What is Important With English Language Skills Students? Survey in University at Bekasi City, Indonesia

Djoko Setyo Widodo

Universitas Krisnadwipayana Jakarta, Indonesia

E-mail: djokosetyowidodo@gmail.com

Veithzal Rivai Zainal

Universitas Krisnadwipayana Jakarta, Indonesia

E-mail: veithzal47@gmail.com

Iwan Kurniawan Subagja (Corresponding author)

Universitas Krisnadwipayana Jakarta, Indonesia

E-mail: iwankurniawan@unkris.ac.id

Eliana Sari

State Jakarta of University, Indonesia

E-mail: elianasari@unj.ac.id

Abstract

The purpose of this study was to determine how the influence success motivation, creativity, and student perceptions about the ability of faculty to the effectiveness of the practice of the English language, either individually or jointly. This research method uses a survey of for three university students as the city of Bekasi, West Java in 2018 with 920 students total

number of observations. The data analysis technique used is the regression technique. The results showed that was a positive effect on the motivation of success, creativity, student perception of the role of lecturers in the ability of the English language.

Keywords: Success motivation, Creativity, Perception, Ability, Research with survey method and multiple regression

1. Introduction

In this globalization era, there will be more developments in this country. Starting from free trade, more and more established foreign companies in Indonesia so that the use of an international language like English is already very wide. Surely students as job seekers have become a necessity to be able to master the English language in order to keep abreast of the times in this era of globalization. What is the influence of the English language in the international world? English is the language most used in the world. This language is the mother tongue of more than 500 million people worldwide

Openness also encourages the flow of new technologies from the developed world. In this process, the role of language English is crucial for through the procurement of the English language led to the adoption or technology transfer, adaptation, and dissemination of technology. How quickly the transfer and dissemination of technology largely determine a country's economic growth. It is recognized that the spread of modern economic growth today is due to the diffusion of knowledge about new production techniques. In line with their freedoms to learn from other nations, someone challenged to find new ideas and get to know the new products from other nations. The more open a nation, the greater the benefits of investing in language and other physical sector investment.

Thus, the English language skills would be a continuous process. English is one of the requirements to apply for a job, especially in the era of globalization, and the APEC (Asia Pacific Economic Cooperation) in 2020. One way to deal with this competition is to provide human resources (HR) with the ability to speak English. Including the new admissions policy and energy / new employee should require English language skills both oral and written.

Meanwhile, Indonesia as one of the ASEAN member countries and in Asia have English as a second language after Indonesian, so it is not surprising if the Indonesian nation has always lagged in many ways with other nations, especially in terms of communication and international relations. To catch up with the necessary effort in earnest in many ways and efforts, especially in the ability to speak English.

Although learning English has been awarded since from elementary school through college, and has even been given extra with various courses/training through various management bodies of the institution that are professional enough and that is still an amateur, but the results are still very far from the expected. The length of time seems not to learn English can guarantee a student can and able to speak English well, and thus it can be said that the lessons learned have not been effective for these students. As a result of the limited ability in English, then the student has always had difficulty in learning and deepen their knowledge-knowledge that the reference in English, and likewise for the purpose of applying for a job.

Meanwhile, some have argued that the success of the students in learning the English language cannot be separated from the active role of lecturers who are able to motivate and to create a harmonious learning climate, conducive and stimulating. In addition, success is also determined by how much of the learning objectives can be achieved, measured from the results expressed as the ability to learn and practice. Based on the fact that it is necessary to

know the cause and also sought an effort to increase ability English speaking students who eventually can increase to English proficiency students. To know this, which can be done through research.

Many factors can affect the ability of English students, so in this study need to limit the problem. This research was conducted limited to (1) the motivation of success is the motivation of students to be able to speak English well; (2) the creativity of students to be able to quickly master the English language; (3) students' perceptions of professors who were instrumental to improve their ability to speak English; (4) the ability to speak English well will increase the ability of other scientific mastery.

