

THE INFLUENCE OF THE COMMITMENT TO INNOVATE TOWARDS THE CULTURE OF LECTURER QUALITY AT MUHAMMADIYAH UNIVERSITY OF LUWUK

Farid Haluti
Muhammadiyah University of Luwuk

ABSTRACT

The presence of the lecturers defines the quality of education and alumnus of a higher learning institution. In order to promote education at a higher learning institution, lecturers with certain academic qualification, competence, and certification are required so that the culture of lecturer quality will be manifested. The culture of lecturer quality is a shared meaning system towards the primary values jointly adopted and respected by the organization. The success of a higher learning institution in creating the culture of quality is determined by lecturers' commitment to innovate in accordance with their field of expertise so they can produce professional competence. The commitment to innovate displays the ability of the lecturers to identify their involvement as the part of teaching and learning sistem in the higher education institution. This research aims to find out whether the commitment to innovate has direct influence to the culture of lecturers' quality at Muhammadiyah University of Luwuk. By implementing causal survey method with lane analysis model to assess the direct influence of the commitment to innovate towards the culture of lecturers quality at Muhammadiyah University of Luwuk. This research samples are gathered proportionally by using random sampling method from 67 respondents out of 111 individuals. Data displaying the result of the comitment to innovate and the culture of lecturers quality variables are collected through questionnaires, observation, and interview and analyzed by using descriptive and inferential methods. Descriptively, the culture of lecturers' quality reaches approximately 115 with standard of deviation of 11.84, with 24 individuals (39%) reach below average score, as many as 12 individuals' (18%) score is in the average, and as many as 31 individuals (43%) reach above the average score. The result of the commitment to innovate variable reaches approximately 101.76 with the standard of deviation of 11.60, with 30 individuals (45%) reach below average score, as many as 15 individuals' (22%) reach below average score, and as many as 22 individuals (33%) get above average score. The result of the assessment displays that there is direct influence between the commitment to innovate and the culture of lecturers' quality at Muhammadiyah University of Luwuk. The creation of culture the quality of higher learning institution influences lecturers' commitment to innovate based on their area of expertise.

Keywords: *Commitment to Innovate, Culture of Lecturers' Quality, and Influence of the Commitment to Innovate towards Lecturers' Culture of Quality.*

INTRODUCTION

Lecturers hold strategic role for the improvement of a higher learning institution. The presence of a lecturer defines the quality of education and alumnus of a higher learning organization. High quality lecturers will boost the quality of a higher learning institution, and vice versa. In order to implement well-qualified education program in a higher learning institution, high quality lecturers are required. Lecturers' quality and higher learning institution as expected by Law No. 14 of 2015 on Teachers and lecturers require a that a lecturer shall have academic qualification, competence, and certification. The qualification owned by lecturers in teaching and learning activity is expected to be able to encourage the creation of the culture of lecturers' quality itself.

The culture of lecturers' quality is a must in performing their activity and facing the fastly changing condition. According to Robbins (2001: 525), the culture of quality is a shared meaning system towards the primary values jointly adopted and respected by an organization, which aims to create distinction between one organization with others. Lecturers who are proud of being the part of an organization will love and believe each other, contribute effort and ideas in collective manner to jointly boost the culture of quality at higher learning institution in continuous manner.

Stoner et.al. (2006:246) defines the culture of quality as a cognitive framework which includes attitudes, values, attitudinal norms, and expectations contributed by the members of the organization. Davis (2004:198) states that the culture of quality is a pattern of belief and organizational norms which are understood, integrated, and practiced by the organization so that such pattern gives certain meaning and becomes the basis of the role of conduct in the organization. Process of developing the culture of quality begins from the agreement towards the adopted values, the condition of work environment as the option of reference to be internalized by each lecturer and implemented through the performance of daily task in line with the dynamics of a higher leaning institution.

