

The Influence of Self-Competency and Extraversion on the Performance of School Supervisors

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ABSTRACT

School supervisors play a vital role and have the responsibility for overseeing the learning process. This study aims to ascertain the impact of self-competence and extraversion on the performance of school supervisors. This study is a quantitative research study that utilises an ex-post facto research design. Ex-post facto research focuses on testing ideas by manipulating variables. The acquired data consisted of responses provided by the madrasa supervisor in response to the posed inquiries. The sample for this study consisted of 47 school supervisors in Pidie District. The data collection instrument utilised was a Likert scale questionnaire. Utilising design path analysis to employ data analysis methodologies. The findings of this study revealed that the impact of self-competence on extraversion was 0.294, which accounts for 29.4% of the variance. Similarly, the influence of self-competence on teacher performance was 0.309, representing 30.9% of the variance. Additionally, extraversion was found to have an influence of 0.412, explaining 41.2% of the variance in teacher performance. Conducting an evaluation of supervisors is essential to analyse their work and categorise the accomplishments of school supervisors, as indicated by the findings of this study.

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1. INTRODUCTION

Improving the performance quality among school supervisors is carried out in a tiered and continuous process. The role of school supervisors will affect the excellence of education as a whole system. School supervisors is a professional position (Rahmah, 2018). School supervisors are crucial and responsible for the learning process and education system to guide the school environment at various levels and education types. The strategic function of a school supervisor is beneficial to enhance the learning process and ensure that the teachers provide an effective learning process and to provide internal problem solving alternative learning (Dedi Iskandar, 2016). As one of the core components of the educational staff, school supervisors have an essential responsibility to maintain a qualified school or educational unit by coaching and supervising the academic and managerial areas. Principal

academic supervision is one way to improve the quality of teachers, plus nowadays the influence of change is very rapid requires teachers to continuously learn to adapt to developments science, technology, and community mobility (Supardi, 2014). Muwahid (2012) believes that academic supervision is a series of activities that help teachers develop their abilities to manage the learning process so that the objectives of learning can be conveyed well.

The supervision process means monitoring activities to assure they all proceed as planned while also acting to remedy and improve any deviations that could impede the attainment of goals. Supervision is an integral part of efforts to improve learning achievement and school quality in the educational process. The first main task is managerial supervision, while the second is academic monitoring. Managerial supervision provides guidance, assessment and assistance during program plans, processes, and results. Guidance and assistance are provided to school principals and staff in managing or administering school education to improve the whole performance.

On the other hand, academic supervision fosters and assists teachers in creating a comprehensive learning process to enhance students' learning outcomes. It urges school supervisors to be able to analyse efficient classroom instruction. By doing so, they can help teachers become professional and effective educators (Harahap: 2009). Thus school supervisors can guide the school environment to improve the learning process and ensure that teachers provide an effective learning process. Optimizing the function of school supervisors in improving education standards in schools is one of the actions that can be taken. Strong commitment must support supervisory performance. Performance is the result that a person achieves with all the power and effort associated with all the different jobs and responsibilities that must be fulfilled to achieve the expectations of the organization where one works. According to Sinambela (2012), performance is the ability of employees to perform certain tasks. In line with that, Kaswan (2012) stated that performance refers to how much the individual contributes to the organization.

Apart from the supervisor's performance, the important thing is elements of self-competence. self-competence is defined as skills and abilities about one's strengths and weaknesses that are connected to professional responsibility and life balance, impact on the performance of school supervisors (Slocum, 2009). These competencies manifest themselves in organizations and as citizens constructively. More about this source textSource text required for additional translation information

There are several indicators concerning self-competence, namely (1) observing every self-action while fully aware of how even the smallest self-action will affect others, (2) being able to manage time and setting priorities, (3) being able to understand self-limitations and asking for help when needed, (4) having an established life and working to achieve goals, (5) taking accountability for decisions; (6) being serious when facing difficulties and criticism; (7) being humble and not arrogant; (8) rising quickly from failure; always learning from mistakes; (9) attempting to learn continuously; (10) anticipating feedback openly and refraining from self-defence. Performing duties is influenced by skills, abilities, and personal characteristics and does not depend on job satisfaction and compensation levels.

