

**STRUCTURAL EQUATION MODELING MODEL (SEM)
IN ANALYSIS OF FACTORS AFFECTING TEACHER'S ATTITUDE TO
QUALITY IMPROVEMENT MANAGEMENT IN MEDAN CITY**

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ABSTRACT

According to Law Number 20 Year 2003 dated 35 and Government Regulation Number 19 Year 2005 (Syafuddin, et al, 2007: 2-7) read as follows: (1) national education standard consisting of content standard, graduate competency standard, educator standard and educational staff, standard of facilities and infrastructure, management standards, assessment standards, process standards, and financing standards that must be improved on a planned and operational basis; (2) the national standard of education is used as a reference for curriculum development, education personnel, facilities and infrastructure, management and financing; (3) the development of national education standards and the monitoring and reporting of its achievements nationally implemented by a body of standardization, quality assurance, and quality control of education; and (4) the provisions on the national standard of education as referred to in paragraphs 1, 2 and 3 shall be further stipulated in a Government Regulation. Data analysis was done by using SEM (Structural Equation Modelling) analysis, using AMOS version 22.0 application. Result of research find THAT (1) The latent variable Leadership of Principal (X1) have a significant effect (t-value $| -5,21 | > 1,96$ and positively influence to Teacher Attitude to Management of Quality of Education Improvement) (2) The latent variable of School Culture (X2) significantly influences (t-value $| -2.85 | > 1.96$ and positively influences the Teacher's Attitude to Educational Quality Improvement Management If School Culture is Improved, the Teacher's Attitudes towards Improving the Quality of Education Management will increase in the vice versa.

Key Words: Teacher's Attitudes towards Quality Improvement Management, Principal Leadership, School Culture and Master's Satisfaction.

Attitudes (attitude) according to Robbins (2007) is an evaluative statement both pleasant and unpleasant to the object, person or event. It reflects how one feels about something.¹ While Kreitner and Kinicki (2005) define attitudes as a tendency to respond to something consistently to support or not support with respect to a particular object. Petty, Cacioppo (1986) in Azwar S (2006: 6) defines attitudes as general evaluations made by man against himself, others, or objects. While Soekkidjo Notoatmojo (1997: 130), argued that the attitude is a reaction or a person's response is still closed to the stimulus or object. While La Pierre in Azwar (2003) defines attitude as a pattern of tendency or anticipatory readiness, predisposing to adjusting in social situations, or simply, attitude is a response to conditioned social stimulus. Unlike the case with Soetarno (1994), said that attitudes are views or feelings that accompanied the tendency to act on certain objects. Attitude is always directed to something means there is no attitude without object. Therefore attitude is directed to things, people, events, views, institutions, norms, management and others.

Turnstone defines the attitude cited by Azwar, that attitude is the degree of positive effects or negative effects associated with a psychological object.² . At the same time, Freedman argues that attitudes are mental and nervous states of preparedness that are governed by experiences that give dynamic or directional influence on the individual response to all objects and situations associated with it.³ The same is said by Morgan, that attitude is a form of evaluation or reaction of feelings towards an object. A person acting towards an object can be known from the evaluation of his feelings towards the object. These feelings can be feelings of pleasure or displeasure, impartial sides, favorites not favorites, positive or negative.⁴ Walgito also argued about attitudes are factors that exist in human beings that can encourage or cause behaviour. The characteristics of attitudes, namely: not brought in from birth, always associated with the object of attitude, can be fixed on one object only or directed to a set of objects, can last long or brief and contains the factor of feeling and motivation.⁵

Listening to the above description of the attitude, it can be understood that the attitude is the tendency of an individual responds likes or dislikes the object or event that occurred. Attitudes are expressed in different qualities and different intensities and move sustainably from positive to negate or vice versa.