The success of higher learning institution in creating the culture of quality is determined by lecturers' commitment to innovate based on their field of expertise, so that it results in professional competence. The commitment to innovate should be owned by every lecturer as the basis to produce well-qualified pieces of work in carrying out his/her teaching and learning task. The commitment to innovate shows the effort of a lecturer to identify his/her involvement as part of the higher learning education system. According to Bernadib (2002: 116), commitment is a strong reception from the individual to the objectives and values where such individual provides effort, performs work, and has a strong desire to survive. The commitment to innovate can lead to a sense of belonging to the organization where he/she works. The sense of belonging means a lecturer feels his/her soul be bound by the values of his/her organization of higher learning institution, so it is expected to have the culture of quality in performing the routine associated with his/her task.

Based on the description above it can be said that the presence of lecturers in higher learning institutions, especially Muhammadiyah University of Luwuk is a determining factor of the many factors existing in higher learning institution. Thus, a lecturer in performing his/ her professional duties is expected to have the commitment to innovate, so the lecturers of Muhammadiyah University of Luwuk become more professional and have sufficient competence. The observation of the researcher on the lecturers at Muhammadiyah University of Luwuk indicates that some among those lecturers still show an apathy towards the development of the culture of quality and the sense of competition owned by them is still low so the culture of quality is still unnoticeable. Lecturers'

lack of commitment to innovate is identified through the lack of creativity those lecturers in conducting their lectures, i.e. only using traditional methods of teaching.

The results of observations towards the problems that may have influenced the culture of quality of lecturers include the lack of: discipline in doing the task, responsibility and perseverance in carrying out duties, passion and concern in work, motivation in performing the task, the lack of familiarity among lecturers, lecturers and faculty and university leaders, the lack of lecturer cooperation with administration staffs. This condition describes the culture of quality and commitment to innovate of those lecturers need to be studied through a research entitled, "The Influence of the Commitment to Innovate towards Lecturers' Culture of Quality at Muhammadiyah University of Luwuk". The problem we seek to answer in this study is whether the commitment to innovate directly influences lecturers' culture of quality at Muhammadiyah University of Luwuk? This research which is aimed at determining the commitment to innovate directly influences lecturers' quality of culture at Muhammadiyah University of Luwuk is expected to: (1) provide information for the human resources management and all the policies that are directly related to aspects of human resources better; (2) provide information with respect to the real conditions of Muhammadiyah University of Luwuk both in terms of lecturers and staffs on the response of the various rules or policies that have been established; and (3) to give new energy to make changes in carrying out duties as a professional lecturer.

LITERATURE REVIEW

Culture of Quality

According to Robbins (2001: 525) the culture of quality is a system of shared meaning to the primary values that are jointly adopted and respected by an organization, it functions to create a clear distinction between one organization to another, creating a sense of identity for organization members, facilitate the emergence of a collective commitment to organization, increase the stability of the social system, as well as creating mechanism of meaning maker and control that guide the formation of attitudes and behavior of members of the organization. Gibson et.al. (2006: 77) formulation that contains a mix of organizational culture values, beliefs, assumptions, perceptions, norms and patterns of behavior peculiarities.

Although the concept of the culture of quality brings diverse perspectives, but the culture of quality shall be associated with the system of meanings that are jointly believed by members of the organization. Every organization needs to have an effort to produce a culture of quality that is conducive to continuous improvement so that every member of the organization can participate. Besides, there is a quality assurance integrated into all processes and functions of the organization. All of them require changes in people's behavior, mental attitude and work practices in a variety of ways. Changing behavior and mental attitude of people is one of the most difficult management tasks, requiring great strength and persuasive skills and motivation.

Culture of quality is a standard that is the basis for measuring the achievement of outcomes. Culture of quality can also be used as a means of distinguishing other similar products / services, produced by other agencies as competitors. Customers can individually provide different assessment and meaning to the quality of a product. This is influenced by the perception of each customer based on his/her level of satisfaction on the product, and also depends on the context. Therefore, organizations or educational institutions are required to adopt quality planning, including creating quality standards, from the quality of the input to the quality of results that will guide the implementation process, up to the supervision and quality improvement.

