

PERFORMANCE IMPROVEMENT OF CHRISTIAN TEACHERS THROUGH ORGANIZATIONAL CULTURE, TRANSFORMATIONAL LEADERSHIP, AND PERSONALITY MODERATED BY PROTESTANT WORK ETHICS

RINTO RAIN BARRY

Universitas Pelita Harapan. Email: rinto.barry@uph.edu

F. DANARDANA MURWANI

Universitas Negeri Malang. Email: f.danardana.fe@um.ac.id

NIKO SUDIBJO

Universitas Pelita Harapan. Email: niko.sudibjo@uph.edu

INNOCENTIUS BERNARTO

Universitas Pelita Harapan. Email: innocentius.bernarto@uph.edu

Abstract

Performance is an activity that results from all the work done by employees in accordance with what is done in the organization. The factors used in this study are thought to influence teacher performance in achieving certain organizational goals. Organizations that can improve performance are more capable of achieving their goals. The purpose of this study is to identify and analyses the Protestant Work Ethics which moderate the influence of organizational culture, transformational leadership, and personality on Christian Teacher Performance, and to determine the unique variables or factors that most influence Christian Teacher Performance. This study uses a quantitative approach, and the sample is 236 Christian teachers in Christian private elementary schools in Banten province. To collect data, questionnaires were distributed to respondents and analysed using PLS-SEM (Partial Least Square Structural Equation Modelling) and processed using WarpPLS version 7.0. The results of the study show that Private Elementary Schools must consider Organizational Culture, Transformational Leadership, Personality, and Protestant Work Ethics to improve Christian Teacher Performance, as well as Protestant Work Ethics in moderating personality on Christian Teacher Performance.

Keywords: Teacher Performance, Protestant Work Ethics, Organizational Culture, Transformational Leadership, Personality

INTRODUCTION

Human resource management is one of the continuous tasks of organizations and managers who must support employee performance. Therefore, every organization wants to improve and optimize individual performance.

Organizations have an interest in the influence of these determinants, such as: work engagement, satisfaction, and personality on individual job performance (Judge, et al. 2001; Barrick, et al., 2001), including which method is used, which variable is related to performance, and how the conception or idea has been defined. Individuals who show high performance at

work lead to job satisfaction, a sense of autonomy and control over work (Bandura, 1997). Career opportunities for high performers are far superior to those of moderate or low performers (Van Scotter, et al. 2000).

Therefore, every business needs the best talent to achieve business goals, provide special products and services, and ultimately gain competitive advantage (Sonnentag & Frese, 2002).

Individual performance appraisals are primarily focused on objective measures of work productivity, such as the number of days absent, the number of specific actions, or outputs kept in organizational records, or on subjective assessments of the quantity and quality of work from the employees themselves, from colleagues, or supervisors.

While these methods can provide valuable information, it's safe to say that none of them capture the complexity and variety of behaviors that shape employee performance in the workplace. What drives an employee to succeed, remain loyal, and perform well in an institution or organization has been a major research question of organizational scientists for decades.

Although various research approaches and methods have been used to study this elusive question, it is still not fully answered. However, studying how employees perform seems to be one of the most promising streams of research and has the potential to provide answers or at least explain the problems that occur in organizations.

RESEARCH GAP

There are no clear, identifiable trends as predictive of performance. So far the most studied variables are organizational citizenship behaviors (OCB), personality traits, especially the Five Factor personality model, and personality-based recruitment processes as predictors of performance, organizational justice, attitudes, leadership, and team themes, for example: leadership style, team-leader exchange, trust in superiors, task characteristics, satisfaction and motivation, turnover or intention to leave/turnover, elements of the organizational environment such as: organizational culture, HR policies, performance remuneration, and the influence of related emotions (Fogaça et al., 2018).

Studies that investigate organizational variables or factors that can be related to performance, promote, and inspire further studies to examine these relationships, can contribute to research on job performance.

However, despite the research concern in understanding performance to achieve organizational goals, it was found that a significant amount of research was published in psychology-oriented journals, considering that in the list of 12 journals published on the subject, seven of which the top 10 indexes were in the psychology category, as shown in the table below.

