ABS 270

by Icels_2 Abs 270

THE INFLUENCE OF TEACHER LEADERSHIP AND MOTIVATION TOWARDS ORGANIZATIONAL COMMITMENTS OF ELEMENTARY SCHOOL (SD) TEACHERS IN SANANA SUB-DISTRICT, NORTH SULA ISLANDS, MALUKU

Nursinah Sangaji[1], Bedjo Sujanto[2], Matin[3]
Nursinahmahasiswa@unj.ac.id[1] Bedjo@unj.ac.id[2], Matin@unj.ac.id[3]

ABSTRACT

The purpose of this study was to study the effect of Teacher Leadership and Motivation on Organizational Commitment of Elementary School Teachers (SD) in Sanana District, Kepualauan Regency, North Maluku.
This research uses a quantitative approach with a survey method. The sample of this study was 226 in SD District Sanana Kabuoaten Sula. The results of this study indicate that; (1) teacher leadership has a direct effect on the organizational commitment of elementary school teachers in Sanan District, Sula Islands Regency, North Maluku, (2) motivation has a direct effect on the organizational commitment of elementary school teachers in Sanan District, Sula Islands Regency, North Maluku, (3) teacher leadership has a direct effect on motivation elementary school teacher in Sanan District, Sula Islands Regency, North Maluku. (4) teacher leadership has an indirect effect on organizational commitment, through the motivation of elementary school teachers in Sanan District, Sula Islands Regency, North Maluku. Thus an increase in organizational commitment is achieved well if there is a strong influence of teacher leadership and well-developed motivation. Keywords: teacher leadership, motivation, organizational commitment

Background

Schools are educational institutions in which there are school principals, teachers, school principals, administrative staff and students. School is also an organization that in achieving excellence must strive for individual performance so that it can affect the performance of the team or work group and ultimately affect the overall performance of the organization. Schools must be managed in such a way that the activities of implementing educational programs can run effectively, efficiently and productively to achieve the desired goals. Schools are social organizations that have an important role in society. They not only develop academic and technical skills in students, but also develop intellectual and civic skills (Quraishi and Aziz, 2018).

Among the resources available in schools, teachers have an important role and function. Teachers are Human Resources (HR) who have an important role in educating their students professionally. According to Law no. 14 of 2005 Article 4, the position of teachers as professionals serves to increase the dignity and role of teachers as agents of learning to improve the quality of national education. Teachers need to be committed to developing schools so that programs designed by schools can run effectively and efficiently. This commitment must be carried out by all teachers in the school. The success of schools fundamentally depends on teachers who are committed to developing the school (Oplatka, 206; Somech, 2016). Teachers are prominent figures in the education system both statistically and in their potential to influence educational outcomes (Kim, Jörg, & Klassen, 2019).

(Colquitt, LePine, & Wesson, 2015) defines organizational commitment as: Organizational commitment as the desire or desire of members of the organization to remain members of the organization. Organizational commitment influences two things, namely whether an organization member remains an organizational member (maintained) or leaves to pursue another job. The meaning is organizational commitment as the desire or desire of organizational members to remain a member of the organization. Organizational commitment affects two things, namely whether a member of the organization remains a member of the organization (is maintained) or leaves to pursue other work.

Alkahtani (2016) in the journal "Business an Management Studies" reinforces the opinion about the importance of leadership in building member commitment and organizational commitment. The importance of leadership is stated, that: Leadership is very important in order to manage and control employees and organizations. The suitability of leadership styles to be used in an organization is based on the sector of business in which they are operating. an effective leader is some one who know how to inspire and relate to subordinate, know how to increase the employees' motivation and make employees loyal to the organization. the most universal leadership style concerns transactional, transformational and laissez-faire. It is stated that leadership is very important for managing and controlling employees and organizations. The suitability of the leadership style that will be used in an organization is based on the business sector in which they operate. An effective leader is someone who knows how to inspire and relate to subordinates, knows how to increase employee motivation and make employees loyal to the organization.

Teachers are an integral part of the educational organization in schools. An organization, including an educational organization in schools, needs to be developed as a learning organization, in order to be able to deal with changes and uncertainties that are characteristic of modern life. One of the main characteristics of a learning organization is to keep a close watch on internal and external changes followed by adjustment efforts in order to maintain their existence.

