



Organization Health Of State Junior High School In Bantul Regency

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Abstract

This research aims to describe the health of school organizations at Junior High Schools (SMP) in Bantul Yogyakarta. This research uses a quantitative survey type approach. The population of this study was all teachers, while the sample was 287 teachers taken using area proportional random sampling techniques. Data was collected using a closed questionnaire that met content validity and reliability. Next, the data was analyzed descriptively and in percentages. The research results show that Junior High Schools in Bantul are healthy school organizations. Most teachers stated that the six dimensions of school organizational health were very healthy, namely the dimensions of institutional integrity, influence of the principal, attention and consideration of the principal, initiation of structure, morals, and academic emphasis. Meanwhile, the dimension of resource support is healthy because schools have not been able to provide e-book facilities for additional learning materials. The suggestion that can be made is that schools prioritize completing learning technology facilities, including e-books, to add learning materials in an effort to increase resource support, but still maintain other dimensions of school health which are already very healthy.

Keywords: organizational health, school organization, junior high school.

1. INTRODUCTION

“... a healthy organization is one in which the technical, managerial, and institutional levels are in harmony. The organization is both meeting its needs and successfully coping with disruptive outside forces as it directs its energies toward its mission”. [1]

Schools are service institutions that are committed to the learning process. The main goal of schools is student learning, even the existence of the school itself is based on these learning activities. School programs will be able to run smoothly and effectively if they are supported by a school organization that is responsive to school needs. [1] state that if schools are desired to be effective learning organizations, then schools must find ways to create structures that continuously support the learning process and increase organizational adaptation, foster an open, collaborative, and independent organizational culture and climate. Organizational culture and

organizational climate are two contemporary perspectives for examining the unique nature of schools.

Organizational culture will be seen in the aspects of norms, shared values, and basic assumptions, each of which takes place at a different level of abstraction [1]. [2] explain that organizational culture refers to a system of shared meaning held by members which differentiates the organization from other organizations. This system is characterized by its underlying values, beliefs, and assumptions. Based on the opinion above, it can be concluded that a strong organizational culture can increase or hinder organizational effectiveness. These different cultures will be effective and will depend on the obstacles that occur in their environment.

Regarding school organizations, school culture is more directed towards school change and improvement. Apart from that, school culture is also an effort to understand culture as a prerequisite for making schools more effective. Schools with a strong culture of reliability, trust and optimism will provide higher levels of student achievement, while schools with a nurturing/coaching culture can hinder students' socioemotional development [1].

Another factor that can hinder and increase the effectiveness of school organizations is the school climate. According to [1], organizational climate is a relatively enduring school quality that is manifested in the teachers' collective perspective on organizational behavior. It is further said that the organizational climate and culture are mostly competing, and some are complementary which describes the school's collective identity, which emerges spontaneously when teachers, school administrators, parents and students interact with each other. The concept of organizational culture to examine the nature of the internal work area of the school. Organizational culture refers to shared beliefs (assumptions, norms, values), while climate reflects the dominant patterns of behavior in the organization.

School climate is a broad study that refers to teachers' perceptions of the school's general work environment, formal organizations, informal organizations, the personalities of the participants, and the organizational leadership that influences them. According to [1], four perspectives that are useful in school climate are openness of behavior, health of interpersonal relations, a simple view of health and openness, and citizenship behavior of teachers.

One important aspect of school climate is the health of the organization. Organizational health can facilitate the growth and development of organizational dynamics in a better and more effective direction. School organizational health can increase teacher organizational commitment in the learning process [3]. This is in line with what was expressed by [1] that the idea of positive health in organizations is not a new idea and actually demands attention to the conditions that hinder healthy organizational dynamics. A school with a healthy organizational climate is a school that is able to deal with its environment successfully while utilizing its resources and mobilizing its efforts to achieve its goals. There is a relationship between school climate and student involvement in learning, in fact student involvement in learning is influenced by school climate by 29.3% [4]. The results of research conducted by Hoy and Tarter in 1990 [1] that organizational health was positively related to student performance.

[5] Made an adaptation to produce the HeLit-Schools concept which describes a health literacy school with eight standards. Each standard describes areas within the

school organization that can be developed to foster the health literacy of people associated with the school. The HeLit-Schools concept offers an organizational development approach to strengthen health literacy in a sustainable manner.

