

INFLUENCE OF ORGANIZATIONAL CULTURE, EDUCATION, AND TRAINING ON EMPLOYEE PERFORMANCE WITH MOTIVATION AS VARIABLE INTERVENTION

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Abstract: This study aims to examine the influence of the organizational culture of education and training on employee performance with motivation as a study intervention variable at the Sawunggalih Aji Polytechnic, of Purworejo's District. Data were analyzed using research instrument analysis which includes an examination of validity using analysis correlation product-moment, examination of reliability using Cronbach's alpha technique, examine of hypothesis using Rule of Abralisis technique. The result of this research shows that: 1) there are positive and significant influences of the culture of the organization to motivate the staff, 2) there are positive and significant influences on the education and training to motivate the staff, 3) there are positive and significant influences of cultural of the organization to the performance of the staff, 4) there are positive and significant influences to the education and training to the performance of the staff, 4) there is negative motivation to the performance of the staff. This study uses linear regression analysis with the use of intervening variables, so the data analysis of this study uses intervening regression analysis/path regression. The variables studied are in this study to examine the strength of the relationship and the magnitude of the influence of organizational culture, education, and training on employee performance and the indirect effect of organizational culture and education and training through motivation on performance. The research was conducted with locations and employees at the Sawunggalih Aji Polytechnic. Conditions at the Sawunggalih Aji Polytechnic currently still have limitations with various problems. The limitations experienced include financial capacity, limited access to information and technology. Therefore, literacy of Organizational Culture, Education, and Training Motivation to improve performance. Several studies have been conducted to prove that literacy in Organizational Culture, Education Training, and Motivation has an impact on increasing employee performance. This research offers interesting recommendations related to organizational policies to increase work engagement and its dimensions. Based on the findings of this study, the direct effect of education and training, as well as organizational culture on performance is more dominant than the indirect effect through motivation.

Keywords: *cultural organization, education, and training, motivation*

1. Introduction

Human resources have a very important role in their interaction with capital factors,

materials, methods, and machines. The complexity that exists can determine human qualities, therefore it requires us to always be careful and pay attention to every aspect. Therefore, organizational culture is an important part in understanding the organization as a whole. Culture is an important element that supports the creation of a strategy that can increase work motivation which will ultimately improve organizational performance because organizational culture is an interdependent phenomenon. Every aspect of Education and Training ultimately helps shape organizational culture, otherwise the existing organizational culture can greatly affect the effectiveness of employee performance.

Education and training programs for human resources can be needed to create professional and quality employees so that they can improve performance. With various education and training programs that are formally facilitated by the organization, it will encourage employees to improve their performance towards the organization. With employee education and training, it is expected to provide a very good impetus for the realization of employee performance. In addition to education and training, employee performance is highly determined and highly dependent on motivation.

The quality and ability of employees is influenced by the level of education, training, motivation, work ethic, mental and physical abilities of the employees concerned. Education provides knowledge not only directly related to the implementation of tasks, but also the basis for self-development and the ability to utilize all available facilities for the smooth implementation of tasks.

Performance is a process for measuring employee performance based on established regulations, by comparing the targets (work results) with job description requirements, namely job standards that have been set for a certain period.

Organizational culture has an impact on the efficiency and effectiveness of the organization. Therefore, organizational culture is an important part of understanding the organization as a whole. McKenna and Beech argue that: "A strong culture underlies the key aspects of carrying out organizational functions in terms of efficiency, innovation, quality and supports appropriate reactions to familiarize them with events because the prevailing ethos accommodates resilience" McKenna, et.al. (2002). Meanwhile, Ndraha (2003) revealed that "Strong culture can also be interpreted as a culture that is intensively held, widely embraced and increasingly clearly socialized and inherited and affects the environment and human behavior".

Training can be said as an activity to empower employees to have the skills and abilities in carrying out their duties. The training process is characterized by adding insight, fostering love, and training skills through dialogical communication and containing elements of similarity which are expected to generate motivation, requiring certain teaching methods from the teacher.

Motivation or motivation means giving motives, generating motives or things that give rise to encouragement or circumstances that give rise to work urges As'ad (2000). Motivation can also be interpreted as a factor that encourages people to act in a certain way. While the motive is the driving force that drives humans to act or a force within humans that causes humans to act.