Leadership has an important role in management, because the role of a leader is the elaboration of a series of leadership functions to achieve organizational goals. According to the Decree of the State Personnel Administration Board (BKN) no. 22 / KEP / 1972 states that leadership is an activity to convince others so that can be brought participate in a job. According to Wahjosumidjo, in organizational practice, the word "lead" implies connotation of moving, guiding, protecting, nurturing, setting an example, giving encouragement, giving help and so forth.⁶

¹ Stephen P Robbins, *Perilaku Organisasi Buku 1*, (Jakarta : Salemba Empat, 2007), p. 92

² Saifuddin Azwar, *Sikap Manusia : Teori dan Pengukurannya*, (Yogyakarta : Liberty, 1988), p. 3

³ David O. Sears, Jonathan L. Freedman, L. Anne Peplau, *Psikologis Sosial*, (Jakarta : Erlangga, 1992), p. 137

⁴ Clifford T. Morgan, et al, *Introduction to Psychology*, (New York : McGraw-Hill, 1986), p. 382

⁵ Bimo Walgito, *Psikologis Sosial*, (Yogyakarta : Penerbit Andi Offset, 2001), p. 114

⁶ Wahjosumidjo, *Kepemimpinan Kepala Sekolah, Tinjauan Teoritik dan Permasalahannya*, (Jakarta : PT. Raja Grafindo Persada, 2010), p. 83

According to Gibson (1988), leadership is an attempt to use non-coercive types of influence to motivate people to achieve certain goals. Leadership is an interaction between members of a group. Leaders are agents of change, people whose behaviour will influence others more. Davis and Newstrom define that leadership is the process of encouraging and helping others to work enthusiastically in achieving goals.⁷

Every leader or manager has characteristics in an attempt to create something new (innovation). The innovations that the leader possesses are his own ideas and do not imitate. From the characteristic aspect, Luthans distinguishes between leader's characteristic and manager's characteristic. Some differences in the characteristics of managers and leaders in the XXI Century.⁸

Table 1. Differences in Manager Characteristics with Leaders in the XXI Century

Leader	Manager
• Organize	• Innovation
• Artificial	• Original
• Maintain	• Develop or Create
• Focus on systems and structures	• Focus on humans
• Rely on control	• Inspire trust
• Short-term views	• Long-term outlook
• Ask how and when	• Ask what and why
• Go to financial statements	• Go horizontally
• Imitate	• Print
• Accepting the status quo	• Opposing the status quo
• • Good soldier	• Self
• Organize	• Innovation

Effective leadership according to Bush (2008), consists of: (1) visionary, (2) authoritative appearance, (3) firm, (4) articulate, (5) aggressive, (6) hard work, (7) (8) brave, (9) friendly and (10) smart. In addition, Davis & Thomas (1989) in Usman, revealed the characteristics of an effective principal consisting of: (1) the nature and skills of leadership, (2) problem-solving skills, (3) social skills, and (4) professional knowledge and competence . In addition Reinhartz & Beach (2004) suggests the characteristics of effective leadership of the principal in the 21st century⁹, namely: (1) honest leadership, (2) leadership willing and able to hear the voice of teachers, education personnel, students, parents , and members of the school committee, (3) leadership that creates a vision of reality as a common property, (4) trustworthy leadership based on reliable data, (5) leadership initiated by introspection and self-reflection, (6) empowering himself and his staff and being able to

⁷ Keith Davis & Jhon W Newstrom, *Human Behaviour at Work*, (Jakarta : PT. Erlangga, 1985), p. 152

⁸ Warren G. Bennis, *Managing the Dream : Leadership in The 21st Century*, (Journal of Organizational Change Management, 1989), Vol 2, No. 1, p. 7

⁹ Reinhartz, J & beach, D.M, *Edicational Leadership Changing School, Changing Roles*, (New York : Pearson, 2004), p. 178

share information, and (7) leadership involving all human resources at school, overcoming barriers to personal and organizational change.

The principal is one of the key determinants of success in a school (unit education) gunman achieve educational goals at the school. Since the publication of Permendiknas no. 13 of 2007 on Principal Standards, in which regulate the requirements of qualifications and competencies that should be owned by a principal. The emergence of this regulation is important and has an impact on the quality of education including teacher performance. Schools should be led by a truly competent person, who has personality competence, social competence, managerial competence, entrepreneurial competence and supervision competence.

