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Principal Participatory Leadership Style, Organizational Culture, Teacher Achievement Motivation

Islam Ali Akbar

Universitas Pamulang

Email: dosen01819@unpam.ac.id

ABSTRACT

This survey aims to explore how the Participatory Leadership Style of Principals impacts organizational culture and teacher motivation achievement in Integrated Islamic Primary Schools located in Pondok Aren South Tangerang, Banten. The study involved 204 teachers, with 135 samples collected using a random sampling technique. A correlation technique using a questionnaire was used to analyze the data. The study revealed that there is a positive and significant relationship between the Participatory Leadership Style of Principals and teacher achievement motivation, as well as between organizational culture and achievement of teacher motivation. Moreover, there is also a positive and significant relationship between the Participatory Leadership Style of the principal and organizational culture together with teacher motivation achievement.

Keywords: *Participatory Leadership, Organization Culture, Motivation Achievement.*

1. INTRODUCTION

According to Abbas Ghazali (2000), Effective schools have good management standards, are transparent, responsible, and accountable, and can empower every important component of the school, both internally and externally, to achieve the school's vision-mission-goals effectively and efficiently. According to Wahjosumidjo (2001) means that: "The school principal is one of the embodiments of national leadership, namely Pancasila leadership, a potential or power capable of empowering all community and environmental resources inspired by the Pancasila precepts to achieve national goals in certain situations. Furthermore, Suradji and Martono (2014) said that leadership style is the attitude of the leader's behavior based on personal norms according to the personality values adopted by a leader in the practice of leading subordinates to be able to influence followers.

Besides that, job satisfaction in the school environment will create a conducive school environment, according to Robbins and Judge

(2011), who define job satisfaction as a positive feeling about a job, which is the impact/result of evaluating various aspects of the job. The integration of teacher work in carrying out teaching and learning activities and the creation of a conducive environment are prerequisites for the success of school goals.

Besides that, the principal's role as the formal institution's leader also greatly influences a school organization's success in achieving the desired goals. Asmani (2012) states, "Leadership patterns are an option for school principals to lead and develop quality schools." One measure of school success in improving the quality of education is teacher achievement motivation. Achievement motivation can be interpreted as an encouragement in a person to do or work on an activity or task as well as possible in order to achieve achievements with commendable predicates (Mangkunegara, 2006).

Motivation, according to Veithzal (2015), namely, "Two things are considered as individual encouragement, namely the direction

of behavior (work to achieve goals) and the strength of behavior (how strong the individual's effort is at work)."

Job performance appraisal is the most commonly used method of evaluating and rewarding performance. Assessing work performance involves two-way communication, namely between the sender and recipient of the message, so that communication can run well. Job performance appraisals are conducted to let employees know what supervisors expect to build a better understanding of one another. Assessment of work performance focuses on assessment as a process of measuring the extent to which the work of a person or group of people can be useful for achieving existing goals (Sjafri Mangkuprawira, 2014).

One leadership model closely related to organizational members' involvement is participatory leadership. Gary Yuki (2006) states that "Participative leadership involves the use of various decision procedures that give other people a certain influence on the leader's decisions." Organizational culture also influences teacher achievement motivation. According to Masrukhin and Waridin (2006), "Organizational culture is a value system that is acquired and developed by the organization and the patterns of habits and basic philosophy of its founders."

However, in reality, the leadership style and organizational culture in Integrated Islamic Elementary Schools in the Pondok Aren District, South Tangerang, Banten, in general, still show symptoms that have not been optimal, including: (1) Weak leadership style and lack of initiative by the principal in carrying out his leadership at school, (2) The leadership style is not precise and clear so that there is a lack of

supervision, guidance and attention to the teacher in completing tasks, (3) The principal in making decisions is lacking listen to the opinions of the teachers so that the teacher is half-hearted in carrying out the principal's orders, (4) The principal with his leadership style has not been able to accommodate the aspirations or opinions of the teacher so that the teacher is less motivated to excel, (5) The organizational culture is not conducive because there is no support from the teachers. teachers and staff, (6) the teacher's achievement motivation is still low and the teacher is not enthusiastic about doing his work, (7) there is no growth of healthy work competition, so that teachers are not motivated to show their achievements at work.

