

The Influence of Stress on Learning Leadership Project Assignment Test PT PLN (Persero)

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ABSTRACT

This study aims to determine the role of stress on leadership learning participants in the Project Assignment (PA) test of PT Perusahaan Listrik Negara (PLN) (Persero). This study uses a quantitative approach using mixed survey data collection techniques distributed to 150 respondents in this case leadership course participants. The results showed a significance value of $0.505 > 0.050$, it can be concluded that there is no significant effect of the PT PLN (Persero) PA test on participants. Based on the results of respondents' research, the symptoms of stress that appear in the PA test are the behaviour of lack of confidence and not being able to control themselves when taking the PA test. Other factors that influence the implementation of the PA test at PT PLN (Persero) are time constraints (24%), examiners/guides/mentors (23%), methods/materials (16%), communication skills (15%), workload (9%), and others 13%. Stress in leadership trainees needs to be managed properly by providing positive stress management materials to manage stress and increase motivation.

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A. INTRODUCTION

In the face of a disruptive era where electricity demand is very high while according to future projections electricity production will be easier, business challenges arise in the field of electricity energy companies, such as the start of private electricity companies. The government's 35,000 MW project to achieve 99% electrification ratio by the end of 2019, which aims to illuminate all corners of the country in Indonesia, encourages PT PLN (Persero) to strive to develop its Human Resources (SOM) by increasing competence, skills, and attitude (KSA) and filling competency gaps through education and training. To achieve 99% of Indonesia's electrification ratio by the end of 2019, PT PLN (Persero) acquired land for the site of the power plant construction tower, involving competence using legal techniques, personal approaches, or negotiations. Running electricity requires competence in the fields of transmission, electrical engineering, electricity, substation maintenance, electricity regulation (dispatch) and so on. Meanwhile, to run the field of electricity from land acquisition to electricity

distribution to customers, it is impossible to rely only on one or two people to run it, therefore the role of the leader is very important.

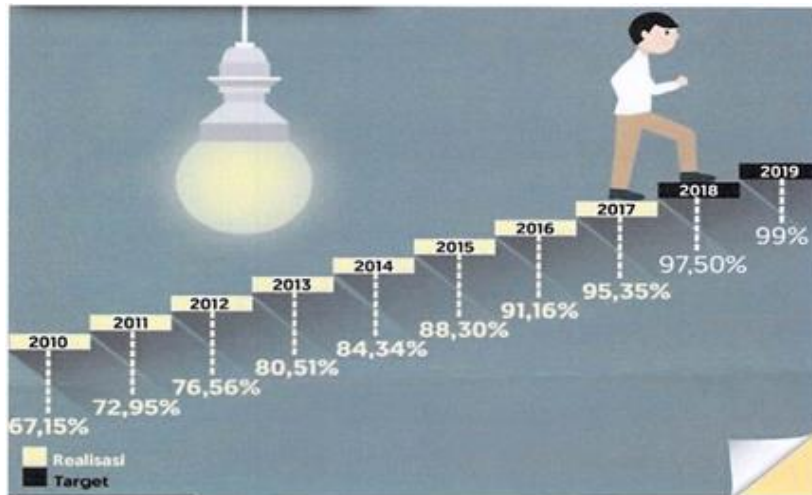


Figure 1: Targeted Electrification Ratio

Source: Electricity Supply Business Plan (RUPTL)

Besides PT PLN (Persero), private power plants now fulfil Indonesia's electricity needs. Law No. 30/2009 on Electricity has opened opportunities for the private sector to build power plants. In 2019, private power producers controlled 27.9% of the electricity market in Indonesia. The generation capacity between PT PLN (Persero) and the private sector is shown in Figure 1.2.

