

The Effect of Leadership, Organizational Culture, Work Motivation And Job Satisfaction on Teacher Organizational Commitment at Senior High School in Medan

M. Joharis

State University Of Medan - North Sumatera

ABSTRACT. *The aims of this study are to reveal the effect of leadership, organizational culture, work motivation and job satisfaction on teacher organizational commitment at high school in Medan. This research measured the direct effect and indirect effect of exogenous variables to endogenous variables. The number of samples is 330 teachers taken from 570 teachers as population. The data were gathered by using a set of questionnaires that had been checked for its validity and reliability. The data then were analyzed by using path analysis model. The results revealed that leadership, organizational culture, work motivation and job satisfaction effect significantly either directly or indirectly on teacher organizational commitment at high schools in Medan.*

Keywords: *leadership, organizational culture, work motivation, job satisfaction and teacher commitment organization.*

I. BACKGROUND

Organizational commitment is one of the behaviors in the organization many-discussed and studied, both as dependent variables, independent variables, and mediator variable. This is partly because the organization requires employees who have a high commitment to the organization so that the organization can continue to survive and to improve the services and the products it produces. Employees who have a high organizational commitment is the employees who are more stable and more productive so that ultimately more profitable for the organization. Organizational commitment associated with a high desire to share and sacrifice for the organization.

In the past three decades, a number of impressive research effort has been devoted to understanding the nature, antecedents, and consequences of organizational commitment. Employee commitment is important because of the high level of commitment led to some beneficial organizational outcomes. Meta analysis showed commitment negatively related to turnover (Cooper, Judge & Viswesvaran 2005: 241-259), absenteeism (Farrell and Stamm, 1988: 211-227), and counterproductive behavior (Dalal, 2005: 1241-1255) and positively associated with job satisfaction (Cooper, Judge & Viswesvaran 2005: 241-259), motivation (Mathieu & Zajac, 1990: 171-194), and organizational citizenship behavior (Riketta, 2002: 257-266). Furthermore, the commitment has also been associated with low levels of morale (DeCottis & Summers, 1987: 445-470) and a decrease in acts of altruism and compliance (Schappe, 1998: 277-290). Employees who are not committed will describe the organization in a negative term for outsiders thus hindering the organization's ability to recruit high quality employees (Mowday, Porter & Steers, 1982)

Extensive research studies in psychology and management is about the concept and role of organizational commitment. The construct is linked to the importance of the resulting performance and turnover. When the construct of organizational commitment received much attention in the literature of psychology and management, then it becomes important to be developed, so that the school management has to focus on the construct of organizational commitment. In the organization of school teachers are professionals who deal directly with students, then the teachers in carrying out its duties as an educator is able to implement these policies with specific objectives and have a strong commitment to perform to the school where he/she worked.

High and low quality of education in schools is a shared responsibility among the community, government, parents, teachers and principals, but the public spotlight on the condition of education shows that the low quality of education is always assumed with low work ethic, discipline in work, low job satisfaction and on ultimately have an impact on the lack of commitment of teachers and principals. Senior High School (SMA) is the institution responsible for the management of secondary education required to achieve goals effectively and efficiently. Implementation of effective secondary education is ultimately expected to achieve national education goals and to support the implementation of the tasks of the principal, because the success of the principal impact on the sustainability of national education development. Therefore, to support the organization's commitment, it is necessary to principals who have worked and reliability in and provide good service not only to teachers, but also students and people who have an interest in the institution/school.

The school principal at the forefront implementation of education has the task which covers three areas, namely: (a) managerial duties, (b) supervision, and (3) entrepreneurship (Surya Dharma, 2008: 9). Managerial competence to understand the principal in the school as a system that should be led and managed well, including the knowledge of management. Management plays an important role in the management of educational institutions, as revealed by Husaini Usman (2008: 10) that 80 percent of the problems caused by the educational quality management.

Good school management should be able to increase public participation and private sector in the development of education including education development plan in North Sumatra. Ideally, there must be synergy between the three main pillars in the implementation of educational development, namely the public sector, the private sector and government.

Many factors influence organizational commitment. Research conducted by Colquitt, Lepine, and Wesson (2009: 8) which is famous for the concept of "Integrative Model of Organizational Behavior" grouping the factors affecting organizational commitment, namely the organizational mechanism, the mechanism of group, individual characteristics, and individual mechanism. Based on the analysis of research conducted Colquitt, Lepine, and Wesson was found empirically that there are several variables that affect the commitment of the organization.

