



TECHNIUM
SOCIAL SCIENCES JOURNAL

Vol. 7, 2020

**A new decade
for social changes**

www.techniumscience.com

ISSN 2668-7798



9 772668 779000

The Effect of Transformational Leadership and Organizational Culture on Work Commitments in SMP Jakarta Selatan

Robertus¹, Matin², Heru Santosa³

Universitas Negeri Jakarta, Educational Management

robertus@gmail.com¹, matin@unj.ac.id², Santosa@unj.ac.id³

Abstract. The purpose of this study is to determine the effect of transformational leadership, organizational culture on work commitments in junior high schools throughout South Jakarta. The study was conducted on work commitments to the study population 84 and sample selection 69 employees of the Education Office of North Bengkulu. This research uses a quantitative approach with a path analysis method. The results showed that: (1) transformational leadership had a direct positive effect on work commitment, (2) organizational culture had a direct positive effect on work commitment, (3) transformational leadership had a direct positive effect on organizational culture. Based on the results of research to improve teacher work commitments that need to be improved is Transformational leadership, organizational culture.

Keywords. Transformational Leadership, Organizational Culture, Work Commitments

Introduction

The teacher is a professional educator with the task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education and secondary education. Such is the formulation of Article 1 paragraph (1) of Law Number. 14 of 2005 concerning Teachers and Lecturers. As well as the heavy burden carried by a teacher as mandated by Article 3 of Law Number 20 of 2003 concerning the National Education System is that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming at the development of students so that they become faithful humans and be devoted to a God who is supreme, virtuous, healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen.

In order to carry out their professional duties, the teaching profession in addition to being faced with the obligation to always improve professionalism, currently the teaching profession is also faced with increasingly complex challenges, along with changes in the outlook of the community who are consciously affected by the doctrine of legal protection against children, including students . But on the other hand, legal protection for the teaching profession must also be considered.

During the transactional leadership, leaders can lead effectively when there is an agreement that is transactional. Currently developing various models of leadership as a form of response to the

paradigm shift. Among these appears transformational leadership and becomes more effective because it involves the active and optimal participation and participation towards the realization of change, transformational leadership involves the mindset, attitudes and behavior of individual members that have a positive impact on the organization. Among other things by: encouraging the creation of positive change, bringing forth a shared vision, overseeing the process of change. There are four characteristics of transformational leadership: charisma, motivation and inspiration, individual attention and intelligence for solutions (Bali, 2020).

The quality of human resources will be met if job satisfaction as an element that influences performance can be created perfectly. Job satisfaction is a strategic problem, because not fulfilling job satisfaction will have an impact on poor work results. Someone who is satisfied will do positive things and help the leader in achieving organizational goals, whereas if not satisfied will be negative and not help the leader in achieving organizational goals. Factors that influence job satisfaction include transformational leadership and organizational culture that can be accepted by all employees in an organization / company (Taurisa and Ratnawati, 2012).

The organization is a place for a group of people who have goals to be achieved through the people in it. A group of people is the key to achieving the goals that have been determined. Every organization, both social organizations and business organizations will be faced with human resource problems. The involvement of human resource management is very closely related to the management of other human resources in the organization. Leadership has a strong influence on the course of the organization and the survival of the organization. Leadership theory has been widely studied, especially from the aspect of leadership effectiveness. Effectiveness in the sense of how the leadership model is able to influence the performance of subordinates both in terms of work motivation, poverty, productivity and effort more than a subordinate. One of the appropriate leadership models in dealing with all changes and increasing the pro-active attitude of teachers is the transformational leadership model.

Transformational leadership is one important dimension of effective leadership which is also the strongest predictor of leadership outcomes (leadership outcomes), such as the subordinates' extra effort towards leadership skills (Avolio, Bass, & Jung, 2014). This leadership model is one of the leadership models that has begun to be calculated for its usefulness in dealing with organizational change.

Performance is a picture of the level of achievement of the implementation of an activity or policy program in realizing the goals, objectives, vision and mission of the organization as outlined through the strategic planning of an organization (Moehariono, 2013). Employee performance is one of the important aspects that must be considered by the organization, because employee performance leads the organization to achieve its goals. Furthermore, transformational leadership must be supported by a strong organizational culture.

