

Efforts to Encourage Sustainable Performance of Corruption Eradication Commission Employees Through Training Programmes

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Abstract

This study aims to determine and analyse the efforts made by the Corruption Eradication Commission to support the sustainable performance of its employees through employee development programs that are in accordance with job competency standards and career development plans. This research was conducted using a descriptive qualitative approach. Primary data sources were obtained from research results in the form of manuscripts, field notes, memos, and other supporting documents. The results of the research show that although the Corruption Eradication Commission has only been a state institution in the executive power family under the president for approximately 3 (three) years and the Corruption Eradication Commission employees have changed their status to become state civil apparatus (ASN), the Corruption Eradication Commission has been able to adjust its human resource development policies implemented through formal learning programmes such as formal training and education and through non-formal learning in accordance with statutory provisions governing competency development for State Civil Apparatus which include technical competence, functional competence, managerial competence, and socio-cultural competence. It is expected that the competency development policy at the Corruption Eradication Commission is not only aimed at increasing professionalism but also maintaining and improving the integrity of its human resources which is the hallmark of the institution.

Keywords: Sustainable Performance, Competence, Education and Training.

Introduction

In an era like today, we are all faced with conditions where changes occur very quickly and unpredictably (volatility), uncertainty due to the difficulty of making accurate predictions (uncertainty), complexity challenges due to various interrelated factors (complexity), and vagueness of an event and lack of clear understanding (ambiguity). This condition is known as the VUCA era.

In an ever-changing business environment, organisations are faced with different challenges than ever before and require every organisation to be more adaptive, responsive and innovative in order to be able to achieve the set goals. Flexibility and the ability to adapt strategies and tactics to environmental changes are key to overcoming

long-term challenges. Achieving targets in an organisation is a goal and an expectation that must be strived for by all elements in the organisation so that it can be realized. Human resources are the greatest asset in every organisation and as one of the elements that is the key to determining the success of achieving organisational goals. All levels from the highest leadership to the lowest level employees must work together and work hand in hand to achieve the targets set by the organisation's management.

In order for the work of all members of the organisation to lead to the goals and standards that have been set, it is necessary to manage or manage performance that serves to measure the achievement of goals, achievements or progress that has been achieved periodically, so that progress can be known and the obstacles faced so that it can then be used as a reference for the next period.

Performance management is a systematic approach used to manage the performance or work of employees both individually and in teams within an organisation. Performance management aims to achieve better results, improve productivity, increase employee motivation, and support overall organisational growth. The existence of performance management has become a necessity for organisations in both the public and private sectors. Performance management as a process for evaluating employee work results, should be implemented on an ongoing basis by linking employee activities to organisational goals that ultimately help improve organisational performance on an ongoing basis.

The importance of performance management is not just about assessing employee performance nor is it just about the numbers on the scorecard. Effective performance management is also about building a solid foundation for sustainable growth through planning, monitoring and providing feedback, strategising individual or team performance development, identifying training needs, and facilitating communication between managers and employees. Through continuous performance management, organisations can identify employee needs, provide constructive feedback, and design development programmes accordingly. Thus, performance management is not only about improving the productivity of current employees, but also about preparing them for the demands of the future.

Continuous performance management encourages continuous human resource development. Human resource development is an effort to develop the quality or ability of human resources through the planning process of education, training, skills development and providing opportunities for career growth. Employees will feel more engaged and productive if the organisation supports their development. This will help improve organisational performance on an ongoing basis and bring long-term success to the organisation.

The efficiency and effectiveness of an organisation also depends on the development of its human resources. Developing the knowledge of employees means improving their ability to know and understand the ins and outs of doing work in more depth, or by understanding the development of the organisation and the goals to be achieved by the organisation as well as the policies and regulations that apply in the organisation.