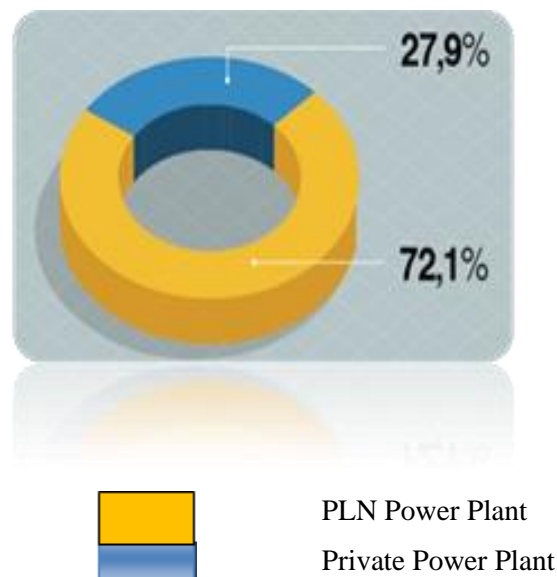


Figure 2: Power Generation Capacity of PT PLN (Persero) and Private Parties

Source: Ministry of Energy and Mineral Resources (MEMR)

If there is no development from PT PLN (Persero), it will open wider opportunities for private electricity companies and become a threat to PT PLN (Persero). Therefore, to compete with other electricity companies, the leadership of PT PLN (Persero) has a very important role to improve, develop, maintain, and achieve goals in accordance with the demands of PT PLN (Persero) in the future. To anticipate this, PT PLN (Persero) holds special education and training for leaders, in this case carried out by PT PLN (Persero) Pusdiklat as a supporting unit in the field of education and training.

In its implementation, leadership education and training apply Project Assignment as a project that must be done and as a final assessment for leadership learning participants. This is carried out to prepare leaders of PT PLN (Persero) who are in accordance with the goals and conditions of PT PLN (Persero) in the future. Project Assignment at PT PLN (Persero) has the aim that leadership training participants can implement the learning or material that has been obtained for competency development in the form of programmes to increase or improve the productivity of the performance of the field or unit being led. Project Assignment needs to be tested to find out how effective learning has been received to participants and successful for PT PLN (Persero). Project Assignment is used for the implementation of programmes to improve the field or reference unit as well as sharing materials for improvement and company strategy. In preparing PA at PT PLN (Persero), leadership learning participants are given 40 working days in accordance with the New Design of PA Guidance Mechanism for Executive Education (EE) II and Executive Education (EE) III.

With this design, participants must take the Project Assignment (PA) Test by presenting which includes the background of the problem, concept study and framework, problem analysis, breakthrough, workplan and the role of RASCI (responsible, accountable, supports, consulted, informed), leadership code, results and impact with a minimum of 60% of the results of the implemented programme, as well as conclusions and suggestions that must be supported or strengthened by evidence and quantitative data. In addition, participants must also submit the PA paper on the day before the PA Test takes place.

In its implementation, until August 2019 as many as 24% of leadership learning participants had not completed the learning because they did not attend the PA Test. In participating in the PA Test, if the participant does not attend without explanation more than twice, the participation status will be returned to the Talent Division of PT PLN (Persero) Head Office. If the participant concerned is currently serving, his/her structural position must be removed. In this case, the participant will be demoted to a functional position or ordinary staff.

In relation to the participants' stress towards the PA Test, it is evidenced by the progress data of leadership learning participants from 2018 to August 2019. For those who have not completed the learning stages, it means that they were not present at the time of the PA Test summons. While those who attend the PA Test, it seems to have an impact on the stress experienced. In fact, to achieve the company's targets and goals in the future, PT PLN (Persero) really needs qualified leaders.

Stress

According to American Psychological Association (2022), stress is a physiological reaction to the feeling of imbalance between the demands faced and the ability to cope. According to Looker and Gregson (2004), stress is an individual condition when there is a mismatch between demands and abilities. According to Lazarus in Sarafino (2002), stress is a condition in which transactions between individuals and their environment cause the perception of a gap between the physical demands in a particular situation and biological, psychological, or social demands.

