

THE ANALYSIS OF TRAINING NEEDS IN TRAINING INSTITUTE OF SOUTH SULAWESI

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ABSTRACT

This study aims to describe the analysis of training needs in training institute and explain the proper analysis model of training needs that applied in training institute. The Method used a qualitative approach and the data was collected by direct observation and in-depth interview. Data analysis did several steps including data reduction, data presentation and verification. The result found that the Training Needs Analysis (TNA) is an essential prerequisite for training institute in conducting training. TNA built on three needs: organizational need, job requirements and individual need. Organizational need wants everyone in the organization can develop culture, mission, climate, objectives and structure of an organization. Job requirement has an important role to determine whether the organizational training is a success or not which supported by knowledge, skills, expertise and attitude control. While, the Individual needs should be kept in maintaining motivation, relationships, discipline and human resource development. TNA model IDRUS is a proper model that need to be applied in training institute in South Sulawesi. This model assumes that training activities should be executed Integration, Dedication, realistic, urgency and synchronization which are a premise of building postulate as a forerunner of training development theory in training institute.

Keywords: Training Needs Analysis, Organizational Needs, Job requirement, Training Needs Analysis (TNA).

INTRODUCTION

Observing the programs and activities of the existing training in Indonesia is generally based on the demand of organisation needs which is *top-down* policy. The programs/activities that have been set by the central government to be socialized in training institute and it follow up to ensure the standard needs of policy and available budgeting within internal scope at organization/government agency, while bottom-up training patterns are still less actualized in solving problems related to the public.

The policy applied by training institute related to the training needs an application which based on the analysis of organizational needs, Job requirement and individual needs, has been regulated on Law no. 5, 2014 on State Civil Apparatus, no. 23, 2014 on Governance Region, Government Regulation no. 101 of 2000 on Education and Training, the position of civil servants, Regulation of the head of the State Administration Institution No. 2 of 2008 on Guidelines for Accreditation of Education and Training Institutions of the Government.

The policy on training needs analysis is based on TNA (*Training Need Analysis*) theory proposed by Goldstein & Ford (2002). There are three needs analysis training that is organization analysis, job analysis or task and personal analysis, which can be used to improve organizational performance. This

theoretical reference becomes important for theoretical and empirical gaps to view the *novelty* element of this study.

The theoretical and empirical gaps in training needs analysis could be seen from organizational needs that have observed in training institute in South Sulawesi. According to Robbin (2015), the core of organizations at war is important to improve organizational performance. The core organizations include organizational culture, mission, work climate, goals and organizational structure. But empirically not all training institutions can apply the core theory of the organization, such as found there are training institutions that have not institutionalized organizational culture, the mission of the organization has not been actualized well, the climate is less conducive work, organizational goals are less precise and less coordinated organizational structure.

It has relevance and differences from the results of previous studies that based on theoretical and empirical gaps. Research conducted by (Iqbal 2011; Grider, 2013; Steband, 2011). The four previous studies focused research on training needs analysis, which recommended that one form of needs analysis that contributes greatly in improving organizational performance is an analysis of the organizational needs which viewed from the application of organizational culture, mission, climate, goals and organizational structure. The relevance of the results emphasizes the importance of an organization in conducting training needs analysis by considering the elements of organizational needs that must be executed properly. The difference in the results of this study lies in the proposition generated, where this study does not produce a model, while research conducted directly to produce a model of training needs analysis, including the organizational fulfilment of analysis.

There is also a theoretical and empirical gap in the needs analysis of training based on job requirement of training institutes that have observed. The theoretical and empirical gaps presented relevance and differences from the results of previous studies. Research conducted by (Spark 2012; Sapartine, 2010; Chia, 2013). The three previous studies focused on analyzing training needs in an organization that highlighted the importance of applying job needs analysis. Theoretical and empirical gaps in training need analysis based on individual needs or training institute is observed, according to the theory of the working potential of Dessler (2015) that the inside of the human resources is working potential to improve organizational performance. These work potential elements include motivation, working relationships, self-development and work discipline.

As with the results of research that have relevance and differences from the results of previous research which in line with a theoretical and empirical gap. Research conducted by (Beard, 2013; McKenna, 2010; Aliensend, 2009). The four previous studies focused on the analysis of organizational training needs that emphasized the importance of analyzing individual or personal needs. The relevance of this research with previous research emphasizes the importance of conducting training in improving the potential of human resources to improve work motivation, working relationships, self-development, and work discipline in improving organizational performance. The difference of this study with previous research lies in the utilization and use of individual work potentials owned by an organization that has different interests and targets.

