Sequential Explanatory Analysis About the Relationship Between Personality, Organizational Culture and Emotional Intelligence With Lecturer Performance

Budi Harni

Sekolah Tinggi Ilmu Ekonomi Kesatuan

budi_harni@yahoo.com

Abstract. The objective of this study is to examine the correlation between independent variables such as : Personality, Organizational Culture and Emotional Intelligence as independent variables and the dependent variable Lecturer's Performance. The research was conducted on 107 part-time of lecturers who selected by proportional random sampling of 3 (three) high school economics in Bogor City,

This study used type of combination methods that is sequential explanatory design that begins with a quantitative study then deepened with qualitative research. The purpose qualitative research after the implementation of quantitative research is to obtain a clarification of the result of quantitative research, whether qualitative research deepens, proves and gives meaning to quantitative data or otherwise aborts the results of quantitative research.

The research concludes there is positive and significant relationship and it is strengthened by the results of qualitative research that : 1) There is positive significant between personality with lecturer's performance with coefficient correlation $ry_{1}=0,677$ and coefficient determination $r^2y_1= 0,458$ (45,8%) with the regression equation $\hat{Y} = 21,04+0,83X_1$, 2) There is postive significant between organizational culture with lecturer's performance with coefficient correlation $ry_2 = 0,324$ and coefficient determination $r^2y_2= 0,105(10,5\%)$ with the regression equation $\hat{Y}=59,3+0,54 X_2$, 3) There is positive significant between with emotional intelligence with lecturer's performance with coefficient correlation $ry_3=0,632$ and coefficient determination $r^2y_3= 0,400(40\%)$ with the regression equation $\hat{Y}=27,86+0,8X_3$, 4) There is positive significant between personality , organizational culture together with lecturer's performance with coefficient correlation $ry_{12}=0,684$ and coefficient determination $r^2y_{12}=0,468$ (46,8%) with the regression equation $\hat{Y}=35,69+0,92X_1+0,21X_2$, , 5) There is positive significant between personality, emotional intelligence with lecturer's performance with coefficient correlation $ry_{13}=0,699$ and coefficient determination $r^2y_{13}= 0,489$ (48,9%) with the regression equation $\hat{Y} =13,74+0,57X_1+0,35X_3$, , 6) There is positive significant between organizational culture , emotional intelligence with lecturer's performance with coefficient correlation $ry_{23}=0,637$ and coefficient determination $r^2y_{23}= 0,406$ (40,6%) with the regression equation $\hat{Y}=79,25+0,16X_2+0,35X_3$, 7) There is positive significant between personality, organizational culture , emotional intelligence together with lecturer's performance with coefficient correlation $ry_{123}=0,717$ and coefficient determination $r^2y_{123}=0,514$ (51,4%) with regression equation $\hat{Y}=32,19+0,13X_1+ 0,34X_2 +0,44 X_3$, . Another factor that effects the variable lecturer's of 48,6 %.

Keywords : Personality, Organizational Culture,Emotional Intelligence and Lecturer's Performance

INTRODUCTION

Lecturer performance is an important factor in the progress of a university. Lecturer performance becomes very important because the decline in performance of both individuals and groups in a university can have a significant impact on a university. So that in this case, a leader has a fairly heavy task where he must always try to improve his performance and motivate his subordinates to be able to improve their performance to achieve college goals.

The job of being a lecturer cannot be done by someone who does not have certain skills and qualifications as a lecturer. Lecturers are professions whereas time progresses, he has more difficult roles and tasks and demands more innovative performance. The more innovative lecturers' performance is important for the success of educational implementation in order to improve the quality of education.

Human resources in a higher education organization include teaching staff or educators or better known as lecturers. "According to the Republic of Indonesia Minister of Research, Technology, and Higher Education Number 26 of 2015, General Provisions, Chapter I, Article 1 are:

1. Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating Science and Technology through Education, Research, and Community Service.

2. Permanent Lecturers are lecturers who work full time at universities as their starting administrative units and are not being permanent employees in other administrative units.

3. Non-permanent lecturers are lecturers who work not in full time at a university.

In universities consisting of permanent lecturers and lecturers who do not play an important role to transfer of knowledge and transfer of attitude, also become agents of change that are expected to be able to bring the educational organization in which they work to grow and develop, and be able to build a smart society from the results of the process. education held. Although permanent lecturers are prioritized in performance appraisal compared to Non-Permanent Lecturers. In reality, Non-permanent Lecturers have an important role in raising higher education in printing superior students, thus determining the quality of education and teaching in Higher Education is also located in Non-Permanent Lecturers.

In reality the performance of lecturers is still low compared to permanent lecturers in the teaching and learning process, research and community service because it is needed in the implementation of higher education in the College of Economics in Bogor and even becomes one of the requirements to improve the effectiveness of the implementation of education in education high, therefore the performance of non-permanent lecturers is important as a component to improve the quality of education in higher education.

Thus, based on the above observations and the data obtained in the field, it is stated that the still low performance of STIE non-permanent lecturers in Bogor City is still not optimal in implementing higher education policies and activities so that this can be used as an excuse for conducting research. Quantitatively, indications of non-permanent lecturer performance targets (data 2010-2013) were not achieved. The results of the lecturer performance evaluation are carried out with 6 (six) Performance indicators as follows: 1) Making Learning Plans, only reaching 60%; 2) Process of Teaching and Learning Results, 60%); 3) Learning outcomes, only reached 51%; 4) Community Service, only reaches 10%: 5) Evaluation, 53%; 6) Making reports, 50%.

Based on these data, it can be concluded that the level of non-permanent lecturer activity is only 47% on average, besides achieving below 80%, it also shows a decrease in non-permanent lecturer activities and tends to decline.

In this study will be explored further about the relationship between the performance of STIE non-permanent lecturers in the city of Bogor, among others, variables that affect the performance of non-permanent lecturers in the city of Bogor above, can be explained as follows: as an independent variable namely; Personality, Organizational Culture, Emotional Intelligence and the dependent variable Lecturer Performance.