One form of actualization of teachers' duties as professionals is the issuance of Law Number 20 of 2003 concerning the National Education System, Law Number 14 of 2005 concerning Teachers and Lecturers and Government Regulation Number 19 of 2005 concerning National Education Standards.

It is hoped that these laws and government regulations can facilitate teachers to always develop their professionalism in a sustainable manner. The implementation of this continuous professional development program is expected to improve pedagogical, professional, social and personality competencies to meet the needs and demands of the future with the profession as a teacher.

Law Number 14 of 2005 concerning Teachers and Lecturers states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education formal education, basic education, and secondary education .

Professional teachers must have a minimum academic qualification of undergraduate (S-1) or diploma four (D-IV), and must master competencies (pedagogic, professional, social and personality), have an educator certificate, are physically and mentally healthy, according to the goals of national education.

The objectives of National Education in the National Education System can be achieved, requiring the dominant role of professional teachers. Professional educators can be realized if in carrying out their duties they already have competencies that must be possessed. The government's efforts to produce professional educators have been carried out by means of teacher competency tests using the Portopoliao or PLPG pathways, it is hoped that the competency test will produce quality teachers so that it has an impact on quality teaching and education in accordance with educational goals. The four competencies that must be possessed by teachers according to the teacher and lecturer law should be able to increase teacher professionalism in work, but the reality in the field of teacher performance is not as expected, this is due to various things, both internal and external factors of the teacher concerned.

From internal factors, many teachers are still busy thinking about household financial matters which are still a lot of debt, poor health conditions, while external factors are still many teachers who have not maximized themselves in teaching, learning models are tedious for students, teachers are also still reluctant to increase self-potential by refusing competition for outstanding teachers.

(Cranston, 2013; Pont, Nusche, & Moorman, n.d .; Weinstein & Hernández, 2016). Leadership is something that is important after classroom teaching and has an impact on student learning (Burstein and Kohn, 2018). A leader can be said that he needs to have a combination of personal maturity and mastery of his own professional skills. Not everyone can lead without the ability to become a leader, and not all leaders play their leadership in accordance with the wishes of their leadership. Likewise, the leadership of a teacher in education is very influential in producing outstanding output, both academic and non-academic.

Nowadays, the teacher's role as an example seems to be shaken by the selfishness of students, the influence of technology, and also teacher apathy. Ki Hajar Dewantara is an educational figure who is an example of a dedicated person as a teacher, educator, mentor and warrior who is still imprinted and eternal in Indonesian society.

Teachers as educators must be able to be leaders who are liked, trusted, able to guide, have a personality, and are eternal throughout the ages. The teacher as a guide and motivator plays a very important role in the advancement of education, the attitude of giving and prioritizing the interests of students / the general being an example in behavior will become a role model for followers - followers or students by themselves. They really need figures of a leader who can shape their personality to be more useful and appreciated as a whole person. As someone who likes and likes students, a teacher physically should be able to please students. This can be started from how to dress, talk and not be stingy to joke around.

Yukl, 2015) defines leadership as follows, "Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and to accomplish shared objectives". The point is that leadership is a person's ability to influence others to understand and agree with what is ordered and how tasks can run effectively according to common goals. Yukl further said that leadership is part of the nature, behavior, influence, interaction between leaders and followers, work in administrative positions. A similar opinion was expressed by Newstrom (2015), "Organizational commitment or employee loyalty is the degree to which an employee identifies with the organization and wants to continue actively participating in it". Organizational commitment or employee loyalty is the degree to which an employee recognizes the organization and wishes to continue to actively participate in it.

Furthermore, Robbins and Judge, (2015) stated that, "In organizational commitment, an employee identifies with a particular organization and its goals and wishes to remain a member". Organizational commitment is the emotional feeling, involvement and identification of an employee in a particular organization.

Sula Islands Regency is one of the regencies in the province of North Maluku whose area coverage has to pass through various small islands and access to sea transportation is still lacking. In this sub-district there are still teachers who lack or master the four basic competencies in education in schools. This can be seen in the problems that occur, namely. There are still many teachers in Sanana Subdistrict, Sula Islands Regency, North Maluku who do not yet have competency abilities. This competency is in the form of the principal's social competence which is still considered low. The potential is social competence which includes awareness and cooperation ability, so that it impacts the lack of cooperation with teachers, being arrogant, unable to accommodate the aspirations of all the stakeholders in the school, not giving the opportunity to teachers to improve their competence, thus affecting the work motivation of their subordinates. (Interview with the Supervisory Coordinator for SD, Sanana District Kepulaun Sula, North Maluku (10 January 2016)

The information gathered above could be a separate learning or input for each teacher in leading himself, other teachers even leading their students so that they can create more advanced and quality schools because it is unfortunate if teachers who are bachelor degrees (S-1) still understand that his job is only as a teacher, not as an educator. The characters mentioned can be an obstacle in advancing the school as an educational organization.

