

Influence of School Culture, Headmaster Supervision and Interpersonal Communication Towards Teacher's Social Behavior

Devi Nurul Istiqomah^{1✉}, Rasdi Ekosiswoyo², Suwito Eko Pramono²

¹ SMA Ronggolawe, Semarang, Indonesia

² Universitas Negeri Semarang, Indonesia

Info Artikel

History Articles:

Received 15th

September 2018

Accepted 04nd January
2019

Published 15th June
2019

Keywords:

School Culture,
Headmaster
Supervision,
Interpersonal
Communication,
Teacher's Social
Behavior.

Abstract

Exemplary teacher can be seen on how a teacher behaving in the school environment. School is an educational organization which has certain activities and rules. Those activities and rules will influence school staff behavior, including teachers' social behavior. The aim for this research is to analyze the influence of school environmental effect: school culture and headmaster supervision on teachers' social behavior through interpersonal communication. This research is a qualitative research with ex post facto design. The population of this research is vocational school teachers in Gajah Mungkur regency. Proportional stratified random sampling technique is used to take the sample of the research. The researcher uses questionnaire as the method of data collection. The researcher gives the questionnaire to respondent through validity and reliability test. The researcher also conducts path analysis consisting of two structural equations. The result of the research shows that school culture and headmaster supervision has a direct influence on the interpersonal communication at 48.5% and 42.7%, school culture, headmaster supervision and interpersonal communication skill has an indirect effect on teacher social behavior through interpersonal skill at -2.4% and -2.1%. Teacher social behavior tends to be influenced by school culture than headmaster supervision. Meanwhile, interpersonal communication skill is not an intervening variable that influence others variable relation. The number of factors that give influence on teacher social behavior other than research variables, the researcher suggests that the stakeholder (teacher, headmaster and school) should uphold character value implementation in every school activity.

© 2019 Universitas Negeri Semarang

✉ Alamat korespondensi:

Jl. Damarwulan II/103 Semarang 50142, Indonesia

E-mail: devinurul.ig@gmail.com

INTRODUCTION

Educational human resource is those who are classified as teachers and education personnel. Substantially, teachers and education personnel are one of the instrumental input components. They conduct as one unit in operating activity proses in the education and learning proses of the school. Their existence is also fundamental as the determiner and the prelude of others components in school in order to improve students outcome. It is the role of teacher in building the education, skill, and character of the students.

Based on Permendiknas no.74 2008 about teacher, it is stated that a teacher is a professional educator who has job to educate, to teach, to guide, to train, to assess, and to evaluate. Teacher role in conducting classroom learning is a complex activity. A teacher is not only delivering information to students but also implementing character value in order to educate them to be a responsible and decent human. Thus, teacher social behavior, according to Daryanto (2013:126), has to reflect positive values of religiosity, honesty, justness, discipline, politeness, decency, responsibility, sympathetic, exemplarity, sincerity, and humbleness.

In fact, sometimes in school, a teacher does not behave under the consideration of morality, democracy, so that the social behavior of a teacher does not relevant with the rule, law, and norm. Teacher social behavior tends to be imitated by students; therefore a teacher as a role model in school should give a good example. This is becoming more urgent due to a lot of violent act in school these days.

School violent act data from many resources show that the violent act in the education grows apprehensively. The data shows 84% students had experienced violent in school (7 from 10 students), 45% male students said that their teacher or school staff are the perpetrator of violent, 40% 13-15 years old students report that they had experienced physical violent by their friends, 75% students admit that they ever be the perpetrator of violent in their school, 22% female students state that

the perpetrators are their teachers and school staff, and 50% students report that they had experienced bullying in their school. (www.kpai.go.id. 2017)

Teacher as the educator has a specific role as the model of their students. This is relevant with the research of Khalid (2011) in the article "*Impact of Teacher's Background and Behavior on Students Learning*" and Shakurova's (2014) research on the article "*The Position of a Teacher as a Factor of Forming Students Socio-Cultural Identities (On the Example of the Russian Civil Identity)*". Both of those research show that teacher good social behavior will affect character development of student positively. In this case, a teacher acts as the facilitator in constructing cultural social identity and student moral character.

