

# The Analysis of Leadership Type Trends and Effect on Cultural Organization in Madrasah Tsanawiyah in Jambi City

Dr. H. Imron Rosyadi., M.Pd

Dosen Universitas Islam Negeri, Sulthan Thaha Saefuddin Jambi

**Abstract:** *Madrasah Tsanawiyah (MTs), is a junior high school formal education institution under the supervision of the Ministry of Religious Affairs. As one of the formal educational institutions, MTs requires a capable, well-informed, well-educated, capable, innovative and improvisational head of Madrasahs to ensure the quality of education in her Madrasah. According to Lewin has three types of leadership: (1) autocratic type, (2) democratic type, and (3) Laissezfaire type. This study focuses on assessing the tendency of leadership type of head of MTs in Jambi city and how the impact of leadership style on OCB teachers / employees. Data collection is done through survey with the help of instrument in the form of question by using Likert scale. Data processing is done by description analysis. The results of this study indicate that in general the tendency of Head of MTs in Kota Jambi has a democratic leadership. This is evidenced by the data that from 34 MTs in Jambi City, 17 or about 50% of them apply leadership of Democratic type. Further followed by the type of leadership of Laissezfaire as much as 9 Madrasah or about 26.5%. While the remaining 8 Madrasah or approximately 23.5% apply leadership of Autocracy type. Of the three types of leadership mentioned above, the type of Democratic leadership has the best (positive) for OCB development of teachers and employees, followed by the type of leadership of Laissezfaire and Autocracy. Therefore, leaders in MTs in Jambi are advised to apply the type of Democratic leadership, because this type of leadership is considered most appropriate for the development of OCB teachers and employees.*

**Keywords:** Madrasah Tsanawiyah, Leadership trend, OCB

## 1. Introduction

In an organization or an institution, the leader has a very important position. Leaders will determine the organization's direction, goals, policies and travel. Weak leaders and unsupported by members of the organization will bring the organization in the direction that is far from the goals of the organization, so that the organization will not be able to achieve the goals set together. Conversely, a strong leader and supported by a member will direct the organization towards a predetermined goal. Therefore, ensuring the achievement of organizational goals, strong leadership is needed.

Organizations or educational institutions have a noble purpose that is to improve the degree of human life and improve the ability to solve various problems of life. With such a noble purpose, institutions or educational organizations need strong leadership supported by their members. In addition to ensuring the achievement of noble educational goals, strong leadership is also needed to ensure the existence of the institution itself. In short, strong and appropriate leadership is needed by educational institutions to ensure the quality of the educational process itself.

One of the formal educational institutions recognized by the government is Madrasah *Tsanawiyah* (MTs), a junior high school formal education institution under the supervision of the Ministry of Religious Affairs. As one of the formal educational institutions, MTs requires a capable, well-informed, well-educated, capable, innovative and improvisational head of Madrasah to ensure the quality of education in her Madrasah.

Head of Madrasah has a very strategic role in the improvement and improvement of the quality of education. This is because the Head of Madrasah has great authority and responsibility to the madrasa that he has dreamed. Head of Madrasah as the supreme leader, the Head of Madrasah should be able to utilize all human resources (teacher and staff) to improve learners' learning outcomes. Therefore, Head of Madrasah must be able to give motivation to teacher and staff to work optimally, so that vision and mission of madrasah is achieved. Wahjosumidjo (2012) mentions that the leadership of Madrasah Principals should provide work motivation for improving teacher work productivity and learning outcomes of learners. Thus the Head of Madrasah should be fully accountable. Responsibility is very important and determine the low level of learning outcomes of learners. In addition, the productivity and morale of teachers is also influenced by the Head of Madrasah.

In the lead, the Principal Madrasah always has its own type or style of leadership. The type of leadership of Madrasah Principals is very distinctive. The type of leadership applied by the head of a madrasah in leading the educational institution has a very important role and determines the quality of its plans, processes and graduates. This is in accordance with the explanation of Ambar (2013) that the type of leadership applied by the Madrasah Principal as a leader in the madrasah plays a very important and decisive role in improving the quality of learning. This is in line with the opinion Mastuti (2009) states that leadership is the core of the organization that plays a very important role, because the leader is the main person who determines the black and white organization under it. Leadership is an activity to influence others so that people will work together to achieve the goals that have been set. Leadership is also often known as the ability to lead.