II. LITERATURE STUDY

Theoretical framework

1. Leadership

Many ways to see the leadership and many meanings of leadership. Leadership can be interpreted in simple words, such as invite others to join, or ask people to do something they want, or use power to take decisions. Leadership can be based on personality functioning, or seen as a category of behavior, or the role of leader and the ability to achieve effective through other people.

Recent observations about the organization's leader has at least three "faces", ie managers (disciplined, rational, organizing, controlling, intelligent, strategic, decision makers), artist (curious, independent, creative, emotional, reformer) and a priest (ethics, pure, empathy, inspiring, sacred) (Hatch, Kontera, and Kozminski, 2006: 49-68). In the business world, leaders face the changing role, the focus moves from local to global, to follow market developments, learn innovation, more open, always pay attention to quality, and build a network. In a changing environment, understanding of style, activities and skills of effective leaders become increasingly complex task and challenge.

Many definitions of leadership suggested by experts. Yammarino, and colleagues argued: (1) leadership as a process between a leader with his followers, (2) leadership includes social influence, (3) leadership occurs at various levels within the organization, and leadership focused on achieving the goal. Based on this, leadership is defined as the way a person influences others to accomplish a goal (Yammaniro, 2001: 149-163).

Leadership is one of the most easily observable phenomenon, but becomes one of the most difficult things to understand. Richard L. Daft (2005: 4) ease of understanding by defining leadership as a relationship of mutual influence between leaders and followers (subordinates) who want real change that reflects a common goal. According Harsiwi quoting Locke (1997) described the leadership as a process of persuading (inducing) others toward a common goal. That definition includes the following three elements: 1) Leadership is a related concept (relational concept), that leadership is only in the process of dealing with other people (followers), 2) Leadership is a process, ie to be able to lead the leaders must able to do something, 3) Leadership must persuade others to take action, the leader persuaded his followers through a variety of ways, such as using the authority held, creating a role (a role model), specifies goals, reward and punishment, organizational restructuring, and communicate the vision.

Debra and Campbell concluded five types of leaders to influence the behavior of others, namely: (1) reward power, (2) coercive power, (3) legitimate power, (4) referent power, and 5) expert power.

2. Organizational Culture

Organizational culture according to Schein as: a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. This understanding implies that organizational culture should be the basis for the organization's members to see something, think and act. Culture is seen as something that is informal that is the way of life and excellence in an organization that ties together and influence what they think about himself and his work. Greenberg stated organizational culture as "a cognitive framework consisting of Assumptions and values shared by the organization memebers,". Organizational culture of the majority of people in the organization who are not considered as a specific poison, but for others who feel comfortable with the culture in an organization, consider the culture of organizational culture as something healthy (healthy organizational

cultures). According Ivancevich, Konopaske, and Matteson “organizational Culture as a perspective to understand the behavior of individuals and groups within organization has its limitations. And is what the employees perceive and how this perception creates a pattern of beliefs, values, and expectations.”

Jennifer M. George dan Gareth R. Jones said that: Organizational culture is the set of shared values, beliefs, and norms that influence the way employees think, feel, and behave toward each other and toward people outside the organization. Just as an organization’s structure can increase employee cooperation and motivation, so the values and assumptions in an organization’s culture also can promote work attitudes and behaviors that increase organizational effectiveness. According Ivancevich et al (2005: 41) argues that organizational culture is what is perceived by employees and how these perceptions create beliefs, values, and expectations. Edgar Schein (2005: 45) defines organizational culture as a pattern of basic assumptions, which have been created, have been discovered or developed through the learning outcomes of a group with a wide range of issues on external adaptation and internal integration, where they work well based on the rules applicable.

Newstrom (2007: 87) argues that organizational culture is a set of assumptions, beliefs, values and norms that are jointly used by members within an organization. Greenberg and Baron (1999: 313) considers that the organizational culture is a frame of mind to the attitudes, values, norms of conduct, and give hope to the members of the organization. Kropp (2005) asserts that organizational culture refers to the shared intent of the trust and understanding of adhering to a particular organization or group of issues, practices, and goals. Culture generally includes six terms (1) organizational behavior, (2) the ideology and philosophy of the organization, (3) the norms of the group / organization, (4) the value. Related to organizational culture, Miller (1998: 105) states that culture is a fundamental value and spirit in managing and organizing. That value is a deeply held conviction and sometimes not revealed. The values and the spirit will be the underlying nature of the organization institutions in an attempt to answer the challenge.

