The Effects of Thinking Style and Self-Efficacy for Conflict Management of the Headmaster of Madrasah Tsnawiyah in South Tapanuli North Sumatera

Dr. H. Syafnan, M.Pd [1*]

1.   Lecturer at Graduate of Institut Agama Islam Negeri (IAIN) Padangsidimpuan

H.T. Rizal Nurdin Street, KM 4,5 Sihitang, North Sumatera, Post Code 22733, Indonesia

Abstract

The problem of this research is subject to be know (1) The effect of thinking styles for conflict managements, (2) The effect of self efficacy for conflict managements, (3) the effects of thinking styles and self efficacy for conflict management. Its population is exhaustive of the headmasters of Madrasah Tsanawiyah in South Tapanuli of North Sumatra Province. Collecting data of the research by documents, quetioner and observation. Analysis method is Band (*Path analysis*). Hypothesis from this research to explained direct effect of thinking style, self-efficacy, conflict management to leadership effectivity and explained indirect of effect thinking style, self efficacy to leadership effectivity by conflict management.

This observational result are (1) Conflict management influences to leadership effectiveness, (2) Thinking styless influences to conflict managements, (3) influence Thinking styless, self efficacy, to Conflict management.

Keywords: Thinking Styles, Self Efficacy, Conflict Management

1. Introduction

Mandate of law No. 22 of year 1999 about the autonomous region carries influence in the area, including his education in management is a field unit level education mdrasah. Managing the effective and efficient School of duties and functions of the headmaster. Failure and success of much of the school is determined by the principal. Principals often have difficulty carrying out the responsibility of evaluating and super-vision of a learning teacher formally (Lortie, 2009). Related to competence, survey to the Working Group's Principal by BSNP indicates that the principal's performance has not been as expected (Ratmawati, 2011). The headmaster hasn't been able to craft a strategic plan, formulate the vision and mission of the school. The principal is less successful in motivating, encouraging, guiding, directing, weld, supervition, educator and educational personnel, as well as unfamiliar do monitoring and self-evaluation.

This also applies in the schools of Islam especially in madrasah in the South Tapanuli area, where the headmaster was instrumental in developing the quality of the school's pullback. This is expressed in the legislation System of national education no. 20 Year 2003 article 39 paragraph 1 stipulates that, produce educators in charge of administration, manage, develop, monitor, and provide technical services to support the education process at the unit of education (Mone, 2003:36). The embodiment of such article was intended to any leader who was given a mandate to manage the education unit in this case including the head of the madrasa, he must be able to carry out what is provided in the Education Act, in other words it can streamline the madrassa leadership towards a more dynamic and reliable in competition. the head of the madrasa is as stakeholders (stakeholders) first weighed down are in the forefront in an effort to guard directs, coordinates the efforts of repair and improvement of the quality of learning, making it more effective in achieving the in particular, institutional purpose and educational purposes in General. Because the task of the leadership of such a complex, then head of the madrasa seyogianyalah let a very intelligent, knowledgeable, and has the soul of leadership (leader) in managing, developing and improving the quality of the madrasa with to put forward the principle of effectiveness and efficiency.

The leadership of the headmaster is an important factor in improving student achievement (Knuth, 2004). The performance of the principal variable affected by the level of conflict. Rahim (2001) suggests that moderate levels of conflict on can improve the ki-nerja at a high level. The conflict at low and high levels will degrade performance. The researchers defined the conflict as a dispute going on with yourself, and between two or more parties in the Organization, in which the actions of one party is perceived by others as a threat or interference that hampers fulfillment needs or achievement of objectives.   The number of conflicts that shaped the creation of the depth of the secondary consequences of the conflict. The type of conflict that the individual may experience personal conflict among others, interpersonal conflict, and conflict to investigate. A growing number of conflicts experienced by individuals will be the higher the depth of conflict where it can affect psychological

conditions and the execution of the work.

