

The Influence of Transformational Leadership and Personal Value Toward Profession Commitment and Its Impact on Performance

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Abstract

This study is aimed to examine the influence of transformational leadership and personal value toward profession commitment and its impact on teacher performance of State Senior High School in Surabaya. This research is a survey research since the research has been carried out by issuing questionnaires as the data collection instrument. The population is all teachers in 22 State Senior Highschool in Surabaya. The samples are 156 respondents. The sample collection technique has been carried out by using proportionate random sampling.

It can be concluded from the models of this research that when the transformational leadership has been implemented, then it must be accompanied by the profession commitment and the inculcation of standards values as a teacher which functions as a bond to equate point of views / perceptions about the vision and mission of the school. The standards values which originates from the teacher will establish the identity of the teacher and the school as well. When the acceptance of these values is getting large, the pride is getting high, and the vision and the mission of the school can be achieved.

Keyword: Transformational Leadership, Personal Value, Commitment, Performance

1. Background of the Problem

The globalization in the world of education world requires ability, competence and self-debriefing with skills and expertise which is compatible with the current development. The world of education has a very important role to produce competent human resources, particularly teachers and lecturers. The law of the Republic of Indonesia No. 14 of 2005 and the Government Regulation No. 37 of 2009 about teachers and lecturers stated that teachers are professional educators and scientists with the primary task to transform, to develop and to propagate the knowledge, the technology and the arts through education, research and community service. Teachers have very important tasks to actualize the objectives of national education i.e. to educate the existence of the nation, to improve the Indonesian human quality which includes the quality of faith / piety and noble character. A professional teacher ought to have multi efficient human resources to carry out the tasks, the roles and the strategic positions. The recognition of professionalism is expressed in the form of a certificate as proof of assessment that teachers and lecturers have the competence as educators who have professional, pedagogical, personality and social competence which are required in the implication of education, research and community service. The teachers and lecturers Certification Program is an integral part of the Educators Professionalism Development System (SPPD) which aims to assess the professionalism of teachers.

Personal value and human resources values is also one of very important elements in achieving organizational success, especially in the world of education. Both concerning any sophisticated aspects of education, economics, and technology, in the absence of reliable human resources, educational organizations impossible goal will be achieved.

Therefore, improvement and human resource development has a strategic role in improving the quality of leadership transformational and improving the quality of teacher performance in education. Teacher evaluations are to work is very important for institutional as job satisfaction it will give a positive value for teachers and motivate teachers to work better. Luthans (2006) stated that there are five factors that influence an Organization commitments, among others; income, coworkers, growth opportunities, the work itself, as well as the supervisor that can affect performance in the institution where he works. But there are still gaps in the research of Kaihatu and Rini (2007: 49), stated that the transformational leadership does not give any significant influence to the quality of work life satisfaction, organizational commitment, and behavior of the teacher performance.

The research of Dollery and Currie (2006) concluded that leadership give significant influenceto the profession commitment. The researchof Mei-chiun-Loa, et al, (2010) showed that the two dimensions of transformational leadership, namely, ideal influence and inspirational motivation found to be positively related to profession commitments. The researchof Stordeur et al., (2000) revealed a positive correlation between the four elements, i.e. transformational leadership; charisma, motivational, inspirational, individual attention and intellectual stimulation with personal value.

The result of the research which has been conducted by Griffin (1980), Schyns et al., (2009); Lunar CEPI (2006), concluded that the personal value to the profession commitment through significant influence to the job satisfaction and organizational performance. The researchof Locke (1976) stated that the assessment of the employment of a person in an attempt to blend the mix or allow the achievement of value - the value of performance are considered necessary by the person concerned.

2. Theoretical Studies

2.1 Transformational Leadership

Sarrosand Butchatsky (1996: 214) stated that transformational leadership model as a model of leadership interloper. It is known as a leader breakthrough in which this type can bring great changes to individuals or organizations in order to improve the return of individual characters within the organization or the organization itself; start the process of creating innovation; reviewing the structure, processes, and values of the organization that was better and more relevant ways interesting and challenging for all parties involved; and try to realize the goals of the organization that had been considered impossible. The leader is able to bring a fundamental change in the life of a follower and great for having thought of "metanoiac" (meta = change, noun / coos = mind-Greek).

