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The Influence of Leadership Style and Training on Employee Performance at the Regional Secretariat of East Kalimantan Province

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Abstract: The Influence of Leadership Style and Training on Employee Performance at the Regional Secretariat of East Kalimantan Province. This study aims to determine the extent of the influence of Leadership Style and Training on the performance of the Regional Secretariat of East Kalimantan Province. The research uses primary data collected through questionnaires using a Likert scale. The study was conducted from April 2019 until completion. The tool used in this study is Multiple Linear Regression. Data analysis is carried out using linear regression formulas and computer analysis with SPSS to determine the results of the study. The regression results show that, partially, the variables of Leadership Style and Training have a positive and significant impact on the performance of the Regional Secretariat employees in East Kalimantan Province. This explains that when Leadership Style and Training are provided appropriately, they will significantly influence employee performance.

Keyword: Employee Performance, Leadership Style, Training

INTRODUCTION

In relation to the management function, any human resource management activity must be developed, evaluated, and adjusted if necessary, so that it can contribute to the competitive performance of the organization and individuals in the workplace. Human resources are an essential factor in determining the progress or decline of an organization, such as an institution or a company. Companies or institutions with skilled human resources possess a valuable human asset, making it crucial for them to enhance employees' knowledge and skills. Their time, energy, and abilities should be utilized optimally for the benefit of the organization as well as the individuals themselves.

In practice, organizations need to conduct employee performance assessments. An organization can be defined as the arrangement of resources in work activities, where each activity is systematically organized to achieve predetermined goals. Within the organization, every individual involved is assigned specific duties, authority, and responsibilities, all of

which are coordinated to achieve organizational objectives. These objectives are formulated through deliberation as shared goals to be realized collectively.

Performance is a function of motivation and the ability to complete tasks or work. An individual should possess a certain degree of willingness and level of capability. Performance refers to the actual behavior demonstrated by each person as a work achievement produced by employees in accordance with their role within an institution. Employee performance is a critical factor in an institution's efforts to achieve its objectives. Institutions typically base their future goal planning on the expected behavior of all personnel to realize these objectives.

Edi (2010:151) states that "Performance is the result of work achieved by a person in carrying out the tasks assigned to them, based on skills, experience, commitment, and time." Performance serves as an indicator in determining efforts to achieve high productivity levels within an organization or institution. Employee performance is vital for institutions or business units in their pursuit of goals. Performance is a measure of an organization's success in achieving its mission.

The concept of organizational performance, particularly in public organizations, is closely related to efficiency, effectiveness, fairness, and responsiveness. This means that performance represents an observable and measurable action that aims to achieve desired outcomes (goals). Performance can also be defined as a combination of ability, effort, and opportunity, which can be assessed based on the work results achieved over a certain period.

Leadership style refers to the attitude and actions taken by a leader in dealing with subordinates. Leaders tend to adopt a task-oriented leadership style to achieve maximum work results for the company's goals. However, employees may not appreciate this style, as it limits their opportunities for self-development. Leadership, as a process, influences the activities of an individual or a group of people to achieve goals in specific situations. The success of leadership within an organization is determined by the performance level of employees. Employee performance is closely related to leadership and training.

Moehariono (2010:386) states that "Leadership style essentially refers to the manifestation of a leader's behavior, which concerns their ability to lead." This manifestation often forms a specific pattern or model. A leader with extensive experience and knowledge in managing employees can enhance employee performance. Leaders must understand the desires of their employees so that they are willing to complete their tasks effectively and contribute to the company's goals.

In leadership styles, employee performance can be effective when efforts to improve job training are well-executed. If these efforts are not effective, issues may arise, such as low levels of discipline, insufficient employee knowledge, and high employee turnover, which can hinder the company from achieving its objectives. The leadership style adopted by a leader can encourage the creation of effective employee performance.

Training for employees is a process of teaching specific knowledge, principles, skills, and attitudes to help employees become more proficient and capable of performing their responsibilities effectively according to established standards. Employee training is one of the most crucial factors influencing performance levels. Companies need to take measures to ensure that employees can carry out company activities as planned.

Employee training is a planned effort by the company to enhance the knowledge, skills, and abilities of its employees for the company's growth. It is a centralized management activity that requires direct communication, personal relationships with employees, and reporting. Training is an active process that necessitates constant changes. It transforms managers from passive observers into active participants with their employees, fostering interaction and facilitating skills and control techniques.

Dessler (2010:280) states that "Training is the process of learning the basic skills required by new employees to perform their jobs." Training provides employees with the opportunity to develop skills and capabilities, ensuring that their knowledge and mastery assist

them in understanding what needs to be done and why it must be done. It also provides a chance to enhance their knowledge and skills.

