

## **Role Of Compensation, Organization Culture, And Leadership On Working Motivation Of Faculty Member (Study Case: Universities In North Jakarta)**

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**Abstract :** *The obtained statistics shows that 65% of the teaching activities are conducted by faculty members and up to 67,7% of the total numbers of teaching staffs serve as faculty members. These significant roles of faculty members in the operational activities have driven the research to take these faculty members as the object of the research. This research focuses on the effect of compensation, organizational culture, and leadership on the work motivation of the faculty members at North Jakarta. Questionnaireis used as a tool to collect data. The estimated numbers of sample are 400 faculty members. The data set is analyzed with SEM(Structural Equation Model). The research findings are compensation, organizational culture, and leadership have a positive impact in increasing the motivation of faculty members at North Jakarta both partially and simultaneously.*

**Keywords:** *faculty member, compensation, organizational culture, leadership, work motivation*

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Date of Submission: 25-09-2017

Date of acceptance: 12-10-2017

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### **I. Introduction**

Human resource has served as the central and important component in every organization. The higher the performance of the human resources in an organization, the higher the performance of the organization will be. Therefore, it is crucial for every organization to have good skilled employees in accomplishing the given tasks and so, contributing to the organization. Ideally, the employees will perform at their best level when they have obtained what are expected from their workplace. Churcill, Ford, and Walker (1987) which is also cited by Fauzilah, Zaharah, Wan Amalina, and Nur Haizal (2011) states that motivation influence the performance level. Growth rate of an organization depends on effectiveness and efficiency of performance and work motivation of the workers who play the role as basic building blocks in an organization (Nidhii, 2012).

There are various factors which influence the motivation level of workers to contribute for their company. Several external factors which should be take into account are compensation, organizational culture, and leadership. A study show that there is a significant impact of leadership on work motivation in a university (Ficke H. Rawung, 2013). The same results are also obtained in a military organization (Wagimo and Ancok, 2005). Additionally, a study with a sample consisting of 184 teaching staff at 13 South Africa's high schools also reveals a strong impact of leadership on work motivation of teaching staffs (Naile and Selesho, 2014). Several studies show that there is a relation between compensation and work motivation. Negash.et.al (2014) concludes that compensation with its components, the amount of salary and promotion, affects work motivation at one of university in Ethiopia. The same study at both private and public banks at Peshawar, Pakistan shows a significant impact of compensation on work motivation (Khan and Mufti, 2012). Aamir.et.al (2012) also shows the same result in a comercial bank at Riyadh. Beside the two aforementioned factors, work motivation is also a product of organizational factor existing in the company. Wahyuningsih (2015) shows a study about the significance of organizational culture and leadership toward work motivation and its implication to the performance shown by employees at Yakssi Hospital, Indonesia.Parthasarathy and Ramalingan (2015) also conduct research that shows an impact of organizational culture toward work motivation in home industry at Chennai, India.

According to 17th Ministerial Decree of Empowerment of State Apparatus and Beurocracy Reform in 2013 about Lecturer's Functional Position and its Credit Number, in the first chapter about the fundamental requirement stated that the definition of lecturer is professional teaching staff and scientist with transforming, developing, and spreading knowledges, technologies, and arts through education, research and social devotion as the main tasks. Based on this definition, it is clearly shown that lecturer is the main instrument or the central role behind the quality of education, particularly in high education.

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This research is held in five private universities located at North Jakarta. Based on the overall activities in these universities, 65% of teaching activities are conducted by faculty members, while the average number of faculty members are 67,7% of the total numbers of teaching staffs. This fact lead the research to establish these faculty members as the research object. Several problems associated with the low level of faculty members' enthusiasm include the low level of research grants' participation which was only 18,8% and 66,64% of substitution classes were taught by these faculty members. The objective of this research is to examine the influence of compensation, organizational culture, and leadership toward work motivation of faculty members at North Jakarta both partially and simultaneously.

## **II. Literature Review**

Resource management is defined as a science of and an art of managing the workforce relationships and roles in order to work efficiently and effectively so the aim of corporation can be successfully met (Suparno, 2015). Resource management is a policy, rule, and sytem that influence behaviors, responses and performances of a worker (Raymon Noe.et.all, 2008). Resource management give an insight how to employ workforces in a company, to create tasks and work group as well as to enhance performances of the employees and give them incentives for their efforts (Bohlander and Snell, 2010). Resource management is a part of organizational process in achieving the target (Cushway, 2002). According to these definitions, human resource managemendis a necessary knowledge to improve a company continuously because a success of an organization also depends on its employees.

