CORRELATION BETWEEN LEADERSHIP STYLE, ORGANIZATIONAL CULTURE AND JOB SATISFACTION WITH TEACHER'S ORGANIZATIONAL COMMITMENT IN MADRASAH ALYAH STATE OF RIAU ISLANDS PROVINCE

Ita Tryas Nur Rochbani[1]
Mukhtar Latif[2]
Minnah El Widdah[3]
1 lecturer PIAUD Ibnu Sina Batam – Kepulauan Riau - Indonesia
2Professors, Sultan Thaha Saifuddin State Islamic University Jambi - Indonesia
3Doktor, Sultan Thaha Saifuddin State Islamic University Jambi - Indonesia

This study aims to examine the correlation between leadership style, organizational culture, and job satisfaction with teacher organizational commitment in Madrasah Aliyah Negeri Riau Islands Province, either partially or simultaneously. This research is a quantitative study with a survey method conducted at MAN in the Riau Islands, a population of 155 people and the sample using total sampling. The hypothesis in this study is that leadership style, organizational culture, and job satisfaction have a significant correlation either partially or simultaneously on teacher organizational commitment. Hypothesis testing using the Pearson Product Moment Correlation technique analysis and multiple regression, with a significant level of alpha 5 percent ($\alpha = 0.05$).

This study resulted in four findings, namely: 1) leadership style variable has a correlation with teacher organizational commitment, 2) organizational culture variable has a correlation with teacher organizational commitment, 3) job satisfaction variable has a correlation with teacher organizational commitment, 4) simultaneously, style leadership, organizational culture, and job satisfaction have a correlation with teacher organizational commitment.

Based on the research findings, it can be concluded that: leadership style, organizational culture and job satisfaction have a correlation with teacher organizational commitment. The implication is that the better the leadership style, organizational culture and strong job satisfaction, the higher the teacher's organizational commitment.

Keywords: Leadership Style, Organizational Culture, Job Satisfaction, Teacher Organizational Commitment.

PRELIMINARY

A school really needs teachers who have a high organizational commitment so that the school can continue to survive and can improve the quality of both the process and the graduates it produces. Teachers who have high organizational commitment are those who are more emotionally stable and more productive in carrying out their duties so that in the end they can become triggers for achieving educational goals. Organizational commitment is related to a high desire to share and sacrifice for the organization.

Empirically, it is found that many aspects related to the development of teachers, principals, and staff that occur in schools are very concerning because they do not receive systematic and continuous guidance from competent parties. This unfavorable situation will have a psychological impact on the teachers in carrying out their duties, where they assume that the job of being a teacher cannot provide certainty of material adequacy. Therefore, there are still many teachers who teach but at the same time also carry out other activities that are completely unrelated to the learning process. The goal is to increase or increase income, because the income from teaching is not sufficient for their daily needs.

Sopiah, suggests that there are five factors that have a relationship with organizational commitment: 1) a culture of openness, 2) job satisfaction, 3) personal opportunities for development, 5) work rewards that are in accordance with needs, 6) loyalty. (Sopiah.2008) Luthans defines organizational commitment in three senses, namely as: 1) a strength of attitude as well as a decision that is part of the organization, 2) a desire or desire to realize high performance as a part that must be developed within the organization, and 3) as a service that is accepted as a value or value. values as well as goals to be achieved by the organization (Luthans, F. 2006).

According to Greenberg and Baron, organizational commitment describes how far a person identifies and involves himself in the organization and the desire to remain in the organization (Greenberg, Jerald and Robert A. Baron. 1997). According to Porter Mowday and Steers, organizational commitment is a relative strength of individuals in identifying their involvement in the organization, which is characterized by three things, namely: strong belief in and acceptance of the values and goals of the organization, willingness to earnest effort on behalf of the organization, and a strong desire to maintain membership in the organization (Luthans, F. 2006).

While in a broad explanation according to Mathis, organizational commitment can be seen in teachers who serve the organization according to their work and work wholeheartedly for the benefit of the organization and they will maintain their membership in the organization (Mathis, RL & Jacson, JH. 2006). According to Colquitt, LePine, and Wesson, organizational commitment is a person's unanimous determination in maintaining the consistency of the values of ego orientation and individual attachment to a group or organization (Colquit, Jason A. Jeffery A.lePine, and Michael J. Wesson. 2009).

Based on the grand theory of organizational commitment variables above, organizational commitment is the relationship between an individual and the organization, so that it has a strong attachment to the values and goals of the organization.

The indicators of organizational commitment are: 1) Convenience, 2) Salary satisfaction, 3) Loyalty, 4) Loyalty to the organization, 5) Awareness of work, and 6) Sense of belonging. In which a teacher must have firm action within himself to determine how the best steps or ways will be taken at work, even though these actions are not regulated in the work rules, so that work goals can be achieved effectively and efficiently. And it can be concluded in this study that the importance of organizational commitment for the progress and development of madrasas or schools, especially in Madrasah Aliyah Negeri, Riau Islands Province.

Colquitt, LePine, and Wesson, through their famous theory with the "Integrative Model of Organizational Behavior" describe the theoretical paradigm that relates to organizational commitment shown in the following figure (Wesson):
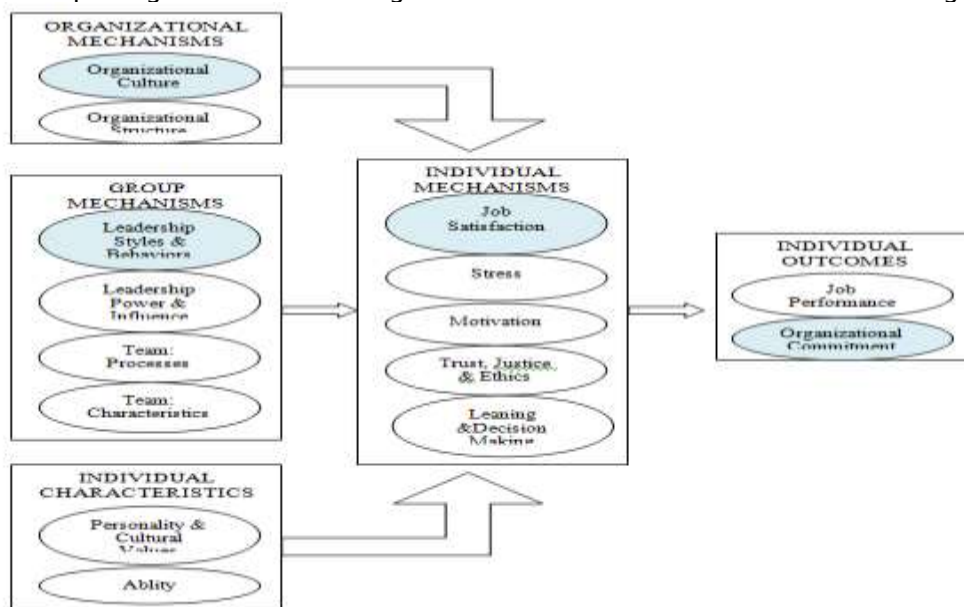
Picture. 1.1. Integrative Model of Organizational Behaviour

Based on Figure 1.1, it can be seen that job satisfaction has a correlation with organizational commitment, while organizational culture and leadership through individual mechanisms have a correlation with organizational commitment.