Based on the above description, the *novelty* of this research lies in the model of training needs analysis which is the findings of this research. Meanwhile, it becomes a consideration for the researcher to choose the title: Training Needs Analysis at Training Institute in South Sulawesi.

LITERATURE REVIEW

Training concepts

Good (2007), states that training can be defined as the process of educating and training with the use of short-term time-based manner and procedure of systematic and organized in achieving goals. Usually, the activity involves training of trainers (instructors) and trainees (trainers) to be a person who has competence in improving organizational performance and the performance itself.

Franco (2009), states that training concept is basically the process of providing access and assessment of the human resources to develop the organization's work and its potential to achieve organizational performance and individual performance. Training concepts always require action, attitude and the reality that everyone can access and provide an assessment on a systematic and organized process of training activities to improve human resources in the organization; job field and develops its potential.

In general, the objective of the training concept is a process, a change of action and achievement of organizational goals. The training process means the provision of education and training, change of behaviour/action in organizational development, job field and individual potential, while the achievement of organizational goals could be achieved by increasing a good performance either organizationally or personally.

The concept of Training Needs Analysis

There are three things that need to be explained simply in the concept of Training Needs Analysis those are analysis, training, and needs. Raymond (2012), stated that the analysis is a comprehensive assessment that has been standardized by the rules and regulations of a process that will be practiced or pursued. Needs is fulfilment demand of the objectives to be achieved because of a process that has been assessed. While training is a series of systematic, coordinated and organized to educate and train someone to be able to realize its objectives.

The main characteristic of TNA contributes to increasing the performance of an organization is training activity designed in accordance with the design process of training, which is a systematic approach to develop training programs. Kaswan (2011), stated that the training process follows: (1) assessment requirement include organizational analysis, job analysis, and individual analysis. (2) ensure the readiness of human resources to achieve organizational progress of the implementation of the training. (3) creating a learning environment by identifying learning objectives and results of the training, meaningful material, practice, feedback, observation of others, the implementation and coordination of the program. (4) ensure the transfer of training to implement the management strategy of the organization, work management, and competency management. (5) selecting training methods such as the method of presentation, hands-on method and method provide reinforcement groups in the organization, work, and competence. and (6) evaluation of training programs through the identification results of the training and evaluation of design and analysis of training needs.

Training needs analysis purpose is to gather information to determine whether training is needed in the organization. If it takes what is important is to determine the work to be performed, in which the training organization takes people who have competence, both specific and other characteristics of what should be taught. The bottom line is always a training needs analysis pertaining to the assessment of the organization, work, and competence for organizational performance improvement.

The concept of organizational performance

The concept of organizational performance in this research becomes important and necessary as the expected goal of the needs analysis. On that basis, it is necessary to understand the concept of organizational performance itself which consists of two notions of the concept of performance and organizational concepts. According to Vethriza & Jauvani (2009) performance is the result or success rate of a person as a whole during a certain period in carrying out the task compared with various possibilities, such as standards of work, targets or targets or criteria that have been determined in advance and have been mutually agreed. According to Robbin (2015), the organization is a system that has the structure, members, tasks, and functions that are mutually coordinated with each other to achieve a common goal that involves more than two people who have interests and cooperate.

Dessler (2015), states the definition of organizational performance is the achievement of the work of a component and member organizations that perform various activities in cooperation with having the interest to achieve the expected objectives, in this case, is the goal of the organization. This implies that organizational performance is a goal that must be achieved by every member of the organization, so it is necessary to demonstrate the work of the activities of cooperation in accordance with the level of importance and the needs of the tasks and functions of each person in the organization.

METHODOLOGY

The experiment was conducted at four training institutes in South Sulawesi is BBPP Batangkaluku, BBPPKS Regional V Sulawesi, Makassar BBPK and Religious Training Center Makassar. The data is collected through direct observation and interview. The data analysis is using descriptive analysis of qualitative measures include data reduction, data presentation, and verification.

RESULTS AND DISCUSSION

The results showed that in applying the Training Needs Analysis (TNA) for training institutes in South Sulawesi, there were found several models of analysis used to apply and implicate the development and progress of training activities. The training needs analysis model in this research is a simplified form of preparing or creating training activities that can apply the training needs analysis in various prospective reviews.