The different research result was found by Haider, S.Z. and Athar H. (2014) in the title "*relationship Between Teacher Factors and Students Achievement: A Correlational Study of Secondary Schools*" and the research from Morowski, D.L. (2017) in the title "*Did it count?: Preservice teachers' reflections on teaching with primary sources*". The research shows that teacher social behavior is not the main factor in determining student achievement because there are other factors such as gender, age, academic qualification, professionalism, experience and training. Those factors affect how the teacher gives services to the students. Teacher mostly can give the technical and practical service but cannot give the reflection of moral and ethics.

After analyzing the distinction of those research results and the supporting data, the researchers have the urge to explore more on the teacher social behavior through this research. Teacher social behavior will affect the learning process starting from how the teacher communicate with the students and how they build positive interaction with the students in order to build student character. Character building for students is an important thing,

especially for those who are still at the young age.

SMK student is identic with the stereotype of bad students. It becomes one of the factors that urge the researcher in conducting a research on teacher social behavior in building student character in SMK. Diversity grows the different environments in school that can affect social behavior of school society, especially teachers as a model of their students.

School environment includes school culture, the role of the headmaster as the supervisor and interpersonal communication skill that affect teacher social behavior in building student character. According to Robbins and Timothy (2017:5), an organization behavior will be affected and will affect a lot of variables such as motivation, behavior and leader dominance, interpersonal communication skill, group structure and process, the development and the perception of attitude, shifting process, negotiation and conflict, and work plan.

The result of the research from Tetuko, B. (2012) in the title "*The Influence of Work Motivation, Organization Culture, Headmaster Leadership on teacher job satisfaction and teacher job performance of Private High School of Kab Grobogan*", Hastrup E., Oyerinde D and Kolawole A. (2013) in the title "*Effective Supervision of Instruction in Nigeria Secondary Schools: Issue, Challenges and The Way Forward*", research of Adu, E., Akinloye, G., and Olabisi, F. (2004), in the title "*Internal and External School Supervision: Issues, Challenges and Way Forward*" found that school culture, headmaster supervisiom and interpersonal communication skill significantly can improve teacher performance including teacher social behavior.

Research on teacher social behavior in vocational school in order to build student character is an important agenda due to some reasons. First, understanding teacher job as a character builder is important because it can help teacher in developing positive interaction with students. Second, teacher knowledge on social behavior can minimalize illegal act of the teacher. Third, some researchers conduct the

research on the successfulness of teacher performance but they do not focus on the development of teacher social behavior in building student character in Indonesia.

Teacher social behavior in building character of the student becomes one of the problems that should be reviewed in research for the success of education. Thus, it can be done by exploring the causes and by finding the real solution in developing teacher social behavior. Positive result of the research in overcoming problems can be done by improving school culture and headmaster supervision through interpersonal communication skill improvement.

This research is intended to analyze: 1) the influence of school culture on interpersonal communication skill, 2) the influence of headmaster supervision on interpersonal communication skill, 3) the influence of school culture on teacher social behavior, 4) the effect of headmaster supervision on teacher social behavior, 5) the effect of interpersonal communication skill on teacher social behavior, 6) the effect of school culture on teacher social behavior through interpersonal communication skill and 7) the effect of headmaster supervision on teacher social behavior through interpersonal communication.

METHOD

This research uses correlational quantitative approach with ex post facto design. This research also uses path analysis as the data analysis technique. The research model plan puts school culture and headmaster supervision as the free variable, teacher social behavior as the bound variable and interpersonal communication as the intervening variable.

The population of this research is teachers of vocational school (SMK) in Gajah Mungkur regency with the total number at 138 teachers from five schools. Sample is taken with proportional stratified random sampling technique from each school. The sample is counted with Slovin's formula with error margin at 5%, therefore the researcher takes 103 as a sample. This research uses questionnaire with

likert scale as the instrument of the research. The validity and reliability of the instrument has been tested by the researcher.

