

LEARNING MANAGEMENT

(Lecturer Leadership Factor Relationship Analysis, Class Organizational Climate And Its Relationship With Student Behavior In The Learning Process At the Islamic High School (STAI) Al-Jawami Bandung)

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Abstract— The implementation of a good learning process requires several requirements. In addition to the availability of facilities and infrastructure that can support the smooth running of the process, other determining factors are the leadership factor of the lecturers themselves and the creation and availability of a conducive climate, to support the smooth learning process. Effective leadership efforts are needed to direct, mobilize and control the implementation of organizational tasks (Classes) so that the learning process carried out can be effective and directed to achieve the goals that have been set. This study is intended to obtain an empirical picture of lecturer leadership. The method used in this study is a descriptive method with a quantitative approach using a questionnaire as a data collection tool that has been tested for validity and reliability. Based on the results of the Chi-Square test calculation, it is known that the data distribution of the three variables studied is normal and linear. Based on the results of data analysis, it can be seen that the relationship between lecturer leadership and classroom organizational climate with student behavior in the learning process obtained a correlation coefficient of 0.778 which is included in the very strong category.

Keyword— Learnin Management, Lecturer Leadership,
Student Behavior

I. PRELIMINARY

A. Background of the problem

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop

their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. Education is essentially a process of interaction between educators and students that aims to develop human resources, namely quality humans, both physically and psychologically. Higher Education is an instrument of the nation's struggle that carries out the task of forming a complete Indonesian human on the basis of Pancasila and the 1945 Constitution, who has personality, can develop and or create science, technology and or art, as well as disseminate the said knowledge and strive for its use to improve the standard of living, community life and enrich the national culture.

In the implementation of education and the development of science, in tertiary institutions, academic freedom and freedom from the academic pulpit apply as well as scientific autonomy. Higher education institutions have the autonomy to manage their own institutions as centers for higher education, scientific research and community service. High School is a tertiary institution that provides professional and academic education within the scope of a particular discipline of science, technology or art. High school is one of the strategic levels of

education to provide insight into various knowledge and technology, shape personality, instill good and noble character values. Private Universities as part of a national education system, need to be continuously encouraged to increase growth,

There are still obstacles in improving the quality of the learning process in particular and the quality of education in general. Basically, the quality of education will not increase if the lecturers are not paid attention. Lecturers need continuous coaching from their superiors and or from other parties, although efforts to develop themselves can also be done personally. The implementation of a good learning process requires several requirements. Besides the availability of facilities and infrastructure that can support the smooth running of the process, another determining factor is the leadership factor of the lecturers themselves and the creation and availability of a conducive climate, to support the smooth learning process. Effective leadership efforts are needed to direct, Once the role of leadership is so important, then conducting a study on: "Learning Management (Analysis of Lecturer Leadership Factor Relationships, Class Organizational Climate and Its Relationship with Student Behavior in the Learning Process At STAI Al-Jawami Bandung)", with the ultimate goal of improving the quality of education in the present and in the future.

B. Limitation and Problem Formulation

1. Scope of problem

Student behavior in the learning process is influenced by many factors, both internal (coming from within) and external (coming from outside - Instrumental input and environmental input). Broadly speaking, student behavior in the learning process is influenced by three main factors, namely: Raw input (students with all their potential), Instrumental input (lecturers, methods, techniques, media, materials/sources, etc.) and Environmental input (Social, physical, cultural, and others). The factors that influence student behavior in the learning

process will be seen from the instrumental input side (ie the lecturer's aspect, especially regarding his leadership) and environmental input (ie the social environment aspect, especially regarding the organizational climate). By knowing the leadership behavior of lecturers, the actual classroom organizational climate and student behavior in the learning process, the improvement in the quality of education can be achieved on this basis. Based on some of the reasons above, research on lecturer leadership, classroom organizational climate and its relationship with student behavior in the learning process at STAI Al-Jawami Bandung

2. Problem Formulation

- a. How is the relationship between lecturer leadership (X1) and student behavior in the learning process (Y) at STAI Al-Jawami Bandung?
- b. How is the relationship between lecturer leadership (X1) and class organizational climate (X2) at STAI Al-Jawami Bandung?
- c. How is the relationship between class organizational climate (X2) and student behavior in the learning process (Y) at STAI Al-Jawami Bandung?
- d. How is the joint relationship between lecturer leadership (X1) and class organizational climate (X2) with student behavior in the learning process (Y) at STAI Al-Jawami Bandung?