A strong and healthy organizational culture is an issue that has been described by many companies at the global level. (Stephen, 2002) states that a strong culture will have a large influence on the behavior of its members because of the high level of togetherness and intensity creating an internal climate of high behavioral control. Culture is a root in tradition, so culture reflects what is done, and not what will apply in certainty (Moeljono, 2005). One important role of values in organizational culture on employee performance is through increased motivation. The maximum performance relationship with organizational culture through motivation is clearly felt by companies that have a philosophy / essence of strong values both in terms of the internal environment and the company's external environment. (Tika, 2006) states that organizational culture helps performance because it creates an extraordinary level of motivation for employees. According to Gibson in (Aldrian & Susanto, 2003), teachers or employees as the drivers of organizational operations, if the teacher's performance is good, then the

organization's performance will also increase. Many variables affect teacher performance, one of which is organizational culture.

Organizational culture as a general perception shared by all members of the organization, so that every teacher who becomes a member of the organization will have values, beliefs and behavior in accordance with the organization. Based on these definitions, it can be seen that employee performance is very important because the decline in performance of both individuals and groups in a company can have a significant impact on a company. A manager has a pretty heavy task where he must always try to improve performance and provide motivation for subordinates in order to improve performance to achieve company goals. Values and behaviors shared to make people feel comfortable working for the company. Organizational culture is one of the strategies to motivate employees to achieve maximum performance, because a good organizational culture will automatically provide a condition that is in accordance with employee behavior at work if the culture is very suitable and supports employees in developing abilities and sustaining their welfare in words another, organizational culture becomes an important factor for improving performance through work motivation obtained by teachers in an educational institution.

Organizational culture is the norm, values, assumptions, beliefs, philosophies, organizational habits, etc. (contents of organizational culture) developed over a long time by the founders, leaders, and members of the organization that are socialized and taught to new members and applied in activities organizations that affect the mindset, attitudes, and behavior of members of the organization in producing products, serving consumers, and achieving organizational goals (Wirawan, 2007). One of the schools that implements organizational culture is Asisi Middle School and Charitas Middle School where the work culture that exists in this school is to build a culture of educational community that is innovative, ecological, sibling, brotherly, and has a basis for the poor and has the spirit to serve but this work culture is not fully implemented because it cannot be understood the role the principal will play.

Theoretical review

1. Transformational Leadership

Leadership is a process in which the leader is described as going to give the government or influence, guidance or process to influence the work of others in choosing and achieving the goals set (Danim, Sudarwan, & Darwis, 2003). Leadership is a way that is applied to influence others, especially subordinates, so they can work together to achieve mutually agreed goals.

Transformational leadership is one important dimension in effective leadership which is also the strongest predictor of leadership outcomes (leadership outcomes), such as the extra effort of subordinates to the organization, satisfaction with leaders, and subordinate's assessment of leadership skills (Avolio, Bass, & Jung, 2014). A leader can transform his subordinates through four ways called four I (Bass & Avolio in Judges 2014), namely: (1) Idealized influence (charisma): Transformational leaders have behavioral integrity or perception of conformity between espoused values and enacted values, (2) Inspiration motivation: Transformational leaders try to motivate and inspire their subordinates by clearly communicating high expectations and work challenges, using symbols to focus efforts or actions, and expressing important goals in simple ways, (3) Intellectual stimulation: Transformational leaders seek to create a climate conducive to the development of innovation and creativity, (4) Individualized consideration: Transformational leaders need special attention to the needs of each individual to excel and develop, by acting as a coach or coach (mentor).

Culture is closely related to perceptions of values and their environment that give birth to meaning and outlook on life that will influence attitudes and behavior. While according to Denison defines organizational culture as follows:

defines organizational culture as a set of underlying values, beliefs, and principles that serve as a foundation for an organization's management system, as well as the set of management practices and behaviors that both exemplify and reinforce those basic principles (Trigunarsyah, 2017).

2. Organizational Culture

Organizational culture as a set of values, beliefs and basic principles that form the basis of an organization's management system, as well as a set of management practices and behaviors that exemplify and strengthen these basic principles. The same thing was expressed by Jenifer M. George, and Gareth R. Jones defines organizational culture as follows,

"Organizational culture is the set of shared values, beliefs, and norms that influence the way employees think, effect, and behave toward people outside the organization (Jones & George, 2016).

Organizational culture is a set of values, beliefs, and norms that affect the way teachers think, feel, and behave towards teachers outside the organization. Robert Kreitner, and Angelo Kinicki define organizational culture as follows,

"Organizational culture is the set of shared, taken for granted implicit assumptions that a group holds and that determines how it perceives, thinks about and reacts to its various environments (Kreitner & Kinicki, 2010).

