

Measuring Productivity of the Kopertis Lecturers at the Private Higher Education Institutions in Mataram

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Abstract- This study analyzed the effect of motivation moderated by the organizational atmosphere on the productivity of deployed lecturers of Kopertis (Private Higher Education Institutions Coordinator) at private universities in Mataram, the capitol of West Nusa Tenggara Province in Indonesia. The study adopted a quantitative approach using explanatory survey method. The population was 83 deployed lecturers at 15 private universities in Mataram. The secondary data obtained through questionnaire had passed validity and reliability test. The data were analyzed using multiple linear regression analysis with the help of SPSS Program for Windows Version 20. The study indicated that variables of motivation for achievement and motivation for power had significant effect on the productivity variable. Motivation for affiliation variable had a significant effect only after being moderated by responsibility variable. Structure variable did not negatively and significantly affect the role of motivation for achievement variable on the productivity variable. Award variable did not significantly affect motivation for power variable on the productivity variable. This study concluded that motivation for achievement and motivation for power had a significant effect on the productivity of the deployed lecturer. Motivation for affiliation had a significant effect on the productivity in the atmosphere where responsibility was deeply perceived by the deployed lecturers. The atmosphere of structure reflecting strictness did not motivate the lecturers to maintain their productivity. The sense of responsibility made the motivation for affiliation increase the productivity of the lecturers. The award given by the institution had not been able to increase the motivation for power of the deployed lecturers to increase their productivity.

Keywords: *Motivation, Organizational Atmosphere, Productivity, Kopertis (deployed) Lecturers*

I. INTRODUCTION

Lecturer plays a very strategic to the advancement of a university. The existence of lecturers determines the quality of education and a university graduate. If the productivity of the lecturers is high, then the performance of the university would also be good, and vice versa. Therefore to run a good education program required qualified lecturers. By having productive and quality lecturers, university can formulate the most modern programs and curriculum so as to ensure the birth of qualified graduates and highly competitive.

Kopertis lecturers, with their status as civil servants, the existence are expected by private universities. This is because, in addition to the relative quality considered, *Kopertis* lecturers also have had their own salaries and allowances from the government. And the number of *Kopertis* lecturers only 83 people deployed at 15 of 18 private universities in Mataram.

The role of the lecturer is basically very complex not only includes Tridharma university but more than that. This fact is supported by the opinion of [7], as follows: Lecturer role is multidimensional and graded according to level of education. Multidimensional role, namely as: (1) educators / parents, (2) educators / lecturers, (3) leader / manager, (4) manufacturer / waitress, (5) mentor / facilitator, (6) motivator / stimulator, and (7) researchers / speakers.

There are many research on organizational elements such as motivation, organizational atmosphere, in which independently associated with employee productivity, where in order to achieve organizational goals, the elements mentioned above cannot stand alone, but together have contributed to the achievement competitive advantage that will ultimately help achieve the organization's main goal, that is a high performance organization. Similarly, the results of the study indicate that organizational atmosphere is able to moderate the effects of motivation on lecturer productivity.

Organizational atmosphere at private universities is one element of the primary functions of administrative cooperation in the control of the academic community in order to run efficiently and effectively in achieving their goals and objectives. Organizational atmosphere becomes very important since the conducive organizational atmosphere where every individual in the private university, especially lecturers, will be motivated to understand and implement work procedures appropriate to their duties and functions, that is the implementation of university *Tridharma* (Three Services; education, research, and public services), which in turn will increase the productivity of the private university.

Organizational atmosphere variables, namely academic atmosphere affects the motivation on the lecturers productivity, can be expressed as follows.

1) The application of structural factors that lead to conflict among lecturers, especially lecturers of *Kopertis*, such as the application of the rules of working hours as the same of staff administration. As a result, more *Kopertis* lecturers working just in the field of teaching, while the implementation of the

other two services, namely research and community service is inadequate or even non-existent.

2) A sense of responsibility in carrying out the high moral ground as the main task force responsible for the education of the nation, so that the *Kopertis* remain motivated lecturer duties in any situation.

3) Respect for lecturers is more based on seniority and the closeness rather than objective circumstances, for example on the basis of achievement. Rewards are applied not referring to the principles of justice, equality, or fairness.