Many factors have a correlation with teacher organizational commitment, of these factors, of course, each has a different relationship. Leadership style is one of the factors that correlate with teacher organizational commitment. The duties and authorities of these leaders must be carried out in a balanced manner, in accordance with government regulations and school needs.

This leadership style will then be perceived by all subordinates including teachers. The leadership style of the Madrasah Principal plays an important role in directing teachers and all school members to the achievement of organizational goals. The leadership of madrasah principals is not the same from one another, each principal has a different leadership style, this is of course adapted to various factors and conditions of the school organizational environment.

Leadership style is often considered the most important factor in the success or failure of an organization. Based on Efendi & Graduate, leadership style is the ability to provide constructive relationships to other people or around to make collaborative efforts to achieve planned goals (Efendi: 2019).

Organizations that succeed in achieving their goals are also very dependent on a leader. Leaders who are able to carry out their duties well are very likely to achieve their goals. Leaders must also pay attention to their leadership

style in the process of directing and linking the activities of their members, coordinating the goals of subordinates and organizational goals so that both can be achieved.

Scheinder, states that leaders shape culture and in turn are shaped by cultural outcomes (Schneider, B., Ehrhart, M. G., & MacEy, W. H: 2007). Note that organizational culture and leadership are interrelated and illustrate this interconnection by looking at the relationship between leadership and culture in the context of the organizational life cycle. Organizational culture is a symbol and value shared by all members of the organization. Organizational culture is known to bind teachers together and provide direction for company growth (Pawirosumarto, S., Bachelor, P. K., & Gunawan, R: 2017).

Leadership is the art, style, or skill of a person, and he is deeply connected, using his power to achieve goals. Leadership is also very important to achieve organizational goals, and is a function, management that is inherent in its soul.

The conclusion from the above theory, leadership style is the art of influencing and communicating between social individuals displayed by a leader to achieve common goals. And efforts to influence teachers by mobilizing available resources effectively and efficiently in the entire management process to achieve the desired goals and create good quality work. In addition to an effective leadership style needed in organizations to be able to increase teacher commitment in achieving predetermined goals, leaders will also form an organizational culture.

Substantially, an organization cannot be separated from culture. Because culture and humans are two things that cannot be separated. So it is said that humans are cultured creatures. Humans are able to develop culture through their minds. For this reason, humans live and depend on the culture of their creation, which provides rules for managing the environment and human creations.

Culture is created and manifested as a result of the interaction between humans and all the contents of this universe. Humans as the most perfect creatures (insān kāmil), with all their minds and minds create culture and are passed down from generation to generation. Culture is also created by humans in accordance with the changes and needs of the times, where culture is created from daily activities and events that occur in human life.

The problem of culture itself, is very important for the organization because it is always closely related to the life of the company. Organizational culture is the philosophy, ideology, values, assumptions, beliefs, expectations, attitudes, and norms that are shared and socially binding. In particular, organizational culture is determined by team work conditions, dominant leadership, characteristics, organization, and management processes (Eddy Khairuddin: 2017).

There are many factors that influence people to achieve the goals that have been set when an organization or company operates, the organization is no exception, of course it is colored by the behavior of individuals who are interested in the group. Individual behavior in an organization or company certainly has a significant impact on the organization, either directly or indirectly, because of the different abilities of individuals in handling tasks.

According to Moeljono, organizational culture is a system of values that is believed by all members of the organization and which is studied, applied and developed continuously, functions as an adhesive system and can be used as a reference for behavior in the organization to achieve the goals of the organization/company that have been set (Moeljono. 2005). . Kinicki and Kreitner, Organizational Culture is "the set of shared, taken-for-granted implicit assumptions that the group holds and determines how it perceives, thinks about, and reacts to its various environments (Kreitner, Robert and Kinicki, Angelo: 2005).

Based on the description, it means that organizational culture is the accepted assumptions in the organizational group about the reaction of all its members to the organizational environment from the individuals in it. Likewise, school organizations cannot be separated from organizational culture, but each school must have a different organizational culture in accordance with the beliefs held by each person involved in it, agreed to be run together. The relationship between the organization and employees is a collaboration in a psychological contract, where each party has mutually agreed rights and obligations (Irjus Indrawan: 2021).

In addition, job satisfaction is thought to be a driving force for the emergence of teacher organizational commitment. Everyone expects job satisfaction in carrying out their work activities, as well as a teacher will expect satisfaction in carrying out his profession as an educator. Job satisfaction will be achieved if someone feels a conducive organizational climate, for example motivational factors are met, organizational culture can accommodate all existing values and the leadership of the principal also supports the creation of teacher satisfaction. Satisfaction is an emotional expression explaining that job satisfaction is an emotional that is positive or pleasant as a result of an assessment of a job or work experience.

Teachers who are dissatisfied in their organizations tend to be lazy, act indifferent and indifferent, do not teach well, are not disciplined, even at an advanced level will look for ways to leave the organization. Teachers with a high level of job satisfaction will devote all their energy and ability to teach, foster and develop the potential of the school, at an advanced level job satisfaction will lead to teacher commitment to the organization. From the explanation above, it can be seen that teachers who are satisfied with their organizations will be loyal and obedient, devote positive energy within themselves for the good of their organizations, while teachers who are not fasting for their work or their organizations are disloyal, and do not contribute to their organizations.

The ability of leaders to understand teacher satisfaction in the workplace related to day-to-day responsibilities will have a major impact on teacher productivity and performance. So that the job satisfaction of a teacher also needs to be considered. Teacher job satisfaction is known to be very important to increase loyalty and commitment and work.

According to Setiawan et al., explaining that job satisfaction reflects the feelings of workers when working in the company, and job satisfaction itself is very high depending on the conditions of each teacher because each individual has aspects in assessing the level of job satisfaction. Thus, individuals with high job satisfaction are expected to spend all of their abilities and energy to complete the job, thereby producing optimal performance for the organization (Setiawan, R., Eliyana, A., & Suryani, T: 2020).

