



**THE INFLUENCE OF JOB PERFORMANCE
APPRAISAL AND EDUCATION TOWARD
CAREER PROMOTION
(Case Study of PT Bank XXX Tbk. Branch Medan)**

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**A thesis presented to the
Faculty of Economics President University
in partial fulfillment of the requirements for
Bachelor Degree of Economics Major in Management**

January 2013

**THESIS ADVISER
RECOMMENDATION LETTER**

I declare that this thesis entitled “**The Influence of Job Performance Appraisal and Education toward Career Promotion (Case Study of PT Bank XXX Tbk. Branch Medan)**” prepared and submitted by Ahmad Morteza in partial fulfillment of the requirements for the Degree of Bachelor of Science in the faculty of Economic has been reviewed and found to have satisfied the requirements for a thesis fit to be examined. I therefore recommend this thesis for Oral Defense.

Cikarang, Indonesia, January, 2013

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DECLARATION OF ORIGINALITY

I declare that this thesis, entitled “The Influence of Job Performance Appraisal and Education, Toward Career Promotion” is to the best of my knowledge and belief an original piece of work that has not been submitted, either in whole or in part, to another university to obtain a degree.

Cikarang, Indonesia, January, 2013

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Ahmad Morteza

ABSTRACT

This study is about the influence between Job Performance Appraisal and Education towards Career Promotion. The research was conducted in PT Bank XXX branch Medan-North Sumatra. The researcher found even employee has get good working performance appraisal and have good education but the employee very difficult to get career promotion. The author uses this as the problem identification.

This research used primary data and questionnaire as its instrument. Multiple regressions used as its method. The f-test was used to find out the simultaneously influence from independent variables to the dependent variable and the t-test was used to find the partially influence from independent variables to dependent variable. The author used SPSS version 16.0 and Microsoft Excel 2007 to process the data. Respondents for this research were the employee at PT Bank XXX branch Medan- North Sumatra to find the influence of Job Performance Appraisal and Education toward Career Promotion. There were 20 respondents who participated in pre-test questionnaire and 45 respondents who participated to fill in the final questionnaire.

Based on the test that researcher has done, the R^2 value for independent variable is 0.424 or 42, 4%, it is mean that Job Performance Appraisal and Education as a Simultan or Together have influence toward career promotion.

Based on the T-Test that researcher has done, the Significant value for independent variable are (X1), 0.000 and (X2) 0.009. It is means, X1 is lower than 0.05 (Significant) while X2 is also lower than 0.05 (significant).

It shows that the independent variables are giving simultaneously influence to the dependent variable. The result of significant value shows that Job Performance Appraisal give partially influences to the Career Promotion, while Education also give partially influence to the Career Promotion.

ACKNOWLEDGEMENT

First of all I would like to say thank to Allah S.W.T for the blessing and gave me the strength to finish this thesis. I would like to deliver my appreciation to all people that always given me support until I am finishing my study in President University, especially to:

1. All of my Beloved family, Mom, Dad, Sister, little Sisters, Uncle Edi, Aunt Devi, Grandma, Brother Denis, Sister Yuli, Aunt Ning, Uncle Rustanto, and Rany. Thank you for the Love and Support that have given to me.
2. The one and only one, My Beloved beby gendut Nurul Anggari, thanks for your Loyalty, Love me, caring me, support me at all the time, patience and help since the first time we met until now, Thank You very much to you.
3. My thesis adviser, Mrs. Erny.E.Hutabarat for her patience to give me direction, advices, supports until I am finishing this thesis.
4. I would like to say Thanks to All of my Lecturers in President University and my Friends in:
Dormitory B4 (Farhan Marzuki, Deri Amanda, Rustam Effendi, Gatot Teguh, Yusuf Raka, Abdul Haris, Ramsi Dharma, Danto, etc).
Rent House (Ryan Adi Habibi, Dika S Seva, Fredy Pranajaya, and Tedy Rianto).
Banking and Finance batch 2009, ANNAPU Aceh Community, and for All of my friend that I cannot mention one by one.

Cikarang, January 2013

Ahmad Morteza

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CHAPTER I

INTRODUCTION

1.1 Background of Study

Career management is the process for enabling employees to better understand and develop their career skills and interests, and to use these skill and interest more effectively (Gary Dessler, 2008). Nowadays the information is easily obtained, that is why researcher always seeks and added value. Something that can make a difference and make us becomes more selective in our future in management career. We must be fight and compete with the situation that we will be facing in the future. Why career management is so important for us? People who there in productive age, must work hard and study hard to build their good career management in the future to get better life. Good or bad the career that we build in the future, it is coming from today. Career management consists of contributing to form career paths by interest individual and managers, formally and informally (Doyle, 2000). Work performance is a result of work accomplished person in performing duties levied based on skills, experience and sincerity and punctuality (Malayu Hasibuan, 2003)

Career Management today differs in other ways from a few years ago. With increasing numbers of women especially rather than man it pursuing professional and managerial careers, families must balance the challenges associated with dual career pressures. At the same time, what people want from their careers seems to be changing. Whereas baby boomers those retiring in the next ten or so years by and large were job and employer focused, those entering the job market now often value arrangements that provide more opportunities for having balanced lives. (Gary Dessler, 2008)

In what characteristic can researcher define a people that have highly motivation will build their good career management in their future? Is it because they are smart, so that we can classify them as a person that has good career management in the future? The answer is simple; people that want to study hard and work hard of build their career management will achieve the successful career management in their future that is it.

Company needs an effective and efficient employee as well as those who have commitment to the organization. Therefore well-performed employees will be highly demanded to sustain company's competitive advantage, and also to bring good impact of the career of employee its self.

In this research, researcher tries to open this research about career management in PT Bank XXX North Sumatra Branch. As we know that PT Bank XXX is one of the multinational Banking institutions in Indonesia that located in Medan Branches at Jl Sultan Iskandar Muda 138 Medan North Sumatera.

Job performance as the process and carried out to evaluate the performance of an organization in ones work of the person. (Mangkuprawira, 2004).

Education is planning conscious effort to create an atmosphere of learning n and the learning process, so that the learner are actively developing the potential for him to have a power of religious spiritual, self control, personality, intelligence, noble character, and the skill needed them self and society. (The national Education Law no 20 of 2003)

Education is every effort to advance the character, physical, and logical in order to advance the perfection of which is living the life in harmony to develop the society (Ki Hajar Dewantara)

Career promotion is the advancement of an employee within a company position or job task. Job promotion may be the result of an employee's proactive pursuit of a higher ranking or as a reward by employers for good performance.

