

## The Effect of Leadership, Organizational Culture and Job Satisfaction on High School Teacher Performance in Koto Parik Gadang Diateh District

Aviv Andrici<sup>1</sup>, Syamsul Amar<sup>2</sup>, Erni Masdupi<sup>3</sup>

<sup>1</sup>Universitas Negeri Padang, Padang, Indonesia ✉ [aviv\\_riki10@yahoo.co.id](mailto:aviv_riki10@yahoo.co.id)

<sup>2</sup>Universitas Negeri Padang, Padang, Indonesia, ✉ [syamsul\\_amar3@yahoo.com](mailto:syamsul_amar3@yahoo.com)

<sup>3</sup>Universitas Negeri Padang, Padang, Indonesia, ✉ [emasdupi@gmail.com](mailto:emasdupi@gmail.com)

### Abstract

This paper examines the effect of leadership, organizational culture, and job satisfaction on high schools' teachers' performance in Koto Parik Gadang Diateh District. The population of this research is All High School Teachers in Koto Parik Gadang Diateh District. The sampling technique was by using the proportional random sampling method. Questioners were distributed to 100 teachers. Data were analyzed by using path analysis and processed with SPSS 24. The results showed that: 1) Leadership had a significant effect on organizational culture, 2) Leadership had not a significant effect on job satisfaction, 3) Organizational culture had a significant effect on job satisfaction 4) Leadership had a significant effect on teacher performance, 5) Organizational culture had a significant effect on teacher performance, and 6) Job satisfaction had a significant effect on the performance of high school teachers in Koto Parik Gadang Diateh District.

**Keywords:** leadership, organizational culture, job satisfaction, teachers' performance.

### Introduction

Teachers hold a major role in improving the quality of education, especially those held formally in educational institutions. In the process of teacher education is one element that greatly determines the success of students. The teacher is a director and at the same time as an actor in the learning process. The teacher's task includes the process of planning, implementing and evaluating the learning process. Such a heavy task should make the teacher as a figure who must get central and primary attention. Improving the quality of education in Indonesia will be achieved if teachers as educators have good performance, so that the education process will run optimally.

Teacher performance is the ability shown by the teacher in carrying out his duties or work. Teacher performance is very important to be considered and evaluated because the teacher carries out professional duties, meaning that tasks can only be done with special competencies obtained through educational programs. The performance is said to be good and satisfying if the objectives achieved are in accordance with the standards set. To find out the teacher's performance is usually carried out an assessment of the teacher's performance within a year of work. A good teacher's performance will produce quality students. The positive impact of the teacher performance assessment is that it can evaluate performance and motivate teachers to always improve their performance.

Improving teacher performance needs to get the attention of all parties. Various ways can be taken to improve teacher performance. Ilyas and Abdullah research (2016) shows that in carrying out their duties, teacher performance will be influenced by leadership, organizational culture, and job satisfaction. To meet the teacher's job satisfaction, it takes the organizational culture and leadership of school principals in accordance with the expectations of the teachers. According to Waridin and Masrurukhin (2006) organizational culture is defined as values, symbols that are understood and adhered to together, which are owned by an organization so that members of the organization feel one family and create a condition that is felt differently from other organizations. The results of Ghodang's research (2015) show that school organizational culture has a positive and significant effect on job satisfaction. Then the school organizational culture also has a positive and significant effect on teacher performance. This means that any improvement in the work culture towards a more conducive will contribute significantly to improving teacher performance.

To manage and control various subsystem functions in the organization so that it remains consistent with the goals of the organization, a leader is needed, because leaders are an important part in improving the performance of their subordinates. Besides that the ability of the leader in mobilizing and empowering his subordinates will affect the performance of the subordinates themselves. Changes in the environment and technology that rapidly increase the complexity of the challenges faced by the organization, this raises organizational needs for leaders who can direct and develop subordinate efforts with the power they have to achieve organizational goals in building the organization towards high performance (Cahyono, 2005). The results of Sinambela's research, LP, et al (2017) showed that the principal's leadership had a positive and significant influence on job satisfaction. Then the principal's leadership also has a positive and significant effect on teacher performance. The failure of leaders because the leader is unable to move and satisfy employees in a particular job and environment.

