

DETERMINANT OF JOB SATISFACTION AND ITS IMPLICATION ON PERFORMANCE OF LECTURERS IN KOPERTIS REGION III JAKARTA, INDONESIA

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Abstract

This research aims to assess the Determinants of Job Satisfaction and its Implications on Lecturer Performance in Kopertis Region III Jakarta. Population in this research is 17552 permanent lecturers in Kopertis Region III Jakarta. Methods: uses questionnaire and analyze 240 data samples with descriptive and inferential statistics, called Structural Equation Modeling (SEM), that consist of sub-structures: Competence and career development as exogenous variable and job satisfaction as endogenous variable. The main structure consists of: Competence and career development as exogenous variable, while job satisfaction as intervening variable and lecturer performance as endogenous variable. The empirical results were as: (1). There is a significant influence of job satisfaction on Competence in Kopertis Region III Jakarta (2). There is a significant influence of career development on job satisfaction in Kopertis Region III Jakarta (3). There is a significant influence of career development and competency (dominant variable) on job satisfaction in Kopertis Region III Jakarta. (4). There is a significant influence of competence on lecturer performance in Kopertis Region III Jakarta. (5). There is a significant influence of lecturer performance on lecturer career development in Kopertis Region III Jakarta. (6). There is a significant influence of job satisfaction on the

lecturers performance in Kopertis Region III Jakarta. (7). There is a significant influence of competency, career development and job satisfaction (dominant variable) on the lecturers performance in Kopertis Region III Jakarta. Conclusion: The Squared Multiple Correlations (R²) 74% lecturer performance influenced by competency, career development and job satisfaction. So, improving the three can increase the lecturer performance.

Keywords: Competency, Career Development, Job Satisfaction, Performance, Lecturer

INTRODUCTION

In the face of tight competition, it's time for private universities to rise and planning human resource development. The development direction is the forming of qualified human resources and professionals who are ready and able to compete in the era of globalization. Private Universities must apply new thinking contains elements of innovation, flexibility and integration. That require full of creativity human resources. Creativity can arise from human resources who have excelled in science. Thus, Colleges is expected to produce the best graduates and capable to develop Three Duty of University.

Academic Position is one of the facts that a lecturer have not fully implement Three Duty of University that includes Education and Teaching, Research and Service community. With the lack of ability to carry out the Three Duty of University will lead to a difficulty to achieve career, thus to maintain the productivity of an institution that is supported among the leaders and lecturers as Human Resources, then a college should consider a better career path for lecturers to reach an efficient performance of lecturers.

From a preliminary survey, it was revealed that the lecturers who have Academic Position Level (APL) Instructor (Asisten Ahli in Indonesian) or still do not have a Academic Position (Lecturer) is largely a young lecturer and posses diploma degree, some of them because of the reluctance to continue their studies S2 with consideration of age who were nearing retirement. Additionally because of the cost of higher education. This shows that that lecturer lacks a strong desire to improve the capabilities and skills through higher education. Furthermore, it was also revealed that there are some professors who resigned and moved to other universities after they finish studying S3. It shows that that lecturer lack of influenceive attachment to the College so he is easily attracted by other universities.

The low performance of lecturers, allegedly due to the leader's commitment to improve the quality of human resources, therefore, a lecturer said have a good performance if he is able and has been carrying out his main task in education, research and community service. It can

be implemented between the leader and lecturer on society that includes: (a) the timeliness, the speed of responding to customer needs; (B) the appearance of lecturers, related to neatness in the dressing; (C) the politeness and responsive to complaints, the assistance given in solving issues raised by customers (Vincent Gaspersz, 2007: 130).

Based on the background of the problems in the above studies, researchers interested in studying whether the career development and competencies influence on job satisfaction and how its implications on faculty performance, with the title "Determinants of Job Satisfaction and Its Implication Performance Lecturer in Environmental Kopertis Region. III Jakarta

Problem Formulation

Based on the study background, identification and limitation of problems that have been described, this study will proposed the following Problem Formulation:

1. Is there any competence influence on Lecturer job satisfaction in Kopertis Region III Jakarta?
2. Is there a career development influence on Lecturer job satisfaction in Kopertis Region III Jakarta?
3. Is there any competency and career development influence together on Lecturer work satisfaction in Kopertis Region III Jakarta?
4. Is there any competence influence on the lecturers performance in Kopertis Region III Jakarta?
5. Is there a career development influence on the lecturers performance in Kopertis Region III Jakarta?
6. Is there any influence of job satisfaction on the lecturers performance inKopertis Region III Jakarta?
7. Is there any influence of competence, career development and job satisfaction simultaneously on the performance of lecturers in Kopertis Region III Jakarta?

