

The Effect Of Work From Home (WFH) Performance During Covid-19 Pandemic And Self Effication On The Work Effectiveness Of Lecturers

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Abstract

Indonesia is one of the countries that will have an impact on the spread of the coronavirus. The number of COVID-19 cases in Indonesia has totaled 9,096 since it was announced for the first time on March 2, 2020. The increase in new cases of COVID-19 in Indonesia has caused the Indonesian government to set policies to prevent the spread of COVID-19 transmission. One of the policies taken is to enforce online learning from home. The Health Polytechnic of the Ministry of Health Jakarta III is one of the higher health education institutions that supports the government's efforts to prevent the spread of the coronavirus, so, based on government policy, the Director of the Health Polytechnic of the Ministry of Health Jakarta III issued a circular letter for all employees of the Health Poltekkes of the Ministry of Health Jakarta III to carry out official duties while working from home/residence (Work from Home/WFH) from March 17, 2020 and extended until May 13, 2020. Lecturers who are employees of the Poltekkes Kemenkes Jakarta III as educators automatically carry out all the duties of the Tridarma of Higher Education from home. This research was conducted at the Health Polytechnic of the Ministry of Health Jakarta III, which aims to obtain information about the effect of working from home during the COVID-19 pandemic and self-efficacy on the effectiveness of lecturers' work. The design used in this study is a survey method. This method can describe current conditions and can answer questions about the characteristics of the relationship variables and the influence between variables. The minimum sample size for this research survey is 100 lecturers. Data collection is done online using the Google Forms application (<https://bit.ly/2KawaX2>). Furthermore, the data is processed for hypothesis testing using statistical analysis techniques with path analysis. The results of the study show that: (1) there is a direct positive effect of work from home performance on work effectiveness; (2) there is a direct positive effect of self-efficacy on work effectiveness; and (3) there is a positive direct effect of work from home

performance on lecturer self-efficacy. For this reason, it is recommended that work from home can be maintained as a solution to increase lecturers' self-efficacy in order to achieve quality work effectiveness.

Keywords: COVID-19, Work from Home, Self-Efficacy, Work Effectiveness.

I. Introduction

The 2019-2020 coronavirus pandemic is an ongoing coronavirus disease 2019 (COVID-19) pandemic caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). This outbreak was identified in the city of Wuhan, China in December 2019. The World Health Organization (2020) declared the outbreak a Public Health Emergency of International Concern on 30 January 2020 and recognized it as a pandemic on 11 March 2020. On 27 April 2020 more than 3.04 million cases of COVID-19 have been reported in 185 countries and territories, resulting in more than 211,000 deaths.

Indonesia is one of the countries that will have an impact on the spread of the Corona virus. According to a government spokesman for the handling of Covid-19 in a press conference at Graha BNPB on April 27, 2020, the number of Covid-19 cases in Indonesia has totaled 9,096 cases since it was announced for the first time on March 2, 2020 (Kompas.com). The total number of patients who recovered from Covid-19 until April 27, 2020 amounted to 1,151 people, and the total number of patients who died after being declared the corona virus was 765 people. The increasing number of new COVID-19 cases in Indonesia has caused the Indonesian government, particularly the Ministry of Health of the Republic of Indonesia and the Ministry of Education to establish policies to prevent the spread of COVID-19 transmission. One of the policies taken is to enforce online learning from home.

Health Polytechnic of the Ministry of Health Jakarta III is one of the higher education institutions of health that supports the government's efforts to prevent the spread of the corona virus, so that based on government policy, the Director of Poltekkes of the Ministry of Health Jakarta III issued a circular for all employees of Poltekkes of the Ministry of Health Jakarta III to carry out official duties by working from home/place of residence (Work From Home/WFH) since March 17, 2020 and extended until May 13, 2020. The lecturer who is an employee of the Poltekkes Kemenkes Jakarta III as an educator automatically performs all the duties of the Tridarma Perguruan Tinggi from home.

