

## Influence of Leadership, Military Education and Experience of Duties on Performance

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**Abstract:** This study aims to describe the leadership style, military education, task experience and performance of soldiers, to know and analyze the influence of leadership style, military training and task experience on soldier performance and to find out and analyze variables that have a dominant impact on leadership style, military education and task experience on soldier performance. This study population was 408 Rindam V / Brawijaya soldiers, and 80 people were selected as samples. The sampling technique uses simple random sampling. The data analysis technique used is the Multiple Linear Regression Analysis. The results showed that leadership style, military education, and task experience significantly influence the performance of soldiers. Task experience has a dominant influence on soldier performance. Education is the main thing to improve the performance of soldiers and to support the implementation of tasks.

**Keywords:** Leadership Style, Military Education, Task Experience and Performance of Soldiers

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### I. Introduction

Human Resources is a very important factor because it is a valuable asset. The military institutions, especially no exception to the Tentara Nasional Indonesia (TNI), are because they have many members or soldiers. In line with its main task, which relies on the level of performance of its soldiers, the Indonesian National Army is demanded to optimize the performance of its soldiers. One approach to improving the soldier's performance can be done by applying appropriate leadership styles, relevant education, and adequate task experience. In TNI institutions, leadership has an important role because it determines the image of the TNI organization. Simultaneously, training and expertise of assignments are needed to effectively and efficiently achieve the main tasks. Related to this, the research will discuss the performance of soldiers associated with leadership style, military education, and task experience.

There are four elements of leadership style: the human element that leads, the human element that is driven, the component of means to lead, and the aspect of leadership objectives. Implementation of a TNI leader's leadership also carries out mental training that can create an attitude of patriotism of TNI soldiers. In carrying out its function as a defense force, military education has the role of forming and developing students. They have a fighting spirit based on the SaptaMarga and Oath of Warriors. The assignment of soldiers in an office or area of operation realizes the leader's trust in the soldier, which results in responsibility for the soldier concerned.

This study aims to describe the leadership style, military education, task experience and performance of Rindam V / Brawijaya Malang warriors, to find out and analyze the influence of leadership style, military training and task experience on the performance of Rindam V / Brawijaya Malang soldiers and to know and analyze the variables dominant impact of leadership style, military education and task experience on the performance of Rindam V / Brawijaya Malang soldiers.

### II. Literatur Review

According to Mangkunegara (2009: 67), "The term performance comes from the word *Job Performance* or *Actual Performance* (work performance or actual achievement achieved by someone). Understanding performance (work performance) is the work of quality and quantity executed by an employee in carrying out their duties under the responsibilities given to him".

Timpe (2009: 127) states that performance is the level of achievement of a person or employee in an organization or agency that can increase productivity. According to Rivai and Basri (2005: 50), performance is the result or overall level of success of a person during a certain period in carrying out the task compared with various possibilities, such as work standards, targets, or targets or predetermined criteria that have been agreed.

Siagian (2009: 30) argues that "the modality of leadership style in leadership means exploring the ways that are liked and used by someone as a vehicle to run leadership." Rivai and Mulyadi (2009: 42) explain that

"leadership style is behavior and strategy due to a combination of philosophy, skills, traits, attitudes, which are often applied by a leader when he tries to influence the performance of his subordinates."

According to Thoha (2005: 303), "leadership style is the norm of behavior used by someone when the person is trying to influence others' behavior as he sees it." In this case, the attempt to harmonize the perception among people who will influence behavior with the people whose behavior will be influenced becomes very important. According to Matondang (2008: 5), "leadership style is the pattern of attitudes and behaviors displayed in influencing others."

Education Education is an effort to foster and develop human personality in the spiritual and physical parts. Heidjrachman and Husnah (1997: 77) defines education as an activity to improve one's general knowledge, including increasing mastery of theory and skills, deciding and finding solutions to problems related to events in achieving its goals, be it problems in the education world or everyday life. According to Harsono (2011: 162), education is changing the attitudes and procedures of a person or group of people to mature humans through teaching and training efforts.

Manulang (2004: 15), Work experience is: "The process of forming knowledge or skills about the method of a job because of its involvement in implementing work tasks." Ranupandojo (2001: 71) defines work experience as: "The measure of the length of time or work period that has been taken by someone can understand the tasks of a job and have carried out well."

Johnson (2007) states that experience brings out one's potential. The full potential will appear gradually over time in response to various experiences ". So what matters in this relationship is someone's ability to learn from their experiences, both sweet and bitter. In essence, the experience is an understanding of something that is internalized and with appreciation and experiencing something that is obtained expertise, skills, or values that are integrated with one's potential.