The formulation of the problem in this research are: (l) whether there is motivation influence success in English language skills, (2) the influence of creativity on the ability to speak English, (3) whether there are influence students' perceptions about the role of lecturers to improve their English, and (4) whether there is influence of motivation of success, creativity, and student perception of the role of lecturers together on English proficiency students.

The research objective to obtain empirical data about how big and strong influence success motivation, creativity, and student perception of the role of teachers, either individually or together. This research is expected to help in the development of policies to improve the English language skills of students. In addition, the expected results of this study can be used as a material consideration in determining policies and improvement of teaching and learning in higher education. Lastly, it is expected that the results of this study may be useful as consideration for further research.

2. Literature Review

2.1 Capability

Ability is the capacity of an individual to perform various tasks in a job and the ability of a recent assessment of what can be done, person. According to Zain in Yusdi (2010: 10) defines that capability is the ability, skill, strong we seek with yourself. While Sinaga and Hadiati (2001: 34) defines a person's ability as a base which itself related to the execution of the job effectively or very successful.

Meanwhile, Robbins (2007: 57) means the capacity of an individual's ability to fatherly perform various tasks in a job. Further, Robbins stated that the ability is an art evaluation on what one can do.

Ability often associated with actions taken by any individual to another individual can with understanding social relationships, administrative, financial, can also with various social problems (group or individual). Hence, this article will review the understanding of capabilities, concepts, and examples.

The ability of a paraphrase a sentence that comes from the English language ability or it could be in the social sciences is known as the core capability means that a person has the capacity to take action in accordance with the level of knowledge, reasoning, and other with a mechanism with community life.

Ability is the embodiment of a person based on the environment, how to get along, as well as the level of knowledge. All of which can be obtained from a variety of experiences, or can also be congenital means of offspring family (parents).

While the ability to consist of intellectual ability and physical ability. Intellectual abilities according to Robbins and Judge (2008: 55-66) are the skills needed to perform various activity mental think, Reasoning, and problem-solving. Individuals in most people put intelligence and for the right reasons, at value tall one. Individuals who are intelligent are also more likely to become a leader in a group. Six dimensions that make up the most frequently mentioned intellectual ability by Dunnette (1976: 478-483) are (1) the intelligence of numbers; (2) verbal comprehension; (3) speed of perception; (4) inductive reasoning; (5) deductive reasoning; and (6) spatial visualization.

While physical abilities according to Robbins and Judge (2008: 55-66) and Fleishman (1979: 82-92) is the ability of the demanding tasks stamina, skill, strength, and similar characteristics. Research on the various requirements needed in hundreds of jobs has identified nine basic skills covered in the performance of physical tasks. Every individual has the basic skills vary.

Ability is a capacity or talent obtained intentionally or naturally that allows an individual to carry out a particular job or task successfully. In the field of legal science, the ability can be defined as the power to carry out a legal action or satisfy a legal obligation.

It can be associated with the ability to perform actions or achieve certain results through a set of talents, characteristic, function, process, or service that can be controlled and measured, or a certain level of competence in performing a particular job.

Based on the above understanding can be concluded that ability is the skill or the potential for an individual to master the skill in doing or doing various tasks in a job or an assessment of the action someone.

2.2 Success Motivation

Understanding motivation is an impulse or reason on which to base a person's motivation to do something to achieve certain goals. Meaning motivation can also be defined as all of the impetus or spirit within oneself to do something.

Etymologically the word motivation comes from the English language, which is "motivation", which means "inner power" or "encouragement". So understanding the motivation is anything that encourages or move a person to action to do something with a specific purpose. Motivation can come from within ourselves or from others. With the motivation of the person can do something with enthusiasm.

The motivation of people depends on motive power. The motive is the need, the desire, the urge or impulse within the individual (Mersey, Blanchard and Johnson, 1996: 27), or what moves a person to act in a certain way, or at least develop something (Hodgetts, 1996: 467).