C. Basic Gossip and Hypotheses

The basic assumptions underlying the development of this study are as follows:

1. The success of achieving learning objectives in higher education is largely determined by the lecturer as a class leader (teaching leader). Therefore, the quality and leadership behavior of lecturers directly or indirectly affect the classroom organizational climate and student behavior

in the learning process (Suharsimi Arikunto, 1990).

2. An effective learning process requires a good socio-emotional climate between lecturers and students. Lecturers occupy the most important position for the formation of a good socio-emotional climate (Ahmad Rohani and Abu Ahmadi, 1991).
3. The socio-emotional atmosphere (climate) in the classroom will have a considerable influence on the learning process, the enthusiasm of students in the effectiveness of achieving teaching goals (Ahmad Rohani & Abu Ahmadi, 1991).
4. Leadership or management style is the single most important determinant of organizational climate (Litwin and Stringer (1968) in Steers, 1987).

Based on the assumptions and problems stated above, the following are formulated several research hypotheses:

1. There is a significant relationship between lecturer leadership and student behavior in the learning process at STAI Al-Jawami Bandung.
2. There is a significant relationship between lecturer leadership and classroom organizational climate at STAI Al-Jawami Bandung.
3. There is a significant relationship between classroom organizational climate and student behavior in the learning process at STAI Al-Jawami Bandung.
4. Taken together there is a significant relationship between lecturer leadership and climateclassroom organization with student behavior in the learning process at STAI Al-Jawami Bandung.

D. Research Purposes

1. To be able to determine the functional relationship of leadership behavior applied by lecturers with student behavior in the learning process.
2. To be able to find out the functional relationship of leadership behavior applied

by lecturers in creating a classroom organizational climate.

3. To be able to determine the degree of connectedness of the classroom organizational climate that has a positive influence on the formation of student behavior in the learning process that supports the optimal achievement of educational goals.
4. To be able to provide an overview of lecturer leadership behavior that supports the creation of an active organizational climate from students that supports the optimal achievement of educational goals.

E. Benefits of Research

1. As input for lecturers at STAI Al-Jawami Bandung in particular and lecturers - lecturers of other educational institutions in general apply leadership behavior in order to form student behavior patterns in learning that support maximum achievement of goals.
2. As input for the leadership elements of STAI Al-Jawami Bandung and the Foundation for Higher Education Al-Jawami Bandung as education providers in order to improve the learning process which can ultimately support the achievement of specific educational goals.
3. As input for educational institutions for education personnel whose function is to prepare prospective lecturers to provide knowledge about leadership styles that support optimal achievement of goals, a conducive classroom organizational climate and positive student behavior in the learning process.

F. Definition of Research Operational Variables

1. Leadership Lecture

Leadership is the process of influencing the activities of a person or group in an effort to achieve goals in certain situations.

Leadership behavior consists of autocratic, democratic and Laizes-faire leadership styles. Autocratic characteristics are more adhering to the applicable regulations and implementation guidelines, the existence of pressures, strictness and so on. Democratic characteristics are prioritizing deliberation and member involvement, carrying out tasks with a spirit of providing service, being flexible, and so on. Laizes-Faire characteristics are lack of assertiveness, situations without clear goals, lack of confidence, lack of trust in the leader and in oneself, and so on. Lecturers are professional educators and scientists with the main task of transforming, developing and disseminating knowledge, technology and art through education, research and community service.

