

Participatory Leadership, Cultural Schools, And Stress Management On Headmaster Of Senior High School In Deli Serdang Regency

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Abstract: This study aims to determine the direct effect of Participatory Leadership, School Culture, and Management of Stress on the headmaster of Senior High School in Deli Serdang Regency. Research used quantitative method, the model is used by path analysis with descriptive data analysis technique. The population in this study were 133 schools, and the sample of 100 schools. The sample was determined by using a random sample. Variable instrument data was closed questionnaire with four answer choices. Instruments of validity test with product moment with acceptance level 95% or at $\alpha = 0.05$. Instrument reliability was calculated by Alpha Cronbach coefficient formula. Hypothesis test showed structure I $f_{count} > f_{table}$ (39,507 > 3,09) so it can be concluded that stress management was influenced positively and directly by participative leadership and school culture. And then structure II $f_{count} > f_{table}$ (12,319 > 2,70) so it can be concluded that the performance of headmaster was influenced positively and directly by participative leadership, school culture, and stress management. Based on the results of the study is suggested that (1) for the education office to provide support, by providing leadership training for the principal, and (2) for the education supervisor conduct personal guidance with the principal about his duties and responsibilities as education supervisor in fostering the headmaster, (3) for headmaster to improve understanding of participative leadership, for headmaster is suggested to understand their duties and responsibilities in schools and improve performance through school culture and stress management in achieving the goals in school.

Keywords : Perfomance of Headmaster, Participitory Leadership, Culcultural School, and Stress Management.

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I. Introduction

Improving the quality of education is a process that is integrated with the process of improving the quality of human resources itself. Recognizing the importance of the process of improving the quality of human resources, the government with the private sector work together continuously to realize the mandate through various educational development efforts that are more qualified, among others, through the development of the principal's ability. The headmaster as a leader in the school environment should be able to improve the performance of his subordinates, whether it is educators and educational personnel. Yuniarsih and Suwatno (2008: 165) stated that one of the factors supporting the creation of high productivity is the role of leaders who are able to show their leadership propesionaly(1) The existence of leaders is very important when faced with situations with diversity of characteristics and capabilities of members of the organization, still required to be able to contribute optimally to the organization. With the role of a reliable principal, the achievement of school goals in creating a conducive learning environment,for teachers, administrator, and learners.

II. Literature Review

The role of headmaster, as stated in Article 12 paragraph 1 of PP 28 of 1990 which states that: the principal is responsible for the implementation of educational activities, school administration, improving educational staff and utilization and maintenance of infrastructure facilities. Based on this statement, it becomes more important and suite with the increasingly complex demands of the school principal's task, which calls for more effective and efficient performance support. Principal is required to work more reliable, professional and responsive to the aspirations of society and the dynamics of environmental change and able to complete the tasks effectively and efficiently. The role of the principal, as stated in Article 12 paragraph 1 of PP 28 of 1990 which states that: the principal is responsible for the implementation of educational activities, school

administration, improving educational staff and utilization and maintenance of infrastructure facilities. What is disclosed above becomes more important in line with the increasingly complex demands of the school principal's task, which calls for more effective and efficient performance support. Principal is required to work more reliable, professional and responsive to the aspirations of society and the dynamics of environmental change and able to complete the tasks effectively and efficiently. School is an organization engaged in education. As an organization, of course the school has a culture. The school culture is basically the same as that of the general organization, where the school shows its own characteristics as an educational organization. It means that the school culture is an organizational culture that is applied in the context of a school institution. School culture according to Suharsaputra (2010: 107) is "the personality of an organization that distinguishes each school in carrying out its role and duties, in accordance with beliefs, values, and norms in the school" (2). Improving the performance of headmaster needs to understand the school's organizational culture. Through understanding of school organizational culture the school function can be understood and known various problems and experiences can be reflected. Therefore, by understanding the characteristics of organizational culture and the school's cultural strength, it can be attempted to improve the performance of headmaster. Every individual will feel stress regardless of age or occupation and work. Colquit, LePine, and Wasson (2009; 142), say stress is defined as a psychological response to a demand faced by someone who exceeds his capacity (3). As a normal human being, the headmaster must be faced with a dilemma. On the one hand he must work to focus on the vision, mission and goals of the school while on the other hand he has the needs and desires that need attention from the Education Office or the Education Foundation for private schools. This condition will certainly cause work stress. It is important for the Education Office and the Education Foundation to fill the headmaster need in creating workplace comfort so it is impossible to be exposed to stress. Job stress can be interpreted as the pressure felt by the principal because the job tasks can not be fulfilled. It means that, stress arises when the headmaster is not able to fill his job demands.