Development is essentially learning opportunities, designed to help employees. Investment in employee development is an expenditure aimed at improving the productive capacity of people. To cope with the demands of the present task and especially to meet the challenges of the future, employee development is an absolute must. With a good employee development programme, the organisation will have a more powerful competitive force and be able to compete positively in the global arena and be difficult for other organisations to replicate. In essence, employee development is designed to increase job performance and improve job satisfaction for the employees themselves.

This paper is about the efforts of the Corruption Eradication Commission to support the sustainable performance of its employees through employee development programmes, especially the implementation of training programmes for Corruption Eradication Commission employees. The development programme prepared for Corruption Eradication Commission employees is aimed at helping employees to prepare themselves to handle their positions in the future, taking into account the duties and obligations faced now effectively and efficiently.

Literature Review

Performance

Performance comes from the word job performance which means work results or work performance. Performance has a very broad meaning, not only the results of work but how the work process can take place.

According to Wirawan (2009: 732) the word performance stands for work energy kinetics whose equivalent in English is performance, which is often Indonesianised into the word performance. Wirawan also defines performance as the output produced by the functions or indicators of a job or a profession in a certain time.

Rivai and Basri (2005: 14-15) state that performance is the result or level of success of a person as a whole during a certain period in carrying out tasks compared to work result standards, as well as targets or goals or criteria that have been determined in advance and have been agreed upon.

Mangkunegara (2016: 67) interprets performance as the results of work both in quality and quantity achieved by employees in carrying out their duties in accordance with the responsibilities given.

Prawirosentono in Nawawi (2006: 65) says that performance is the result of work achieved by a person or group of people in an organisation/company in accordance with their respective authorities and responsibilities in order to achieve organisational goals legally, not against the law, and in accordance with morals and ethics. Meanwhile, according to Hasibuan (2012: 94) employee performance is a result of the work achieved by a person in carrying out the tasks assigned to him which is based on skills, experience, and seriousness and time.

Nawawi (2006: 65) says that performance is not an individual trait or characteristic but a work ability that is shown through a process or way of working whose results can be achieved in which there are three important elements, namely the element of ability, the element of effort and the element of opportunity. Thus it means that someone who has high work ability in his field of work will only be successful if he has the willingness to make efforts that are directed at the goals of the organisation/company. Furthermore, ability and effort alone are not enough without the opportunity for success, both self-created and obtained from their superiors or leaders/managers.

Furthermore, Rivai and Basri (2005: 16) mention that according to the partner-lawyer model (Donnelly, Gibson and Ivancevich: 1994), individual performance is basically influenced by factors; (a) expectations of reward, (b) encouragement; (c) abilities, needs and traits; (d) perception of the task; (e) internal and external rewards; (f) perception of the level of reward and performance satisfaction. Thus, performance is basically determined by three things, namely (1) ability (2) desire and (3) environment. To have a good performance, a person must have a high desire to do and know his job. Without knowing these three factors, good performance will not be achieved.

It can be concluded that what is meant by performance is:

- a) Display of observable and measurable performance processes and outcomes
- b) The ability that is manifested in the form of performance processes and results by staff
- c) Efforts to use resources effectively, efficiently and productively to achieve organisational goals through planning, implementation and control processes.
- d) Efforts to improve the ability and encourage staff through various means to perform enthusiastically, effectively, efficiently and productively, in accordance with the correct performance process in order to achieve optimal performance results.

Sustainable

Sustainability comes from the word sustainability which, according to the Cambridge Dictionary, is defined as the quality of being able to continue over a period of time. According to the Big Indonesian Dictionary (KBBI), sustainability means going on continuously and continually. The concept of sustainability is often associated with the environment, but in its broadest sense, sustainability refers to the ability to maintain or support a process continuously over time.

Definitions of sustainability have been proposed by various organisations and experts in the field. In the context of business and policy, sustainability seeks to prevent the depletion of natural or physical resources, so that those resources will remain available for the long term.

