

Effect of Organizational Culture, Leadership Behavior, Achievement Motivation, and Job Satisfaction on Performance of Lecturer at Private University in the Province Of Aceh

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Abstract: *The objective of this research is to answer seven problems and hypotheses of the research, they are: 1) Organizational culture (X₁) directly and positively influences job satisfaction (X₄), 2) Leadership behavior (X₂) directly and positively influences job satisfaction(X₄), 3) achievement motivation (X₃) directly and positively influences job satisfaction (X₄), 4) Organizational culture (X₁) directly and positively influences performance (X₅), 5) Leadership behavior (X₂) directly and positively influences performance of lecturer (X₅), 6) Achievement motivation(X₃) directly and positively influenced performance of lecturer (X₅), 7) Job satisfaction (X₄) directly and positively influenced performance of lecturer (X₅). The research populations were 477 people and the samples were 217 lecturers that were collected by applying the technique of proportional random sampling. The instrument of this research was questionnaire by applying linkert scale, and the lecturers' performances by applying structural observation sheet. The research instrument was tested by using the validity test with product moment correlation and the reliability test by using Alpha Cronbach formula. The data of the research result were processed and analyzed by using descriptive and inferential statistics – path analysis. The path analysis was initially done by using the test of analysis procedure covering the test of data formality, and the test of data linearity. The tests of linearity digression inter the variable of research data used F statistic test, and the test of the research formality data used lilifors technique. The result of the descriptive research showed that the performance of the lecturers working for the Private Higher Educations in Province of Aceh was categorized as high, the organizational behavior was categorized as high, the leadership behavior was categorized as high, the achievement motivation was categorized as high, and work satisfaction was categorized as high. Then, the result of the inferential research showed as the followings: 1) There had some direct influences of organizational culture on job satisfaction with the path coefficient 0.212, 2) There had some influences of leadership behavior on job satisfaction with the path coefficient 0.287, 3) There had some direct influences of achievement motivation on job satisfaction with path coefficient 0.261, 4) There had some influences of organizational culture on performance of the lecturers with path coefficient 0.382, 5) There had some direct influence of leadership behavior on performance of the lecturers with path coefficient 0.131, 6) There had some direct influences of achievement motivation on performance of the lecturers with path coefficient 0.127, and 7) There had some direct influences of the job satisfaction on performance of the lecturers with path coefficient 0.132. The research results accepted all 7 seven proposed hypotheses as a fixed model or theoretic model of causal relation structure between organizational culture, leadership behavior, achievement motivation, job satisfaction, and job performance of the lecturers at the Private University in the Province of Aceh. Based on the research result, the researcher believes that job performance of lecturer will increase if organizational culture, leadership behavior, achievement motivation and job satisfaction can be upgraded.*

Keywords: *organizational culture, leadership behavior, achievement motivation, job satisfaction, performance of the lecturer.*

I. Introduction

Performance of lecturer is the most important dimensions of monitoring and evaluation needs to be done every semester or every year. Performance assessment can be done by the lecturers themselves by learners through index of lecturers' teaching in carrying out the work or immediate by supervisor of lecturers through classroom observation. Therefore, it's very important to analyze the factors that determine job performance of lecturer. Performance of lecturer is one thing that is very important to have every private university in the province of Aceh. Quality is the end result of the performance. The observation of the researchers that the quality of graduated on average was still low, institutional and financing policies from government to private universities in Aceh was still low, the level of job satisfaction lecturers and students was still low, the welfare of lecturers was still low, many lecturers have not yet made Memorandum of Understanding (MoU) with organizers of private university, and management which was still closed. This has an impact to the declining

performance of lecturers in private university. The results of the Quality Assurance Agency Report, of a few private universities in the province of Aceh from 67 lecturers for the academic year 2013/2014 and 85 lecturers for the academic year 2014/2015 of the achievements in the field of work was as follows: (1) 2013/2014, in the field education and teaching of 67 new lecturers: 82% or 55 lecturers could implement face to face learning an average of 13 meetings of the supposed 16 sessions, while 18% or 12 lecturers were still implementing face to face learning below the mean average of 13 meetings. An increasing in face to face teaching faculty in the academic year 2014/2015 showed that 85 lecturers were already 84% or 71 lecturers could implement face to face learning an average of 13 meetings of the supposed 16 sessions, while 16% or 14 lecturers were still executing face to face learning below the average of 13 meetings. On the average there was no significant increasing in the number of face-to-face meeting in the academic year 2013/2014 and 2014/2015 although there was an increase of 2%.

Field of research faculty in first semester 2013/2014 of 67 lecturers, the number of lecturers who have been carrying out research as many as 30 people or 45% and in the second semester of lecturer who undertaken research increased to 54 people or 81%. In the year 2014/2015 of the report 85 lecturers, only 55 people or 64.71% who conducted research and 30 lecturers or 33.29% have not yet do research. This means that research by lecturer when compared with the previous year, namely a sharp decline of 16%.

Dedication to the community field in Academic Year 2013/2014 in first semester and second semester, of 67 there are 47 lecturers and 48 lecturers or 70% and 72% performed community service tasks, while 20 and 19 lecturers or 30% or 28% have not carry out community service assignment. Academic Year 2014/2015 first semester and second semester, of 85 lecturers who performed community service as many as 63 people and 64 people or 63% and 64%. It can be said that as a matter of an increasing number of lecturers who performed community service, but the percentage decrease. Similarly, the field of publication of scientific papers for Academic Year 2013/2014 and 2014/2015 on average remained below 35%, the same as the field of seminars, training and workshops on average were still below 40%, and the field of the award and committee on average remained below 20%.