From the description above, a very important aspect of the principal's leadership is the extent to which the principal is able to influence teacher motivation to be able to perform well and work productively with full responsibility. The principal's leadership skills in influencing his subordinates to carry out their duties as well as possible, namely by setting an example and providing guidance and motivation to teachers so they can carry out their duties as well as possible (Nurani & Sarino, 2017; Suyitno, 2021). Principal leadership is a locomotive that is able to drive schools to have good quality (Ferry & Ahrens, 2016; Liu et al., 2016).

Based on the description above, the authors are interested in conducting research on, "The Relationship between Principal Participatory Leadership Style, Organizational Culture and Achievement Motivation of Integrated Islamic Elementary School Teachers in Pondok Aren District, South Tangerang, Banten".

2. LITERATURE REVIEW

Achievement motivation arises from within if people can arouse the ambition to do something higher. According to Sutarto (2012), there are four steps in encouraging individuals to have achievement motivation; Trying to work hard to get feedback on their performance. Reinforcement of success is useful in gaining the strength to achieve high achievements,

developing a model of achievement by trying to match or exceed individuals who have good achievements, trying to modify self-image and encourage that he needs challenges and success, and Controlling people's daydreams and thoughts through more positive ways.

Hasan Basri (2014) argues, "Leadership is related to the subject of a leader or leader who



has the task of leading. The word lead is defined by four abbreviations: Loyalty, meaning loyalty of subordinates to leaders; educate, meaning leaders are expected to provide education to the people they lead and to society in general; advice, meaning leaders must provide advice, input, opinions, and concepts. Which can be used as a solution to the problems faced; discipline means that leaders must be disciplined in carrying out their duties, roles, mandates, and obligations.

Gary Yuki (2006) states that Leadership emphasizes a person's ability to influence, motivate, and direct members to play a role in achieving organizational success and activity. Crawford et al. (2005) define Leadership as a process of influencing the activities of an organized group toward setting and achieving goals.

Sudarwan Danim (2012) provides an understanding of Leadership: "An individual or group took any action to coordinate and give direction to other individuals or groups who are members of a certain organization to be able to achieve predetermined goals." So a leader must always be able to coordinate all activities with his employees so that subordinates can carry out their respective duties under the aims and objectives to be achieved together in an organization.

According to Wahjosumidjo (2011) explains, "The principal is as a functional teacher who is given the additional task of leading an institution or school where the teaching and learning process is held or a place where there is interaction between the teacher giving the lesson and the students receiving the lesson."

Badeni (2013) states, "Democratic or participatory leaders decentralize authority to employees." Gary Yuki (2006) states, "Participative leadership involves the use of various decision procedures that give other people a certain influence on the leader's decisions." Making decisions is one of the important functions that leaders perform. In some activities, the leader involves members in making and implementing decisions,

participating in planning work, solving problems, and others.

Robbins and Judge (2008) define organizational culture as a system of shared meaning shared by members that differentiate the organization from other organizations. According to Robbins and Judge (2008), organizational culture represents a common perception of members of the organization. Therefore, it is hoped that individuals with different backgrounds or levels can understand the organizational culture similarly.

Wirawan (2006) defines organizational culture as norms, values, assumptions, beliefs, philosophies, organizational habits, et cetera, which have been developed for a long time by the founders, leaders, and members of the organization which are socialized and taught to new members and applied in organizational activities so that influencing patterns of thought, attitudes, and behavior of members of the organization in producing, serving consumers and achieving organizational goals.

An organization is a means of working together to achieve a common goal. The success of an organization is closely related to the quality of the performance of its members, so the organization is always required to develop and improve the performance of its members. Performance means the results of work that can be displayed or an employee's work performance. Thus, an employee's performance can be measured from work, assignment, or activity results within a certain period (Notoatmodjo, 2009).

After reviewing the theory and framework of thinking, the research hypothesis is as follows:

H₁: There is a positive correlation between the leadership style of the principal and achievement motivation.

H₂: There is a positive correlation between organizational culture and achievement motivation.

H₃: There is a relationship between the principal's participatory leadership style, organizational culture, and achievement motivation.

3. RESEARCH METHOD

The method used in this study is a description or survey method. The descriptive method is a method of examining the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present.

3.1. Data Collection Techniques

In the process of collecting data, the authors use instruments that have been tested for normality and homogeneity. At the same time, the research is an analytical study using direct field survey methods. In contrast, data analysis techniques have been obtained using simple statistical correlation, multiple correlations, partial correlation, and simple and multiple regression.

