

The Learning Experience of Main Business Function at Onyx and Marble Small Industries in Tulungagung Regency

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Abstract: *The research goal is to describe the learning experience of a main business function (MBF). It is related with learning experience of finance, production and marketing functions. The population in this study is 260 entrepreneurs and the sample numbers is 143 which was determine through random sampling. The research finding are: (1) in general, the Small Industry of Onyx and Marble Centre in Tulungagung regency has good enough learning experience of a primary business function. It is recommended that: (1) for economic education institution should involve in the incremental business competence for the Small Industry of Onyx and Marble Centre in Tulungagung regency based on need analysis and learning that fits the model, and (2) Small Industry Entrepreneurs of Onyx and Marble in Tulungagung must be consistent and willing to develop capabilities.*

Keywords: *Learning Experience, Main Function of Business*

I. Introduction

Today's world is known as a highly competitive. Managers have to think and act strategically because customers are well educated, aware of reviews their options, and demanding of excellence. For this reason, managers must constantly thing about to build a capable workforce in order to the make products, delivers good and services that provide the best possible value for the customers (Bateman and Snell, 2006).

Dilworth (2002) illustrated that the importance of learning experiences as one of the elements forming competence in the job. With increasing experience of working, increasing the competence to implement or manage the work. Hughes (2002: 66), said that "to be successful, learning must continue throughout life time, beyond the completion of one's formal education". This means that although formal education has an important role to achieve success, but the role of the experience gained from life, whether it's in business or other life was important.

Dilworth (2002) stated that the three main functions in the business are: finance, production (operation function) and marketing. Three main functions of the business, in general, complement each other as an inseparable unity so that the business can survive and thrive, marketing which generates the demand or at least takes the order for a product or service. Nothing happens until there is a sale; production / operations which creates the product, and finance / accounting, which tracks how well the organization is doing, pays the bills, and collects the money.

Thus, it can be stated, the availability of financial resources and the ability to produce products would be less valuable if it is not available markets to sell products. Its funds and markets to sell the product is also less valuable if it cannot provide a product that can be sold. Similarly, there is the ability to sell products and there is a market to market, but if there are no sufficient funds required (not have the necessary capital), there is no meaning for the development and sustainability of the company. In other words, the existence of comprehensive and integrated planning, along with control of financial management, production, and marketing of the company will be able to create success in the long term.

Some important reasons in describing small business in Indonesia especially in Tulungagung, are: the number of small business is growing rapidly, small firm generate most new private employment, there is increasing interest in small business entrepreneurship at high schools and colleges, growing trend toward self-employment, management is independent. Manager usually owns the business, and the area of operations is primarily local though the market is not necessarily local. But today, the biggest worries facing by small business owners are: recession / current economic issues, capital or financing issues, unexpected growth, and leadership succession.

II. Literature Review

The concept of learning organization derived from a study of Chris Argyris and Donald Schon that has become popular since the 1990s. Organizations in this study is an important aspect for organizations because it can create value for individuals and organizations to be innovated, achieve efficiency, adapt and achieve competitive advantage. Importance of learning organization is expressed by Buchanan and Huczynski (2004: 108). The learning organization is the configuration of structures and policies which encourage individual

learning, with individual and organizational benefits. The organization itself can also be regarded as an entity in which is capable of learning. Knowledge has thus become an asset more important than materials and products for many organization.

A number of interesting factors that stimulates learning organization concept according to Buchanan and Huczynski, (2004, 127) include:

(a). the production of goods and services increasingly involved sophisticated knowledge; (b). knowledge is therefore as valuable a resource as raw material; (c). many organizations lost knowledgeable staff through delayering in the 1990s; (d). information technologies are knowledge intensive; (e). knowledge can have a short live span, made obsolete by innovation; (f). flexibility, creativity, and responsiveness now prized capability; and (g). knowledge can thus be a source of competitive advantage for an organization.

Thus, it can be concluded that the learning organization is an organizational form that allows individuals to learn to create valuable outcomes through innovation, efficiency, environmental adjustment, and competitive advantage.

In relation to the importance of learning in the organization Jones (2004: 376), states: Today, learning organization is a vital process for organization to manage because of the rapid pace of change affecting every organization. Organization learning is the process through which managers seek to improve organization members' desire and ability to understand and manage the organization and its environment so that they make a decision that continuously raise organizational effectiveness.

