

**INTERNATIONAL JOURNAL OF  
CREATIVE RESEARCH AND STUDIES**

www.ijcrs.org

ISSN-0249-4655

**The Effect of Training and Organizational Culture on The  
Organizational Citizenship Behavior (OCB) of Indonesian Air  
Force Officers at Air Force Operations Command II  
Mediated by Self Regulation****Age Wiraksono, Kusnadi, Agus Adriyanto & Eddy Panjaitan**

---

**ABSTRACT**

*The purpose of this study is to analyze the effect of Training and Organizational Culture on the Organizational Citizenship Behavior (OCB) of Indonesian Air Force officers at Air Force Operations Command II mediated by Self Regulation. Data were collected from a sample of 95 respondents. The research finding confirms that there is a positive and significant direct effect of training on Organizational Citizenship Behavior (OCB), however there is a stronger positive and significant indirect effect of training on Organizational Citizenship Behavior (OCB) through self-regulation mediation. There is also a positive and significant direct influence of Culture on Organizational Citizenship Behavior (OCB), yet there is a stronger positive and significant indirect effect of Cultural Organizations on Organizational Citizenship Behavior (OCB) through the mediation of Self Regulation. Self Regulation is proven to mediate by strengthening the influence of the Training and Organizational Culture variables on Organizational Citizenship Behavior (OCB). The most dominant direct influence of variables on Organizational Citizenship Behavior (OCB) is Self Regulation when compared to Training and Organizational Culture.*

**Keywords:** *Training, Organizational Culture, Organizational Citizenship Behavior (OCB), Self Regulation.*

**I. INTRODUCTION**

Human resources are a determining factor for the success of effective organizational implementation. According to Ricky W. Griffin (2003: 414) the increasing importance of human resources is rooted in the increasing complexity of the law, the awareness that human resources are a valuable tool for increasing productivity and awareness of costs associated with weak human resource management. Understanding the importance of human resources, there are many organizations that work seriously or behave well (ethically), however there are also those that work beyond ethics which result in leading members of the organization towards shameless or

unethical behavior. According to Ricky W. Griffin and Ronald J. Ebert (2006: 58), ethical (ethical) behavior is someone's behavior in accordance with generally accepted social norms with respect to right and good actions. The Indonesian Air Force as an organization certainly also needs the performance of its members who can contribute more to the organization, and as an organization engaged in air operations, of course, the measurement of organizational performance is an eminent value because it involves the ability to defend the sovereignty of the Republic of Indonesia. In carrying out its duties, the TNI AU organization is divided into many work units, one of which is the Air Force Operations Command (Koopsau) work unit. Personnel serving in this work unit must have work behavior that is not only intra-role but also extra-role due to their duties at the Air Force Operations Command (Koopsau) II Unfortunately, due to the rapid development in technology coupled with relative shallow operation tempo due to the peaceful condition, the routine work load of a soldier seems less challenging. This creates condition which has unfavorable effect on the organization, Koopsau II work unit. Based on observations in the field, it is obvious that there are indicators of decreasing OCB levels of officers currently serving in Koopsau II, Therefore, special attention is needed to improving both quality and quantity, through training and organizational culture changes with the mediation of self-regulation. Handoko (2010), the definition of training is an effort to improve and increase knowledge, abilities, attitudes, and personality traits in preparing employees to hold responsibilities in the future. Robbins (1996: 510) states:... organizational culture refers to a system of shared meaning held by members that distinguishes the organization from other organizations. This system of shared meaning is, on closer analysis, a set of key characteristic that the organization value. Self Regulation is an ability possessed by individuals in controlling behavior, and manipulating behavior by using their mental abilities so that individuals can react to their environment in an effort to achieve their desired goals, which is stated in the journal Mark C Balino: Overall, then, our self-regulatory approach emphasizes the larger process, involving cognition, affect, and habit, that collectively influences OCB. As such, our frame work builds on recent work emphasizing an intra-individual approach to understanding citizenship (e.g., Ilies et al., 2006).