This variable consists of two independent variables, namely the democratic leadership

style of the principal (X1) and organizational culture (X2), and one dependent variable, namely achievement motivation (Y). To get primary data in the field, use a questionnaire in the research variables.

This research uses a questionnaire with a rating scale with the lowest score of 1 and the highest score of 5 for each item and collecting data using a rating scale. This rating scale uses five alternative answers with a value of 5, 4, 3, 2, 1 for positive questions and 1, 2, 3, 4, 5 for negative questions. To measure the variable of teacher achievement motivation, the respondent is the head of the school, while to measure the principal and organizational culture variable, the respondent is the teacher concerned.

3.2 Operational Definitions of Variables

Table 1: Variable Measurement

Variables	Measurement
Dependent Variables:	
<i>Achievements Motivation</i> Sutarto (2012)	(1) having the drive to achieve goals, (2) always trying to outperform others, (3) prioritizing achievement of what is done, (4) the urge to have self-confidence, (5) trying to be responsible, (6) the drive to achieve pride, (7) having a happy feeling at work, (8) ready to take risks.
Independent Variables:	
<i>Participatory Leadership</i> Hasan Basri (2014)	(1) involving employees in decision making, (2) empowering employees, (3) delegating work, (4) communication, and (5) fostering cooperation.
<i>Organizational Culture</i> Wirawan (2006)	(1) individual initiative, (2) risk tolerance, (3) interaction, (4) management support, (5) supervision, (6) identification, reward systems, (7) conflict tolerance, (8) communication patterns.

3.3 Sample Collection Techniques

The research method is a survey with a correlation technique using a questionnaire. The population is all teachers who work at Integrated Islamic Elementary Schools in the Pondok Aren District, South Tangerang, totaling 204 respondents and a sample of 135 respondents. The sampling technique used a random sampling technique. The sampling technique was carried out by random sampling (probability sampling), namely random sampling carried out by drawing lots, ordinal, or tables of random numbers or by computer.

3.4 Data Analysis Techniques

This study uses a form of quantitative

relationship research, namely the relationship between the independent variable X1 (democratic leadership style) and the independent variable X2 (organizational culture), and the dependent variable Y (achievement motivation). The form of the relationship between the principal's participatory leadership style (X1) and organizational culture (X2) with teacher achievement motivation (Y) is shown by the regression equation.

$$Y = \alpha + \beta X1 + \beta X2 + \varepsilon$$

Analysing the data directed at testing the hypothesis begins with describing the research data from the three variables in frequency



distribution and histogram. It determines the regression equation—research testing through

normality test, homogeneity test, significance test, and regression linearity.

4. RESULTS AND DISCUSSIONS

4.1. Results

Table 2: Frequency Distribution of Achievement Motivation

No.	Interval	Absolute Frequency (f_i)	Relative Frequency (%)
1.	77 – 86	2	1.48
2.	89 – 98	2	1.48
3.	99 – 108	4	2.96
4.	109 – 118	14	10.37
5.	119 – 128	12	8.89
6.	129 – 138	26	19.26
7.	139 – 148	29	21.48
8.	149 – 158	32	23.70
9.	159 – 168	14	10.37
Total		135	100.00

This study's teacher achievement motivation instrument consisted of 33 valid statement items. The theoretical score range is between 33 to 165. Under the research data results, the lowest data obtained is 77, and the highest data is 165. Thus, the score range is 88. Using Sturges's rule, the number of class intervals is 9, and the class length is ten after calculating obtained a minimum absolute frequency distribution of 2 and a maximum absolute frequency of 32 or a minimum relative frequency of 1.48% and a maximum relative frequency of 23.70%, as shown in Table 2.

The score data above is obtained based on the data grouping as measured by a rating scale (rating scale). For one

statement it has a scale of 1 – 5, which is manifested in 5 options, namely: always (SL) with a score of 5, often (SR) with a score of 4, sometimes (KD) with a score of 3, rarely (JR) with a score of 2, and never (TP) with a score of 1. Based on the data in Table 2 above shows that the teacher's achievement motivation score with the highest frequency ranges from 149 – 158, which is the eighth-grade interval. After calculating the data centre values, it was found that the average value (Y) = 138.315, median (Me) = 141.781, and mode (Mo) = 149.929. By looking at these prices, which have a relatively small difference between the mean, median, and mode, the data tends to be normal.