Organizational culture is a shared set, taken for the only implicit assumptions that the group holds and which determines how it views, thinks about and reacts to various environments. Furthermore Herbert G. Heneman III, et.al defines organizational culture as follows;

Organizational culture is a very complex topic, in part because culture is so difficult to define. in essence, culture is the set of intangibles that influences attitudes and behavior of Ni organizations. some of the factors that can influence an organization's culture include the expressed vision of executives, the degree of hierarchy and bureaucracy, the history of interactions among departments, and the style of communication throughout the organization. (Heneman III & Judge, 2015).

Organizational culture is a very complex topic, partly because culture is very difficult to determine. basically, culture is an intangible set that influences attitudes and behavior in organizations. Some factors that can influence organizational culture include expressed vision of the executive, the level of hierarchy, and bureaucracy, the history of interaction between departments and communication styles throughout the organization. Edgar H. Schein in his book John R. Schermerhorn said, "organizational culture is the system of shared beliefs and values that shapes and guides the behavior of its members (Schermerhorn, Jr & Bahrach, 2015). Organizational culture is a system of beliefs and shared values that is formed and used as a guide for the behavior of its members. An almost similar definition was stated by Livari Juhani and Magda Huisman in his book James L. Gibson said, "organizational culture is a shared set of beliefs and values within an organization (Gibson, Ivancevich, Donnelly, Jr., & Konopaske, 2012) Organizational culture is a common set of beliefs and values in an organization. Organizational culture as reflecting the underlying assumptions about the way work is done: what is acceptable and unacceptable and what behaviors and actions are driven and despaired. A similar definition is put forward by A. William P. Dobson, M. Walter defines,

organizational culture consists of values and assumptions shared within an organization. It defines what is important and unimportant in the company and consequently, directs everyone in the organization toward the right way of doing things. (McShane & Glinow, 2008).

Organizational culture consists of shared values and assumptions in an organization. Define what is important and unimportant in the company and consequently direct all teachers in the organization towards the right way of doing things. Organizational culture is a pattern of basic assumptions that are found, created or developed by a particular group, with the intention that the learning organization overcome and overcome the problems that arise due to external adaptation and internal integration that has been going well enough, so it needs to be taught to new members as a correct way to understand, think and feel in accordance with these problems. Edgar H. Schein in his book John R. Schermerhorn, "organizational culture is the system of shared beliefs and values that shapes and guides the behavior of its members (Schermerhorn et al., 2012). Organizational culture is a system of beliefs and shared values that is formed and used as a guide for the behavior of its members. Organizational culture is a system of shared values, beliefs and habits in an organization that interact with its formal structure to create norms of behavior. Carlene M. Cassidy and Robert Kreitner define organizational culture as follows,

organizational culture is the collection of shared (stated or implied) beliefs, values, rituals, stories, myths, and specialized languages that fosters a feeling of community among organizational members (Cassidy & Kreitner, 2011).

Organizational culture is a shared or implied collection, beliefs, values, rituals, stories, myths, and special language that foster community feelings among members of an organization. Organizational culture is the norms and values that direct the behavior of organizational members. Each member of the organization will behave in accordance with the prevailing culture in order to be accepted by the environment. Furthermore K. Shadur and M. A Kienzle define:

organizational culture has been described as the shared values, principles, traditions and ways organizational member act. In most organizations, these shared values and practices have over time and determine, to a large extent, how things are done around here (Robbins & Coulter, 2016)

Organizational culture has been described as shared values, principles, traditions and the way members of the organization act. In most organizations, these shared values and practices have over time and determine, in large part, how things are done around here. Stephen P. Robbins and Mary Coulter define organizational culture, how employees learn culture, employees learn organizations' in a number of ways. The most common are stories, rituals, material symbols and languages (Robbins & Coulter, 2016).

How the teacher learns an organizational culture in several ways. The most common are stories, rituals, material symbols and language. Organizational culture provides firmness and reflects the specifications of an organization so that it differs from other organizations. Organizational culture encompasses all organizational behavior patterns and becomes a guide for every individual in interacting, both within the internal scope and when interacting with the external environment. Furthermore K. Shadur and M. A Kienzle define:

organizational culture has been described as the shared values, principles, traditions and ways organizational member act. In most organizations, these shared values and practices have over time and determine, to a large extent, how things are done around here (Robbins & Coulter,

2016). Organizational culture has been described as having values, principles, traditions and the way members of the organization act.