According to the Council of Chief State School Officers that educational leadership has some of the six main standards aimed at promoting the success of learners (students). The standards are as follows: (1). Set a shared vision for learning; (2). Developing a school culture and teaching program conducive to student learning and professional growth staff; (3). Ensure effective management of organizations, operations, and resources for a safe, efficient, and effective learning environment; (4). Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources; (5). Act with integrity, fairness, and in an ethical way.

Associated with the type of leadership, in general Maman (2010) mentions there are six types of leadership, namely: (1) the type of personal leadership, that all actions are done always by making contact personally. In this system all directives or instructions are done orally or directly by the leader, (2) non-personal leadership type, that is leadership which everything is done through subordinates or non-personal media, either in the form of plan, command or supervision, (3) authoritarian type Leadership, which is a strict, thorough, orderly and earnest leadership demands every subordinate to carry out every rule and all instructions or orders must be obeyed by subordinates, (4) the type of democratic leadership, a leadership whose leadership considers itself part of Group and together with his group are responsible for the implementation of common goals. Therefore, all members participate in all activities, planning, implementation, supervision and assessment. Each member is regarded as a valuable potential in the pursuit of goal, (5) the type of paternalistic leadership, i.e. leadership characterized by a paternal influence in leadership and group relationships. The goal is to protect and provide direction as a father to his child, (6) the type of indigenous leadership, this leadership usually arises from groups of people who have certain areas of expertise.

Similarly, Lewin in Maman (2010) also mentions that there are three types of leadership: (1) autocratic type, this type can be seen from the characteristics of hard-working, earnest, conscientious and orderly leaders and all instructions must be obeyed by (2) democratic type, this type can be seen from the characteristics of the leader who always consider himself part of his group and try to be responsible for the implementation of organizational goals, the leader will always involve all members in every activity, planning, organizing, supervision and assessment and (3) type Laissez-faire, this type can be seen from the submission of full responsibility to subordinates to complete the jobs that are the responsibility, the leader will only receive reports of subordinate work and not too intervene and do not take the initiative, so that the whole job depending on the initiative and initiative of subordinates, so that the leadership will provide a vast space for subordinates to work freely, independently without obstacles.

Based on the above explanation can be understood that each type of leadership has its own advantages and superiority. Therefore, Madrasah Principals of madrasah should have appropriate leadership skills in accordance with the situation and condition of the madrasah that he leads. Exactly the type

of leadership performed by the Head of Madrasah should create a conducive working environment so that the goals and expectations of the madrasah will be more easily achieved. Relevant to this exposure, then one indicator of the success of Madrasah Principals in carrying out his leadership is the creation of situations and conditions conducive to improving the quality of education.

One of the characteristics of situations and conditions conducive to improving the quality of education is that the availability of qualified human resources (teachers and staff) is knowledgeable, enthusiastic or high work ethic, willing to sacrifice in order to achieve common goals and work in teams. This is in line with the views of Olorunniwo *et al.* (2006) stating that many factors to achieve good service quality for service providers is to cultivate sincerity, joy and the emergence of a culture where employees will work together to help each other to give the best to customers. Similarly, Organ *et al.* (2006) states that employee behavior is done voluntarily, sincerely, gladly without having to be governed and controlled by the company in providing service well. This condition is known as organizational citizenship behavior (OCB).

Luthans (2006) states that Organizational Citizenship Behavior (OCB) is a work behavior that exceeds the requirements of work and contributes to the success of the organization. An employee with an OCB character will display it by helping co-workers and customers, doing extra work if needed, and finding ways to improve products and procedures. Accordingly, Robbins (2003) describes that OCB is a discretionary behavior that is not part of the terms of an employee's formal position, although it does promote effective functioning of the organization. Schultz (2002) defines OCB describing as an extra effort beyond the minimum requirement of its duties.