Work motivation is an impulse that arises from within the employee in which there are elements of motivation that are tangible at the level of wages. One of the external elements that encourage the emergence of work motivation is the organizational culture and work climate that is formed around the place where employees work Umar (2001: 36).

Performance according to Mangkunegara AP (2005), is the result of work in quality and quantity achieved by an employee and carrying out his duties by the responsibilities given to him. Performance in this case shows the work achieved by someone after carrying out the work tasks assigned by the organization. Performance can be achieved well if employees can work following the assessment standards set by the organization. A person's performance is a combination of ability, effort, and opportunity that can be assessed from the results of his work according to Ambar T. Sulistiyani & Rosidah

2. Literature Review and Hypotheses

Organizational culture has an impact on the efficiency and effectiveness of the organization. Therefore, organizational culture is an important part in understanding the organization as a whole. McKenna and Beech argue that: "A strong culture has key aspects of carrying out organizational functions in terms of efficiency, innovation, quality, and supports appropriate reactions to prepare them for events, because of the prevailing ethos of resilience adaptation" McKenna, et.al. (2002). Meanwhile, according to Ndraha (2003) revealed that "Strong culture is also interpreted as a culture that is held intensively, widely embraced and increasingly clearly socialized and influences the environment and human behavior".

In subsequent developments, we can see that there is a link between culture and organizational design in accordance with the cultural design that will be applied. To understand organizational design (McKenna, et.al, 2002) divides four types of organizational culture power culture, (Power culture), Role culture (Role culture), Support culture (Support culture), and Culture achievement (Achievement culture).

In subsequent developments, we can see that there is a link between culture and organizational design following the design culture that will be applied. To understand organizational design (McKenna, et.al, 2002:65) divide four types of organizational culture:

- a. Power culture
- b. Role culture
- c. Support culture
- d. Achievement culture

Training can be said as an activity to empower employees to have the skills and abilities in carrying out their duties. The training process is to add insight, foster love, and train skills through dialogical communication and contains elements of similarity which are expected to generate motivation, requiring certain teaching methods from the teacher. The training method can be in the form of lectures, demonstrations, and discussions aimed at providing understanding of knowledge, understanding of applications and understanding of analysis, synthesis and evaluation (Syah, 2002).

The goals of education and training according to Henry Simamora in Ambar T. Sulistiyani & Rosidah (2003), namely Improving performance, Updating employees' skills in line with technological advances, Helping solve operational problems, Orienting employees to the organization, Meeting personal growth needs, Increasing efficiency and the effectiveness of employees' work in achieving the goals that have been set.

According to Barnardin and Russell in Ambar T. Sulistiyani & Rosidah (2003), states that the training program has three stages of activity which include an assessment of training needs, the purpose of which is to collect information to determine whether or not a training program is needed. to design the training environment and training methods needed to achieve the training objectives. Evaluation of the training program (evaluation), has the aim of testing and assessing whether the training programs that have been undertaken are

effectively able to achieve the stated goals.

Motivation or motivation means giving motives, generating motives or things that give rise to encouragement or circumstances that give rise to work urges As'ad (2000).

The aims of education and training according to Henry Simamora in Ambar T. Sulistiyani & Rosidah (2003:174) are:

1. Improve performance
2. Updating the skills of employees in line with technological advances
3. Help solve operational problems
4. Orienting employees to the organization
5. Meet personal growth needs
6. Improving the efficiency and effectiveness of employees' work in achieving the goals that have been set

According to Bernardin and Russell in Ambar T. Sulistiyani & Rosidah (2003:178), states that the training program has three stages of activity which include:

1. Training needs assessment, the purpose of which is to collect information to determine whether or not a training program is needed.
2. Development of training programs (development), aims to design the training environment and training methods needed to achieve the training objectives.
3. Evaluation of training programs (evaluation), has the aim of testing and assessing whether the training programs that have been undertaken are effectively able to achieve the goals that have been set.

Motivation can also be interpreted as a factor that encourages people to act in a certain way. While the motive is the driving force that drives humans to act or a force within humans that causes humans to act.