Class Organizational Climate

The limitation of the classroom organizational climate in this case is all situations (which are not physical) that arise due to the relationship between lecturers and students, students and students or relationships between students that are special characteristics of the class and affect the learning process. There are three general dimensions of classroom organizational climate, namely the relationship dimension, the personal growth dimension and the system maintenance and change dimension.

2. **Student Behavior in Process Learning.**

Student behavior is a form of student involvement or participation in participating in learning process activities organized by lecturers in class. Learning is a process of interaction between students and educators and learning resources in a learning environment. Student behavior in the learning process in this study is the behavior of students from class groups that appear when the learning process is in progress.

II. LITERATURE REVIEW

A. Learning System Management

Management comes from the word to manage which means to manage. Management is a process to realize the goals to be achieved.

(Malayu SP Hasibuan, 2001: 1). The system is an abstract concept of the order of life related to an object. The system can be interpreted as a set of components that interact with each other to achieve a certain goal. (Syafaruddin and Nasution, 2005: 42) Learning is a process of organizing learning activities as an effort to create conducive conditions in the sense of generating effective learning activities among students. (Dian Sukmara: 2005: 57). The role of the lecturer as a manager in learning is the process of directing students to carry out learning activities in the context of changing behavior (cognitive, affective and psychomotor) towards maturity. (Syafaruddin and Nasution, 2005: 76). Learning management is concerned with understanding, improving and implementing the management of the teaching program implemented. Learning System Management is the process of utilizing all interacting components (teaching resources) to achieve the objectives of the teaching program.

B. Leadership Lecturer

Leadership as a leader's behavior in influencing individuals and groups of people can take place anywhere. Lecturers are educational leaders who influence students to carry out learning activities in order to achieve teaching goals. One of the most important leadership roles in the process of managing an organization is to integrate various activities organized by various work units within the organization in order to ensure unity of movement. Leadership is the process of influencing others to be able to work together in achieving the goals that have been set. (Terry, 1997: 410). The type of leadership is autocratic, democratic and lazies-faires (Musaaazi, 1988: 82).

C. Class Organizational Climate

Organization is a system of cooperation of a group of people to achieve a common goal. (Hadari Nawawi, 1985: 27). Lecturers are in charge of learning in the classroom. Classroom management is an effort made by lecturers in helping students so that optimal conditions are achieved in the implementation of teaching and learning activities as expected. The purpose of

classroom management is that every student in the class can study in an orderly manner so that learning objectives can be achieved effectively and efficiently. Class climate means class personality. Class organizational climate is all situations that arise due to the relationship between lecturers and students or the relationship between students which is a special feature of the class and affects the teaching and learning process. Class organizational climate characterized by warmth,

D. Student Behavior in the Learning Process

Behavior is a movement that can be observed from the outside. Student behavior is a movement that can be observed from the outside carried out by students in the learning process. (Samsunuwijaya Mar'at, 2006: 1). According to Hilgard: Learning is a process of behavior change. Behavior has a very broad meaning, including knowledge of thinking skills, skills, appreciation of something, attitudes, interests and the like. (Wina Sanjaya, 2007: 110). Teaching is an activity of organizing or managing the environment as well as possible and connecting it with students so that the learning process occurs. Learning and teaching are two concepts that cannot be separated from each other. Learning refers to what a person must do as a subject who receives lessons (student goals), while teaching refers to what must be done by the lecturer as a teacher. Student behavior in the learning process in this study is the behavior of students from class groups that appear when the learning process is in progress. There are three student behaviors in the learning process: (1) intentional activity, (2) incidental activity and (3) passive. (Yamamoto quoted by Uzer Usman, 1992:19).

E. Previous Research Results

Nana Sudjana's research (1984: 219) shows that 76.6% of student learning outcomes are influenced by teacher competence, with details as follows: The ability of teachers to teach contributes 32.43%, mastery of subject matter contributes 32.58% and teacher attitudes towards subjects contributed 8.60%. Research by Tony Bush and Mariane Coleman (Fahrurrozi, 2006:

79) emphasizes the importance of what happens in the classroom, and educational leadership is seen as an effort to provide a conducive teaching and learning culture. Effective educational leadership is leadership that provides opportunities for students to participate in developing personal understanding and encourages the creation of conditions conducive to practical reflection. Sidje's research (1988: 41) that the classroom climate also affects student achievement. Phrase (1986: 119) in his research proves that there is a positive relationship between the classroom environment or climate and learning outcomes.