In addition, another factor that must be considered is the motivation to work among teachers. Motivation is the willingness to give more effort to achieve organizational goals, which is caused by the willingness to satisfy individual needs. With the right motivation, teachers be motivated to do their best in carrying out their duties because they believe that with the success of the school organization in achieving its goals and objectives, the personal interests of the members of the school organization will also be fulfilled. With high motivation will create a commitment to what is the responsibility in completing each job. Motivation as a driving force (activator) in a teacher to act. To be able to carry out tasks and jobs properly requires motivation from every worker. Workers who have high motivation will be able to do the job better, compared to workers who are not motivated. Everyone has something that can trigger (move) either material, emotional, spiritual, or certain values or beliefs. Colquitt, Lepine and Weson define motivation as "motivation is defined as a set of energetic forces that originate both within and outside an employee, initiates work relate effort and determine its direction, intensity and persistence."

(Jason A. Colquitt Jeffery A. Lepine Michael J. Wesson, 2015b). According to Colquitt, Lepine and Weson define motivation as a set of energetic forces that originate both inside and outside of an employee, to take the initiative to work and determine its direction, intensity, and persistence.

Colquitt explained that motivation is a set of energy forces that come from within and from outside a worker, starting a job or related to work, determining direction, internship, and persistence (Colquitt, Lepine & Wesson, 2015). Human life in society contains activities - activities both relationships between humans, individuals or groups who are members of an organization. The organization is a dynamic system that seeks to achieve planned goals. An important fact that supports the achievement of organizational goals is the utilization of human resources. Human resources are the main supporter of the organization in achieving organizational goals, because basically humans have skills, intelligence, will, hope, knowledge, trust, loyalty and leadership. All of these are characteristics possessed by humans. If these human characteristics are applied in an organization, a good individual behavior will manifest in the organization. For this reason, various kinds of efforts so that in an organization can grow and develop, it is necessary to have an encouragement or motivation within the organization such as motivating teachers to work so that they can produce maximum work. Motivation has a very important function in the process of teacher work. If there is no encouragement in the organization, it can affect the smooth running of the organization or company activities. Goals motivate fellow members by providing specific and challenging benchmarks to guide and stimulate performance. A need that is not met will create tension, thereby stimulating impulse in the individual. The problem that also occurs in elementary schools in Sanana District is that there are illegal levies that are still often carried out by teachers both in terms of purchasing books in designated shops and also paying for building fees, this is often an obstacle for students to get a good education. starting from Elementary School (SD) and Senior High School (SMA). http://www.transsulawesi.com/artikel/8945V3f1d?2342-waduh-ada -pungli-di-elementary-sd.html (accessed January 10, 2017)

Public and private elementary school (SD) teachers in Sanana sub-district Sula Islands district still have very poor organizational commitment when compared to other sub-districts in North Maluku this is due to a lack of discipline, level of education and there are still those who cannot master the four teacher competencies namely (1) pedagogical competence, (2) personality competence, (3) social competence, (4) professional competence, and its application in schools. (Interview with the Supervisory Coordinator of SD, Sanana District Kepulaun Sula, North Maluku (10 January 2016) Based on this information, it is unfortunate that teachers who should be able to have four special competencies in teaching have not yet mastered them at all. This is proven by not mastering these four competencies, the teacher has difficulty directing students because by having these competencies, the teacher will be able to know what to do to improve the quality of themselves and the quality of education. We found that there were students whose semeseter test scores and national examinations were still below and it was unfortunate that low final scores would certainly affect the tests of students at higher levels. (Interview with the Supervisory Coordinator for SD Sanana District, Kepualauan Sula Regency)

Creative teachers can make a real and meaningful contribution to their surroundings, are imaginative and innovative in approaching their work problems and have the intelligence (creative) to achieve their life goals. Productive and creative teachers like this are educational assets, who always try to hone and improve themselves and will support the achievement of educational productivity.