Extraversion is another factor that influences a school supervisor's performance. It is a personality that seeks out friends, enjoys pleasing others, is vivacious, and has emotional control. Other features of this extraverted personality include: (1) enjoying interacting with others, (2) finding conversation enjoyable, (3) enjoying speaking, (4) being open to new friendships, (5) listening to others' opinions, (6) having a positive outlook, (7) appreciating art and beauty, (8) preferring dynamic over monotonous, (9) having fresh ideas, (10) believing, (11) reacting to new information, (12) being creative, and (13) respecting others.

The observations and interviews with teachers, principals, and school residents revealed that supervisors could not spark teachers' interest in their work. They have not been able to guide school principals to innovate supervision tools sufficiently. Those results show that supervision has not improved adequately. As mentioned above, self-competence and extraversion can impact school

supervisors' performance. The performance of school supervisors in the Pidie District was the subject of a study, especially the influence of self-competence and extraversion.

Performance is the result of work that a person or group can achieve in an organization following their respective authorities and responsibilities to achieve its goals without breaking the law, moral or ethical norms. In general, a person's performance can be judged by how well they accomplish a task or by the successes they have in completing it. According to Mangkunegara (2013), performance results from the effort made to carry out the tasks and obligations assigned to him, both in quantity and quality. Bangun (2012) highlights that a person's performance can be evaluated based on how much work they generate, how well it is done, how quickly they complete it, how much they show up for work, and how well they get along with others.

Amiruddin (2006) states that school supervisors are the academic staff whose job is to provide monitoring so that teachers, principals, and other school personnel can carry out their duties properly. Winardi (2009) utters that the act of supervising or controlling is determining what has been carried out by evaluating work performance and, if necessary, implementing corrective actions so that the work results follow the plan. It is a skill for identifying and fixing significant departures from the activity planned. It is normal for mistakes, failures, and poor instructions to occur during implementation, leading to deviations from the desired outcomes.

Sutrisno (2010) clarifies that performance evaluations are focused on the following six areas, which are significant accomplishments for the organization: 1) Results of work, the level of quantity and quality that has been produced and the extent to which supervision is carried out. 2) Job knowledge is the level of knowledge related to work assignments that will directly affect the quantity and quality of work results. 3) Initiative is the level of initiative to carry out work assignments, especially in handling problems. 4) Mental dexterity is the level of mental ability and speed in receiving work instructions and adjusting to the way of work and existing work situations. 5) Attitude is the level of work enthusiasm and positive attitude in carrying out work tasks. Time and attendance discipline, speed time rate and punctuality. Simanjuntak (2005: 1) states that performance is a level achievement of results for the implementation of certain tasks that have been carried out. Performance can be demonstrated by a person, for example, a supervisor, head of a madrasah, can also be assigned to a particular organization for example, madrasahs, educational institutions, or certain courses. Performance can be interpreted as results work achieved by a person or group of people in an organization in accordance with authority and respective responsibilities in order to achieve the goals of the organization concerned. Based on several opinions, performance can be defined as work ability or work performance by someone to obtain optimal work results. Performance will be visible on the activities carried out by someone in carrying out their work as well carried out by madrasah/school supervisors.

Several previous studies, including Priatna (2016), with research results that (1) Competency of Elementary School Supervisors includes very good category with a mean value (\bar{x}) of 95.35; (2) Performance of Elementary School Supervisors included in the very good category with a mean value (\bar{x}) of 66.50; and (3) Correlation coefficient (r) amounting to 0.632, meaning that it can be categorized as the competence of Elementary School Supervisors large influence (39.94%) on their performance. Finally, this research recommends that elementary school supervisors maintain and develop their competence to optimize their professional duties further. The competencies in question include increasing educational qualifications and developing supervision skills, especially supervision academic and managerial. Astuti (2010), with research results that show the influence of supervisory competence (X_2) on performance Kindergarten/Primary School Supervisor (Y) in Bekasi City obtained a correlation coefficient of 0.632, meaning, the magnitude. The influence of Supervisor Competency (X_2) on the Performance of Kindergarten/Primary School Supervisors (Y) in Bekasi City is 39.94%, the remainder is influenced by other factors not examined in this study including individual competencies, namely; talents, attitudes, values and perspectives as well environment.