Work motivation is an impulse that arises from within the employee in which there are elements of motivation that are tangible at the level of wages. One of the external elements that encourage the emergence of work motivation is the organizational culture and work climate that is formed around the place where employees work Umar (2001).

An important driving factor that causes people to work, there are needs that must be met. Work activities contain elements of a social activity, produce something, and ultimately aim to fulfill their needs As'ad (2000). Motivation in the world of work is usually called work motivation. Yulk in Thoha (2000), provides limitations regarding motivation as "the process by which behavior is energized and directed".

Performance according to Mangkunegara AP (2005), is the result of work in quality and quantity achieved by an employee and carrying out his duties in accordance with the responsibilities given to him. Performance in this case shows the work achieved by a person after carrying out the work tasks assigned by the organization. Performance can be achieved well if employees are able to work in accordance with the assessment standards set by the organization. A person's performance is a combination of ability, effort and opportunity that can be assessed from the results of his work according to Ambar T. Sulistiyani & Rosidah (2003). Meanwhile, according to Bernardin and Russell in Ambar T. Sulistiyani & Rosidah (2003), states that performance is a record generated from certain employee functions or activities carried out for a certain time.

Mathis and Jackson (2011: 78), performance is basically what employees do and don't do. Employee performance affects how much they contribute to the organization. Performance appraisal indicators show the expected level of performance, and are performance comparisons (benchmarks), with benchmarks/indicators that can be measured,

clearly understood, and beneficial to employees and the organization (Mathis & Jackson, 2011:380) In short Mathis & Jackson (2011:378) divide the performance appraisal standards as follows: a. Quantity of yield b. Quality of results c. Timeliness of the results d. Presence e. Ability to cooperate

Performance is basically what employees Robert L. Mathis and John H. Jackson (2011) do or don't do. According to Mohamad Mahsun (2006) performance is a description of the level of achievement of the implementation of an activity/program/policy in realizing the goals, objectives, mission and vision of the organization contained in the strategic planning of the organization. The theory of performance is a psychological theory about the process of a person's behavior so that he produces something that is the goal of work, according to Mangkunegara AP (2004).

Validity is a measure that shows the levels of validity or validity of an instrument. Therefore, an instrument valid instruments will have high validity, on the contrary, instruments that less valid means it has low validity. An instrument is said valid if it is able to measure what is desired because the instrument used produce data that is not in accordance with the measurement objectives will resulted in low validity (Arikunto, 2006).

Sugiyono (2008:348) states "valid means the measuring instrument used" to get the data can be used to measure what you want to be measured". The validity test of this measuring instrument is carried out using item analysis to obtain the validity index of each item. To test the level of validity of the tool For this measure, the product-moment correlation formula is used

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

Information:

r_{xy} : correlation coefficient

X : item score

Y : factor score

n : number of respondents

The question items in the questionnaire are said to be valid if the value of $r_{hitung} > r_{tabel}$, while the value of $r_{hitung} < r_{tabel}$ then the question itmes in the questionnaire are said to be invalid (Sugiyono, 2008).

Rehabilitation test measured using the cronbach alpha method. Cronbach alpha formula: (Arikunto, 2006)

The standard of measurement used to determine the validity of the item based on the opinion of Saifudin Azwar (2006) that an item is said to be valid when 0.30. However, if the number of valid items is still not sufficient quantity desired, then it can reduce the criteria a little from 0.30 to 0.25 or 0.20. The standards used by researchers in this study was 0.30. The results of the validity that have been analyzed can finally be known from 36 the statement items for the religious maturity variable there are 9 items that fall, while from the 40 statement items for the Altruistic variable there are 9 fallen items

$$r = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Information:

r : instrument reliability

k : number of questions

σ : number of item variances

$\sum \sigma$: total variance

Thus the reliability if the value of Cronbach's alpha is greater (>) from 0,60 (Ghozali, 2005).

The t-test was conducted to determine the partially significant effect between the independent variables on the dependent variable. The t test value can be seen from the sig value in the Coefficientsa table in the SPSS for windows regression output. The F test was conducted to determine the simultaneous significant effect between organizational culture, education and training, and motivation on employee performance. The F test value can be seen from the sig value in the anovab table in the SPSS for windows regression output.