## **II. LITERATURE REVIEW**

### **2.1. Organizational Citizenship Behavior (OCB)**

McShane and Glinow define Organizational Citizenship Behavior (OCB) as follows: Organizational citizenship behavior (OCB) is various forms of cooperation and helpfulness to others that support the organization's social and psychological context. In other words, companies require contextual performance along with task performance. OCB represent cooperation and helpfulness toward the organization in general, these include supporting the company's public image, taking discretionary action to help the organization avoid potential problems, offering ideas beyond those required for your own job, attending voluntary fuctions that support the organization, and keeping up with new development in the organization. Based on the conceptual description above, it can be synthesized that Organizational Citizenship Behavior (OCB) is the behavior of an individual who performs tasks, main and functions that exceeds work standards in his job (extra role) on his own awareness to help the organization achieve its goals, with indicators: (1) altruism; (2) impersonal behavior (conscientiousness); (3) compliance with the organization as a responsibility (civic virtue); (4) courtesy and courtesy.

### **2.2. Training**

According to Wrexley and Yulk: "Training and development are term is referring to planned efforts designed to facilitate the acquisition of relevant skills, knowledge and attitudes by organizations members. Development focuses more on improving the decition making and human relations skills and the presentation of a more factual and nerrow subject metter ". Raymond J. Stone stated that: "Training represents activities that teach employees how to better perform their present jobs". In addition, Raymond A. Noe stated that: Training refers to a planned effort by a company to facilitate learning of job-related competencies, knowledge, skills, and behaviors by

employees. Based on the conceptual description above, it can be synthesized that training is closely related to individual skills to get used to doing something, measured based on indicators: (1) the skills of training participants; (2) knowledge of the training participants; (3) Attitudes of training participants, (4) Benefits of training, (5) Training behavior, (6) Results of training.

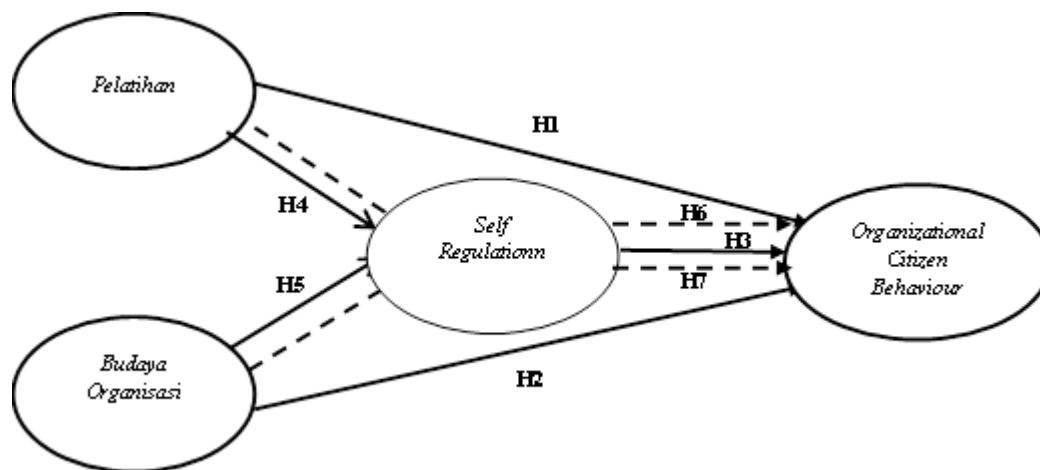
**2.3. Organizational Culture**

Luthans (2011: 137) argues that organizational culture is a basic pattern of thinking that is taught to new personnel as a way to feel, think and act correctly from day to day. Robbins and Judge in Wibowo (2010: 256) argue that: "Organizational culture refers to a system of shared meanings adopted by members that distinguishes the organization from other organizations. This system of shared meaning, on closer inspection, constitutes a major set of characteristics valued by the organization. " Based on the conceptual description above, it can be synthesized that organizational culture is a philosophy, ideology, values, assumptions, beliefs, expectations, attitudes and norms that are shared and binding which is a form of how people in the organization behave and do something that can be done and which distinguishes the organization from other organizations, measured by indicators: (1) Innovation and the courage to take risks; (2) attention to detail; (3) work result orientation; (4) orientation to organizational members; (5) team orientation; and (6) aggressiveness.