A person who is committed will also have an organizational identity, he will work seriously, will be loyal and will have a positive attitude towards the organization (Hendri, M. I: 2018). These people will also display behaviors that will help the organization achieve its goals as well as a willingness to be part of the organization in the long term. Teachers who have organizational commitment are more productive and stable teachers so that in the end they are also more profitable for the organization (Setiawan, R., Eliyana, A., & Suryani, T: 2020).

The teacher has a high level of attachment, with the institution where he works, the teacher may already have an emotional relationship with the agency, has a sense of belonging to other teachers, the institutional environment is supportive and the salary he receives is considered fair and in accordance with what he gives. On the other hand, if a teacher has little commitment to their organization, it may be due to lack of involvement of agency stakeholders, monotonous agency environment and unfair treatment with what they give to their agency (Muhaimin and Abdul Mujib: 1993). Providing opportunities for more active, sustainable training will improve organizational culture, job satisfaction and teacher commitment.

To see organizational commitment to Madrasah Aliyah Negeri in the Riau Islands province, it is necessary to conduct an initial survey. This initial survey was conducted on teachers at MAN Batam, MAN Tanjungpinang and MAN 1 Natuna. The results of the initial survey on teacher organizational commitment, which became the sample of the research site, are as follows:

Tabel 1.7 Hasil Penyebaran Angket Survei Awal Variabel Komitmen Organisasi Guru Madrasah Aliyah Negeri Kepulauan Riau

NO	Madrasah	Indicator	SS %	S %	CS %	TS %	STS %	Ket
1	MAN Batam	Convenience	20,8%	60,8%	18,3%	0	0	Very good
		Salary Satisfaction	16,6%	69,2%	13,3%	0,83%	0	good
		Loyalty	12,5%	74,4	13,1%	0	0	good
		Loyalty to the organization	16,6%	69,2%	13,3%	0,83%	0	good
		Awareness will work	12,5%	74,4	13,1%	0	0	good
		A sense of belonging	16,6%	69,2%	13,3%	0	0	good
2	MAN Tanjung pinang	Convenience	25,8%	50%	23,3%	0	0	Very good
		Salary Satisfaction	16,6%	40%	43,3%	0	0	good
		Loyalty	13,5%	52,5	33,5%	0	0	good
		Loyalty to the organization	16,6%	69,2%	13,3%	0	0	good
		Awareness will work	12,5%	74,4	13,1%	0	0	good
		A sense of belonging	8,7%	68,1%	23,1%	0	0	good
3	MAN1 Natuna	Convenience	19,2%	52,5%	28,3%	0,83%	0	Very good
		Salary Satisfaction	15,8%	51,6%	32,5%	0	0	good

			SS	S	CS	TS	STS	
		Loyalty	8,7 %	68,1 %	23,1%	0	0	good
		Loyalty to the organization	16,6 %	69,2 %	13,3%	0	0	good
		Awareness will work	13,5 %	52,5	33,5%	0	0	good
		A sense of belonging	16,6 %	69,2 %	13,3%	0	0	good

Information:
SS   : Totally Agree
S   : Agree
CS   : Quite Agree
TS   : Disagree
STS   : Strongly Disagree

The results of preliminary research at the research location of MAN Batam generally show that the comfort of the workplace can build good teacher organizational commitment. This illustrates that comfort has a relationship with teacher organizational commitment. In addition, the salary satisfaction indicator also has a relationship with teacher organizational commitment. If the honorarium received by the teacher can support the daily life and welfare of the teacher, instinctively the teacher will work professionally and well. This is confirmed by the results of Hackney's research, which states that the comfort and satisfaction of the salary received has a relationship with teacher organizational commitment (Hackney, Cynthia Ward: 2012). Indicators of loyalty and awareness of work are also related in creating teacher commitment, and the role of leaders in building a good environmental circulation greatly affects teacher commitment.

While the results of the initial research at the Tanjungpinang MAN research location in general indicate that the comfort of the workplace can build a good teacher organizational commitment. It is proven from the data above, and in reality the location of the madrasa is very strategic and the land area owned by the madrasa is very wide, so that environmental comfort is guaranteed. This illustrates that comfort has a relationship with teacher organizational commitment. In contrast to the case of teacher loyalty which is still lacking, because many teachers are not disciplined in carrying out the tasks given.

The results of preliminary research at the research location of MAN 1 Natuna showed that the comfort of a place to work can build good teacher organizational commitment. This illustrates that comfort has a relationship with teacher organizational commitment. It is proven that the beautiful atmosphere in Natuna makes students and educators feel comfortable to study, not disturbed by the hustle and bustle of the city.

In addition, the salary satisfaction indicator also has a relationship with teacher organizational commitment. If the honorarium received by the teacher can support the daily life and welfare of the teacher, instinctively the teacher will work professionally and well. This is confirmed by the results of Hackney's research, which states that the comfort and satisfaction of the salary received has a relationship with teacher organizational commitment (Hackney, Cynthia Ward: 2012).

And the loyalty of a teacher is closely related to the commitment of the teacher's organization, if the teacher is sincere in his work and is very total in doing all the obligations he carries, the results will be very satisfying. This is confirmed by the results of research by Robert Cedermak which states that it is important to build relationships between teachers and colleagues, teachers with leaders and teachers with the surrounding environment (Robert Cedermark). So that it can support success in teaching. Loyalty and awareness of the organization, have a very close relationship and relationship. Every teacher when he feels aware of his obligation not only to teach, but has more awareness in advancing the existing organization, will produce maximum results and improve quality in serving and working.

The application of these indicators can increase teacher commitment. If these indicators are applied in accordance with the goals, vision, and mission of the madrasa, it can help the madrasa in increasing teacher organizational commitment. Related to the problems found, the researcher suspects that there are factors of leadership style, organizational culture and job satisfaction that need attention to be further improved, in order to have a relationship with teacher organizational commitment. Thus, the results of this study will be useful for developing Islamic educational institutions, especially Madrasah Aliyah Negeri in achieving their goals.

Based on the grand theory hand the results of the initial survey described above, there are various factors that have a correlation with teacher organizational commitment in carrying out their obligations as educators. Thus, the authors are interested in researching more deeply about leadership style, organizational culture, job satisfaction and teacher organizational commitment, with the research title: Correlation Between Leadership Style, Organizational Culture and Job Satisfaction With Teacher Organizational Commitment at Madrasah Aliyah Negeri in Riau Islands Province.

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METHOD

This study uses a quantitative research approach. Quantitative research is an approach to test objective theory by testing the relationship between variables. This variable, in turn, can be measured using instruments, so that the total data can be analyzed using statistical procedures (John W. Creswell: 2014).

In this study using relationship research (correlation). Relationship research aims to test the hypothesis by measuring a number of variables and calculating the coefficient of the relationship between these variables in order to determine which variables are related (Juliansyah Noor: 2017). Relationship research leads to two questions. First, is there a relationship between two or more variables. Second, what is the direction of the relationship and how big is the relationship. Relationship research involves proving that some of these variables are related to more complex variables or called the dependent variable (Ennio Cipani: 2009).

