

Improving Institutional Performance Management Through Training, Leadership And Commitment

Aris Indriyanti

Doctoral student, Post graduate Program of Management University of Technology Yogyakarta, Indonesia/STIE YKP, Indonesia



Abstract— Performance management is one of the keys. This study aims to: determine the effect of training, leadership and commitment in improving institutional performance. This research is a descriptive research with multiple regression model. The population in this study were employees at Institution X Yogyakarta. The sample determined by using the Convenience Sampling technique. Data were collected by questionnaire and literature study. Data analysis was carried out by descriptive analysis, namely validity and reliability tests; multiple linear regression test and hypothesis testing consisting of F test, correlation coefficient test, coefficient of determination test and t test using SPSS 22.0 for windows.

The results showed that: (1) Training had a positive and significant effect on performance, (2) Leadership had no, negative and insignificant effect on performance, Commitment had a positive and significant effect on performance, Training, Leadership and Commitment together had a positive and significant effect on performance. significant to performance.

Keywords— *Leadership, management Performance, commitment, Indonesia*

I. PRELIMINARY

Human resources are a fairly important part in achieving organizational goals, both large and small institutions, an Institution has modern equipment with high technology. The goal is to understand and study human resource management as the knowledge needed to have analytical skills in dealing with specific management problems in the field of organization. Human resources have a very important role, in their interaction in the factors of capital, materials, methods, and machines. Human resources today have a great influence on an institution which is now in a changing institutional environment that is difficult to predict and is no longer in a stable institutional environment. Institutions must be flexible and no longer rigid (organizational rigidity). Institutional activities are no longer run based on rules, but are also controlled by vision and values. Therefore, it requires the ability of reliable human resources, who have the same insight, creativity, knowledge, and vision as the institution's vision. Indonesia is a developing country, human resource capabilities need to be improved as seen in the graph of HR skills ranking at the ASEAN level in 2021, Indonesia is still in 4th place, it can be seen in the graph below:

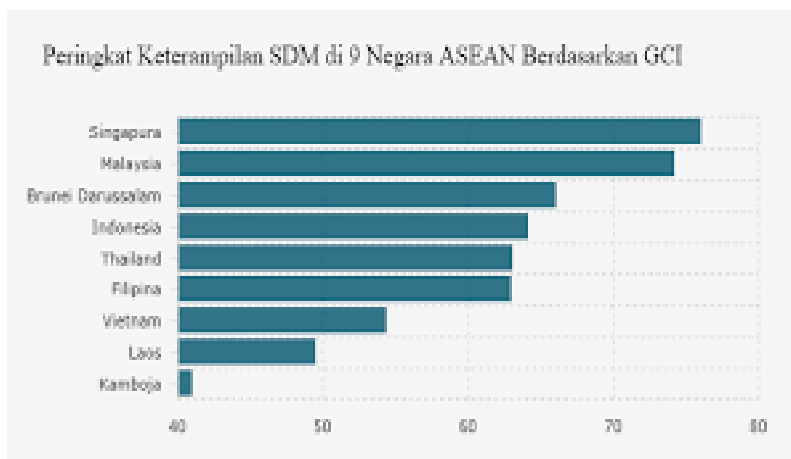


Figure 1. Skill rating based on GCI

Human resources in institutions in the form of workers and employees who have an attitude of struggle, dedication, commitment, and professional abilities are very likely to have achievements in carrying out their duties, so that they are efficient and effective. The following is a description of the workforce in Indonesia based on BAPENAS data between the target and achievement in the work index that the Indonesian human capital index is at 0.53 or reaching 53% of the maximum productivity potential. Meanwhile, the GTCI (global talent competitiveness index) ranking is 41.81%