The research results of [6] show that there is a relationship between organizational health and efficacy as well as between structural unity and high school efficacy. Furthermore, the research results of [7], managed to reveal that organizational health in 42.5% of schools was below average, in 22% of schools it was at an ordinary level, and in 35% of schools it was above average. There is a positive and significant relationship between school organizational health and academic achievement. Organizational health predicts 25% of academic achievement. Similar research conducted by [8] shows that there is a positive relationship between student achievement in Hispanic schools with high poverty and organizational health. [9], emphasize that a holistic approach that considers individual, organizational and environmental factors is very important to improve the health of school organizations which includes cultivating a positive educational environment, supporting teacher well-being, and increasing student achievement.

The results of other research show that the principal's leadership is directly positively related to organizational health, teacher work productivity is indirectly positively related to organizational health, and the principal's leadership and teacher work productivity together are directly positively related to the health of the school organization [10]. Research results by [11], explain that organizational health will be very good when school administrators have an excellent teaching leadership style, and often use coping strategies with a focus on positive things. Among the dimensions of school organizational health, start-up structure is perceived at the highest level, while resource support and academic emphasis are perceived at a lower level compared to other dimensions [12]. The values of positive leadership, organizational virtue, positive relationships, and resource support have quite good values. Positive leadership has a better value than other aspects, while resource support is the factor with the lowest value [13]. Focusing more on junior high school, [14] concluded that public and private junior high schools have readiness to carry out the function of organizing school resources so that the school organization can remain disease-free or healthy.

A healthy school organization will be protected from pressure from society and parents who feel it is unreasonable and completely useless. This cannot be separated from the support of the school board which has succeeded in warding off all efforts that could disrupt the smooth running of the educational process from interest groups who want to influence school policy. In terms of leadership, a healthy school principal will provide dynamic leadership, namely leadership that is task-oriented as well as human relations. The research results of [15] found that ethical behavior prioritized by school principals in the management process is important for a high level of organizational health in schools. This kind of behavior by the principal really supports teachers in carrying out their duties, and also provides clear direction and maintains high performance standards. Teachers in healthy schools will have a high commitment to implementing the learning process. Instructional leadership is a significant predictor variable for the health of school organizations [16]. Teachers set high learning standards that are accessible to students and create an orderly and serious learning environment.

On the other hand, an unhealthy school organization will be vulnerable to external forces that damage the school climate. Teachers and school administrators always face unreasonable pressure and demands from society and parents. The principal does not reflect a good leader, who is always swayed by the wishes of the public. Teachers do not have high morale, feel uncomfortable in carrying out their duties, due to the lack of direction and support from the school principal.

Based on data from the Bantul Regency Basic Education Office, there are 87 junior high schools (SMP) in Bantul Regency with public and private status. Each school has a different organizational climate according to the characteristics of each school. Based on initial observations by researchers at SMP Negeri 1 Sanden, initial data was found regarding the school's organizational climate. Observation results show that teachers have high enthusiasm in carrying out their duties, this is supported by environmental conditions both internal and external at the school which are comfortable and peaceful, there is never any pressure or demands from the community or students' parents regarding anything.

With such conditions, the school community feels comfortable at school to carry out their respective duties and obligations. The health condition of this organization influences student learning achievement as shown by the good ranking of student scores at the Bantul Regency level. In general, the healthier the school climate, the higher the level of student achievement, especially math and reading achievement test scores. There are several schools where the principal's leadership is less dynamic, but the school committee is able to provide support so that it can ward off external pressures. Teachers also feel comfortable in carrying out their duties, even though students' learning achievements are not very satisfactory. Based on the description above, this research is intended to reveal and describe the health of junior high school organizations in Bantul Regency.

The health of junior high school organizations is determined by seven specific interaction patterns in schools. These seven important components fulfill the basic needs of a social system and represent three levels of responsibility and control in schools, namely institutional, managerial and technical levels. This means that specifically, a healthy organization is an organization whose technical, managerial and institutional levels run harmoniously [1]. Such an organization meets its needs while successfully overcoming destructive external forces while mobilizing energy to realize its mission. The school organizational health indicators in this research refer to the seven dimensions of the Organization Health Index (OHI) [2], with adjustments to the instrument. The seven dimensions referred to are: institutional integrity, principal influence, consideration, initiating structure, resource support, morale, and academic emphasis.