Looking at the report's description in the percentage of lecturers who carried out field of work as described above indicate that the performance of lecturers from several private universities in quantity and the percentage were still low, only the task of education and teaching could already be said to be perform reasonably, it is 16 times face to face learning provided academic, lecturer on average at 13 times face to face meetings, equivalent to an average of 83%. Likewise, the task of research and dedication to the community were still highly variable percentage of lecturer activity. There are many factors affect on the performance of lectures both internal factor and external factor in individual and organizational context.

O'Reilly Research in Bahri (2010: 78) found that organizational culture can improve performance. Similarly, research conducted by Kotter and Hasket in Sopiah (2012: 76) suggests that organizational culture has a significant influence on the company's long-term economic performance. Based on these results organizational culture is one factor can increase labor productivity, which implies to give better performance. However, it should be replicated through a study of lecturer's performance in private university, whether performance of lecturer is influenced by organizational culture at private university or organizational culture is one of the factors that affect the performance of lecturers directly or indirectly. This needs further verification through research studies on lecturers at private university in the province of Aceh, whether the corresponding previous findings that organizational culture can improve the performance of lecturers.

Organizational culture affects the performance of lecturers, because culture is always adjusted to the development faced by private university in order they can exist and persist. Furthermore (Uha Nawawi Ismail, 2015: 65) in his research found that organizational culture of private university should be changed from this time to be able to win the competition among private universities. Because, if the delay of organizational culture changed will have implications: (1) the low morale of staff and lecturer; (2) the turnover of staff and lecturer high, (3) increasing public complaints, (4) loss of opportunity, (5) low productivity, (6) the slow response to change, (7) the poor of the performance of the organization, (8) the behavior and practices healthy workplace. Thus the organizational culture will contribute to increase performance of lecturers and organizations' performance of private university in achieving the vision and mission of private university.

Similarly, culture, Muhammad Akram et al. (2012: 354-363), in his research concluded that: (1) leadership behavior is positively correlated with leaders and employees who have a sense of the performance of the organization, (2) leadership behaviors has a positive influence on the organization, (3) leadership behavior has a positive and significant to the leader with a sense of good performance, and (4) leadership behavior and performance with the combined analysis, leadership behaviors that support innovation and monitoring has a very significant influence on the leaders with a sense of belonging to the high-performance ,

Achievement motivation is an important asset to be preserved and maintained the stability of a lecturer to perform a job or task that based on the skills and knowledge as well as supported by work attitude demanded by the job. Wibowo (2011: 389) says the motivation can certainly affect performance, although it is not the only

factors that shape the performance. One theory about the formation of the motivation is the theory of Robert Kreitner and Angelo Kinicki that the motivation gained through needs, physiological or psychological deficiencies that cause behavior.

Ariana S (2009: 96) in research concluded that there is a direct positive effect leadership style on work motivation and leaders' performance of private university, and there is a direct positive effect of work motivation on leaders' performance of private university in Province of South Sumatra.

Robert Keitner and Angelo Kinicki (2001: 205) argues that achievement motivation can certainly affect performance, although it is not the only factors that shape the performance. Both of these factors affect each other, including also in the process of motivation, arouse, direct and forward.

Hani Handoko (2006: 193) said that job satisfaction is an emotional state that pleasant or unpleasant about their work. Job satisfaction reflects a person's feelings toward his work with in a positive attitude, in this case attitude of a lecturer on his/her work and everything faced in the work environment. Satisfying the needs of lecturers through the provision of compensation can provide job satisfaction for the lecturer.

Existence performance does not just happen, but affected by many variables. Colquitt, Lepine and Wesson (2009: 5) explain this on the model called **The Integrative Model of Organizational Behavior**. This model explains causally that performance is influenced by organizational culture, leadership behavior, achievement motivation and job satisfaction. In more detail explained that organizational culture and leadership behavior directly affect the motivation and job satisfaction. Furthermore, achievement motivation and job satisfaction directly affect the performance.

The development of the model was done through comparing several models of performance in accordance with the variables that researchers used in the model. To be able to explain the overall performance and extends of course require the representation of the models chosen by Colquit, Gibson, Steven P. Robbin, Armstrong and Slocum/Hellriegel.

The Colquit Model puts job satisfaction in the top, Colquit assumed that job satisfaction was one of the factors which most determine the success of the performance, then indirectly attended by several other factors that influence performance. Furthermore Colquitt, Lepine and Wesson (2009: 4) reasserted that "job satisfaction has a moderate positive effect on job performance". Similarly, Robbin (2008: 163) stated that job satisfaction had impact on performance ". More lectures feel satisfaction in their daily work, the better the productivity, the higher the performance of lecturers. So between models Colquit and Robbins have in common where job satisfaction has direct effect on the performance.

What stated by Colquitt and Robin in contrast to what raised by Gibson, et al. (2009: 327) in theory Path Model-Goal, where job satisfaction was placed parallel with performance where it was essentially the outcomes influenced by perception and motivation. Perception and motivation would also be influenced by various factors, including: the leaders behavior, subordinate characteristics, and environmental. Thus Gibson et al. theory put the performance and job satisfaction in the same position. Therefore, a teacher must work (teaching) in accordance with the field of science they have, so that it can improve job satisfaction which turn can improve the performance of lecturers.

In addition to job satisfaction and organizational culture, leadership behavior that can affect the performance of the lecturer is motivation. Colquitt, Lepine and Wesson (2009: 203) says, "motivation has a strong positive effect on job performance". With the advent of achievement motivation lecturer in performing the tasks will impact in increased performance of lecturers. Achievement motivation is one important factor in improving performance.

The description above describes the various factors affected the performance of lecturers, both of which found from the results of research and theoretical explanations. Likewise, the performance of lecturers is different what expected to the actual performance of lecturers within the scope of the private university throughout province of Aceh. Therefore, in order to develop a theoretical model and solve the problems of performance of lecturers at private university needs to do research about *"The influence of organizational culture, leadership behavior, achievement motivation and job satisfaction on the performance of lecturer at private university in the province of Aceh"*.