Dimensions of organizational atmosphere are assumed to influence the relationship of motivation of the *Kopertis* lecturer's productivity on the private universities in Mataram.

The formulation forms the subject matter disclosed herein in the form of questions, namely how the influence of: a) motivation to *Kopertis* lecturer productivity at private universities in Mataram?; b) dimensions of structure (degree of rules); c) dimension of responsibility; d) dimension of reward in organizational atmosphere to the relation of motivation to the productivity of *Kopertis* lecturer at private universities in Mataram?

The purpose of this research is to study: a) the effect of motivation on the productivity of *Kopertis* lecturer at private universities in the city of Mataram, b) how much influence of the structure, c) lecturer responsibilities, and d) reward in the organizational atmosphere on the role of motivation to the productivity of *Kopertis* lecturer at private universities in Mataram.

For the scientific aspects, the results of this research to enrich the empirical findings regarding productivity of *Kopertis* lecturer at a private university in the city of Mataram. Besides, through this study is expected to be obtained by the concepts that have methodological implications for the study of lecturer productivity and the relevant variables.

For practical purposes, the results of this study is useful as an input or ingredient information as the basis for formulating policies of lecturer performance, especially in the context of lecturer professionalism continuous improvement through the application of behaviors and organizational atmosphere.

For further research, the results of this study are thought to stimulate several variables associated with productivity, which is still open to be replicated in order to test the validity of these results.

II. LITERATURE REVIEW

A. Lecturers Productivity

Productivity in education is different from other fields productivity that can be calculated. Educational productivity is determined by many factors, among others: the socio-cultural environment, ability of government funding, absorption of the corporate world or the world of work, and so on. It is uneasy to measure the level of productivity in education, especially the quality measure.

As [1] stated that in the world of education, especially work productivity, lecturers do not have to relate to the ratio of output and input as well as the company's employee productivity. Lecturer productivity is a performance in carrying out the main task as an educational force that is responsible for the nation. Productivity of lecturer as educators containing a broad sense, not limited to providing lecturing materials optimally, but reaching ethics and aesthetics of the future behavior of students life challenges in the community.

Lecturer productivity is not merely in terms of quantity, but rather creates students or produce reliable individuals fit of national education goals which essentially is the embodiment of the hopes and demands of their parents, society, and the government.

Productivity measurement conducted consistently and continuously to determine the rate of productivity increase or decline to immediately determined appropriate steps to address it. [5] states that employee productivity measurement function is:

1) To see the level of work productivity and changes that occur in the course of time that has been done by all employees,

2) To provide a real assessment of the performance of the employees, and

3) To compare the one self's productivity with work productivity of another organization / institution, which is to see one self's current position.

As [5] argued that productivity is strongly influenced by thirteen dominant factors, namely (a) education, (b) skills, (c) discipline, (d) motivation, (e) attitudes and ethics, (f) nutrition and health, (g) income level, (h) social security, (i) technology, (j) work environment and atmosphere, (k) means of production, (l) management, and (m) achievement opportunity.

By reviewing the various opinions above, then associated with the task of lecturers, it can be concluded that the factors that affect the productivity of lecturers consists of two groups: internally, i.e. the factors that originate from within the lecturer itself, such as education, skills, discipline, intrinsic motivation, attitude, work ethic, and nutrition; externally, namely the factors that originate from outside the lecturer such as income, social security, environment and atmosphere, technology, means of production, management, and achievement opportunity.

B. Organizational Atmosphere

Organizational atmosphere refers to the perceptions of the work environment; formal organization or informal organization, participant personality, and organizational leadership. This notion implies that a set of organizational atmosphere perception of the people who live and work in an environment and affect their behavior. So that the measurement of organizational atmosphere can be done through individual perception within the organization, which

is based on subject responses to the statement which is based on organizational atmosphere factors put to them [2].

