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TEACHER CAREER SUCCESS WITH STRENGTHENING INNOVATIVITY, TRAINING EFFECTIVENESS AND PERSONALITY (CORRELATION ANALYSIS AND SITOREM ON PUBLIC ELEMENTARY SCHOOL CIVIL SERVANT TEACHERS IN BOGOR REGENCY)

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ABSTRACT

This study aims to determine the relationship between independent variables: innovation, effectiveness of training and personality both individually and together with the dependent variable, namely teacher career success. The selected sample was 367 people in proportional random sampling using the Krejcie table. This study uses a survey method with a correlational approach followed by Sitorem's analysis.

The results of this study concluded that: (1) there was a positive relationship between innovation and teacher career success with a regression equation $\hat{Y} = 87,79 + 0,39X_1$ with $R = 16\%$, (2) there was a positive relationship between training effectiveness with teacher career success with a regression equation $\hat{Y} = 82,37 + 0,39X_2$ with $R = 15\%$, (3) there is a positive relationship between personality and teacher career success with a regression equation $\hat{Y} = 89,58 + 0,36X_3$ with $R = 14\%$, (4) there is a positive relationship between innovation and effectiveness of training together with teacher career success with a regression equation $\hat{Y} = 95,45 + 0,84X_1 - 0,46X_2$ with $R = 16\%$, (5) there is a positive relationship between innovation and personality together with teacher career success with the regression equation $\hat{Y} = 88,22 +$

0.42X1 - 0.04X3 with R = 16%, (6) there is a positive relationship between training effectiveness and personality together with teacher career success with the regression equation $\hat{Y} = 82.372 + 0.388X2 + 0.002X3$ with R = 15%, (7) there is a positive relationship between innovation, training effectiveness and personality together with teacher career success with a regression equation $\hat{Y} = 95.440 + 0.836X1 - 0.462 X2 - 0.002X3$ with R = 16% and (8) The results of the analysis Sitorem shows that based on priority order of improvement, it can be proposed for improvement recommendations, namely: 1) management innovation, 2) service innovation, 3) emotional stability, 4) analysis of training needs, 5) openness to experience, 6) improvement of training, 7) process innovation, 8) training design, 9) training implementation, 10) training evaluation, 11) product innovation, 12) hospitality, 13) awareness.12) hospitality, 13) awareness.

I. Introduction

Career success is the result of a person's career achievement for all positive contributions in his work that are seen in the internal (subjective) and external (objective) dimensions in achieving organizational goals. The description of the career success of primary school civil servant teachers in Bogor Regency can be seen from several indicators, namely job satisfaction, career satisfaction, salary and other benefits, hierarchy level and promotion.

Based on these problems, the authors are interested in conducting research on career success by taking primary school civil servant teacher respondents in Bogor Regency. To start this research, the writer has distributed a preliminary survey questionnaire consisting of 10 questions which contain statements about career success to 30 respondents of elementary school civil servant teachers in Bogor Regency.

From the survey results, the following results were obtained (the full Preliminary Survey Result Report is in Appendix 1):

1. 66.6% of teachers have problems with job satisfaction. It can be seen that teachers do not show an attitude of being diligent, disciplined, careful in carrying out work, and do not understand their career development, are not disciplined in using work hours and rest hours and are not willing to be late coming home more than working hours to complete pending work.
2. 76.6% of teachers have problems with career satisfaction. This can be seen from the teacher being bored in doing routine assignments, there is no effort to improve work performance, and feels there is no promotional support from superiors.
3. 83.3% of teachers have problems in terms of salaries and other benefits. This can be seen from the number of teachers who have problems teachers do not receive salaries and allowances in accordance with their position and length of work.
4. 79.6% of teachers have problems with hierarchical problems. This can be seen from the number of teachers who have internal problems Obtaining an appropriate functional rank where the level of promotion in the position is not in accordance with education, knowledge, skills and experience in work.

5. 66.60% of teachers are wrong in promotion. This can be seen from the number of teachers who have problems in terms of teachers who are rarely even almost never given an award in the form of a promotion which is generally accompanied by an increase in salary, allowances, facilities and responsibilities.

Several factors that are thought to be associated with teacher career success include motivation, competence, educational background, effectiveness of training programs, creativity and initiative, innovativeness, resilience, personality, organizational climate, and possibly other factors.

One of the factors related to teacher career success is innovativeness. Innovation is the level or behavior of a person in the creation and application of new ideas or ideas to produce products / services, processes, services, and management that are better than before. Innovation related to teacher activities is the extent to which teacher activities create ideas or update existing ideas in teaching and learning activities such as making lesson plans (RPP), learning models, media and tools used in learning, assessment systems and classroom management. which requires a process of implementing the results of the learning products and disseminating them to all learning citizens. Innovation enables teachers to develop ideas, innovating and realizing its innovativeness in the form of learning activities in the classroom, increasing work productivity, implementing its findings in the form of learning plans that are in accordance with the needs of students, making media and innovative learning tools, can be a good moral ethical behavior model for students and can work together with all elements of the school community in providing maximum service to their students. With these factors teachers can work in a conducive atmosphere so that students like them and get support from all elements of the school community, and will have an impact on their career success. implementing its findings in the form of a learning plan that is in accordance with the needs of students, making media and innovative learning tools, can be a good moral ethical behavior model for students and can synergize with all elements of its school members in providing maximum service to their students. With these factors teachers can work in a conducive atmosphere so that students like them and get support from all elements of the school community, and will have an impact on their career success. implementing its findings in the form of a learning plan that is in accordance with the needs of students, making media and innovative learning tools, can be a good moral ethical behavior model for students and can synergize with all elements of its school members in providing maximum service to their students. With these factors teachers can work in a conducive atmosphere so that students like them and get support from all elements of the school community, and will have an impact on their career success.