Lecturer performance is a significant factor in the process of achieving higher education goals, so that if the performance of the lecturer is good then the progress of the College of Economics will be achieved, and vice versa. As a lecturer in higher education, a lecturer is required to strive to manage all activities in providing classroom instruction as effectively as possible and as efficiently as possible so that the educational process is as expected.

The personality of the lecturer is that the whole individual reacts and interacts with students which influences the performance of the lecturer in adjusting and understanding, carrying out his duties well in accordance with the mechanism of work, personality is closely related to emotional intelligence (awareness, emotions, etc.) in doing work, if all of them are carried out correctly, an attitude of loyalty towards the environment will be formed.

Organizational culture is also related to the values, assumptions, and basic beliefs that are shared by each person as a member of the organization which includes: individual initiative, risk tolerance, integration of management support, identification monitoring, a system of reward tolerance for conflict, and communication patterns. The values of the organizational culture that are perceived as conducive by someone as part of the organization will lead to a sense of comfort which then encourages those who have a commitment to the organization. Besides that, organizational culture can influence the attitude of each individual and group in the environment which is reflected in the atmosphere of harmonious and conducive cooperation between the Chairperson and lecturer, lecturers and lecturers, lecturers with structural and the whole component must create good relationships with students, in order to achieve educational and teaching goals.

Emotional intelligence is monitoring and controlling one's own feelings and those of others and using these feelings to guide thoughts and actions so that emotional intelligence is needed for success in work and produces outstanding performance in work. In addition, emotional intelligence, an attitude a person has in managing emotions, self-motivating, empathy by showing sincerity in doing work by using emotions and fostering relationships with other people so as to improve the performance of lecturers in the learning process in universities by producing quality student outcomes. This is possible because the dimensions contained in emotional intelligence can lead someone to understand their position precisely in the midst of organizational dynamics, including self-motivation, empathy and fostering relationships with members of the organization in the interests of the organization

Problem Formulation

1. Is there a relationship between Personality and Lecturer Performance?
2. Is there a relationship between cultures
3. Organizations with Lecturer Performance?
4. Is there a relationship between Emotional Intelligence and Lecturer Performance?
5. Is there a relationship between Personality and Organizational Culture together with Lecturer Performance?
6. Is there a relationship between Emotional Intelligence and Personality together with Lecturer Performance?
7. Is there a relationship between Emotional Intelligence and Organizational Culture together with Lecturer Performance?
8. Is there a relationship between Personality, Organizational Culture, and Emotional Intelligence together with Lecturer Performance?

Theoretical Description

1. Nature of Performance

Performance theory according to Schermerhorn et.al (2010: 76), to determine organizational and external performance can be seen from 5 (five) influencing factors, namely: a) knowledge, b) skills, c) ability, d) attitude and e) behavior.

According to Wirawan (2009: 9) performance has a causal relationship with competence (competency and ability). Performance is a function of competence, attitude, and action. Competence describes the characteristics of knowledge, skills, behavior, and experience to perform a particular job or role effectively.

Colquitt et al (2009: 37), suggests that performance is the value of a set of employee behaviors that contribute positively or negatively to achieving organizational goals. Basically, Performance has three dimensions, namely (a) task behavior, (b) moral behavior, and (c) challenging behavior. Obviously as below:

a. Task behavior is the behavior of employees who are directly involved in transforming organizational resources in the virtue, service or production of an organization. Task behavior includes routine tasks and tasks in renewal.

b. Moral behavior is activity in the form of volunteerism from employees whether there is a reward or no reward while contributing to the organization to improve the overall quality of the workplace. Example; working beyond formal duties, trying without expecting rewards, loving his organization.

c. Challenging behavior is the behavior of employees by intentionally blocking the achievement of goals. Examples of sabotage, theft, waste of resources, corruption, sabotage, gossips, harassment, abuse.

Based on several opinions and understanding of the theory outlined, it can be synthesized that the performance of lecturers is the work of lecturers who contribute, both in quantity and quality, to the achievement of organizational goals, with measurement indicators: 1) Making learning plans, 2) teaching and learning outcomes 3) learning outcomes 4) evaluation the same, 5) report making

2. Nature of Personality

Santrock (2009: 177-178) defines Personality, referring to his own thoughts, emotions, and behaviors that describe how individuals adjust to the world of the "Big Five" personality factors in Santrock such as intelligence, psychologists interested in identifying the main dimensions of personality Some personality researchers believe they have identified "Five are considered to describe the main dimensions of personality: 1) openness, 2) the nature of conscientiousness, 3) extraversion, 4) agreeableness and 5) neuroticism (emotional stability) / neuroticism

Personality Definition according to Robbins (2010: 45.47) a person is a unique combination of emotional patterns, thoughts, and behaviors that affect how a person reacts to a situation and interacts with others. Personality is often depicted in the measurable characteristics shown by someone.

 Big Five models of five personality dimensions include:

1. Extraversion: The level at which someone is friendly, happy to talk, and firm

2. Agreeableness: The level at which a person is good, cooperative, and trustworthy.

3. Conscientiousness: The degree to which a person is responsible, reliable, persistent and achievement-oriented.

4. Emotional stability: The level at which a person is calm, enthusiastic, and safe (positive) or calm, anxious, depressive, and unsafe (negative)

5. Openness to experience: The level at which someone is imaginative, artistically sensitive, and knowledgeable

From the theoretical studies revealed by the experts above it is hypothesized that personality is the overall characteristics of an individual acting and interacting with other individuals and the environment tends to be stable. So the indicators contained therein are:

1). Openness to experience (openness to experience) 2) Prudence (conscientiousness) 3), extraversion (extraversion), 4) Ease of agreement (agreeableness), 5) Emotional stability (emotional stability).

3) Nature of Organization Culture

According to Kusdi (2011: 11) culture is a pattern of behavior, attitudes, values, and assumptions that are owned by members of an organization are socialized to new members, and many are stable towards time. In general, culture experts divide it into three layers based on their depth, namely artifacts, values, and assumptions. In addition, to describe the characteristics of culture in an organization, a number of experts put forward certain typologies that describe the types of culture.

