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• KEYWORDS: set of English keywords are both formatted in bold type. The keywords should be chosen to be suitable for both an index of the proceedings and for electronic search.

• INTRODUCTION :(contains justification of the importance of research carried out, research problems and briefly illustrates the theoretical review of the research conducted, and the novelty produced by this research essence).

• RESEARCH METHODS

• RESEARCH RESULT

• FINDINGS AND DISCUSSION (analysis of research results and theoretical suitability)

• CONCLUSIONS AND SUGGESTIONS

• REFERENCES

4. Inclusion of formulas, tables, graphs, diagrams, photos, images with provisions as following:

Formula: The formula is typed using MS Equation and given a number (at in brackets) on the right side.

Table: Numbers and table names are placed in the middle, above the table box

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THE INFLUENCE OF LEADERSHIP EMOTIONAL INTELLIGENCE AND COMMITMENT OF SCHOOL ORGANIZATION ON SELF EFFICACY

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ABSTRACT

The aim of this research was to reveal the influence of Leadership Emotional Intelligence (x_1) and Commitment of School Organization (x_2) on Teacher Self Efficacy (x_3). Hypotheses tested: (1) there is a direct and positive influence of Leadership Emotional Intelligence on Teacher Self Efficacy, (2) there is a direct and positive influence of Commitment of School Organization on Teacher Self Efficacy, (3) there is a direct and positive influence of Leadership Emotional Intelligence on Commitment of School Organization. Applying Slovin Formula, 109 teachers were proportionally and randomly surveyed out of population 151 teachers. The researcher used validated and reliable questionnaires for collecting data. Croanbach's reliability tested Likert Scales. Statistical requirements for analyses were fulfilled using test of normality (Liliefors), test of linearity and test of homogeneity. In this study the researcher used simple regression and path analyses and found that Leadership Emotional Intelligence and Commitment of School Organization have direct and positive influence on Teacher Self Efficacy.

Keywords: Teacher Self Efficacy; Leadership Emotional Intelligence; Commitment of School Organization

ABSTRAK

Penelitian ini bertujuan untuk mengungkapkan pengaruh Kecerdasan Emosional Kepemimpinan (X_1) dan Komitmen Organisasi Sekolah (X_2) terhadap Self Efficacy Guru (X_3). Hipotesis yang diuji adalah (1) terdapat pengaruh langsung positif Kecerdasan Emosional Kepemimpinan terhadap Self Efficacy Guru, (2) terdapat pengaruh langsung positif Komitmen Organisasi Sekolah terhadap Self Efficacy Guru, (3) terdapat pengaruh langsung positif Kecerdasan Emosional Kepemimpinan terhadap Komitmen Organisasi Sekolah. Jumlah sampel ditentukan sebanyak 109 guru dengan rumus Slovin dari populasi sebanyak 151. Survey ini menggunakan kuesioner model Likert yang terlebih dahulu divalidasi dan dihitung koefisien reliabilitasnya. Persyaratan analisis data dilakukan dengan uji normalitas (Liliefors), uji homogenitas dan uji linearitas. Dalam survey ini peneliti menggunakan regresi sederhana dan analisis jalur dan menyimpulkan bahwa terdapat pengaruh langsung dan positif Kecerdasan Emosional dan Komitment Organisasi terhadap Self Efficacy guru.

Kata Kunci: Self Efficacy Guru; Kecerdasan Emosional Kepemimpinan; Komitmen Organisasi

INTRODUCTION

A principal is a functional staff teacher who is given the task to lead a school where teaching and learning process is held or where there is interaction between the teacher who gives lessons and students who receive lessons. By definition, a principal can be said to be a leader in an education unit whose job is to run an education unit.

The principal's leadership is one of the factors that can encourage the success of the school to realize the vision, mission, goals and objectives of the school through programs in a planned and gradual manner. Therefore, the quality of the principal's leadership is a key to school success. Principals who succeed are those who understand the existence of the school as a complex and unique organization, and are able to carry out the role of the principal as someone who is given the responsibility to lead the school so as to realize a positive organizational commitment so that from self efficacy the teacher is able to build a quality education culture that can be implemented together with stakeholders.

A good leader is the one who has emotional intelligence, is able to understand the impact of her or his personal behavior on people in the organization. Organization must improve and build the trust of its employees, consumers, stakeholders and the wider community. The center of the building of the trust is the leaders, what they defend and how they lead. Good leaders really understand the impact, their personal behavior on people in the organization they lead. They consciously control their behavior to ensure the desired results.

The contribution of emotional intelligence to the success of a leader is reflected in knowledge applied and developed throughout her or his life. Emotional intelligence is very influential on one's leadership, because effective leadership has four elements of emotional intelligence, namely: Self-awareness; Self management; Social awareness and relationship management. Emotional intelligence also affects the organization. Organizations, with individuals having adequate emotional intelligence, will be able to perform well and have high productivity.

In collaboration with teachers, the provision of commitment through principal's leadership is measured by the teacher's performance. The teacher's performance will be good if the teacher has carried out the elements consisting of loyalty and high commitment to the task of teaching, mastering and developing learning materials, discipline in teaching and other tasks, creativity in carrying out teaching, cooperation with all school residents. Leadership provides a role model, good personality, honest and objective guidance as well as responsibility for students. In an effort to improve quality and professionalism, teachers must have a high commitment to their work for which he is responsible. High commitment, strong loyalty and willingness to work play an active role in improving the quality of education. In addition, under such condition the teacher will be more disciplined. Being supported by a good work environment, the teacher's performance will also increase.

Based on observations done in primary schools in Tebet District, South Jakarta, the data showed that headmasters lacked of understanding of emotional intelligence in leading their schools. As a result, those schools had no organizational commitment to bring the schools reach their goals. Commitment has an important role especially in enhancing one's performance; this is due to the commitment becomes a reference and encouragement that makes them more responsible to their obligations. The leadership style of the two schools which tends to be authoritarian and democratic, the self-efficacy of the teacher does not find self-confidence and even motivates him in his competence to open the space for a foundation to improve the quality of his performance.

Referring to the concept of emotional intelligence in the leadership of school principals and school organizational commitment that occurs in schools indicates that there are still gaps in the level of understanding and application. This can be seen from several indications, including the following: 1). Social skills, the difficulty of leadership attitude in handling emotions well when dealing with other people. The social skills of the principal have not been established that coordinate wisely in resolving disputes, negotiations, and cooperating in many ways, so as to produce tolerance and harmonious cooperation. 2). Collaborative management, lack of collaboration between school principals and school structure because authoritarian leadership makes every decision always under pressure from the principal without knowing the conditions of the school organization's climate and the absence of school organizational commitment which is the place for stakeholder collaboration. 3). Performance development, psychological and emotional demands on work; Depersonalization is the process of balancing the demands of work with individual abilities that are done to overcome emotional fatigue, low personal accomplishment or low self-esteem is a feeling that one's actions and benefits are futile and worthless.

Self-Efficacy

The self-efficacy theory is derived from Albert Bandura's social learning theory. According to Bandura, Self-Efficacy is "human belief in their ability to train a number of measures of control over their functions and events in their environment," and he also believes that "Self-Efficacy is the foundation of human agency". (Bandura, 2005: 270).

Based on the above opinion it can be concluded that Self-Efficacy is the controlling ability of humans to trust from within in managing themselves in different environmental conditions. Basically, Self-Efficacy is a basis of human self-confidence. Baron and Byrne suggested that Self-Efficacy is an individual's assessment of his ability or competence to do a task, achieve a goal and produce something. (Baron, R, & Byrne, 2004).

According to the above opinion it can be concluded that Self-Efficacy is the ability of a person in carrying out a task by producing a goal to be achieved. This individual ability makes an assessment of the competence possessed by him to carry out a given task. According to Bandura, there are several factors that influence self-efficacy, namely: gender, age, level of education and work experience. Self-efficacy is formed through a social learning process that can occur in an

organization or company. Self-efficacy is formed as a process of adaptation and learning in the company. The longer a person works, the higher the self-efficacy he has in a particular field of work. However, it does not rule out the possibility of self-efficacy to remain or decrease. This depends on how successes and failures affect it.

Emotional Intelligence

Daniel Golman states that emotional intelligence is the ability to motivate yourself and the ability to manage emotions well in yourself and in relationships with others in coping with frustration, controlling impulses, not exaggerating pleasure, regulating moods and keeping the stress burden not paralyzing the ability to think and empathize. (Goleman, 1996: 45). From the above opinion it can be concluded that emotional intelligence is a set of abilities to feel and express emotions, assimilate emotions in thinking, understanding and reasoning with emotions, and connecting emotions in yourself and others. According to Gardner, personal intelligence consists of: "interpersonal intelligence that is the ability to understand others, what motivates them, how they work, how to work shoulder to shoulder with intelligence. Whereas intra-personal intelligence is a correlative ability, but directed inwardly. This ability is the ability to form a self-model that is rigorous and refers to oneself and the ability to use capital as a tool to lead life effectively. "(Goleman, 2000).

According to Robbins, emotional intelligence shows a mixture of non-cognitive skills, capabilities and competencies that influence the ability of people to succeed in overcoming environmental demands and pressures. (Robbins, 2003: 144). There are five main elements in emotional intelligence, namely: self-awareness, self-control, motivation, empathy, and social skills.

Organizational Commitment

According to Chusmir in L.N's book. Jewel states that work commitment is a product of three groups of influence: personal, external or situational and perceptual. Work commitment can be defined as the degree of an individual's relationship looking at himself with his work in a particular organization. (Jewel & Siegall, 1998)

Greenberg and Baron provide an understanding of organizational commitment as a level where individuals identify and engage with the organization and / or do not leave it. From the above theory it can be concluded that work commitment is a relationship between individuals in a work group that influences the prevailing norms in the organization.

There are several different approaches to defining organizational commitment, namely attitudinal commitment and behavioral commitment. Attitudinal commitment focuses on the individual's thinking process about their relationship with the organization. Individuals will consider the suitability of their values and goals with the organization. High organizational commitment will be demonstrated by strong confidence and acceptance of the values and goals of

the organization. While the behavioral approach is related to the process by which the individual has been bound to a particular organization. Individual commitment is indicated by action. For example, individuals with high commitment will remain in the organization and will have a positive view of the organization. In addition, individuals will show consistent behavior to still have a positive self-perception.

METHOD

This study used field research method through emotional intelligence surveys. The researcher used questionnaires to collect primary data from 109 respondents out of 137 teachers in the population. The researcher uses correlation, regression and path analyses as statistical tools in interpreting figures to measure relationship among variables and the influence of independent variables on dependent variable. Meantime the researcher developed research design, survey instruments and prepared theoretical model. To see the influence of exogenous on endogenous variables, the researcher designed the constellation of variables hereunder:

Exogenous variable
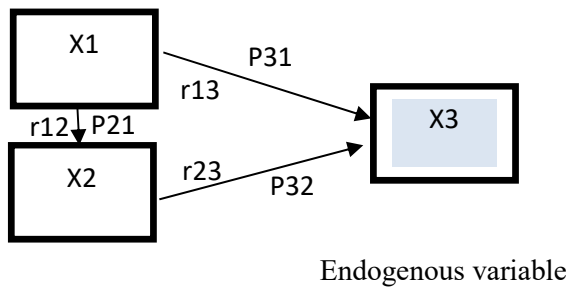
Note:

X_1 = Headmaster's emotional intelegence

X_2 = School organization commitment

X_3 = Teacher's *Self Efficacy*

Endogenous variable

Figure 1. Exogenous dan endogenous variables

Findings and Discussion

Teacher Self-Efficacy (X_3)

Based on the Teacher's Self Efficacy instrument given to 109 Respondents, the data frequency distribution shows that the highest score of teacher's Self Efficacy is 137, and the lowest score is 85, average $(\overline{X})$ = 117.07 with a standard deviation (S) = 11.76, Mode (Mo) = 104 and median (Me) = 117.5. Data frequency distribution per class is presented in the table as follows:

Table 1. Distribution of Absolute and relative frequencies of teacher's self eefficacy (X_3)

Interval	Class Midpoint	Lower Limit	Upper Limit	Frequency	
				Absolute	Relative (%)
85 – 91	88	84,5	91,5	3	2,8
92 – 98	95	91,5	98,5	6	5,5
99 – 105	102	98,5	105,5	15	13,8
106 – 112	109	105,5	112,5	17	15,5
113 – 119	116	112,5	119,5	23	21,1
120 – 126	123	119,5	126,5	20	18,3
127 – 133	130	126,5	133,5	21	19,3
134 – 140	137	133,5	140,5	4	3,7
$\sum$				109	100

Variables of Leadership Emotional Intelligence Skills (X_1)

Based on Emotional Intelligence Leadership instrument given to 109 Respondents, the data frequency distribution shows that highest score of Emotional Intelligence Leadership is 134, and the lowest score is 80, average ($\overline{X}$) = 117.21 with a standard deviation (s) = 11.73, Mode (Mo) = 119 and median (Me) = 118. Data frequency distribution per class is presented in the table as follows:

Table 2. Distribution of absolute and relative frequencies of leadership emotional intelligence (X_1)

Interval	Class Midpoint	Lower Limit	Upper Limit	Frequency	
				Absolute	Relative (%)
80 – 86	83	79,5	86,5	3	2,8
87 – 93	90	86,5	93,5	3	2,8
94 – 100	97	93,5	100,5	5	4,5
101 – 107	104	100,5	107,5	12	11,0
108 – 114	111	107,5	114,5	19	17,4
115 – 121	118	114,5	121,5	29	26,6
122 – 128	125	121,5	128,5	17	15,6
129 – 135	132	128,5	135,5	21	19,3
$\sum$				109	100

Variable of School Organizational Commitment (X_2)

Based on School Organizational Commitment instrument given to 109 Respondents, the data frequency distribution shows that the highest score of School Organizational Commitment is 120, and the lowest score is 97, average ($\overline{X}$) = 109.05 with a standard deviation (s) = 5.45, Mode

(Mo) = 106 and median (Me) = 109. Data frequency distribution per class is presented in the table as follows:

Table 3. Distribution of absolute and relative frequencies of School Organizational Commitment (X_2)

Interval	Class Midpoint	Lower Limit	Upper Limit	Frequency Absolute	Relative (%)
97 – 99	98	96,5	99,5	7	6,4
100 – 102	101	99,5	102,5	9	8,3
103 – 105	104	102,5	105,5	23	21.1
106 – 108	107	105,5	108,5	21	19,3
109 – 111	110	108,5	111,5	19	17,4
112 – 114	113	111,5	114,5	19	17,4
115 – 117	116	114,5	117,5	9	8,3
118 – 120	119	117,5	120,5	2	1,8
Σ				109	100

Liliefors Test determines that H_o will be accepted if it is likely to occur equal to or greater than the critical value at the significance level of alpha (α) 0.05 or If L-value ≤ L-table; then H_o is accepted and concluded that the data come from the population with normal distribution.

Table 4. Test of Normality using Liliefors.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Leadership Emotional Intelligence (X_1)	.082	109	.056	.946	109	.000
School Organizational Commitment (X_2)	.065	109	.200*	.982	109	.150
Teacher Self Efficacy(X_3)	.083	109	.063	.970	109	.014

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The calculation of the normality test using SPSS V.20 program, the leadership emotional intelligence variable (X_1) produces L-value = 0.082 and L_{table} = 0.084. Since $L_{value} < L_{table}$, it can be concluded the data are normally distributed.

The calculation of the normality test of the School Organizational Commitment Variable (X_2) produces L_{value} = 0.065 and L_{table} = 0.084. Since $L_{Value} < L_{table}$ it can be concluded the data is normally distributed. The calculation of the normality test of the Self Efficacy Variable produces

L_{value} = 0.083 and L_{table} = 0.084. Since L_{value} < L_{table}, it can be concluded the data are normally distributed.

Path Analysis / Path Coefficient and Significance Test

1. Data description

The followings are correlation and path coefficients found in the study.

r_{12} = 0,334

r_{13} = 0,420

r_{23} = 0,329

1. Correlation Matrix

	X_1	X_2	X_3
X_1	1	0,334	0,420
X_2		1	0,329
X_3			1

From the results of the calculations above, the path diagram of the three variables of Emotional Leadership Intelligence, School Organizational Commitment, and Teacher's Self Efficacy can be described as follows:
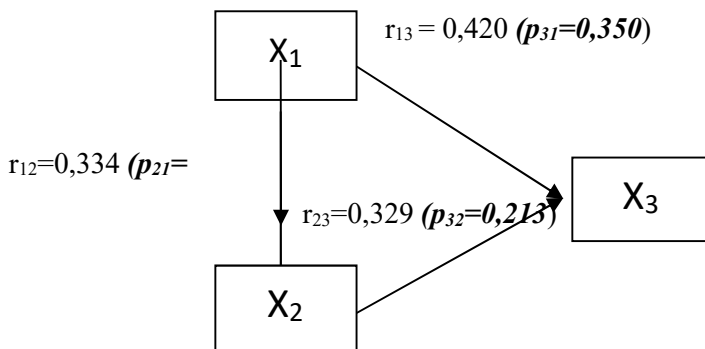
Figure 2. Path constellation

Based on the results of the analysis it can be known the characteristics of each variable and relationship as well as the influence between variables and the characteristics of each variable as follows:

1. Effect of Emotional Leadership Intelligence (X_1) on Teacher Self Efficacy (X_3)

Simple linear regression analysis of the pair of research data variables of Emotional Leadership Intelligence (X_1) and the Teacher's Self Efficacy (X_3) produces a regression coefficient of 0.416 and a constant of 68.224. Statistical tests above shows that the hypothesis of positive direct

influence Emotional Intelligence Leadership on Teacher Self Efficacy can be accepted, this can be known by the results of the calculation of the t test where t > t_{table} (4,778> 1,662). Based on the results of the calculation of the product moment correlation coefficient formula can be known that path coefficient (p31 = 0.350) at α = 0.05, r > r_{table} (0.420> 0.195). This means that there is a positive direct effect of Emotional Leadership Intelligence on Self Efficacy Teachers. As to indicators of variable (X_1), the highest score is indicator number 16, the principal has the ability to influence others and the lowest score variable (X_1) is found in indicator number 30, the principal is able to collaborate with peers in carrying out the task. Whereas the highest variable indicator (X_3) is found in indicator number 8, that is, confidence in completing each task given and the lowest score variable (X_3) is found in indicator number 27, namely submitting an opinion in solving problems in the work environment, with a coefficient of determination equal to $r^2_{13} = 0.176$, this means that 17.6% variation of Teacher's Self Efficacy (X_3) is influenced by leadership emotional intelligence (X_1).

2. Effect of School Organizational Commitment (X_2) on Teacher Self Efficacy (X_3)

Simple linear regression analysis of the pair of research data between School Organizational Commitment (X_2) on the Teacher's Self Efficacy (X_3) produces a regression coefficient of 0.713 and a constant of 39.105. Statistical tests above show that the hypothesis is accepted. It means that there is a significance effect of School Organizational Commitment on Teacher Self Efficacy. This can be known by the calculation of the t test where t > t_{table} (3,598 > 1,662). Further calculation of the product moment correlation coefficient formula shows path coefficient (p32 = 0.213) at α = 0.05, r > r_{table} (0.329> 0.195) meaning that there is a direct positive influence of the School Organizational Commitment on Teacher Self Efficacy. As to indicators of variable (X_2) the highest score is indicator number 1 is the school organizational values. The lowest score found in indicator number 10, which is willingness to carry out heavy tasks for the benefit of the organization. Whereas the highest score of indicator for variable indicator X_3 is found in indicator number 8, that is, confidence in completing each task given and the lowest score variable (X_3) is found in indicator number 27, namely submitting an opinion in solving problems in the work environment. Coefficient of determination equals to $r^2_{23} = 0.108$. This means that 10.8% of variation in Teacher Self Efficacy (X_3) is influenced by School Organizational Commitment (X_2).

3. Effect of Emotional Leadership Intelligence (X_1) on School Organizational Commitment (X_2)

Simple linear regression analysis of pairs of research data between Emotional Leadership Intelligence (X_1) on School Organizational Commitment (X_2) produces a regression coefficient of 0.152 and a constant of 91.201. Statistical tests above show that the hypothesis of the influence of Emotional Leadership Intelligence on School Organizational Commitment is accepted. this can be

known by calculation of the t test where t > t_{table} (3.660> 1.662), Further calculation of the product moment correlation coefficient formula shows that r > r_{table} (0.334 > 0.195) and path coefficient (p_{21} = 0.334) at α = 0.05, indicating a positive direct influence of Emotional Intelligence Leadership on School Organizational Commitments. The indicator highest score of variable principal has the ability to influence others (X_1) is indicator number 16, the and the lowest score is indicator number 30. The principal is able to collaborate with peers in carrying out tasks. While the indicator variable (X_2), the highest score is found in indicator number 1 namely the values of school organization confidence in carrying out the task. The lowest score is in indicator number 10 that is willingness to carry out heavy tasks for the benefit of the organization. The coefficient of determination of r^2_{12} = 0.111. This means that 11.1% of the Commitment (X_2) variation is influenced by Leadership Emotional Intelligence (X_1).

CONCLUSIONS

This study concludes that there is a positive direct effect of leadership emotional intelligence on teachers' self efficacy at 10 Elementary Schools in Tebet District. This means that if emotional leadership intelligence is good, the teacher's self efficacy increases. There is a positive direct effect of the school organizational commitment on the teacher's self efficacy at 10 Elementary Schools in Tebet District. This means that if the school organizational commitment is good, the teacher's self efficacy increases. There is a positive direct effect of leadership emotional intelligence on school organizational commitment in 10 Elementary Schools in Tebet District. This means that if the improvement of leadership emotional intelligence will bring about school organizational commitment.

Based on the above findings the researchers provides the following suggestions: School principal must maintain his authority to influence the environment he leads, a leader should have the skills or ability to cooperate and change the perspective or paradigm in communicating with peers. Also, the principal must always guide and direct the teacher in learning activities and work together and involve the teacher in carrying out the tasks and solve various problems that exist in the School. In the meantime, teachers have to be more courageous in submitting opinions in solving problems with supports by the existence of self-development for teachers.

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ABSTRACT

The purpose of this study was to evaluate the implementation of Quality Management System ISO 9001:2008 at SMK (Vocational Senior Secondary School) Putra Bangsa Depok. The researcher used qualitative evaluation method CIPP to examine the agreement between the implementation of Quality Management System ISO 9001:2008 and the principle of ISO. The study concluded: (1) Overall, the implementation of Quality Management System ISO 9001:2008 at SMK Putra Bangsa Depok already ran well, (2) The facilities are clean and comfortable, the human resources as the organizer of management was proactive enough to increase the educational service quality. This could be seen from condusive organizational culture, the work ethos and organizational discipline were good as well as the discipline of the teachers and administrators, (3) The strength of SMK Putra Bangsa Depok was its ability to integrate or combine the curriculum with culture to accomplish customer satisfaction. This research recommends: (1) The headmaster of SMK Putra Bangsa Depok endorses the reform of school committee more actively to play role in cunstructing school programs, (2) the headmaster of SMK Putra Bangsa Depok should be proactive to help all teachers with sufficient qualification get professional certificate.

Keywords: Service quality of education; quality management system; vocational high school

ABSTRAK

Penelitian ini bertujuan untuk mengevaluasi pelaksanaan sistem manajemen mutu yang diterapkan SMK Putra Bangsa Depok. Dalam kajian ini peneliti menggunakan metode evaluasi kualitatif, dengan model CIPP (Context, Input, Process, Product). Hasil evaluasi menyimpulkan sebagai berikut: (1) Secara keseluruhan implementasi Sistem Manajemen Mutu ISO 9001:2008 sudah berjalan dengan baik, (2) Sarana yang bersih dan nyaman, sumber daya manusia sebagai pengelola pendidikan juga cukup proaktif dalam meningkatkan kualitas pelayanan pendidikan. Hal ini terbukti dengan adanya budaya organisasi yang kondusif serta etos kerja guru dan karyawan yang tinggi, (3) Kelebihan SMK Putra Bangsa Depok adalah kemampuannya dalam mengintegrasikan kurikulum dengan budaya untuk memenuhi kepuasan pelanggan. Rekomendasi dari hasil penelitian ini adalah bahwa sistem manajemen mutu ISO: 9001:2008, dapat dilanjutkan, dengan catatan sebagai berikut: (1) Kepala sekolah mendorong restrukturisasi komite sekolah agar berperan aktif dalam penyusunan program sekolah, (2) Kepala sekolah lebih proaktif untuk membantu guru-guru yang sudah memenuhi persyaratan untuk dapat memperoleh sertifikatprofesi.