Research Objectives

The objectives of this study are as follows:

1. To determine the influence of career development on job satisfaction Kopertis Region III Jakarta.
2. To determine the influence of competence on job satisfaction in Kopertis Region III Jakarta.
3. To determine the influence of career development and competencies together on job satisfaction in the in Kopertis Region III Jakarta.

4. To determine the influence on the career development of lecturer performance in Kopertis Region III Jakarta.
5. To determine the influence of the competence on lecturer performance in Kopertis Region III Jakarta.
6. To determine the influence of job satisfaction on the lecturer performance in Kopertis Region III Jakarta.
7. To determine the influence of career development, competence and job satisfaction together on the lecturer performance in Kopertis Region III Jakarta

LITERATURE REVIEW

Competence

Competence is an ability to execute or perform a job or task that is based on the skills and knowledge and supported by work attitude demanded by the job. Thus, competence shows skills or knowledge that is characterized by professionals in the specific field as the most important thing, as the feature in that field. (Wibowo, 2007: 86). Competence itself according Sedarmayanti, (2010: 126) states that competence is defined as the prowess, skills, abilities that made someone successful in the job.

According to Mathis, R. L and Jackson, JH (2006: 49) the fundamental characteristics of competences are: knowledge, skills, temperament / character, and self-concept. Each competence characteristics can be explained as follows: (a) Knowledge, is information held by a person in a specific field; (B) Skill is the ability to perform mental or physical tasks; (C) temperament or character, is the physical characteristics and responses for updates or situation; (D) The concept of self, includes attitudes, values or image of one's self.

Career development

According to Mathis (2006; 59), a career is a work-related position occupied by a person throughout his life. People pursue careers to meet individual needs, while the HR Jakson in Sukmalana (2010; 873) Basically, career development can be explained from two perspectives, internal and external. Externally, career development can be seen as a formal approach taken by the organization to ensure that people with the right experience qualifications available when needed (in Simamora, 2004).

According Rival and Sagala (2009; 78) career development is the process of improving the ability of individual work that is accomplished in order to achieve the desired career. Definition above is determined by the individual's own career extent to which the individual is able to compete with others.

Job satisfaction

Job satisfaction is an important thing for an individual in the work. Each worker has different characteristics, then the level of work satisfaction was different too. The level of job satisfaction can give a different influence. For more details we need to know about what is the meaning of job satisfaction. According Sinambela (2012: 129) job satisfaction is closely linked to the performance of employees. Someone who satisfied on their job will have the motivation, commitment to the organization and high work participation, which in turn will continue to improve their performance. Satisfaction is essentially individual, satisfaction is like a preference, but satisfaction here refers to a person's attitude to his work. Someone who shows the attitude and high motivation to work is usually guided by their high job satisfaction.

According to Handoko, in Triton PB (2009: 164) "job satisfaction can be graded in a brief is a reflection of the feelings of workers to work". Greenberg and Baron (2003; 148) describe that job satisfaction as a positive or negative attitude of the individual do to their job, but it is also the job satisfaction as a thinking, feeling, and action tendency of someone when doing their work ".

Other ideas on job satisfaction expressed by Sukmalana Soelaiman (2010: 132) job satisfaction is a set of feelings about whether happy or not about their work. Job satisfaction is a condition that is feeling happy or unhappy, very relative. This conditions in many cases is usually done with the expression; I am very happy with this work; This work complicated; I will no longer do this job.

Lecturer Performance

Performance is a term derived from the word job performance or the actual performance (achievements that someone actually achieved). Organization progress depend on the performance of employees in completing tasks or jobs that have been run. Therefore, the employee is one of the essential element for organizations that must be considered.

According Sinambela (2012; 128), the performance of employees is defined as the ability of an employee to do expertise something specific. Employee performance is necessary, because with this performance we will know how far the employees ability to perform tasks assigned to them. Therefore it is necessary to determine clear and measurable performance and set them together to be used as a reference.

