



The Transformational Leadership of School Principals, Organisational Climate and the Professional Attitudes of Teachers

Agustina Rahmi^a, Ibrahim Bafadal^b, Ali Imron^c, Sugeng Utaya^d

^{a,b,c,d}University of Negeri Malang, Indonesia,

^aagustina.rahmi89@gmail.com, ^bibrahim.bafadal.fip@um.ac.id, ^cali.imron.fip@um.ac.id, ^dsugengutaya@yahoo.com

The purpose of this research is to know the transformational leadership relationship of school principals, the climate of school organisations and the professional attitudes of teachers in the Banjarmasin state high schools. The method used in this study is descriptive and correlational. Data analysis using Structural Equation Modelling (SEM) is processed through Analysis of Moment Structure (AMOS) software. The results showed (1) there is a direct relationship between the transformational leadership of school heads and the performance of teachers in SMAN Banjarmasin City, (2) there is a direct relationship between school organisational climate and the performance of teachers in SMAN City Banjarmasin, (3) there is a direct relationship between the professional attitude of teachers and the performance of teachers in SMAN Kota Banjarmasin, (4) there are indirect links between the transformational leadership of school principals and the performance of teachers due to organisational climate at the SMAN school in Banjarmasin and (5) there is an indirect relationship between the transformational leadership of a school principal and the performance of teachers due to the professional attitudes of the SMAN teachers in Banjarmasin.

Keywords: *transformational leadership of a school principal, organisational climate, professional attitude of teachers, performance of teachers.*



INTRODUCTION

The current era of globalisation has a great influence on many aspects, including education. Indonesia is a large country that also participates in preparing human resources through education (school). This is done so that it is ready to compete and have the competencies that deserve to compete in the global era. This is as mandated by the National System of Education Law No. 20 of 2003, Article 1, which states that national education should be able to respond to the demands of the times.

High school (SMA), as one of the formal education institutions that carries out the mandate of the law, plays an important role in realising trust. High school has a character that focuses on general learning, consisting of various fields of science within a wider scope. High schools apply learning by giving more theory than practice. It is based on high school objectives that seek to prepare learners to be able to proceed to college. The learning used in high school is in line with objectives that use curriculum and learning approaches that can build the framework and reasoning for critical thinking. Teachers are demanded to have good performance. This is supported by the leadership of a headmaster, the climate of school organisations and the professional attitude of teachers. Consequently, they realise the expected objectives of education.

The performance of teachers is a very particular study because teachers are the defining success of a country's education system. This is no exception in Indonesia. Many studies and pieces of research have been conducted to illustrate the role of strategists and the importance of working teachers in the success of education in a country. This is supported by the opinions of Stoner and Freeman (1994). They state that teacher work is the most important factor and contributor that determines the long-term success of an organisation. The performance of teachers also serves the implementation and improvement of their work, information materials and the consideration of teacher coaching to improve the quality of education (Berry, 2013).

The reason above is of basic importance to teacher performance research. In addition, there is an effort to improve the quality of teachers in the Indonesian Teachers' Consultation. In addition, training, proper teacher coaching and conducive organisational climate improves teachers' performance. Leo said (1982) that the success of a teacher's performance depends on the suppleness and ingenuity of teaching as the process of displacement occurs in the community. The success of performance can be seen in quality of work, timeliness of work completion, initiatives to complete the work, the ability to complete the work and the ability to foster cooperation with others (Mitchell, 1978).

According to Tempe(1992), the factors that affect performance are (a) the environment, (b) the behaviour of a person in managerial activity, (c) the placement of appropriate positions, (d) performance assessment, (e) feedback and (f) wage. Kopelman (1986) added two factors:

the behaviour of the individual and the characteristics of the organisation. Thus, it is generally understood that performance may be affected by several factors. These include (a) the behaviour of a person in management, (b) the environment and (c) the behaviour of individuals. The performance theory states there are three aspects that influence the work and performance behaviour. These are (a) individuals, (b) organisations and (c) the psychology of the individuals.

These three factors can be described as follows: First, the individual, in this case the leader, can influence their subordinates. This is because a headmaster is the core of the quality of a school and one of the processors of educational purposes (Halpin, 1971). Day (2003) states that the kind of leadership that is more suitable nowadays is the transformational model. This is because it is able to invite superiors and subordinates to reach goals together. Hallinger (2003) also added that this leadership tries to connect individual goals to organisations that can create a conducive climate. This is what is stated in the Transformational Leadership Theory of James McGregor Burns (1979). It makes the followers more empowered to work effectively, efficiently and in accordance with provisions.