At the United Nations Conference on Environment and Development (UNCED) in 1992, sustainability was defined as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs, taking into account environmental, economic and social aspects in a balanced manner". This definition emphasises the importance of achieving a balance between the three main aspects, namely environmental, economic and social, in an effort to achieve global sustainability.

From an environmental perspective, sustainability can be interpreted as the ability to maintain ecosystem balance and prevent environmental damage. From an economic perspective, sustainability can be interpreted as the ability to create sustainable economic growth in the long term. From a social perspective, sustainability can be interpreted as the ability to improve people's welfare and correct social inequalities.

Another concept that also discusses sustainability is the Triple Bottom Line theory, which is a framework to help businesses and companies move towards a sustainable future. The Triple Bottom Line theory was introduced by John Elkington in 1994 through his book entitled *Cannibals with Forks: The Triple Bottom Line of 21st Century Business*.

The concept emerged as a response to business practices that tended to focus solely on financial returns, while ignoring the social and environmental impacts of their operations. It is also a response to global challenges faced by companies, including climate change, social inequality, and the need for more efficient use of resources.

The three focuses of the Triple Bottom Line include the "people" element, which is the impact on the people around the organisation, the "planet" element, which is the impact of the business on the natural environment and ecological systems, and the "profit" element, which is the overall economic impact of the business.

The triple bottom line concept suggests that business results cannot be measured solely in financial terms and emphasises the importance of not only pursuing financial returns but also having a positive impact on society and the environment around it.

In addition to the pursuit of profit, organisations must also consider the well-being of people and the planet by taking into account the social and environmental impacts of

the activities the organisation undertakes. This means that organisations that adopt the Triple Bottom Line framework are accountable to all stakeholders, not just shareholders but also customers, the wider communities in which the organisation operates, employees, supply chain partners and vendors.

The people element is the social aspect of an organisation. Some basic methods that companies can apply to create a good social impact include implementing a fair and inclusive employment and recruitment system, then ensuring a safe, healthy and equal working environment.

The concept of sustainable performance refers to a management approach that aims to maintain and improve employee productivity, efficiency and well-being over the long term. It involves assessing and developing performance on an ongoing basis, rather than just through traditional annual evaluations. This approach is designed to create a work environment that is adaptive and responsive to change, enabling organisations to remain competitive in a dynamic marketplace.

Training

As outlined above, the importance of performance management is not just limited to assessing employee performance and just the numbers on the scorecard. More deeply, performance management is also about building a solid foundation for sustainable growth through planning, monitoring and providing feedback, strategising individual or team performance development, identifying training needs, and facilitating communication between managers and employees.

Continuous performance management encourages continuous human resource development. Human resource development is an effort to develop the quality or ability of human resources through the planning process of education, training, skills development and providing opportunities for career growth. Hasibuan (2005:72) suggests that employee development includes:

a. Informal development,

i.e. employees/employees on their own desire and effort to train and develop themselves by studying literature books that have to do with their work or position. Informal development shows that the employee has a strong desire to progress by

improving his/her work ability. This is beneficial for the organisation because the employee's work performance is greater, in addition to better efficiency and productivity.

b. Formal development,

Employees are assigned by the organisation to attend education or training, either conducted by the organisation or conducted by educational or training institutions. Formal development is carried out by the organisation due to current or future organisational demands, which are non-career in nature or the advancement of an employee's career.

Given that the focus of this paper is on development through learning activities with training methods, in the literature review, the element of employee development that will be explored in more depth is training.

Training is any effort made to improve an employee's performance on a particular job for which he or she is responsible. Training usually includes learning experiences, planned activities and designs in response to identified needs. Training is intended to improve mastery of various skills and techniques for performing specific, detailed and routine work (Handoko, 2001).

Training is a place for employees to acquire or learn specific attitudes, abilities, skills, knowledge, and behaviours related to work. According to Henry Simamora, training is a way to motivate and improve work skills, including counselling on employee behaviour that follows up with the provision of training (Simamora, 2006).