Table 1: Publishing Journals

Journal	Freq	%
Journal of Applied Psychology	56	32.0%
Personnel Psychology	22	12.6%
Journal of Organization Behavior	21	12.0%
Journal of Occupational and Organizational Psychology	18	10.3%
Organizational Behavior and Human Decision Processes	17	9.7%
Journal of Management	16	9.1%
Organization Science	9	5.1%
Journal of Management Studies	6	3.4%
Journal of Academy of Marketing Science	6	3.4%
Organizational Research Methods	2	1.1%
Journal of Operations Management	1	0.6%
Academy of Management Annals	1	0.6%

Source: Fogaça et al. 2018

At the individual level, because of the importance of the individual in the development of organizational activities and as a result, one can know the antecedents and their consequences, develop organizational and people management practices focused on improving human performance.

While performance is a multidimensional construct and although a specific field has been defined, these results indicate that much remains to be explored on performance, focusing primarily on situational or contextual and performance-regulatory prospects, which translates into calls for more research in this area.

It is also important that future research addresses the concept of performance as an outcome because performance outcomes also depend on other factors beyond individual behavior (Sonnetag & Frese, 2002). And it is also known that job performance can be influenced by context variables, such as social, cultural, demographic, and workplace conditions (Coelho Jr., et al., 2010; DeNisi, 2000; Sonnetag & Frese, 2002).

To fill in the gaps in what factors or variables contribute to increased performance, this research proposes the Protestant work ethic variable as a moderating variable which is still little researched and this research wants to see the extent of its impact, so that it is expected to be able to contribute to improving one's performance.

Based on employment statistics in several countries with a mixed religious composition revealed with extraordinary frequency, a situation that has several times sparked discussion in the press and literature in Germany, namely the fact that company managers and owners of capital, as well as a higher and even more skilled workforce many employees of modern companies are technically and commercially trained, most of whom are Protestant (Barbalet, 2008).

Looking at the employment statistics of several countries where several religions coexist is a fact that occurs, which shows that people who have capital, entrepreneurs, more highly

educated skilled workers, and technicians or business personnel who are more trained in modern companies tend to, with frequency conspicuously, strongly Protestant (Kalberg, 2001).

According to Jalal and Supriyadi (2001), teacher performance is the effectiveness of the teacher in managing and carrying out the most important tasks and responsibilities for achieving educational and learning goals, because the teacher is an important component and has a central position in the learning process. The teacher's task is to educate students according to their religious norms and values.

Teachers must have good morals, ethics, and personality because they are expected to be role models for their students and society. A teacher is also a figure worthy of emulation. Teachers who have good personalities are role models for their students, as the Javanese proverb says that teachers are imitated and imitated, so a teacher must set a good example for himself and make his students do the same thing.

A good teacher also knows how to create a fun learning atmosphere, so that students feel comfortable under their guidance.

Looking specifically at the problems of education in Banten, according to Deputy Governor of Banten, Andika Hazrumy in Siliwangi (2017), there are three issues related to education that need to be addressed, namely: 1) Improving the quality of teachers who are lacking based on the results of teacher qualification tests; 2) Schools are considered not child-friendly, marked by both physical and non-physical school violence, violence by teachers against students, students against teachers, fellow students, fellow teachers against students, sexual harassment and brawls between schools; 3) Access to education for marginalized groups, namely the need for equal distribution of education for people in Banten province.

Looking at Christian private schools themselves as the focus of the organization in this research, recently they have faced problems of setbacks, such as schools being closed, as stated in PGI.OR.ID (2015), David J. Tjandra said that "School Conditions Concerned Christianity!" And again, reflecting on Mr. Adri Lazuardi's opinion, Christian schools in Indonesia need to improve to solve internal problems so that they are of higher quality during today's education (PENABUR, 2020). Aside from the fact that schools need a clear vision and mission, there are also Christian schools that have closed due to a lack of operational funds, high IT costs, and internal problems.

A very strong Organizational Culture can influence sales, profits, recruiting efforts, and employee morale, both positively and negatively. Great Organizational Culture attracts people who want to work or do business with the company. This can inspire employees to be more productive and positive at work while reducing employee turnover. As Deal and Kennedy (1982) and Denison (1990) have shown, a strong Organizational Culture enhances employee performance, which in turn leads to goal attainment, and overall organizational performance.