Litwin and Stringer introduced organizational atmosphere measure developed by using several factors [6], namely:

- a. Structure, that is the degree of the rules imposed on members of the organization, the suppression or restriction by the employer or the organization to members of the organization.
- b. Responsibility, which is the responsibility of members for achievement because of the challenges, demands for work, as well as the opportunity to feel the achievement.
- c. Warmth and support, the support of a more positive nature than punishment on the employment situation, so it creates a sense of peace in the works.
- d. Rewards, recognition and rewards in the work situation. Gift shows acceptance of behavior and conduct, while penalties indicate a rejection of the behavior and actions.
- e. Conflict, which is feelings of looking for own winning among a number of individuals and competition among parts of the organization.
- f. Standards, which is the work required and the clarity of rewards relating to the performance of work within the organization.
- g. Organizational identity, namely groups loyalty within the organization, thus foster group identity.
- h. Risk-tasking, which is the perception of the organization's members to the management discretion of the possibility or risk in decision making.

As [6] conducted the modification of organizational atmosphere factors used by Litwin and Stringer, who adjusted to the organization in Indonesia., which will be applied in this study, comprises three factors of organizational atmosphere, namely Structure, Responsibility, and Rewards.

Organizational atmosphere in this study serves as moderator variables based on:

- 1. Focus of this study is the environmental factors identified and perceived by the *Kopertis* lecturers; structure (management stiffness), responsibility, and rewards available in the private universities in Mataram;
- 2. Opinion by [3] that the organizational climate is a “medium or catalyst” in the organization;
- 3. The empirical experience of the author as a *Kopertis* lecturer that motivation in productive behavior is influenced by the organizational atmosphere;

The role of organizational atmosphere on the relationship between motivation and productivity of lecturers can be explained as follows:

- a. Dimension of structure (degree of rule) in the organizational atmosphere can undermine the relationship between motivation for achievement and productivity of lecturers. This is presumably because the organizational atmosphere (structure) in this case is the managing policies, such as in terms of presence/attendance of

lecturer, equates assessment with administration staff. It has negative effect of achievement motivation on productivity. But it is not so with the influence of structure on motivation for affiliation and motivation for power. Presumably structure does not have a negative impact on the relationship between motivation for affiliation and motivation for power on the productivity of *Kopertis* lecturers.

- b. Dimension of responsibility in the organizational atmosphere has a positive impact and the most dominant influence on the relationship between motivation for affiliation and productivity compared to the relationship of the responsibilities on motivation for affiliation and motivation for power on the lecturers’ productivity. It is presumably because of a sense of responsibility does very encouraging lecturers to socialize with the university environment with a high level of mutual understand.
- c. Reward dimension in the organizational atmosphere has a positive impact and the most dominant influence on the relationship of motivation for power on productivity compared to the relationship between the responsibilities and motivation for achievement and motivation for affiliation on productivity. Rewards is, presumably, as the most dominant factor in encouraging lecturers to affect others or to ambitious effort for status-oriented / prestige positions.

Based on these reasons, in this study the authors used variables of organizational atmosphere as the moderating variable. And from the above conceptual framework, the equation is: $Y = X_1 + X_2 + X_3 + X_1.X_4 + X_2.X_5 + X_3.X_6$, which is figured in the following research model:

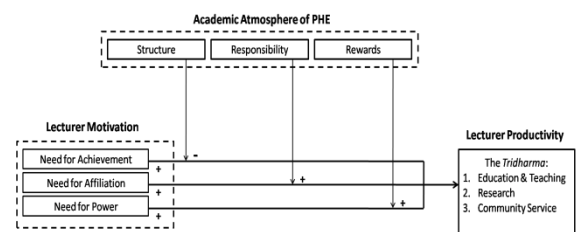


Figure 1. Research Model

C. Motivation

Several motivation theories referred widely are by Abraham Maslow, Herzberg, Alderfer dan Mc Clelland. These theories assume that people basically have a need including, and so is a lecturer. Broadly speaking, these requirements consist of material and non- material needs. While [4] more focused on the non-material needs. The requirement consists of: need for achievement, need for affiliation, and need for power.

Need for achievement (*n Ach*) that is high has several characteristics. The first, choosing tasks that having personal responsibility, he will be satisfied with the results of his work. Another characteristic is the need of feedback. With feedback on the results of his work, he knows what he has been working fine as expected.