Second, organisational factors, in this case organisational climate, is supported by the theory of Hoy and Miskel (2014). It regards the level of openness and the close relativity of a school organisation's climate. It does so by looking at openness as a result of encouragement, high working spirit and low separation between encouragement and working spirit. This is expected to form a conducive school organisational climate. Taiguri and Litein (1968) add that the climate of an organisation is able to influence the behaviour of each member in its circle.

Thirdly, psychology, in this case, involves individual professional attitude. This is supported by Campbell's Theory (1962), which suggests that attitude constitutes an overall response or social response that is fixed. Responses include (1) social distance, (2) blame, (3) capability or intelligence, (4) morality and (5) affection. Robbins (2008) added that work is influenced by cognitive, affective and conative attitudes.

The information above shows the relationship of a principal's leadership (in this case the transformational leadership of a school principal), the climate of a school organisation and teachers' professional attitudes towards their performance. This idea encouraged researchers to undertake research. It is evidence of the relationship of the transformational leadership of a school principal, a school's climate and SMAN teachers' professional attitudes towards their high school performance in Banjarmasin.

Research questions raised are as follows: (1) Is there a direct link between the transformational leadership of a school principal and the climate of SMAN school organisations in Banjarmasin?; (2) Is there a direct link between the transformational



leadership of a school principal and the professional attitude of SMAN teachers in Banjarmasin?; (3) Is there a direct link between the transformational leadership of a school principal and the performance of SMAN teachers in Banjarmasin?; (4) Is there a direct relationship between organisational climate and the professional attitude of SMAN teachers in Banjarmasin?; (5) Is there a direct relationship between organisational climate and the performance of SMAN teachers in Banjarmasin?; (6) Is there a direct relationship between teachers' professional attitudes and the performance of SMAN teachers in Banjarmasin City?; (7) Is there an indirect relationship between the transformational leadership of a school principal and the performance of teachers due to the climate of a SMAN school organisation in Banjarmasin?; (8) Is there an indirect relationship between the transformational leadership of a school principal and the performance of teachers due to the professional attitudes of SMAN teachers in Banjarmasin?

Based on research in the library, a supportive explanation of the relationship between the transformational leadership of a school principal and the climate of a school organisation is a professional attitude towards teachers' performance.

There is a direct relationship between the transformational leadership of a school principal and the climate of a school organisation. Dweyer (1983), in his research, showed there was a direct link between leadership behaviour, school climate and the organising of teaching. This is also supported by the research of Silins (1992), which found that transformational leadership has a greater positive effect on educational organisations. Usman (2004), in his book, states there is a significant link between the behaviour of primal leadership, the nature of leadership, the use of power, the organisational climate and the success criteria of leaders' commitments.

Organisational climate is influenced by the implementation of superiors' policies. This is because the leadership of a headmaster has implications for the development of teacher culture in a school and its surrounding environment (Lee, 2015). Anning (2017) adds that an organisation's leaders have the need to formulate and create strategies and environments that are conducive to achieving organisational development. Barid (2019) also states the importance of the control of the leader will affect organisational performance.

In terms of the direct relationship between a school principal's leadership and the professional attitude of teachers, a teacher who has the right skills will have a great influence on leadership. Flores (2017) adds that effective leadership practices will have a positive impact on teachers' professional development. Hoy and Miskel (2014) indicate that the leadership of a headmaster has a tremendous influence on the attitudes and conduct of teachers and school performance. This is due to leaders giving teachers an opportunity in their professional development (Leithwood & Jantzi, 2006).

There is a direct relationship between a school principal's leadership and the performance of teachers. A leader is declared a mediator. They have the authority to develop and empower teachers in the effectiveness of school efforts. Hanson (1995) indicates that realising the need for soothing leadership behaviour enables the best performance improvement. This is because a headmaster is able to form the effectiveness of schools and become a source of influence in life and work in school. Safitri, Wiyono and Imron (2013) reveal there is a direct relationship between a principal's innovations and teachers' performance. Tambingon (2018) supports this study by stating that principal leadership has an effect on the performance of certified teachers. Hersey and Blanchard (1995) indicate that adding such influences affects not only the individual but also the group they lead in order to be able to work optimally. David and Newstrom (1995) declare the behaviour of the leader will influence the subordinates, in general. The transformational leadership of a principal is shown by Research School Bass (1998) to move its members to be able to exceed expected work. This is as Andriani (2018) stated in his research, which indicates that transformational leadership has a positive and significant effect on teachers' performance. Invention and explanation essentially show that the leadership of a school head effectively enhances teachers' performance. This is not separate from the leader's policy in empowering teachers (Yi-Gean, 2017; Emmanouil, 2014).