Furthermore, Shahzad (2014) explained that understanding the relationship between employee performance and organizational culture is an important research topic. This is because insights

from various studies prove that individual work performance is very important for the success of an organization.

H₁: There is an influence of Organizational Culture on Job Performance.

The theme of transformational leadership has been widely studied, but the magnitude of the relationship between transformational leadership and follower performance across types of criteria and levels of analysis remains unclear. Subordinates' views of leadership may be systematically influenced by perceptions of one's own or the leader's performance and thus influence research results. Nonetheless, from previous research, it was revealed that Transformational Leadership affects individual performance across all types of criteria, with a stronger relationship for contextual performance than for task performance.

In addition, Transformational Leadership relates to team and organizational performance to achieve higher levels of performance (Yammarino, et al., 1993; Wang, et al., 2011; Ng, 2017). Leadership makes its presence felt throughout the organization and its activities. Employees not only perform better when they trust transformational leaders but are more satisfied with the company's performance appraisal system (Waldman et al., 1987). Evidence suggests that it may be due to the individual consideration and intellectual stimulation components of transformational leadership that help employees feel a strong connection with the company and are successful in their jobs and careers (Parry, 1999).

H₂: There is an influence of Transformational Leadership on Job Performance.

As discussed by Kreitner and Kinicki in Wibowo (2016), personality is a stable combination of physical and mental traits that form an individual's identity. Characteristics and traits and the way people see, think and feel are products of genetic interactions and environmental influences. Individuality arises because individuals have a lot of experience that comes from openness to new things that affect their activities. Individuals who are dependable, trustworthy, hardworking, conscientious, able to plan, organized, diligent, persistent, and achievement oriented tend to perform better at work (Mount, et al., 1994; Hertz & Donovan, 2000; Oh & Berry, 2009).

H₃: There is an influence of personality on job performance.

The construction of the Protestant Work Ethic, however, is not related to religious affiliation (Furnham & Reilly, 1991). Rather, it reflects the individual's work values and represents the degree to which the individual holds the belief that work is intrinsically worthwhile and not merely a means to achieve external rewards (Furnham, 1984). The most popular modern conceptualization of the Protestant Work Ethic according to Lipset (1992) argues that self-control for a definite purpose led to hard work, which in turn leads to material prosperity.

Therefore, it is not surprising that the psychological literature discussing Weber's thesis in many cases states responsibility for one's personal results, with work behavior and attitudes towards work will receive the results they deserve (Jones, 1997). Research conducted by Merrens & Garrett (1975) in this regard shows that the Protestant Work Ethic does predict performance on repetitive tasks.

H4: There is an influence of the Protestant Work Ethic on Teacher Performance.

Organizational culture is more than just cultural norms that provide a morally positive assessment of good work. This is based on the belief that work has intrinsic value (Giorgi & Marsh, 1990). It is an ingrained value system whose traces can be identified by analyzing the universal values of people and work. Like other cultural norms, adherence to or belief in certain work ethics is mainly influenced by social experience.

H5: There is an influence of Organizational Culture on work performance which is moderated by the Protestant Work Ethic.

Assessments of support for the Protestant Work Ethic by those who resist current social change, and by those who exhibit different leadership patterns in naturalistic work settings are very useful in investigating this and other issues related to the psychological meaning of the Protestant Work Ethic (Mirels & Garrett, 1971).

H6: There is an influence of Transformational Leadership on job performance which is moderated by the Protestant Work Ethic.

Jobs views the Protestant Work Ethic as a consistent dispositional variable and tries to characterize its psychological significance in relation to other personality variables and to job interests. Early efforts were directed at developing internally consistent measures of ideological support for the Protestant Work Ethic (Mirels & Garrett, 1971).

H7: There is an influence of Personality on job performance which is moderated by the Protestant Work Ethic.

RESEARCH METHODOLOGY

This research is a quantitative research based on a causal relationship survey method with the aim of testing the hypothesis of influence between variables. The unit of analysis for this research is an individual who works as a Christian Elementary School Christian Teacher in Banten Province.

The survey was conducted by distributing questionnaires to teachers from November 2021 to May 2022. In this study, 236 questionnaires were collected from 236 respondents. Questionnaires were distributed through school principals and using the google form. The measurement scale applied to each variable is an interval scale, in this case the Likert scale, which was developed with questions that require responses on a value scale (Sekaran & Bougie, 2016).