During this time various efforts have been made by the government to improve teacher performance by improving the professional quality of teachers through training, workshops, seminars and others. Besides that, the government also optimizes the subject teachers' deliberation program (MGMP) in each district / city. Then the government also improves teacher welfare through the provision of certification allowances. All of these things are done so that teachers can improve their performance in carrying out tasks. Although the government has made various efforts, the reality has not succeeded as expected. There are still a lot of teacher performance that has not been maximized. This is reflected in the dissatisfaction of the parties concerned, especially those in the industrial world who tend to argue that the quality of SMK graduates is still low and not ready for use. While many high school graduates still fail to enter the college entrance selection, especially state universities. All of these things cannot be separated from the teacher's performance which is still not maximal. Rusman (2011) states that performance or performance in the context of the teaching profession is an activity that includes learning planning, implementing learning and evaluating learning outcomes. Then the teacher's performance can be said about how a teacher works and how the results are obtained. In addition, Sinambela (2017) also argued that teacher performance is the ability of teachers and the teacher's efforts to carry out tasks as best as possible in the planning of teaching programs, implementation and evaluation of learning outcomes.

Based on the author's observation of the performance of high school teachers in the Koto Parik Gadang Diateh District, the following data was obtained:

Table 1 The Results of High School Teacher Performance Assessment in Koto Parik Gadang Diateh District 2017

| Teacher Performance Value | Mention   | Percentage |
|---------------------------|-----------|------------|
| 91 – 100                  | Very good | 19%        |
| 76 – 90                   | Good      | 49 %       |
| 61 – 75                   | Enough    | 32 %       |
| 51 – 60                   | Medium    | -          |
| ≤50                       | Less      | -          |

Source: Results of observations and interviews with high school teachers in Koto Parik Gadang Diateh District.

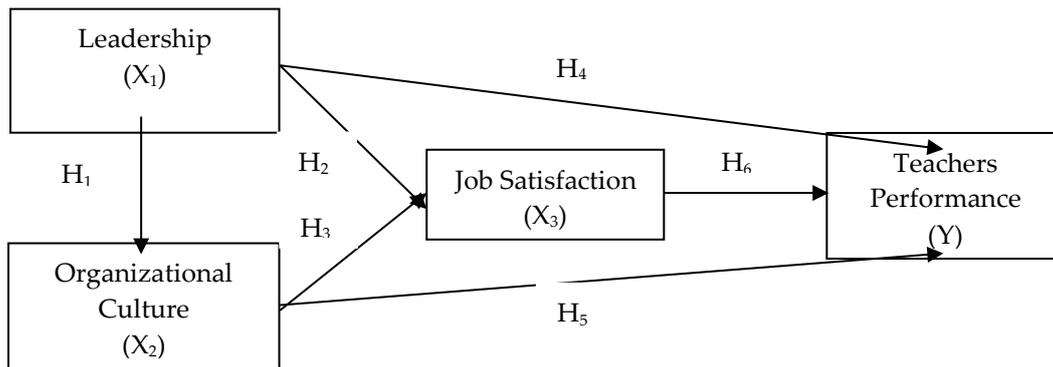
Based on table 1 it is known that the results of the Performance Assessment of high school teachers in Koto Parik Gadang Diateh District are still not optimal because there are still many teachers who get the results of the performance assessment with the title "enough". The teacher's performance is not maximized due to factors that can affect the teacher's performance. Teacher performance is influenced by many factors, including the level of teacher education, teaching supervision, education and training programs, organizational culture, facilities and infrastructure, job satisfaction, principal leadership, welfare guarantees, and others. The cause of the not yet high performance of high school teachers in Koto Parik Gadang Diateh District is allegedly due to the influence of the principal's leadership, organizational culture and job satisfaction. Handoko (2001) says job satisfaction is an

emotional state that is pleasing or unpleasant to employees in looking at their work. Job satisfaction reflects a person's feelings about his work. According to Robbins (2012) in general job satisfaction is defined as a positive feeling about one's work which is the result of an evaluation of its characteristics. An individual's job satisfaction depends on individual characteristics and work situation. Based on the author's observation, it is known that the job satisfaction of high school teachers in Koto Parik Gadang Diateh District is still low, especially with regard to promotion and school management. Discussing job satisfaction will not be separated from the presence of factors that can affect a person's job satisfaction. So that job satisfaction is always consistent, at least the organization needs to pay attention to the environment in which employees carry out their duties such as: coworkers, leaders, organizational culture, work atmosphere and other things that can affect a person's satisfaction in carrying out their duties.