Career promotion is appointment to a position requiring higher qualification such as greater skill or longer experience and involves a higher level of responsibility, a higher rate of pay, and title change is considered a promotion and will be classified as such in all personal documents.

1.2 Company Profile

1.2.1 Company History

Bank ICB XXX, formerly Bank XXX, was formed in 12 January 1990 as public Bank by AJB XXX 1912, the oldest life insurance company in Indonesia.

Bank had successfully survived the fluctuation in Indonesia economy. At the height of 1990's monetary crisis, Bank managed to stay as a healthy "A" category Bank without the need for recapitalization. This is due to Bank's ability to manage healthy banking operations based on its good corporate governance.

In 2002, the Bank went public and listed its shares at Indonesia Stock Exchange (IDX) with share abbreviation code "BABP".

During 2004-2007, after series of share transfer, ICB Financial Group Holdings (ICBFGH), the holding company of several Banks with global operation in 14 countries, became the major shareholder.

In 2009, with new vision to become Premier Retail Bank, Bank XXX, formally change its name to "Bank ICB XXX" with new corporate logo and identity.

Bank ICB XXX today continues to grow into a major commercial Bank with aspiration to become the premier retail Bank in Indonesia. With comprehensive products and services catering customer from business to consumer segment, Bank ICB XXX has nationwide branch network with operation in major cities across Indonesia and with access to the global network of Banks under ICBFGH.

Bank ICB XXX had received several award and recognition such as trusted company on corporate governance perception index in 2010 and the most attractive bank from Warta Economic Magazine in 2011.

1.2.2 Vision and Mission

Vision

To be a premier retail Bank in Indonesia

Mission

Ensuring customer delight Bank ICB XXX continually strives to ensure that customers are provided with service that offers more value than just customer satisfaction.

Optimizing stakeholders' value Bank ICB XXX continually strives to create more value for all stakeholders, which include our customers, shareholders, employees, business partners and other related parties.

Focus on consumer, micro, and SME segments in developing its business. Bank ICB XXX focuses on the retail segment to participate in the development of the Indonesian economy.

Through a high standard of corporate governance in developing its business, Bank ICB XXX adheres firmly to the principles of good corporate governance (www.icbbumiputera.com).

1.2.3 Organizational Structure

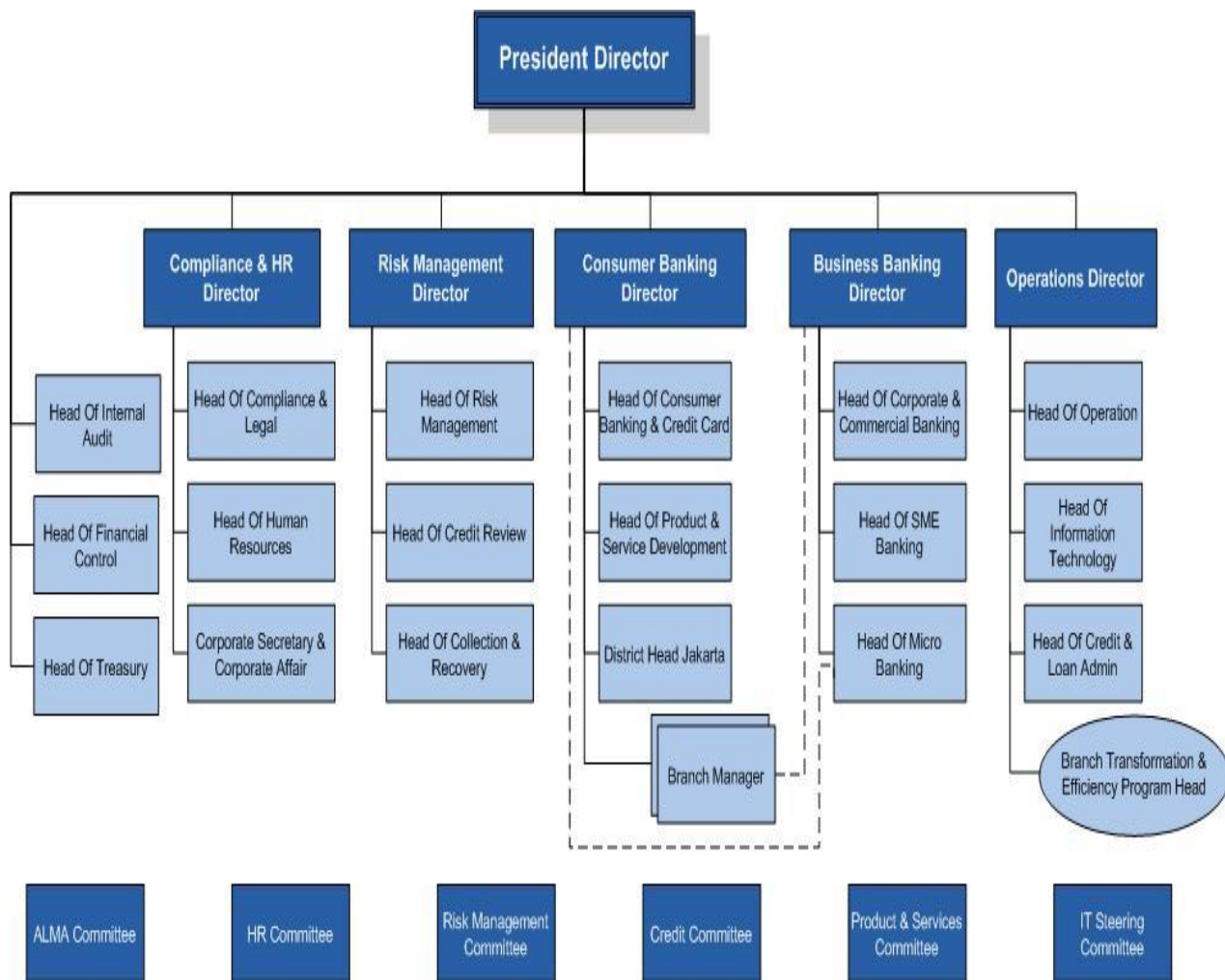


Figure 1.1
Organizational structure of PT Bank XXX Tbk
(Source www.icbbumiputera.com)

1.3 Problem Identification

Nowadays employees in a company have tried to show a good performance. It can be seen from the performance of work which has been shown by the employees; in order to achieve the organization's progress or purpose of the organization (company) also about the educational background of employee, even the employee have higher educational background but it's not warranty of the employee that have a higher educational background to get career promotion in the company. But the company looks like didn't care of responsibility that has been showing by the employee, we can see from; the lack of reward, compensation, salary, benefits, and promotions are given by the company to the employee.

