

ACADEMIC ATMOSPHERE, PROVISION OF FACILITIES AND ITS EFFECT ON THE SPIRIT OF PERMANENT LECTURERS AT STIE TRISNA NEGARA OKU TIMUR

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Abstract : This research aims to partially and collectively analyze the influence of the academic atmosphere, the provision of facilities on the work spirit of permanent lecturers and to analyze the most dominant variable in influencing the work spirit of permanent lecturers at STIE Trisna, Negara OKU Timur. The regression analysis results and the correlation between academic atmosphere and employee work spirit show the regression model $\hat{Y} = 21,908 + 0.551X_1 + e$ with a correlation coefficient of 0.589. The results of the regression analysis and the correlation between the provision of facilities on employee work spirit show the regression model $\hat{Y} = 46.446 + 0.027X_2 + e$ with a correlation coefficient of 0.033. The results of multiple regression analysis and the correlation between the academic atmosphere and the provision of facilities together on work spirit show the regression model $\hat{Y} = 19.792 + 0.553X_1 + 0.043X_2 + e$ with a correlation coefficient of 0.592 at the 95% confidence level, it is found that the academic atmosphere and provision facilities can simultaneously predict employee work spirit. From the multiple linear regression equation above, it shows that the academic atmosphere variable (X_1) has a more dominant influence on employee work spirit than the provision of facilities. This research was conducted on 45 respondents with the analytical method used is path analysis using SPSS software.

Keywords : *Academic Atmosphere, Facility Provision, Work spirit*

1. Introduction

Education is an activity that is indispensable to meet the Human Resources (HR) required by each country. Every human being must get education to be able to have the ability and skills so that he can compete with other societies. Education is even the most effective means of improving the quality of life and the welfare of the community and achieving prosperity.

Facilities are facilities and infrastructure that universities must have with the aim that the quality of education can also improve along with the development of increasingly sophisticated science and technology. In accordance with the Law of the Republic of Indonesia no. 20 of 2003 concerning the national education system article 45 paragraph 1, namely every formal and non-formal education unit provides facilities and infrastructure that meet educational needs in accordance with the growth and development of the physical, intellectual, social, emotional potential and quality of students.

Facilities include two very important aspects, namely facilities and infrastructure. Facilities are a requirement that plays an important role in the teaching and learning process to advance the quality of education in a country so that education can be of high quality and integrity. Facilities are also very much needed by students to develop their potential so that they

can be optimally realized. One of the causes of the problem of limited facilities in Indonesia is the lack of equal distribution of facilities available to schools in Indonesia.

Academic atmosphere is a condition that must be able to be created to make the learning process in higher education run in accordance with the vision, mission and objectives. The academic atmosphere creates a conducive climate for academic activities, interaction between lecturers and students.

The success of the learning mission is certainly supported by a conducive academic atmosphere. The creation of a conducive academic atmosphere can be done by providing sufficient supporting infrastructure so that lecturer-student interactions can be maintained both on and off campus.

Lectures at STIE Trisna OKU Negara Timur are held in 4 lecture halls, where in each room there are about 20 - 35 lecture chairs, 1 lecturer table, 1 lecturer chair, 1 white board, and 1 LCD projector. The average room usage is 6 hours per day and usage is regulated by the academic department of the faculty. Practical courses are carried out in one laboratory, namely the Lab. Library.

Academic atmosphere, like other input and process components, is one of the components in producing quality output. The academic atmosphere is a component of self-evaluation that must be continuously improved and improved systematically, continuously and used as a component of quality assurance. Academic atmosphere is not a physical component that has dimensions that can be measured with a clear benchmark, but a quality academic atmosphere can be recognized and felt.

With the enactment of academic freedom and freedom of academic pulpit and recognition of scientific autonomy, the foundation is complete to make each work unit in the campus environment a vehicle for learning with its own characteristics. Academic freedom and freedom of academic pulpit also open opportunities for academicians to test their thoughts and opinions. This openness is important to be used as a spirit in all forms of communication between fellow members of the academic community, because no matter how great a person is in mastering his scientific discipline, there is no reason for him to think that his thoughts and opinions are correct. Openness in communication keeps a person away from academic arrogance and encourages mutual tolerance in differences of opinion.

