

# THE EFFECT OF LEADERSHIP STYLE AND ORGANIZATIONAL CULTURE TOWARD TEACHER MOTIVATION OF MTS ARROHMAN JOMBANG IN ACADEMIC OF 2016/2017

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**Abstract:** Leadership style and organizational culture in an organization has big effect toward the growth of employee motivation to work. In education as well as, the school leadership style and organizational culture have influence of teachers' motivation in conducting their tasks. The study is aimed to describe how far the school leadership style and organizational culture influence teachers' motivation to work at MTs Arrohman Jombang. This study is quantitative and questionnaire as the instrument. The result shows that the leadership style and organizational culture partially or simultaneously influence significantly on the teachers' motivation in MTs Arrohman Jombang in academic year of 2015/2016 proved by t-test results  $t_{test} > t_{table}$  ( $3,358 > 2,023$ ) with a significant level of  $t < 5\%$  ( $0,002 < 0,05$ ) and  $F_{test}$  of 79,228 and a significance level of  $F < 5\%$  ( $0.000 < 0,05$ ). Whereas, the influence of variables of leadership style and organizational culture on the teachers' motivation was 80,2% and the rest of 19,8% is influenced by other factors.

**Key words:** Leadership style, organizational culture, teachers' motivation.

## Background of Study

Leadership considers as an important thing in organization, especially in educational organization, leadership is aspiration power, the moral powerful, which is able to cause its member to change their attitude, behavior either in group or in organization to be in line with the leader aspirations by interpersonal leader to his subordinate<sup>1</sup>. The term of leader is an individual attitudes and behavior who lead the group activities to reach shared goal<sup>2</sup>.

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<sup>1</sup> Kartini, Kartono. *Pemimpin dan Kepemimpinan*. Jakarta : (Raja Grafindo Persada, 2006),19.

<sup>2</sup> Hemphill, John K., dan Coons, Alvin E. *Development Of The Leader Behavior Description Questionnaire*. In *Leader Behavior :Its Description And Measurement*, 1957), 7.

The organization success depends on the leader, whether or not the organization develops the business is based on the leader, because leader is defining factor in its success. In addition, the leader quality defines institution success, the leader is able to manage and affect constructively to others, and guide way or attitude which done together. The leader is also capable to bring out the organization to its target within the time period predetermined, so the leader has big opportunity to change the "straw into gold" on the other hand, he will change "a pile of money to ashes" when the leader one in steps.

One of the fundamental changes in the organization of education is a centralized management system is replaced with a decentralized management system through Act No. 32 of 2004 on local government. This demands the changes in various organization components and the leaderships' style. and also the style of leadership. It means that the institution requires expertise in the field of leadership, since it the uncertainty situation which full of changes.

Every leader has his/her own characteristic in leading their followers. This characteristic is known as the leader style. Leader style constitutes as leader's characteristic behavior pattern to influence their subordinates, what they choose to do, how they act in influencing group members to shape his leadership style.<sup>3</sup>

The leader style which shows direct or indirect about leader conviction toward subordinates' capability. It means that the leader style is behavior and strategy as the combination result of philosophy, skills, character and attitudes that the leaders often employ when they try to influence the performance to their subordinates.<sup>4</sup>

The type of leaders style are: charismatic leadership, this type of leadership tends to have many followers, since in leading them they have high energy, attractiveness, and traits, especially in influencing others. Subordinates assume the leader has the supernatural power that he gained as the gift of the Almighty. He has inspiration, courage and firm belief in his own stance. In his leadership he is

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<sup>3</sup>Sulistiyorini, . *Manajemen Pendidikan Islam*. Yogyakarta : Teras, 2009),191.

<sup>4</sup>Kurniadin, Didin & Imam Machali. *Manajemen Pendidikan Konsep dan Prinsip Pengelolaan Pendidikan*. (Jogjakarta : Ar-Ruzz Media, 2012), 302.

self-confident, has the ability to articulate his vision, has a strong stand against his vision, possessing behaviors that are different from people's habits, feel as regenerators and sensitive to the environment.