Table 3: Frequency Distribution of Participatory Leadership

No.	Interval	Absolute Frequency (f_i)	Relative Frequency (%)
1.	86 – 94	1	0.74
2.	95 – 103	2	1.48
3.	104 – 112	4	2.96
4.	113 – 121	10	7.41
5.	122 – 130	26	19.26
6.	131 – 139	29	21.48
7.	140 – 148	38	28.15
8.	149 – 157	23	17.04
9.	158 – 166	2	1.48
Total		135	100.00

The school principal's participatory leadership style instrument used in this study consisted of 32 valid statement items. The theoretical score range is between 32 and 160. According to the research data results, the lowest data obtained is 86, and the highest data is 160. Thus, the score range is 74. Using Sturges's rule, the number of class intervals is 9, and the class length is nine after calculating obtained a minimum absolute frequency distribution of 1 and a maximum absolute frequency of 38 or a minimum relative frequency of 0.74% and a maximum relative frequency of 28.15%, as shown in Table 3.

The score data above is obtained based on the data grouping as measured by a rating scale

(rating scale). For one statement it has a scale of 1 – 5, which is manifested in 5 options, namely: always (SL) with a score of 5, often (SR) with a score of 4, sometimes (KD) with a score of 3, rarely (JR) with a score of 2, and never (TP) with a score of 1. The data in Table 4.2 above shows that the score of the school principal's participatory leadership style with the highest frequency ranges from 140 – 148, namely the seventh interval class. After calculating the data centre values, it was found that the average value (\bar{X}_1) = 136.267, median (Me) = 138.434, and mode (Mo) = 142.875. By looking at these prices, which have a relatively small difference between the mean, median, and mode, the data tends to be normal.

Table 4: Frequency Distribution of Organizational Culture

No.	Interval	Absolute Frequency (f _i)	Relative Frequency (%)
1.	106 – 114	3	2.22
2.	115 – 123	5	3.70
3.	124 – 132	3	2.22
4.	133 – 141	16	11.85
5.	142 – 150	17	12.59
6.	151 – 159	18	13.33
7.	160 – 168	19	14.07
8.	169 – 177	34	25.19
9.	178 – 186	20	14.81
Total		135	100.00

The organizational culture instrument used in this study consisted of 37 valid statement items. The theoretical score range is between 37 and 185. According to the research data results, the lowest data is 106, and the highest is 185. Thus, the score range is 79. Using Sturges's rule, the number of class intervals is 9, and the class length is nine after calculating obtained a minimum absolute frequency distribution of 3 and a maximum absolute frequency of 34 or a minimum relative frequency of 2.22% and a maximum relative frequency of 25.19%, as shown in Table 4.

The score data above is obtained based on the data grouping as measured by a rating scale

(rating scale). For one statement it has a scale of 1 – 5, which is manifested in 5 options, namely: always (SL) with a score of 5, often (SR) with a score of 4, sometimes (KD) with a score of 3, rarely (JR) with a score of 2, and never (TP) with a score of 1. The data in Table 4 above shows that the organizational culture score with the highest frequency ranges from 169 – 177, which is the eighth-class interval. After calculating the data centre values, it was found that the average value (\bar{X}_2) = 158.600, median (Me) = 164.926, and mode (Mo) = 173.155. By looking at these prices, which have a relatively small difference between the mean, median, and mode, the data tends to be normal.

Table 5: ANOVA Significance Test and Regression Linearity Participatory Leadership

Variance	Dk	JK	RJK	F _{Count}	F _{table}	
					0,05	0,01
Total	135	2,518,067.00				
Regression a	1	2,573,976.90	2,573,976.89			



Regression b	1	42,377.78	42,377.78	5,749.38	3.91	6.81
Remaining	133	980.32	7.37			
Suitable	39	-23,044.28	-590.88	-2.31	1.51	1.79
Error	94	24,024.60	255.58			

The determination of forecasts used to see whether there is an influence of variable X1 on Y forms a simple regression equation $Y = -35.166 + 1.270 X1$. The form of the simple regression equation is continued in the regression significance and linearity test, as shown in Table 5.