2.2 Personal Value

Personal values are the beliefs that underlie each person to achieve an expected final condition and determine what action will be taken to achieve these conditions. As mentioned above, Rokeach (1973: 32) defined values as the way of implementing specific or preferred end state personally or socially compared to the way of execution or the opposite end state. In addition to values, Rokeach also defined as a hierarchical value system that is based on a classification of values explains that every person has a unique value system which is arranged in a hierarchy of interests. The value system not only serves as a "determinant of action", but also as standardization or instructions for perception, habits and decision-making; it gives a person to express his love and kindness, serving as a motivator is set for job satisfaction and self-fulfillment, and step instructions and customs in conflict situations (Rokeach, 1973: 32). This value system is usually built from childhood in the socialization process in some countries.

According to Schwartz (1994) stated that the values are the beliefs associated with the final wishes or behaviors that exceed specific situations, guide the selection or evaluation of behavior, people or circumstances; and governed by the important relationship another value to establish a value system that is a priority. Meanwhile, according to Hutcheon (in Cheng & Fleischmann, 2010: 22) statedthat it is not the same with the ideal values, norms, the wishes or beliefs held about goodness, but instead operate criteria of the action.

2.3 Profession Commitment

In the professional organization each member is required to have profession commitment. Profession commitment is the level of individual loyalty to his profession as it is perceived by the individual. Meanwhile, according to Aranya and Ferris (1984: 10) profession commitment is the belief and the willingness of real effort and to maintain the membership of the objectives and the values of professional profession. The professional orientation or profession commitment is the basic thought to find out the attitude and the directions correctly which must be owned by a professional (Salim and Salim, 1991)

2.4 Performance

According to Moehariono (2009: 92) made the definition of performance as a result of work achieved by a person or group of people within an organization both quantitatively and qualitatively in accordance with the powers and duties responsibilities of each in order to achieve the objectives of the organization in question legally, does not violate the law and in accordance with moral and ethical. Mahsun (2006: 25) stated that the performance is an overview of the level of achievement of the implementation of an activity / program / policy in achieving the goals, objectives, mission and vision of the organization as stated in the strategic planning of an organization. Performance measurement is a method or device used to record and assess the implementation of activities based on the achievement of goals, objectives and strategies so as to note the progress of the organization and improve the quality of decision making and accountability.

3. Research Concept Framework

Based on the description of the theory and empirical research that has been described previously, using the concept of thinking is there, it can be formed the conceptual framework of the study as follows:

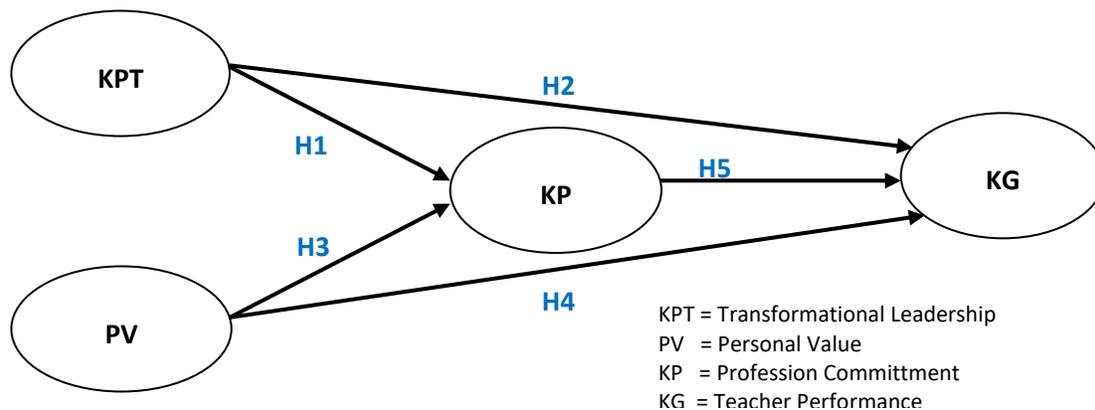


Illustration 1. Research Concept Framework

The conceptual framework also shows indicators measuring each variable. Transformational leadership variable is measured by: the influence of the idealistic, inspirational motivation, intellectual stimulation, and personal considerations. Variables are measured by the profession commitment: affective commitment, normative commitment and continuance commitment. Variables are measured by the personal value: value as a standard, dominance in activities, socio-cultural as well as good citizenship. Teacher Performance indicators are measured by education and teaching, research, teacher certification and support the vision and the mission.