The collected data is processed and analyzed with path analysis technique which consist of two structural equivalent (the first step is interpersonal communication skill (X_3) as an endogenous variable and the second step is teacher social behavior (Y) as the endogenous variable which will be affected by school culture (X_1) and headmaster supervision (X_2) as the exogenous variable and residual variable (ϵ) which is tested with several inferential statistic test—classical assumption test (normality test, multicollinearity test and heteroskedasticity test), congruence model test (congruence model test with GFT, determination coefficient of determination, F test and t test) and hypothesis test (path analysis, decomposition of variables effect, and sobel test). The researcher uses SPSS 21 version and Lisrel as the data analysis software.

RESULT AND DISCUSSION

Based on the data processing with SPSS 2 and Lisrel—classical assumption test as the requirement to test inferential statistic, congruence model test with GFT measurement and statistical test to analyze path analysis model and hypothesis test to analyze causality of variables in the research, the researcher find two analysis result for two structural equivalent model, as the following picture.

Path analysis model of substructure 1 is as follow.

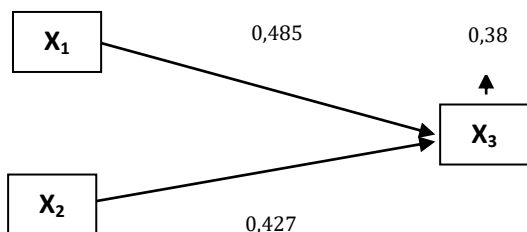


Figure 1. Substructure Path Analysis Model 1

Detection coefficient value of (β) path based on SPSS calculation is presented in standardized coefficient and detection of residual value (ϵ) is determined based on calculation value of determination coefficient. The amount effect of school culture on interpersonal communication skill based on $\beta_{x_3x_1}$ value is 0.485 and headmaster supervision on interpersonal communication skill based on $\beta_{x_3x_2}$ is 0.427. Residual value of ϵ_1 is at 0.38. It means that the interpersonal communication skill variable can be explained by school culture variable and headmaster supervision variable at 62%, meanwhile 38% influence is caused by other variables outside this model. Therefore, it can be concluded that the research hypothesis **H1** and **H2** is totally accepted with structural equivalent model at $X_3= 0,485X_1+0,427X_2+0,38$.

Path analysis model of substructure 2 is as follow.

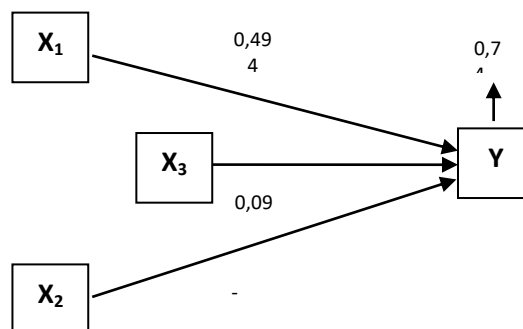


Figure 2. Path Analysis Model of Substructure 2

Coefficient detection value of (β) path in SPSS 21 calculation result is presented in standardized coefficient and residual detection value (ϵ) is determined based on determination coefficient calculation value. Value of 4.113 t-test shows that there is an influence of school culture on teacher social behavior at $\beta_{yx1} = 0,494$. Value of 0.846 t-test shows that there is no influence of headmaster supervision on teacher social behavior, with the path coefficient value at $\beta_{yx2} = 0,098$. Value of 0.351 t-test shows that there is no influence of interpersonal communication skill on teacher social behavior, with the path coefficient value at $\beta_{yx3} = -0,049$.

Residual value of 0.74 ϵ_2 shows the capability of free variable in explaining the bound variable is very limited. Teacher social behavior variable can only be explained by school culture, headmaster supervision and interpersonal communication skill at 26%, meanwhile 74% is explained by other variables outside this model. Therefore, it can be concluded that **H3** hypothesis of this research is accepted, meanwhile **H4** and **H5** are rejected—structural equivalent model is $Y = 0,494X_1 + 0,098X_2 + -0,049X_3 + 0,74$.