3. Work Motivation

Motivation comes from the Latin *movere* which means movement. The sense of meaning that employees are motivated to move faster and longer than employees who are not motivated. Colquitt (2009: 178) states that motivation is a set of energetic forces that originates both within and outside an employee, initiates work-related effort, and determines its direction, intensity, and persistence. Motivation has important considerations for performance is a function of two factors: motivation and capabilities.

The same thing with the opinion of the Steers and Porter in Pinder (2008: 11) suggests the sense of motivation as follows Work motivation is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior, and to Determine its form, direction, intensity, and duration. From these two terms can be seen that motivation is a strength of someone who came from within and from outside through the efforts associated with the job. Motivation has a strong influence on the performance. A motivating force to effect the strongest performance is efficacy / self competence, because people who feel confidence internally tend to outperform those who are unsure of their ability. (Colquitt: 2009: 202).

Likewise with the opinion of Jones (2008: 519), motivation is the psychological forces that Determine the direction of a person's level of effort, and a person's level of persistence. Jones also said that motivation is the central management, because the motivation explaining how people behave and how they do work in the organization. Motivation comes from within (intrinsic) and none came from outside (extinsic). Oemar (2009: 159) argues that the motivation has two components, namely component in the (inner component), and external components (outer component). The components in the needs that want to be satisfied while the external component is an objective to be achieved. With the motivation will encourage someone to change attitudes and affects a person's attitude include: (1) encourage behavior or a deed. Without motivation then there would arise an act such as learning, (2) motivation to work as a director. That is direct action to meet the desired objectives, and (3) the motivation to work as a driver. He serves as an engine for the car.

According to Mc. Shane (2008: 134), motivation Refers to the forces within a person that Affect the direction, intensity, and persistence of voluntary behavior. Mc. Shane also said that motivation is one of the four factors that drive a person to behave and show performance. Four factors are: motivation, ability, role perception, and situational factors of individual behavior and results (MARS model). According to the research results in Mc McClelland. Shane (2008: 140), there are three needs that drive motivation, namely: Need for achievement, need for affiliation and need for power. The need for achievement, need be accepted by the group, and the need for a post can encourage people to have high motivation in carrying out the work. When those needs can be met will result in increased performance. Sutrisno (2010: 116) suggests motivation as a psychological process in a person to be influenced by internal and external factors. Internal factors include: (a) the desire to be able to live; (B) the desire to be able to have; (C) the desire to obtain an award; (D) the desire for recognition; and (e) the desire for power. While external factors include: (a) working conditions; (B) adequate compensation; (C) good supervision; (D) employment security; (E) the status and responsibilities; and (f)

regulatory flexibility. Based on several expert opinions mentioned above, it can be concluded that motivation is a good boost comes from within oneself as well as from outside that drives the person carrying out the work to achieve the goal. The indicators motivation to work in this study consists of: (a) the physiological needs, (b) the security needs, (c) social needs, (d) the needs of the award, and (e) self-actualization needs.

4. Job Satisfaction

Basically the job satisfaction is individualized. Each individual will have a level of satisfaction varies according to the system of values that apply to him. This is due to the differences in each individual. The more aspects of the work in accordance with the individual's intentions, the higher the level of satisfaction felt, and vice versa. Robbins (2011:68) argued that organizational behavior research typically focuses on three types of attitudes, one of which is the job satisfaction (job satisfaction). They define job satisfaction as "Job satisfaction is a positive feeling about one's job the resulting from an evaluation of its characteristics".

