

The Effect of Work Motivation, Work Skills, Cognitive Behavior on Career Development of Civil Service Police Officers

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Keywords: Work Motivation, Work Skills, Cognitive Behaviour, Career Development.

Abstract: This study aims to determine the effect of work motivation, work skills, on career development, with variables controlling cognitive behaviour. The independent variables are: work motivation (X1), work skills (X2), cognitive behaviour (X3) and the dependent variable career development (Y). This research was conducted at the Civil Service Police Unit of Kebayoran Baru District, South Jakarta City Administration during March-June 2019. Population and employee samples totalling 50 employees with saturated sampling techniques. The research instrument was a questionnaire that met the requirements of validity and reliability. Data analysis used simple correlation, multiple correlation, and multiple regression tests at the significance level of alpha 0.05. Based on data analysis, the correlation coefficient between X1 and Y was 0.152 and significant at the 0.05 level, while the correlation coefficient between X2 and Y was 0.354, X3 with Y was 0.325 and X1, X2, X3 with Y were 0, .377 and significant at the 0.05 level. Then the regression analysis obtained by the regression equation between X1 and Y, $Y = 19.414 + 0.471X1$. The regression equation between X2 and Y is $Y = 5,415 + 0,808X2$, the regression equation between Y and X3 is $Y = 3,902 + 1,285X3$. The results of this study concluded that 1) there is a positive and significant influence between work motivation and career development; 2) there is a positive and significant influence between work skills and career development; 3) there is a positive and significant influence between cognitive behaviour with career development.

1 INTRODUCTION

Traditionally most career development is as part of Human Resource Development in companies and/or organizations still based on kindship, closeness, friendship, and personal interests. It is not based on competence and needs. Often the career path of someone who is placed as an employee still depends on good fortune alone. And because they are not ready to tread their career paths or are not prepared in advance their career levels cause employees to become inefficient and ineffective in passing through their career paths.

Career development has become a concern of employees in the life of today's organizations (Hall and Goodale: 1986) Further in most organizations career development employees have become staffing problems that require special attention and career development programs have begun to mushroom in almost all organizations. In this case, what is meant by career development is a process in which individuals and organizations evaluate the strengths and weaknesses and career plans of employees in the

organization. The above opinion is supported by a tendency towards a shift in career development approaches and traditional career approaches to a modern career approach by emphasizing a more global perspective. The description of traditional career development emphasizes the aspect of know how which means that a person is required to have qualified expertise and knowledge aimed at providing a service or producing a product (Noe: 1999) Whereas in the modern career approach a person is expected to have the know why aspect which means to understand a company and culture so that they can build and use knowledge and expertise that can help the business, and have an understanding whow, which means understanding the relationship that workers have significance to the success of the business. The shifting pattern of career development occurs because of the demands that are internal and external.

Traditional career development patterns are depicted more likely to be in a hierarchical position, authority and responsibilities as well as compensation. This pattern has shifted towards the development of modern careers, which is illustrated

that the development of modern careers is aimed at fostering employees by providing opportunities to choose personal interests, expertise, and the availability of information to seek experience in terms of career development. In the actual context, career development is one of the important aspects for a changing organization. Organizations that are changing or organizations that are facing challenges of change both from within and from outside, need a paradigm of modern career development (Gordon C. 1993). The approach should emphasize an approach that provides an opportunity for individuals to increase new knowledge and expertise, be proactive, systematic, self-assessment and provide motivation. The shift in career development approach not only hit the business sector but also began to penetrate the public sector. This is due to the rapid and fundamental changes taking place in all fields, so that it requires the readiness and readiness of public organizations to adapt.

Career development and utilization of human resources are the needs of the organization, stating that their employees are the most valuable assets. Nevertheless, employees who are placed in inappropriate positions and experience frustration to grow and develop harm the organization.