Need for affiliation (*n Aff*) or attention / relationship. Affiliation can be attributed to the desire for discussion and accepted by others. People who affiliation motive is high will attempt to make friends, more like a cooperative situations rather than competitive situation, and want a relationship with high mutual - understanding.

Need for power (*n Pow*) is a desire to have an impact, to influence, and to control others. Person who is high *n Pow* liked an "status" or "in-charge", trying to influence others, rather placed in a competitive situation and status-oriented, and tend to pay more attention to prestige and gaining influence over others than effective performance.

McClelland further argued that all people have the three motivations, just the strength or intensity is not the same. Based on the theory of social motivation, there are three kinds of motivations that drive human behavior, namely: a) achievement, b) affiliation, and c) power motivations.

D. Research Hypothesis

Based on the background, problem formulation, purpose of the study and literature review, as well as on the theoretical framework, the research hypothesis is as follows:

1. Motivation of the *Kopertis* lecturer has positive and significant impact on productivity.
2. In less conducive organizational atmosphere (Structure-Management Stiffness), achievement motivation has negative and significant impact on productivity.
3. In conducive organizational atmosphere (Responsibility), affiliation motivation has positive and significant impact on productivity.
4. In conducive organizational atmosphere (Reward), power motivation has positive and significant impact on productivity.

III. METHODS

Type of this research is associative, which seeks to explain the relationship and influence among variables through hypothesis testing. The research was conducted using a survey method by distributing questionnaires performed in 15 (fifteen) from 18 (eighteen) private universities in the city of Mataram. In this study, respondents are *Kopertis* lecturers totaling 83 people deployed at the 15 private universities in Mataram.

A. Operational Definition of Variables

Operational definition of variables is intended to identify the research variables and indicates how the variables are measured.

1) Lecturer Productivity

Productivity in this research is productive behavior shown by the intensity of the performance of the lecturer in implementing the *Tridarma* services; namely education and teaching, research, and community service. As in [1] states that lecturer's work productivity is a performance in carrying out the main task as an educator that responsible for the nation and state. Productivity in this study is indicated by:

- Intensity of education and teaching
- Intensity of research
- Intensity of community service

2) Motivation

As in [4] argued that human beings basically have a variety of needs such as need for achievement, affiliation and power. So it is also with a lecturer, who will perform in a professional manner when needs are met. To create this, the institution provides an opportunity for lecturers to perform their duties in a responsible and brave to face the risk. In addition, the lecturers are given the opportunity to interact, cooperate and give recognition to their abilities. As for the lecturers who have need for power, are given the challenging works, freedom to improvise, and given full trust to do the job.

Motivation tested in this study, is the motivation as relative strength of arising boost in self lecturer *Kopertis* as indicated by:

- High needs for achievement, measured by testing a strong feeling in the achievement of goals, fearless to fail and dare to risk, as well as having personal responsibility.
- Needs for having relationship with others, measured by testing a strong feeling for the work, an opinion on the results of his work, with others.
- Needs to influence others, measured by testing the feeling of challenging works, freedom to improvise, and full trust from the institution to carry out their works.

3) Organizational Atmosphere

Organizational atmosphere is perceptions of the *Kopertis* lecturers on psychological atmosphere within the private universities in where they work, which is measured using three factors:

1. Structure (management stiffness)
Degrees of rules imposed to the organization members, the emphasis or restriction by the employer or organization to the organization members.
2. Responsibility (challenge)
Responsibility of members to achievement for the challenges, demands for work, as well as the opportunity to feel the accomplishment.
3. Rewards (behavior acceptance)

Rewards in the work situation, indicates the acceptance of behavior and conduct, while penalties indicate rejection of the behavior and actions.

IV. RESULTS AND DISCUSSION

A. Description of Respondents Data

The research was conducted by distributing questionnaires to 83 *Kopertis* lecturers, as the respondents, on 15 private universities in the city of Mataram. The results showed that only 69 (sixty nine) respondents were successfully surveyed, while 13 *Kopertis* lecturers are not available for advanced

study outside the region, and 1 (one) person is entering retirement.

Table 1 below contains data describing the demographic profile of 69 respondents who participated in this study.