The model of training needs analysis found from the results of this study are many varieties, some form of training pattern, model of training stage, model of training activity, model of training analysis, OPI model, performance orientation model and training needs analysis model developed by "Idris" as a researcher who found an appropriate model related to the TNA applied to training institutions in South Sulawesi. The details model used by training institute in South Sulawesi related to TNA as follows:

Model of Training Patten

Model of training pattern is a form of actualization of TNA implementation based on system pattern, as a series of training activities conducted repeatedly using system approach. The pattern of this system is usually in the form of bottom-up system and top-down system. Typically, the application of the bottom up system is a training activity that has widyaiswara, supported by facilities infrastructure and self-help budget, participants from internal institutions and the public. This pattern system is dominated by the form of self-given. The following model training pattern is illustrated below:

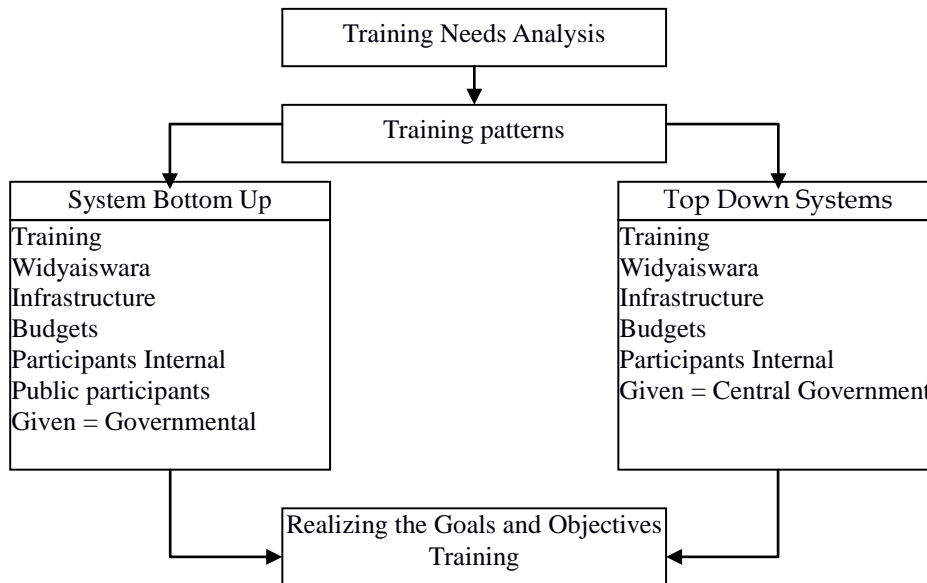


Figure 1.
Model of Training Pattern

The implementation of this model of training pattern has advantages and disadvantages in the actualization, which causes the training institutions always consider to pay attention to the suitability of this training pattern with the needs analysis that will be applied. The advantages of this training pattern model are: (1) Training institution can use the system pattern that is used in accordance with the objectives and training objectives, (2) Training institutions can develop and cooperate internally and externally to conduct training activities, (3) training institution can absorb input from public to government or from government for the public target.

While the weakness of the model of this training pattern is varies based on the characteristics and training activities that undertaken by training institutions, among others: (1) Training activities are highly dependent training programs, availability of participants, participants, and budgets, (2) This pattern has different activities and generally cannot be applied in training activities, (3) Characteristically given yet be independent.

Model of Training Stage

The model of the training stage is a series of stages performed by each training institution in the training. This model greatly determines the training activities organized, so each stage must adapt to the TNA that has been determined. In general, the stages of the training are adjusted based on clear stages by (1) making the drafting of the TNA, (2) brainstorming the TNA compilation team in SK, (3) make the TNA guidelines by the drafting team, (4) make the TNA instrument according to a predetermined theme at the time of brainstorming by the team, (5) make a seminar on TNA instruments with related parties and invite expert speakers related to predetermined themes, (6) refinement of TNA instruments by the team, (7) conducting TNAs using the instruments that have been prepared, (8) managing the outcome instruments in the field, (9) prepare the TNA report, (10) develop training curriculum, and (11) develop the module. The eleventh stage is needed as a stage in conducting training activities.

More details are shown in model drawings of the training stages organized by the four training institutions observed. These stages become a consideration for training institutions to determine the qualification and identification of TNA activities undertaken.