The research of religious Ministries of the Republic of Indonesia Acehnese remain vulnerable (2004:56-57) found that, (1) the reality of kemorosotan management of madrasah education now shows the effectiveness of the leadership of the head of the madrasa are inadequate, especially in madrasa – Islamic private look of the heads of the madrasa is still not have the quality of leadership, competence and professionalism that is inadequate. Their quality average below public school, both in the ability of lead, manage, insights, curriculum, skills, innovation, and creative; (2) in case the lead with a precise and effective head of the madrasa is far from hopeless. The majority of them are still not qualified in the management of an efficient and effective education. They are less familiar management of school financial curriculum, manage the efficient and effective administration, and management schools; (3) don't know how empowering the existing resources effectively; (4) they do not understand how to promote and develop the madrasa. Therefore the leadership component of the madrassa run independently without a skipper or CEO (Chief Exceecutive Officier) as a person who directs; (5) any disagreement or conflict occurs between the components of the madrassa, where the head of the madrasa instead arief completed or benefited from the conflict, but instead looked helpless, even get involved conflict under control. If there is a settlement that is done still accentuates the authoritarian tinged likes and dislikes (like and dislike); and (6) the ability create and innovate the head of the madrasa at large away from public schools.

Low level of understanding of the liability for the work of the headmaster of madrasah, this led to the emergence of one type or the leadership less than optimal results and this can be seen from the results of the national exam. Data Puspendik the Ministry of Religions of North Sumatra especially the national exam results Reports 2009 year South Tapanuli area, shows the average value of MTs 35.43% at the national level lower than JUNIOR 38.68%.

Other factors that affect the performance of a principal is self-efficacy. According to Stajkovic and Luthan (2002), other variables also affect performance is self efficacy. It states that employees with high efficacy would have better performance than employees who have low self efficacy. The statement in line with goal setting theory (Robbins & Coulter, 2007) that explains about the existence of a relationship between goals, self-efficacy, motivation, with the level of achievement of the performance.

Another factor that mempeng is a style of thinking. Because there is a relationship between the style of thought leaders with the leadership at the school (Elsevier: 2014). There are two types of thinking styles: convergent thinking styles and divergent thinking styles. Convergent thinking style is pattern thinking someone is more dominated by the functioning of parts of the left brain, i.e. vertical thinking, systematic, focused, and tend to increase the existing knowledge. Herry (2006) mentions that, thought convergence is a style of thinking where someone is driven to find the correct answer to the problem of something, whereas divergent thinking is thinking more dominated by right-brain functions, after lateral thinking is concerned it thinks about or touched the subject matter. Bobbi DePorter & Mike Hernacki (2002:38) mention that, right-brain thinking are random, irregular, intuitive, and holistic. Thinking styles used in this research is convergent thinking styles. Thinking styles thinking styles: kovergen someone who shows a vertical thinking, systematic, focused on the core and problem solving or conflict, as well as tend to want to enhance existing knowledge to cultivate the ability or the confidence to do it.

2. Literature
2.1. Conflict Management
Kreithner (2007) stated that the conflict can be reviewed in terms of the process, where conflict can occur if one of the parties or groups see the other parties have a negative attitude or different about the things that dipedulikan or conflict can occur if one side feels the other party one dimaui that negatively addressed or contested by the other party. Schnild and Scochan cited Kenneth and Yuki (2003) States that, "the conflict is a dispute between two parties marked with show hostility openly and deliberately or interfere with the achievement of his goals".

Fred Taner in Swanstrom (2003) suggests that, "conflict management as a warning or restriction, contain of a problem by solving it". Robbins (2003) suggests that, "conflict management means keeping the level of conflict at the optimum point". Next Robbins says that the conflict management can be done by means of: (1) understand her own style in dealing with conflict, (2) selective in choosing a conflict that will be handled, (3) assess the actors involved in conflict, (4) search and assess resource conflicts, (5) find out the right option in dealing with the conflict, (6) change the culture of the Organization, (7), (8) communication inviting outsiders, (9) restructure the Organization, and (10) pointing to the person who has the view different in the face of the mayority.

Reviewed on the basis of grades, the opinion of George and Jones (2007) posited that "conflict

management can be divided into three levels, namely: (1) the individual's level of conflict management, (2) conflict management group level, and (3) conflict management the level of the Organization ". Furthermore explained that, strategies of conflict resolution at this level can be divided into four types, namely: (1) the negotiations means the process by which two groups of warring parties sit down together to mutually make offers, counter offers, and kesepakan in an attempt to solve the problem of differences that occur, (2) negotiators from third parties or invite a third party skilled bargained and negotiation, (3) the mediator which means inviting third parties who are at neutral position to help the warring parties reconcile the differences that arose between them, and (4)) artiber or a third party who had a huge authority apply solutions to differences of warring parties.