III. RESEARCH PROCEDURE

A. Population and Sample

The members of the population are all lecturers who teach the Islamic Religious Education Study Program (PAI) of the Tarbiyah Faculty at STAI Al-Jawami Bandung, as many as 32 lecturers. The sample in this study was a lecturer at STAI Bandung. While the sampling method is the total sample, namely by taking respondents from the entire population as many as 32 lecturers at STAI Al-Jawami Bandung who teach at the Islamic Religious Education Study Program (PAI) Faculty of Tarbiyah.

B. Research Methods and Data Collection Techniques

1. Research methods

The method used in this study is a descriptive method, which provides an overview of certain phenomena or certain aspects of life of the community being studied. After the method is determined, then the data collection technique is determined according to the method used in this study.

2. Data collection technique

The data collection technique used in this study was in accordance with the required data, namely data on lecturer leadership behavior, classroom organizational climate and student behavior in the learning process. The

three classifications of data are collected by asking for responses or through lecturers' perceptions, and their relationship to student behavior in the learning process, the data collection techniques used are as follows:

- a. Questionnaire, is used to obtain objective data directly from the personal respondents who are members of the research sample (self evaluation/self reporting). The questionnaire is in the form of a structured statement (closed statement) using a measurement scale (1,2,3,4,5). After the questionnaire was completed by the respondents, it was collected again for further observation.
- b. Observation, namely making direct observations when the lecturer is teaching. This was done with the intention of observing the lecturer's leadership, class organizational climate and student behavior in the actual learning process.

C. Data Collection Tool

In accordance with the data needed in this study, namely data on lecturer leadership behavior, classroom organizational climate and student behavior in the learning process, the data collection tool used is a questionnaire or questionnaire. There are three kinds of questionnaires used, namely (1) questionnaires for lecturer leadership behavior data, (2) questionnaires for classroom organizational climate data and (3) student behavior questionnaires in the teaching and learning process. In addition, class observations were also carried out in order to make direct observations of the situation and condition of the teaching and learning process in the classroom to be used as study material in this study.

D. Validity and Reliability

The validity test and instrument reliability test in this study were carried out using the Statistical Package for Social Science (SPSS) program, which is an application program that has

high statistical analysis capabilities and a data management system in a graphical environment with a fairly simple operation.

1. Test the Validity of Research Instruments
Based on the results of the data processing of the validity test of the research instrument with SPSS, it shows that all the statement items in the research instrument of Lecturer Leadership, Class Organizational Climate and Student Behavior in the Learning Process can be used because r-count is greater than r-table so that it can be said to meet the validity requirements.
2. Research Instrument Reliability Test
Based on the results of the data processing of the research instrument reliability test with SPSS, it shows that the construct of questions/statements on the research instrument of Lecturer Leadership, Class Organizational Climate and Student Behavior in the learning process is reliable because the Cronbach's Alpha value in the Reliability Statistics table is > from 0.60 so it can be said meet the reliability requirements.

Instrumen	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Leadership lecture	.986	.986	30
Class organizational climate	.982	.982	30
Student behavior in the learning process	.980	.980	30

E. Research Process

Prepare a data collection tool for each variable to be studied. Multiply data collection tools as needed (according to the number of respondents and added with reserves). Apply for permission to conduct field studies. Questionnaires were collected and checked for completeness of answers. All answers are assessed according to a predetermined weighting 1-5. The data are arranged in a research data table according to gender (male and female), age (< 40 years and > 41 years), teaching experience (1-10 years and 11 years). years and above), and education strata (S1 and S2).