Kata Kunci: Mutu layanan pendidikan; sistem manajemen mutu; sekolah menengah kejuruan

INTRODUCTION

As part of efforts to improve its ranking in Depok City as a vocational high school, Putra Bangsa Vocational School has made a breakthrough namely standardizing services and meeting customer needs, namely parents, business, industry and government. The standardization in question is an effort to meet the requirements of the ISO 9001: 2008 Quality Management System. The facts at the location (Putra Putra Bangsa Vocational School) at the time of the initial observation, it appears that although school programs have not fully met the expectations of customers both internally and externally related to service delivery, teachers and employees are also not yet ready in the implementation of quality management systems, infrastructure provided by the school manager also has not fully supported the ISO Quality Management System, but the commitment of top management shows that there is a strong desire to implement the ISO Quality Management System in improving the quality of service to parents and students. But has the school culture been internalized well by the school community in supporting the smooth implementation of the Quality Management System? For this reason, the author is interested in conducting more in-depth research on the implementation of the ISO 9001: 2008 Quality Management System.

To obtain the certificate, the school must demonstrate an integrated teaching and learning process between theory and practice, service to students, parents or guardians and the community, including business, industry and government agencies. School managers must also have a strong commitment by preparing adequate funding, facilities and infrastructure to support the implementation of the ISO 9001: 2008 Quality Management System.

The school can obtain a ISO 9001: 2008 Quality Management System (QMS) certificate if the school organization is able to implement a good management system, supported by the competence of teachers, administrative staff and other education personnel as well as school residents in conducting teaching and learning activities, optimization of learning infrastructure and marketing graduates. ISO 9001: 2008 is an international standard for Quality Management Systems. ISO 9001: 2008 stipulates the requirements and recommendations for the design and assessment of a Quality Management System, aims to ensure that the organization carries out a process that will provide products (goods and or services) that meet the specified requirements. These stipulated requirements can be specific requirements of the customer, where the contracted organization or consultant is responsible for ensuring the quality of certain products or services or is a requirement of a particular market.

Education is a major factor in human resource development. Education is the spearhead of the progress of a nation. Developed countries such as Japan, South Korea, Germany or Malaysia have made education an important and strategic factor in creating the progress of their nation. Quality education can produce quality and competitive human resources. This encourages a country to become a developed and fast country in the development of science and knowledge.

Recognizing this, the government is very serious in handling the education sector, because with a good education system it is expected to emerge a nation that is qualified and able to adapt to living in a society, nation and state. The school is one of the educational organizations as a place to achieve national development goals. The success of educational goals in schools depends on the human resources at the school, namely the principal, teachers, students, administrative staff, and other education personnel. In addition, it must be supported by adequate facilities and infrastructure. To form human beings in accordance with national development goals, which are essentially aimed at improving the quality of Indonesian people who are advanced and modern based on Pancasila, a qualified educational staff is needed and there is a quality management system.

To realize the ideals as stated in the Act above, it is necessary for educational institutions to mobilize all education stakeholders to jointly plan and initiate the vision and mission of educational institutions to realize them together so that quality schools become support and hope of all parties.

There is a quality movement in education as written by Edward Sallis that:
"The integrated quality movement in education is still relatively new. There is little literature that contains references to this before the 1980s. Some organizational efforts towards work practices with the TQM concept have been carried out by several universities in America and several other higher educations in the UK. The initiative to implement the method developed first in America only later in England, but it was only in the early 1990s that the two countries were truly hit by the wave of the method. There are many ideas that are connected with quality and are also well developed by higher education institutions and these quality ideas are continuously researched and implemented in schools.

The term quality management system is no longer a new thing for industrial society both goods and services. In its development, Quality Management is coupled in synergy which is then better known as Integrated Quality Management (TQM Total Quality Management). The term TQM in the community is better known as Quality Management System - ISO QMS.

Sobana defines the quality management system as follows:
A system oriented to the process approach. This ISO Quality Management System is reviewed at least every five years. ISO 9001 QMS is not a product standard because this ISO 9001 QMS does not state the requirements that must be met by the product. There are no product acceptance criteria in ISO 9001. ISO 9001 QMS is only a Quality Management System Process Standard.

International Standards Quality Management Systems ISO 9001 establishes the requirements and recommendations for the design of the Quality Management System, while according to Gaspersz states that quality management systems are: organizational structure, responsibilities, procedures, processes, and resources for implementation quality management. A quality management system is a set of documented procedures and standard practices for system management that aims to ensure compliance and conformity of a process and product (goods and or services) to specific requirements or requirements.

According to Sobana ISO derived from the Greek word ISOS which means the same, the word ISO is not taken from the abbreviation of the name of an organization even though many people think that ISO comes from the International Standard of Organization. ISO 9001 is an international standard that regulates the quality management system, therefore it is often referred to as "ISO 9001, QMS". As for the 2008 text showing the revised year, ISO 9001: 2008 was the revised ISO 9001 quality management system in 2008.

From the definition stated by these experts, it can be concluded that the ISO Quality Management System is a synergy that must be reflected from a system to achieve a common goal of customer satisfaction shown through the fulfillment of agreed standards.

The organization must always continuously improve the sustainability and effectiveness of the ISO 9001 Integrated Management System by encouraging and supporting teachers and staff to make improvements in their scope of work. According to Gaspersz Continuous Improvement methods such as: PDCA (Plan-Do-Check-Act) or DMAIC (Define, Measure, Analyze, Improve, Control) are used to identify areas of continuous improvement. The repair process must include actions taken to handle complaints, suggestions, and comments from customers, employees, suppliers and related parties. Corrective actions taken are adjusted to the impact of the problems encountered. The Corrective Action Procedure explains the provisions for: (1) Identification of nonconformities, including customer complaints; (2) Determination of causes and nonconformities, (3) Evaluation of actions needed to ensure that nonconformities will not be repeated; (4) Determination and application of necessary corrective actions; (5) Record, store and maintain the results of the actions taken; (6) Reviewing the effectiveness of corrective actions taken.

From various theories and opinions of experts about the ISO 9001 Quality Management System, the author believes that educational institutions that implement the ISO 9001 Quality Management System can standardize services to create a healthy and constructive organizational culture to meet customer satisfaction.
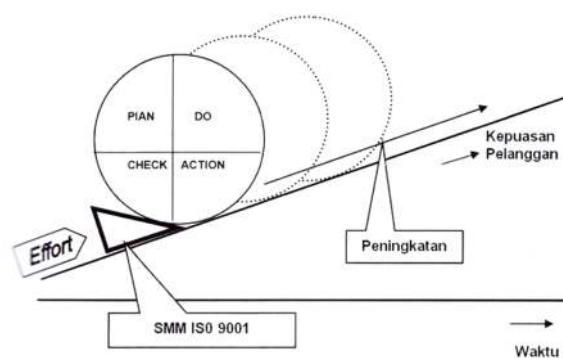

Figure 1. PDCA (Plan, Do, Check, Action)

Source: Sobana.2011. "Tips on Understanding ISO 9001 Quality Management System" p.17

In the science of program evaluation, there are many models that can be used to evaluate a program. Although between one another is different, but the purpose is the same, namely conducting data collection or information related to the object being evaluated which aims to provide material for decision making in determining the follow-up of a program.

This study generally has a purpose to obtain an overview of the evaluation of the implementation of the ISO 9001: 2008 Quality Management System in the Putra Bangsa Depok Vocational School. It is expected to have several uses as follows:

(1) Theoretically it can enrich the educational knowledge, especially related to the quality management system in schools; (2) Empirically become input for SMK Putra Bangsa Depok in particular and other schools in general related to the implementation of the ISO 9001: 2008 Quality Management System (QMS); (3) For the government, this simple research can be input in conducting training and coaching to principals so that they can develop a quality management system; (4) The results of this study are expected to be an input for prospective principals to become an alternative in developing school (5) For the writer, writing this thesis can be a valuable lesson so that this scientific work is the basis for developing a profession in the management of education in schools and the application of a quality management system so as to produce quality services especially for students.

METHOD

Researchers used qualitative methods, namely research methods that had naturalistic characteristics because the research was carried out in natural settings, researchers were a key instrument in this research, data collection techniques were carried out by means of inductive triangulation. This research is evaluative, which means researchers conduct an analysis of the components under study, in this case the components related to the ISO 9001: 2008 Quality Management System. For this reason, the researcher used the CIPP evaluation model (Context, Input, Process, Product) developed by Stufflebeam et al, namely an evaluation model that views programs evaluated as a system. In this model, evaluators must analyze the program based on its components. The purpose of this evaluation model is to make decisions in planning, implementing and developing programs. The evaluation model used in this study was the CIPP model.

CIPP Evaluation Model, this evaluation was the model most widely known and applied by evaluators. Therefore, the description given was relatively long compared to other models. This CIPP model was developed by Stufflebeam, et al (1967) at Ohio State University. CIPP stands for the initial letter of four words: Context, Input, Process and Product. The four words mentioned in the CIPP abbreviation are evaluation targets, which are nothing but components of the process of an activity program. In other words, the CIPP model is an evaluation model that views programs evaluated as a system. Thus, if the evaluator team had determined the CIPP model as the model to be used, then inevitably they analyzed the program based on its components.

FINDINGS AND DISCUSSION

Putra Bangsa Vocational School is an educational service provider that develops and implements a quality management system and documents the best experience to better satisfy customer expectations and educational service requirements and improve all service management in the Quality Management System by meeting the requirements of the ISO 9001: 2008 International Standard. This system explains Education Service both in terms of administration and operation.

This quality manual is divided into 8 (eight) sections related to ISO 900: 2008 Quality Management System. Each section starts with a policy statement describing the commitment of the Depok Putra Bangsa Vocational School to implement the basic requirements in accordance with each part of the requirements of the Quality Management System. Each policy is followed by more detailed information and is linked to procedures that explain the methods used to implement the requirements. This quality manual describes the Quality Management System including the authority and responsibility and the relationship of each personnel in implementing the system. This quality manual also provides references to procedures and SOPs (Standard Operating Procedures) for all activities in the Quality Management System to ensure compliance with standard requirements.

The manual is used internally as a guide in the management of education services in all parts of the Putra Bangsa Depok Vocational High School against several ISO standard requirements that must be met and maintained in ensuring customer satisfaction, continuous improvement and giving instructions that prioritize professionalism.

The manual is also used externally to introduce the Quality Management System to the public and external parties, organizations and individuals who need it. The manual is used to provide understanding and also the controls that have been implemented and guarantees that the integrity of the Quality Management System has been maintained which focuses on customer satisfaction and continuous improvement (sustainable).

Putra Bangsa Vocational School is an educational service provider institution, thus not all provisions or requirements that apply in the ISO 9001: 2008 QMS can be applied in all parts. The implementation of the ISO 9001: 2008 Quality Management System in Putra Bangsa Vocational Schools includes: Putra Bangsa Vocational Organization, covering all educational management processes that take place in the Putra Bangsa Vocational School; 2) ISO 9001: 2008 QMS requirements, covering all requirements of the ISO 9001: 2008 QMS international standard.

Customers, Leadership, All Involvement, Process Approach, System Approach to Management, Continuous Improvement / Improvement, Fact Approach, Involvement of Other Parties. Researchers will analyze the compatibility between CIPP components contained in Depok Putra Nation Vocational Schools with 8 (eight) principles of ISO 9001: 2008 Quality Management System.

Table 1. Component analysis of evaluation of iso 9001: 2008 quality management system implementation at Depok vocational school.

1. **Context component**

Sub Components	Question Evaluation	Conditions at Putra Bangsa Vocational School	Principle ISO QMS	Analysis
Physical and Personnel Conditions	Are all planning and system implementation activities intended to satisfy customers?	.The comfort and cleanliness of the school environment is very good. Personnel from SATPAM, staff, teachers have been serving guests and students in a friendly and deft manner. Teachers, homerooms, program heads are easily found according to a predetermined schedule. .	Customer focus is that all system planning and implementation activities are intended to satisfy customers.	Putra Bangsa Vocational School in planning has involved all solid management teams, training all personnel and preparing adequate infrastructure. All are intended to satisfy customers.
Vision and mission	What is the process of formulating the school's vision and mission?	- Understanding in advance the history of the Putra Putra Vocational School. - Understanding people's needs in the present and future. - Understanding the values developed by Putra Bangsa Vocational School.	Everyone's involvement. The leader functions as a leader in directing and overseeing the implementation of the system.	Putra Bangsa Vocational School's vision and mission has been prepared by taking into account the needs of the school, the needs of the community and future needs, by including the values and results to be achieved.
	Are all elements in the organization involved in and concerned with the formulation of Vision Missions related to the implementation of ISO QMS?	Principals, Deputy Principals, Teachers are known by the foundation. After being formulated and determined, the school's vision and mission are socialized to school residents through MOPDB, making wall banners in every school room used in learning activities.	Everyone's involvement. All elements in the organization are involved and concerned in the implementation of the quality management system according to their respective work functions.	The formulation of vision and mission has involved almost all school residents, and after being determined, it is very well socialized to all school residents with existing communication media such as wall banners, regular meetings, Monday and every occasion.

2. Input Component

Sub Components	Question Evaluation	Conditions at Putra Bangsa Vocational School	Principle ISO QMS	Analysis
Principal Leadership	How does the leader function as a leader in directing the implementation of a controlled system always in one command?	The principal as a leader is assisted by competent and highly dedicated Vice principal in carrying out their duties. As the leader of the Principal has a strong willingness to advance schools and innovate in the field of education and quality management systems. Control / control in guarding system implementation.	The leader functions as a leader in directing and overseeing the implementation of the system that all organizational movements are always controlled in a single command with the same commitment and synergistic movement in every element of the organization.	In connection with the implementation of ISO QMS, the Principal has taken the right role as Chair of the Steering Committee, selecting the right human resources and at the right time, appointing Vice principal 1 in the Field of Curriculum & Quality Control as a Management Representative in ISO implementation.
Managing personnel	How are all elements in the organization involved and concerned in implementing ISO QMS according to their respective work functions?	The division of duties of teachers and employees in accordance with the educational background and competencies of each personnel. The Management Team conducts training and dissemination of ISO QMS related to the duties and functions of each personnel.	Everyone's involvement. All elements in the organization are involved and concerned with the implementation of the quality management system in accordance with their respective work functions.	The Management Team has tried well that every teacher, staff, and implementing officers in the field have received ISO implementation socialization and training in accordance with their respective main tasks and functions.
Management of Facilities and Infrastructure	How do continuous improvement and improvement efforts (management of facilities) in implementing ISO QMS?	Facilities and infrastructure are maintained regularly and periodically so that they can be used properly when needed. SOP management of facilities is carried out properly.	Continuous improvement and improvement, never stops at one point.	Facilities and infrastructure owned by Depok Putra Vocational High School are adequate and maintained regularly according to SOP.
	How is the provision of facilities and infrastructure	Putra Bangsa Vocational School has its own land and building which is	Fact approach. Every decision in the implementation of the system is	Facilities and infrastructure owned by Depok Putra Vocational

	always based on facts and data seen from the ratio of needs?	adequate for the implementation of learning activities. The room at Putra Bangsa Vocational School consists of 28 classrooms, 47 toilets, 2 prayer rooms / prayer room, principal's office, teacher's room, library, computer and language laboratory, workshop, UKS, canteen, OR field, supported by electricity, internet, and adequate water source.	always based on facts and data.	School are adequate and in accordance with the ratio of the needs of its users. So that school residents feel comfortable in the implementation of teaching and learning processes and school activities.
Student Services	Are all student service activities aimed at satisfying customers?	Almost all services can be obtained by students in a comfortable, friendly, fast and accurate manner. Financial services are easy and fast with the availability of several service counters. The teacher gives extra time for students who still need to ask for material that is not yet understood. PKL Services / Industrial Practices are carried out in a friendly and fast manner. Students' daily needs such as canteen, photo copy, ATK, etc. are available in the Marketing Production Unit in the form of a Mini Market.	Customer focus is that all system planning and implementation activities are intended to satisfy customers.	Depok Nation's Boys Vocational School makes its customers namely students feel satisfied with the services provided by the school. Customer satisfaction is a priority.
Public Relations Management	What is the involvement of other parties in the school promotion program?	School promotion is done through social media (FB, twitter, blog), website, radio advertisements, mass media coverage of activities carried out by Putra Bangsa Depok Vocational School.	Other party involvement. There is no institution in carrying out its work without requiring other parties.	Public Relation of the Putra Putra Depok Vocational School has gone well with the promotion of schools through social media, mass media, and cooperation with companies that

				support the implementation of learning and industrial practices as well as the absorption of graduates in the world of work.
	How is the involvement of other parties in the cooperation program with the business world / industry?	Collaboration with the business world and the industrial world is realized through the establishment of the School Special Job Exchange. This cooperation was realized through a memorandum of understanding with several institutions including: Margo City, Matahari Department Store, PT Amazone, PT Catur Sentosa, Royal Mediterranean Garden, Sukas Tax Consultant.	Other party involvement. There is no institution in carrying out its work without requiring other parties.	Public Relation of the Putra Depok Vocational School has gone well with the promotion of schools through social media, mass media, and cooperation with companies that support the implementation of learning and industrial practices as well as the absorption of graduates in the world of work.

3. Process Components

Sub Components	Question Evaluation	Conditions at Putra Bangsa Vocational School	Principle ISO QMS	Analysis
Principal Managerial Process	How do principals' managerial activities always follow the flow of processes that occur in the organization?

How does the principal's supervision and evaluation process function to measure the success of ISO QMS implementation? | The Headmaster has made good planning, implementation and control in accordance with ISO QMS standards.

The division of tasks and authority of the teaching staff is done with consideration of school needs, competence and ability to cooperate.

in carrying out their duties the head of school is assisted by | Process approach. System implementation activities always follow the process flow that occurs within the organization. | .
The managerial process at Putra Bangsa Vocational School has gone well with the division of tasks and authority according to school needs. The decision-making process is not centralistic, but participatory. |

Sub Components	Question Evaluation	Conditions at Putra Bangsa Vocational School	Principle ISO QMS	Analysis
		the Vice principal in the field of curriculum, student affairs, student affairs, the field of industrial relations, alumni and cooperation and the head of the expertise program. Supervision and evaluation of principals is carried out regularly and periodically. The decision-making process is carried out in a participatory and collegial manner by involving interested parties.		
Teaching and learning process	How improvements continuously are made in the learning model and system?	The learning system uses a CBT system and a system of assistance and puts forward a pleasant learning atmosphere using multi methods, multi media and multi learning resources. Students can study and use school facilities outside formal study hours under the guidance of subject teachers.	Continuous improvement, never stops at one point.	The learning process at Putra Bangsa Vocational School has been going very well because applying CBT students can learn directly, actively and creatively and the learning atmosphere becomes enjoyable.

4. Product Component

Sub Components	Question Evaluation	Conditions at Putra Bangsa Vocational School	Principle ISO QMS	Analysis
Service	What form of service to students has been standardized?	Standardized services in Putra Bangsa Vocational Schools: 1. Service of teaching and learning activities. 2. Curriculum development. 3. Allocation of teacher workload. 4. Preparation of teacher learning administration.	Fact approach. Every decision in the implementation of the system is always based on facts and data. There is no data (proof of implementation) the same as not implementing ISO.	Putra Bangsa Vocational School has compiled SOPs that are related to 8 parts of services and try to implement them according to the SOP. So that the services provided are standardized and well documented.

		5. Evaluation and assessment of learning outcomes. 6. Determination of class increase and student graduation. 7. Issuance of diplomas and certificates. 8. Infrastructure facilities.		
Academic achievement	What form of academic achievement has been achieved?	Academic achievements of Putra Bangsa Vocational School students in Depok can be seen from the process of class upgrading that must meet the KKM and graduation process in accordance with SKL. Depok Nation's Boys Vocational School also won several times in the Student Competence Competition (LKS) and Marketing Olympiad.	Fact approach. Every decision in the implementation of the system is always based on facts and data. There is no data (proof of implementation) the same as not implementing ISO.	Achievement of Putra Bangsa Vocational School which has been achieved both in the academic and non-academic fields is quite a lot, both at the city and provincial levels. This achievement shows the sincerity of the Management Team, teachers and students of Putra Bangsa Vocational School to be able to achieve achievements.

CONCLUSION

The results of the evaluation of the implementation of the ISO 9001: 2008 Quality Management System that the ISO 9001: 2008 Quality Management System program needs to be maintained with the following notes:

The school principal needs to improve communication and coordination with all stakeholders including school committees by holding regular meetings that discuss school programs. Principals need to be proactive and increase cooperation with the Depok City Education Office to propose and assist teachers who have fulfilled the requirements to obtain professional certificates from the Ministry of Education and Culture, because this will improve teacher competency.

The ISO 9001: 2008 Quality Management System needs to become a school culture so that its implementation is not just ahead of audit surveillance and implementation mismatches with SOPs continue to be followed up and corrected.

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PROGRAM EVALUATION - STRENGTHENING CHARACTER EDUCATION IN INTEGRATED ISLAMIC JUNIOR SECONDARY SCHOOL

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ABSTRACT

This article aims to evaluate the success of Strengthening Character Education Program implemented in Integrated Islamic Junior Secondary School at Depok. The descriptive qualitative evaluation was used throughout the study. Using naturalistic approach, the evaluator collected the data through observation, in-depth interviews and relevant document study. Interviews were conducted with the foundation chief, principals, vice principals, teachers, parents, and students. This research concludes that the implementation of the Program run as expected. During implementation, the principal was assisted by his vice principal and teachers in planning, organizing, supervising, and controlling the curricula, student activities, and infrastructures. The implementation results in improved student character as intended by the objective of the program. It is expected that this endeavor can be maintained with better and improved facilities.

Keywords: Character Education; Program Evaluation, integrated Islamic high school

ABSTRAK

Artikel ini bertujuan untuk mengevaluasi pelaksanaan program Penguatan Pendidikan Karakter pada Sekolah Menengah Pertama Islam Terpadu Depok. Peneliti menggunakan metode evaluasi kualitatif deskriptif, mengumpulkan data secara alamiah melalui observasi, wawancara, dan telaahan dokumentasi. Wawancara dilakukan dengan pengurus yayasan, kepala sekolah, wakil kepala sekolah, guru, orang tua, dan siswa. Penelitian ini menyimpulkan bahwa pelaksanaan program Penguatan Pendidikan Karakter berbasis Sekolah Islam Terpadu Depok sudah sesuai dengan harapan. Kepala sekolah melalui wakilnya dan guru dapat melaksanakan perencanaan, pengorganisasian, pengawasan, dan pengontrolan terhadap kurikulum, kegiatan siswa, dan sarana prasarana. Di samping itu, telah terjadi peningkatan karakter siswa yang merupakan tujuan pelaksanaan proram tersebut. Diharapkan agar program Penguatan Pendidikan Karakter ini dapat dilanjutkan dengan meningkatkan sarana-prasarana yang ada.

Kata Kunci: Pendidikan Karakter; Evaluasi Program, SMP Islam terpadu

INTRODUCTION

Education is basically a communication process in which the transformation of knowledge, values and skills inside and outside of school which lasts throughout life from generation to generation. This process will be meaningful to the lives of individuals, communities and nations.

Education is a fundamental element in human life; education is part of individual needs. Improving the quality of education is a commitment to improve the quality of human resources, both as individuals - as well as the basic capital of nation building.

One effort to improve the quality of education is to carry out various educational program innovations, among others; improvement of curriculum, procurement of books / teaching materials, improvement of teacher quality, and education personnel, improvement of education management, improvement of educational facilities and infrastructure. For this reason, an educational pattern is needed that is intentionally designed to equip students with life skills, which interactively integrate generic and specific skills to solve and overcome life's problems.

In fact, the national education system has not been able to produce Indonesian people who are responsible, honest, and have high integrity so that the opposite happens. Education in Indonesia has not changed much so far. Moral crises that occur in the Indonesian nation are some of the problems that must be solved. This crisis is one indicator of the biggest cause of the failure of the world of education formal, non-formal and informal.

Education can be done anywhere. The party responsible for education is not only the teacher at school, but also the family, this is the most important. Hadjid (2008, p. 57) said that KH.Ahmad Dahlan once said: "The Sufiyah Ulama's guidance which advocates for the importance of inviting to remember Allah, always remember Allah, so that the heart of man is offered or facing Allah". Some efforts have been made by education managers to obtain a quality product or result and continuously make improvements about curriculum development and the quality of school education. One that uses new innovation is full day school.

The background to the founding of Islamic school is that the learning process is student-centered. SMPIT Pondok Duta Depok in an effort to help increase community participation in the implementation of education equity has implemented a full day school program. Based on the results of the pre-study at SMPIT Pondok Duta Depok it shows that there is no evaluation of the implementation of the full day school program that has been held - evaluation of the program by integrating character values into subjects, extra-curricular activities.

Based on these problems, without ignoring other problems, researchers limit the problems to evaluating the implementation of the Full Day School Program at SMPIT Pondok Duta Depok. Researchers are interested in examining these problems with the reason that character development which is the core of a full day school program for students is very important because if the child does not

get the facilities to develop his/her character then he/she will be an individual who is not ready to face problems in people's lives.