2. Theoretical Review

Academic atmosphere

Academic atmosphere is a condition that must be able to be created to make the learning process in higher education run in accordance with the vision, mission and objectives. Academic atmosphere creates a conducive climate for academic activities, interaction between lecturers and students. A conducive academic atmosphere is reflected in the learning process that takes place in an atmosphere of "feeling at home". This process involves all educational resources that are able to contribute support for the smooth learning process. The components of educational resources (lecturers, facilities/infrastructure, laboratories, libraries, organizations, management and curricula) that are designed and managed by following the determined quality standards will be able to create a conducive academic atmosphere, thereby generating excitement in the learning process.

Improving the academic atmosphere is a continuous process that must be carried out simultaneously by all academicians and of course the role and support of the organization in

providing all the educational resources needed, both quality human resources, lecturers and educational staff, support for physical facilities, funding, organization, management, availability of libraries and curriculum. A conducive academic condition and atmosphere involving the components of related educational resources must go through the PDCA (Plan, Do, Check, Action) mechanism to be implemented systematically, step by step, and continuously. Steps to develop and change the academic atmosphere can be started by identifying the main problem and mapping, which in this case can be used as a benchmark for the expected academic conditions. The usual step is a SWOT analysis (strength, weakness, opportunity, threat). Based on the results of the analysis, strategies and corrective steps are made to the factors that can significantly result in a more conducive change in the academic atmosphere. All efforts to develop an academic atmosphere are aimed at fostering a conducive academic climate and an efficient and comfortable learning process in order to realize competence based learning.

Work Facilities

School facilities include two very important aspects, namely facilities and infrastructure. Educational facilities are anything that is used for learning equipment by students and for teaching equipment and for teaching by educators. Educational facilities include:

- Furniture (tables, chairs, blackboards, etc.).
- Education equipment (LCD, laptop, computer, etc.).
- Educational Media (images, laptops, audio, etc.).
- Books and other learning resources.
- Consumables (markers, etc.).

As well as other equipment needed to support an orderly and continuous learning process. Educational infrastructure is anything that is used as a way and a place to carry out educational activities. Educational infrastructure includes:

- Land.
- Classroom.
- Room for leadership, chairman and assistant chairman, LPPM, Head of Library, BAAK
- The lecturer room.
- Administration room.
- Library room.
- Laboratory room. Computer
- Seminar room
- Multipurpose room / housekeeping
- Canteen.
- Student health post
- Sports venue.
- Places of Worship.

Other spaces and places needed to support an orderly and sustainable learning process. The facilities and infrastructure mentioned above should already be owned by every campus in Indonesia because in addition to buildings that must already have a decent standard of use, they also need to be equipped with the facilities mentioned above such as books and others. Apart from campus facilities, the campus environment also greatly influences the educational process. The campus environment is the objects that support the ongoing education outside of educational

facilities and infrastructure. The better the campus environment, the more positive the effect it will have on students or students who will study. Examples of campus environments include:

- The shade tree
- Gardens
- Pictures of wall hangings that emphasize positive things
- Canteen
- Trash
- A place to gather and to facilitate student discussion

Other facilities needed by students or students are facilities that students can use optimally according to their hobbies. Many campuses try to make their campuses have facilities that can help with learning activities and additional activities, namely extracurricular activities that can develop students' interests and talents. Facilities for the development of student talent should be the obligation of the campus that must be fulfilled does not have to be focused on formal education, extracurricular activities are also very helpful for students in finding their identity, besides that students can also develop their talents. Additional facilities that must be fulfilled by the campus, such as creating an art space (dance, music, etc. along with its equipment), making a sports room and its equipment (outdoor and indoor), creating a hotspot area, making a multi-purpose room and so on. These additional facilities can help students obtain higher quality human resources in the future, especially since each year the competitiveness of human resources will increase due to increasingly sophisticated technology.

Likewise with the complete facilities on campus, if the campus has good financial capacity, then the complete facilities to support student learning activities can be fulfilled properly. The more complete the learning facilities, the easier it will be to carry out learning activities.