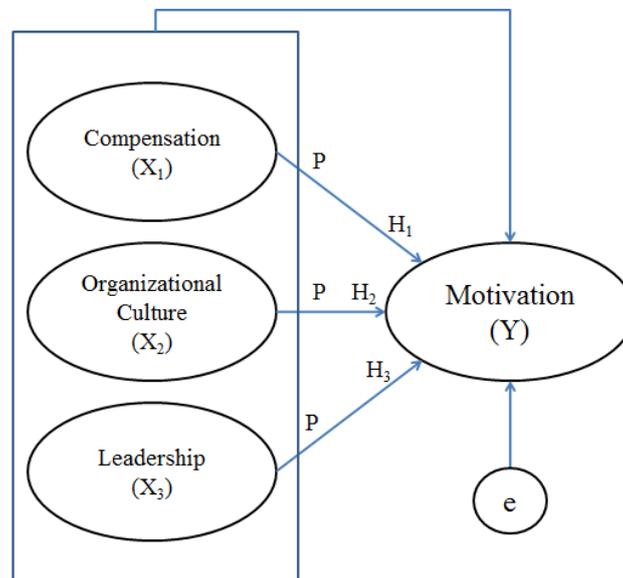
One way of management to adress the issues of increasing work achievements, motivating and enhancing performances of workforces is compensation (Malthis & Jackson, 2000). Compensation system in a company certainly will affect the strategic performance (Suparno, 2015). Compensation takes either direct or indirect forms of payment and appreciation given from the organization to the workforces (Rijalu Negash.et.all, 2014). It can also take forms either financial or non-financial (Mondy Wayne, 2008). This aspect, compensation, is considered to be important because it reflects their work results in their organization, family, and society (Handoko, 2003). Moreover, compensation is often referred to an appreciation and is defined as any forms of appreciation given to the employees as a remark of all contributions they have given to the organization (Panggabean, 2002). According to Hasibuan (2008) in Suparno (2015), the aim of compensation is a kind of motivation from a manager toward the subordinates.

Organizational culture is defined as a pattern of all arrangement, both material and behavior adopted by society to be a traditional way in solving the problems occured inside the team (Krech, 2005). It can also be described as a pattern of belief and well understood organizational values which vigorously flourish and lead to a meaningful pattern and become a basis to act in the organization (Davis, 2005). According to another author, Nidhi Maitel.et.all (2012), organizational culture consists of a set of belief, assumption, norms, and values which has been accepted or distributed to all employees in the organization. Additionally, organizational culture is implicitly accepted by a group and determine how this group feel, think, and react toward any kind of surrounding conditions (Kreitner and Kinicki, 2005). The function of organizational culture is to ease the growth of commitment in a broader scope rather than individualism (Robbins and Judge, 2007). Forehand and Von Gilmer (1964) suggests that an importance characteristic of culture is being able to distinguish the organization itself with the others. The importance of organizational culture exists because it represents all customary in the organizational hierarchy which basically consist of behavioral norms followed by members of an organization. An organizational culture can be referred as a productive culture if it is able to create a stronger organization and accomodate the purpose of organization (Koesmono, 2005). Companies with effective organizational cultures will be able to realize productivity improvement, high employee's involvement level, and then, result in a rise of benefits (Block, 2005).

Leader is defined as a person who inspire and able to bring and direct the subordinates to meet established purpose (Miss Anam Siddique.et.all, 2011). Leadership can be described as an art to persuade and to motivate subordinates so they have a self willingness to give the best efforts in order to achieve a certain purpose. According to Katz and Kahan in Watkin (1992), basically, leadership can be categorized into three main groups consisting of a complement of a position, personality, and behavioral category. Leadership involves a set of interpersonal influence processes which aimed at motivating sub-ordinates, creating a vision for the future, and developing strategies for achieving goals (McFarlin, 2002). A model of management and leadership function developed by Kotter (1990) in Northouse (2013) stated that management has a responsibility in creating a regularity and consistency while leadership has a role to bring changes. Several characteristics of a leader can be described as follows: 1) Physical Character, 2) Personality, 3) Intelligence and Ability, 4) Social Character, 5) Social Background (Bass, 1990; Kirkpatrick and Locke, 1991). Additionally, according to Robbins (1996), a leader need to have an ability to develop mentally, realizing that everything is changing and never stay constant, has an analytical thinking, a strong memory, a communication skill, rationality and objectivity, acts pragmatically, has a sense of urgency, sense of timing, sense of cohesiveness, and sense of relevance.