**2.4. Self Regulation**

Zimmerman defines self regulation as: "Self-regulation is not a mental ability or an academic performance skill; rather it is the self-directive process by which learners transform their mental abilities into academic skills. Learning is viewed as an activity that students do for them- selves in a proactive way rather than as a covert event that happens to them in reaction to teaching. Self-regulation refers to self-generated thoughts, feelings, and behaviors that are oriented to attaining goals. self regulated as the process we use to activate and sustain our thoughts, behaviorsm and emotions in order to reach our goals." Woolfolk defines self regulation as follows: Environmental events, personal factors, and behaviors are seen as interacting in the process of learning. Personal factors (beliefs, expectations, attitudes, and knowledge), the physical and social environment (resources, consequences of actions, choices, and verbal statements) all influence and are influenced by each other. Based on the conceptual description above, it can be synthesized that self regulation is a process that activates thoughts, behavior and feelings of oneself continuously in an effort to achieve the goals set by the organization, measured based on indicators: (1) self-assessment; (2) self-improvement vision; (3) self-drive.

**III. CONCEPTUAL FRAMEWORK**

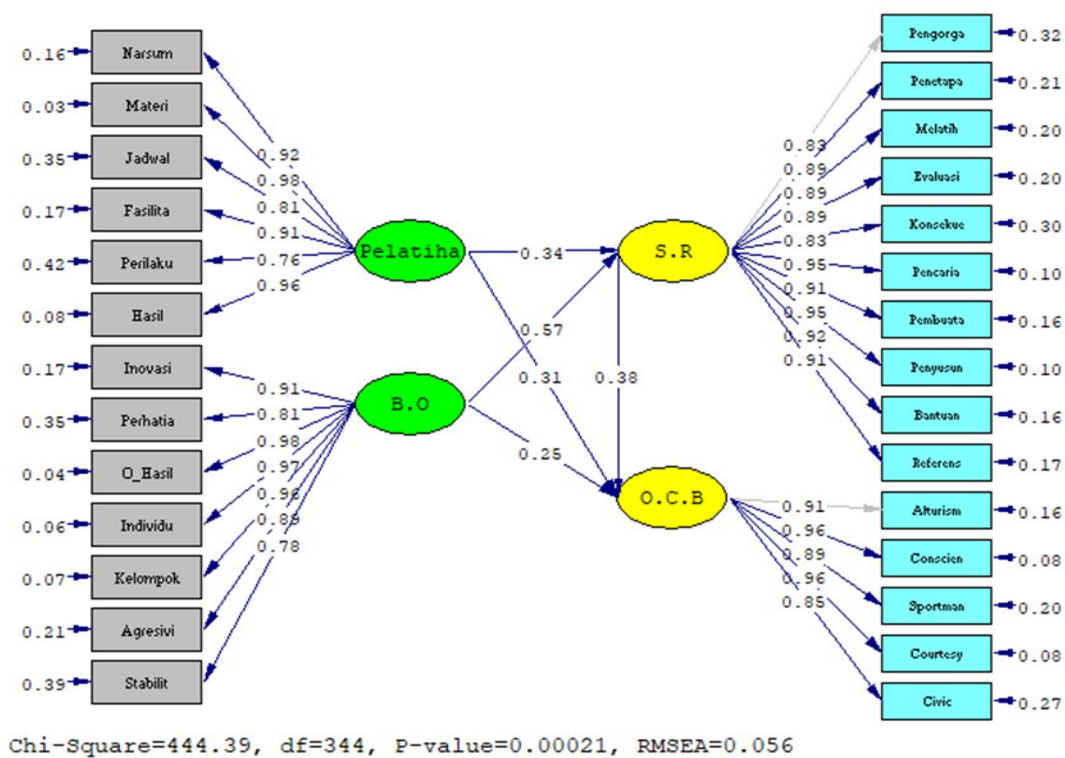


### IV. RESEARCH DESIGN

The method used in this research is descriptive survey method and certificate explanatory survey through collecting primary data in the field to explain the reasons for the phenomena observed in descriptive studies (Sekaran, 2013). The research design used is quantitative research. The method used in this study is correlational with the aim of detecting the extent to which variations in a factor are related to variations in one or more other factors based on the correlation coefficient (Arikunto, 2013). This study aims to examine whether there is a role for Training, Organizational Culture, and Self Regulation on Organizational Citizenship Behavior (OCB) of Indonesian Air Force Officers at the Air Force Operations Command II in 2020. In result of data analysis by using the method of SEM and by using the tool of software processing application of LISREL 8.80.