Furthermore, Jones (2004), stated that:

If an organization gets in a rut and cannot make decisions that allow it to change and adapt to and modify its environment, it may fail and die. To prevent this from happening, managers need to encourage organizational learning. Because decision making takes place in an uncertain environment, it is not surprising that many of the decisions that managers and organizations make are mistakes and end in failure. Others, of course, allow the organization to adapt to the environment and to succeed beyond managers' wildest dreams.

Organizations survive and prosper because managers make the right decisions--sometimes through skill and sound judgment, sometimes through chance and good luck. For decision making to be successful over time, organizations must improve their ability to learn new behaviours and unlearn inefficient old ones. One of the most important processes that helps managers to make better non-programmed decision—decisions that allow them to adapt to, modify, and change the environment to increase an organization's chances of survival—is organizational learning.

We cannot deny that learning is an integral part of the job, and learning is fundamental to give meaning to the experience they have. In detail Buchanan and Huczynski (2004: 108) stated that: *(1) learning is a part of work and work involves learning; these are not separate functions but intertwined; the separation we have made of them is artificial and often does not serve us well. (2) Learning are not only or even primarily about obtaining correct information or answers from knowledgeable others; it is fundamentally about making meaning out of the experience that we and others have in the world.*

Organization or company is always changing either due to internal and external factors. In order to survive and succeed, the company must adapt to the environmental conditions are always changing. Jones (2004), stated, "Organization is not static, unchanging entities. They exist in uncertain environments and must continually find solutions to new problems if they are to survive and prosper". In this way, the organization is expected to provide the satisfaction of the various parties or stakeholders. It is necessary for organizational learning (organizational learning). Lee and Beard (1994: 31), stated:

Successful managers are those who have not only a repertoire of competences, knowledge and skills, but also the ability to learn from situations, to adapt to changing circumstances, to transfer their competence and to choose and follow a development path for themselves.

Learning is the heart of the organization, in addition to motivation and leadership. Organizational learning is so that the organization can create value for the customer (customer value). For industrial companies, the value creation begins with various stages, namely the determination of input (organization inputs), the conversion process (organization conversion process), and the determination of output (organization outputs), as well as how to market output (marketing of products). Jones (2004), states that each stage is influenced by the environment in which it operates. The results of the conversion process are an output of goods and services produced by the organization to be purchased and used by consumers to satisfy their needs. An organization that continuously can give satisfaction to the customer needs to be able to create more value to customers and also as a source of skills and capabilities.

Associated with the development of small industries in an effort to empower the people's economy and reduce rural poverty, the empowerment of small industries can be done incrementally, such as the addition of

practical skills (reskilling). For that we need organized training, especially oriented business development, and business strategy. Such training covers a wide range of objects including: business management and entrepreneurship, the determination of the cost of production, management strategy, generic strategies, and market intelligent.

The shift system is a mature industry and the needs of different skills of workers demanding a change in the education system in the industrial world. Today there has been a trend of change in the industry, among them: from resource-based to knowledge based, and from manufacturing to service. It certainly gives the effect of changes in the learning industry. The core of this shift is the achievement level of intellectual capital that is better which the most important asset of this mature industry is.

Various studies of literature on the incidence of expertise can be concluded that: (1) possession of special knowledge is decisive expertise, (2) an individual's expertise can be acquired through work experience over the years. Experience more will increase the knowledge (Christ, in Buchanan 2004). Someone who perform work in accordance with the knowledge will give better results than those who do not have sufficient knowledge of his duty.

Bigelov (in Evers et al., 1998), states that the principle that should be considered in the learning in the world of work, especially in developing business skills is that "skill learning requires learners to adopt an active learning style involving self-assessment, risk-taking, self-discovery, behaviourally and to deal with situations with the which they may have difficulty; for examples, situation requiring assertiveness, conflict management, giving feedback, or delegation".

Dilworth (2002) illustrates the importance of experience as one of the elements forming competence in the job, with increasing work experience increasing productivity. The learning curve by Dilworth (2002) depicted in Figure 1 below.