The second is paternalistic leadership, this type assumes his subordinates are immature, being very protective, rarely giving his subordinates the opportunity to make his own decisions, take the initiative, develop his imagination and fantasy, and be omniscient. And the orientation of paternalistic leadership is two, namely the completion of the task and the maintenance of good relationships with his subordinates as a father will always try to maintain a harmonious relationship with his children.<sup>5</sup>

The third is the type of militaristic leadership, whose leadership traits are often using the command system, requiring absolute obedience from his subordinates, favoring formalities, ritual ceremonies and exaggerated signs of greatness, demanding discipline from his subordinates, difficulty receiving input or criticism from his subordinates. Communication only takes place in the same direction.

Furthermore, autocratic leadership, where the leader always acts as a single player and ambition as the ruler. He is the one who reverses the actual factor according to what he subjectively interpreted as reality. His high ego autocratic leader feels a role as the source of everything in organizational life, and always ignores the role of his subordinates and refuses to accept the subordinates' criticism<sup>6</sup>. Since the leader dominates the organization, he feels that he is the one who determines everything. As a result, teachers become obedient and incapable of taking the initiative and are afraid to make decisions, teachers and students are forced to work hard with a fear of punishment, and school will become static.<sup>7</sup>

The type of laissez faire leadership is the reversal of autocratic leadership, this leadership gives full power to its subordinates, the leader in this empowering

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<sup>5</sup> Sutikno, Sobry. *Manajemen Pendidikan Langkah Praktis Mewujudkan Lembaga Pendidikan Yang Unggul*. (Lombok: Holistica, 2012), 115.

<sup>6</sup> Ibid. 114.

<sup>7</sup> Ardiansyah. M. Asrori, *Peran Kepemimpinan Kepala Madrasah Meningkatkan Kualitas Pendidikan Islam*, (Tesis, Pascasarjana UIN, Malang, 2011), 21.

his subordinates to carry out the task of their will, without the direct involvement of the leader. All work and responsibilities should be done subordinates. The nature of leadership is as if not visible, because in this type of a leader gives full freedom to his subordinates in carrying out their duties. The leader believes that by giving free freedom to his subordinates, all his efforts will be successful.<sup>8</sup>

The next is the type of populist leadership. Peter Worsley in his book *The third world* defines populist leadership as a leader that can awaken people's solidarity. This leadership adheres to the traditional values of society<sup>9</sup>. And the last is the type of democratic leadership. This type of democracy is based on the idea that activities in the organization will be able to run smoothly and can achieve the objectives that have been established if the various problems that arise decided jointly between the leader and the led<sup>10</sup>.

The leader capability in building organization culture is one of the successful causes in leading. Organizational culture refers to the unity of the system of meaning shared by members that distinguishes the organization from other organizations. This system is a major characteristic that is respected by the organization.

Organizational culture is the nature, character, and personality of the organization built by members of the organizational community or otherwise organizational culture determines the behavior of the organization members. The superiority of the organization can be determined by several other factors such as the tangible factors such as the grandeur of the building, the completeness of facilities, the academic degree, the human resources, and the intangible factors, ie organizational culture. According to Ouchi organizational culture is: value, philosophical beliefs, which can play a role guiding the organizational community in determining vision and mission and organizational behavior<sup>11</sup>.

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<sup>8</sup>Sobry Sutikno, Loc. Cit. 116.

<sup>9</sup> Kurniadi , Didin dan Imam Machali. Ibid, 304-305.

<sup>10</sup> Sobry Sutikno. Loc. Cit.. 117.

<sup>11</sup> Ouchi, W.G. *Theory z: How american business can meet the japanese challenge*. (Reading MA: Addison-Wesley Publishing Co. 98. 1981), 98.

The organization can run smoothly and effectively when it has culture, strong personality and character. Besides, the organization will be able to improve and mobilize all resources so that organizational goals can be achieved well. Conversely, if the organization has a weak culture then the strength of the organization weakened because of the actions of its members who try to achieve the goals of members themselves, not organizational goals<sup>12</sup>.

A good organizational climate can be formed from well-maintained and well-executed organizational culture. The organization's climate according to Tagiuri cited by Owens is: "As the characteristics of the total environment in organization building", which includes ecology (physical and material factors), environment or social dimension in organization, social system related to organizational administration structure. And culture or associated with value, belief system, norms of way of thinking to the existing community within the organization<sup>13</sup>.

Organizational culture can be felt through the members or employees behavior within the organization itself. Culture provides a pattern of thinking, feeling, responding and guide the members of the organization in making decisions and other activities. Therefore, organizational culture will greatly affect the effectiveness of the organization.