### V. RESULTS

Processing data on a structural model with Lisrel 8.80 software produces a standardized solution graph as follows:



Picture – 1: Structural Model (Standardized Solutions

Source: Results of Treatment with LISREL 8.80

Table 1: Model Conformity Index

Goodness of fit index	Criteria (cut-off value)	Result	Conclusion
X <sup>2</sup> - Chi-square	Expected small	444.39	
Significance probability	< 0,05	0.000	Not Good Fit
RMSEA	≤ 0,1	0.056	Good Fit
NFI	≥ 0,90	0.97	Good Fit
NNFI	≥ 0,90	0.99	Good Fit
PNFI	≥ 0,90	0.88	Good Fit
CFI	≥ 0,90	0.99	Good Fit
IFI	≥ 0,90	0.99	Good Fit
RFI	≥ 0,90	0.97	Good Fit

Source: Results of Treatment with LISREL 8.80

**Table 2: Structural Equations**

Structural Equations			
S.R = 0.34*Pelatiha + 0.57*B.O, Errorvar.= 0.25 , R <sup>2</sup> = 0.75			
(0.097)	(0.11)	(0.052)	
3.51	5.33	4.69	
O.C.B = 0.38*S.R + 0.31*Pelatiha + 0.25*B.O, Errorvar.= 0.23, R <sup>2</sup> = 0.77			
(0.12)	(0.10)	(0.11)	(0.043)
3.22	3.09	2.22	5.29
Indirect Effects of KSI on ETA			
	Pelatiha	B.O	
	-----	-----	
S.R	--	--	
O.C.B	0.13	0.22	
	(0.05)	(0.08)	
	2.45	2.86	

Source: Results of Treatment with LISREL 8.80

**Table 3: Hypotesis Results Test**

Path	Estimasi	t-value	Results
Training → Self Regulation	0.34	3.51	Accepted
Organizational Culture → Self Regulation	0.57	5.33	Accepted
Training → Organizational Citizenship Behavior	0.31	3.09	Accepted
Organizational Culture → Organizational Citizenship Behavior	0.25	2.22	Accepted
Self Regulation → Organizational Citizenship Behavior	0.38	3.22	Accepted
Training → Self Regulation → Organizational Citizenship Behavior	0.13	2.45	Accepted
Organizational Culture → Self Regulation → Organizational Citizenship Behavior	0.22	2.86	Accepted

Source: Results of Treatment with LISREL 8.80

**Table 4: Direct, Indirect, Total Effect**

Variabel	Effect			
	Direct	Indirect	Explanation	Total
Training	0.31	0.13 (t= 2.45)	Mediating Self Regulation	0.44 (t= 4.29)
Organizational Culture	0.25	0.22 (t= 2.86)	Mediating Self Regulation	0.47 (t= 4.53)

Source: Results of Treatment with LISREL 8.80

**VI. DISCUSSION AND CONCLUSIONS**

Based on the results obtained, it is known that training has a direct effect on Self Regulation with a t-value of 3.51 (t-value > 1.96) which means that H1 is accepted. Meanwhile, the effect of partial training on self-regulation is 0.34. These statistical results provide support for the proposed hypothesis, meaning that the higher the degree of training, the examiners will be stronger in pushing for Self Regulation. These findings support the research conducted by Dani Achdani et al., With the title, "The effect of training, mentoring and self-regulation on the behavior of the extra role of Indonesian Navy officers", in 2019. This research is strengthened by the theory of Zimmerman, students begin the process of self-regulation by skilled model.

Based on the results obtained, it is known that Organizational Culture has a direct effect on Self Regulation with a t-value of 5.33 ( $t\text{-value} > 1.96$ ) which means that hypothesis 2 is accepted. The partial influence of Organizational Culture on Self Regulation is 0.57. The results of this statistical test provide support for the proposed hypothesis, meaning that the higher the degree of Organizational Culture, the stronger it will be to encourage Self Regulation. These findings support the research conducted by Fazal ur Rehman, with the title "Determining the Influence of Organizational Culture on Employee Performance: The Moderating Role of Self-Efficacy", 2016.

Based on the results obtained, it is known that training has a direct effect on Organizational Citizenship Behavior with a t-value of 3.09 ( $t\text{-value} > 1.96$ ), which means that hypothesis 3 is accepted. The great influence of training on Organizational Citizenship Behavior is 0.31. The results of this statistical test provide support for the proposed hypothesis, meaning that the higher the degree of training, the stronger it will encourage Organizational Citizenship Behavior. This finding supports Leila Julhijja and Misbahuddin Azzuhri, with the title of the article, "The Influence of HR Training and Development on Organizational Citizenship Behavior and Employee Performance at the Culture and Tourism Office of Kediri Regency," in 2016.