II. Litelature Review

2.1 Performance of Lecturer

Mathis and Jackson (2002: 78) stated that the performance was basically associated with what done or not done by someone on the job, with the impact in the form of large or small contribution to the organization concerned. According to Rival, Fazwi and Basri (2005: 14), the performance is the result or the level of success of a person or a whole during certain periods in the duty compared with a range of possibilities, such as the standard of the work, targets or criteria that have been determined in advance and have agreed together.

In line with these opinions, Rivai, et al. also revealed that the performance is a state full view of an organization for a certain period, which the result or achievement influenced by the organization's operational activities in utilizing the resources they have.

In line with these opinions, Robbins (2000: 439) suggested that the performance is defined as the result of work evaluation individually compared with the criteria that has set together. The performance evaluation will produce changes that will improve, evaluation of the performance should use the relevant method so it will not bring confusion.

James L. Gibson, John M. Ivancevich and James H Donnelly (1994: 13) Individual performance is the basic performance of the organization. The results of individual work will have a major impact on the success an organization as dictated by Colquit, Lepine and Wesson (2009: 37) "job performance is formally defined as the value of the set of employee behavior that contribute positively or negatively to organization goal accomplishment". Someone did or not his/her work reflects the relevant activities within the organization, while contributing to the organization reflects the results of work. This opinion is supported by Ivancevich (2001: 249-250): the behavior and outcomes are used to measure someone's performance. John and Saks (2007: 203) explains that the performance is a desire in which each member of the organization contribute to achieve organization goals. The formulation of the above showed that the performance is the level success of a person or institution in carrying out the work in the light of their expertise.

Performance in this study is based on Integrative Model of Organizational Behavior by Colquitt, Lepine and Weesson that showed direct influence of endogenous variables (leadership behavior, organizational culture, motivation) on job satisfaction while job satisfaction has direct effects on performance. Colquitt, Lepine, Wesson put job satisfaction as the dominant factor for achieving performance. Performance by Colquitt, Lepine, Wesson is produced by individual circumstances. Circumstances beyond the individual is determined by the mechanism of the organization.

Furthermore attention to and analyze the Path goal theory House version quoted Robbin indicate that the leader behavior influence on job satisfaction and performance of subordinates. Robbins (2006: 448-449) say that the effect is called path-goal theory meaning that the directive leadership behavior will give job satisfaction of subordinates, while supportive leadership behavior will deliver the performance and satisfaction of subordinates. Furthermore directive leadership tends to be perceived as excessive when subordinates have a high capability of understanding or experience a lot. Participative leadership showed subordinates have an internal locus of control to be satisfied with the supervisor's leadership style. Furthermore, achievement-oriented leadership will increase subordinates' expectations that effort will produce high performance when tasks were ambiguous structure.

Based on design pattern of relationships by Robbins showed that the performance and job satisfaction are influenced by the leadership behavior and motivation. Furthermore Lussier (2009: 386) stated that motivation is an inner desire to meet the needs that have an impact on whether or not one's satisfied. So Lussier further said that to achieve the goals of the organization at a higher level exceeded its job, it must be with their motivation and job satisfaction.

The scope of Individual need their need, desires will need to provide motivation, and motives will affect the behavior derive a sense of satisfaction and dissatisfaction. From the process of motivation, it is clear that satisfaction and dissatisfaction begins on motivation. Furthermore, the theory introduced Vroom explained that an employee will be more motivated to work if the job he does get high performance ratings that will impact the acknowledged to satisfy employee expectations.

Colquitt, Lepine and Wesson (2009: 107-108) explained that overall job satisfaction included salary, promotion, supervision, coworkers, and satisfaction with their own colleagues. Rival Veithzal and Deddy Mulyadi (2010:309): performance of lecturer is the real behavior of lecturer as appropriate performance of functional role as an academic.

In particular, lecturer has been regulated in Law Number 14 Year 2005 about Teacher and Lecturer, and the Indonesian Government Regulation Number 37 Year 2009 concerning lecturer, noted that the lecturer are professional educators and scientists with the main task of transforming, developing and disseminating science, technology, and arts through education, research and community service. Duties and responsibilities of lecturer included: education and teaching, research and community service activities:

In contrast to George and Jones (2005: 205) states the performance is the result of a person's behavior assessment which includes how well a person has completed a task or job. Theory George, Jones and Owen have similarity that the performance as a result but not in the form of a product but a behavioral assessment. That means the performance is a process not the result of an act of deeds, so it's clearly different the performance as a product and performance as a behavioral process.

The theory above, in line with the theory Colquitt, Lepine, Wesson (2009: 26) stated the performance as a set of behaviors that support the values, positive or negative for the accomplishment of organizational goals.

The same theory expressed by Campbell (2002: 23) which defined performance as an interesting representation of workers' behavior in the workplace.

The phrase is different from the theories Stolovitch, Prawirosentono, Soedarmayanti, Bailey, Kotter and Heskett, Donnelly, Gibson and Ivancevich, Colquitt, Lepine, Wesson and Campbell theory. Bateman suggested that the performance as a process of measuring the work to determine the achievement of objectives, also used to find weaknesses of performance and improve them, and determine the appreciation of the achievements. Bateman statement in line with the opinion of Luthans (2006: 208) in the model Porter-Lawler explained that the performance as a process, if the performance was awarded would lead to satisfaction. Furthermore, job satisfaction would grow efforts that affect performance in line with the capabilities and character and perception.