According to Simamora, there are five types of training that can be conducted, namely:

- a. Skills Training, is training that is often encountered in organisations.
- b. Retraining, seeks to provide employees with the skills they need to cope with changing work demands.
- c. Cross-Functional Training. involves training employees to perform work activities in areas other than and assigned job.
- d. Team Training, is the working together of a group of individuals to complete work for a common goal within a work team.
- e. Creativity Training, the workforce is given the opportunity to express ideas as freely as possible based on rational judgement and cost and feasibility.

According to Davis, Keith, and Werther W.B (1996), the form of training can be divided into 2 (two) based on the method, namely on the job and off the job. The description of each method is as follows:

1. On the Job Training

On-the-job and informal training where the employee works under the supervision of an experienced employee. Examples of methods of this type include Job Instruction Training where the employee is given instructions or steps to perform directly at the time of performing the job, Job Rotation where the employee moves within a certain period and is given knowledge of different parts of the organisation as well as practice of various managerial skills in order to broaden the employee's experience, Apprenticeship by involving the employee in activities / work carried out by certain experienced position holders, to learn how to perform an activity, so that the employee's expertise is developed, Coaching which is carried out where superiors teach work expertise and skills to their subordinates.

2. Off the Job Training

Off-the-job training includes classroom instruction such as lectures, conferences, using audiovisual aids, computer instruction, and specialised machines with various materials. Variations of this training are vestibule training and role play to make off-the-job training more realistic using computers/internet.

The main objective of training is to enhance employees' ability to improve their performance in the near future and on a specific job (Jackson, Werner, & Schuler, 2018). The benefits of training programs can be felt by organisations, individuals, and staffing departments. The following are the benefits of training proposed by M.J Tessin in (Sirait):

a. For Organisations

1. Improve job knowledge and skills;
2. Improve work morale;
3. Identify the purpose of the organisation;
4. Create a better image of the organisation;
5. Improve the relationship between superiors and subordinates;
6. Helping employees to adjust to change;

7. Helps deal with conflict and thus prevents stress;
 8. Help improve productivity and quality of work.
- b. For Individuals
1. Helping individuals to make better decisions and problem-solve;
 2. Internalise and operationalise work motivation, achievement, growth, responsibility and progress;
 3. Enhance self-confidence and self-development;
 4. Helps to reduce the fear of facing new tasks. According to the "Peter Principle", the higher one's sense of incompetence, the more fearful one tends to become. Therefore, training and development are necessary.
- c. For the Personnel Section
1. Improve communication between groups and individuals;
 2. Understanding of organisational policies, rules, etc;
 3. Build a sense of group cohesiveness;
 4. Make the organisation a great place to work and live in.

While the general purpose of training according to Sikula (1976) cited by Munandar (1978) in As'ad (1995) is as follows:

1. Improving Work Productivity Training can improve work performance in the current position. If the level of performance increases, it will result in increased productivity and increased profits for the organisation.
2. Improving Work Quality This means both quantity and quality improvement. A knowledgeable workforce will obviously be better and will make fewer mistakes in their operations.
3. Improving Accuracy in Human Resource Planning Good training can prepare the workforce for future needs. If there is a vacancy, it will be easily filled by personnel from within the organisation.
4. Improving morale If an organisation conducts an appropriate training programme, the climate and atmosphere of the organisation will generally be better. With a healthy working climate, morale and morale will also increase.

5. **Maintaining Occupational Health and Safety** A proper training programme can help avoid occupational accidents. In addition, the working environment will become safer and more harmonious.
6. **Supporting Personal Growth** This means that the right training programme actually benefits both the organisation and the workforce. For the workforce, participating in the training programme will help them to mature in the areas of personality, intellect, and skills.