F. Research Data Analysis

1. Chi Square or Chi-Square Test

Chi-Square Test Results for Each Variable

Variabel	n	L. Mean	SD	Chi Square	df	Ket.
X ₁	32	115,22	13,839	3,438	26	normal
X ₂	32	110,72	14,892	8,500	23	normal
Y	32	110,38	13,675	3,000	27	normal

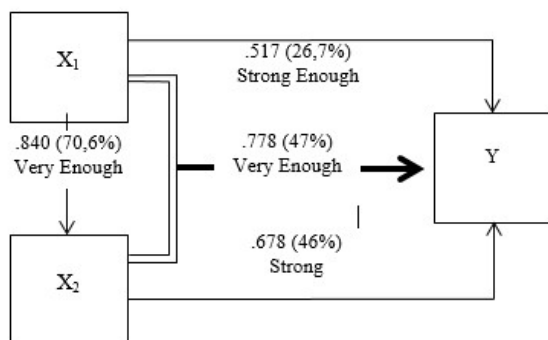
2. Regression Test

Model Summary^b

Variable	Model	R	R Square	Adjusted R Square	Std Error of the Estimate	Information
X1 - Y	1	.517 ^a	.267	.243	11.901	Influence X1 -Y = 26,7% Other factors = 73,3%
X2 - Y	1	.678 ^a	.460	.442	10.214	Influence X2 - Y = 46,0% Other factors = 54,0%
X1 - X2	1	.840 ^a	.706	.696	8.212	Influence X1 - X2 = 70,6% Other factors = 29,4%
X1, X2 - Y	1	.685 ^a	.470	.433	10.296	Influence X1, X2 - Y = 47,0% Other factors = 53,0%

3. Correlation Test

After conducting the Chi-Square test and Regression test so that the research data is known to the level of normality and linearity, then correlation calculations are carried out and hypothesis testing is carried out on the correlation coefficient. In the following, the results of the calculation of the correlation between the variables concerned are presented. In order to simplify, speed up and maintain the accuracy of the calculations carried out, the testing process is carried out using a computerized system with the SPSS program.



4. Analysis of the Similarity of Two Means

The similarity analysis of these two averages was carried out to see the correlation between variables in terms of gender (male-female), teaching experience (1-10 years and more than 10 years), and in terms of age (≤ 35 years and > 36 years). and in terms of educational strata (S1 and S2). To analyze the similarity test of the two averages, the SPSS program was used based on the independent sample t-test procedure as follows:

- The variables of lecturer leadership, class organizational climate, and student behavior in the learning process showed that there were no significant differences between female and male lecturers.
- The variables of lecturer leadership, classroom organizational climate, and student behavior in the learning process show that there is no significant difference between lecturers who have little teaching experience and lecturers who have a lot of experience teaching.
- The variables of lecturer leadership, class organizational climate, and student behavior in the learning process showed that there was no significant difference between lecturers aged ≤ 35 years with lecturers aged > 36 years.
- The variables of lecturer leadership, classroom organizational climate, as well as student behavior in the learning process were not significantly different between lecturers with undergraduate education and postgraduate education.

IV. RESEARCH RESULT

A. Description of Research Context

The implementation of a good learning process requires several requirements. Besides the availability of facilities and infrastructure that can support the smooth running of the process, another determining factor is the leadership factor of the lecturers themselves and the creation and availability of a conducive climate, to support the smooth learning process. Effective leadership efforts are needed to direct, move and control the implementation of organizational tasks (Classes) so that the learning process carried out can be

effective and directed towards achieving the goals that have been set. This study can provide an empirical description of lecturer leadership, classroom organizational climate and its relationship with student behavior in the learning process carried out at STAI Al-Jawami Bandung,