Figure 2. GTCI . rating

The skills and abilities of employees can be developed in an institution that continues to grow. Professional employees can be interpreted as a view to always think, work hard, work full time, commitment, honest, high loyalty, and full of dedication for the success of their work (Hamid, 2003)¹. Professional employees need to be supported by professional training. Training is an effort to develop human resources, especially to develop intellectual abilities and human personality, with these human resources, it is hoped that they will be obtained by having good knowledge, conversation, skills, and being supported by high moral attitudes and integrity in carrying out their duties. According to Gary Dessler (2009)², training is a process of teaching new or existing employees about the basic skills needed by employees to carry out their jobs. Keep going strategies that can be used so that

¹ Abidin, Hamid et al. 2003. Patterns and Potential of Corporate Social Generosity in Corporate Social Donations. Jakarta: Piramedia.

²Dessler, Gary, 2009, Human Resources Management: book 1. Jakarta: Index

employees become more skilled and carry out their responsibilities based on the standards expected by the company. The increase in existing human resources can be seen from the leadership in the Institution. leadership is also something that needs to be considered in managing an institution.

Leadership that is in accordance with the company's circumstances and employee desires will encourage and encourage employees to improve their work in achieving company goals and objectives. In carrying out their activities, leaders have their own style in the process of influencing and directing their employees, so that they are expected to work together to achieve company goals through the implementation of predetermined work. Because the problems faced by companies vary, leaders are required to be able to apply leadership styles that vary according to the circumstances at hand. According to Kartono (2005:153)³ leadership is a constructive ability to influence others by making cooperative efforts to achieve planned goals. Effective leadership certainly results from effective leaders as well.

Performance is a function of leadership and ability. To complete a task or job, a person should have a certain degree of willingness and level of ability. One of the influencing factors in carrying out performance is a commitments, commitment that is centered on employee behavior and regular implementation by showing the level of seriousness of the work team in an organization. According to (Henry Simamora, 1997) ⁴commitment is centered on the wrong behavior of employees, not on personal employees. Performance is very necessary for the success of an institution. A person's willingness and skills are not effective enough to do something without a clear understanding of what to do and how to do it.

A. Literature Review

1. Work training

To achieve organizational goals, it takes contributions from members of the organization. The contribution given is in the form of good and maximum performance, so that organizational goals are maximized and do not exceed the targeted time limit. In order to achieve maximum efficiency and effectiveness, it is necessary to organize the implementation of education and training.

Benefits for the company or agency increased work productivity of the organization as a whole, among others, due to the absence of waste, due to accuracy in carrying out tasks, growing collaboration between various work units that carry out different and non-specialist activities, increasing determination to achieve predetermined targets and smooth coordination so that the organization move as a unified whole. Benefits for employees help employees make better decisions, improve the ability of workers to solve various problems they face. The emergence of encouragement in the workers to continue to improve their work abilities. Increasing the employee's ability to cope with stress, frustration and conflict, which in turn can increase self-confidence. Availability of information about various programs that can be utilized by employees in the context of their respective technical and intellectual growth. The greater the determination of workers to be more independent. Reduces fear of facing new tasks in the future.

Hypothesis 1: does training have a positive effect on performance?

2. Leadership Style

In an organization, the leadership factor plays an important role because it is the leader who will move and direct the organization in achieving its goals and at the same time it is not an easy task. It's not easy because you have to understand each different behavior of subordinates. Uman (2010)⁵, there are five types of leadership styles, namely autocratic style, bureaucratic style, diplomatic style, participatory style and free rein leader style.

- a. Autocratic Leadership Style. An autocratic leader is a leader who has authority from a source, knowledge, power, or power to reward or punish. He uses this authority as a guide or only as a tool or method so that things can be carried out and completed. "What a leader with this style does is simply tell one's duty and demand full obedience without question.

