



## The Impact of Altruism, Emotional Intelligence and Decision Making on Work Performance of Indonesian Guidance and Counseling Teachers

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### **Abstract**

Studies on students' behavior, achievement and its contributed factors are large in number; however, little attention is paid to the teachers particularly in researching the impact of altruism, emotional intelligence and decision making on their work performance. This study aims at examining the effects of altruism, emotional intelligence and decision making on work performance of guidance and counseling Indonesian teachers at all junior high schools in the region of Deli Serdang, North Sumatra, Indonesia. The population was 259 teachers at all private and public junior high schools in the region with 175 participants as the sample of the study. Employing ex-post facto research method, the data were collected by delivering a set of questionnaires, and were path analyzed to ascertain the direct impact of each variable. All the instruments had been content and construct validated before it was delivered. This turned out that altruism affected work performance and decision making with .203 and .259 subsequently. Emotional intelligence played a role on work performance and decision making with .135 and .352 respectively. Decision making has impacted .286 on work performance. Overall, altruism, emotional intelligence and decision making are categorized as moderate, and none of them is high, making it different from work performance, which is found moderate with some high levels. Accordingly, it is important for the school principals in the region to provide ample room for increasing teachers' altruism, emotional intelligence and decision making.

**Keywords:** *Altruism; Emotional Intelligence; Decision Making; Work Performance; Indonesian Guidance and Counseling Teachers*

### **A. The Background**

The high problem of juvenile delinquency and promiscuity has always been a topic of discussion in the world of education because these problems will always result in low student achievement and the occurrence of deviant behavior. Various factors causing the emergence of the problem is sourced from the lack of attention of parents, schools and the lack of community care. This is proved by Heyneman and Loxlei's study in Widja (1998) stating that student achievement in Indonesia is determined by several factors, including teacher contribution 34%, facilities and infrastructure 26%, management 22% and study time 18%.

In addition to teaching and learning activities, teacher contributions are also needed in dealing with a variety of student behaviors and problems that affect the learning process and learning outcomes. The current behavior of students is quite worrying because elementary to high school students have a tendency tried various types of illegal drugs, free sex, smoking and other problems that interfere with the teaching and learning process. Purwati, Thomas, and Bambang (2016) found that there is a relationship between student's behavior and learning outcomes, and Tulenan et al. (2015) showed that smoking behavior decreased student learning outcomes in Remboken 1 High School. The results of the study indicate that bad behavior can reduce students' achievement. Muhardi et al. (2016) conducted study in state junior high school 2 Salatiga, Indonesia, stating that poor student behavior is caused by family, formal education and community factors.

In North Sumatra, Indonesia, students' deviant behavior seems to be high. Mustika's study (2016) at State Senior High School 1 Delitua, Deli Serdang District, Indonesia, showed that of 36 students consisting of 16 women and 20 men, there were 75% of male students who smoke (15 students) and only 25% of students who do not smoke (5 students). Some reasons making the students consume cigarettes are due to satisfaction, enjoyment, and calm. In addition, cigarettes have a good taste, make them addicted, try to relieve stress, and some have become a habit. These various problems indicate low performance of guidance and counseling Indonesian teachers, thereby resulting in increasing students' deviant behavior.

Some studies have shown that the performance of guidance and counseling teachers in Indonesia is still relatively low. Hajati's study (2010) turned out that most of the teachers are lack of theoretical competence in all competency clusters, making them unable to develop their professionalism as counselors on an ongoing basis. She found that there are five competencies that should be owned by counselors. Firstly, attitudes, values, and dispositions of personality that support are in the fewer categories (62%). Secondly, understanding deeply about the counselee who wants to be served in the fewer categories stands at 84%. Thirdly, mastering guidance and counseling theoretical framework is in the low category (60%). Fourthly, organizing independent guidance and counseling services are in the poorest category (64%). Lastly, developing professionalism on an ongoing basis is in the lowest category (54%).

Awaluddintjalla (2015) turned out that of all Indonesian guidance and counseling teacher participants of teacher professional education and training (N=249), their mean score was 49.6, with the minimum score of 30 and the maximum score of 78. After the training program, 57% teachers passed the national written test with the average score of 50.6. Murad's (2005) study on actual level of performance of Indonesian guidance and counseling teachers turned out that Indonesian guidance and counseling teachers' overall level was categorized as moderate (67.61%), those coming from educational background of counseling department were categorized as high (70.13%), while those whose educational background were non-counseling department were categorized as moderate (63.67%). Thus it can be concluded that there is a difference of actual performance level between those whose educational background is guidance and counseling and those who are not, which is also proved in the real national written competency test.