This study's hypothesis is formulated as follows: It is suspected that leadership style, military education, and task experience significantly influence the performance of Rindam V / Brawijaya Malang warriors. Secondly, it is assumed that task experience has a dominant effect on Rindam V / Brawijaya Malang soldiers' return.

### **III. Research Method**

Soldier's performance is the result of work that can be achieved by a person in a work unit under their respective authorities and responsibilities to meet unit goals legally, does not violate the law, and does not conflict with morals and ethics. Warrior performance indicators are as follows: activity implementation, quality of the assignment, commitment to work implementation, cooperation with the form of synergy in achieving optimal performance, discipline in implementing provisions related to work implementation.

Leadership Style is the style of organizational leadership to assess work results. With indicators: instructional leadership style, consulting leadership style, participation leadership style, and delegate leadership style.

Military education is education given to soldiers to equip, maintain, improve, and develop knowledge and skills. Indicators of military training are as follows: School education and non-school education. Task experience is the mastery of a soldier's knowledge and skills acquired during the assignment period. With indicators: Permanent Assignments (*tour of duty / TOD and tour of area / TOA*) and permanent assignments.

#### **Population and Sampling Techniques**

Population in this study were all Rindam V / Brawijaya soldiers consisting of Rindam V / Brawijaya Headquarters, Depot of vocational education, and Depo of Education abroad as many as 408 people. Determining the sample in this study using the Yamane formula to obtain a total sample of 80 respondent, techniques in this study were carried out with Descriptive Analysis and Multiple Linear Regression Analysis techniques (Nafi, 2017)

### **IV. Data Analysis and Results**

#### **Multiple Regression Analysis**

From the effects of data processing using SPSS 20 computer program *for windows* analysis (Atika, Nur et al., 2018); (Supriadi, 2020); (Sandrio et al., 2020), results are obtained as in the following table:

**Table 1**  
**Recapitulation of Multiple Linear Regression Analysis Results**

| Variables                | Regression Coefficient | Tarithmetic | Sig.  | Remarks     |
|--------------------------|------------------------|-------------|-------|-------------|
| leadership style(X-1)    | 0.229                  | 2.661       | 0.010 | Significant |
| Military Education (X2)  | 0.205                  | 2.300       | 0.024 | Significant |
| experience of duty (X3)  | 0.434                  | 6.033       | 0.000 | Significant |
| Constants                | 0.640                  |             |       |             |
| R                        | 0.766                  |             |       |             |
| <i>Adjusted R square</i> | 0.571                  |             |       |             |
| F <sub>count</sub>       | 105.442                |             |       |             |
| Sig. F                   | 0.000                  |             |       |             |
| n                        | 80                     |             |       |             |

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Dependent variable = Warrior performance (Y)

F table = 2.76  
t table = 2,000

Source: Primary data processed, 2020.

Based on the recapitulation table, multiple regression equations are obtained as follows:

$$Y = 0.640 + 0.229X_1 + 0.205X_2 + 0.434X_3$$

Based on these equations can be explained as follows:

$a = 0.640$  is a constant, which means that if all variables are free leadership style ( $X_1$ ), military education ( $X_2$ ), and task experience ( $X_3$ ) is 0, then the magnitude of the warrior performance variable is 0.640.

$b_1 = 0.229$  is the magnitude of the regression coefficient of the leadership style independent variable ( $X_1$ ), the positive regression coefficient indicates that the leadership style has a direct effect on the performance of the soldier. The meaning that the better the leadership style will cause the soldier's performance to increase, assuming the military education variable ( $X_2$ ) and task experience ( $X_3$ ) of fixed size. While the influence of leadership style on soldier performance was 0.229.

$b_2 = 0.205$  is the coefficient of the regression variables in military education ( $X_2$ ). The regression coefficient is a positive show of military education influences the direction of the performance of soldiers. The means the better military education will cause the performance of soldiers increasingly assuming leadership style variable ( $X_1$ ), and the task experience ( $X_3$ ) is fixed. While the influence of military education on the performance of soldiers amounted to 0.205.

$b_3 = 0.434$  is the magnitude of the regression coefficient of the task experience independent variable ( $X_3$ ). The regression coefficient marked positive shows that the task experience has a direct effect on the soldier's performance. The meaning that the better the task experience will cause the soldier's performance to increase, assuming the leadership style variable ( $X_1$ ) and military education ( $X_2$ ), the amount is fixed. While the influence of task experience on soldier performance was 0.434.