It can be said that organizations will be effective if the organizational culture becomes the soul of members of the organizational community, which ultimately can influence their behavior to foster a pleasant working climate. Because a well-maintained organizational culture will be able to showcase faith, creative, and innovative behavior.

A good organizational culture will be able to influence employee work motivation within the organization. A good organizational culture will make one's passion for work, because one will endeavor to engage in an action related to the organization to achieve satisfaction both for oneself and for that organization.

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<sup>12</sup> Robins. S.P dan Judge. *Prilaku Organisasi*. Alih bahasa Drs. Benyamin Molan (Jakarta. Salemba Empat. 1989), 96.

<sup>13</sup> Owens, R.G *Organizational Behavior in Education Bnuston*: (Allyn and Bacon: 1999), 178.

According to Hasibuan, “motivation is driving force, which creates the excitement of one's work, so that they will cooperate, work effectively and integrate with all their efforts to achieve satisfaction”<sup>14</sup>. In line with him, Danim explains, ” Motivation is defined as any power that arises from within the individual to achieve a certain goal or advantage in the world of work or in the court of life in general”<sup>15</sup>.

There are six indicators of work motivation according to Parrek such as achievement, influence, controlling, dependency, development and affiliation. Achievement of work, that is something to be achieved by someone under the work environment as difficult as anything. Achievements can be completion of tasks with satisfactory results and on time.

While the influence is an attempt made to defend the idea or argumentation as a form of strong influence to be implanted to others. Suggestions or ideas received as a form of participation from a worker will foster motivation, especially if the thinking can be followed by others who can be used as a new working method in addition to positive and better results.

Control is the level of supervision made by superiors to subordinates. To cultivate great motivation and responsible attitude from subordinates, a boss can give his subordinates the opportunity to work on their own as long as the work allows and fosters participation.

Dependence is the needs of subordinates to people who are dilingkungan work, both against fellow workers and against superiors. The existence of suggestions, ideas or ideas from superiors to subordinates who can help them understand a problem or how to solve the problem will be a positive motivation.

Development means efforts made by the organization against workers or by superiors to subordinates to provide an opportunity to increase his potential through education or training. This development can be a powerful motivator for

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<sup>14</sup> Hasibuan, Malaya S.P. *Manajemen Sumber Daya Manusia*. Edisi Revisi. (Jakarta: PT. Bumi Aksara, 2000) 72.

<sup>15</sup> Danim, Sudarwan. *Motivasi Kepemimpinan dan Efektivitas Kelompok*. (Penerbit Rineka Cipta, 2004), 90.

employees and the development concerning career certainty of workers. Understanding the development is also intended here concerning the working methods used. The change in working methods is felt well because helping the completion of the task is also a motivation for workers.

Affiliation is the urge to relate to others on a social basis. Openness to those in working environments that enable personal relationships to work well, helping each other with personal problems will be a positive motivation for workers<sup>16</sup>.

Motivation is a condition that moves people toward a certain goal and as energy to generate an inner impulse. Motivation is the condition that moves a person to be able to achieve the purpose of his motives. Motives are a necessity boost within a person that needs to be met so that the person can adapt to his environment.

Abdullah explains the motivation hypothetical is a human behavior that has a causal relationship. Educational psychologists often use the term motivation as a process that can build a critical attitude, provide useful behavioral guidance continuously providing the same attitude, and provide guidance toward a particular purpose<sup>17</sup>.

In line with Abdullah Hawley explains that there are two kinds of motivation: the intrinsic that comes from within the individual itself and the extrinsic motivation that comes from outside. While Yeion and Weistein stated that extrinsic motivation is an impulse that comes from outside like someone will work hard because they want to get the best results, reward or something that gives pleasure to the results of his business. Moderate intrinsic motivation is the impulse that comes from within a person eg someone will try because they feel happy doing the job and experience satisfaction for what is being done<sup>18</sup>.

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<sup>16</sup> Parrek, Udai. *Motivational Analysis of Organizational Behavior*. University. Penerjemah: Diana Angelica. Salemba Empat. Jakarta, 2005.

<sup>17</sup> Abdullah Munir. *Pendidikan Karakter Membangun Karakter Anak Sejak dari Rumah*. (Yogyakarta : PT Pustaka Insan Madani, 1996), 11-12.