The emergence of the phenomenon of demotion and demotion, the transfer of employees known as mutations and the existence of an employee promotion is a form of career development. Judging from the importance of the agency's policies, a formula is needed to regulate the administration of all types of employee transfers. Career development can be influenced by the following: boss / manager role, organizational role, training, outsiders. Help in development Employee careers can be obtained from various sources, for example educational institutions or consultants or the labor department.

Another thing related to career development is promotion. Promotion is an opportunity for career development of an employee. Organizational policies in terms of promotion are very important for employees who want their careers to develop. Promotion must be wise, open and flexible, ie responsive to individual needs. Every promotion has risk factors for the organization as well as for the individual. The higher the frequency of work, the greater the risk factors, the possibility of giving the wrong promotion can occur. Therefore it is expected that the promotion of employees is adjusted to their level of competence. From the description above, this study seeks to explain how the planning and career development of employees at the Jakarta Civil Service Police Unit.

Career development consists of the personal improvement of one undertakes to achieve a personal career plan (Wherther, Jr., and Davis, 1996: 311). In general, what influences a person's career is: (1) Family; (2) Environment; (3) Education; (4) Suggestions about careers from formal sources, for example from labor centers, etc. (5) The role of the employee itself; Today's employees are more involved in establishing their careers in the company as a result of government policies in the area of employment.

According to Dessler, career planning and development is "the deliberate process through which a person becomes aware of personal career-related attributes and the lifelong series of stages that contribute to his or her career fulfillment." (Dessler, 2011: 383); is a deliberate process in which a person becomes aware of the attributes associated with a personal career and a series of lifelong stages that contribute to the fulfillment of his career.

Likewise, Miner and Crane's opinion states, "career planning is carried out by an individual in order to become aware of the opportunities that exist, of constraints on the availability of those opportunities, of the choices that need to be made, and of consequences that can be anticipated. Career-related goals are established and development experiences are identified in order to reach these goals. Career development is the actual process of implementing these plans. It is a joint effort between individual and organization." (Miner and Crane, 1995: 409);

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Thus an employee needs to take certain steps to realize the plan. The various steps that need to be taken can be taken on the initiative of the workers themselves, but can also take the form of activities sponsored by the organization, or a combination of the two. This is one of the very fundamental principles of career development.

Flippo (1984: 271) states that "Career can be defined as a series of work activities that are inseparable and provide position and meaning in one's life history. Meanwhile, according to Hani Handoko in Sunyoto (2012: 165) there are three career definitions, namely:

1. Career as a sequence of promotion or transfer (transfer) laterally to positions that are more demanding of responsibility or better location in crossing the hierarchy of work relations during one's work life;
2. Career as a guide for jobs that form a clear pattern of systematic progress in his career;
3. Careers as the history of one's work or a series of positions held during work life.

Thus it can be interpreted that career development must be passed through the preparation of the prerequisites that must be possessed by an employee to support career advancement. These prerequisites are mutually supportive, in the sense that every career advancement of an employee must go through several predetermined criteria such as achievement, job / job weights, the presence of vacancies, efficiency and so forth.

Understanding career development as an HR management activity is the realization of the relationship between individuals as workers and their organizations. In realizing career management for oneself, the following conditions are needed: (1) Awareness and understanding of workers that every job / position always provides opportunities to progress and develop; (2) Every worker must understand that the responsibility for career development rests with their respective workers, which requires the implementation of career development management itself; (3) Every worker needs to realize and understand that it is not easy for the organization / company to align themselves with a career in the form of the position / position available, because usually there is more daro than someone who has the opportunity to get it. Broadly speaking, motivation theory is grouped into three groups, namely

Motivation theory with the content theory approach, content theory with a process approach and motivation theory with a reinforcement approach. It is believed that to achieve the goal, people must have sufficient motivation (Ghenghesh, 2010:128)

Maslow's Hierarchy of Needs, Needs can be defined as a gap or disagreement experienced between a reality with an impulse that is within. If the employee's needs are not met then the employee will show disappointed behavior. Conversely, if their needs are met then the employee will show happy behavior as a manifestation of his satisfaction. Needs are the fundamental underlying employee behavior. Because it is impossible to understand behavior without understanding its needs.