One of the psychological factors needing to be assessed is altruism. Myers (1999) defined it as an act to help people sincerely. Milaniak et al. (2017) found that altruism has a positive effect on accuracy in making decisions. Indonesian guidance and counseling teachers dealing with various students' characteristics and problems are required to have high empathy as one aspect of altruism so that the implementation of counseling services runs smoothly and students feel comfortable, thus assessing it is then presumably worth trying.

Emotional intelligence had been investigated for decades, as it seemed to be pivotal to the one's personality. Goleman (2000) defined it as one's ability to recognize his/her own feelings, and the feelings

of others, the ability to motivate and in relationships with others. Emotional intelligence is different from academic ability and at the same time is an important part of daily practical life, among practical intelligence which is so highly valued in the workplace such as the type of sensitivity that allows managers to effectively capture unspoken messages. Based on preliminary study conducted at all junior high schools in the region of Deli Serdang, North Sumatra, Indonesia, this turned out that Indonesian guidance and counseling teachers have low scores on aspects of managing emotions such as not being calm in dealing with students who have problems and even panic when dealing with students who put up a fight. As a result, this has a tendency to affect their work performance.

Similarly, decision making is also important in work performance. According to Stoner (1982), decision making is a process used to choose an action as a way of solving problems. The results of preliminary research at all junior high schools in the region of Deli Serdang, North Sumatra, Indonesia, show that guidance and counseling teachers have low scores on aspects of decision making including the ability to make short-term decisions during emergencies, the decision to ask for help from others or solve themselves when critical, and to rush in deciding without looking at it from various perspectives.

Referring to the background of the study, it can be seen that Indonesian guidance and counseling teachers' performance problems can be caused by both internal and external factors various factors. Improving the performance of such teachers is only possible to be implemented meaningfully if the determinants can be scientifically identified by emphasizing intervention on factors that have greater weight. It is therefore pivotal to assess how to maintain teachers' work performance at schools, as well as the direct impact of altruism, emotional intelligence and decision making.

## ***B. Research Theory***

### ***Altruism***

Desmita (2008) stated that the term altruism is used first by Auguste Comte who divided the nature of altruism into two, namely altruist helping behavior with selfish helping behavior. According to Comte, humans have altruistic and selfish motives in providing help. Both encouragements are both intended to provide help. However, selfish helping behaviors aim instead to benefit oneself or benefit from the person being helped, whereas altruist helping behavior is intended solely for the good of the person being helped. Sears (1991) stated that altruism is an action taken by a person or group of people to help others without expecting anything in return, unless they have given a favor. Myers defines altruism as an act of attention and help without promising rewards.

Altruism is used to show behavior that produces benefits for the person being helped and that behavior requires self-sacrifice on the part of the helper. Altruism is a motive to increase the welfare of others unknowingly for one's personal interests. An altruistic person is caring and willing to help even if there is no advantage offered or there is no hope that he will get something back after helping others. According to Hoffman (2000), altruism is an action that aims to help the interests of others when other people are in trouble, while the definition of other altruism is to help others who need help without showing identity.

### ***Emotional Intelligence***

The term emotional intelligence was first coined by psychologist Petter Salovey from Harvard University and John Mayer from the University of New Hampshire in 1990. Emotional intelligence describes emotional qualities that are essential for success. Since then they have continued to conduct research on the construction of emotional intelligence. Caruso, Mayer, and Salovey, defines emotional

intelligence (EQ) as a subset of social intelligence that involves the ability to monitor social feelings that involve abilities in others, sort through them and use this information to guide thoughts and actions.

According to Goleman (1997), emotional intelligence is the ability of a person to manage his emotional life with intelligence (to manage our emotional life with intelligence); maintaining emotional harmony and its expression (the appropriateness of emotion and its expression) through self-awareness skills, self-control, self-motivation, empathy and social skills (Figure 1). He concluded that every human being has two potential thoughts, namely rational thoughts and emotional thoughts. Rational thoughts are driven by intellectual abilities or Intelligence Quotient (IQ), while emotional thoughts are driven by emotions.