Nurhikmahyanti (2014) the research results obtained from the results interviews, observations, and documentation concluded that the role of school supervisors in assessing teacher performance at

SDN Sukowati, Bungah District, Gresik Regency, namely monitor, carry out assessments, those who carry out assessments of teachers are the school principal, teachers whose position/title is higher than the teacher who will be assessed and the teacher might also request teachers from other schools if willing. However, the person responsible is still the head of the school, As a follow-up reviewer for teachers who object to the assessment. So that it can repeat the implementation of performance assessments globally and comprehensively. Motivate teachers to improve abilities and skills in planning, implementing, and evaluating learning activity programs to make them better and more professional during the learning process. The assessment results showed that the teachers were still lacking. These include training or training in order to develop their abilities.

According to Slocum (2009), self-competence is a quality backed by knowledge, skills, and expertise about one's strengths and shortcomings in balancing one's personal and professional obligations. It displays this competency constructively as a citizen and in organizations. Furthermore, Slocum stated that there are several factors of self-competence, namely; (1) observing every self-action while fully aware of how even the smallest self-action will affect others, (2) being able to manage time and setting priorities, (3) being able to understand self-limitations and asking for help when needed, (4) having an established life and work to achieve goals, (5) taking accountability for decisions; (6) being serious when facing difficulties and criticism; (7) being humble and not arrogant; (8) rising quickly from failure; always learning from mistakes; (9) attempting to learn continuously; (10) anticipating feedback openly and refraining from self-defence. Based on the explanation above, it can be concluded that self-competence is a person's ability in terms of knowledge, skills and expertise needed in a balanced life. With this self-competence, one can take care of all one's actions to manage time and set priorities, understand one's limitations, and be responsible, serious, and self-perseverance.

Slocum (2009) stated that extraversion is a personality that loves friendship and togetherness. They like to please other people, are full of energy, and can manage their emotions. This extraversion personality has the following characteristics: (1) enjoying interacting with others, (2) finding conversation enjoyable, (3) enjoying speaking, (4) being open to new friendships, (5) listening to others' opinions, (6) having a positive outlook, (7) appreciating art and beauty, (8) preferring dynamic over monotonous, (9) having fresh ideas, (10) believing, (11) reacting to new information, (12) being creative, and (13) respecting others. It is supported by Robbin (2007) that positive events are more likely to influence positive moods and emotions in people with extraverted personalities. Robbin adds that extraversion is a personality dimension that describes someone as sociable, friendly, and assertive. This dimension reveals a person's comfort level in dealing with other individuals. Individuals with extraversion tend to be happy to live in groups and easily socialize. Extraversion can also be used to predict work performance and managerial position.

Extraversion, based on Sumadi (2008), refers to a highly developed positive mental attitude that progresses toward a continual adjustment process to the demands of conscious existence. After returning from war, he claimed that extraverted individuals often exhibit hysteria, limited attention spans, poor performance, lazy behavior, and poor communication. In fact, individuals with extraverted personalities typically show a positive outlook, a broad range of attention, excellent performance, and rich vocabularies (Guntur, 2012). Extraversion, as defined by Yusuf (2008), refers to a personality trait that is marked by respect, empathy towards others, concern for conditions or environmental difficulties, and the ability to think flexibly. According to Leonard, outgoing individuals in Syamsu Yusuf's study (2008) possess the following characteristics: (1) They genuinely appreciate and value others for their true selves, (2) they feel comfortable and receptive towards others, (3) they do not allow themselves to be exploited by others, and (4) they do not harm others due to their own personal disappointments. According to the aforementioned notion of extraversion, it may be inferred that extraversion is a healthy and pleasant personality trait. Additionally, it characterises an individual who possesses objectivity, openness to others and novel encounters, and is well-liked by their peers. This study examines the impact of self-competency and extraversion on the performance of school

supervisors. The research inquiry pertains to the impact of self-competence and extraversion on the performance of school supervisors.