³ Youth Kartono, Kartini (2006). Leaders and Leadership. Rajawali : Jakarta

⁴ Henry Simamora. (1997). Human Resource Management, STIE YKPN, Second Edition, Yogyakarta

⁵ ibid

- b. Bureaucratic leadership style. The style of leadership that is carried out by informing members or their subordinates what and how something must be carried out. However, the basics of this leadership style command are almost entirely related to the policies, procedures and regulations contained in the organization.
- c. Diplomatic leadership style in this style it can be said that a leader who is a diplomat is also an artist, who through his art tries to make personal adjustments. So, even though he has clear authority or power, he does not like to sell his power. He is more likely to choose how to sell something (Leadership) to his subordinates and they carry out their job duties well.
- d. Participative Leadership Style. Leaders with a participatory style are leaderships who always openly invite their subordinates to participate or take part actively, either broadly or within certain limits in decision making, policy announcements and operational methods. This type of leader can be a truly democratic leader.
- e. Leadership style free rein leader. In this leadership style, the leader seems to be riding a horse that releases the reins of both horses. However, the leader in this style is not a leader who really gives freedom to his members or subordinates to work without supervision at all. What the leader does is set goals that are further achieved by members or subordinates, unless they ask for it.

Hypothesis 2 Does work leadership have a positive effect on institutional performance?

3. Commitment

Organization such that the strongly committed individual identifies with, is involved in, and enjoys membership within the organization” (Allen & Meyer, 1990, p. 2).⁶ Individuals remain within an organization largely because they want to (Allen & Meyer, 1990). According to Meyer and Allen (1996⁷), the first of three dimensions of organizational commitment refer to the affective attachment of the employee to the organization.

Hypothesis 3: Does commitment have a positive effect on performance

4. Performance

Performance is the result of work achieved by a person based on job requirements, requirements commonly referred to as work standards, namely the expected level of a particular job to be able to complete and compare the goals or targets to be achieved. Performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him.

B. Research Method

1. Types of research

This study uses a quantitative approach. The survey method was chosen as the primary data source. The survey method carried out focuses on collecting data from respondents who have certain information so as to enable researchers to solve problems. Data collection was carried out using a questionnaire or questionnaire instrument (Sugiyono, 2012)⁸. Respondents of this study were employees of Institution X Yogyakarta, totaling 60 people. The number of samples used by researchers in this study were 60 respondents, this limit has been used in other studies relating to this area (Osterman, 1994)⁹. Where this number had met the minimum requirements and could represent the population of the employees of Institution X Yogyakarta. Sampling from this study used the convenience sampling method, which means taking samples that are in accordance with the provisions or requirements for samples from certain populations that are the easiest to reach or obtain.

⁶ Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology*, 63(1), 1-18.

⁷ Allen, N. J., & Meyer, J. P. (1996). Affective, continuance, and normative commitment to the organization: An examination of construct validity. *Journal of Vocational Behavior*, 49(3), 252-276

⁸ Sugiyono. (2012). *Quantitative, Qualitative, and R&D Research Methods*. Bandung: Alfabeta.

⁹ Osterman, P. 1994, How Common is Workplace Transformation and Who Adopts It?, *Industrial and Labor Relations Review*, 47(2): 173-188

2. Objectives of the Study

This research is to find out how much influence leadership style has on performance, to find out how much influence training has on performance, to find out how much influence commitment has on performance, to find out how far influence of leadership style, training, and commitment with performance

II. RESULTS AND DISCUSSION

1.Characteristics of Respondents

The total respondents in this study were 60 and could be categorized into several respondent characters based on age, gender, age type and education. Based on taking the questionnaires that have been distributed, the results obtained based on the age of the respondents as a whole are divided into 5 groups of age and education levels can be seen from the data as follows

Table 1 Characteristics of Respondents by Age

No	Criteria	Frequency	Percentage
1	Age		
	20 Years	15	0.15%
	21 – 30 Years	34	0.34%
	31 – 40 Years	6	0.06%
	41 – 50 Years	3	0.03%
	51 Years	2	0.02%
2	Gender		
	Man	25	0.25%
	Woman	35	0.35%
3	Education		
	S2	13	0.13%
	S1	20	0.20%
	D3	20	0.20%
	senior High School	7	0.07%