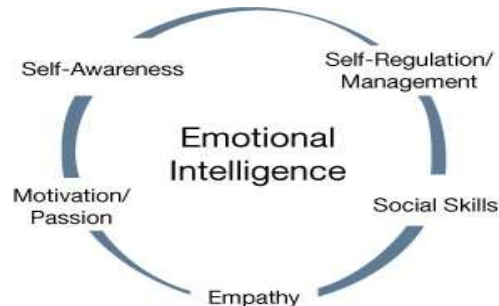


Figure 1. Model of Emotional Intelligence Goleman

### ***Decision Making***

Almost every day humans always solve problems and make decisions, whether at home, in class, or anywhere. Decision literally means choice. The choice referred to here is a choice of two or more possibilities, or it can also be said as a decision reached after consideration has been made by selecting a possible choice. Campbell, et al (1997) state that a decision is a choice of the various choices available with each choice having advantages and risks.

According to Boehm, & Webb, (2002: 80-81), a decision is a choice we make. Decision making or decision making is a selection process between the choices to evaluate the opportunities that exist. The choices are then selected by considering all the possibilities that occur, until finally a decision is formed. According to Santrock (2008: 362) decision making is a thought in which individuals evaluate various choices and decide on the choices of the many choices.

Similarly, Steers stated that "decision making is a process of selecting among available alternatives". Furthermore Koontz said that decision making is a selection of various alternative actions to be taken. Based on the definition of definitions from some of the experts above, decision making concerns the choice of various alternatives that exist in the organization.

### ***C. Research Method***

This research belongs to the type of ex-post facto research. Ex-post facto research in Latin means "after the fact" because both variables are both variables that are affected and those that have already occurred. Ex post facto research is also called causal comparative research (causal-comparative research). The data collected in this study are the facts of the symptoms of the five variables studied, without intervening on these variables. While the method used in this study is a survey method with a questionnaire to all respondents. The survey research used was a confirmatory research category. Confirmatory research is research that aims to explain causal relationships and testing (Singarimbun, 1989).

This research was conducted at all junior high schools (SMP) in the region of Deli Serdang, North Sumatra, Indonesia. The study population was all Indonesian guidance and counseling Middle School Teachers in Deli Serdang Regency, North Sumatra. This consisted of 259 people consisting of 137 guidance and counseling Indonesian teachers from all State Junior High Schools and 122 guidance and counseling Indonesian teachers from Private Junior High Schools.

The large number of samples to be taken depends on the number of population studied. Not all members of the population are studied in this study given the limitations of manpower, time and cost. Then we need a sample that represents one population. The sampling technique used is probability sampling, namely the sampling technique by providing equal opportunities for each element of the population that will be selected as a sample member. The sampling method used is stratified random sampling, which is the method of sampling by first making a classification and grouping populations according to certain characteristics. Based on the results of the minimal calculation, it was decided that the sample to be taken was enlarged to 175. This sample was considered representative of the population. Through the proportionate stratified random sampling technique, the number of samples from public and private schools can be determined based on the formula according to Engkos (2007).

#### ***D. Results and Discussions***

The results of this study are presented in two versions, namely based on the results of the calculation of descriptive statistics, and the results of inferential statistical analysis calculations consisting of  $X_1$  altruism,  $X_2$  emotional intelligence,  $X_3$  decision making, and  $X_4$  work performance of Indonesian guidance and counselling teachers in the region of Deli Serdang, North Sumatra, Indonesia.