METHOD

The evaluation method used in this study is a qualitative method. According to Bogdan and Taylor in Moleong (2002) qualitative research is a research process that produces descriptive data in the form of written words and people of observed behavior. This approach was chosen because qualitative research methods tend to be descriptive, naturalistic and related to the data which is purely qualitative. Descriptive is a systematic, factual and accurate description or painting of facts, traits and relationships between the phenomena investigated. Qualitative research does not recognize populations and samples.

According to Gorman and Clayton (2005) qualitative authors, the report contains observations of the various events and interactions that the author directly observes from the scene. The findings in qualitative research are unique and are not intended to be generalized to other contexts. Generalization in qualitative research remains but differs from quantitative generalization. The qualitative research method was chosen with the consideration that this research will be focused on the evaluation of the FIT school-based full-day program conducted at SMPIT Pondok Duta, which includes the context, input, process and product. In addition, this method is more flexible to photograph an object of research.

The use of a qualitative approach will be able to find an understanding of the interpretation or meaning of a symptom inductively. In qualitative research, data collection can be done on natural settings (natural conditions), primary sources, participant observations, in-depth interviews and observations. This research took place at SMPIT Pondok Duta located at Jalan Duta Plaza No.1 Komplek Pondok Duta., Cimanggis, Depok. The samples in this study are the Foundation Management, Principals, Deputy Principal Field Curriculum, Deputy Principal of Student Affairs, Teachers, Parents or Guardians Representatives, and VII grade students

FINDINGS AND DISCUSSION

Findings

Full Day School

Echols (2001, p. 260) means the word full day school comes from English. Full means full, day means day, school means school. Sismanto in Baharuddin (2010, p. 224) in the article "Measuring Full Day School Capitalization" also revealed that full day school is a school all day with a learning process starting at 6:45 a.m-3: 00 pm with a duration of break every 2 hours of subjects. Sulistyaningsih (2008) stated that this full-day-type school lasted almost a full day, from 8:00 am to 3:00 pm.

According to the terminology or general meaning, full day school is the education system that implements full day learning or teaching and learning activities by integrating an intensive teaching system by adding hours for deepening the subject matter as well as self-development and creativity. The implementation of learning is carried out in school from morning to evening, routinely in accordance with the program at each level of education.

Full day school is an educational program whose activities deepen and foster children's soul and morals in the form of enriching religious education and its practice as a good living habit. One level of education that is part of the process of applying character is Basic Education. Meanwhile, according to Minister of Education and Culture, Muhadjir Effendy, the background idea of full day school system for Basic Education (elementary and junior high), both state and private students will slowly develop their characters.

Referring to the application of full day school in basic education, it is currently still being socialized in schools, starting at the center to the regions. There must be a legal umbrella, namely ministerial regulations. However, for now there is still intensive socialization first. More important is the effort to restore primary and secondary education (SD-SMP), including character education for students. In addition, improvements in policies related to the professionalism of educators. This Full Day School does not mean that students learn all day at school. But ensure that students can participate in character education planting activities, such as participating in extracurricular activities. (Kompas, 2017).

The curriculum that is applied in the full day school model is an integrated curriculum that is a combination of the national education curriculum with the Ministry of Religion curriculum, with the existence of a combination of the curriculum, the learning process takes a long time. This integrative curriculum is used in order to develop integration between the needs of physical life and spirituality. Integrating faith, knowledge, charity and character. (Khobir, 2011). It is expected to include character education in the system integrated learning, can create human beings with character, not just teach moral values that are absurd. With the implementation of this system, students are expected to understand that in every activity or theme that is being studied, there must be moral values. This can encourage children to always realize that all moral aspects must be applied in all daily activities.

Forming characters in Full Day School

Character education for children in basic education has a higher meaning than moral education because it is not only related to true-false problems but how to instill habits about various good behaviors in life so that children have intelligence and commitment to apply virtues in daily life.

The application of habituation or character that is applied to full day school since elementary education is expected to be able to form the next generation of the nation that has a strong character whose character reflects the character of the Indonesian nation itself. In addition, considering the importance of planting character at the primary education level is a preparation period for school at the next level, the planting of good character is very important.

The application of character education can be carried out through formal education channels such as elementary schools into sub-systems in education which have an important role in laying the foundation of education for the future generations of the nation, because it is the initial stage of the educational process organized structurally in an independent nation-building and able to compete with other nations and able to answer the challenges in the current era of globalization.

In language, characters come from Greek, "charassein", which means to carve. A pattern, be it mind, attitude, or action, which is attached to a person very strongly and difficult to eliminate is called a character (Munir, 2010, p.3). According to Foerster in Adisusilo (2013, p.78) says that: "Character is something that qualifies a person. Character becomes an identity, becomes a trait, and becomes a permanent trait, which overcomes the ever-changing contingent experience.

So character is a set of values that has become a habit of life so that it becomes a permanent nature in a person, for example hard work, never give up, honest, simple, and others. So with that character the quality of a person is personally measured, while the purpose of character education is the realization of the essential unity of the subject with the behavior and attitude or value of life that he has.

So, character education can be done with value education in someone. Character is a mental or moral quality or strength, character or individual character which is a special personality, which is the driving force, and distinguish it from other individuals. A person can be said to have a character, if he has succeeded in absorbing the values and beliefs desired by the community, and used as a moral in his life (Ardi, 2013, p. 25).

The actual education unit has so far developed and implemented character values through the operational program of each education unit. If learning is carried out with the application of character education, there will be people who are talented and conscientious. In other words, it is expected to produce students who fear God who is all-round, faithful, accomplished, disciplined, responsible, polite, noble, creative, and independent. Character education not only can make children have noble character, but can also increase their academic success.

Some research results show that there is a close connection between academic success, as well as children's pro-social behavior, so that it can make the school atmosphere so fun and conducive to an effective learning process. In addition, children with good character are those who have high emotional and spiritual maturity, so they can manage their stress better, which can ultimately improve their physical health (Megawangi, 2016). School is a very strategic place for character education, because children from all walks of life will receive education at school. In addition, children spend most of their time in school, so that what they get at school will influence their character formation. A successful education is one that can shape character human beings needed in realizing an honorable nation state.

Life Skill Development at Full Day School

Life Skill is also developed in Full Day School. Life skills are the ability and courage to deal with life's problems, then proactively and creatively find solutions to overcome problems. Definition of broader life skills from vocational skills or work skills. People who do not work, such as housewives or retired people, still need life skills. Like people who work, they also face problems that must be solved. People who are studying also need life skills, because they certainly also have their own problems (Listyono, 2011). Meanwhile the Ministry of National Broad-Based Education Team interprets life skills as a skill that someone has to want and dare to face life and life problems naturally. without feeling pressured (Depdiknas, 2002).

Based on the above understanding, essential things can be taken with regard to life skills, that life skills are as practical guidance help students learn how to care for the body, grow to become an individual, work together with others, make logical decisions, protect themselves to achieve their life goals. So that in this case the benchmark of life skills in a person lies in his ability to achieve his life goals.

Life skills motivate students by helping them to understand themselves and their own potential in life, so that they are able to develop life goals and do problem solving when facing life problems. The basic concept of life skills education is inseparable from the objectives of national education and how efforts to achieve these goals are normatively stated in the National Education System Law No. 20 of 2003 which reads that the development of the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

The concept of life skill is one of the focus of analysis in the development of an educational curriculum that emphasizes the skills or life skills to work. In the study of curriculum development, the issue is discussed in the approach of studies of contemporary life outside the school or curriculum design focused on social functions activities. Although it varies in stating the purpose of life skills, the convergence is quite clear, namely that the main purpose of life skills education is to prepare students so that they are capable and skilled in maintaining their survival and development in the future. The essence of life skills education is to increase the relevance of education to real life values, both preservative and progressive.

The uniqueness of Integrated Islamic Schools in Full Day School

The Integrated Islamic School (SIT) is essentially a school that implements the concept of Islamic education based on Al Qur`an and as Sunah. The operational concept of SIT is the accumulation of the process of civilization, inheritance and the development of Islamic teachings, Islamic culture and civilization from generation to generation (JSIT Indonesia Quality Team: 2014). SIT is organized based on the concept of "one for all" meaning in one roof of the school. Students will get general education, religious education, and skills education. General education refers to the national curriculum developed by the Ministry of National Education. Religious education emphasizes the education of aqidah, akhlak, and worship that are linked in daily life, growing the sholihah in the school environment and hasanah qudwah by teachers and school employees. The skills education is packaged in extracurricular activities that provide a wide selection of activities which all refer to the principles of life skills.

SIT also seeks to optimize the participation of parents and communities in the process of school management and learning. Parents are actively involved to enrich and give adequate attention in the education process of their children. Meanwhile, visiting activities or interactions outside of school are efforts to bring students closer to the real world in the community. SIT also emphasizes integration in learning methods so as to optimize cognitive, affective, and psychomotor domains. The implications of this integration require the development of a rich, varied learning process approach, using extensive

media and learning resources. The integrated term in the SIT is intended as a reinforcement of Islam itself. The point is that Islam is whole, comprehensive, integral not partial, syumuliyah not juz`iyyah.

This has become the main spirit in the movement of da'wah in the field of education as a resistance to secular understanding, dichotomy, and juz`iyah.

In its application, SIT is defined as a school that implements an implementation approach by integrating general education and religious education into one curriculum. With this approach, all subjects and all school activities cannot be separated from the frame of teachings and the message of Islamic values. There is no dichotomy, there is no separation. General lessons such as mathematics, science, social studies, language, physical or health, skills are framed with Islamic footholds, and guidelines. While in religious studies, the curriculum is enriched with a contemporary context and benefit approach. In the SIT also emphasizes integration in learning methods so as to optimize cognitive, affective, and psychomotor domains. This application of integration requires the development of a rich, varied learning process approach, and uses flexible and broad media and learning resources.

Learning methods emphasize the use and approach that triggers and stimulates the optimization of empowerment of the left brain and right brain. With this understanding, learning in SIT should be carried out with a based approach (a) problem solving that trains students to think critically, systematically, logically, and effectively; (b) creativity-based that trains students to think original, flexible, smooth, and imaginative. Skills to do various activities that are beneficial for themselves and their environment. The Integrated Islamic School also integrates aqliyah, ruhiyah, and jasadiyah education. That is, SIT strives to educate students to become children who develop their intellectual abilities, increase the quality of their faith and devotion to Allah SWT, develop noble morality, and also have health, fitness and skills in their daily lives.

Principles of Integrated Islamic Schools

The Integrated Islamic School is a school that is determined to make Islamic values and teachings exposed in all aspects related to the organization of schools. The principles of implementing an Integrated Islamic School are as follows:

1. Believing that Islamic education is a missionary activity which is a noble work and demands dedication, loyalty, and hard work.

2. Education is carried out with sincerity, high dedication and wise ways and is seen as an obligation to carry out the commands of Allah SWT: invites, guides humans to the path of Allah SWT, running educational activities is a mandate received from parents, and fulfilling the mandate is the command of Allah SWT, which must be fulfilled properly, professionally and responsibly.

3. Education in essence is to teach the entire content of Islam (Al Qur`an and Hadith) as a whole of Allah's Knowledge. Therefore, the entire content of the curriculum in SIT is developed based on the beliefs and views that are integrated and based on the wisdom of Allah SWT.

The Integrated Islamic School seeks to integrate the knowledge of Allah which is written in the Qur'an and Al Hadith with the value of kauniyah and qauliyah in the building of the curriculum. Islamic messages and teachings contained in the Qur'anic references, prophetic hadiths or famous classical books are integrated into the contents of the general / non-religious learning curriculum. Promoting good example (qudwah hasanah) is shaping the character of students through the behavior of all educators and education personnel, especially in the aspects of ubudiyah and akhlaqiyah.

Mission and Objectives of Integrated Islamic Schools

The mission and main objective of SIT is to realize a school that effectively develops an educational process that can develop the potential of the nature of the students towards the vision of forming a godly and lead generation character. Based on the philosophy that refers to the messages of Islamic education as stated in the Al Qur`anul Karim, then the Integrated Islamic School affirms its educational mission, i.e.:

1. Completing the learning objectives set by the government in the context of the national curriculum.

2. Teaching to read the Koran with the standards of tahsin and tartil (reading according to the rules of Tajweed law), and the ability to memorize the Qur‘an (tahfidzul Qur`an) with a minimum standard of two juzes at each level of the education unit,

3. Strengthening the learning of Islam, by enriching curriculum content that leads to a basic understanding of Islamic teachings and fikrah development, mauqif and suluk Islamiyah,

4. Fostering character / Muwashofat to students gradually towards the formation of a generation of intelligent leaders and piety. The purpose of SIT is to form 10 main characters for all students, i.e:

    a. Salimul Aqidah: Believing that Allah is the Creator, Owner, Preserver and Ruler of the universe and abstaining from all thoughts, attitudes, and behaviors of bid'ah, khurafat and shirk,

    b. Shohihul Worship: accustomed and likes to carry out worship which includes: prayer, shaum, recitations of the Qur'an, dhikr and prayer according to the instructions of the Qur'an and Sunnah,

    c. Matinul Khuluq: Showing polite, orderly, disciplined, patient, persistent, and courageous behavior in facing the problems of everyday life,

    d. Qodirun `alal Kasbi: Self-reliant in fulfilling his life's needs and having sufficient provisions in the knowledge, and skills in an effort to fulfill his livelihood,

    e. Mutsaqoful Fikri: Having the ability to think critically, logically, systematically and creatively which makes him knowledgeable and master academic competence as well as possible and careful and clever in overcoming all problems faced,

f. Qowiyul Jismi: Having a healthy and fit body and soul, strong stamina and endurance, and useful self-defense skills for himself and others,

g. Mujahadah li nafsihi: having sincerity and high motivation in pursuing school achievements,

h. Munazhom fi syu'nihi: being orderly in arranging all work, duties and obligations, being brave in taking risks but still careful and prudence,

i. Harisun `alal waqti: always utilizing and managing time with useful activities,

j. Nafi`un li Ghorihi: Caring for others and the environment and having the sensitivity to help others.

Integrated Islamic School Strategy

The strategies and approaches applied in carrying out the mission and efforts to achieve educational goals, and are expected to support the effectiveness of school implementation, are:

a. Creating a conducive school environment in the dimensions of security, health, cleanliness, beauty, family atmosphere (ukhuwah islamiyyah), learning and worship facilities,

b. Applying rules and norms that are based on Islamic values in terms of behaving, speaking, dressing, interacting (mu'amalah), eating and drinking and other behaviors commonly used in school environments,

c. Implementing effective learning by enriching and expanding learning resources, increasing simulative interaction through approaches and methods that foster the ability to solve problems (problem based learning) and carried out in cooperative and collaborative learning approaches,

d. Developing learner-centered learning, learning by doing, developing social skills, developing curiosity and imagination, and developing problem solving skills,

e. Developing skills, using science and technology, fostering awareness as good citizens, lifelong learning, a combination of competition, cooperation and solidarity.

f. Carrying out the process of Islamization in the learning process. The main aim of Islamization is to form an awareness and mindset that is integrated in an Islamic perspective. Students are always invited to think and understand that all natural phenomena that unfold and all problems and dynamics that arise cannot be separated from the role of Allah SWT, the Wise, Creator, Owner, Sustainer and Regulator of the universe. With the Islamization of learning, it is hoped that there will be a strong emotional relationship between the students' motorcycle taxi and Islamic values.

g. Strengthening student coaching programs with co-curriculum and additional curriculum (extracurricular), leadership coaching and streamlining the mentoring approach (grouping students into coaching groups). Integrated Islamic Schools have a standard of student development, which emphasizes on habituation of worship, leadership training, social care such as: tilawah al qur`an, keeping ablution, prayer, shaum (fasting), do`a and dhikr,

shodaqoh, caring for the Islamic world, caring for mustad`aafiin , respecting parents (birrul walidayin), caring for the environment and so on.

h. Establishing effective partnerships with various related parties, especially parents of students and the surrounding community. Together with parents, educators (teachers) in integrated Islamic schools establishing communication and cooperation in an effort to improve services to students in particular, and improve the quality of education in general. Establishing common understanding and perception of the school's vision, mission and goals to all parents of students, resulting in harmony and continuity between education in school and at home through an effective communication. Make the majlis ta`lim (recitation cycle) effective for teachers and parents every month.

i. Organizing full-time school (full-day school), with effective time every day for eight hours, from 07.30 to 15.30. With a longer time, religious education and coaching students get enough flexibility. Full-time school is one of the characteristics of SIT which attracts some parents who want their sons and daughters to stay longer in an educational environment and atmosphere.

j. Ensuring that principals and teachers have a vision, mission, passion and thought (ghiroh and fikroh) as well as attitudes and behaviors that are in line with the philosophy, values, vision and mission of establishing SIT. Implementing the process of selecting and recruiting principals and teachers with rigorous assessment standards that include thoughts, attitudes / morals and behavior in accordance with Islamic teachings for teachers; Each teacher recruitment process is carried out by prioritizing the dissemination of information through networks and recommendations from communities that have been identified and trusted by school administrators.

k. Enacting rules, norms and ethics based on Islamic ethics and values (noble morality) and social propriety. Provide strict sanctions and penalties to anyone who educates staff and who breaks them.

Discussion

Context Analysis

The results of context evaluation seen from the foundation of SIT-based full day school implementation are the SIT Indonesia Quality Standards book. The study concluded that SMPIT Pondok Duta in organizing a full day school based on SIT was based on a good foundation.

Input Analysis

The analysis of inputs involved the examination of components as represented by evaluation indicators of inputs at SMPIT Pondok Duta consisting of: curriculum, student development activities and infrastructure used in implementing full day school programs.

The study shows that the curriculum has been implemented in accordance with JSIT quality standards. Examining respondents taken from 42 eighth grade students, the data show that 72% of students think that the school has integrated general education and religious education in the curriculum, 21% of students argue that the implementation still refers to the DINAS curriculum and 7% of them do not know the answer.

Process Analysis

Process evaluation includes semester programs and annual programs, lesson schedules, monitoring of principals, teacher training. The evaluation concludes that program implementation meets the indicators that have been set in evaluation standards.

The semester and annual program indicators are in a well-fulfilled category which is indicated by the development of a learning plan and the development of this learning plan in accordance with the content standards set by SMPIT Pondok Duta. The indicators on the monitoring and evaluation component of the principal's evaluation standard are met properly because the principal continuously monitors and supervises the learning process through the representatives of the curriculum field in collaboration with the teachers and periodically, every week evaluates the learning process to ensure that the process reach the level of development. The development of students' talent interests is carried out by the principal through the deputy head of the curriculum field in collaboration with SMPIT Pondok Duta teachers.

The evaluation also shows that some obstacles exist during the implementation of full day school based on SIT program. Among others are the school lacks human resources that the number of teachers available does not meet the number of teaching hours. In addition, praying facilities, namely the praying room is not properly provided by school.

Product Analysis

From the results of the product evaluation analysis for the indicators of the results of the implementation of full day school based SIT program and the impact of program implementation it is known that satisfactory results are in line with expectations and get the supports from all parties with student achievement, this is indicated by student achievement in academic and nonacademic fields. Students have good morality, polite and likes to worship. Data taken from 42 grade VIII students tied to student development, namely the development of student character values showed that 89% of students increased in the character of Love To God Almighty, for honesty characters were still at 67%, discipline character 75%, character tolerance 82%, character confidence 92%, character independence 87%, character responsibility 78% and respect and courtesy 94%. Students' interest and talent increased to 98% as a result of full day school. Coaching has been done to guide SIT students; data on aspects of infrastructure facilities shows 54% of students said that the program are in accordance with SIT quality standards, 46% still think it is necessary to improve infrastructure facilities in full day school programs, such as prayer facilities congregation or praying room.

CONCLUSION

Program evaluation concludes and suggests the following:

Contextual suitability with standards which are divided into aspects of program implementation bases and vision and mission are already implemented in line with standards.

In developing the character of students in accordance with the guidance and habituation that has been done. The study indicates that the character of students has improved. Characters of love for God Almighty, honesty, discipline, tolerance, confidence, independence, responsibility and courtesy also increase students' interests and talents.

The goal of SIT-based full day school program at SMPIT Pondok Duta in the context of establishing a school that develops CEMERLANG characters (Intelligent, Self-Confidence, Self-Reliance, Creative, Religious, Discipline, Active, Nationalist and Persistent), is to realize student graduation and student grade increased to 100%, to have life skills for all students according to their interests and talents, and to promote student dedication and discipline to create an Islamic school environment, to realize beautiful and comfortable school environment and to materialize school facilities and infrastructure based on SIT.

The implementation of the SIT-based full day school program runs as expected. The principal through curriculum vice principal, student affairs vice principal and teachers are able to carry out planning, organizing, and controlling. Teacher and student activities as well as infrastructure are sufficient in supporting full day school program. The evaluation further concludes that the program implementation falls into a good category because it meets the indicators set in evaluation standards. The obstacles of program implementation lays in the availability of poor infrastructure such as praying rooms and Natural Sciences Laboratory. Seen from the product evaluation, as indicated by student achievement both academic and non-academic such as good morality, courtesy and love in worship, the implementation of school program are in agreement with expectation and get full support from stakeholders.

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THE INFLUENCE OF HEAD MASTER'S CHARISMATIC LEADERSHIP AND TEACHER'S PERSONALITY TO TEACHER WORK ETHOS

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ABSTRACT
The purpose of this research was to find out the principal's charismatic leadership influence and teacher's personality on the teacher ethos in private Islamic integrated Junior High School Cimanggis, Depok. Validated and reliable questionnaires (using Pearson Product Moment and Cronbach Formula) were distributed to 126 sampled teachers out of population 184 teachers. Data were analyzed using path analysis (alpha .05). The study showed that there is direct and positive influences of: (1) the principal's charismatic leadership on teacher work ethos indicated by path coefficient .128; (2) teacher personality on work ethos indicated by path coefficient .208 and (3) the principal's charismatic leadership on teacher personality indicated by path coefficient .250.

Keywords: Leadership; Personality and Charismatics

ABSTRAK
Penelitian ini mengajukan 3 hipotesis, yaitu terdapat pengaruh langsung : 1) kepemimpinan karismatik kepala sekolah terhadap etos kerja guru, 2) kepribadian guru terhadap etos kerja guru dan 3) kepemimpinan karismatik kepala sekolah terhadap kepribadian guru. Penelitian ini menggunakan sampel sebanyak 126 guru dari populasi 184 guru pada Sekolah Menegah Pertama Islam Terpadu Swasta Cimanggis, Depok. Uji coba instrumen untuk mendapatkan validitas butir pernyataan dan reliabilitas instrument dilakukan masing-masing dengan menggunakan rumus *Pearson Product Moment* dan *Alpha Cronbach*. Ramalan hubungan dianalisis dengan menggunakan regresi sederhana pada alpha 0.05. Hasilnya disimpulkan bahwa: 1) terdapat pengaruh langsung yang sangat signifikan kepemimpinan karismatik kepala sekolah terhadap etos kerja guru, koefisien jalur 0,128; 2) terdapat pengaruh langsung yang sangat signifikan kepribadian guru terhadap etos kerja guru, koefisien jalur 0,208; 3) terdapat pengaruh langsung yang sangat signifikan kepemimpinan karismatik kepala sekolah terhadap kepribadian guru, koefisien jalur 0,250.

Kata Kunci: Kepemimpinan; Kepribadian dan Karismatik

INTRODUCTION

The principal can influence teachers and employees in improving their work ethos. Likewise the teacher's personality in school in each activity can improve work ethos so

that the learning process become more effective. In carrying out its leadership, the principal can demonstrate the qualities of the leader.

In addition to demonstrating the qualities of being a leader, principals must also carry out leadership styles flexibly and give full confidence to the teacher so that the teacher can develop competencies according to the times. And no less important that the principal must be able to carry out the duties, roles and functions of leadership and in turn empower teachers to be able to improve their ability and skills to guide, teach, educate their students through education and training of educators.

Based on the phenomenon that occurred in the Integrated Islamic Primary School in Cimanggis Sub district, Depok, the leadership of the principal had not shown charismatic leadership. The principal has not been able to express the vision of a future-oriented organization, lacks strong confidence at work, and has not inspired teachers in carrying out the task. The principal does not motivate teachers at work, makes the teacher less comfortable at work, lacks ability to solve problems properly and has an authoritative stance in decision making.

Leading humans is not an easy job and will happen on its own, but it requires the skills and abilities and high work commitment of a leader. Leaders need to provide leadership patterns that are expected to be able to encourage, foster, and improve work discipline as a foundation for the creation of a good work ethic.

The creation of a good work ethic, is partly influenced by the personality possessed by the teacher. Teachers as teaching staff whose main task is teaching, have personality characteristics that are very influential on the success of human resource development. A solid personality from the figure of a teacher will set a good example for students and the community, so that the teacher will appear as a person who deserves "digugu" (adhered to advice, words, or orders) and "imitated" (in the example of attitudes and behavior).

Teachers are human figures who place positions and play an important role in education. When everyone questions the problem of education, the teacher figure must be involved in the agenda of discussion, especially concerning education in schools. This cannot be denied, because formal education institutions are the world of teacher life. Part of the time the teacher is in school, the rest is at home and in the community. It must also be admitted that the teacher is a major factor in the learning process, controlling both complete and sophisticated educational facilities and inadequate

educational facilities. So, a teacher does not only teaches, but also must be able to be a good role model for students.