3. Research Methods

The variables used in this study include independent variables consisting of organizational culture (X_1), Education and Training (X_2), and Intervening Variables are Motivation (X_3) and variables. In data analysis used the concept of the analysis process using the concept developed by Ghozali (2005). The causal relationship will be used path analysis or intervening. In this study, the motivation variable is placed as the Intervening Variable for the variable Organizational Culture, Education and Training on Employee Performance. The t-test was conducted to determine the partially significant effect between the independent variables on the dependent variable. The t test value can be seen from the sig value in the Coefficientsa table in the SPSS for windows regression output. The F test was conducted to determine the simultaneous significant effect between organizational culture, education and training, and motivation on employee performance. The F test value can be seen from the sig value in the anovab table in the SPSS for windows regression output. Analysis of the Coefficient of Determination (R_2) is used to determine the proportion of the independent variable in contributing to the dependent variable and the results of the calculation of this analysis are in the form of a presentation.

4. Results and Discussion

The results of the reliability test show that the coefficient (r) alpha count of all variables is greater than the required criteria or the critical value (rule of tumb) of 0.60, which is 0.835 each; 0.906; 0.895; and 0.847 > 0.60 so that it can be said that the items of all variables are reliable.

T test Results of Hypothesis Testing 1 The regression results of the first equation show that the tcount of the organizational culture variable is 2.223 with a significance value of 0.030, because the significance value is 0.030 < = 0.01 then there is a positive and significant influence between organizational culture variables on motivation so that the hypothesis 1 proved in this study.

Results of Testing Hypothesis 2 The regression results of the first equation show that the tcount of the Education and Training variable is 6.893 with a significance value of 0.000, because the significance value is 0.000 < = 0.05, there is a positive and significant effect between the Education and Training variable on motivation so that hypothesis 2 is proven in this study. Hypothesis Testing Results 3 The regression results of the second equation show that the tcount of the organizational culture variable is 2.223 with a significance value of 0.030, because the significance value is 0.030 < = 0.05, there is a positive and significant

influence between organizational culture variables on employee performance so that hypothesis 3 is proven. in this research. Results of Hypothesis Testing 4 The regression results of the second equation show that the tcount of the Education and Training variable is 6.893 with a significance value of 0.000, because the significance value is $0.000 < = 0.05$, there is a positive and significant effect between the Education and Training variable on employee performance so that hypothesis 4 is proven in the study. this. Results of Hypothesis Testing 5 The regression results of the second equation show that the motivation variable tcount is -2.291 with a significance value of 0.026, because the significance value is $0.026 > = 0.05$, there is no significant effect between the motivational variables on employee performance so that hypothesis 5 is not proven in the study. this.

The results of the second equation F test show that organizational culture, education and training, and motivation have an Fcount of 29,044 with a significant value of $0.000 < 0.05$ so that simultaneously the variables of organizational culture, education and training, and motivation have a positive and significant effect on employee performance.

Coefficient of Determination (R²) Coefficient of Determination Equation 1 Test R² the result is 0.493 or 49.3%. which means that the variability of the dependent variable that can be explained by the variability of the independent variable is 49.3% while the rest (50.7%) is explained by other variables not included in the regression model, including leadership, work environment and job satisfaction. Coefficient of Determination of Equation 2 Test R² the result is 0.609 or 60.9%. which means that the variability of the dependent variable that can be explained by the variability of the independent variable is 60.9% while the rest (39.1%) is explained by other variables not included in the regression model, including leadership, work environment and job satisfaction.

Coefficient of Determination (R²) Coefficient of Determination Equation 1 Test R² the result is 0.493

Correlation Analysis Correlation between Organizational Culture and Motivation Based on the results of the analysis, the correlation between organizational culture and motivation variables is 0.594 (appendix 2) so that the relationship between organizational culture and motivation variables is quite strong and unidirectional (because the results are positive). Unidirectional means that if the organizational culture increases, the motivation increases. The correlation of two variables is significant because the significant number is $0.000 < 0.05$. Correlation between Organizational Culture and Employee Performance

Based on the results of the analysis, the correlation between organizational culture variables and employee performance is 0.519 (attachment 2) so that the relationship between organizational culture variables and employee performance is quite strong and unidirectional (because the results are positive). Unidirectional means that if organizational culture increases, employee performance increases. The correlation of two variables is significant because the significant number is $0.000 < 0.05$. Correlation between Education and Training (Training) and Motivation Based on the results of the analysis, the correlation between the Education and Training variables and motivation is 0.642 (attachment 2) so that the relationship between the Education and Training variables and Motivation is quite strong and unidirectional (because the results are positive). Unidirectional means that if the education and training increases, the motivation will increase.