3. Work Commitments

The word commitment comes from the Latin *committere*, to connect, entrust the state of being obligated or emotionally impelled, that is, a belief that binds so firmly that it binds all of its conscience and then moves the behavior towards the direction it believes (Tasmara, 2006: 26). The teacher's work commitment is a link between himself and the task he is consciously conscious of as a teacher and can give birth to responsibilities that can direct and guide learning activities. High teacher work commitment is needed in a school organization, because the creation of high commitment will affect professional work situations. Talking about teacher work commitments cannot be separated from a term of loyalty that often follows the word commitment.

The success of a teacher in his work is largely determined by the level of competence, professionalism as well as commitment to the occupied field. A person's commitment to the organization where he works shows a power from someone in identifying involvement in the organization. This is consistent with the opinion (Blau & Boal, 1995) which states that Work Commitment as an attitude that reflects the feelings of like or dislike of employees towards the organization.

According to Mowday in (Sopiah, 2008) defines work commitment as another term of work commitment. Work commitment is an important behavioral dimension that can be used to assess employee's tendency to stay as a member of an organization. Work commitment is the identification and involvement of someone who is relatively strong towards the organization.

Work commitment is a condition of an employee who sides with a particular organization, as well as his goals and desires to maintain his membership in the organization (Robbins and Judge, 2008). Mowday (in Sopiah, 2008) revealed that work commitment is the identification and involvement of someone who is relatively strong towards the organization.

Work commitment has two important components, namely the attitude and the will to behave in a case. Attitudes related to identification, involvement and loyalty, while the will depends on the circumstances to behave in a willingness to show effort (Yusof, 2007). Work commitment is a personal characteristic that is reliable and trustworthy (Byron, 2008).

Cohen in Kusumaputri (2015) defines that work commitment is a force that binds individuals to take action towards one or several organizational goals. Whereas Best (in Kusumaputri, 2015) said that individuals who are committed to carrying out specific actions or behaviors that are based on moral conviction rather than personal gain.

Blau and Boal in Sopiah (2008) stated that work commitment is partisanship and employee loyalty to the organization and organizational goals. Whereas Robbins in Sopiah (2008) defines work commitment as an attitude that reflects the likes or dislikes of employees towards the organization. Miller and Lee (in Kusumaputri, 2015) define work commitment as a condition of organizational members who are bound by their activities and beliefs, while their function is to maintain their activities and involvement in the organization.

Lincoln (in Sopiah, 2008), states that work commitments include member pride, member loyalty and the will of members in the organization. (Armstrong & Baron, 1998), said that work commitment is about recognizing the goals and values of the organization, the desire to belong to the organization and the ability to try to belong to the organization. Baron and Armstrong also explained that commitment can ensure that the organization is seen as a "great place to work", then making it a "choice leader". The same thing was also expressed (Steers & Porter,

2009) which said that work commitments included the same values and goals between individuals and companies, member involvement and also the loyalty of members.

Methods

This research was conducted at Asisi Middle School in South Jakarta and Charitas Middle School in South Jakarta. This study uses a quantitative approach, survey methods and path analysis techniques. The variables in the path analysis consist of exogenous and endogenous variables.

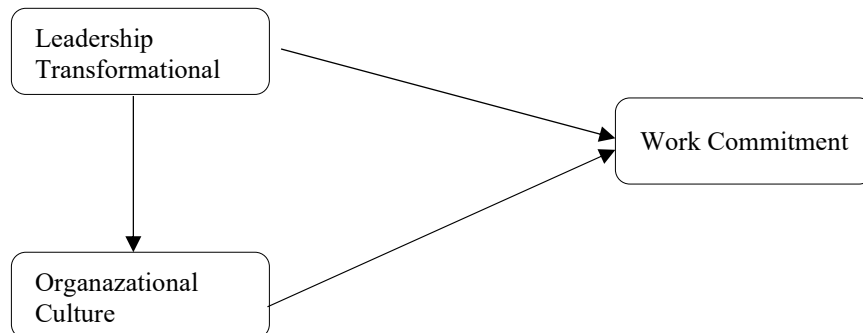


Figure 1. Model Analysis

The population in this study were teachers in junior high schools in South Jakarta. The sample in this study was a portion of the population. The sampling technique used is Random Sampling, which is a simple random sampling method. The target population is reached by permanent teachers of state junior high schools in South Jakarta, amounting to 135 teachers with 89 men and 44 teachers with civil servant status with an average work period of more than 5 years.