Many factors can influence the work ethic of teachers, among others are religion, culture, social politics, environmental conditions, education, socio-economic, individual intrinsic motivation, teacher personality, leadership style. This study limited itself to the problem of work ethic influenced by the Charismatic Leadership of School Principals and Teacher Personality.

The word "ethos" comes from the Greek meaning "character" or "character". Originally, the word ethos only means "customs" that can form the basic character of the people who embrace it. Later, it becomes a concept of thought that explains how the "life spirit" or "typical spirit" of a nation is formed. Earlier, ethos meant simple: custom, habit. Later, it evolves and develops into a very rich and complex guiding beliefs of person, group or institution. According to Webster Dictionary (Webster, 2003), "ethos" is defined as a belief that functions as guide behavior for a person, group, or institution.

Clifford Gertez, interpreting ethos as a fundamental attitude towards the self and the world that is radiated by life. Thus ethos involves the spirit of life, including the spirit of working, demanding knowledge and improving skills in order to build a better life in the future. Weber was quoted by Wirawan that charismatic leadership has the capacity to change the existing social system based on the perception of followers who believe leaders are destined have special abilities. According to Weber, leadership will emerge if there is a social crisis, with a radical vision and presents a solution to the crisis. Charismatic leadership is not based on formal authority or positional power, but on personal power. Because changing the existing social system is very difficult and requires a very large source, charismatic leaders create a new social system. The house quoted by Hamdan is understood that a charismatic leader has a profound and unusual impact on followers. If they feel that the leaders' beliefs are true, they accept the leader without question. They submit to leaders happily, they feel affection for leaders, are emotionally involved in group or organizational missions, and have high performance goals.

Ahmad D. Marimba in terms of terminology, personality includes the overall quality of someone who will appear in the ways of expressing his opinions, attitudes, interests, life philosophy and beliefs.

G.W Allport as cited by Agus Sujanto, said that personality is a dynamic organization within an individual that consists of a psychophysical system that determines his own unique adaptation to his environment.

If the matter is with the teacher, then the work can be interpreted as a work against the work, a view of the work, and the characteristics of the work that the teacher has.

Based on the description above, the writer concludes that the teacher's work ethic is a characteristic that is shown by a teacher regarding enthusiasm, and work performance (teaching), as well as attitudes and views on work and motivation behind a teacher in doing his work.

To strengthen the clarity of the vision of its followers, leaders have a very important role in determining the work ethic of teachers, charismatic leaders need maturity of self-concept, Conger and Kanungo in Yulk as quoted by Sudaryono said that charismatic leaders have ideal, unconventional, decisive goals and confidence and are radical agents of change, not managers of the status quo.

Shamir (1993) suggests strengthening the clarity of vision on his followers, charismatic leaders need self-concept maturity (self concepts). Self-concept in question is personal values that are patient, and have social identities. A person's self-concept will influence individual choices and behavior. Social identity part of self-concept, will be manifested in behavior based on the possessions.

From several theories regarding charismatic leadership above, it can be concluded that charismatic leadership is the ability of a leader who is highly admired by his followers through the process of the ability to express vision (visionary), rhetorical ability, the ability to build images and leadership beliefs and personality that can provide reference and influence positive for his followers in carrying out and achieving organizational goals.

A teacher must have a good personality, both in teaching and not thus what is meant by personality is the unity between aspects of mental behavior (thoughts, feelings and so on) with aspects of behavioral behavior (real actions) that are functionally related to an individual, thus making it behave in a typical and permanent manner.

A teacher is a person whose work: educates, teaches and nurtures. The same thing is affirmed in the Constitution No. 14 of 2005 Article 1 paragraph 1 states that "teachers" are "professional educators with the main task of educating, teaching,

guiding, directing, training, and evaluating students on the path of formal education, at the primary and secondary education levels.

Based on the above understanding about teacher and personality, teacher's personality is the behavior of a teacher as a whole related to the individual ability of the teacher in realizing himself as an independent person to carry out self-transformation, self-identity, and self-understanding and possess values sublime so that it emanates from the attitude, behavior, emotional state and appearance shown in everyday life, during the teaching and learning process and outside the teaching and learning process.

This research describes teachers' characteristics as measured in the teacher's personality are as follows:

1. Acting with Indonesia's religious, legal, social and international norms, including: (a) respecting education (b) adhering to religious, legal and social norms.

2. Being honest, noble, and an example for students in the community, including: (a) behaving honestly; (b) fearful and noble character; and (c) be an example for students and the community.

3. Showing yourself as a person who is steady, stable and mature, wise, and authoritative, including: (a) good and stable personality; and (b) an adult person, and wise.

4. Demonstrate work ethic, high responsibility, a sense of pride in being a teacher, and confidence, including: (a) having high responsibilities; (b) proud to be a teacher; (c) trust; and (d) work independently in a professional manner.

5. Upholding the code of ethics of the teaching profession, including: (a) understanding the code of ethics of the teaching profession; (b) applying the code of ethics of the teaching profession; and (c) behave according to the teacher's code of ethics.

METHOD

This study uses a quantitative approach. This method emphasizes the testing of theory through the measurement of research variables using statistical procedures. And this research is descriptive, because this study explains the relationship between variables through testing hypotheses. Generally the data are presented in the form of numbers using statistical tests.

This study uses a causal survey method with path analysis techniques. Path analysis is used to show correlations or relationships and describes some direct influence between exogenous variables (X_1 and X_2) on endogenous variables (X_3).

The research design as a constellation of problem models regarding the effect of exogenous variables with endogenous variables is depicted below:

Figure 1.Constellation of Problems among Variables X_1, X_2, and X_3
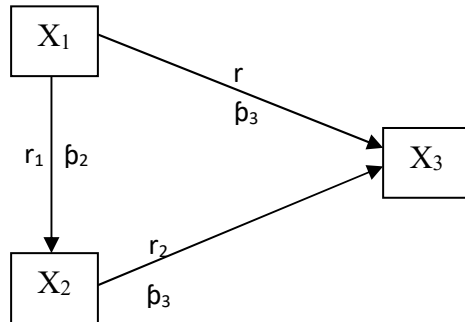
Note:

X_1: Principal's charismatic leadership

X_2: teacher's personality

X_3: teacher's work ethic

β_{31}: effect of X_1 on X_3

β_{32}: Effect of X_2 on X_3

β_{21}: Effect of X_1 on X_2

r_{13}: Correlation of X_1 and X_3

r_{23}: Correlation of X_2 and X_3

r_{12}: Correlation of X_1 and X_2

The target population in this study were teachers at the Integrated Islamic Primary School in Cimanggis Sub district Depok 184 teachers. Using the Slovin formula obtained 126 employees.

FINDINGS AND DISCUSSION

Data Normality Test

Data normality test is performed on estimated errors $\hat{X}_3$ over X_1 and X_2 and regression estimation errors $\hat{X}_2$ over X_1 using inferential statistics, namely the liliefors test. From the data normality estimation error test performed on estimated error $\hat{X}_3$ on X_1 and X_2 and regression estimation error $\hat{X}_2$ on X_1 shows all data are normally distributed. Summary of data normality test results is presented in the table below:

Table 1: Summary of Data Normality Test

No.	Regression Estimation Error	L_o	L_{table} $(0.05,(126))$	Conclusion	Note
1	$\hat{X}_3$ over X_1	0,0779	0,0790	Accept Ho	Normal Distribution
2	$\hat{X}_3$ over X_2	0,0476	0,0790	Accept Ho	Normal Distribution
3	$\hat{X}_2$ over X_1	0,0358	0,0790	Accept Ho	Normal Distribution

Note:

If $L_o < L_{table(0.05,(126))}$:Then the curve is normally distributed

Homogeneity Test

Homogeneity test of the data was carried out on the variance X_3 for grouping X_1 and X_2 and X_2 over X_1 with the Bartlett test. From the homogeneity test by calculating the X_3 variance for grouping X_1 and X_2 and X_2 on X_1 it can be concluded that the data group comes from a homogeneous population. Summary of homogeneity testing is shown in the table below:

Table 2. Summary of Data Homogeneity Test

No	$\hat{X}_3$ Variance	χ^2	D_f	χ^2_{table}	Conclusion	Note
1	$\hat{X}_3$ over X_1	38,617	$k-1$	68,669	Accept Ho	Homogen
2	over X_2	51,034	$k-1$	53,384	Accept Ho	Homogen
3	$\hat{X}_2$ over X_1	48,458	$k-1$	68,669	Accept Ho	Homogen

Note:

$(\chi^2 < \chi^2_{tabel})$: Data comes from a homogeneous population

From the results of the normality and homogeneity test above, the data were normally distributed and comes from a homogeneous population. Thus, hypothesis testing can be done.

Linearity Test

Linearity test data see Sig. Deviation from Linearity. If Sig> 0.05 then the data are linear, if Sig <0.05, then the data are not linear.

Linearity Test and Interpretation of Principal Charismatic Leadership Regression Equations (X_1) and Teacher Work Ethics (X_3)

From the results of regression analysis, it was found that the influence of Principal Charismatic Leadership (X_1) on Teacher Work Ethics (X_3) is illustrated by the equation: $\ddot{X}_3 = 104.126 + 0.128X_1$.

Table 3. Linearity Test Summary and Significance of X_3 Regression over X_1

Variance Source	Df	SS	MS	F	F_{table}	
					0,05	0,01
Total	126	1846523	-	-		
Regression (a)	1	1833409,53	-			
Regression (b/a)	1	438,70	438,70	4,29**	3,92	6,84
Residual (s)	124	12674,77	102,22			
Deviation from Linearity	50	4346,38	155,23	1,34	1,52	1,81
Within Group	74	8328,39	115,67			

Note:

** : regression very significant (F = 4,29 > F_{table} = 3,92)

ns : linier regression (F = 1,34 < F_{table} = 1,52)

From these results, it was concluded that the correlation between the Principal Charismatic Leadership and the Teacher Work Ethics was significant and linear.

Linearity Test and Interpretation of Teacher Personality Regression Equations (X_2) and Teacher Work Ethics (X_3)

From the results of the regression analysis, it was found that the influence of Teacher Personality (X_2) on Teacher Work Ethics (X_3) was described by the equation $\ddot{X}3 = 111,938 + 0.063 X_2$.

Table 4. Linearity Test Summary and Regression Significance X_2 of X_3

Variance Source	DF	SS	MS	F	F_{table} 0,05	0,01
Total	126	1846523	-	-		
Regression (a)	1	1833409,53	-			
Regression (b/a)	1	755,49	755,49	7,58**	3,92	6,84
Residual (s)	124	12357,98	99,66			
Deviation From Lenearity	37	4001,40	129,08	1,07	1,55	1,85
Within Group	87	8356,58	121,11			

Note:
    **   : regression very significant (F_{value} =7,58> F_{table} = 3,92)

    ns   : linier regression (F_{value} = 1,07 < F_{table} = 1,55)

From these results, it was concluded that the correlation between Teacher Personality (X_2) and Teacher Work Ethics (X_3) was significant and linear.

Linearity Test and Interpretation of Principal Charismatic Leadership Regression Equations (X_1)and Teacher Personality (X_2)

From the results of the regression analysis it was found that there is an effect of the Principal Charismatic Leadership (X_1) on Teacher Personality (X_2) is illustrated by the equation $\ddot{X} = 41{,}291 + 0.749X_1$.

Table 5. Linearity Test Summary and Regression Significance X_2 of X_1

Variance Source	DF	SS	MSS	F	F_{table} 0,05	0,01
Total	126	2401787	-	-		
Regression (a)	1	2386039,06	-			
Regression (b/a)	1	984,26	984,26	8,27**	3,92	6,84
Residual (s)	124	14763,68	119,06			
Deviation from Linearity	50	6093,76	121,88	1,04	1,62	1,98
Error	74	8669,92	117,16			

Note:

    **   : regression very significant (F_{value} =8,27 > F_{table} = 3,92)

    ns   : linier regression (F_{value} = 1,04 < F_{table} = 1,62)

From these results, it was concluded that the correlation between Principal Charismatic Leadership (X_1) and Teacher Personality (X_2) was significant and linear.

Hypothesis testing

The study used regression and correlation formulas. The first, second and third hypotheses were analyzed using simple regression and correlation formulas. After that the next step analyzes the correlation by using Path Analysis. The details of the results of testing each hypothesis are as follows:

Effect of Principal Charismatic Leadership (X_1) on Teacher Work Ethics (X_3)

The strength of the correlation between the Principal Charismatic Leadership and the Teacher's Work Ethics is shown by the calculation of the correlation coefficient from the Product Moment correlation formula (r_{13}), which is equal to 0.183. To find out the correlation coefficient above is significant or not, t test is used, the summary of the results of the correlation test as shown in table 6.

Table 6. Summary of Calculation, Significance of the Correlation Coefficient Principal Charismatic Leadership (X_1) and Teacher Work Ethics (X_3)

Correlation Between	Notation	Correlation Coefficient	Determination Coefficient	t	t_{table} $\alpha = 0,05$
X_1 and X_3	r_{13}	0,183	0,0335	2,074**	1,98

Note :** : Correlation very significant (t (2,074) > t_{table} (1,98))

Influence between Teacher Personality (X_2) and Teacher Work Ethics (X_3)

The strength of the correlation between teacher personality and teacher work ethic is shown by calculating the correlation coefficient from the Product Moment correlation formula (r_{23}), which is 0.240. To find out the correlation coefficient above is significant or not, t test is used. Summary of the results of correlation testing as shown in Table 7.

Table 7. Summary of Significance of Correlation Coefficients between Teacher Personality (X_2) and Teacher Work Ethics (X_3)

Correlation Between	Notation	Correlation Coefficient	Determinant Coefficient	t	t_{table} $\alpha = 0,05$
X_2 and X_3	r_{23}	0,240	0,0576	2,754**	1,98

Note:

** : Correlation very significant (t (2,754) > t_{table} (1,98))

Effect of Principal Charismatic Leadership (X_1) on Teacher Personality (X_2)

The strength of the correlation between Principal Charismatic Leadership and Teacher Personality is indicated by the calculation of the correlation coefficient from the Product Moment correlation formula (r_{12}), which is equal to 0,250. To find out the correlation coefficient above is significant or not, t test is used.

Table 8. Summary of Significance of correlation coefficient between principal charismatic leadership (X_1) and teacher personality (X_2).

Correlation Between	Notation	Correlation Coefficient	Determination Coefficient	t	t_{table} $\alpha = 0,05$
X_1 dan X_2	r_{12}	0,250	0,0625	2,875**	1,98

Note :

** : The correlation is very significant (t (2,875) > t_{table} (1,98))

Path Analysis

Based on the results of the correlation between X_1, X_2 and X_3 above obtained r_{13} = 0.183, r_{23} = 0.696 and r_{12} = 0.250. Path analysis showed, p_{21} = 0.25, p_{31} = 0.128, and p_{32} = 0.208 greater than 0.05 which means the path analysis is significant.
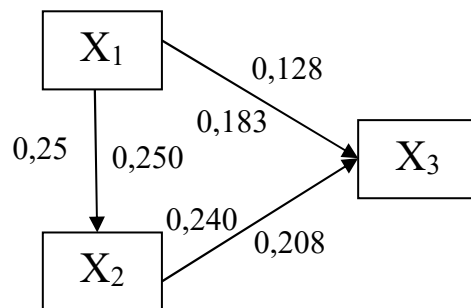
Figure 1.End Result of Path Analysis

FINDINGS AND DISCUSSION

Based on the calculation of the above studies, it was found that there was a direct influence of the principal's charismatic leadership on the work ethic of teachers in the Integrated Islamic Primary School in Cimanggis Sub district, Depok, with a correlation coefficient of 0.183 which means the stronger the charismatic leadership of the principal, the higher the work ethic of the teacher at the Integrated Islamic Primary School in Cimanggis Sub district, Depok. The magnitude of the charismatic leadership contribution of the principal to the teacher's work ethic is shown by the coefficient of

determination (R^2) of 0.0335, which means the charismatic leadership of the principal gives a relative contribution of 3.35% to the teacher's work ethic.

Thus, the charismatic leadership of principals significantly contributes to the work ethic of teachers in the Integrated Islamic Primary School in the sub-districts of Cimanggis Depok. In the school organization system, the principal is the leader for other school communities both teachers, employees and students. As a leader, the behavior of the principal affects the behavior of other school communities. Positive behavior from the principal encourages teachers and employees to provide positive behaviors in achieving educational goals. On the contrary, the negative behavior of the principal is the beginning of the failure of the education at the school. Therefore, leadership management is very influential on the development of the quality of good and bad school. As a leader who has influence, the principal tries to make advice, suggestions and if necessary the orders are followed by teachers. Thus he can make changes in the way of thinking, attitude and behavior he leads. With its strengths, namely the excess knowledge and experience, it helps teachers develop into professional teachers who have a high work ethic.

Based on the above statistical analyses, the study indicates that there is a direct influence of the teacher's personality on the work ethic of teachers in the Integrated Islamic Primary School in Cimanggis Depok District, with a correlation coefficient of 0.240 which means the stronger the charismatic leadership of the principal, the higher the work ethic of teachers in Islamic Primary Schools Integrated in Cimanggis District, Depok. The magnitude of the teacher's personality contribution to the teacher's work ethic is shown by the coefficient of determination (R^2) of 0.0576 which means that the teacher's personality contributes 5.76% to the teacher's work ethic.

Thus, the teacher's personality significantly contributes to the work ethic of teachers in the Integrated Islamic Primary School in the sub-districts in Cimanggis Depok. Teacher personality is needed in an effort to improve the work ethic of teachers. For this reason, it is necessary to make an effort so that the teacher's personality (attitude and behavior) changes as expected. Efforts to improve the teacher's personality begin within the teacher himself, for example; studying, practicing the religious teachings he adheres to and showing mutual respect among religious people. Implementing the values of Pancasila, reviewing and practicing attitudes are qualities that must be possessed by a teacher such as being patient, democratic, respecting the opinions of others, polite and responsive to renewal. However, the principal can also help the teacher shape the

teacher's personality as expected. Efforts to improve the personality of the teacher by providing guidance for teachers, both related to the formation of teacher character and teacher professional skills. The formation of the personality of teachers and work professionals result in increasing the work ethic of teachers in schools.

CONCLUSION

The study concludes among others (a) there is a direct influence of the principal's charismatic leadership on the work ethic of teachers in Integrated Islamic Primary Schools in Cimanggis Depok District, with a correlation coefficient of 0.183 which means the stronger the charismatic leadership of the principal, the higher the work ethic of teachers in Integrated Islamic Primary School in Cimanggis Depok Sub district, (b) there is a direct influence of the teacher's personality on the work ethic of teachers in the Integrated Islamic Primary School in Cimanggis Sub district, Depok, with a correlation coefficient of 0.240 which means the stronger the charismatic leadership of the principal, the higher the work ethic teacher at the Integrated Islamic Primary School in Cimanggis District, Depok.

The principal with his influence will bring his own energy to the formation of the teacher's personality. Efforts to improve the teacher's personality are suggested to always be pursued by school management, to improve school human resources, quality of school services and the work ethic of teachers.

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Article

THE EFFECT OF MANAGERIAL EFFECTIVENESS AND WORK ETHICS ON THE PERFORMANCE OF MADRASAH IBTIDAIYAH TEACHERS IN CIPUTAT SUB-DISTRICT, TANGERANG SELATAN CITY

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ABSTRACT

Performance is the result of work and the progress that has been made by someone in their field of work. In achieving good result it needs to be supported by managerial effectiveness and a good work ethic between each person has an influence in improving teacher performance Elementary Islamic School at Ciputat, Tangerang City. The population in this study amounted to 220 teachers, taking research samples using sample random sampling techniques using Slovin formula so that there were 142 teachers. Data is empirical data obtained from questionnaires that have been tested for validity and reliability. The collected data was anakyzed by descriptive analysis, then the hypothesis used path analysis.The results of the study show that there is a Principal Management Effectiveness that has a positive direct on performance. Work Ethics has a positive direct effect on performance. Principal Management Effectiveness has a positive direct effect on the Work Ethic. The research implications are to improve the managerial effectiveness of principals and a good work ethic in achieving good performance.

Keywords: Managerial Effectiveness; Work Ethics; and Performance.

ABSTRAK

Kinerja merupakan hasil kerja dan kemajuan yang telah dicapai seseorang dalam bidang pekerjaannya. Untuk mencapai hasil yang baik perlu didukung dengan efektivitas manajerial dan etos kerja yang baik antar masing-masing orang memiliki pengaruh dalam meningkatkan kinerja guru di SD Negeri Ciputat Kota Tangerang. Populasi dalam penelitian ini berjumlah 220 guru, pengambilan sampel penelitian menggunakan teknik sample random sampling dengan menggunakan rumus Slovin sehingga berjumlah 142 guru. Data tersebut merupakan

data empiris yang diperoleh dari kuesioner yang telah diuji validitas dan reliabilitasnya. Data yang terkumpul dianalisis dengan analisis deskriptif, kemudian hipotesis menggunakan analisis jalur. Hasil penelitian menunjukkan bahwa terdapat Efektivitas Manajemen Kepala Sekolah yang berpengaruh langsung positif terhadap kinerja. Etika Kerja berpengaruh langsung positif terhadap kinerja. Efektivitas Manajemen Kepala Sekolah berpengaruh langsung positif terhadap Etika Kerja. Implikasi penelitian adalah untuk meningkatkan efektivitas manajerial kepala sekolah dan etika kerja yang baik dalam mencapai kinerja yang baik.

Keywords: Managerial Effectiveness; Work Ethics; and Performance.

INTRODUCTION

Education is an effort that is deliberately made to develop the potential of students through learning activities so that there is a change in a positive direction for these students. School is one of the education units that carry out formal education. The education process can run well if the components in the school are used as much as possible. The school components include the principal, teachers, staff, curriculum, infrastructure and other components that can support the learning process. One important component in school is the teacher. Because teachers are human resources who are at the forefront of the interaction and teaching and learning process. Teacher performance is the dominant factor in determining the quality of learning. In an effort to improve teacher performance, the initiative of the principal (supervisor) is very much needed and does not come from the teacher as someone who feels the need to be fostered. So in this case, there are three main aspects that have an important role in efforts to improve teacher performance. The three aspects are coaching, motivation and training.

It is suspected that these three aspects have not been fully implemented properly so that they have an influence on the performance of teachers in Madrasah Ibtidaiyah, Ciputat District, South Tangerang City. With regard to teacher performance, the managerial duties that must be carried out by the principal to improve and improve teacher performance are responsible for planning, organizing (organizing), implementing (actualing), leading (leading), and relying on (controlling) all activities school and utilize all the resources (human and material) available in the school to achieve educational goals. Lack of teacher performance has an impact on the small number of innovations made by teachers in implementing learning. To demonstrate the quality of teaching professional teachers, teachers are required not only to be able to teach well but also to be able to produce various scientific activities such as papers, create modules and create creative and innovative learning methods.

Another factor that affects teacher performance is work ethic. Work ethic is a fundamental attitude towards self that forms positive work behavior rooted in mental awareness, fundamental beliefs, accompanied by total commitment to an integral work paradigm. In a work environment, work ethic greatly influences the performance of the teacher itself because work ethic is an attitude that arises of one's own will and awareness which is based on a cultural value orientation system towards work. Work ethic has a cultural basis and values, which of these cultural values form the work ethic of each individual which is able to influence the performance of the individual himself. Teachers in carrying out teaching and learning activities interact with students and do not appear suddenly, but there has been a process of forming a mindset that is inherent in their thinking patterns, life patterns, and ways of acting so that the goals of the National Education system can be realized. This professional responsibility is basically in the form of moral responsibility in relation to the work ethic in serving the community, and advancing democracy through equitable education for every young generation.

Performance is the result of work and progress that a person has achieved in his / her field of work. Performance means the same as work performance or in English it is called performance. Performance is always a sign of the success of an organization and the people in that organization.

Performance is the key that must function effectively for the organization as a whole to be successful. Armstrong explained that performance is the limit of the results of achieving a number of goals and the process of achieving these goals. The performance dimension in question is process-oriented performance and work results. Armstrong stated "Performance means both behavior and result. Behaviors emanate from the performer and transform performance from abstraction to action. Not just the instruments of results, behaviors are also outcomes in their own right-the product of mental and physical effort applied to task-and can be judge apart from result "(Amstrong & Stephen, 2014).

In Colquitt's view, performance is a set of values from employee behavior that requires a contribution, both positive and negative, to the fulfillment of organizational goals. Colquitt said, "As the value of the set of employee behaviors to contribute, either positively or negatively, to organizational goal accomplishment. This definition of job performance includes behaviors that are within the control of employees, but is places boundary on which behaviors are (and are not) relevant to job performances (Colquitt et al., 2015) ". The performance dimension includes behavior that is under the employee's control, but is limited to behaviors that are relevant to job performance. Colquitt's definition of performance focuses on performance behavior (duties and responsibilities) which is the core of the job.