Colquitt et al (2009: 546), defines organizational culture as shared social knowledge in an organization regarding the rules, norms, and values that shape workers' attitudes and behavior.

This definition helps highlight a number of aspects of organizational culture. First, culture is social knowledge among members of the organization. Employees learn about the most important aspects of culture through other employees. This transfer of knowledge may be through explicit communication, simple observation, or by other methods. In addition, a culture of knowledge sharing, which means that organizational members understand and have a level of consensus on what culture is.

According to Gibson, et al (2012: 31), organizational culture is how workers perceive and how these perceptions create patterns of beliefs, values, and expectations.

This definition shows the culture that involves; (a) assumptions, (b) adaptation, (c) perception, and (d) learning. He further argued that organizational culture consists of artifacts and creation, values, and basic assumptions. Artifacts and creation include: technology, art, and patterns of behavior that are seen and heard; Values include something that can be tested in a physical environment and something that can be tested only with a social consensus, and the last is a basic assumption that includes relationships with the environment, the reality of nature, time, space, natural life, activities of natural life, and relationships between natural life.

According to Fred Luthans (2011: 71), which may be most closely related to the study of organizational culture, defining it as an archetype of assumptions created, discovered, or developed by certain groups such as learning to overcome problems external and internal adaptations of integration that have worked quite well to be considered valuable and therefore, to be taught to new members as the right way to understand, think, and feel in relation to the problem.

Organizational culture has a number of important characteristics. Some of the most easily agreed are as follows:

a. Observed behavioral order. When organizational participants interact with each other, they use language, terminology, and rituals related to respect and attitude.

b. Norm. Existing standards of behavior, including instructions on how much work to do

c. Dominant values. There are main values that support organizations and expect participants to share. Common examples are high-quality products, low absenteeism, and high efficiency.

d. Philosophy. There are policies that set organizational beliefs about how employees and/or customers must be treated.

e. Rules. There are strict guidelines related to socializing in organizations. Newcomers must learn their "rope" to be accepted as full members of the group.

f. Organizational climate. This is the overall "feeling" conveyed by the physical layout, participants how to interact, and members of the way the organization conducts itself with customers or other outside parties.

Based on the opinions of experts and the theories above, it can be synthesized that organizational culture is the assessment of lecturers on a system of values, rules, and norms in the organization that affect the mindset, attitudes and behavior of lecturers in implementing education policies and activities measured based on indicators: 1). norms of organizational behavior, 2) trust in organizational members 3) organizational habits, 4) encouragement to innovate 5) goal orientation.

4. Nature of Emotional Intelligence

Moshe Zeidner et al (2009: 25) suggests that theories of emotional intelligence (emotional intelligence) are divided into three ways about understanding emotional intelligence, as follows:

a. Ability models, emotional intelligence as abilities, where individuals who have high emotional intelligence, are superior to individuals who have low emotional intelligence in carrying out certain activities related to emotions. There are four important components of emotional intelligence, namely: identifying emotions, assimilating emotions into the mind, understanding emotions, and managing the emotions of yourself and others.

b. Mixed models, a broader conception and emotional intelligence include abilities and qualities such as personality traits and motivation that can help individuals use emotional intelligence in real life. Individuals with sympathetic personalities, it will be easier to use skills to manage the emotions of other individuals. In this mixed model includes quality, such as optimism, empathy, and good character.

c. Emotional intelligence as a trait (trait emotional intelligence), is a comprehensive personality factor that represents self-emotions, so that individuals have personalities that are directly related to emotional functions, such as self-confidence, assertiveness, and empathy.

Stephen R. Covey (2005: 76) reveals that emotional intelligence is, self-awareness, social sensitivity, empathy, and efforts to communicate well with others. Emotional intelligence is sensitivity about the right time, social propriety, and courage to acknowledge weaknesses, express and respect differences.

Stephen R. Covey explained that there are five main components of emotional intelligence that are commonly accepted are:

a. Self-awareness is a reflection of one's own life, and uses that knowledge to improve itself and to overcome weaknesses.

b. Personal motivation is that which is related to what triggers a person's spirit, vision, values, goals, hopes, desires, and passions that are a priority.

c. Self-regulation is managing oneself to achieve personal vision and values.

d. Empathy is understanding how others see and feel things.

e. Socialization and communication, which is related to how to overcome differences, solve problems, produce creative solutions and interact optimally to pursue common goals.

Furthermore Stephen R. Covey argued that the best and systematic way to develop these five dimensions of EQ is through seven highly effective human habits, namely: be proactive, start with the ultimate goal, prioritize the main, think win-win, try to understand first, then try to understand, create synergy, and sharpen the saw.

From the above theoretical studies and definitions, it can be synthesized that emotional intelligence of individual personality characteristics is comprehensive in regulating emotions, understanding one's emotions and controlling emotions to think and behave rationally, with the following indicators: 1) Identifying Emotions, 2) Emotional Management, 3) Recognizing the Emotions of Others, 4) Motivating Yourself, 5) Managing Yourself and Others

D. Research Hypothesis
Based on the theoretical and thinking framework study as mentioned above, the hypothesis in this study can be submitted in the causal form as follows:
1. There is a positive relationship between Personality and Lecturer Performance.
2. There is a positive relationship between Organizational Culture and Lecturer Performance
3. There is a positive relationship between Emotional Intelligence and Lecturer Performance.
4. There is a positive relationship between Personality and Organizational Culture together with Lecturer Performance.
5. There is a positive relationship between Personality and Emotional Intelligence together with Lecturer Performance.
6. There is a positive relationship between Emotional Intelligence and Organizational Culture together with Lecturer Performance.

7. There is a positive relationship between Personality, Organizational Culture, and Emotional Intelligence together with Lecturer Performance.

RESEARCH METHODOLOGY

This study uses a combination method (Sequential Explanatory Design). the research method of combination expansionary sequential model is characterized by data collection and quantitative data analysis in the first stage and is followed by qualitative data collection and data in the second stage, in order to strengthen the results of quantitative research conducted in the first phase. measured to conduct the next stage of research that uses qualitative methods so that the results obtained are more focused and in-depth. Known results in the field based on statistical data analysis, are used as the main basis for qualitative research. The population in this study were non-permanent lecturers at the College of Economics in the city of Bogor with a random sample of 107 people from a population of 146 people.