Principals who are effective in managing educational programs and activities are able to empower all institutional potential in determining the policy, administration and innovation of the curriculum in their dreamed schools. Empowering all institutional potentials means utilizing all potential proportionally, rightly and honestly or unfavourably. Assign tasks to people with top priority according to their field. Such a way of working is professional and ethical work, putting forward objective work, avoiding subjective work.¹⁰

Many things can be done to improve the quality of education. One of them is to build a culture or school culture well. School culture as a quality of school life that grows and develops based on the spirit and values held by the school, in the form of how the colour of schools such as school committees (school schools), school foundations (for private schools), principals, teachers, employees, and students work, learn and relate to each other. Essential factors in shaping students into optimistic human beings, daring to appear, cooperate and have the skills of personal and academic is the school culture. School is basically a combination of various interaction links from the components that exist in it both academic and non-academic. These interactions include: teacher interaction with students formally in learning, interaction between teachers and administrators, interaction between students, interaction between teachers and between administrative staff, interaction between teacher and principal, and so forth.¹¹

According to Robins (2001: 525), organizational culture is a shared system of shared values and shared values of the organization, which serves to create a clear distinction between one organization and another, creates a sense of identity for members of the organization, facilitates the emergence of commitment collective organization, enhancing the stability of the social system, and creating mechanisms of meaning-making and control that guide to shape the attitudes and behaviours of members of the organization. Deal and Kennedy as quoted Robbins (2001: 479) describes bring organizational culture as the dominant values supported by the organization.

Cultural theory (culture) of the organization suggests that organizational culture is a pattern of behaviour, assumptions, norms, values, rules and rules of action undertaken by members of the organization either implicitly or explicitly. Operationally, school culture is a pattern of behaviours, assumptions, norms, values, school rules-rules expressed in writing such as vision, mission, purpose, program of work, and order or can also take the form of no written like supervision and

¹⁰ Syaiful Sagala, *Supervisi Pembelajaran*, (Bandung : Alfabeta, 2008), p. 117

¹¹ Hakiki Mahfuzh, *Membangun Kultur Sekolah yang Berbasis Mutu*, (Jawa Timur, 2010), p.1

monitoring, communication patterns among the citizens of the school, all of which are permanently patterned.

Research Methods

Based on the problems and objectives that have been determined, the research method used is survey method with the technique of giving questionnaires to all respondents who participated in this study. Meanwhile, to analyse the causal relationship between latent variables used Structure Equation Model (SEM) analysis. According to Joreskog and Sorbom (1996), the structural model (structural model, structural theory) is essentially a tentative answer (hypothesis) to the proposed explanatory research problem, ie prediction of causal relationships among latent variables that are assumed in the form of path diagrams and structural equations certain. This study analysed the influence of one variable with other variables. The variables tested consist of two exogenous latent variables, namely: principal leadership (ξ_1), and school culture (ξ_2), one endogenous latent variables, namely: Teacher Attitudes toward Quality Management Education (η_1)

Population and Sample Research

The population of this study were all public and private high school teachers in Medan City as many as 5,964 teachers with the following details: (1) by employment status there were 3,684 permanent teachers (civil servants and foundations), 2,174 non-permanent teachers, 2 central auxiliary teachers and 4 auxiliary teachers (2) by age group there are 25 teachers under 25 years old, 1,282 teachers aged 20 years up to 29 years old, 1,806 teachers aged 30 years up to 39 years old, 1,865 teachers aged 40 years to 49 years, 893 teachers aged 50 years up to 59 years old and 93 teachers over 59 years old, (3) according to the work period there are 1,904 under 5 years old teachers, 1,387 working teachers 5 years to 9 years, 892 working teachers 10 years to 14 years old, 651 working teachers 15 years old up to 19 years old, 555 working teachers 20 years up to 24 years and 575 working teachers over 24 years, (4) according to the highest certificate there are 33 teachers under or equal to senior high school, 54 D1 certified teachers, 3 certified teachers D2, 309 D3 certified teachers, 5,151 teachers are S1, 410 teachers are S2 and 4 certified teachers of S3.

The technique of determining the sample in this study is determined by the technique of Proportional Random Sampling. To determine the number of sample members using Slovin rumors, then the number of samples in this study were 228 samples.

Testing is done on the measurement model to see the level of harmony (goodness of fit). In addition through confirmatory analysis techniques also tested the reliability of manifest variables to latent variables to know that the manifest is an appropriate indicator of the construct. The alignment test criteria of the measurement model are as follows:

Table 1
Criteria for Alignment Test of Measurement Model

No.	Fit Model	Conclusion
	Chi-Square, df	Non- Significant, depending on the alpha used
1.	P-Value	$\geq 0,05$
2.	Cmin/df	$\leq 2,00$
3.	RMR (<i>standardized</i>)	$\leq 0,08$
4.	RMSEA	$\leq 0,08$
5.	GFI	$\geq 0,90$
6.	AGFI	$\geq 0,90$
7.	CFI	$\geq 0,94$
8.	IFI	$\geq 0,94$
9.	NNFI	$\geq 0,94$