In connection with the factors related to the success of teacher careers, it is also necessary to see the effectiveness of the training. The effectiveness of training is the extent to which the training that is carried out produces the expected output in the form of knowledge, work, skills and behavior from the teacher, with indicators: 1) attitude, 2) behavior, 3) knowledge. In accordance

with the aforementioned meaning of effectiveness, effective training is process-oriented training, where the organization can carry out systematic programs to achieve its goals and desired results. So that training is effective if the training can produce human resources that increase their abilities, skills and change attitudes that are more independent. With the effectiveness of training will certainly increase the enthusiasm, knowledge, skills and abilities of teachers in carrying out their duties. Effective training programs can also change teacher attitudes and behavior. These changes lead to more positive things. The effectiveness of training is able to improve and improve teacher work performance so that it will have an impact on career success.

Another factor that is also related to the success of a teacher's career is personality. Personality is defined as the qualities that distinguish a person from others. Each teacher has their own personality according to the personal characteristics they have. These characteristics are what differentiate a teacher from another teacher. In carrying out the learning process and interacting with students, it will be largely determined by the personality characteristics of the teacher concerned. In the context of teacher duties, the pedagogic, professional and social competencies of a teacher will basically come from and depend on the teacher's personality. Having a healthy and complete personality can be seen as a starting point for a person to become a successful teacher.

Based on the background of the problems described above, it is necessary to study more deeply about the success of teacher careers related to the factors that influence it. Based on this phenomenon, in this study the title "Successful Teacher Careers with Strengthening Innovation, Training Effectiveness and Personality (Correlation Analysis and SITOREM on SD Civil Servant Teachers in Bogor Regency)".

II. Theoretical review

1. The Essence of Teacher Career Success

Career success is important for a teacher, because this greatly affects job satisfaction and increased income. In other words, if the career of a teacher increases, then of course the recognition of the institution that oversees him also increases, one of which is proven by the increase in the salary he receives, which of course will make him feel happier and more comfortable working.

Career success is very important for an organization, because a career is a need that must be continuously developed in an employee so that it is able to motivate employees to improve their performance and achieve organizational goals.

Yehuda Baruch. (2004, p.26) The meaning of Career Success differs in 2 dimensions:

- a. Internal dimension: how a person sees career development (*Internal Dimension: how a person sees the development of his career*)
- b. External Dimensions: how career success is perceived by the external environment (*External Dimension: how career success is perceived by external environment*).

Internal dimension's indicators:

- a. Inner values
- b. Destination
- c. Aspirations

External dimension indicators:

- a. Status
- b. Hierarchy
- c. Income
- d. Power

Panagiotis Trivellas, Nikolaos Kakkos, Nicos Blanas, and Ilias Santauridis (2015, pp. 468-4476) explain that career success is the result of positive and psychological work from one's work experience (Career Success is the positive work and psychological outcomes from one's work related experiences).

Extrinsic dimensions (Extrinsic dimensions) are internal objectives which consist of:

- a. Salary
- b. Job status
- c. Job promotion

The intrinsic dimension (Intrinsic Dimension's) is an internal subjective which consists of:

- a. Job satisfaction
- b. Career satisfaction
- c. Career Achievements
- d. Career Commitment

Gulsah Karavardar (2014, pp. 98-105) defines career success as the experience of achieving a goal that is personally meaningful to an individual, and that comes from the accumulated achievements resulting from work experience (Career Success is the experience of achieving goals that are personally meaningful to). the individual, and it came from the accumulation of achievements arising from the work experiences).

Subjective dimension's indicators internally:

- a. Satisfaction of feelings
- b. Job satisfaction

Externally objective dimension indicator (objective dimension's indicators):

- a. Security works
- b. Longer vacation
- c. Promotion
- d. Work position

Shahibudin Ishak (2015, pp. 251-257) explains that career success is a way for individuals to meet their needs for achievement and strength in the career path. With knowledge of career success helps individuals to develop appropriate career strategies (Career success is a way for individuals to fulfill their needs. For achievement and power in career path. Knowledge of career success helps individuals to develop appropriate strategies for career development).

2. The Nature of Innovation

Origin of the word innovativeness is innovation. The word innovation based on its etymology is taken from the Latin "innovare", which means "to make something new". Innovation in English is innovation, which is everything that is new or renewal (Komariah and Triatna, 2005, p. 19). Innovation is an idea, goods, events, techniques / methods or practices that are observed, realized, felt, and accepted as new by a person or group (society). This means that a person or group of people can innovate and they can be classified as innovative people. Innovation and innovativeness are two different things. Innovation is the result of innovativeness. Innovation is a condition that shows the level of innovation that has been made. Acceptance of innovation is very dependent on individual recipients, characteristics of innovation and other characteristics in which the individual is located. Everyone has innovative potential, although not all of them can develop or use their full potential, where innovativeness shows changes in behavior, not just thoughts and attitudes (Kania Aprianti, 2014, p. 19).