Rivai and Jauvani (2011) also suggest the benefits of training, where training needs to be done to fulfil the following needs:

1. The need to fulfil current demands. This need can be identified by the mismatch between the worker's work performance and the work results demanded by the organisation.
2. Fulfil the needs of other positions. In many organisations, job rotation is common. Therefore, training can be conducted so that workers can get an overview of the job before the rotation.
3. Demands for change. Changes, both internal and external, require organisations to adjust by requiring new knowledge and skills.

Research Methodology

This research uses qualitative research methods whose results are in the form of words not in the form of numbers obtained from sources both primary and secondary sources orally and in writing (Lexy, J Moleong. 2012: 5), with a descriptive approach, namely research that describes the conditions and findings in the field in accordance with existing reality.

This research was conducted at the Directorate of Anti-Corruption Education and Training of the Corruption Eradication Commission, which is responsible for the competency development program for employees of the Corruption Eradication Commission in carrying out its vision of reducing the level of corruption to create an advanced Indonesia.

The data collection technique is through literature study through secondary data in the form of theories or concepts that have been published in books, journals and

research results, ideas, regulations and other important writings or manuscripts related to the research focus. Primary data was obtained directly from sources such as planning documents, reports, public documents, writings and videos issued by the Corruption Eradication Commission's official social media platforms. In addition, the author also made direct observations of the implementation of work programs carried out by the Directorate of Anti-Corruption Education and Training of the Corruption Eradication Commission.

Discussion

The Corruption Eradication Commission is a state institution established under Law Number 30 of 2002 with the aim of increasing the effectiveness and results of efforts to eradicate corruption. The Corruption Eradication Commission is also mandated to eradicate corruption in a professional, intensive and sustainable manner.

In 2019 there was a fundamental change for the Corruption Eradication Commission caused by the amendment of Law Number 30 of 2002 to Law Number 19 of 2019 concerning the Second Amendment to Law Number 30 of 2002 concerning the Corruption Eradication Commission.

With this change, the Corruption Eradication Commission became a state institution in the executive power family under the president and the employees of the Corruption Eradication Commission and employees of the Corruption Eradication Commission became state civil apparatus (ASN) whose rights and obligations are subject to the provisions of laws and regulations governing the State Civil Apparatus.

In order to achieve its vision, mission and strategic goals, the Corruption Eradication Commission as a state institution tasked with eradicating corruption in Indonesia must be supported by organisational tools, business processes/management and human resources with high integrity and competence to carry out the tasks assigned to the Corruption Eradication Commission.

The challenges of eradicating corruption are increasing from time to time, characterised by increasingly sophisticated modes of corruption, making efforts to improve and increase the capacity of the Corruption Eradication Commission employees

a necessity so that the task of eradicating corruption can run optimally, effectively and efficiently.

As an important asset in the effort to eradicate corruption, the Corruption Eradication Commission continues to improve the quality and knowledge of its employees through competency development programmes that are implemented effectively and continuously. Competency development for employees of the Corruption Eradication Commission is an effort to develop the knowledge, skills, and/or behavioural attitudes of employees in carrying out their job duties in order to create competitive human resources who have the knowledge, skills, and behavioural attitudes that are in accordance with the needs of the organisation.

As a state institution in the executive power family under the president and with the status as a state civil apparatus (ASN), the implementation of competency development for employees of the Corruption Eradication Commission refers to the provisions of laws and regulations governing the State Civil Apparatus, namely Law Number 20 of 2023. Referring to these regulations, competency development for employees of the Corruption Eradication Commission is carried out in the form of education and/or learning. Competency development in the form of education is carried out through the provision of learning assignments or formal education and learning or training carried out through two channels, namely classical learning and non-classical learning.

The implementation of training for employees of the Corruption Eradication Commission aims to improve the competence of employees in accordance with job competency standards and career development plans as well as to improve the integrity and professionalism as well as the knowledge and skills of employees in the field of corruption eradication. Improving the performance of Corruption Eradication Commission employees through training requires an appropriate and well-directed and well-planned strategy. This strategy must be designed based on the actual needs and conditions of Corruption Eradication Commission employees, as well as considering various factors that can affect their performance.