As stated by S. Nasution (2005: 76) that: To improve the quality of teaching, it must be supported by various facilities, learning resources and assistants, among others, sufficient resources and tools are needed to enable students to learn individually. Among other things, sufficient resources and tools are needed to enable students to study individually.

Thus, with complete learning facilities it is hoped that changes will occur, for example with the existence of a campus providing complete learning facilities, students will be more enthusiastic about learning, students do not need to borrow or depend on their assignments on friends, because they can do their own assignments with the help of facilities has been provided.

The availability of complete and adequate learning facilities on campus is also an indication or requirement to become an effective campus. An effective campus itself according to Levine in Burhanuddin Tola and Furqon (2008) can be interpreted as a campus that shows the level of performance expected in carrying out the learning process, by showing quality learning outcomes for students in accordance with their main duties.

Definition of Spirit at work

A company or organization will always strive to increase the productivity of its employees and to be able to increase productivity even higher the agency needs to generate enthusiasm and excitement from employees. The tendency of organizational members to try harder to achieve the goals and objectives of the organization, including feeling bound. Work spirit is a symptom of a group that involves cooperation and feelings of belonging.

Therefore, it is only natural that the agency always strives for employees to have very high work spirit, because with high work spirit it is hoped that the enthusiasm of work will increase and work is completed more quickly, damage will be reduced, attendance will be reduced and This means that not only work productivity can be increased but also the cost per unit will be reduced. When we encourage others, we will naturally be affected as well. Spirit does not come from a no man's land, but every time it comes, it can solve life's problems, because enthusiasm is one of the biggest emotions, which will automatically give us a positive outlook. So, of course everyone can get that passion without having to spend money to pay for it. On the other hand, with enthusiasm we can get extraordinary results.

It is important for every organization to know the indication of a decrease in work spirit, because with knowledge of these indications, it will be possible to identify the cause of the decline in work spirit. Thus the organization will be able to take preventive actions or problem solving as early as possible.

According to Alex. S. Nitisemito, (2009; 160) the definition of work spirit is "Doing work more actively, so that work can be expected to be faster and better and there is a deep pleasure in the work done". According to Alex. S. Nitisemito, (2009; 161), several indicators of reduced enthusiasm and enthusiasm for work include:

a. Decreased or low labor productivity

The decrease in work productivity can be measured by the previous time. This decreased work productivity can occur due to laziness, work delays and so on.

b. Attendance levels that are rising or high

A high or rising absentee level is also an indication of a decrease in enthusiasm and enthusiasm for work because generally if the enthusiasm for work decreases, they will be lazy to come to work every day. Especially if the compensation they receive is deducted from their time off. However, to see whether the increase in the level of absenteeism is seen from the average absenteeism, not individually.

c. High labor turnover

This is due to their displeasure working at the company, so they try to find other jobs that are considered suitable or fun.

d. High level of damage

An increase in the level of damage, which is an indication of a decrease in work spirit and enthusiasm for work, shows that employees' attention in work is reduced.

e. Restlessness everywhere

Restlessness occurs when the enthusiasm for work decreases. Restlessness can manifest in the form of displeasure, complaining, and so on.

f. Demands that often occur

Demands are a manifestation of dissatisfaction, which at a certain stage will generate courage to make demands. In a company where demands often occur, the company must be vigilant because demands are an indication of lowering work spirit and enthusiasm for work.

g. Strike

The level of the strongest indication of a decrease in work spirit is whenever a strike occurs because the strike is a manifestation of incapacity, anxiety and so on.

3. Research Method

The data used are primary data in the form of questionnaires distributed to permanent lecturers at STIE Trisna Negara OKU Timur. There are two variables studied by the researcher,

namely the first variable is the independent variable consisting of the academic atmosphere variable and the provision of facilities, while the second variable is the dependent variable, namely the work spirit variable by performing the following data analysis techniques:

Data analysis technique

a. Likert Scale

R. S Likert developed a scaling procedure in which the scale represents a bipolar continuum, on the left end with a low number representing a negative answer, while the right end with a large/high number representing a positive answer. The Likert format is designed to allow respondents to answer at various levels on each item that describes the variables under study. Check List format that provides answers (Yes) or (No) with a scale range between 1 to 5.