According to Organ (2006), there are five aspects to the OCB dimension namely; Altruism, courtesy, sportsmanship, civic virtue, and peacemaking. It is further explained that the description of behavior as follows: (1) Altruism, is a helpful behavior, such as: helping to accomplish the duties of others who are not working, helping other employees with work problems, helping new employees, (2) Courtesy Behaviors that show respect for different opinions of others aim to prevent problems, (3) Sportsmanship, is a behavior that leads to the courage to acknowledge one's own faults and acknowledge the advantages of others in completing the work to avoid uncomfortable situations in the work situation, (4) Civic Virtue is a behavior that shows participation and attention to the organization and (5) Peacemaking is a helpful or reconciling behavior in times of interpersonal conflict.

Furthermore, Organ, Podsakoff, and MacKenzie (2006), explain that OCB is a discretionary individual behavior that is not directly recognized by formal reward systems and together will encourage more effective organizational functions. There is evidence that individuals who exhibit OCB perform better. Behavior that acts beyond their general job duties is called extra-role behavior, this behavior is a highly valued behavior when performed by employees,

although it is not formally described because it will improve effectiveness and performance.

Through some research, OCB is believed and proven to provide great benefits to the organization, including the following, according to Organ, et al (2006) are: (1) OCB can increase the productivity of colleagues, (2) OCB is also able to increase productivity Managers, (3) OCBs can save the resources of management and the organization as a whole, (4) OCBs become an effective means to effectively coordinate work team activities; (5) OCB enhances the organization's ability to recruit and retain employees with quality performance (6) OCB can maintain organizational performance stability, (7) OCB helps the organization's ability to survive and adapt to environmental change.

In addition, OCB is important to improve organizational functions to run more effectively, as it affects multiple levels of individuals (e.g., employee performance and rewards allocation decisions) and other organizational factors (e.g., productivity, efficiency, cost, customer satisfaction). Therefore, Sofiah (2014) refers to "one of the contributing behaviors that is rather discretionary but proven empirically to the increase of organizational functioning of the OCB." It refers to various forms of cooperation and helpfulness to others that support the organization's social and psychological context ... "i.e. behavior that contributes rather discretionary but is proven empirically capable of improving organizational functions, which refers to various forms of cooperation and help others that support the social and psychological context of the organization.

Related to the relationship between leadership and OCB there are several related studies, ie: research conducted by UngHee Lee, HyeKyoung Kim and Young Hyung Kim (2013) stated that OCB employees will increase if their leaders have a fair decision or policy, Employee activities as well as the simplicity in every employee's job. In addition, research conducted by Ebru (2010) mentions that school leadership styles have a significant impact on OCB for teachers. Further research conducted by Ali Çağatay (2014) revealed that the perception of elementary school teachers on the distribution of leadership is positive and significantly affect the OCB teachers. Subsequent research conducted by Zirgham and Umar Ali (2009) showed that CPB negatively influenced significantly on OCB. That means that employees with high OCB will increase their productivity. Considering the relationship between leadership and OCB as described above, this study focuses on assessing the trends in the leadership type of the head of the madrasah *Tsanawiyah* in Jambi City? And to answer the question how the impact of leadership style on OCB teachers/ employees in Madrasah *Tsanawiyah* in Jambi city?

## 2. Research Methods

This research is done by quantitative approach, therefore the data obtained in this research both on leadership style variables and in OCB. The data were collected by survey method through questionnaire (instrument) to respondent. Thus the instruments used in the study there are two kinds, namely the instrument to measure the leadership style and the instrument to measure OCB.

The population of this research is all MTs in Jambi City. According to the ministry of religion (2016), there are 6 State MTs and 28 private in Jambi City. Therefore, the total population in this study was 34 MTs. Thus the entire population is sampled. Each instrument consists of several questions. The leadership style instrument consists of 40 questions involving the three indicators of leadership style according to Lewin: (1) autocratic type, (2) democratic type, and (3) Laissez-faire type. Thus the highest score of the indicators obtained by the respondents used as a reference to determine the type of leadership style MTs sample. The leadership style instrument is only given to the principal of Madrasah in this case involving 34 MTs in the area of Jambi city.