Several experts explain the following innovation theories below.

John R.Schermerhorn, James G. Hunt, Richard N. Osborn, Mary Uhl-Bien (2010, p.476) stated:

Innovation is the process of creating new ideas and putting them into practice. It is the means by which creative ideas find their way into everyday practices, ideally practices that contribute to improved customer service or organizational productivity. There are a variety ways to look at innovation. Here, we will examine it as a process, separate product from process innovation, and note the tensions between the early development of ideas and the task of implementation. Idea creation - to create an idea through spontaneous creativity, ingenuity, and information processing. Initial experimentation - to establish the idea's potential value and application. Feasibility determination - to identify anticipated costs and benefits. Final application- to produce and market a new product or service, or to implement a new approach to operations.

The theory explains that innovation is the process of creating new ideas and then practicing them. Innovation is a means of forming creative ideas that are applied in everyday life, ideally innovation is a practice that contributes to the improvement of consumer services and organizational productivity. There are several ways of looking at innovation. Here innovation is considered a process, separating the product from the innovation process, and noting all the tensions from the start of idea development to implementation. Idea creation - spontaneous, pure, information processing through creativity. Core experiments - creating ideas of potential value, and their applications. Determination of the possible work - identifying anticipated costs and benefits. End application - generating and marketing a new product or service or implementing it with a new approach in practice. According to Schermerhorn, et.al., (2010, p. 479), there are four innovativeness factors that support the theory above, namely:

1. *Idea creation - to create an idea through spontaneous creativity, ingenuity, and information processing.*
2. *Initial experimentation - to establish the idea's potential value and application.*
3. *Feasibility determination - to identify anticipated costs and benefits.*
4. *Final application- to produce and market a new product or service, or to implement a new approach to operations.*

It was explained that innovativeness has four important factors, namely 1) the creation of ideas that arise spontaneously, originate and process information, 2) main experience is creating value and applying potential ideas, 3) determining feasibility to identify anticipated costs and benefits, 4) final application to produce and market new services and products or implement new approaches to their implementation.

The concept of the same innovation is also put forward by Wood, Wallace, Zeppane, Schermerhorn, and Hunt (2001, p. 611-614) as follows: *Innovation can be defined as the process of creating new ideas and putting them into practice. It is the means by which creative ideas find their way into everyday practice in the form of new goods or services that satisfy customers or a new systems or practices that help organizations better produce them.*

The theory explains that innovation is the process of creating new ideas and putting them into practice. Innovation is the way in which creative ideas can be found every day in the form of new goods or services that satisfy consumers or new systems and services that help organizations better make them. There are three dimensions that are emphasized, namely: a) product innovation with indicators: 1) creating new ideas, 2) improving products / services; b) Process innovation with indicators: 1) a better way of making something; c) Innovative application of products / services with the following indicators: 1) marketing the first product / service, 2) the existence of a product / service, namely the result of creating new ideas or improving old products / services into new forms.

3. The essence of training effectiveness

In everyday life, the term effective or effectiveness is often used which is associated with a particular activity. In interpreting the effectiveness of each person, it gives different meanings, according to their respective perspectives and interests. Effectiveness is related to the achievement of goals, as stated by Stephen P. Robbin and Mary Coulter (2012, p. 8) as follows: "Effectiveness is often described as doing the right thing that is, doing those work activities that will help the organization reach its goals" . Effectiveness is often described as doing the job right that is, doing work activities that will help the organization achieve its goals appropriately.

Anderson and Baker (1996, p. 122) stated their opinion, namely "Effectiveness is the degree of achievement of the objective relative to some standard". This means that effectiveness is the degree of level of achievement of goals in several standards. Standard here is intended as the fulfillment of the criteria for a product or service that is produced, among others, it can be seen in

terms of equipment, methods, procedures, skills and technology used as well as the utilization of all available resources.

Furthermore Lewis and Smith (1994, p. 193) stated that “Effectiveness the state of having produced a decided effect; the state of achieving customer satisfaction ”. Effectiveness is a condition that can and is able to produce decisions or achieve results for consumer satisfaction. This discussion suggests that effectiveness is closely related to the ability to produce a decision or achieve results that can satisfy customers.

According to Richard M. Steers (2000, 65), the translation of Magdalena Jamin in Organizational Effectivity Behavior Activity, that effectiveness comes from the word effective, which is a job that is said to be effective if a job can produce one unit of output on time according to the plan that has been set. The definition of effectiveness according to Griffin and Moorhead (2007, p. 6) is: "Effectiveness is making the right decision and successfully implementing them". Effectiveness is making the right decisions and implementing them well.

Employees are trained to behave and behave in accordance with the vision and mission so that organizational goals can be achieved. This is reinforced by the opinions of Fred Luthan and Jonathan P. Doh (2012, p. 520), as follows: "Training is the process of altering employee behavior and attitude in a way that increases the probability of goal attainment". Training is the process of changing employee behavior and attitudes in a way that allows them to increase the achievement of organizational goals. By improving the attitude and behavior of the surveyors according to the vision and content set, the organizational goals can be achieved.