The linkage between participative leadership, school culture and stress management in improving the headmaster performance, it needs to be understood that every leader is responsible for directing what is good for his employees, and he himself must do good. The leader in this case the principal must also set an example, patient, and understanding. The function of the leader should be interpreted as Ki Hadjar Dewantara's motto: *ing ngarso sung tuludo, ing madyo mangun karso, tut wurihandayani* (in front of being a role model, in the midst of giving will, behind being a driver / giving power). In some studies also mentioned that participative leadership, school culture, and stress management affect headmaster performance. In Purba research(2008) found the direct influence of organizational culture and organizational commitment to the performance of department leaders at Medan State University. Ambarita (2010) found a direct influence of organizational culture and organizational commitment to lecturer performance. Siburian (2012) found the influence of organizational culture on the performance of SMK head in Medan city. Ghodang (2015) found a direct influence of school culture on the performance of high school teachers in Medan City. Based on the opinion's expert and some research can be seen various factors that can determine headmaster performance, it is good with regard to organizational mechanisms, group mechanisms, individual characteristics and individual mechanisms with each of the variables that encompass it. The opinion determinants of performance have encouraged researchers to conduct research on the performance of principals seen from several variables that influence the participative leadership, school culture, and stress management, these variables can affect the performance of the principal. These variables can be used to understand and find alternative principal performance problems, so that the principal's problems in performing their duties will be reduced and produce quality education. If the headmaster has a high performance, headmaster will show a sense of dedication and responsibility, a sincere sense of sincerity, his concentration and concern, the passion and the love of his students, the teachers, the staff and his work, he will provide time, enough energy and no complaints to help teachers in carrying out their duties.

Based on preliminary observations by researchers in January 2017 on MKKS in sub-rayon 03 SMA Negeri I Tanjung Morawa Deli Serdang district about participative leadership, and from the interview was known that participative leadership is still less applied as evidenced by headmaster less involving the deputy - the representative so that the principals feel exhausted in performing their duties. Problems occur in some high schools in Deli Serdang Regency can affect the achievement of educational objectives, both the goals of education in each school or national educational goals listed in Law no. 20 of 2003 on National Education System "Education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual power of religious, self-control, personality, intelligence, noble character, as well as the skills they need , society, nation, and State ".

Based on the problems occurring in some senior high schools in Deli Serdang district above, it need a better participative leadership style and school culture and control of work stress so as to improve the performance of better principals. Based on the results of observation research in January 2017, when MKKS in sub rayon 03 SMA Negeri I Tanjung Morawa Deli Serdang District and as described above, allegedly participative leadership variables, school culture and stress management principals affect the performance of high school principals. If

these allegations are tested, then the concept of the relationship of these three variables can be used to explain, forecast, and find alternatives to address the issue of affective commitment of teachers in the school. Moving from this thinking, the researcher plans a study entitled "the influence of participative leadership, school culture and stress management on the performance of headmaster in Deli Serdang District"

III. Research Methodology

Place And Time Of The Research

This research has been conducted in SMA in Deli Serdang District, with the headmaster as the subject of his research. While in the research conducted on June s / d August 2017.

Research Methodology

This research method is quantitative research. The technique of relationship analysis between variables is path analysis (Path Analysis). According to Ridwan (2008: 2) path analysis is used to analyze patterns of relationships between variables with the aim to determine the direct or indirect influence of a set of exogenous variables toward endogenous variables (4)

Population and Sample

In this study, the population is the head of SMA in Deli Serdang District spread in 22 (twenty two) sub-districts totaling 133 schools. Sampling was done by Taro Yamane or Slovin formula in Ridwan (2005: 65). In this research, the researcher took the number of samples as many as 100 people from the population 133 because the samples in the study of the path analysis of at least 100 respondents. The sampling technique is done by propotional simple random sampling, which is determining the number of samples per sub-district according to the number of population in the district.