The OCB instrument consists of 30 questions, with a Likert scale model of 1-4 with a pattern: (1) strongly disagree, (2) disagree, (3) agree and (4) strongly agree. Thus the minimum score of OCB is 30 points and the maximum score is 120 points. The OCB instrument will be provided to five teachers or employees in each sample MTs. Thus from the data will get a picture of the type of leadership style MTs and OCB scores in the madrasah environment.

Data processing is done by analyzing the OCB score obtained from each madrasah. Scores obtained by each teacher / employee from the same madrasah are summed, then shared by OCB test participants, so the average OCB score is scored. Mathematically, the formula used to determine the average OCB score is as follows:

Average OCB score = (total OCB total score) / (number of respondents one madrasah)

The decision-making, based on the following criteria:

If average score :  $\geq 95$ , category "high"

If average score : 61-94, category "medium"

If average score :  $\leq 60$ , category "low"

In addition, to know how the relationship between the type of leadership with OCB, it is done by using descriptive analysis.

## 3. Data and Discussion

### 3.1. Research data

a. Leadership Style Head of Madrasah *Tsanawiyah* in Jambi City

**Table 3.1:** Distribution of Leadership Type Head of Madrasah *Tsanawiyah* in Jambi City

No	Leadership Type	Number of Madrasahs	Percentage (%)
1	Autocratic	8	23,5
2	Democratic	17	50
3	Laissezfaire	9	26,5
	Total	34	100%

Based on Table 3.1, it is understood that in general the Head of MTs in Kota Jambi has a democratic leadership. of 34 MTs in Jambi City, 17 or about 50% of them apply democratic leadership. Further followed by the type of leadership of Laissezfaire as much as 9 Madrasah or about 26.5%. While the remaining 8 Madrasah or approximately 23.5% apply leadership of Autocratic type.

**b. OCB at Madrasah *Tsanawiyah* in Jambi City**

**Table 3.2:** Master's OCB Condition at Madrasah *Tsanawiyah* in Jambi City

No	Category	The Number of Madrasahs	Percentage (%)
1	High	14	41,4
2	Medium	13	38
3	Low	7	20,6
	Total	34	100%

In relation to the average score of OCB teachers in MTs in Jambi City, based on Table 3.2, it can be seen that in general (average) OCB teachers in MTs in Jambi City are categorized as "high". Of 34 MTs in Jambi City, 14 or about 41.1% had an average "high" OCB. Followed by the average OCB with the category "medium" as much as 13 Madrasah or about 38%. While the remaining 7 Madrasah or about 20.6% have OB with the category "low". Thus it can be said that the education service at MTs in Jambi City by the teacher is good.

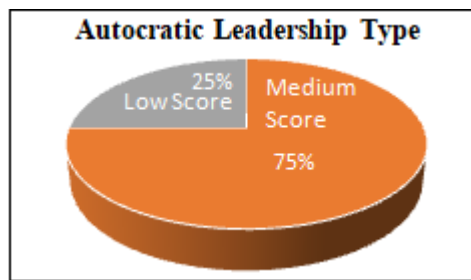
**C. Correlation Leadership style towards OCB**

**Table 3.3:** Comparison of Leadership Type and OCB Teacher Category

No	Leadership Type	OCB Category	Number of MTs	Percentage (%)
1	Autocratic	High	0	0
		Medium	6	17,6
		Low	2	5,8
2	Democratic	High	11	32,4
		Medium	5	14,8
		Low	1	3
3	Laissezfaire	High	3	8,8
		Medium	2	5,8
		Low	4	11,7
	<b>Total</b>		34	100%

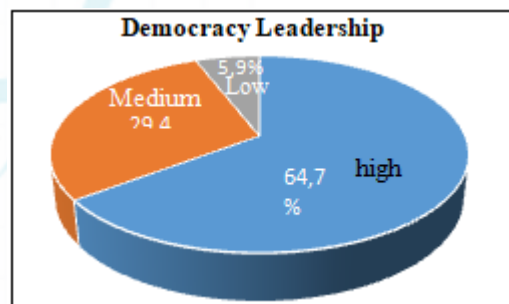
Referring to Table 3.3, which is related to the comparison of leadership types and the OCB Teacher category, it can be seen that the type of Autocratic leadership applied by 23.5% of MTs principals in Jambi city impacts on 6 (six) MTs or 17.6% OCB teachers / Employees are "moderate" and 2 MTs or 5.8% are "low", while in the "high" category 0%. Therefore, it can be said briefly that the impact of OCB leadership type on OCB teachers / employees is lower middle class.