Forms of Stress

According to Selye in Carnegie (2019), three forms of strain include: (a) Eustress (positive stress) which means that not all stress is bad. Good stress, which he calls "eustress," is the main ingredient that motivates us to do great work. It is positive stress that energises us and improves our ability to concentrate. It is created by situations over which we have some control, such as presentations or musical performances. If controlled, stress tends to increase our creativity and productivity, (b) Distress (negative stress) is a destructive and negative stress response. Distress is created by our reactions to conditions that seem to be beyond our control. When we feel insecure, our body releases chemicals that trigger a cascade of events that increases our heart rate, which some refer to as the "fight or flight" phenomenon, (c) Excessive stress where is a state of constant tension that negatively impacts relationships, health, and performance. Excessive stress leads to fatigue, stomach aches, heart attacks, and psychological disorders. Whereas this study focuses more on negative stress, where based on temporal observations, participants' stress symptoms tend to be more towards distress.

Aspects or Symptoms of Learning Stress

There are two aspects of academic stress, the first is the biological aspect of stress in the form of physical symptoms. Physical symptoms of stress include: 1) headaches, 2) sleep disorders, 3) digestive disorders, 4) eating disorders, 5) skin disorders, and 6) excessive dry skin. Then next is the psychological aspect of stress in the form of psychological symptoms. The psychological symptoms of stress include: 1) cognitive symptoms, where in this case stress disrupts a person's mind. A stressed person will have problems with memory, attention, and concentration; 2) emotional symptoms stress interferes with a person's emotions. People who are stressed will feel something, such as feeling sad, and depressed; and 3) behavioural symptoms of stress can have an impact on daily behaviour in a negative direction so that it has an impact on interpersonal relationships. (Susanto, A. *et al.*, 2020; Sari, D. P., 2016)

Project Assignment (PA) Test

The Project Assignment (PA) Test, hereinafter referred to as the PA Test, is the final evaluation that determines the participant's graduation. Participants are asked to account for the entire series of

Project Assignments. The evaluation will be seen from the results of the Project Assignment and the results of competency development achieved by participants. (Kerzner, 2017).

In the Executive Education Project Assignment Implementation Guidelines (2014), it is explained that in the PA Test, participants are evaluated on their ability to carry out the implementation of all training materials in the form of Project Assignments. Project Assignments are given in the form of programmes that can provide breakthrough performance in the workplace and have an impact on soft skills competency development.

When preparing PA and making projects, participants return to the unit and carry out work in accordance with their job descriptions. Then within 40 working days, participants must take the PA Test at PT PLN (Persero) UPDL Jakarta as the organiser of leadership learning.

According to the guidelines for the implementation of Project Assignment Executive Education (2014), the implementation of the Project Assignment (PA) Test refers to the following provisions:

- a. Participants present PA with 10 minutes without being accompanied by a mentor or supervisor.
- b. The PA test is intended to explore the soft competencies of participants with a problem analysis mechanism, which is to explore the soft competencies that most often arise in participants when planning, implementing, monitoring, and evaluating the breakthrough that has been prepared and implemented according to the Project Assignment.
- c. If for some reason, the participant cannot take the PA Test stage on the predetermined schedule, the participant must inform the first opportunity at a maximum of H1 before the implementation of the PA Test has been received by the organiser by including an official letter from the leadership or HR department of the participant's unit. Furthermore, a reschedule will be made for that stage.
- d. Delay in submitting a letter of postponement of the PA Test as stated above, is considered to have withdrawn participation in the PA Test and henceforth will be given the opportunity to retest.
- e. However, if after the schedule is re-scheduled and the participant is not present, the participant is considered to have resigned.

The aspects to be evaluated in the PA Test are as follows:

The aspects to be evaluated in the PA Test in accordance with The Leadership Code theory of Ulrich et al are described in the Executive Education Project Assignment Implementation Guidelines (2014):