The theory chosen for the performance of the lecturer is Colquitt, Lepine, Wesson, Stolovitch, Kotter and Heskett, Donnelly, Gibson and Ivancevich, and Baylei theory because these theory have the same view that the performance as the results achieved after doing a job. According to theory of Colquitt, Lepine, Wesson performance influenced by job satisfaction, stress, motivation, honesty, fairness and ethics, as well as learning and decision making. While in Newstroms' Theory is directly influenced by motivation, quality of work, leadership, communication, and group dynamics. Although the Newstroms' theory is rather different with Colquitt, Lepine, Wesson theory, but there is the similarity of demonstrating direct influence organizational culture, and motivation on the performance.

Thus, the performance of lecturer is the result of work achieved by the lecturer in a specified period in accordance with the powers and responsibilities as functional academics staff. The success of an individual's performance is influenced by many factors both internal factor (from the inside) and external (from outside). The assessment of the performance of universities was regulated in Law Number 14 Year 2005 about Teacher and Lecturer stated that the function of the lecturer in supporting the performance of faculty, namely: lecturer as executive education, as the executor of research, as the executor of dedication to the community, and the executor the task of supporting.

2.2 Organizational Culture

R. Erni Ernawan (2011: 74) stated that organizational culture is a style and way of life of an organization which a reflection of the values or beliefs that have been embraced by the entire organization. Sembiring (2012: 53) stated that organizational culture is a characteristic of the organization, not individual members. If the organization is equated with humans, then the organization's culture is the personality or the personality of the organization. However, organizational culture shape organizational behavior, even less so as member's behavior as individual is driven by the organizational culture. The values of togetherness is needed in both the formal and the informal organization. Shared values within the organization are believed to be able to actualize the unity within the organization so that magnifies the power of the organization in generating performance.

Colquitt, Lepine, and Wesson (2009: 7) famous with "Integrative Model of Organizational Behavior" defined that the culture of the organization as "a field of study devoted to understanding, explaining, and ultimately improving the attitudes and behaviors of individuals and groups in organisasi".

This definition shows that the culture of the organization to discuss, explain, and develop the attitudes and behavior of individuals and groups within the organization. Further Owen (1991: 166) defined organizational culture as "... the norm that inform people what is acceptable and what is not, the dominant values that the organization cherishes above others, the basic assumption and beliefs that are shared by members of organization, the 'rule' of the game that must be observed if one is not to get along and be accepted as a member, the philosophy that guide the organization in dealing with its employees and is clients".

Furthermore Colquitt, Lepine, and Wesson (2009: 546) stated Organizational culture as the shared social knowledge within an organization regarding the rules, norms, and values that shape the attitudes and behaviors of the employees. While the organizational culture according to Slocum and Hellriegel (2011: 98) is a reflection of the values, beliefs and attitudes member gradually emerging from time to time which is the soul of the organization. Further Slocum and Hellriegel (2011: 112) stated there is relationship between organizational culture and performance.

Robbins (2001: 510-511) defined organizational culture as a system of shared meaning held by members that distinguishes the organization with other organizations. Robbins gave the characteristics of organizational culture as follows: (1) innovation and risk taking, (2) the attention to detail, (3) outcomes orientation, (4) people orientation, (5) team orientation, (6) the aggressiveness, and (7) the stability.

Robbins (2001: 520) described the relationship of organizational culture on performance and job satisfaction. An organizational culture that will produce high performance and high satisfaction, and on the other hand a bad organizational culture will get low performance and low job satisfaction.

Based on the above, it can be concluded that organizational culture is a condition in which individuals or groups embracing a system of values, norms, sentiments, values, and activities that arise in the workplace to be developed in problem solving in order to achieve organizational objectives with indicators : individual initiative, direction, integration, management support, control/supervision, reward systems, patterns of communication, integrity, commitment and sincerity doing the work.

2.3 Leadership Behavior

Yukl (2009: 495) stated that leadership behavior is influenced by situational variables other than national culture. Some examples include the characteristics of the organization (example: the type of organization, size, culture and organizational climate) and the characteristics of managerial positions (eg, levels and functions of the manager, the power and authority of the position). Cultural and non-cultural determinant of behavior are not always congruent. Some situational variables can have a parallel effect of cross-national culture, but other situational variables can interact with the national culture in a complicated way. When there is an interaction, cross-cultural differences can be found in some situations but not in others, and the influence of situational variables may be greater in some cultures than other cultures.

Veithzal Rival (2006: 64): leadership is the overall pattern of a leader's actions, both visible and invisible by subordinates. Leadership illustrates a consistent combination of philosophy, skills, characteristics and attitudes that underline persons' behavior. Leadership is demonstrated directly or indirectly on the conviction of a leader of the ability of subordinates. Based on the description that delivered by Veithzal can be concluded that the definition of leadership is the ability to influence and mobilize a subordinate in an organization in order to achieve organization goals.

Leadership has long been the center of attention of scholars, thus becoming the object of study and even been investigated by experts from various disciplines. This is done considering because experts are aware of the importance of the knowledge of leadership behavior in carrying out activities related to the effort to bring members of the organization in achieving goals.

In connection with above, Morris (2000: 7-27) in *Cognitive A Futuristic View of Education* said that the concept of leadership is a major issue in Western society. The concept of leadership by Morris (2000: 7-27) put more emphasis on leadership related to the quality of education. Furthermore he argued as follows: The quality of education in the future is depended upon good leaders and effective leadership approachers.

Yulk (89: 9) made the classification leadership behavior in four approaches: (1) an approach based on the characteristics and properties, (2) an approach based on behavior, (3) an approach based on influence-satisfaction, and (4) an approach based on situational or contingency.