The following is the flow of research design using sequential explanatory design. The constellation of the problem under study is as shown in Figure 1 below:

1) Steps of Quantitative Research

a. Research Constellation

Picture 1 Research Constellation
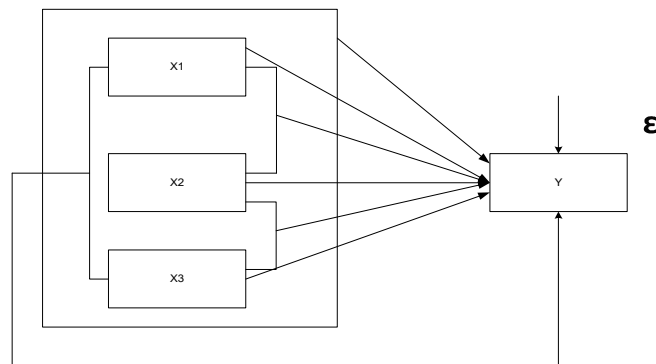
Explanation:

1. X_1: Personality
2. X_2: Organization culture
3. X_3: Emotional Intelligence
4. Y: Lecturers Performance
5. €: Other Variable correlated   :

Population and Sample

The population used in this study is an STIE non-permanent lecturer based in the city of Bogor as many as 146 people. Sampling in this study using proportional random sampling technique. The sample size is calculated using the Slovin formula, as follows: $n = N / (1 + N \llbracket(e)\rrbracket \wedge 2)$

n: number of samples (number of samples),

N: Total Population (total population members)

1: Number of constants

e: error tolerance (error tolerance) in this study set a significance level of 5% or 0.05.

Then the results of the sample calculation are:

$$n : \frac{146}{1 + 146\ x\ (0,05)^2} = \frac{146}{1 + 146 x 0,0025} = \frac{146}{1,365} = 106,9..\text{rounded to} = \mathbf{107}.$$

Hypothesis Testing: Quantitative Research Phase

Data analysis is performed with the following analysis techniques:

1) Analysis of Test Requirements: a) standard error estimation normality test using the liliefors formula, b) Test variance homogeneity using the Barlett test
2) Hypothesis Test: a) Regression Linearity Test, b). Correlation Test

Steps of Qualitative Research

Based on the results of hypothesis testing on quantitative research in the first stage, then continued with qualitative research. Qualitative research aims to further strengthen, deepen and expand quantitative data. The formulation of the problem in qualitative research is as follows:

1. Does the lecturer performance data obtained through quantitative research have the same tendency as lecturer performance data obtained through qualitative research on STIE in the city of Bogor?
2. Does the personality data obtained through quantitative research have the same tendency as the personality data obtained through qualitative research on STIE in the city of Bogor?
3. Does the organizational culture data obtained through quantitative research have the same tendency as organizational culture data obtained through qualitative research on STIE in the city of Bogor?
4. Does the emotional intelligence data obtained through quantitative research have the same tendency as lecturer emotional intelligence data obtained through qualitative research?
5. Are qualitative personality data, organizational culture, and emotional intelligence together on the performance of lecturers at STIE in Bogor city, obtained through quantitative research having the same tendency as the data obtained through qualitative research?
6. Are there other factors beyond personality, organizational culture and emotional intelligence on the performance of lecturers at STIE in Bogor City?

Qualitative research techniques from 3 (three) STIE based on the category of accreditation status ranking into upper, middle and lower categories: 1) STIE Kesatuan (upper), 2) STIE Bina Niaga (middle) and 3) STIE Triguna. (lower)

Beginning with determining the focus of the research, determining the target of the study and the informants who will be asked for various information about the focus of the research with the observation (Observation), in-depth Interview (interviews) on key informants and conducting Focus Group Discussion with the researched actors , documentation and literature study literature

DISCUSSION of QUALITATIVE AND QUANTITATIVE RESEARCH RESULTS

1) Correlation between Personality and STIE Lecturer Performance in Bogor

The results of hypothesis testing show that there is a functional relationship between X1 and Y presented in the form of a simple regression equation as follows: $\hat{Y} = 21.04 + 0.83X1$, with the correlation coefficient ry1 = 0.677 and the coefficient of determination r2y12 = 0.458 which is expressed as a significant level (0.05) after being tested with a very significant F test. This means that 45.8% variation in lecturer performance data can be explained by personality, while 54.2% is contributed by other variables that have a relationship with improving lecturer performance. The results of previous studies that support indicate the relationship between Personality and Lecturer Performance is very significant. This means that the higher the Personality score, the higher the Lecturer Performance score. Thus the results of this study further support the results of previous studies of a positive relationship between personality and lecturer performance. Similarly, based on qualitative analysis through observation, interviews, document review FGDs, it can be seen that there is a relationship between personality and lecturer performance. This reinforces the results of quantitative studies that prove significantly the first hypothesis of this study that there is a positive relationship between

Personality and Lecturer Performance, with a very significant regression equation and shows that each increase in Personality score will improve Lecturer Performance

1) Correlation between Organizational Culture and the Performance of STIE Lecturers in Bogor

The results of testing the hypothesis, shows that there is a functional relationship between X2 and Y presented in the form of a simple regression equation as follows: $\acute{Y} = 59.3 + 0.54X2$, correlation coefficient ry2 = 0.324 and the coefficient of determination r2 y2 = 0.105 which is very significant significance level 0 05 after F test This means 10.5% Lecturer performance is the result of the work of the organizational culture, while 89.5% is contributed by other variables that have a relationship with the improvement of Lecturer Performance. Some of the results of previous studies that support "by Subekti Organizations with Teacher Performance" with correlation coefficient = 0.3592 and coefficient = 0.1290. Wirawan with the title "The Relationship between Principal and Culture Leadership Thus the results of this study further support the results of previous studies of a positive relationship between Organizational Culture and Lecturer Performance. Similarly, based on qualitative analysis through observation, interviews, document review FGD, it can be seen that there is a relationship with Organizational Culture with Lecturer Performance. This reinforces the results of quantitative studies that prove significantly the first hypothesis of this study that there is a positive relationship between Organizational Culture and Lecturer Performance, with a very significant regression equation and shows that any increase in Organizational Culture scores will improve Lecturer Performance.