Sumber : Solimun (2002)

Measurement scale in this research, done by using likert scale. To measure the independent variables (exogenous) and dependent variables (endogenous) with Likert scale given weight as follows :

Table 2
Likert Scale Answer Score Description

No.	Answer Options	Scor
1.	Strongly agree	5
2.	Agree	4
3.	Neutral	2
4.	Disagree	1
5.	Strongly Disagree	0

Results and Discussion

The construct unidimensionality test is performed by using confirmatory factor analysis. In the analysis, the validity level of each indicator or manifest is tested by comparing the P-Value value with Chi-Square or by comparing T-Value with T-Table based on alpha error rate of 5% (0.05). Provided if Chi-Square is zero and P-Value is one with a free degree of zero, it can be stated that the lambda coefficient of the manifest variable is valid. Alternatively, if T-Value is larger than T-Table, it can be concluded that the lambda coefficient of the manifest is valid, and vice versa.

Meanwhile, construct reliability is obtained by using the formula from Ferdinand (2002), as follows:

$$fc = \frac{(\sum \lambda)^2}{(\sum \lambda)^2 + (\sum e)}$$

dimana fc = constructability level of reliability, λ = Lambda or loading factor and e = *error*

In general, the result of dimensionality of latent variables studied, obtained evidence that some manifests construct variables X1 = Principal Leadership (KKS), X2 = School Culture (BS), and Y = Teacher Attitude to Quality Improvement Management (SGM). Data processing in this study using Ms. Excel 2016 and SPSS-AMOS 22.0.

Results and Discussion

Test Result Assumption Structural Equation Modelling (SEM)

Testing of this research is done by performing SEM Assumption Test which includes assumption of normality and test outlier. The normal multivariate assumption is testing all the variables that lead to a normal distribution. Some estimation methods in SEM such as Maximum Likelihood use the assumption that data must follow the normal multivariate distribution function. But in this study did not meet the assumption of normality. As an alternative estimation of model usages Least Square usage parameters, Diagonal Least Square or Robust Maximum Likelihood to be done. After having several options, the researcher uses Weighted Least Square as an estimation of model parameters. For Multivariate Outlier test, based on Mahalanobis Distance test with Chi-Square where degree free 4 at significance 0,001 or $\chi^2(4, 0.001) = 16,3247$, indicates that all Mahalanobis Distance test is less than Chi-Square value ($d^2 < \chi^2$). Therefore, it can be concluded that there is no data indicating the occurrence of outliers.

Specification of Research Model

The incorporation of all SEM components into a complete model of the measurement model and the structural model is called the Full and Hybrid Model, as described in Figure 1 below.

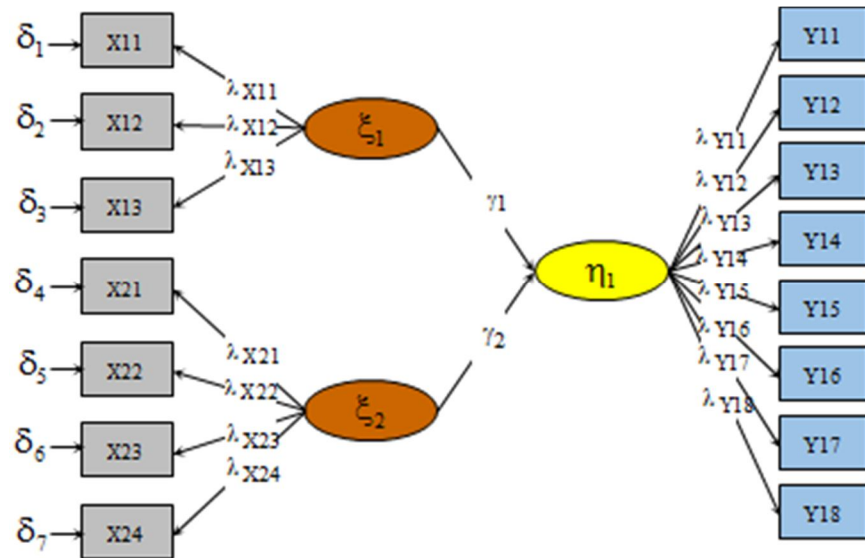


Figure 1 Path Diagram Hybrid Model
 Source : Primary data processed

Identification

Based on the output data analysis obtained results that the model in this study is over identified. With the total amount of covariance data $[15 \times (15-1)] / 2 = 105$, while the estimated parameter number is 28. From that result, the resulting degree of freedom is $105-28 = 77$. Since $77 > 0$, the research model can be said to be over identified so that an approximate solution can be obtained and to find an approximate solution will be done in the estimation phase.

