

## Research Article

# The Influence of Self-efficacy, Training, And Motivation toward Employee's Performance and Its Implications on Performance of Government Work Unit of Aceh Jaya Regency, Aceh Province, Indonesia

Zahrul Fuadi<sup>1</sup>, Mahdani Ibrahim<sup>1</sup> and Muslim A Djalil<sup>\*1</sup><sup>1</sup>Magister Management Program, Faculty of Economics and Business, Universitas Syiah Kuala, Indonesia**Article History**

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**Abstract:** The objective of research is investigate the effect of self-efficacy, training, and motivation on employee performance and its implications on the performance of the government work unit of Aceh Jaya Regency. The population employed in this study is all employees of the Aceh Jaya District Government Work Unit, amounting to 139 people, all of whom are civil servants with no honorarium or contract workers. Sampling was carried out by census techniques for all employees in the Unit. The results indicated that self-efficacy, training, and motivation have a significant effect on employee performance either partially or simultaneously. Similarly, self-efficacy, training, motivation, and employee performance also have a partial and simultaneous influence on organizational performance. Meanwhile, regarding the mediation effects, it is found that employee performance mediated the effect of self-efficacy, training, and motivation on organizational performance.

**Keywords:** Self-efficacy, Training, Motivation, Employee performance, Organization performance.

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## 1. INTRODUCTION

Performance is something that a person has achieved in carrying out the responsibilities and work given. Mangkunegara (2012: 67) suggests that performance is the result of work in quality and quantity achieved by an employee in carrying out their duties in accordance with the responsibilities given to him. Kuswadi (2012: 207) added that performance can be influenced by several factors, namely employee satisfaction, employee ability, motivation, work environment and leadership. All of these factors can be said to be very influential, but there are those who have a very large influence, and there are influential ones that are not too large.

A company certainly expects optimal performance from its employees. To achieve optimal performance, one of them can be achieved through self-efficacy. Self-efficacy is needed in developing employee performance because the existence of self-efficacy in individuals will create confidence in their ability to complete the work given by their supervisor in a timely manner. Self-efficacy according to Alwisol (2013: 344) is a self-assessment, whether it can do good or bad, right or wrong, can or cannot work as indicated.

Lee and Bobko (2011), stated that individuals who have high self-efficacy will devote all their effort and attention to achieving the goals and failures that occur and make it try harder. Someone who has high self-efficacy is able to do something to change the events around him, while someone with low self-efficacy considers himself basically unable to do everything around him. In difficult situations, people who have low self-efficacy tend to give up easily, while people who have high self-efficacy will try harder to overcome the challenges.

To improve employee performance, the Aceh Jaya District Government Work Unit leaders must pay attention to matters such as, improving employee skills with better and more equitable training so as to increase confidence and quality of work in carrying out tasks, more motivating employees to work harder, giving employees the opportunity to participate in decision making, providing appropriate compensation, better organizational communication systems, leadership styles that support work processes, policies and procedures that clearly facilitate the execution of work, improve employee discipline, increase work productivity, and increase organizational commitment

employee. The things mentioned above are in accordance with the opinions of some mahli, such as Robbins (2012), and Cash and Fischer (2005: 10) which states that to improve employee performance, things like those mentioned above must be done. The Head of the Aceh Jaya District Government Work Unit has made various efforts to improve employee performance, but it may not be enough.

Training is one of the most frequently used human resource development interventions and is a pillar and stage in the employee empowerment program. Abozed *et al.* (2009) stated that training programs to improve employee skills are the main goals of the organization in order to achieve company goals. An effective training program must have strong support from the leadership and be able to serve as a positive role for subordinates (Zenger *et al.*, 2000). Elnaga *et al.* (2013) stated that without proper training employees do not receive information and skills development to the maximum potential used to complete the task. Employees who undergo proper training tend to keep their jobs longer.

In addition to self-efficacy and training factors in order to increase employee performance, work motivation is also needed, as a strong motivating factor to meet these performance indicators in order to achieve good results. Encouragement here is a work motivation that must be owned by every employee. Individually, work motivation can be seen in efforts to increase the needs of their lives and for the organization. Work motivation is done to see its influence on attitudes and behavior in work. In reality there are two types of motivation, namely internal and external motivation. (Moekijat, 1999: 9) Internal motivation is influenced by desires and needs that come from within a person. While external motivation comes from outside, including the problems of work relations, salary, working conditions and organizational policies, as well as the problems of work mission, awards, promotions, and responsibilities.