Motivation success was a combination of three factors: educational success, success in performing the task, and experience success/failure in the execution of tasks. In the

motivation of success, there are six experimental conditions are a relaxed condition, neutral-orientated, success, success, failure and success failure (McClelland, 1976: 97).

Meanwhile, extrinsic motivation in education can be done by the teacher. Teachers must make decisions about what to teach, how to present lessons and how to determine a method of teaching so that students understand what is being taught and are able to apply in real life (Brohpy, 1990: 7). External encouragement of teachers is very important for a person to achieve success in practice.

This success harmonizes motivation theories about the achievement of the goals that contain motive success to three factors, namely, the likelihood of success, and the success rate. Thus, the success of motivation is the urge to fulfill the desire to influence the behavior of an individual to perform activities in a better way to achieve the goal. Based on the description above the motivation of success is the ability to pass and overcome from one failure to the next with no loss of enthusiasm.

With that understanding, it can be argued the aspects contained in the motivation of success as follows: (1) the tendency to accept responsibility, (2) accept the challenge of intermediate risk, (3) desire learning achievement better, (4) love to solve problems, (5) love to receive feedback, (6) are willing to do the competition, (7) happy to discuss difficult cases, and (8) do everything in a way that is better.

2.3 Creativity

Creativity is as a process to produce a new, whether it be an idea or an object in the form of a circuit that produces. The emphasis on generating action rather than on the end result of these actions.

Creativity can be seen as a product and as a process. Creativity as a process is the ability to identify many possible solutions to specific problems (Vecchio, 1995: 338). A process that is imaginative, unconventional, aesthetically pleasing, flexible, information integration and process type (Sprinthall and Sprinthall, 1990: 124), or any act, idea or product that converts existing domain or a new domain (Csikzentmihalyi, 1996: 28).

Creativity as a product related to the discovery of something, producing something new, rather than the accumulation of skills or knowledge to practice and study books. Creativity is related to what is developed (Nunnally, 1964: 305). Creativity is not a personality trait, but the skills or processes that produce creative products (Woolfok, 1993: 305).

Model creativity to Csikszentmihalyi (1996: 27) states that creativity has the components of the domain, the field, and the individual person. Creative thinking involves the ability to perform different cognitive operations, ie fluency, flexibility, originally, and elaboration (Khatena, 1992: 81). In addition, some authors showed traits of creative people, among others Csikszentmihalyi (1996: 28), Vecchio (1995: 418) and Semiawan (1990: 10).

As a theory, creativity found by Gowan distinguishing between personal creativity and cultural creativity (Clark, 1983: 32). Roweton, classifying creativity into which six aspects: definitional, behavioristic, dispositional, humanistic, psychoanalytic, and operational

(Khatena, 1992: 80). While creativity circle (Clark, 1983: 31) is an integrated concept that consists of thinking, feeling, sensing, and intuiting. Finally, Treffinger (1980: 19-22) states that developed gradually creativity: divergent function, the process of thinking and feeling that compound and is involved in a real challenge.

Creativity is a mental process that is unique, something that is solely to produce something new, different from the original that includes thinking specifically referred Guilford "different idea and freethinking which follows the path of convergence where the idea to use the information available to come to the conclusion, and led to correct answer".

Based on this insight, the aspects of creativity include: (1) has a strong imagination, (2) has a lot of initiative, (3) has a great energy, (4) orientation for long, (5) have a firm attitude, (6) have broad interest, (7) has a curious nature, (8) to take risks, (9) dare to argue, and (10) have self-confidence.

2.4 Student Perceptions on the Role of Lecturer

According to Robbins (2003: 97) that describes that perception is the impression gained by individuals through the five senses then analyzed organized, in the interpretation and then evaluated, so that individuals acquire meaning.