The decomposition analysis result between variables shows that the indirect value is smaller than direct value—at $\beta_{x_3x_1}$. $\beta_{yx_3} = -0,024 < \beta_{yx_1} = 0,494$ and $\beta_{x_3x_2}$. $\beta_{yx_3} = -0,021 < \beta_{yx_2} = 0,098$. It means that the real relation of variables is direct relation. Therefore interpersonal communication skill is not the intervening variable influencing free variable on bound variable. **H6** and **H7** hypothesis of the research is rejected. The absence of intervening variable in this research indicates that the researcher does not have to continue it to sobel test.

The data result analysis shows that teacher social behavior tends to be influenced by school culture comparing with headmaster supervision. School culture holds an important role in developing teacher social behavior. School culture also becomes a direct dominant factor in improving interpersonal communication skill comparing with headmaster supervision through his leadership. It is relevant with Robbins and Timothy theory (2017:5) that Organization behavior is influenced and influencing many factors in the organization itself. In this research, it is proved that teacher social behavior is directly influenced by school culture.

The causality of variables will be explained in line with the aim of the research as follows.

School Culture Influence on Interpersonal Communication Skill

The culture of vocational school in Gajah Mungkur regency influencing interpersonal communication improvement is the leadership

aspect. In that case, the headmaster tends to uphold the teamwork, communication in solving problems, and uphold the democracy. Headmaster as the leader is not only working in managing managerial technicality but also being a role model of teachers in school. A teacher should be treated accordingly and professionally in order to maintain the effectiveness of social relationship in organization. Based on Wahono (Iriantara Y. and Usep S., 2013: 48) in the educational institution, communication is required to maintain the institution. This includes the responsibility of the institution leaders in doing their work on motivating their subordinates.

The positivity of headmaster leadership can develop headmaster interpersonal communication skill in improving teacher performance. According to Barret (2006) in the title “*Strong Communication Skills a Must for Today’s Leaders*”, a leader uses interpersonal communication skill as to develop the productivity in the organization. Communication helps headmaster in guiding, managing, motivating and inspiring teachers to work better.

Headmaster Supervision Influence on Interpersonal Communication Skill

Vocational teachers in Gajah Mungkur regency believe that the supervision function of headmaster is done well since their headmasters have periodically made a visit in the learning process. The result is the supervision helps teachers in having a feedback of their learning.

The effective supervision causes the improvement on headmaster interpersonal communication skill. It is showed by the nature of supervision where it does not to find teacher error but to give solution of teacher problem. Interpersonal communication skill helps headmaster to give solution through guiding. Interpersonal communication skill also helps headmasters in giving effective approach of feedback. Thus, it can diminish teacher stress during the supervision session. It also creates a positive interaction between headmaster and teacher. Effectively, it can maintain a

harmonious relation between headmaster and teacher. By doing so, headmaster can improve teacher performance indirectly.

In line with Hoover dkk, (2015) in the title "*The Supervision Intern Relationship and Effective Interpersonal Communication Skill*", interpersonal communication skill in the supervision can maintain positive interaction between a supervisor and teacher, and it can also improve teacher performance.

School Culture Influence on Teacher Social Behavior

School culture values of vocational school in Gajah Mungkur regency will effect on teacher social behavior improvement. It will improve their ideology and routine aspect. Ideology includes: openness, honesty, disciplinary, and politeness. Routine includes: flag ceremony rehearsal and awarding to teachers.

According to Uno H. and Nina L. (2016:60), social environment in the workplace is one of the determiner factors in the teacher successfulness of work. The research result of Raharjo, P. (2013) in the title "*School Culture Management of SMP Negeri 1 Kajen Kabupaten Pekalongan*" shows that school culture with positive value in school can create a conducive atmosphere in teacher performance for effective and efficient learning.

Teacher as the educator is not only transferring knowledge but also becoming a role model for their children by bringing the positive value of school culture. Zdenek and Daniel (2007) in the title "*Developing Moral Literacy in The Classroom*" stated that a teacher has an opportunity to influence the moral development of their students positively by developing social interaction within students, creating a conducive class atmosphere for students moral development.