More about The 2019-2020 coronavirus pandemic is a disease pandemic work from Home/WFH is a term for working remotely, more precisely, working from home. So employees do not need to come to the office, but all their tasks are done from home and the effective working hours remain as usual, namely from 7.30 to 16.00 and for Fridays to 16.30. Through Work from Home/WFH, all lecturers' tasks are expected to be carried out effectively and efficiently. The effectiveness of a lecturer's work can be measured from the completion time of

the lecturer's obligations in teaching, the utilization of his energy and thoughts in research/public service, and the accuracy of the use of teaching facilities and the results of his teaching.

From the observations made by researchers that the effectiveness of the work of lecturers at the Health Polytechnic of the Ministry of Health Jakarta III is still not as expected. This is indicated by the teaching and learning process tasks that are not optimal and the lack of research and community service carried out by lecturers. Another form of the non-optimal work effectiveness of lecturers is thought to be due to lack of self-confidence in achieving success as a result of current conditions and problems. If a lecturer has high self-confidence, the higher the effectiveness of his work, the higher the confidence he has and his ability to succeed in carrying out a task that is his responsibility.

Based on the description above, the researcher is interested in examining the work effectiveness of lecturers at the Jakarta III Health Polytechnic. Through this research, researchers seek to answer scientifically about the problem of the effectiveness of lecturers' work and the results are expected to provide useful information or input for the advancement of Health Polytechnics within the Ministry of Health, especially for Poltekkes Jakarta III.

II. Literature Review

a. Work Performance

Performance is generally defined as a person's success in carrying out a job. According to Wibowo (2012) performance comes from the word performance, so that performance is defined as the result of work or work performance. Performance is a result that is usually measured based on three criteria, namely: quantity, quality, and service to customers. While Work from Home is a term for working remotely, more precisely working from home. So workers do not need to come to the office face to face with other workers. Work from home is already familiar to freelancers, but they often call it remote work or remote working. Work from home and remote working actually make no difference, only the terms, the only difference is the rules of the company they work for. There are those who apply normal working hours from 8 am to 4 pm or free working hours as long as the work is done and communication is always fast response.

According to Crosbie & Moore (2004), working from home means paid work done mainly from home (minimum 20 hours per week). Working from home will provide flexible time for workers to provide a balance of life for employees. On the other hand, it also provides benefits for the company.

b. Work effectiveness

Effectiveness refers to a deliberate ability to do something better to achieve a certain situation. Pincus (2013) explains that effectiveness is related to the achievement of targets. Effectiveness is the achievement of goals, both short-term and long-term goals, both specific goals and general goals. This means that effectiveness is

closely related to the achievement of goals or expectations. Effectiveness is the achievement of goals that can be viewed from several aspects, namely: goal approach, systems approach, strategy approach, and competition approach.

Effectiveness comes from the word effective which means: (1) there is an effect (the effect, the effect, the effect); (2) the use of methods/methods, facilities/tools in carrying out activities, so that they are effective (achieving optimal results). According to Gibson, the term effectiveness comes from the word effect and this term in the context of a causal relationship. Effectiveness in this context is an optimal relationship between the results (product), quality (quality), flexibility (flexible), and satisfaction (satisficing). In this sense, the performance produced by the lecturer must have quality work that meets all student expectations and is easy to find whenever (flexible) when students need guidance and can meet the satisfaction that students expect. In addition, Gibson (2005) explains that effectiveness means judgments made with respect to individual, group and organizational achievements. The closer the performance is to the expected performance (standard), the more effective it is in assessing it.