Although each person has individual abilities, these abilities may not always align with the company's requirements and specifications. Therefore, it is essential for companies to conduct training to ensure employees know what they need to do and how to do it. Training means a process of helping employees acquire specific skills or address deficiencies in their job performance.

Based on this background, the researcher is interested in exploring further the extent of employee performance at the Organizational Bureau of the Regional Secretariat of East Kalimantan Province. Therefore, the researcher aims to conduct a study titled *"The Influence of Leadership Style and Training on Employee Performance at the Organizational Bureau of the Regional Secretariat of East Kalimantan Province."* Based on the background, the research problems are formulated as follows:

1. Do Leadership Style and Training simultaneously have a significant effect on the performance of employees at the Organizational Bureau of the Regional Secretariat of East Kalimantan Province?
2. Does Leadership Style have a significant effect on the performance of employees at the Organizational Bureau of the Regional Secretariat of East Kalimantan Province?
3. Does Training have a significant effect on the performance of employees at the Organizational Bureau of the Regional Secretariat of East Kalimantan Province?

Research Objectives and Benefits

The objectives of this study are as follows:

1. To determine the effect of Leadership Style and Training simultaneously on the performance of employees at the Organizational Bureau of the Regional Secretariat of East Kalimantan Province.
2. To determine the effect of Leadership Style on the performance of employees at the Organizational Bureau of the Regional Secretariat of East Kalimantan Province.
3. To determine the effect of Training on the performance of employees at the Organizational Bureau of the Regional Secretariat of East Kalimantan Province.

The benefits of this research are as follows:

1. For the researcher: The findings of this study are expected to broaden the researcher's knowledge and enable the application of insights related to Leadership Style and Training on performance as observed in the field.
2. For the relevant institution: The results of this study are expected to provide valuable input for the institution to improve employee performance by considering Leadership Style and Training in its strategies.
3. For institutional evaluation: The findings can serve as a reference for performance evaluations, aiming to enhance employee performance.
4. For future researchers: This study can be a reference for future research and can be further refined to meet the evolving needs of the times, ensuring continual improvement in the future.

METHOD

Operational Definitions

In this study, employees are defined as individuals who work within the scope of the East Kalimantan Provincial Government's Organization Bureau. Performance refers to the outcomes achieved by an individual, both in terms of quality and quantity, in carrying out assigned tasks according to the responsibilities given. Performance is measured by several factors, including: Task completion driven by leadership qualities; Task completion influenced

by knowledge and the training provided; Task completion driven by time discipline.; Task completion encouraged by teamwork and mutual support among colleagues; Task completion based on the volume of work handled (work quantity).

Leadership style is the behavior or approach chosen and employed by a leader to influence the thoughts, feelings, attitudes, and actions of subordinates within the organization. It is measured by: The leader's ability to empower employees; The leader's ability to show humaneness towards subordinates; The leader's intelligence in leadership; The leader's maturity and wisdom in decision-making; The leader's strong influence over others.

Training is a process through which individuals acquire the capabilities needed to help achieve organizational goals. It is measured by: The ability to master tasks effectively; Improvement in work quality; Behavioral changes after training; Increased effectiveness and efficiency in task completion; Training that aligns with the assigned tasks, boosting employees' confidence in their work.

Population and Sample

The population in this study consists of 33 individuals, with the sample size also comprising 33 individuals. Since the total population only amounts to 33, the entire population was used as the sample, corresponding to the number of individuals in the Organizational Bureau of the Regional Secretariat of East Kalimantan Province.

Analysis Tools and Hypothesis Testing

Analysis Tools

The analysis tool employed in this study is multiple regression analysis. Multiple linear regression analysis is used as a statistical tool to examine the influence of independent variables on a dependent variable. This method is applied because the study involves more than one independent variable. The formula for multiple regression analysis, as described by Supranto (2001:236), is:

$$Y = \alpha + b_1 X_1 + b_2 X_2 + e$$

Keterangan :

- Y : Dependent variable (Employee Performance)
- X₁ : Independent variable (Leadership Style)
- X₂ : Independent variable (Training)
- α : Constant
- b : Regression coefficient
- e : Standard error

Hypothesis Testing

A hypothesis is an assumption tested for its validity through research findings, which serve as a provisional conclusion. Based on this description, the hypothesis can be formulated as follows:

Normality Test

The normality test aims to determine whether the dependent and independent variables in the regression model have a normal distribution. A good regression model exhibits normal or nearly normal data distribution. Normality is tested using a normal P-P plot or by comparing the calculated t-value with the critical t-value in the Kolmogorov-Smirnov test.