2. METHOD

This study aims to ascertain the impact of self-competence and extraversion on the performance of school supervisors. This study is a quantitative research study that utilises an ex-post facto research design. The focus of this design is to test ideas by manipulating variables. The acquired data consisted of responses provided by the madrasa supervisor in response to the posed inquiries. The sample for this study consisted of 47 school supervisors in Pidie District. A Likert scale questionnaire was used as the data collection instrument. Primary data refers to data that is collected directly from respondents through the use of a questionnaire. The researcher employs a Likert scale to assess the scores in the research. Quantity Likert scale questions are designed to elicit responses from respondents along a specific continuum. The weight of each response is determined based on the item being assessed. The product moment correlation is used to test the validity of the scale. Question items are considered valid if their correlation coefficient is larger than 0.30. This study has five evaluation categories that consist of graded responses with variations in their values. This study employs a route analysis model to analyse the mediation effect between the independent variable and the dependent variable. The data analysis techniques used in this study involve the design of path analysis.

3. FINDINGS AND DISCUSSION

The data analysis showed that the distribution of self-competence results was 9 participants (19.15%) below the average interval class or the less category. Sixteen participants (34.04%) were in the average or moderate category, and as many as 22 people (46.81%) were above average or in the good category. Meanwhile, the extraversion score distribution resulted in 11 participants (23.40%) being below the average or the less category. Other fifteen participants (31.91%) were placed in the average or moderate category, and 21 people (44.69%) were above average or good. On the other hand, the distribution of supervisor performance obtained 7 people (14.89%), which was below the average interval or the less category; 16 participants (34.04%) were in the average class or the moderate category, and as many as 24 people (61.07%) classified above average or good category. The results of the path analysis indicated the influence of self-competence on extraversion at $0.294 = 29.4\%$; self-competence on teacher performance at $0.309 = 30.9\%$; and extraversion towards teacher performance within $0.412 = 41.2\%$.

The study's results indicate that self-competence influences extraversion. The higher the self-competence, the better extraversion among the supervisors. This is in accordance with the claim from Slocum (2009) that there are five personality factors affecting self-competence, namely (1) self-emotional stability, (2) obedience, (3) extraversion, (4) concessional aspect, and (5) openness. It is supported by the Big Five personality theory pioneered by Allport and Cattell, from which McCrae developed its five traits. This theory emphasises that personality greatly influences a person's behaviour in discovering information, and it is influenced by extraversion, neuroticism, openness to experience, agreeableness and conscientiousness. Specifically, the scope of Heinstrom's research is the relationship between the five factors that influence personality and information-seeking behaviour. We tried to analyse the results of Heinstrom's research with other theories belonging to Eysenck, Hamburger, Artzy, Stereina, Susol and McCrae. (<http://saraszwave.wordpress.com/>).

The study's results also reveal that self-competence directly affects the performance of school supervisors. It means that good self-competence will ultimately improve the performance of supervisors. This finding agrees with Zwell's opinion (2000) that "competencies can be defined as the enduring traits and characteristics that determine performance examples of competencies: initiative, influence, teamwork, innovation and strategic thinking". This view states that competence can be known as enduring traits and characteristics that can determine a performance, for example, the ability

to take the initiative, influence, cooperate and think rationally (<http://ilmucerdasdik.wordpress.com>). Meanwhile, Slocum (2009) suggests that self-competence is an ability supported by knowledge, skills and expertise about one's strengths and weaknesses related to professional tasks and life balance.