Basically, work motivation is defined as a trigger to do everything in a better way than the others to achieve a purpose (Husein, 2002). Motivation is also described as a concept to decompose elements of strength of employees so these can guide the employees to behave in a proper manner (Gibson.et.al, 2004; Malthis & Jackson, 2001; Suparno, 2015). Organization need the existance of motivation of the employees to do jobs wholeheartedly in order to meet the target (Robbins.et.al, 2005).

Based on the paradigm about the relationship of variables that has been proposed, a research model is next constructed in figure 1.



**Figure 1. Research Model**

Regarding to the model paradigm above, the structural equation can be written as follows.  $Y = PYX_1 + PYX_2 + PYX_3 + e$ , where, “X” is exogeneous variable, “Y” is endogeneous variable, “P” is path coefficient value, and “e” is indicator error (Hair.et.all, 2010). According to the phenomenon, theory and concept as references of this research and according to research path model, Hypotheses of the research are formulated in the following manner : (H<sub>1</sub>) Compensation has an effect on work motivation, (H<sub>2</sub>) Organizational culture has an effect on work motivation, (H<sub>3</sub>) Leadeship has an effect on work motivation, and (H<sub>4</sub>) Compensation, Organizational Culture, and Leadership influence work motivation simlatenously.

### **III. Research Methodology**

This research employs analytical technique called as Structural Equation Modelling (SEM) which was originally established by Sewall Wright (Wright, 1921). This technique is aimed to analyze existance of effect among several factors under consideration on work motivation. These causal variables consist of compensation (X<sub>1</sub>), organizational culture (X<sub>2</sub>), leadership (X<sub>3</sub>), and work motivation (Y). X<sub>1</sub> utilizes two dimensions (financial and non financial) and six indicators (teaching compensation, research, other academic activities, skill enrichment, work facility, and authority). X<sub>2</sub> utilizes three dimensions (organizational values, tolerance on failures, orientation to work detail) and six indicators (vision and mission explanation, work programme, chance to correct failures, tolerance on failures, work supervision, and work investigation). X<sub>3</sub> utilizes three dimensions (the need of power, to unify people, to motivate and to give inspiration) and nine indicators (to build vision, to describe a big picture, to establish strategy, to communicate purpose, to find commitment, to build team, to inspire, to empower, to meet unfulfilled requirements). Y has three dimensions (the need of achievement, the need of affiliation, and the need of power) and ten indicators (the effort of good achievement, the effort of self development, the spirit of the most updated information solicitation, the ability to overcome difficulty, the spirit of teamwork, the spirit of obedience, the spirit of respect, the effort of being appreciated, the effort of being a required person, and the effort of preserving prestige). Population taken for this research is faculty members in universities at North Jakarta, Indonesia. Sample determination technique used in this research is purposive sampling judgment. The number of necessary samples are determined using Sloven method with margin error of 5% and the result shows 400 people are required to meet the margin error. Questionnaire is designed using interval or likert measurement scale. This research instrument is tested by validity test, reliability test, normality test and is analyzed with SEM method divided into confirmatory factor analysis, structural model testing, and path diagram model analysis (Usman, 2014).

Validity test in this research employs construct validity (Sekaran, 2010). According to Ghozali (2005), by using Pearson correlation, if  $r$  statistics is larger than  $r$  table, it can be concluded to be valid. A construct (variable) is reliable if the Cronbach Alpha  $> 0,6$  (Ghozali, 2009). A data meet multivariate normality assumption if the value of standard error does not exceed 2.58 ( $CR < 2.58$ ) (Usman, 2014).

#### IV. Findings

This part explains the result of a series of tests consisting of validity test, reliability test, normality test and analysis result from SEM. If  $r$  statistics  $\geq r$  table (two tail test with  $\alpha = 0,05$ ), it means the instruments or variables of queries are significantly correlated with total score of variable (valid). With degree of freedom ( $df = n - 2$ ), validity and reliability test of each indicators result in the following tables.