According to the opinion expressed by John R. Schemerhorn, Jr. (2013, p. 334), states that “Training is a set of activities that helps people acquire and improve job-related skills. This applies both to initial training of an employee and to upgrading or improving skills to meet changing job requirements. Training is a series of activities that help employees acquire and improve work-related skills. This training applies to both new employees and upgrading or upgrading skills to meet changing job requirements.

Meanwhile, according to Erwin B. Flippo (2007, p. 84), training is as follows:

“Training is the systematic modification of behavior through learning which occurred as a result of education, instruction development and planned experience. Training is the increasing knowledge and skills of an employee for doing a particular job; Training is a short term process utilizing a systematic and organized procedure by which trainees learn technical knowledge and skills for a define purpose. Training is a process of learning a sequence of programmed behavior. Training is a systematic program to increase the knowledge, skills, abilities and aptitudes of employees to perform specific jobs.”

Training is a systematic modification of behavior through learning that occurs as a result of education, development of instruction and planned

experiences. Training is increasing knowledge and skills of employees to do a specific job; Training is a short-term process utilizing systematic and organized procedures in which participants learn technical knowledge and skills to set goals. Training is the process of learning a programmed sequence of behaviors. Training is a program systematic to increase the knowledge, skills, abilities and talents of employees to do certain jobs. So it can be concluded that training is an effort to increase the knowledge and expertise of an employee to do a certain job.

The above opinion was strengthened by Stephen P. Robbins, Mary Coulter (2012, p. 231) who stated, "Most training is directed at upgrading and improving an employee's technical skills, including basic skills - the ability to read, write, and do math computations. - as well as job-specific competencies".

In general, training is aimed at improving and enhancing the skills of technical employees, including basic skills - the ability to read, write, and perform mathematical calculations - as well as job-specific competencies.

Training is planned as needed for organizational goals. According to Noe, Hollenbeck, Gerthat & Wright (2008, p. 285) who argued that, "training is a planned effort to facilitate the learning of job-related knowledge, skills, and behavior by employee." Training is a planned effort to facilitate learning related to job knowledge, skills and behavior by employees. This is important to know because without a serious needs analysis it can be ensured that the training program designed will only be successful in the classroom or training venue.

From the definitions above, it can be explained that training activities can help a person increase knowledge and skills. These knowledge and skills must be closely related to their duties in the organization. A training program for this purpose should be planned and organized. In addition, training must be carried out continuously with regular stages.

4. The Nature of Personality

Over the decades, the branch of personality psychology has acquired a generally accepted approach to personality taxonomy of the "Big Five Personality" dimension. This theory is relatively easy to understand and can be applied to discuss the human personality. The Big Five dimension was first introduced by Goldberg in 1981. This dimension does not reflect a particular theoretical perspective, but is the result of an analysis of the natural language of humans in explaining themselves and others. The Big Five taxonomy is not aimed at replacing the previous system, but as a unifier because it can provide an explanation of the personality system in general. The Big Five is not structured to classify individuals into one particular personality, but rather to describe personality traits that are recognized by the individual himself in his daily life. This approach is called by Goldberg as the Fundamental Lexical (Language) Hypothesis; the most basic individual differences are described by only one term found in each language. Big Five Personality or what is also called the Five Factor Model by Costa & McRae is based on a simpler approach. Here, the researcher seeks to find the basic units of personality by

analyzing the words that ordinary people use, which are not only understood by psychologists, but also ordinary people. (John Pervoin Cervone, 2005, p.58-1) the most basic individual differences are described by only one term found in each language. Big Five Personality or what is also called the Five Factor Model by Costa & McCrae is based on a simpler approach. Here, the researcher seeks to find the basic units of personality by analyzing the words that ordinary people use, which are not only understood by psychologists, but also ordinary people. (John Pervoin Cervone, 2005, p.58-1) the most basic individual differences are described by only one term found in each language. Big Five Personality or what is also called the Five Factor Model by Costa & McCrae is based on a simpler approach. Here, the researcher seeks to find the basic units of personality by analyzing the words that ordinary people use, which are not only understood by psychologists, but also ordinary people. (John Pervoin Cervone, 2005, p.58-1) which not only psychologists, but also ordinary people understand. (John Pervoin Cervone, 2005, p.58-1) which not only psychologists, but also ordinary people understand. (John Pervoin Cervone, 2005, p.58-1)

Greenberg and Baron (2008, p. 135) say that many theories discuss personality problems. The Big Five Dimension of Personality theory is the theory of personality that is most widely used in research and is most often discussed in organizational behavior books. The theoretical description of personality in this study is based on the theory of The Big Five Dimensions of Personality. According to him, personality is the unique and relatively stable patterns of behavior, thoughts and emotions of an individual. Personality supporting factors are:

1. *Openness to experience*
Openness describes being open to experience, not being closed off but having a broad interest in many things. This aspect describes the curiosity that a person has. A person who has an aspect of openness to experience will have broad and not narrow insights in his thinking. People who do have a high level of openness usually have high creativity and tend to be flexible, and they also easily accept change. People who have this openness will provide creative ideas for problem solving.
2. *Conscientiousness*
Conscientiousness describes regularity, discipline and the desire to achieve an achievement. People who have high levels in this aspect are able to act discipline, do not like to delay work. Good quality work is what he wants to achieve. He is usually able to motivate himself (self motivated) despite facing pressure at work. This aspect talks about resilience in the face of pressure or problems.
3. *Extraversion*
Extraversionis openness to broad relationships, the opposite of being introverted. People who have high levels of extraversion are seen as sociable. He enjoyed being with other people, it was easy to form new relationships. He is a person who feels confident when he faces a wide variety of circles. He

looks convincing when explaining an idea or input. Energetic and can make the surrounding environment feel enthusiastic.