The same opinion was also expressed by Daft (2010) that effectiveness is "...the degree to which the organization achieves a stated goal." Effectiveness is the degree or degree to which the organization is able to achieve predetermined goals. Robbins and Judge (2006) define it briefly, namely: "...effectiveness is achievement of goals." Effectiveness in this sense emphasizes the achievement of goals, namely goals that have been previously planned, in other words doing something right in accordance with the expected goals. A unit will be more efficient if it does things right and will be more effective if it does the right things. The closer the results are to the set goals, the more effective the unit will be work from Home (WFH) performance

Performance is generally defined as a person's success in carrying out a job. According to Wibowo (2012) performance comes from the word performance, so that performance is defined as the result of work or work performance. Performance is a result that is usually measured based on three criteria, namely: quantity, quality, and service to customers. While Work from Home is a term for working remotely, more precisely working from home. So workers do not need to come to the office face to face with other workers. Work from home is already familiar to freelancers, but they often call it remote work or remote working. Work from home and remote working actually make no difference, only the terms, the only difference is the rules of the company they work for. There are those who apply normal working hours from 8 am to 4 pm or free working hours as long as the work is done and communication is always fast response.

According to Crosbie & Moore (2004), working from home means paid work done mainly from home (minimum 20 hours per week). Working from home will provide flexible time for workers to provide a balance of life for employees. On the other hand, it also provides benefits for the company.

c. Self Effication

The term self-confidence is defined "...in a general way to include several related concepts such as self-esteem and self-efficacy." Self-confidence is defined in general for several concepts such as self-esteem (self-esteem) and self-efficacy (self-confidence). According to Bandura (2010) "...self-efficacy component of social cognitive theory". Bandura discusses the concept of self-efficacy as part of social learning theory. Self-confidence stated by Goleman is a basic construction for emotional intelligence (emotional intelligence) and optimism.

Meanwhile, Luthans (2016) stated, "...largely due to the work of well-known psychologist Albert Bandura over the past three decades, self-efficacy has a widely acclaimed theoretical foundation." This explains that self-efficacy is a major work of psychologist Albert Bandura during the last three decades which has a strong theoretical basis. In human life, having self-confidence is very important. Self-confidence encourages a person to understand deeply the situation that can explain why a person experiences failure and success. Individual thoughts on self-confidence determine how much effort will be devoted and how long the individual will persist in the face of obstacles or unpleasant experiences.

Self-efficacy is the most important psychological mechanism of self-influence, stating, "If people feel unsure, they will have little incentive to act." Any factor that acts as a motivator is rooted in the central belief that a person has the power to produce the desired result. Self-confidence acts as a root motivator, which is meant as a driving force of motivation that grows by itself in a particular self that has the power to achieve success. This happens because the process of individual interpretation of a specific situation which in turn can affect a person's behavior. It also explains that self-confidence is a person's perspective on his own qualities, good or bad, failed or successful and with that self-confidence can be built according to a person's special characteristics.

III. Method

The design used in this study is a survey method. This method can describe the current condition and can answer questions about the characteristics of the relationship variables, the influence between variables. The survey is also a research that aims to determine and determine the temporary position of the variable (status quo variable) based on the existing data (status quo data) and the relationships between the variables studied can then be determined and conclusions drawn.

In essence, this research involves two kinds of variable characteristics, namely the independent variable and the dependent variable. These variables are the dependent variable, namely: lecturer work effectiveness (X3), and two independent variables, namely WFH (X1), and Self-Efficacy (X2). . Furthermore, the data is processed for hypothesis testing using statistical analysis techniques with path analysis.

The conceptual framework in this study was compiled based on the analysis between variables formulated in the research constellation as follows:

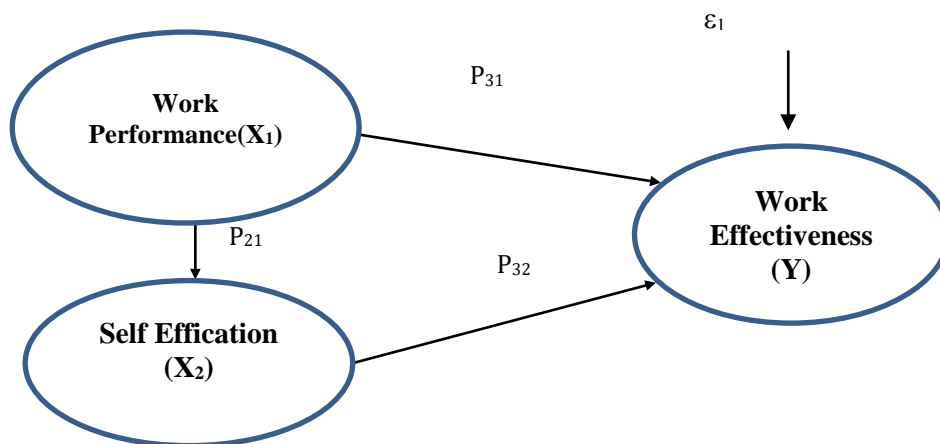


Figure1. Research Constellation Model Path Analysis Between Variables

IV. Result and Discussion

Before performing calculations to test the causality model using the path analysis model, the constellation of the research model must meet the goodness of fit test or the compatibility test of empirical data with the research model and then the data is continued by testing each path/ research hypothesis.

Hypothesis testing using path analysis data analysis techniques aims to determine whether there is a direct or indirect effect. The direct effect is the influence of the independent variable on the dependent variable, while the indirect effect is the influence of the independent variable on the dependent variable through other variables or intervening variables.

Testing the direct effect on the research model is carried out by looking at the path coefficient value in each research hypothesis path and followed by a t test to determine the path coefficient value or the influence value in the significant category. Testing the indirect effect on the research model is carried out by looking at the path coefficient values in each research hypothesis path and followed by the Sobel test to determine the path coefficient value or the influence value in the significant category.

Path Coefficient

The calculation of the path coefficients is carried out by continuing the results of the calculation of the correlation coefficient on each path based on the structural equation in the research constellation model, the value of the correlation coefficient on each path can be seen in the following table:

Table 1. Coefficient of Correlation Between Variables

		Work Performance (X1)	Self Efficacy (X2)	Work Effectiveness (Y)
Work Performance (X1)	Pearson Correlation	1	.393**	.528**
	Sig. (2-tailed)		.002	.000
	N	58	58	58
Self Efficacy (X2)	Pearson Correlation	.393**	1	.502**
	Sig. (2-tailed)	.002		.000
	N	58	58	58
Work Effectiveness (Y)	Pearson Correlation	.528**	.502**	1
	Sig. (2-tailed)	.000	.000	
	N	58	58	58

** . Correlation is significant at the 0.01 level (2-tailed).

a. Structure path coefficient 1

Structure 1 in the calculation of path analysis is to calculate the magnitude of the influence of the X1 variable on X2, based on the results of the calculation of the research data obtained the path coefficient and tcount as shown in the following table:

Tabel 2. Path Coefficient and Path Significance Test Structure 1

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	45.616	9.492		4.806	.000
Work Performance (X1)	.382	.119	.393	3.201	.002

a. Dependent Variable: Self Efficacy (X2)

Based on the results of the path coefficient analysis above, the path coefficient value of p21 is 0.393 and tcount = 3.201, with ttable (0.05:56) = 2.00, so tcount > ttable and p-value (0.002 < 0.05), then reject H0, accept H1 and it can be interpreted that there is a significant direct positive effect of variable X1 on variable X2. Thus, it is proven that Work from Home has a direct effect on Self-Efficacy.

b. Structure path coefficient 2

Structure2 in the calculation of path analysis is to calculate the magnitude of the influence of variables X1, X2 on Variable Y, based on the results of the calculation of research data obtained path coefficients and tcount as shown in the following table:

Tabel 3. Path Coefficient and Path Significance Test Structure 2

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

1	(Constant)	44.258	20.365		2.173	.034
	Work Performance (X1)	.795	.234	.392	3.395	.001
	Self Effication (X2)	.728	.241	.348	3.017	.004

a. Dependent Variable: Work Effectiveness (Y)

From the path coefficient table, the results of the analysis show that the path coefficient value of β_{y1} is 0.392 and tcount is 3,395, with ttable (0.05:55) = 2.00, so tcount > ttable, and p-value (0.009 < 0.05), So reject H_0 , accept H_1 and it can be interpreted that there is a significant direct positive effect of variable X1 on variable Y. Thus, it is proven that Work From Home has a direct effect on Lecturer's Work Effectiveness.