Estimates

Because this research data does not meet the normal multivariate distribution, this study cannot use Maximu Likelihood estimation. In this study to obtain the parameters on the measurement and structural equations using Weighted Least Square estimation (WLS), because this estimation method is not dependent on the type of data distribution. The estimation results as shown in Figure 2 below.

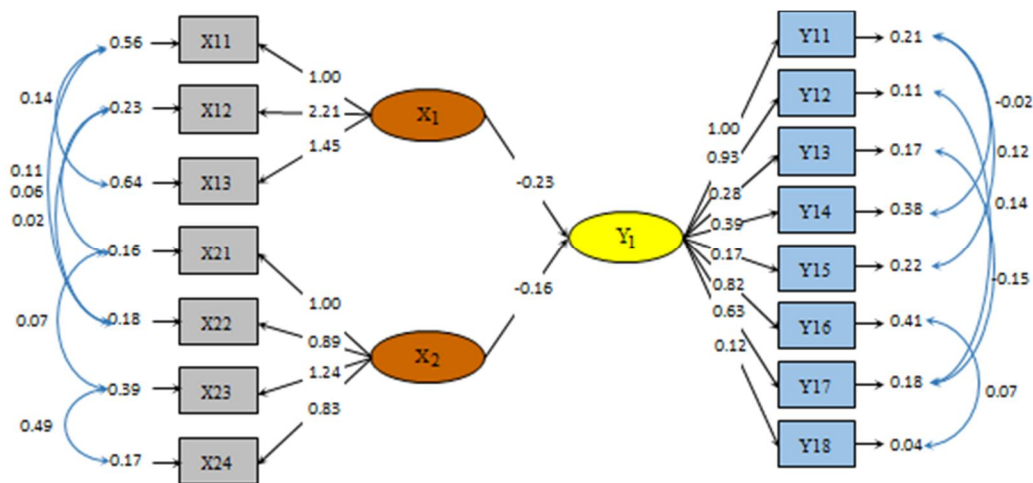


Figure 2 Diagram Lintasan Diagram Estimasi
 Source : Data Primer diolah

Model Match Test

Then the next stage is to perform the estimation stage to produce a solution that contains the final value of the estimated parameters. In this stage, the researcher checks the level of compatibility between data and model. Evaluation of the data match rate with the model is done by several stages, the first step by doing the model fit overall test. Compatibility test of measurement model and fit model structural test. The calculation results of the overall suitability of the model can be seen in table 3 below.

Tabel 3
Uji Kecocokan Keseluruhan Model

Size GOF	Acceptable Match rate	Indeks Model	Information
<i>Chi-Square</i>	Smaller the better (p-value \geq 0,05)	87,28 (p=0.00032)	Not good
NCP	Semakin kecil semakin baik	38,72	Good
GFI	GFI \geq 0,90 <i>good fit</i> 0,77 \leq GFI \leq 0,90 <i>marginal fit</i>	0,96	<i>Good Fit</i>
RMR	RMR \leq 0,05 <i>good fit</i>	0,17	<i>Good fit</i>
RMSEA	RMSEA \leq 0,08 <i>good fit</i>	0,042	<i>Good Fit</i>
ECVI	Values are very close dengan ECVI <i>saturated</i> = 1,21	1,06	Good
NNFI	NNFI \geq 0,90 <i>good fit</i>	1	<i>Good Fit</i>
NFI	NFI \geq 0,90 <i>good fit</i> 0,80 \leq NFI \leq 0,90 <i>marginal fit</i>	0,96	<i>Good Fit</i>
AGFI	AGFI \geq 0,90 <i>good fit</i> 0,80 \leq AGFI \leq 0,90 <i>marginal fit</i>	0,96	<i>Good Fit</i>
RFI	RFI \geq 0,90 <i>good fit</i> 0,80 \leq RFI \leq 0,90 <i>marginal fit</i>	0,96	<i>Good Fit</i>
IFI	IFI \geq 0,90 <i>good fit</i> 0,80 \leq IFI \leq 0,90 <i>marginal fit</i>	1	<i>Good Fit</i>
CFI	CFI \geq 0,90 <i>good fit</i>	1	<i>Good Fit</i>
PGFI	Higher value is better	0,58	Not good
CN	CN \geq 200 good	168,45	Not good