B. Research Hypothesis Testing

1. Lecturer leadership relationship with student behavior in the learning process obtained t arithmetic value of 3.307 while the value of t table for $df = 30 (32-2)$ was obtained at 2.042 which means that $t_{count} > t_{table}$ then H_0 is rejected. Thus, there is a significant relationship between lecturer leadership and student behavior in the learning process at STAI Al-Jawami Bandung.
2. Lecturer leadership relationship with classroom organizational climate The t-count value is 8.481 while the t-table value for $df = 30 (32-2)$ is 2.042, which means that $t_{count} > t_{table}$ then H_0 is rejected. Thus, there is a significant relationship between lecturer leadership and classroom organizational climate at STAI Al-Jawami Bandung.
3. The relationship between classroom organizational climate and student behavior in the learning process obtained t value of 5.057 while the value of t table for $df = 30 (32-2)$ is obtained at 2.042 which means that $t_{count} > t_{table}$ then H_0 is rejected. Thus, there is a significant relationship between classroom organizational climate and student behavior in the learning process at STAI Al-Jawami Bandung.
4. The relationship between lecturer leadership and classroom organizational climate with student behavior in the learning process obtained t value of 3.328 while the value of t table for $df = 30 (32-2)$ is obtained at 2.042 which means that $t_{count} > t_{table}$ then H_0 is rejected. Thus, together there is a significant relationship between lecturer leadership and classroom organizational

climate with student behavior in the learning process at STAI Al-Jawami Bandung.

C. Research Findings

The results of this study found that there is indeed a fairly strong relationship between lecturer leadership and student behavior in the learning process, there is a very strong relationship between lecturer leadership and classroom organizational climate, there is a strong relationship between classroom organizational climate and student behavior in the learning process, generally speaking, together there is a very strong relationship between lecturer leadership and classroom organizational climate with student behavior in the learning process. The influence of lecturer leadership on student behavior in the learning process is 26.7%, the influence of lecturer leadership on the classroom organizational climate in the learning process is 70.6%, the influence of classroom organizational climate on student behavior in the learning process is 46,

D. Discussion

1. Lecturer Leadership Contribution to Student Behavior in the Learning Process.
That the lecturer leadership has a positive and linear relationship pattern with student learning behavior, even though the lecturer's leadership behavior still tends to be task-oriented. with numbers correlation 0.517 the coefficient of determination is 26.7%. This means that 26.7% of student learning behavior is determined by the leadership of the lecturer. While most are determined by other variables. If the lecturer's leadership increases positively, the student's learning behavior is also expected to increase. For this, lecturer leadership needs to be further improved so that student learning behavior in the learning process also increases. Realizing this, it is time to find a way to improve the leadership abilities of the lecturers.

2. Contribution of Classroom Organizational Climate to Student Behavior in the Learning Process.

Lecturers as leaders in the class have several roles, namely: compiling / making preparations, implementing teaching, and evaluating (Fakry Gaffar, 1989: 14). In order to achieve the goals that have been set, lecturers are required to be willing and able to create a conducive organizational climate in the classroom for the implementation of an effective teaching and learning process (Suharsimi Arikunto, 1990: 81). based on the results of calculations in this study, obtained a correlation number of 0.678 with a coefficient of determination of 0.460. This shows that the classroom organizational climate also influences the expected learning behavior of 46.0%. Most (54.0%) were determined by other variables.

3. Contribution of Lecturer Leadership and Class Organizational Climate on Student Behavior in the Learning Process.

Judging from the contribution given by the leadership of the lecturer and the classroom organizational climate together to the behavior of students in the teaching and learning process is 0.778 with a coefficient of determination of 0.470 or student learning behavior in the learning process is influenced by the leadership of the lecturer and the organizational climate of the class by 47.0%. This shows that both individually and collectively, the two variables still do not show their maximum contribution. As stated by Milton (1989: 387) that the productivity of an organization is influenced by the internal environment and external environment. Among the influential internal environment factors are leadership and climate. Thus it can be said that if a leadership situation is created in accordance with the circumstances and demands of the

organization as well as personal demands, it will certainly increase the productivity of the organization concerned. If it is associated with classroom conditions where the teaching and learning process takes place through interaction between personnel who are components of the class organization, then leadership and a conducive climate will improve learning behavior as expected.