Then the teacher's performance is also influenced by the organizational culture in which the teacher works. Cultural problems are essential for an organization, because they will always be related to life in the organization. Organizational culture is a philosophy, ideology, values, assumptions, beliefs, hopes, attitudes and norms that are shared and binding in a particular community. Specifically, the culture in the organization will be determined by the conditions of team work, leadership and organizational characteristics as well as the prevailing administrative processes (Koesmono, 2005). Robbins (2012) states that organizational culture is a system of shared meanings adopted by organizational members that distinguishes the organization from other organizations. Then Waridin and Masrukhin (2006) stated that culture is a complex combination of assumptions, behaviors, stories, myths, metaphors and various other ideas that become one to determine the meaning of being a member of a particular society. Organizational culture is often interpreted as values, symbols that are understood and obeyed together that an organization has so that members of the organization feel one family. Organizational culture is said to be important because it is habits that occur in the organizational hierarchy that represent behavioral norms followed by members of the organization. A productive culture is a culture that can make an organization strong and organizational goals can be accommodated. Based on the author's observation it is known that the problem of high school organizational culture in Koto Parik Gadang Diateh District is seen in the lack of innovation of teachers in developing their duties and lack of orientation towards the team. This can lead to less harmonious relations between fellow teachers and the relationship of the teacher with the principal.

In addition to being influenced by job satisfaction and organizational culture, teacher performance is also influenced by the leadership of the principal. Leadership according to Yulk (2001) is the process of influencing others to understand and agree with what needs to be done and how the task is carried out effectively, as well as the process to facilitate individual and group efforts to achieve common goals. Meanwhile, according to Gibson et.al (2006) leadership (leadership) is an effort to use influence to motivate individuals in achieving several goals. The ability of school principals to mobilize and empower teachers will affect teacher performance. Leader behavior has a significant impact on employee attitudes, behavior and performance. The effectiveness of leaders is influenced by the characteristics of their subordinates and is related to the communication process that occurs between leaders and subordinates. Leaders are said to be unsuccessful if they cannot motivate, move and satisfy employees in a particular job and environment. The task of the leadership is to encourage subordinates to have the competence and opportunity to develop in anticipating every challenge and opportunity at work. Based on the author's observation, it is known that the leadership conditions of high school principals in Koto Parik Gadang Diateh District. The phenomenon of the leadership of school principals shows the lack of meetings between leaders and teachers, listening to teachers' opinions and conducting guidance on teacher work. All of these things will certainly affect the performance of the teacher in carrying out their duties. The leader is the spearhead who acts as the decision maker. A leader must exemplify the teachers so that the teacher's performance is good. The existence of a leader in the organization is needed to bring the organization to its stated goals.

Based on theoretical studies, the following conceptual framework can be formulated:



Picture 1 Theconceptual framework picture

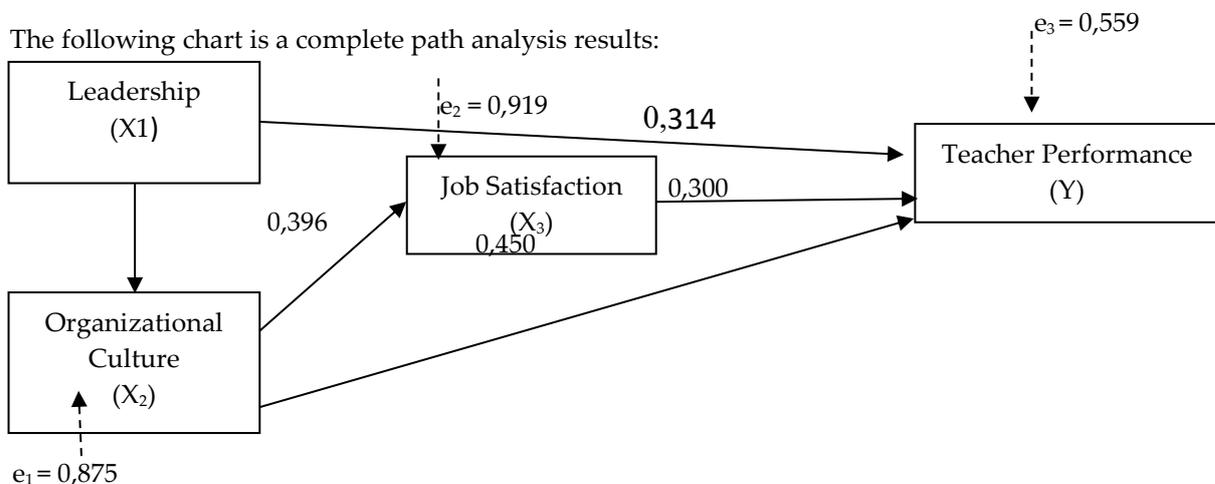
### Methods

Respondents in this study were teachers of HighSchool in Koto Parik Gadang Diateh District. The sampling technique used in this research is proportional random sampling method. Questionnaires were distributed to 100high school teachers in Koto Parik Gadang Diateh District.Data were analyzed by using Path Analysis.Analysis Determination of the number of samples in this study is by using the Slovin formula.Respondents were asked to fill in or give a response to the questionnaire given by giving a check list on one of the alternative answers. The answers to each question item use5point Likert scale (1=never, 5=always). Before the questionnaire is used, the validity and reliability tests are first tested. From testing the validity and reliability of a total of 61 statements submitted 7 invalid statements were issued, so there are 54 valid statements. Leadership is measured by twelve statement items. Organizational culture is measured by twenty-one statement items. Job Satisfaction is measured by thirteen statement items and teachers performance is measured by eight statement items. Data analysis techniques in this study using path analysis (path analysis) then carried out the hypothesis test t test and significant  $\alpha = 0.05$ .

