

## **Orientation of Human Resources for Education in Indonesia (Literacy Studies)**

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### ***ABSTRACT***

*Orientation is still quite an interesting study in terms of strengthening human resource management. Orientation itself can be interpreted as a program designed to help new employees (who passed the selection) get to know their jobs and the company they work for. Orientation programs are often also called induction. Namely introducing employees to their role or position, to their organization and to other employees. Orientation is carried out because all new employees need time to adjust or adapt to their new work environment.*

*This research aims to provide clarity on concepts related to human resource orientation in the field of education in Indonesia. This study was carried out through literacy or often referred to as literature review, with systematics related to various theoretical orientation concepts and also developing concepts, followed by human resource-oriented studies in the field of education, especially in Indonesia. This research produced several proposed concepts related to civil servant orientation, which in practice is often called Pre-Service Training. This is important because the aim is to form professional civil servants, namely civil servants whose character is shaped by the basic values of the civil servant profession, so that they are able to carry out their duties and roles as civil servants in a professional manner.*

***Keywords: Orientasi, MSDM, Bidang Pendidikan, Prajabatan.***

### **PENDAHULUAN**

Every industry or organization experiences changes, both in terms of organizational structure and organizational culture. One of the changes that occurs continuously in the organization is the addition or replacement of new employees at each position level. Not only new employees need employment, but companies also need human resources. New employees come from various levels of ability, motivation, and desire to demonstrate their work performance [1].

Once the selection process is decided, managers and the HR department must help new employees feel like they fit into their environment. Why? because from day one, new entrants have entered the HR Investment process. They need to be prepared from the start so they are able to carry out the tasks given by the company well. To help newcomers feel they fit in, the

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orientation and outreach program will familiarize them, among other things, with their role, the company, policies and other employees.

When starting a new job, many employees feel nervous the first time they start work. The nervousness of the first day is basically normal. However, it can reduce a new employee's satisfaction and ability to learn on the job if the HR manager does not anticipate this early. Psychologists say that first impressions are powerful and natural because new employees still have a bit of knowledge, work experience, and to do self-assessment. It really depends on the employee's strong desire to know everything about the company. To help employees become satisfied and productive members, managers and HR must make a favorable initial impression on new hires, so don't give the impression that it's the employees and the company who need them most.

On the first day, a new employee will go through a mixed emotional experience, consisting of feelings of excitement, curiosity, and anxiety. A new employee knows that they have a lot to learn, so their awareness of information is very important and when they feel left out, this information tends to lower their self-confidence and make them unsure of their abilities.

Additionally, according to Decenzo [2], 42% of advertising and marketing executives say that adapting to company culture is the most difficult thing for new employees (based on The Creative Group survey) and 30% say learning the 'protocols'. or new business rules are also the most difficult.

In general, every new employee has goals and expectations, namely to have an increasingly advanced and developing career. The company is a place or means for new employees to achieve their goals and expectations. In addition, on the other hand, companies that have advanced and developing talents will certainly bring benefits to their company's business. So there is a reciprocal relationship or "mutualism" between the company and employees. Being a new employee is not an easy thing. If someone is not ready to face the challenges or difficulties as a new employee, then he may experience failure. The failure in question is when a new employee only stays at the company he or she joins for a short time, which can result in an increase in the number of employees leaving (turnover).

## LITERATURE REVIEW

### Understanding Orientation

Orientation is a program designed to help new employees (those who have passed the selection) get to know the job and the company where they work. Orientation programs are often also called induction. Namely introducing employees with their roles or positions, with the organization and with other employees. Orientation is carried out because all new employees need time to be able to adjust or adapt to their new work environment.

Orientation means providing new employees with basic information regarding the company, namely the information they need to carry out the job satisfactorily. This basic information includes facts such as hours of work, how to obtain identification cards, how wages are paid and the people they will work with. Orientation is basically one of the components of the socialization process for new employees, namely a process of instilling attitudes, standards, values, and patterns of behavior that apply in the company to new employees.