There is a direct relationship between climate of a school organisation and the professional attitudes of teachers. Thomas (2018) stated that a system in an effective school was able to influence the quality development of teachers and students. Fallon (2009) reinforces that changes in school organisational structures affect employee's professional behaviour. Reelika (2012), in her study, also found that effective teacher activities were able to play a role in school performance. Teacher commitment in school is able to improve learning in school organisations (Fullan, 2002). Chad (1982) supports this by stating that professional attitudes are influential in school development.

There is a direct relationship between the climate of a school organisation and its teachers' performance. The climate of a school organisation is a group of people who are the experts in a school and do the work within a scope so as to make an impact on actions. An organisation's climate distinguishes every school and influences teacher's actions and feelings.

Borzabad, Feyabadi and Moghadam (2015) state that the climate of an organisation is capable of empowering the psychology of employees. Liu (2015) added that there is a relationship between an organisation and a company's performance. Oyewobi (2019), in his research, also reveals that there is a positive relationship between an organisation's commitment and performance in the organisation.

There is a direct relationship between the professional attitudes of teachers and the performance of teachers. Andronache (2015) declares teacher competence and the performance of teachers capable of forming teaching professionals. Hoy, Smith and Sweetland (2002) found teachers' professional behavioural score and high performance were associated with the leadership of the headmaster at Arlington Yustiyawan High School, Supriyanto, Mustiningsih (2016). They also found a direct link between teachers' professional competence and teachers' performance. There is an indirect relationship between professional competencies and teacher performance due to teacher motivation. Melian also (2016) expressed attitudes capable of affecting a person's performance.

There are indirect relations between the transformational leadership of a school principal and the performance of teachers due to the climate of a school organisation. Andrews (1965), in his research, explains that teachers who do work under the leadership of a school principal and the climate of a school organisation will have greater confidence and make school effective.

There is an indirect relationship between school principal leadership and teacher performance due to the professional attitudes of teachers. The climate of an open school organisation is positively related to the participation/behaviour of teachers' participation. Decision making by a principal results in increased school electivity and student quality. The concept frame model is based on the description of the background, the formulation of the problem, the research objectives and the results of the literature study displayed earlier. Hence, the pattern of relations between variables are as follows:

The variables consist of endogenous (bound) variables i.e. teacher performance (Y) and exogenous (free) variables. These include the leadership of a headmaster (X1), school organisational climate (X2) and the professional attitudes of teachers (X3). The relationships between variables are as follows:

1. a direct relationship between the transformational leadership of a headmaster (X1) and the organisational climate (X2);
2. a direct relationship between a school principal's transformational leadership (X1) and the professional attitudes of teachers (X3);
3. a direct relationship between a school principal's transformational leadership (X1) and teachers' performance (Y);
4. a direct relationship between the climate of the organisation (X2) and the professional attitude of teachers (X3);
5. a direct relationship between the climate of the organisation (X2) and teacher performance (Y);
6. a direct relationship between the professional attitude of teachers (X3) teachers' performance (Y);

7. an indirect relationship between the transformational leadership of a headmaster (X1) and the performance of a teacher (Y) due to the climate of a school organisation; and
8. an indirect relationship between the transformational leadership of a headmaster (X2) and the performance of a teacher (Y) due to the professional attitude of teachers.

The above variables are patterns to be tested to determine the strength of relationships involving the transformational leadership of a school principal, the climate of a school organisation, teachers' professional attitudes towards their performance.

METHOD

This research plan implements correlations and descriptions through a quantitative approach. It employs a survey model by collecting the data in a closed questionnaire by compiling the Likert scale. The analysis used in variable proof is tested by using structural equations using Structural Equation Modelling (SEM). This is processed with the Analysis of Moment Structure (AMOS) software.

The population of this study was 469 teachers at 13 SMA in Banjarmasin, with a sample number of 216 people. The sample was obtained using a Proportional Random Sampling technique. The grids in this study were based on the study of the libraries.