2. Research Instrument Test Results

Validity test

The validity test in this study aims to test whether or not a statement item (instrument) is valid from the variables Training (X1), Leadership (X2), Commitment (X3), and Employee Performance (Y). The following are the results of the validity test, which can be seen in the following table: Validity Test Results for Leadership Style Variables (X1) The number of statements in the Training variable research questionnaire (X1) consists of 5 statement items. The results of the validity test can be seen in the following table:

Table 2 Results of the validity of the Training statement item (X1)

Items	Variable	Pearson	Significan t	Information
Statement	Correlation			
Training (X1)				
1		0.622	0.000	Valid
2		0.881	0.000	Valid
3		0.866	0.000	Valid
4		0.924	0.000	Valid
5		0.733	0.000	Valid
Leadership(X2)				
1		0.433	0.000	Valid
2		0.484	0.000	Valid
3		0.496	0.000	Valid
4		0.464	0.000	Valid
5		0.387	0.002	Valid
Commitment(X3)				
1		0.478	0.000	Valid
2		0.350	0.000	Valid
3		0.524	0.000	Valid
4		0.453	0.000	Valid
5		0.364	0.004	Valid
Performance (Y)				
1		0.622	0.000	Valid
2		0.719	0.000	Valid
3		0.697	0.000	Valid
4		0.786	0.000	Valid

Source: Appendix 5 (processed data, SPSS)

Based on the data above, it can be concluded that all statement items totaling 5 items are declared valid and can be used as research instruments because based on test results using SPSS computer software version 20.0 for Windows, it produces a significant value of 0.000 where the value is smaller than 0.05 or 5%.

Test Reliability

The reliability test in this study aims to determine the stability and consistency of an instrument from the variables Training (X1), Leadership (X2), Commitment (X3), Employee work performance (Y). The level of reliability is indicated by the value of the coefficient, namely the reliability coefficient. The higher the reliability, the more accurate the results obtained are reliable (reliable). The research instrument is said to be reliable if the Cronbach Alpha (a) > 0.5 and unreliable if the Cronbach Alpha (a) < 0.5. (Sugiyanto, 2012). The results of the reliability test are as follows:

Table 3. Reliability Test Results

Variable	Cronbach	Conclusion	Information
	<i>Alpha(a)</i>		
Training	0.809	>0.5	Reliable
Leadership	0.555	>0.5	Reliable
Commitment	0.573	>0.5	reliable
Work performance	0.780	>0.5	reliable

Source: Appendix 5 (processed data, SPSS)

Based on table 4.8 above, it can be concluded that all the related variables in this study, namely Training (X1), Leadership (X2), Commitment (X3) and Performance are reliable, because the Cronbach Alpha (a) value shows a value greater than 0.5. Thus, all statement items are said to be reliable.

2.Results of Data Analysis and Hypothesis Testing

Hypothesis Test Results

a. t test (Partial Test)

The results of the t test are used to show the influence of the Training, Leadership and Commitment variables partially or individually on performance. It can be seen in the following table:

Table 4 Hypothesis Test Results

Model	Unstandardized Coefficients		Standardize d Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	9,784	1,559		6.277	.000
X1	.150	.076	.275	1.970	.054
X2	.051	.060	.116	.860	.393
X3	.120	.057	.259	2.116	.039

The results of testing the effect of Training (X1) on Performance (Y)

Based on the results of the analysis using the t test, the significance value of the Training variable (X1) is 0.054 < 0.10 (10%) which means that the test results are significant. Thus it can be concluded that the first hypothesis (H1) which says that training has an influence on the perception of the performance of Institution X Yogyakarta

2) Results of Testing the Effect of Leadership (X2) on Performance (Y)

Based on the results of the analysis using the t test, the significance value of the Leadership variable (X2) is 0.393 > 0.05, which means that the test results are not significant. Institution X, Yogyakarta.