Performance can be understood as the results achieved by employees in carrying out their functions. In short, employee performance can be measured from the extent to which the employee concerned has carried out his function professionally, especially in the context of the interaction of activities and tasks assigned. And the success of the role is determined by the high commitment to the organization, where the higher the level of employee commitment to the organization, the greater the effect on employee productivity, because if employees have committed themselves to spending careers for the organization, organizational problems are employees' problems, being a family in the organization, it is difficult to leave the organization, feel disadvantaged if it leaves the organization and is loyal to the organization, then employees will devote all their resources and efforts to work well so that the goals of

the organization can be achieved. This is in accordance with Minner's opinion (2012), as stated above. Meyer & Allen (2011) also agreed that with high organizational commitment, the performance possessed by employees will also be maximized. Supported by the results previous research also argues that organizational commitment influences employee performance.

Regarding motivation, the phenomenon that occurs is that there are several employees who complete tasks not on time, do not follow applicable regulations, cannot cooperate with colleagues, are unable to work hard and do not want to work seriously. This behavior is always reprimanded by superiors, and will be repeated if the supervision carried out by superiors is felt to be loose. For example, there are some employees who postpone the completion of the work so that the work becomes piling up, if it is not reprimanded by the immediate supervisor, this continues, it is feared that it will cause the work to be completed on time, therefore the supervisor's role is needed to supervise his subordinates to work high enthusiasm and minimizing negligence. This kind of behavior occurs because of a lack of work motivation, this will result in low organizational commitment.

## 2. LITERATURE REVIEW

### 2.1. Organizational Performance

Organizational performance is the totality of work achieved by an organization the achievement of organizational goals means that, the performance of an organization can be seen from the extent to which the organization can achieve goals based on the goals that have been set beforehand ". Surjadi, (2010: 7). According to Sobandi (2012: 176) Organizational performance is something that has been achieved by the organization in a certain period of time, both related to input, output, outcome, benefits, and impact.

Indicators of performance measurement of government organizations refer to the Decree of the Head of the Institution of State Administration Number 30 / KEP / M.PAN / 9/2017 concerning Improvement of Guidelines for Preparing Government Institution Performance Accountability Reporting. Where explained that performance indicators are quantitative and qualitative measures that describe the level of achievement of activities that have been determined. The performance indicators for these activities are divided into groups:

1. Input (Inputs) is everything that is needed so that the implementation of activities can run or in order to produce output, for example human resources, material, funds, time, technology and etc;
2. Outputs are all things in the form of products / services (physical and / or non-physical) as a direct result of the implementation of an activity and program based on the input used;

3. Outcomes are all things that reflect the functioning of output activities in the medium term, outcomes are a measure of how far each production service can meet the needs and expectations of the community;
4. Benefits (benefits) is the use of an output (output) that is felt directly by the community, can be in the form of availability of facilities that can be accessed by the public;
5. Impacts are a measure of the level of social, economic, environmental or other public interest that is started by the achievement of the performance of each indicator in an activity;

## 2.2. Employee Performance

Performance is the result or achievement of a person's overall success during a certain period in carrying out a task compared to the standard of work, targets or targets or criteria that have been determined in advance and mutually agreed upon (Rivai, 2014). Furthermore Rivai stated that performance is not independent but related to job satisfaction and compensation, influenced by skills, abilities and characteristics - individual characteristics. In other words, performance is determined by ability, desire and environment. Therefore, in order to have good performance, one must have a high desire to work and know the work and can be improved if there is a match between work and ability.

In addition, according to Simanjuntak (2011: 11), the factors that influence employee performance are individual compensation factors which are the ability and skills in doing work grouped in 6 (six) groups, namely :

- Ability and work skills
- Expertise, which describes the extent to which the work they handle is better than what is produced by others in the same field.
- The need for my employees to describe the performance of employees based on things that move employees to activities that are the basic reason for work.

The indicators of employee performance are Parlinda and Mahyuddin (2014), (1) the quality of work produced by employees; (2) the amount or quantity that can be completed; (3) supervision carried out by the leadership when work is underway; (4) employee attendance on time; (5) employees are always independent in carrying out work without the help of others; (6) employees have commitment in carrying out their duties and (7) employees have responsibility for the work given by the leadership.