Based on table 3 it can be said that the SEM model matching results. Test Match overall model in this research have Chi-Square equal to 87,28. Chi-Square statistics follow statistical tests relating to significant requirements, where the smaller the value of Chi-Square then the better the model match with data and p-value > 0.05. The size of GOIF in this model, Chi-Square has p-value

= 0.00032 < 0.05 then it can be said that the model has a poor match, but Chi-Square statistical test is not the only basis to determine the suitability of data with the model.

The test results show that there are 11 GoF sizes showing good fit (Fit) and 3 other GOF sizes showing poor matches, since most matching tests show the fit model it can be concluded that the model used in this study can be located as a basis analysis of this research problem.

Once the overall model and data flaws are good, then the next step is the measurement model matching test. Evaluation is performed between a latent variable with several indicators. In the t-value estimation results there are variables that have no path. This is because the manifest variable is significantly related to the latent variable. Therefore, the suitability of the measurement model is through evaluation of the evaluation of the validity and evaluation of reliability. Based on the results of the validity and reliability evaluation, 15 indicators were obtained with five latent variables and each indicator had analysis validity test (SLF > 0,50) and t-value > 1.96 and all latent variables CR > 0.70 and VE > 0,560, it can be said that the respondent's answer to the questions used to measure each construct or indicator is consistent and constructs reliable or reliable.

The evaluation or analysis of the structural model includes examining the significance of the estimated coefficients. Based on the output of data analysis, the result of structural equation analysis as shown in table 4 below.

Table 4
Structural Equation Analysis Results

Variabel Laten	Standardized Coefficient	t-value	Information
X1	0,32	-5,21	Signifikan
X2	0,28	-2,85	Signifikan

Based on the result of structural equation analysis, $Y1 = 0,32 X1 + 0,28 X2$. The result shows that the structural equation has R2 value (Coefficient of Determination) for each equation of relationship. The R2 value serves to show how far each independent variable is able to explain the dependent variable. So it can be concluded that 86% variation of Teacher Attitudes toward Quality Improvement Management (Y1) can be explained by Principal Leadership (X1) and School Culture (X2).

From the structural equation and table 4 it can be explained that the relationship variable Principal Leadership as X1 with parameter value () is 0.32 and t-value -5.21 indicates that Leadership Principal variable has positive effect on Teacher's Attitudes toward Quality Improvement Management. This means that if the Leadership Principal variable is improved 1 then the Teacher's Attitudes toward the Management of Education Mut is expected to rise by 0.32. School Cultural Variables X2 with parameter value () are 0,28 and t-value = -2,85 indicate that School Culture variable positively influence to Teacher attitude toward Quality Improvement Management. It can be said that if the increase of Cultural Variables School 1, then the level of Teacher Attitudes to Quality Improvement Management will increase by 0.28.

Conclusion

Based on the description that has been explained about the factors that affect Teachers Attitudes towards the Management of Quality Improvement of Education, it can be concluded as follows :

1. The latent variable Principal Leadership (X1) has significant influence (t-value $|-5,21| > 1,96$ and positively influences Teacher's Attitudes toward Management of Education Quality Improvement If the Principal Leadership Is Increasing, then Teacher's Attitude to the Management of Quality Improvement of Education will increasingly on the contrary;
2. The latent variables of School Culture (X2) have a significant effect (t-value $|-2.85| > 1.96$ and positively influence the Teacher's Attitudes towards the Management of Quality Improvement of Education If School Culture is Improved, Improving the Quality of Education will increase in the vice versa;
3. To improve the leadership of a principal, it is necessary to improve in several ways, namely (1) the authority of a school principal; (2) the nature and skills of a principal; (3) more constructive, participatory and delegated principals' behaviour;
4. To improve the school culture, needs to be done in several ways, namely: (1) school residents run Vision, Mission and School Objectives optimally; (2) the school attendees are consistent in the school order; (3) monitoring and supervision of all related parties; and (4) increasing the intensity of school citizenship.

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