Based on the data in Table 5 above, the F-count value of the regression model is 5749.38,

Table 6: ANOVA Significance Test and Regression Linearity Organizational Culture

Variance	Dk	JK	RJK	F _{Count}	F _{table}	
					0,05	0,01
Total	135	2,617,335.00				
Regression a	1	2,573,976.90	2,573,976.89			
Regression b	1	42,329.80	42,377.78	5,474.88	3.91	6.81
Remaining	133	1,028.31	7.37			
Suitable	46	-20,724.62	-450.54	-1.80	1.51	1.79
Error	87	21,752.93	250.03			

The determination of forecasts used to see whether there is an influence of variable X2 on Y forms a simple regression equation $Y = -9.314 + 0.926 X2$. The form of the simple regression equation is continued in the significance and linearity test of the regression equation, as shown in Table 6.

Based on the data in Table 6 above, the F-count value of the regression model is 5474.88,

4.2. Discussion

The formulation of the first hypothesis in this study is that there is a positive relationship between the principal's participatory leadership style (X1) and the teacher's achievement motivation (Y). After testing the requirements analysis through normality, homogeneity, and linearity tests, a functional relationship was obtained between the school principal's participatory leadership style variable (X1) and teacher achievement motivation (Y) with the results of the correlation coefficient significance test yielding $t\text{-count} = 75.82 > t\text{-table} = 1.66$ at $\alpha = 0.05$. Thus, H0 is rejected,

while the F-table value is 3.91. The regression coefficient is very significant because $F\text{-count} = 5749.38 > F\text{-table} = 3.91$. In the linearity test, the F-count value was -2.31, and the F-table value was 1.51. Because $F\text{-count} = -2.31 < F\text{-table} = 1.51$, the regression is linear. This Means $Y = a + b1 X1$ is rejected, and $Y \neq a + b1 X1$ is accepted. Thus, it can be concluded that the regression is linear.

while the F-table value is 3.91. The regression coefficient is very significant because $F\text{-count} = 5474.88 > F\text{-table} = 3.91$. In the linearity test, the F-count value was -1.80, and the F-table value was 1.51. Because $F\text{-count} = -1.80 < F\text{-table} = 1.51$, the regression is linear. It means $Y = a + b2 X2$ is rejected, and $Y \neq a + b2 X2$ is accepted. Thus, it can be concluded that the regression is linear.

and H1 is accepted, meaning a significant positive relationship exists between the principal's participatory leadership style (X1) and teacher achievement motivation (Y). The contribution of the principal's participatory leadership style (X1) to teacher achievement motivation (Y) is calculated based on the coefficient of determination: $KD = r^2 \times 100\% = 0.989 \times 100\% = 98.9\%$. The principal's participatory leadership style variable contributes 98.9% to teacher achievement motivation (Y).

The formulation of the second hypothesis in this study is that there is a positive relationship

between organizational culture (X2) and teacher achievement motivation (Y). After testing the requirements analysis through normality, homogeneity, and linearity tests, a functional relationship was obtained between organizational culture variables (X2) and teacher achievement motivation (Y) with the results of the correlation coefficient significance test yielding $t\text{-count} = 73.99 > t\text{-table} = 1.66$ at $\alpha = 0.05$. Thus, H_0 is rejected, and H_1 is accepted, meaning a significant positive relationship exists between organizational culture (X2) and teacher achievement motivation (Y).

The contribution of organizational culture (X2) to teacher achievement motivation (Y) is calculated based on the coefficient of determination: $KD = r^2 \times 100\% = 0.988 \times 100\% = 98.8\%$. It means that the organizational culture variable contributes 98.8% to the teacher achievement motivation variable (Y).

The formulation of the third hypothesis in this study is that there is a positive relationship between the principal's participatory leadership style (X1) and organizational culture (X2) together with teacher achievement motivation (Y). By using the product moment correlation technique, the multiple correlation coefficient $R_{y1.2} = 0.991$ was obtained, then testing was carried out to obtain $F\text{-count} = 3600.667 > F\text{-table} (0.05; 2/132) = 3.06$ and $F\text{-table} (0.01; 2/132) = 4.75$. Because $F\text{-count} > F\text{-table}$, H_0 is rejected, and H_1 is accepted, meaning that there is a significant positive relationship between the principal's participatory leadership style (X1) and organizational culture (X2) together with teacher achievement motivation (Y).

The contribution of the principal's participatory leadership style (X1) and organizational culture (X2), together with the teacher's achievement motivation (Y), is calculated based on the coefficient of determination, namely $r^2 = (R_{y.12})^2 = 0.982 \times$

100%. The principal's participatory leadership style variable contributes 98.2% to teacher achievement motivation (Y).