**Table 1. Summary of Results of Descriptive Analysis of Research Variable Data**

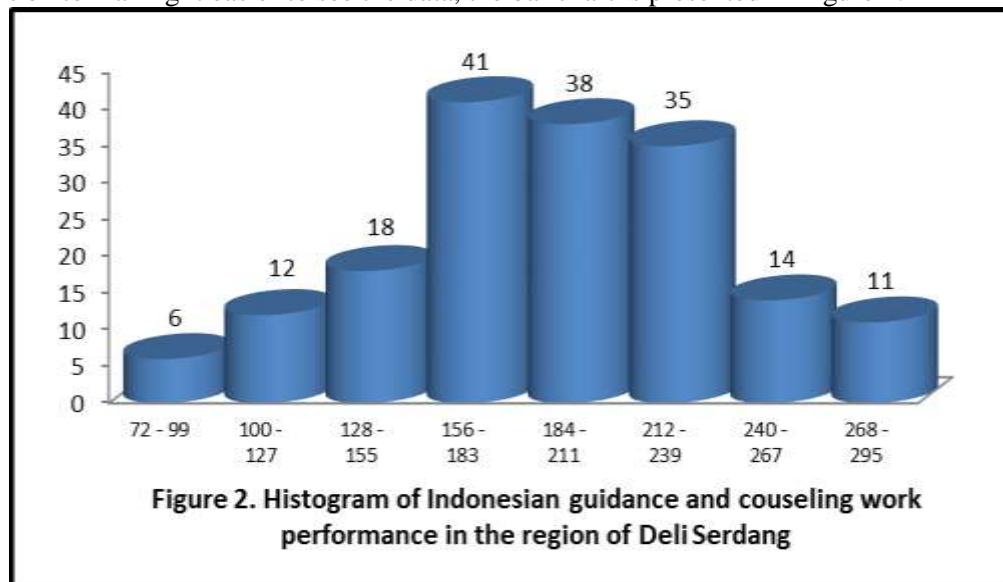
No	Analysis	Variable			
		$X_1$	$X_2$	$X_3$	$X_4$
1	The number of data	175	175	175	175
2	Score	20104	20561	19858	33768
3	Minimum score	62	64	83	72
4	Maximum score	146	151	141	292
5	Score range	84	87	58	220
6	The number of interval class	8	8	8	8
7	The length of class interval	11	11	8	28
8	Mean	114,9	117,5	113,5	193,0
9	Standard of Deviation	16,0	15,6	12,0	47,0
10	Median	116	117	114	195
11	Modus	133	109	122	236
12	Minimum ideal score	31	32	30	59
13	Maximum ideal score	155	160	150	295
14	Ideal mean score	93	96	90	177
15	Ideal standard of deviation	20,7	21,3	20,0	39,3

**Description of Variable Data on the Performance of Indonesian guidance and counseling Middle School Teachers in Deli Serdang Regency ( $X_4$ )**

**Table 2. Distribution of Frequency of Work Performance**

Interval Range	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency	Relatively Cumulative Frequency (%)
72 - 99	6	3,4	6	3,4
100 - 127	12	6,9	18	10,3
128 - 155	18	10,3	36	20,6
156 - 183	41	23,4	77	44,0
184 - 211	38	21,7	115	65,7
212 - 239	35	20,0	150	85,7
240 - 267	14	8,0	164	93,7
268 - 295	11	6,3	175	100,0
Total	175	100,0		

In addition to making it easier to see the data, the bar chart is presented in Figure 2.



The histogram of the performance of Indonesian guidance and counseling Junior High School teachers in Deli Serdang Regency shows that the data is symmetrically distributed. To find out the quality of the performance of BK Junior High School teachers in Deli Serdang Regency, it is done by comparing the maximum score and the maximum score, mean and standard deviation (SD) of empirical data with minimum scores and maximum scores, the mean and standard deviation of the ideal data. The minimum score of empirical data and the minimum score of ideal data were obtained respectively 72 and 59, as well as the maximum score of empirical data and the maximum score of ideal data were obtained 292 and 295. Likewise the mean and SD of empirical and mean and SD Ideal were Mean 193.0 and 177 , and SD empirical data are 47.0 and 39.33. This shows that the performance of BK Middle School Teachers in Deli Serdang Regency varies greatly.

**Description of Altruism Data ( $X_1$ )**

Altruistic variable data ( $X_1$ ) has the lowest score of 62 and 146. The range of scores is 84. The value of this variable score using the Sturges rule is presented in the form of a group frequency distribution table consisting of 8 class intervals with 11 interval lengths as follows:

**Table 3. Distribution of Frequency of Altruism ( $X_1$ )**

o	Interval Range	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency	Relatively Cumulative Frequency (%)
	62 - 72	2	1.1	2	1.1
	73 - 83	4	2.3	6	3.4
	84 - 94	11	6.3	17	9.7
	95 - 105	32	18.3	49	28.0
	106 - 116	39	22.3	88	50.3
	117 - 127	48	27.4	136	77.7
	128 - 138	27	15.4	163	93.1
	139 - 149	12	6.9	175	100.0
	<b>Total</b>	<b>175</b>	<b>100,0</b>		