The collection of data in this research was conducted using principals and teachers of state high schools in Banjarmasin. This was done by meeting the respondents directly. Respondents were given a poll to fill in according to the reality they were experiencing. Researchers provided the necessary explanations to provide an understanding of the statements that exist in the poll. This was done to maintain the validity and accuracy of the data.

In data analysis, the assumption test is a preliminary stage. SEM-AMOS techniques consisting of a) the number of samples, b) normality and c) outliers. In testing the relationship between variables related to the analysis of each path (path analysis) a structural model is created using SEM. Data calculation is done using the software AMOS 21.0. Ferdinand (2006) explains the model of this structural equation is a multivariate analysis. They describe the application of several compact models, namely, (a) the validity and reliability check of an instrument, (b) the testing of inter-relationship model variables and (c) models for predictions (related to regression analysis).

RESULTS

The correlation hypothesis is an estimate of the relationship between variables in the population being tested. It is done by looking at the relationship between the variables drawn from the sample of the population. The correlation between variables is a value that shows the direction and whether there is a strong relationship among two or more variables. Direction is shown as positive or negative. A strong relationship is shown by the magnitude

of the value of the correlated coefficient. A causality test is performed as a test of the weights of each of the indicators analysed. This is based on the results of the analysis of the structural equation model of the transformational leadership of a school principal (Ξ_1), a school's organisational climate (Ξ_2), the professional attitude of teachers (ξ_3) and the performance of teachers (η).

A significant correlation coefficient of two constructions is equivalent to $\alpha = 0.05$. Statistical results showed significant test decisions when $p\text{-value} \leq 0.05$. A significant test (test-T) of the lambda coefficient, in this case the critical ratio (c. r) value identical to test-T, was performed to reject the H_0 stating the lambda coefficient is equal to zero.

According to the table of findings above, the following can be explained:

1. The first hypothesis ensured a significant, direct relationship between the leadership transformation of schools and school organisational climate. This is expressed as

$H_0: \gamma_1 = 0$: There is no significant relationship between the transformational leadership of school principals and the climate of SMAN school organisations in Banjarmasin City. Analysis acquisition showed the value of regression coefficient obtained was 0.97, CR was 6.59 (≥ 2.0) and the P-value was 0.000 with a standard coefficient of 0.15. A significant value that shows 0.000 means the relationship between the two variables is close or significant. Based on the analysis, the hypothesis (H_0) was rejected. This means there is a positive and significant relationship between the transforming leadership of a school principal and the climate of a school organisation.

2. The second hypothesis predicts a significant, direct relationship between a school principal's transformational leadership and the professional attitude of teachers at SMAN in Banjarmasin City. This is expressed as

$H_0: \gamma_1 = 0$: There is no significant relationship between the transformational leadership of a headmaster and the professional attitude of teachers at SMAN in Banjarmasin. Analysis acquisition showed the value of the regression coefficient obtained was 1.59, CR was 0.52 and the P-value was 0.000 with a standard coefficient of 8.905. A significant value that shows 0.000 means the relationship between the two variables is close or significant. Based on the analysis, the hypothesis (H_0) was rejected. This means there is a positive and significant relationship between the leadership transformation of a headmaster and the professional attitude of a teacher.

3. The third hypothesis predicts a significant direct connection between a school principal's transformational leadership and the performance of teachers at SMAN Banjarmasin City. This is expressed as

$H_0: \gamma_1 = 0$: There is no significance relationship between the transformational leadership of a school principal and the performance of teachers at SMAN Banjarmasin.

Analysis acquisition showed the value of the regression coefficient obtained was 1.35, CR was 0.76 and the P-value was 0.000 with a standard coefficient of 1.78. A significant value that shows 0.000 means the relationship between the two variables is close or

significant. Based on the analysis, the hypothesis (H_0) was rejected. This means there is a positive and significant relationship between the leadership transformation of a headmaster and teachers' performance.

4. The fourth hypothesis predicts a significant direct connection between the climate of a school organisation and the professional attitude of teachers at SMAN Banjarmasin City. This is expressed as

$H_0: \gamma_1 = 0$: There is no significant link between the climate of a school organisation and the professional attitude of teachers at SMAN Banjarmasin.

Analysis acquisition showed the value of regression coefficient obtained was 1.40, CR was 0.49 and the P-value was 0.000 with a standard coefficient of 9.03. A significant value that shows 0.000 means the relationship between the two variables is close or significant. Based on the analysis, the hypothesis (H_0) was rejected. This means there is a positive and significant relationship between the climate of a school organisation and the professional attitude of teachers.