The results of the analysis show that the path coefficient value of β_{y2} is 0.348 and tcount 3.017, with ttable (0.05:55) = 2.00, so tcount > ttable, and p-value (0.016 < 0.05), then reject H_0 , accept H_1 and it can be interpreted that there is a significant direct positive effect of variable X2 on variable Y. Structurally the overall path diagram of each structure can be seen in the following figure:

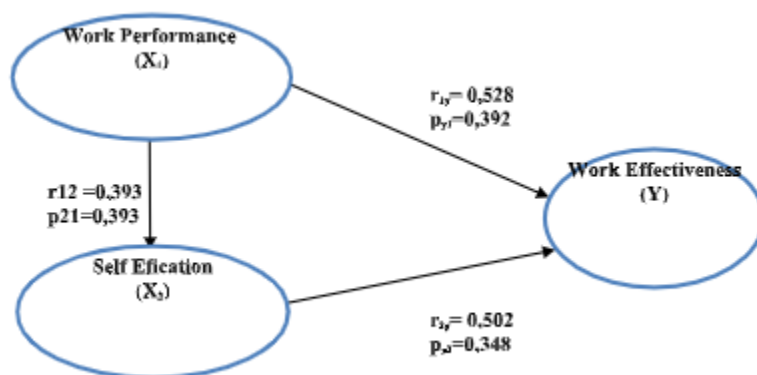


Figure 2. Causal Path diagram of the influence of X1, X2 and X3 on Y

Based on the path analysis test above, it can be explained that hypothesis testing is as follows:

a. The first hypothesis: there is a positive direct effect of Work from Home (X1) on the Effectiveness of Lecturers Work (Y). The statistical hypothesis tested is a positive direct effect of Work from Home (X1) on Lecturer Work Effectiveness (Y).

Statistical hypothesis:

$H_0: 1 = 0$ (No Effect)

$H_1: 1 > 0$ (There is an effect)

Based on the results of the path analysis of the influence of Work From Home (X1) on the Effectiveness of Lecturers Work (Y), the path coefficient γ_1 is 0.392 with $t_{count} = 3.395$, while the value of $t_{table} = 2.00$ ($\alpha = 0.05$; $dk = 55$). Because $t_{count} > t_{table}$, then H_0 is rejected, H_1 is accepted. Thus, it can be concluded that Work from Home has a direct positive effect on the Work Effectiveness of Lecturers or the better the Work from Home Respondents, the better the Work Effectiveness of Respondent Lecturers and vice versa, the worse the Work from Home respondents will cause the worse the Work Effectiveness of Respondents Lecturers.

b. The second hypothesis: there is a direct positive effect of self-efficacy (X2) on the effectiveness of lecturers work (Y).

The statistical hypothesis tested was a direct positive effect on Self-Efficacy (X2) on Job Satisfaction (Y).

Statistical hypothesis:

$H_0: \beta_2 \leq 0$

$H_1: \beta_2 > 0$

Based on the results of the path analysis of the influence of Self Efficacy (X2) on Lecturer Work Effectiveness (Y), the path coefficient β_2 is 0.348 with $t_{count} = 3.017$, while the value of $t_{table} = 2.00$ ($\alpha = 0.05$; $dk = 55$). Because $t_{count} > t_{table}$, then H_0 is rejected, H_1 is accepted. Thus, it can be concluded that self-efficacy has a positive direct effect on the effectiveness of lecturers work or the better the respondents self-efficacy, the better the respondents lecturers work effectiveness and vice versa, the worse the respondents self-efficacy will cause the worse the respondents lecturers work effectiveness.

c. Third Hypothesis: there is a direct positive effect of Work from Home (X1) on Self-Efficacy (X2).