Abraham Maslow (Tampubolon: 2012) suggests that the hierarchy of human needs is as follows:

- 1). Physiological needs, namely the need to eat, drink, physical protection, breathing, sexual. This need is the lowest level requirement or also referred to as the most basic needs
- 2). The need for a sense of security, namely the need for self-protection from threats, dangers, conflicts, and living environments
- 3). The need for a sense of belonging (social), that is, the need to be accepted by groups, affiliated, interacting, and the need to love and be loved
- 4). The need for self-esteem, namely the need to be respected and valued by others 5). The need to actualize oneself, that is the need to use abilities, skills and potential.

The need to argue with express ideas, ideas and criticisms of something. Theory X and Y from Douglas McGregor put forward a real view of humans. The first view is basically negative called theory X, and the second is basically positive called theory Y. McGregor concluded that managers / leaders' views of human nature are based on certain groups of assumptions and that they tend to shape their behavior towards employees based on these assumptions.

Herzber's two-factor theory, this theory put forward by Frederick Herzberg with the assumption that an individual's relationship with work is fundamental and that an individual's attitude towards work can very well determine success or failure. (Tampubolon: 2012) Herzberg views that job satisfaction comes from the existence of intrinsic motivators and bring job dissatisfaction from the absence of extrinsic factors. Extrinsic factors (work context) include: (1) Wages, (2) Working conditions, (3) Job security, (4) Status, (5) Company procedures, (6) Quality of supervision, (7)

Quality of interpersonal relationships among colleagues, superiors, and subordinates. The existence of these conditions for employee satisfaction does not always motivate them. But their absence causes dissatisfaction for employees, because they need to maintain at least a level of "no satisfaction", an extrinsic condition called dissatisfaction, or hygiene factors. Intrinsic factors include: (1) Achievement, (2) Recognition, (3) Responsibility, (4) Progress, (5) The work itself, (6) The possibility of developing. The absence of these conditions does not mean proving a very dissatisfied condition. But if there is, will form a strong motivation that results in good work performance. Therefore, the extrinsic factor is referred to as a satisfaction or motivator.

McClelland's need theory was advanced by David McClelland. This theory focuses on three needs (Tampubolon: 2012), namely:

- 1). Need for achievement (need for achievement): Encouragement for achievement and outperform, reach standards, and strive to succeed
- 2). The need for power (need for power): the need to make others behave in such a way that they will not behave otherwise.
- 3). Relationship needs (need for affiliation): A desire for interpersonal relationships friendly and friendly. Expectancy Theory, this theory argues that the strength of a tendency to act in a certain way depends on the strength of an expectation that the action will be followed by a certain output and on the attractiveness of that output to the individual (Tampubolon: 2012).

Expectation theory says that an employee is motivated to carry out a high level of effort if he believes the effort will lead to a good performance appraisal, a good appraisal will encourage organizational rewards, such as bonuses, salary increases, or promotions and the rewards will satisfy the goals the employee personally.

Clayton Alderfer's theory emphasizes the theory of ERG motivation which is based on human needs for existence (existence), relationships (relatedness), and growth (growth) (Tampubolon: 2012). This theory is slightly different from Maslow's theory. Here Alderfer argues that if higher needs are not or cannot be met then humans will return to the flexible motion of meeting needs from time to time and from situation to situation.

Theory of Justice is based on the assumption that people are motivated by the desire to be treated fairly at work, individuals work to get exchanges of rewards from organizations (Tampubolon: 2012).

The term motivation comes from the Latin word "movere" which means encouragement or move. Motivation questions how to direct power and potential to work towards the specified goals. Basically, a person works because he wants to fulfill his daily needs. The urge to desire from one person to another is different so that human behavior tends to vary at work. According to Vroom in motivation refers to a process of influencing individual choices to various forms of desired activities (Ngalim Purwanto, 2006: 72) . In addition, the term includes a number of concepts of drive (drive), needs (need), stimuli (incentives), rewards (reinforcement), reinforcement, goal setting, expectancy, and so on.