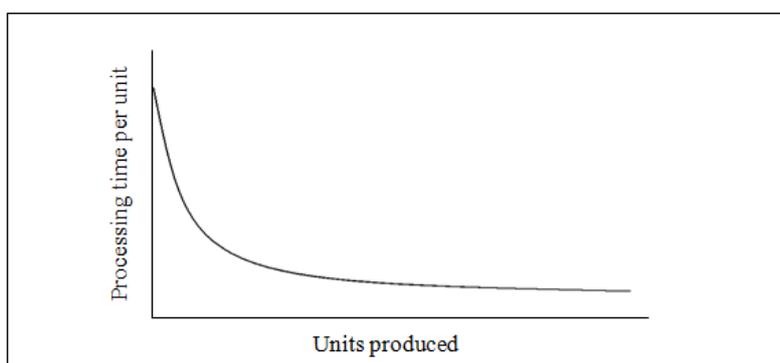


Figure 1 Learning Curve (Dilworth, 2002)

Figure 1 above shows that the curve of experience (learning curve improvement or curve) is a graph that reflects the fact that workers who perform repetitive tasks to perform better. The premise of the learning curve is the improvement for workers learn how to work better for the job so as to produce more units and qualified. However, the learning curve is generally recognized to increase productivity, but production is also determined by other factors, such as improved methods of production, job redesign, repair facilities, and motivation to work.

Competence is a statement about the task in which the individual is expected to carry out successfully, as evidenced from the learning process. Evers et al., (1998), stating "the bases of competence is itself the result of a collaborative product between business experience and education". Further Evers et al., (1998), stating "general skills are needed to live, learn, and work in the next century, that skills as foundational to academic and workplace success". General skills acquired from the basic competencies should be developed and equipped with special skills.

Leaders of the organization or business should consider the importance of key competence in the selection, training and development in order to meet the demands of the employees obtained the required competence. Hughes, et al. (2002: 66) said, "to be successful, learning must continue throughout life, beyond the completion of one's formal education". This means that although formal education has an important role in the development of management, it is inevitable that experience also have the same role.

The need for the development of individual skills is part of the learning needs of the organization. Characteristics of the learning process of individual and organizational learning needs three pillars, namely: (1) individual learning, (2) track the transformation of knowledge, and (3) organizational learning (organizational learning) (Senge in Hughes, 2002). To build the organization into a learning organization the three pillars are mutually supportive. Pilar's individual learning aims to improve individual competence. Individual learning

process as an element of a learning organization is a process of accumulation of knowledge of individuals to generate skills or personal skills (personal mastery). Pilar transformation of knowledge serves as a tool for the emergence of the process of transformation of knowledge (competence) through the sharing of knowledge among members of the organization. Thus, organizational learning is a pillar to generate intellectual capital (intellectual capital), capital which can provide added value to the company. Intellectual capital comes from the knowledge workers who can be a source of competitive advantage creation.

Senge (in Hughes 2002), organizational learning is said to be a container for building human groups which have diverse competencies and able to carry out cooperation to be able to share the vision, the knowledge to be synergized and transformed into an organization's intellectual capital. The main concept of the learning organization is learning together involving the entire organization so that the mechanism of sharing a common vision shared perspectives, and shared way of thinking is the key to success for organizational learning. Organizational learning in this context means: (1) a part of the daily work, (2) is applied to the individual, work unit, and enterprise (3) is able to solve the problem, (4) focuses on the spread of knowledge, and (5) a chance to get a change.

III. Research Method

The purpose of this study is to describe the Business Functions Learning Experience in the centre for Small Industries of Onyx and Marble in Tulungagung. The research is descriptive. The population is all employers in Onyx and Marble Industry Centres in Tulungagung. In this region there is a kind of agglomeration (concentration) small industries and Marble and Onyx are concentrated in a few villages in three districts: Campur Darat District, Besuki, and Pakel. Industrial agglomeration that encourages researchers to conduct a study, with the consideration that if the results of the study indicate the need for further development of the industry, it will obtain better efficiency in terms of time, energy, and cost. Another consideration is, the industry would have good prospects to be developed in the future, both for the domestic market and abroad. Total population is 260 businessmen while the total sample are 143 which were randomly assigned.

Descriptions construct the learning experience core business functions into sub-variables or dimensions of research and research indicators are as follows.