Headmaster Supervision Influence on Teacher Social Behavior

Headmaster supervision of Gajah Mungkur vocational schools is considered to be good even if it can be more optimal in developing teacher social behavior. However,

there are some headmasters that do not uphold character value in doing the supervision. There are also some discriminate act in doing the supervision and the lack of professionalism. Thus, it causes teacher motivation in educating student to be poor. It is something backlashing with what Purwono (2014:117) stated, one of the principle that a supervisor has to fulfill in doing his job is the supervision should be based on the professionalism, and should not base on personal relation.

A headmaster in doing his supervision has to consider supervisor principles in order to achieve the goal of supervision optimally. If it cannot be done, the supervision will be less effective just like the result of this research. Several cases also happens in some research, Clark and Olumese (2013) in the title "*Effective Supervision as a Challenge in Technical and Vocational Education Delivery:Ensuring Quality Teaching Learning Environment and Feedback Mechanism*", the preliminary observation of Jaya, Samsudi and Titi research (2015) in the title "*Academic Supervision Collaboration in developing Teacher Professional Productivity Competence of Senior High School Teachers*", and Durhan, F., Wahyu, H. and Suwito, E.P. (2017) in the title "*The Managerial Supervision Implementation of Vocational Supervisor in Manggarai Barat Regency*".

In the end, teacher awareness as a social human being pushes a teacher to behave politely based on social values, rules, and norm in society. The positive value in culture also makes a teacher accustomed to implement social behavior. Teacher social behavior of vocational teacher in Gajah Mungkur regency can be seen in learning process, such as: polite interaction, emphatic and effective behavior to students, friendliness.

Interpersonal Communication Skill Influence on Teacher Social Behavior

Interpersonal Communication Skill of Gajah Mungkur vocational school is considered to be good even if it can be more optimal in developing teacher social behavior. There are some headmasters that do not implement

interpersonal communication skill in interacting with teachers. It can be seen by the way the headmaster develop interaction with teachers. They do not uphold character value in their communication. Harmonies relation will be bound up if the headmaster and teacher can respect to each other professionally based on each right and duty.

Those conditions affect teacher social behavior on students because student tends to imitate headmaster behavior. Masaong (2012:196) stated that character education can be more effective through teacher exemplary and headmaster role as teacher supervisor. In this case, headmaster as the supervisor of teachers has to invite the improvement and implementation of character values in his behavior.

In line with early observation of Ndapaloka research, Wahyu and Titi (2016) in the title "*Supervisor Academic Supervision Influence and Headmaster Leadership through Awarding Motivation as the Media on Vocational Teacher Performance in SMK N Ende Regency*", teacher performance improvement can be caused by some factors such as leadership and teacher motivation. The less effective leadership causes teacher performance to be less optimal.

Nevertheless, positive values in school culture habituate teachers to behave according to values, norm and rules. Vocational teacher social behavior in Gajah Mungkur regency can be used as the guidance for students to behave friendly, full of enthusiasm that is applied in all discussion activity.

School Culture Influence on Teacher Social Behavior through Interpersonal Communication Skill

The small meditative relation of interpersonal communication skill variable shows that school culture contributes more on teacher social behavior. Excellent culture in Gajah Mungkur vocational schools are: ideology (openness, honesty, disciplinary and politeness), routine (flag ceremony and awarding ceremony on teacher), and leadership (upholding team

work, communication in solving problem and democracy).

Positive values within school culture become the foundation of teacher social behavior. In line with Setiyati, S. (2014) in the title "*Headmaster Leadership Influence, Work Motivation, and School Culture on Teacher Performance*", school culture affect teacher performance significantly and positively. It means that the more good the school culture, the better the teacher performance. Teacher performance is related with teacher social behavior in creating educative learning.

Headmaster Supervision Influence on Teacher Social Behavior through Interpersonal Communication Skill

The small meditative relation of interpersonal communication skill shows that headmaster supervision contributes more on teacher social behavior improvement. This is in line with teacher opinion that headmaster supervision in vocational school of Gajah Mungkur regency is good. Even tough, there are some headmasters that do not uphold character value in the supervision process. The routine headmaster supervision with class visit technique can motivate teacher to improve their social behavior in order to develop student character. In this case, headmaster has fulfilled a supervisor competence in doing supervision through planning, implementation and follow-up plan.