Table 2: Respondent Profile

Description	Qty	Percentage	
Region	Lebak Region	1	0,42%
	Serang Region	1	0,42%
	Tangerang Region	122	51,69%
	Kota Serang Region	1	0,42%
	Kota Tangerang Region	46	19,49%
	Kota Tangerang Selatan Region	65	27,54%
Age	< 25 years	40	16,95%
	25 – 40 years	132	55,93%
	41 – 60 years	64	27,12%
Gender	Man	51	21,61%
	Woman	185	78,39%
Education	S2 (Graduate)	33	13,98%
	S1 (Undergraduate)	196	83,05%
	D3 (Diploma)	7	2,97%
Length of Work	> 2 years	196	83,05%
	< 2 years	40	16,95%
Teacher Status	Foundation Teacher	191	80,93%
	Non-Foundation Teacher	45	19,07%
Life Vocation	Yes	225	95,34%
	No	11	4,66%

Source: Test result, 2022

CONCLUSION

Table 3: Hypothesis Testing

Hypothesis	Path Coefficients	p-values	Results
H1: Organizational culture → Christian Teacher Performance	0.440	0.001	Supported
H2: Transformational Leadership → Christian Teacher Performance	-0.132	0.035	Supported
H3: Personality → Christian Teacher Performance	0.300	0.001	Supported
H4: Protestant Work Ethics → Christian Teacher Performance	0.310	0.001	Supported
H5: Organizational culture → Christian Teacher Performance moderated by Protestant Work Ethics	0.041	0.283	Not Supported
H6: Transformational Leadership → Christian Teacher Performance moderated by Protestant Work Ethics	-0.054	0.207	Not Supported
H7: Personality → Christian Teacher Performance moderated by Protestant Work Ethics	-0.109	0.003	Supported

The first hypothesis shows Organizational Culture in terms of: Involvement: teachers can work together and cross-functional collaboration is actively encouraged; Consistency: there is agreement in doing the work; and The approach to work is very consistent and predictable; The School's mission is to have long-term goals and directions; and the School shares a vision of what the organization will look like in the future; can improve Teacher Performance in terms

of Task Performance: succeed in planning work so that it is completed on time; can plan optimally; and Contextual Performance: able to take on challenging work assignments; work to keep job knowledge up to date; work to keep job skills up to date; finding creative solutions to new problems; and constantly looking for new challenges in work.

Next, in the second hypothesis, the results show that Transformational Leadership influences Christian Teacher Performance. Transformational Leadership in terms of vision: Leaders communicate a clear and positive vision of the future; Employee Development: Leaders treat teachers as individuals; support and encourage development; Supportive Leadership: Leaders provide encouragement and recognition to teachers; Empowerment: Leaders foster trust, engagement and cooperation among team members; Innovative or Lateral Thinking: The leader encourages thinking about problems in new ways and questions assumptions; Lead by Example: Leaders have clear values and practice what they say; and Charismatic Leadership: Leaders instill pride and respect in others and inspire teachers to be highly competent; can improve Teacher Performance in terms of Task Performance: succeed in planning work so that it is completed on time; can plan optimally; and Contextual Performance: able to take on challenging work assignments; work to keep job knowledge up to date; work to keep job skills up to date; finding creative solutions to new problems; and constantly looking for new challenges in work.

Then in the third hypothesis it was found that Personality influences Christian Teacher Performance. Personality in terms of extraversion: see yourself as someone who is open, enthusiastic; see oneself as someone who does not like to be alone, not withdrawn; Conscientiousness: seeing oneself as someone who is organized, not careless; Openness to Experience: see yourself as someone who is unconventional, creative; can improve Teacher Performance in terms of Task Performance: succeed in planning work so that it is completed on time; can plan optimally; and Contextual Performance: able to take on challenging work assignments; work to keep job knowledge up to date; work to keep job skills up to date; finding creative solutions to new problems; and constantly looking for new challenges in work.