Mangkunagara (2008; 87) says that "Employee Performance (work achievement) is the quality achieved by an employee in carrying out their duties and responsibilities given to him" Achieving organizational objectives become less influenceive if the employee's performance was not optimal and it will cause waste to the organization itself. Therefore, the performance of

employees must be properly addressed (Carlson, 2011; 300) In Indonesian Law no. 14 of 2005 about Teachers and lecturer, Three Duty of University include Education and Teaching, Research and Service to the community.

1. Education

Education is a human activity in order to produce the educated who have academic and professional ability to implement, develop, and create science and technology, and the arts. Education could also mean the ongoing process of devolution of knowledge from lecturers. Education could be the most important points of the three points in the Three Duty of University, because with a quality education, it will create qualified students as well.

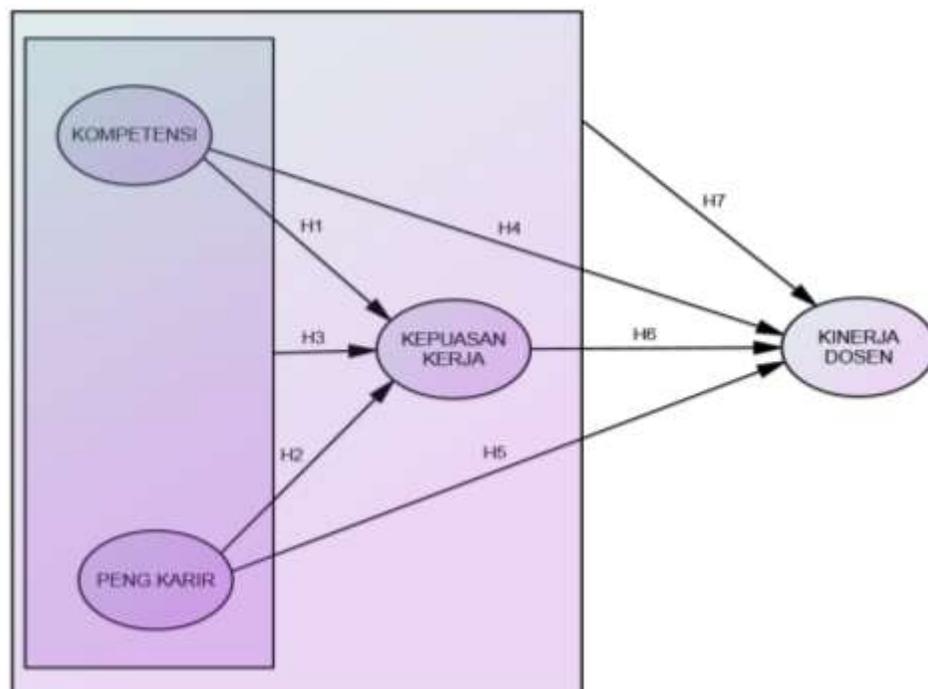
2. Research

Research is an activity in order to produce the concept, theory or new information to enrich science, technology and arts. The research has a very important role, because with the research, lecturer will be able to develop and apply science to the public welfare. Without the research, development of science and technology will be hampered.

3. Community Service

Community Services are activities that using science and technology in an order to contribute to the progress of society. Service to the community is an activity in order to contribute to universities by doing something that is tangible that can be felt by the public, by applying science and technology, followed by conducting research

Figure 1. Theoretical Framework



Research hypothesis

1. H1 → There is an influence of competence on lecturers' job satisfaction in Kopertis Region III Jakarta
2. H2 → There is an influence of career development to lecturers' job satisfaction in Kopertis Region III Jakarta.
3. H3 → There is an influence of competence and career development together on job satisfaction of lecturers in Kopertis Region III Jakarta.
4. H4 → There is an influence of competence on the lecturers' performance in Kopertis Region III Jakarta
5. H5 → There is an influence of career development on the lecturers' performance in Kopertis Region III Jakarta.
6. H6 → There is an influence of satisfaction with the lecturers' performance in Kopertis Region III Jakarta.
7. H7 → There is an influence of competency, career development and job satisfaction together on the lecturers' performance in Kopertis Region III Jakarta.

RESEARCH METHOD

Referring to the problems and objectives of this research, the approach of this research is survey with descriptive approach. Descriptive approach is deemed most appropriate to carry out this study with consideration that the information obtained is expected that about circumstances when research is conducted. Causal analysis is needed to investigate the relationship and influence between the dependent variable (endogenous) with independent variables (exogenous), so it can be tested empirically and through accurate statistical analysis.