The implementation of training for employees of the Corruption Eradication Commission is carried out with an integrated learning system approach and a curriculum

that is in accordance with the needs of the Corruption Eradication Commission and pays attention to alignment with the goals and development strategies of the Corruption Eradication Commission, compatibility with employee career development and the results of performance appraisals and employee competency assessments within the Corruption Eradication Commission.

The implementation of competency development for employees of the Corruption Eradication Commission is guided by 2 (two) Leadership Regulations, namely Leadership Regulation Number 3 of 2023 concerning the implementation of education and training within the Corruption Eradication Commission and Leadership Regulation Number 4 of 2023 concerning study assignments for employees of the Corruption Eradication Commission.

In the Chairman's regulation Number 3 of 2023, it is explained that the Corruption Eradication Commission organises 3 (three) types of training, namely pre-service training which is intended for 3 classes of positions ranging from class I - II, in-service training consisting of managerial training, technical training, functional training and official training, and there is also out-of-service training consisting of induction training, training for the formation of investigators and Corruption Investigators and retirement preparation training.

To carry out the function of developing the competence of its employees, the Corruption Eradication Commission has a working unit that is responsible for developing various employee capacity building programmes tailored to the needs of corruption eradication efforts. The task of organising training for employees of the Corruption Eradication Commission is the task and function of the Directorate of Anti-Corruption Education and Training under the Deputy for Education and Community Participation, known as the Anti-Corruption Education Centre. In accordance with Commission Regulation No. 7 of 2020 on the Organisation and Governance of the Corruption Eradication Commission, the Directorate of Anti-Corruption Education and Training performs the following functions:

- a) formulating policies, planning, controlling, evaluating, administering, securing activities, developing systems, business processes/standard operating procedures

- and working methods in the implementation of the Anticorruption Education and Training Directorate's tasks;
- b) development of anti-corruption education and training curriculum, syllabus and teaching materials;
 - c) Competency development in the field of anti-corruption for internal human resources of the Corruption Eradication Commission and anti-corruption strategic partners/stakeholders;
 - d) Fostering cooperation in the implementation of anti-corruption education and training with training institutions/institutions both government and non-government owned including Competency Test Sites in carrying out certification of anti-corruption Eradication and/or Counselors.

In addition to formal learning through training, employees of the Corruption Eradication Commission are also encouraged to develop their competencies through informal learning, as implemented through the knowledge management (KM) implementation programme at the Corruption Eradication Commission. At the organisational level, knowledge sharing activities are carried out periodically, under the name Knowledge Management Day (KOMEN-Day). The Corruption Eradication Commission also organises Anti-Corruption Knowledge Week (ACKNOW), which is held as a forum for knowledge sharing among employees who have completed their study assignments, as well as forming a Community of Practice (CoP), to maintain and strengthen more specific knowledge.

Conclusion

Based on the above discussion, it can be concluded as follows:

The challenges of eradicating corruption are increasing from time to time, characterised by increasingly sophisticated modes of corruption, so the Corruption Eradication Commission must continue to improve and increase the capacity of Corruption Eradication Commission employees so that the task of eradicating corruption can run optimally, effectively and efficiently.

The Corruption Eradication Commission continues to improve the institutional capacity of the Corruption Eradication Commission's employee competency development

task force, Since the amendment of Law Number 19 of 2019, the Corruption Eradication Commission has gradually begun to adjust the business process of developing the competence of Corruption Eradication Commission employees to be in accordance with the laws and regulations governing the development of ASN competencies such as functional technical competencies, managerial competencies, and socio-cultural competencies carried out through functional, managerial and other official training.

Competency development of Corruption Eradication Commission employees is not only carried out through formal learning approaches through classical learning programmes such as training, but also encourages competency development through informal learning approaches.

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