The correlation of two variables is significant because the significant number is $0, < 0.05$. Correlation between Education and Training (Training) and Employee Performance Based on the results of the analysis, the correlation number between the Education and Training variable and employee performance is 0.746 (attachment 2) so that the relationship

between the Education and Training variable and employee performance is quite strong and unidirectional (because the results are positive). Unidirectional means that if the education and training increases, the employee's performance will increase. The correlation of the two variables is significant because the significant number is 0.000 (attachment 2) <0.05 . Correlation between Motivation and Employee Performance Based on the results of the analysis, the correlation between the motivation variable and employee performance is 0.378 (attachment 2) so that the relationship between the motivation variable and employee performance is quite strong and unidirectional (because the results are positive). Unidirectional means that if motivation increases, employee performance increases. The correlation of the two variables is significant because the significant number is 0.003 (attachment 2) <0.05 .

Conclusion of Path Regression Based on the processed output obtained correlation or relationship between research variables, the direction of path regression can be arranged in the following table:

Table 1.1.
Path Analysis Results

No	Line Direction	Regresi		Korelasi	
		Koef	Sig	Koef	Sig
1.	Culture to Motivation	0.343	0.687	0.594	0.000
2.	Training to Motivation	0.451	0.000	0.642	0.000
3.	Culture to Performance	0,241	0.030	0.519	0.000
4.	Training to Performance	0.784	0.000	0.746	0.000
5.	Motivation to Performance	-0.269	0.026	0.378	0.003

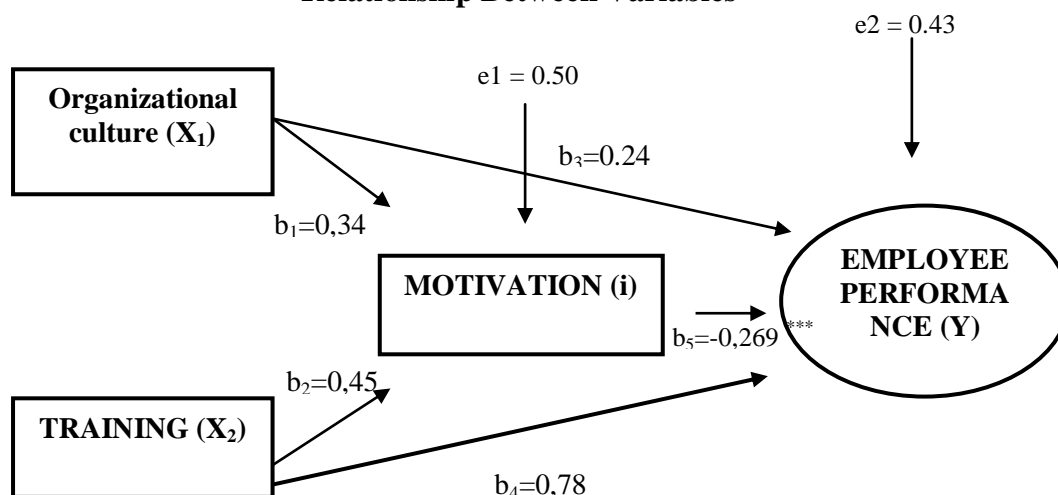
Direct, Indirect and Total Influence

Direct Effect The influence of organizational culture variable (X1) on Employee Performance (Y) Based on the results of multiple linear regression testing the second equation obtained standardized coefficients beta organizational culture variable has a significant positive effect (0.241/0.030) on employee performance, and has a correlation /The relationship (0.519/0.000) is quite strong and significantly positive on employee performance. Effect of Education and Training variable (X2) on Employee Performance (Y) Based on the results of multiple linear regression testing the second equation obtained standardized coefficients beta variable education and training has a positive significant effect (0.784/0.000) on employee performance, and has a correlation (0.746 /0.000) is strong and significantly positive on employee performance. The effect of motivation variable (i) on employee performance (Y). Based on the results of multiple linear regression testing, the second equation shows that the standardized coefficients beta of the motivational variable has a low negative correlation/relationship of -0.269 on employee performance, but has a low correlation/relationship (0.378/0.003) and is significantly positive on employee performance.