From testing the fourth hypothesis, it is found that the Protestant Work Ethic influences Christian Teacher Performance. The Protestant Work Ethic of Hard Work: Most people who are not successful in life are simply lazy; People who fail at work usually don't try hard enough; and Disliking hard work usually reflects a weakness of character; Asceticism: Life would have very little meaning if we never suffered; can improve Teacher Performance in terms of Task Performance: succeed in planning work so that it is completed on time; can plan optimally; and Contextual Performance: able to take on challenging work assignments; work to keep job knowledge up to date; work to keep job skills up to date; finding creative solutions to new problems; and constantly looking for new challenges in work.

Furthermore, in testing the fifth hypothesis it was concluded that Organizational Culture has no effect on Christian Teacher Performance moderated by Protestant Work Ethics. Organizational Culture in terms of: Engagement: teachers can work together and collaboration across functional roles is actively encouraged; Consistency: there is agreement in doing the work; and The approach to work is very consistent and predictable; The School's mission is to

have long-term goals and directions; and the School shares a vision of what the organization will look like in the future; not improving Teacher Performance in terms of Task Performance: successfully planning work so that it is completed on time; can plan optimally; and Contextual Performance: able to take on challenging work assignments; work to keep job knowledge up to date; work to keep job skills up to date; finding creative solutions to new problems; and keep looking for new challenges in work; moderated Protestant Work Ethic on Hard Work: Most people who don't succeed in life are just lazy people; People who fail at work usually don't try hard enough; and Disliking hard work usually reflects a weakness of character; Asceticism: Life would have very little meaning if we never suffered.

Next, testing the sixth hypothesis concluded that Transformational Leadership has no effect on Christian Teacher Performance moderated by Protestant Work Ethics. Transformational leadership in terms of vision: Leaders communicate a clear and positive vision of the future; Employee Development: Leaders treat teachers as individuals; support and encourage development; Supportive Leadership: Leaders provide encouragement and recognition to teachers; Empowerment: Leaders foster trust, engagement and cooperation among team members; Innovative or Lateral Thinking: The leader encourages thinking about problems in new ways and questions assumptions; Lead by Example: Leaders have clear values and practice what they say; and Charismatic Leadership: Leaders instill pride and respect in others and inspire teachers to be highly competent; not improving Teacher Performance in terms of Task Performance: successfully planning work so that it is completed on time; can plan optimally; and Contextual Performance: able to take on challenging work assignments; work to keep job knowledge up to date; work to keep job skills up to date; finding creative solutions to new problems; and keep looking for new challenges in work; moderated Protestant Work Ethic on Hard Work: Most people who don't succeed in life are just lazy people; People who fail at work usually don't try hard enough; and Disliking hard work usually reflects a weakness of character; Asceticism: Life would have very little meaning if we never suffered.

Someone who has the characteristics of Transformational Leadership who adheres to and applies Protestant values in his daily life is enough to improve Christian Teacher Performance. Considering that Transformational Leadership also has the potential to increase followers' work-oriented values to be in line with larger groups or organizations (Burns, 1978) thus, there is no need for moderation of Protestant Work Ethics between Transformational Leadership and Christian Teacher Performance.

Finally, in testing the seventh hypothesis, it can be concluded that personality influences Christian teacher performance moderated by Protestant work ethics. Personality in terms of Extraversion: see oneself as someone who is open, enthusiastic; see oneself as someone who does not like to be alone, not withdrawn; Conscientiousness: seeing oneself as someone who is organized, not careless; Openness to Experience: see yourself as someone who is unconventional, creative; can improve Teacher Performance in terms of Task Performance: succeed in planning work so that it is completed on time; can plan optimally; and Contextual Performance: able to take on challenging work assignments; work to keep job knowledge up to date; work to keep job skills up to date; finding creative solutions to new problems; and keep

looking for new challenges in work; moderated Protestant Work Ethic on Hard Work: Most people who don't succeed in life are just lazy people; People who fail at work usually don't try hard enough; and Disliking hard work usually reflects a weakness of character; Asceticism: Life would have very little meaning if we never suffered.

Thus, the Protestant Work Ethic, which is viewed as a dispositional variable and attempts to characterize its psychological meaning in relation to other personality variables and to occupational interests, was initially directed towards developing an internally consistent measure of ideological support for the Protestant Work Ethic.