Thus it can be concluded that work motivation is an employee's response to a number of efforts arising

from within the employee as a driving force to work well for the desired goals of the employee and the workplace organization is achieved.

Job skills, that everyone has skills that are a talent of the Almighty. Some people are aware of the skills they have, but some are not yet or are not aware of the skills in themselves. The definition of skill is the ability of a person to change something into something more valuable and meaningful. Using skills can be with mind, reason and creativity. If the skills are honed, it is possible if it will produce something profitable.

Every expert has his own views on the definition of skills. The following understanding of skills according to experts:

- 1). Skills are an ability to operate work more easily and precisely. This definition of skill according to Gordon tends to lead to psychomotor activity (Gordon, 1994).
- 2). Skills means developing the knowledge gained through training and experience by carrying out a number of tasks (Dunette, 1976)
- 3). Skills must be done with practice as an activity development (Nadler, 1986).
- 4). Skills not only require training, but the basic abilities that everyone has can help produce something of value more quickly (Iverson, 2001)
- 5). Skills are divided into 4 categories, namely:
 - a) Basic Literacy Skill: Basic skills that are definitely a must for every like reading, writing, counting and listening.
 - b) Technical Skill: Technical expertise gained through deep learning engineering such as operating computers and other digital devices.
 - c) Interpersonal Skill: Everyone's expertise in communicating with each other others like listening to someone, giving opinions and working in teams.
 - d) Problem Solving: A person's expertise in solving problems using his logic (Robbins, 2010).

Thus it can be concluded that a person's work skills are honed through training programs or other guidance, which is supported by the basic abilities that a person already has in him. Combined abilities that are intensive will certainly be able to overcome the problem to produce something useful and valuable for yourself and others.

The cognitive domain is the domain that includes mental activities (brain). All efforts concerning brain activity are included in the cognitive realm. The cognitive domain has six levels or aspects, namely:

- 1). Knowledge / memorization / memory,
- 2). Comprehension,
- 3). Application (application),
- 4).

Analysis (analysis), 5). Synthesis (synthesis), 6). Rating / award / evaluation

The purpose of cognitive aspects is oriented to the ability to think that includes more simple intellectual abilities, namely remembering, to the ability to solve problems that require students to connect and combine several ideas, ideas, methods or procedures learned to solve the problem. Thus the cognitive aspect is the subtaxonomy that reveals mental activities that often start from the level of knowledge to the highest level, namely evaluation.

Behavior Theory is a theory coined by Gage and Berliner about changes in behavior as a result of experience. Then this theory developed into a flow of learning psychology that influenced the development of educational and learning theories known as behavioristic flow. This flow emphasizes the formation of behavior that appears as a result of learning.

Behavior theory with its stimulus-response relationship model, seeks people to learn as passive individuals. Specific responses or behaviors using training or habituation methods only. The appearance of behavior will be stronger if given reinforcement and will disappear if subject to punishment. Hosland, et al (1953) said that the process of behavior change is essentially the same as the learning process.

The process of behavior change describes the learning process in individuals which consists of: Stimulus (excitement) given to organisms can be accepted or rejected. If the stimulus is not accepted or rejected, it means that the stimulus is not effective in affecting individual attention and stopping here. But if the stimulus is received by the organism means there is attention from the individual and the stimulus is effective.

- If the stimulus has received attention from the organism (received) then he understands this stimulus and proceed to the next process.
- After that the organism processes the stimulus so that there is a willingness to act for the stimulus it has received (to act).
- Finally, with the support of facilities and encouragement from the environment, the stimulus has the effect of the actions of the individual (behavior change).

Furthermore, this theory says that behavior can change only if the stimulus (excitatory) given really exceeds the original stimulus. Stimulus that can exceed the original stimulus means that the stimulus given must be able to convince the organism. In convincing this organism, the reinforcement factor plays an important role. The process of attitude change seems that attitudes can change, only if the

stimulus that hits it actually exceeds the original. Citing the opinion of Hovland, Janis and Kelley who stated that in examining the new attitude there are three important variables, namely: 1) attention, 2) understanding, and 3) acceptance.