In line with the above data, the autocratic leadership type, which is implemented by 23.5% of MTs heads in Jambi city, has an impact on OCB teachers / employees. A total of 6 (six) of 8 (eight) MTs or about 75% of the Autocratic leadership types have medium category OCBs and as many as 2 MTs or about 25% in the "low" category while 0% are "high". In simple terms the data can be described and understood through Figure 3.1 below:



Based on Table 3.3. It can be understood that the general or average head of MTS in Jambi applying the type of Democratic leadership is 17 heads of MTs or about 50%. Of the 17 heads of MTs that implement the type of Domestic leadership have different impacts on OCB teachers / employees in the MTs. There are 11 MTs or approximately 64.7% have OCB in the "high" category, while 5 MTs or about 29.4% have OCB in the "moderate" category and the rest of which is 1 MTs or about 5.9% have OCB with the category "low ". Thus it can be understood that the impact of the Democratic leadership type on OCB teachers and employees varies.

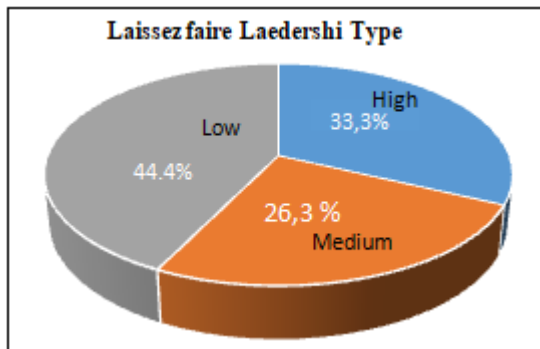
In addition, the type of Democratic leadership, implemented by 50% of MTs heads in Jambi City, has an impact on the high OCB teachers / employees. A total of 11 (eleven) out of 17 (sixteen) MTs or approximately 64.7% of Democratic leadership types have OCBs in the "high" category, while for "medium" category 5 MTs or about 29.4% and MTs with the category "low "As much as 1 (one) or approximately, 5.9%. Thus it can be said that the type of Democracy leadership has a positive impact on the development of OCB teachers and employees in MTs Jambi city. The above data can be understood through the diagram as shown in Figure 3.2 below:



Refer back to Table 3.3. It can be understood that the type of leadership Laissezfaire i.e. as many as 9 (nine) heads of MTs or about 26.3%. Of the 9 (nine) MTs heads who implement the Laissezfaire leadership type have different impacts on OCB teachers / employees in the MTs. There are 3 MTs or about 33.3% have OCB with the category of "high", while 2 MTs or about 22.2% have OCB with the category "medium" and the rest of 4 MTs or about 44.4% have OCB with category "low ". Thus it can be understood that the impact of Laissezfaire leadership type on OCB teachers and employees varies.

In addition, the type of leadership of Laissezfaire, which is implemented by 26.47% of MTs heads in Jambi City, has an impact on various OCB teachers/employees. However, the leadership type of Laissezfaire is dominated by

teachers/employees with OCB with "low" category of 44.4%. The distribution of data on the impact of leadership of Laissezfaire type on the OCB teacher / employee diversity can be seen in Figure 3.3 below:



### 3.2. Discussion

Based on Table 3.1, it can be understood that in general the Head of MTs in Kota Jambi has a Democratic leadership. This is evidenced by the data that from 34 MTs in Jambi City, 17 or about 50% of them apply leadership of Democratic type. Further followed by the type of leadership of Laissezfaire as much as 9 Madrasah or about 26.5%. While the remaining 8 Madrasah or approximately 23.5% apply leadership of type Autocratic.