Orientation provides new employees with background information about the company & the job. In essence, orientation is the process of socializing new employees to company leaders. Socialization is the process of instilling in employees the attitudes, standards, values, and patterns of behavior expected by the organization and department. The orientation program starts from a short informal introduction to a long formal program. Usually employees are given a manual on working hours, performance appraisal, payment of salary, and holidays/leave.

Orientation is the process of adjusting new workers to their work environment so that they can relate to the new environment. A three-month orientation program is given to all nurses to accelerate the adaptation process during the transition from student status to employee status [3]. According to Gillies, the orientation suppresses the moral changes that occur from student nurse status to employee status [4]. Orientation based on the framework according to Maslow's needs is useful in achieving the highest ability, namely towards self-actualization

The following is the meaning of orientation according to several experts:

1. Hariandja defines orientation with a program to introduce new employees to their roles, organization, policies, values, beliefs and to their colleagues. This activity is usually carried out by the human resources department and the employee's direct supervisor to socialize organizational values to new employees [5].
2. Gary Dessler calls orientation by providing background information to new employees that is needed to do the job satisfactorily, such as company information. This program can start with a short informal introduction or with a long formal course [3].

3. Martoyo, S. Orientation is introducing new employees to their role or position, to the organization and to other employees [6].
4. Ingham, G. the concept formed the basis for the harmonious view of industrial relations in the small firm as orientation to work was said to cause individual self-selection to the small firm sector. Which more or less means: attitude and behavior of employees, is a concept that can create harmony at work and so can lead to an increase in the performance of individual employees in a company [7].
5. Goldthorpe et al. orientation to work is the meaning of work for an individual, based on his expectations which are realized in his work [8].

### **Urgency of Orientation**

The primary goals in orientation are to reiterate the initial anxiety felt by all new employees about starting a new job, to familiarize the new employee with the job, the work unit and the organization as a whole, and to ease the transition from the outside to the inside. Basically, an orientation program for new employees is absolutely necessary, both from the perspective of the company's interests and those of the employees themselves, the main aim of which is for each new employee to:

1. Can adapt and interact with newly entered environmental conditions.
2. Be able to understand the organization and corporate culture (vision, mission, core values and operational activities).
3. Having the same mindset (paradigm) and finally,
4. As a provision before those concerned serve in their respective workplaces.

Dessler, G. said that the orientation program given to new employees when they first come to work has at least the following objectives [3]:

1. To reduce costs where orientation is expected to be able to help new employees quickly incharge in their work.
2. Reduce anxiety. Most employees experience anxiety when entering a new work situation. This experience of dealing with anxiety influenced him in learning his job. Orientation helps employees to overcome this anxiety by assisting employees by providing the guidance they need to be able to work well.
3. Reduce employee turnover. Employees change jobs because they feel unappreciated or feel they are not in the right position at work. An orientation program shows that the company

values its employees and helps provide the tools/facilities needed to be successful in their jobs.

4. Save time for supervision. The new employee orientation program helps employees quickly understand their work so that they can immediately be in charge of their work. Supervision or superiors do not need to provide a long time for mentoring so that they can work as expected.
5. Building positive expectations of work, positive attitude and job satisfaction. It is very important that employees learn as soon as possible what their expectations are, what is expected of them, in addition to learning about the values and attitudes that exist in the organization. There are two types of orientation given to new employees, namely organizational orientation, where orientation is intended to inform employees about the goals, history, philosophy, procedures and arrangements of the organization, and work unit orientation, which is intended to familiarize employees with the targets of the work unit, clarify how his work contributes to the unit's goals and includes introductions to his new co-workers.

### **Orientation Techniques**

There are several types of orientation techniques, including:

1. Orientation and socialization program

This orientation program starts from a brief introduction in an informal way to formal programs with a longer time. In formal programs, new employees are usually given a handbook or printed materials containing working hours, performance reviews, salary payment methods, vacations and use of facilities as well as other company guidelines and regulations. This activity is usually carried out by the new employee's supervisor and the personnel department.