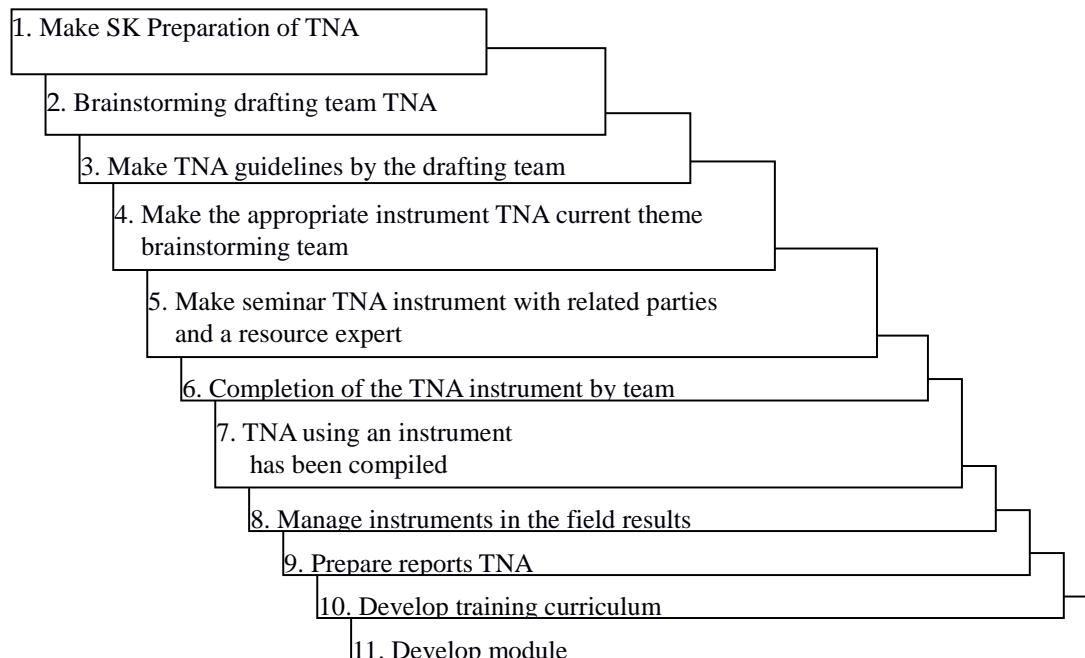


Figure 2.
Stages Model Training

Stage model above is a model that is commonly applied in conducting TNA including the stages performed by the four training institutions namely BBPP Batangkaluku, BBPPKS Regional V Sulawesi, BBPK Makassar and Religious Training Centre Makassar. The advantages or advantages of the implementation of this stage of TNA are: (1) the training activities that have been made have been planned in accordance with the TNA, (2) training activities are based on instrument-oriented activities of each training institution, (3) management training involves widyaiswara, resource persons and public participants, (4) all activities undertaken have appropriate reports of curriculum and training modules. The disadvantages of applying the TNA stage model are largely determined by (1) The preparation of TNA shall be based on a decree (SK) from the management, (2) Must have a clear TNA instrument from the drafting team, (3) Training activities are initiative, not innovative, (4) Oriented to institutional development, not oriented to the public interest.

Model Training Activity

Model of training activity is a training that is held with the theme of training that update or urgent in accordance with the needs of policy and PPA. For the four training institutions observed the different model of training activities being assessed such as the BBPP Batakuku training institute, the training activities are thematic, BBPPKS Regional V Sulawesi training activities are local wisdom, BBPK Makassar promising superior training, and the Religious Training Centre of Makassar is an activity of developing human resources training. Here is described the model of training activities at training institutions:

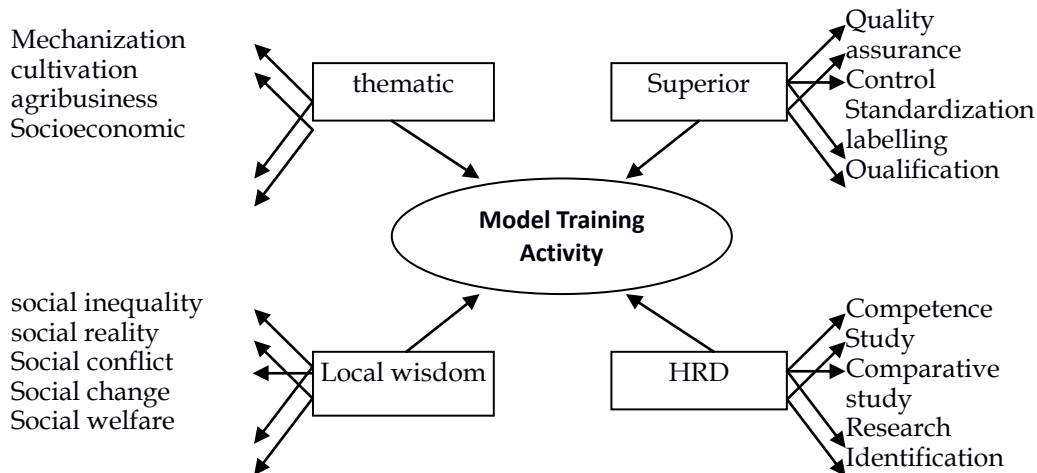


Figure 3.
Model Training Event

The picture above shows there are four models of training activities that are commonly applied in an institution of sincerity in accordance with the nature of the applied program of caliber. There are models of thematic training activities, local wisdom, excellence and human resource development. TNAs with thematic properties applied in BBPP Batangkaluku usually raise the theme of agricultural mechanization, agricultural cultivation, agribusiness and socio-economic. TNA with the theme of local wisdom commonly developed in various activities undertaken BBPPKS in the form of local wisdom training oriented to social inequality, social reality, social conflict, social change and social welfare.

While the TNA developed in BBPK Makassar tends to be oriented towards health activities with superior program training oriented on quality assurance, controlling, standardization, labelling, and qualification. Including the TNA developed based on the appropriate training activities of human resource development program at the Religious Training Centre of Makassar is with sub-themes that are increasing competence, study, comparative study, research and identification problems in the field of religion.

Looking at the application of the training activity model, there are found advantages and disadvantages of the model. The observation results show the advantages of this model is highly dependent on: (1) the priority program of each training institution in accordance with the field of training development that is applied. specifically, develop training that focuses more on priority programs of each agency. (2) The existence of the training activities that are applied overshadow sub-areas of importance oriented to the strengthening of PPA.

Meanwhile, the observation also shows that there is a fundamental weakness of the model of training activities that are applied to each institution of caliber, among others: (1) It cannot be applied in the generalization of training activities undertaken must be specific to each training institution. (2) Goals and objectives achieved vary depending on the priority of the program being implemented. (3) This training activity is only oriented in the field of work in each training institution.

Model Analysis of Training

The model of training analysis is a simple model that analyze various problems and get the solution by conducting activities or organizing training. The existence of training is analysed base on the level,

goals, and objectives that would be achieved. In general, this model oriented towards the institutional needs that conduct the training. Analysis of the training includes organization needs, job requirement, and personal needs. More details are shown in the training analysis model as follows:

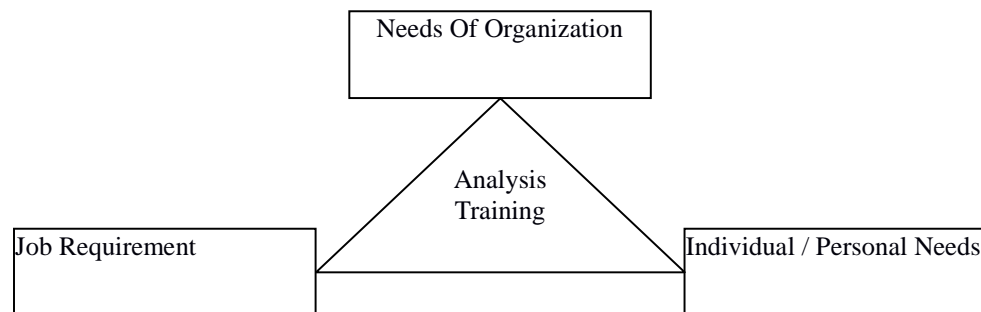


Figure 4.
Model Analysis of Training

The picture above showed that this model actualized in three forms of needs analysis those are organization needs, Job requirement, and personal needs. Organizational needs analysis is oriented towards the realization of the vision, mission, goals, and objectives of the organization. Job requirement is oriented towards the realization of work in accordance with the development of human resources (competence, work environment, work nuance and work relationship) in conducting training activities, while individual needs are adjusted based on career development (achievement, motivation, leadership, mentality and compensation).

The advantages and disadvantages of this training analysis model are of course oriented to the interests of each training institution. These advantages include: (1) This analysis is intended to find out the training needs. (2) Be specific in determining training activities. While the disadvantages of this training analysis model are: (1) Distribution of nonrelated training needs. (2) The orientation of applied training is only one dimension.