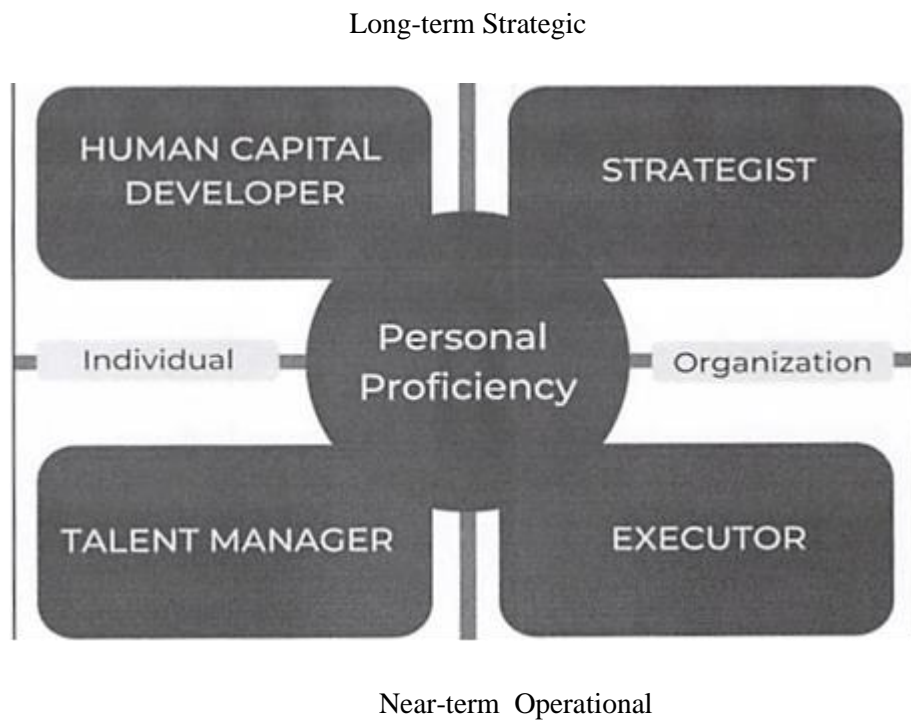


Figure 3. The Leadership Code

Source: Ulrich (PLN Corporate University: 2014)

Role 1: Strategist Participants should be able to explain the background of the issues raised from a broader perspective (corporate) to a more specific issue (unit/organisation). Participants must be able to develop a paradigm to see the details of the problem without losing the strategic perspective.

Role 2: Executor I Breakthrough Programme Execution Planner . Participants can use work planning with the 5M principles (man, material, method, machine, money) in initiating and executing the programme that has been created. Participants can develop a workplan in accordance with the intended target. Programme Execution and Monitoring. Participants can make decisions and actions needed for programme execution. Participants can ensure that the programme execution stage runs according to the targets and processes that have been set.

Role 3: Talent Manager . Programme Execution Communication; Demonstrate effective communication skills to all team members and stakeholders related to the program, from initiation, and implementation, to relationship building. Seek and ensure the availability of resources to support program success. Teamwork ; Take actions that align the interests of team members with the achievement of program goals. Motivate his/her team members to play a role in the breakthrough program.

Role 4: Human Capital Developer ; Competency Development Ensure that the participant performs the role of leader by developing the potential of strength-based staff to implement the program..

Role 5: Personal Proficiency (Self-Improvement Role Model). Competency Maturity Able to analyze in accordance with the competency bar of the projection position. Program Impact; Able to show the impact of the program that has been implemented, there must be a program impact of at least 60% program implementation.

METHODS

This study uses a quantitative method, where sampling is carried out with a confidence value of 95% or a critical value of 5, because it has been used in previous similar studies. The sample used was 139 Executive Education (EE) II and III leadership learning participants in 2018 and 2019 according to the problem data in Table 1.1. at PT PLN (Persero) UPDL Jakarta.

Variable X (independent) in this study is stress. Stress in this study is learning stress, a response to conditions due to an imbalance between the demands received and the ability to cope from the psychological (cognition or thoughts, emotions, behaviour) and biological (headaches, sleep disorders, digestive disorders, eating disorders, skin disorders, excessive sweating) that individuals have. While the Y (dependent) variable in this study is the Project Assignment (PA) Test. The PA test in this variable is the final evaluation of the overall leadership learning at PT PLN (Persero). This variable is measured by indicators of strategy, programme execution, communication and teamwork, competency development, and programme impact. The hypothesis is tested with the assumption; if $\text{sig} > 0.05$ then H_0 is accepted, and H_A is rejected and if $\text{sig} < 0.05$ then H_0 is rejected, and H_A is accepted.

Research Hypothesis:

H_0 : There is no significant influence between the stress of learning participants on the PA Test at PT PLN (Persero).