Based on the results obtained, it is known that Organizational Culture has a direct effect on Organizational Citizenship Behavior with a t-value of 2.22 ( $t\text{-value} > 1.96$ ), which means that hypothesis 4 is accepted. The big influence of Organizational Culture on Organizational Citizenship Behavior is 0.25. The results of this statistical test provide support for the proposed hypothesis, meaning that the higher the degree of training, the stronger it will encourage Organizational Citizenship Behavior. This finding supports the research of Ayu Putu Ariani with the title of the article, "The Influence of Organizational Culture on Organizational Citizenship Behavior by Mediating Affective Commitment at the Secretariat of Badung Regency" in 2017.

Based on the results obtained, it is known that Self Regulation has a direct effect on Organizational Citizenship Behavior with a t-value of 3.22 ( $t\text{-value} > 1.96$ ), which means that hypothesis 5 is accepted. The partial influence of Self Regulation on Organizational Citizenship Behavior is 0.38. The results of this statistical test provide support for the proposed hypothesis, meaning that the higher the degree of Self Regulation, the stronger it will encourage Organizational Citizenship Behavior. These findings support research was conducted by Mark C. Bolino, Jaron Harvey, Daniel G. Bachrach, with the title, "A self-regulation approach to understanding citizenship behavior in organizations", in 2012.

Based on the results obtained, it is known that the indirect effect of Training on Organizational Citizenship Behavior through Self Regulation is 0.13 and the t-value is 2.45 ( $t\text{-value} > 1.96$ ), which means that hypothesis 6 is accepted. The results of this statistical test provide support for the proposed hypothesis, meaning that the higher the degree of training, the stronger it will encourage Organizational Citizenship Behavior. This finding supports Leila Julhijja and Misbahuddin Azzuhri, with the title of the article, "The Influence of HR Training and Development on Organizational Citizenship Behavior and Employee Performance at the Culture and Tourism Office of Kediri Regency," in 2016.

Based on the results obtained, it is known that the indirect influence of Organizational Culture on Organizational Citizenship Behavior through Self Regulation is 0.22 and the t-value is 2.86 ( $t\text{-value} > 1.96$ ), which means that hypothesis 7 is accepted. The results of this statistical test provide support for the proposed hypothesis, meaning that the higher the degree of training, the stronger it will encourage Organizational Citizenship Behavior. This finding supports Ayu Putu Ariani with the article title, "The Influence of Organizational Culture on Organizational Citizenship Behavior by Mediating Affective Commitment at the Secretariat of Badung Regency" in 2017.

### **Managerial Implications**

Leaders and stakeholders in an effort to increase the effectiveness of training, must improve: the timeliness of training implementation; the accuracy of the training methods used with the delivery of the material; the accuracy of the methods used by the resource persons in delivering the material to the training participants; and the level of comfort and atmosphere for the training of Koopsau II officers. Leaders and stakeholders in an effort to increase the effectiveness of Organizational Culture: officers feel proud and valued; feel safe at work; every day there are always new challenges; and little attention to the personal matters of his subordinate officers. Leaders and stakeholders in an effort to increase the effectiveness of Self Regulation: learn to use criticism from peers to correct deficiencies in carrying out tasks; learn from failure; learn to update the work program provided by the leadership through the mentoring that has been given; and learn to try to improve the quality of performance from self-encouragement to become more capable of doing. Leaders and stakeholders in an effort to increase the effectiveness of OCB: giving warnings to colleagues wisely; use the work facilities and infrastructure provided by the organization without complaint; provide opportunities for self-improvement to colleagues; and make organizational improvements to increase work productivity.

### **Research Limitations**

This study only took respondents from one Koopsau, namely Air Force Officers at the Indonesian Air Force Operations Command II, the research was quantitative and the data collection process took place in a short time with a limited number of respondents.

### **Suggestion**

Subsequent research is to take respondents not only from one Koops but also from Koopsau I and Koopsau III officers. Further research is recommended to confirm the model with other specific constructs taking consideration that personality are multidimensional factors, including: Knowledge, Skills, Abilities, and conducting research by comparing Organizational Citizenship Behavior (OCB) in Koopsau I and Koopsau III environments.