In this study the collection of data used by using the instrument in the form of a questionnaire. The instrument was tested before being used in research. The testing of the instrument includes a validity test and a reliability test. From the test results obtained items are valid and invalid instruments. Invalid instrument removed. Questionnaires were distributed to respondents to obtain research data about all the variables studied.

Data collection techniques are a way to obtain the data needed in research. In this study the techniques used include observation, questionnaires, documentation.

Data analysis techniques in quantitative research use statistics. So this research uses inference statistics. Which is statistical inference is a statistical part that studies the interpretation and drawing conclusions that generally apply from available data. In quantitative research, data analysis is an activity after the data from all respondents or other data sources are collected. Activities in data analysis are grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable studied, doing calculations to test hypotheses that have been proposed. Analysis of the data used in this study is the validity test Sugiyono and Wibowo explained that a valid instrument is a measuring tool used to obtain valid data and can be used to measure what is to be measured.

Results and Discussion

Transformational leadership data has an empirical score range of 115 to 135, so the range of scores is 20. The results of the calculation of the data obtained an average of 125.55; standard deviation of 5.09; variance of 25.9275; a median of 125; and mode of 125. Grouping of transformational leadership data can be seen in the frequency distribution table as follows.

Table 4.1 Frequency Distribution of Transformational Leadership

No	Interval Class	Limit		Absolute	Comulatif
		Down	Upper		
1	115 - 117	114,5	117,5	5	7,25%
2	118 - 120	117,5	120,5	7	17,39%
3	121 - 123	120,5	123,5	12	34,78%
4	124 - 126	123,5	126,5	16	57,97%
5	127 - 129	126,5	129,5	12	75,36%
6	130 - 132	129,5	132,5	10	89,86%
7	133 - 135	132,5	135,5	7	100%

69

Organizational Culture (X2)

Organizational culture data has an empirical score range of 114 to 139, so that the range of scores is 25. The results of the calculation of the data obtained an average of 127.67; standard deviation of 6.07; variance of 36.8726; a median of 127; and mode of 127. Grouping organizational culture data can be seen in the frequency distribution table as follows.

Table 4.2 Distribution of Organizational Culture Frequencies

No	Kelas Interval	Batas		Absolut	Komulatif
		Bawah	Atas		
1	114 - 117	113,5	117,5	3	4,35%
2	118 - 121	117,5	121,5	9	17,39%
3	122 - 125	121,5	125,5	13	36,23%
4	126 - 129	125,5	129,5	17	60,87%
5	130 - 133	129,5	133,5	13	79,71%
6	134 - 137	133,5	137,5	11	95,65%
7	138 - 141	137,5	141,5	3	100%

69

Work Commitment (Y)

Work Commitment Data has an empirical score range of 122 to 147, so the range of scores is 25. The results of data calculations obtained an average of 136.81; standard deviation of 5.53; variance of 30.6257; a median of 136; and mode of 136. Grouping Work Commitment data can be seen in the frequency distribution table as follows.

Taeb1 4.3 Frequency Distribution of Work Commitments

No	Kelas Interval	Batas		Absolut	Komulatif
		Bawah	Atas		
1	122 - 125	121,5	125,5	2	2,90%
2	126 - 129	125,5	129,5	5	10,14%
3	130 - 133	129,5	133,5	13	28,99%
4	134 - 137	133,5	137,5	20	57,97%
5	138 - 141	137,5	141,5	14	78,26%
6	142 - 145	141,5	145,5	10	92,75%
7	146 - 149	145,5	149,5	5	100%

69

Distribution table F by using the free degrees (db) of numerator = 1 and the denominator db (n - 2) = 67 with a significant level of 0.05. Obtained Ftable of 3.98 and Fcount of 7.564. This shows that Fcount > F table and probability value Sig. (0.008) < significant level (0.05) then the regression equation X2 over X1 is declared very significant.

Conclusion

Based on the analysis of transformational leadership variables, organizational culture, work commitment and work ethic can be concluded as follows;

1. Transformational leadership has a direct positive effect on work commitment. This means that when leaders in schools implement transformational, it can increase work commitments
2. Organizational culture has a direct positive effect on work commitment. This means that good organizational culture and maximum performance can help improve work commitments.
3. Transformational leadership has a direct positive effect on organizational culture. This means that in the formation of a good organizational culture transformational leadership is needed.