**Table 1.** Validity and Reliability Test Results

Compensation Variable (Reliability : 0.849)		Organizational Culture Variable (Reliability : 0.843)		Leadership Variable (Reliability : 0.829)		Motivation Variable (Reliability : 0.824)	
Indicator	Validity Score	Indicator	Validity Score	Indicator	Validity Score	Indicator	Validity Score
KOFC1	0.689	BONO1	0.455	KPKK1	0.778	MOKB1	0.545
KOFC2	0.760	BONO2	0.648	KPKK2	0.759	MOKB2	0.450
KOFC3	0.676	BOT1	0.633	KPKK3	0.501	MOKB3	0.551
KONFC1	0.619	BOT2	0.704	KPMO1	0.665	MOKB4	0.434
KONFC2	0.759	BOO1	0.618	KPMO2	0.248	MOKI1	0.638
KONFC3	0.339	BOO2	0.679	KPMO3	0.540	MOKI2	0.273
				KPMI1	0.284	MOKI3	0.630
				KPMI2	0.513	MOKK1	0.588
				KPMI3	0.566	MOKK2	0.405
						MOKK3	0.562

The data processing using Lisrel begins with normality checking which means to decide whether the data is normally distributed. Umar Dachlan (2014) stated it is better for CR which is reflected in relative multivariate kurtosis to have a value less than 2.58. In this way, we can conclude that the data has met the multivariate normality assumption.

From the information of table below, normality test results, the value of Relative Multivariate Kurtosis is 1.096 (less than 2.58), so it can be assumed that variable indicators are all normally distributed. One indicator in compensation variable, KOFC1, has a skewness score above 2.58. It gives an indication that this variable doesn't fulfill normality assumption, so a further analysis of this variable is terminated. The other indicators in compensation variable have skewness score below 2.58 so they will be taken for further analysis. Among organizational variables' indicators, BONO1, BONO2, and BOT2 have skewness score above 2.58. It indicates that these variables are all not normally distributed. Three other indicators, BOT1, BOO1, and BOO2 have skewness score below 2.58. In leadership variable, an indicator, KPKK1, has a skewness score above 2.58. The others, KPKK2, KPKK3, KPMO1, KPMO2, KPMO3, KPMI1, KPMI2, and KPMI3 all have skewness scores below 2.58. In the last variable, work motivation, three indicators, MOKB1, MOKI3, and MOKK2, have skewness scores above 2.58. The other seven indicators consisting of MOKB2, MOKB3, MOKB4, MOKI1, MOKK1, and MOKK3 all have skewness scores below 2.58 and so, they are all normally distributed.

**Table 2.** Normality Test Results

Compensation Variable		Organizational Culture Variable		Leadership Variable		Motivation Variable	
Indicator	Normality Test	Indicator	Normality Test	Indicator	Normality Test	Indicator	Normality Test
KOFC1	2.613	BONO1	-2.771	KPKK1	-2.796	MOKB1	-3.617
KOFC2	2.421	BONO2	-3.837	KPKK2	-2.247	MOKB2	-1.922
KOFC3	1.052	BOT1	-1.670	KPKK3	-1.645	MOKB3	-1.231
KONFC1	0.762	BOT2	-3.074	KPMO1	-1.478	MOKB4	-1.604
KONFC2	2.035	BOO1	-1.348	KPMO2	-1.958	MOKI1	-1.197
KONFC3	1.025	BOO2	-1.758	KPMO3	-2.144	MOKI2	0.104
				KPMI1	-1.554	MOKI3	-3.076
				KPMI2	-2.292	MOKK1	-1.521
				KPMI3	-1.780	MOKK2	-3.253
						MOKK3	-2.255

Relative Multivariate Kurtosis = 1.096

In SEM, every laten variable usually has several measurements or indicators. Laten variable is related with the indicator through a certain measurement model which takes a form of factor analysis. In this model, every laten variable will serve as a factor of observed variables. In this research, some criteria of goodness of fit index are utilized as follows, absolute fit measures and incremental fit measures. Absolute measures is used to verify the overall model adequacy. Chi Square statistics, Probability, GFI, and RMSEA are employed to achieve this purpose. The second criterion, incremental fit measure, compares the result with another model or often called as base line model. Some measurements for this purpose are AGFI, NFI, NNFI, CFI, IFI, and RFI. Based on the analysis results with SEM modelling, the measurement’s results of CFA model of Compensation variable are described in the table below.