### Results

Before using path analysis, an analytical prerequisite test is carried out, they were Normality and Homogeneity Test. From the normality test, the result is that the data is normally distributed. Then from the Homogeneity Test, the result shows that the data variants of each variable are homogeneous. From these results it is eligible to use path analysis.

The following chart is a complete path analysis results:



Picture 2 Chart of Path Analysis Results

The results of testing the first hypothesis prove that leadership can influence the culture of high school organizations in the Koto Parik Gadang Diateh sub-district. The formation of organizational culture usually comes from the philosophy of the founder and leader of the organization. Leadership is an effort carried out by the leadership element in influencing and directing subordinates to achieve organizational goals effectively and efficiently, therefore the school organizational culture in achieving its objectives is strongly influenced by the leadership of the principal.

School organizational culture is perceived as a norm relating to individual activities in schools that are formed with the support of school leaders. When leaders see quality as something that must be fought for, the perception of organizational members will be driven by the quality of their work. If leaders in high school in Koto Parik Gadang Diateh sub-district can pay attention and empower their subordinates properly, a good organizational culture will be created. Leaders can influence the rules of the game carried out at school, namely the integration of values, beliefs, meanings, norms that are believed and used as guidelines in behaving and solving problems faced in high schools in Koto Parik Gadang Diateh District by carrying out its leadership functions. Through giving instructions, involving teachers in making decisions, delegating tasks and carrying out supervision to the teacher will be able to shape the values and behavior reflected in the school culture.

The findings of this study are supported by the opinion of Nica (2017) which states that organizational culture is influenced by leadership. Today's leaders like those who lead before, influence through methods, styles, and the way they motivate employees. All of these things are part of organizational culture. Furthermore, Robbins (2012) also said that an organization's culture can change if: (1) making leadership a model (2) creating history, new symbols and habits and beliefs in accordance with the desired culture, (3) redefining the socialization process for values new values, (4) changing the reward system with new values, (6) replacing unwritten norms with written norms, (7) randomizing sub-cultures through job rotation, and (8) increasing group collaboration.

Table 2 Results of Path Coefficients in Each Substructure

| Pathway                              | Coefficient | t-count | Sig.  | Information     |
|--------------------------------------|-------------|---------|-------|-----------------|
| <b>Substructure 1</b>                |             |         |       |                 |
| ( $\rho_{X2X1}$ )                    | 0,484       | 5,482   | 0,000 | Significant     |
| R Square = 0,235                     |             |         |       |                 |
| <b>Substructure 2</b>                |             |         |       |                 |
| ( $\rho_{X3X1}$ )                    | 0,113       | 1,065   | 0,290 | Not Significant |
| ( $\rho_{X3X2}$ )                    | 0,314       | 3,216   | 0,002 | Significant     |
| R Square = 0,166                     |             |         |       |                 |
| <b>Substructure 2 After Trimming</b> |             |         |       |                 |
| ( $\rho_{X3X2}$ )                    | 0,396       | 3,263   | 0,000 | Significant     |
| R Square = 0,156                     |             |         |       |                 |
| <b>Substructure 3</b>                |             |         |       |                 |
| ( $\rho_{YX1}$ )                     | 0,314       | 4,786   | 0,000 | Significant     |
| ( $\rho_{YX3}$ )                     | 0,450       | 6,560   | 0,000 | Significant     |
| ( $\rho_{YX3}$ )                     | 0,300       | 4,810   | 0,000 | Significant     |
| R Square = 0,688                     |             |         |       |                 |

Source: Primary Data (2018)

The description of the results of data processing of direct and indirect effects can be summarized as shown in the following table:

**Table 3 Recapitulation of the Effect of Exogenous Variables on Endogenous variable**

| <b>No</b>     | <b>Information</b>   | <b>Percentage</b> |
|---------------|--|-------------------|
| 1             | The number of direct influence of $X_1$ on Y                 | 9,9               |
| 2             | The number of indirect influence of $X_1$ on Y through $X_2$ | 6,8               |
| 3             | The number of direct influence of $X_1$ on $X_2$             | 23,4              |
| 4             | The number of direct influence of $X_2$ on Y                 | 20,3              |
| 5             | The number of indirect influence of $X_2$ on Y through $X_3$ | 5,3               |
| 6             | The number of direct influence of $X_2$ on $X_3$             | 15,7              |
| 7             | The number of direct influence of $X_3$ on Y                 | 9                 |
| 8             | <b>Total pengaruh variabel eksogen terhadap endogen</b>      | <b>90,4</b>       |
| 9             | <b>Besarnya pengaruh variabel lain</b>                       | <b>9,6</b>        |
| <b>Jumlah</b> |  | <b>100,00</b>     |