Multicollinearity Test

According to Ghazali (2005:91), multicollinearity occurs when there is a high correlation among independent variables, meaning one independent variable can be predicted

by another. If the Variance Inflation Factor (VIF) exceeds 5, it indicates the presence of multicollinearity. To address this issue, variables with high correlations are removed.

Heteroscedasticity Test

Ghozali (2005:95) defines heteroscedasticity as the unequal variance of residuals across observations. This test evaluates whether the model deviates due to differences in disturbance variance across observations. Heteroscedasticity is assessed using a scatterplot of residuals. If the residuals are randomly dispersed above and below zero on the Y-axis, it indicates no heteroscedasticity.

RESULTS AND DISCUSSION

Overview of the East Kalimantan Provincial Secretariat

Before the arrival of ethnic groups from Sarawak and migrants from outside the island, this region was sparsely populated. Prior to Dutch colonization, East Kalimantan was home to several kingdoms, including the Hindu Kingdom of Kutai, the Kutai Kartanegara Sultanate of Martadipura, the Pasir Sultanate, and the Bulungan Sultanate. According to the Hikayat Banjar, the territories of East Kalimantan—such as Pasir, Kutai, Berau, and Karasikan—were part of the Sultanate of Banjar's domain, even dating back to the Hindu era. The Hikayat Banjar recounts that in the early 17th century, the Sultan of Makassar sought land as a trading base in the eastern and southeastern regions of Kalimantan. This arrangement was made with Sultan Mustain Billah of Banjar during negotiations between Kiai Martasura and I Mangngadaccinna Daeng I Ba'le', also known as Sultan Mahmud Karaeng Pattingalloang of Tallo. Serving as regent to Sultan Malikussaid of Gowa from 1638 to 1654, he helped establish East Kalimantan as a trading center for the Makassar Sultanate (Gowa-Tallo). This development attracted an influx of people from South Sulawesi. On August 13, 1787, Sultan Tahmidullah II of Banjar ceded East Kalimantan to the Dutch East India Company (VOC), with the remaining Banjar Sultanate territories becoming a Dutch VOC protectorate.

According to the January 1, 1817 Treaty

Sultan Sulaiman of Banjar ceded East Kalimantan, Central Kalimantan, parts of West Kalimantan, and parts of South Kalimantan (including Banjarmasin) to the Dutch East Indies. On May 4, 1826, Sultan Adam al-Watsiq Billah of Banjar reaffirmed the transfer of East Kalimantan, Central Kalimantan, parts of West Kalimantan, and parts of South Kalimantan to the colonial government of the Dutch East Indies. In 1846, the Dutch established an Assistant Resident in Samarinda, H. Von Dewall, to oversee the Eastern Borneo region, which now corresponds to East Kalimantan Province and parts of eastern South Kalimantan. East Kalimantan serves not only as an administrative unit but also as an ecological and historical entity. The administrative region of East Kalimantan was officially formed under Law No. 25 of 1956, with APT Pranoto serving as its first governor.

Previously, East Kalimantan was one of the residencies within the Province of Kalimantan. Reflecting the aspirations of the people, in 1956, the territory was divided into three provinces: East Kalimantan, South Kalimantan, and West Kalimantan. The second-level regions within East Kalimantan were established under Law No. 27 of 1959 concerning the Formation of Second-Level Regions in Kalimantan (State Gazette of 1955 No. 9). State Gazette No. 72 of 1959 included the creation of two municipalities, namely:

1. Samarinda Municipality, with Samarinda as its capital and also the capital city of East Kalimantan Province.
2. Balikpapan Municipality, with Balikpapan as its capital, serving as the gateway to East Kalimantan.

The formation of four regencies includes:

1. Kutai Regency, with Tenggarong as its capital.

2. Pasir Regency, with Tanah Grogot as its capital.
3. Berau Regency, with Tanjung Redeb as its capital.
4. Bulungan Regency, with Tanjung Selor as its capital.

The Formation of New Cities and Regencies

Based on Government Regulation No. 47 of 1981, the Administrative City of Bontang was established within Kutai Regency. Later, under Government Regulation No. 20 of 1989, Tarakan Municipality was created within Bulungan Regency.

In line with further developments and the provisions of Law No. 22 of 1999 on Regional Autonomy, two cities and four regencies were established:

1. West Kutai Regency, with Sendawar as its capital.
2. East Kutai Regency, with Sangatta as its capital.
3. Malinau Regency, with Malinau as its capital.
4. Nunukan Regency, with Nunukan as its capital.
5. Bontang City (upgraded from an administrative city to a municipality).