4. *Agreeableness*

Agreeableness describes a cooperative attitude. He does not come into conflict easily with other people. This person does not always argue about matters that are not so principles, he understands differences and does not always force his will. He is a humble person and likes to help others, he is a good team player. The opposite of this attitude is selfish and arrogant personality.

5. *Neuroticism*

Neuroticism describes emotional instability and the frequency with which a person experiences negative emotional situations.

Gibson et. al., (2012, p. 208) stated that personality is a set of characteristics, tendencies and temperaments (individuals) that are relatively stable and significantly shaped by genetic / hereditary factors, social, cultural and environmental factors. According to him, personality has five dimensions: 1) Conscientiousness has a hardworking, diligent, organized and continuous attitude, 2) Openness (extroversion), which is the level at which a person is sociable, gregarious and assertive, 3) Friendly (agreeableness), namely the level of work well with others, share trust, warmth and be able to work together, 4) Emotional stability, namely one's ability to deal with pressure calmly, focus and confidently and 5) Openness to experience, namely one's interest in things new thing.

Personality is a combination of all characteristics that show a person's unique traits in reacting and interacting with others. There are five personality traits, namely 1) Extroversion has a sociable, assertive nature, 2) Agreeableness has a kind, trusting, cooperative nature, 3) Conscientiousness is responsible, reliable and persistent, 4) Emotional stability has non-restless, safe, relaxed and 5) Openness to Experience is imaginative, curious, broad-minded. (Schermerhorn, et. Al., 2010, p. 31)

Colquitt, Lepine and Wesson (2011, p. 294) state that personality refers to and tendencies in society that explain the characteristic patterns of thought, emotion, and behavior. According to him, there are five personality factors, namely 1) Conscientiousness, 2) Agreeableness, 3) Being calm and not easily anxious (Neuroticism) 4) Openness to experience (Openness to experience), and 5) Openness (Extroversion).

According to Kinicki and Williams (2008, p. 360), personality consists of psychologically stable traits and behavioral attributes that give a person's identity. According to him, there are five dimensions of personality, namely 1) Openness (Extroversion), having a talkative attitude, sociable, and assertive, 2) Agreeableness. trustworthy, kind, cooperative, and soft-hearted, 3) Conscientiousness has a reliable, responsible, achievement-oriented, and persistent attitude, 4) Emotional stability has a relaxed attitude, is safe, and is not anxious and 5) Openness to experience (Openness To Experience) has intellectual abilities, is imaginative, curious, and has broad insight.

III. Research methods

This research was conducted in the State Elementary School in the Bogor Regency area. The time of research activities starts from January 2020 to February 2020. Correlational Research and SITOREM Analysis is a combination research method that combines correlational research methods whose results are strengthened by using SITOREM Analysis. Through SITOREM Analysis, the results of correlational research are analyzed in more detail on the indicators of research variables, so as to find indicators that need to be corrected and maintained or developed immediately. The research method used is a survey method with a correlational approach. The research variables consisted of three independent variables, namely innovativeness (X1),

To obtain data in the field, a measuring instrument (instrument) in the form of a questionnaire was used which was arranged based on the indicators in the research variables. The primary data needed is data on innovativeness, effectiveness of training programs, and personality, as well as career success.

The measurement technique that will be carried out is the rating scale technique, where the arrangement is in the form of statement items from each indicator in the research variable and from each statement followed by 5 (five) responses indicating the scale level of the respondent's attitude (Maseleno et al., 2019).

This research will begin with the stage of making the instrument, followed by the stage of testing the instrument with statistical calculations. The next stage is to obtain instrument validation and instrument reliability, after which the distribution of instruments is aimed at the samples that have been determined. The population of this study were all public elementary school teachers in Bogor Regency, which consisted of 40 (forty) sub-districts with 1544 public elementary schools and 8,380 teachers. The population in this study were 8,380 public elementary school teachers in Bogor Regency. Determination of the sample size in this study using the Krejcie table based on an error of 5% and have 95% confidence in the population.

As for the method of determining the sample by Proportional Random Sampling, namely the method of taking the sample by paying attention to the strata (level) in the population, it is done by using the technique of calculating the number of teachers in SD Negeri in Bogor Regency.

