, and 6) seeking an opportunity to realize the plan that had been programmed [28].

Achievement motivation consists of internal motivation dimension indicators: (1) responsibility to perform the task; (2) have a clear goal and a challenge; (3) there is no feedback on the results of his work; (4) have a feeling of pleasure in the work; (5) always trying to outperform others; and (6) prefer the accomplishment of what he was doing, and the dimensions of the external motivation consists of indicators: (1) always strive to meet the needs of life and its needs; (2) pleased earned the praise of what he was doing; (3) work with the hope want to incentives; and (4) work with the hope want to get the attention of friends and superiors.

Based on theoretical studies and research results above can be stated that the head of the junior high achievement motivation in the research is the desire of all SMP to do in order to achieve the predicate commendable.

2.5. Performance principal

Performance is the performance of individuals in the implementation of tasks in accordance with the responsibilities given to him to achieve organizational goals. Performance is the result of work that has a strong relationship with the organization's strategic objectives, customer satisfaction, and contribute to the economy [29]. Thus, according to Armstrong and Baron that performance is a factor whose existence does not stand alone, but in accordance with the basic assumption of science that says everything there is a causal, then the ideal performance should be consistent with the objectives of the organization, to give satisfaction to the consumer, and contribute meaningful for economic development. In relation to that stated that "job performance is Formally defined as the value of the set of employee behaviors that Contribute, either positively or negatively, to organizational goal accomplishment" [19]. Thus, according to Colquitt, Lepine, and Wesson that performance is the value of a set of employee behaviors that contribute positively or negatively to the achievement of organizational goals. The explanation refers to the nature of the performance, in fact, not indicate the nature of the ideal performance. Performance is the result of one's work in accordance with the responsibilities and expected results [30]. Furthermore, it was revealed that the performance is the result of an activity or occupation [31].

A person's performance can be affected by various factors, both factors that exist inside and factors outside yourself. Performance or job performance (JP) is a function (f) of the interaction between the ability or abilities (A), motivation, or motivation (M), and the chance or opportunity [32]. Motivation is a factor that directly affects the performance [16]. Achievement Motivation Model Work in explaining that the culture of the

organization as part of a work context directly affects the motivation and behavior, and subsequent behavior directly affects achievement [33]. Integration Model of Organizational Behavior explains that organizational culture and leadership affect performance indirectly through job satisfaction, stress, motivation, trust, fairness, ethics, learning, and decision-making [19]. Furthermore, the Model Organization of Cultural Relations with Performance and Satisfaction explained that organizational culture directly affects customer satisfaction and performance [8]. In connection with the performance, there are several studies that find the factors that influence it, either directly or indirectly. The study found that organizational culture, innovative behavior, job satisfaction, and motivation have significant positive direct effect on the performance of the head of SMK [34].

In accordance with the essence, the principal performance indicators effectively in the global era are as follows: (1) creating effective learning; (2) implement an effective system of evaluation and continual improvement; (3) self-reflection toward the formation of strong school leadership character; (4) carry out the development of competent and dedicated staff is high; (5) implement the management of student activities/extracurricular effectively; (6) fosters an attitude responsive and adaptable to the needs; (7) creating a school environment that is safe and orderly; (8) establish and clearly define the vision and mission; (9) fosters a willingness to change; (10) carry out the openness / transparency of school management; (11) raised hopes of high achievement; (12) implement effective management of educational personnel; (13) develop instructional leadership; and (14) carry out the effective management of learning resources [35]. In connection with it, the results of the study found that organizational commitment directly impact positively on the performance [36].

Based on theoretical studies as described above can be argued that the performance of all SMP in this study is the performance of the head of the SMP in the implementation of the tasks in accordance with the responsibilities given to him to achieve organizational goals effectively and efficiently.

3. Method

3.1. Place and time research

The research was conducted in SMP Medan. Implementation study for ten months, from February to November 2016. First year research stages: (1) Pre survey, (2) Literature, (3) Preparation Instruments, (4) The test instrument, and (5) Writing reports research result.