Some of the company is still applying the system that; rewards, compensation, salary, benefits, and promotions can be improved not only through good performance, but can be assessed from other consideration that length of employment, relation that employee build with the managers, where, sometimes leaders have subjective behavior and The last there are competition between one employee toward another employee that impact of who is employee can survive of the competition they will get career promotion easily, and for those employees that couldn't survive they will stuck on their position.

Through this research, the writer want to know, how big the Influence of Job performance and Education toward Career promotion at PT Bank XXX tbk.

1.4 Statement of Problem

The main topic in this Thesis is about job performance and Education of employee are bringing impact of career promotion in PT Bank XXX Tbk.? Thus, the problem statement that the researcher has constructed according with the problem identified are as follows:

1. Does Job Performance Appraisal bring influence in career promotion employee at PT Bank XXX Tbk as simultaneously and partially?
2. Does Education bring influence in career promotion employee at PT Bank XXX Tbk as simultaneously and partially?
3. Does Job Performance Appraisal and Education bring influence in career promotion employee at PT Bank XXX Tbk as simultaneously and partially?

1.5 Research Objective

The research objectives are the purposes that the reasercher wants to achieve in this Thesis. According to the statement above of the problems, the Researcher could define the objectives of this research are as below:

1. To identify the influence of Job Performance Appraisal that influence to the career promotion as simultaneously and partially.
2. To identify the influence of Education that influence to the career promotion as simultaneously and partially.
3. To identify the influence of Job Performance Appraisal and Education that influence to the career promotion as simultaneously and partially.

1.6 Significance of Study

The researcher hope this research will give the significance illustration for the other student, society, and other parties that read this research.

1. General / Other Parties

Other parties involved in the problems of performance appraisal and career promotion, this appraisal can be used as additional information.

2. Company

It could be add entries for the company related to the field of human resource, especially performance appraisal issues and career promotion of employees; it is very useful from the process of decision making.

3. Employee

Through this research the employee is expected to provide a valuable contribution to improving the implementation of the performance appraisal and promotion career, which may ultimately benefit employee.

4. Writer

Especially for me as a writer / researcher, this thesis will help writer to fulfill the requirement to finish my Bachelor degree in economic faculty at President University.

1.7 Theoretical Framework

In this research, researcher uses 2 Independents variable and 1 dependent variable. For the independent variable (X1) Job Performance Appraisal, researcher use theory Melayu s. p. Hasibuan (2003), for the independent variable (X2) Education, researcher use theory of (Preamble of Constitution Law No. 2 of 1989) and for the Career promotion (Y) researcher use theory of Prof. Sondang p. Siagian (2009). And for the Theoretical framework as you can see in the figure bellowed:

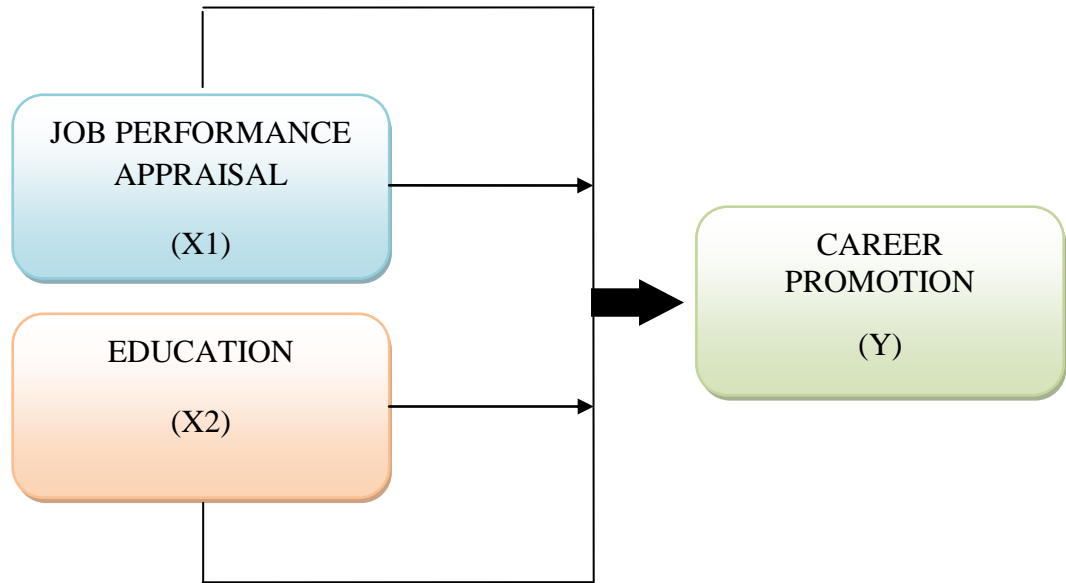


Figure 1.2

The influence of Job Performance Appraisal and Education toward Career Promotion

Source: Self construct, based on Previous Study

1.8 Scope and Limitations of Study

The objective of the research is only concentration to the employee who there in PT Bank XXX branches Medan, North Sumatera that located at Jl Sultan Iskandar Muda 138 MEDAN. So the limitation of the research just the evaluation at PT Bank XXX Branches in Medan not in Bank Bumi Putera Central, of influences job performance Appraisal and Education toward career promotion of the employee. The writer only gets the data from the Branches of Bank Bumi Putera Medan, not in the Bank Bumi Putera as Central, that is why it could there an advantage and disadvantages and also there is and Limitation information in this research.

If we are talking about the factors/indicators that influence of employee Career promotion, we will find a lot of factors/ indicators that influence of career promotion such as Job Performance Appraisal, Education, Training, Period of work, etc. Because of many information about that factors, that is why the researcher only limited the factors only 2 factors that represent

many factors that influence of career promotion. Researcher only focuses of Job Performance Appraisal and Education, as factors that influence of Career promotion.

1.9 Assumption and Hypothesis

The Hypotheses used in this research are:

H₀: There is no influence between job performances appraisal toward career promotion.

H₁: There is an influence between job performances appraisal toward career promotion.

H₀: There is no influence between educations toward career promotion.

H₁: There is an influence between educations toward career promotion.

1.10 Definition of Terms

- a. Job performance appraisal is the process and carried out to evaluate the performance of an organization in ones work of the person.
- b. Career promotion is the advancement of an employee's rank or position in hierarchical structure.
- c. Career management is the process for enabling employees to better understand and develop their career skills and interests, and to use these skill and interest more effectively
- d. Education is every effort to advance the character, physical, and logical in order to advance the perfection of which is living the life in harmony to develop the society (Ki Hajar Dewantara 1945).