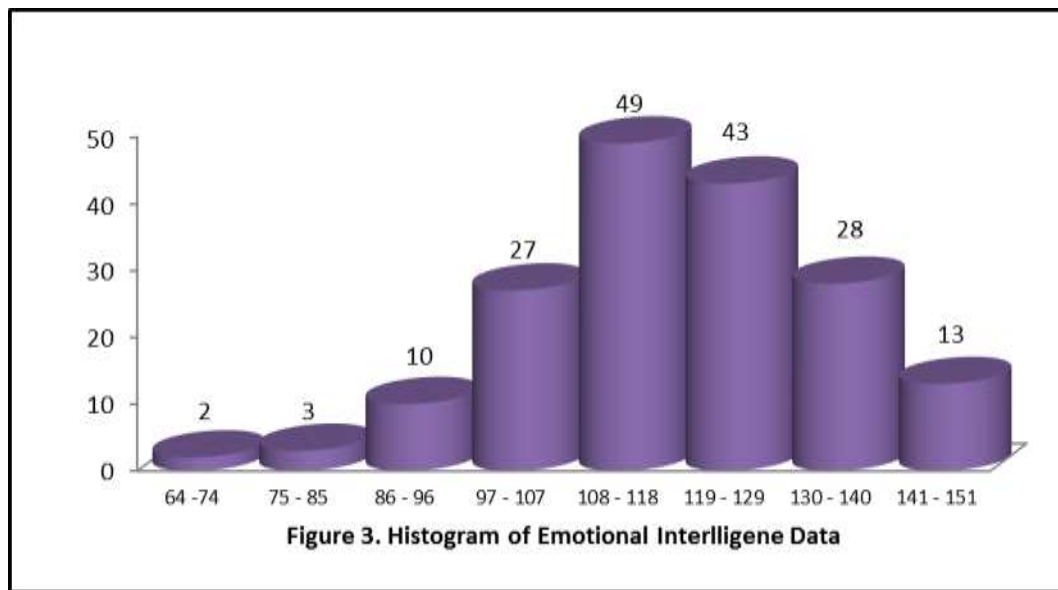
**Description of Emotional Intelligence Data ( $X_2$ )**

The Emotional Intelligence ( $X_2$ ) variable data has the lowest score of 64 and the highest score of 151. The range of score scores is 87. The value of this variable score using the Sturges rule is presented in the form of a group frequency distribution table consisting of 8 class intervals with interval lengths of 11 as follows.

**Table 4. Distribution of Frequency of Emotional Intelligence ( $X_2$ )**

o	Interval Range	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency	Relatively Cumulative Frequency (%)
	64 - 74	2	1.3	2	1.3
	75 - 85	3	1.9	5	3.2
	86 - 96	10	6.5	15	9.7
	97 - 107	27	17.4	42	27.1
	108 - 118	49	31.6	91	58.7
	119 - 129	43	27.7	134	86.5
	130 - 140	28	18.1	162	104.5
	141 - 151	13	8.4	175	112.9
	<b>Total</b>	<b>175</b>	<b>100,0</b>		

In addition to making it easier to see the data, the bar chart is presented in Figure 2.



The Emotional Intelligence Histogram above shows that the distribution of Emotional Intelligence score data is close to symmetrical. Then to find out the quality of Emotional Intelligence can be compared the mean and SD empirical data with the mean and SD ideal research scores. The ideal mean research score on this variable is 96 and standard of deviation of 21.3.

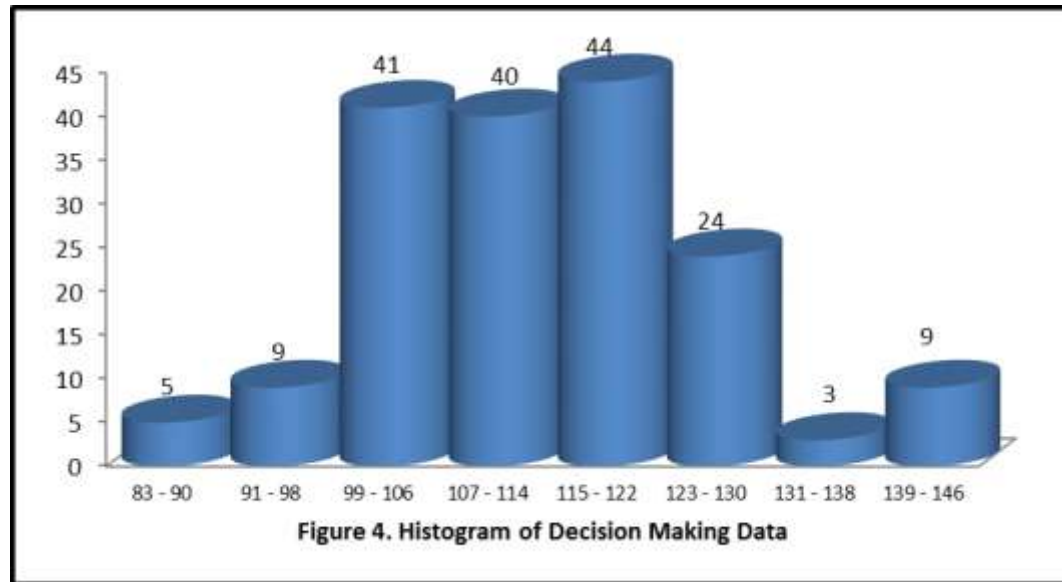
### *Description of Decision Making Data ( $X_3$ )*