Technique of Collecting data

Data collection for all variables in this study was done by spreading the instrument in the form of questionnaires to the respondents. Instruments were prepared using questions or statements by providing four alternative answers, ie SS (strongly agree), S (agree), TS (disagree), and STS (strongly disagree). The score for the positive statements is SS = 4, S = 3, TS = 2, and STS = 1. Conversely the score for negative statements is SS = 1, S = 2, TS = 3, and STS = 4.

Instrument test

Before using the instrument, instruments will be test to obtain valid and reliable instruments (valid and reliable). Validity test (validity) instrument items implemented to determine the level of accuracy of the instrument implemented. To determine the validity of a questionnaire in this study used the Product Moment Correlation formula with a significance level of 5%. With the criterion used to test the validity of the grains is at the level of significance $\alpha = 0.05$. This means that the item is valid, if $r_{hitung} > r_{tabel}$. Sebaliknya if $r_{hitung} < r_{tabel}$ declared invalid. These invalid items are not used in collecting research data. Questionnaire used must be valid and reliable. The items tested for reliability are only valid items, therefore the reliability of the questionnaire will be analyzed by Cranbach Alpha technique.

Technique of Analysis data

To analyze the data, it used statistical analysis that includes descriptive analysis, test requirements analysis, and hypothesis testing.

Descriptive Anaylis

To describe the research variable data used descriptive statistics. The use of descriptive statistics is included to obtain the mean, median, mode, standard deviation, and variance of each variable, so that a frequency distribution and graphic histogram can be produced that describe the research variables. Furthermore, to determine the category of achievement score of research variables used table level tendency that is guided by ideal ideal and ideal deviation standard.

Test Requirements Analysis

Data analysis techniques used in analyzing the data of this study was Path Analysis (Path Analysis) was the development of regression statistics, so that regression analysis can be said as a special form of path analysis. Path analysis was used to illustrate and test cause-and-effect, when data was not normal, Parametric statistics can not be used for analysis tools. For test the normality of the data is calculated by the Liliefors formula. To test the linearity of the relationship between exogenous variables with endogenous variables used for Analysis of Variance.

Hypothesis Test Research

To test the hypothesis used Path Analysis with the manual system and computer assistance SPSS for Windows version 23. In testing the hypothesis used significance level α of 0.05.

Result And Discuss Of Result Research

The data of this study include variables, namely, four Organizational culture variables (X1), Work motivation variables (X2), Stress Management variables (X3), and Teacher Affective Commitment variables (X4). From the examination that has been done to the data, with the following summary:

		Participative Leadership	Cultural School	Stress Management	Performance headmaster of SMA
N	Valid	100	100	100	100
	Missing				
Mean		92.24	92.55	97.23	84.85
Median		92.43	92.538	97.09	85.00
Modus		92.45	91.88	96.19	85.00
Std. Deviation		4.588	4.018	4.552	5.635
Rentang		23	19	24	26
Minimum		79	82	83	72
Maximum		108	108	116	100

Variable Research Tendency Test

Tests of data tendency of each research variable used average ideal score and ideal deviation standard of each variable then categorized to 4 (four) categories that is high, enough, less and low.

Participative leadership is high category 77%, sufficient category of 23%, less 0% and low category 0%. Thus it can be concluded that participative leadership in this study tends to be in high category. High school culture category of 84%, enough category of 16%, category less 0% and low category by 00%. Thus it can be concluded that the school culture in this study tend to high category. High category stress management 75%, enough category by 25%, category less 0% and low category 0%. Thus it can be concluded that stress management in this study tend to high category. And high school head performance category 71%, enough category by 29%, category less 0% and low category 0%. Thus it can be concluded that the performance of high school principals in this study tend to high category.