Indirect Effect The influence of organizational culture on employee performance through motivation Organizational culture has a significant positive effect (0.343/0.687) on motivation, and has a fairly strong correlation (0.594/0.000) and significantly positive on employee performance. Motivation has a significant and negative effect (-0.269/0.026) on performance and a significant positive correlation/relationship (0.378/0.003) on employee performance. The effect of education and training variables on employee performance through education and training motivation has a significant positive effect (0.0451/0.000) on motivation, and has a strong and significant positive correlation (0.642/0.000) on employee performance. Motivation has a significant and negative effect (-0.269/0.026) on performance

and a significant positive correlation/relationship (0.378/0.003) on employee performance. The direct and indirect effects can be seen in the image below:

Figure 1.1.
Relationship Between Variables



Total Effect (Total Effect) The results of the analysis show that the direct path of education and training has a significant positive effect on employee performance, which is the strongest compared to other paths. So this direct path is the most appropriate to choose compared to other paths. From the picture above, it can be seen that the direct path of training and education to employee performance (direction of the one-headed arrow in bold) has the largest positive significant effect (0.784) and the strongest significant correlation or relationship (0.746) on employee performance compared to other paths.

Theoretical Implication and Managerial Implication

The Effect of Organizational Culture on Employee Performance The results of this study indicate that organizational culture can have a direct and significant effect on employee performance at the Saunggalih Aji Polytechnic. These results indicate that the increasing sense of pride of employees being part of the organization, the concern of employees with the fate of the organization and the pleasure of working in this organization have an impact on increasing employee performance at the Saunggalih Aji Polytechnic.

The Effect of Education and Training on Employee Performance The results of this study indicate that education and training can have a direct and significant effect on employee performance at the Saunggalih Aji Polytechnic, these results indicate that the more education and training that is followed, the higher the employee performance at the Saunggalih Aji Polytechnic.

These results indicate that the increasing education and training of employees to become part of the organization, the concern of employees with the fate of the organization and the pleasure of working in this organization have an impact on increasing employee performance at the Saunggalih Aji Polytechnic.

The Influence of Organizational Culture on Employee Performance through Motivation The results of this study indicate that the influence of organizational culture is indirectly through motivation and is significant on employee performance. These results indicate that the increase in organizational culture is caused by increased employee performance, promotions based on work performance and placement of the best employees occupying leadership positions so as to increase employee motivation, so that increased motivation can improve employee performance.

The Effect of Education and

Training on Employee Performance through Metovasi The results of this study indicate that the effect of education and training is indirectly through motivation and is not significant on employee performance.

Conclusion and Future Direction

The results of this study indicate that organizational culture has a positive and significant effect on employee motivation at the Sanggalih Aji Polytechnic as proven in this study. Education and training have a positive and significant effect on the motivation of employees of the Sanggalih Aji Polytechnic as proven in this study. Organizational culture has a positive and significant effect on the performance of the employees of the Sanggalih Aji Polytechnic as proven in this study. Education and training have a positive and significant effect on the performance of the employees of the Saunggalih Aji Polytechnic as proven in this study. Motivation has a negative and significant effect on the performance of the employees of the Sanggalih Aji Polytechnic as proven in this study. The total R square value obtained is 0.493 or 49.3%. which means that the variability of the dependent variable and the independent variable is 49.3% while the rest (50.7%) is explained by other variables not included in the regression model.

The results of the path analysis show that: Organizational culture has a direct and positive effect on employee performance. Organizational culture has a significant negative effect on performance through motivation. Education and training has a direct and positive effect on employee performance. Education and training has a significant negative effect on performance through motivation. The direct influence of organizational culture and education and training on employee performance is more dominant than through motivation as an intervening medium.

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