2.2. Self-Efficacy

Self-efficacy is the belief of a person will be his ability to complete a specific task. BANDURA (2010) States that, "self-efficacy is the assessment of a person against his ability to act to improve performance". In line with the Greenberg (2008) States that, "self-efficacy is the belief of a person against his ability to accomplish tasks for achieving its aims". This opinion is also in line with the opinion Luthans (2008) stating that, "self efficacy is the belief of the individual against his ability to exert his passion, the source of his knowledge and thoughts do I act took the decision in order to carry out specific tasks in accordance with the context of the work that has been determined. " Things were also expressed by Kreithner and Kinicky (2009), "self-efficacy is the belief of a person to the possibility of success in completing special tasks". Likewise the opinion of Jennifer (200 8) stating that, "self-efficacy is the belief of a person will be its ability to perform a specific behavior-behavior with success".   Other more specific opinions has been said Jones, George and Hill (2008), "self-efficacy is the belief of a person against his ability to showcase the work that practiced with success". A belief in the ability of self by Jalaludin (2007) called "associated with the concept of self". Next described someone who has the appropriate positive self concept have a good self-efficacy. Self efficacy directs the behavior of a person in the job. Even if someone offered an attractive rewards when successfully completing specific tasks, but the question is more appropriate to not accept it if the efficacy of himself is not positive. Conversely, if the individual has been positive efficacy or bulad determination, then the question will be can set goals that are actually very difficult for him to achieve it because certain of its ability to mencapati the purpose.

Efficacy of self develops as a result of the accumulation of a person's success in one specific field, from observation-observation against the successes and failures of others, from the persuasion of others, and of the circumstances which have physiological, such as State of fear (nervousness) or restless, or anxiety (axiety) while doing something. Social comparison between the effectiveness of his work with the effectiveness of the work shown to others, especially the Group of peers and siblings, also is a strong resource for self-efficacy.

2.3. Thinking Style

DePorter and Hernacki (2002) States that, "any individual process information with a different style or manner". Thinking styles shows on the habit of a person or the individual in the process information and use strategies to manage dimension to answer the received task. Thinking styles is a way of being selected, which indicates the difference of each individual in the process and organize information in response to stimuli environment. DePorter and Hernacki (2002:297) classify human way of thinking into several sections, namely: "vertical thinking, literal thinking, critical thinking, analytical thinking, strategic thinking, thinking about the results, and creative thinking ".

Thinking styles is all about timeless, which process information and solve problems with regard to its function of the left hemisphere of the cerebral hemispheres. This is in line with the opinion and DePorter Hernacki (2002) States that, "a way of thinking left brain are logical, sequential, linear, rational and very regularly, as well as able to do abstract and symbolic interpretation.". The left brain hemisphere is mainly characterized by convergent function that refers to one of the answers is correct. Atkinson, c. s. (2006) explains that, "the functions of the parts of the left brain controls speech-reading, writing, and arithmetic". Parts of this work in a logical and analytic events, focuses on every detail and observe an individualistic characteristics and on the overall. Therefore individuals who are very logical, analytical and verbal left brain hemisphere functions very efficiently.

3. Research Methodology

Research done to the headsmaster of the Madrasah Southern Tapanuli of North Sumatra Province from February until completion in 2016 Lessons. Before the research is implemented, first conducted clearance permission, test instrument, validation and refinement of the instrument. This research is done through the methods of survey through causal technique. As for analyzing the influence of variables used path analysis. The number of samples used is 103 headsmaster of Madrasah Tsnawiyah using cluster random sampling from a population of 168

headsmaster of Madrasah Tsnawiyah.

4. Results and Discussion

4.1. Test The Normality Of Data Error Estimates

Regression estimates of error normality testing is carried out using the method of the test, i.e. the Lilliefors normalcy in nonparametrik to determine the normality of population based on the sample data, so do the testing hypothesis the statistics presented, namely:

H_0 :Estimated errors come from normal distribution populations.

H_1 :Estimated errors do not come from normal distribution populations.

The conditions in this test are if $L_{count} > L_{table}$, so reject H_0 and accept H_1. If $L_{count} < L_{table}$ so then accept H0. If the calculation shows estimated error <Ltable, then H0 is accepted, meaning that the estimated error is from the normal distribution population.