**Table 3.** CFA Measurement Results of Compensation

No	Indicator	Estimation Coefficient (Standardized)	T-Value	Significance
1	KOFC2	0.84	11.89	Valid <sup>1</sup> , Significant <sup>2</sup>
2	KOFC3	0.65	8.40	Valid <sup>1</sup> , Significant <sup>2</sup>
3	KONFC1	0.78	10.74	Valid <sup>1</sup> , Significant <sup>2</sup>
4	KONFC2	0.85	12.28	Valid <sup>1</sup> , Significant <sup>2</sup>
5	KONFC3	0.37	4.35	Invalid <sup>1</sup> , Significant <sup>2</sup>

NOTE : 1.Estimation Coefficient>0.50 is categorized as Valid, 2. T value >1.96 is categorized as Significant

Based on the table of CFA measurement’s results of compensation, some loading factors which originate from compensation laten variable on KOFC2, KOFC3, KONFC1, and KONFC2 have values more than 0.50 with t value more than 1.96. Consequently, these indicators are valid and significant at error type I of 5 % and they all can serve as indicators for compensation laten variable. At the contrary, KONFC3 has smaller loading factor, less than 0.50. Although the related t value is more than 1.96 at 5 % significance level, KONFC3 is yet invalid to be indicator of compensation laten variable. Hence, KONFC3 will not be considered to the further analysis. Another analysis results representing CFA measurements of Organizational Culture, Leadership, and Motivation are written as follows.

**Table 4.** CFA Measurement of Organizational Culture

No	Indicator	Estimation Coefficient (Standardized)	T-Value	Significance
1	BOT1	0.58	6.99	Valid <sup>1</sup> , Significant <sup>2</sup>
2	BOO1	0.72	8.55	Valid <sup>1</sup> , Significant <sup>2</sup>
3	BOO2	0.89	10.36	Valid <sup>1</sup> , Significant <sup>2</sup>

**Table 5.** CFA Measurement of Leadership

No	Indicator	Estimation Coefficient (Standardized)	T-Value	Significance
1	KPKK2	0.88	12.56	Valid <sup>1</sup> , Significant <sup>2</sup>
2	KPKK3	0.55	6.77	Valid <sup>1</sup> , Significant <sup>2</sup>
3	KPMO1	0.76	10.32	Valid <sup>1</sup> , Significant <sup>2</sup>
4	KPMO2	0.26	2.97	Invalid <sup>1</sup> , Significant <sup>2</sup>
5	KPMO3	0.57	7.20	Valid <sup>1</sup> , Significant <sup>2</sup>
6	KPMI1	0.31	3.60	Invalid <sup>1</sup> , Significant <sup>2</sup>
7	KPMI2	0.55	6.84	Valid <sup>1</sup> , Significant <sup>2</sup>
8	KPMI3	0.61	7.74	Valid <sup>1</sup> , Significant <sup>2</sup>

**Table 6.** CFA Measurement of Leadership

No	Indicator	Estimation Coefficient (Standardized)	T-Value	Significance
1	MOKB2	0.53	6.15	Valid <sup>1</sup> , Significant <sup>2</sup>
2	MOKB3	0.56	6.63	Valid <sup>1</sup> , Significant <sup>2</sup>
3	MOKB4	0.46	5.33	Invalid <sup>1</sup> , Significant <sup>2</sup>
4	MOKI1	0.77	9.69	Valid <sup>1</sup> , Significant <sup>2</sup>
5	MOKI2	0.40	4.56	Invalid <sup>1</sup> , Significant <sup>2</sup>
6	MOKK1	0.65	7.94	Valid <sup>1</sup> , Significant <sup>2</sup>
7	MOKK3	0.51	6.00	Valid <sup>1</sup> , Significant <sup>2</sup>

After several test conducted for model measurement, the following step is to verify structural model. There are two phases of this step, model adequacy test and hypotheses testing or path coefficients' significance test. Relationship among constructs of the research in the model can be shown with causal relationship of related constructs. This type of test is aimed to test whether the model is finely adequate with empirical data (collected samples). The main and alternative hypotheses can be written as follows.