2) Correlation between Emotional Intelligence and the STIE Lecturers Performance in Bogor

The results of hypothesis testing show that there is a functional relationship between X3 and Y presented in the form of a simple regression equation as follows: $\acute{Y} = 27.86 + 0.8X3$, with a correlation coefficient ry3, = 0.632 The coefficient of determination r2 y2 = 0.400, which is very significant (0.05) after being tested with the F test. This means that 40% of the variation in lecturer performance data can be explained by Emotional intelligence, while 60% is contributed by other variables that have a relationship with the improvement of Lecturer Performance. The results of previous studies that supported by Paiman, the relationship between Emotional Intelligence and Teaching Creativity with Teacher Performance ", there is a positive relationship between Emotional intelligence and teacher performance with regression $\acute{Y} = 84,866 + 0,352x1$ and correlation coefficient ry1 = 0,4333, this means more high Emotional Intelligence score, the higher the score of lecturer performance. Thus the results of this study further support the results of previous studies regarding the existence of a positive relationship with lecturer performance. Similarly, based on qualitative analysis through observation, interviews, document review FGD, it can be seen that there is a relationship between Emotional Intelligence and Lecturer Performance. This is reinforced by the results of quantitative research every increase in independent variables will improve the performance of lecturers

3) Correlation between Personality and Organizational Culture together with STIE Lecturers Performance in Bogor

The results of testing the hypothesis, shows that there is a functional relationship between X1 and X2 with Y presented in the form of multiple regression equations as follows: $35 = 35.69 + 0.92X1 + 0.21 X2$. Thus this shows that the multiple regression equation is significant (0.05), and it can be concluded that the relationship of Personality (X1) and Organizational Culture (X2) variables together with Lecturers' Performance is positive and significant and can be accepted. The results obtained for the coefficient of determination r2y12 and the correlation between personality and organizational culture together with the performance of the lecturer is 0.468. This means that 46.8% variation of lecturer performance data can be explained by the personality and organizational culture together, while 53.2% is contributed by other variables that have a relationship to improve lecturer performance. The findings in this study indicate if the lecturer performs the task and its function is able to create, familiarize and personality characteristics that make it comfortable and apply organizational culture within itself and in its organization in a good and proportional manner together have a strong desire and enthusiasm in carrying out tasks with a good personality so it will be able to improve the performance of lecturers. This is in line with the theory put forward by Stephen Robbins (Big Five Model), namely: 1) Extraversion 2) Agreeableness, 3) Conscientiousness, 4) Emotional stability, 5) Openness to experience. The theory put forward by Edgar Schein, Definition of Schein shows that culture involves a) adaptation, b) perception, and c) learning. Thus a

lecturer who has a high organizational personality and culture together will be able to improve lecturer performance.

4) **The relationship between Personality and Emotional Intelligence together with STIE Lecturer Performance in Bogor**

The results of testing the hypothesis, show that there is a functional relationship between X1 and X3 with Y presented in the form of multiple regression equations as follows: $\hat{Y} = 13.74 + 0.57X1 + 0.35X3$. Thus this shows that the multiple regression equation is significant, and it can be concluded that the influence of Personality (X1) and Emotional Intelligence (X3) variables together on Lecturer Performance is positive and significant. The results obtained for the coefficient of determination R2y1.3 and between the correlation of Personality and Emotional Intelligence together with the Lecturer Performance of 0.489. This means that 48.9% of the variation in Lecturer Performance variables can be explained by the variables of Personality and Emotional Intelligence together, while 51.1% is contributed by other variables that have a relationship with the increase in lecturers. The findings in this study indicate that if the lecturer performs his duties and functions is able to create, familiarize and have personality characteristics that make it comfortable and apply Emotional intelligence within himself and in his organization in a good and proportional manner together have a strong desire and enthusiasm in carrying out tasks with personality and Emotional intelligence and being able to control his emotions well will be able to improve Lecturer Performance. This is consistent with the theory put forward by Ivancevich et al. Personality refers to a set of feelings and behaviors that are significantly formed by genetic and environmental factors and are stable. Human personality can be explained by five dimensions or factors, including extraversion (extroversion), emotional stability (emotional stability), ease of agreement (agreeableness), nature of conscientiousness, and openness to experience.

The theory put forward by Moshe Zeidner, Gerald Mathews and Richard Robert that Emotional Intelligence as a trait (Trait Emotional Intelligence), is an overall personality factor that represents the emotions of the self so that an individual has a personality related to Emotional functions such as confidence, firmness and empathy. Thus it can be seen if a lecturer who has a shared personality high emotional intelligence will lead to an increase in the value of lecturer performance

5) **Correlation between Organizational Culture and Emotional Intelligence together with STIE Lecturer Performance in Bogor**

The results of hypothesis testing show that there is a functional relationship between X2 and X3 with Y presented in the form of the following multiple regression equations: berikut = $79.25 + 0.16X2 + 0.87X3$. Thus this shows that the multiple regression equation is significant, and it can be concluded that the relationship between Organizational Culture (X2) and Emotional Intelligence (X3) variables together with Lecturer Performance is positive and significant. The results obtained for the coefficient of determination R2y2.3 and between the correlation of Organizational Culture and Emotional Intelligence together with the Lecturer Performance of 0.406. This means that 40.6% of the variation of the Lecturer Performance variables can be explained by the variables of Organizational Culture and Emotional Intelligence together, while 59.4% is contributed by other variables that have a relationship with the increase in lecturers.