### **References**

- Daft, Richard L. (2002). *Manajemen, Edisi Kelima Jilid Satu*. Jakarta : Erlangga.
- Weikam, Julia G, Göritz, Anja S. (2016). Organizational citizenship behaviour and job satisfaction: The impact of occupational future time perspective. *human relations*, Vol. 69(11) 2091 –2115 © The Author(s) Reprints and permissions: [sagepub.co.uk/journals](http://sagepub.co.uk/journals).
- Luthans, Fred (2011). *Organizational Behavior, An Evidence-Based Approach*, 12<sup>th</sup> Edition (New York: McGraw-Hill).
- Eeman Mallick, Rabindra Kumar Pradhan, Hare Ram Tewari, Lalatendu KeArticle. (2014). Organizational Citizenship Behaviour, Job Performance and HR Practices: A Relational Perspective sari Jena1. *Management and Labour Studies* 39(4) 449–460 © XLRI Jamshedpur, School of Business Management & Human Resources SAGE Publications [sagepub.in/home.nav](http://sagepub.in/home.nav).
- Handoko, Hani. (2010). *Manajemen Personalia dan Sumber Daya Manusia*. Yogyakarta BPFE.

- Abdul Khaliq Alvi, Hafiza Munam Zarish & Rafiullah Bilal. The Impact Of Employee Taining On Commitment And Ocb:Evidence From Fmcgs In Lahore, Pakitsan .
- Ronald J. Burke Carol A. Mckeen And Catherine Mckenna. (1993). Correlates Of Mentoring In Organizations: The Mentor's Perspective', Psychological Reports, 72, 883-896. O Psychological Reports.
- Mark C. Bolino, Jaron Harvey dan Daniel G. Bachrach. (2012). A self-regulation approach to understanding citizenship behavior in organizations.
- Steven L. McShane and Marry Ann Von Glinow (2010). Organizational Behavior, 5<sup>th</sup> Edition (Boston: McGraw-Hill).
- Podsakoff et al, McGraw-Hill, Jhon R. Schermerhorn, Jr, Hames G. Hunt, Richard N. Osborn and Mary Uhl-Bien. (2011). Organization Behavior, 11<sup>th</sup> Edition (USA: Jhon Wiley & Son).
- Jhon W. Newstorm and Keith Davis. (2002). Organizational Behavior, Human Behavior at Work, 11<sup>th</sup> Edition (Boston: McGraw-Hill).
- Robbins, Stephen. (2000). What is Organizational Behavior (USA: Pearson).
- Ricky W. Griffin and Gregory Moorhead. (2014). Organizational Behavior, Managing People and Organizations, 11<sup>th</sup> Edition (Australia: South Western).
- Michael Armstrong. (2010). Human Resource Managemen Practice, A guide to people Management (London: British Library).
- Roger Cartwright. (2003). Implementing a Training and Development Strategy (United Kingdom: Capstone Publishing).
- Laurie J. Mullins. (2010). Management and Organisational Behavior, 9<sup>th</sup> Edition (Essex: Pearson Education Limited).
- Richard L. Daft. (2010). New Era of Management, 9<sup>th</sup> Edition (New York: Cengage Learning).
- Raymond A. Noe, John, R. Hollenbeck, Barry Gerhart, and Patrick M. Wright. (2008). Human Resource Management (Boston: McGraw-Hill).
- Fred Luthans and Jonathan P.Doh. (2009). International Management: Culture, Strategy, and Behavior, Eight Edition (Boston: McGraw-Hill).
- William P.Anthony, Pamela L.Perewe, and K. Michale Kacmar. (2000). Human Resource Management: A Strategic Approach, Third Edition (USA: Harcourt Brace & Company).
- John W. Santrock. (2011). Educational Psychology, Fifth Edition (USA: Mc GrawHill).
- Michael Armstrong. (2009). Human Resource Management Practice, A guide to people Management (London: British Library).
- Jessica Henderson Daniel. (2006). Introduction of Mentoring, A Guide of Mentors and Mentees (USA: the American Psychological Association).
- Robert Kreitner and Angelo Kinicki. (2010). Organizational Behavior, Ninth Edition (New York: McGraw-Hill).
- John Stredwick. (2005). An Introduction to Human Resource Management, Second Edition (Boston: Elsevier).