There are two variables in this study, namely: the dependent variable (the variable that is related) and the independent variable (the independent variable). The independent variables of this study consisted of leadership style (X1), organizational culture (X2), job satisfaction (X3). While the dependent variable of this research is organizational commitment (Y).

The constellation of the research variables can be seen in the following figure:
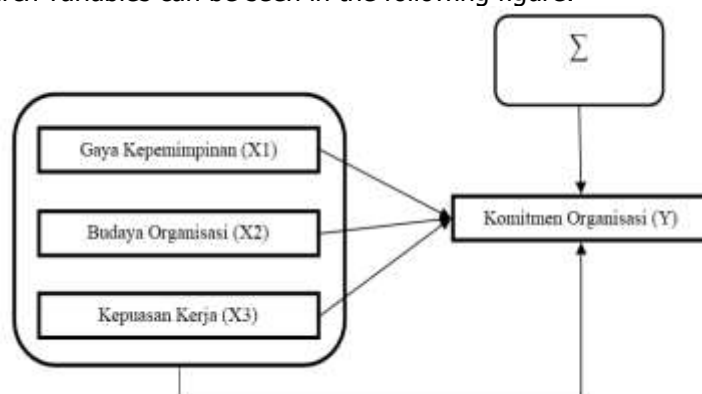
Picture. 3.1. Constellation of research variables
Information:
X1   : Leadership Style
X2   : Organizational culture
X3   : Job satisfaction
Y   : Organizational Commitment
Σ   : Epsilon (Another variable correlated with variable Y).

The population in this study were 310 educators in Madrasah Aliyah Negeri Riau Archipelago Province. The selection of the three research locations was based on the geographical location of the study. Researchers took samples of locations in the western, central and eastern parts of the Riau Archipelago. First, MAN Batam, with 84 teachers, second MAN Tanjungpinang 47 people and third MAN 1 Natuna totaling 24 people. So that obtained uni sampling as many as 155 teachers. Determination of the sample of teachers using total sampling, so that all teachers are the sample in the study, the number of research samples is 155 people, 30 teachers are for the trial sample and there is a total sample of 125 educators of State Madrasah Aliyah in Riau Islands Province. Data collection techniques used in this study used several methods, namely: Questionnaire and Documentation

The instrument used in this study is an instrument developed by the author based on the existing theory with the following stages: 1) Reviewing theories related to all variables ending with a synthesis, 2) Based on the synthesis, the author determines indicators for each variable, 3) Prepare the items of the questionnaire and determine the scale of measurement, 4) Test the validity and reliability of each item of the instrument, and then determine the feasibility of the items of the instrument in data collection. The following will describe the four variable instruments that will be used in this study: (1). Organizational commitment is the relationship between an individual and the organization, so that it has a strong attachment to the values and goals of the organization. Organizational commitment in this study, a study whose data was collected through a questionnaire using a Likert instrument scale, with indicators: 1) Convenience, 2) Salary satisfaction, 3) Loyalty, 4) Loyalty to the organization, 5) Awareness of work, and 6) Sense of have. (2). Leadership style is the art of influencing and communicating between social individuals displayed by a leader to achieve common goals. The leadership style in this study is a research whose data is collected and revealed through a questionnaire using a Likert scale. The indicators of leadership style are: 1) Authoritative, 2) Individual development, 3) Intellectual stimulation, 4) Inspirational, and 5) Time efficiency. (3). Organizational culture is the values that become habits based on the values of customs, religion, norms and rules that become beliefs that are carried out on organizational actors. Organizational culture in this study is a research whose data is collected and revealed through a questionnaire using a Likert scale, with indicators of organizational culture, namely: 1) Individual initiative, 2) Tolerance, 3) Norm support, 4) Organizational success belief, and 5) Work standards. . (4). Job satisfaction is an emotional expression that is positive as a result of a job and the match between one's expectations and the award received. Job satisfaction in this study is a research whose data is collected and revealed through a

questionnaire using a Likert scale, with indicators: 1) Rewards, 2) Promotions, 3) Colleagues, 4) Job security, and 5) Job evaluation.

In this study there are two types of data, namely primary data and secondary data. Primary data is data in the form of verbal or spoken words, gestures or behavior carried out by trustworthy subjects, in accordance with the variables studied (Arikunto: 2010). The primary data source in this research is derived from the answers to the questionnaire in the form of a research instrument developed from the grid of each research variable. The data received is primary data, reprocessed using quantitative analysis (statistics) to be used in drawing conclusions.

The data source is the subject from which the data is obtained. The sources of data in this study include: Sources of data in the form of humans. In this case, it is teachers, educators of State Madrasah Aliyah in Riau Islands Province (MAN Batam, MAN Tanjungpinang and MAN 1 Natuna). Sources of data in the form of atmosphere, namely the atmosphere of the madrasa, physical atmosphere, atmosphere of interaction between teachers, and the atmosphere of the environment and the source of data in the form of documents related to research.

The stages of implementing data analysis in research include:

Descriptive Analysis

Descriptive analysis to get an overview of the distribution of research data from each variable categorically in the form of data presentation in the form of tables and histogram graphs. The presentation of the data consists of the mean, mode, median, and standard deviation values. Descriptive analysis has the aim of describing each data obtained on each variable.

Test Requirements Analysis

The requirements analysis test was carried out with the aim of whether the data collected met the requirements for analysis using the planned calculation technique, namely the parametric test. The most common assumption in the parametric test is a random sample that comes from a population that is normally distributed, the data is homogeneous and linear. If the data does not meet these requirements, it is recommended to use a non-parametric test.

Normality test

The normality test is carried out in measuring the data obtained whether they are normally distributed, in order to determine the statistics that can be used in the form of parametric or inferential statistics. In other words, the normality test is a test to determine whether the empirical data obtained from the field are in accordance with the theoretical distribution and the data obtained from a normally distributed population. In the normality test, there are two kinds of tests, namely the normality test with the Liliefors test and the Chi Square fit test. In writing research reports, the authors use the Liliefors . test.

Homogeneity Test

The homogeneity test is the second analytical requirement test regarding the feasibility of the data to be analyzed using parametric statistical tests. In conducting the homogeneity test using the Bartlett test. Bartlett test is a data homogeneity test using the distribution formula.

Linearity Test

The linearity test is the third conditional test in the parametric test. The linearity test is a prerequisite test to determine the data pattern, whether the data has a linear pattern or not. This test relates to the use of linear regression. The linearity test used is ANOVA analysis.