This theory bases the assumption that the cause of behavior changes depends on the quality of the stimuli that communicate with the organism. This means that the quality of sources of communication (sources) such as credibility, leadership, style of speech really determine the success of changing the behavior of a person, group or society.

Some experts distinguish forms of behavior into three domains, namely knowledge, attitudes, and actions or often we hear in terms of knowledge, attitude, practice (Sarwono, 2004). Understanding behavior is the act or activity of humans themselves who have a very broad range of meanings, including: walking, talking, crying, laughing, working, lecturing, writing, reading, and so on.

It can be concluded that human behavior is all human activities or activities, both those that are directly observed, and those that cannot be observed by outsiders (Notoatmodjo, 2003). While in the general sense of behavior are all actions or actions carried out by living things. In general, cognitive is interpreted as intellectual potential which consists of stages: knowledge (knowledge), understanding (comprehension), application (application), analysis (analysis), synthesis (synthesis), evaluation (evaluation). Cognitive means an issue that concerns the ability to develop rational ability (reason). Cognitive theory emphasizes how the process or effort to optimize the ability of rational aspects possessed by others.

Thus it can be concluded that cognitive behavior is an act or human activity itself based on the ability to develop rational abilities (reason).

Based on the theoretical study conducted, a research hypothesis can be formulated on employee job satisfaction as follows:

1. There is a positive influence between work motivation and employee career development.
2. There is a positive influence between work skills and career development employee.
3. There is a positive influence between cognitive behavior with career development employee.
4. There is a positive influence between work motivation, work skills, together on career development after being controlled by cognitive behavioral variables.

2 RESEARCH METHODOLOGY

Quota sampling is a sampling technique that determines the number of samples from populations that have certain characteristics to the desired quota number (Suryana, 2015: 254). The sample was employees of a total of 50 people, the Civil Service Police Unit of the Kebayoran Baru District, South Jakarta City Administration.

Data analysis techniques in this study used regression statistical calculations. To conduct data analysis, it is necessary to first test the analysis requirements, namely normality test, homogeneity test, and linearity test.

The Coefficient Test is used to determine the magnitude or strength of the relationship between the independent variable and the dependent variable. Calculates r_{xy} using the product moment formula from Pearson.

Statistical Hypothesis:

Ho: There is no positive direct effect between Variable X with Variable Y
 Ha: There is a positive direct effect between variable X and variable Y

Testing Criteria: Ho is accepted if $t_{arithmetic} < t_{table}$ and rejected if $t_{arithmetic} > t_{table}$, meaning the correlation coefficient is significant if Ha is accepted. This is done at a significant level of 0.05 with degrees of freedom: $(dk) = n - 2$

Statistical Hypothesis 1:

Ho: $\rho_{y1} = 0$ there is no positive effect between variables X1 and Y
 H1: $\rho_{y1} > 0$ there is a positive effect between the variables X1 and Y

Statistical Hypothesis 2:

Ho: $\rho_{y2} = 0$ there is no positive influence between the variables X2 and Y
 H1: $\rho_{y2} > 0$ there is a positive influence between the variables X2 and Y

Statistical Hypothesis 3:

Ho: $\rho_{y3} = 0$ there is no positive influence between variables X3 and Y
 H1: $\rho_{y3} > 0$ there is a positive influence between the variables X3 and Y

Information:

ρ_{y1} = coefficient of influence between work motivation and career development.
 ρ_{y2} = coefficient of influence between work skills and career development.

ρ_{y3} = coefficient of influence between cognitive behaviour with career development

3 RESULTS AND DISCUSSIONS

The path calculation is divided into 3(three) sub-structures namely: The effect of Work motivation (X1), Work skills (X2), Cognitive behaviour (X3) on Career development (Y).

