

The Influence of Competence and External Motivation Factor toward Teachers Working Performance in Jayapura – Papua Indonesia

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Abstract: *This research shows that there are some positive and significant impacts between external motivation i.e. basic salary, job allowance, personal competence, academic job promotion and competence toward teachers' working performance in Jayapura, Papua Indonesia. Although all five independent variables have positive and significant impact on dependent variables. Partially, the impact of the all five independent variables on dependent variable (teacher performance indeed still very poor). Seeing this result, the governments need to give more attention through satisfying compensation which can enhance the teachers' creativity so their performance would be improved as well. If this can be enhanced based on the teachers' need, then they would have broader chance to develop themselves either in education enhancement, skills, or their responsibility in doing their job.*

Keyword: *basic salary, job allowance, personal competence, academic job promotion and competence, teachers' performance.*

I. Introduction

The role of teachers in creating the output of quality students needs a model school based management (MBS) which can enhance or improve the management function especially in planning dan running school education which is believed to be a leading move toward the improvement of Indonesian education. This belief can be developed based on a paradigm that the more skilled someone is, the more productive he will become (Williams, 1997 and Sigit, 2003). Teachers' working performance can be seen through their competence as what Terry (2005) said that competence is an ability someone or any worker must have in order to do his job successfully (effective, efficient, productive and quality) in line with organization goals.

In line with this, Zainun (2000) stresses on how to do the job. While Nawawi (2001) states that it is a working ability and Saksono (2003) states that it is used as knowledge instrument, skills and attitude any worker must possess. On the other side, the human capital theory from Beer and Spector (2004) which is known as "Asset Theory" explains that any worker is valued as an asset for the organization and has mutual effect on creating the compensation. Thereafter, Walton (2004) introduced "Goodwill Theory" that human capital is a reference to reach the best performance/productivity at work or at office.

Even though the education system carried out in Jayapura is considered successfully run as what is stated in constitution. However, there still found any overtake particularly in teaching and learning process where many teachers still apply an old method i.e. one man show, uninteresting teaching aids and therefore still insufficient to trigger the students motivation. As a result, students' creativity in learning process won't be improved or enhanced properly as teaching aids are way too outdated.

These are the things that hinder the acceleration of quality improvement in Jayapura especially for its primary schools and high schools. Seeing this phenomenon, all level of society either of local government, stakeholder, or principal and teachers must do something about this in order to get away from being in left behind condition from other regions.

Beside their knowledge, teachers must also possess a good managerial skill which can be applied to manage the students to develop themselves. Similarly, the principal's managerial skill (job morale) to every teacher is also required so that *sense of belonging* would be created in each individual teacher. As what Mantja (2007) dan Khasanah (2005) found that there has been a significant contribution between the principal's managerial skills and teachers' working performance. Then, Sion (2005) in his research found that the better managerial skills a principal possess, the higher performance the teachers will show as what he had done in a remote State Elementary School in Gunung Mas Residence, South Kalimantan.

An interesting modification done by Alderfer in 1972 was quoted by Asnawi (2002) and Sigit (2003) that there are three things which should be taken into account, they are; 1) need for existence, related to lower principle of Maslow theory, which can be fulfilled by salary payment, allowance, and working environment; 2) need for relationship, social interaction, organization member, family and friends and 3) need for growth,

regarding to higher needs than Maslow theory (*self-esteem and self-actualization*) that can only be fulfilled by self-improvement in career as well as in creative work.

Maslow Theory about needs hierarchy was simplified by Herzber who was famous with Two-Factor Theory. This theory was firstly developed by Herzberg then propagated by Robbins (1998), Mathis & Jackson (2000), Ivancevich et., al. (2003), Gomez et., al. (2001), and Asnawi (2002) who said that there are 2 different needs human being has i.e. motivator and hygienic. Motivator need is related to sense of responsibility and advancement that lead to working satisfaction. While hygienic need relevant with working environment and not the job itself, but working circumstance, salary, allowance, organizational policy through job promotion and interpersonal relation.

The difference between both theories is that there should be a similar perception or perspective that the theories can be viewed as a new nuance that both factor can give benefits or profits either to the employees or to the organization in general. Herzberg in his research about “certain job” which affects someone’s need to do things or tasks right then it turns out that routine job seems to increase the level of employees stress, even can enhance their dissatisfaction. Herzberg said that there are 2 factors that affect someone’s job i.e. satisfaction factor (satisfiers) and dissatisfaction factor (dissatisfiers) or hygiene factor (Asnawi, 2002).