Given the dominance of the leadership of the type of democracy applied by the Head of MTs, it can be understood that in general, the head of MTS in Jambi is committed to always involve all group members in this case are teachers and school employees in making decisions. In addition, it can also be said that in general the head of MTs has a soul and attitude to respect the opinions of teachers and employees who are underneath as an effort to improve the quality of education services in MTs he leads. This is in line with Sutopo's (1984) opinion that Democratic leadership will be seen from: 1) seeks to promote group interaction and cooperative planning, 2) create a healthy climate for individual development and solve potential leaders. If it refers to the opinion of Veithzal and Dedy (2010) that the type of leadership of Democracy prioritizes the problem of cooperation so that there is coordination of work of all subordinates. In addition, Veithzal and Dedy, also mentioned that the leadership of Democracy, has a characteristic in dealing with the potential attitudes of individual members of the organization that would listen to suggestions and criticisms that are constructive. Thus the type of Democratic leader focuses on the activities of each member of the group, so that all elements of the organization are involved in the activity, which begins goal setting, decision-making, discipline. Based on these opinions, it can generally be said that the head of MTs in Jambi city in general has prioritized cooperation and coordination. The good cooperation and coordination is suspected as the trigger for the spirit of mutual service, mutual respect, mutual support to create an education service that exceeds expectations or expectations.

The presence of mutual service, mutual respect, mutual support to achieve together is the essence of the OCB. This is as stated by Olorunniwoet *al.* (2006) to achieve a good service quality, can be done by growing sincerity, feelings of

pleasure and the emergence of a culture where employees will work together to help each other to give the best to customers. The same thing also delivered by Organ *et al.* (2006) that OCB is an attitude of employee behavior conducted by voluntary, sincere, happy without having to be governed and controlled by company in giving service well. Thus it can be understood that the type of leadership Democracy has a positive impact on the development of OCB teachers and employees as well.

The leadership of Laissezfaire implemented by the head of MTs in Jambi city neighborhood also has an impact on OCB teachers and employees. As stated above, the type of leadership of Laissezfaire, which is implemented by the head of MTs in Jambi City, is dominated by teachers/employees with OCB with "low" category of 44.4%. The low OCB teachers and employees possessed by MTs with the Laissezfaire leadership type can be understood as this type of leadership has the hallmark of freedom. In Laissezfaire leadership, teachers are given the freedom to work according to their circumstances, and the role of the leader is relatively low. This is as Sutopo (1984) argues that the Laissezfaire type gives the widest possible freedom to every staff member in the procedures and what to do for the performance of their duties. They decide with whom they want to cooperate. At the school level (MTs), teachers can hold meetings and take decisions without a leader.

The "freedom" given by the Laissezfaire leadership type, on the one hand can improve the productivity, job satisfaction and performance of teachers and employees. This happens because teachers and employees will feel happy and comfortable and have the motivation during their duty. This fact as the result of research of Raddana (2013) that there is direct influence from teacher motivation to teacher work satisfaction and there is direct influence from work motivation of teacher to teacher performance.

On the other hand, the "freedom" given by the Laissezfaire leadership type, can also be the cause of motivation of work, productivity, performance and job satisfaction. This is because the "freedom" is interpreted as uncontrolled freedom. Therefore, this has an impact on the weak supervision of teachers and employees so that the implementation of the task becomes less measurable. Whereas according to Mujiono (2002) that in the organization need the existence of supervisory function, one of supervision function is a leader function to always examine the ability of execution plan. With the supervision of the obstacles can be immediately found, to be solved so that all activities again take place according to the rail that has been set in the plan. Wrong views and perceptions of such "freedom" are seen as triggers of the low OCB teachers and employees on the type of leadership of Laissezfaire.

Leadership type Laissezfaire, with "freedom" that characterized, also have a positive impact. It can be seen from existing data that there are 3 MTs or about 33,3% have OCB with category "high", while 2 MTs or about 22,2%. Referring to the data it is known that Laissezfaire leadership type also gives opportunity to teachers and employees to compete openly in terms of educational services in accordance with their respective duties. It means that

teachers and employees who have the right to "freedom" are better in terms of service. This factor is suspected as the trigger for the birth of OCB with the category of "high" and "medium" in the type of leadership Laissezfaire.