- Judy McKimm, Carol Jollie and Mark Hatter. (2007). *Mentoring: Theory and Practice* (USA: Imperial College School of Medicine).
- Barry J. Zimmerman. (2002). *Becoming a Self-Regulated Learner: An Overview. Theory Into Practice* (New York: Cambridge University Press).
- Anita Woolfolk. (2007). *Education Psychology, Teent Edition* (Boston: Pearson).
- Craig.C. Pinder. (2008). *Work Motivation in Organizational Behavior, Second Edition* (New York: Psychology Press).
- Pintrich, R.R. (2002). *Motivation in education: Theory, research, and applications, Second Edition* (Upper Saddle River, NJ: Prentice-Hall).
- Pintrich, P.R and Zeidner. (2002). *Handbook of Self Regulated* (New York: Academic Press).
- Isabelle M. Bauer and Roy F. Baumeister. (2011). *Handbook of Self-Regulation, Research, Theory, and Applications, Second Edition* (New York: The Guilford Press).
- Harvey N. Switzky. (2001). *Personality and Motivational Differences in Persons With Mental Retardation* (New Jersey: Lawrence Erlbaum Associates Publishers).
- Yutaka Ueda. (2012). *Self-development as a Form of Organizational Citizenship Behavior: Examining the Effects of Job Satisfaction and Task Characteristics*.
- Khalid Farooq. *Organization Citizenship Behaviour a Key for Employee Retention: An Empirical Investigation from Systematic Institutional Industry Pakistan*.
- Mark C. Bolino, Jaron Harvey, Daniel G. Bachrach. (2012). *A self-regulation approach to understanding citizenship behavior in organizations*, Elseiver, No. 119.
- Bembenutty, H. et al. (2015). *Developing Self-regulation of Learning and Teaching Skills Among Teacher Candidates*, SpringerBriefs in Education, DOI 10.1007/978-94-017-9950-8.
- Jackie Hammill, Gill Best, And Jennifer Anderson. (2015). *Developing Student Mentor Self-Regulation Skills Through Formative Feedback: Rubric development phase*, Journal of Peer Learning Published by the University of Wollongong ISSN 2200-2359 (online) Journal of Peer Learning.
- Raymond A. Noe. (2010). *Employee Training and Development, 4<sup>th</sup> edition* (Boston: McGraw-Hill).
- Jason Colquit, Jeffery Le Pine, and Michael J. Wesson. (2013). *Organizational Behavior, Improving Performance and Commitment in the Workplace, Fourth Editon* (Boston: McGraw-Hill).
- Roger Cartwright. (2003). *Implementing a Training and Development Strategy* (United Kingdom: Capstone Publishing).
- Steven L. McShane and Marry Ann Von Glinow. (2010). *Organizational Behavior, 5<sup>th</sup> Edition* (Boston: McGraw-Hill).
- Isabelle M. Bauer and Roy F. Baumeister. (2011). *Handbook of Self-Regulation, Research, Theory, and Applications, Second Edition* (New York: The Guilford Press)
- Steve M. Jex. (2002). *NPpsychology A Scientist-Practitioner Approach* (New York: John Wiley & Sons).
- Bibhuti Bhusan Mahapatro. (2010). *Human Resource Management* (New Delhi: New Age International Publisher).

- Jennifer M. George and Gareth R. Jones. (2012). *Organizational Behavior, Understanding and Managing*, Sixth Edition (Boston: Pearson Education, Inc.,).
- Barry J. Zimmerman. (2002). *Becoming a Self-Regulated Learner: An Overview. Theory Into Practice* (New York: Cambridge University Press).
- Jessica Henderson Daniel. (2006). *Introduction of Mentoring, A Guide of Mentors and Mentees* (USA: the American Psychological Association).
- Allan Wigfeld, Susan L. Klauda, and Jenna Cambria. (2017). *Influences on the Development of Academic Self-Regulatory Processes*, Department of Human Development, University of Maryland.
- Sharon L. Lohr. (2009). *Handbook Of Statistics, Volume 29* (Boston: Elsevier).
- Marguerite G. Lodico, Dean T. Spaulding and Katherine H. Voegtler. (2010). *Methods in Educational Research, From Theory to Practice, Second Edition* (USA: John Wiley & Sons).
- Sugiyono. (2013). *Metode Penelitian Manajemen* (Bandung: Alfabeta).
- Sugiyono. (2007). *Metoda Penelitian Administrasi dilengkapi dengan Metode R&D* (Bandung: Alfabeta).
- Joseph F. Hair, Jr, William C. Black, Barry J. Babin, and Rolp E, Anderson. (2010). *Multivariate Data Analysis: A Global Perspective* (New Jersey: Pearson Education, Inc.