4. Hypothesis

4.1 The Influence of Transformational Leadership on Commitment of the Profession

The research which has been conducted by Sudja and Kusmaningtyas (2013), which examines the transformational leadership on commitment to the teaching profession, showed positive results and significant. According to the research of Rakhmawati (2014) transformational leadership and teamwork give positive and significant effect to the profession commitment. Thus the results of this study support the theory of Bass and Avolio (1994:17: 545-554) in which the transformational leadership model is ideal because it has four dimensions of leadership called 4 (Four) I that: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. This means that transformational leadership must possess charisma, individualized attention, intellectual stimulation, and unexpected rewards that will be able to provide motivation inspiration to subordinates, so as to increase the profession commitment of teachers. Kaihatu and Rini (2007) concluded that no significant transformational leadership affect profession commitment. Research conducted by Kumala and Lie (2013) concluded that transformational leadership style has no significant effect to the profession commitment. H1: Transformational leadership give significant influence to the profession commitment.

4.2 The Influence of Transformational Leadership to the Teacher Performance

Research conducted by Erman, (2013) about transformational leadership principals on teacher performance shows that transformational leadership give significant and positive effect on the resultsof the performance.

Research conducted by Raharjo and Nafisa, (2006: 70) on the analysis of the influence of leadership style to the commitment and employee performance showed the hypothesis test has proved that the transformational leadership style give positive and significant effect to the employee performance. Research conducted by Griffin (1980: 665) suggests a positive correlation between the attitude of the leadership and leadership behavior on employee performance. Research conducted by Darmawati (2013) concluded transformational leadership did not give any significant effect to the employee performance.

H2: Transformational leadership give significant effect to the teacher performance.

4.3 The Influence of Personal Value to the Profession Commitment

Research conducted by Seniati, (2006) showed that personal values and significant positive effect on the commitment of the profession lecturer.

H3: Personal value significantly influence the commitment of the profession.

4.4 The Influence of personal values to the teacher performance

The research which has been conducted by Purnomo (2010) about the influence of personal value on personality, personal beliefs give significant and positive effect on performance. Jawahar and Carr (2007) showed that personality dimensions particularly personality factors give significant influence to the contextual performance. Pillai and Williams (2004) stated that the confidence factor give significant influence to the performance of a person. Confidence factors give significant and positive influence to the performance. The concept of individual personality give significant and positive influence to the performance. The research which has been conducted by Handayani (2005) concluded that there is no significant influence of personal values to the performance. The research which has been done by Purnomo and Lestari (2010) showed that the personal value does not give any significant effect to the performance.

H4: Personal value significant effect on the performance of teachers.

4.5 The influence of the profession commitment to teacher performance.

The research which has been conducted by Aryani, (2015) about the influence of the independence of the profession commitment and professional ethics to the performance of the external auditor indicates that profession commitment and professional ethics give positive and significant influence to the performance of auditors. Restuningdiah (2009) stated that the profession commitment give significant and positive effect to the performance of auditors. The research which has been conducted by Cahyasumirat (2006) showed that the results of the profession commitment give significant and positive effect to the performance of the internal auditor. The research which has been carried out by Trang et al. (2013) has found that the profession commitment does not give any significant and direct influence to the teacher performance.

H5: Profession commitment give significant effect to the teacher performance

5. Research Method

This research is a survey research because this research has been conducted by issuing questionnaires as the principal means of data collection, considering this research is intended to clarify the relationship among variables through hypothesis test and undergo explanation or positive (quantitative). The population is all teachers at 22 State Senior Highschool in Surabaya and the samples are 1239 teachers. In accordance with the number of samples (sample size), then the Slovin formula with the precision of 5% or 0.05 will be applied by the researcher, so that 156 respondents have been selected as samples. The sample collection technique has been done by using proportionate random sampling. The data has been analyzed by using SEM (Structural Equation Modeling)

6. The Result of the Test

The result of the evaluation of the First Order CFA base model of teacher performance variable, then the Goodness of Fit evaluation of teacher performance models can be structured as table 1:

Table 1
Full Model Goodness of Fit Criteria Evaluation

Criteria	Result	Critical Value	Model Evaluation
Chi Square	1.329	< 7.815	Good
Probability	1.320	≥ 0.05	Good
Cmin/DF	1.326	≤ 2.00	Good
RMSEA	0.041	≤ 0.08	Good
GFI	0.964	≥ 0.90	Good
TLI	0.965	≥ 0.95	Good
CFI	0.959	≥ 0.94	Good

The table 1 shows all the goodness of fit models criteria have been used, all showed good results of the evaluation model, it means that the model is in conformity with the data. The conceptual model have been developed and based on the theory which is completely supported by the facts. Chi square value = 1.329 < critical value (7.815), indicates a model SEM which has been obtained is decent. Likewise, Probability value = 1.320 ≥ 0.05 which means that the conceptual model has been developed and based on the theory which is completely supported by the facts and so on. Thus this model is the best model or feasible to elucidate the interaction between variables in the model, as shown in the figure above 5.5.

7. Hypothesis test

When it is reviewed from the figures of determinant of sample covariance matrix of 274.26, it indicates that multicollinearity or singularity does not occur, so the assumption is fulfilled. Thus the coefficient of each factor can be trusted as demonstrated causality among variables, such as table 2:

Table 2.
Causality Examination Among Variables

Regression Weights			Ustd Estimate	Std Estimate	Prob.
KP	<--	KPT	0.862	0.722	0.024
KG	<--	KPT	0.998	0.884	0.034
KP	<--	PV	0.755	0.521	0.045
KG	<--	PV	0.835	0.630	0.032
KG	<--	KP	0.862	0.762	0.028
Significance Limit					≤ 0.05

7.1 Hypothesis test 1: Transformational Leadership gives Significant Influence toward Profession Commitment

Based on Table 2, it appears that significant values (probability) amounted to 0.024 < 0.05, it means that in the H1 area. This means that transformational leadership significantly influence the commitment of the profession. This proves that the hypothesis that transformational leadership significantly influence the profession's commitment is evident. Statistically proven that there is a positive and significant relationship between the variables of transformational leadership to the profession of commitment shown from a direct correlation value (standard estimate) positive value of 0.722. This shows that the better the transformational leadership that will better the commitment of the profession.

Based on the analysis and research, it can be assumed the characteristics of a transformational leader is that he must have a strong desire to achieve organizational objectives, qualified diagnosis, and always take the time to devote attention in an effort to solve the problem from various aspects for the benefit of the organization in this school, so can be expected to be awakened commitment of the profession as a teacher.

7.2 Hypothesis Test 2: Transformational Leadership give Significant Influence to the Teacher Performance

Based on Table 2, it appears that significant values (prob) amounted to $0.034 < 0.05$, it means that in the H1 area. Transformational leadership means a significant effect on the performance of teachers. This proves that the hypothesis that transformational leadership significantly influence the performance of teachers is evident. Statistically proven that there is a positive and significant relationship between the variables of transformational leadership on teacher performance which indicated a direct correlation value (standard estimate) positive value of 0.884. This shows that the better the transformational leadership that will better the performance of teachers.

The results support the theory of Sarros and Butchatsky (1996: 214), which stated transformational leadership as a model of leadership interloper. The leader with this type can bring changes greatly to individuals with a way to improve the return of individual characters within the organization in order to better and more relevant ways interesting and challenging for all parties involved and try to realize goals organizations that had been considered impossible. This means that transformational leadership must possess an inspiration to motivate subordinates and subordinates in order to improve its performance in this respect the teaching profession, particularly regarding the performance of teachers and educators and teaching.

Based on the analysis and previous research into a replica, it can be assumed that the leadership behaviors that have the vision and mission are clear and compelling, showing strong confidence, be able to communicate ideas intelligent and trustworthy, and motivation. That is a transformational leader in this case the principal can create a synergy in the organization, can optimize the role of teachers, motivate and energize every teacher. And give the task or job that really challenge and provide opportunities for them also to engage a creative process, propose a decision in solving the problem, it will provide added value to their own, and thus the performance of teachers will be increased.