Gibson, et al (2003: 169) defines perception is a cognitive process that is used by individuals to interpret and understand the world around it (the object). Gibson also explained that the perception is the process of giving meaning to the environment by an individual. Therefore, each individual gives meaning to stimuli differently, even though the same object. How people see the situation is often more important than the situation itself. Perception is an active process to absorb, manage, and interpret experiences selectively. Perception affects intercultural communication (Tubbs and Moss, 1996: 65-66). The individual's perception is essentially shaped by the culture because he received the knowledge of previous generations. Knowledge gained was used to make sense of the facts, events, and symptoms that it faces.

Perception as a process by which individuals organize and interpret their sensory impressions in order to give meaning so that the impression or perception is one's view of a particular object (Robbins, 1995: 124). A process to know and understand others (Vecchio, 1995: 72). As the interpretation of information five, a sense boosted on information received through the senses (Woolfok, 1993: 245).

Based on the foregoing it can be concluded that the perception is a process of individual identification information, pay attention and understand the information. Accordingly, aspects that can be displayed are: (1) think critically and analytically, (2) the ability to formulate new ideas (3), the ability to solve problems, (4) physical ability, (5) the ability to conduct social approach, (6) ability to sense and control the emotions, (7) the ability to put themselves, and (8) have a level of patience.

3. Methodology

3.1 Framework of Thinking

3.1.1 Effect of Motivation Success to Capability

Motivation success was a combination of three factors: the success in education, success in performing the task, and the experience of success or failure in duty. This success harmonizes motivation theories about the achievement of the goals that contain motive success to three factors, namely, the likelihood of success, and the success rate.

Students follow the practice because of the need to increase their knowledge and skills. In many cases, students should seek out new things. The ability of students is different from each other, as well as the social environment it faces. Such circumstances encourage students to study and work hard. The practice can be used as a means to fulfill their needs. Thus, it can be suspected positive effect on the motivation of success on the ability.

3.1.2 Effect of Creativity to Capability

Creativity reflects the dynamics of a person to be able to do something new or a new way. Everyone has creativity, which is attached to him that personal creativity. However, they can develop their cultural creativity to find things that are high.   The creativity of a person, the greater the opportunity to achieve the objectives indicated by several methods that have proved effective for one's creativity.

The ability of creativity enhancement techniques that work. The higher the creativity of a person, the greater the benefits that can be gained from the practice and the higher the ability.

Therefore creativity of a highly variable, then the measurement will be carried out on indicators that reflect the characteristics of creative people. Based on the frame of mind that can presumably positive influence on creativity with ability.

3.1.3 Effect of Student Perceptions of the Role of Lecturer to Capability

Perception is one's impression of particular object perception is influenced by internal and external factors. Perception is the process to know and understand others. If the student's perception of the role of the lecturer is good and positive, will provide high capacity. Ability shows the capacity of an individual to use an intellectual ability or mentally and physically to do various tasks. If lecturers are able to transfer their knowledge and skills so that students are satisfied and fulfilled his desires, perceptions of students about the role of lecturers will be good. With reference to the frame of mind that can presumably positive influence between perceptions of students about the role of lecturers with ability.

3.1.4 Effect of Motivation Success, Creativity and Student Perceptions of the Role of Lecturer on Capability

The ability of a measure of success can be seen in the dimension of knowledge, skills, and attitudes. Indications show that the effectiveness of the practice will increase as the motivation of student success also increased. The effectiveness of lecturers will also be

increased if the creativity of students also increased. Similarly, if a student's perception of the role of the lecturer is getting better.

Based on this fact, the motivation for success, creativity student perception of the role of lecturers together affect the ability. With a frame of mind that can be presumed that there is a positive correlation between success motivation, creativity, and student perceptions about the ability of lecturers together with ability.

3.2 Research Hypothesis

The research hypothesis is structured as follows: (1) there is a positive influence on the motivation of success on the ability; (2) there is a positive influence on creativity with ability; (3) there is a positive influence on students' perceptions about the ability of faculty to ability; and (4) there is a positive influence on the motivation of success, creativity and students' perceptions of the role of faculty members together to ability.