In addition, McClelland (Arep dan Tanjung, 2003) stresses his attention on achievement. Meaning that there is a goal or need to achieve things better. This theory is known as “three needs principle” namely: (a) need for achievement, (b) need for affiliation, and (c) need for power. Then it would be followed by awareness theory through cognitive approach toward motivation at work or at office which stresses on individual ability in information process.

This theory introduces (a) expectation theory stressing on interaction motivation between expectation after being decreased with achievement, with assessment contribution that is related or relevant with achievement after being decreased with the result (b) goal setting theory stressing on three goals namely; (1) need for a better goal achieved, (2) cooperate with other people, and (3) need for power; (c) equity theory emphasizes on output meaning that fair in gaining income based on the effort and reinforcement theory which stresses that one’s motivation to work is highly dependent on the reward he gets and the punishment he will receive later.

Then Gibson et., al., (1996) points out some forms of external motivation *firstly*, salary and wages, as minimum forms of external motivation or maintenance reward. In order to comprehend how money drives somebody and could change his behavior, perception and preference the manager should know these things in order to motivate or encourage his subordinate to work better.

Success needs attention and cooperation between superior and the subordinate. And manager in this case must be a trusted person so that the entire employee would feel free to communicate their thought and feeling about the compensation they need.

Based on what is stated above, there are some hypotheses suggested in this research, they are: (1) external motivation i.e. salary, profession allowance, compensation, personal compensation, academic job promotion, competence simultaneously affects on teachers’ working performance or productivity in Jayapura and (2) external motivation i.e. salary, job allowance, compensation, personality, academic job promotion, competence partially affects on teachers’ working performance or productivity in Jayapura

II. Methods

This research is included in confirmatory research or more known as explanatory research which is kind of research that is used to find and to explain the relation between causal variable and intervariable through hipotesis test (Singarimbun, 1995). The research method is quantitative because in analysis activities the data collection used double linear regression statistic test (*multiple regression*).

This research is done at primary school and high school at education institution in Jayapura. Therefore, the population and the respondents in this research are teachers i.e. in primary school around 1320 people, junior high school around 857 people, and senior high school and vocational high school around 1323 people in Jayapura.

a. Conceptual Framework

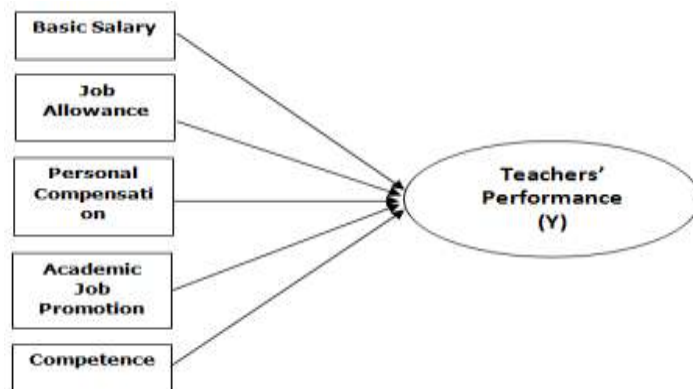


Chart 1: Framework Cycle of Conceptual Research

While sample quantity is determined by taking the table *Krejcie* with trust level up to 95% toward population or error level 5% (Sugiyono, 2003). It was done based on the level of population, that's why the sample was done proportionally. The population number is around 3500 teachers, thus, sample number is determined around 346 people, as what can be seen in the following table.

Table 1. Teachers Sample Quantity Determination

No	School	Teachers Population	Total Sample	Sample Quantity
1	Primary School	1.320	346	130
2	Junior High School	857	346	85
3	Senior High School	1323	346	131
	Total	3.500		346

b. Variable Realization

Variable that is studied in this research consists of 5 independent variables namely: basic salary (X_1), job allowance (X_2), personality (X_3), academic job promotion (X_4), and competence (X_5) and 1 dependent variable i.e. teachers' performance (Y). Afterward the data collection is done through "likert scale".

Sugiyono (2003) pointed out that one of the most used ways in determining the score is by using the "likert scale" i.e. measurement to the questions that are symbolized from scale as follows: scale 5 which means very good, 4 means good, 3 means neutral, 2 means not good, and 1 means very not good/bad. The data collection is done through double linear regression analysis technique through SPSS program version 12.0.