3.2. Population and sample research

The population in this study were all SMP Head of Private and Public in the city of Medan in 2016 that number as many as 348 people. Furthermore, to obtain a sample used Proportional Random Sampling with reference to the provisions Krejcie and Morgan at the significance level of 5%, in order to get a sample of 174 people.

3.3. Types of research

In accordance with the purpose of research, to investigate the events that have occurred and then trace backwards to determine the contributing factors, this study included ex post facto research. Furthermore, based

on the formulation of the problem, namely: to know and study the effect of exogenous variables on the endogenous variables, so this research are "explanatory". The theoretical model of the relationship between the study variables are described as follows:

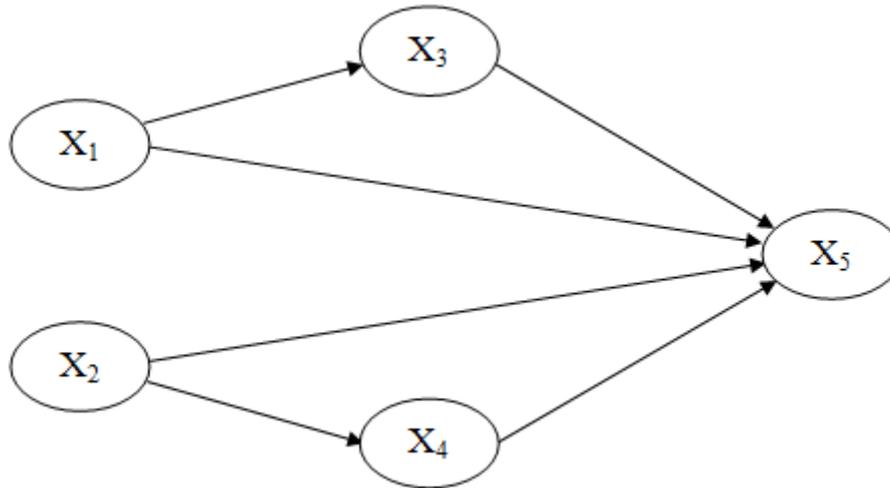


Figure 3: Theoretical Model Research Variables

Caption:

X₁ = Cultural Organization

X₂ = Leadership Learning

X₃ = Organizational commitment

X₄ = Achievement Motivation

X₅ = Performance

3.4. Trial research instruments

To obtain instrument (valid) and terandal (reliable), trials conducted research instruments. The trials conducted research instrument at the head of junior high school in Medan outside penelitian.Selanjutnya samples, to test the validity of the research instrument used items with item analysis Product Moment Correlation formula.

Furthermore, to test the reliability of research instrument is done by using the formula of Cronbach Alpha.

4. Results and Discussion

In the first stage trial data of this study were collected using a multiple choice questionnaire Likert scale models,

distributed to 30 heads of junior high school in Medan in July 2016.

4.1. Results of Testing Instruments

Based on data from the trial results of research instruments obtained as many as 46 items of performance valid with the reliability coefficient of 0,960 of the 52 items were distributed; a total of 37 items are valid instructional leadership with reliability coefficient of 0.946 out of 42 items were distributed; as many as 28 items are valid organizational culture with reliability coefficient of 0.936 of 35 items distributed; as many as 27 items achievement motivation valid with the reliability coefficient of 0.941 of 32 items distributed, and as many as 28 items organizational commitment is valid with the reliability coefficient of 0.943 of 32 items distributed.

5. Conclusion

Based on the discussion of the results of research that has been described, it can be concluded that the spread indicator variable Organizational Culture, Learning Leadership, Interpersonal Communication, achievement motivation, and performance as described in the literature review, the overall proportions still have relatively well represented and is not affected due to the butir- items that are not valid.

5.1. Suggestions

Based on the conclusion, then to acquire the instrument variables that affect job satisfaction more fundamentally, it is advisable to conduct qualitative research.

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