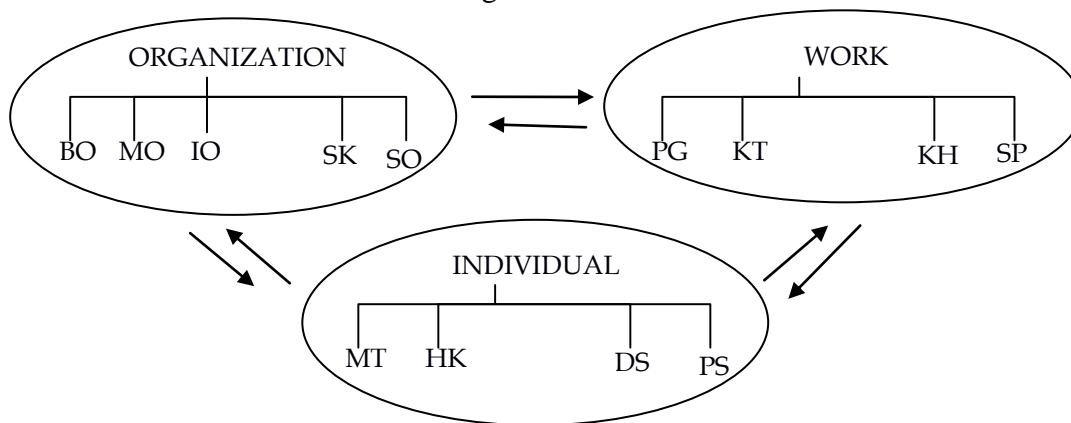
OPI Model

The OPI model is an abbreviation of the work-individual-organizational model as a composite of the training needs implemented in conducting TNA. The OPI model becomes an interrelated model in creating TNA applied to training institutions. In general, the application of the OPI model becomes commonplace for training institutions in creating, developing, deciding on instruments and making reports relating to TNA in an integrated manner in accordance with the training program implemented.

Implementation of the OPI model for organizational needs includes training activities that are oriented towards improving organizational culture, mission, organizational climate, goals and organizational structure. This need is required by a training institute to conduct organizational-oriented training. the implementation of the needs of this organization has a reciprocal relationship with the needs of the work, where the training activities create the existence of employees and employees to be able to develop knowledge, skills, skills and attitude mastery of work in training. Organizational needs and job needs also have a reciprocal relationship with the needs of individuals or personnel in creating high work motivation, improvement of working relationships, enforcement of work discipline and human resource development. More details are shown in the picture below:

Model OPI which stands for-the-job organizational model as a combination of individual training needs for undertaking the TNA. Model OPI becomes a model interrelated in creating TNA applied to the training institution. In general, OPI model application becomes prevalent for training institutions in creating, composing, the instrument determines and reports relating to the TNA are integrated in accordance with the training program is applied.

The application of the model to the needs of the organization OPI include training activities oriented to building the organizational culture, mission, organizational climate, objectives and organizational structure. This is needs required a training institute for training oriented organizational goals. the application of this organization needs to have a reciprocal relationship with the needs of the job, where the existence of training activities creates lecturers and employees to be able to develop the knowledge, skills, expertise and attitude control of the work during training. Organizational needs and the needs of the job also has a reciprocal relationship with the needs of the individual or individuals in creating a high motivation, improvement of labor relations, enforcement of labor discipline and human resource development. More details are shown in the figure below:



Information:

- BO = Organizational Culture
- MO = Organization Mission
- IO = Climate Organization
- SK = Work Goal
- SO = Organization Structure
- PG = Knowledge
- KT = Skill

- KH = Expertise
- SP = Attitude
- MT = Motivation
- HK = Employment Relations
- DS = Discipline
- PS = HR Development

Figure 5. Model OPI

The picture above shows that conducting TNA by the educational institution, cannot be separated from three requirements that is organization need, job requirement and individual need. These three needs have the reciprocal linkages needed to integrate and synchronize for the training activities to be held as expected. The advantages and disadvantages of the OPI model are certainly different based on the interests of training institutions. Advantages that can be obtained include: (1) it can integrate the three relationships into a dominant potential for training activities, (2) All elements of the need support the realization of training activities in accordance with the TNA. The weakness of this OPI model is highly dependent on the ability of each institution in terms of (1) Achieve the needs of organizations, jobs, and

individuals who need accessibility and budget, (2) The elements of the need are not related to each other with other elements of need.

Performance orientation model

Performance orientation model is an objective or target model that need to be achieved from training activities after the implementation of TNA. The performance orientation model in principle is the same target model as the result orientation. Determining a result can be seen from the achievement of the realization of the target set. To get the target on the realization achieved depends on the training activities carried out, both quantitatively, quality, efficient and effective.