The type of data used in this research are: Primary data, is data about the opinion of Job Satisfaction and Lecturer Performance that obtained directly from respondents by giving a statement in response to the questionnaire. In this study, questionnaires were distributed directly to the respondent. Secondary data, is data obtained indirectly through an intermediary (obtained and recorded by the other party). In this study, secondary data only support early data collection as the research output. Secondary data in question is data Lecturer Academic Rank, etc.

Sampling method used in this research is the probability where each individual has an equal opportunity to be the respondent. The sample size or the amount of the sample used in this study was 240 people. By using SEM minimum number of samples is 240

The data collected was subject to Structural Equation Modeling (SEM) analysis using LISREL 8:51.

ANALYSIS AND DISCUSSION

Based on the results of data analysis using LISREL 8:51, obtained the following feasibility test:

Table 1. Full Model SEM Feasibility Test

No	Criteria	Cut off Value	Result	Conclusion
1	Significance probability (df=742, $\alpha=0,05$)	≥ 806.48	763.51	Fit
2	Significance probability	$\geq 0,05$	0.28	Fit
3	GFI	$\geq 0,90$	0.74	Marginal Fit
4	AGFI	$\geq 0,90$	0.69	Not Fit
5	CFI	$\geq 0,90$	1.00	Fit
6	NNFI/TLI	$\geq 0,90$	1.00	Fit
7	NFI	$\geq 0,90$	0.98	Fit
8	RMSEA	$\leq 0,08$	0.01	Fit
9	RMR	$\leq 0,05$	0.02	Fit

From Table 1 above it can be concluded that the full model structural equation has had a good *goodness of fit*, although the testing criteria *GOF is not fit* still there, but according Wijanto (2008: 52) full structural equation models can still be declared fit or significant because the P test is not the only test to measure the model fit. This is because the P test (X^2) is sensitive to the sample size, when the sample size increases, the value of X^2 will increase as well and leads to models rejection. This problem is also in accordance with the opinion of Latan (2012: 49) quoting Hair opinion et.al. (2010) that using 4-5 *goodness of fit* criteria is considered sufficient to value the feasibility of a model, as long as each of the criteria of goodness of fit that is an absolute fit indices, incremental fit indices and parsimony fit indices is represented.

Figure 1. The Fit SEM Full Model Diagram (Standardized Estimates)