5. The fifth hypothesis predicts a significant direct connection between a school organisation's climate and teacher performance at SMAN Banjarmasin City. This is expressed as

$H_0: \gamma_1 = 0$: There is no significant relationship between a school's climate and the performance of teachers at SMAN Banjarmasin.

Analysis acquisition showed the value of regression coefficient obtained was 1.41, CR was 0.765 and the P-value was 0.000 with a standard coefficient of 12.84. A significant value that shows 0.000 means the relationship between the two variables is close or significant. Based on the analysis, the hypothesis (H_0) was rejected. This means there is a positive and significant relationship between a school organisation's climate and teacher performance.

6. The sixth hypothesis predicts a significant direct relationship between the professional attitudes of teachers and the performance of teachers at SMAN Banjarmasin City. This is expressed as

$H_0: \gamma_1 = 0$: There is no significant relationship between the professional attitude of teachers and the performance of teachers at SMAN Banjarmasin City.

The acquisition of analysis showed the value of regression coefficient obtained was 0.63, CR was 0.284 and the P-value was 0.000 with a standard coefficient of 0.09. A significant value that shows 0.000 means the relationship between the two variables is close or significant. Based on the analysis, the hypothesis (H_0) was rejected. This means there is a positive and significant relationship between the professional attitudes of teachers.

7. The seventh hypothesis predicts the presence of indirect links between the transformational leadership of a school head and teachers' performance due to a school organisation's climate at SMAN Banjarmasin. This is expressed as

$H_0: \gamma_1 = 0$: There is no significant indirect relationship between the transformational leadership of a headmaster and the performance of teachers due to a school organisation's climate at SMAN Banjarmasin City.

The results indicate a direct effect value of 1.35 and an indirect effect value of 1.37, resulting in a total effect value of 2.73. The value of these coefficients indicates every improvement that occurs in the transformational leadership of a headmaster that is influenced by other factors (school organisational climate) will indirectly affect the increasing performance of teachers by 272.5%. Based on the analysis, the hypothesis (H_0) was rejected. This means there is a positive and significant indirect relationship between the transformational leadership of a headmaster and the performance of teachers due to the climate of a school organisation.

8. The eighth hypothesis confirms the existence of an indirect connection of a school principal's transformational leadership and teachers' performance due to their professional attitude at SMAN Banjarmasin City. This is expressed as

$H_0: \gamma_1 = 0$: There is no significant indirect relationship between the transformational leadership of a headmaster and the teachers' performance due to the professional attitude of teachers at SMAN Banjarmasin City.

The results show a direct effect value of 1.41 and an indirect effect value of 0.11, resulting in a total effect value of 1.52. A large coefficient value indicates every improvement occurring in the transformational leadership of a headmaster that is influenced by other factors (teachers' professional attitudes) will indirectly affect an increase in teacher performance of 151.5%. Based on the analysis, the hypothesis (H_0) was rejected. This means there is a positive and significant indirect relationship between the transformational leadership of a headmaster and teachers' performance due to the professional attitude of teachers.

CONCLUSION

Based on the findings and discussion previously displayed, the conclusions are as follows:

(1) There is a transformational leadership relationship between school principals and the climate of school organisations at SMAN Banjarmasin. 2) There is a transformational leadership relationship between school principals and the attitude of professionalism regarding teachers at SMAN Kota Banjarmasin; (3) There is a transformational leadership relationship between school principals and the performance of teachers at SMAN Kota Banjarmasin; (4) There is a relationship between the climate of school organisations and the professional attitudes of teachers at SMAN Banjarmasin City; (5) There is a relationship between the climate of school organisations and the performance of teachers at SMAN Kota Banjarmasin; (6) There is a relationship between the professional attitude of teachers and the performance of teachers at SMAN Banjarmasin City; (7) There is an indirect relationship between the transformational leadership of school principals and the performance of teachers due to the climate of school organisations at SMAN Banjarmasin City; (8) There is an indirect relationship between the transformational leadership and the performance of teachers due to the professional attitude of teachers at SMAN Banjarmasin City.

RECOGNITION

The researchers acknowledge the SMAN teachers of Banjarmasin who voluntarily participated in this study.

DISCLOSURE STATEMENT

There is no potential conflict of interest reported by authors.