Inferential Statistical Analysis

Inferential statistical analysis is a statistic used to analyze sample data, and the results will be generalized to the population in which the sample is taken (Sugiono: 2009). Inferential statistical analysis of this study consists of:

a. Hypothesis testing

Testing the simple correlation hypothesis to determine the relationship between each predictor, namely organizational commitment (Y), leadership style (X1), organizational culture (X2), and job satisfaction (X3).

b. Coefficient of Determination

The coefficient of determination is a number or index used to determine the contribution of one or more variables (independent variable, X) to the variation (increase or decrease) of other variables (dependent variable, Y). The value of the determining coefficient or the coefficient of determination is between 0 to 1.

c. t test (Partial)

The t test (partial test) was conducted to test the significance or not of the relationship between the independent variable and the dependent variable partially. The t-test was used to answer three hypotheses consisting of the relationship between leadership style (X1) and organizational commitment (Y), the relationship between organizational culture (X2) and organizational commitment (Y), and the relationship between job satisfaction (X3) and organizational commitment (Y).

d. F Test (Simultaneous)

The F test (simultaneous) was conducted to test the significance or not of several independent variables with the dependent variable together. The F test is used to answer the fourth hypothesis, namely whether the independent variables of leadership style (X1), organizational culture (X2), and job satisfaction (X3), have a relationship with organizational commitment (Y).

4. Statistical Hypothesis

A statistical hypothesis is an assumption, assumption, or statement that may or may not be true about the parameters of one or more populations. For the hypothesis that has been made, there are only two possibilities that we will decide, namely accepting the hypothesis or rejecting the hypothesis. There are two hypotheses, namely the null hypothesis (Ho), and the counter hypothesis (Ha).

RESEARCH RESULT

Based on the results of the relationship analysis, the results of hypothesis testing on the variables of leadership style (X1), organizational culture (X2), job satisfaction (X3), and organizational commitment (Y), are summarized in the following table:

Table 4.30 Summary of SPSS Output Relationship Variables X1, X2, X with Y

Correlations

		Leadership Style	Organizational culture	Job satisfaction	Organizational Commitment
Leadership Style	Pearson Correlation	1	.946**	.954**	.948**
	Sig. (2-tailed)		.000	.000	.000
	N	125	125	125	125
Organizational culture	Pearson Correlation	.946**	1	.968**	.942**
	Sig. (2-tailed)	.000		.000	.000
	N	125	125	125	125
Job satisfaction	Pearson Correlation	.954**	.968**	1	.983**
	Sig. (2-tailed)	.000	.000		.000
	N	125	125	125	125
Organizational Commitment	Pearson Correlation	.948**	.942**	.983**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	125	125	125	125

**. Correlation is significant at the 0.01 level (2-tailed).

The results of testing the relationship between dimensions are used to determine which dimensions have a strong relationship that connects all dimensions of the independent and dependent variables. The calculation is done by finding the value of r using the Pearson Product Moment test.
The results of the relationship between dimensions are summarized in the following table::

		Y01	Y02	Y03	Y04	Y05	Y06	Y07	Y08	Y09	Y10
Y01	Pearson Correlation	1	.322**	.355**	.340**	.260**	1.000**	.200*	.260**	.355**	.260**
	Sig. (2-tailed)		.000	.000	.000	.003	0.000	.025	.003	.000	.003
	N	125	125	125	125	125	125	125	125	125	125
Y02	Pearson Correlation	.322**	1	.393**	.471**	.379**	.322**	.322**	.379**	.393**	.379**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000	.000
	N	125	125	125	125	125	125	125	125	125	125
Y03	Pearson Correlation	.355**	.393**	1	.288**	.278**	.355**	.386**	.278**	1.000**	.278**
	Sig. (2-	.000	.000		.001	.002	.000	.000	.002	0.000	.002

	tailed)										
	N	125	125	125	125	125	125	125	125	125	125
Y04	Pearson Correlation	.340**	.471**	.288**	1	.360**	.340**	.194*	.360**	.288**	.360**
	Sig. (2-tailed)	.000	.000	.001		.000	.000	.030	.000	.001	.000
	N	125	125	125	125	125	125	125	125	125	125
Y05	Pearson Correlation	.260**	.379**	.278**	.360**	1	.260**	.452**	1.000**	.278**	1.000**
	Sig. (2-tailed)	.003	.000	.002	.000		.003	.000	0.000	.002	0.000
	N	125	125	125	125	125	125	125	125	125	125
Y06	Pearson Correlation	1.000**	.322**	.355**	.340**	.260**	1	.200*	.260**	.355**	.260**
	Sig. (2-tailed)	0.000	.000	.000	.000	.003		.025	.003	.000	.003
	N	125	125	125	125	125	125	125	125	125	125
Y07	Pearson Correlation	.200*	.322**	.386**	.194*	.452**	.200*	1	.452**	.386**	.452**
	Sig. (2-tailed)	.025	.000	.000	.030	.000	.025		.000	.000	.000
	N	125	125	125	125	125	125	125	125	125	125
Y08	Pearson Correlation	.260**	.379**	.278**	.360**	1.000**	.260**	.452**	1	.278**	1.000**
	Sig. (2-tailed)	.003	.000	.002	.000	0.000	.003	.000		.002	0.000
	N	125	125	125	125	125	125	125	125	125	125
Y09	Pearson Correlation	.355**	.393**	1.000**	.288**	.278**	.355**	.386**	.278**	1	.278**
	Sig. (2-tailed)	.000	.000	0.000	.001	.002	.000	.000	.002		.002
	N	125	125	125	125	125	125	125	125	125	125
Y10	Pearson Correlation	.260**	.379**	.278**	.360**	1.000**	.260**	.452**	1.000**	.278**	1
	Sig. (2-tailed)	.003	.000	.002	.000	0.000	.003	.000	0.000	.002	
	N	125	125	125	125	125	125	125	125	125	125
Y11	Pearson Correlation	.260**	.379**	.278**	.360**	1.000**	.260**	.452**	1.000**	.278**	1.000**
	Sig. (2-tailed)	.003	.000	.002	.000	0.000	.003	.000	0.000	.002	0.000
	N	125	125	125	125	125	125	125	125	125	125
Y12	Pearson Correlation	.260**	.379**	.278**	.360**	1.000**	.260**	.452**	1.000**	.278**	1.000**
	Sig. (2-tailed)	.003	.000	.002	.000	0.000	.003	.000	0.000	.002	0.000
	N	125	125	125	125	125	125	125	125	125	125
Y13	Pearson Correlatio	.271**	.371**	.337**	.166	.318**	.271**	.340**	.318**	.337**	.318**