## 2.3 Self-efficacy

*Self-efficacy* as the belief that someone he can run a task certain level. (Bandura, 2013). Bandura states *Efficacy* is the belief or a person's belief that he to

master and produce a situation results (*outcomes*) positive.

**Bandura m (2013), states measuring self-efficacy owned someone refers to three-dimensional namely:**

- a. Active mastery, namely a person believes the level of effort or action can he do deep ma m finish the job. Consisting of indicator mastery of work, the response to the given job, the responsibility deep job responsibilities.
- b. Experience, namely a self confidence existing in one's self he can achieve grabbing in particular performance. Consisting of indicator ability to predict job, overcoming ability threats, past experiences that support m jobs.
- c. Persuasion, m is defined as m discretion of the form *self-efficacy* owned a person for use in other situations of different Consisting confidence indicator m finish the work on time, complete conviction jobs in accordance with the procedure.

**The Indicator of self-efficacy according to Bandura, (2013) , consisting of:**

- a. Mastery of active with dimensions (1) penguasaan m jobs, (2) the response of the work awarded
- b. Experience, with dimensions: (1) the ability to predict jobs, (2) Ability tackle these threats.
- c. Persuasion dimension as follows: (1) The belief mfinish the job on time and (2) complete confidence depending job with ur prosed

## 2.4. Training

According to Mathis (2012: 301), "Training is an where the persons specified achieved the ability to assist organization's goals". By for the process is bound to purpose various organizations training can be seen as a or narrowly wide. In limited training provides employees specific knowledge and can be known m and skills used in their current job. Training according to Dessler m (2010: 280) is the "process of teaching new employee or or what is now, the basic skills they need to run their job". Training a any effort in improving the quality of human resources power in the world of work. Employees new or m already worked m need to follow training for their demands jobs can change due to changes working environment, m strategies, and other m forth. So according to mopinions of m experts mon m to m author conclude that the process of teach new m employees or there is now with reaches ability particular to help achieve the goals of the organization or company.

Its indicators according to Dessler (2010) consist of: (1) can understand the training material presented, (2) can feel the benefits of training in improving performance, (3) the material provided is in accordance with the objectives of the trainer, (4) the training carried out in accordance with the objectives to be achieved, (5) The training method used is in accordance with the training objectives.

**2.5. Motivation**

Motivation is an encouragement to continuously improve the quality of work in order to achieve organizational success (McClelland, 2012). Motivation is also a psychological process that occurs in a person that reflects the interaction between attitudes, needs, perceptions and decisions that occur in a person. Motivation as a psychological process arises due to factors in the individual (intrinsic) and outside (extrinsic). It is said that motivation is a terminology that contains the meaning of encouragement, needs and desires that are the basis for the cause of individual behavior. Behavior is basically the appearance of an individual who is motivated by motivation to achieve goals (Sudarusman, 2014).

Its indicators according to McClelland, (2012) consist of:

- a) Achievement needs, with dimensions: (1) enjoying challenging work, (2). Able to overcome work difficulties.
- b) Affiliated needs, with dimensions: (1). establish good relationships with others, (2) have a interest
- c) The need to rule with dimensions: (1). decision making, (2) appreciation of the opinions of colleagues.

**3. RESEARCH METHODS**

**3.1 Population and Research Sample**

Population is the totality from all objects or individual which has the characteristics of a particular clear and complete that will be researched going (Hasan, 2012: 58). Population refers for whole group of people, events, or other things what researchers want to investigate. Group population is a collection of all elements in population where sample is taken. So, the sample is subgroup or part of population. In this study the intended population were all employees of the Aceh Jaya District Government Work Unit, amounting to 139 people, all of whom were civil servants (PNS) with no honorarium or contract workers. Sampling was

carried out by census techniques for all employees in the Aceh Jaya District Government Work Unit.

**3.2 Data Analysis Methods**

Equipment in analysis of the data used in the study is structural equation modeling (SEM) with the help of the AMOS program. SEM equation model is a set of statistical techniques that allow testing of a series of relatively complex relationships simultaneously (Ferdinand, 2012: 181).

The appearance of complex models has an impact that in reality the management decision-making process is a complicated process or a multidimensional process with various patterns of tiered causality relationships. Therefore we need a model as well as an analytical tool that can accommodate the multidimensional research.