TABLE I. RESPONDENTS DEMOGRAPHIC PROFILE

Aspect in Question	Answer	Number of Lecturers	%
Age of Respondent	≤ 35	3	4
	36 - 45	16	23,5
	46 - 55	30	43,5
	≥ 55	20	29
Sex	Male	50	72
	Female	19	28
Tenure	≤ 10	20	29
	11 - 20	8	12
	≥ 21	41	59
Academic Position	Expert Assistant	5	7
	Lecturer	36	52
	Associate Professor	28	40
Level of Education	S1	3	4
	S2	57	83
	S3	9	13

B. Hypothesis Test Results

Multiple linear regression analysis is used to analyze the influence of the independent variable and the moderating variable on the dependent variable. In this study, the model was tested using multiple linear regression analysis with Backward Elimination techniques and processed by SPSS version 20 for Windows. Elimination Backward techniques used to delineate the independent and moderator variables that have the strongest influence and meaningful as a predictor that is able to explain its criterion. This is done by eliminating the independent variable and the moderator variable one by one starting with the weakest effect until the best model is obtained.

The MRA (Moderated Regression Analysis) calculation results on the direct effect of variable dimensions and motivation after moderated by the dimensions of moderating variables on the productivity of *Kopertis* lecturer at private universities in Mataram, can be seen in Table 2 below:

TABLE II. REGRESSION TEST RESULTS (BACKWARD ELIMINATION)

Model	Coefficients						Collinearity Statistics	
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF	
	B	Std. Error	Beta					
1	(Constant)	1.413	.414		3.412	.001		
	BPS	.130	.072	.215	1.805	.076	.449	2.227
	BFS	-.054	.087	-.102	-.622	.536	.239	4.192
	BKS	.548	.095	.657	5.772	.000	.493	2.029
	BPS_ST	.016	.020	.117	.823	.413	.317	3.153
	BFS_TJ	.030	.022	.235	1.384	.171	.222	4.495
	BKS_PH	-.020	.017	-.135	-1.232	.223	.532	1.879
2	(Constant)	1.239	.304		4.075	.000		
	BPS	.127	.071	.211	1.779	.080	.451	2.218
	BKS	.576	.083	.692	6.976	.000	.644	1.553
	BPS_ST	.017	.020	.124	.880	.382	.319	3.134
	BFS_TJ	.020	.014	.153	1.430	.158	.551	1.814
	BKS_PH	-.022	.016	-.143	-1.326	.190	.540	1.850
3	(Constant)	1.229	.303		4.052	.000		
	BPS	.170	.052	.283	3.293	.002	.857	1.167
	BKS	.562	.081	.674	6.951	.000	.670	1.493
	BFS_TJ	.025	.012	.197	2.075	.042	.701	1.426
	BKS_PH	-.018	.016	-.118	-1.134	.261	.582	1.718
4	(Constant)	1.260	.303		4.161	.000		
	BPS	.170	.052	.282	3.279	.002	.857	1.167
	BKS	.514	.069	.617	7.426	.000	.917	1.091
	BFS_TJ	.018	.011	.144	1.739	.087	.921	1.086

a. Dependent Variable: PRO

C. Discussion

Based on the results of moderated regression analysis that motivation for power is the most influence on the productivity of lecturer *Kopertis* lecturers at private universities in Mataram.

Based on the results of the analysis is also known that the structure, responsibilities, and rewards can serve as a moderating variable because it can strengthen or weaken the effect of motivation on the productivity of *Kopertis* lecturers. This is especially shown by the results of the analysis that the motivation variables have partially significant effect on the variables of productivity of *Kopertis* lecturers, after moderated by the organizational atmosphere, changes become insignificant. This suggests that organizational atmosphere does not significantly influence the role of motivation on the productivity of *Kopertis* lecturers.

In more detail, the result of MRA in this study is described as follows:

1) *The direct effect of motivation on the productivity of Kopertis lecturer at private universities in Mataram*

Based on the analysis, it is known that the motivation for achievement (BPS) and the motivation for power (BKS) have significant effects on the productivity of *Kopertis* lecturers. While the motivation for affiliation has a significant effect on the productivity of *Kopertis* after being moderated by sense of responsibility (TJ) among the *Kopertis* lecturers. This condition suggests that the urge for achievement, power, and affiliation in the challenging environment to work, have significant effects on the productivity of *Kopertis* lecturers.