2. Realistic job review

This activity aims to show the actual scope of work to prospective employees. This method is effective for minimizing the shock of reality. Schein suggests that one of the biggest problems that prospective employees and leaders face in the early stages of employment involves obtaining accurate information from both parties.

3. Fostering organizational culture

Organizational culture can be interpreted as attitudes and perceptions that employees generally have in a company where they work. In other words, employees pick up on cues

about their company, for example the extent to which they are evaluated fairly or the extent of friendly relations shown by their leaders.

#### 4. Strengthening relationships between employees

Another way to help the socialization process of new employees is to strengthen relationships between them and with new coworkers or with their supervisors, who act as mentors. For example, several companies support formal programs. Such as the buddy system where employees assigned as mentors provide special training and act as guides for newcomers.

#### 5. Work performance information

The company's rating system also plays an important role in the socialization process. Formal and informal work performance records from supervisors delivered in a timely manner to new employees can reduce stress due to uncertainty due to "not knowing the achievements achieved". In addition, these records can help new employees to decide how to carry out future work. For example, previous judgments can be used as a "reasoning" effort to correct wrong perceptions.

### **Types of Orientation**

According to Goldthorpe et al. there are 3 types of employee orientation at work, namely [8]:

#### 1. Instrumentally

Goldthorpe et al. explained that in this type of approach every employee views work as an ultimate goal [8]. Where these employees work based on one reason, namely to meet the needs of everyday life. Apart from that, in this orientation, there are also employees who choose to work with reasons to support their lifestyle specifically. The lifestyle in question is the conditions experienced or lived by each employee. Instrumentally divided into two parts, namely:

##### a. Short-term Instrumental Orientation

This type of work orientation is an effort by employees to support and supplement their main income by working elsewhere, and making this work a secondary job. Employees in this type of orientation consider this job only temporary.

##### b. Long-term Instrumental Orientation

Long-term instrumentally orientation is an effort by employees to make a job a primary job. Long-term instrumentally orientation is divided into two types, namely:

- Part-time employee or part-time employee: For this type of part-time employee, the reason for choosing to work in this way is usually related to the limited time they have. Usually this type of employee is from a group of students or students who have to divide their time between work and time for study, besides that also from women who have children who are under five years old.
- Full-time employee or permanent employee: This type of employee is a type of employee who consistently spends his full time doing a job by becoming a permanent employee, and does not share his working time to work elsewhere.

## 2. Solidaristic

Where in this type of work orientation approach, Goldthorpe et al. explained that every employee views a job not simply as an ultimate goal, but the aspect that is put forward is social relations and activities that can be obtained, and this is seen as a form of emotional rewarding [8]. Employees who choose this type of work orientation in choosing a place to work pay more attention to the work atmosphere based on strong social relationships. Social relations here are meant to be communication and cooperation that exists between individuals, both between fellow employees in one department and between departments. According to Decenzo [2] it is said that for employees the social side of a job makes these employees feel at home in their work and also makes these employees optimize themselves at work. Apart from that, the strong social relationships that this type of employee wants are not only limited to the work environment, but these social relationships must also be able to be continued in life outside of work. For example by going out to eat, traveling, other activities and even visiting each other's residences of each employee.

## 3. Bureaucratic

According to Goldthorpe et al. explained that what makes an employee choose a job and optimize himself in the job he chooses is the things provided by the company where the employee works [8]. These things can be in the form of facilities provided such as transportation facilities, a comfortable work space for work, to sophisticated, modern and supportive work equipment, awards for work performance, the size of the salary and benefits offered, policies set by the company, guidance from the company provided through superiors and no less important is a clear career path. Even though the existing social atmosphere is not supportive, these employees still optimize themselves at work, because employees of this type of orientation prioritize self-development and aim more at improving their career path.

## METHOD

This study uses a literature review approach, using various sources related to research. The main source of this research is secondary data taken from various online ASE (Academic Search Engines), both from e-books, the internet, and from various journal articles and previous research published online.