Table 1 Research Descriptions Variable

Variable	Sub variable	Indicator	Note
learning experience for the main business function (MBF)	Learning experience for finance function	Learning about spending, budgeting, financial institutions access, and financial statements	Developed from: Griffin & Albert (2006), Heizer & Render (2015), Schrag & Poland (1997), Dilworth (2002), Zimmerer & Scarborough (2002), Hollin & Pugh (2002), Pearce & Robinson (2000), Pardede (2005), Kotler & Keller (2006), Mc Murtry (2003)
	Learning Experience for Production Function	Learning for production plans, production operations, technology and production innovation	
	Learning Experience for marketing Function	Learning about the marketing concept, market information, the distribution and sale, and after-sales service	

IV. Result

Description of the learning experience variable of Main Business Function (MBF) includes three dimensions: (1) MBF-Finance; (2) MBF-production, and (3) MBF-Marketing. Measurement of the items in each dimension questions using a Likert scale with a score range of 1 - 5 Dimensions of MBF-Finance consisting of 13 items, so it will have a total score of dimensions between 13-65 with the central theoretical value (median theoretical) = $(65 + 13) / 2 = 39$. Dimension of MBF-production consists of 13 items, so it will have a total score of dimensions between 13-65 with a theoretical median = $(65 + 13) / 2 = 39$. Dimensions MBF-Marketing consists of 13 items, so will have a total score of dimensions between 13-65 with a theoretical median = $(65 + 13) / 2 = 39$. the number of the item in question from the 3rd dimension to the variable MBF-Business Top 39 items so that the total score of the three dimensions ranging between 39-195 theoretical median = $(39 + 195) / 2 = 117$.

Table 2. Descriptive Statistics Variable of MBF

Variable of	Theory		Actual		
	Span	Median	Min	Max	Mean
MBF Main Business	39-195	117	71	189	118.93
Dimension:					
MBF Finance	13-65	39	23	63	38.41
MBF Production	13-65	39	23	64	40.97
MBF Marketing	13-65	39	22	62	39.55

Source: processed primary data

Based on table 2. It is known that the level of the learning experience is quite major business functions. It is described in the descriptive statistics with a range of values 71-189 and an average of 118.93 is slightly larger than the median value = 117. In general, theoretical overview of Main Business of the respondents is quite enough (enough of primary business function learning experience),

The answer to the variable score of Main Business Functions above has not explained separately on the dimensions that are in it, so it is necessary to explain more descriptive so that the tendency of respondents to the dimensions of MBF can be known. Descriptively, it can be explained that the respondent's answer to the dimensions of MBF-Finance as shown in Table 1, which are in the category of less since the average score of 38.41 was below the theoretical median of 39. That is a lot of Employers of Onyx and Marble in Tulungagung still have less experience of learning about finance (poor or lack of financial learning experience).

The overview of respondents to the dimensions of Education Production Function as shown in Table 1 are in the category enough for an average score of 40.97 is above the theoretical median of 39. This means that many employers of Onyx and Marble Industry has enough experience of learning about the production (good enough of production learning experience).

Overview of respondents to the dimensions of the Learning Function Marketing as shown in Table 1, are in the category enough for the average value of 39.55 is slightly above the theoretical median of 39. That is a lot of Onyx and Marble Industry Employers rich enough learning about marketing experience (good enough of marketing learning experience).

Table 3. Characteristics of Sample Based on the Establishment Period

Establishment Period	N	Minimum	Maximum	Mean
Up to 5 years	6	86	144	116.33
6-10 years	84	71	177	112.27
11-55 years	45	71	189	126.78
16-20 years	7	100	178	148.43
More than 20 years	1	134	134	134.00
Total	143	71	189	118.93

Description: ANOVA result, p-value = 0,007.

Source: processed primary data

The highest average score of Main Business Function learning variable is the group of companies that has been established for more than 11 years with an average score is greater than 117. Based on the ANOVA results, it can be concluded that there is a difference MBF Top-Business significantly based on long standing ($P < 0.05$). That is, naturally the longer the company was established, the richer the experience of learning the main functions of the business.

Table 4. Characteristics of Sample Based on Value Investing

Investment Value (Indonesia Rupiah.)	N	Minimum	Maximum	Mean
Up to 50 million	70	71	114	92.59
51 million -100 million	50	106	154	133.00
>101-150 million	14	153	172	164.50
>151-200 million	8	168	178	173.00
>200 million	1	189	189	189.00
Total	143	71	189	118.93

Description: The results of ANOVA, p-value = 0.000.

Source: processed primary data

The highest average score of the Main Business Function variable is the group of companies with an investment of over 50 million with an average of greater than 117. Based on the ANOVA results can be

concluded that there is a difference Top MBF- significant business based on the investment value ($P < 0.05$). Naturally the greater the value of the investment, the company has experience of learning key business functions increasingly wealthy.