Figure 1

The concept frame model

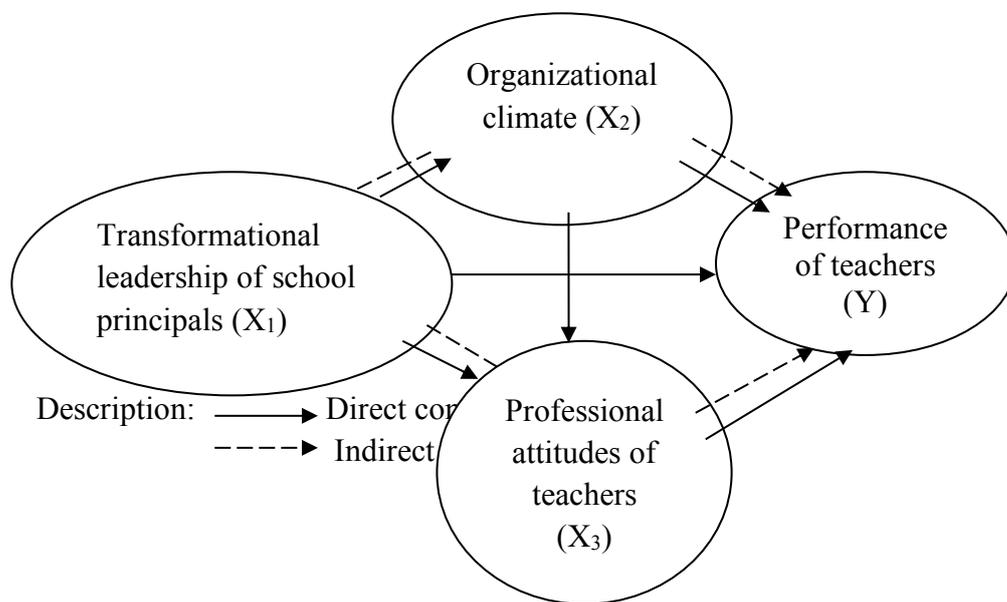


Table 1

The leadership instruments of principals, climate of school organisations, professional attitudes of teachers and performance of teachers

No.	Variables	Indicators
1.	Transformational leadership of school principals (Burns, 1979)	1. Charismatic
		2. Motivational Inspiration
		3. Intellectual stimulation
		4. Individual considerations
2.	Climate of school organisations (Hoy dan Miskel, 2014)	1. Supportive
		2. Directive
		3. Restrictive
		4. Collegial
		5. Intimate
		6. Disengaged

3.	Professional attitudes of teachers (Campbell, 1962)	1. Attitudes to the law
		2. Attitude to professional organisation
		3. Attitude to Peers
		4. Attitudes to students
		5. Workplace attitudes
		6. Attitude to leaders
		7. Attitude to the work
4	Techers' performance (Gorton, 1972)	1. Learning Planning
		2. Implementation of active and effective learning activities
		3. Learning

Table 2
Stages in SEM

Stages	Activities
1	Develop a theory-based model
2	Sorting path chart (part diagram)
3	Changing the path chart as a structural equation
4	Define input matrix for data analysis and model estimation techniques
5	Conducting model identification assessments
6	Evaluate model estimation (evaluation goodness of fit)
7	Model interpretation and modification

Table 3
Structural model hypothesis test results

	Estimate	S.E.	C.R.	P
The transformational leadership of school principals → Climate of school organisations	0.97	0.15	6.59	0,000
The transformational leadership of school principals → Professional attitudes of teachers	1.59	8.91	0.52	0,000
IOS → Professional attitudes of teachers	-1.40	9.03	-0.49	0,000
The transformational → Teachers' performance	1.35	1.78	0.76	0,000

	Estimate	S.E.	C.R.	P
leadership of school principals				
Climate of school organisations → Teachers' performance	-2.62	4.58	-0.57	0,000
Climate of school organisations → Teachers' performance	-1.41	1.84	-0.77	0,000
Professional attitudes of teachers → Teachers' performance	-0.63	0.09	-0.28	0,000

Table 4

Testing indirect relationships based on direct effect and indirect effect

Independent variable	Dependent variable	Direct effects	Indirect effects	Total effect
Transformational leadership of school principals (through school organisation climates)	Teachers' performance	1.35	1.37	2.73
Transformational leadership (through teachers' professional attitudes)		1.41	0.11	1.52

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