3) Results of Testing the Effect of Commitment (X3) on Performance (Y)

Based on the results of the analysis using the t test, the significance value of the Commitment variable (X3) is 0.039 < 0.05. Thus, it can be concluded that the third hypothesis (H3) which states that work commitment has a significant influence on the perceived performance of Institution X Yogyakarta.

b. F Test (Simultaneous Testing)

The results of the F test are used to show the influence of all variables in this study, namely Training (X1), Leadership (X2) and Commitment (X3) variables simultaneously or together on performance. The calculation of F (simultaneously) can be seen in the following table:

Table 5. F . Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	43,680	3	14,560	6.073	.001b
Residual	134,254	56	2,397		
Total	177,933	59			

Source: Appendix 6 (processed primary data, SPSS)

Based on the results of the F test calculations in the table above obtained F count of 6.073 with significant level > 0.05 or 5%, which is 0.001b, which means that the test is significant at a level > 5%. This proves that the variable Training (X1), Leadership (X2), and Commitment (X3) Simultaneously (together) have a significant influence on Perception of Performance (Y) supported by the results of the study or the fourth hypothesis (H4) is accepted. Thus it can be concluded that Training, Leadership and Commitment can simultaneously affect the perception of performance in Institution X.

2. Multiple linear regression

This analysis aims to determine the direction of the relationship between the independent variables (Training, Leadership and Commitment) with the dependent variable (Performance) whether positive or negative. The calculation of this multiple linear regression analysis was carried out using the SPSS version 20.0 for windows tool and the results obtained as in the following table

Table 6 Multiple Linear Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	9,784	1,559		6.277	.000
X1	.150	.076	.275	1.970	.054
X2	.051	.060	.116	.860	.393
X3	.120	.057	.259	2.116	.039

Dependent Variable: Performance

Source: Appendix 6 (primary data processed by SPSS)

Based on table 4.11 above, it can be concluded that the beta coefficient for the Training Variable is 0.275, Leadership is 0.116 and Commitment is 0.259. The variables of Training, Leadership and Commitment have a significant influence on the perception of performance at Institution X Yogyakarta. Thus, the regression equation is as follows:

$$Y = 0.275X1 + 0.116 X2 + 0.259 X3 +$$

c. Correlation Coefficient Test (R)

This analysis is a statistical technique used to test the presence or absence of a relationship and the direction of the relationship of two or more quantitative variables. The results of the R test in this study can be seen in the following table:

Table 7 Correlation Efficiency Test Results (R)

Model	R	R Squares	Adjusted R Square	Std. Error of the Estimate
1	.495a	.245	.205	1.54835

Source: Appendix 7 (processed primary data, 2019)

Based on the regression test above, it can be seen that the value of the correlation coefficient (R) is 0.495 which indicates a moderate and positive relationship. Thus, the higher the Training (X1), Leadership (X2) and Commitment (X3) variables, the higher the Perception Performance (Y) variable will be.

d. Determinant Coefficient (R Square)

Based on the results of the regression test in the table above, it can be seen that the value of the coefficient of determination (R Square) is 0.245 or 24.5%. This shows that 24.5% of employee performance is influenced by independent variables, namely Training (X1), Leadership (X2) and Commitment (X3) while the remaining 75.5% is influenced by other variables not included in the research model.

Discussion

Relationship between training to performance

Based on the results of the t-test using the t-test, the significance value of the Training variable (X1) is 0.054 <0.05, which means that the test results are significant. Thus it can be concluded that the first hypothesis (H1) which says that training has an influence on the perception of performance at Institution X Yogyakarta. If the coefficient value of the Training variable increases by 1 point with the assumption of leadership and Commitment, the perception of work performance will increase by 0.015 points. This is in accordance with the results of previous research by Dwi Haryanto (2007¹⁰) with the title Training, compensation and organizational work commitment to Yogyakarta performance showing significant training on performance.