Table 5. Sample Characteristics Based on Number of Workers

Number of employees	N	Minimum	Maximum	Mean
Up to 10 people	74	71	136	95.20
11-20 people	49	99	172	135.16
21-30 people	16	139	178	165.81
31-40 people	2	148	177	162.50
More than 40 people	2	172	189	180.50
Total	143	71	189	118.93

Description: The results of ANOVA, p-value = 0.000.

Source: primary data processed

The highest average score of the variable of-Main Business Function is the group of companies with a total workforce of more than 11 people with an average of greater than 117. Based on the ANOVA results can be concluded that there is a difference Main Business Function significantly based on the amount of labour ($P < 0.05$). Naturally, the greater number of workers, the company will have the learning experience of key business functions increasingly better.

Table 6. Sample Characteristics Based on the Leadership Length

Leadership Length	N	Minimum	Maximum	Mean
Up to 5 years	9	74	144	110.33
6-10 years	105	71	176	116.53
11-15 years	28	71	189	129.64
16-20 years	1	148	148	148.00
Total	143	71	189	118.93

Description: The results of ANOVA, p-value = 0.127.

Source: processed primary data

The highest average score of the variable PF-Main Business is group of companies with a long lead time of more than 10 years with an average of greater than 117. Based on the ANOVA results can be concluded that there is a difference PF- Main Business is insignificant based on the amount of labour ($P > 0.05$). Naturally, the longer lead the industry, there is a tendency for leaders to have the learning experience of the main functions of the business is getting better.

Table 7. Sample Characteristics Based on Formal Manager Education

Formal Education	N	Minimum	Maximum	Mean
SD	5	71	100	89.40
SLTP	30	71	143	101.37
SLTA	87	71	189	123.64
D3	2	110	151	130.50
Diploma	19	97	177	131.63
Total	143	71	189	118.93

Description: ANOVA Result, p-value = 0,000.

Source: processed primary data

The highest average score variable of Main Business Function is a group of companies led by high school education background to the top with an average of greater than 117. Based on the ANOVA results can be concluded that there is a difference of PF- Main Business significantly by education level leadership ($P < 0.05$). The Company will have the learning experience of key business functions are increasingly rich, if it is run by leaders / managers who have a background in higher education.

V. Discussion

In general, a picture that level learning experience of Main Business Function (MBF) of the respondents is quite enough (enough of primary business function learning experience). It is described in the descriptive statistics with a range of values 71-189 and an average of 118.93 is slightly larger than the theoretical median value = 117. The average score of Main Function Business Learning variables were highest for the group of companies that has stood for more than 11 years with an average score greater than 117. Based on the ANOVA results, it can be given the conclusion that there is a difference PPF Top-Business significantly

based on long standing ($P < 0.05$). That is, naturally the longer the company was established, the richer the experience of learning the main functions of the business.

The results showed that the highest score level of MBF is in a group of companies that has stood for more than 11 years. This indicates that experiences play a central role in the management of the finance function, the function of production, and marketing functions in Small Industries Onyx and Marble.

The results of this study indicate that the competence to manage the functions of finance, production, and marketing in onyx and marble industry can be obtained other than through formal education as well as through direct experience because of the length of managing a business. The longer manage the business, further broaden the competence in managing the industry's onyx and marble. The results of this study support what stated by Ever (1998) that "the bases of competence is itself the result of a collaborative product between business experience and education" which is very necessary in the world of work. Likewise, the results of this study support the statement Hughes (2002), "to be successful, learning must continue throughout life, beyond the completion of one's formal education". This can be interpreted as formal education does have an important role in managing and developing industry, but it cannot be denied that there is a role posed by direct experience / practical also have contributed manage onyx and marble industry in this region of eastern Java Tulungagung.

In addition, this study also supports the statement of Dilworth (2002) that the business experience is an important element in shaping competency in business or running jobs (job competence). It seems that, for onyx and marble entrepreneur's industry in the region is largely Tulungagung can take advantage of increasing direct experience of practicing to improve productivity and quality of production (learning function of production).

Furthermore, the learning experience possessed entrepreneur this industry is felt useful for process improvement work, which can lead to more production units and qualified. No matter how important learning curve in increasing productivity and product quality, but respondents are aware that the level of industrial production of small Marble and Onyx is also determined by other factors, such as production improvements, more interesting work, repair facilities, and work motivation of employees.