Table 1. Summary Of Data Normality Test Results

No	Data variable		L_{count}	L_{table}	Result
1	Score of conflict management	Z	0,055	0,134	Normal Distribution
2	Score of self efficacy	X_2	0,049	0,134	Normal Distribution
3	Score thinking styles	X_1	0,042	0,134	Normal Distribution

Based on table 1 of the above note that the variables in the form of score conflict management (Z), (X_2) self efficacy thinking styles (X_1) is eligible.

4.2. Test of Meaning Regression and Linierity Model

Further requirements that must be met to do path analysis are the variables that are formulated in the theoretical model has a relationship. Therefore, the keberartian test is performed and the simple linear regression model of linearity in accordance with the model of the relationships between variables that are formulated in the theoretical model.

To perform the test of regression proposed the hypothesis as follows:
    Ho: the regression model is meaningless
    H_1 : meaningful regression model
Testing criteria:
    H_0 : reject, if $F_{count} > F_{table}$
    H_1: accept, if $F_{count} < F_{table}$, at $\alpha = 0,05$.
Liniarity test done to see between exogenous variables with endogenous variables.

Each form of regression equation is tested for linearity and tests the significance (meaning) of Anava by using the sum of squares and the average number of squares. The hypothesis proposed in the data linearity test is as follows:
    H_0:   model   of   the   linear   regression   equation
    H_1 : non-linear regression equation model
Testing criteria:
    H_0 : reject, if $F_{count} > F_{table}$
    H_1: accept, if $F_{count} < F_{table}$, at $\alpha = 0,05$.
The second result of testing this hypothesis, is presented in the table 2.

After a test of linearity and exogenous variable coefficients significance test with correlation proposed hypothesis. As for the correlation of test results can be seen in the table 3.

4.3.   Model Testing, Hypothesis and Discussion
4.3.1. Results Data
Data research results towards self efficacy, style of thinking, conflict management and leadership effectiveness can be seen in table 4.

Table 2. Summary of Regression and Linearity Regression Test Results Data

Variable data	Testing the regretion			Regression	Linearity	Testing
	F_{count}	F_{table} ($\alpha = 0,05$)	Results	F_{count}	F_{table} ($\alpha = 0,01$)	Results
The effectiveness of control managementt of the thinking style	Z to X_1	94,693**	3,92	Very significant regression	$2,117^{ns}$	6,84
The effectiveness of control management for self efficacy	Z To X_2	126,180**	3,92	Very significant regression	$1,783^{ns}$	6,84
Self efficacy against thinking styles	X2 To X_1	74,130**	3,92	Very significant regression	$1,089^{ns}$	6,84

** = very significant (calculation at α = 0.01)

ns = non significant means the regression equation model is linear.

Table 3. Summary of Test of Significance of Simple Correlation Coefficients

Correlation of Variable	Notation (r_{xy})	Coefficient Correlation	T_{count}	T_{table}		Conclusion
				α = 0,05	α = 0,01	
Thinking style with Leadership control management	$R_{Z.X1}$	0,603	7,596**	1,980	2,617	Very significant
Self-efficacy with the control management	$R_{Z.X2}$	0,699	9,814**	1,980	2,617	Very significant
Self-Efficacy in Thinking Style	$r_{X2.X1}$	0,644	8,463**	1,980	2,617	Very significant

Table 4. Summary of Descriptive Statistical Analysis Results

Analysis	Data variable		
	X_1	X_2	Y
Many items	31	41	23
Many respondents	103	103	103
Minimum Score	54	49	56
Maksimum Score	102	107	93
Total Score	8790	8865	8969
Range	48	58	37
Interval	6,281	7,589	4,841
Rounding	6	8	5
Many Class Intervals	7,642	7,642	7,642
Rounding	8	8	8
Mean	85,34	86,068	87,078
Median	87	89	91
Mode	85	86	92
Deviation Standard	9,14	9,362	7,627
Varians	83,54	87,652	58,17

(X_1)   : Thinking style
(X_2)   : Self-efficacy
(Z)   : control management

Based on data obtained in table 4 indicate that the average value of a style thought 85.34, self efficacy

86.068 and control management 87.078. Based on the average value of the four variables indicates that the value of the average values of the principal conflict management are higher compared to the other while the style of thinking that most of the principal low. If we sort each category then a style thought of self efficacy 8.534%, 8.6068%, 8.7078, control management.

4.3.2. Hypothesis Testing

Hypothesis testing is carried out after first doing a simple correlation analysis between the variables listed in table 5.