Test Requirements Analysis

Requirements to be met in using parametric statistics are: (1) normality test, (2) linearity test and regression significance, (3) independence test between Exogenous variables, and (4) Correlation Coefficient Calculation (r) and Path Coefficient (ρ) Between Research Variables. After performing the requirements analysis test, all the requirements are met to continue hypothesis testing.

Hypothesis Testing Research

Test Results Sub Structure 1

Hypothesis 1 proposed is:

Ho: $\rho_{31} = 0$: Participative leadership (X1) has no direct effect on the school principal stress management (X3).

Ha: $\rho_{31} > 0$: Participative leadership (X1) has a direct positive effect on stress management principal (X3) Testing criterion is reject

Ho if significance value t count $< 0,050$ or accept Ha if significance value $> 0,050$

From table 4.13 above shown that $\rho_{31} = 0,272$ and $t = 2,942$ with significance level 0,004; it means that Ho refused or Ha accepted so it can be concluded that participative leadership has a direct positive effect on stress management principals.

Hypothesis 2 proposed is:

Ho: $\rho_{32} = 0$: School culture (X2) has no direct effect on school principal stress management (X3).

Ha: $\rho_{32} > 0$: School culture (X2) has a direct positive effect on school principal stress management (X3)

Test criterion is reject Ho if significance value t count $< 0,050$ or accept Ha if significance value t count $> 0,050$

From table 4.13 above shown that $\rho_{32} = 0.305$ and $t = 3.306$ with a significance level of 0.001; means Ho refused or Ha accepted so it can be concluded that school culture has a direct positive effect on stress management principals.

Result of Sub Structure Testing 2

Hypothesis 3 proposed is:

Ho: $\rho_{41} = 0$: Participatory leadership (X1) has no direct effect on Principal Performance (X4).

Ha: $\rho_{41} > 0$: Participative leadership (X1) has a direct positive effect on Principal Performance (X4)

Testing criterion is reject Ho if significance value t count $< 0,050$ or accept Ha if significance value t count $> 0,050$

From table 4.13 above shown that $p_{41} = 0.203$ and $t = 2.106$ with a significance level of 0.038; means H_0 refused or H_a accepted so it can be concluded that participative leadership has a direct positive effect on the performance of the principal.

Hypothesis 4 proposed is:

$H_0: \rho_{42} = 0$: School Culture (X2) has no direct effect on Principal Performance (X4).

$H_a: \rho_{42} > 0$: School Culture (X2) has a direct positive effect on Principal Performance (X4)

Testing criterion is reject H_0 if significance value t count $< 0,050$ or accept H_a if significance value t count $> 0,050$

From table 4.13 above shown that $p_{42} = 0.208$ and $t = 2.137$ with a significance level of 0.035; means H_0 is rejected or H_a accepted so it can be concluded that the school culture has a direct positive effect on the performance of the principal.

Hypothesis 5 proposed is:

$H_0: \rho_{43} = 0$: Stress Management (X3) has no direct effect on Principal Performance (X4).

$H_a: \rho_{43} > 0$: Stress Management (X3) has a direct positive effect on Principal Performance (X4)

Testing criterion is reject H_0 if significance value t count $< 0,050$ or accept H_a if significance value t count $> 0,050$

From table 4.13 above shown that $p_{43} = 0.212$ and $t = 2.084$ with a significance level of 0.040; means H_0 is rejected or H_a accepted so it can be concluded that stress management has a direct positive effect on the performance of the principal.

Based on the results of analysis as in Figure 4.7 Sub Structure 2 obtained coefficient path between X1 with X3 is $p_{31} = 0.161$ with the price t count = $4.344 > t_{table} = 1.984$. Thus H_0 is rejected and H_a accepted, so it can be put forward the conclusion that organizational culture (X1) directly affect the Management of Stress (X3).