Robbins and Timothi A. Judge discussed that there are three main types of behavior that shape performance, namely: (a) Task performance. Performing the duties and responsibilities that contribute to the production of a good or service to administrative tasks. This includes most of the tasks in conventional job description. (b) Citizenship. Action that contribute to the psychological environment of the organization, such as helping others whwn not required, supporting organizational objectives, treating works with respect, making constructive suggestions, and saying positive things about the workplace. (3) Couterproductivity. Actions that actively damage the organizational. These behaviors include stealing, damaging company property, behaving aggressively toward co-workers, and avoidable absences (Tebai, 2018).

Task performance includes the behavior of employees who are directly involved in the transformation of organizational resources into good production or service, among others; duties and responsibilities which are a core part of the job. Citizenship behavior is identified as the activity of employees who voluntarily contribute to the organization by improving the overall quality of the setting in which work takes place. For example; help colleagues who have a heavy workload, courtesy, and spontaneity by maintaining a good attitude with colleagues. Counterproductive behavior is employee behavior that intentionally hinders the achievement of organizational goals. For example: sabotage, theft and waste of resources.

Suwarto revealed that the performance system usually includes behavior (what employees do) and results (results from employee behavior). The performance dimension does not include the outcome of the behavior, but the behavior itself. So performance is about behavior or what employees do, not what is produced or what is the result of their work (Suwarto, 2014). This describes two characteristics of behavior as evaluative and multimediasocial performance. Nawawi said that performance is the quality and quantity of the achievement of tasks carried out by individuals, groups, organizations. Quality refers to the workload / target. The performance of the quality of neatness and service excellence that has been implemented (Putra & Yunita, 2014).

From some of the concepts above, it can be synthesized that performance is the behavior of an employee in carrying out his duties according to the responsibilities given to him to achieve organizational goals, with indicators: responsibility for tasks, timeliness in completing work tasks, interpersonal relationships, loyalty to the organization

Koentjaraningrat revealed that work ethic is a distinctive characteristic of working that is owned by a community group or person. This distinctive character in anthropology is called ethos (Koentjaraningrat, 2009). A character or character that describes the whole person of the person. If it is reduced again in the scope of work, this ethos is often used to describe the attitude, personality, character, morals, behavior and ethics of a person in carrying out work.

Sinamo stated that work ethic is a set of positive work behaviors that are rooted in strong cooperation, fundamental beliefs, accompanied by total commitment to an integral work paradigm (Bawelle et al, 2016). Work ethic is the totality of his personality and the way he expresses, views, believes, and gives meaning to something that encourages him to act and achieve optimal charity. Meanwhile, Chaplin states that: work ethic is the character or character of a certain national or racial group (Suriansyah, 2015). That is, the work ethic in a company will not just appear, but must be pursued in earnest through a controlled process by involving all human resources in a set of systems and supporting tools that exist in the company. By creating the same character and character among human resources, it will ensure the implementation of management functions properly in order to achieve organizational goals.

Furthermore, Sinamo defines work ethic as a set of positive work behaviors rooted in strong awareness, fundamental beliefs, accompanied by a total commitment to an integral work paradigm (Bawelle et al., 2016).

While Ndraha, work ethic includes work productivity and work quality. As a cultural dimension, the present work ethic can be measured as high or low, strong (hard) or weak (Suriansyah, 2015). Work ethic as a work culture means as; behavior when working, and skills (means, tools and work environment). If those views and attitudes see work as something noble for human existence, then the work ethic will be high. Conversely, if work is seen as something meaningless for human life, what if there is absolutely no view and attitude towards work, then the work ethic is automatically low.

Based on some of the above theories, it can be synthesized that work ethic is the basic attitude possessed by individuals or groups that are applied in working to achieve goals based on the values and norms that are adopted and influenced by the perspective of work by carrying out work with inditators: full of responsibility, respect for time, never give up, build communication relationships, reliable.

Effectiveness in general can be interpreted as a measure of the success of a goal. In general, the theory of effectiveness is goal-oriented. According to James L. Gibson "the goal approach to defining and evaluating effectiveness is the oldest and most widely used evaluation approach" (Gibson et al., 2012). The objective approach to defining and evaluating effectiveness is the oldest and most widely used approach. Furthermore, the objective approach describes the fulfillment of goals, rationality, and achievements. Meanwhile, according to Stephen P. Robbins, Mary Coulter states that "effectiveness is often descrbed as" doing the right things ", that is, doing those the work activities that will result in achieving goals "(Purwana, 2015). Effectiveness is often described as doing the right thing, namely, doing work activities that will have an impact on achieving goals. Organizational effectiveness is a series of individual activities in an organization that are properly organized so as to be able to achieve goals such as productivity, efficiency or seriousness at work and individual awareness to excel at work.

Furthermore, Lauire J. Mullins explains the managerial effectiveness "managerial effectiveness is concerned with doing the right things and relates to the output of the job and what the manager actually achieves" (Laurie J Mullins, 2013). Managerial effectiveness is concerned with doing the right thing and is related to the output of the job and what the manager actually achieves.

Reddin's opinion states managerial effectiveness as "managerial effectiveness is nothing more than the output, and it is dependent upon the output with regards to one's position in the organization" (Laurie J Mullins, 2013). Managerial effectiveness is nothing more than output, and it depends on the

output with regard to one's position in the organization. Managers are judged not only on their own performance, but also on the results achieved by their subordinates. Manager effectiveness can be assessed based on factors such as; the motivational and moral strength of staff, the success of their training and development, the achievement of an organizational environment in which staff work willingly and effectively.

Meanwhile, Broide and Bennett explain managerial effectiveness as "results and consequences, bringing about effects, in relation to purpose, and giving validity to particular activities" (Waang, 2013). Managerial effectiveness is defined as results and consequences, effects in relation to objectives and provides validity for specific activities. Managerial effectiveness is a measure of the success or failure of achieving organizational goals.

Meanwhile, Yulk argued that "Effective managers had a strong efficiency orientation, which included high achievement motivation, high inner work standards, and a concern for task objectives, had a strong socialized power symbols, assertive behavior, attempts to influence others, and concern about the reputation. of the organization's products and abilities, and by behavior such as taking decisive action rather than hesitating or vacillating, and making proposals in a firm, unhesitating manner, with appropriate poise, bearing, and gestures, demonstated a strong belief in self-effiecacy and internal locus of control, as evidenced by behavior such as initiating action (rather than waiting for things to happen), taking steps to circumvent obstacles, seeking information from a variety of sources, and perceiving responsibility for success of failure "(Yulk, 2010). A managerial leader is the spirit that is the center of the movement of the organization to achieve predetermined goals. Because the managerial role in managing, directing and evaluating the success of an organizational program is very important. Within the scope of the madrasah, the head of the madrasah acts as a leader. The success or failure of education and teaching in schools is strongly influenced by managerial skills for each level of the organization including conceptual, social, and operational skills with different compositions.

Based on some of the above theories, it can be synthesized that managerial effectiveness is the provision of the use of resources in carrying out management functions to achieve organizational goals with indicators: success in achieving goals, provision in resource utilization, effectiveness in coordination, provisions in supervision.

METHOD

This research was conducted at Madrasah Ibtidaiyah in Ciputat District, South Tangerang City. This study uses a survey method with path analysis techniques. The sampling technique used was Simple Random Sampling, namely simple random sampling. Using this technique, it obtained 142 samples from an affordable population of 220.

FINDINGS AND DISCUSSION

The results of testing the first hypothesis indicate that there is a direct effect of Managerial Effectiveness on Teacher Performance as indicated by the linear regression equation $X3 = 60.759+ 0.522X1$. This equation provides information that the average addition of one score for the principal's managerial skills will be followed by an increase of 0.522 in the teacher performance level score. This means that if the managerial ability of a principal can be controlled and stable, then the teacher's performance will increase even though it does not increase significantly. The stability of the managerial process is seen from how to manage the school. School is an organization, so it is necessary to carry out management / management activities so that the resources in it can be used effectively and

efficiently so that they can achieve predetermined goals. The principal as a manager is in charge of managing school resources, which include managing educators, students, finance, curriculum, public relations, facilities, and other components, so that they can be utilized as much as possible, so that they can be directed towards achieving school goals effectively and efficiently. In connection with this opinion, Indriyo Gitosudarmo (p. 9, 2001) argues that management is an activity to use or manage production factors, both human, capital / funds, as well as machines / tools / equipment effectively and efficiently. The regression coefficient of the managerial ability variable (b1) = 0.522 means that each increase of one unit of managerial ability will increase teacher performance by 0.522. This means that if the managerial ability of a school principal can improve, the teacher's performance will also increase significantly. Increasing managerial abilities can be seen from how a leader makes himself a mentor and coach. The principal as a supervisor must be able to provide effective guidance and coaching for all teachers / staff and students, 85 both formally and informally in order to achieve high performance. This opinion was emphasized by Arikunto (pp. 13-14, 2006) who argued that supervision has 3 functions, namely as an improvement in the quality of learning, as a driving force for changes in the elements that affect the improvement of the quality of learning, and functions as an activity to lead and guide for headmaster. The price of the correlation coefficient (r13) is 0.621; while the path coefficient (p31) is 0.425> 0.05, which means that managerial effectiveness has a direct effect on teacher performance. In this case, the principal as the highest leader is very influential in determining the progress of the school. One of them must have administrative skills, have high commitment and be flexible in carrying out their duties. Effective managerial school principals must be able to strive to improve teacher performance through educational staff capacity building programs. Therefore the principal must have the personality or character of the principal must be able to pay attention to the needs and feelings of the people who work so that teacher performance is always maintained. The principal is required to have good human resource management to achieve the goals he has planned. Human resource management is very influential on performance results because of the overall resources available in the organization, human resources are the most important and very decisive. Human resources are the only resources that have reason, feelings, desires, abilities, skills, knowledge, encouragement, power and work. The only 86 resources with ratio, taste and desire. All of these human resource potentials greatly influence the organization's efforts to achieve its goals. No matter how advanced technology, development of information, availability of capital and adequate materials, without human resources it will be difficult for the organization to achieve its goals. No matter how good the formulation of organizational goals and plans is, it seems like it will be in vain if the elements of human resources are not considered, especially if it is neglected.

In proving the second hypothesis, it turns out that there is a significant direct effect of work ethic on teacher performance, with a correlation coefficient of r23 = 0.620 and a path coefficient of p32 = 0.316. Thus it can be interpreted that the higher the work ethic affects the performance of the right teacher. Conversely, the lower work ethic affects teacher performance that is less precise.

In working every teacher is required professionalism. Including teachers at Madrasah Ibtidaiyah in Ciputat District, South Tangerang City. Improving the work ethic of teachers is always faced with problems related to personal and social qualities, so that if the personal and social qualities of teachers can be improved, the increase in teacher performance will indirectly increase as well. Based on the results of the analysis previously described, the work ethic of Madrasah Ibtidaiyah teachers in Ciputat District, South Tangerang City shows a positive and significant effect on improving teacher performance. The results of the data analysis conducted show that the dimension of work as a gift is the most dominant proportion, whereas the work dimension is that service is the lowest proportion, this can be used as a reference that teachers generally realize that work is a gift to be grateful for and that every

job given must be done seriously. For teachers at Madrasah Ibtidaiyah in Ciputat District, South Tangerang City, working sincerely and sincerely will certainly help them complete their work well, so that they are not only beneficial to others but also valuable in God's eyes. Harkam (2012) states that work ethic has a positive and significant effect on teacher performance. The concept of being a professional teacher is also a discourse in improving work ethic, where as a teacher is required to work hard and earnestly.

In proving the third hypothesis, it turns out that there is a direct and significant effect of principal managerial effectiveness on work ethic, with a correlation coefficient of $r_{12} = 0.516$ and a path coefficient of $p_{21} = 0.516$. Thus it can be interpreted that the more precise the managerial effectiveness of the principal has an effect on the increase in work ethic. Conversely, the more inaccurate the managerial effectiveness of the principal has an effect on the decline in work ethic.

Basically, ethos is about ethics, work ethic is the response made by a person, group, or society to life in accordance with their respective beliefs. Every belief has a value system and every person who accepts a certain belief tries to act according to his belief. The response or action that arises from the belief that is received becomes a habit or character in a person or group or society. With other individualized organizations, work ethic is a product of a belief system accepted by a person or group or society. Ethos contains a very strong spirit to do what is ideally better and even strive to achieve the perfect quality of work as possible. Practically, work ethic is a boundary of motivation, inspiration and work enthusiasm. Work ethic is formed when there is a willingness to work and care for work, this grows through sincerity which in a chain will create attention, discipline, empathetic response, understanding and work appreciation. Sincerity at work will make you happy, enjoy work, behave positively, be grateful, give deep value and meaning to work. A job will last or last and be happy if it is not always oriented to benefits or benefits, but also socially oriented, good, otherworldly, and enhances human dignity. The working person must have good ethics and attitudes in carrying out the job, and must have the motivation and drive and enthusiasm to carry out his job and respect the work. Someone who carries out his work ethic well, then the resulting work will run with what he wants maximally. Work ethic is also an attitude that arises of one's own will and awareness which is based on a cultural value orientation system towards work. Sinamo (p. 2, 2005) states that work ethic can be defined as the concept of work or work paradigm that is believed by a person or group of people to be good and true which is manifested through typical work behavior. The relationship between the principal managerial skills and the work ethic of the master is that the principal managerial skills are the abilities possessed in managing educational institutions or schools, the skills in question are conceptual skills, human relations skills, and technical skills. These skills must support each other in achieving school goals, meanwhile the work ethic or morale is high, because what the teacher does is highly appreciated by the principal.

CONCLUSIONS

Based on the results of the analysis that has been carried out, the findings in this study are as follows: First, the principal managerial effectiveness has a positive direct effect on teacher performance. This means that the better the level of managerial effectiveness of the principal, the better the performance of Madrasah Ibtidaiyah teachers in Ciputat District, South Tangerang City. Second, work ethic has a positive direct effect on teacher performance. That is, a high work ethic has a good effect on the performance of Madrasah Ibtidaiyah teachers in Ciputat District, South Tangerang City. Third, the managerial effectiveness of madrasah principals has a positive direct effect on work ethic. This means

that the better the level of managerial effectiveness of the head of madrasah will affect the work ethic of Madrasah Ibtidaiyah teachers in Ciputat District, South Tangerang City..

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THE INVESTIGATION OF SITUATIONAL LEADERSHIP, AND WORK MOTIVATION ON KINDERGARDEN TEACHER PERFORMANCE

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ABSTRACT

The purpose of this study was to investigate the influence of the principal's situational leadership on teacher performance; the influence of work motivation on teacher performance; and the influence of the principal's situational leadership on work motivation. The research employed a causal survey research and path analysis technique. The sample of 103 kindergarten teachers of Tanggerang regency was taken by using proportional random sampling. The results have shown that 1) Path coefficient value of the principal's situational leadership and the teacher performance is 0.440 with the probability significance value $\rho_{x3x1} = 0.000$. It means that the principal's situational leadership has a significant effect on teacher performance. 2) Path coefficient value of work motivation and the teacher Performance is 0.166 with the probability significance value $\rho x3x1 = 0.005$. It indicates that work motivation has a significant effect on teacher performance. 3) Path coefficient value of situational leadership and teacher work motivation is 0,598 with probability significance value $\rho x3x1 = 0.000$. It implies that the principal's situational leadership has a significant effect on work motivation. Based on the research findings, it can be inferred that leadership style has a major role to develop work motivation and performance that have a positive impact on the quality of individuals in an organization

Keywords: Situational Leadership; Work Motivation; Teacher Performance; school principal

ABSTRAK

Penelitian ini bertujuan untuk meneliti pengaruh langsung kepemimpinan situasional kepala sekolah terhadap kinerja guru; pengaruh langsung motivasi kerja terhadap kinerja guru; dan pengaruh langsung kepemimpinan situasional kepala sekolah terhadap motivasi kerja guru. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan metode penelitian survey kausal dan teknik analisis jalur. Sampel penelitian berjumlah 103 guru Taman Kanak-Kanak yang ada di Kabupaten Tangerang yang diambil secara acak. Hasil penelitian menunjukkan bahwa: 1) Nilai koefisien jalur variabel kepemimpinan situasional kepala sekolah dengan variabel kinerja guru adalah 0,440 dengan nilai probabilitas signifikansi $\rho_{x3x1} = 0,000$. Hal ini menunjukkan kepemimpinan situasional kepala sekolah berpengaruh signifikan terhadap kinerja guru. 2). Nilai koefisien jalur variabel motivasi kerja dengan variabel kinerja guru adalah 0,166 dengan nilai probabilitas signifikansi $\rho_{x3x1} = 0,005$. Hal ini menunjukkan motivasi kerja berpengaruh signifikan terhadap kinerja guru. 3). Nilai koefisien jalur variabel kepemimpinan situasional kepala sekolah (X_1) dengan variabel motivasi kerja guru (X_2) adalah 0,598 dengan nilai probabilitas signifikansi $\rho_{x3x1} = 0,000$. Hal ini menunjukkan kepemimpinan situasional kepala sekolah berpengaruh signifikan terhadap motivasi kerja. Dari hasil penelitian ini menyimpulkan bahwa gaya kepemimpinan mempunyai peran penting dalam meningkatkan motivasi kerja dan kinerja yang berdampak pada kualitas individu dalam sebuah organisasi.

INTRODUCTION

Schools as educational providers, consist of various elements of resources that must be managed and utilized properly in achieving the vision and mission of the school. Related to that, the role of teachers is one component that occupies a central position and is very strategic in the education system. Teachers are the dominant factors in relation to improving the quality of education, because teachers are an integral part of the education system. Overall the teacher is directly involved in the teaching and learning process, including playing a direct role in teaching and educating. Thus, the teacher's component determines the implementation of quality education. From teachers who are competent, professional and have a good personality, teaching and learning activities can take place smoothly and with quality.

From the description above it can be understood, that the effectiveness of teacher performance is the key that must be worked on. Teacher performance is the work of teachers who are reflected in designing teaching programs or preparing teaching plans, implementing teaching interpersonal relations, and in evaluating learning outcomes. The quality of teacher performance can be viewed in terms of process and results. From the aspect of the teacher process it is said to be successful if it is able to involve most of the students actively, physically, mentally, or socially in the learning process. Teacher performance is the most important part in improving the quality of education; therefore assessment of work together is something that needs to be paid attention seriously, especially by principals and supervisors.

Many factors influence the teacher's performance in carrying out his professional duties. Among these factors are work motivation, job satisfaction, leadership, school climate and other factors in order that the teachers encourage doing the performance as well as possible. Likewise, those that affect teacher performance include factors, meaningful leadership ability to motivate the performance of subordinates. A school principal as an education leader faces responsibility for improving the performance of the teacher he leads. For that, he must have adequate preparation, both mentally and psychologically in carrying out his duties, especially in dealing with the problems and challenges he faces. Principal leadership needs to provide comfort for teachers and students in their schools. The success of school organizations depends on the leadership role of the school principal. Kelley, Thornton, and Daugherty (2005) emphasized that leadership education may be likely the one of the most essential single determinant of an effective learning environment. The leadership style that is applied by the principal will be very influential in determining the direction and policies of education. For this purpose, principals must be able to mobilize and empower all potential in the organization, related to carrying out various programs, processes, evaluations, curriculum development, learning in schools, extracurricular activities, processing of teaching staff, facilities and infrastructure, service to students

and parents, relationships to the community to the creation of a conducive, safe, comfortable and orderly school climate in the learning process.

Fullan (2002) points out that "Only principals who are equipped to handle a complex, rapidly changing environment can implement the reforms that lead to sustained improvement in student achievement". It is indeed true that principals must deal with the various levels of skills and abilities of their faculty and a continuity of divergent situations within today's complex school environment. The principal does not only play a role in supervising and motivating teachers. The role of the principal does not only supervise the teacher by assessing his performance, but he also plays a role in moving the teacher to do the work voluntarily. Here the role of the Principal in the lead needs to be tested including work motivation that must be based on sensitivity and good consideration for human relations and the completion of tasks. According to Hidayat and Machali (2010, p. 82), formulating leadership is the ability to move, influence, motivate, invite, direct, advise, foster, guide, train in ordering, governing, prohibiting and even punishing all organizational resources to achieve goals desired effectively and efficiently. Sulistiyani (2008) defines leadership as a person's work on how to direct (direct) others.

From this opinion, leadership is the ability of a leader to influence and move others to work together to achieve a group goal. Leadership is also the ability to obtain consensus of organizational members in carrying out management tasks so that organizational goals are achieved. Thus, the essence of leadership consists of: (1) influencing others to do something, (2) getting consensus or a job, (3) achieve management objectives, and (4) related to the purpose of obtaining mutual benefits.

One type of leadership is situational leadership. This situational leadership emphasizes the personal characteristics of leaders and situations, expresses and tries to measure or estimate this person, and helps leaders with useful behavioral guidelines based on a combination of personality possibilities and situational (Wahjosumidjo, 2011). This situational leadership focuses on the commitment and capacity of organizational members. The increasing commitment and capacity of members is considered to produce greater effort and productivity and will be the outcome expected by an organization. In addition to the principal's situational leadership, the teacher's performance is also influenced by motivation in the teacher. Many factors influence human motivation in working, among others, that humans have a set of needs, ranging from the highest needs, self-actualization. One of the factors that influence work motivation is one of leadership. Thus, it can be emphasized that leadership can be interpreted as the ability to motivate subordinates.

Work motivation as an aspect in achieving quality education goals is very necessary in teaching and learning activities. Motivation is a driver that can convert energy in the teacher into the form of a real activity to achieve certain goals in learning. Teachers who do not have motivation in working cannot do their jobs well Thus, it can be concluded that the low motivation of the teacher's work will have an impact on the low performance of teacher performance which can have implications for the low student learning outcomes. Under these circumstances, the aim of this study was to

investigate the effect of the principal's situational leadership and work motivation on the performance of Kindergarten teachers in Tangerang Regency.

METHOD

This is a quantitative research using a causal survey research method with path analysis technique. Survey research is research that takes a sample of a population using a questionnaire as the main data collection tool. Survey research is research that takes samples from a population by using questionnaires as the main data collection tool (Singarimbun and Effendi, 2010). The sample in this study was 103 kindergarten teachers taken randomly. The variables in the study consisted of the effectiveness of the principal's situational leadership as a variable (X_1), motivation teacher achievement as a variable (X_2), and teacher competency as a variable (X_3).

The research design is as follows:
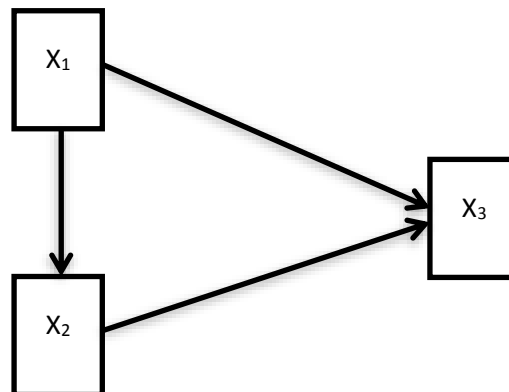
Figure 1. Research Design

Note:

X_1: Situational leadership
X_2: Work motivation
X_3: Teacher performance

RESULT AND DISCUSSION

The results of the study show the statistical values of each variable and the level of the relationship between variables as following description: The results of the study are described as follows:

The effect of the principal's situational leadership on teacher performance

Leadership is a person's ability to move subordinates so they want to work voluntarily to achieve goals. Whereas what is meant by situational leadership of a school principal is the ability of a principal to influence the behavior of others to think and behave in the framework of formulating and achieving organizational goals in certain situations. The situational approach in this leadership holds that the effectiveness of leadership depends on the compatibility between personal, task, power, attitude and perception. Managerial applications are supportive style, directive style, participatory style, and achievement-oriented style. The principal as a formal leader in the education environment at school

should have a broad view and future insight to carry out the school's vision and mission. Therefore, the Principal is required to develop managerial skills and knowledge and can apply his situational leadership in contributing teacher performance.

Teacher performance can be interpreted as achievement achieved by the teacher after carrying out his duties as a teacher. Teacher performance is closely related to the success of organizational goals (educational success) where the teacher is the main actor. Therefore, teachers are required to always improve their performance. Teacher performance can be seen from the results or achievements of the teacher in carrying out his profession as an educator especially in his duties as a teacher. Optimal teacher performance will be achieved, if there is support from the optimal Principal leadership. In this case, situational leadership can help optimize teacher performance, because the Principal is required to work well with the teacher.