	n										
	Sig. (2-tailed)	.002	.000	.000	.064	.000	.002	.000	.000	.000	.000
	N	125	125	125	125	125	125	125	125	125	125
Y14	Pearson Correlation	.220*	.327**	.351**	.352**	.280**	.220*	.301**	.280**	.351**	.280**
	Sig. (2-tailed)	.014	.000	.000	.000	.002	.014	.001	.002	.000	.002
	N	125	125	125	125	125	125	125	125	125	125
Y15	Pearson Correlation	.310**	.476**	.245**	.420**	.312**	.310**	.288**	.312**	.245**	.312**
	Sig. (2-tailed)	.000	.000	.006	.000	.000	.000	.001	.000	.006	.000
	N	125	125	125	125	125	125	125	125	125	125
Y16	Pearson Correlation	.146	.309**	.065	.280**	.385**	.146	.295**	.385**	.065	.385**
	Sig. (2-tailed)	.104	.000	.474	.002	.000	.104	.001	.000	.474	.000
	N	125	125	125	125	125	125	125	125	125	125
Y17	Pearson Correlation	.258**	.301**	.414**	.224*	.290**	.258**	.270**	.290**	.414**	.290**
	Sig. (2-tailed)	.004	.001	.000	.012	.001	.004	.002	.001	.000	.001
	N	125	125	125	125	125	125	125	125	125	125
Y18	Pearson Correlation	.146	.309**	.065	.280**	.385**	.146	.295**	.385**	.065	.385**
	Sig. (2-tailed)	.104	.000	.474	.002	.000	.104	.001	.000	.474	.000
	N	125	125	125	125	125	125	125	125	125	125
Y19	Pearson Correlation	.260**	.379**	.278**	.360**	1.000**	.260**	.452**	1.000**	.278**	1.000**
	Sig. (2-tailed)	.003	.000	.002	.000	0.000	.003	.000	0.000	.002	0.000
	N	125	125	125	125	125	125	125	125	125	125
Y20	Pearson Correlation	.260**	.379**	.278**	.360**	1.000**	.260**	.452**	1.000**	.278**	1.000**
	Sig. (2-tailed)	.003	.000	.002	.000	0.000	.003	.000	0.000	.002	0.000
	N	125	125	125	125	125	125	125	125	125	125
Y21	Pearson Correlation	-.076	.386**	.344**	.116	.259**	-.076	.284**	.259**	.344**	.259**
	Sig. (2-tailed)	.402	.000	.000	.197	.004	.402	.001	.004	.000	.004
	N	125	125	125	125	125	125	125	125	125	125
Y22	Pearson Correlation	.104	.254**	.276**	.345**	.266**	.104	.071	.266**	.276**	.266**
	Sig. (2-tailed)	.247	.004	.002	.000	.003	.247	.432	.003	.002	.003
	N	125	125	125	125	125	125	125	125	125	125

Y23	Pearson Correlation	.260**	.379**	.278**	.360**	1.000**	.260**	.452**	1.000**	.278**	1.000**
	Sig. (2-tailed)	.003	.000	.002	.000	0.000	.003	.000	0.000	.002	0.000
	N	125	125	125	125	125	125	125	125	125	125
Y24	Pearson Correlation	.141	.266**	.284**	.311**	.245**	.141	.037	.245**	.284**	.245**
	Sig. (2-tailed)	.116	.003	.001	.000	.006	.116	.685	.006	.001	.006
	N	125	125	125	125	125	125	125	125	125	125
Y25	Pearson Correlation	.260**	.379**	.278**	.360**	1.000**	.260**	.452**	1.000**	.278**	1.000**
	Sig. (2-tailed)	.003	.000	.002	.000	0.000	.003	.000	0.000	.002	0.000
	N	125	125	125	125	125	125	125	125	125	125
Y26	Pearson Correlation	.260**	.379**	.278**	.360**	1.000**	.260**	.452**	1.000**	.278**	1.000**
	Sig. (2-tailed)	.003	.000	.002	.000	0.000	.003	.000	0.000	.002	0.000
	N	125	125	125	125	125	125	125	125	125	125
Y27	Pearson Correlation	.260**	.379**	.278**	.360**	1.000**	.260**	.452**	1.000**	.278**	1.000**
	Sig. (2-tailed)	.003	.000	.002	.000	0.000	.003	.000	0.000	.002	0.000
	N	125	125	125	125	125	125	125	125	125	125
Y28	Pearson Correlation	.260**	.379**	.278**	.360**	1.000**	.260**	.452**	1.000**	.278**	1.000**
	Sig. (2-tailed)	.003	.000	.002	.000	0.000	.003	.000	0.000	.002	0.000
	N	125	125	125	125	125	125	125	125	125	125
Y29	Pearson Correlation	-.103	.071	.009	.120	.341**	-.103	.128	.341**	.009	.341**
	Sig. (2-tailed)	.254	.430	.918	.184	.000	.254	.156	.000	.918	.000
	N	125	125	125	125	125	125	125	125	125	125
Y30	Pearson Correlation	.260**	.379**	.278**	.360**	1.000**	.260**	.452**	1.000**	.278**	1.000**
	Sig. (2-tailed)	.003	.000	.002	.000	0.000	.003	.000	0.000	.002	0.000
	N	125	125	125	125	125	125	125	125	125	125
Y31	Pearson Correlation	.109	.350**	.288**	.298**	.307**	.109	.158	.307**	.288**	.307**
	Sig. (2-tailed)	.224	.000	.001	.001	.000	.224	.079	.000	.001	.000
	N	125	125	125	125	125	125	125	125	125	125
Y32	Pearson Correlation	.260**	.379**	.278**	.360**	1.000**	.260**	.452**	1.000**	.278**	1.000**
	Sig. (2-tailed)	.003	.000	.002	.000	0.000	.003	.000	0.000	.002	0.000