2. METHODS

This research uses a quantitative approach with a type of survey research carried out at State Junior High Schools in Bantul Regency. The population of this study were all teachers in State Junior High Schools throughout Bantul Regency, a total of approximately 1,786 people spread across 48 State Junior High Schools. To determine

the sample size using the formula from Isaac and Michael [17], a sample of 287 people was obtained, then sampling was carried out using area proportional random sampling. Data was collected using a closed questionnaire in the form of a rating scale given to teachers. The validity of the instrument is based on expert judgment, while the reliability test uses the Cronbach Alpha formula, a coefficient of 0.951 is obtained. Next, the data was analyzed descriptively and in percentages.

3. RESULTS AND DISCUSSION

The health of the school organization in this study was measured using a questionnaire sent to 287 teacher respondents with a total of 47 statement items, but 283 questionnaires were returned and filled in completely. Thus, the data analyzed is based on information from the 283 questionnaires.

Based on the results of data analysis, information was obtained about the health of State Junior High School organizations in Bantul Regency which could be described as 55.8% of teachers saying they were very healthy, 37.0% of teachers saying they were healthy, 6.5% of teachers saying they were not healthy, and 1.4% of teachers saying declared unhealthy. This means that the majority of state junior high schools in Bantul Regency are healthy, even very healthy school organizations. There are 7.9% of teachers who doubt the health of the State Junior High School organization in Bantul Regency. Complete information is presented in the following table.

Table 1. Table of Health Data Distribution for State Junior High School Organizations in Bantul Regency (in percentage, N = 283)

No	Dimension	Very healthy	healthy	Unwell	Not healthy
1.	Institutional Integrity	54,2	37,2	7,6	1,9
2.	Principle Influence	55,9	34,4	8,8	3,1
3.	Consideration	64,5	31,4	4,0	1,1
4.	Initiating structur	58,7	38,2	3,1	0,0
5.	Resource support	47,3	40,1	10,5	2,6
6.	Morale	58,2	36,5	5,2	0,4
7.	Academic Emphasis	51,5	41,6	6,4	0,8
Average		55,8	37,0	6,5	1,4

The table above shows that of the seven dimensions, there are four dimensions that have a percentage above the average, namely the influence of the principal

(55.9%), the attention or consideration of the principal (64.5%), the initiation of structure (58, 7%), and morals (58.2%). Three other aspects, namely institutional integrity (54.2%), resource support (47.3%), and academic emphasis (51.5%) are below the overall average for the dimensions of school organizational health. The table also shows that the dimensions of attention and consideration as well as structure initiation play a more important role in building a healthy school organization than other aspects. Conditions related to structural initiation are in line with the research results of [6] which show that there is a relationship between organizational health and efficacy as well as between structural unity and high school efficacy.

In the institutional integrity dimension, the results of the research show that data on the health integrity of school institutions was obtained on average, 54.2% of teachers said they were very healthy, 37.2% of teachers said they were healthy, 7.6% of teachers said they were not healthy, and 1.9% of teachers said they declared unhealthy. This result can be interpreted as meaning that the majority of teachers (91.4%) place the integrity aspect of school institutions as being able to support very strongly the creation of a healthy school organization.

If we look more closely, the healthy integrity of this institution is supported by three sub-aspects, namely (1) the school strives to align educational programs with the interests of the community and parents, (2) school programs are socialized to all members of the school and community, and (3) parents support the school policies that have been decided by the principal. This condition shows that the majority of State Junior High Schools in Bantul Regency have good or healthy institutional integrity by establishing mutual cooperation and communication between the school and the community. By having a strong partnership, the school will be protected from pressure from outside the school which can disrupt comfort in carrying out the teaching and learning process.

The dimension of institutional integrity as an indicator of the health of a school organization is something that needs attention. This is because the integrity of the institution will have an impact on the level of trust of the community or stakeholders in the institution concerned. Institutional integrity refers to the integrity of all educational programs in schools as a system. In this way, schools will be able to protect themselves well from various attacks and pressure from external forces that are detrimental to the school. Therefore, it is necessary to build good cooperation between educational institutions and the community.