Based on the results of the t test analysis, it shows the t_{value} is 5.488. This t_{value} is then compared with the t_{table} value with df = 101. It obtained the value of 1.984. It turns out that t_{value} is greater than t_{table} (5,488> 1,984). Likewise with a significance level (p-value), it is known that the significance probability value (Sig.) = 0,000. This means that the value of Sig $< \alpha$ value (0,000 <0,05), it can be concluded that H_0 is rejected and H_1 is accepted. Based on the analysis of the correlation coefficient (r_{xy}) between the principal's situational leadership (X_1) and the teacher's performance (X_3), it obtained the value of 0.479 with Sig. (2-tailed) of 0,000. This means the value of Sig. (0,000) $< \alpha$ (0.05) with coefficient value of 0.479. Thus it can be concluded that between situational leadership principals and teacher performance has a significant relationship with the moderate / sufficient category.

The results of this study are in accordance with the opinions expressed by Mulyasa in Barnawi and Arifin (2012), which states that the style of leadership influences employee performance to increase work productivity so as to achieve goals. By using the telling, selling, participating, and delegating approaches, teachers will carry out their teaching tasks well. In addition, this is in accordance with the opinion of Yamin and Maisah (2010), the determinants of the success of a leader include leadership techniques, namely how a leader is able to create a situation that causes the person he leads arises awareness to carry out what is desired by a leader. Leadership style, directly or indirectly has a positive influence on teacher improvement. Situational leadership style is considered by management experts as a style that is very suitable to be applied at this time. While for subordinates who belong to the level of maturity, namely subordinates who are incapable but willing, then this style of leadership is still directive, because it is less capable, it also provides supportive behavior.

The effect of work motivation on teacher performance

Motivation that is owned by a person can be used as a reference in carrying out activities to achieve goals. Motivation is an encouragement from both inside and outside of a person to carry out a series of efforts to meet the needs and achieve the desired goals. As an encouragement, motivation will provide a good stimulus to someone to fulfill their needs so that the goals that have been aspired can be

achieved. One of the forms of motivation is the desire to achieve. Achievement needs are motives that can be distinguished in contrast to other needs. A person who is considered to have motivation, he will do a series of efforts in order to outperform the others. The connection in the field of education, motivation can also be used as a reference for teachers to improve the quality of performance. Not just teaching alone, the desire to direct behavior on efforts to achieve certain achievements based on perfection in a person also needs to be owned by a teacher.

Based on the results of the t-test analysis, it shows the value of t $_{value}$ of 3.506. This t $_{value}$ is then compared with the value of t table with df 101 obtained by the value of 1.984. after comparing it turns out that t count is greater than t $_{table}$ (3,506> 1,984). Likewise with a significance level (p-value), it is known that the significance probability value (Sig.) = 0.001. This means that the value of Sig $<\alpha$ value (0.001 <0.05), it can be concluded that H_0 is rejected and H_2 is accepted. It indicated that work motivation had a significant effect on the performance of Kindergarten teachers in Tangerang Regency. The correlation coefficient (r_{xy}) between work motivation (X_2) and teacher performance (X_3) obtained a value of 0.329 with Sig. (2-tailed) of 0.029. This means the value of Sig. (0.001) $<\alpha$ (0.05). Thus it can be concluded that the work motivation with teacher performance has a relationship with the weak category.

The result of the study is in accordance with Usman's opinion that work motivation is the desire or need underlying someone so that it is motivated to work (2009). Things that affect a person's work performance need to fulfill the two basic requirements first, namely (1) having the ability to achieve and (2) having the will to achieve (Rivai and Murni, 2009). While Simamora said that employee motivation to work, develop personal abilities, and improve abilities in the future is influenced by feedback on past performance and development (2000, p. 415).

The effect of principal's situational leadership (X_1) on work motivation (X_2)

A teacher in doing his job well is often determined by an assessment of his performance. Assessment is not only done to help oversee organizational resources but also to measure the level of efficiency in the use of existing resources and identify things that need improvement. On the other hand, the Principal as a leader in formal education needs to have insight into the future. Basically the principal performs the following three functions, namely: helping teachers understand, choose, and formulate educational goals to be achieved, mobilizing teachers, employees, students, and community members to succeed education programs in schools, creating schools as a harmonious, healthy, dynamic, comfortable work environment so that all members can work with full productivity and obtain high job satisfaction. To instill the role of the school principal must show an exemplary attitude, this is what will color the leadership, including the guidance made by the headmaster of the teachers in the school. In its function as a driving force for teachers, principals must be able to move teachers so that their performance increases because the teacher is the spearhead for realizing quality human beings. The teacher will work optimally if supported by several factors including work motivation. The teacher becomes an educator because of the motivation to educate. If you do not have motivation, then he will

not succeed in educating or if he is forced to teach and he does not have the will that comes from within the teacher. Motivation is one's potential force, which can be developed by himself, or developed by a number of external forces that are essentially around monetary rewards, and non-monetary rewards, which can affect the results of his performance positively or negatively. Teachers have potential energy reserves, how they will be released or used depending on the strength of the drive.

Based on the results of the t $_{test}$ analysis, it shows the t $_{value}$ of 7.502. This t $_{value}$ is then compared with the value of t $_{table}$ at a significant level with df 102 obtained a value of 1.984. After comparing it turns out that t $_{value}$ is greater than t $_{table}$ (7,502> 1,984). Likewise with a significance level (p-value), in the table above it is known that the significance probability value (Sig.) = 0.02. This means that the value of Sig <α value (0.02 <0.05), it can be concluded that H_0 is rejected and H_3 is accepted. So it can be concluded that the situational leadership of school principals has a significant effect on Kindergarten work motivation in Tangerang Regency. Correlation coefficient (r_{xy}) between the principal's situational leadership (X_1) and work motivation (X_3) obtained a value of 0.598 with Sig. (2-tailed) of 0.019. This means the value of Sig. (0,000) <α (0.05). Coefficient value 0 is in the category of moderate correlation. Thus it can be concluded that the situational leadership of principals with work motivation has a significant relationship with the medium category.

Leadership is the generalization of a leader's behavior and leadership concepts, by highlighting the historical background, the causes of leadership, the requirements of leaders, the main nature of leaders, their main tasks and functions and the leadership professional ethics. Situational leadership is the activity of organizational leaders in their efforts to influence, encouraging, guiding, directing and moving teachers by approaching according to certain situations and the maturity level (maturity) of subordinates who are led. A person's motivation is influenced by intrinsic strength stimuli that exist in a person or individual concerned, external stimuli may also affect motivation, but motivation itself reflects the individual's reaction to these stimuli. Work motivation is the drive or enthusiasm that arises in a person or employee to do something or work, because of external stimuli from both the employer and the work environment, as well as the basis for meeting needs and feelings of satisfaction, as well as fulfilling responsibility for the tasks assigned and carried out in the organization.

Performance is the implementation of the functions demanded from a worker (Muljani, 2009). Performance also describes the greatest responsibility of one's work. In this way, performance can be said to be just the work, an act, and an achievement that is shown by someone through real skills, so that performance can also be interpreted as a work performance. Performance can be interpreted as an expression of one's potential in the form of a person's behavior or way of carrying out a task, so as to produce a product (work) which is a form of all the duties and responsibilities of the work given to him. On that basis, the performance is defined as the results of work achieved by a person or group of people

in an organization according to their respective authorities and responsibilities in order to achieve the objectives of the organization concerned.

Referring to the formulation of the definition of performance, then the terminology of the teacher's work can be interpreted as a performance that is shown or the results achieved by a person or group of teachers in a certain period of time in carrying out the duties of education and teaching that has become the authority and responsibility of a group of teachers based on the procedures and rules that apply for the sake of achieving the goals that have been set. The teacher's performance is the actualization of his work in his role as educator, teacher, coach and mentor in carrying out learning and training tasks as a commitment to his profession.

The professional performance of teachers can be reviewed from competency in accordance with Law No. 14 of 2005 Chapter IV Article 10 concerning Teachers and Lecturers and Government Regulation No. 74 of 2008 Chapter II Article 3 concerning Competence and Certification, it is stated that there are competencies that pedagogic, competent, personal, competent and professional. According to Sudjana (2012), the teacher's performance can be seen from his competence in carrying out the tasks of the teacher, namely: planning the teaching and learning process, implementing and managing the teaching and learning process, assessing the progress of the learning process, and mastering the learning material.

Teacher performance is influenced by the leadership of the principal as stated by Wahyudi (2009), leadership as a person's ability to move, direct, and simultaneously influence the mindset, the way each member works to be independent in working, especially in making decisions for the sake of accelerating the achievement of the stated goals.

Basically leadership refers to a process to move a group of people towards something that has been set together by encouraging or motivating them to act in a way that is not compelling. Besides that leadership is also an ability to carry out work through other people by gaining trust and cooperation, almost all aspects of work are influenced and dependent on leadership. Situational leadership is a behavior-based theory of leadership (Zamroni and Umiarso, 2011). Situational leadership focuses on the commitment and capacity of organizational members. The increasing commitment and capacity of members is considered to produce greater effort and productivity and will be the outcome expected by an organization.

In a school organization, the Principal as a manager and at the same time as a leader has a big contribution to the smoothness of education under his leadership. The ability of the Principal to carry out education management needs to be mastered and increased considering the school as a business that produces products in the form of human resources and not products in the form of commodity goods. The Headmaster has a heavy burden on his shoulders because he has to lead several hundred students, teachers and administrative staff. This is a tough job that requires careful and careful thinking so that the Principal can lead subordinates and school residents with success.

Situational leadership is based on interrelationship between the following: 1) the number of instructions and directions given by the leader, 2) the amount of emotional support provided by the leader, 3) the level of readiness or maturity of followers in carrying out specific tasks, functions or goals certain (Toha, 2013). In this case, the behavior of followers or subordinates is very important to know situational leadership because not only followers as individuals can accept or reject their leaders, but as followers can in fact determine whatever personal power the leader has. For this reason a leadership style is needed with directing behavior and supportive behavior. Directing behavior can be formulated to what extent a leader involves in one-way communication. This form of direction in one-way communication, among others, determines the role that followers should take, tells what should be done where to do this, how to do it and conduct strict supervision. Supporting behavior is the extent to which a leader involves in two-way communication, for example hearing, providing support and encouragement, facilitating interaction and involving followers in making decisions (Toha, 2013).

According to the contingency theory of Fiedler in Sujak (2010) successful leadership depends on the application of a leader's style to the demands of the situation. Application of leadership style, in the process of adaptation to the situation can take a process: (a) understanding the leadership style, (b) diagnosing a situation, and (c) applying leadership styles that are relevant to the demands of the situation. Site leadership makes leaders who successfully adapt their leadership style to the needs of the situation. In situational leadership there are four leadership styles that represent different combinations of leader's directive and supportive behaviors, which can be chosen in certain situations. Directing behavior is defined as how far a leader is involved in one direction: including the employee's role, and telling employees it's about things to do, where it must be done, when and how to do it; and then supervise the work carefully. Three words can be used to define directive behavior: structure, control and supervision.

Based on the description, what is meant by situational leadership is the Principal's activities in his efforts to influence, encourage, guide, direct and move the teacher by approaching according to certain situations and the maturity level of the subordinates who are led. Situational leadership by the Principal in this study consists of four indicators, namely: (1) The way the leader encourages teachers to excel, (2) The way the leader gives orders, instructions, (3) The way the leader gives encouragement and enthusiasm, and (4) The way the leader participate with subordinates.

Motivation cannot be observed directly, but it can be interpreted from the behavior. Motivation can be seen as a change in energy in a person characterized by the emergence of peeling, and previously thought of the purpose. Thus it can be summarized there are three notions, about motivation, namely (a) motivation to escort the change in energy in each individual, (b) motivation is marked by the feeling or feeling, one's affection. In this case, motivation is relevant to psychological, affective and emotional problems that can determine human behavior and (c) motivation is stimulated because of a goal.

CONCLUSIONS

There are three findings from this research, namely there is a positive and significant direct influence of the principal's situational leadership on the performance of the Kindergarten teachers in the medium category; there is a direct positive and significant influence on work motivation on the performance of the Kindergarten teachers; and there is a positive and significant direct influence of the principal's situational leadership on the motivation of Kindergarten work in the medium category. It can be concluded from this findings that in improving teacher performance and work motivation, the leadership of school principals, particularly the appropriate style of leadership bring a profoundly impact the teacher's quality and school improvement, which contributes directly to student achievement. Change leaders are required to understand procedures and processes that create the conditions compulsory for organizational improvement. In addition, skilled leaders appropriately envision the needs of future and they must able to empower others to share and implement that vision, which bring success to the school organization.

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RELATIONSHIP OF TRANSFORMATIONAL LEADERSHIP OF SCHOOL PRINCIPLE AND TEACHER DISCIPLINE WITH THE QUALITY OF EDUCATION SERVICES

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ABSTRACT

The purpose of this study was to analyze the relationship between Principal Transformational Leadership and Teacher Work Discipline with the Quality of Education Services in East Jakarta High School. This research uses survey and correlation methods. The study used questionnaires, tests and structured interviews. The number of samples was 145 teacher employees who were randomly selected using the Slovin formula. The results showed that there was a positive relationship between Principal Transformational Leadership and Teacher Work Discipline with the Quality of Education Services in East Jakarta High School. This finding recommends that to improve the quality of teacher services it is recommended to increase the value of transformational leadership and improve teacher work discipline in order to become a culture of teacher virtue in providing good educational services.

Keywords: Principal Transformational Leadership; Teacher Work Discipline; Quality of Education Services

ABSTRAK

Tujuan dari penelitian ini adalah untuk menganalisis hubungan Kepemimpinan Transformasional Kepala Sekolah dan Disiplin Kerja Guru dengan Kualitas Layanan Pendidikan di SMAN Jakarta Timur. Penelitian ini menggunakan metode survei dan korelasi. Penelitian menggunakan kuesioner, tes dan wawancara terstruktur. Jumlah sampel adalah 145 guru karyawan yang dipilih secara acak menggunakan formula Slovin. Hasil penelitian menunjukkan bahwa ada hubungan positif antara Kepemimpinan Transformasional Kepala Sekolah dan Disiplin Kerja Guru dengan Kualitas Layanan Pendidikan di SMAN Jakarta Timur. Temuan ini merekomendasikan bahwa untuk meningkatkan kualitas layanan guru disarankan untuk meningkatkan nilai kepemimpinan transformasional dan meningkatkan disiplin kerja guru agar menjadi budaya kebajikan guru dalam memberikan layanan pendidikan yang baik.

***Kata kunci:** Kepemimpinan Transformasional Kepala Sekolah; Disiplin Kerja Guru; Kualitas Layanan Pendidikan*

INTRODUCTION

Principal leadership is an important force in the framework of school management. Principal leadership is closely related to art and the ability to influence others to act. Therefore the principal as a leader and artist must be able to try to practice his duties and leadership functions in real life everyday in school. To overcome problems in the world of education, especially in schools, a comprehensive and acceptable solution is needed by all parties. Therefore, supporting factors are needed such as organizational culture and leadership style of the principal that is adequate so that maximum organizational commitment can be achieved in the teacher.

In fact, the principal as the highest leader carries out his duties sometimes does not meet the expectations of his subordinates. The headmaster tends to hand over his duties to the vice principals, if there are problems in the execution of the duties then those who are blamed are the representatives so that the principal will be seen as clean by his subordinates. Likewise, if there are inputs from subordinates, they are often underestimated and feel that they are the most aware of the ways of solving problems that are being faced by the school, if the problems have accumulated then ask for opinions from their subordinates. The headmaster is preoccupied with the School Teacher Working Group meetings (MKKS) at the regional or provincial level, causing negligence in the supervisory function which is less effective against subordinates. The principal's leadership model as above tends to be delegated to subordinate and authoritarian tasks.

There are several things that must be considered and carried out by the principal as a leader, including: a) acting wisely, wisely, fairly and not discriminatory against subordinates (arbitrating). b) giving suggestions, motivations, suggestions or suggestions, so that all components grow in spirit, a sense of togetherness, willing to sacrifice in carrying out their respective tasks (suggesting). c) Provide support and are responsible for various needs for smooth implementation of their respective tasks (supplying objectives). d) mobilizing and arousing will so as to bring about changes in attitudes, attitudes, intellectuals according to educational goals (catlysing). e) able to provide a sense of security and comfort, free from feelings of anxiety or worry (providing security). f) able to maintain integrity, always trusted, respected both attitudes, behavior and actions (representing). g) as a source of enthusiasm, so they are always enthusiastic, enthusiastic, responsible (inspiring). h) able to give awards, recognition, opportunities (praising).

Successful school leadership will provide teachers and students to be themselves, accustomed to a culture of living honest, clean, disciplined, independent, orderly and obedient to school rules. Therefore the role of the principal as an important leader is to develop adequate leadership models, so as to be able to move and synergize all the potential, components and environment around the school in order to create the quality of educational services that are conducive, harmonious and synergistic for school progress. As the manager of the school principal is also required to have a visionary leadership model far ahead

(Transformational) includes, the ability to see schools and all educational programs as a whole. Human relations include, the ability to establish effective and efficient cooperative relationships with school personnel, both individually and in groups. The principal as the manager of the education unit is also referred to as the administrator and education manager. The principal as manager is the key holder of the school's retreat. The principal is an important factor in forming an effective school, therefore the principal needs to have the ability, style and strategy to achieve the goals set. The competencies of school principals as education leaders and managers are expected to have leadership skills, so that they are able and skilled to plan, organize, implement, control, and control, so as to be able to disseminate, motivate and encourage the realization of the quality of teacher work. Weak recruitment system for prospective principals, low competency, lack of mental readiness and information and knowledge and experience, especially for principals who are promoting, which has an impact on the lack of skills and style in managing schools. This factor often makes you less confident and mentally prepared to carry out the task as leader. Weak management and supervision of schools owned by principals, especially in preparing, implementing and evaluating school work programs. Lack of knowledge of school administration and lack of consistency of school principals in making decisions and implementing policies that are established are also suspected to be the cause of the low level of quality of teacher work.

But in reality it shows that the principal's performance is still not satisfactory. This can be shown in several indicators as follows: (1) The leadership competence of low principals, low school quality, is a reflection of the still lack of competence of principals in managing and empowering all available potential resources. (2) The performance of principals is generally still low, this is presumably as a result of the lack of ability and leadership model of the authoritarian school principal. (3) Teacher performance is still low, reflecting the still low ability of the principal's leadership in managing and empowering human resources. (4) The ability and leadership model of the teacher in planning and implementing the learning process is low, indicating the low capacity of the principal to carry out his function as a superviser. (5) The quality of education services by teachers is still low, indicating the lack of school principals giving authority and responsibility to the teacher. As a result the teacher tends to be passive, lacking in confidence, lack of enthusiasm, not creative and innovative. (6) The discipline of teachers, employees and students is low, this is a reflection of the still low competency of principals in carrying out their leadership functions.

Teacher's work discipline is essentially related to personality attitudes that need to be built and socialized continuously. Building teacher work discipline basically is to instill trust and confidence in all components, so that the existing components have the willingness and ability to act. Teacher's work discipline is the ability in the form of determination or determination of intention to realize the vision, mission or goals set by the school. The work discipline of teachers for principals is a very important aspect.

The principal as a change agent must have a strong teacher work discipline, so as to be able to provide support, motivation and can create a school climate that allows teachers and students to work passionately.

But in reality there are still few principals who have strong work discipline and there are still few principals who are able to realize the discipline of their teacher's work. The school's vision, mission and goals are essentially crystallization of a teacher's work discipline. but its existence is sometimes only seen as mere decoration or slogan. Other indicators that work programs made by schools are generally good enough, but in practice sometimes they are not in accordance with what is planned. While the lack of consistency in the work discipline of teachers in carrying out policies can often reduce the trust of subordinates which results in a decrease in the quality of teacher education services. This condition shows that the teacher's work discipline is still weak in carrying out his duties and responsibilities. This lack of leadership models and work discipline of teachers is thought to be the cause of the low quality of education services by teachers.

Talking about the quality of education, we must look at the reality in the field, namely the condition of high schools throughout East Jakarta is still far from expectations because there are still many problematic teenagers (students), problematic educators and education personnel. This marks the occurrence of moral and character decadence. The enactment of Law Number 14 of 2005 concerning teachers and lecturers. Teachers of the Republic of Indonesia whose professional professionals are competent, qualified S1 or D-IV, educated educators. These three components are to improve the dignity of teachers and ensure the welfare of teachers. If the teacher's minimum needs are sufficiently fulfilled, it is expected that the teacher will be able to develop self-potential and be able to manage education with all the components in the school properly. This is acceptable, because the teacher is the main holder of control in the implementation of education. For teachers, all parents and the community are relied on the success of their children in obtaining education services.

The success of a school essentially lies in the efficiency and effectiveness of a school principal's visoner. While the school as an educational institution in charge of organizing education and learning processes teaches in an effort to educate the lives of the nation. In this case the school principal as a person who is given the task to lead the school, the principal is responsible for achieving school goals. The headmaster is expected to be a visionary leader and innovator in the school. The principal's professional abilities as an education leader are responsible for creating a conducive teaching and learning situation, so that teachers can carry out. In addition, the principal is required to cooperate with his subordinates in this case the teacher. A school principal who is too oriented towards the task of procuring facilities and infrastructure and paying less attention to the teacher in taking action can cause the teacher to often neglect the task of being a teacher and forming moral values. This can foster a negative attitude from a teacher to

his work at school, so that ultimately has implications for the success of student achievement in school. The principal is the manager of education in the school as a whole, and the principal is the formal leader of education in his school. In an educational environment in schools, principals are fully responsible for managing and disciplining the work of teachers so that they can demonstrate a positive attitude towards their work.

According to Zeithaml V.A. & Bitner M.J (2004: 133) that service quality benchmarks can be measured by ten variables, namely: (1) Tangibles (tangible). (2) Reliability. (3) Responsiveness (koresponsifan). (4) Competence (knowledge and skills). (5) Courtesy. (6) Credibility. (7) Security. (8) Access (Ease of Relationship). (9) Communications (Communication) (10) Understanding The Customer (understanding community needs). According to Jerome.S.Arcaro (2005: 175) focuses on quality based on positive efforts made by individuals, namely: Quality is a structured process to improve the output produced ". In this case the quality contains the degree of significance of a product (the work / effort) in the form of goods or services, both tangible and intangible. Quality is a structured process to improve the output produced. In this case the quality implies the degree of superiority of a product (work / effort) in the form of goods and services, both tangible and intangible.

Edward Sallis stated: (2003: 30-31) There are many sources of quality in education, such as good building srana, prominent teachers, high moral values, satisfying exam results, specialization or vocational, encouraging parents, business and local communities , abundant resources, application of the latest technology, good and effective leadership, attention to students' lessons, adequate curriculum, or also a combination of these factors.

In the relative concept of quality, something of goods or services is said to be qualified not only to meet the specifications specified (fitness for purposes or use) but also must be according to customer requirements (customers requirement). In line with this Creech (Tjiptono Fandy: 2007: 135) suggests that, the product of an organization is the focus point of an organization. The product is identified and defined in terms of both internal and external customers. All organizational elements that affect product focus require careful attention of everyone in the organization, synergistically, they will not appear independently of a common goal (progress) , pride and professional.

In the context of Education, the concept of quality requires that education providers need to understand and understand that educational institutions do not produce goods, but educational services or services. Students are not the product of educational institutions but the educational services they receive and make them qualified graduates. This means that the product is very different from the product or service. It is no exaggeration to say that the main purpose of a school is to meet the wants and needs of students as the main stakeholders. This does not mean that other stakeholders are ignored. However,

students are the reason why an educational institution is established and maintains its reputation. In the learning process, students are conditioned in a learning atmosphere that ensures quality achievement.

Zeithaml and Bintner, stated about (Rangkuti Freddy.2013: 7) Response or consumer response regarding fulfillment of needs, Satisfaction is an assessment of the characteristics or features of a product or service, or the product itself, which provides consumers with a level of enjoyment related to meeting consumer needs.

According to Sudjana there are several things that must be taken into consideration in determining the teaching method to be used, namely: (a) the teaching objectives to be achieved, (b) the learning material to be taught, (c) the type of learning activities that students want. There are several teaching methods that can be used to activate students in the teaching and learning process, namely lectures, question and answer, discussion, recitation, group learning, and so on. The characteristics of Transformational Leaders according to Bass (Yulk :) are: (a). Creating a vision and strength of mission, (b) Instilling pride in subordinates (c) Obtaining and giving respect (d) Growing trust among subordinates (e) Communicating the highest expectations (f) Using symbols to emphasize high effort. (G) Expressing important goals in a simple way (h) Grow and improve intelligence, rationality and careful problem solving of subordinates (i) Give personal attention (k) Indivually guide and serve each subordinate. (l) Train and Suggest suggestions (m) Use dialogue and discussion to develop the potential and performance of subordinates. Devanna and Tichy put forward several characteristics of effective transformational leaders in Luthans and Yulk, among others, in the attitude of Sportif.