The functional relationship between the principal's participatory leadership style (X1) and organizational culture (X2), together with the teacher's achievement motivation (Y), was calculated using the regression analysis technique $\hat{Y} = -23.79 + 0.671X_1 + 0.442X_2$. Based on the results of testing the significance of the regression equation, it can be concluded that $F\text{-count} = 3665.313 > F(0.05; 2/132) = 3.06$ and $F(0.01; 2/132) = 4.75$ (at $\alpha = 0.05$). It means that the regression equation is significant. Thus, the Principal Participatory Leadership Style (X1) and Organizational Culture (X2) variables can be used to influence teacher achievement motivation (Y).

The value of $r_{y1.2} = 0.504$ is obtained based on the calculation results. This value indicates that there is a strong partial relationship between X1 and Y. This means that the relationship between the principal's participatory leadership style (X1) and teacher achievement motivation (Y) remains very significant even though it is controlled by organizational culture (X2) or in other words organizational culture variable (X2) does not significantly influence the relationship between the principal's participatory leadership style (X1) and teacher achievement motivation (Y).

Furthermore, based on the calculation results, the value of $r_{y2.1} = 0.466$ is obtained; this value indicates that there is a strong partial relationship between X2 and Y. This means that the relationship between organizational culture (X2) and teacher achievement motivation (Y) remains very significant even though it is controlled by leadership style. Participative principals (X1), or in other words, the participatory leadership style variables of the principals, do not significantly influence the relationship between organizational culture and teacher achievement motivation.

5. CONCLUSIONS

Testing the hypothesis shows that the principal's participatory leadership style and organizational culture affect teacher achievement motivation. It will have a positive and significant impact if the principal's

participatory leadership style is improved. Efforts to improve the participatory leadership style of school principals in supporting teacher achievement motivation need to receive special attention. Although the principal's participatory



leadership style has great influence, it has yet to increase the teacher's achievement motivation to the fullest fully. Therefore, it must be improved through the special expertise of the school principal. The aim of increasing the effectiveness of the principal's participatory leadership style is the principal's authority in supporting the consistency of a teacher in carrying out his duties to the fullest. Therefore, the need for coaching must be carried out by the leadership continuously.

A positive and significant impact on teacher achievement motivation if the organizational culture is improved. An effective organizational culture will be a strong factor in encouraging teachers to be more enthusiastic at work to be productive, have more performance, and be highly disciplined. Organizational culture is the main driver of self-awareness, reflected in work attitudes and responsibilities; this is very close to the duties and obligations of teachers so that teachers can achieve optimal productivity and performance because working conditions make teachers work comfortably. Efforts to increase teacher achievement motivation through improving organizational culture have implications for teachers' awareness to achieve maximum organization.

Positive and significant impact on improving organizational culture. The principal can improve organizational culture through the appropriate participatory leadership style because coaching can guide teachers in learning activities. The effectiveness of coaching all members of the organization as a shared guide in obtaining the organization from the results of the performance of each member. Therefore to improve organizational culture

effective coaching is needed from the head of the school.

Based on the conclusions and implications of the research above, school principals need to

improve participatory leadership styles to increase teacher achievement motivation. Principals need to create a conducive organizational culture environment by establishing good cooperation among fellow members of the school organization, receiving input, and jointly building the organization in a better direction. Serious development of teachers needs to be carried out regularly, and seek the effectiveness of authoritative and exemplary leadership.

It is also realized that in addition to obtaining significant findings in this study, there are also weaknesses due to several limitations in the research process, including the instruments used to measure teacher achievement motivation, the participatory leadership style of school principals, and organizational culture using questionnaires, making it vulnerable to respondents in giving answers. This research was only conducted in the Integrated Islamic Elementary School environment in Pesanggrahan District, Pondok Aren District, South Tangerang, Banten, which cannot be used as a barometer for all school levels because each school level has a different level of principal's participatory leadership style and organizational culture. Psychological burden, teachers to give correct or honest answers, because morally, even though many of them are fellow teachers. This research in measuring teacher achievement motivation depends not only on aspects of the principal's participatory leadership style and organizational culture but also on many other aspects. Respondents, in filling out the questionnaire, may give answers that are not under the actual reality, thereby affecting data analysis which ultimately affects the results of this study.

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