With training, it is hoped that employees at these institutions can develop and improve their competencies. There are several opinions expressed by experts on leadership, including according to Robbins and Judge (in Teguh Sriwidadi and Oey Charlie, 2011)¹¹ which states that leadership is the ability to influence a group to achieve a vision or set of planned goals. Benefits of Training (Diklat) Some of the benefits expected from the implementation of education and training according to B. Siswanto Sastrohadiwiryo (2002:198)¹² among others:

- 1) Increased work skills, namely the workforce to have leadership to improve the quality of work with productivity.
- 2) Reduction of work delays, namely the reduction of labor such as illness, traffic jams, and family needs that cannot be disturbed can be minimized, because leaders prioritize the employees concerned to attend education and training.
- 3) Reducing the incidence of accidents at work, namely the emergence of negligence at work usually caused by employee negligence at work.
- 4) Increased work productivity, namely with education and training, it is hoped that employees will be more enthusiastic so they can understand their work conditions.

¹⁰ Dwi Haryanto. 2007. Learning and Learning: Theory and Basic Concepts. Bandung: PT. Rosdakarya

¹¹ Sriwidadi . T and Charlie O. (2011). Analysis of the Effect of Leadership Style on the Performance of SPG PD. Sumber Jaya. Binus Business Review, 2 (1), 387-398

¹² Sastrohadiwiryo, Siswanto. 2002. Indonesian Manpower Management. Jakarta: Earth Literacy.

- 5) Increased sense of responsibility, which demands great responsibility so that employees appreciate every task given which is also influenced by the provision of debriefing through education and training.

Relationship between Leadership to performance

Based on the results of the t test using the t test, the significance value of the Leadership variable (X2) is $0.393 > 0.05$, which means that the test results are not significant. Thus, it can be concluded that the second hypothesis (H2) which says that Leadership has no effect on perceived performance at Institution X Yogyakarta. This is in accordance with the results of previous research by Messa Media Gusti (2012)¹³ concluding that leadership has no significant effect on teacher performance. Due to the low award or achievement achieved by employees. According to Uman (2010)¹⁴, there are five types of leadership styles, namely autocratic style, bureaucratic style, diplomatic style, participatory style and free rein leader style. According to Davis quoted by Handoko (2003)¹⁵, there are 10 main characteristics that have an influence on leadership success, including the following:

- 1) Intelligence (Intelligence) research generally shows that a leader who has a higher level of intelligence than his followers, but not very different.
- 2) Maturity, Social and broad social relationships (Social maturity and breadth) leaders tend to have stable emotions and are mature or mature, and have broad activities and concerns.
- 3) Self-leadership and achievement drive Leaders have relatively high leadership and achievement drive, they work hard more for intrinsic value.
- 4) The human relations attitudes of a successful leader will recognize the self-esteem and dignity of his followers, have high attention and are oriented towards his subordinates.
- 5) Having a strong influence a leader must have a strong influence to move other people or subordinates to strive to achieve group goals voluntarily
- 6) Having a good relationship pattern, a successful leader is able to create a pattern of relationships between individuals, by using authority and influence over a group of people to work together to achieve the desired goals together.
- 7) Having certain traits as a successful leader has special traits such as a good personality, high ability and willpower, so that he is able to move his subordinates.
- 8) Having the position or position of a leader always has a position or position in the organization, both in government and in society because Leadership is a series of leader activities that cannot be separated from the position of office and the style or behavior of the leader himself.
- 9) Able to interact, a good leader will always interact well with fellow leaders, subordinates and the community he leads, in any situation and condition, whether good or pleasant.