Based on the description of theories stated above, it can be synthesized that leadership behavior is an action that appears visible or invisible in planning, implementing, directing and supervising the resources available as individually or group work to achieve the organization's goals of higher education with indicators: the behavior of listening, empathetic behavior, curing behavior, behavior awareness, persuasive behavior, behavioral conceptualization, the ability to predict behavior, serving behavior, behavioral commitment to the advancement and empowering behavior.

2.4 Achievement Motivation

Robbins and Coulter (2007: 130) stated motivation is a process estimates an individual intensity, direction, and perseverance of efforts towards achieving the goal.

Pursuant to the explanation Robbins and Coulter (2007: 130) stated there are three key elements, namely intensity, direction, and persistence. Intensity relates to how hard a person tries attempted. Motivation as the whole process of giving work motivation to subordinates so that they are willing to work sincerely to achieve organization goals effectively and efficiently. Schermerhorn, Hunt, Osborn, Uhl-Bin (2010: 110) stated motivation refers to the individual forces that account for the direction, level, and persistence of a person's effort expended at work. Direction refers to an individual's choice when presented with a number of possible alternatives, level Refers to the amount of effort a person puts fort, and persistence Refers to the lenght of time a person sticks with a given action". Furthermore Schermerhorn, Hunt, Osborn, Uhl-Bin (2010: 110) theory McClelland consists of three (3) individual needs, namely need for achievement (nAch) is the disere to do better, solve problems, or master complex tasks, need for affiliation (nAff) is the desire for friendly and warm relations with others, need for power (nPower) is the desire to control others and influence their behavior. Colquitt, Lepine and Wesson stated motivation has a strong positive influence on performance. He further said that people who have higher levels of motivation tend to have high performance level.

Theoretical study in this research focus on McClelland. McClelland's Theory of needs developed by David Mc.Clelland and his colleagues focused on three needs: need for achievement, need for power and need for affiliation. One element in the McClelland's theory is the need for achievement (n-Arch), which is to

determine the specific needs of a person. This theory included: (1) Theory Motivation Hierarchy Maslow, (2) Alderfer ERG theory, (3) Two Factor Herzberg Theory, and (4) McClelland's Theory of needs.

Achievement motivation is the driving force that contained in a person so that the person trying to do something actions/activities well and successfully; The impetus can come from within himself or come from outside himself. McClelland in Hasibuan found at the core of every human being has three kinds of social motivation, namely: (1) the achievement motivation; (2) motivation to power; and (3) the motivation to affiliate.

Achievement motivation basically developed McClelland and his colleagues at Harvard University. Achievement motivation can be interpreted as an encouragement to do a task as well as possible based on excellence. Achievement motivation is not just the urge to do, but it refers to a measure of success based on an assessment of the tasks done person.

Luthans (1998: 145) simply said that achievement motivation can be expressed as a desire to perform work within the terms of reference of perfection or success in a competitive situation. Achievement motivation is an encouragement to pursue and achieve the goals or objectives based on the standards set.

Howe in Djaali (2007: 104) argued that the achievement motivation consists of three components, namely cognitive boost, An ego-enhancing one, and affiliation components. Based on expert opinions, we can conclude that the motive is a boost in self employees who need to be met in order the employees can adapt to works' environment, while motivation is a force that drives a person to perform an act to achieve a goal of his motives. Motivation serves as a conduit of energy, driving behavior, giving directions, and regulating behavior.

Based on the description of the theories mentioned above can be synthesized that achievement motivation can be defined as an impulse in a person to do a particular task or activity or individual tasks, group, as well as the organization as well as possible in order to achieve the feat with honors commendable and achieve goals as planned with indicators: the fear of failure, satisfaction in doing the task, the achievements, the addition of certain efforts, taking responsibility, toughness in the task, the need for feedback, election of duties, creation and innovation.

2.5 Job Satisfaction

Robbins (2003: 78) stated that job satisfaction is general attitude towards the work of someone that shows the differences between the number of awards received by workers and the amount should be received

Colquitt, Lepine, and Wesson (2009: 106) said that job satisfaction can be expected to be more specific for workers in terms of specific values such as: the form of high salaries, salary secure, level of promotion, promotion based on ability, relationship of good supervision, rewards for good work, pleasant friends in the workplace, a responsible co-workers, utilization of capability, freedom and independence, intellectual stimulation, creative expression, the sense of achievement, prestige, power over others, fame, comfortable, and peaceful.

Davis in Mangkunegara (2000: 117) argued that "Job satisfaction is the favorableness of favorableness with employees views their work". While the opinion Robbins in Wibowo (2011: 299) explained that job satisfaction is general attitude towards one's work that showed the difference between the number of awards received by workers and the amount they believe. Job satisfaction as the attitude of the workers about their jobs further the job satisfaction is a result of their perception of the job.

According to Siagian (2002: 21) job satisfaction is a person's perspective, both positive and negative about the job. According to George and Jones (2012: 79) there are four majors determinant of job satisfaction, namely: personality, values, work situation, and social influence.

Keitner and Kinicki (2008: 255) argues; that there are five factors that can affect on job satisfaction, namely (1) need fulfillment, the satisfaction is determined by the level of job characteristics give the individual an opportunity to meet their needs; (2) discrepancies, this model suggests that satisfaction is the result meets expectations. Fulfillment of expectations reflects the difference between what is expected and earned by individuals from employment; (3) value attainment, satisfaction is the result of the perception of the job that the fulfillment of important value of individual work; (4) equity, satisfaction is a function of how people are treated fairly in the workplace; and (5) dispositional/genetic components, this model is based on the belief that job satisfaction is partly a function of personal characteristics and genetic factors.

According to Luthans (2006: 246) of the main factors that affect job satisfaction are as follows: (1) the work itself, (2) wage/salary, (3) promotion, (4) supervision, (5) working group, and (6) working conditions/working environment.