The statistical hypothesis tested was a direct positive effect of Work from Home (X1) on Self-Efficacy (X2).

Statistical hypothesis:

$H_0: \beta_1 \leq 0$

$H_1: \beta_1 > 0$

Based on the results of the path analysis of the influence of Work From Home (X1) on Self-Efficacy (X2), the path coefficient β_1 is 0.393 with $t = 3.201$, while the value of $t_{table} = 2.00$ ($\alpha = 0.05$; $dk = 56$). Because $t_{count} > t_{table}$, then H_0 is rejected, H_1 is accepted. Thus, it can be concluded that Work from Home has a direct positive effect on respondents self-efficacy or the better the respondents work from home, the better the respondents self-efficacy and vice versa, the worse the respondents work from home will cause the respondents self-efficacy to be worse.

Table:4 Summary of Hypothesis Testing Results Direct and Indirect Effects

Direct Effect	Path Coefisien	T count	t_{table} $\alpha = 0,05$	t_{table} $\alpha = 0,01$	Result Testing
X ₁ to Y	0,392	3.395	2,00	2,67	H0 is rejected, H1 is accepted. There is a direct positive effect of X1 on Y
X ₂ to Y	0,348	3,017	2,00	2,67	H0 is rejected, H1 is accepted. There is a direct positive effect of X2 on Y
X ₁ to X ₂	0,393	3,201	2,00	2,67	H0 is rejected, H1 is accepted. There is a direct positive effect of X1 on X2

Discussion of Research Results.

Based on the results of the analysis and hypothesis testing, it is shown that the three hypotheses proposed in this study are generally proven to have a direct positive effect on each path. In detail, the discussion of the analysis and testing of research hypotheses is described as follows:

a. Work from Home Performance has a Positive Direct Effect on Work Effectiveness

The results of hypothesis testing indicate that the performance of lecturers when working from home has a significant influence on the effectiveness of the lecturers work, the correlation coefficient value between work from home performance and work effectiveness is 0.528 and the path coefficient value is 0.392. This means that Work from Home has a significant positive effect on the Effectiveness of Lecturers Work. The results of this study are in line with the opinion of several experts including, Priharto (2020) stating that technological advances have made it easier for workers to work in times of emergency and out of control. Workers can and are easily able to perform telecommunications and data management on a very wide scale. In addition, statistics from the emailanalytics.com website explain that 77% of work from home workers have increased work productivity. This happens because the level of work stress is decreasing, so work productivity increases. Several things can cause stress, such as traffic jams, piles of work, problems with coworkers and other problems that are often encountered at the office that cause a lack of morale.

b. Self-Efficacy has a Positive Direct Effect on Lecturer Work Effectiveness

The results of hypothesis testing indicate that self-efficacy has a significant effect on the effectiveness of lecturers' work. The correlation coefficient value is 0.502 and the path coefficient value is 0.348. This means that self-efficacy has a significant positive effect on the effectiveness of lecturers' work.

The higher a person's self-efficacy, the more effective he is in carrying out his duties. The effectiveness of individual work cannot be separated from the effectiveness of an institution/college. An institution/college is said to have work effectiveness if it can increase and grow individual self-efficacy in achieving predetermined productivity and within the stipulated time, best or effective, so that self-efficacy can increase individual work effectiveness. The meta-analysis conducted by Judge found that there was a positive relationship between self-efficacy and individual work effectiveness (work effectiveness).