Hipotesis test based on double linear regression formula that can be explained as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \epsilon$$

Where:

- Y = Teachers' performance
- β_0 = Constanta
- $\beta_1 - \beta_5$ = Regression Coefisien
- X_1 = Basic salary
- X_2 = Job Allowance
- X_3 = Personal compensation
- X_4 = Job Position Promotion
- X_5 = Competence
- ϵ = Error level

III. Statistics Test Results

a. Validity Test dan Reliability

Hipotesis test validity about research variable-variable relation is highly dependent on data quality that is used in the research. Therefore, prior to test the hipotesis we need to do the hipotesis test validity and the reliability from the research instrument that we use. Research instrument test either form its validity or its reliability toward 346 respondent can be explained that an instrument is considered valid if the result of the instrument shows the correlation value bigger than 0,3 with significant value (p) smaller than 0,05 (Sugiyono,

2003) and an instrument (questionnaire) is regarded reliable (trusted) if has reliability coefficient as much as 0,6 or more (Arikunto, 1999) and the result of alpha coefficient has significant value between 0,627 – 0,767.

Based on the validity test result and reliability test shows that all questions have value r_{hit} bigger than r_{kritis} (0,3) with small significant values smaller than alpha 0,05 so that there won't be any item which should be removed from the test. Reliability shows that standardized item counting has bigger alpha than reliability values that is allowed by Arikunto (1993) i.e. 0,6. Thus, the items which are used as variable assessment that will be assessed or tested are valid. In other words, no matter how many questions given from the questionnaire asked to the respondents then the result will remain the same.

b. Classical Assumption Test

(1) Data Normality Union

Satoso and Iriani (2001) reveals that data normality test is the assessment or measurement used to find out whether regression model either of dependent variabel or independent one, both have normal distribution rate or not. A good regression model is a model which has normal distribution rate or closer to normal. Based on the normality data test using Kolmogorov-Smirnov test, shown that on Standardized Residual from all variables reveal the significant values 0,625 higher than alpha 0,05 which indicates that on all data the variables that will be used for assessment or test spread or distribute according to normal distribution. Thus, we can do further research because of the conditions fulfilled that data normality assumption achieved.

(2) Multicollinearity Test

To test whether in regression model there found any correlation between free variable that can be done through some ways, one of them is using VIF value (Variance Inflation Factor) and Tolerance (Santoso and Iriani, 2001). If VIF value > 10 then multicollinearity occurred. On the contrary, if VIF value < 10 , then there is no multicollinearity occurred, VIF is the tool to measure whether or not there exists multicollinearity between independent variables. The result of multicollinearity test shows that all five independent variables happen no multicollinearity symptom. This is indicated from the VIF values of all five independent variables which are smaller than 10 with tolerance value $VIF > 0,1$.

(3) Autocorellation Test

Autocorellation assumption is defined as a correlation between observatory data where one data appears or emerge is dependent upon other data or previous ones (Santoso dalam Iriani, 2001). When an autocorellation appears it's considered contradictive to the one of the basic assumption of double linear regression i.e. that there is no correlation between all the random errors. Meaning that if there is an autocorellation then it can be said that corellation coefisient taken is not really accurate. The result of autocorellation showing the DW value between $-2 < 1,642 < + 2$. It can be concluded that the errors happened in observatory values are free or there is no autocorellation symptom.

(4) Heteroscedastisity Test

According to Santoso in Iriani (2001), basic assumption of a good double linear regression model is if any distrubance appears in regression must be homogen (happen after homoscedastisity) and hetercedastisitt doesn't occur. In other words, the variants (kinds) of residual that are tested from one observation to another are just the same. This test aims to test whether in regression model doesn't occur any variant inequality from residual of another observation (Ghozali in Iriani, 2001). If any variance exist from residual from one observation to another is called heteroscedastisity. All independent variables show the data plot which randomly spread and there is no clear pattern/or doesn't form any certain pattern and the dots that spread on and under 0 (zero). Therefore, variance or kinds of all independent variables don't exist significantly (tangible). Then it can be concluded that variance for independent variable is homogen/the same (occur no heteroscedastisity).

c. Hipotesis Test Result

Hipotesis test can be done using double linear regression analysis method in line with SPSS program as it is qualified enough based on the conditions stated above. Based on the analysis result as shown in table 2 below, it can be recognized and analyzed partially or simultaneously that:

(a) Basic salary coefisient value factor (X_1) to teachers performance (Y) which is shown with beta coefisient (β) = 0,162 with significant value 0,032. Using significant value level 0,05, reveals that probability value is smaller than alpha 0,05 or trust level 95%. Therefore, basic salary has positive and significant effect and impact on teachers' working performance in Jayapura - Papua.

(b) Job allowance coefisien value factor (X_2) to teachers performance (Y) which is shown with beta coefisient (β) = 0,162 with significant value 0,032. Using significant value level 0,05, reveals that probability

value is smaller than alpha 0,05 or trust level 95%. Therefore, basic salary has positive and significant effect and impact on teachers' working performance in Jayapura - Papua.