The sub-aspect of schools participating outside the education sector for the school community has the lowest percentage, namely 22.3%. This means that schools are less able to adapt to the surrounding environment, so that the school's level of concern for community activities outside the field of education tends to be neglected. This also shows that the school's relationship with the community is less harmonious, because the relationship pattern is less than mutually beneficial. Schools should always build their institutional/international integrity well, because schools that have integrity will be protected from unexpected demands from society and parents. School support for the community in all activities needs to be encouraged again so that the community feels like an important part of the school. Thus, institutional integrity is very important for the health of school organizations because institutional integrity

refers to the school's ability to adapt to the environment and overcome it in ways that maintain the maturity of its educational programs.

Looking at the dimensions of the principal's influence, an average of 55.9% of teachers said they were very healthy, 34.4% of teachers said they were healthy, 8.8% of teachers said they were not healthy, and 3.1% of teachers said they were unhealthy. This means that the influence of the school principal is very strong in supporting the creation of a healthy school organization. In line with these findings, the results of [10] show that school principal leadership has a direct positive relationship with organizational health.

Further scrutiny can identify 4 of the 6 sub-aspects that support the creation of healthy schools from the aspect of the principal's influence, namely: (1) supervisors support school principals to develop school quality, (2) the Education Office supports principals' creativity in carrying out their duties, (3) the Education Office and supervisors emphasize that the principal must work according to procedures, and (4) the Principal receives full support from external supervisors in implementing the program at the school.

Most state junior high schools in Bantul Regency have established synergistic collaboration between the education department, supervisors and school principals in making the educational programs in schools a success. The leader's influence and behavior must be a motivational factor for his subordinates. In this case, the behavior of supervisors and education services can provide a level of satisfaction for the school principal in completing the tasks entrusted to him. The ability and willingness of leaders to provide guidance, direction, support and rewards is very necessary in improving school work performance.

Judging from the dimensions of the principal's attention or consideration, the average data shows that 64.5% of teachers said they were very healthy, 31.4% of teachers said they were healthy, 4.0% of teachers said they were not healthy, and 1.1% of teachers said they were unhealthy. From the data obtained, it means that the majority of teachers feel that the aspect of the principal's attention or consideration is in the very good category to support the creation of a healthy school organization.

These conditions show that the school principal is able to adapt to the internal environment in the institution he leads. The principal is open and friendly and treats teachers fairly. In organizational life, the role of communication is very important, because there are four functions, namely the motivation function, the function of emotional expression, the function of conveying information, and the function of supervision. Communication plays a big role in encouraging strong motivation in employees to work harder. This is done by the school principal by (1) providing support and motivation to teachers in carrying out their duties, (2) behaving and behaving in a friendly and easy way with all school members, and (3) establishing communication with subordinates both formally and informally.

Judging from the dimensions of the initiation structure, the following data is obtained. As many as 58.7% of teachers said they were very healthy, 38.2% of teachers said they were healthy, 3.1% of teachers said they were not healthy, and no teachers said they were unhealthy. Based on the data obtained, it can be concluded that the majority of teachers have aspects of the initiation structure in the very high category in supporting the creation of a healthy school organization.

The health of the school organization from the initial structure dimension is very strongly supported by 4 of the 6 sub-aspects, namely the principal: (1) shows high expectations for the implementation of the duties of teachers and employees, (2) informs teachers and employees about the tasks that must be carried out, (3) determine performance standards that must be achieved by teachers and employees, and (4) provide guidance on the performance of teachers and employees. In this way, the school principal is able to provide firmness and clarity regarding the various tasks that must be carried out accompanied by demands for fulfilling standards of work output that are accepted and understood by teachers and employees who must complete these tasks according to a predetermined schedule and must be obeyed together.

In the resource support dimension, data was obtained that 47.3% of teachers said they were very healthy, 40.1% of teachers said they were healthy, 10.5% of teachers said they were not healthy, and 2.6% of teachers said they were unhealthy. The data distribution illustrates that school resource support is not yet optimal for creating a healthy school organization, because there are still 13.1% of teachers who state that resource support is still lacking or even unhealthy. This is in accordance with the results of research by [13], which explains that positive leadership has a better value than other aspects, while resource support is the factor with the lowest value.