Locke said the same thing with Robbins and Judge about satisfaction: Job satisfaction as involving cognitive, affective, and evaluative reactions or attitudes and state it is "a pleasurable or positive emotional state resulting from the appraisal of one's job or experience". Positive or positive emotional feelings of both of the above theory is the feeling of pleasure, pride, relief, joy and feelings of another kind that reveals compatibility between expectations with reality in terms of the assessment of a person to the work that has been done. Emotional enjoyable as essential understanding of job satisfaction expressed by Colquitt, Lepine, and Wesson (2009:70), "job satisfaction is defined as a pleasurable emotional state the resulting from the appraisal of one's job or job experiences". In other words, employees with a high level of job satisfaction have a positive experience when they think of their duties or were directly involved in work activities. Conversely, employees with low levels of job satisfaction experience negatif feeling. Thus, employees are satisfied at work having fun on the job assessment based on observation and emotional experience.

Job satisfaction is associated with feelings and emotions, both positive and negative are also approved by Newstrom and Davis, "job satisfaction is a set of favorable or unfavorable feelings and emotions with the which employees view Reviews their work". While McShane and Von Glinow (2010:112) explains "Job satisfaction is a person's evaluation of his or her job and work context. Is probably the most studied attitude in organizational behavior ". Further explained that job satisfaction is the rating of perceived job characteristics, environmental factors, and emotional experiences at work. Luthans (2009:89) divided five dimension of job satisfaction: Five job dimension have been identified to represent the most important characteristics of a job about which employee have affective responses. These are: (1) the work it self, (2) pay, (3) promotion opportunities, (4) supervision, and (5) Coworker.

5. Organizational Commitment

Before discussing the organization's commitment is important to review in advance the understanding of commitment, as expressed by Meyer, "common sense Suggests that commitment is an agreement to do something for yourself, another individual, group, or organization" (basically a commitment is an agreement / an agreement to do something for myself, other people, groups and organizations). Further, he said, "Formally, OB Researchers define commitment as a force that binds an individual to a course of action of relevance to one or more targets" (formally, researchers OB defines commitment as a binding force someone to an act that is relevant to the targets or more).

Feldman (1996: 399) states that the commitment is the tendency of a person to engage in what is done in the belief that the activities carried out important and meaningful. Commitments exist when people have the opportunity to decide what to do. Robbins (2000: 138-139) suggests, that commitment is more recent plans affecting future responsibilities with the long time frame for planning needs of managers. Efforts were made very diverse, but the main focus of great concern is the commitment of the individual because it is considered as a determinant to improve performance, streamline reduction of delays, as well as the prevention of leaving the responsibility.

Shaw, Delery & Abdulla (2003: 2) looking at the commitment as a result of investment or contribution to the organization, or a psychological approach. Organizational commitment refers to the employee spikologis ties to the organization, value is placed as an affiliate with the organization, and the degree to which employees are willing to improve themselves in the name of the organization.

Commitments in the same phrase is actually an attitude that reflects the loyalty and dedication of followers reflect and express concern to the organization and success. Mowdey, Porter & Steers (2007: 328) provide restrictions more broadly, that the commitment of the organization is the power of employees in identifying integrating themselves into parts of the organization, which can be marked the acceptance of the values and goals of the organization, readiness and willingness to strive in earnest on behalf of the organization, and the desire of maintaining membership in an organization. Meanwhile, Gibson, et al (2009: 186) states that organizational commitment is a sense of recognition, loyalty, and engagement are payed to the organization or

organizational unit. In addition, the commitment also means improving one's willingness to take action to fulfill an obligation in a particular category, which will change the organization of the self-assessment to get an award.

Goleman (1998: 190-193) states that the characteristics of a person who has committed is (1) has the initiative to solve problems that arise, either directly to him or her group, (2) the nuances of emotion, which makes the individual goals and objectives of the organization become one and the same or feel a strong attachment, (3) willing to make the necessary sacrifices, for example, be a "patriot", (4) have a strategic vision that is unselfish, (5) work in earnest even without remuneration directly, (6) felt as a owner or sees itself as the owner so that each task is completed as quickly and as best as possible, (7) has a mission statement that is clear to the stage picture that will be achieved, and (8) have self-awareness with the clear feeling that the work is not a burden.

Definition of organizational commitment by Colquitt, Lepine, and Wesson (2009:115) is: Organizational Commitment is defined as the desire on the part of an employee to remain a member of the organization. Organizational commitment influences whether an employee stays a member of the organization (is retained) or leaves to pursue another job (turns over). Newstrom defines the organization's commitment to include two elements, namely alignments and participate actively. "Organizational commitment, or employee loyalty, is the degree to which an employee identifies with the organization and wants to continue actively participating in it".