This is in line with the theory put forward by Jerald Greenberg and Robert A. Baron defines organizational culture as a cognitive framework consisting of attitudes, values, behavioral norms, and shared expectations of members of the organization. The definition above is often assumed that organizational culture is a common basic asset that has the following characteristics: a) Sensitivity to others (Sensitivity to others), b) Interest in new ideas (Interest in New Ideas), c) Willingness to take risks (Willingness to take Risks), d) Appreciate Placement (The Value Placed on People), e) Available communication options (Openness of Available Options), f) Loyalty and congeniality (Friendliness and Congeniality). This is consistent with the theory of Emotional Intelligence by Moshe Zeidner, Gerald Mathews and Richard Robert that Emotional Intelligence as a Trait (Trait Emotional Intelligence), is a comprehensive personality factor that represents the emotions of the self, so that an individual has a personality related to Emotional functions such as confidence, firmness, and empathy Thus a lecturer who has a high organizational culture and Emotional intelligence together will be able to improve the performance of lecturers.

6) **Correlation between Personality, Organizational Culture, and Emotional Intelligence together on Lecturer Performance in Bogor**

The results of testing the hypothesis, show that the functional relationship between X1, X2, and X3 with Y is presented in the form of multiple regression equations as follows: $\hat{Y} = 32.19X1 + 0.34X2 + 0.44X3$. Thus this shows that the multiple regression equation is significant, and it can be concluded that the relationship between personality variables (X1), Organizational Culture (X2) and Emotional Intelligence (X3) together with Lecturer Performance is positive and significant.

The results obtained for the coefficient of determination r2y12.3 and between the correlations of Personality, Organizational Culture, and Emotional Intelligence together with Lecturer Performance of 0.514. This means that for 51`, 4% variation of Lecturer Performance variables can be explained by the variables of Personality, Organizational Culture, and Emotional Intelligence together, while 48.6.4% is contributed by other variables that have a relationship with the increase in lecturer personality. Organizational Culture and Emotional Intelligence together.

The findings in this study indicate that if the lecturer performs his duties and functions is able to create, familiarize and develop personality well and apply organizational culture within himself and in his organization well and is able to organize the emotional Emotional lecturers well and proportionally and jointly have a strong desire , the power of movement and enthusiasm in carrying out the task by controlling his emotions and the lecturer who showed his work performance and chose to remain with his institution for the long term, of the three things, it will be able to improve the Performance of Lecturers. This is in line with the theory put forward by Gibson at. al, Stephen Robbins (Big Five Model) and Jerald Greenberg and Robert A. Baron defines organizational culture as a cognitive framework consisting of attitudes, values, behavioral norms, and shared expectations of members of the organization

While the theory of Emotional Intelligence by Moshe Zeidner, Gerald Mathews and Richard Robert that Emotional Intelligence as a trait (Trait Emotional Intelligence), is an overall personality factor that represents the emotions of the self so that an individual has a personality associated with Emotional functions such as confidence, assertiveness, and empathy.

The pattern of relationships that can be seen from the results of this study is the correlation between personality and lecturer performance that is ry1 = 0.677 when compared to the correlation between organizational culture and lecturer performance that is ry2 = 0.324 and the correlation between Emotional Intelligence and Lecturer Performance ie ry3 = 0.632 has a tendency with almost the same, however the three independent variables together can contribute to the improvement of Lecturer Performance.

Another influential factor of 49.6% was revealed through the focus of the sixth qualitative research, namely: Are there other factors outside of Personality, organizational culture and emotional intelligence together influence the performance of lecturers at the College of Economics in the City of Bogor? Findings of other factors that allegedly contributed to the achievement of lecturer performance were based on the results of observations, interviews, and documentation of qualitative research in the field including 1). The leadership of the Chairperson of STIE, 2) Motivation of the work of the lecturer, 3) Personality

CONLCUSION, IMPLICATION, AND SUGGESTION

A. Conclusion.

1. There is a very significant positive relationship between personality and lecturer performance, meaning that the stronger the personality, the higher the performance of the lecturer.

2. There is a very significant positive relationship between Organizational Culture and Lecturer Performance, meaning that the higher the Organizational Culture the higher the performance of the lecturer.

3. There is a very significant positive relationship between Emotional Intelligence and Lecturer Performance, meaning that the higher the Emotional Intelligence, the higher the Lecturer Performance.

4. There is a very significant positive relationship between organizational culture and personality together with lecturer performance, which means that the stronger the organizational culture and personality together,

the better the performance of the lecturer.

5. There is a very significant positive relationship between organizational culture and Emotional Intelligence together with lecturer performance, which means that the stronger the organizational culture and Emotional Intelligence together, the better the performance of lecturers.

6. There is a very significant positive relationship between personality and emotional intelligence together with lecturer performance, which means that the better the personality and emotional intelligence together, the higher the performance of the lecturer.

7. There is a very significant positive relationship between personality, organizational culture, and emotional intelligence together with the performance of lecturers, which means that the stronger the personality, organizational culture and emotional intelligence together, the better the performance of lecturers.

Other variables that have a relationship with the improvement of lecturer performance are: lecturer work motivation, work environment, lecturer discipline, Emotional intelligence, job satisfaction, commitment to lecturer work and organizational climate

B. Implication.

The implications of the results of this study can be described as follows:

1. Because there is a positive relationship between personality and Lecturer Performance, efforts are made to strengthen Personality to improve Lecturer Performance. By increasing personality, the performance of lecturers will also increase.

2. Because there is a positive relationship between organizational culture and lecturer performance. efforts are made to strengthen the Organizational Culture to improve Lecturer Performance, by increasing the Organizational Culture, the Lecturer Performance will increase as well.

3. Because there is a positive relationship between Emotional Intelligence and Lecturer Performance, efforts are made to strengthen Emotional Intelligence in order to improve Lecturer Performance, that by increasing Emotional Intelligence, Lecturer Performance will increase.

4. Because there is a positive relationship between Personality and Organizational Culture with the performance of lecturers together with Lecturer Performance, To strengthen the Performance of Lecturers strived to strengthen the personality and organizational culture. By increasing the personality and organizational culture of lecturers together, the lecturers' performance will increase as well.