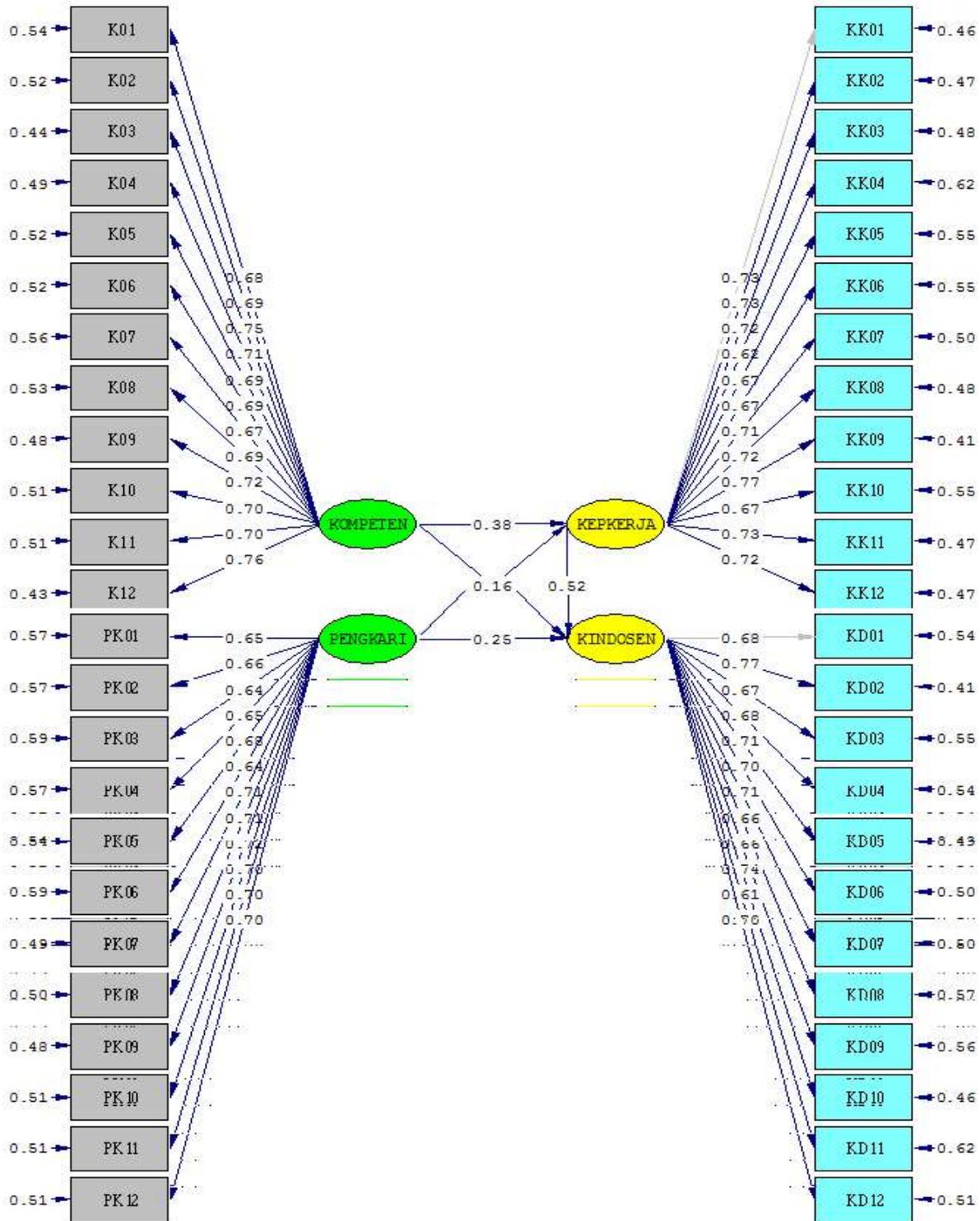
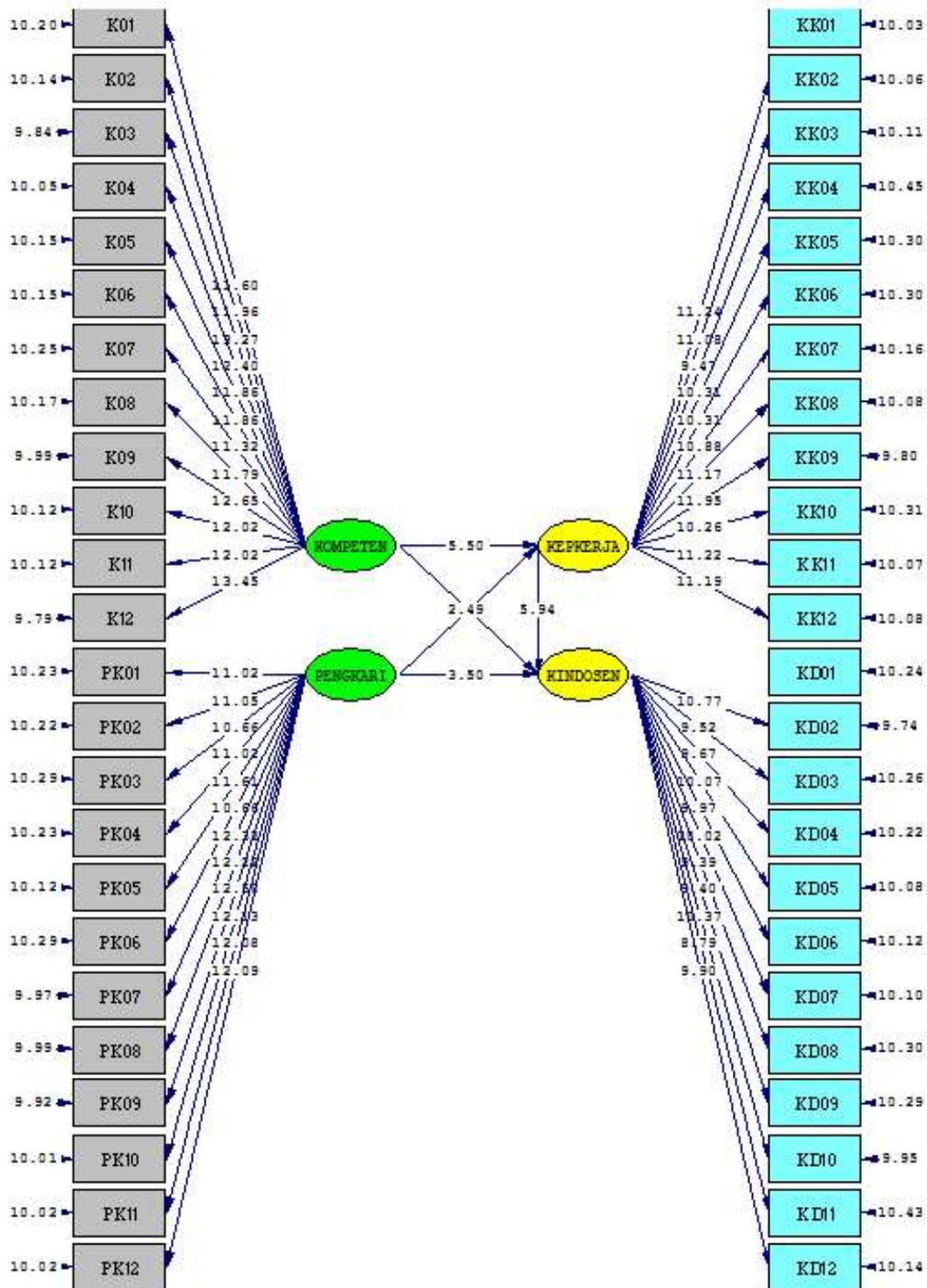