Talizuduhu Ndraha: the English term ethos is defined as the character of the fundamental spirit of a culture, various expressions that show the beliefs, habits or behavior of a community group Koentjoroningrat discipline comes from the English word ethos which indeed means a typical character can be seen from the habits carried out, the principle produced is either in the form of a typical Character that is intended is a culture that is often seen in the effectiveness of the behavior of my people, their hobbies and various cultural objects of their work. The word discipline comes from Greek: ethos which means moral character or custom (Achmad Charis Zubair: 200: 13).

METHOD

The method in this study is a causal survey, which collects data from members of the population, as is, without treatment (treatment) to determine the true state of the population related to the variables studied. This survey method is used to obtain data from certain natural (not artificial) places but researchers do the treatment in collecting data, for example by distributing questionnaires, tests and structured interviews and so on. This study uses survey methods which are quantitative studies used for to examine the symptoms of a group or individual behavior. Then the research method used in this research survey

method is the choice of researchers. The research method in this study is a non-causal survey method. This research is quantitative, so data processing and analysis use statistics that play a role in composing theoretical models, formulating hypotheses, developing data collection tools, analyzing data, preparing research designs and processing data. There are three variables studied, namely the SMAN Education Service Quality called the dependent variable or There are three variables studied, namely the Education Service Quality of SMAN called the dependent variable or Endogein (Y), Principal Transformational Leadership as an independent or exogenous variable (X1) and Teacher's Work Discipline as independent or exogenous variable (X_2). For this reason, a correlation analysis was conducted to see the relationship between endogenous variables (Y) and exogenous variables (X_1) and exogenous variables (X_2).

The population that is the focus of the researcher is the generalization area which consists of objects or subjects that have certain qualities and characteristics set by researchers to be studied and then drawn conclusions, i.e. Teachers of Civil Servants throughout East Jakarta, amounting to 227 peoples.

Table 1. Population SMAN Civil Servant Teacher Makasar District, East Jakarta

No	Name of School	Total Teacher
1	SMA Negeri 9 Jakarta	44 people
2	SMA Negeri 42 Jakarta	48 people
3	SMA Negeri 48 Jakarta	37 people
4	SMA Negeri 67 Jakarta	55 people
5	SMA Negeri 81 Jakarta	43 people
	TOTAL	227 people

Samples with a 95% confidence level, or a 5% error rate then the number of samples that can be drawn from the population above is done with the Slovin formula, amounting to 145 people. Instrument testing as many as 30 respondents were taken from the population, outside the research sample

FINDINGS AND DISCUSSION

The description of the data of SMAN Education Service Quality (Y) is first sorted from the smallest to the highest, then grouped into class intervals. In this study, from the respondents which amounted to 145 people, the range of values of 133 (lowest data) to 160 (highest data) was obtained with data range (range) 160-131 = 29 described in the descriptive statistics table below:

Tabel 2. Variable Data Description Quality Education Service SMAN

Descriptive Statistics

	N	Range	Min	Max	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Y	145	29.00	131.00	160.00	22223.00	153.2621	.52805	6.35853	40.431
Valid N (listwise)	145								

The preparation of frequency distribution for SMAN Education Service Quality Data (Y) obtained eight interval classes with eight interval class lengths are presented in the following distribution table.

Table 3. Distribution Variable Frequency Quality Education Service (Y)

Class	Score	Middle Score	FAbsolute	Percentage
1	131 – 134	132,5	2	1,38 %
2	135 – 138	136,5	4	2,75 %
3	139 – 142	140,5	9	6,20 %
4	143 – 146	144,5	8	5,5 %
5	147 – 150	148,5	1	0,69 %
6	151 – 154	152,5	23	15,86 %
7	155 – 158	156,5	72	49,66 %
8	159 – 162	160,5	26	17,93 %

The frequency distribution list for the Lower and Upper Boundaries for SMAN (Y) Education Service Quality data is obtained by eight interval classes with eight interval classes which can be presented in the following table:

Tabel 4. Distribution Frequency Lower Limit and Upper Quality Education Service (Y)

Interval Class	Lower Limit	Upper Limit	Freq. Absolute	Freq. Relative
131 - 134	130.5	134.5	2	1.38%
135 - 138	134.5	138.5	4	2.76%
139 - 142	138.5	142.5	9	6.21%
143 - 146	142.5	146.5	8	5.52%
147 - 150	146.5	150.5	1	0.69%
151 - 154	150.5	154.5	23	15.86%

155 - 158	154.5	158.5	72	49.66%
159 - 162	158.5	162.5	26	17.93%
Total			145	100%

Based on Table 4 the Quality of Education Services at SMAN (Y) above can be seen 72 respondents or 49.66% of the total respondents were in the average group, as many as 47 respondents or 32.42% were below the average group while 26 respondents or 17.93% is above the average group. To further clarify the presentation of the SMAN Education Service Quality Data (Y) frequency distribution, the data is visualized in the following histogram graph image:

Figure 1. Polygon quality education service SMAN

From the Polygon above it is clear that the average values (153.32), Median ((156.5) and Mode (157) of the distribution of the Education Service Quality Score results are located in the same section of Polygon and have a lower bound value (154.5) and upper limit (160.5) and middle value (157.5) with the largest frequency of 72. This fact shows that the data of the Education Service Quality of Senior High Schools is normally distributed and shown with polygons which tend to be symmetrical in shape. definitely need to test data distribution as one of the statistical requirements testing.

Transformational Leadership Principal of Senior High School (X$_1$)

Data Processing Results Research collected from 145 respondents was obtained: Number of respondents (N) there were 145 of these 145 respondents who had the smallest value (minimum) was 118 and the largest value (maximum) was 166. Description of the variable Transformational Leadership PrincipalsSMAN was presented in the following table:

Table 5. Description Data Transformational Leadership Principal of Senior High School (X$_1$) Descriptive Statistics

	N	Range	Min	Max	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std Error	Statistic	Statistic
X1	145	48.00	118.00	166.00	2218 2.00	152.9 793	.60 160	7.244 22	52.47 9
Valid N (listwise)	145								

Preparation of frequency distribution for data Transformational Leadership of Principals of SMAN (X_1) obtained eight interval classes with eight interval class lengths that can be presented in the absolute frequency distribution table as follows:

Table 6. Distribution Frequency Transformational Leadership Principal of Senior High School (X_1)

Class	Variable	Middle Score	Frequency	Percentage
1	118 – 123	120,5	1	0,69%
2	124 – 129	126,5	2	1,38%
3	130 - 135	132,5	3	2,07%
4	136 – 141	138,5	4	2,76%
5	142 – 147	144,5	8	5,52%
6	148 – 153	150,5	70	48,28%
7	154 – 160	157	47	32,41%
8	161 - 166	163,5	10	6,90%

Table 7. Distribution Frequency Transformational Leadership Principal of Senior High School (X_1)

Class Interval	Lower Limit	Upper Limit	Freq. Absolute	Freq. Relative
118123	117.5	123.5	1	0.69%
124129	123.5	129.5	2	1.38%
130135	129.5	135.5	3	2.07%
136141	135.5	141.5	4	2.76%
142147	141.5	147.5	8	5.52%
148153	147.5	153.5	70	48.28%
154159	153.5	159.5	47	32.41%
160166	159.5	165.5	10	6.90%
Total			145	100%

Based on Table 7 above can be seen 70 respondents or 48.28% of the total respondents were in the average group, as many as 18 respondents or 12.42% were below the average group while 57 respondents or 39.31% were above the group on average. To clarify the presentation of data frequency distribution, the data of the Principal of Senior High School Transformational Leadership was visualized in the form of the following histogram graphic:
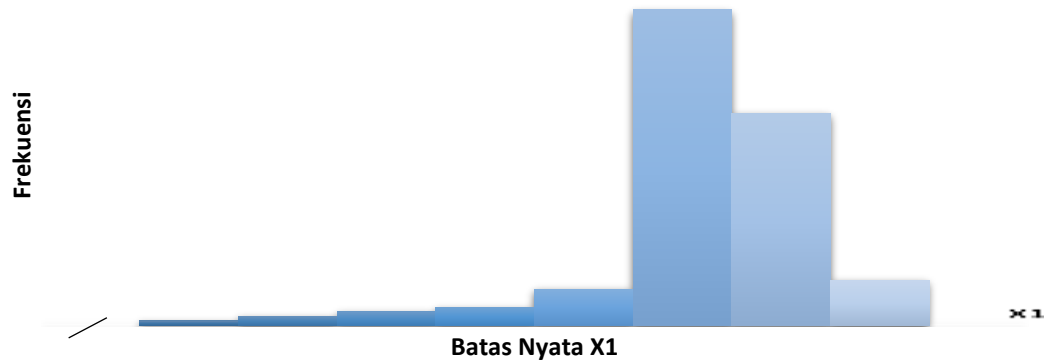

Figure 2. Polygon frequency transformational leadership principal of senior high school (X_1)

From the above Polygon it is clear that the average values (153.01), Median (156.5) and Mode (157) of the distribution of the results of the Transformational Leadership Score of the Senior High School Principal (X_1) are located in one section of the same Polygon and have a value lower limit (147.5) and upper limit (153.5) and middle value (150.5) with the biggest frequency 70. This fact shows that the Transformational Leadership data of the principle of SMAN is normally distributed and shown with polygons which tend to be symmetrical. But to find out for sure there is a need for data distribution testing as one of the statistical requirements testing.

Teacher's Work Discipline

Data Processing Results Research collected from 145 respondents was obtained: Number of respondents (N) there were 145 of these 145 respondents who had the smallest value (minimum) was 127 and the largest value (maximum) was 170 Description of variable Teachers' Work Discipline presented in the table the following:

Table 8. Description Variable Data of Teacher's Work Discipline (X_2)

Descriptive Statistics

	N	Range	Min	Max	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
X2	145	43.00	127.00	170.00	22474.00	154.9931	.55325	6.66197	44.382
Valid N /listwise	145								

The preparation of frequency distribution for the data of Teacher's Work Discipline (X2) obtained eight interval classes with eight interval class lengths which can be presented in the absolute frequency distribution table as follows

Table 9. Distribution Frequency Result Score Variable Teacher's Work Discipline (X2)

Class	score	Middle score	Frequency	Percentage (%)
1	127 – 132	129,5	2	1,38 %
2	133 – 138	135,5	4	2,76 %
3	139 – 144	141,5	8	5,52 %
4	145 – 150	147,5	9	6,21 %
5	151 – 156	153,5	51	35,17 %
6	157 – 162	159,5	62	42,76 %
7	163 – 168	165,5	7	4,83 %
8	169 - 174	171,5	2	1,38 %

Description of Variable Score of Teacher's Variable Work Discipline (X2), first sorted from the smallest to the highest, then grouped into class intervals. in the following table:

Table 10. Distribution Frequency Score Rresult Variable Teacher's Work Discipline (X2)

Class Interval	Lower Limit	Upper Limit	Freq. Absolute	Freq. Relative
127 – 132	126.5	132.5	2	1.38%
133 – 138	132.5	138.5	4	2.76%
139 – 144	138.5	144.5	8	5.52%
145 – 150	144.5	150.5	9	6.21%
151 – 156	150.5	156.5	51	35.17%
157 – 162	156.5	162.5	62	42.76%
163 – 168	162.5	168.5	7	4.83%
169 – 174	168.5	174.5	2	1.38%
Total			145	100%

Based on Table 10 Variables of Teacher Work Discipline (X_2) above can be seen 62 respondents or 42.76% of the total respondents were in the average group, as many as 74 respondents or 51.04% were below the average group while 9 respondents or 6, 21% are above the average group. To further clarify the presentation of data frequency distribution, the Teacher's Work Discipline Variable (X_2) data is visualized in the form of the following histogram graph:
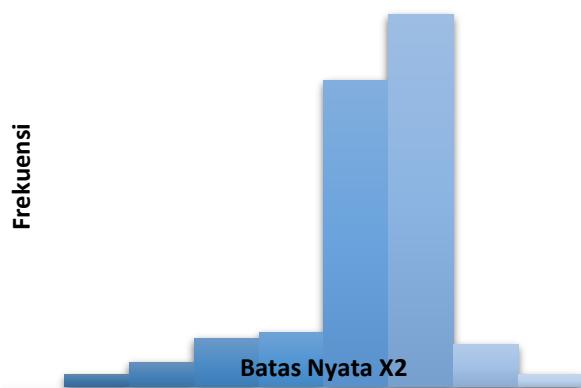

Figure 3. Polygon frequency variable teacher's work discipline (X_2)

From the Polygon in the above it is clear that the average value (154.90), Median (154.99) and Mode (158) of the distribution of the results of the Transformational Leadership Score of SMAN Principle (X_1) is located in one section of the same Polygon and has a value lower limit (156.5) and upper limit (162.5) and middle value (159.5) with the largest frequency 62. This fact shows that the Teacher's Work Discipline Variable (X_2) data is normally distributed and shown with polygons that tend to be symmetrical. But to find out for sure there is a need for data distribution testing as one of the statistical requirements testing.

Hyphotesis Testing

In this research have three hypothesis, i.e: hyphotesis 1, hyphotesis 2, hyphotesis 3 will test as follow:

Hyphotesis Testing 1

The hypothesis proposed is that there is a positive relationship between Transformational Leadership of School Principals and the Quality of Education Services in East Jakarta High School.

Hyphotesis Statistic

$Ho : \rho_{y1} \leq 0 \quad H_1 : \rho_{y1} > 0$

Note:

Ho = Hyphotesis null H_1 = Hyphotesis alternative

ρ_{y1} = coefficient correlation between quality education service SMAN (Y) with Transformational Leadership of School Principals (X_1)

a. Significance test coefficient correlation

1) Coefficient correlation (r_{y1})

In this study the correlation coefficient is used to measure the degree of closeness of the relationship between the variable Education Service Quality (Y) with Principal Transformational Leadership (X_1). From the results of calculations using product moment correlation (Pearson) obtained a coefficient of 0.018.

Correlation Significance Test

Testing Criteria:

Ho is rejected if t value > t table. H1 is accepted if t count <t table.

From the test results obtained t value = 2.022 and t table = 1.983

So that t value > t table at α = 0.05 then H0 is rejected means that there is a significant relationship between the variables of SMAN (Y) Education Service Quality and Principal Transformational Leadership (X1).

Test of Y Determination Coefficient with X1

To find out how much variation in variable Y is determined by variable X, then use the Determination Coefficient Test. From the calculation results obtained a determination coefficient 2.07%. This can be interpreted that the variation of SMAN's Education Service Quality is determined by the Principal Transformational Leadership of 2.07%.

Simple linear regression and correlation analysis Y over X1

Regression analysis is a typical analytical technique for correlation research. Correlation analysis in this study was used to find out whether the principal transformational leadership variables (X1) and education service quality (Y) have a relationship or not, measuring the strength of the relationship, making predictions based on the strength of the relationship.

From the results of the calculation of a simple regression model, the SMAN (Y) Education Service Quality variable on Principal Transformational Leadership (X1) produces a simple regression equation, namely: $\hat{Y} = 150{,}855 + 0{,}02\,X1$. It is concluded that every increase of one score X1, then Y will increase by 150.855 at a constant of 0.02.

Hyphotesis Testing 2

The hypothesis proposed is that there is a positive relationship between Teacher's Work Discipline and the Education Quality of East Jakarta High School (SMA) Negeri.

Hyphotesis Statistic

Ho : $\rho_{y2} \leq 0$ H$_1$: $\rho_{y2} > 0$

Ho = Hyphotesis null   H$_1$ = Hyphotesis alternative coefficient correlation between quality education service SMAN (Y) with teacher's work discipline (X_2)

Significance test coefficient correlation

Coefficient Correlation (r_{y2})

In this study the correlation coefficient was used to measure the degree of closeness of the relationship between the variables of SMAN (Y) Education Service Quality and Teacher Work Discipline (X_2). From the results of calculations using product moment correlation (Pearson) obtained a coefficient of 0.304.

Significant correlation test

Testing criterion:

Ho rejected if $t_{value} > t_{table}$ H_1 accepted if $t_{value} < t_{table.}$

$T_{value} = 3{,}82$ dan $t_{table} = 1{,}98$

So $t_{value} > t_{table}$ pada $\alpha = 0{,}05$ so H_0 rejected it's mean there is a significant relationship between variable quality education service SMAN (Y) with teacher's work discipline (X_2).

Test of Y Determination Coefficient with X2

To find out how much variation in variable Y is determined by the variable X2 it is used the Test of Determination Coefficient. From the calculation results, the determination coefficient is 9.24%. This can be interpreted that the variation of SMAN's Education Service Quality is determined by the Teacher's Work Discipline of 9.24%.

Simple linear regression and correlation analysis Y over X2

Regression analysis is a typical analytical technique for correlation research. Correlation analysis in this study was used to find out whether between the variables of Teacher Work Discipline (X2) and Quality of Education Services (Y) there is a relationship or not, measuring the strength of the relationship, making predictions based on the strength of the relationship.

Simple linear regression equation Y over X2

In this study the data measurement scale of the two variables that will be analyzed is the interval or ratio, so to explain the relationship between the two variables can be done using simple regression. The variable Y is the dependent variable and X2 is the free varabel. The relationship is stated in a mathematical equation as follows:. From the results of the calculation of a simple regression model the Education Service Quality variable (Y) of the Teacher's Work Discipline (X2) produces a simple regression equation, namely: $\hat{Y} = 108.43 + 0.29\ X2$. It is concluded that every increase of one score X2, then Y will increase by 108.43 at a constant of 0.29.

Hyphoteses Testing 3

The hypothesis proposed is that there is a positive relationship between Principal Transformational Leadership and teacher's Work Discipline together with Education Service Quality at the East Jakarta High School.

Hyphotesis Statistic

$H_o : \rho_{y.12} \leq 0 \, H_1 : \rho_{y.12} > 0$

Note: H_o = Hyphotesis null H_1 = Hyphotesis alternative = coefficient correlation between quality education service SMA N (Y) with leadership transformational principle (X_1) and teacher's work discipline (X_2) together.

Significance of the correlation coefficient

Correlation Coefficient (Ry_{12})

In this study the correlation coefficient is used to measure the degree of closeness of the relationship between the variable Education Service Quality (Y) with Principal Transformational Leadership (X_1) and Teacher Work Discipline (X_2) together. From the results of the calculation of the coefficient of 0.0003.

Test the Significance of the Correlation Coefficient

Testing Criteria:

Ho is rejected if $t_{value} > t_{table}$.

Ho is accepted if $t_{value} < t_{table}$.

From the test results obtained Fcount = 0.266 and Ftable = 1.98 so that $F_{value} > F_{table}$ then H_0 is rejected, meaning a significant correlation coefficient. To find out how large the variation of variable Y is determined by the variables X_1 and X_2, then use the Determination Coefficient Test. From the calculation results obtained a determination coefficient of 11.31%. This can be interpreted that variations in the Quality of Education Services are determined by the Transformational Leadership of School Principals and the Teacher's Work Discipline together by 11.31%.

CONCLUSIONS

There is a positive and significant relationship between the Principal Transformational Leadership and the SMAN Education Service Quality. Every increase in one value Transformational Leadership will increase one value of Service Quality as much as 2.07% Education. This means that the higher the value of the National Leadership Leadership will increase the Quality of Education Services for Schools throughout East Jakarta.

There is a positive and significant relationship between Teacher's Work Discipline and SMAN's Education Service Quality. Every increase in the value of a Work Discipline Teacher will increase one value of Education Service Quality by 9.24%, meaning that the higher the value of Teacher Work Discipline will improve the Service Quality of High School Education in East Jakarta.

There is a positive positive relationship between the Principal Transformational Leadership and the Teacher's Work Discipline with the SMAN Education Service Quality, each increase together - one value Transformational Leadership of the School Principal and Work Discipline Teachers will also increase the value of the SMAN Education Service Quality by 11.31% means that the higher the value of the Principal Transformation Leadership and the Work Discipline of Teachers together will improve the Education Service Quality of Senior High Schools throughout East Jakarta. To Improve Education Service Quality SMAN is advised to the Principal to realize a better Transformational Leadership Model. Suggested to Teachers - Teachers to improve Work Discipline to be a culture of merise so that they can provide excellent Education Services

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ESTABLISHING INTERPERSONAL COMMUNICATION AND ORGANIZATIONAL CLIMATE TO IMPROVE WORK MOTIVATION

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ABSTRACT

The research aims to obtain information about and to analyze the influence of: (1) interpersonal communication on work motivation, (2) organizational climate on work motivation, and (3) interpersonal communication on organizational climate. The study used a causal survey method, with *path analysis* technique. Population of 253 teachers sampled to 72 teachers. Data were gathered by using five-scaled questionnaires. The result of the research shows: 1) there is a direct influence of interpersonal communication on the motivation indicated by path coeficient of 0.468; 2) there is a direct influence of organizational climate on motivation indicated by path coeficent 0.447; 3) there is a direct influence of interpersonal communication on organizational climate indicated by path coefient of 0.735. The implication, improved interpersonal communication and organizational climate increase work motivation.

Keywords: Interpersonal communication; Organizational climate; Work motivation

ABSTRAK

Penelitian bertujuan untuk memperoleh informasi mengenai dan menganalisis pengaruh: (1) komunikasi interpersonal terhadap motivasi kerja, (2) iklim organisasi terhadap motivasi kerja, dan (3) komunikasi interpersonal terhadap iklim organisasi. Penelitian menggunakan metode survei kausal, dengan teknik *analisis jalur*. Populasi 253 orang, sampel 72 orang. Data dijaring dengan angket berskala Lima. Hasil penelitian menunjukkan bahwa: 1) terdapat pengaruh langsung komunikasi interpersonal terhadap motivasi kerja sebesar 0,468; 2) terdapat pengaruh langsung iklim organisasi terhadap motivasi kerja sebesar 0,447; 3) terdapat pengaruh langsung komunikasi interpersonal terhadap iklim organisasi sebesar 0,735. Sebagai implikasi, perbaikan komunikasi interpersonal dan iklim organisasi dapat meningkatkan motivasi kerja.

Kata kunci: Komunikasi interpersonal; Iklim organisasi; Motivasi kerja

INTRODUCTION

Goal attaintment of public and private organizations is measured by their Employees productivity. In fact, the productivity depends very much upon employees' will and determination to produce the best for the organization. On this account, managers should maximally spend their efforts to lead every member of the organization to have high motivation in implementing their task and obligation.

The enteprises expect from their employees not only accomplishement, ability, and skill but also more importantly strong determination to work hard to achieve optimum outputs. Work motivation becomes important factor since it will improve their employee's enthusiasim to achieve peak performance. According to Siagian (2009: 102), motivation is a driving force for individual in making important contribution, possibly in achieving organizational goals.

Individuals have different goals. Be it material, psychological, intellectual or even spiritual in nature. According to Maslow, one will never satisfy their second order needs – security, until their first level needs (foods, cloths, and housing) are met. and the third order needs will not be satisfied until one feels secure and so on. By all needs being met, one will have high work motivation.

Work motivation is influenced by many factors, such as superordinate leadership style, compensation given to workers, certainty of career development, retirement payment, interpersonal communication, organizational climate, and other factors.

Interpersonal communication is communication between two persons that happens face to face. This communication occurs: 1) in spontaneous and informal situation, 2) with maximum reciprocal feedbacks, 3) and in flexible participation (Suratno, 2011:3). The process of communication between superordinate and subordinate is important in creating organizational effectivity. Generally, it happens one way where the subordinates are merely considered as listeners. In fact, interpersonal communication is of prime important to support the smoothness of organizational operation. Organizational system and good personal relationship will minimize the gap between individuals and mutual suspicions among workers. Good communication becomes a mediator in the establishment of effective cooperation, which in turn it will enhance organizational advancement. Good communicstion always creates democratic atmosphere, feeling of responsibility, togetherness and sense of belonging.

Interpersonal communication is one of factors that affects organizational success. If employee have good interpersonal skills, all instructions, plans, targets and motivation can be communicated accurately. Such a conddition enables goals to be achieved, and negative matters such as sentiment, prejudice and conflict can be avoided; workers feel convenience in performing their tasks and obligation, have care about good name of organization, and become more responsible. With good interpersonal communication, interaction among individuals can harmoniously be shaped that guided coordination can be implemented to create reliable team work, each member of the organization can support each other and work effectively.

Permendiknas (Ministerial regulation of National Education) Number 8 year 2007, stated that PPPPTK (Center of development and empowerment for Educators and Educational Staff) has the responsibility and function for "developing and empowering teachers and educational staff" and according to Permendiknas Number 41 year 2012, Chapter I, Article 3 PPPPTK has the following position, task and fuction.

1. Providing programs for the development and empowerment of teachers and educational staff.
2. Managing data and information of teachers and educational staff competence.
3. Facilitating and implementing the improvement of teachers and educational staff competence.
4. Implementing cooperation in the field of development and empowerment of teachers and educational staff competence.
5. Evaluating program of the improvement of teachers and educational staff competence.
6. Implementing the administrial matters of PPPPTK.