CHAPTER II

LITERATURE REVIEW

2.1 Human Resources Management

Human resource management according to the Mangkuprawira (2004), are how to make human resources get close and together to find what is the purpose or the goal that want to people achieve; there are two purpose of human resources (1) company purpose and (2) for the employee, both of it couldn't separated each other. Human not only being as labor in company, but sometimes human resources have an emotional and characteristic for human it's self to make them more power to build the company. People as an important element in a company as processing and making movement from the factors of production in company such as an organizer of capital budget in company, preparation of raw material processing, using tools of company, etc. to achieve the goal and the purpose of company its self. In another case if the company build more develop it is also bring some impact of making a planning and controlling the employee. This thing can be happened because the problems that comes from the developing company being more complex because every single changing in the company also bring new problem changing as well. In this situation company should have a good managerial for solving these problems which have a connection with an employment. If the company could overcome with the entire complex problem about the employment so, the prosperity in all components in the company will be going properly. Those things will bring the positive impact of productivity in company.

According to Gary Dessler (1997), Human resource management is a policy and practice needed someone to run the human resources from a position of management, including recruitment, screening, training,

appraisal, and reward. The process consists of the following basic activities seven Human Resource management Stoner (1996), namely human resources planning, recruitment, selection, socialization, training and development, performance evaluation, promotion, transfer, emotional, and termination of employment relationships (Layoff).

As for the question of human resources; first are about planning, it is an activity that estimates the number of existing employees with needed, planning the recruitment and dismissal of employees, planning to develop the abilities and skills of employees. Second, recruitment activities to look for people who fit with that required by the company. Third, is about selection which is the activities that meet the qualifications of the company.

The fourth activity, socializing, activities that can help new hires in the company adapt to the environment. Fifth, is training and development, where training has the aim to maintain and improve employee performance? While employee development work aimed at developing the skills that will come. Sixth, in order to further motivate employees work, work achievement appraisal is required. Comparing the achievements of work an employee with the standard or goals set for the position of the employee concerned. The last one is the activities of promotion, transfer, and layoff. The promotion of the Office of the company is given to employees when employee achievements judged the company got the predicate is nice, so that employees are entitled to hold office is higher than ever. The transfer can be used to provide work experience to wider employees, while the demosi and the layoff given for the employee.

According to Wayne Mondy (2008), human resources management is utilization a number of individuals to achieve the goals of the organization.

2.2 Human Resource Management Function

In carrying out the work organization should be paying attention to the functions of management and operational functions such as expressed by Edwin B. Fillipo (2007), there are two functions of human resource management which are:

2.2.1 Management Function:

In this management function there are four aspects that followed which are Planning, Organizing, Directing, and Controlling.

a. Planning

Planning means the determination of the labor program that will support the achievement of the objectives set by the company.

b. Organizing

The Organization was formed by designing the structure of the relationship between work Associates, employees and physical factors are interwoven so that they can cooperation with each other.

c. Directing

The briefing consists of functions of staffing and leading. Functions of staffing is putting the people in the organization structure, while the functions of the leading HR briefing was conducted so that employees working in accordance with the goals set.

d. Controlling

The managerial functions of regulating the activities to fit with a plan that has been established in accordance with the Organization's goals to be achieved, if there is a deviation can be known and immediately performed repair.

2.2.2 Operational Function:

In this operational function there are six aspects that followed which are Procurement, Development, Compensation, Integration, Maintenance, and Separation.

a. Procurement

Efforts to obtain a number of companies, labor is needed especially that associated with the determination of the need for labor, withdrawal, selection, orientation and the placement.

b. Development

Efforts to improve the skills of employees through education and training programs appropriate for the employee and the labor can do his job well. This activity is important and will continue to evolve due to changes in technology, adjustment and increasing the difficulty of the Task Manager.

c. Compensation

The compensation function is interpreted as an attempt to give his services or adequate remuneration to the employees in accordance with the contributions that have been donated to the company or organization.

d. Integration

An effort to align the interests of individuals, organizations, corporations, and communities. Therefore, it should be understood the attitude of principles of employees.

e. Maintenance

After the fourth function is executed properly, it is expected the organization or company got a good employee. The function of maintenance is to keep the employee attitudes that benefit the company.

f. Separation

Final effort of function operational this is the responsibility of companies to restore his servants to the community in a state of best performance, if organization or firm hold discontinuance of employment relation.

2.3 Appraisal of Working Achievement

According to Cascio (2003), appraisal of the achievements of effective work must meet several requirements. First is relevant, that is the existence of a direct interest between criteria with the kind of work employees.

An institution or company of course have a purpose, purpose and these that make agencies or the company existing but sometimes appear constraints make a goal was not achieved. How prevent it and companies should encourage employees to reach performance and accomplishment better from time by time. This thing is important, so that Purpose Company can be achieved. One way to know performance employees is by carrying out the judgments work performance.

According to Mangkuprawira (2004), the definition of the appraisal work achievement is as a process that made the company in evaluating the performance of a person's job. Work achievement appraisal refers to a formal and structured system that is used to measure, assess and influence the traits that are associated with work, behavior and results, including the level of absenteeism. Thus, the appraisal of the achievements of the work is the result of work of employees within the scope of his responsibilities (Dessler, 1997); appraisal work achievement is a procedure that consists of setting performance standards, appraisal and finally giving feedback to employees on their performance results.

According to Malayu Hasibuan (2003), work performance is a working results achieved a person in performs the duties of charged him based on prowess, experience, and earnestness and punctuality. Work performance affected by three factors; which is the ability of a worker, and interest, the ability and the approval of the explanation delegation, and the role of duty and the level of motivation a worker.

2.3.1 Factors of Job Performance Appraisal:

Some sense of achievement appraisal work above, we can conclude that the appraisal of the achievements of the work of making employees aware of the work and the level of productive it is useful as a material consideration in determining the best decision in terms of promotion. In addition the implementation appraisal of the achievements of the very important work done to assist the management in taking decisions regarding the awarding of bonuses, wage increases, the transfer or the termination of employment of employees. As for some of the indicators of achievement appraisal according to Melayu s. p. Hasibuan (2003):

a. Loyal

Loyalty is reflected by the willingness of employees to maintain and defend the organization/ company, inside and outside of his work.

b. Honesty

Evaluator assess the honesty in carrying out his duties meet the Treaty, either for himself or for others like to his subordinates.

c. Discipline

Evaluator assess discipline employees in complying with the existing regulations apply his work in accordance with instructions given to him.

d. Creativity

Employee skills and develop creativity to finish his work, so it works more welfare.

e. Cooperation

The willingness of employees to participate and cooperate with other employees, so that the results of the work will be better.

f. Leadership

The ability to lead, influence, has a strong pribasi, respected, authoritative and can motivate others or his subordinates to work effectively.

g. Personality

The attitude, behavior, politeness, be liked, give the impression of a pleasant, noticed a great attitude and sympathetic appearance and reasonable from the employees.

h. Initiative

The ability of rational thinking and based on its own initiative to analyze, assess, create, give the pedestal's, got the conclusions and make decisions. Resolution of, how to facing the problems?

i. Prowess

Employee skills in stating and explaining all involved in the preparation of the company's policy.

j. Responsibility

Genesis employee accountable in his wisdom, work, and his work, and infrastructure as well as the behavior of the use of the work of his subordinates.