Based on Government Regulation No. 8 of 2002, Pasir Regency was divided, resulting in the formation of North Penajam Paser Regency. On July 17, 2007, the Indonesian House of Representatives approved the establishment of Tana Tidung as a new regency in East Kalimantan, increasing the total number of regencies and cities in the province to 14. In the same year, the name of Pasir Regency was changed to Paser Regency under Government Regulation No. 49 of 2007. In 2012, East Kalimantan Province was divided to form North Kalimantan Province (Law No. 20 of 2012). Five cities/regencies became part of North Kalimantan: Tarakan City, Nunukan Regency, Malinau Regency, Tana Tidung Regency, and Bulungan Regency. Consequently, the number of cities and regencies in East Kalimantan decreased from 14 to 9. In 2013, West Kutai Regency was divided, resulting in the establishment of Mahakam Ulu Regency, making it the youngest regency in East Kalimantan and bringing the total number of cities and regencies in the province to 10.

Vision and Mission

The vision of East Kalimantan is: "Bold for a Sovereign East Kalimantan."

The mission of East Kalimantan is as follows:

1. Sovereignty in developing human resources with noble character and competitiveness, especially focusing on women, youth, and individuals with disabilities.
2. Sovereignty in empowering regional and people-centered economies with fairness.
3. Sovereignty in fulfilling regional infrastructure needs.
4. Sovereignty in managing natural resources sustainably.
5. Sovereignty in establishing a clean, professional, and public service-oriented government bureaucracy.

Formation of Regional Government and Geographic Conditions of East Kalimantan

The establishment of regional governance in East Kalimantan is guided by several regulations, including Law No. 22 of 1999 on Regional Government, which grants full authority over local personnel management, and related provisions such as Law No. 8 of 1974 and Law No. 43 of 1999 on Civil Service Foundations. Additional regulations include Government Regulation No. 25 of 2000 on Provincial Authority as an Autonomous Region, Government Regulation No. 84 of 2000 on Regional Organizational Structures, and Presidential Decree No. 159 of 2000 on Regional Civil Service Agency Formation. Regional laws like Regulation No. 4 of 2004 and Regulation No. 41 of 2007 further define the structure and operation of regional organizations, including East Kalimantan's Regional Civil Service Agency. East Kalimantan is Indonesia's second-largest province after Papua, with abundant natural resources. However, much of its potential remains underutilized, and a significant

portion of its natural wealth, particularly from mining and forestry, is exported, making the province a key contributor to national revenue.

Administratively, the province borders North Kalimantan to the north, the Makassar Strait and Sulawesi Sea to the east, South Kalimantan to the south, and Central Kalimantan, West Kalimantan, and Malaysia's Sarawak to the west. Covering 127,267.52 km² of land and 25,656 km² of maritime area, East Kalimantan spans 113°44' to 119°00' East Longitude and 2°33' North to 2°25' South Latitude. The population grew from 2,311,162 in 2003 to 3,047,500 in 2010, with an annual growth rate of 3.60%. By 2013, it had reached 3,300,517, consisting of 52.47% male and 47.53% female residents. The province's topography varies from flat lowlands along rivers to rugged hills and mountains reaching over 1,000 meters above sea level, particularly in the northwest near Malaysia. These geographical conditions significantly influence agricultural suitability, water availability, hydrological dynamics, and erosion risk. About 43.35% of the land has slopes over 40%, and 43.22% lies at elevations between 100 and 1,000 meters above sea level, necessitating careful land use planning to match these characteristics.

Questionnaire Data Results

Respondents' Feedback on Employee Performance (Y)

A description of feedback from 33 employee respondents on the questionnaire items related to Employee Performance.

Table 1. Questionnaire Data Results: Respondents' Feedback on Employee Performance

Number	Statement	Number of Respondent Feedback					Total Score
		TS	KS	N	S	SS	
1.	Completion of Work Driven by Leadership Traits	0	0	2	28	3	33
2.	Completion of work driven by the knowledge and results of the training provided	0	0	2	28	3	33
3.	Completion of work driven by time discipline.	0	0	0	29	4	33
4.	Completion of work driven by teamwork and mutual assistance among team members.	0	0	1	28	4	33
5.	Completion of work driven by the amount of work undertaken (work quantity).	0	0	1	27	5	33

- According to Table 3, 3 respondents (9%) strongly agreed that their work was driven by leadership traits, while 28 respondents (85%) agreed. No respondents were neutral, disagreed, or strongly disagreed.
- Table 4.1 shows that 3 respondents (9%) strongly agreed their work was driven by knowledge and training results, and 28 respondents (85%) agreed. There were no neutral, disagree, or strongly disagree responses.
- Based on Table 3, 4 respondents (12%) strongly agreed their work was driven by time discipline, and 29 respondents (88%) agreed. No other responses were neutral, disagree, or strongly disagree.
- Table 3 indicates 5 respondents (12%) strongly agreed that their work was driven by teamwork and mutual assistance, 28 respondents (85%) agreed, and 1 respondent (3%) was neutral. No respondents disagreed or strongly disagreed.
- According to Table 3, 5 respondents (15%) strongly agreed their work was driven by work quantity, while 27 respondents (82%) agreed. One respondent (3%) was neutral, and no respondents disagreed or strongly disagreed.