Luthans also stated that there are four main sources of information, namely: (1) mastery experiences or performance attainment, (2) vicarious experiences or modeling, (3) social persuasion, and (4) psychological and psychological arousal. Bandura in Ryckman explains that proficiency due to high or low efficacy expectations has four main sources: performance accomplishments, vicarious experiences, verbal persuasion (verbal persuasion), and states of physiological (emotional) arousal (a state of psychological (mental) or emotional emergence). In the four sources of self-efficacy in essence, namely: (1) Results of work or experience; (2) Behavioral models (observing others who perform the same action); (3) Persuasion from others; and (4) the state of physical and emotional factors. Real work achievement is the biggest source of efficacy expectations because it is based on individual personal experiences in the form of success or failure. This is reinforced by Robbins and Judge who stated that the higher the self-confidence, the more confident to achieve success in carrying out tasks.

c. Work from Home Performance has a Directly Positive Effect on Self-Efficacy

The results of hypothesis testing indicate that Work from Home has a significant effect on Self-Efficacy. The correlation coefficient value is 0.393 and the path coefficient value is 0.393. This means that Work from Home has a significant positive effect on Self-Efficacy. Based on the results of testing the third hypothesis, it provides an empirical interpretation of the importance of self-efficacy in influencing lecturers' self-efficacy. The results of the path analysis show that self-efficacy has a direct positive effect on lecturers' work from home performance with a direct influence coefficient value of 0.393. The results of this study further strengthen and confirm the importance of self-efficacy in increasing the effectiveness of lecturers' work. This means that there is a match between theory and empirical findings. Doing Work from Home is one solution that makes lecturers

still able to carry out their duties as lecturers and can always contribute to every activity carried out by the institution. High self-efficacy of a lecturer will be able to improve the quality of his performance when doing Work from Home. Decreased stress levels make job satisfaction increase and if lecturers are able to complete work better and faster, it will certainly increase job satisfaction, so that lecturers become loyal to the institution.

V. CONCLUSION

Based on the results of the research and discussion that have been described, it can be concluded as follows:

1. There is a direct positive effect of work from home performance on work effectiveness. These findings indicate that an increase in performance when working from home will result in an increase in the effectiveness of the lecturer's work. Most of the duties of a lecturer are to carry out learning, so that if a lecturer has a high performance, the lecturer will use the knowledge, skills, insights and abilities he has mastered in learning which can increase the effectiveness of his work.
2. There is a direct positive effect of self-efficacy on work effectiveness. This finding implies that strong self-efficacy will lead to an increase in the effectiveness of lecturers' work. Weak self-efficacy of a lecturer will reduce the lecturer's confidence in carrying out his duties and functions, so that self-efficacy for lecturers needs to be developed so that lecturers have confidence in being able to carry out tasks, overcome difficulties, which can encourage and generate success in order to increase work effectiveness.
3. There is a positive direct influence on the performance of work from home during the pandemic on self-efficacy. This means that lecturers who carry out their duties and work from home during a pandemic will result in an increase in lecturer's self-efficacy. These findings indicate that the application of work from home carried out by universities is proven to be able to increase the self-efficacy of lecturers in carrying out all their duties to the maximum.

VI. SUGGESTION

1. Work from home is one solution that makes lecturers able to carry out their duties as lecturers and can always contribute to every activity carried out by the institution, for that the application of work from home can be maintained in order to improve the health of all lecturers and prevent various diseases .
2. Lecturers who have high self-efficacy are one of the university's capital to achieve work effectiveness, therefore they need to be developed in various ways, including; in the form of role models from lecturers who have succeeded in overcoming difficulties/obstacles; verbal persuasion of others through therapeutic

communication; develop positive thoughts and appreciation for every positive work that is displayed by each lecturer.

3. Development of a recruitment system for the acceptance, selection, and appointment of new lecturers, so that lecturers with high self-efficacy and competence can be selected according to their expertise.

4. It is necessary to conduct further research on the effectiveness of lecturers' work to enrich and deepen other factors that have a direct positive effect on the effectiveness of lecturers' work apart from the results of this study.

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