Figure 2. Full Model SEM Diagram with t value



$\text{SATISFICATION} = 0.38 * \text{COMPETENCE} + 0.16 * \text{PENGKARI}, \text{Errorvar.} = 0.34, R^2 = 0.66$			
	(0.076)	(0.10)	
	5.502.49		
$\text{PERFORMANCE} = 0.52 * \text{SATISFICATION} + 0.16 * \text{COMPETENCE} + 0.25 * \text{PENGKARI}, \text{Errorvar.} = 0.26, R^2 = 0.74$			
	(0.090)	(0.080)	(0.075)
	5.94	2.49	3.50

The result from testing the significance of the relationship between latent variables or path between two latent variables, can be seen in Table 2.

Table 2. Hypotheses testing summary

Hypothesis	Statement	Criteria	Coefficient	Conclusion
1	There is a positive and significant influence of lecturer competency on lecturer job satisfaction in Kopertis Region III Jakarta	$t_{\text{count}} 5,50 \geq 1,96$	0,38	Hypothesis accepted
2	There is a positive and significant influence of career development has on lecturer job satisfaction in Kopertis Region III Jakarta	$t_{\text{count}} 2,49 \geq 1,96$	0,16	Hypothesis accepted
3	There is a positive and significant influence of together competency and career development on lecturer job satisfaction in Kopertis Region III Jakarta.	$F_{\text{count}} 98.276 \geq 2.66$		Hypothesis accepted
4	There is a positive and significant influence of competence on the lecturers performance in Kopertis Region III Jakarta.	$t_{\text{count}} 2,49 \geq 1,96$	0,16	Hypothesis accepted
5	There is a positive and significant influence of career development on the lecturers performance in Kopertis Region III Jakarta.	$t_{\text{count}} 3,50 \geq 1,96$	0,25	Hypothesis accepted
6	There is a positive and significant influence of job satisfaction on lecturer performance in Kopertis Region III Jakarta.	$t_{\text{count}} 5,94 \geq 1,96$	0,52	Hypothesis accepted
7	There is a positive and significant influence of together competence, career development and job satisfaction on the lecturer performance in Kopertis Region III Jakarta.	$F_{\text{count}} 82.114 \geq 2.42$		Hypothesis accepted

Testing Hypothesis 1 (accepted)

Conclusion: Because the coefficient value is 0.38 and t_{count} from Competence influence on job satisfaction is 5.50 is greater than 1.96 ($t_{count} > 1.96$), means partially competency has positive and significant influence on lecturer job satisfaction in Kopertis Region III Jakarta.

Discussion: Dimension of competence is dominantly shaped by the "self-management (X1.2) value of loading factor = 0.99 and dimension of job satisfaction dominant is appreciation (Y1.3) value of loading factor is 0.97 means that the better level of competence in Kopertis Region III Jakarta, the lecturer job satisfaction will increase. The results of testing this hypothesis suggest that Kopertis Region III of Jakarta efforts to improve the job satisfaction of the lecturers, especially in the appreciation aspect that can be done through an improvement of competence, especially in terms of skills.