5. Because there is a positive relationship between Organizational Culture and Emotional Intelligence together with Lecturer Performance, efforts are made to strengthen Organizational Culture and Emotional Intelligence of lecturers. With increasing Emotional Intelligence and lecturer organizational culture together, the Lecturer Performance will increase as well.

6. Because there is a positive relationship between Personality and Emotional Intelligence of lecturers together with Lecturer Performance, efforts are made to strengthen the Personality and Emotional Intelligence of lecturers. By increasing the increasing Emotional Personality and Intelligence of lecturers together, the Lecturer Performance will increase as well.

Because there is a positive relationship between Personality, organizational culture, and Emotional Intelligence together with Lecturer Performance, it is endeavored to strengthen Personality, organizational culture, and Emotional Intelligence together, by strengthening Personality, organizational culture and Emotional Intelligence of lecturers together. then Lecturer Performance will increase as well

C. Suggestion

From the exposure of research results, discussion, conclusions, and implications that have been described, it can be seen that the variable performance of lecturers in STIE in the city of Bogor can be improved. The development of lecturer performance can be done through improving and improving lecturer personality and

organizational culture and emotional intelligence based on the average score of each indicator in each variable.

a. Based on the results of the study can be an alternative input for the Chairperson of STIE, lecturers and related parties/institutions to further develop the performance of lecturers in order to improve the quality and performance of the Institute as part of improving the quality of STIE education in the city of Bogor. The suggestions can be described as follows:

b. 1. The increased personality of lecturers

c. a. In personality indicators need to be developed for that the Chair of the institution so that openness to experience can be improved, lecturers are required to improve the ability to think creatively and innovatively so that they have a flexible, open nature, willing to accept and appreciate the views, thoughts, opinions, and work of people other. In addition, the Chairperson of the Institute can be a model and example for all members of the organization to behave and behave well, politely, respect each other.

d. In the indicator of caution (conscientiousness) can be improved, lecturers are obliged to be careful full of responsibility, work with careful planning, uphold school discipline and foster high motivation to work hard to the full. Besides that, the Chairperson of the Institute must always spearhead, create a harmonious and vibrant work environment to carry out the main tasks and functions with full responsibility, spur creativity, and innovative.

e. In extraversion, it needs to be developed and improved, the Chairperson of Institutions and lecturers must develop and add insight, social networks so that they are better able to socialize with lecturer colleagues. Besides that, the Institute provides moral and material support as well as opportunities for lecturers to be competent and optimally potential through training, training, and workshops, and provide opportunities for lecturers to continue further studies.

f. In the indicators of agreeableness can be increased, lecturers are required to improve the ability to communicate effectively, persuasively, empathetically and politely with fellow teachers, Chairmen of Institutions, supervisors, education personnel, and students; so as to enhance good cooperation

g. On indicators of emotional stability (emotional stability) can be increased, lecturers are required to improve personality competency so that they become individuals who have a steady, stable and mature personality; continue to strive to foster emotional stability so as to prejudice both trust in colleagues, be able to deal with / manage stress or depression.

1. Enhancement of Organization Culture

an In indicators of norms of organizational behavior, high schools and organizational citizens and lecturers it is expected that lecturers can implement and apply norms that apply to high schools through developing cooperation and coaching together without blaming ethnic, racial, religious, and gender differences in high school citizens in all high school activities.

a. On indicators of organizational trust, high school rules and policies need to be maintained for that, the lecturer must be able to socialize continuously about the rules, rules, and policies of high schools regarding governance, learning to all high school citizens. It is expected that with good socialization, all high school residents will understand the rules, rules, and policies of high school citizens so that a comfortable, conducive and optimal atmosphere can be created in carrying out their duties and functions.

b. In indicators of habit patterns of high school organizations need to be developed for that lecturers are expected to be able to apply high school values through habituation in every aspect of activities by paying attention to the development of science and technology to improve service excellence to high school residents. In addition to creating a comfortable work situation to encourage lecturers to work harder, the need to create challenges so that work is quickly completed through habitual patterns ...

c. In the indicator of encouragement to innovate the results of high school orientation so as to provide more opportunities for lecturers to develop abilities and improve the quality of work and to give more freedom to the lecturers in determining the priority scale of the execution of tasks.

d. In the goal orientation indicator, the realization of the high school's vision and mission needs to be developed if it has been understood what is the high school's vision, mission and goals so that the lecturers will be more serious and disciplined in working optimally as a learning organization.

2. Enhancement of Emotional Intelligence,
   a. In the average indicator, 1), identifying emotions, 2) motivating oneself, c) managing emotions, need to be maintained and so that lecturers and members of the organization respect each other more to be polite and help each other. Besides giving each other motivation they always work continuously.
   b. While the low mean value is indicator 1) managing emotions, 2) recognizing the emotions of others needs to be improved. High schools encourage lecturers and organizational citizens to be more polite when experiencing various difficulties at the same time and encourage lecturers to be more trying to calm down. In addition, high schools and organizational citizens encourage lecturers not to discriminate between the emotional expressions of lecturers depending on who they are facing. Thus high schools, organizational citizens and lecturers always maintain mutual undesirable behaviors and conditions to achieve the organization's vision and mission.

C. Action Plan

Based on the analysis of the discussion of the results of the research that has been described, it can be seen that there is a relationship of personality, organizational culture, and emotional intelligence, with the performance of lecturers known that the relationship value of personality variables with lecturer performance with correlation coefficient r = 0.677, organizational culture variables with lecturer performance r = 0.324, and Emotional intelligence variable with lecturer performance r = 0.632. Referring to the magnitude of the value of the relationship, the personality variable has the greatest relationship to performance compared to the variables of organizational culture and Emotional intelligence. For this reason, all aspects related to personality variables are used as the basis for the preparation of follow-up programs from the results (Action Plan)

The implementation of the follow-up of this study in the form of programs related to personality can be seen in the action plan table on indicators, such as the following.