Based on the description of theories stated above, it can be synthesized that job satisfaction is the statement of the achievement of something expectations, attitudes towards work which cause feelings of like or dislike the work, described in the indicators: the content of the work itself, supervision, organization and management, opportunity to move forward or promotion, salary or other incentives, co-workers, and working conditions.

III. Research Methodology

The research was conducted at private university within the scope Kopertis Region XIII in Province of Aceh, included private university, college, academy, or polytechnic. Based on the number of private university in Region XIII Kopertis in Province of Aceh in 2015 there were 112 universities, comprising 10 universities, 47 colleges, 52 academic, and 3 polytechnics, with a number of journal who have academic positions as many as 477 people.

The study was conducted for 10 months, the study type classified as survey with a causal approach by using path analysis that ever undertaken by Nidjo Sandjojo (2011: 64). Total population 477 lecturers, consists of 362 people (75.78%) were from university, 91 people (19.00%) from college, 21 people (4.38%) from academy, and 3 (0.84 %) from polytechnic so the number of sample is 217 people. Sample was selected by using random sampling through entering the names of lecturers who have functional position of assistant expert, lecturer, associate professor, and professor. The instrument used to collect data for the study was a questionnaire enclosed for organizational culture, leadership behavior, achievement motivation and job satisfaction. Instrument of Performance use observations of lecturers when teaching in the classroom.

IV. Result And Discussion

Based on the path coefficients obtained can be illustrated the line diagram model as following figure:

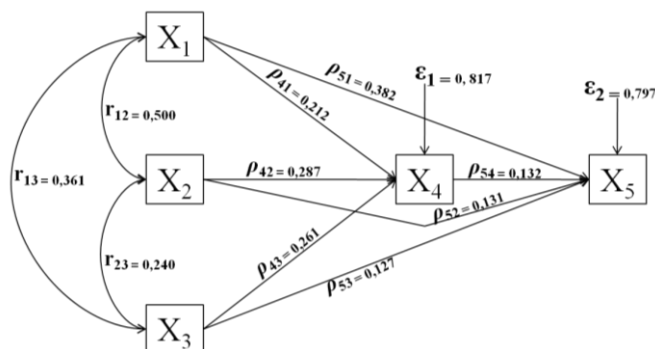


Figure: 1 Paradigm of Research Empirical Causal Relationship Among X1, X2, X3, X4 and X5

X1=organizational culture, X2=leadership behavior, X3=achievement motivation, X4= job satisfaction, X5 = performance of lecturer

4.1 Direct Effect Organizational Culture (X1) on Job Satisfaction (X4)

The results of this study indicated that there is direct, positive and significant effect organizational culture (X1) on job satisfaction (X4) by 0,045 equals 4.5%. The results of the research supports previous studies by Tsai (2011: 1-9) that found organizational culture influence on job satisfaction. The same thing Sadeghi, Amani and Mahmudi (2013: 687-700) found from their research that there is an influence of organizational culture on job satisfaction. Mullin (2011: 701) said there are five factors that affect job satisfaction, one of them is a organizational culture in the basic form of attitudes, beliefs and values. Robbins, Judge, Vohra (2011: 80) summarized the results of research in the fifteen western countries quoted from Benz and Frey found that organization culture contributes to achieve high job satisfaction. Onwards Karantiano Sadasa (2013: 1637-1642) on his research results found that there is influence of organizational culture on the job satisfaction.

Study on these findings, Erni and Ernawan (2011: 12-13) stated that the formation of culture and actualization is into two things: First culture is formed through a pattern of obedience, imitation, the adoption of a tradition or orders from above or from outside the organization, both culturally formed programmed through a learning process that starts from within cultural actors, of a truth, belief, assumption or belief basic foundation held firm as the establishment, and diaktulisasikan become reality through attitudes and behavior. Thus, the culture of an organization is very important to get the attention of all the people in an organization, such as the organization that produces the services, one example is educational institutions. In line with the results of this study contributes to the organizational culture are satisfied or dissatisfied person carrying out the task as lecturer in university.

The results of these statistics prove the theory that researcher used as the basis for the filing of a theoretical model of research variables, namely the Integrative Model of Organizational Behavior by Colquitt, Lepine, and Wesson that said organizational culture has a direct effect on job satisfaction and performance. This means that the findings of this study concluded that the proposed theory and result of statistics obtained support the theory of Colquitt, Lepine, and Wesson.

4.2 Direct Effect Leadership Behavior (X2) on Job Satisfaction (X4)

The results showed that there is positive and significant effect leadership behavior (X2) on job satisfaction (X4) of 0.082 equivalent of 8.2%. The results of this study are consistent with the results of research by Tsai (2011: 1-9) that found leadership behavior has positive effect on the job satisfaction. The same thing Voon, Lo, Ngui, and Ayob (2011: 24-32) found that adopting the right leadership behaviors, leaders can influence job satisfaction of subordinate. Furthermore Sadasa (2013: 1637-1642) found that leadership behavior has significant effect on job satisfaction of teachers. The results of the same study was also found by Kuswandi, Sundjoto Asmirin Noor and Purwanto (2015: 84-92): there was significant influence transformational leadership on job satisfaction of lecturer. The results of same study was also found by Chong, Mansur and Ho (2015: 1-12) of teacher in Malaysia that leadership has positive and significant effect on job satisfaction of teacher.

These statistical findings prove the theory that researcher used as the basis for the filing of a theoretical model of research variables, namely the Integrative Model of Organizational Behavior by Colquit, Lepine, and Wesson that say leadership behaviors has direct effect on job satisfaction. This means that the findings of this study concluded that the proposed theory and results of statistics obtained support the theory of Colquit, Lepine, and Wesson.