RECOMMENDATION

The Protestant Work Ethic in terms of asceticism/temperance, namely the matter of abstinence and hard work is necessary in improving Christian Teacher Performance in terms of Task Performance: successfully planning work so that it is completed on time; can plan optimally; and Contextual Performance: able to take on challenging work assignments; work to keep job knowledge up to date; work to keep job skills up to date; finding creative solutions to new problems; and constantly looking for new challenges in work.

With the research finding that the Protestant Work Ethics moderates the influence of Personality on Christian Teacher Performance, it is necessary to get attention and at the same time these results become input to the leadership of Christian Elementary Schools in encouraging Christian Teachers to focus more on and improve their personality on asceticism/temperance, namely holding one's temper. Lust, refrain from pleasure, fast, and keep working hard, namely activities that are carried out in earnest without getting tired or stopping before the goal is achieved.

Most of the respondents in this study were the Millennial Y generation of 55.93%. As written in Tolbize (2008) this generation masters computers and technology well and fast, independent, adaptable to change, creative, able to do more than one task at the same time, and likes teamwork (Tolbize, 2008), in which is an advantage for the current organization. However, in terms of ethics, the millennial generation is lacking compared to the previous generation. For this reason, it is necessary to emphasize and teach Christian teachers regarding ethics, in this case the Protestant Work Ethics. By carrying out the Protestant Work Ethics properly and correctly it is expected to improve the performance of Christian teachers.

References

1. Bandura, A., 1997. *Self-efficacy: The exercise of control*. New York: W. H. Freeman & Co.
2. Barbalet, J., 2008. *Weber, Passion and Profits, The Protestant Ethic, and the Spirit of Capitalism in Context*. New York: Cambridge University Press.
3. Barrick, M. R., Mount, M. K. & Judge, T. A., 2001. Personality and performance at the beginning of the new millennium: What do we know and where do we go next? *International Journal of Selection and Assessment*, 9(1-2), p. 9–30.
4. Burns, J. M., 1978. *Leadership*. New York: Harper and Row.

5. Coelho Jr, F. A., Borges-Andrade, J. E., Seidl, J. & Pereira, A. C., 2010. Validação Psicométrica de Medida de Auto-Avaliação de Desempenho no Trabalho. Anais. XXXIV Encontro da Anpad (EnanPad), Volume 1, pp. 1-17.
6. DeNisi, A. S., 2000. Performance appraisal and performance management: A multilevel analysis. In: *Multilevel Theory, Research, and Methods in Organizations: Foundations, Extensions, and New Directions*. San Francisco: Jossey-Bass (Wiley), pp. 121-156.
7. Denison, D. R., 1990. *Corporate Culture and Organisational Effectiveness*. New York: Wiley.
8. Fogaça, N. et al., 2018. Job Performance Analysis, Scientific Studies in the Main Journals of Management and Psychology from 2006 to 2015. *Performance Improvement Quarterly*, 30(4), pp. 231-247.
9. Furnham, A. & Reilly, M., 1991. A cross-cultural comparison of British and Japanese Protestant work ethic and just world beliefs. *Psychologia: An International Journal of Psychology in the Orient*, 34(1), p. 1–14.
10. Furnham, A. F., 1984. The Protestant Work Ethic, A review of the psychological literature. *European Journal of Social Psychology*, 14(1), pp. 87-104.
11. Giorgi, L. & Marsh, C., 1990. The Protestant Work Ethic as a Cultural Phenomenon. *European Journal of Social Psychology*, Volume 20, pp. 499-518.
12. Hurtz, G. M. & Donovan, J. J., 2000. Personality and job performance: The Big Five revisited. *Journal of Applied Psychology*, 85(6), p. 869–879.
13. Hutabarat, W., 2015. Investigation of Teacher Job-Performance Model: Organizational Culture, Work Motivation and Job-Satisfaction. *Asian Social Science*, 11(18), pp. 295-304.
14. Jalal, F. & Supriyadi, D., 2001. *Reformasi Pendidikan dalam Konteks Otonomi Daerah*. Yogyakarta: Adi Citra karya Nusa.
15. Jones, H. B., 1997. The Protestant work ethic, Weber’s model, and the empirical literature. *Human Relations*, 50(7), pp. 757-778.
16. Judge, T. A., Bono, J. E., Thoresen, C. J. & Patton, G. K., 2001. The job satisfaction–job performance relationship, A qualitative and quantitative review. *Psychological Bulletin*, 127(3), pp. 376-407.
17. Kalberg, S., 2001. *The Protestant Ethic, and the Spirit of Capitalism*. Los Angeles, CA: Roxbury Publishing Company.
18. Lipset, S. M., 1992. The work ethic, then and now. *Journal of Labor Research*, 13(1), pp. 45-54.
19. Merrens, M. R. & Garrett, J. B., 1975. The Protestant Ethic Scale as a predictor of repetitive work performance. *Journal of Applied Psychology*, 60(1), p. 125–127.
20. Mirels, H. L. & Garrett, J. B., 1971. The Protestant Ethic as a personality variable. *Journal of Consulting and Clinical Psychology*, 36(1), p. 40–44.
21. Mount, M. K., Barrick, M. R. & Strauss, J. P., 1994. Validity of observer ratings of the big five personality factors. *Journal of Applied Psychology*, 79(2), p. 272–280.
22. Ng, T. W. H., 2017. Transformational leadership and performance outcomes: Analyses of multiple mediation pathways. *The Leadership Quarterly*, 28(3), pp. 385-417.
23. Oh, I. & Berry, C. M., 2009. The five-factor model of personality and managerial performance: Validity gains through the use of 360-degree performance ratings. *Journal of Applied Psychology*, 94(6), p. 1498–1513.
24. Parry, K. W., 1999. Enhancing adaptability, Leadership strategies to accommodate change in local government settings. *Journal of Organizational Change Management*, 12(2), pp. 134-156.