In line with Himdani, Suwito, E. and Awalya (2017) in the title "*The development of a model of clinical supervision of group counseling technique on BK teacher in Lombok Timur Senior High School*" and Jurotun, Samsudi and Titi P. in the research (2015) title "*Comprehensive Academic Supervision Model Based on MGMP to improve Mathematic Teacher Pedagogical Competence*" found that supervision activity can develop teacher competence through supervisor guidance continuously and simultaneously. In fact, some experts make a specific research for improving specific skill of teacher.

CONCLUSION

This research is intended to analyze school culture influence and headmaster supervision influence through interpersonal communication skill on teacher social behavior in Gajah Mungkur vocational school. Based on data analysis and discussion, the researcher concludes that: (1) School culture directly affects interpersonal communication skill. It shows that school culture in Gajah Mungkur vocational school has already uphold positive values on every aspect of education including the way headmaster makes interaction with teacher. (2) Supervision makes direct influence on interpersonal communication skill. It means that the supervision of headmaster in Gajah Mungkur vocational school has already met the objectives of the supervision. It can be done because the headmaster already made a periodic class visit and did preparation analysis before doing the supervision. (3) School culture has a direct effect on teacher social behavior in Gajah Mungkur vocational school. It shows that school culture has positive values that can be followed by school society, especially teacher. (4) Headmaster supervision in Gajah Mungkur vocational school does not have direct effect on teacher social behavior. It shows that there are some headmasters do not uphold character values on their supervision. (5) Interpersonal communication skill does not have direct effect on teacher social behavior in Gajah Mungkur vocational school. It shows that there are some headmasters do not implement interpersonal communication skill in interacting with teachers. (6) Small meditative relation of interpersonal communication skill shows that school culture contribute more on teacher social behavior in Gajah Mungkur vocational school. Developing excellent culture includes ideology, routine, and leadership. (7) Small meditative relation of interpersonal communication shows that supervision contributes more on teacher social behavior development in Gajah Mungkur vocational school. Three competences is mastered by headmaster including planning, implementation, and follow-up plan.

REFERENCES

- Adu, E., Akinloye, G. & Olabisi, F. (2014). "Internal and External School Supervision: Issues, Challenges and Way Forward". *International Journal Education Science*, 7(2): 269-278.
- Barret, D. J. (2006). "Strong Communication Skills a must for Today's leaders". *Handbook of Business Strategy*, 7(1): 385-390.
- Clark, A. O. & H. A. Olumese. (2013). "Effective Supervision as Challenge in Technical and Vocational Education Delivery: Ensuring Quality Teaching / Learning Environment and Feedback Machanism". *Journal of Education Research and Review*, 2(1): 06-15.
- Durhan, F., Wahyu, H., dan Suwito, E. P. (2017). "Implementasi Supervisi Manajerial Pengawas SMK Kabupaten Manggarai Barat". *Jurnal Manajemen Pendidikan*, 6(1): 34-42.
- Haastrup E., Oyerinde D. & KolawoleA. (2013). "Effective Supervision of Instruction in Nigeria Secondary Schools: Issue, Challenges and The Way forward". *Journal of Education and Practice*, 4(8).
- Haider, S.Z. & Athar H. (2014). "Relationship Between Teacher Factors and Student Achievement: A Correlational Study Of Secondary Schools". *US-China Education Review A*, 4(7): 465-480.
- Himdani, Suwito, E. P. Dan Awalya. (2017). "Pengembangan Model Supervisi Klinis Teknik Konseling Kelompok pada Guru BK SMA Kabupaten Lombok Timur". *Jurnal Manajemen Pendidikan*, 6(1): 1-8.
- Hoover, dkk. (2015). "The Supervisor, Intern Relationship and Effective Interpersonal Relation Skill". *Education and Educational Research*, 21 out of 224.
- Iriantara, Y. Dan Usep S. (2013). *Komunikasi Pendidikan*. Bandung: Simbiosis Rekatama Media.
- Jaya, S., Samsudi dan Titi, P. (2015). "Supervisi Akademik Kolaborasi untuk Meningkatkan Kompetensi Profesional