Dimensions of Culture of Quality

Development of culture of quality of educational institutions is the duty and responsibility of educational leaders. Development of culture of quality of education agency requires the participation of all personnels and stakeholders, including parents of learners. Therefore, in the managerial development of the culture of quality of educational institutions is the responsibility of heads of educational institutions, whereas in daily operations it is the duty of all personnels of educational institutions and relevant stakeholders. This is in accordance with the opinion of Luthans (Lako, 2004: 33) that there are six (6) dimensions of culture of quality, namely: (1) regulation of observed behavior, (2) the norm, (3) the dominant value, (4) the philosophy of the policy, (5) the applicable rules, and (6) conviction.

The ambiance and the formal and informal relationships are built in order to facilitate and strengthen the commitment of all citizens of the education unit, and very concerned about the relationship with the guardians of students. Such conducive atmosphere is built through: (a) the availability of communication between leader and educators / members of education unit and through continuous coordination, (b) the recognition for the achievement by the education unit, (c) stiff relationship is not regulated but the respectful and familiar one, and (d) the atmosphere built by the education unit is the atmosphere of advanced, creative, innovative, doing the best, demands hard work, good coordination, have clear staffing structure, good relationship between individuals and between subordinate leaders, as well as individual attention to learners by educators; (e) nevertheless a clear mechanism for the members of the educational unit who violate educational unit is still implemented.

Based on some of the opinions that have been described, the culture of quality in this research shall be defined as a behavior that was developed by a group to steer, underlie the identity of the members of the organization, and create a clear distinction between one organization to another with indicators such as confidence, innovate in carrying out the task, have an idea to solve the problem, have the courage to make changes, work according to defined standards and rules.

Commitment to Innovate

Commitment is a willingness to align private behavior with the needs, priorities and goals of the group, including ways to develop goals or meet the needs of the group, put the group's mission of personal interest. According to Jackson (2001: 119), commitment is the extent which someone is confident and able to accept the organization's goals, as well as the desire to stay with or leave the organization ultimately reflected in absenteeism in various activities. Griffin (Wang, 2009: 2) explains that the commitment is an attitude that reflects the degree to someone familiar with and adhere to the rules and norms that have been established. According to Luthan (2005: 211) commitments are characterized as: (1) a strong desire to remain as carry out specific tasks; (2) the desire to strive to suit the organization; and (3) certain confidence and acceptance of the values and goals of the organization. This opinion shows that the commitment is an attitude which reflects the continuing loyalty to express attention to the task in order to achieve success or progress. Allen and Meyer (2001: 126) say there are three dimensions of commitment, namely: (1) a effective commitment is an emotional attachment and involvement in the implementation of the work, (2) ongoing commitment is a commitment based on losses related to the release of a person from a particular activity, (3) normative commitment is a feeling of obligation to continue to perform the task because such action is the right thing to do.

Based on those three dimensions, Dessler (Wang, 2009: 2) gives specific guidelines to enhance the commitment in carrying out the task, namely (1) Commitment to human values including making a written rule, hiring managers who are good and right, maintaining communication, (2) Clarify and communicate the mission of the task (3) Clarify the mission and ideology; charismatic; use hiring practices based on value; emphasizing the value based on the orientation and training; established a tradition, (4) Ensuring that justice has a comprehensive complaint procedure; providing extensive two-way communication, (5) Creating a sense of community like building a homogeneity based on value; justice; emphasizing cooperation, mutual support, and team work, gathered together, (6) Supporting the development of society that do actualization; provide challenging jobs in the first year; promoting and empowering; promote from within; providing developmental activities; provide security to the people without asking anything in return.