Testing Hypothesis 2 (accepted)

Conclusion: Because t_{count} of Career Development influence on job satisfaction is 2.49 is greater than 1.96 ($t_{count} > 1.96$), means partially career development has positive and significant influence on lecturer job satisfaction in Kopertis Region III Jakarta.

Discussion: The dimension of the career development is dominantly shaped by the "honesty (X2.5) value of loading factor = 1.00 and dimension of job satisfaction is dominantly shaped by lecturer who is satisfied on the appreciation (Y1.3) value of loading factor is 0.97 means that the better level of competence in Kopertis Region III Jakarta, the lecturer job satisfaction will increase. The results of this hypothesis testing shows that Kopertis Region III of Jakarta efforts to improve the job satisfaction of the lecturers, especially in terms of honesty can be done through an improvement of competence, especially in the aspect of appreciation.

Testing Hypothesis 3 (accepted)

Because the value of F_{count} in the equation 5.1 is $98.276 > 3.84$, with a coefficient of determination R^2 (R Square) is 0.66 or 66% and error of 0.34 (Figure 5.20, Table 5.35) sub. structure equation:

$KEP = 0.38 * KOMP + 0.16 * PENGKARI$, Err.= 0.34, $R^2 = 0.66$, together competency and career development has positive and significant influence on lecturer job satisfaction in Kopertis Region III Jakarta.

Discussion: Dimension of competence dominantly is self-management (X1.2) value of the loading factor = 0.99 and the most dominant indicator K11 (conducting research) value of the loading factor = 0.76.

The dimension of the career development dominantly is honesty (X2.5 value of the loading factor is 1.00, and the most dominant indicator is providing different roles for lecturers (Pk 06) value of the loading factor is 0.71. The dimension of variable job satisfaction dominantly is appreciation (Y1.3.) The value of the loading factor = 0.97, and the most dominant indicator is a variation of tasks (KK11) Factor loading value 0.73.

Testing Hypothesis 4 (accepted)

Conclusion: Because t_{count} of the influence of Competence on job satisfaction is at 2.88 is greater than 1.96 ($t_{count} > 1.96$), means partially competence has positive and significant influence on the lecturers performance in Kopertis Region III Jakarta.

Discussion: Dimension of competence is dominantly shaped by the "self-management (X1.2) value of loading factor = 0.99 and dimension of lecturer performance dominantly is community service (Y2.3) value of loading factor is 0.98, which means that the better level Kopertis Region III competence in Jakarta, so the lecturer's performance will increase.

Testing Hypothesis 5 (accepted)

Conclusion: Because t_{count} of Career Development influence on job satisfaction is 3.10 is greater than 1.96 ($t_{count} > 1.96$), means partially career development has positive and significant influence on the performance of lecturers in Kopertis Region III Jakarta.

Discussion: The dimension of career development is dominantly shaped by the "honesty (X2.5) value of loading factor = 1.00 and the dimension of the lecturers performance dominantly is community service (Y2.3) value of the loading factor 0.98,

Testing Hypothesis 6 (accepted)

Conclusion: Because t_{count} of Career Development influence on job satisfaction is at 5.63 is greater than 1.96 ($t_{count} > 1.96$), means partially job satisfaction has positive and significant influence on lecturer performance in Kopertis Region III Jakarta.

Discussion: The dimension of job satisfaction is dominantly shaped by the appreciation (Y1.3) value of loading factor = 0.97 and dimension of performance dominantly is the community service (Y2.3) value of loading factor 0.98.

Testing Hypothesis 7 (accepted)

Because the value of F_{count} is equal to $82.114 > 3.84$, with a coefficient of determination R^2 (R Square) at 0,74, or 74%, and error is 0.26 (Figure 5.22, Table 5.36) with structural equation:

$$KD = 0.52*KEP + 0.16*KO + 0.25*PK, Err.= 0.26, R^2= 0.74$$

Together competence, career development and job satisfaction has positive and significant influence on the lecturer performance in Kopertis Region III Jakarta.

Discussion: Dimension of competence dominantly is self-management (X1.2) value of the loading factor= 0.99 and the most dominant indicator is K11 (conducting research) the value of the loading factor = 0.76.