IV. Results and Discussion

After carrying out the quantitative research stage through the process of analyzing the results of data processing, statistical calculations, hypothesis testing and discussion of research results which were then strengthened by systematic analysis, research on the relationship of innovativeness, training effectiveness, personality and career success of Public Elementary School teachers in Bogor Regency resulted in conclusions. which are detailed as follows:

1. There is positive relationship of innovativeness with teacher career success through the regression equation $\hat{Y} = 87.79 + 0.39X_1$. The correlation coefficient is $r_{y1} = 0.400$ and the coefficient of determination $r_{y1}^2 = 0.160$.

Thus it can be stated that the higher the innovation of a teacher, the higher the career success of the teacher. The results of this study were strengthened by the distribution of questionnaires via Google Form to 101 respondents on Thursday 19 March 2020 at 09.00 - 14.20 WIB. on the question of how the career success of public elementary school teachers in Bogor Regency as a whole states that 47 respondents answered low with the following reasons: 1) Rarely receiving promotion, 2) Not feeling job satisfaction and career satisfaction, and 3) receiving insufficient salary and benefits.

2. There is positive relationship between training effectiveness and teacher career success through the regression equation $\hat{Y} = 82.37 + 0.39X_2$. The correlation coefficient is $r_{y2} = 0.393$ and the coefficient of determination $r_{y2}^2 = 0.154$. Thus, the higher the effectiveness of the training that is attended by a teacher, the higher the career success of the teacher. The results of the distribution of questionnaires through Google Form on the question of how the effectiveness of the training that SD Negeri teachers in Bogor Regency have followed have so far stated that 37 respondents answered low on the grounds: 1) there was no evaluation and training improvement, 2) the resource person was not competent in their field. , and 3) training materials are not as needed.
3. There is positive relationship between personality and teacher career success through the regression equation $\hat{Y} = 89.58 + 0.36X_3$. The correlation coefficient is $r_{y3} = 0.370$ and the coefficient of determination $r_{y3}^2 = 0.137$. Thus, the better the personality of a teacher, the higher the career success of the teacher. The results of distributing questionnaires through Google Form on the question of how the personality of SD Negeri teachers in Bogor Regency as a whole stated that 25 respondents answered low for the reasons: 1) Do not have openness to new experiences, 2) Have unstable emotions, and 3) Have a personality less friendly.
4. There is the relationship between innovativeness and training effectiveness together with teacher career success through the regression equation $\hat{Y} = 95.45 + 0.84X_1 - 0.46X_2$. The correlation coefficient is $r_{y.1.2} = 0.403$ and the coefficient of determination $r_{y.1.2}^2 = 0.162$. Thus, the higher the innovativeness of a teacher and the higher the effectiveness of the training that a teacher participates in, the higher the career success of the teacher.
5. There is the relationship of innovativeness and personality together with teacher career success through the regression equation $\hat{Y} = 88.22 + 0.42X_1 - 0.04X_3$. The coefficient of the relation $r_{y13} = 0.400$ and the coefficient of determination $r_{y.1.3}^2 = 0.160$. Thus the higher the innovativeness of a teacher and the better the personality of a teacher, the higher the career success of the teacher.
6. There is positive relationship between training effectiveness and personality together with teacher career success through the regression equation $\hat{Y} = 82.372 + 0.388X_2 + 0.002X_3$. The coefficient of the relation $r_{y.2.3} = 0.393$ and the coefficient of determination $r_{y.2.3}^2 = 0.154$. Thus the higher the effectiveness of the training that is followed and the better the personality of a teacher, the higher the career success of the teacher.

7. There is the relationship of innovativeness, training effectiveness and personality together with teacher career success through the regression equation $\hat{Y} = 95.440 + 0.836X_1 - 0.462X_2 - 0.002X_3$. The correlation coefficient $r_{y.123} = 0.403$ and the coefficient of determination $r_{y.123}^2 = 0.162$. Thus, the higher the innovativeness of a teacher, the higher the effectiveness of the training attended by a teacher and the better the personality of a teacher, the higher the career success of the teacher.
8. The results of Sitorem's analysis show that based on the order of priority improvements, it can be proposed for recommendations for improvements, namely: 1) management innovation, 2) service innovation, 3) emotional stability, 4) training needs analysis, 5) openness to experience, 6) training improvement, 7) process innovation, 8) training design, 9) training implementation, 10) evaluation training, 11) product innovation, 12) friendliness, 13) awareness.

V. Conclusions and suggestions

This study aims to improve the career success of teachers in Public Elementary Schools in Bogor Regency. Based on the results of the analysis carried out in this study, there is a relationship between innovativeness, training effectiveness, personality and teacher career success. A career is defined as a person's work journey as an employee in an organization and the career begins when he is appointed to be an employee at that institution. As a civil servant, of course, he must have reliable abilities so that he deserves to be called a professional employee. In the merit system, the policies taken are based on qualifications with due regard to performance competencies based on the level of fairness and fairness regardless of social background. Career guidance for these civil servants, will describe functional employees such as educators or teachers. Guidance for educators continues to be carried out as a form of responsibility in the institution to obtain satisfaction, in this case the promotion process. Explanations in this regulation are further explained as in other descriptions that career development is carried out through career development management by taking into account integrity and morality.