b. Validity Analysis

Validity represents the level used as supporting evidence for conclusions drawn from the value derived from the level at which the scale measures something that must be measured. A data is said to be valid if the corrected item value is greater than the value of r table with $df = n - 2$ or the validity of the instrument for the three variables is assessed by calculating the data using the Pearson Product Moment formula in the SPSS computer program. Statement / question items are declared valid if the Pearson Product Moment $> r$ Table marked with (*) and (**). The critical number for the correlation table (Table r) is 0.361. This figure is obtained from the r -product moment table at a significance level of 5% ($\alpha = 0.05$) and $N = 45$ (according to the number of respondents). Thus, if there is a correlation coefficient of question / statement items below 0.361 it is declared invalid.

c. Reliability Analysis

Reliability is a value that shows the consistency of a measuring device in measuring the same symptoms. Reliability is used as how far the measurement is free from error variants in estimating the reliability of the variables studied. Researchers use the Cronbach Alpha method using the SPSS computer program. An instrument variable is said to be reliable if the Cronbach's Alpha value is > 0.6 . The reliability test of the academic atmosphere obtained a Cronbach Alpha value of 0.717, the reliability test of the provision of facilities obtained a Cronbach Alpha value of 0.902, while the work spirit after the reliability test obtained a Cronbach Alpha value of 0.718.

Academic Atmosphere Variable Instruments (X_1)

From the trials carried out for the academic atmosphere instrument (X_1) of the 12 questions that were carried out the reliability test, the Cronbach Alpha value was 0.730, this alpha value was very good because it was above the value of 0.6 on the Cronbach Alpha value, and it could be concluded that the instrument the academic atmosphere variable (X_1) can be said to be reliable.

Facility Provision Variable Instrument (X_2)

From the trials carried out for the Facility Provision instrument (X_2) of the 12 questions carried out the reliability test, the Cronbach Alpha value is 0.649, this alpha value is good

because it is at a value of 0.6 on the Cronbach Alpha value, and it can be concluded that the variable instrument provision of facilities (X_2) can be said to be reliable.

Work Spirit Variable Instrument (Y)

From the trials conducted for the work spirit instrument (Y) of the 12 questions carried out the reliability test, the Cronbach Alpha value is 0.688, this alpha value is good because it is at a value of 0.6 on the Cronbach Alpha value, and it can be concluded that the variable instrument work spirit (Y) can be said to be reliable.

d. Correlation and Regression Analysis

Using associative testing which aims to determine the relationship between two variables, regression analysis and to find equations. To measure the effect of the relationship between variables, the quantity to be analyzed is correlation (r). The coefficient values range between -1 and 1, the closer to the absolute value of the correlation coefficient, the stronger the influence between these variables, while the smaller (close to zero) the absolute value of the correlation coefficient, the weaker the influence between these variables. While regression testing is used to see the effect of the variables studied using multiple linear regression and simple linear regression.

Linear Regression Analysis

a. Linearity Test of the Effect of Academic Atmosphere (X_1) on Work Spirit (Y)

Based on the results of the linearity test calculations with the SPSS program for the Academic Atmosphere (X_1) variable on Work Spirit (Y), the sig deviation from linearity value is 0.038 < 0.05, so it can be concluded that the effect of Academic Atmosphere (X_1) on Work Spirit (Y) is not Linear.

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
Work Spirit * Academic Atmosphere	265.798	10	26.580	4.981	.000
Between Groups	265.798	10	26.580	4.981	.000
Linearity	155.323	1	155.323	29.105	.000
Deviation from Linearity	110.476	9	12.275	2.300	.038
Within Groups	181.446	34	5.337		
Total	447.244	44			

b. Linearity Test of the Effect of Facility Provision (X_2) and Work Spirit (Y)

Based on the results of the calculation of the linearity test for the variable provision of facilities (X_2) on work spirit (Y), the sig deviation from linearity is obtained value of 0.592 > 0.05, it can be concluded that the effect of the provision of facilities (X_2) on Work Spirit (Y) is Linear.