2.3.2. Purpose and Benefits of Job Performance Appraisal

The purpose and benefits of appraisal work performance according Mangkuprawira (2004), is as follows:

a. Job Improvement

Feedback on the implementation work is beneficial to the employee, the Manager and the personnel department in the form of proper activities to improve performance.

b. Compensation Adjustment

Appraisal of the achievements of interns help decision-makers in determining wage increases, bonuses and other forms of compensation.

c. Placement Decision

Promotion, transfer, and a decrease in the Office usually is based on the work achievement of the past or anticipation. The promotion is often a form of appreciation for the achievements of past work.

d. The training and development

Bad performance may indicate need for exercise. Likewise, every employee should be always able to develop themselves.

e. Career Planning and Development

Feedback of performance helps decision-making process concerning specific career for the employees.

f. Staffing Process Deviations

Good or bad work performance reflects strength or weakness procedure staffing of Human Resource Department.

g. The Inaccuracies an Informational

A poor work performance can indicate an error in the job analysis information, HR plans, or other things in the system of personal management.

h. Errors work design

Achievement bad work is a phenomenon of the work mistaken.

i. Equal Employment Opportunities

Work achievement appraisal accurately will ensure internal placement decisions taken without any difference.

j. Eksternal Chalanges

Sometimes appraisal work performance influenced by factors beyond the workplace, like a family, health financial condition or problems associated with othe personal. Appraisal feat may offer assistance personnel department.

k. Feedback on Human Resources

Good and bad performance throughout the Organization indicates how good the HR Department function is applied.

2.3.3 Job Performance Appraisal Methods

In assessing the performance of an employee, should be oriented towards objectivity if it is not the result of appraisals only, cause problems within the company. To resolve it then needed an effective and efficient method. Here is a method of valuation which is written by (Rivai 2006). There are two main methods that explain by Rivai, first is job performance appraisal oriented in the past, and second is job performance appraisal of future oriented, both of that method has many information that you can see in the explanation below:

1. Job Performance Appraisal Oriented in the Past

Through this method the Manager assess by using past data to determine how big the productivity of an employee. The technique of this appraisal consists of:

a. Rating scale

This technique is a technique that is most simple and straightforward where the supervisor gives an appraisal to employees using a scale that usually a number or a letter.

b. Checklist

This method is done by direct superiors, which aims to reduce the burden of appraisers, because just choose sentence statement describing the characteristics and achievements of the work of employees. Weighting was done on the item so that the results can be dikuantifikasi.

c. Method of Critical Events

The appraisal method is based on the evaluator's notes about the behavior of employees who are very good or very bad, though in relation to the implementation of the work.

d. Reviewing Method

This method is done in a way down directly to the field to evaluate the performance of employees directly.

e. Testing and Observation

In this method the employee will be given written questions to gauge how the capability and knowledge of the employee it self.

f. Group evaluation method

This method consists of three methods. First, methods of appraisal, that is, the ranking are done by comparing the employees that one with other employees to determine who the most excellent performance is. Second,

Grading or forced distribution. In this method, the appraisal is carried out by separating the employees into a different classification, where each has a certain proportion of its classification. Third, the Point allocation method, where assessors are given a certain amount of the total value to be allocated among the employees in the group.

2. Job Performance Appraisal of Future Oriented

Appraisal methods work achievement future-oriented focus on achievements of the future through employee potential appraisal and goal setting to work in accordance with the position of employees. This method consists of:

a. Appraisal of Your Self

This evaluation technique is useful for continuing self development. When employees rate themselves, defensive behavior tends not to happen, so that self improvement efforts also are likely to be implemented.

b. Psychological Appraisal

In this method usually the company collaborated with the psychologist. The emotional approach is usually the most widely used.

c. Assesment Technique Centre

This method is carried out, if the company has a dedicated of team assessors to identify management capabilities in the future. This appraisal could include in depth interviews, psychological tests, group discussions, and simulations; to evaluate potential employees on the future.

d. Management by Objective Approach

According to Rivai (2006), management based on Management by Objective (MBO) is a form of appraisal where the employee and

supervisor together set goals or targets the implementation work on the future. This method was more referring to the approach of the results. At the end of the specified period, superiors and subordinates doing the evaluation of job performance appraisal that shown by the figure below:

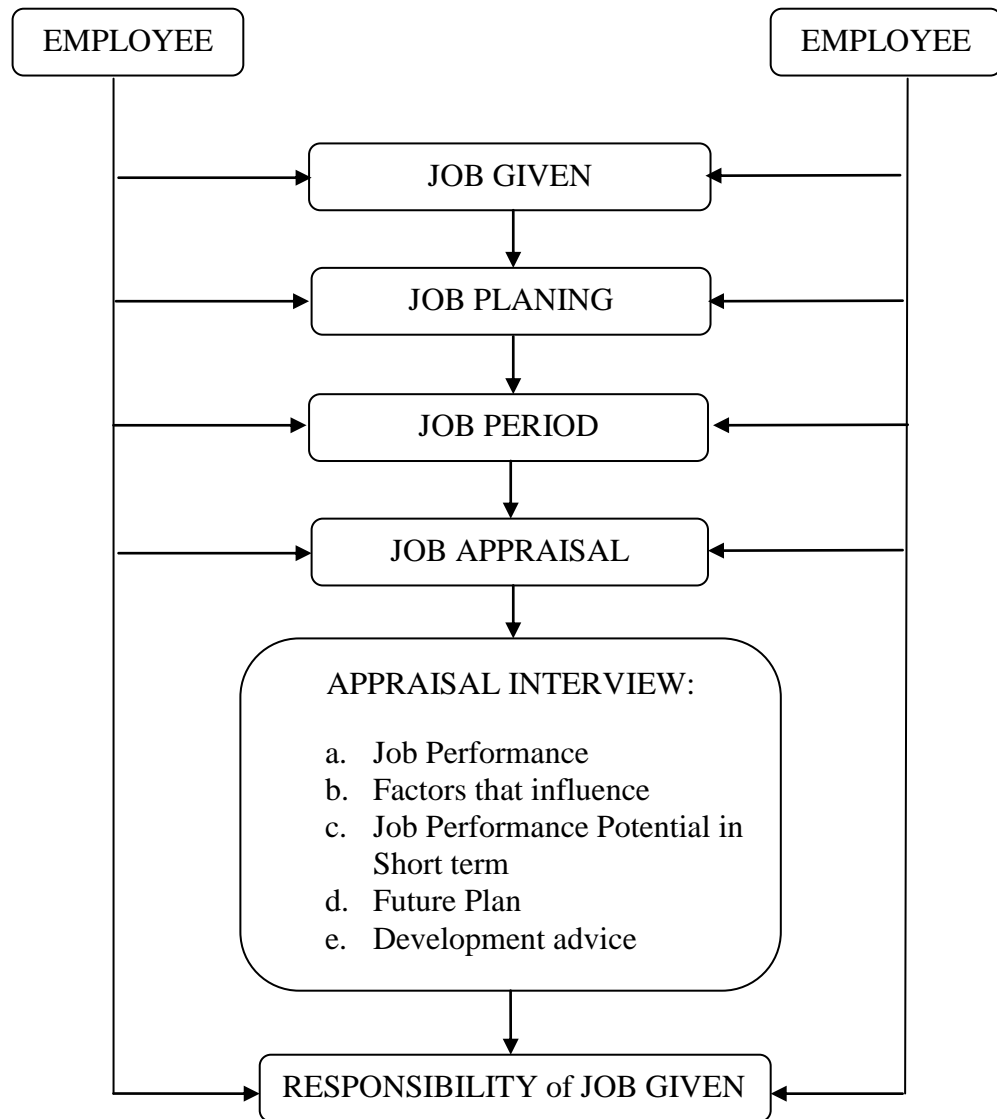


Figure 2.1
Main Step of Job Performance Appraisal Method of MBO (Rivai, 2006)

2.3.4 Appraisal of Job Performance,

a. Rating System

This system, consisting of two parts characteristic that is a list fields or conduct to be judged and a scale or other means for indicating the level of performance of every true. Companies using this system aim to create consistency in the evaluation process uniformity and work performance.

b. Ranking System

The ranking system compares employees to each other. This is done based on criteria that have been set previously, such as: the total revenue or management capabilities. The employees will show better performance and make more achievement to be able to get a higher ranking. Whereas, in the negative, the employee will attempt to make co-workers (competitors) produce a worse performance and achieve fewer accomplishments than for themselves.

c. Object-Based System

In contrast to the two systems above, the appraisal of achievement based on the purpose of measuring the performance of an individual based on standards or targets are negotiated individually. Targets and standards set by individuals in order to have the flexibility that reflects the level of development and the ability of every employee.

2.3.5 The Evaluation of Job Performance appraisal Process

The appraisal process work achievement is a step in taking decisions to determine the appraisal work achievement. As for the appraisal process work achievement according to Wayne Mondy (1993), includes:

a. Identifying the Specific Purpose of the Valuation

Identify specific goals you want to achieve from the appraisal of the achievements of the work is very important, because with this employee will know what is the purpose of the appraisal of the achievements of the work and the work achievement appraisal system. This appraisal should be able to streamline the intent of these goals so that management can find out the most important objectives to be achieved.

b. Expecting of Job

Employees need to know what is expected of him in carrying out his job, after learning the specific targets of the appraisal work achievement. It can be made to the description of the position must have a relationship with the work of the Office employees.

c. Evaluate the Employee Performance

Employees need to know the result of his accomplishments, having established the Office of analysis. The determination of these criteria describe the behavior that determines the work achievement how good the work is carried out, the standard should be clear and communicated so that the assessors and the assessed whether the standard has been achieved.

d. Job Performance Appraisal

Appraisal of the achievements in the work describes the strengths and weaknesses of employees. Some usability work achievement appraisal is to know the result of performance employee, evaluate compliance with established standards and to improve employee performance.

e. Discuss the Result of Appraisal with the Employees

Assessors hold discussions or interviews with the votes to provide information the results of the appraisal carried out, after the appraisal. Interview conducted should be two ways communication between employees and Appraisers. The company will be more directional in

conducting appraisals and will make it easier to determine the default judgment, if the appraisal processes work achievement. Stages of the appraisal process work achievement according to Wayne Mondy (1993), can be seen in Figure 2.2

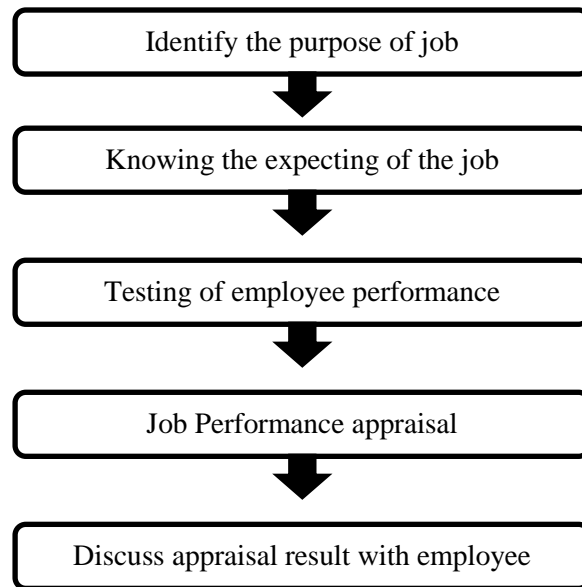


Figure 2.2

The evaluation process of job performance appraisal (Wayne Mondy, 1993)

2.3.6 Constraints in Job Performance Appraisal

According to Rivai (2006), the factors that inhibit the appraisal of job performance:

a. Legal Law Constraints

Appraisal of the achievements of interns should be free from discrimination is not valid or is not legal. Regardless of the format of the appraisal work achievement used by the HR Department should be valid and reliable. If it is not met, the placement decision may be challenged as unlawful employment or other law. The decision is not appropriate may be able in case of termination due to gross negligence. Failure can also occur when the decision of suspension, demotion or failure in the

promotion. Therefore, any decision should be objective and in accordance with the law.

b. Appraisal is Unaccurate.

Each issue is based on the size of the opportunity is a subjective inaccurate. These forms of inaccurate generally occur is:

c. Halo effect.