SEM is able to enter latent variables into the analysis. Latent variables are unobserved concepts that are approximated by observed or measured variables obtained by respondents through data collection methods (survey, test, observation) and are often called manifest variables (Ghozali, 2013).

The advantage of SEM applications in management research is because of its ability to confirm dimensions of a concept or factor that is very commonly used in management and its ability to measure.

**4. RESULTS AND DISCUSSIONS**

**4.1.1 SEM analysis**

The Structural Equation Model (SEM) analysis is fully modeled after an analysis of the unidimensionality level of the latent variable forming indicators tested with confirmatory factor analysis. Analysis of data processing results in the full SEM model carried out by conducting conformity tests and statistical tests. The full model of SEM can be seen on Figure 4.1 as follows:

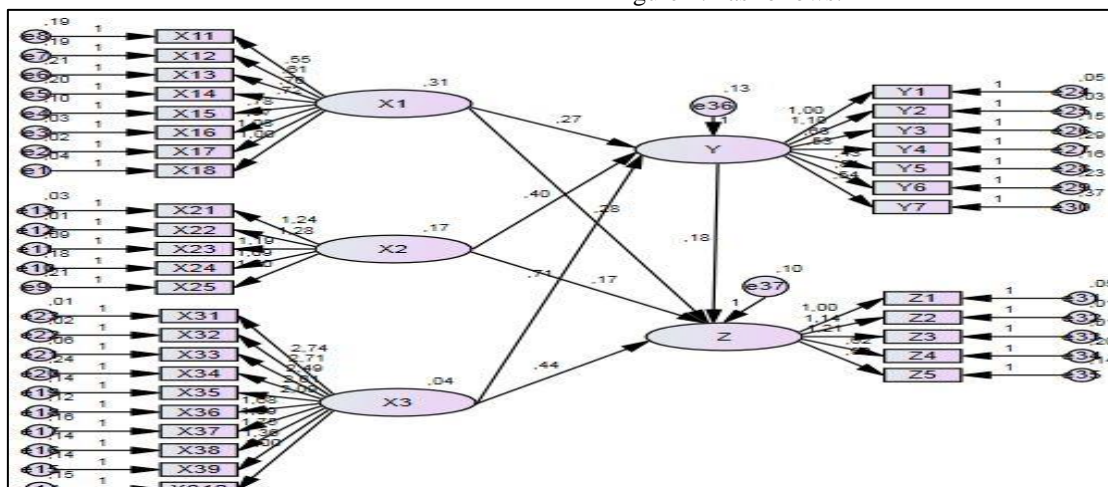


Figure 4.1: SEM Full Model

Based on Figure 4.1, it can be explained that the influence of each variable, namely self-efficacy, training, motivation on employee performance and also the indirect influence of employee organization performance through employee performance.

#### 4.1.2 Hypothesis Testing

After all assumptions can be met, then the hypothesis will be tested as proposed in the previous chapter. Testing of the 10 research hypotheses was carried out based on the *Critical Ratio* (CR) value of a causality relationship from the results of SEM processing as in Table 4.1 below.

**Table 4.1 Regression Weight Structural Equational Model**

			Estimate	S.E.	C.R.	P
Employee performance	<---	Self-efficacy	0,273	0,060	4,539	0,000
Employee performance	<---	Training	0,399	0,089	4,448	0,000
Employee performance	<---	Motivation	0,713	0,204	3,493	0,000
Organizational performance	<---	Self-efficacy	0,276	0,056	4,933	0,000
Organizational performance	<---	Training	0,165	0,076	2,182	0,029
Organizational performance	<---	Motivation	0,443	0,167	2,648	0,008
Organizational performance	<---	Employee Performance	0,181	0,081	2,236	0,025

Source: Primary Data Processed, (2018)

**Based on the results of SEM analysis in Table 4.1 and statistical equations (1) and (2), the following results can be formulated:**

$$\text{Employee performance} = 0,273\text{Self-efficacy} + 0,399\text{Training} + 0,713\text{Motivation}$$

$$\text{Organizational performance} = 0,276\text{Self-efficacy} + 0,165\text{Training} + 0,443\text{Motivation} + 0,181\text{Employee Performance}$$

The effect of self-efficacy on employee performance obtained CR value of 4.539 with a significance level of 0.000. Thus it can be concluded that self-efficacy affects the improvement of employee performance. The magnitude of the effect of self-efficacy on employee performance is 0.273 or 27.3%. This indicates that the better self-efficacy will have a positive and real effect on improving employee performance.