In relation to the type of autocratic leadership, the data show that as many as 6 (eight) of 8 (eight) MTs or about 75% of the Autocratic leadership types have medium category OCBs and as many as 2 MTs or about 25% in the "low" category while 0 % Categorized as "high". Thus it can be said that this type of leadership is less suited to the development of OCB teachers and employees. OCB teachers and employees on Autocracy leadership in this study were not found OCB in the "high" category.

The impact of the Autocratic leadership type on OCB teachers and employees as the data above is thought to be due to the character of the leadership type. According to Mulyadi (2010) the hallmark of the Autocratic leadership type is that all basic policies are established by the leader himself and subsequent implementation is assigned to his subordinates. All orders, assignments done without holding prior consultations with the people he leads. The authoritarian leader assumes that the retreat of the organization depends only on him. Based on that opinion, then teachers and employees under autocratic leadership will be relatively "depressed" in expanding their various tasks. The "stress" feeling is actually counterproductive to the development of OCB teachers and employees at schools and MTs. Therefore, leaders need to make efforts to improve OCB teachers and employees.

According to research Ung, HyeKyoung and Young (2013), OCB teachers and employees will increase if their leaders have a fair decision or policy, support all employee activities and the simplicity in every employee's job. Thus leaders with the type of Autocracy need to look further at the situations and conditions that develop in their MTs in order to ensure that decisions taken by the leader are accurate, fair and support all activities of teachers and employees with more humanist. This is in line with the opinion Ebru (2010) mentions that leadership style has a significant impact on OCB for teachers.

As mentioned above, OCB has proven to be of great benefit to the quality of the organization. These benefits according to the Organ, et.al (2006) are: (1) increase the productivity of co-workers, (2) increase the productivity of the manager, (3) save the resources owned by the management and the organization as a whole, (4) providing a means effective working team to coordinate activities effectively, (5) improve the organization's ability to recruit and retain quality employees with good performance, (6) to maintain the stability of the performance of the organization, (7) to help the organization's ability to survive and adapt to environmental changes. Moreover, OCB is important to improve the functioning of the organization to run more effectively, because they affect multiple individual level (e.g., employee performance and reward allocation decisions) and factors other organizations (e.g., productivity, efficiency, cost, customer satisfaction).

Referring to the enormous benefits of OCB in improving the quality of education services, leaders especially in MTs need to understand leadership types better. The defense of this type of leadership will encourage MTs heads to create and change leadership types to match the MTs character in which they are on duty. The suitability between leadership types and those circumstances will encourage the creation of OCB teachers and employees in MTs, thereby ending in improving the performance and productivity of educational services.

## 4. Conclusions and Recommendations

### 4.1. Conclusion

Based on the data and discussion it can be drawn two main conclusions are:

- a) In general, the tendency of Head of Madrasah Tsanawiyah in Kota Jambi has a democratic leadership. This is evidenced by the data that from 34 MTs in Jambi City, 17 or about 50% of them apply leadership of Democratic type. Further followed by the type of leadership of Laissezfaire as much as 9 Madrasah or about 26.5%. While the remaining 8 Madrasah or approximately 23.5% apply leadership of autocracy type.
- b) Of the three types of leadership mentioned above, the type of Democratic leadership has the best (positive) for OCB development of teachers and employees, followed by the type of leadership of Laissezfaire and Autocracy.

### 4.2. Recommendation

Based on the results of research there are some things that need to be recommended are:

- a) Leaders in MTs in Jambi are advised to apply the type of Democratic leadership, as this type of leadership is considered most appropriate for the development of OCB teachers and employees. OCB teachers and employees are expected to support for organizational productivity (MTs) in the city of Jambi
- b) There needs to be more in-depth research related to the impact of this leadership model on job satisfaction, performance and achievement of the students.