(c) Personal compensation coefisien value factor (X_3) to teachers performance (Y) which is shown with beta coefisien (β) = 0,162 with significant value 0,032. Using significant value level 0,05, reveals that probability value is smaller than alpha 0,05 or trust level 95%. Therefore, basic salary has positive and significant effect and impact on teachers' working performance in Jayapura - Papua.

(d) Academic position promotion coefisien value factor (X_4) to teachers performance (Y) which is shown with beta coefisien (β) = 0,162 with significant value 0,032. Using significant value level 0,05, reveals that probability value is smaller than alpha 0,05 or trust level 95%. Therefore, basic salary has positive and significant effect and impact on teachers' working performance in Jayapura - Papua.

(e) competence coefisien value factor (X_5) to teachers performance (Y) which is shown with beta coefisien (β) = 0,162 with significant value 0,032. Using significant value level 0,05, reveals that probability value is smaller than alpha 0,05 or trust level 95%. Therefore, basic salary has positive and significant effect and impact on teachers' working performance in Jayapura - Papua.

Table 2 Double Linear Regression Test Result

Variables	Effects	Regression Coefficient	T value	P (Significant)	Remark
Basic Salary (X_1)	(+)	0,162	2,125	0,032	Sig < 0,05
Job allowance (X_2)	(+)	0,185	2,465	0,028	Sig < 0,05
Personal Compensation (X_3)	(+)	0,208	2,739	0,005	Sig < 0,05
Academic Job Promotion (X_4)	(+)	0,133	2,078	0,018	Sig < 0,05
Competence (X_5)	(+)	0,255	3,465	0,000	Sig < 0,05
$R^2 = 590$ or 59,40%					
Fcount = 39,755				0,000	Sig < 0,05

Reference: Statistic Data Result, with SPSS 12.0

Table 2 above shows that index contribution (R^2) teachers' performance is = 0,590 or 59,40% which simultaneously affects on other five variables, i.e. Basic Salary (X_1), Job allowance (X_2), personal compensation (X_3), academic job promotion (X_4) and competence (X_5). While significance of teachers' performance can be seen from $F_{hitung} = 39,055$ and $p(\text{sig}) = 0,000 < 0,05$ which is affected simultaneously on other five variables i.e. basic salary given (X_1), job allowance (X_2), personal compensation (X_3), academic job promotion (X_4) and competence (X_5). Therefore, this research hipotesis simultaneously **proven significant**, that explain if basic salary, job allowance, personal compensation, academic job promotion and competence of the teachers can be upgraded or improved and this can highly increase teachers performance in Jayapura – Papua

IV. Discussion

As what has been discussed previously that the aim of the research is to recognize and to analyze the effect of basic salary (X_1), job allowance (X_2), personal compensation (X_3), and academic position promotion (X_4) and competence (X_5) toward the teachers' performance in Primary school and secondary school in Jayapura – Papua, Indonesia. It has been proven based on the hipotesis test using the test f dan t, so that the partial result can be discussed further as follows:

(1) The first partial hipotesis said that basic salary affects on teachers' performance in Primary school and secondary school in Jayapura with beta coefisien (β) = 0,162 with significant value 0,032. Based on significant value 0,05 or with trust level 95% can be stated that partial hipotesisof the research is proven to be true that basic salary has positive and significant effect on teachers' performance. Thus, the bigger basic salary the teachers have, the more productive they will become. This research finding supports the research of Batariana (2006) who also found that basic salary has positive and significant effect on employees' performance in LPP-TVRI Stasion, South Selatan Indonsia. In line with Herzberg theory which was stated by Gibson et., al. (1996) and Sigit (2003) that giving appropriate compensation that aligns with what the employees need will improve their productivity.

(2) The second partial hipotesis said that profession or job allowance affects on teachers' performance in Primary school and secondary school in Jayapura with beta coefisien (β) = 0,185 with significant value 0,032. Based on significant value 0,05 or with trust level 95% can be stated that partial hipotesisof the research is proven to be true that job allowance has positive and significant impact on teachers' performance. Thus, the bigger basic salary the teachers have, the more productive they will become. This research finding supports the research of Itamutia (2006) who found that job allowance has positive and significant impact on employees' productivity at General Work Department – Makassar South Sulawesi – Indonesia. This research supports the theory of Herzberg which had been used by many experts like Gibson, et., al. (1996), Robbins (1998) and Aref

& Tanjung (2003) who said that proper job allowance given to the employees will increase and improve their productivity.