Greenberg stated that "the concept of organizational commitment is concerned with the degree to which people are involved with their organizations and are interested in remaining a part of them". Hellriegel and Slocum revealed that, Organizational commitment refers to the strength of an employee's involvement in the organization and identification with it. Strong organizational commitment is characterized by: a support of and acceptance of the organization's goals and values; a willingness to exert considerable effort on behalf of the organization; and a desire to remain with the organization. Newstrom explained further, Commitment is a kin to being strongly connected and engaged with the organization on an emotional level. It often reflects the employee's belief in the mission and goals of the firm, willingness to expend effort in their accomplishment, and intentions to continue working there.

Mowday, Steers, and Porter said that "commitment characterized further as accepting an organization's goals, expressing a willingness to work hard to achieve those goals, and desiring to stay with organization". Another opinion revealed by Gibson, et al. (2009:65) stated that: Commitment to an organization involves three attitudes: 1) a sense of identification with the organization's goals; 2) a feeling of involvement in organizational duties; and 3) a feeling of loyalty for the organization.

Organizational commitment according to Meyer dan Allen has three types:

- a. Affective commitment: Affective commitment refers to the employee's emotional attachment to identification with, and involvement in the organization. Employees with a strong affective commitment continue employment with an organization because they want to do so.
- b. Continuance commitment: Continuance commitment refers to an awareness of the costs associated with leaving the organization. Employees whose primary link to the organization is based on continuance commitment remain because they need to do so.
- c. Normative commitment: Normative commitment reflect a feeling of obligation to continue employment. Employees with a high level of normative commitment feel that they ought to remain with the organization"



Figure 1 Types of Organizational Commitment

Source: Greenberg and Baron, Behavior in Organizations (New Jersey: Pearson Prentice Hall, 2008) p. 236.

III. RESEARCH METHODOLOGY

The location of this study is at State Senior high school (SMA) in the North Sumatra Provincial Education Department, while a study in May to July 2016. In this study population consisted of all teachers at SMA based on data from the year 2013 in the city of Medan. The population numbered 570 teachers and 303 teachers as a sample. The data were collected with a set of questionnaires that had been tested for validity and reliability. The analysis technique is done path analysis using software lisrel. This technique is performed to analyze the influence that exist between the variables that are supposed to influence directly or indirectly on organizational commitment.

IV. RESULTS AND DISCUSSION

Deskriptive Statistics

Data collected from each variables tabulated in accordance with the purposes of analysis. Furthermore, the tabulated data have been analyzed with descriptive statistics of which calculates the value of central tendency and size distribution. This is done to determine the general description of the meaning contained cluster distribution of the data obtained. Respectively in the following table will describe the data of each of these variables.

Tabel 1. Deskriptive Statistics
Statistics

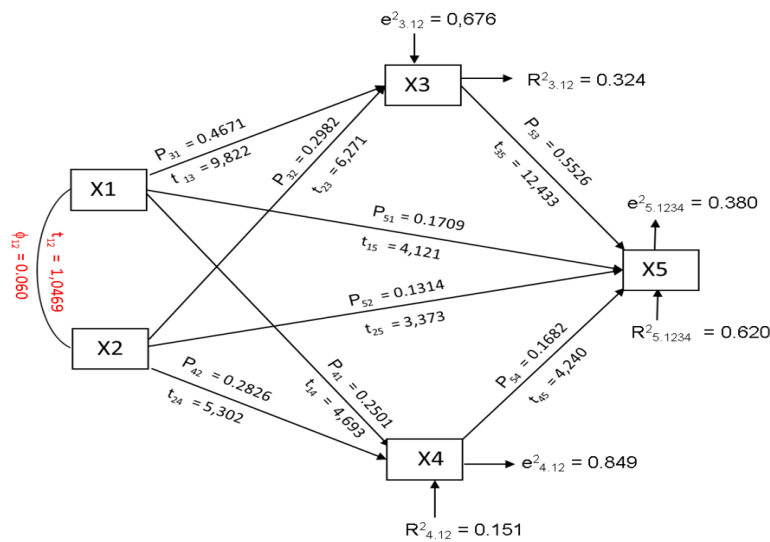
Statistics		Leadership (X1)	Organizational Culture (X2)	Work Motivation (X3)	Job Satisfaction (X4)	Organizational Commitment (X5)
N	Valid	303	303	303	303	303
	Missing	0	0	0	0	0
Mean		153.9769	133.8383	124.3201	120.3069	118.8053
Median		156.0000	137.0000	126.0000	123.0000	122.0000
Mode		169.00	134.00	123.00 ^a	131.00	123.00
Std. Deviation		15.91085	16.99894	11.55350	13.76992	13.40894
Variance		253.15509	288.96383	133.48327	189.61078	179.79971
Range		78.00	87.00	55.00	64.00	63.00
Minimum		109.00	81.00	91.00	85.00	87.00
Maximum		187.00	168.00	146.00	149.00	150.00
Sum		46655.00	40553.00	37669.00	36453.00	35998.00