	N	125	125	125	125	125	125	125	125	125	125
Y33	Pearson Correlation	.260**	.379**	.278**	.360**	1.000**	.260**	.452**	1.000**	.278**	1.000**
	Sig. (2-tailed)	.003	.000	.002	.000	0.000	.003	.000	0.000	.002	0.000
	N	125	125	125	125	125	125	125	125	125	125
Y34	Pearson Correlation	.260**	.379**	.278**	.360**	1.000**	.260**	.452**	1.000**	.278**	1.000**
	Sig. (2-tailed)	.003	.000	.002	.000	0.000	.003	.000	0.000	.002	0.000
	N	125	125	125	125	125	125	125	125	125	125
Y35	Pearson Correlation	.260**	.379**	.278**	.360**	1.000**	.260**	.452**	1.000**	.278**	1.000**
	Sig. (2-tailed)	.003	.000	.002	.000	0.000	.003	.000	0.000	.002	0.000
	N	125	125	125	125	125	125	125	125	125	125
Y36	Pearson Correlation	.260**	.379**	.278**	.360**	1.000**	.260**	.452**	1.000**	.278**	1.000**
	Sig. (2-tailed)	.003	.000	.002	.000	0.000	.003	.000	0.000	.002	0.000
	N	125	125	125	125	125	125	125	125	125	125
Y37	Pearson Correlation	.260**	.379**	.278**	.360**	1.000**	.260**	.452**	1.000**	.278**	1.000**
	Sig. (2-tailed)	.003	.000	.002	.000	0.000	.003	.000	0.000	.002	0.000
	N	125	125	125	125	125	125	125	125	125	125
Y38	Pearson Correlation	.260**	.379**	.278**	.360**	1.000**	.260**	.452**	1.000**	.278**	1.000**
	Sig. (2-tailed)	.003	.000	.002	.000	0.000	.003	.000	0.000	.002	0.000
	N	125	125	125	125	125	125	125	125	125	125
Total	Pearson Correlation	.369**	.515**	.431**	.472**	.965**	.369**	.525**	.965**	.431**	.965**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	125	125	125	125	125	125	125	125	125	125

Based on the results of calculations and analysis of research results, it can be described the results of the study:
Leadership style has a significant correlation with teacher organizational commitment. This means that improvements and changes in the leadership style of the madrasa principal will result in an increase in teacher commitment. The implication is that teacher organizational commitment can be increased by improving the leadership style of the madrasah principal. Efforts that can be made by the head of the madrasa as a leader must establish good cooperative relationships with teachers, so as to create a work atmosphere that makes teachers feel safe, peaceful, and have a freedom in developing their ideas in order to achieve the education that has been set. The principal must pay more attention to the subordinates he leads, either by giving rewards to teachers, staff and students who excel, the rewards can be in the form of money, objects, praise or others. Giving rewards does not require large costs, it is enough to recognize the achievements or performance of subordinates. Rewards given can be a motivation for teachers, students and staff to work better so that all programs set by the madrasah head will be supported by subordinates, thus the effectiveness of the madrasa will be achieved. Teachers are individuals who have different characteristics from others, such as intelligence, skills, abilities, experience, educational background and socio-economic background. The head of the madrasa as the leader must be able to adapt to the characteristics of each teacher in interacting. At certain times the head of the madrasa becomes a good listener to teacher problems. With

smooth communication between the principal and the teacher will lead to a commitment to the teacher to carry out the task as well as possible.

Organizational culture has a significant correlation with teacher organizational commitment. The implication is that teacher commitment can be increased by improving organizational culture. Efforts can be made to improve organizational culture so that it has an impact on increasing teacher commitment by cultivating a dialogical communication system, namely two-way communication, which is reciprocal between superiors and subordinates. In this communication, superior and subordinate relationships are built in an equal position, so that the flow of information from both parties can run smoothly. Teachers are individuals who have different characteristics from others, such as intelligence, skills, abilities, experience, educational background and socio-economic background. The head of the madrasa as the leader must be able to adapt to the characteristics of each teacher in interacting. At certain times the head of the madrasa becomes a good listener to teacher problems. With smooth communication between the principal and the teacher will lead to a commitment to the teacher to carry out the task as well as possible. Tolerance is very important in increasing teacher organizational commitment. Efforts that can be made to improve organizational culture are openness in providing information to teachers, staff and students. Teachers need information for career advancement, staff need information for the smooth running of their duties as well as students need information for achievement. With open communication, all work, all relationships, responsibilities both at work, relationships between teachers, relationships between subordinates to superiors, relationships with students can run in a balanced, dynamic and good manner.

Job satisfaction has a significant correlation with organizational commitment. The implication is that organizational commitment can increase and be good with a balance between teacher job satisfaction. If the teacher's job satisfaction is fulfilled well, and can support the life of the teacher, it will increase the commitment of the teacher's organization. One of the efforts of the head of the madrasa, namely that the principal must pay more attention to the subordinates he leads can be through giving rewards to teachers, staff and students who excel, the rewards can be in the form of money, objects, praise or others. Giving rewards does not require large costs, it is enough to recognize the achievements or performance of subordinates. Rewards given can be a motivation for teachers, students and staff to work better so that all programs set by the madrasah head will be supported by subordinates, thus the effectiveness of the madrasa will be achieved.

Leadership style, organizational culture and job satisfaction simultaneously have a significant correlation. This means that changes and improvements in leadership styles, organizational culture and teacher job satisfaction can increase teacher organizational commitment. The implication is that teacher commitment can be increased by improving leadership and communication styles within the organization. Efforts that can be made to improve leadership and communication so that it has an impact on increasing teacher commitment are that between the two parties there must be two-way-communications or two-way communication or reciprocal communication, for that it is necessary to have cooperation that is expected to achieve goals, both personal and group goals to achieve the goals of the madrasa. The cooperation consists of various purposes which include social/cultural relations. The relationship that occurs is a process of the existence of a desire of each individual, to obtain a tangible result and can provide benefits for sustainable madrasa life in achieving quality madrasas. In addition, the principal must also provide the necessary facilities in the learning process, give freedom to teachers in the use of learning methods, provide attendance and check regularly, provide motivation, direction and examples to teachers and give warnings to teachers who are less disciplined so they don't spread to others. another. If the teacher feels comfortable in carrying out his duties, there will be a high commitment to the teacher.

The obligation to study, work, hold fast and convey the mandate, accountability for deeds before Allah SWT is a small part of Islamic teachings that allow a Muslim to have good work behavior. Islam as a religious teaching has a vision of rahmatan lil 'alamin which is able to shape the personality of someone who has a high work ethic. To mobilize all the abilities he has to actualize himself as a servant of Allah SWT, which gives birth to the best and useful work, not only for himself but also for others.