Table 5. Correlation Matrix between Variables

	X_1	X_2	Z
X_1	1,000		
X_2	0,644	1,000	
Z	0,603	0,699	1, 000

(X_1)   : Thinking style
(X_2)   : Self-efficacy
(Z)   : Control management

Based on the results of the calculation of the obtained values of coefficients of the line that shows the causal relationships in the model structure is analyzed as presented in the figure 1.
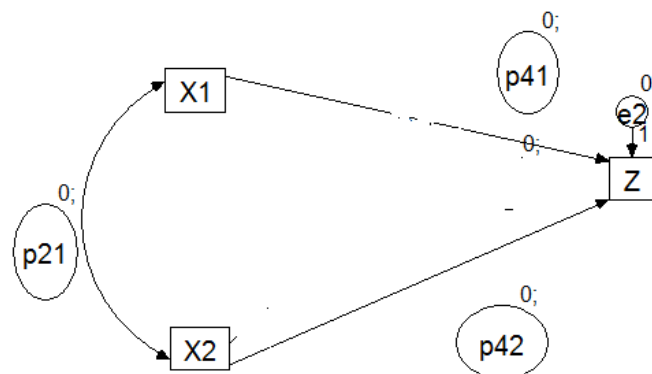

Figure 1. Model calculation of path analysis and causal relationships among variables in the structure of self-efficacy, and effectiveness of the thinking style of leadership.

1. The first hypothesis: Thinking styles (X_1) the direct positive effect against control management (Z)

The hypothesis tested:

$H_0 : \rho_{41} \leq 0$

$H_1: \rho_{41} > 0$

Based on the results of the calculation of the obtained coefficient line $\rho_{41} = 0.195$ with the $t_{count} = 2,056$ and $t_{table} = 1,992$ at $\alpha = 0.05$ and $t_{tabel} = 2.642$ at $\alpha = 0.01$. If $> t_{tabel} = 1.992$ ($\alpha = 0,05$; dk = 76) then H0: $\rho_{41} \leq 0$ was rejected, and H1: $\rho_{41} > 0$ accepted that the coefficient line $\rho_{41} = 0.195$ is significant. By testing this hypothesis it can be stated that the positive effect of thinking style, against the control management. In other words, changes to improve the quality of thinking styles can cause changes on the control management of improving the quality of leadership.

2. Second Hypothesis: Self-efficacy (X_2) has a positive effect on leadership effectiveness.

The hypothesis tested:

$H_0 : \rho_{41} \leq 0$

$H_1: \rho_{42} > 0$

Based on the results of the calculation of the obtained coefficient line $\rho_{42} = 0,301$ with $t_{count} = 3,177$ and $t_{table} = 1,992$ at $\alpha = 0,05$ and $t_{table} = 2,642$ at $\alpha = 0,01$. If $t_{count} = 3,177 > t_{table} = 1,992$ ($\alpha = 0,05$; dk = 76) and $t_{table} = 2,642$ ($\alpha = 0,01$; dk = 76), so $H_0 : \rho_{41} \leq 0$ was rejected and $H_1 : \rho_{42} > 0$ accepted that the coefficient line $\rho_{42} = 0,301$ accepted that the coefficient line. By testing this hypothesis may be stated that self-efficacy effect positive towards the control management. In other words, changes to the quality improvement of self efficacy

would be able to cause a change on the control management of improving the quality of leadership.

3. Third hypothesis: Thinking Style (X_1), Self-efficacy (X_2) towards control management (Z)

The hypothesis tested:

H_0 : $\rho_{X1X2Y} = 0$

H_1 : $\rho_{X1X2Y} > 0$

Based on the calculation results show that the path coefficient is the total effect of X1 to Z is $\rho_{X1Y} + \rho_{X2Y} = 0,2351 + 0,8279 = 1,063$. This indicates that the third hypothesis which States thinking styles (X_1), self-efficacy (X_2), effect on control management) (Z). Thus it can be stated that the style of thinking and efficacy was instrumental in increasing the control management of the headmasters of Madrasah Tsanawiyah at South Tapanuli Regency.

Based on the hypothesis test, then the results of hypothesis testing that has been outlined above, then from the overall results obtained can be summarized on table 6.