Organizational commitment is also a problem that is also experienced by most organizations. Symptoms that exist in the field are often heard and felt, for example the discomfort of working with individual personal characteristics, organizational characteristics, and experiences during organizations. Aspects included in the characteristics of the organization are the organizational structure, the design of policies in the organization, and how organizational policies are socialized. Therefore, commitment in an organization does not only arise by itself, but arises in the presence of certain conditions, so it is appropriate for an organization to pay attention to the factors that influence it.

In providing a broader explanation of organizational commitment, Colquitt (2015) et al will describe three forms of organizational commitment as follows: A brief explanation of the three components is as follows: a) First, Affective Commitment is the desire of employees to become members of the organization based on emotional interest. and engage with organizations. In other

words, employees who stay in the organization because the employee wants to be in that organization. By identifying themselves closely with the goals of the organization and wanting to be part of those goals, b) Second Continuance Commitment is the desire of employees to become members of the organization because employees will feel disadvantaged when leaving the company, both economically and socially. c) The third Normative Commitment is the desire of employees to become members of the organization with contractual obligations they feel. This commitment shows the employee's sense of obligation because of the investment the organization has made in his personal development. Commitment is the contribution made by employees to the organization. Thus the employee's commitment will be responsible for the work assigned to him.

Some of the factors that can affect organizational commitment are in the form of a less creative leader, lack of discipline, job expectations, psychological contracts, job choices and work motivation. The condition of the above statement is also not much different from matters relating to the commitment of teacher organizations that occur in the education sector in Sula Islands district, based on field data in the form of interviews with the local supervisor coordinator. Where it shows what happens to elementary school teachers in Sanana Subdistrict, Sula Islands Regency in general, whether implemented by the school or related government agencies, causing low organizational commitment. Among them: 1) Sula Islands District is a district that is developing and requires teachers who are willing to commit to improving the quality of education in order to support education in the Sula Islands district. 2) lack of responsiveness and innovation to the times so that the desire to be better. Be it as a professional teacher or as a responsible educator. 3) the organization's lack of concern for teachers. 4) Lack of awareness of professional ethics which has recently shown a decline in work values. 5) There is still a low desire for work involvement in an organizational activity and in this case related to organizational progress, so that not only focused on one work unit or just taking care of the class. Based on the explanation of the background of the problem above, it makes researchers interested in conducting research with the title "The Effect of Teacher Leadership and Motivation on Organizational Commitment".

Research methodology

This research uses a quantitative approach with a survey method. The survey method is the collection of data on a sample that produces quantitative information about public opinion, character / attitude, and social phenomena (Purwanto, 2007). From the survey, it is hoped that data or information is valid and reliable regarding the variables studied and then the influence of the independent variables consisting of teacher leadership and motivation on the dependent variable, namely Organizational Commitment, is then used. Then the data analysis used is path analysis. (path analysis). This research was conducted on elementary school teachers in Sanana District, Sula Islands Regency, North Maluku. As for this research, it will be conducted within 3 (three) months, starting from the completion of the proposal seminar. The population in this study were all elementary school teachers in the Sanana sub-district, Sula Islands Regency. The affordable population in this study were 226 teachers at SD Sanana District, Kabuoaten Sula.

Discussion of Research Results

Based on the literature review that has been discussed and the empirical study above, the following is discussed the results of the research as an attempt to synthesize between theoretical studies and empirical findings.
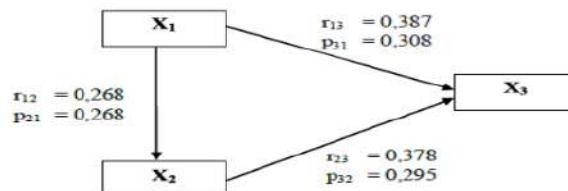

Figure 1. The Empirical Model Between Variables

The detailed discussion of the results of the analysis and testing of the research hypothesis is described as follows:

1. **The Effect of Teacher Leadership on Organizational Commitment**

From the results of testing the first hypothesis it can be concluded that there is a positive direct influence of teacher leadership on organizational commitment with a correlation coefficient value of 0.387 and a path coefficient value of 0.308. This means that teacher leadership has a positive direct effect on organizational commitment.