Based on the explanation above, the grand theory that was born based on the results of this study, in the view of the researchers, a model that can influence and increase organizational commitment, as follows:
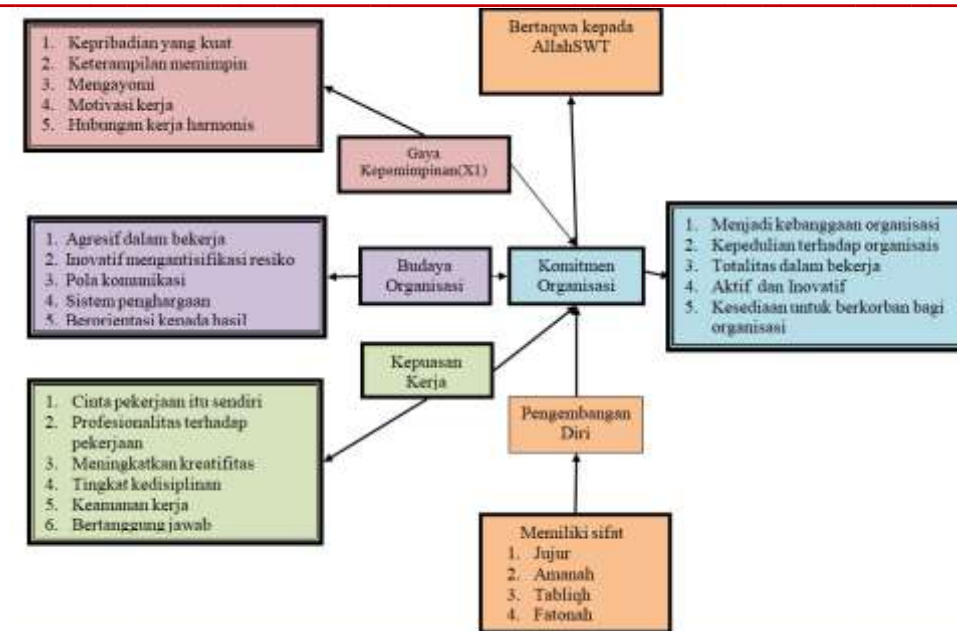
Madrasah as an educational institution is a system that is related to each other. Madrasas face many challenges including problems of madrasa management, teaching staff, student backgrounds from various circles, public perception that only sees madrasas as a second choice, government policies, global competition, mastery of science and technology, low social capital (mandatory nature) and other multi-dimensional crises. All of these things will affect the input of the madrasa, such as leadership, students, teachers, facilities and curriculum. In the process of implementing madrasa management, the factors of leadership style, organizational culture, job satisfaction affect the output of madrasas, namely the achievement of teacher commitment so that the outcomes will create quality madrasas.

The leadership of the head of the madrasa is one that affects the commitment of teachers to be required to have a strong personality, believe, be knowledgeable and do good deeds, have a personality that can be a role model, an example for their subordinates and the people around them, have management knowledge, and have the skills and abilities to work together. ability to lead. The indicators used as a measuring tool for the leadership style of the madrasa principal are (1) having a strong personality (2) having leadership skills (3) nurturing, (4) motivating work (5) creating a harmonious working relationship.

The madrasa principal's ability to create harmonious working relationships, respect his subordinates and listen to constructive suggestions and suggestions is the dominant factor in the madrasa leadership style variable.

This is because mutual respect in a harmonious working relationship will increase teacher morale, so that the effectiveness of the madrasa will be achieved.

Organizational culture will determine how teachers complete assignments and interact with each other in the organization. Organizational culture is the assumptions accepted in organizational groups about the reaction of all its members to the organizational environment from the individuals in it. Likewise, school organizations cannot be separated from organizational culture, but each school must have a different organizational culture in accordance with the beliefs held by each person involved in it, agreed to be run together.

Organizational culture is the values that become habits and stems from customs, religion, norms and rules that become a belief that is carried out on the perpetrators of the organization. Organizational culture is also very closely related to teacher organizational commitment. Indicators that are used as measuring tools for organizational culture are: (1) Aggressive at work, (2) Innovative in anticipating risk, (3) Communication patterns, (4) Reward system (5) Oriented to results.

Job satisfaction in Islam is reflected in the attitude of gratitude for favors and dissatisfaction is reflected in the attitude of kufr nikmah. Gratitude according to Muhammad al-Razi as praising those who have done good for the good he has given. Thus, gratitude is a sign of a believer, which is reflected in the attitude of one's heart, mouth, and actions when receiving favors from Allah SWT. The concept of gratitude is a reference to job satisfaction in an Islamic perspective.

The indicators that are used as measuring tools for job satisfaction are: 1) Love of work itself, 2) Professionalism towards work, 3) Increasing creativity, 4) Discipline level, 5) Job security, 6) Responsible.

Teachers as a substitute for the role of parents in schools need to have awareness, understanding, concern and commitment to guide students, to become pious human beings who are pious. Su'ud stated that one of the characteristics of a professional teacher is having a commitment to the student learning process. In managing students, teachers must improve the knowledge, skills and psychomotor of students, develop general abilities (intelligence), talents and interests of students, and channel aspirations and hopes to meet the needs of students.

A teacher in carrying out his duties must be patient in educating his students. In this case Imam Al-Ghazali said, "Patience means the dwelling of the generator of obedience instead of the generator of lust, Imam Al-]unaid said, "Patience means encouraging the soul to always be with Allah Ta'ala without feeling difficult. Thus a teacher must be patient in guiding his students to obedience to Allah swt.

A teacher who is committed to carrying out his duties will create a sense of sincerity, patience, fortitude in educating his students. Because all the work he does is based on the name of Allah. The indicators used as a measuring tool for organizational commitment are: 1) Being the pride of the organization, 2) Caring for the organization, 3) Totality in work, 4) Active and innovative, 5) Willingness to sacrifice for the organization.

All activities in the madrasa, both by the principal, teachers, staff and students, must lead to the achievement of Allah's pleasure. Everyone must carry out their duties as servants of Allah, intend to work in madrasas as a form of worship to Allah swt. Then everyone in the madrasa must carry out their duties as caliphs on earth, meaning that every activity brings benefits to others, and the task of da'wah is to convey messages -God's message to others. The peak of our achievement is to reach the grace of Allah swt.

In addition to the factors examined in this study, there are many other factors that influence teacher commitment. Due to the limitations that exist in the authors, these factors cannot be studied, it is hoped that further researchers can examine them.

CONCLUSION

Based on the results of calculations and analysis of research results, the main conclusion of this study is that leadership style, organizational culture, and job satisfaction have a significant correlation with the organizational commitment of State Madrasah Aliyah teachers in the Riau Archipelago. In detail, this research concludes:

1. Leadership style has a significant correlation with teacher organizational commitment, meaning that the higher and better the leadership style of the madrasah principal in leading and carrying out his duties as institutional leader, the higher the level of teacher organizational commitment.

2. Organizational culture has a significant correlation with teacher organizational commitment, meaning that the circulation of a conducive organizational culture climate that exists in the madrasa environment such as honesty, openness, mutual respect, mutual support, willing to listen to suggestions and constructive criticism, will create a comfortable atmosphere in the heart. teacher, thus creating a willingness to work as well as possible.

3. Job satisfaction has a significant correlation with teacher organizational commitment, meaning that if teachers get comfortable and satisfied with their work, the honor will increase the teacher's organizational commitment. On the other hand, low job satisfaction, such as frequent absences, neglect of duties, can reduce teacher organizational commitment.

4. Leadership style, organizational culture, and job satisfaction have a significant correlation together with organizational commitment. Research shows that teacher organizational commitment will be higher and better, if it is supported by leadership style, organizational culture and job satisfaction.

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