Descriptively also obtained the findings that the Learning Experience Financial Functions (MBF-Finance) of the respondents were in the poor category for an average score of 38.41 was below the theoretical median of 39. That is a lot of Onyx and Marble Industry Employers in Tulungagung still poor / lack of experience of learning about finance (poor or less of a financial learning experience when compared to the learning experience of the production function, which is relatively better, are as shown in the results are in the category enough for an average score of 40.97 was in on theoretical median of 39. This means that many employers Onyx and Marble Industry in Tulungagung sufficiently rich learning experience about the production (enough of production learning experience). Likewise, the learning experience marketing functions are in a category quite an experience for the average value of 39, 55 is slightly above the theoretical median of 39. That is a lot of Onyx and Marble Industry Employers in Tulungagung area is sufficiently have a lot of learning experience about marketing (enough of marketing learning experience).

Why the results for the Learning Experience Financial Functions of the respondents are included in the bad category. For most entrepreneurs and Marble and Onyx Industry in Tulungagung considers that, their production and marketing functions can be done relatively easily through business practices compared to the learning experience of the finance function. It can be done ways that this entrepreneur is to produce and market the product onyx and marble with a mimic of the learning experience of other businesses in the vicinity, given the respondents are in an environment that is agglomerated (Griffin and Ebert, 2006). Not so with the learning experience of the finance function. Acquisition of Financial Functions learning experience is certainly difficult to do by simply observing the practices of similar entrepreneurs who are in the business environment. In particular, learning financial functions associated with indicators or dimensions of the budget (budget preparing), Access to financial institutions, and the preparation of financial statements (financial statement) that meets the requirements in general are still not met by employers Onyx and Marble Industry in Tulungagung.

Although, in fact the learning experience of production and marketing functions for the respondent to better finance function of a learning experience, but overall the experience of learning the main functions of this business is still not good. The results of this study do not support the statement of Salisbury (1996) that nowadays there is a tendency of change in industry, including the resource based to knowledge-based. From manufacture to service based. This course provides instruction on the effect of changes in the industry. The emphasis on the achievement of better intellectual capital which is the most important asset of this mature industry. Awareness of the importance of intellectual capital for entrepreneurs onyx and marble in the Tulungagung this is still lacking and needs to be improved employers are generally still looked the more important to have a machine or production facilities and technology necessary to produce than having the ability to be able to determine the adequacy of the preparations for the production process, determine the number of production according to customer needs, provide after-sales service and adequate communication, availability of sufficient budget for production and marketing, as well as the ability to be able to prepare financial statements in its industry. Knowledge and skills of entrepreneurs as a result of the learning process and experience associated

with this kind of intellectual capital is essential to maintaining business continuity and providing added value to your customer (added value).

The results also did not fully support the statement Levitt in Kotler (2006) in connection with the creation of new products entrepreneur Onyx and Marble in the area in Tulungagung has not been able to meet the expectations of consumers that bought by consumers is expected to benefit (the expectation of benefit). Therefore, small industry and Marble and Onyx far as possible to adapt to market demands, therefore, if you want to succeed in producing and marketing their products.

Thus, the practice of the learning function of production and marketing-oriented market (market orientation) through the identification of customer requirements (customer need identification) and efforts to provide customer satisfaction (effort to customer need satisfaction) was not carried out properly by the operator's industry Onyx and Marble in Tulungagung. This is all, of course, in addition to formal education they have, the entrepreneur needs a good learning experience gained through additional relevant education or experience obtained directly in running the industry practices.

VI. Conclusions And Recommendations

In general, it can be concluded that the level of learning experience main functions (MBF) which is owned by the respondents is enough. In particular, the learning experience for financial functions of the respondents is in the poor category (poor of financial learning experience). The learning experience of production and marketing function is quite well (enough learning experience of production and marketing).

Therefore, it is recommended that: (1) for the economy institution should engage in improving the learning experience to improve the competence of entrepreneurs, and (2) for small industry should have a consistent attitude and consistently develop the ability to learn because basically learning is an integral part of work.

The implication of strategy for small enterprise is: (1) the owner or the manager should always enhance the learning experience considering learning experience is one of the former business competencies, in addition to formal education acquired and (2) learning is an ongoing long-term investment that is intangible and no less important than a tangible investment.

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