**Table 5. Distribution of Frequency of Decision Making ( $X_3$ )**

o	Interval Range	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency	Relatively Cumulative Frequency (%)
	83 - 90	5	3.2	5	3.2
	91 - 98	9	5.8	14	9.0
	99 - 106	41	26.5	55	35.5
	107 - 114	40	25.8	95	61.3
	115 - 122	44	28.4	139	89.7
	123 - 130	24	15.5	163	105.2
	131 - 138	3	1.9	166	107.1
	139 - 146	9	5.8	175	112.9
	<b>Total</b>	<b>175</b>	<b>100,0</b>		

Then to see the frequency distribution of decision making scores in the form of a histogram is presented as follows. Decision Making Variable is the dependent variable for three other independent variables.





The decision-making histogram above shows that the distribution of decision-making score data is near symmetrical. Then to find out the quality of Decision Making can be compared the mean and standard deviation of empirical data with the mean and ideal deviations of the research score. The ideal mean research score on this variable is 90 and the standard deviation is 20.0.

The results of the ideal and empirical mean comparison and the category of Decision Making quality with the calculations presented in the Table of Decision Making quality of guidance and counseling Indonesian teachers in Deli Serdang Regency are in the "Medium" category of 71.42%. "High" and 14.29% are in the "Low" category 14.29%.

#### ***Effects of Altruism ( $X_1$ ) on Work Performance ( $X_4$ )***

This hypothesis states that there is a direct and positive influence of Altruism ( $X_1$ ) on work performance of guidance and counseling Indonesian teachers with a coefficient  $\rho_{51} = 0.203$ . The price of individual test calculations shows  $t_{count}$  is 4.577. Thus  $t > t_{table}$  (0.05) so that  $H_0$  is rejected and  $H_1$  is accepted, it means that the path coefficient of Altruism ( $X_1$ ) influences the Teacher Performance of SMP BK ( $X_5$ ) is significant at the level  $\alpha = 0.05$ . Thus it can be stated that Altruism has a direct and positive effect on the performance of Guidance and counseling Indonesian Teachers in Deli Serdang Regency.

The findings of this study indicate that altruism which is characterized by the behavior of the Guidance and counseling teachers in Deli Serdang Regency who is empathetic towards students' problems, believing in world justice, has social responsibility, and internal self-control and low ego that can help improve the performance of BK counselors in junior high Se Deli Serdang Regency. The findings of this study are in line with the results of Muwarni's (2015) research which concluded that personal values, competencies, and altruism have a very significant effect on nurse performance.

However, in this study, the direct effect of altruism on guidance and counseling teacher performance was only 20.3%, and is categorized as the moderate. This happens because descriptively there is still a low altruistic behavior in BK teachers at 13.71%. The low altruism in guidance and counseling teachers because there are the teachers who work only to get a salary (rewards). Therefore there needs to be an effort to improve the behavior of altruism for guidance and counseling teachers so

that in carrying out their duties they do not feel burdened by various student problems but feel happy to be able to help solve student problems so that the performance of BK teachers can improve along with the increase in altruistic behavior.