The results of this study are in line with the opinion of several experts, including Colquitt et al., There is a leadership influence on organizational commitment. Leadership is the ability to influence groups towards achieving goals. Leadership is a central part in understanding group behavior, because it is the leader who usually provides direction towards achieving goals. Leadership is also defined based on the behavioral dimension, namely the ability to influence others. Three important aspects of leadership are influence or support, voluntary efforts and goal achievement.

Several elements are contained in leadership, namely: influence, common goals, motivation, responsibility, and change. Leadership involves the mutually influencing relationship between the leader (leader) and followers (follower) in an effort to achieve common goals based on motivation and the intention to make change in line with the ideals and vision of the organization. (Griffin & Moorhead, 2014) explained that the dimensions of influence on the concept of leadership are skills that affect, beliefs, attitudes and motivations and / or from other people's behaviors. From an organizational point of view, leadership is the ability a leader must have to influence individual and group behavior in order to carry out what is ordered.

Leadership is the ability to influence, beliefs, attitudes and motivations and or from the behavior of others. Moreover, because the goal toward which the group directs its efforts is often the desired goal of the leader, it may or may not mesh with organizational goals .

Meanwhile, in the concept of organizational commitment, there are characteristics of: (1) strong belief and acceptance of organizational goals and values; (2) readiness to work hard; and (3) a strong desire to stay in the organization. The relationship between leadership and organizational commitment is stated by (Mullins, 2005), that, "A participative approach to leadership and management may also help to create greater employee commitment. The point is that leadership with a participatory approach can help to create greater commitment by organizational members to the organization.

Participatory leadership can increase the trust and loyalty of organizational members to organizational values. This condition becomes the relative strength of an individual identification with involvement in an organization. Commitment presents something beyond mere loyalty to an organization, this includes an active relationship with the organization where individuals are willing to give something of themselves to help the success and prosperity of the organization. This behavior is a form of teacher commitment to the organization. In the context of school organization, the ideal school principal should apply the concept of participatory leadership that it can increase the commitment of all parties, especially teachers to the school organization. Based on this opinion, it can be concluded that leadership has a positive direct effect on organizational commitment.

2. **The Effect of Motivation on Organizational Commitment**

From the results of testing the second hypothesis, it can be concluded that there is a positive direct effect of motivation on organizational commitment with a correlation coefficient value of 0.378 and a path coefficient value of 0.295. This means that motivation has a positive direct effect on organizational commitment. The results of this study are in line with the opinion of several experts, including Laurie (2005), that: Motivation and incentive (in that people can be motivated to use their abilities productively via intrinsic and extrinsic rewards) and opportunity. In turn these three factors have an impact on commitment, individual motivation and job satisfaction, all of which have an impact on employee discretionary behavior which in turn impacts on performance. Motivation and incentives (which motivate people to use their abilities through extrinsic and intrinsic rewards) and opportunities. In turn, these three factors have an impact on commitment, individual motivation, and job satisfaction, all of which have an impact on employee discretionary behavior which has an impact on job performance.

Furthermore, Jason A. Colquitt (2013) explains that motivation affects commitment. Less in known about the effect of motivation on organizational commitment. However, equity has a moderate

positive effect. People who experince higher levels of equity tend to feel higher levels of affective commitment and higher levels of normative commitment. Effect on Continuance Commitment are wearker. Knowledge of the effects of motivation on orgazizational commitment is lacking. However, equal rights within the organization have had a modest effect. People who perceive higher levels of fairness tend to have higher levels of affective commitment and normative commitment. The effect on continuing commitment is weaker.

The same thing was also explained by Michael (2009), The social process of motivating others to perform effectively. From this viewpoint, strategies aimed at increasing motivation also affect commitment. It may be true to say that where commitment is present, motivation is likely to be strong, particularly if a long-term view is taken of effective performance. Social processes are able to motivate other people to work effecyvely. From this point of view, strategies aimed at increasing motivation also have an impact on commitment. It may be true to say that when commitment is present, motivation is strong, especially if long-term goals are measured in terms of effective performance.

Relevant research results on the effect of organizational commitment on performance were carried out (Muhammad R. K, Ziauddin, Faooq A, J, & M. I. Ramay, 2010) with the title, "The Impacts of Organizational Commitment on Employee Job Performance". Research result The results revealed a positive relationship between organizational commitment and employees' job performance. In the comparative analysis of three dimensions of organizational commitment, normative commitment has a positive and significant impact on employees' job performance.