3.3 Research Design

This study uses survey and data collection in this study by simple random sampling. Data analysis techniques in this research were both simple and multiple regression. The sample was conducted using a multi-stage random sampling of 920 students who follow the practice of the English language for three universities like to Universitas Krisnadwipayana, Universitas Islam As-syafiiyah and Schools Bina Sarana Informatika. This study, using four instruments developed from the results of theoretical studies and instruments after tested. The test is intended to calculate the validity and reliability of the grains to be used in research. Calculation of the validity of the instrument with significance level $\alpha = 0.05$. Items will be declared invalid if the product moment correlation coefficient $r_o > r_t$, while to find out the reliability coefficient of the measurement instrument using alpha cronbach formula, namely: (1) the motivation of success in the form of a five-scale research instrument is 0.864 with the number of 30-point instruments that are invalid 4 points and then used in the study are 26 items, (2) creativity instruments in the form of five-scale research instruments are 0.875 with a number of 30-point instruments that are not 4-point invalid and subsequently used in research in the study as many as 26 items, (3) student perceptions instruments of the role of lecturers in the form of five-scale research instruments 30 items that are not valid 5 items and then used in the study are 25 items, and (4) the instrument of ability in the form of a five-scale research instrument is 0.845 with the number of 30-item instruments that are not valid 2 items and subsequently those used in the research are ah as many as 28 items.

4. Results and Discussion

First, the influence of motivation success on the effectiveness of the practice indicated by the regression equation $y = 121.631 + 1.042 \, X_1$. Power of influence between motivation success on the capability indicated by a correlation coefficient $ry_1 = 0.613$ and determination coefficient $r_2y_1 = 0 , 3757$ which means that 37.57% effectiveness of the practice is determined by the success motivation, so that it can be concluded that there is a positive influence on the motivation of success on the English proficiency of students.

In connection with the above-mentioned results, to increase the motivation of student success efforts need to be done as follows.

(1) Improving internal drive and external drive, increasing the desire of students to be able to speak English lecturer explained how through practices as one means towards a thorough understanding, to convince students about the benefits of the English language and stresses the importance of practice to accelerate mastery of the English language.

(2) Explaining the purpose and the process of English language skills of students so that students realize that the ability to speak English is given according to the needs of students and will provide benefits.

(3) Materials and methods need to be tailored to the needs of the students. The right method is active participation so that students can more active role in the ability to speak English.

(4) Provide a greater challenge to increase the efforts and achievements of students, so that students will be motivated to learn better.

(5) Giving responsibility to the students that will force students to want to do as best as possible the extent of his ability.

(6) Gradually remove the dependency always ask for directions to the faculty, students need to be trained independently in order to solve the problem yourself.

(7) Turning the competitive atmosphere among fellow students, so. Can be healthy competition among students to get the best performance and improve their competence.

(8) Reward and stimulus to outstanding students and low achievers to students should be encouraged to catch up.

Second, the influence of creativity to English proficiency students indicated by the regression equation $= 121.335 + 1,022 \ X_2$. The strength of the influence of creativity to English proficiency students indicated by a correlation coefficient of determination dan coefficient $ry_2 = 0.724 \ r_2y_2 = 0.5241$ which means that 52.41% of English language is determined by creativity, so it can be concluded that there is a positive influence on creativity on English proficiency.

In connection with the above-mentioned results, to improve students' creative efforts need to be done as follows:

(1) Providing the freedom to students to develop ideas, insights, and imagination on how to intensify. The development of ideas and insights will expand the horizon of students and ultimately create growth opportunities for creativity.

(2) Developing the imagination with the ability to conduct long-term orientation, so that students are not glued to the success of the moment, but still seeking the sustainability of success.

(3) Develop initiative and interest of students to do something new with new ways, in order to gain new experiences without fear of failure. The success or failure of a part of the

study of creativity.