The career of an educator must be proportional to the process of increasing achievement for the advancement of students in an effective, efficient and efficient manner, which all lead to improving the quality of education itself. The quality of education is not only knowledgeable, but students are able to apply the knowledge gained from the in-class learning process obtained by professional teachers. These qualified students must be guided, educated and nurtured by professional educators. It is different from the policies given as employees in the company, the target is to generate sales turnover, for example, the targets set by the company. The staffing pattern is different even though the supervisory duties and functions are the same, planning, implementing, evaluating and reporting. A worker is given a target to fulfill all new labor requests according to company policy after a user request for labor. Sometimes in a company, superiors or management set the level of attendance or attendance as a company regulation.

Based on the results of this study, careers can be enhanced through increasing innovativeness, training effectiveness and personality, can be done individually or collectively. Thus it takes several efforts to improve careers through innovativeness, training effectiveness and personality. These efforts can be described as follows:

1. Efforts to Improve Career Success through Innovation

Based on the results of data processing in this study, there is a positive relationship between innovativeness and career success. This shows that with increasing innovativeness, the career of a teacher will also increase. The value of teacher innovativeness high level of education in the world of education is needed as one of the factors in producing quality graduates with quality to support the achievement of school organizational goals. Some of the efforts that can be made to improve careers by increasing the indicators of innovativeness are by increasing the indicators with low scores, so that they can also increase the acquisition of high innovativeness values.

Innovative indicators that can be further developed in enhancing teacher career success include efforts to take inclusive action against students, especially students who need special handling, acting objectively towards students, establishing relationships with students, parents, and peers, implementing a system new class governance and class management for refresher.

With the increasing of these indicators, the innovativeness will increase and it is hoped that careers will increase as well.

2. Efforts to Improve Career Success through the Effectiveness of Training

Based on the results of data processing in this study, there is a positive relationship between training effectiveness and teacher career success. This shows that with the increasing effectiveness of training, the career success of teachers will also increase. Some of the efforts that can be made to improve teacher career success by improving indicators of training effectiveness are by prioritizing improvements to indicators that have low scores, so as to increase the acquisition of high career scores.

Indicators of training effectiveness that can be further developed in advancing careers include a training needs analysis, namely the actions of assessing training needs and training evaluation, namely actions taken to measure the effectiveness and improvement of training. Efforts that can be made are improving several aspects in accordance with the indicators of material analysis required including what knowledge, skills and attitudes are needed, selection of training participants including who and how participants can attend the training, measuring the effectiveness of training, namely the act of checking the achievement between the goal with those obtained from training, and training improvement, namely the actions to improve the training program and increase the application of training effectiveness training.

With the increasing of these indicators, the effectiveness of training will increase and it is hoped that careers will increase as well.

3. Efforts to Improve Career Success through Personality

Based on the results of data processing in this study, there is a positive relationship between personality and career success. This means that with increasing personality, career success will also increase. Some of the efforts that can be made to improve careers by increasing the indicators of personality are by prioritizing improvements to indicators that have low scores, so that it can also increase the acquisition of high personality scores.

Personality indicators that can be further developed in advancing careers include teacher efforts to improve personality through increasing emotional stability and how to feel, think, behave, react and interact with the work environment. Efforts that can be made include improving several aspects according to personality indicators, namely openness, friendliness, awareness, emotional stability, and openness to experience.

With the increasing of these indicators, the personality will increase and it is hoped that career will increase as well.

4. Effort Career Success Improvement through Innovation and Effectiveness of Training

Based on the results of data processing in this study, there is a positive relationship between innovativeness and effectiveness of training together with career success. This shows that with increasing innovativeness and effectiveness of training together, careers will also increase. Some efforts that can be made to improve careers by increasing the indicators of innovativeness and effectiveness of training together are by prioritizing improvements to indicators that have low scores, so as to increase the acquisition of innovativeness values and high training effectiveness.

Indicators of innovativeness that can be developed in advancing careers include teacher efforts to increase the value that develops in an organization that helps teachers take acceptable actions. Efforts that can be made include improving several aspects in accordance with the indicators of innovativeness, namely efforts to take inclusive action towards students, especially students who need special handling, acting objectively towards students, establishing relationships with students, parents, and friends. peers, put in place a new classroom management and classroom management system for refresher. Meanwhile, indicators of training effectiveness that can be further developed in advancing careers include the efforts of teachers to improve their work behavior to be more responsible in working so that leaders give part of their duties and responsibilities in achieving predetermined goals. Efforts that can be made include improving several aspects in accordance with the training effectiveness indicators, namely analysis of the required material includes what knowledge, skills and attitudes are needed, training participant selection includes who and how participants can attend the training, measuring the effectiveness of the training, namely the act of checking the achievement between the objectives and those obtained from the training, and training improvement, namely the actions improve training programs and increase the application of training effectiveness training.

With the increasing of these indicators, the innovativeness and effectiveness of the training will increase and it is hoped that careers will increase as well.

5. Effort Career Success Enhancement through Innovation and Personality

Based on the results of data processing in this study there is a positive relationship between innovativeness and personality together with career. This means that with increasing innovativeness and personality together, the career will also increase. Some of the efforts that can be made to improve careers by increasing the indicators of innovativeness and personality together are by prioritizing improvements to indicators that have low scores, so that they can also increase the acquisition of innovativeness and high personality values.