## RESULTS AND DISCUSSION

### 1. CPNS Orientation Process

#### a. Condition

Requirements for Group III CPNS Pre-service Training participants:

- 1) Has been determined as a Candidate for Civil Servants (CPNS) by the Personnel Development Officer of the agency;
- 2) Health certificate from a government doctor;
- 3) Statement letter to comply with the applicable provisions in the implementation of Pre-service Training by using Form 2; And
- 4) Letter of Assignment from the Staffing Officer of the agency.

#### b. Nomination and Determination

The mechanism for the nomination and determination of Group III CPNS Pre-service Training participants is regulated as follows:

- 1) Prospective Participants have been administratively selected and proven to have a Decree of appointment as CPNS;
- 2) Personnel Development Officials submit Candidates for Training Participants for Pre-Occupational CPNS Group III to the Head of the Training Institute starting from the date (TMT) of the earliest appointment as CPNS;
- 3) The proposed CPNS name submitted to the Accredited Government Education and Training Institute has a position according to the formation that has been determined and has not been assigned to carry out tasks according to that formation;
- 4) Leaders of Accredited Government Training Institutions stipulate Class III CPNS Pre-service Training Participants in a Decree;
- 5) Civil Service Development Officials together with the Heads of Accredited Government Education and Training Institutions determine the number and names of prospective participants to take part in Class III CPNS Pre-service Training.

### c. Assignment

The assignment of Group III CPNS Pre-service Training Participants is carried out by authorized officials in their respective agencies taking into account the applicable laws and regulations:

- 1) Participants from central agencies are assigned by the Secretary General/Minister Secretary/Main Secretary; \
- 2) Participants from the Provincial Government are assigned by the Provincial Secretary;
- 3) Participants from the Regency/City are assigned by the Regional Secretary of the Regency/City after coordinating with the Governor.

### d. Amount

The maximum number of CPNS Group III pre-service training participants is 40 people per class. Accredited Education and Training Institutions can accept participants from other agencies to meet the maximum number by taking into account the applicable laws and regulations and coordinating with the Education and Training Guidance Agency.

### e. Code of Conduct

The attitude code of behavior is a guideline for participants' behavior while attending Pre-service Training. The code of behavior includes attitudes that must be shown and behaviors that are prohibited during training by participants of Group III CPNS Pre-service Training. The code of behavior that must be shown by Group III CPNS Pre-service

Training participants is as follows:

- 1) Respect teaching staff, organizers, and other fellow participants;
- 2) Participate in learning activities in a timely manner, at least 80 percent or 58 sessions of all learning sessions on campus;
- 3) Complete all assignments given by the facilitator and training organizer;
- 4) Dress politely while participating in training activities;
- 5) Caring behavior in maintaining cleanliness and comfort in the training environment.

The code of behavior that is prohibited during the implementation of Group III CPNS Pre-Service Training is as follows:

- 1) Do not commit plagiarism in any form while attending training;
- 2) Do not give gratuities to Widyaiswara, Management and Training Organizers;
- 3) Do not violate the law while attending training;
- 4) Do not smoke during learning;

- 5) Do not bring and consume alcohol, drugs and other addictive substances in the training institution;
- 6) Do not bring weapons into the training institution;
- 7) Do not commit immoral acts during the training.

In addition to the code of conduct above, each Accredited Government Education and Training Institute can make special rules according to their respective environment in order to increase the smooth running of Pre-service Education and Training. Any violation of the code of conduct will be given a sanction according to the level of violation determined by the education and training administrator/enforcement team for the code of conduct.

## 2. Curriculum in the Orientation Process

### a. Curriculum Structure

To achieve professional civil servant competency as presented in Chapter I, the curriculum structure of Class III CPNS Pre-Service Training and Class I and II CPNS Pre-Service Training both have two learning stages, namely:

- 1) Stage of Internalization of Basic Values of the Civil Servant Profession;
- 2) Actualization Stage of Basic Values of the Civil Service Profession.