IV. Research Results

Participatory Leadership (X1) has a direct positive effect on Stress Management (X3) Democratic leadership is a leadership based on the notion that only because of dynamic group interaction, organizational goals will be achieved. With dynamic interaction, it is intended that leaders delegate tasks and provide trust to those led to achieve quantitative quality goals. The characteristics of participative leadership include: (a) The burden of the organization becomes the joint responsibility of the organizational personnel; (b) Subordinates, by the leadership shall be considered as implementing components and shall integrally be assigned duties and responsibilities; (c) Discipline, but not rigid and solve problems together; (d) High confidence in subordinates by not letting go of supervisory duties; (e) Communication with subordinates is open and bi-directional (5). Stress management is an effort by the school principal to minimize the negative impact the stress people, such as difficulties derived from teachers, workload, low salaries, undervalued professions in society, and missed opportunities (eg failing certification) , so the stress that is formed is eustress, not distress (6). The findings of this study indicate that the magnitude of direct participative leadership influence on stress management is 1.37%. This illustrates that participative leadership influences principal stress management. Thus if the leadership of a high school participant in Deli Serdang District is good, such as; (a) The burden of the organization shall be the joint responsibility of the organizational personnel; (b) Subordinates, by the leadership shall be considered as implementing components and shall integrally be assigned duties and responsibilities; (c) Discipline, but not rigid and solve problems together; (d) High confidence in subordinates by not letting go of supervisory duties; (e) Communication with subordinates is open and two-way, it will certainly improve the management of the principal against the problems faced, with the meaning of stress management will be improved. School Culture (X2) has a direct positive effect on Stress Management (X3). Each organization must have a culture that supports the achievement of organizational goals. Moreover school organizations, have a culture that helps achieve the goals of the school. The school culture is a set of value systems, beliefs, and norms embedded in every new citizen in the school and permeates strongly to every citizen of the school, which serves as glue, motivator, and identity for the citizens of the school, which is manifested as the breath and foundation of the organization in relation to outsiders in an effort to achieve the goals of the school.

The stress that produces a negative and destructive response is called distress, whereas the stress that produces a healthy, positive, constructive response is called eustress. The individual way describes the definition of stress is influenced by how he perceives and assesses stress. Individual assessment determines whether stress will be a distress or eustress. By creating a good and comfortable culture leads the principal towards the management of stress (eustress) make the teacher's pattern thinking towards the build, healthy and positive. Stress management is an effort by the headmaster to minimize the negative impact the stressor is facing, such as difficulties derived from teachers, workload, low salaries, poorly valued professions in society, and missed opportunities (eg failing in certification) , so the stress that is formed is eustress, not distress. The school culture has been embedded and absorbed strongly in headmaster inside makes the principal able to with stand every problem faced in school. The school culture becomes a grip for the principal to overcome the problems he faces,

so that the negative effects of the problem can be suppressed or even eliminated. Thus, it is estimated that there is a direct influence of organizational culture in schools on stress management. The findings of this study indicate that the influence of school culture directly on stress management is 1.53%. This illustrates that school culture affects the headmaster's stress management. Thus, if the high school organization culture in Deli Serdang Regency is good, such as loyalty to organizational norms, having a high sense of togetherness, obedience, and understanding of the tasks that are the responsibility, it will certainly improve the management of the principal against the problems faced, stress management will improve. Participatory Leadership (X1) has a direct positive effect on High School Head Master Performance (X4) Participatory leadership is openness and willingness to position jobs from, by, and for together, where the headmaster is able to organize and mobilize people in achieving the school goals as indicated by: (1) coordination ability; (2) motivating ability; (3) communication skills; (4) ability in conflict resolution; (5) ability in decision making.