The effect of training on employee performance obtained CR value of 4.448 with a significance level of 0.000. Thus it can be concluded that training has an effect on improving employee performance. The magnitude of the effect of training on employee performance is 0.399 or 39.9%. This indicates that the higher the level of training will further improve employee performance.

The influence of motivation on employee performance obtained CR value of 3.493 with a significance level of 0.000. Thus it can be concluded that motivation influences employee performance improvement. The magnitude of the influence of motivation on employee performance is 0.713 or 71.3%. This indicates that the higher the level of motivation will increase employee performance.

The influence of employee performance on organizational performance obtained CR value of 2.236 with a significance level of 0.025. Thus it can be concluded that the performance of employees influences organizational performance. The magnitude of the effect of employee performance on

organizational performance is 0.181 or 18.1%. This indicates that the higher the performance of employees will have a direct influence on improving organizational performance.

The effect of self-efficacy on organizational performance obtained CR value of 4.933 with a significance level of 0.000. Thus it can be concluded that self-efficacy affects organizational performance at. The magnitude of the effect of self-efficacy on organisasia performance is 0.276 or 27.6%. This indicates that the higher self-efficacy will have a direct influence on improving organizational performance.

The effect of training on organizational performance obtained CR value of 2.182 with a significance level of 0.029. Thus it can be concluded that training has an influence on improving organizational performance. The magnitude of the effect of training on organizational performance is 0.165 or 16.5%. This indicates that with the higher training they have, it will have an effect on improving organizational performance.

The influence of motivation on organizational performance obtained CR value of 3.648 with a significance level of 0.008. Thus it can be concluded that motivation has an influence on improving organizational performance. The magnitude of the influence of motivation on organizational performance is 0.443 or 44.3%. This indicates that the higher the motivation possessed will have an influence on improving organizational performance.

Furthermore, the test results of each of the above hypotheses will be summarized as shown on this Table 4. 2 as follows:

**Table 4.2** Summary of Direct Influence Hypothesis

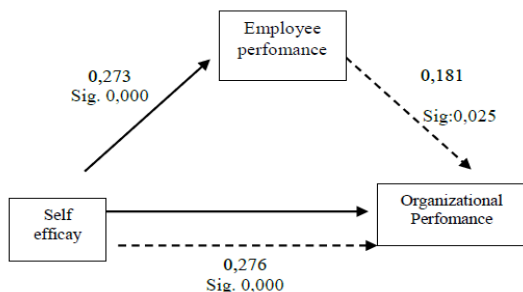
No	Hypothesis	CRCut off >1.96	P Value Cut off < 0,05	Information
1	Test the effect of independent self-efficacy (X1) variables with employee performance intervening variables (Y)	4,539	0,000 (Sig, < 5%)	H <sub>1</sub> Received
2	Test the effect of independent training variables (X2) with intervening variables on employee performance (Y)	4,448	0,000 (Sig, < 5%)	H <sub>2</sub> Received
3.	Test the effect of independent motivational variables (X3) with intervening variables on employee performance (Y)	3,493	0,000 (Sig, < 5%)	H <sub>3</sub> Received
4	Test the effect of employee performance intervening variables (Y) with organizational performance variables (Z)		0,025 (Sig, < 5%)	H <sub>4</sub> Received
5	Test the effect of independent self-efficacy (X1) variables with organizational performance variables (Z)	4,933	0,000 (Sig, < 5%)	H <sub>5</sub> Received
6	Test the effect of independent training variables (X2) with organizational performance variables (Z)	2,182	0,029 (Sig, < 5%)	H <sub>6</sub> Received
7	Test the effect of independent motivation variables (X3) with organizational performance variables (Z)	3,648	0,008 (Sig, < 5%)	H <sub>7</sub> Received

\*\*\*, Significant at Level 1%

Based on table 4.2, it can be explained that the variables of self-efficacy, training, and motivation affect employee performance variables. While the variables of self-efficacy, training, motivation, and employee performance influence the performance variable of the organization.