The commitment in carrying out duties as above characterized by the willingness of lecturers to get involved in campus activities, including the activities to innovate, work and strive for the betterment of the campus, giving energy, thoughts, ideas, time for the campus program to develop and progress, provide information positively, highlight the advantages possessed and feel proud to be a lecturer and has the thought to be a lecturer, feeling that he/she will find problems and obstacles if he/she resigns from being the lecturer. According to Juwono (2008: 50), a commitment to carry out the task has three components, namely attitude, affection and the will to act. Attitude includes (1) self identify, i.e. receipts the interest of the group, which is the basis of acceptance of the commitment in carrying out the task. Identification of a lecturer's self is reflected through the wisdom of the group approved the attitude, the similarity of personal values and the values of the group, a sense of pride in being part of the group. (2) The involvement of the appropriate roles and responsibilities of the job in the group. People who have a strong commitment will accept almost any job duties and responsibilities given to him.

Lecturers who have a strong commitment will have the identification of the group, involved seriously in the implementation of tasks and have loyalty and positive affection to the group. The commitment of the lecturer is a promise to oneself or others that is reflected in the actions in carrying out the task. According to Bernadib (2002: 116) that the commitment to innovate is a strong reception from the individual to the goals and values in which he/she worked and such individual will strive and work and have a strong desire to survive.

Correlation between Commitment to Innovate and Lecturers' Culture of Quality

Characteristics of organizations that have a culture of quality is engaged and empowered employees, the work included in a team, executive-level managers are included and involded; quality responsibility is not delegated, adequate resources are provided wherever and whenever needed to ensure continuous quality improvement. Besides that, the characteristic of an organization that has the culture of quality is constantly holds education and training so that employees at all levels have the knowledge and skills required to improve the quality on an ongoing basis. Besides, other characteristics of the organization that has a culture of quality, namely: (1) The communication is open and continuous, (2) internal partnership which promotes mutual support, (3) approach to teamwork in a process and in addressing the problem, (4) The obsession with continuous improvement, (5) Involvement and empowerment of the employees at large, (6) Wanting input and feedback from customers. To meet these demands it is necessary that lecturers show the commitment to innovate. Lecturers who are committed to innovate will have values,

beliefs and behavior in accordance with the defined quality demanded by the higher learning institution. Strong commitment to innovate is needed to improve the culture of quality that will ultimately affect the performance of lecturers. Every lecturer who has commitment to innovate will have an impact on the behavior and attitude of every lecturer in implementing Tridharma of higher learning institution such as research, development, and perform community service.

The commitment to innovate of the lecturers is a pattern of assumptions underlying any available group to develop, create, find or expand the process of learning to cope with the difficulties of external adaptation and internal integration. The commitment to innovate is the social bond that involves the members of the organization that gives birth to patterns of beliefs, values, and ways to learn to face the experience that has been developed throughout the history of the organization that are manifested in the material settings and behavior of its members. The higher amount of lecturers who are committed to innovate, the stronger efforts to improve the culture of quality of the lecturers of a higher learning institution. Based on the results of theoretical studies, the hypothesis of this research is formulated that commitment to innovate has positive direct effect on the culture of quality of the lecturers at Muhammadiyah University of Luwuk.

RESEARCH METHOD

The method used in this study is a survey causal with path analysis model which is used to test the direct effect of the commitment to innvate towards lecturers' culture of quality at Muhammadiyah University of Luwuk. This research uses two variables, namely the commitment to innovate as the independent variable (X) and the culture of quality as a dependent variable (Y). The population of the study is the whole subjects that are related to the culture of quality and commitment to innovate of lecturers at Muhammadiyah University of Luwuk which are amounted to 111 people spreaded in 8 faculties. The samples are taken proportionally with random sampling method to give an equal opportunity to be selected as members of the population sample (Sugiyono, 2004: 134).

Operational Definition

Culture of quality is the perception of lecturers on academic activities undertaken in implementing the tasks in higher learning institution. Grids of the Instrument of Lecturers' Culture of Quality include: Behaviors refers to religious guidance and general norms; Behaviors are built to excel; To provide exemplary behavior and social life for students; Standards of conduct; How to act; The dominant principle of the rule; The main policy-setting mechanisms are believed in applying TQM; The mechanism for determining policy; Crucial policies; Application of the rules; Purposes of applying the rules in force; Communication between the leadership and subordinates; and the granting of recognition for high achievers.