a. Multiple modes exist. The smallest value is shown

Descriptive analysis also shows that there are as many as 16.2% of respondents said that the leadership is still low. A total of 69.3% of respondents said that the leadership is moderate and 14.5% of respondents feel that the leadership has been good. Descriptive analysis also shows that there are as many as 18.5% of respondents felt that the organizational culture is still low. There is as much as 56.7% of respondents felt that the organizational culture committed leadership has been good and as much as 14.5% of respondents felt that the organizational culture of the indicator has been well done.

Descriptive analysis of work motivation as many as 17.5% of respondents felt that work motivation is still low. There are as many as 65.3% of respondents believe that work motivation is moderate, and 17.2% of respondents felt that work motivation is good. Descriptive analysis shows that there are as many as 19.8% of respondents said that job satisfaction is low, 65.7% of respondents said that job satisfaction is moderate, and 14.5% said that job satisfaction has been very good. Descriptive analysis also shows that there are as many as 17.8% of respondents explained that the Organization's commitment is low, there are as many as 67.3% of respondents felt that Organizational commitment is moderate and only about 14.9% of respondents felt that Organizational Commitment is good.

Path Model Analysis



Chi-Square = 13.85, df = 1, P-Value = 0.00020, RMSEA = 0.2017

Figure 1. Path Model Analysis of Organizational Commitment

Based on path analysis on the figure 1, it can be concluded that all exogenous variables have significant correlation on endogenous variables. Based on the results of statistical analysis showed that the coefficient of influence of leadership, organizational culture, motivation and job satisfaction on Organizational Commitment of 0.1709; 0.1314; 0.552; and 0.1682 with coefficient t respectively 4.121; 3.373; 12.433; and 4.24. For the coefficient t table at a significance level of 95% each at 1,967. By comparing the value of the coefficient t observation with t table it can be said that the the influence given by the variable of leadership, organizational culture, Job motivation and Work satisfaction on Organizational Commitment are significant. From these data also known that the contribution of Leadership and Organizational Culture on Job Motivation is 32%, the contribution of Leadership and Organizational Culture on Job Satisfaction is 152% and the contribution of Leadership, Organizational Culture, Work Motivation and Job Satisfaction on Organizational Commitment is 61%.Based on this figure, it can be calculated indirect effect of these variables. Indirect effect of variable leadership on organizational through work motivation is 0,044. Indirect effect of variable leadership on organizational commitment through job satisfaction is 0.0072. Indirect effect of variable organizational culture on organizational commitment through work motivation is 0.0217 and indirect effect of variable organizational culture on organizational commitment through job satisfaction is 0.0062.

Organizational culture as a framework that consistently affects the attitudes, values, norms of behavior and expectations to the members within an organization. In organizational culture characterized by sharing, or share the same values and beliefs by all members of the organization. Thus, the increase in organizational culture within an organization allows an increase in job satisfaction of the principal. Increased job satisfaction principals will have a positive effect on improvement of organizational commitment.

V. CONCLUSION

Based on the data analysis, it can be concluded that: Leadership has direct significant effect on organizational commitment. Leadership also has indirect significant effect on organizational commitment through job motivation and work satisfaction. This imply that if the leader want to make teachers commit to the organization, he/she has to encourage teachers motivation and make them satisfied.Organizational culture has direct significant effect on organizational commitment. Organizational culture also has indirict significant effect through job mitivation and work satisfaction. This imply that organizational commitment can also increase by paying attention to the organazational culture. Leadership and Organizational Culture has direct significant effect to Work Motivation.

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