The value of the multiple correlation coefficient (R) of 0.766 indicates a strong relationship between leadership style ( $X_1$ ), military education ( $X_2$ ), and the experience of the task ( $X_3$ ) together with a soldier's performance (Y). The coefficient of determination (*Adjusted R square*) of 0.571. This coefficient of determination means that leadership style ( $X_1$ ), military education ( $X_2$ ), and task experience ( $X_3$ ) together can contribute to the performance of soldiers by 57.1%, while the remaining 42.8% caused by other variables not included in the study.

### Hypothesis

a. Test First Hypothesis Testing

To test the first hypothesis, which states that leadership style, military education, and task experience significantly influence Rindam V / Brawijaya Malang warriors' performance, using the F test. From the calculation results of multiple regression analysis with SPSS obtained an  $F_{count}$  of 105.4428, while the  $F_{table}$  at  $\alpha = 5\%$ ,  $df_1 = 3$ , and  $df_2 = 76$  at 2.76; this means that  $F_{count} > F_{table}$  ( $105.442 > 2.76$ ) while the probability value is smaller than  $\alpha = 0.05$  ( $0.000 < 0.05$ ), then  $H_0$  is rejected.  $H_a$  is accepted, which means that the independent variables: leadership style, education military, and task experience simultaneously have a significant effect on soldier performance. Thus the first hypothesis can be statistically accepted or tested.

b. Second Hypothesis Testing

To test the second hypothesis, which states that task experience has a dominant effect on Rindam V / Brawijaya Malang warriors' performance, using the t-test. The t-test was used to test whether each independent variable style of leadership, military education, and experience assignments partially significant effect on soldiers' performance by comparing  $t_{arithmetic}$  with  $t_{table}$ . The results of the calculation of  $t_{arithmetic}$  and  $t_{table}$  of each independent variable are as follows:

**Table 2**  
Comparison of  $t_{arithmetic}$  and  $t_{table}$   $\alpha = 5\%$

| Variable                     | $t_{count}$ | T table | Sig.  | Description |
|------------------------------|-------------|---------|-------|-------------|
| Leadership style ( $X_1$ )   | 2,661       | 2,000   | 0.010 | Significant |
| Military education ( $X_2$ ) | 2,300       | 2,000   | 0.024 | Significant |
| task experience ( $X_3$ )    | 6,033       | 2,000   | 0,000 | Significant |

Source: Primary data processed.

Based on the table above can be explained as follows:

1) Leadership style variables ( $X_1$ )

The results of the regression analysis obtained value of  $t_{count} = 2.661$  while the amount of  $t_{table} = 2,000$  so that  $t_{count} > t_{table}$  or significance value  $0.010 < 0.05$  so  $H_0$  is rejected or  $H_a$  is accepted, and proven leadership style variables ( $X_1$ ) significantly influence the performance of soldiers (Y).

2) Military education variable ( $X_2$ )

The results of the regression analysis obtained the value of  $t = 2,300$ . In contrast, the value of  $t_{table} = 2,000$  so  $t_{arithmetic} > t_{table}$  or significance value  $0.024 < 0.05$  so  $H_0$  is rejected, or  $H_a$  accepted and proven military education variables ( $X_2$ ) significantly influence the performance of soldiers (Y).

3) The task experience variable ( $X_3$ )

The results of the regression analysis obtained the value of  $t_{arithmetic} = 6.033$ . In contrast, the value of  $t_{table} = 2,000$  so  $t_{arithmetic} > t_{table}$  or significance value  $0,000 < 0.05$  so  $H_0$  is rejected, or  $H_a$  accepted and proven the task experience variable ( $X_3$ ) significantly influences the performance of the soldier (Y).

Based on the results of the t-test, it can be proved that the leadership style, military education, and task experience partially have a significant effect on the performance of soldiers (Y). Meanwhile, to find out the variables that have dominant influence by looking at the magnitude of the regression coefficients that significantly affect the performance of the soldiers. The independent variable, which has the biggest and significant factor, is the variable that has the dominant influence on the soldiers' return. Based on the results of multiple regression analysis, it can be seen that the greatest value of the regression coefficient is the task experience of 0.434, this means that the task experience is the variable that has a dominant influence on the performance of soldiers. Thus the second hypothesis can be statistically accepted or tested.