## References

- [1] Ali ÇağatayKılınç. A *Quantitative Study of the Relationship between Distributed Leadership and Organizational Citizenship Behavior: Perceptions of Turkish Primary School Teachers*. Journal of Curriculum and Teaching. Vol. 3, No. 2; 2014, www.sciedu.ca/jct
- [2] Ambar, T. Sulistiyani. 2013. *KepemimpinanProfesional,Pendekatan Leadership Games*. Gava Media. Yogyakarta.
- [3] EbruOguz. 2010. *The Relationship Betweenthe Leadership Styles of the School Administrators and The Organizational Citizenship Behaviors of Teachers*. Procedia Social and Behavioral Sciences 9 (2010) 1188–1193
- [4] Kartono, Kartini, 2001. *PemimpinandanKepemimpinan*. Jakarta: Rajawali Press.

- [5] Luthans and Fred. 2006. *Perilakuorganisasi*, Edisisepuluh, (Penerbit ANDI Yogyakarta, 2006), h. 58
- [6] Maman, Suherman. 2010. *Pengembangan SaranaBelajar*, Jakarta: Karunia.
- [7] Mastuti, Fauziah. 2009. *Pola Kepemimpinan Organisasi Pendidikan Di Jawa Tengah Ditinjau Dari Filsafat Pendidikan Menurut Kaplan*. Universitas Diponegoro, h.2
- [8] Mujiono, Imam, 2002, *KepemimpinandanKeorganisasian*, UII Press, Yogyakarta
- [9] Mulyadi, 2010. *Kepemimpinankepalasekolah*, Malang: Uin Maliki Press.
- [10] Olorunniwo, F., Hsu, M.K., Udo, G.F. 2006. *Service Quality, Customer Satisfaction, and Behaviour Intentions in the Service Factory*. Journal of Service Marketing, vol 20 No.1, 2006, p.59-72
- [11] Organ, Dennis W., et.al. 2006 *Organizational Citizenship Behavior. Its Nature, Antecedents, and Consequences*. (California: Sage Publications, Inc., 2006), h.132.
- [12] Organ, Podsakoff, MacKenzie. 2006. *Organizational Citizenship Behavior; its Nature, Antecedents, and Consequences*. London: Sage. h. 298.
- [13] Robbins, Stephen. 2003. *Organizational Behavior, Concept Controversies and Applications*, Prentice Hall Inc. USA,
- [14] Schult, Duane P. Schult, Sydney Ellen. 2002. *Psychology & Work Today*. New Jersey: Pearson Education.
- [15] Sofiah K.K., Padmashantini, P., Gengeswari, K. 2014. *A Study on Organizational Citizenship Behavior in Banking Industry* Department of Business, Department of Marketing, Faculty of Business and Finance, Universiti Tunku Abdul Rahman, Kampar, Perak. International Journal for Innovation Education and Research www.ijer.net. Vol.2-07, 2014, h. 73.
- [16] Raddana. 2013. *Faktor-Faktor Yang Mempengaruhi Kinerja Guru SMA Negeri Di Nusa Tenggara Barat (NTB)*. DIA, Jurnal Administrasi Publik Desember 2013, Vol. 11, No. 2, Hal. 226 – 236.
- [17] Soetopo, Hendyat, dkk. 1984. *Kepemimpinandan supervisi pendidikan*. Malang: Bina Aksara, 1984.
- [18] UngHee Lee, HyeKyoung and Young Hyung. 2013. *Determinants of Organizational Citizenship Behavior and Its Outcomes*. Global Business & Management Research: An International Journal Vol. 5, No. 1, 2013
- [19] Veithzal Rivaidan Dedy Mulyadi, 2010. *Kepemimpinandan Perilaku Organisasi*, Jakarta: PT. Raja Grafindo Persada.
- [20] Wahjosumidjo. (2013), *Kepemimpinandan Motivasi*. Jakarta: Ghalia Indonesia.
- [21] Zirghamullah Bukharidan Umar Ali. 2009. *Relationship between Organizational Citizenship Behavior & Counterproductive Work Behavior in the Geographical Context of Pakistan*. International Journal of Business and Management 2009, Vol. 4, No. 1, p. 85-92.