4.3 Direct Effect Achievement Motivation (X3) on Job Satisfaction (X4)

The results showed that there is a significant and positive influence of achievement motivation (X3) on job satisfaction (X4) of 0.068 equivalent of 6.8%. These findings corroborate the results of previous studies involved Kartika and Kaihatu (2011: 47) which said that the motivation variable significantly influence job satisfaction of 13.6%.

These statistical findings prove the theory that researcher used as the basis for the filing of a theoretical model of research variables, the model of The Path-Goal Theory from Stephen P. Robbins and Lussier stated that the process of motivating affect on the behavior which in turn will have an impact on job satisfaction and job dissatisfaction. This means that the findings of this study concluded that the proposed theory and statistics obtained results support the theory of Stephen P. Robbins, and Lussier.

4.4 Direct Effect Organizational Culture (X1) on Performance of Lecturer (X5)

These results indicated that there is a positive and significant influence organizational culture (X1) on performance of lecturer (X5) of 0.146 equivalent of 14.6%. The study supports previous research by Mutmainah, Troena, Noermijati (2013: 54-65) that organizational culture affect directly and significantly on the job performance of lecturer by 0.219. Further the same result found by Sangadji and Sopiah (2013: 1-18) that organizational culture has a significant positive effect on the performance of lecture across the University Muhammadiyah in East Java, the coefficient of correlation of 0.846.

These statistical findings prove the theory that researcher used as the basis for the filing of a theoretical model of research variables, namely the Integrative Model of Organizational Behavior, Lepine, and Wesson that says there is direct influence of organizational culture on the job performance. This means that the findings of this study concluded that the proposed theory and statistics obtained results support the theory Colquit, Lepine, and Wesson.

4.5 Direct Effect Leadership Behavior (X2) on Performance of Lecturer (X5)

These results indicated that leadership behavior (X2) has positive and significant impact on performance of lecturer (X5) of 0.017 equivalent of 1.7%. The results of this study support previous research by Colquit, Lepine, and Wesson (2009: 8) that say performance is a set of behaviors a person's in carrying out or not carry out work, that is the end result of the behavior by which performance can be affected by behavior. Likewise Gary Yulk (2007: 62) stated that leadership could further enhance the motivation and performance of followers. Furthermore Yulk (2007: 62) asserted that one of the aspects that affect the performance is leadership. The results of this study are consistent with previous studies by Mutmainah, Troena E.A, Noermijat (2013: 54-65) that found the leadership style affects the performance of teacher. The same with Karantiano Sadasa research findings (2013: 1637-1642) that the leadership behaviors affect the performance of teachers.

The statistical results of this discovery indicated that all elements have same responsibility to build healthy leadership behavior of leader in private university in Aceh. it is mean healthy leadership behaviors can improve the performance of lecturers.

These statistical findings prove the theory that researcher used as the basis for the filing of a theoretical model of research variables, namely the Integrative Model of Organizational Behavior by Colquit, Lepine, and Wesson that said the leadership behavior directly affects the performance. This means that the findings of this study concluded that the proposed theory and statistics obtained results support the theory Colquit, Lepine, and Wesson.

4.6 Direct Effect Achievement Motivation (X3) on Performance of Lecturer (X5)

The results showed that the presence of a significant and positive influence of achievement motivation (X3) on performance of lecturer (X5) of 0.016. Thus, the performance of lecturer (X5) is affected by the achievement motivation (X3) directly at 1.6%. These result is in line with those of Wardana that achievement motivation affect the performance of teachers who have been certified in Jember. Further Setyowati and Yuniarto (2012: 34-49) found achievement motivation affected on work of lecturer in X campus, north Jakarta. Research Trisnaningsih, Hendra and Suparwati (2012: 1-25) concluded that the motivation affects significantly on performance of lecturer at the private university in East Java Kopertis Region VII for 0.904. Cahyono (2012: 283-298) stated that the motivation affects significantly on the performance of lecturer and staff, with a regression coefficient is 0.164.

These statistical findings prove the theory that researchers used as the basis for the filing of a theoretical model of research variables, namely the Integrative Model of Organizational Behavior by Colquit, Lepine, and Wesson that said the motivation has direct influence on the performance. This means that the findings of this study concluded that the proposed theory and statistics obtained results support the theory Colquit, Lepine, and Wesson.

4.7 Direct Effect of Job Satisfaction (X4) on Performance of Lecturer (X5)

The results showed that job satisfaction (X4) has positive and significant impact on performance of lecturer (X5) of 0.017 equivalent of 1.7%. The results reinforce previous research by Sangadji and Sopiah (2013: 1-18) that job satisfaction has a significant and positive effect on the performance of lecture across the University Muhammadiyah in East Java, the coefficient of correlation of 0.592. Furthermore Shoebly, Saleem, Razzaq and Khan (2012: 223-232) conducted in the Economics Faculty of Private colleges in Pakistan investigating the relationship between satisfaction and performance commitment, this study confirmed that satisfaction has positively correlated with the performance commitment of teachers in the private university. These statistical findings prove the theory that researcher used as the basis for the filing of a theoretical model of research variables, namely the Integrative Model of Organizational Behavior by Colquit Lepine, and Wesson that say job satisfaction has direct influence on the performance. This means that the findings of this study concluded that the proposed theory and statistics obtained results support the theory Colquit, Lepine, and Wesson.