The headmaster performance is attitude work of headmaster as effort to fulfill the task and the achievement of organizational / school goals, which is shown from: (a) managerial competence of school management, ie: planning school, developing school organization, leading school, managing school development, create a conducive school climate, manage teachers and staff, manage school facilities and infrastructure, manage school-community relationships, manage students, manage curriculum development, manage school finances, manage school administration, information technology, and monitoring and (b) supervisory competence of subordinates (teachers), which is planning academic supervision program: to improve teacher profesionalisme, using appropriate supervision approach, and follow up the results of supervise. The participative leadership is applied by headmasters, they implements in managing dynamic interactions is meant that leaders delegate tasks and provide trust to those led to achieve quantitative quality objectives. This will support better performance of headmaster. The findings of this study indicate that the magnitude of direct participative leadership influence on headmasters' performance is 4.12%. This illustrates that participative leadership influences it. Thus if the leadership of a high school participant in Deli Serdang District is good, such as; (a) The burden of the organization shall be the joint responsibility of personal organization; (b) Subordinates, by the leadership shall be considered as implementing components and shall integrally be assigned duties and responsibilities; (c) Discipline, but not rigid and solve problems together; (d) High confidence in subordinates by not letting go of supervisory duties; (e) Communication with subordinates is open and two-way, it will certainly improve headmasters' performance in achievement of school goals. School Culture (X2) have a direct positive effect on High School Headmasters' Performance (X4) School culture from the results of this study affect the performance of high school headmaster in Deli Serdang District. School culture is related to school policy on employees, arrangements on how to work and so on which will certainly affect the performance of high school headmaster in carrying out their duties. A strong organizational culture affects employees more than a weak organizational culture, if the culture is strong and promotes high ethical standards, it will definitely have a strong and positive effect on employee behavior. Strong organizational culture is reflected in the performance of principals or members of other organizations, upholding the values and methods of work that are built. Regulation of the Minister of National Education Number 13 Year 2007 regarding the principal standard explains the five dimensions of principal competence, namely personality, managerial, entrepreneurship, supervision, and social. Considering the results of the in-depth analysis of all the regulations, the priority areas for the main focus of performance appraisal are the two principal tasks in the managerial and supervisory areas.

The school culture is concerned with the values, attitudes and beliefs of the principal in performing his or her daily professional duties. Principals who believe the value of the organization as a personal value will in turn seek to adapt itself to the prevailing values. If the school implements a high work culture with the principal, it will in turn encourage the citizens to work hard and will always show achievement in working. Based on the above description, it is seen that the school culture is expected to have a direct effect on the performance of the principal. The findings of this study indicate that the magnitude of school culture influence directly on principal performance is 4.33%. This illustrates that school culture affects the performance of principals. Thus, if the high school organization culture in Deli Serdang Regency is good, such as loyalty to organizational norms, having a high sense of togetherness, obedience, and understanding of the duties that are its responsibility, it will certainly improve the performance of principals in the task of achieving school goals.

Stress Management (X3) has a direct positive effect on High School Headmasters' Performance (X4)

The performance of the principal is the behavior of the school principal in the effort to fulfill the task and the achievement of organizational / school goals, which is shown from: (a) managerial competence of school management, ie: planning school, developing school organization, leading school, managing school development, create a conducive school climate, manage teachers and staff, manage school facilities and infrastructure, manage school-community relationships, manage students, manage curriculum development, manage school finances, manage school administration, information technology, and monitoring and (b) supervisory competence of subordinates (teachers), which is planning academic supervision program: to

improve teacher profesionalisme, using appropriate supervision approach, and follow up the results of supervise. Stress management is an effort by the principal to minimize the negative impact the stressor may have, such as the difficulties that come from teachers, workload, low salaries, poorly valued professions in society, and opportunities that fail to be achieved (eg failing in certification) , so the stress that is formed is eustress, not distress. The findings of this study indicate that the effect of direct stress management on principals' performance is 4.49%. This illustrates that the management of stress affects the performance of the principal. Thus, it can be concluded that if the principal of SMA in Deli Serdang district who has the ability in managing stress, such as steady time management, improve perceptions or how to assess stressor, willingness to forgive, socialize, improve the spiritual, and maintain a healthy lifestyle, the principals' performance is like making themselves an integral part of the school, full involvement in school activities, the willingness to maintain good school names, and high loyalty to school organizations.

V. Conclusion

Based on the results of data analysis and hypothesis submission, it can be concluded as follows:

1. Participatory leadership has a direct positive effect on the stress management of headmaster of high school in Deli Serdang Regency
2. School culture has a direct positive effect on the stress management of headmaster of high school in Deli Serdang Regency
3. Participatory leadership has a direct positive effect on stress management of headmaster in Deli Serdang Regency.
4. School culture has a direct positive effect on high school headmasters' performance in Deli Serdang Regency.
5. Stress management has a direct positive effect on performance headmaster of SMA in Deli Serdang Regency.

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