From a more in-depth discussion, it can be seen that the resources that schools have not been able to provide optimally to create a healthy school organization include 4 of the 6 sub-aspects, namely: (1) e-book facilities to add learning materials, (2) additional learning materials other than books, such as Compact Disks or cassettes, (3) guidebooks/learning modules, and (4) internet networks for ease of finding additional learning materials in class. However, schools have been able to provide library materials as complements and additional learning materials and provide an environment that is conducive to learning.

The next dimension is moral/fighting spirit. The research results showed that 58.2% of teachers stated that the moral dimension or fighting spirit was very healthy, 36.5% of teachers stated that it was healthy, 5.2% of teachers stated that it was unhealthy, and 0.4% of teachers stated that it was unhealthy. This condition indicates that the morale or fighting spirit of teachers and school staff is in the healthy or even very healthy category so that it is able to support the creation of a healthy or even very healthy school organization.

Further scrutiny can be found that sub-dimensions that strongly support morals or fighting spirit include: (1) teachers respect other teachers who are carrying out their worship, (2) teachers diligently carry out teaching assignments according to a predetermined schedule, (3) teachers diligently carry out administrative tasks related to their main duties, (4) teachers respect other people who are speaking, and (5) teachers respect other teachers' opinions that differ from their own. These five sub-dimensions were declared healthy, even very healthy, by almost all teachers.

Moral conditions in schools like those mentioned above always make teachers and school staff comfortable at work. A healthy school organization is supported by a person's feeling of comfort both in carrying out their work and in their social environment. Practicing worship is a human right for everyone. Having mutual respect when carrying out worship will increase the sense of togetherness in the

family so that conflict can be minimized. Apart from that, a healthy organization is of course also supported by mutual respect for each other, and the implementation of tasks in accordance with the main tasks.

The final dimension is the dimension of academic emphasis. The majority of teachers (51.5%) stated that the academic emphasis in schools was very healthy, while 41.6% of teachers stated that it was healthy, 6.4% of teachers stated that it was not healthy, and the remaining (0.8%) teachers stated that it was unhealthy. This means that the majority of teachers think that the academic emphasis dimension is very supportive of creating a healthy school organization.

There are four sub-dimensions of academic emphasis that support this dimension of being healthy or very healthy, namely: (1) teachers emphasize achieving high academic achievement for their students by providing creativity in their learning, (2) teachers set high standards of achievement for their students and believe in students' abilities, (3) teachers demand high student achievement by providing a conducive learning environment, and (4) students respect other students whose achievements are higher.

Based on the discussion above, overall it can be explained that the State Junior High School organization in Bantul Regency is a very healthy organization with very high support from the dimensions of principal influence, principal attention or consideration, structure initiation, and morals. The other three dimensions, namely institutional integrity, resource support, and academic emphasis tend to be high in supporting healthy school organizations.

4. CONCLUSION

In general, the health of state junior high school organizations in Bantul Regency is a healthy school organization. This shows that the majority of teachers (51.5% - 64.5%) stated that the six dimensions of school organizational health were in the very healthy category, while the resource support dimension tended to be in the healthy category. (1) Institutional integrity is very healthy, especially when schools strive to align educational programs with the interests of society and parents. (2) The principal's influence is very healthy, especially in the aspect of supervisory support in developing school quality. (3) The attention and consideration of the school principal is very healthy, especially if the principal is friendly and easy to get along with all school members. (4) The initiation of the structure is very healthy, especially in terms of the principal informing teachers and staff about the tasks that must be carried out. (5) Healthy resource support because schools have not been able to equip teachers with e-book facilities for additional learning materials. (6) Moral or fighting spirit is very healthy, which is shown by the teacher respecting other people who are carrying out worship. (7) A very healthy academic emphasis is demonstrated by teachers emphasizing the achievement of high academic achievements for their students, especially in developing their learning creativity. The suggestion that can be made is that schools prioritize completing learning technology facilities, including e-books, to add learning materials in an effort to increase resource support, but still maintain other dimensions of school health which are already very healthy. The suggestion that can be made is that schools prioritize completing learning technology facilities,

including e-books, to add learning materials in an effort to increase resource support, but still maintain other dimensions of school health which are already very healthy.

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