V. Conclusion

Based on research data and analytical results that have been described in previous Courant, conclusions can be drawn as follows:

1. Organizational culture has direct positive effect on job satisfaction of lecturer at Private University, Kopertis Region XIII in province of Aceh. The results of this study implies that the stronger the culture of the organization, the more increasing job satisfaction of lecturers in private university in the province of Aceh. Organizational culture is shown through individual initiative, direction, integration, management support, control, reward systems, patterns of communication, integrity, commitment and sincerity in achieving the goals and progress of private colleges in the province of Aceh in the high category in its role to improve job satisfaction of lecturer.
2. Leadership behavior has direct positive effect on job satisfaction of lecturer at Private University, Kopertis Region XIII in province of Aceh. The results of this study implies that the stronger the leadership behavior also the more increasing the job satisfaction of lecturers within the scope of private university in the province of Aceh. Leadership behaviors that characterized the behavior of listening, behavioral empathy, behavioral cure, behavioral awareness, conduct persuasive, behavioral conceptualization, behavioral ability of predicting, serving behavior, behavioral commitment to progress, and behavior empowering in achieving the goals and progress of the college in the province of Aceh, including in high category in its role to increase the reach of job satisfaction of lecturer at private university, Aceh province.
3. Achievement motivation has direct positive effect on the job satisfaction of lecturer of Private University in Kopertis Region XIII in province of Aceh. The results of this study implied that the stronger achievement motivation of lecturer then the more increasing job satisfaction of lecturer at private university in the province of Aceh. Achievement motivation of lecturer is characterized by the fear of failure, satisfaction in doing the task, the achievements, the addition of certain business, taking responsibility, the toughness of the task, the need for feedback, choiche the tasks, creative and innovative in achieving the goals and progress of the college in province of Aceh was included in the high category in its role to increase the reach of job satisfaction of lecturer at private university in the province of Aceh.
4. Organizational culture has direct positive effect on the performance of lecturers at private university Kopertis Region XIII in province of Aceh. The results of this study implied that the stronger the culture of the organization, the more increasing the performance of lecturer at private university in the province of

Aceh. Organizational culture as described in point 1 above, the organizational culture is shown through individual initiative, direction, integration, management support, control, reward systems, patterns of communication, integrity, commitment and sincerity in achieving the goals and progress of private universities in Province of Aceh included in the high category in its role to improve the performance of lecturers.

5. Leadership behavior has direct positive effect on the performance of lecturers at private university in Kopertis Region XIII province of Aceh. The results of this study implied that the stronger the leadership behavior also the more increasing the performance of lecturer within the scope of private university in the province of Aceh. Leadership behavior that characterized the behavior of listening, empathy, cure, awareness, conduct persuasive, conceptualization, ability of predicting, serving, commitment to progress, and behavior empowering in achieving the goals and progress of the private university in the province of Aceh, including in high category in its role to increase the performance of lecturer at private university in the province of Aceh.
6. Achievement motivation has direct positive effect on the performance of lecturer at private university in Kopertis Region XIII, province of Aceh. The results of this study implied that the stronger achievement motivation of lecturer then the more increasing performance of lecturer at private university in the province of Aceh. Achievement motivation of lecturer, as characterized in point 3 above included: fear of failure, satisfaction in doing the task, the achievements, the addition of certain business, taking responsibility, the toughness of the task, the need for feedback, election duties, creative and innovative in achieving the objectives and progress of higher education in province of Aceh was included in the high category in its role to improve the performance of lecturer at private university in the province of Aceh.
7. Job satisfaction has direct positive effect on the performance of lecturer at private university in Kopertis Region XIII, province of Aceh. The results of this study implied that the stronger the job satisfaction of lecturer, the more increasing performance of lecturer at private university in the province of Aceh. Job satisfaction of lecturer was characterized by the content of the work, supervision, organization and management, opportunity to move forward, salaries and incentives, co-workers, and working conditions in achieving the goals and progress of higher education in province of Aceh included in the high category in a role to improve the performance of lecturer at private university in the province of Aceh.

Thus, the theoretical model developed in this study has been tested empirically on lecturers of private university in the province of Aceh. This shown that the performance model with variables of organizational culture, leadership behavior, achievement motivation and job satisfaction can be accepted as a model of performance.

Based on the conclusions above results, it can be submitted suggestions as follows:

- a. For leadership of private university, (1) trying to be able to demonstrate leadership behavior that can invite all lecturer under his direction to accept with a sense of comfort, fun and can be accepted as an effort to increase job satisfaction and performance, (2) more familiar with character of lecturer in depth in relation with the organizational culture, achievement motivation and job satisfaction of lecturer, therefore it is very closely connected with success of lecturer in carrying out their duties and responsibilities, so that the maximum conditions of lecturer in achieving learning goals will be met. (3) the executive board considers the lecturer as a partner, the leader is not one who always feared by lecturers and students, because of that a leader should show the attitude and behavior in accordance with the character and expectations of the lecturers and academic community at the private university (4) the head always open space to receive argumentation among leaders, between leaders and lecturers, between leaders and students in order to achieve organizational goals of private university as the realization of the vision and mission.
- b. For lecturers: (1) lecturers should always strive to improve organizational culture, realize the good behavior, encourage colleague of increasing their achievement motivation, and reduce the sense of dissatisfaction so the performance of lecturers can be improved, (2) lecturers can be positioned themselves responsibly in performing the task as well as possible, (3) lecturer attempt to understand the efforts to use the model or approach of learning student-centered learning, and provide learning tools for students at the beginning of the lecture.
- c. For the coordinator of Private Universities Region XIII in province of Aceh, (1) increase the activity such as workshop, upgrading, training, education, in-service for lecturer at private university which may included material of organizational culture, leadership behavior, achievement motivation, job satisfaction, and the performance of lecturers in order lecturers can recognize existensi of themself well, (2) provide an opportunity for lecturers to carry out further studies to a higher level education, (3) strengthen the function of supervision and control as effort to improve the performance of lecturer and quality of private universities in the scope Kopertis XIII in province of Aceh. (4) it is expected that future researchers can

study other factors that influence the performance of lecturer, it needs to be done in order to obtain a more complex picture of the factors that affects the performance of lecturer at private university in the province of Aceh.

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