## V. Discussion, Conclusions and Limitations

The leadership style is formed by the leadership style of instruction, the leadership style of consultation, leadership style of participation, and delegation leadership style. The main thing that builds a leadership style is the leadership style of instruction reflected by the leader, giving clear instructions to complete the work on time. Leadership style is needed in achieving organizational harmony and goals, and a leader must be able to influence the members of his organization so that individual goals are consistent with organizational goals. As Rivai and Mulyadi's opinion (2009: 42) states, leadership style is behavior and strategy due to a combination of philosophy, skills, traits, and attitudes, which are often applied by a leader when he tries to influence the performance of his subordinates.

Military education is formed by School Education and Non-School Education. The main thing that supports military training is that School Education is reflected in the Educational Development of specialization necessary for soldiers to support the implementation of duties. Military education is one of the tools to adjust tasks and jobs with the skills, abilities, and expertise of each soldier and is an effort to improve the performance

of soldiers. The existence of task experience, then producing qualified soldiers, in this case, is the performance of the soldiers concerned and able to provide the best contribution in achieving organizational goals. Harsono's opinion (2011: 162) states that education is the process of changing the attitudes and procedures of a person or group of people to mature humans through teaching and training efforts.

The task experience is formed by permanent assignments (tour of area / TOA) and jobs that are non-permanent. The main thing that could improve the background is a task that will not be fixed assignment reflected duties as combat operations / non-combat will provide experiences that are useful in carrying out the task/work soldiers. Ranupandojo's opinion (2001: 71) states that the task experience is a measure of the length of time or work period that has been taken by someone who can understand the tasks of a job and have carried out well.

Soldier's performance is formed by the Implementation of Programs Activities, Quality of occupation, Commitment to the implementation of Work, Cooperation, and Performance of Soldiers. The main thing that can improve the soldier's performance is the discipline reflected by the respondent obeying work hours, both supervised by the leadership and not. As Rivai and Basri's opinion (2005: 50) which states that the performance is the result or the overall level of success of a person during a certain period in carrying out the task compared with various possibilities, such as work standards, targets or targets or criteria that have been determined in advance agreed together.

the style is having a significant impact on soldier performance, which means that the better application of leadership style in Rindam V / Brawijaya Malang can improve soldier performance. The leadership style indicator that gives the biggest contribution to improving the performance of warriors is the leadership style of instruction reflected by the leader, giving clear instructions so that the work is completed on time. The leadership style in Rindam V / Brawijaya Malang tends to manifest ideological goals related to the group's mission to the values, ideals, and aspirations that are embedded among subordinates. By providing a picture of the possibilities for how the future will be, the leader can provide more meaningful work and inspire subordinates with pleasure and pleasure.

The impact is greater emotional involvement from assistants in group missions and greater agreement on goals. Leaders tend to have a strong need for power, high self-confidence, and hold fast to trust and idealism. Confidence and firm confidence increase the confidence of subordinates in the leadership's assessment. A leader who lacks courage and determination is less trying to influence people, and if he tries to control, it rarely works. As Rivai and Mulyadi's opinion (2009: 42) explains, leadership style is behavior and strategy due to a combination of philosophy, skills, traits, and attitudes, which are often applied by a leader when he tries to influence the performance of his subordinates.

Effective leadership will be realized if carried out following its function. The leadership function is directly related to the social situation in each group or organization's life, which implies that every leader is inside and not outside the case. The leader must try to be a part of the social situation of the group or organization. Leaders who make decisions by taking into account the social case of the organization's group will be felt like a joint decision that becomes a shared responsibility in implementing it. Thus there will be opportunities for leaders to realize leadership functions in line with the social situation they are developing. The leader's role in building trust includes the internal scope relating to efforts to drive and ensure all high-performance resources. The organization's external reach to examine the expectations of the community setting, the efforts that have been, are, and will be carried out, and that has been generated. The results of this study are consistent with Fitriana *et al.* (2014), Pradana *et al.* (201), Listiawati *et al.* (2017), which states that leadership style influences the performance of soldiers.

Military education affects soldiers' performance, which means that a better level of military education can improve soldiers' return. The indicator of military training contributing to the improvement of soldier performance is that School Education is reflected in the Development of Specialization Education necessary for soldiers to support their implementation duties. Warrior education has a very important meaning in determining the quality of services provided to the community. Besides, the speed and accuracy of the services provided are largely determined by these two things. With a high level of education, the soldier will be more accepting and carrying out his duties, so that will increasingly make the soldier concerned in handling a problem that can be resolved quickly and accurately. As the concept of Heidjrachman and Husnah (1997: 77) which states training activity to improve a person's general knowledge, including in increasing mastery of theory and skills, deciding and finding solutions to problems related to events in achieving its objectives, both the issues in the world of education or everyday life.