Halo Effect occurs when the personal opinions of appraisers (supervisor) affect the performance measurement both in the sense of positive and negative. The tendency of assessors gives negative judgments against people who are not he like. Conversely, if a supervisor like an employee who is being judged objectively, employees are assessed should have obtained a positive appraisal.

d. Error Tendency Centralized

Some reviewers don't like putting employees into extreme positions in the sense of employees who are rated very positive or very negative. Appraisers tend to take the middle way, namely by giving a value somewhat evenly for employees. Such appraisals are often avoided that apply are not objective, because of the high achievers will feel treated unfair and harmed, while underachieving received an award which is not reasonable.

e. Soft and Hard of Appraisal

Soft occur, when appraisers tend to be so easy in evaluating the performance of employees. Appraisers look at all the good performance of employees and assess properly. It is too hard because appraisers are too strict in evaluating employees. The nature of being too harsh too and usually happen if performance standards are used is not clear.

f. Override Cross Cultures

Each evaluator has expectations about human behavior that is based on the culture. When an evaluator is required to assess the different employees of the Culture, they may apply to its employees.

g. Personal prejudices

The attitudes that do not like a certain group of people's assessors can obscure the results of the appraisal of an employee. For example; a supervisor gave a low value to female employees who are able to Excel in a specific job that is traditionally seen as the work of men. Or someone who, despite his very satisfactory achievements, got a negative appraisal of achievements just because the employees concerned conduct that is different from the behavior that is justified by the culture in which she grew up.

h. The Influence of the Last Impression

When value required evaluates performance of an employee at the past, sometimes value apprehends by action employees at the moment which is actually not relating to performance formerly. So the employee performance is based on appearance employees when now still remembered by value.

i. Reduce the job performance appraisal

Job performance appraisal can be reduced through default judgment stated clearly, coaching, feedback, and the selection of the appropriate performance appraisal techniques. Training for Appraisers needs to involve three things:

1. The deviation and causes them to be explained.
2. The role of performance appraisal in decision making of employees must be explained to maintain neutrality and objectivity.

3. With the assistance of the Department of Human Resources for finding and using appraisal techniques that is considered most appropriate, good work neither achievement-oriented in the past nor directed at the interest of the company in the future.

2.4 Requirement of an Appraiser as a General

In determining who did appraisal is a basic problems in the evaluation process for the judgment is closely all of the issues to do with whether the appraisal that objective or not. According to Malayu Hasibuan (2003), to find out the qualified appraiser (value) very difficult, because the appraisers have filled the criteria as follows:

- a. Valuer, to be honest fair, objectivity and has advanced knowledge of elements to be scored his judgment that corresponds with reality or fact of existing.
- b. Valuer should be based on his judgment right or wrong, good or bad against elements which is value, value must be honest, his judgment fair, and objective.
- c. Valuer shall have a formal authority that they might be conducting its function as a value with well.

2.4.1 Requirement of an Assessor according to (Rivai, 2006)

- a. That can serve as assessors in the appraisal of the achievements of the work, are: supervisor (supervisor's superiors did not directly), and direct reports (if the employee is assessed to have direct reports).
- b. In General, employees are only rated by his superiors (whether by direct or indirect supervisor). Appraisal by peers and subordinates by almost never implemented except for the purposes of research.

- c. Employees are in a State that relies on to his superiors, if appraisal work achievement could be made only by his immediate superiors. His superiors can apply as though as the God who decides the fate of its employees.
- d. To avoid or alleviate the dependency State made several other attempts by holding an open work achievement appraisal (appraisal supervisor discussed with employees who are rated) or by adding the number of superiors who assess work achievement of employees (usually the boss of supervisor serves as the second evaluator)

2.5 The Elements of Job Performance Appraisal Valued

According to Malayu Hasibuan (2003), elements of which are rated in conducting an appraisal of achievements is the loyalty of employees to work, and the work of the Organization, the employees of both quality and quantity according to the Office, honesty in carrying out the tasks given to him and discipline employees in understanding the rules set. Other elements are judged is the creativity of employees in completing his work, so he is working more effectively and efficiently, the ability of employees to co-operate with colleagues, superiors and his subordinates; employee personality, demonstrated by the attitude of the behavior, courtesy and appearance as well as the responsibilities of the job and as a result, facilities and infrastructure are used, as well as his behavior.

According to Lazer and Wikstrom (1997), elements that were appraised were divided into three groups:

- a. Technical skills, i.e. the ability to use knowledge, methods, techniques and equipment used to perform the task sertapengalaman and training acquired.

- b. Conceptual Capabilities, i.e., the ability to understand the complexity of corporate and field adjustment of motion of each unit in the field of the company's operations as a whole, which in essence these individuals understand the tasks, functions and responsibilities as an employee.
- c. The ability of interpersonal relationships, the ability to work equal to others, motivating employees, negotiating and more.

2.6 Career Promotion

Promotion is the dream of every employee. According to Prof. Sondang p. Siagian (2009), promotion is the transfer of employee/employees, from one position to the position/place/other places higher and is followed by the duties, responsibilities, and authority is higher than the position occupied before. And in general, the promotion career is followed by an increase in income as well as other amenities. In recognition of the performance results are usually expressed in form of promotion. An employee looked at promotion as something most attractive compared with other compensation that's because promotion is permanent and goes for long periods of time. The term means the promotion of progress, of which a promotion can occur when an employee raised his position from a position of low to higher positions. Salary increases and responsibilities usually, also took part in the promotion.

2.6.1. Purpose and Benefits of Career Promotion

According to Malayu Hasibuan (2003), Career Promotion aims to provide recognition, rewards and services the greater to employees who perform work; raises the contentment and personal pride, social status and the higher the income the greater the, stimulates employees to work more passionate, excited, and disciplined so that its productivity will be

increased, facilitating the withdrawal of the applicants. The applicants will be attracted to work in the company, if the company was a great promotional gives the opportunity to its employees. In addition, the campaign also aims to provide an opportunity to employees to develop creativity and innovation, increase employee knowledge and experience, fill the vacancy position and improve the status of employees of the temporary employee becomes permanent employees after graduation during his trials.

According to Henry Simamora (1999), the benefits of promotion are as follows:

- a. Promotion allows companies to leverage existing expertise and capabilities of employees as high as possible.
- b. The promotion is often given a mengimbali employee who is performing very well. Employees who are valued promotion will be motivated to provide higher performance again if they feel that an effective performance led to a promotion.
- c. Research shows that opportunities for promotion and job satisfaction levels are very high correlated significantly. Promotion system office employees who can effectively lead to greater organizational efficiency and the level of employee morale is high.

According to Mangkuprawira (2004), the promotion has benefits both for the company and employees, among other things:

- a. The promotion of the company's ability to exploit can allow employees to expand its business.
- b. The promotion could encourage the achievement of a good employee performance. Employees commonly attempt to do the work

sebaikmöglich if they believe that the high-performance lead to a promotion.