The results showed a positive relationship between organizational commitment and employee performance. In a three-dimensional comparative analysis of organizational commitment, normative commitment has a positive and significant impact on employee performance. Based on this opinion, motivation has a positive direct effect on organizational commitment.

3. The Effect of Teacher Leadership on Motivation

From the results of testing the third hypothesis it can be concluded that there is a positive direct effect of teacher leadership on motivation with a correlation coefficient value of 0.268 and a path coefficient value of 0.268. This means that teacher leadership has a positive direct effect on motivation.

Gary Yukl (2035) expressed the same opinion about the influence of leadership on motivation. The relationship of achievement motivation to managerial effectiveness is complex. In other words, managers with a moderately high amount of achievement motivation are more effective than managers with low achievement motivation, or managers with very high achievement motivation. If this explanation is correct, we would expect to find a negative correlation in studies of top-level leaders where all of the leaders probably have at least a moderately high need for achievement. The relationship of achievement motivation to managerial effectiveness is complex. In other words, managers with a sufficiently high amount of achievement motivation are more effective than managers with low achievement motivation, or managers with very high achievement motivation. If this explanation were correct, we would expect to find a negative correlation in studies of top-level leaders where all leaders probably had at least a high enough need for achievement.

According to Francis (2009) et al in explaining the influence of leadership on motivation that; The levels-based leadership simulation has several interesting implications. Most notably, it suggests that a group-based leadership style is most effective for promoting decision optimization in hierarchical groups. The notion of equalized perceived importance, a group-based phenomenon, seems to be an important contributing factor to decision optimization. Leadership-based level simulations have some interesting implications. Primarily, it suggests that a group-based leadership style is most effective for promoting decision optimization in hierarchical groups. The notion of equalizing perceived importance, a group-based phenomenon, appears to be an important factor for decision optimization.

Mohammadreza Moradi (2015), who states that "According to it that the standard coefficient t = 5.32 is more than 2, there is a relationship between work motivation and organizational citizenship in the confidence level of 99%. The determination coefficient R2 = 0.24 shows 33% of organizational citizenship changes will determine by work motivation ". Based on this opinion, leadership has a positive direct effect on motivation

4. Indirect Effect of Teacher Leadership on Organizational Commitment through Motivation

The results of the fourth hypothesis provide findings that there is an indirect effect of teacher leadership on organizational commitment through motivation. So that to increase organizational commitment can be done by increasing teacher leadership so that motivation increases. This means that teacher leadership is important to increase organizational commitment.

This is in accordance with the opinion of Sağnak, (2016). School leadership affects teacher performance in schools. How the teacher works with colleagues and how the teacher is in learning. Thus the principal must have an active attitude in conducting school management.

Leadership will emerge if the school leader has the motivation that encourages and directs the school based on the vision and mission that has been made together with the steak method. Colquitt stated that motivation is a mediator which is an important factor in growing my personality through leadership (Colquitt, Lepine & Wesson, 2015b). Thus it is concluded that there is an indirect effect of school leadership on citizenship behavior with mediated motivation.

Conclusion

Based on the results data analysis and discussion of research results, the findings research can be concluded as follows:

1. Teacher leadership has a positive direct effect on organizational commitment. This means that good teacher leadership will increase the commitment of elementary school teacher organizations in Sanan District, Sula Islands Regency, North Maluku.

2. Motivation has a positive direct effect on organizational commitment. This means that strong motivation will increase the commitment of elementary school teacher organizations in Sanan District, Sula Island Regency, North Maluku.

3. Teacher leadership has a positive direct effect on motivation. This means that good leadership will increase the motivation of elementary school teachers in Sanan District, Sula Islands Regency, North Maluku.

4. There is an indirect effect of teacher leadership on organizational commitment through motivation. This means that teacher leadership in managing classes in the school will be able to motivate themselves to work better in order to increase the commitment of elementary school teacher organizations in Sanan District, Sula Islands Regency, North Maluku.

Bibliography

Bogler, R., & Somech, A. (2004). Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. Teaching and Teacher Education, 20(3), 277– 289. https://doi.org/10.1016/j.tate.2004.02.003

Colquit, J.A., Jeffery A. L & Michael J. W. (2015). Organizational Behavior, Improving Performance and Commitment in the Workplace New York: McGraw-Hill,

Cranston, N. (2013). School Leaders Leading: Professional Responsibility Not Accountability as the Key Focus. Educational Management Administration and Leadership, 41(2), 129–142. https://doi.org/10.1177/1741143212468348

Danish, R. Q., Ramzan, S., & Ahmad, F. (2013). Effect of Perceived Organizational Support and Work Environment on Organizational Commitment; Mediating Role of Self-Monitoring. Advances in Economics and Business, 1(4), 312–317. https://doi.org/10.13189/AEB.2013.010402

George, J. M. & Gareth R. J. (2012). Organizational Behavior, Understanding and Managing, Sixth Edition. Boston: Pearson.