Respondents' Feedback on Leadership Style (X1)

A description of the feedback from 33 employee respondents on the questionnaire items related to Leadership Style.

Table 2. Questionnaire Data on Respondents' Feedback on Leadership Style

Number	Statement	Number of Respondent Feedback					Total Score
		TS	KS	N	S	SS	
1.	The leader is able to empower their employees.	0	0	0	18	15	33
2.	The leader is able to be humane towards their subordinates.	0	0	0	29	4	33
3.	The leader possesses intelligence in leadership.	0	0	2	27	4	33
4.	The leader possesses maturity and wisdom in leadership.	0	0	0	27	6	33
5.	The leader has a strong influence.	0	0	1	27	5	33

- According to Table 4.2, 15 respondents (45%) strongly agreed that leaders empower their employees, while 18 respondents (55%) agreed. Other responses were neutral or disagreed, with no responses in those categories.
- Table 4.2 shows that 4 respondents (12%) strongly agreed that leaders exhibit human qualities, and 29 respondents (88%) agreed, with no responses from neutral or disagreement categories.
- Table 4.2 indicates that 4 respondents (12%) strongly agreed that leaders possess leadership intelligence, 27 respondents (82%) agreed, and 2 respondents (6%) were neutral, with no disagreement responses.
- According to Table 4.2, 6 respondents (18%) strongly agreed that leaders are wise, while 27 respondents (82%) agreed, with no neutral or disagreement responses.
- Table 4.2 shows that 5 respondents (15%) strongly agreed that leaders should have a strong influence, 27 respondents (82%) agreed, and 1 respondent (3%) was neutral, with no disagreement responses.

Respondents' Feedback on Training (X2)

Description of the responses from 33 employee samples regarding the training-related questions.

Table 3. Survey Results of Respondents' Feedback on Training

Number	Statement	Number of Respondent Feedback					Total Score
		TS	KS	N	S	SS	
1.	Able to master the job well.	0	0	0	27	6	33
2.	Increasing work quality.	0	0	0	28	5	33
3.	Behavior change occurs after training.	0	0	1	28	4	33
4.	There is an improvement in performance, becoming more effective and efficient in completing tasks.	0	0	1	29	3	33
5.	The training provided, which aligns with the tasks and responsibilities given, has made employees more confident in their work.	0	0	2	27	4	33

- According to Table 4.3, 6 respondents (18%) strongly agreed and 27 respondents (82%) agreed that they could master their tasks well after training. No respondents were neutral, disagreed, or strongly disagreed.

- b. Based on Table 4.3, 5 respondents (15%) strongly agreed and 28 respondents (85%) agreed that their work quality improved. No respondents were neutral, disagreed, or strongly disagreed.
- c. According to Table 4.3, 4 respondents (12%) strongly agreed and 28 respondents (85%) agreed that their behavior changed after the training. One respondent (3%) was neutral. No respondents disagreed or strongly disagreed.
- d. Based on Table 4.3, 3 respondents (9%) strongly agreed and 29 respondents (88%) agreed that their performance improved after the training. One respondent (3%) was neutral. No respondents disagreed or strongly disagreed.
- e. According to Table 4.3, 4 respondents (12%) strongly agreed and 27 respondents (82%) agreed that the training matched their tasks and responsibilities. Two respondents (6%) were neutral. No respondents disagreed or strongly disagreed.

CONCLUSION

Based on the analysis and discussion about the influence of Leadership Style and Training on Performance, the following conclusions can be drawn: The variables of Leadership Style and Training, together, have a significant impact on the performance of the employees of the Provincial Secretariat of East Kalimantan. Based on the research model, the concept is deemed valid; The Leadership Style variable, in isolation, has a significant and positive effect on the performance of the employees of the Provincial Secretariat of East Kalimantan. This suggests that improving Leadership Style will significantly enhance employee performance; The Training variable, in isolation, has a significant and positive effect on the performance of the employees of the Provincial Secretariat of East Kalimantan. This indicates that increasing Training will significantly improve employee performance.

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