Military education is one of the most important factors in warriors' skills because with sufficient education can broaden the horizons and ways of thinking of soldiers, expand the addition of new knowledge, and form a more stable personality and sense of responsibility. The results of this study are consistent with Ningrum *et al.* (2013), Pakpahan *et al.* (2016), Mandanget *et al.* (2017), Pamungkas *et al.* (2017), Devischa *et al.* (2018), Ratnasari *et al.* (2018) which states that education influences performance.

The task experience influences the soldier's performance and is the variable that has a dominant influence on the soldier's return. Indicators of task experience that can improve soldiers' performance are assignments that are not permanently reflected from the task of combat / non-combat operations are the pride, honor, and trust of the leadership. Experience is an understanding of something that is lived and through appreciation and experiencing something that is gained knowledge, skills, or values integrated with one's potential. Work experience for TNI soldiers can be obtained through "tour of duty" and "tour of area" or moving places/locations and positions as Johnson (2007) states that experience brings up one's potential. The full potential will emerge gradually over time in response to various experiences. The task experience becomes a valuable provision in carrying out tasks in the work unit because it gets a variety of relevant learning. The ability of warriors is getting better and makes it wiser and flexible to deal with each person with his special character.

Soldiers who are experienced in the task can form expertise in their fields to complete the assignment more skilled and more quickly achieved. This study's results are supported by the answers of respondents who mostly stated agree that each soldier has experience of inter-Kotama assignments. The assignments in several Kotama will provide better work experience, and task experience is more valuable for soldiers in increasing insight in completing tasks/jobs. Every Warrior has served at least 2 (two) Kotama, Combat / non-combat operation tasks will provide useful experience in carrying out duties/work of soldiers. The more experience combat / non-operative tasks, the better the implementation of functions in the field. The job of combat operations / non-combat is the pride, honor, and trust of the leadership. Every Warrior has at least one combat / non-combat operation experience, is in line with research Riyadi (2015), Pamungkaset *et al.* (2017), Devischaet *al.* (2018), Bili *et al.* (2018), Octavianus, and Adolfini (2018) which stated that the experience of duty influences the performance of soldiers.

As for the important findings in this study from this study as the results in the variable frequency distribution is military education (X2), which is realized by X2.1, namely School Education, which can improve Warrior Performance namely soldier discipline. Through School Education, soldiers will add knowledge, abilities, skills, and have a fighting spirit based on the SaptaMarga and Oath of Warriors and excellent physical condition in completing tasks. The implementation of the job will be successful if it always upholds discipline. Following the motto, obedience is breath, and loyalty is pride, and honor is everything. Therefore, it is important to improve soldiers' performance, which is reflected in their disciplinary attitude through school education, namely specialization development education.

Statistical descriptive results indicate that leadership style is formed by the leadership style of instruction, the leadership style of consultation, leadership style of participation, and delegation leadership style. The main thing that builds a leadership style is the leadership style of instruction reflected by the leader, giving clear instructions to complete the work on time. Military education is formed by School Education and Non-School Education. The main thing that supports military training is that School Education is reflected in the Educational Development of specialization necessary for soldiers to support the implementation of duties. The task experience is formed by permanent assignments (tour of area / TOA) and jobs that are non-permanent.

The main thing that can improve the task experience is that assignments that are non-permanent are reflected in the tasks of combat / non-combat operations will provide useful knowledge in carrying out the duties/work of soldiers. Soldier's performance is formed by the Implementation of Programs / Activities, Quality of occupation, Commitment to the implementation of Work, Cooperation, and Performance of Soldiers. The main thing that can improve the soldier's performance is the discipline reflected by the respondent obeying work hours, both supervised by the leadership and not.

Leadership style, military education, and task experience affect Rindam V / Brawijaya Malang soldier soldiers' performance, which means that the better application of leadership styles, supported by military training, and soldiers having task experience can improve soldier performance. The indicator of leadership style that gives the biggest contribution to improving warriors' performance is the leadership style of instruction. Military education indicators that can improve soldiers' performance are School Education, reflected in the Development of Specialization Education necessary for soldiers to support the implementation of their duties. Indicators of task experience that can improve soldier performance are assignments that are non-permanent, as reflected in the tasks of combat / non-combat operations will provide useful knowledge in carrying out the duties/work of soldiers.

The task experience has a dominant influence on the performance of Rindam V / Brawijaya Malang warriors. For the next researcher, to add other variables such as welfare, domicile, motivation, and work environment that have not been studied in this study, which is expected to affect soldiers' performance. To further increase the performance of soldiers: Leaders lot of support to his subordinates in carrying out the task.

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