<sup>18</sup> Yeion dan Weistein. *A Teacher's World. Psychology in the Classroom* Tokyo. (Mc: Graw-Hill. Kogakusha L.td, 1997), 239.

Based on the above literature can be seen that people who have high achievement motivation tend to higher score in completing tasks, oriented to the future, realistic and often feel afraid to fail in completing the work, they reject the words related to failure, appreciate the work of others , The attitude of initiative and develop creativity. The higher one's achievement motivation the greater their expectations and the higher the sacrifice they give.

Porter & Miles in Danim suggests that there are 3 things that affect a person's motivation in working, the first is the individual nature. This includes individual interests, attitudes, needs or expectations that are different for each individual. This difference raises the level of individual motivation to be varied. A worker who desires high work performance, will be encouraged to do work that can improve his or her standard of living. Conversely, someone who is motivated by money will tend to choose a job that rewards big.

Second is the nature of the work, if the work is important and must be implemented immediately it is implemented and completed, including the responsibility that must be carried. And the third is the work environment and employee work situation. An individual at home in their work environment will always interact both fellow co-workers and superiors. In this case, an employee can be motivated by his co-worker or by his boss. The award given by the boss both in the form of material and non-material will increase employee motivation<sup>19</sup>.

Such factors affect motivation according to Danim, first is the leadership style administrator. Leadership in an authoritarian style keeps the worker from becoming depressed and indifferent to work. The second is the individual attitude. There are static individuals and some are dynamic. Similarly there are individuals who are highly motivated and have low-motivated work. Situations and conditions outside the individual affect the motivation. But the most decisive is the individual itself, and the third is the work situation, work environment, mileage and available facilities generate motivation. However, if these

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<sup>19</sup> Ibid, 92



requirements are not addressed, they can suppress motivation. People can work well if their supporting factors are met. Conversely, the worker can become frustrated if the supporting factors he wants are not available<sup>20</sup>.

Mathis & Jackson explains the factors that influence the individual's work, are individual ability (talent, interest, personality), level of effort (motivation, ethics, presence), and organizational support (culture, equipment and technology) Which influence the behavior of the individual include effort, ability, and environmental situation According to Wirawan, performance is the result of synergy of a number of factors, namely internal environmental factors of the organization, external environmental factors and internal factors of employees<sup>21</sup>.

Based on the above explanation, this study examines various factors that can affect the motivation of teachers in performing their duties. Due to factors that influence teacher motivation is not small then this research is limited to only a few factors from outside the individual teachers, including factors of leadership style and organizational culture.

## **Method**

The study is quantitative and correlation type of research, which aims to determine whether or not there is a relationship between several variables<sup>22</sup>.. Besides, this research also uses explanatory method, which is a method used to test the hypothesis about the presence or absence of cause and effect relationship between the variables studied based on the data obtained in order to get the meaning and implication problems that want to be solved systematically, actual and accurately.

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<sup>20</sup> Ibid, 94

<sup>21</sup> Wirawan. 2009. *Evaluasi Kinerja Sumber Daya Manusia : Teori Aplikasi dan Penelitian*. Jakarta: Salemba Empat, 2009), 7.

<sup>22</sup> Augusty. Ferdinand, *Metode Penelitian Manajemen: Pedoman Penelitian untuk Skripsi, Tesis dan Disertasi Ilmu Manajemen*. (Semarang: Badan Penerbit Universitas Diponegoro. 2006), 5.

The main variable in this study is teacher work motivation (Y) as dependent variable and, there are two independent variables of leadership style variables (X1), and organizational culture (X2).

The population in this study is all teachers in MTs Arrohman Nglaban, both public and private teachers, both certified and not certified who are 42 teachers. To collect the data the researchers used a questionnaire distributed to all teachers of MTs who previously questionnaire has been tested for validity and reliability in MTs Nurul Iman Dempok. The results of 35 items statement about motivation, there are 22 valid, and from 30 items of leadership style and and organizational culture each of which there are 21 items of leadership style and 20 items of valid organizational culture. Besides, all three have high level of reliability that is variabel work motivation 0, 835, leadership style variable 0,764, and organizational culture variable 0,706.