(3) The third partial hipotesis said that personal competence affects on teachers' performance in Primary school and secondary school in Jayapura with beta coefisient (β) = 0,208 with significant value 0,032. Based on significant value 0,05 or with trust level 95% can be stated that partial hipotesisof the research is proven to be true that personal competence has positive and significant impact on teachers' performance. Thus, the more personal competence teachers possess the more productivity they will become. This finding supports the research result of Thamrin (2005) who found that personal competence has positive and significant impacts on employees' productivity at Education Department in Pinrang Regency South Sulawesi, Indonesia. This research result supports the Herzberg theory that was created by Robbins (1998), Gibson et., al. (1996) and also Asnawi (2002) said that compensation in personal form can increase and improve the individuals productivity.

(4) The fourth partial hypothesis on academic job promotion affects on teachers' performance in Primary school and secondary school in Jayapura with beta coefisient (β) = 0,133 with significant value 0,018. Based on significant value 0,05 or with trust level 95% can be stated that partial hipotesisof the research is proven to be true that academic position promotion has positive and significant impact on teachers' performance. Thus, the more academic job promotion, the more productive they will become. This finding supports the result of the research of Batariana (2006) who also found that placement of the teachers through position promotion has significant impact on the employees productivity at LPP-TVR Statium South Sulawesi, Indonesia. This research also supports Herzberg theory which is written and quoted by many experts like Robbins (1998), Mathis & Jackson (2000), Ivancevich et., al. (2003) and Asnawi (2002) which described that if the position promotion given to right employees will surely increase their performance.

(5) The fifth partial hipotesis said that competence affects on teachers' performance in Primary school and secondary school in Jayapura with beta coefisient (β) = 0,255 with significant value 0,018. Based on significant value 0,05 or with trust level 95% can be stated that partial hipotesisof the research is proven to be true that competence has positive and significant impact on teachers' performance. Thus, the better competence the teachers have, the more productivity they will become. This finding supports the result of the research of Yakub (2006) who also found that competence has significant impact on employees' performance at Local Investment Coordination Bureau in South Sulawesi Indonesia. This research finding also supports the theory that was created by Walton (2004), Panggabean (2007) Hannon (2000) and Robertson (1995) who said that competence based development would indeed improve individual and organizational performance.

V. Conclusion

Based on the research findings and the discussion stated above, there are some things that can be taken into account as a conclusion, they are:

(1) Simultaneously independent variable of this research i.e. Basic salary (X_1), profession allowance (X_2), personal competence (X_3), academic position promotion (X_4) and competence (X_5) toward dependent variable (Y) teachers performance in primary school and secondary school in Jayapura, Papua Indonesia. This can be proven with the result of the test F simultan which can be counted from $F_{count} = 39,055$ dan $p(\text{sig}) = 0,00$ that is smaller than alpha (α) 0,05 or trust level 95%, so that the assumption considered logic H_0 is refused and H_1 is accepted. Therefore the first research is simultaneously proven.

(2) Partially independent variable i.e. Basic salary (X_1), profession allowance (X_2), personal competence (X_3), academic position promotion (X_4) and competence (X_5) toward dependent variable (Y) teachers' performance in primary school and secondary school in Jayapura, Papua Indonesia. This can be proven with the result of the test t which shows the significance of all five independent variables. Basic salary (X_1) around 0,032, profession allowance (X_2) around 0,028, personal compensation (X_3) around 0,005, academic position promotion (X_4) around 0,018 and competence (X_5) around 0,000 which are smaller than alpha (α) 0,05 or trust level 95%, so that the assumption considered logic H_0 is refused and H_1 is accepted. Therefore the second research is partially proven.

VI. Suggestion

To the relevant institutions, with the result and the findings from the research it can be known and recognized that teachers' performance is indeed affected significantly by basic salary increase, profession promotion, personal compensation, academic position promotion and competence. This impact occurred especially on competence the teachers have, that's why this is for the Education Department to concern. Education Department in this case through primary school and secondary school can increase and improve the teachers' performance, then the government particularly the school management need to pay attention to the factors of giving reward especially through increasing the basic salary, profession allowance, personal compensation periodically, academic position promotion which is held better and more open, teachers

competence upgrading that is focused more in managerial skill either for the teachers or the principal or head master.

On the other side, for the further research can be done to know and to develop all related variables which would be researched or developed on the indicators as well as other items that are also considered having the impacts on teachers' performance. Besides, this research is still conducted locally, meaning that the result of the research merely applied to the limited and restricted area, therefore the scope should be more extended. Research extension with broader research location, so that the conclusion result from the research can be generalized, particularly on the factors that can influence the teachers' performance in Indonesia.

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