The commitment to innovate is the perception of lecturers to the development of academic process which is performed by lecturers regarding adherence to innovation in the academic activities. Grids of the Instruments of Commitment to Innovate include: emotional, identification, involvement in innovation, loyalty, obligations that must be given to the organization, losses when leaving the organization, and employees need the organization.

Data Analysis Technique

The analysis of the data resulting from the variables measurement obtained through this research is descriptive and inferential analysis. According Sugiyono (2009: 169), descriptive

analysis is intended to provide an overview of distribution characteristics of the score by calculating the average price, standard deviation and calculating the percentage of frequency distribution of scores resulting from the filling of the questionnaires. Inferential statistical analysis is used to test the research hypothesis that the commitment to innovate has a positive direct impact on the culture of quality of the lecturers at Muhammadiyah University of Luwuk.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The processed data of lecturers' culture of quality has an average value of 115 and a standard deviation of 11.84. In the frequency distribution, there are 24 people or 39% of respondents obtain a score below average intervals, as many as 12 people or 18% obtain scores on average intervals and as many as 31 people or 43% obtain score above grade the average interval. Noting the results of the data processing, the tendency of respondents is having a score above average intervals which are amounted to 31 people or 43% of respondents. Based on the measurements through a questionnaire it can be concluded that the culture of quality of lecturers has dominant score above average interval.

The processed data is of commitment to innovation variable has an average value of 101.76 and a standard deviation of 11.60. In the frequency distribution there are 30 people or 45% of respondents obtained a score below the average, 15 people or 22% of respondents who score at average intervals and as many as 22 people or 33% of respondents who obtained a score above the average.

Noting these results, there is a tendency of respondents to have a score below the average of 30 people or 45%, showed a tendency of commitment to innovate under the score of average interval. In contrast, there are 37 people or 55% had a score above the average interval, illustrates the tendency of respondents commitment to innovate score above the average interval. Hypothesis testing is performed by using parametric statistical analysis techniques F test which is calculated using SPSS software. The results obtained by analysis of regression equation $Y = 50.06 + 0,65X$, the correlation coefficient (r_{xy}) = 0.629 and $F_{count} = 42.593$, with $p\text{-value} = 0.000 < 0.05$, indicating H_0 is rejected. The test results illustrate that the regression model Y on X is significant.

Referring to the results of a simple regression calculation the influence of the commitment to innovate towards the culture quality regression model Y on X is $Y = 50.06 + 0,65X$ obtained value of $F_{count} (TC) = 0.687$ with $p\text{-value} = 0.856 > 0.05$. This means that H_0 is accepted, illustrate that the regression equation $Y = 50.06 + 0,65X$ is linear. That is, the regression equation of culture of quality towards commitment to innovate is very linear.

The test result of positive direct influence on the culture of quality towards commitment to innovate, it is earned that the coefficient of the commitment of innovate (X) towards the culture of quality (Y), namely $\beta_1 = 0.232$ with $t_{count} = 2.35$ and $t_{table} (\alpha = 0.05; dk = 63) = 1.99$. These results indicate $t_{count} > t_{table}$, or $p\text{-value} = 0.022/2 = 0.011 < 0.05$ which means that H_0 is rejected or the coefficient path between commitment to innovation and culture of quality is significant. This means that there is a direct positive influence between commitment to innovate and culture of quality.

Research Discussion

Based on the path coefficient equations the commitment to innovate (X) towards the culture of quality (Y) that is $\beta_1 = 0.232$ with $t_{count} = 2.35$ and $t_{table} (\alpha = 0.05; dk = 63) = 1.99$. Thus

$t_{count} > t_{table}$, or $p\text{-value} = 0.022 / 2 = 0.011 < 0.05$ which means that H_0 is rejected or the path coefficient between commitment to innovate and culture of quality is significant. This means that there is a direct positive influence between commitment to innovate and culture of quality. This shows that the commitment to innovate gives contribution to the improvement of the culture of quality.