Griffin, R.W& Gregory, M. (2014). Organizational Behavior: Managing People and Organizations, Eleven Edition. Australia: South-Western. 9596

Husein, Ali Alkahtani (2016), The Influence of Leadership Styles on Organizational Commitment : The Moderating effect of emotional Intelligence" Business and Management Studies Vol. 2, No. 1; March http://www.transsulawesi.com/ artikel/8945V3f1d?2342-waduh-ada-pungli-di-sekolah-dasar-sd.html (Diakses pada tanggal 10 Januari 2017)

Ivancevich, John M. dan Robert Konopaske (2013), Human Resources Management. New York: McGraw Hill.

Jason A. Colquitt Jeffery A. Lepine Michael J. Wesson. (2015a). Organizational Behavior: Improving Performance And Commitment In The Workplace, Fourth Edition. In Organizational Behavior: Improving Performance And Commitment In The Workplace, Fourth Edition (p. 21). New York: McGraw-Hill Education.

------------------------. (2015b). Organizational Behavior: Improving Performance And Commitment In The Workplace, Fourth Edition. In Organizational Behavior: Improving Performance And Commitment In The Workplace, Fourth Edition (14th ed.). New York: McGraw-Hill Education,.

Lussier, R. N & Achua. (2010). Management Fundamentals, Concept, Aplications, Skill Development. Australia: South Western.

Luthans, Fred (2011). Organizational Behavior, Singapore: McGraw-Hill International Edition.

Moradi, Mohammadreza. Modeling the Relationship between Work Motivation and Employees' Organizational Citizenship Behaviors of Youth and Sport Offices in Chaharmahal and Bakhtiari Province, European Journal of Physical Education and Sport, 2015, Vol.(7), Is. 1

Muhammad, R. K., Ziauddin, F. A. J., & M. I. Ramay. (2010). The Impacts of Organizational Commitment on Employee Job Performance, European Journal of Social Sciences – Volume 15, Number 3,1

Mullins, L J. (2005). Management and Organizational Behaviour (New York: Pearson Education Limited.

Newstrom, W. John (2015). Organizational Behavior Human Behavior at Work, Fourteenth Edition : New Work: McGraw-Hill.

Oplatka, I. (2006). Going beyond role expectations: Toward an understanding of the determinants and components of teacher organizational citizenship behavior. Educational Administration Quarterly, 42(3), 385–423. https://doi.org/10.1177/0013161X05285987

Quraishi, U., & Aziz, F. (2018). An investigation of authentic leadership and teachers' organizational citizenship behavior in secondary schools of Pakistan. Cogent Education, 5(1), 1–10. https://doi.org/10.1080/2331186X.2018.1437670

Robbins, S. P. & Timothy, A. J. (2015). Organizational Behavior. Boston: Pearson.

Undang-Undang No 20 Tahun 2003 Tentang sistem Pendidikan Nasional Undang-Undang Nomor 14 Tahun 2005 Tentang Guru dan Dosen.

Yammarino, Francis J., Fred dan Sereau (2009). Multi-level Issues in Organizational Behavior and Leadership. New York: McGraw-Hill.

Yukl Gary (2010), Leadership in Organizations, seven edition: New Jersey Pearson Education Inc.

ABS 270

group decision optimization", Emerald, 2009
Publication

10   Submitted to CVC Nigeria Consortium
     Student Paper   1%

11   hrmars.com
     Internet Source   1%

12   www.redfame.com
     Internet Source   1%

13   www.ssbfnet.com
     Internet Source   1%

14   slideplayer.com
     Internet Source   1%

15   Kaynak, Ramazan, Arzu Tuygun Toklu, Meral   1%
     Elci, and Ismail Tamer Toklu. "Effects of
     Occupational Health and Safety Practices on
     Organizational Commitment, Work Alienation,
     and Job Performance: Using the PLS-SEM
     Approach", International Journal of Business
     and Management, 2016.
     Publication