H_A : There is a significant influence between the stress of learning participants on the PA Test at PT PLN (Persero).

RESULTS AND DISCUSSION

PT PLN (Persero) Pusdiklat since 2012 has transformed into PLN Corporate University. PLN Corporate University is one of the PLN units that integrates all learning, processes, and human resources of the company, achieving peak performance by improving the knowledge, skills, abilities, and behaviour of people in the business ecosystem.

In its current development in 2023, PT PLN (Persero) is included in the scope of the 100 largest companies in Indonesia. This success establishes PLN as one of the centres of the Indonesian economy in fair and equitable electricity as well as a driver of the energy transition. Through its revenue, the company must book at least Rp10.51 trillion. Through digitalisation, from being scattered and

fragmented, PLN has become consolidated and integrated. To anticipate the development of science and technology, including digitalisation, PLN will develop the skills and potential that PLN needs in Indonesia's electricity industry, now and in the future, while ensuring that the training of PLN's human potential is transformed towards high productivity and effectiveness, which will have an impact on improving performance. The learning focus at PLN is divided into different locations spread across PT PLN (Persero) working areas throughout Indonesia, where the Jakarta Education and Training Implementation Unit (UPDL) has a learning focus as a leadership academy and corporate culture academy.

Leadership Academy at PT PLN (Persero) UPDL Jakarta is leadership learning for PT PLN (Persero) employees who are in structural positions or projected functional positions. The Leadership Learning Programme is learning to fulfil role competencies, main competencies, and field competencies at the level of structural and functional positions in the company. Types of Leadership Learning Programme include:

1. Executive Education

Executive learning, to fulfil role competencies, key competencies, and field competencies.

- a. Executive Education (EE) I, intended for Upper Management (MA) level structural officials:
 - 1) Directors,
 - 2) Executive Vice President (EVP) or division leader,
 - 3) General Manager (GM) or parent unit leader.
- b. Executive Education (EE) II, intended for Middle Management (MM) level structural officials:
 - 1) Vice President (VP) or sub-division leader,
 - 2) Senior Manager or section leader in the parent unit,
 - 3) Manager or leader of the implementation unit.
- c. Executive Education (EE) III, intended for Basic Management (MD) level structural officials:
 - 1) Section Manager or section leader in the supporting executive unit.
 - 2) Assistant Manager (Asman) or section leader of the core implementation unit.
 - a. Supervisory Education (SE) I, intended for upper supervisory level structural officials.
 - b. Supervisory Education (SE) II, intended for structural officials at the basic supervisory level.

2. Strategic Specialist Education

Strategic specialist learning, to fulfil role competencies, core competencies and area competencies.

- a. Strategic Specialist Education (SSE) I, intended for functional positions at the Integration grade.
- b. Strategic Specialist Education (SSE) II, intended for functional positions at the Advanced grade.
- c. Strategic Specialist Education (SSE) III, reserved for functional positions at the Optimisation grade.

- d. Specialist Education (Spe) I, reserved for functional positions at the System grade.
 - e. Specialist Education (Spe) II, reserved for functional positions at the Specific grade.
3. Leadership Web Based Training
Web-based Leadership Learning to maintain the competence of employees who have long attended Executive Education but have not held structural positions within four years.
 4. Leadership Capability Development Programme
The leadership capability development programme is a learning to maintain the competence of employees who hold structural positions.

From the results of the validity test for variables X (stress) and Y (PA test) it can be said that the whole instrument is valid and can be used in this research. From the SPSS output results, alpha is 0.875. If the significance is 0.05 with a two-tailed test and the number of respondents (N) is 150, then the r Table is 0.1603. From these calculations, r calculated (0.875) > r Table (0, 160) or according to Cronbach's alpha calculations (0.875 > 0.600). It can therefore be concluded that the research instruments used are reliable. From the results of the analysis, the significance value was 0.505 and the correlation coefficient value was 0.055. From this calculation, $\text{sig} (0.505) > 0.05$ means that H_0 is accepted, and H_A is rejected. H_0 = There is no significant influence between learners' stress on PA test at PT PLN (Persero).