Source: Primary Data (2018)

On high school in Koto Parik Gadang Subdistrict, the principal's leadership is not very influential on job satisfaction. This can be seen from the results of this study, where the analysis test shows the path coefficient with a significance greater than 0.05, then  $H_0$  is accepted and  $H_a$  is rejected. Thus it can be concluded that the leadership of the principal does not have a significant effect on the job satisfaction of high school teachers in the Koto Parik Gadang Diateh District. Leadership is how a leader can precisely direct personal goals and organizational goals. While job satisfaction is a general attitude of an individual towards his work. The more aspects that are in line with the individual's desires, the higher the job satisfaction will be.

Based on the study of the theory of leadership, then to know a leadership in an organization can be seen from the leadership function, namely the function of instruction, consultation, participation and delegation. The function of instruction is that the principal functions as a communicator who determines what the command is about, how to do orders, when to start, carry out and report the results, and where to do the command, so that decisions can be realized effectively. The consultation function is carried out when the principal tries to establish a decision that requires consideration and consultation with the people. The participation function is carried out by trying to activate the people he leads both in decision making and in its application. Each group member has the same opportunity to participate in carrying out activities in accordance with their respective competencies. The function of the delegation is applied by giving the delegation of authority to complete a job. So, in high school in Koto Parik Gadang Diateh, the implementation of leadership functions does not affect teacher job satisfaction.

The findings of this study are in line with the research of Omar and Hussin (2013) which states that leadership is not significant in the relationship between charismatic, intellectual stimulation and individual consideration with job satisfaction. Then Amin, et al (2013) also suggested that laissez-faire leadership, relatively less positive and statistically insignificant influence on intrinsic, extrinsic and overall job satisfaction. Transactional leadership on the other hand also has negative effects and statistics that are relatively insignificant to intrinsic, extrinsic and overall job satisfaction.

The results of testing the third hypothesis prove that organizational culture can influence the job satisfaction of high school teachers in the Koto Parik Gadang Diateh District. Organizational culture is obtained and developed by people in the organization. The culture that grows into a strong can drive the organization towards better development. While job satisfaction is a general attitude of an individual towards his work. The more aspects that suit the individual's desires, the higher his job satisfaction. From this description it can be said that job satisfaction is a person's feeling towards his job by considering the aspects that exist in his work so that it arises in him a feeling of pleasure or dislike of the work situation and his coworkers. It can be concluded here that the more aspects that

exist in the individual that are in accordance with the culture of the organization where he works, the higher his job satisfaction will be.

The findings of this study are in line with the opinion of Robbins (2012) that in general job satisfaction is defined as a positive feeling about one's work which is the result of an evaluation of its characteristics. An individual's job satisfaction depends on individual characteristics and work situation. Each individual will have a different level of satisfaction in accordance with the value system that applies in him. The more aspects of work that are in accordance with the interests and expectations of the individual, the higher the level of perceived satisfaction and vice versa. Then Marwan, et al (2016) also stated that job satisfaction is influenced by organizational culture, leader behavior and motivation. Meanwhile, according to Syauta (2012) job satisfaction is influenced by organizational culture and organizational commitment.

Based on the results of the study it can be seen that the leadership variable has a significant effect on the performance of high school teachers in the Koto Parik Gadang Diateh District. Then the results of the descriptive analysis also showed that the leadership of high school principals in Koto Parik Gadang Diateh District was generally good. This can be seen from the average value of a variable of 4 and a variable TCR of 80.08 which means "good". This means that overall the teacher feels that the leadership process has gone well in high school in the Koto Parik Gadang Diateh District. Good leadership is felt by the running of leadership functions such as the function of instruction, consultation function, participation function and delegation function. To manage and control various subsystem functions in the organization so that it remains consistent with organizational goals requires a good leader because leaders are an important part of improving performance. Environmental changes and technology that rapidly increase the complexity of the challenges faced by organizations, this raises organizational needs for leaders who can direct subordinates with the power they have to achieve organizational goals.