- Guru Produktif Sekolah Menengah Kejuruan". *Jurnal Manajemen Pendidikan*, 4(2): 158-167.
- Jurotun, Samsudi dan Titi, P. (2015). "Model Supervisi Akademik Terpadu Berbasis Pemberdayaan MGMP untuk Meningkatkan Kompetensi Pedagogik Guru Matematika". *Jurnal Penelitian Tindakan Sekolah dan Kepengawasan*, 2(1): 27-34.
- Khalid, A. (2011). "Impact of Teacher's Background and Behavior on Students Learning". *International Journal of Human Resource Studie*, 1(2): 60-88.
- Kusbandi. (2013). "Guru Bersertifikat dan Kenakalan Anak: Sebuah Paradigma Baru". *E- Jurnal Dinas Pendidikan Kota Surabaya*, 3: 1-9.
- Masaong, A. K. (2012). *Supervisi Pembelajaran dan Pengembangan Kapasitas Guru*. Bandung: Alfabeta.
- Morowski, D.L. (2017). "Did it count?: Preservice teachers' reflections on teaching with primary sources". *Social Studies Research and Practice*, 12(3): 280-294.
- Ndapaloka, V., Wahyu, H. dan Titi, P. (2016). "Pengaruh Supervisi Akademik Pengawas dan Kepemimpinan Kepala Sekolah Melalui Motivasi Berprestasi Sebagai Mediasi terhadap Kinerja Guru SMK Negeri Kabupaten Ende". *Jurnal Manajemen Pendidikan*, 5(1): 42-54.
- Peraturan Pemerintah No.74 Tahun 2008 tentang Guru. *Tentang Guru*. Jakarta: DEPDIKNAS.
- Purwanto, N. (2014). *Administrasi dan Supervisi Pendidikan*. Bandung: Remaja RosdaKarya.
- Raharjo, P. (2013). "Manajemen Budaya Sekolah SMP Negeri 1 Kajen Kabupaten Pekalongan". *Jurnal Manajemen Pendidikan*, 2(1): 130-135.
- Robbins, S. dan Timothy A. J. (2017). *Perilaku Organisasi (Organizational Behavior)*. (alih bahasa: Ratna S. dan Febriella S.) Jakarta: Salemba empat.
- Setiyati, S. (2014). "Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Kerja, dan Budaya Sekolah terhadap Kinerja Guru". *Jurnal Pendidikan Teknologi dan Kejuruan*, 22(2): 200-207.
- Setyawan, D. (2017). *Pers Release Kekerasan Di Sekolah Marak, Kpai Menyelenggarakan Fgd Analisis Kebijakan Penanganan Kekerasan Di Pendidikan*. <http://www.kpai.go.id/berita/pers-release-kekerasan-di-sekolah-marak-kpai-menyelenggarakan-fgd-analisis-kebijakan-penanganan-kekerasan-di-pendidikan>.
- Shakurova, M.V. (2015). "The Position of a Teacher as a Factor of Forming Students' Socio-Cultural Identities (On The Example of The Russian Civil Identity)". *Journal International Education Studies*, 8(1): 125-132.
- Tetuko, B. (2012). "Pengaruh Motivasi, Budaya Organisasi, Kepemimpinan Budaya Sekolah terhadap Kepuasan Kerja dan Kinerja Guru SMA Swasta Di Kabupaten Grobogan". *Jurnal Manajemen Pendidikan UNNES*, 1(2): 129-134.
- Uno, H. B. Dan Nina L. (2016). *Tugas Guru dalam Pembelajaran: Aspek Yang Memengaruhi*. Jakarta: Bumi Aksara.
- Yodiq, M. (2016). "Peran Komunikasi Interpersonal Kepala Sekolah terhadap Motivasi Kerja Guru di Sekolah Menengah Atas Islam Samarinda". *E-jurnal Ilmu Komunikasi*, 4(2): 24-35.
- Zdenek, B. & Daniel S. (2007). "Developing Moral Literacy in The Classroom". *Journal of Educational Administration*, 45(4): 514-532.