The details of the two learning stages are as follows:

- 1) Stage of Internalizing the Basic Values of the Civil Service Profession

This learning stage equips participants with the basic values needed to carry out the duties of the civil servant profession professionally as public servants which include: civil servant accountability, nationalism, public ethics, quality commitment and anti-corruption. These five basic values will henceforth be acronymed as ANEKA.

- 2) Actualization Stage of Basic Values of the Civil Service Profession

The stage of actualizing the basic values of the civil servant profession consists of two types, namely:

- The stage of actualizing the basic values of the civil servant profession at the place of duty, in accordance with position formation. This type of actualization is intended for all Class III CPNS Pre-Service Training participants who can carry out actualization at their place of duty.
- Stage of actualizing the basic values of the civil servant profession at the internship site. This type of actualization is intended for all Class III CPNS Pre-Service Training participants who cannot carry out the actualization at their place

of duty. In addition to the two learning stages above, Pre-Service Training Participants are also equipped with the ability to explain the vision, mission, main tasks, functions and policies of their agency in carrying out their office duties, through public lectures/Institution Substance Technical Content.

#### b. Training Eyes

- 1) Stage of Internalization of Basic Values of the Civil Servant Profession. The training subjects for this stage are:
  - Accountability of civil servants;
  - Nationalism;
  - Public Ethics;
  - Quality Commitment; And
  - Anti-Corruption.
- 2) Actualization Stage of the Basic Values of the Civil Servant Profession. The training subjects for this stage are:
  - Actualization of the Basic Values of the Civil Servant Profession;
  - Work Plan for Actualizing the Basic Values of the Civil Servant Profession;
  - Guiding the Actualization of the Basic Values of the Civil Servant Profession at the place of assignment/place of apprenticeship; and Evaluation of the Actualization of the Basic Values of the Civil Servant Profession
- 3) General Lecture / Technical Content of Institutional Substance

#### c. Summary of Training Courses

##### 1) Accountability of civil servants

This training subject facilitates the formation of basic values of accountability in training participants through learning substances related to basic values of accountability, conflict of interest in society, neutrality of civil servants, fairness in public service, consistent attitudes and behavior, along with impact analysis. The training courses are presented through experiential learning, with an emphasis on the process of internalizing these basic values, through a combination of interactive lecture methods, discussions, case studies, simulations, watching short films, field studies and demonstrations. Participants' success is assessed by their ability to actualize these basic values in carrying out their job duties.

## 2) Nationalism

This training course facilitates the formation of Pancasila values in fostering nationalism in the State Civil Apparatus (ASN) as makers and implementers of public policy, public servants, and as glue for national unity and integrity, along with an analysis of its impact. The training courses are presented through experiential learning, with an emphasis on the basic internalization process, through a combination of interactive lecture methods, discussions, case studies, simulations, watching short films, field studies and demonstrations. Field Study or Visitation can be done if in the training area there are historical places where heroes' tombs are not too far away. The Field Survey method can also be carried out by recording with a mobile phone questions about nationalism to the public in public places such as hospitals/puskermas, sub-district offices and other public places. The results of the recordings from the participants were immediately watched in class together and discussed together. The participants' success was assessed by their ability to actualize Pancasila as the basic values of nationalism in carrying out their official duties.

The main material for this training course is as follows:

- The value of Pancasila in fostering Nationalism;
- ASN as makers and implementers of public policy;
- ASN as a public servant; And
- ASN as glue and unifier of the nation.

## 3) Public Ethics

This training course facilitates the formation of basic public ethical values in training participants through learning the code of ethics and behavior of public officials, forms of codes of ethics, application of civil servants' codes of ethics, along with analysis of their impact. The training courses are presented through experiential learning, with an emphasis on the process of internalizing these basic values, through a combination of interactive lecture methods, discussions, case studies, simulations, watching short films, field studies and demonstrations. The success of the participants is judged by their ability to actualize the basic values of public ethics in carrying out their duties.

The main material for this training course is as follows:

- Code of ethics and behavior of public officials;
- Forms of codes of ethics and their implications; And

- Illustration of the actualization of the ethics of the State Civil Apparatus.