Likewise, with the school environment, the ability of principals to mobilize and empower teachers will affect teacher performance. Principal leadership behavior has a significant impact on teacher attitudes, behavior and performance. Leaders are said to be successful if they are able to motivate, mobilize, and satisfy employees in a particular work environment. A good leader will encourage subordinates to have the competence and opportunity to develop in anticipating every challenge and opportunity at work. Good leadership will create good performance as well, this is in line with research conducted by Sinambela, LP, et al (2017) which revealed that principals' leadership has a positive and significant effect on teacher performance. Ghodang, Hironymus (2015) also revealed that the leadership of principals can influence teacher performance. Then Robbins (2012) explained that leadership is different from management. Management deals with things to overcome complexity. Good management can produce order and consistency by formulating formal plans, designing a rigorous organizational structure and monitoring results through benchmarking plans that have been set beforehand. Leadership is related to things that need to be done to overcome change. The leader sets the direction by developing a vision for the future, then communicating it to everyone and inspiring these people in the face of all obstacles.

Based on the results of the study it can be seen that organizational culture can influence the performance of high school teachers in the Koto Parik Gadang Diateh District. Then when viewed from the respondents' answers, it shows that the values, norms and behavior formed by the principal and high school teachers in the Koto Parik Gadang Diateh sub-district are good enough. This can be seen from the variable average value of 3.86 and TCR 77.1 with the category "enough". This means that overall the teacher feels the organizational culture formed in high school in the Koto Parik Gadang Diateh District. quite supportive in carrying out daily work. The organizational culture shows the rules, norms, and behavior that exist for the achievement of goals set by the leader.

Organizational culture refers to a system of shared meanings adopted by organizational members that distinguishes the organization from other organizations. A cultural value system that grows into a strong can drive the organization towards better development. The better the work culture, the higher the performance, and vice versa. This means that any improvement in the school's

organizational culture towards a more conducive will contribute significantly to improving teacher performance, and vice versa. We can conclude that organizational culture turns out to be an important strategy that is effective in improving the performance of high school teachers in Koto Parik Gadang Diateh District

The findings of this study support the opinion of Widarsih (2018) which states that organizational culture has a direct positive effect on performance. Sangaji, EM (2013) also revealed that organizational culture has a significant effect on performance. Then the results of Indrasari's research (2017) also prove that organizational culture, work environment, leadership, and job satisfaction have a positive and significant effect on performance.

The results showed that job satisfaction had a significant effect on the performance of high school teachers in the Koto Parik Gadang Diateh District. Job satisfaction consists of two words, namely satisfaction and work. Satisfaction is a feeling that is experienced by someone, where what is expected has been fulfilled or even what is received exceeds what is expected, while work is someone's effort to achieve the goal by obtaining income or compensation for its contribution to the work. An individual's job satisfaction depends on individual characteristics and work situation. Each individual will have a different level of satisfaction in accordance with the value system that applies in him. The more aspects of work that are in accordance with the interests and expectations of the individual, the higher the level of perceived satisfaction and vice versa. Basically a person at work will feel comfortable and loyal to the organization if in their work to get job satisfaction in accordance with what they want. Job satisfaction is highly coveted by all high school teachers in the Koto Parik Gadang Diateh sub-district, because if you do not get job satisfaction there will be a possibility of a decline in the performance of teachers in carrying out their activities.

Job satisfaction is important in determining teacher behavior and response to work. If the teacher feels satisfied with the conditions of his work, then he will commit and work hard to achieve organizational goals and provide whole-hearted service to the organization by improving performance that will support organizational effectiveness. The measure of satisfaction is very much based on the reality faced and accepted as business compensation and the energy provided. Job satisfaction depends on the suitability or balance between what is expected with reality. Indications of job satisfaction are related to satisfaction with the work itself, rewards, supervision of superiors, co-workers, and the promotion system applied in the organization. Teachers who get job satisfaction will work harder and better than teachers who are not satisfied. Thus job satisfaction greatly affects the performance of high school teachers in the Koto Parik Gadang Diateh sub-district.

This finding is in line with Sinambela's (2017) opinion that the performance achieved by the teacher is based on the standard of professional ability to carry out duties as a teacher in school. This will be influenced by the leadership of the principal, teacher work motivation, organizational culture and job satisfaction. Whereas Ilyas and Abdullah (2016) argued that the main task of the teacher is to organize the educational process specially to educate, teach, guide, direct, train, assess, and evaluate. In carrying out these main tasks will be influenced by leadership, organizational culture, emotional intelligence and job satisfaction. Then Habba's (2017) research also revealed that job satisfaction has a significant role in explaining the influence of leadership and organizational culture on employee performance.

## **Conclusions**

Based on the discussion that has been done, it can be concluded that: 1) Leadership had a significant effect on organizational culture, 2) Leadership had no significant effect on job satisfaction, 3) Organizational culture had a significant effect on job satisfaction 4) Leadership had a significant effect on teacher performance, 5) Organizational culture had a significant effect on teacher performance and, 6) Job satisfaction had a significant effect on the performance of high school teachers in the Koto Parik Gadang Diateh District.