V. CLOSING

A. Conclusion

1. Lecturer leadership behavior which is expected to generate active participation of students in the teaching and learning process, turns out to be linear and positive. This linear and positive relationship also means that if the lecturer's leadership behavior increases or is improved, the student's behavior in the learning process displayed by students will also increase. However, this leadership behavior has not been implemented effectively. This is indicated by a sufficient correlation (0.517) or a contribution rate of 26.7%. In addition, the results of observations and interviews conducted, both with the lecturers and with the Head of STAI Al-Jawami, also illustrate that in general the STAI Al-Jawami Bandung tends to prioritize the achievement of goals, so that aspects of creativity, and the development of ideas from students did not materialize as they should. This fact also shows that the leadership behavior displayed by lecturers generally tends to be authoritarian or in other words teacher oriented.
2. A conducive classroom climate is one of the prerequisites for the implementation of an effective teaching and learning process. Based on the findings in this study, it turns out that the classroom organizational climate has a linear and

positive pattern on student behavior in the teaching and learning process. Classroom organizational climate has a major contribution to student behavior in the learning process that is equal to 70.6%, or at the level of the coefficient of determination is very strong.

3. The tendency of lecturer leadership behavior that prioritizes the achievement of goals and requires students to act in accordance with what the lecturer wants will certainly result in the lack of development of student ideas and creativity. Students are more required to carry out activities according to what is planned by the lecturer or in other words the students in general can be said to be implementers than the plans prepared by the lecturer. This fact is corroborated by the small level of contribution given by the two variables (lecturer leadership and classroom organizational climate) to student learning behavior, which is 47.0%. Thus, in general it can be said that the active participation of students at STAI Al-Jawami Bandung is still low.

B. Implication

The results of this study provide several implications both theoretically and practically.

1. Theoretical Implications

Theoretically, the influence of lecturer leadership will give color to the classroom organizational climate and student learning behavior in the teaching and learning process. Based on the results of this study, it is proven that lecturer leadership has a positive correlation with the classroom organizational climate and student learning behavior in the teaching and learning process. This can provide information that the results of this study support an existing concept or theory. Lecturer leadership behavior is not only limited to aspects of planning teaching, implementing teaching and evaluating the teaching that has been carried out, but also in its function as education manager or as an agent of change.

2. Practical Implications

Student learning behavior in the teaching and learning process as one of the important variables in the teaching management process is a factor that needs serious attention. It is said that, because if learning behavior can display student's active participation in the learning process, it will allow the development of better creativity, and in the end it will improve student learning outcomes. If the learning outcomes are good, the results to be obtained are increasing the quality of education. As stated above, the variables of lecturer leadership and classroom organizational climate are some of the factors that contribute to student learning behavior in the teaching and learning process. Therefore, the results of this study have practical implications, especially for lecturers,

3. Implications for Further Research

- a. Learning behavior and or classroom organizational climate are not solely influenced by the leadership factor of lecturers, but there are still many factors in the internal environment or other external environment that determine it. The influence of the lecturer's leadership behavior on the classroom organizational climate and new learning behavior to a certain extent. In connection with this, it is necessary to investigate further on other factors that are thought to influence student behavior in the teaching and learning process.
- b. The aspects studied in this study were carried out with a quantitative approach, so to further explore what factors also influence student behavior in the teaching and learning process, it is necessary to conduct further research with a qualitative approach.

C. Recommendation

1. Lecturer leadership and classroom organizational climate actually contribute positively to student behavior in the teaching and learning process. However, the contribution given by the two variables is still not maximal. Therefore, to improve student behavior in the teaching and learning process and or create a conducive classroom climate, lecturers should try to apply situational leadership behavior. To achieve this, lecturers need to improve their knowledge and skills about this leadership, either on their own initiative or on the initiative of universities or other related parties.
2. For leaders of universities, foundations, or Kopertais in providing assistance, guidance, and coaching, it is necessary to pay attention to the leadership and organizational climate factors. It would be even better if special trainings were conducted in relation to this leadership issue.

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