Calculation of path coefficient for Substructure 1 (one). The results of the calculation of Substructure 1 (one) can be seen in Table 1:

Table 1: Path Coefficient Substructure 1 (one).

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.414	5.820		3.336	.002
	Work motivation (X1),	.471	.160	.390	2.938	.005

a. Dependent Variable: Career development (Y).

Based on Table 1 above the regression coefficient (Beta), Work motivation (X1) and Y Career development (Y) are; from the calculation results obtained a regression coefficient of 0.390. The structural coefficients 1 (one) are: $Y = 0.390 X1$.

Calculation of path coefficient for Substructure 2 (two). The results of Substructure 2 (two) calculations can be seen in Table 2:

Table 2: Path Coefficient Substructural 2 (two).

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.415	6.076		.891	.377
	Job Skills (X2)	.808	.158	.595	5.123	.000

a. Dependent Variable: Career Development (Y)

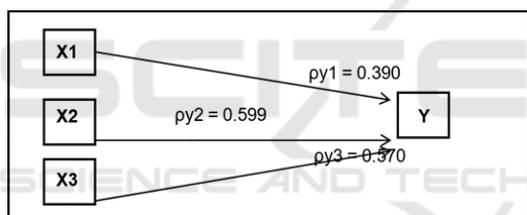
Based on Table 2 above the regression coefficient (Beta), Job skills (X2) and Y Career development (Y) are: from the calculation results obtained a regression coefficient of 0.595. The 2 (two) structural coefficients are: $Y = 0.595 X2$.

Table 3: Path Coefficient Substructure 3 (three).

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1(Constant)	3.902	6.782		.575	.568
Cognitive Behavior (X3)	1.285	.267	.570	4.811	.000

a. Dependent Variable: Career development (Y)

Based on Table 3, the regression coefficient (Beta), cognitive behaviour (X3), and career development (Y) are: from the calculation results obtained a regression coefficient of 0.570. The coefficient of structure 3 (three) is: $Y = 0.570 X_3$.



Y = Career development
 X1 = work motivation
 X2 = work skills
 X3 = cognitive behavior

Figure 1: The Last Model Variable Flow Career Development.

4 CONCLUSIONS

From the calculation results obtained, the following conclusions can be drawn:

1. There is a positive direct effect between of variable X1 (Work motivation), and Y (Career development). $H_0: \beta_{y1} \leq 0$ $H_1: \beta_{y1} > 0$ Work motivation (X1) and Y Career development (Y) are; from the calculation Results obtained a regression coefficient of 0.390. The structural coefficients 1 (one) are: $Y = 0.390 X_1$.
2. There is a positive direct effect between of variable (X2) Work skills and (Y) Career development $H_0: \beta_{y2} \leq 0$ $H_1: \beta_{y2} > 0$ Work

skills (X2) and Y Career development (Y) are: from the results of calculations obtained a regression coefficient of 0.595. The coefficient of structure 2 (two) is:
 $Y = 0.595 X_2$.

3. There is a positive direct effect between of variable (X3) Cognitive behaviour and (Y) Career development $H_0: \beta_{y3} \leq 0$ $H_1: \beta_{y3} > 0$ Cognitive behaviour (X3) and Career development (Y) are: from the results of Calculations obtained a regression coefficient of 0.570. The structural coefficients of 3 (three) are: $Y = 0.570 X_3$.
4. Empirical evidence shows that career development is influenced by work motivation, this shows that Civil Service Police Officers in the Kebayoran Baru District of South Jakarta City Administration are already professional so that technical matters do not significantly affect their career development.
5. Empirical evidence shows that career development is influenced by work skills. This shows Employees of the Civil Service Police Unit Kebayoran Baru District, South Jakarta City Administration that work skills are already influencing their career development.
6. Empirical evidence shows that career development is influenced by cognitive behaviour. This shows that Civil Service Police Officers in the Kebayoran Baru District, South Jakarta City Administration, that cognitive behaviour is very supportive of their career development.

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