The performance orientation model in training institution is a target model that would like to be achieved from the TNA. Any training activity will be assessed on the realization that has been achieved from the specified target. The form of analysis of training activities can be seen in the momentum of a series of activities performed both in quantity (number of training activities), quality produced, efficiently (time organized) and effectively (budget) from training to training. More details are shown in the picture below:

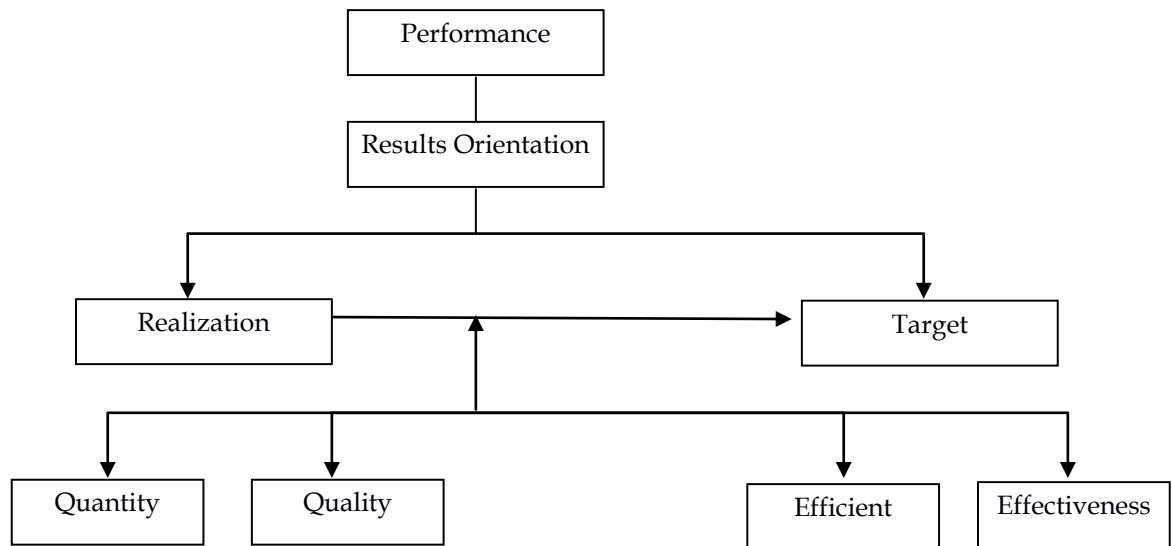


Figure 6.
Orientation Model Performance

The picture above is a model of performance orientation of the implementation of TNA conducted at training institutions. In principle, each training activity has a result orientation that becomes the target and goal to be achieved. The realization of the result orientation to be achieved actualized in the form of realization of the training carried out in accordance with the expected target. The realization of the training is directed towards achieving the appropriate targets with the support or implementation of a series of training activities in quantity, quality, efficient and effective manner.

The implementation of training activities series that are intended to be realized in accordance with the expected target, the outline of the series of activities includes a quantitative assessment of the large number of trainings held, the quality of the training quality, the efficient use of timely training and effectively the use of budgets in training activities.

The advantages of the performance orientation model applied so far are; (1) Every training activity is always oriented towards the achievement of the work, (2) Each training activity has a realization and a target that must be realized, (3) Training activities always consider quantity, quality, efficient and effective. The disadvantages of the performance orientation model applied so far are; (1) The results achieved are not always as expected, (2) Training activities often differ between realizations and targets, (3) Not all training activities can execute in accordance with quantity, quality, efficient and effective assessment.

Training Needs Analysis Model

The TNA IDRUS model is an amalgamation of existing models and commonly applied to South Sulawesi Provincial Training institutions, thus incorporating into the unity needed to conduct an integrated TNA assessment. More details showed the model drawing of TNA IDRUS as follows:

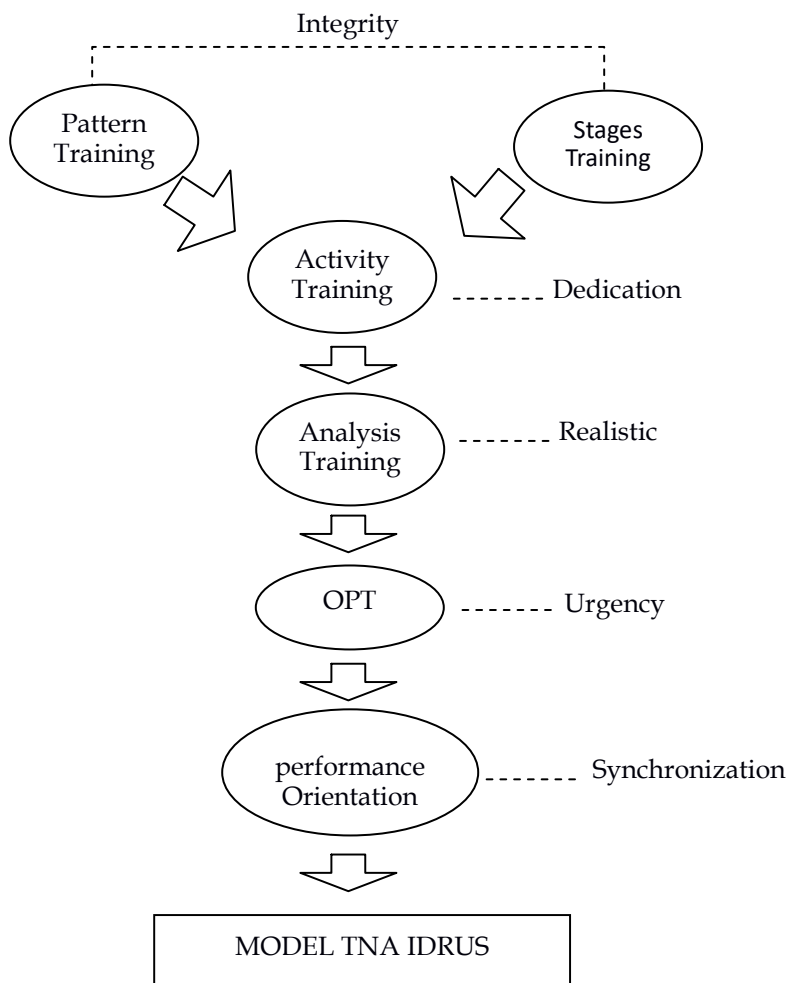


Figure 7.
Model TNA IDRUS

The Training Needs Analysis Model (TNA) is a model that researchers find after doing research. This model outlines the importance of PPA in every training activity. The researchers in making this model

were inspired with an understanding of the model of training patterns being applied, the model of the training stages held, the model of training activities, the model of training analysis and the OPI model, as well as the performance orientation model. These models are an inspiration for researchers to create a new model that became the findings of the results of this study.

The TNA IDRUS Model Picture above is a finding that researchers get after doing research by building existing training models. Understanding of this Model of IDRUS of IDRUS becomes important to be applied to training institute in South Sulawesi Province, including for the four training institutes observed. The Conception of the Model of Pure DUSP is as a model in performing a training needs analysis assuming on the acronym the researcher's own name is:

I = Integrity, meaning that every training activity must be integrated between the training pattern conducted with the training stage to be held.

D = Dedication, meaning that everyone involved in training activities, whether employees, employees, participants and stakeholders should be highly dedicated to conducting training activities.

R = Realistic, meaning that training activities should be adjusted with realistic training analysis that is consistent with the facts and reality of the training program being held.

U = Urgency, meaning that the training should be organized based on the urgency of training needs both the needs of the organization, work and individual / personal.

S = Sync, meaning that the training should be synchronized to produce the desired performance orientation.

Based on the above description, it is understood that this model of the findings can be piloted to see how much effect or action has been achieved from the application of the IDRUS-IDRUS Model as a scientific finding from the various comparable models of training needs analysis that have been commonly applied.

CONCLUSION

Training Needs Analysis (TNA) is an important prerequisite implemented by training institutions in conducting training. TNA is built on three needs: organizational needs, work needs and individual needs. Organizational needs want everyone within the organization to develop organizational culture, organizational mission, organizational climate, goals and organizational structure. The need for work has a big share of the success of training is highly determined by the knowledge, skills, expertise, and attitude of work mastery. Individual/personal needs are also important for the organization to be maintained and maintained in relation to work motivation, employment relations, work discipline and human resource development; and the TNA IDRUS model becomes the right model to be applied to training institute in South Sulawesi Province. This model assumes that every training activity must be run in Integration, Dedication, Realistic, Urgency and Synchronization which is the premise of building pustule as the forerunner of theory for training development in training institute. The organized pustule Excellent Training Needs Analysis is an integrated training, dedicated, realistic, urgency, and synchronization in realizing organizational performance.

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