## References

- Amin, M., et al. (2013). Impact of Principals/Directors' Leadership Styles on Job Satisfaction of the Faculty Members: Perceptions of the Faculty Members in a Public University of Punjab, Pakistan. *Journal of Research and Reflections in Education Vol 7, No. 2, pp. 97-112.*
- Anwar. (2004). *Pendidikan Kecakapan Hidup*. Bandung: Alfabeta.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.
- Bangun, R. (2018). The Influence of Culture, Job Satisfaction and Motivation on the Performance Lecturer / Employees. *Proceedings of the International Conference on Industrial Engineering and Operations Management. pp. 6-8.*
- Bintang, Y. (2017). The Influence Of Leadership Orientation And Employee Satisfaction Towards Employee Performance: Study Conducted At Papua's Planning And Development Agency. *RJOAS. Vol. 4, No. 64, pp. 76-81.*
- Cahyono, S. (2005). Pengaruh Budaya Organisasi, Kepemimpinan Dan Motivasi Kerja Terhadap Kinerja Sumberdaya Manusia Di Sekretariat DPRD Propinsi Jawa Tengah. *JRBI. Vol 1.*
- Dole, C. & Schroeder, R. G. (2001). The Impact of Various Factors on the Personality, Job Satisfaction and Turn Over Intentions of Professional Accountants. *Managerial Auditing Journal, Vol.16, No. 4, pp. 234-245.*
- Ghodang, H. (2015). The Factors Analysis Influence The Professional Teachers' Competence In The State Senior High Schools In Medan City. *International Journal of Education and Research. Vol. 3, No. 11, pp. 251-260.*
- Ghozali, I. (2005). *Aplikasi Analisis Multivariate dengan Program SPSS*. Semarang: Badan Penerbit UNDIP.
- Gibson. J. L. et al. (2006). *Organizations Behaviour, Structure, Processes*. Twelfth Edition. McGraw Hill.
- Grenberg & Baron. (2000). Assesing Construct Validity in Organizational Research. *Administrative Science Quarterly, Vol. 5, No. 3.*
- Habba, D., et al. (2017). The Effect of Leadership, Organisational Culture and Work Motivation on Job Satisfaction and Job Performance among Civil Servants in Maros District Technical Working Unit. *IRA-International Journal of Management & Social Sciences, Vol. 7, No. 1, pp. 52-64.*
- Hair, J. F., et.al. (2010). *Multivariate Data Analysis, 7th Edition*. New York: Prentice Hall International, Inc.
- Handoko, H. (2001). *Manajemen Personalia dan SDM*. Yogyakarta: BPFE.
- Hasibuan, M.S. P. (2012). *Manajemen Sumberdaya Manusia*. Jakarta: Bumi Aksara.
- Ilyas, M. & Abdullah, T. (2016). The Effect of Leadership, Organizational Culture, Emotional Intelligence, and Job Satisfaction on Performance. *International Journal of Evaluation and Research in Education, Vol. 5, No. 2, pp. 158-164.*
- Indrasari, M. (2017). The Effect Of Organizational Culture, Environmental Work, Leadership Style On The Job Satisfaction And Its Impact On The Performance Of Teaching. *International Journal of Business and Management Invention, Vol. 7, No. 2, pp. 58-73.*
- Indriantoro, N. & Supomo, B. (2009). *Metodologi Penelitian Bisnis*. Yogyakarta: BPFE.
- Kenneth. N. W. & Gary A. Y. (2005). *Perilaku Organisasi dan Psikologis Personalia diterjemahkan oleh Muh. Shobaruddin*. Jakarta : Rineke Cipta.
- Koesmono, T. H. (2005). Pengaruh Budaya Organisasi, Terhadap Motivasi dan Kepuasan Kerja Serta Kinerja Karyawan Pada Sub Sektor Industri Pengolahan Kayu Skala Menengah Di Jawa Timur. *Jurnal Manajemen & Kewirausahaan, Vol. 7, No. 2.*
- Mangkunegara, A. A. P. (2004). *Manajemen Sumber Daya Manusia Perusahaan*. Bandung: PT. Remaja Rosdakarya.
- Marwan, et al. (2016). Effect of Organizational Culture, Leadership Behavior, Achievement Motivation, and Job Satisfaction on Performance of Lecturer at Private University in the Province Of Aceh. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS), Vol. 21, No. 4, 33-45.*
- Mas'ud, F. (2004). *Survey Diagnosis Organizational*. Semarang: UNDIP