(4) Develop an inquisitive nature as a productive mindset development efforts and the development of creative products.

(5) Encouraging the growth of the spirit and attitude of confidence to be bolder in expressing opinions, firm in principle, no doubt on the ability of self, and the growing sense of confidence will develop one's creativity.

(6) Creating a climate or atmosphere that is conducive to the growth of the practice of creativity

(7) Creating an attraction so that what they follow and do in practice to be a delight.

(8) Active training needs to be developed to provide an opportunity for cognitive development, dynamic behavior and encourage creativity practice.

Third, the influence of students 'perceptions of the role of lecturer to the English proficiency of students indicated by the regression equation = 87.552 + 0.756 X_3. Power of influence on students' perceptions of the role of lecturer on English proficiency is indicated by a correlation coefficient $ry_3 = 0.445$ and the coefficient of determination $r_2y_3 = 0.198$, which means that 19.80% of English proficiency of students can be determined by the student's perception of the role of lecturer. Thus, there is a positive influence between students' perceptions about the ability of lecturers on English proficiency.

In connection with the above-mentioned results, to improve students' perceptions about the ability of faculty need to take, following effort as:

(1) Improved perceptions of the role of lecturers that include attention and expectations. To that end, as the perpetrators of perception need to be invited in order to be able to think logically and rationally, in order to give the impression of objectivity and not be overly influenced by internal factors are rooted in beliefs and characteristics of one's personality.

(2) Lecturers must be of high quality scientific because this is necessary for the lecturer is able to sensitize students about the existence of external factors that are sourced from the situation and the environment through processes that can affect the perception of information,

(3) Ice-melting and contradictions as a varied student. Students tend to be contradictory because: (1) on the one hand there is a group of students who are actively talking, on the other hand, there is a group that is always silent, (2) there are students who move quickly and conversely some are actually very slow, (3) students felt it could be, know and understand everything, and (4) there are also students who have personality problems.

(4) Lecturers should not only carry out the task of providing guidance but should provide clear information that is easily digested by the students.

(5) Selection of lecturers should not only because of master technical issues but also

required to optimize the role and skills of students. An important requirement for lecturers is able to communicate well with students. Qualified lecturers will contribute greatly to the ability of a student. In practice, this idea is not easy to implement, because the lecturers who have the technical mastery and also have good communication skills are relatively limited,

(6) Lecturers provide demonstration and test for followed the students. The pilot demonstration is not just a technical but also showed a better performance.

(7) The fact is, perception is aimed at the role of the lecturer. If the role of a good lecturer, perception tends to be good anyway. However, his appearance and lecturers present themselves in conjunction with the students will greatly affect the perception of students.

Fourth, the influence of motivation success, creativity and student perceptions of the role of lecturer toward English proficiency students indicated by the regression equation $= 122.567 + 0,792\ X_1 + 1, 019\ X_2 + 0,918\ X_3$. Based on the significance test can be concluded that the multiple regression equation above is very significant. The strength of the influence of motivation success, creativity and student perceptions of the role of lecturer toward English proficiency students is indicated by a correlation coefficient $Y_{123} = 0.812$ and determination coefficient $r_2y_{123} = 0.659$, which means 65,90% of the variation of English proficiency students can be determined by the success motivation, creativity and student perceptions of the role of lecturer on English proficiency students.

5. Conclusions and Recommendations

5.1 Conclusions

Research hypothesis testing proved that success motivation variable, creativity and student perceptions of the role of lecturer positive effect on the effectiveness of the practice of the English language with the level of determination was 65, 90%. Among the three independent variables, the variable creativity is the variable with the largest contribution in influencing the effectiveness of the practice of the English language, followed by motivational variables and variable success student perceptions about the ability of the lecturer. In other words, the variable is a variable that strategic creativity. That is, the most effective measures to enhance learning is through increased creativity. The next rank is the motivation variable success and the last variable students' perceptions about the role of the lecturer.