References

- [1] Achua & Lussier. (2013). *Effective Leadership, Fifth International Edition*. . Canada: South-Western Cengage Learning.
- [2] Aldrian & Susanto. (2003). Identification of three dominant rainfall regions within Indonesia and their relationship to sea surface temperature. . *International journal of climatology*, 414.
- [3] Armstrong & Baron. (1998). *Performance Management - The New Realities*. London: Institute of Personnel and Development.
- [4] Avolio, Bass & Jung. (2014). Re-Examining the Components of Transformational and Transactional Leadership Using the Multifactor Leadership Questionnaire. . *Journal of Occupational and Organizational Psychology*, 441-262.
- [5] Bali, R. (2020, 03 13). Radar Bali Jawa Pos. Taken back from <https://radarbali.jawapos.com/read/2019/02/02/117305/schools-most-for-test-for-formation-transformation-leadership>
- [6] Byron, F. (2008). *Third Edition. Operations Now: Supply Chain Profitability and Performance*. New York: Mc Graw Hill International Edition.
- [7] Campbell. (2012). *Biology Teaching Book*. Jakarta: Erlangga.
- [8] Cheng, E., & Lam. (2005). "Adoption of Internet Banking: An Empirical Study in Hong Kong". Department of Logistics, The Hong Kong Polytechnic University,. Hong Kong: Hung Hom, Kowloon.
- [9] Daft, & Richard. (2015). *The Leadership Experience, 6th Edition*. Stamford: Cengage Learning.
- [10] Danim, Sudarwan, & Dervish. (2003). *Midwifery Research Methods: Policy and Ethical Procedures*. Jakarta: EGC Medical Book Publisher.
- [11] George, & Jones. (2012). *Organizational Behavior, Understanding and Managing*. New Jersey: Pearson Education Prentice Pg.
- [12] Hellriegel & Slocum. (2011). *Organizational Behavior 13th edition*. USA: South-Western Cengage Learning.
- [13] Heneman. (2015). Comparisons of Self and Superior Ratings of Managerial Performance. *Journal of Applied Psychology*, 638-642.
- [14] Kinicki, Angelo, & Fugate, M. (2013). *Organizational Behavior: Key Concepts, Skills, and Practices*. New York: McGraw-Hill Education.
- [15] Kroon, B. (2017). Mindfulness as Subtitles for Transformational Leadership. *Journal of*

- Managerial Psychology, 284-297.
- [16] Luthans. (2011). *Organizational Behavior: An Evidence Based Approach*. New York: McGraw-Hill.
 - [17] Manning, & Curtis. (1998). *The Art of Leadership*. New York: MC Graw Hill.
 - [18] McShane, & Glinow, V. (2008). "Organizational Behavior". Fourth Edition. . United States of America: McGRAW-Hill International.
 - [19] Moehersono. (2013). *Competency Based Performance Measurement*. Jakarta: Pt. Raja Grafindo Persada.
 - [20] Moeljono, D. (2005). *Cultured. Organizational Culture in Challenges*. Jakarta: PT Pustaka Binaman Pressindo.
 - [21] Poza (2007). *Family Business, 2nd Edition*. USA: Thomson South-Western.
 - [22] Robbins & Judge. (2013). *Organizational Behavior*. New Jersey: Pearson Edition.
 - [23] Robbins, Stephen, & Coulter. (2010). *Tenth Edition Management*. Jakarta: Erlangga.
 - [24] Schermerhorn, & John. (2010). *Organizational Behavior*. USA: John Wiley.
 - [25] Steers, & Porters. (2009). "The Measurement of Organizational Commitment". *Journal of Vocational Behavior*, 224-47.
 - [26] Stephen, R. (2002). *Organizational Behavior, Interpreting Dr. Handayani Pujoatmoko*. Jakarta: PT. Prenhaltindo.
 - [27] Suud, M. (2020, 03 13). UGM Press. Taken back from UGM Press: <https://www.ugm.ac.id/id/berita/236-muh-suud-kependasional-transformasional-and-transactional-not-influential-on-empowerment>
 - [28] Tika (2006). *Organizational Culture and Improvement of Company Performance*. Jakarta: PT. Bhumi Aksara.
 - [29] Trigunaryah, Abidin & Latief. (2005). *Ranking of Risk Factors in Labor Recruitment that Affects Labor Costs on the Project*. *Journal of Civil Engineering*, 63-65.
 - [30] Hero. (2007). *Organizational Culture and Climate: Application Theory and Research*. Jakarta: Salemba Empat.
 - [31] Yukl. (2006). *Leadership in organizations*. New Jersey: Person Education.