- Muhidin & Abdurahman. (2007). *Analisis Korelasi, Regresi dan Jalur Penelitian*. Bandung: CV Pustaka Setia.
- Nica, E. (2017). The Relationship Among Leadership, Organizational Culture and Employees' Job Satisfaction. *Proceedings of The 11th International Management Conference*.
- Omar, W.W.A.& Fauzi, H. (2013). Transformational Leadership Style and Job Satisfaction Relationship: A Study of Structural Equation Modeling (SEM). *International Journal of Academic Research in Business and Social Sciences, Vol. 3, No. 2*.
- Pawirosumarto, S., et al. (2017). The effect of work environment, leadership style, and organizational culture towards job satisfaction and its implication towards employee performance in Parador Hotels and Resorts. *International Journal of Law and Management, Vol. 59, No. 6, pp1337-1358*.
- Republik Indonesia. 2009. Peraturan Menteri Negara Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Nomor 16 Tahun 2009. MENPAN-RB. Jakarta.
- Riduwan. (2006). *Metode dan Teknik Menyusun Proposal Penelitian*. Bandung: Alfabeta.
- Robbins, S. P. (2012). *Management*. New Jersey: Prentice Hall
- Rusman. (2011). *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru*. Jakarta: Rajawali Pers.
- Sabri, P. S. U. (2011). Organizational Culture and Its Impact on the Job Satisfaction of the University Teachers of Lahore. *International Journal of Business and Social Science, Vol. 2, No. 24, pp. 121-128*.
- Sangadji, E. M. & Sopiah. (2013). The Effect of Organizational Culture On Lecturers' Job Satisfaction and Performance. *International Journal of Learning & Development, Vol. 3, No. 3*.
- Santoso S. (2002). *Buku Latihan SPSS Statistik Multivariat*. Jakarta: PT Elex Media Komptindo.
- Sappe, S., et al. (2016). Effect of Leadership on Employee's Performance Mediated by Cultural Organization, Work Commitment and Motivation. *Journal of Economics and Behavioral Studies, Vol. 8, No. 2, pp. 101-106*.
- Sekaran, U. (2006). *Metodologi Penelitian Untuk Bisnis*, Edisi Keempat. Jakarta: Salemba Empat.
- Shujat, F. (2015). Impact of Organizational Culture on Job Satisfaction: A Case of Software Industry Karachi. *The International Journal Of Business & Management, Vol. 3, No. 11, pp. 34-41*.
- Sinambela, L. P., et al. (2017). The Influence Of Principal Leadership, Job Motivation And Organizational Culture On Job Satisfaction And Its Implication On Performance Of Certified Teachers. *International Journal of Economics, Commerce and Management, Vol. 5, No. 4, pp. 420-434*.
- Soedjono. (2005). Pengaruh Budaya Organisasi Terhadap Kinerja Organisasi dan Kepuasan Kerja Karyawan pada Terminal Penumpang Umum di Surabaya. *Jurnal Manajemen & Kewirausahaan, Vol. 7, No. 1*.
- Sudjana. (2006). *Metode Statistik*. Jakarta: Rineka Cipta
- Sugiyono. (2010). *Metodologi Penelitian Bisnis*. Bandung: Alfabeta.
- Syauta, J. H., et al. (2012). The Influence of Organizational Culture, Organizational Commitment to Job Satisfaction and Employee Performance. *International Journal of Business and Management Invention, Vol. 1, No. 1, pp. 69-76*.
- Suradi. (2017). The Effect of Leadership Style and Organization Culture On Lecturer's Job Satisfaction. *RJOAS, Vol. 4, No. 64, pp. 139-145*.
- Tsai, Y. (2011). Relationship between Organizational Culture, Leadership Behavior and Job Satisfaction. *BMC Health Services Research, Vol. 11, No. 98*.
- Umar, H. (2009). *Metode Penelitian untuk Skripsi dan Tesis Bisnis*. Jakarta: Rajawali Pers.
- Waridin & Masrukhin. (2006). Pengaruh Motivasi Kerja, Kepuasan Kerja, Budaya Organisasi, dan Kepemimpinan Terhadap Kinerja Pegawai. *Jurnal Ekonomi & Bisnis, Vol. 7, No. 2*.
- Widarsih, R. W., et al. (2018). The Effect of Organizational Culture, Personality, and Job Satisfaction Toward Employees Performance In Directorate General Of Industrial Resilience And International Access Development. *International Journal of Scientific Research and Management, Vol. 6, No. 3, pp. 183-190*.
- Wibowo. 2011. *Manajemen Kinerja*. Jakarta: PT Raja Grafindo Persada.
- Yulk. (2001). Management Leadership: A Review of Theory and Research. *Journal of Management, Vol. 15, No. 2, pp. 251-289*.