PPPPTK has the responsibility for formulating, implementing, evaluating and monitoring plans. This includes selecting teachers and educational staff for training. The problem faced by PPPPTK is employee motivation as indicated by tasks and duty that are not finished on time, and low presence rate (see the table below)

Table 1. Record of Presence, PPPPTK Business and Travel Employee

Rank	Total	# work days	Out of town duty	Absence		With permit	truant	# Absence	# pre-sence	Notes
				leave	sick					
IV	52	1144	215	17	22	30	0	284	860	Maximum
III	163	3586	322	55	18	64	22	481	3105	presence 100%
II	36	792	19	0	0	3	0	22	770	
I	4	88	0	0	0	0	0	0	88	
	255	5610	556	72	40	97	787	787	4832	

Source: Pusat Data PPPPTK Bisnis dan Pariwisata Kemdikbud.

Generally, every leader's action such as regulation, policies, procedures and matters related to employees has effect on organizational climate. Organization is considered have good organizaional climate if the employees feel pleasant in accomplishing their tasks. Good climate creates conducive working atmosphere and consequently employees will have positive attitude towards organization.

Every organization has different culture, tradition and method that in whole shape organizational climate. To establish good working climate and to induce motivated and satisfied employees, the management has to pay attention to several important factors such as maintaining a harmonious and effective interpersonal relationship.

Organizations having good organizational climate are those that are democratic which seek to accommodate inputs and suggestion from their subordinates. Since the Leaders have the responsibility to achieve organizational goal, they have to create conducive organizational climate by doing simple things such as providing good and secure work rooms.

Organizational climate seems to be a lure in changing employee's behavior. Organizational climate can be positive and effective element that have potentials to influence performance. In order to be effective, the climate should be generally acceptable to the members of organization. This is imperative, as climate is an individual perception about what organization can give to its employees. If the employee thinks of what are given by the organization are useful in fulfilling their needs then they will consider that the organization are seriously care about them.

This will motivates employees to work harder. On the contrary, if the organizational climate is contradict to the objective and needs of the employees, they tend to be dissatisfied and consequently will degrade their work motivation.

Research carried out by Bambang Hadiwaluyo (2008, p.182) revealed that 1) the coefficient correlation between interpersonal communication and the quality of organizational services r_{13} equals to .764. 2) The Determination Coefficient (DC) of interpersonal communication on the quality of administration services = .5841 meaning that exogenous variable (interpersonal communication) contributes as much as 58.41% to endogenous variable. Releated study conducted by Siti Aminah (2012, p. 203) showed that 1) the correlation coefficient between organizational climate and the quality of work effectiveness (r_{23}) equals to .861. 2) Determination Coefficient (DC) of organizational climate to the quality of work effectiveness equals to .7407 meaning that the contribution of exogenous variable (organizational climate) to endogenous variable equal to 74.07%.

Based on the above description, the purpose of this research is to examine and analyse:
1) Positive and direct effect of interpersonal communication on work motivation.
2) Positve and direct effect of organizational climate on work motivation.
3) Positive and direct effect of interpersonal communication on organizational climate.

Literature Review
Work Motivation

Rivai (2004, p. 455) defines motivation as a set of attitude and values – something invisible – it influences individuals to achieve specific objectives. According to Hasibuan (2005, p. 65), Sutrisno (2010, p. 111, Siagian (2005, p. 138), Donelly et.al., (1996, p. 344) motivation is a driving force in improving working spirit, cooperation, effectiveness and integrating all efforts to achieve objectives. In the mean time Gray as cited by Winardi (2001, p. 2): believe that motivation is a sum total of internal and external process that brings about enthusiasm and persistence in accomplishing a particular activities. Robbin (2003, p. 153) stressed that motivation is a process that causes intencity, direction, and persistent efforts to achieve objectives. Uno (2010, p. 64) perceived motivation as a driving force that induce individual toward the achievement of objectives. Sardiman (2005, p. 83) mentions several characteristics of motivated person : 1) Deligent, 2) persistent, 3) mindful, 4) like to work alone, 5) tend to be bored with routine tasks, 6) steadfast, 7) never give up, and 8) having problem solving attitude. As to motivation, Sedarmayanti (2000, p. 233) cites some managerial experts the following.

1. The willingness to act (Terry)
2. The emanating process that causes, leads and maintains behavior (Porter, et. al.)
3. The strength that tends to involve individual in activities to achieve targets (Steers).
4. Motivation tends to decrease if unfulfilled or delayed (Hersey, et. al.).

According to Kerja as cited by Fattah (2003, p. 9), motivation is an activity to do something. Work motivation, as defined by (Hasibuan. *Op. cit.*:94), is activities either physical or mental to accomplish a particular job. Mangkunegara (2004, p. 94) stated that motivation is a condition that give rise to, lead, and maintain behavior related to work environment. As'ad (2001, p. 45) concludes motivation as a trigger that causes work spirit work effectively, work in a team and ahieve job satisfaction. Sulistiyani, et al. (2003, p. 58): mentioned motivation will push subordinates to work within the established procedures to achieve maximally organizational goals. The main benefit of motivation, according to Arep et al. (2003, p. 219), is to enhance work

spirit to improve productivity. In summary, motivation is a sparking force within individual that make employees willing to drive all potentials and capabilities to accomplish tasks within their responsibility.

Interpersonal Communication

Harjana (2003, p.10) defines communication as notification, talks, conversation, exchange of view, or relation. According to Hovland as cited by Muhammad (2008, p. 2): *"Communication is the process by which an individual transmits stimuli (usually verbal) to modify the behavior of other individuals."* Ruben et al. (2005, p. 16) says that *Human communication is the process through which individuals, group, organizations and societies, respond to and deliver messages to adapt to the environment and to one onother.* Effendy (2004, p. 79), perceived communication as the delivery of message by someone to others with the intention of informing, changing attitude either direcly or indirectly (using medium). Cangara (2008, p. 19-20), believed that communication is a transaction, symbolic process that requires people to arrange their atmosphere by: 1) establishing mutual interaction, 2) exchanging information 3) strengthening attitudes and others' behavior, 4) trying to convert those behavior. According to expert opinion such as Mulyana (208, p. 68-69) internal communication is:

1) The Informational transmission and discrimination of stimuli flowing from sources to recievers (Newcomb).
2) The process that enables communicator delivers stimulus (verbal symbol) to change behavior (Holland).
3) The process of sorting and tansfering symbols in such away that receiver responds with fidelity (Ross).
4) Something pertaining to who says what, using what media, to whom and what effect (Lassewell)

According to Priyatna et al. (2008, p. 16), Interpersonal communication is an event where two persons involved in all kind of informal communication and courtesy, daily conversation which is conducted since getting up in the morning until going to bed. According to Suranto (2011, p. 13), interpersonal communication is a process of delivering message made by a person to receivers or group of people with several impacts and chances for immediate feedback. Djamarah (2001, p. 12-13) stated that communication is of two types -- one way or two ways. Danim (2008, p. 242) mentioned that the flow of communication can vary in direction, it could be upward, downward or diagonal. It relates to job or tasks of the organization. Wirawan (2003, p. 129), perceived that upward communication transfers information from member of organization or from lower eselon to higher eselon. According to Kompas.com communication faces several hinderance such as 1) difference in perception, 2) culture, 3) basic character, and 4) condition. Lunadi (2004, p. 85) concludes that the following factors influence interpersonal communication: 1) self image, 2) others image, 3) physical milleu, 4) social environment, 5) condition, and 6) body language.

Organizational Climate

Tagiuran et al. (2007, p. 121) said that organizational climate is the quality of internal environment which continuously experienced by member of organization influencing every member of the organization. For Sagala (2009, p. 130) organizational climate is a set of work

environment which directly or indirectly influences employee behavior. Simamora (2001, p. 81), argues that internal or psychological environment is correlated to emotion, opinion, belief, and attitude of member of organization toward organization. Davis et al. (2004, p. 19), mentioned that organizational climate is all about the milleu in which employees accomplish their jobs. Suharsaputra (2010, p. 73), contended that organizational climate is the nature and character of work milleu which consciously or unconsciously arises following organizational activities and has effect on behavior. Moekijat (2004, p. 98) concluded that factors such as 1) organizational structure, 2) method of control and guidance 3) the nature of individual and group relaltion, 4) mutual influence between super and subordinate, 5) work nature 6) organizational size and 7) the quality of physical environment affect organizational climate. According to Kossen (2003, p. 14) there are eight factors that affect organizational climate: 1) Appropriate compensation, 2) healthy and secure working condition 3) the chance to use and develop human capacities, 4) the opportunity for sustained growth and safety, 5) sense of belonging. 6) maintenance of employee's rights, 7) total work relationship, 8) social relevance of work life.

Considering the dimension of organizational climate, Halpin et al. as cited by Pudjosumedi (2010, p. 46-47), consists of *supportive behavior*, *directe behavior*, *restrictive behavior*, *collegial behavior*, *intimate behavior*, and *disengaged behavior*. It is concluded that organizational climate is the nature or character of work environment perceived by members of organization. It can influence the member behavior in the organization in accomplishing a set of defined objectives.

METHOD
The study was conducted at the center of PPTK of the ministry of education and culture in Jabodetabek Department of Business and Travel and Department of Language. It was conducted in May until August of 2013 using survey. Data were analyzed by causal and correlational techniques. Three vaiables were involved namely, Interpersonal communication (X_1) and organizational climate (X_2) as independent variables and motivation (X_3) as dependent variable.

Based on Solvin formula, 72 persons were randomly sampled from the population of 253. Data collection was conducted using Likert questionnaires. The instrument of data collection were validated by means of Product Moment and used Alpha Cronbach to measure instrument reliability. Validity test showed that 33 out of 38 motivation items were valid, r value 0.9717; 34 out of 40 interpesonal communication items were valid, r value .9427; and 33 out of 38 organizational climate items were valid, r value .9386. Prior to data analysis, the study conduct the following: normality test using Liliefors, and homoginity test using Barlett as prerequisite for statistical analyses.

RESEARCH FINDINGS AND DISCUSSION
 Research findings
   A. Data Description
      1. Motivation (X_3)
         The following scores are obtained from 33 questionnaire items. The scores range from 69 (minimum) to 163 (maximum). Standard deviation = 18.7, sample varian = 349.6, mean = 129.21, median = 128.5 and mode = 124. There are 8 respondents (11.11%) whose score laid between 154 and 163; 7 respondents (9.72%) whose scores laid between 94 and 103; and the majority of respondents 14 persons (19.44 %) scored between 124 and 113.

2. Interpersonal communication (X_1)

The following scores are obtained from 34 questionnaire items. The scores range from 92 (minimum) to 168 (maximum). Standard deviation = 19.37, sample varian =375.29, mean = 131.94, median = 133.0, and mode = 106. There are 7 respondents (9.72%) whose scores range between 158 and 168; 5 respondents (6.94%) whose scores range between 92 and 102; and the majority of respondents 14 respondents (19.44%) scored between 125 and 135.

3. Organizational Climate (X_2)

The following scores are obtained from 33 questionnaire items. The scores range from 93 (minimum) to 161 (maximum). Standard deviation = 18.83, sample varian =354, mean = 128.83, median = 130.50, and mode = 127. There are 8 respondents (11.11%) whose scores are between 153 and 162; 7 respondents (9.72%) whose scores are between 93 and 102; and the majority of respondents 14 respondents (19.44%) scored between 123 and 132.

B. Tests of requirement for Analysis

1. Normality testing

The test shows that residuals of $\hat{Y}$ over X_1, $\hat{Y}$ over X_2 and $\hat{Y}$ over X_3 are normally distributed.

2. Homogenity testing

The test shows that varians of Y over X_1, X_2, and X_3 come from homogenous population.

C. Hypothesis testing

Hypothesis 1: "There is a direct and positive influence of interpersonal communication on work motivation". The hypothesis is analyzed using linear regression equation. It was found that $X_3 = 27.83 + .768 X_1$ where constant equals 27.83, and regression coefficient equals .768 meaning that one point increase in interpersonal communication will be followed by .768 point increase in work motivation at constant of 27.83. Prior to making prediction, test of linearity and significance were. conducted. The result is shown in the following table.

Table 2. Anova table X_1 on X_3

Sorce of Variance	Df	SS	MS	F	F_t 0,05	F_t 0,01
Total	72	1226847	-	-		
Reg (a)	1	1202025	1202025			
Reg (b/a)	1	15729	15729	121,11**	3,98	7,01
Residual	70	9092	129			
Deviation from Linearity	53	5977	112,78			
Within Group	17	3114	183	0,62^{ns}	1,97	2,87

Notes:

** = significant ($F_h > F_t$) at $\alpha = 0,01$

ns = linear ($F_h < F_t$) at $\alpha = 0,01$

This table informs about linear regression equation of X_1 over X_3. The anova showed that test of linearity produces F value = .62; to decide whether the regression equation is linear or not it shold be compared to F table. The value of F table depends on Df. With numerator = 53 and denominator = 17 and significance level = .01. It produces Ft = 2.87. Since F value < F table , regression equation $\ddot{X}_3 = 27,83 + 0,768X_1$ is linear. Then the procedure proceeds to test of signifinace to ensure that the equation can be used for making prediction. Considering Df nominator = 1 and denominator = 70 and alpha = .01, It was found that F value = 121.11 and F table = 7.01. Since F value > F table, the equation regression $\ddot{X}_3 = 27.83 + 0,768X_1$ is significance. This means that one point increase in the score of interpersonal commmunication will improve .768 point in work motivation at constant of 27.83 It concludes that first alternative hypothesis is accepted. The following test is intended to see if the correlation between interpersonal communicatioand and work communication is significant. It is found that coefficient correlation r = .796; determination coefficient = .6337 meaning that interpersonal communication contributes as much as 63.37 % to work motivation. The study reveals that t value = 11.0 and t table = 1.99. Since t value > t table, the correlation is significant. This findidngs were based on Df = 70 (n-2) and alpha .05. It concludes that there is direct influence of interpersonal communication to work motivation.

In the examination of the influence of interpersonal communication on work motivation, the researcher used path analysis with the following rule. If p value > p (.05), the exogenous variable affects endogenous variable. The examination shows that p value = .468 which is greater than .05 meaning that interpersonal communication affects work motivation.

2.   Hypothesis 2: "There is direct effect of organizational climate on work motivation". This claims that the better organizational climate, the higher work motivation will be and the worse organizational climate, the lower work motivation will be. Hypothesis testing starts from the eaxamination of simple regression $\ddot{X}_3 = 28.07 + 0,785X_2$. This means that one point increase of organizational climate will improve work motivation as much as .785 point. Prior to using this equation for prediction, the researcher conducted a test of linearity as shown in the following Anova table. The table shows that F value =1.12 and F table = 2.53. (F value < F table) the calculation of F table is based on Df nominator of 48 and denominator of 22 at alpha = .01. This calculation concludes that the regression equation is linear.

Table 3. Anova table of X_2 on X_3

Sorces of Varian	Df	SS	MS	F_{value}	F_t 0,05	0,01
Total	72	1226847	-	-	-	-
Reg (a)	1	1202025	1202025			
Reg (b/a)	1	15514	15514	116,27**	3,98	7,01
Residual	70	9308	132,97			
Deviation from Linearity	48	6607	137,64			
Within Group	22	2701	122,79	$1,12^{ns}$	2,16	2,53

Notes:

*= significant ($F_h > F_t$) at $\alpha = 0,01$
ns = linear ($F_h < F_t$) at $\alpha = 0,01$

The next step is to examine the significance of the regression equation. It was found that F value (116.67) > F table (7.01). the finding was based on nominator Df = 1, and denominator = 70, and alpha = .01. This indicates that the regression equation is significant for prediction. It means that one point increase in organizational climate will improve such much as .785 point in work motivation. . It can be concluded that organizational climate influences work motivation.

The following analysis reveals that the correlation between organizational climae and work motivation r = .791 is significant and determination coefficient = .6250 mening that organizational climate contribute to the improvement of work motivation as much as 62.5 %. The significance is based on the finding that t value (10.8) > t table (1.99) at significant level .05, Df = 70 (n-2). To measure the influence of organizational climate on work motivation, the researcher worked on path analysis. The study reveals that path coefficient = .447. Since the coeficent is greater than .05, organizational climate has effect on work motivation.

3. Hipotesis 3: "There is direct effect of interpersonal communication on organizational climate". Data examination showed that linear regression equation $\ddot{X}_2 = 34.47 + 0,757X_1$, expressing that one point increase in the score of interpersonal communication improves as much as .757 point in the score of organizational climate with the constant of 34.47. The test of linearity and regression significance are described in the following table.

Table 4. Anova table of X_1 on X_2

Sorce of Variance	Df	SS	MS	F_value	F_t	
					0,05	0,01
Total	70	1220230	-	-	-	-
Reg (a)	1	1195058	1195058			
Reg (b/a)	1	14408	14408	93,70**	3,98	7,01
Residual	73	10764	153,77			
Deviation from Linearity	53	9341	176,24			
Within Group	17	1423	83,71	2,11ns	2,16	2,53

Notes:
**= significant ($F_h > F_t$) at $\alpha = 0,01$
ns = linear ($F_h < F_t$) at $\alpha = 0,01$

The above table reads that F value (2.11) is less than F table (2.87) meaning that regression equation is linear. The finding is base on Df nominator = 53 and denominator = 17 at alpha = .01. Further examination of the significance of regression equation shows that F value (93.7) is greater than F table (7.01) meaning that the equation is significant. The finding is based on Df nominator = 11 and Df denominator = 70 at alpha = .01. The study concludes that there is a direct effect of interpersonal communication on organizational climate.

As far as test of correlation coefficient between interpersonal communication and organizational climate, the examination shows that r = .735, determination coeficent = .5407 meaning that interpersonal communication contributes to organizational climate as much as 54.07%. Finally, t test analysis reveals that t value (9.08) is greater than t table (1.99) meaning that the correlation is significant. The above information is based on Df = 70 (n-2) and alpha = .05.

Finally, the researcher dealt with path analysis. It was found that path coefficient = .735 which is greater than .05. It concludes that interpersonal communication affects organizational climate.

Discussion

1. Effect of interpersonal communication on work motivation

   Informal and formal communication play importamt role in work place. Communication is face to face delivery of idea or information to others using verbal symbols. In general, communication is delivered by means of oral messages that can be understood by the two parties. In absence of those understandable medium, language communication can still be conducted using body language, expressing particular attitude, such as, smiling, shaking head, or shrugging. This type of interaction is known as nonverbal language. Communication in organization, is conducted in the form interpersonal communication. In this type of communication persons feel and know what happen to a particular message at the moment when they receive feedback through their facial expression and the way they speak. If there is a positive feedback or interesting response, that person will keep on their communication style. On the contrary, if they reccieve negative feedback, they will change their communication style.

   According to Effendy (2004, p. 61), the selection of appropriate attitudes, opinion and communication behavior are basically become the main consideration for smoothing persuasive communication. The persuassison that are psychologically subtle, and flexible.

   Motivationis a drive that moves persons into action, in the work place, motivation is the prime supporter for emplyees to achieve organizational objectives. Without motivation, the predefined objectives will be useless. In general, motivation arises because of unfulfilled needs. Maslow as cited by Mangkunegara (2005, p. 63-64), argues that human needs are:

   a. Physiological need
   b. Security need
   c. Social need
   d. Self esteem
   e. Self actualization

   Motivation constitutes a psychological condition tha can make individual/group to do something to meet the desired objectives or personal satisfaction. In relation to interpersonal communication. Motivation is a driving force for individual to take action. Communication become a stimulus that can create extrinsic motivation, meaning that by applying effective interpersonal communication among employees or between subordinate and superordinate, individuals are motivated to perform good job in work place.

2. The effect of organizational climate on work motivation

   Organizational climate is a work place situation within organization. Evey organization have unique climate. Work Variation designed for different individual consequently results in difference of tasks. All organization have strategy to manage their human resources. Open organizational climate can push employees to express their concern and complain without fear of receiving the same teatment. Dissatisfaaction can be solved with positive and wise solution. Open climate will arise when all members have high level of confidence and feel of being equally treated. It is imperative that organization creates organizational climate since good climate produces good perception about what is given by organization to them. This is a good basis tomfollow for caring organizational behavior. Organizational climate is detrmined by how good members of organization are directed, motivated and respected.
   Organizational climate is a situation of how employees describe their internal environment of organization, in other words how employees perceive and describe work place by examining what happened in their office. That is why, it is important for employees to know about their obligasion and rewards. Organizational climate will affect behavior and interaction process in organization.

   Every employee perceives organizational climate differently especially as to what to be encouraging ing or discouraging factors of work spirit. Some factors may lessening the work spirit that make work behavior does not support the expected organizational climate. This is why socializatiom of organizational climate is important in dealing with work environment. Positive perception about work environment can induce good feeling, happiness, self confidence in accomplishing work and assigment of responsibility, because perception can affect motivation and employees performance. On the contray, if employees have negative perception towards organizational climate, they feel that their jobs are only burdens whish finally lower their performance.   Accoding to Stinnger as cited by Wirawan. (2007, p. 126), organizational climate is a collection or pattern of environment that color motivation. It focusses on reasonable perception which can be evaluated. It effects directly organizational performance. Motivation is an important matter and must be owned by every employee to increase his or her productivity. Basically, human behaviors are motivated by his determination to achieve objectves. Motivation drives individual needs. And this basic motivation must be developed by himself and blended to organization.
   The relationship between organizational climate and work motivation will be apparent if employees well perceived organizational climate which finally will increase work motivation. In other words, employees believe that organizational climate can give work security and motivation to accomplish their jobs and attain a defined targets.

3. The effect of interpersonal communication on organizational climate
   Communication is a process of delivering information (message, idea) from sender to receiver. Generally, communication is transferred orally or verbally that understandable by two parties. In absence of understandable verbal language, communication can be delivered using body language, particular attitudes for example: smiling, shaking head,

shrugging etc. Communication becomes an important media in an organization, because in organization, communication skills can ease internal conflict. Communication is a two-way process to produce information exchange between two involved parties. Communication becomes basic interaction of human kind.

Communication process within organzation especially communication between superordinate and subordinates is an important factor in establishing organizational effectivity. The effectivity depends upon good relationship built based on positive environment and trust. Muhammad (2008, p. 172) argues that the relationship between superordinate and subordinate is the center of effective management. In order to be successful, the interaction must be carried out based on trust and openness beween superordinate and subordinates.

The establishment of Good organizational climate is of prime important sisce it is an individual perception about what organization can contribute. Based on it, member of organization behaves. The quality of organizational climate is shaped by how good the members are led, developed and respected. For this purpose, the leader of organization can give direction, orientation or influence to create and nurture ideal organizational climate for the attainment of organizational objectives.

Interpersonal communication is a medium to establish conducive organizational climate through transparency, individuals deliver suggestion and ideas and provide employees with openness and simplicity materializing organizational goals

The implication of the mentioned findings are the following:
1. Promoting work motivation by improving interpersonal communication. As mentioned in advance, the research found that interpersonal communication has positive and direct influence on work motivation. The optimation of interpersonal communication to improve motivation is carried out by: 1) giving employees opportunity to express their opinion and suggestion in formal meeting or other events; 2) facilitating employees meet their rights; 3) Providing employees with means of communication which enable them accomplish their jobs.
2. Promoting work motivation by improving organizational climate. The finding suggests that organizational climate has positive and direct influence on work motivation. The optimation of organiztion climate to improve work motivation is carried out by: 1) creating a conducive organizational climate; 2) creating a harmonious organizational climate that improve the effectivty of communication among members of organization; 3) creating good organizational climate by maintaining healthy, save and pleasant environment.
3. Promoting interpersonal communication by improving organizational climate. As revealed by study that interpersonal communication has influence on organizational climate. The optimazation of interpersonal communication to improve organizational climate is carried out by: 1) Using articulate language to all employees when delivering messages; 2) creating condusive organizational climate through applying polite and harmonious communication; 3) Using appropriate communication to improve work interaction in achieving organizational goals.

Eventhough the researcher already used appropriate control over researched variables, some shortcoming may still apparent, especially concerning the following.

The use of small sample, only 72 responddents out of (PPPPTK) 253 employees in the population. Thirty respondents was used to test instrument validity. More samples will increase cost though possibly increase accuracy of findings. This is why the number of sample used was kept to minimum as required by statistics.

Likert scale instrument as used in this data collection, actually is not the only tool which can examine all aspects of the study. In this case the respondent might not give optimum responses. Therefore the interpretation shouldt be made with care.

This study limits itself to 2 independent variables (interpersonal communication and organizational climate) influencing work motivation. In fact, there are many more variables may influence work motivation. In addition, work motivation certainly is influenced by intertwining complex internal and external variables.

Conclusion

Seen from path coeficient, the study concludes that:

There is a positive and direct effect of interpersonal communication on work motivation, the correlation between interpersonal communication and work motivation is medium high, and significant at both .05 and .01 alpha level.

There is a positive and direct effect of organizational climate on work motivation, the correlation between organizational climate and work motivation is also medium high, and significant at both .05 and .01 alpha level.

There is a positive and direct effect of interpersonal communication on organization climate, the correlation between interpersonal communication and organizational climate is medium high and significant at both .05 and .01 alpha level.

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