Based on the results of the analysis, the participants' behaviour was not due to symptoms of stress, but rather due to a lack of self-confidence. Lack of confidence can lead to:

1. Self-limitation: limiting a person's ability to achieve their full potential. If someone doesn't believe in themselves, they may be reluctant to take risks, face new challenges or seize opportunities that could lead to growth and success.
2. Low performance: affects a person's performance in various aspects of life, whether at work, in relationships or in achieving personal goals. When someone does not believe in their abilities, they tend to lack the courage to take the actions necessary to achieve the desired results.
3. Emotional disorders: lack of self-confidence, which is associated with anxiety, low self-esteem, and dissatisfaction with oneself. This can lead to emotional disorders such as anxiety, depression, or prolonged stress.
4. Affected relationships: a lack of self-confidence that affects a person's social and interpersonal relationships. Someone who doesn't believe in themselves may have difficulty forming healthy, meaningful relationships because they feel unworthy or worthless.
5. Missed opportunities: Lack of self-confidence can cause a person to miss out on important opportunities. They don't have the courage to try new things, speak in public or take initiatives that will help their career.

6. Feelings of unhappiness: Lack of self-confidence is often associated with feelings of unhappiness and dissatisfaction with oneself. They are dissatisfied with their achievements and get stuck in negativity and find it difficult to get out.

The consequences of a lack of self-confidence that are felt in relation to PA test presentations include personal limitations, low performance, emotional disturbance and missed opportunities. The consequences of this lack of confidence are shown in Table 1.

Table 1. Impact of the PA Test Due to Lack of Confidence

No	Due to lack of self-confidence	Impact on PA test
1.	Self-limitations	Test participants become hesitant and reluctant to take risks in presenting their PA.
2.	Low performance	Lack of courage to take action to achieve the desired results, so that as many as 24% of leadership learning participants have not completed the learning because they did not attend the PA Test.
3.	Emotional Disturbance	Feelings of low self-esteem led to anxiety, depression, or prolonged stress, even though PA test participants have not yet reached that stage.
4.	Missed Opportunity	By carrying out the PA test, the official concerned should have the opportunity to occupy a better position.

Source: Processed from www.youngontop.com

Lack of self-confidence and not being able to control oneself during the PA Test presentation is one of the causes of the problem of leadership learning participants not being successful. Furthermore, analysis of the results of open questionnaires obtained from leadership participants in the categories: limited time, examiner/guide/mentor, research methods/materials, communication skills, and others, can obtain the following picture:

Table 2. Causes of Problems

Category	Number of Respondents	Percentage
Limited Time	36	24%
Examiner/Guide/Mentor	35	23%
Method/Material	24	16%
Communication Skills	22	15%
Workload	13	9%
Others	20	13%

Total	150	100%
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Table 2 shows that the causes include, among others, 24% of respondents answered because of limited time, 23% because examiners/supervisors/mentors were less supportive, 16% of respondents answered because methods and materials were felt to be less suitable for leadership learning participants, 15% of respondents answered because poor communication skills, 9% of respondents answered because of the daily workload which coincides with preparing PA, and 13% of participants answered other things.

CONCLUSION

It can be concluded that there is no significant influence between the stress of leadership learning participants on the PA Test at PT PLN (Persero). Then, based on the results of research on respondents, the symptoms of stress that appeared during the PA Test were behaviour that was not confident and unable to control themselves during the PA Test presentation. Other factors that influence the PA Test at PT PLN (Persero) based on data analysis of open questionnaire results are limited time at 24%, examiners/supervisors/mentors at 23%, methods/materials at 16%, communication skills at 15%, workload at 9%, and others of 13%.

Suggestions for holding the PA Test at PT PLN (Persero) include: 1) Managing participant stress well, by providing material related to eustress management so that participants know about positive stress so they can increase their motivation; 2) Standardize the PA Test assessment for examiners, advisors and mentors; 3) Leadership learning is made using fun learning methods and materials for more enjoyable learning and digital learning to reach PT PLN (Persero) employees throughout Indonesia; and 4) Providing material on communication and presentation techniques 4.0 to leadership learning participants who will carry out the PA Test so that participants have better communication and presentation skills so that participants are more confident and can control themselves.

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