Being able to empower a successful leader is usually able to empower subordinates and the people they lead

Relationship between commitment to performance

Based on the results of the t test using the t test, the significance value of the commitment variable (X3) is $0.039 < 0.05$. Thus it can be concluded that the third hypothesis (H3) which states that work commitment has a significant influence on performance perceptions at Institution X Yogyakarta. If the coefficient of the Leadership variable increases by 1 point with the assumption of Training and Leadership, the perception of work performance will increase by 0.120 points. This is in accordance with the results of previous research by Dipta Adi and Susilo Toto Raharjo (2012) which stated that based on the analysis of research on the relationship between work commitment and perceptions of employee performance at the eucalyptus

¹³ Messa Media Gusti, *Jurna Penelitian "Journal of Research "The Influence of Discipline, Work Motivation and Teacher Perceptions About Principal Leadership on Teacher Performance at SMKN 1 Purworejo Pasaca Certification" in 2012*

¹⁴ Umar, Hussein. (2008). *Business Research Methods*. Bandung: CV Alfabeta.

¹⁵ Handoko, T.H., (1987), *Personnel Management and Human Resources*. 2nd Edition BPFE, Gajah Mada University, Yogyakarta.

oil factory (PMKP) in Krai Porwodadi, the variable work commitment had a significant effect on the variable. performance. Research conducted by Parvatiar and Sheth (2002)¹⁶ entitled Customer Relationship Management: Emergence practice, process and commitment. Luthans (2006)¹⁷ who stated organizational commitment are: (1) a strong desire to become a member in a group, (2) a strong business will high for the organization, (3) a certain belief and acceptance to the values and goals of the organization. Dimensions of organizational commitment (Meyer and Allen, in Sunyoto, 2012¹⁸): 1. Continuance Commitment Continuance commitment arises when employees remain in an organization because they need salary and other benefits, or because the employee cannot find another job. 2. Normative Commitment Normative commitment arises from the self-values of employees. Employees remain members of the organization because there is an awareness that commitment to the organization is something that should be done. 3. Affective Commitment Affective commitment occurs when employees want to be part of because of an emotional attachment. Kreitner (2008)¹⁹ organizational commitment reflects the degree to which individuals identify with a organization and feel bound by its goals.

Based on the results of the F test, it can be seen that simultaneously (together) the independent variables can have a simultaneous and significant effect on the dependent variable if it has a significant value <0.05 . In this study, it is known that the results of the Training (X1), Leadership (X2) and Commitment (X3) variables if applied together can affect the perception of performance at Institution X Yogyakarta.

Based on the results of the determinant test (R Square) shows the R Square value of 0.245. This value means that 24.5% of performance at Institution X Yogyakarta is influenced by the variable Training (X1), Leadership (X2) and Commitment (X3) while the remaining 75.5% influenced by other variables that are not included in the research model.

III. CONCLUSION

Based on the results of research and discussion, the researchers can conclude that: Training variable has a significant effect on perceived performance as evidenced by the results of the t test of 0.054. The work leadership variable has no effect on perceived performance as evidenced by the t test, the significant value is 0.393. The work commitment variable has a significant effect on perceived performance as evidenced by the results of the t test, the significant value is less than 0.05, namely 0.039.

The suggestions given are: (1) for Institution X Yogyakarta to pay more attention to its employees, such as providing wages according to work, giving awards for achievements, also developing a spirit of togetherness and leadership to work, (2) For further researchers it is recommended to examine other components besides the training problem.

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¹⁶ Arvatiyar, A. and Sheth, J.N. (2002) Customer Relationship Management: Emerging Practice, Process, and Discipline. *Journal of Economic and Social Research*, 3, 1-34.

¹⁷ Fred Luthans, (2006), *Organizational Behavior*. Edition Ten, PT. Andi: Yogyakarta.

¹⁸ Allen, N. J., dan Meyer. 2012 . The measurement and antecedent of affective, countinuanace and normative commitment to the organization. *Journal of occupational psychology*, vol. 63, pp 1-18

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