CONCLUSIONS

1. There is a positive and significant influence on job satisfaction of lecturer competence in Kopertis Region III Jakarta, based on coefficient $t_{count} 4.54 \geq 1.96$. t_{count} of Competence influence on job satisfaction is 5.50 is greater than 1.96 ($t_{count} > 1.96$).
2. There is a positive and significant influence of career development on lecturer job satisfaction at Kopertis Region III Jakarta, based on the coefficient $t_{count} 4.88 \geq 1.96$. t_{count} of Career Development influence on job satisfaction is 2.49 is greater than 1.96 ($t_{count} > 1.96$),
3. Based on calculations using the structural model using Lisrel 8.8 Program, results obtained Determinant coefficient (R²) is 66% and f-count is 98.276, in which the F-table is 2,66 so that it reflects the positive and significant influence of competency and career development together on lecturer job satisfaction in Kopertis Region III Jakarta
4. There is a positive and significant influence of the lecturers' competence on the lecturers performance in Kopertis Region III of Jakarta, based on the coefficient $t_{count} 2.88 \geq 1.96$. Figure 5.14, 5.15 (h.195-196) and the results of Equation (p. 199). t_{count} of Competence influence on job satisfaction is at 2.88 is greater than 1.96 ($t_{count} > 1.96$), means partially competence has positive and significant influence on the lecturers performance in Kopertis Region III Jakarta. Dimension of competence is dominantly shaped by the "self-management (X1.2) value of loading factor = 0.99 and dimension of lecturer performance dominantly is the community service (Y2.3) value of the loading factor 0.98,
5. There is a positive and significant influence of lecturer career development on the lecturer performance at Kopertis Region III Jakarta, based on coefficient t_{count} is $3.10 \geq 1.96$. Figure 5.14, 5.15 (h.195-196) and the results of Equation (p. 199). t_{count} of Career Development influence on job satisfaction is 3.10 is greater than 1.96 ($t_{count} > 1.96$), means partially career development has positive and significant influence on the performance of lecturers in Kopertis Region III Jakarta. The dimension of the career development is dominantly shaped by the "honesty (X2.5) value of loading factor = 1.00 and the dimension of the lecturers performance dominantly is community service (Y2.3) value of the loading factor 0.98,

6. There is a positive and significant influence of lecturer job satisfaction on the lecturer performance in KopertisRegion IIIJakarta, based on the coefficient $t_{count} 5.63 \geq 1.96$. Figure 5.14, 5.15 (h.195-196) and the results of Equation (p. 199). t_{count} of Career Development influence on job satisfaction is at 5.63 is greater than 1.96 ($t_{count} > 1.96$), means partially job satisfaction has positive and significant influence on lecturer performance in KopertisRegion III Jakarta. The dimension of job satisfaction is dominantly shaped by the appreciation (Y1.3) value of loading factor = 0.97 and dimension of performance dominantly is the community service (Y2.3) value of the loading factor 0.98,
7. Based on calculations using the struktura model using 8.8 Lisrel Programm as summarized in Table 5:22 is obtained from the determinant coefficient (R^2) the obtained is74% and F-count is 82.114 where the F-table 2.42 so it reflects the positive and significant influence of competence, career development and job satisfaction together on the performance of lecturers in Kopertis Region III Jakarta, where variable that influences the performance of the lecturer dominantly is job satisfaction variables. It can be concluded that there is a positive and significant influence of competency, career development and job satisfaction together on the Performance of lecturers Kopertis Region III Jakarta.

MANAGERIAL IMPLICATIONS

The results of this study can be used as a reference in providing advice, particularly in order to improve the lecturer job satisfaction and lecturer performance in Kopertis Region III of Jakarta. Thus, it can recommend scale policy priorities that should take precedence. In an effort to improve lecturer performance in Kopertis Region III Jakarta, the implications of this research are as follows:

1. This study finds there are significant influence of competence and career development together on job satisfaction. The competence factor is the most dominant influence on job satisfaction. To improve employee satisfaction, the involved instance (in this case Kopertis Region III Jakarta and PTS management related), need to improve the competence and career development together, so hopefully with the increased competency and career development will be able to improve lecturer job satisfaction.
2. The research found that there are influence of competency, career development and job satisfaction together on the lecturers Performance in Kopertis Jakarta. As for job satisfaction factor is the most dominant factor that influence lecturer performance. To improve the performance of lecturers in Kopertis Jakarta, the Kopertis Region III Jakarta and PTS management related must pay attention and improve the competence, career development and job satisfaction together, so hopefully with improved competence,

improved career development as well as the attention to work satisfaction, the lecturers will feel comfortable and secure in the work, so they will be able to improve the lecturers performance in Kopertis Region III Jakarta.

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