**4.1.3 Mediation Testing**

Testing the mediating effect of self-efficacy variables on personnel performance can be explained as follows:

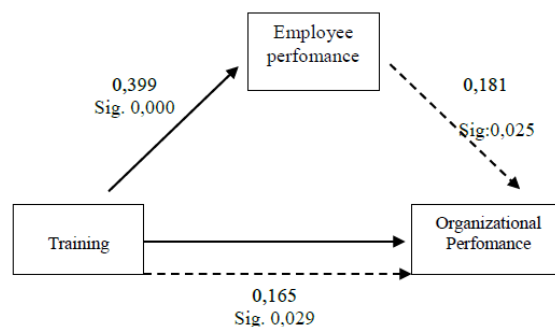


**Picture: 4.2.** Mediating effect testing Self-efficacy on organizational performance through employee performance

Based on Figure 4.2, it was found that the path coefficient between self-efficacy and employee performance obtained path coefficient value of 0.273, while the path coefficient of employee performance on organizational performance was 0.181. The path coefficient between self-efficacy and organizational performance obtained a value of 0.276. Because of the direct influence between self-efficacy and significant = 5%, the effect of self-efficacy on organizational performance at = 5% and the effect of employee performance on organizational performance is also significant at = 5% so it can be concluded that employee performance variables play a role as a variable that mediates the relationship between self-efficacy and

organizational performance. The mediating role played by employee performance is partially mediating.

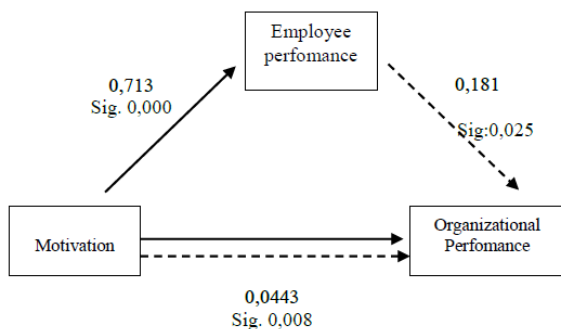
The results showed that testing the effects of mediating training variables on employee performance can be explained as follows:



**Picture 4.3.** Testing of Mediating Training Effects on organizational performance through employee performance

Based on Figure 4.3, obtained that the path coefficient between training and employee performance obtained path coefficient value of 0.399, while the path coefficient of employee performance on organizational performance is 0.181. The path coefficient between training and organizational performance obtained a value of 0.165. Because of the direct influence between training with significant organizational performance at = 5%, the effect of training on employee performance is significant at  $\alpha = 5\%$ , and the effect of employee performance on organizational performance is also significant at  $\alpha = 5\%$  so it can be concluded that employee performance variables act as variables that mediate the relationship between training and organizational performance. The mediating role played by employee performance is partially mediating.

Hence, the outcome of research shows that testing the effect of mediating variables of motivation on employee performance can be explained as follows:



**Picture: 4.4.** Mediating Effect Testing Motivation on organizational performance through employee performance

Based on Figure 4.5, it is found that the path coefficient between motivation and employee performance obtained path coefficient value of 0.713, while the path coefficient of employee performance on organizational performance is 0.181. The path coefficient between training and organizational performance obtained a value of 0.443. Because the direct influence between motivation and significant organizational performance at  $\alpha = 5\%$ , the influence of motivation on employee performance is significant at  $\alpha = 5\%$ , and the effect of employee performance on organizational performance is also significant at  $\alpha = 5\%$  so it can be concluded that employee performance variables act as variables that mediate the relationship between motivation and organizational performance. The mediating role played by employee performance is *partially mediating*.

## 5. CONCLUSION AND RECOMMENDATIONS

### 5.1. Conclusions

1. Self-efficacy variables have a significant effect on employee performance variables.
2. Training variables have a significant effect on employee performance variables.
3. Motivational variables have a significant effect on employee performance variables.
4. Employee performance variables have a significant effect on organizational performance variables.
5. Self-efficacy variables have a significant effect on organizational performance variables.
6. Training variables have a significant effect on organizational performance variables.
7. Motivational variables have a significant effect on organizational performance variables.
8. Employee performance variables mediate the effect of self efficacy on organizational performance.
9. Employee performance variables mediate the effect of training on organizational performance.

10. Employee performance variables mediate the effect of motivation on organizational performance.

### 5.2. Recommendations

1. In order to increase the scope of the study area and add other variables that are expected to affect employee performance and organizational performance, other variables such as leadership and career level;
2. Practical advice that can be given to the relevant Office, among others, is that the results of this study can be used as consideration in meeting the needs of employees in terms of self-efficacy, so that later the performance of employee employees to work better.

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