### ***Effects of Emotional Intelligence ( $X_2$ ) on Work Performance ( $X_4$ )***

This hypothesis states that there is a direct and positive effect of Emotional Intelligence ( $X_2$ ) on work performance of guidance and counseling Indonesian teachers with a coefficient of  $\rho_{51} = 0.135$ . The price of the individual test calculation shows  $t_{\text{count}}$  of 2,723. Thus  $t_{\text{count}} > t_{\text{table}} (0.05)$  so that  $H_0$  is rejected and  $H_1$  is accepted, it means that the coefficient of the Emotional Intelligence path ( $X_2$ ) affects the Teacher Performance of Junior High School Counselors ( $X_5$ ) is significant at the level  $\alpha = 0.05$ . Thus it can be concluded that Emotional Intelligence has a direct and positive effect on the performance of Guidance and counseling Indonesian Teachers.

The results of this study indicate that the direct influence of emotional intelligence on the performance of guidance and counseling Indonesian teachers is 13.5%. The contribution of emotional intelligence to the performance of guidance and counseling Indonesian teachers can be said to be still low although based on the results of descriptive analysis it shows that the emotional intelligence of teachers is in the moderate category of 69.14%. Even so, there are the guidance and counseling Indonesian teachers who have emotional intelligence that is classified as low by 14.86%. This means that there are the teachers in junior high schools in Deli Serdang Regency who have not been able to recognize their emotions, manage emotions, motivate themselves, recognize the emotions of others and develop relationships well. Therefore it is necessary to make an effort to increase the emotional intelligence of guidance and counseling Indonesian teachers so that they are increasingly increased through emotional intelligence training and in other ways that can significantly increase the emotional intelligence of such teachers.

### ***Effects of Decision Making ( $X_3$ ) on Work Performance ( $X_4$ )***

This hypothesis states that there is a direct and positive impact of Decision Making ( $X_3$ ) on work performance of guidance and counseling Indonesian teachers with a coefficient  $\rho_{51} = 0.286$ . The price of the individual test calculation shows  $t_{\text{count}}$  of 4.984. Thus  $t_{\text{count}} > t_t (0.05)$  so that  $H_0$  is rejected and  $H_1$  is accepted, it means that the coefficient of the Decision Making path ( $X_4$ ) influences the Performance of Junior High School Counseling Teachers ( $X_5$ ) is declared significant at the level  $\alpha = 0.05$ . Thus it can be concluded that Decision Making has a direct and positive effect on the performance of Guidance and counseling Indonesian Teachers.

The results of hypothesis testing indicate that the contribution of decision making variables to the performance of guidance and counseling Indonesian teachers is 28.6%, categorized as the medium. The cause of this can occur because of the results of descriptive analysis shows that the decision making ability of BK teachers is in the medium category at 71.42%.

This finding suggests that the decision-making ability of BK teachers in Deli Serdang Regency must still be improved in order to achieve optimal performance. These findings are in line with the results of the main Adi research which found that decision making has a significant effect on employee performance (Utama, 2016).

## Conclusion

Based on the results of descriptive data analysis, hypothesis testing, and discussion of the results of research hypothesis testing, a number of information can be concluded as follows.

1. The performance of guidance and counseling department Middle School Teachers in Deli Serdang Regency is generally in the "Medium" category although there are less than 20% of respondents in the "High" category.
2. Guidance and counseling Indonesian teachers' altruism in Deli Serdang Regency are generally in the "Medium" category, although some are still in the "Low" category.
3. The Emotional Intelligence of guidance and counseling Middle School teachers in Deli Serdang Regency is also generally in the "Medium" category, and there are still those in the "Low" category.
4. The Decision Making of guidance and counseling Middle School teachers in Deli Serdang Regency is also generally in the "Medium" category, although there are still those in the "Low" category.

The results of this study indicate that the performance of BK junior high school teachers in Deli Serdang Regency in general is still in the sufficient category even there are still those in the low category. Thus certainly efforts are needed to improve it, given the positive influence between altruistics on guidance and counseling Teacher Performance. This altruism will will enable such teachers to be able to make work as teachers to dedicate their lives so that the loyalty of Junior High Schools is undoubtedly a place of education for students.

Efforts that can be made by conducting various trainings for teachers who are concerned with the desire to help others sincerely and selflessly. Besides, with the existence of various trainings for guidance and counseling teachers, surely will will it be able to change the view that has been developing so far that people want to work, if there is a clear reward. Because the education provided in the guidance and counseling teacher training certainly can encourage the teacher to be able to empathize especially to the mentored students. Further high atruism will also enable the guidance and counseling teacher to be able to accept responsibility with full sincerity, realizing that performance is not only built by knowledge but by high commitment and encouragement to help students selflessly.

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