## Result and discussion

### 1. Result

**Table 1. The Questionnaire Result of Leadership Style, Organizational Culture, and Teacher Work Motivation.**

NO	Respondents	Leadership Style	Organizational Culture	Teacher Work Motivation
1	001	70	76	84
2	002	72	78	85
3	003	68	74	81
4	004	66	72	78
5	005	66	73	75
6	006	70	75	84
7	007	65	70	74
8	008	66	73	78
9	009	63	71	74
10	010	67	73	83
11	011	68	74	82
12	012	67	75	82
13	013	64	70	78

NO	Respondents	Leadership Style	Organizational Culture	Teacher Work Motivation
14	014	65	70	76
15	015	67	70	77
16	016	70	75	84
17	017	65	73	79
18	018	65	70	77
19	019	67	74	80
20	020	69	75	84
21	021	64	70	74
22	022	65	73	76
23	023	65	75	78
24	024	63	71	74
25	025	70	76	85
26	026	62	71	79
27	027	64	73	70
28	028	70	74	82
29	029	63	70	70
30	030	69	74	80
31	031	68	75	81
32	032	60	65	60
33	033	65	73	78
34	034	65	75	80
35	035	60	65	62
36	036	64	70	74
37	037	63	72	72
38	038	65	70	76
39	039	60	72	76
40	040	65	74	80
41	041	66	74	81
42	042	66	73	80

**Tabel. 2. The mean and deviation standard result of the variables**

Descriptive Statistics			
	Mean	Std. Deviation	N
Motivation score	77.6905	5.43470	42
Leadership style score	65.7619	2.85255	42
Organizational culture score	72.5238	2.67087	42

Based on the above table, the researcher analyzed that the leadership style, organizational culture, the teacher motivation in MTs Arrohman Jombang. The leadership style of MTs Arrohman Jombang headmaster can be categorized as moderate, based on the calculation of the categorization of the results obtained have a moderate tendency, that is from 42 respondents say that the leadership style of the head head master is 35 or 83.3%, while those who said that leadership of the school is high were 7 respondents or 16.7%, and there is no respondent said that the leadership style the head master is low.

Organizational culture in MTs Arrohman Jombang is also categorized as moderate, since it is dominated by the respondents who choose medium category, as the result of categorization calculation shows that from 42 respondents who agree that the organizational culture in the MTs is moderate is 38 respondents or 90.47%, and that state high and low respectively two respondents or 4.76%.

The teacher motivation in MTs Arrohman is also moderate, because the questionnaire answer of motivation is dominated by those who choose medium category, that is from 42 respondents, there are 32 respondents or 76,2%, while those who having high category are 6 respondents or 14,3% and who have low category are 4 respondents or 4.76%.

**Table 3. The Multiple Regression Test Results:**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-53.356	10.565		-5.050	.000
Leadership style score	.735	.219	.386	3.358	.002

Organizational culture score	1.140	.234	.560	4.878	.000
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a. Dependent Variable:  
motivation score

**Tabel 4. Model Summary**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.896 <sup>a</sup>	.802	.792	2.47646	1.951

a. Predictors: (Constant), organizational culture score, leadership style score

b. Dependent Variable: motivation score

**Table 5. The Result of Anova Test**

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	971.794	2	485.897	79.228	.000 <sup>a</sup>
	Residual	239.182	39	6.133		
	Total	1210.976	41			

a. Predictors: (Constant), organizational culture score, leadership style score

b. Dependent Variable: motivation score

The above calculation results can be seen in table of 6 below;

**Table 6. Múltiple Linear Regresión Test**

Variabel	B	Beta	t	Sig t	Información
Constanta	-53,356				

X1	0,753	0,386	3,358	0,002	Significant
X2	1,140	0,560	4,878	0,000	Significant
$t_{\text{tabel}}$	2,023				
R Square	0,802				
F count	79,228				
Sig F	0,000				
$F_{\text{table}}$	2,85				

The results of hypothesis testing proposed earlier: it is guessed that variable of leadership style and organizational culture partially or simultaneously have a significant influence on teacher motivation variables in MTs Arrohman Jombang in 2016/2017.