Table 1 Action Plan in the effort of Personality Development to Enhance the Performance of Lecturers

No	Focused Problems	Action Plan	PIC	Budget	Work Schedule (Monthly)					
					1	2	3	4	5	6
1.	Openness to experience	Group Discussion	The Chairman of STIE Foundation	ACCORDING TO THE NEEDS	▓		▓			
			Foundation representative			▓		▓		
2.	Conscientiousness	Improving self-confidence and responsibility	Director of STIE		▓		▓		▓	
			Supervisor Coordinator		▓	▓		▓		
3.	Extraversion	Team Building and change agent	HRD			▓		▓		▓
					▓	▓	▓			
4.	Agreeableness	Interpersonal Skill	Chairman of the Foundation		▓				▓	
			Vice-Chairman		▓	▓	▓	▓	▓	▓
5.	Emotional Stability	Training of Emotional Intelligence)	Vice-Chairman I		▓	▓	▓	▓	▓	▓

Based on the calculation of the average indicator of the personality, organizational culture and Emotional intelligence variables can be seen the average value of the indicators that are smaller than the mean value of the variable, it is hoped that the development of the indicators will be more considered, while the mean values of the indicators are equal to or greater than the average value the variables are expected to be maintained.

The indicators that need to be maintained are the development of each independent variable, as follows: 1) Personality, indicators: a) ease of agreement, b) Emotional stability. 2) organizational culture, indicators: a) trust of organizational members, b) drive to innovate, 3) Emotional Intelligence, indicators: a) emotional management, b) recognizing other people's emotions, c) identifying emotions.

While the indicators that need to be maintained from each independent variable, as follows: 1) Personality namely indicators: a) openness to experience b) prudence, c) extraversion, 2) Organizational Culture namely indicators: a) organizational behavior norms b) organizational habits pattern, c) goal orientation. 3) Emotional intelligence is an indicator: a) motivating oneself, b) managing the emotions of oneself and others

This needs to be known as the basis for the making of programs in the action plan so that the priority of the efforts that will be considered as an improvement becomes optimal and on target.

The action plan that has been described is an alternative activity that can be implemented comprehensively to improve Lecturer Performance that can be carried out by the Chair, lecturers, managers, institutions and other relevant parties. Whereas the order of priority for the implementation of the action plan programs can be optimized effectively and efficiently according to the situation, conditions, and needs of the STIE

A sample of Training Program Design

The effort to Develop the Personality of Part-Time Lecturers of STIE in Bogor

A. Background

National education functions to develop the ability and shape of dignified national character and civilization in order to educate the life of the nation, aims to develop the potential of students to become faithful and fearful people of God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen. The process and output of education and teaching in the Institute still do not show the expected quality, partly due to not implementing the organizational culture that is the norms and rules that are running.

The equation of perception and uniformity in carrying out various norms that apply in society sometimes requires special handling. This is because the implementation is often different. To overcome differences that make misunderstandings possible, it is necessary to do activities to share experiences so that members of the organization can understand each other and be able to synergize well. Besides that, the training is also intended to realize a conducive organizational culture and support the implementation of the organization's organizational program to the maximum so that it is deemed necessary to be held periodically and programmed. Training that aims to improve human resources in order to realize excellent service for students and other stakeholders.

B. Objective
a. Equipping trainees with insight and skills with regard to personality, application of norms and daily behaviors of collaboration in organizations.
b. Integrating input from various expert resource persons in the framework/development of professional lecturers who have more value through improving lecturer performance.

C. Graduates Competence
   1) Group Discussion, 2) improving self-confidence and responsibility, 3) Interpersonal Skills, 4) Team Building and change agent, 5) Emotional Intelligence Training
D. Training Participants
   Chairman, Vice-chairman I, II and III, Department Heads, lecturers, and Educational Staff
E. Keynote Speakers

No.	Keynote Speakers	Training materials	Objectives

1	Prof. Dr Ing. H. Soewarto Hardhienata, Ka Prodi S3-MP-PPs Universitas Pakuan	Group Discussion	HR needs orientation towards the situation and condition of the organization in developing interests.
2	Dr.Hj.Rita Retnowati,M.S, Direktur PPs Universitas Pakuan	Improving self-confidence and responsibility	Understanding the needs and desires of lecturers. Providing justice and respect for every employee
3	Nusa Muktiadji, Ir.MM Ketua STIE Kesatuan	Team Building and change agent	Understand values and rules to improve work procedures
4	Dr.HM Entang, M.Ed. Dosen Pembina PPs Universitas Pakuan	Kemampuan Ber komunikasi *(Interpersonal Skill)*	Relational development of citizens in the ethics of communicating within the organization through a philosophical approach
5	Dr.Widodo Sunaryo, S.Psi, MBA Sekretaris Program Studi S3-MP PPs Universitas Pakuan	Training of Emotional Intelligence	Competency Development in ways of thinking and implementing in organizations.

E. Training Plan

Venue   : Aula Serba Guna Kampus STIE Kesatuan, Lantai 6
                       Jl. Ranggagading1 No 1, Bogor
Dates   : 20 sd 21 Juli 2017
Budget   : Dibebankan kepada masing-masing STIE

F. Activity Budget Plan

For as many as 30 participants the fund needed is Rp. 15,000,000 (fifteen million rupiah)

SCHEDULE

The effort to Organize Personality Development for the Part-Time Lecturers of STIE in Bogor

TIME	Training Topics	Speakers
Day One	**Thursday, 20 July 2017**	
09.00 - 10.00	Opening and Dissemination of National Education Policies and Regional Programs	Kepala DIKTI Kopertis IV Wilayah Jabar
10.00 - 12.00	Group Discussion	Prof.Dr.Ing.H.Soewarto Hardhienata
12.00 - 13.00	Coffee Break	
13.00 - 15.00		Dr.Hj.Rita Retnowati,M.S

	Self-awareness and responsibility	
Day Two	**Friday, 21 July 2017**	
08.00 - 10.00	Team Building and change agent	Nusa Muktiadji, Ir.,MM
10.00 - 12.00	(Interpersonal Skill	Dr.HM.Entang, M.A
12.00 - 13.00	Coffee Break	
13.00 - 14.30	Training of Emotional Intelligence	Dr.Widodo Sunaryo, S.Psi, MBA
14.30-15.00	Evaluation and Closing	Committee

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