The commitment to innovate becomes the factor that affect the culture of quality of the lecturers for the creation of a good commitment to innovate where every individual will bind him / herself in the values, rules, policies procedures in any behavior to run it as part of the organization. The commitment to innovate generally affects the behavior of members of the organization so as to create a condition that encourages members of organization to work well and eager to achieve success. People who exhibit culture of quality will be indicated by a positive self-image that wakes up in a good commitment to innovation. Because it is not excessive if the commitment to innovate has direct effect on job satisfaction and also have the effect, either directly or indirectly to the culture of quality. This is in accordance with the opinion of Siagian (2002: 189) that the social and cultural values determine the good, bad, right, wrong, fair, reasonable and so on. Those values are used to assess a person's behavior, both as individuals and as members of groups, including a working group in which a person works.

Affective commitment to innovation is an emotional attachment of a lecturer on activities that are innovative, so it will be beneficial to the development of the organization. Ongoing commitment to innovation can be expressed as a phenomenon that is structured as a result of the transaction with the employees of the organization and the investments made in the organization. Normative commitment in innovating shall be defined as the feelings of lecturers about the obligations given to the organization. Something that encourages lecturer to remain and contribute to the existence of the future campus development, both material and non-material, is a moral obligation, whereby one may feel uncomfortable and guilty for not doing an innovation.

The above description is in accordance to the findings of research conducted by Sudiatmi (2012) that a commitment to the profession significantly influences the motivation to excel. A lecturer is currently required to have a professional attitude in running Tri Dharma of higher learning institution to always report their activities periodically. Love and pride to the profession is indicator of a professional attitude of a lecturer. Lecturers who are committed to innovate resulted in increased values of creating the culture of quality. Commitment is a promise in form of one's care to his profession. Based on the description above, it can be concluded that there is significant positive influence between commitment to innovate and the culture of quality of the lecturers at Muhammadiyah University of Luwuk.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of research and discussion, thus the conclusion of this study is that there is a direct positive influence between commitment to innovate and te culture of quality of lecturers. This influence shows that increased commitment to innovate will directly improve the culture of quality of the lecturers. Based on the findings of this study, lecturers' culture of quality can be improved by embedding a commitment to innovate in the management system of higher education organization, particularly at Muhammadiyah University of Luwuk.

Implication

The study provides implications, if the commitment to innovate owned by lecturers are improved, the culture of quality will be higher. This can be done through: improving the internal relationships of the organization so effective cooperation between members of the organization will be built, establishing a system of values and norms that will affect the way of working and behavior in accordance with the objectives of the organization, fostering integrity and an open attitude among fellow lecturer, and build lecturer commitment to abide by the norms and rules that apply at the Muhammadiyah University of Luwuk.

Suggestions

Based on the findings, conclusions and implications of the research, it can be proposed some suggestions to the following parties:

1. For the lecturers it is suggested to continuously build and maintain the value system of commitment to innovate and boost the culture of quality in order to improve the quality of education at Muhammadiyah University of Luwuk specifically and in Higher Learning Institutions in Indonesia in general and make this research to increase the knowledge as a provision in applying the science to support the implementation of tasks, gain early experience for the foundation of theoretical thinking.
2. For Muhammadiyah University of Luwuk always use this research to be able to spur a step further, and able to compete especially in the management and empowerment of human resources at Muhammadiyah University of Luwuk and in turn it will be able to produce output quality.
3. For Diktilitbang Assembly of Muhammadiyah Central Chapter. to be more intensive in fostering the sustainability of Muhammadiyah universities, particularly Muhammadiyah University of Luwuk in an effort to provide guidance to their human resources, both for lecturers and other education staffs.
4. For researchers, it is expected that they will pursue further research on the variables that negatively influence the external environment, particularly the dimensions of government policy, community participation. Research sample is not restricted to only lecturers, but also to the entire academic community.

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