Furthermore, the results of this research are in line with the results of research conducted by Nurhikmahyanti (2014) with research results that the research results obtained from the results interviews, observations and documentation concluded that the role of school supervisors in teacher performance assessment at SDN Sukowati, Bungah District, Gresik Regency, namely monitoring, carry out the assessment, those who carry out the assessment of the teacher are the principal, the teacher the position/title is higher than that of the teacher who will be assessed and the teacher may also ask for a teacher from other schools if they are willing. However, the person responsible is still the principal. As a follow-up reviewer for teachers who object to the assessment so that they can repeating the implementation of global and comprehensive performance assessments, motivating teachers to improve abilities and skills in planning, implementing and make an evaluation of the learning activity program to become even better and more professional at the moment learning process, the results of the assessment which the teacher feels are still inadequate are included in the training or training to develop their abilities.

In order to achieve educational goals so that they run according to what has been set, it is necessary to have them supervising the implementation of school management. This was also conveyed by Safitri dkk (2022) which states that one of the functions of supervision (controlling) in education management becomes one of the important roles, considering that self-monitoring is done to avoid deviations occur. Unfortunately, the implementation of supervision in schools in Indonesia still encounters obstacles and constraints that cause the program to not run properly effective. The proof is the results of research conducted by Behnke, & Steins, (2016) that implementation supervision in target schools is still constrained by several factors such as distance, funding, and limited time. Desriani (2015) in his research also said that supervisory performance school has not been maximized because there are additional tasks that become the supervisor's workload. Besides Therefore, Elviya, (2014) argue that the problem is in monitoring implementation program is a lack of shared commitment. Educational monitoring is a measure effectiveness of the work of educational staff in the effective use of educational resources for achieve educational goals (Fauzan, 2018). Therefore, the relationship and cooperation between supervisors with teachers and principals of assisted schools must be able to function properly.

Self-competence is a quality backed by knowledge, skills, and expertise about one's strengths and shortcomings in balancing one's personal and professional obligations. It displays this competency constructively as a citizen and in organizations. Furthermore, Slocum stated that there are several factors of self-competence (Slocum, 2009). Based on the explanation above, it can be concluded that self-competence is a person's ability in terms of knowledge, skills and expertise needed in a balanced life. With this self-competence, one can take care of all one's actions to manage time and set priorities, understand one's limitations, and be responsible, serious, and self-perseverance. The main influencing factors performance is ability and will. It is acknowledged that many people are capable but didn't want to so still didn't generate performance. Likewise many people want to but can't afford it either still doesn't produce any performance. Performance is something that is achieved or demonstrated achievement or abilitywork, in other words that performance can interpreted as work performance.

Another aspect emphasised in this study is that extraversion directly impacts supervisors' performance. Extraversion is deemed crucial in relation to the effectiveness of school supervisors. Furnham and Fudge (2008) also put out this viewpoint, as they analyse the five factor model of personality and sales performance. Their findings indicate that individuals who exhibit high levels of conscientiousness and extraversion, coupled with low levels of neuroticism, are more likely to excel in sales positions. The traits of conscientiousness and openness exhibit a positive correlation with sales, whereas agreeableness demonstrates a negative correlation with sales. Regrettably, there is no statistically significant correlation between extraversion and neuroticism.

4. CONCLUSION

Based on the data and the analysis results, several conclusions can be drawn that the direct influence of self-competence on extraversion is $0.294 = 29.4\%$. Based on the findings, it can be concluded that the research hypothesis stating that self-competence influences the performance of school supervisors can be accepted. The influence of self-competence on the performance of school supervisors is $0.309 = 30.9\%$. It means that the research hypothesis mentioning that self-competence influence on the performance of school supervisors is acceptable. The influence of extraversion on the performance of school supervisors is $0.412 = 41.2\%$. It indicates that the research hypothesis stating that extraversion affects the performance of school supervisors is acceptable. The recommendation of this research is that it is necessary to develop an assessment of the performance of madrasah supervisors to measure the quality of supervisors.

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