2) *The influence of structure in moderating the motivation for achievement effect on the productivity of Kopertis lecturers at private universities in Mataram*

Structure in organizational atmosphere, which reflects the atmosphere of management stiffness, is proven significantly and negatively related to the role of motivation for achievement in improving productivity of *Kopertis* lecturers. Alleged that the management stiffness in the private universities is ignored by the *Kopertis* lecturers. *Kopertis* lecturers seemed more concerned with the rules set by their home institution (*Kopertis* Office).

3) *The influence of responsibility in moderating the motivation for affiliation effect on the productivity of Kopertis lecturers at private universities in Mataram*

Motivation for affiliation (BFS) proved to have effect on the productivity of *Kopertis* lecturers in the atmosphere of sense of responsibility. The sense of responsibility felt by the *Kopertis* lecturers in the working atmosphere that is full of intimacy and harmony. Since the sense of responsibility influences the *Kopertis* lecturers to excel challenges, task demands, as well as the opportunity to feel the accomplishment.

4) *The influence of rewards in moderating the motivation for power effect on the productivity of Kopertis lecturers at private universities in Mataram*

In the atmosphere of the available reward given by private universities proved unable to strengthen the motivation for power of the *Kopertis* lecturers in developing their productivity. It is because the rewards atmosphere is not in line with the expectations of the *Kopertis* lecturers.

The opinion of Litwin and Stinger as in [6], that one of the organizational atmosphere measurer factors is rewards in work situations. Which the institution rewards show acceptance of behavior and conduct, while penalties indicate rejection on behaviors and actions of the institution.

V. CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the research and discussion, it can be concluded as follows:

1. Motivation for achievement and the motivation for power of *Kopertis* lecturers are able to provide significant impacts on the productivity of *Kopertis* lecturer at the private universities in Mataram. While motivation for affiliation has significant impact on the productivity of *Kopertis* lecturer in the situation where a sense of responsibility is felt by the *Kopertis* lecturers.
2. In the structure atmosphere that reflecting management stiffness is not able to weaken the spirit for achievement of *Kopertis* lecturer in building their productivity.
3. In the atmosphere of the sense of responsibility for teaching, research, and community service (the *Tridharma*), the motivation for affiliation is able to increase the productivity of *Kopertis* lecturers at private universities in the city of Mataram.
4. In an atmosphere where the rewards are enforced in the institution is not able to strengthen the spirit for power to increase the productivity of the *Kopertis* lecturers at private universities in the city of Mataram.

B. Recommendation

1. The model of productivity of lecturers is quite capable of explaining the role of motivation of *Kopertis* lecturers moderated by academic atmosphere.
2. In order to increase the productivity of *Kopertis* lecturers, private universities management should be able to create a conducive organizational atmosphere. The goal is that the entire academic community realized that they would not carry out the role and duties optimally without any the same perspective for understanding the function of structure, responsibilities, and rewards of the institutions.
3. Private Higher Education Institution Coordinator (*Kopertis*) is expected to further improve the development and empowerment in the efforts to increase productivity of the lecturers. Things to do, among others, evaluating performance on a regular basis, enforcing education and

training for the lecturers based on the needs of professional analysis, so that they can carry out the task better.

4. It is recognized that the model summary shows the results of R2 is 58.8 % which means that the productivity of *Kopertis* lecturers model still requires further investigations of other variables for 41.2 %. It is recommended for further research to assess and add other variables related to the *Kopertis* lecturers' behaviors, considering the contribution of these variables to affect the productivity of *Kopertis* lecturers.

VI. ACKNOWLEDGMENT

I would like to express my thanks and appreciation to Dr. Abdul Aziz Bagus, M.SIE and Dra. Mukmin Suryatni, MM for their assistances during the preparation of this manuscript. I would also like to address many thanks to the Economic Faculty of Mahasaraswati University of Mataram which has supported me preparing this paper. Without their cooperation, this paper would not possibly have been written.

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