16   dergipark.org.tr
     Internet Source   1%

17   Submitted to University of Bradford
     Student Paper   1%

18   mafiadoc.com

Internet Source

1%

19   Submitted to Trinity College Dublin
       Student Paper

1%

20   www.ijsrp.org
       Internet Source

1%

21   www.emeraldinsight.com
       Internet Source

1%

22   www.tijoss.com
       Internet Source

1%

23   Ching Sheng Chang. "Motivating Nurses'
       Organizational Citizenship Behaviors by
       Customer-Oriented Perception for Evidence-
       Based Practice", Worldviews on Evidence-
       Based Nursing, 03/2010
       Publication

<1%

24   Submitted to Universitas Ibn Khaldun
       Student Paper

<1%

25   Marcy Rita, Otto Randa Payangan, Yohanes
       Rante, Ruben Tuhumena, Anita Erari.
       "Moderating effect of organizational citizenship
       behavior on the effect of organizational
       commitment, transformational leadership and
       work motivation on employee performance",
       International Journal of Law and Management,

<1%

35	Student Paper	<1%
36	www.scribd.com Internet Source	<1%
37	eudl.eu Internet Source	<1%
38	www.learnsmartadvantage.com Internet Source	<1%
39	Submitted to University of Stellenbosch, South Africa Student Paper	<1%
40	bloggermalastukangcopypaste.blogmoncrot.com Internet Source	<1%
41	Submitted to University of Oklahoma Student Paper	<1%
42	Wachidi Wachidi, Adrian Rodgers, Dmitriy Yu Tumanov. "PROFESSIONAL COMPETENCE UNDERSTANDING LEVEL OF ELEMENTARY SCHOOL IN IMPLEMENTING CURRICULUM 2013", INTERNATIONAL JOURNAL OF EDUCATIONAL REVIEW, 2020 Publication	<1%
43	researchleap.com Internet Source	<1%

eprints.unm.ac.id

| 44 | Internet Source | <1% |

| 45 | Submitted to Universitas 17 Agustus 1945 Surabaya
Student Paper | <1% |

| 46 | edu.haifa.ac.il
Internet Source | <1% |

| 47 | Submitted to University of Derby
Student Paper | <1% |

| 48 | bircu-journal.com
Internet Source | <1% |

| 49 | s3-eu-west-1.amazonaws.com
Internet Source | <1% |

| 50 | Submitted to Southern New Hampshire University - Continuing Education
Student Paper | <1% |

| 51 | core.ac.uk
Internet Source | <1% |

| 52 | imadeputrawan.wordpress.com
Internet Source | <1% |

| 53 | Suharnomo Suharnomo, Fathyah Hashim. "Differences in organization citizenship behavior between "serumpun" countries (Indonesia – Malaysia)", Journal of Asia Business Studies, 2019 | <1% |

Publication

54   journal.unnes.ac.id
      Internet Source   <1%

55   Submitted to Drexel University
      Student Paper   <1%

56   Submitted to RDI Distance Learning
      Student Paper   <1%

57   Submitted to Nottingham Trent University
      Student Paper   <1%

58   silo.tips
      Internet Source   <1%

59   es.scribd.com
      Internet Source   <1%

60   ijaers.com
      Internet Source   <1%

61   Reni Haerani, Juju Masunah, Tati Narawati,
      Endang Rochyadi, Mujiarto Mujiarto. "Models of   <1%
      Arts Teacher's Professional Development",
      International Journal of Higher Education, 2020
      Publication

62   Siti Nurhayati. "Improvement of Pedagogic
      Competency of Pendidikan Agama Islam and   <1%
      Budi Pekerti Teachers of Islamic Education by
      Online Learning Supervision in Cilacap District",
      International Conference of Moslem Society,

2019
Publication

63 Abolghasem Masihabadi, Alireza Rajaei, Amir Shams Koloukhi, Hossein Parsian. "Effects of stress on auditors organizational commitment, job satisfaction, and job performance", International Journal of Organizational Leadership, 2015
Publication

<1%

64 K D Nur'aini, M F V Ruslau, M Palobo. "Mathematics teacher performance based on student's perception and learning achievement by applying structural equation modeling approach", IOP Conference Series: Earth and Environmental Science, 2019
Publication

<1%

Exclude quotes	Off	Exclude matches	Off
Exclude bibliography	Off		