5.2 Recommendations

Guided by the various findings obtained from this study, some recommendations are presented as follows.

(1) Students learning English participants must have the creativity and high motivation to succeed well in English.

(2) Students are rightly able to give a positive meaning to the usefulness of learning and mastering English well, so you can easily get a job in an era of increasingly fierce competition.

(3) Students should follow the practice of English language preferred to start the semester VII student in order to assist them in writing a thesis and enter the real world looking for jobs.

(4) Lecturers should be able to motivate students to learn all the material including the ability to speak English.

(5) Lecturers are assigned to guide learning English should be professors who are experienced practical guide, in addition, mastered the technique of training.

(6) Learning materials should be regularly updated (actualization) and adjusted to need and development of science.

References

Bramley, P. (1996). *Evaluating Training Effectiveness.* Cambridge: McGraw-Hill International Limited.

Brophy, J. E. (1990). *Educational Psychology.* New York: Longman. Clark, Barbara. 1983. *Growing Up Gifted.* Ohio: Charles E. Merril Publishing Company.

Csikszentmihalyi, M. (1996). *Creativity,* New York: Harper Collins Publishers, Inc.

Depdikbud. (1971). *Buku Marian Untuk Guru.* Jakarta: Balai Pustaka.

Dunnette, M. D. (1976). "Aptitude, Abilities, and Skills," *Handbook of Industrial and Organizational Psychology*, Chicago: Rand McNally, 1976.

Fleishman, E. A. (1979). "Evaluating Physical Abilities Required by Jobs," *Personnel Administrator*, Juni 1979.

Hersey, P., Kenneth, H., & Blanchard, Dewey E. J. (1996). *Management of Organizational Behavior.* New Jersey: Prentice Hall International, Inc.

Hodgetts, R. M. (1996). *Modern Human Relation at Work.* Orlando: The Dryden Press.

Hoy, W. K., & Cecil, G. M. (1992). *Educational Administration: Theory Research, and Practice.* New York: Randim House. Inc.

Khatena, J. G. (1992). *Challenge and Response for Education.* Illinois: F.E. Peacok Publisher. Inc.

M. Sinaga Anggiat dan Sri Hadiati, (2001). "*Pemberdayaan Sumber Daya Manusia*" Jakarta: Lembaga AdministarsiNegara Republik Indonesia.

McClelland, David C. et. al. (1976). *The Achievement Motive.* New York: Irvington, Publisher. Inc.

Milman Y. (2010). "*Kamus Umum Bahasa Indonesia*". Jakarta: Pustaka Sinar Harapan.

Nunnally, J. C. (1964). *Educational Measurement and Evaluation.* NewYork: McGraw-Hill. Int.

Prokopenko, J. (1987). *Productivity Management.* Geneva: International Labour Officer.

Robbins, S. P. (1995). *Organization Theory: Structure, Design and Applications.* Terjemahan Yusuf Udaya. Jakarta: Lie.ec, Arean.

Robbins, S. P., & Judge, T. A. (2008). *Perilaku Organisasi*. Buku 1, Jakarta: Salemba Empat.

Semiawan, Conny, et.al. (1990). *Memupuk Bakatdan Kreativitas Siswa Sekolah Menengah.* Jakarta: Gramedia.

Sprinthall, N. A., & Richard, C. S. (1990). *Educational Psychology, a Development Approach.* Singapore: McGraw-Hill.

Treffinger, D. J. (1980). *Encouraging Creative Learning for The Giffed and Talented.* California: Ventura Country Superintendent of Schools Officer.

Tubbs, Steward L dan Sylvia Moss. (1996). *Human Communication.* Terjemahan Deddy Mulyana. Bandung: Remaja Rosdakarya.

Vecchio, R. (1995). *Organizational Behaviour.* Orlando: The Dryden Press.

Woolfok, A. (1993). *Educational Psychology,* Needham: Allyn & Bacon.

Copyrights