25. PENABUR, B. P. K., 2020. Sekolah Kristen di Indonesia Perlu Berbenah Agar Lebih Berkualitas. [Online] Available at: <https://bpkpenabur.or.id/news/blog/sekolah-kristen-di-indonesia-perlu-berbenah-agar-lebih-berkualitas?page=60> [Accessed 3 Maret 2021].
26. PGI.OR.ID, 2015. David J. Tjandra: Kondisi Sekolah Kristen Memprihatinkan! [Online] Available at: <https://pgi.or.id/david-j-tjandra-kondisi-sekolah-kristen-memprihatinkan/> [Accessed 4 Januari 2021].
27. Sekaran, U. & Bougie, R., 2016. *Research methods for business: a skill-building approach*. Seventh ed. Chichester, West Sussex: John Wiley & Sons.
28. Shahzad, F., 2014. Impact of Organizational Culture on Employees' Job Performance: An Empirical Study of Software Houses in Pakistan. *International Journal of Commerce and Management*, 24(3), pp. 219-227.
29. Siliwangi, B., 2017. Kader Golkar Banten Ungkap 3 Hal Masalah Pendidikan di Provinsinya. [Online] Available at: <https://kumparan.com/balad-siliwangi/kader-golkar-banten-ungkap-3-hal-masalah-pendidikan-di-provinsinya/2> [Accessed 13 Agustus 2021].
30. Sonnentag, S. & Frese, M., 2002. Performance concepts and performance theory. In: S. Sonnentag, ed. *psychological management of individual performance*. Chichester: John Wiley & Sons Ltd., pp. 3-25.
31. Tolbize, A., 2008. *Generational Differences in the Workplace*. Minneapolis, MN: Research and Training Center on Community Living.
32. Van Scotter, J. R., Motowidlo, S. J. & Cross, T. C., 2000. Effects of task performance and contextual performance on systemic rewards. *Journal of Applied Psychology*, 85(4), pp. 526-535.
33. Waldman, D. A., Bass, B. M. & Einstein, W. O., 1987. Leadership, and outcomes of performance appraisal process. *Journal of Occupational Psychology*, 60(3), pp. 177-186.
34. Wang, G., Oh, I., Courtright, S. H. & Colbert, A. E., 2011. Transformational leadership and performance across criteria and levels: A meta-analytic review of 25 years of research. *Group & Organization Management*, 36(2), p. 223-270.
35. Wibowo, 2016. *Manajemen Kinerja*. 5th ed. Jakarta: Rajawali Press.
36. Yammarino, F. J., Spangler, W. D. & Bass, B. M., 1993. Transformational leadership and performance: A longitudinal investigation. *The Leadership Quarterly*, 4(1), p. 81-102.