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Work Spirit * Provision of Facilities	Between Groups (Combined)	133.058	15	8.871	.819	.650
	Linearity	.483	1	.483	.045	.834
	Deviation from Linearity	132.575	14	9.470	.874	.592
	Within Groups	314.187	29	10.834		
Total		447.244	44			

Inferential Analysis*a. Multiple Regression Analysis*

Regression coefficient and significance test

The Influence of Academic Atmosphere and Facility Provision on Work Spirit

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	19.792	7.386		2.680	.010
Academic atmosphere	.553	.116	.591	4.749	.000
Provision of Facilities	.043	.102	.053	.425	.673

a. Dependent Variable: Work Spirit

Source: Processed by researchers with the SPSS program

Based on the results of the multiple regression coefficient analysis in the table, the multiple linear regression equation of the influence between Academic Atmosphere (X_1), Facility Provision (X_2) and Work Spirit (Y) is:

$$\hat{Y} = 19.792 + 0.553X_1 + 0.043X_2 + e$$

From the equation above, it can be explained that the regression constant is 19,792, meaning that if you ignore the Academic Atmosphere and Facility Provision variables, the work spirit score is 19,792. The regression coefficient for academic atmosphere (X_1) is 0.553 which means that each additional one unit score for the academic atmosphere (X_1) will increase the work spirit score of 0.553 by keeping the score for the provision of facilities (X_2) is 0.043 which means that each additional one unit score for the provision of facilities will increase the work spirit score. amounting to 0.043 by keeping the score for the provision of facilities (X_2) constant.

*b. Simple Linear Regression Analysis Work spirit***Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	21.908	5.409		4.051	.000
Academic atmosphere	.551	.115	.589	4.783	.000

a. Dependent Variable: Work Spirit

Source: Processed by researchers using the SPSS program

Based on the results of the simple regression coefficient analysis in the table, the simple linear regression equation for the effect of Academic Atmosphere (X_1) on Work Spirit (Y) is:

$$\hat{Y} = 21.908 + 0.551X_1 + e$$

From the above equation it can be explained that the regression constant is 21,908 and the regression coefficient for the academic atmosphere is 0.551, meaning that if there is no academic atmosphere, the Work spirit score is 0.551, while the addition of one unit score for the academic atmosphere will increase the work spirit score by 0.551.

Regression Coefficient and Significance Test**Effect of Facility Provision on Work Spirit****Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	46.446	5.883		7.894	.000
Provision of Facilities	.027	.124	.033	.216	.830

a. Dependent Variable: Work Spirit

Source: Processed by researchers using the SPSS program

Based on the results of the simple regression coefficient analysis in the table, the simple linear regression equation for the effect of facility provision (X_2) on work spirit (Y) is:

$$\hat{Y} = 46.446 + 0.027X_2 + e$$

From the above equation it can be explained that the regression constant is 46,446 and the regression coefficient of the provision of facilities is 0.027, meaning that if there is no provision of facilities, the score of Work Spirit is 46,446, while the addition of one unit score for the provision of facilities will increase the Work spirit score of 0.027.

4. Conclusions and Suggestions

From the results and discussion, the following conclusions can be drawn:

- Together the Academic Atmosphere (X_1) and the provision of facilities (X_2) have a significant effect on the work spirit (Y) of permanent lecturers at STIE Trisna Negara OKU Timur but the Academic atmosphere is more dominant than the provision of facilities namely $\hat{Y} =$

$19.792 + 0.553X_1 + 0.043X_2 + e$ with a correlation coefficient of 0.592a at the 95% confidence level, it is found that the Academic Atmosphere and provision of facilities can simultaneously predict employee work spirit.

- b. Test all the variables studied were declared valid and reliable, namely the Academic Atmosphere reliability test, the Cronbach Alpha value was 0.730, the Cronbach Alpha reliability test obtained a Cronbach Alpha value of 0.649 and a Cronbach Alpha value was 0.688 with the Cronbach Alpha reliability value standard. > 0.6

From the results and discussion it is suggested:

- a. For lecturers of STIE Trisna Negara OKU Timur, in order to increase their work spirit optimally, especially in carrying out tasks according to technical requirements and continuing to increase their creativity.
- b. Leaders must improve and improve the distribution and expansion of educational facilities on campus, starting from funding, provision of educational facilities and teaching staff. If the equal distribution of facilities is adequate, all teaching and learning processes will run well.

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