H0: there is no significant difference between sample covariance matrix and estimated population covariance matrix.

H1: there is a significant difference between sample covariance matrix and estimated population covariance matrix.

The hope of experimenter in this test is to accept H0. It means there is an adequacy between theoretical model with empirical data. The table below consists of information about goodness of fit test's results.

**Table 7.** Goodness of fit Index of Modified Structural Model

Parameters	Result	Criteria
X <sup>2</sup> (P)	245.31 (0.0000)	Good fit
GFI; RFI, NFI	0.85; 0.83; 0.87	Marginal fit
IFI;CFI;NNFI	0.93; 0.93; 0.91	Good fit
RMSEA	0.075	Good fit
AGFI	0.79	Poor fit

According to the structural model analysis which tests the effect of compensation on work motivation, obtained t value and regression coefficient are 2.75 and 0.19, respectively. The fact that t value > 1.96 and positive regression coefficient indicate the acceptance of the main hypothesis. Utilizing two dimensions, that is, financial compensation and non financial compensation, it is shown that there is a significant effect of compensation on work motivation. The indicators which influence the compensation are as follows : 1) work environment which takes form of job's supporting facility, for instance, teaching and conducting research (loading factor : 0.88), 2) research compensation (loading factor: 0.80), 3) opportunity to develop through workshop participation, seminar, and other activities (loading factor : 0.79), and 4) Other compensations, for instance, incentive for some activities, such as, examination's questions completion and meeting attendance. (loading factor : 0.59)

According to the structural model analysis which test the effect of organizational culture on work motivation, obtained t value and regression coefficient are 5.15 and 0.47, respectively. These result in the acceptance of the second main hypothesis. Indicators which influence organizational culture are as follows: 1) Institution hold an intricate inspection to tasks conducted by faculty members (loading factor : 0.85), 2) Institution give tolerance when these faculty members do mistakes in their tasks completion (loading factor : 0.78), 3) Institution hold supervision in a detail manner toward what have been done by faculty members (loading factor : 0.70), and 4) Institution give opportunities for faculty members to always correct their mistakes and their lacks while working (loading factor : 0.63).

According to the structural model analysis which test the effect of leadership on work motivation, obtained t value and regression coefficient are 6.14 and 0.78, respectively. These means the third main hypothesis is accepted. Indicators which influence the leadership are as follows : 1) A leader who has fulfilled the uncompleted need, either financial or non financial (loading factor : 0.72), 2) A leader who explains the steps in realizing vision (loading factor : 0.71), 3) A leader who effectively utilized all workforces to realize successful work programmes (loading factor : 0.68), 5) A leader who is able to convey the purpose of each work programme (loading factor : 0.57), 6) A leader who is able to establish strategy for vision realization (loading factor : 0.40).

R<sup>2</sup> value of 0.74 shows how compensation, organizational culture, and leadership may take a positive and significant role in order to increase the work motivation of faculty members.

## V. Conclusion & Recommendation

All discussed independent variables in the research have significant effects on dependent variable both partially and simultaneously. Hence, the management of higher education necessarily take some considerations into account to establish policies in compensation, for instance, adjusting compensation related with research activities, adjusting other incentives, such as, incentives for examination's questions completion, examination's correction and meeting attendance, maintaining all forms of non financial compensation, for instance, providing opportunities to participate in workshops and seminar, providing supporting facilities for teaching and research activities, providing opportunities for faculty members to correct mistakes occurred while working, giving tolerance for faculty members when they mistakenly accomplish tasks, conducting a finely detailed supervision and inspection on tasks accomplished by faculty members. From the leadership aspects, it is better for the leader to have several abilities as follows, able to explain a big picture of how to achieve vision, able to establish strategy to realize the vision, able to communicate purposes of every work programmes, able to utilize the

workforce, that is, faculty members, to be engaged in any plans, and able to maintain various policies regarding to either financial or non financial needs fulfillment for the faculty members. For the future research, it is necessary to develop the model by taking other variables into account, or using other techniques. There is a possibility to take another objects as well in order to develop new theories and concepts.

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Hendy Tannady. "Role Of Compensation, Organization Culture, And Leadership On Working Motivation Of Faculty Member (Study Case: Universities In North Jakarta)." *IOSR Journal of Business and Management (IOSR-JBM)*, vol. 19, no. 10, 2017, pp. 41–47.