To know the influence of every independent variable to dependent variable by partially used t test. The result of t test analysis shows that the value of  $t_{\text{count}}$  leadership style variable (X1) is 3,358 with significant t of 0.000. Because  $t_{\text{count}} > t_{\text{table}}$  ( $3,358 > 2,023$ ) or significant  $t < 5\%$  ( $0,002 < 0,05$ ) then partially variable X1 (leadership style) have an effect on significant to variable Y (teacher motivation). The result of regression coefficient proved positive sign (0.753) which means that the higher X1 then the higher of Y.

The organizational culture variable (X2) has a value of t arithmetic of 4.878 with significance t of 0.000. Because  $t_{\text{count}} > t_{\text{table}}$  ( $4,878 > 2,023$ ) or significant  $t < 5\%$  ( $0,000 < 0,05$ ) then partially variable X2 (organizational culture) have significant effect to variable Y (teacher motivation). The result of the regression coefficient shows a positive sign (1,140). This means the higher of X2 then the higher of Y.

To determine whether or not the independent and dependent variables simultaneously influence the F test (F-test) by comparing the significance value with  $\alpha$ . criteria testing is if Significant  $> \alpha$  then  $H_0$  accepted and  $H_a$  rejected, whereas if Sig.  $< \alpha$  then  $H_0$  is rejected and  $H_a$  accepted.

From the value of  $F_{\text{count}}$  shows that the value of 79.222 (significance  $F = 0.000$ ). So  $\text{Sig } F < 5\%$  ( $0,000 < 0.05$ ). It means that together variables of leadership style and organizational culture affect the motivation of teachers in MTs of Arrohman Jombang.

To find out how much the influence of the leadership style and organizational culture variables towards teacher motivation in MTs Arrohman then can be seen the result of miner detection coefficient ( $R^2$ ). The termination coefficient is 0.802. This means that the influence of both independent variables of leadership style and organizational culture on the dependent variable (teacher motivation) is 80.2%.

## 2. Discussion

The result of hypothesis test shows that the variable of leadership style and organizational culture partially or simultaneously have a significant influence towards teacher motivation in MTs Arrohman Jombang.

The influence of every independent variable to the dependent variable is partially indicated t test result that is  $t_{\text{count}}$  of leadership style variable of 3.358 with sig t equal to 0.000. Where  $t_{\text{count}} > t_{\text{table}}$  ( $3.358 > 2.023$ ) or significant  $t < 5\%$  ( $0.002 < 0.05$ ) means that partially leadership style variables significantly influence the teacher's motivation variable. Besides, positive regression coefficient (0.753) means the higher the leadership style the higher the teacher motivation.

The value of t count of organizational culture variables of 4.878 with significant t of 0.000, because  $t_{\text{count}} > t_{\text{table}}$  ( $4,878 > 2,023$ ) or significant  $t < 5\%$  ( $0,000 < 0, 05$ ) then partially variable of organizational culture have an effect on significant to teacher motivation variable. Because the positive signified regression coefficient (1,140) shows the higher the organizational culture the higher the teacher's motivation.

The result of F test (F-test) shows that  $F_{\text{count}}$  is 79,228 and significance level  $F = 0,000$ ). Significant  $F < 5\%$  ( $0,000 < 0.05$ ). This means that the variables of leadership style and organizational culture affect simultaneously

on teacher motivation in MTs Arrohman Jombang in academic year of 2016/2017

The degree of leadership style variable and organizational culture influence towards teacher motivation in MTs Arrohman then can be seen from the result of miner detector coefficient ( $R^2$ ) that is 0,802. This means that the variables of leadership style and organizational culture have an influence of 80.2% on teacher motivation variables, while the rest of 19.8% is influenced by other factors that are not detected in this study.

### **Conclusion**

The results found in this study, leadership style variables and organizational culture partially have significant effect towards teacher motivation of MTs Arrohman Jombang in academic year of 2016/2017. This is evidenced from the t-test where  $t_{count} > t_{table}$  ( $3.358 > 2.023$ ) with significant  $t < 5\%$  ( $0.002 < 0.05$ ).

The results of leadership style variables and organizational culture simultaneously have a significant effect towards teacher motivation of MTs Arrohman Jombang in academic year of 2016/2017. This is proved from the results of the F-test of 79.222 and significant  $F < 5\%$  ( $0.000 < 0.05$ ).

Based on test of determination ( $R^2$ ) found result that variable of leadership style and organizational culture have influence equal to 80,2% towards teacher motivation variable, while the rest equal to 19,8% is influenced by other factor.

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