#### 4) Quality Commitment

This training course facilitates the formation of basic innovative values and quality commitment in training participants, through learning about effectiveness, efficiency, innovation and quality of government administration, the consequences of change, along with impact analysis. Training courses are presented through direct experience-based learning (experiential learning), with an emphasis on the process of internalizing these basic values, through a combination of interactive lecture methods, discussions, case studies, simulations, watching short films, field studies and demonstrations. The success of the participants is judged by their ability to actualize innovative basic values and commitment to quality in carrying out their duties.

The main material for this training course is:

- Effectiveness, efficiency, innovation and quality in government administration and
- Public service;
- Implementation of innovation and quality commitment

#### 5) Anti-Corruption

This training course facilitates the formation of anti-corruption basic values in training participants through anti-corruption awareness learning, avoiding corrupt behavior, building an integrity system, the process of internalizing anti-corruption basic values along with an analysis of their impact. The training courses are presented based on direct experience (experiential learning), with an emphasis on the process of internalizing these basic values, through a combination of interactive lecture methods, discussions, case studies, simulations, watching short films, field studies and demonstrations. The success of the participants is judged by their ability to actualize the basic values of anti-corruption in carrying out their duties.

The main material for this training course is as follows:

- Anti-corruption awareness;
- Farther away from corruption;
- Building an integrity system; And
- Actualization of basic anti-corruption values.

#### 6) Actualization of the Basic Values of the Civil Servant Profession at the Place of Assignment/Place of Apprenticeship

This training course equips participants with the ability to actualize the basic values of the civil servant profession. The training courses are presented using working paper writing methods, experiential learning, and independent presentations. The success of the participants is assessed by their ability to actualize the basic values of the civil servant profession in their respective places of assignment/internship.

The main material for this training course is:

- Plan to actualize the basic values of the civil servant profession;
- Guidance in writing a draft of the actualization of the basic values of the civil servant profession;
- Seminar on design of actualization of the basic values of the civil servant profession;
- Observing the actualization of the basic values of the civil servant profession in their environment;
- Actualization of the basic values of the civil servant profession;
- Seminar on actualizing the basic values of the civil servant profession; And
- Action plan to improve the actualization of the basic values of the civil servant profession.

#### 7) Actualization Guidance

This training subject equips participants in actualizing the basic values of the civil servant profession through relearning competencies that are still needed in actualizing basic values. Training courses are presented using electronic-based communication and information technology. The participant's success is assessed by their ability to carry out the actualization stage at their place of assignment/internship.

The main material for this training course is:

- Recognize competency needs;
- Contacting supervisors to obtain competency.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclutions**

Orientation is a program designed to help new employees (those who pass the selection) get to know the job and the company where they work. Orientation programs are often also called induction. Namely introducing employees to their role or position, to their organization and to other employees. Orientation is carried out because all new employees need time to adjust or adapt to their new work environment.

In Government Regulation Number 101 of 2000 concerning Education and Training for Civil Servants (PNS), it is regulated that one type of strategic training to make civil servants as part of ASN become professionals as mentioned above is pre-service training. This training was carried out in order to form the basic values of the civil servant profession. This competency then plays a role in forming the character of strong civil servants, namely civil servants who are able to behave and act professionally in serving the community.

### **Recomendation**

In order to form professional civil servants, it is necessary to renew the existing pattern of training and education and be supported by all parties. The practice of organizing Pre-service Education and Training with a classical learning pattern that is dominated by the lecture method shows that it is not easy to form the basic values of the civil servant profession, especially the process of internalization within each participant.

Based on these considerations, an innovation was carried out in the implementation of Pre-service Training that allows participants to be able to internalize the basic values of the civil servant profession by experiencing their implementation and actualization at their place of assignment/place of assignment. apprenticeship, so that participants experience the benefits directly. That way, the basic values of the civil servant profession are firmly entrenched in him. Through the renewal of Pre-service Training and Education, it is hoped that it will produce professional state civil servants, which are currently needed to manage all pre-conditions and existing development resources, so as to accelerate the increase in the nation's competitiveness.

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