Table 6. Summary of Hypothesis Testing Results

Hypotesis	Statistic Test	T_{count}	T_{table}		Description
			$\alpha = 0,05$	$\alpha = 0,01$	
Style of Thinking has a direct positive effect on the control management	H_1: $\rho_{41} > 0$	2,056*	1,992	2,642	path positive X_1 direct influence on Z significant
Self-efficacy has a direct positive effect on the control management	H_1: $\rho_{42} > 0$	3,177**	1,992	2,642	pathway positive direct influence of X_2 on Z is very significant

*) significant

**) very significant

4.4. Discussion

The results of research on conflict management at the head of Mts in Southern Tapanuli also indicate the circumstances that is not much different from the circumstances of the effectiveness of his leadership. In general they are at conflict management category. If this style of thinking on research is defined as the power of the individual in completing tasks and responsibilities, then their power in determining the direction and behavior is quite good, as well as the level of effort and their durability is good enough. Nevertheless there is still among those who have excellent conflict management which is about 11%, good for 21% and 34% fairly good, while having a less good motivation of 12%. This is in line with the research conducted by Mamahit (2016) stating that that positive influence on conflict management against the effectiveness of leadership because if there is a conflict in performance and not ditangani by the leaders will lead to the increase of the conflict so that it will raises the activity of production and performance will be uninterrupted time

The results of these tests give meaning that if you want to improve the quality of the effectiveness of the leadership of the headmaster of Madrasah Tsanawiyah in South Tapanuli need strived to improve the quality of individual assessment against the efficacy of self that he received considering this was a self-efficacy influences 0.2351 against thinking styles.

If this research is linked with the opinion Luthans (2006:225) which stated that the efficacy of self is someone's beliefs against his ability to accomplish the task to achieve its aims, and I saw that the desire to achieve a goal that is indeed becoming a part of very mean to achieve effectiveness of leadership institutions, so that the influence of the style of thinking toward conflict management lower than its influence on the effectiveness of the leadership. According to this theory purpose achievement as part of self-efficacy which was born from the development of the style of thinking is something that actually encourages individuals to achieve effectiveness of leadership. Thus the more clearly understood that the influence of the style of thinking towards conflict management is actually affected by the target's pencapain goal that became part of the management of the conflict. So the influence of efficacy against larger conflict management at the business level indicators and durability while the influence of self efficacy against the management of conflict over the determination of the direction and behavior. The results of this analysis can answer the difference in magnitude of the influence of the style of thinking toward conflict management with the influence of the efficacy of self against the management of the conflict.

Based on the results of the analysis of the research on leadership effectiveness model built through the variable style of thinking, conflict management and self-efficacy can be put forward that this model was tested as the model performance.

5. Conclusion

1. The direct positive effect of thinking Style against the management of the conflict. In other words, changes to improve the quality of the style of thinking causes a change in the quality management of the conflict.
2. The direct positive effect of self Efficacy against the management of the conflict. In other words, changes to the quality improvement of self efficacy can lead to changes in the quality management of the conflict.
3. Thinking styles, self-efficacy, conflict management and the effectiveness of leadership there is a direct influence.

5.1.   Implication

Conclusion the results of the research that has been previously stated, that the effectiveness of the leadership of the headmaster of Madrasah in South Tapanuli is influenced by the Style of thinking, self-efficacy. In order to improve the things mentioned above need to be done in the following steps:

1. the results showed that thinking styles directly related to conflict management head of Mts that have thinking styles are high, thus head of Mts that have thinking styles are high of course management the conflict is also high, so conversely, if management of the conflict is low, predictable styles of conflict management against his thinking is also low. The influence of the style of thinking toward conflict management has been demonstrated from research results i.e. thinking styles direct positive effect against the management of the conflict. In other words, changes to improve the quality of thinking styles can cause changes in the quality management of the conflict.

2. The results showed that self-efficacy is directly related to conflict management head of Mts who has high self efficacy, thus head of Mts who has high self efficacy of course management the conflict is also high, so conversely, if management of the conflict is low, predictable management style he thinks against the conflict also is low. The influence of self-efficacy toward conflict management has been shown from the results of research that is directly influential positive self efficacy against the management of the conflict. In other words, changes to the quality improvement of self efficacy can lead to changes in the quality management of the conflict

5.2. Suggestion

The head of the school as the school's Spear management need to get attention in the development of resource manausia. In accordance with the results of this research recommended that self efficacy, style of thinking need to be improved so that the principal conflict management is better. Thus the expected principal Madrasah Tsanawiyah can be successful in leading and a better policy makers. Only people who have self-efficacy, style of thinking and modern conflict management can lead to a better so on.

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