Indicators of innovativeness that can be further developed in advancing careers include the efforts of teachers to increase motivation both from within and from outside to work better in an organization. Efforts that can be made include improving several aspects in accordance with the indicators of innovativeness, namely efforts to take inclusive action against students, especially students who need special handling, acting objectively to students, establishing relationships with students, parents, and friends. peers, put in place a new classroom management and classroom management system for refresher. Meanwhile, personality indicators that can be further developed in advancing careers include the teacher's efforts to improve personality through how to feel, think, behave, react and interact with the work environment. Efforts that can be made include improving several aspects according to personality indicators, namely increasing several aspects according to personality indicators, namely openness, friendliness, awareness, emotional stability, and openness to experience.

With the increasing of these indicators, the innovativeness and personality will increase and it is hoped that career will increase as well.

6. Effort Enhancing Career Success through Training Effectiveness and Personality

Based on the results of data processing in this study, there is a positive relationship between the culture of training effectiveness and personality together with career. This shows that with increasing the effectiveness of training and personality together, the career will also increase. Some of the efforts that can be made to improve careers by increasing the indicators of training effectiveness and personality together are by prioritizing improvements to indicators that have low scores, so that they can also increase the acquisition of training effectiveness and high personality scores.

Training effectiveness indicators that can be further developed in advancing careers include the efforts of teachers to improve their work behavior to be more responsible in working so that leaders give part of their duties and responsibilities in achieving predetermined goals. Efforts that can be made include improving several aspects in accordance with the training effectiveness indicators, namely analysis of the required material includes what knowledge, skills and attitudes are required, training participant selection

includes who and how participants can attend the training, measuring the effectiveness of the training, namely the act of checking the achievement between the objectives and those obtained from the training, and training improvement, namely the actions improve training programs and increase the application of training effectiveness training. Meanwhile, personality indicators that can be further developed in advancing careers include teacher efforts to improve personality through how to feel, think, behave, react and interact with the work environment. Efforts that can be made are improving several aspects according to personality indicators,

With the increasing of these indicators, the effectiveness of training and personality will increase and it is hoped that careers will increase as well.

7. Effort Enhancing Career Success through Innovation, Training Effectiveness and Personality

Based on the results of data processing in this study, there is a positive relationship between innovativeness, training effectiveness and personality together with career. This means that with increasing innovativeness, training effectiveness and personality together, careers will also increase. Some of the efforts that can be made to improve careers by increasing the indicators of innovativeness, training effectiveness and personality together are by prioritizing improvements to indicators that have low scores, so that they can also increase the acquisition of innovativeness values, training effectiveness and personality. high.

Indicators of innovativeness that can be further developed in advancing careers include the efforts of teachers to increase motivation both from within and from outside to work better in an organization. Efforts that can be made include improving several aspects in accordance with the indicators of innovativeness, namely efforts to take inclusive action against students, especially for students who need special handling, acting objectively towards students, build relationships with students, parents, and peers, carry out a new classroom management and class management system for refresher. Meanwhile, indicators of training effectiveness that can be further developed in advancing careers include the efforts of teachers to improve their work behavior to be more responsible in working so that leaders give part of their duties and responsibilities in achieving predetermined goals. Efforts that can be made include improving several aspects according to the training effectiveness indicators, namely analyzing the required material including what knowledge, skills and attitudes are needed, selecting training participants including who and how participants can attend the training, measuring the effectiveness of training, namely the act of checking the achievement between the objectives and those obtained from the training, and training improvement, namely the actions of improving the training program and increasing the application of training effectiveness training. And personality indicators that can be further developed in advancing careers include teacher efforts to improve personality through how to feel, think, behave, react and interact with the work environment. Efforts that can be made are improving several aspects according to personality indicators, namely increasing several aspects according to

personality indicators, namely openness, friendliness, awareness, emotional stability, and openness to experience. and improved training, namely actions to improve the training program and increase the application of training effectiveness training. And personality indicators that can be further developed in advancing careers include teacher efforts to improve personality through how to feel, think, behave, react and interact with the work environment. Efforts that can be made are improving several aspects according to personality indicators, namely increasing several aspects according to personality indicators, namely openness, friendliness, awareness, emotional stability, and openness to experience. and improved training, namely actions to improve the training program and increase the application of training effectiveness training. And personality indicators that can be further developed in advancing careers include teacher efforts to improve personality through how to feel, think, behave, react and interact with the work environment. Efforts that can be made are improving several aspects according to personality indicators, namely increasing several aspects according to personality indicators, namely openness, friendliness, awareness, emotional stability, and openness to experience. And personality indicators that can be further developed in advancing careers include teacher efforts to improve personality through how to feel, think, behave, react and interact with the work environment. Efforts that can be made are improving several aspects according to personality indicators, namely increasing several aspects according to personality indicators, namely openness, friendliness, awareness, emotional stability, and openness to experience. And personality indicators that can be further developed in advancing careers include teacher efforts to improve personality through how to feel, think, behave, react and interact with the work environment. Efforts that can be made include improving several aspects according to personality indicators, namely increasing several aspects according to personality indicators, namely openness, friendliness, awareness, emotional stability, and openness to experience.

With the increasing of these indicators, the innovativeness, effectiveness of training and personality will increase and it is hoped that careers will increase as well.

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