7.3 Hypothesis Test 3: Personal Value gives Significant Influence to the Profession Commitment

Based on Table 2, it appears that significant values (prob) amounted to $0.045 < 0.05$, it means that in the H1 area. This means that significantly influence the value of personal commitment to the profession. This proves that the hypothesis that the personal value significantly influence the profession's commitment is evident. Statistically proven that there is a positive and significant relationship between the variables of personal value to the commitment of the profession which indicated a direct correlation (standard estimate) positive value of 0.521. This shows that the better the personal value will be the better teacher commitment to the teaching profession.

Based on the analysis and previous research, it can be assumed that the personal values that have default values knowledge and ability as both a teacher can increase the commitment of the profession is teacher. This means that teachers who have a good standard value would be willing to help when colleagues in need of assistance related to the duties as a teacher and was able to avoid unnecessary conflict, with colleagues in performing their duties as a teacher. With that achieved a kind of personal value of good standard value will be committed as the teaching profession to help each other, so that the duties and obligations as a teacher to run well.

7.4 Hypothesis Test 4: Personal Value gives Significant Influence to the Teachers Performance

Based on Table 2, it appears that significant values (prob) amounted to $0.032 < 0.05$, it means that in the H1 area. This means that personal value significant effect on the performance of teachers. This proves that the hypothesis that the personal value significantly influence the performance of teachers is evident. Statistically proven that there is a positive and significant relationship between the variables of personal value to the performance of the teachers indicated a direct correlation (standard estimate) positive value of 0.630. This shows that the better the personal value of teachers will be the better teacher performance.

7.5 Hypothesis Test 5: Profession Commitment Gives Significant Influence to the Teacher Performance.

Based on Table 2, it appears that significant values (prob) amounted to $0.038 < 0.05$, it means that in the H1 area. This means that the profession's commitment significant effect on the performance of teachers. This proves that the hypothesis that commitment significantly influence the profession of teacher performance is proven. Statistically proven that there is a positive and significant relationship between the variables of the profession's commitment to the performance of the teachers indicated a direct correlation (standard estimate) positive value of 0.762. It shows that the commitment of the teaching profession, the better the performance of teachers.

Based on the analysis of test models and previous research into a replica, it can be assumed that continuous professional commitment to the schools where teaching will be able to improve the performance of teachers, especially regarding education and teaching. This means that teachers who have a continuing commitment to the profession of teachers will feel the loss if the exit or move work to other institutions not in education, and teachers feel that the school where duty is the best source of inspiration for teachers to excel. With so teachers are required to have a sustained commitment to the teaching profession and school, so the teacher performance can be improved, especially regarding education and teaching as an indicator of the dominant model of teacher performance.

8. Conclusion

The result of the hypothesis test as many as five (5) hypothesis show that all give significant and positive influence to the hypothesis. The following conclusions in this research is based on the analysis.

Transformational leadership variable give significant and positive influence to the profession commitment and teacher performance. Furthermore, the personal value variable give significant and positive influence to the profession commitment and teacher performance. Meanwhile, profession commitment variable give significant and positive influence to the teacher performance. Transformational leadership is the type of leadership that is appropriate in the organization of schools, particularly senior highschool teachers and transformational leadership as the implementation of the elements of education and teaching. In this case the principal is willing to serve, assist and provide motivation to the teachers sincerely, thus influence the teachers to work better in order to achieve the vision and the mission of the school.

Personal values which have been developed well within the teacher will increase the profession commitment and teacher performance as the teacher. Personal values can shape the identity or the identity of the teacher in which identities are needed to foster a sense of pride as a teacher. A personal value has been marked by a strong teacher whom has embraced the values which have been implemented completely will be able to enlarge the pride of teachers to the school.

Continuous professional commitment help to improve teacher performance. Teacher performance can be increased if the teachers are committed to their profession on an ongoing basis. So that the process of education and teaching in schools can run well and smoothly.

It can be concluded that philosophically this research model, when the transformational leadership is applied, must be accompanied by profession commitment and a value investment standards as a teacher who serves as the bond to equate the views / perceptions about the vision and the mission of the school. Standard values of the teacher will establish the identity or the identity of the teacher and the school. The greater the acceptance of these values, the higher his pride, and this can achieve the vision and mission of the school

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