- c. There is a significant correlation between the opportunity for promotion and the level of job satisfaction.

2.6.2 The Basics of Promotion

According to Rivai (2006), basics of promotion are divided into three.

- a. Experience (seniority) where this promotion is based on the work and experience is owned by employees. Usually the employees who have to work long enough will have a lot more experience.
- b. Proficiency in this case employees have skills got priority for promoted to higher positions. Finesse is a finesse, is in terms of the implementation of a practical work procedures, specific techniques and discipline; proficiency in unify and harmonize the elements involved in policy formulation and management skills in providing the motivation directly.
- c. The combination of experience and skills. This promotion is based on length of service, a degree of formal education, and the rise in exam results.

2.6.3. Factors that Requirement of Career Promotion

According to Malayu Hasibuan (2003), the terms of the Career promotion is comprised of true to yourself, as well as a vassal Treaty in running the Office he held. Discipline to yourself, tasks and obey the regulations, achieve work achievement both qualitatively as well as quantitatively that can be accounted for able to collaborate with cooperate workers either vertically or horizontally; has the, innovative and creative power in the

complete tasks given to the employee, the ability to lead and motivate her subordinates and be able to communicate effectively with cooperation workers either vertically or horizontally. Below are some similar opinions of experts about career promotion:

1. According to Prof. Sondang p. Siagian (2009), Factors that Requirement of Career Promotion are as follows:

a. Experience

With the experience of more expected higher ability, ideas that are a lot more and so on.

b. level of education

There is also a company that requires a minimum of education to be promoted on a certain position. The reason is that with higher education is expected to better thinking.

c. Loyalty

With high loyalty can be expected among other responsibilities.

d. Honesty

For the promotion of certain offices may issue of honesty is an important requirement. For example, for the post of cashier in general terms the honesty is the main requirement to be aware of.

e. Responsibility

Sometimes of an enterprise often required a considerable responsibility, so that the issue of liability is the main requirement for the promotion.

f. Supple

Sometimes in one position supple is really needed example, if the employee in one company being the salesman, how salesman can get promotion career, the answer is, the salesman should have make

relationship with people, to sale the product as much as he can, with that thing, salesman probably will be considering by the manager to get career promotion.

g. Job Performance

It is important for the employee who wants to get promotion career, because employee performance will bring good impact of employee value from the company, surely, employee who have good performance will be considering getting career promotion, rather than employee who just stay on the line.

h. Initiative and Creative

For any department or division, initiative and creative is one thing that very important, because employee who creative can bring good impact for the company, and bring plus value for the company, the employee who can show their creative and initiative will easily get promotion for their career.

2. *According to Malayu Hasibuan (2003), Factors that Requirement of Career Promotion are as follows:*

a. Honesty

The employee should realize that, they should use their position in the good ways, do not use their position for doing something bad.

b. Discipline

Employee should discipline for own self, their own working task, obey the rules. It is important because, through the honesty it could make company achieve the goal.

c. Job performance

Can achieve working result that can be responsible for the company as quality and quantity and working as effective and efficient this thing is measurement of good employee.

3. *According to Alex Nitisemito (2002), Factors that Requirement of Career Promotion are as follows:*

1. Experience

Have a lot of experience usually bring good impact of career promotion, because sometimes experience is measurement of to get career promotion.

2. Level of education

One of requirement that company need to give the employee promotion is they has high level education and they should join in all the training education form the company.

3. Responsibility

All of the employee require have integrity and responsibility for their job if they want to get promotion in company, they should finishing their job on time, and they should doing the entire job with well.

4. Initiative

The way of thinking the employee based on initiative and creative to analys, asses, and gives an idea to solving the problem in the company.

5. Supple

Its means that, the ways of employee can make a good communicate with their boss and their co-workers.

2.6.4. The Types of Career Promotion

According to Rivai (2006), there are 4 types of promotion of the Office, namely: Temporary Promotion, Permanent Promotions, Small promotion and Dry Promotion.

- a. Temporary Promotion. An employee was in Office for a while due to an empty Office to be filled.
- b. Permanent Promotion. An employee is promoted from a position to the higher position because the employees are qualified to be promoted. The nature of these promotions is fixed.
- c. Small Promotion. Raising the position of a person from the position of employees who are not hard difficult position is moved to ask for specific skills, but it is not accompanied by an increase in the authority, responsibilities and salary.
- d. Dry Promotion. An employee raised a higher term is accompanied by an increase in rank, authority and responsibility but is not accompanied by an increase in salary or wages.

2.7 Education

Education is planning conscious effort to create an atmosphere of learning and the learning process, so that the learner are actively developing the potential for him to have a power of religious spiritual, self control, personality, intelligence, noble character, and the skill needed them self and society. (The national Education Law no 20 of 2003)

Nowadays education is the first thing important, without any educational background, we couldn't joining in one organization, even we are the smartest person in the world, but, if you just graduate from elementary school you just be useless person, because education is entrance of you

that want to get your quality of life, even people in the world who has been passing from the university (the highest level of education) still difficult to find a job. Can you imagine, if you want to be let says just a staff of the company, you just at least must pass from bachelor degree.

Level of education is also one criterion for the employees that want to get career promotion, according to the Prof. Sondang. p. Siagian (2009); there is also a company that requires a minimum of education to be promoted on a certain position. The reason is that with higher education is expected to better thinking.

2.7.1 National Education System

According to (Law No. 2 of 1989) on National Education System, education is a conscious effort to prepare students through mentoring, teaching, and training for the role in the future. National education aims at educating the nation and the state, and develop a complete Indonesian human, the human who is faithful and devoted to God Almighty and noble character, knowledge and skills, physical and spiritual health, stable and self-reliant personality and social responsibility and nationality.

According to Law No. 2 of 1989, education is carried out through two ways, namely:

1. Formal School Education

Education is organized in schools through teaching and learning activities in stages and continuous. Types of school Consists of:

a. General Education

Education is a priority to the expansion of knowledge and skills learners with specialization are realized on the final levels of education.

b. Vocational Education

It is an education that prepares students to work in a particular field.

c. Learning Task education

Education is trying to improve his official duties to an employee or prospective employee of a government department or non-department government institution.

2. Informal School Education

Education is organized outside school through learning activities that may not be hierarchical and continuous. School education was held in the family and providing religious beliefs, cultural values, moral values, and skills. Informal school education consists of:

a. Home schooling

Home schooling is the education activity doing not in the school, but outside of the school, but the material subject of education is same with what we get in the formal school, and also gets the certificate to continue the study.

b. Private Course

Private course is the education activity doing outside of the school, as an additional subject, to make student more understand and clear about the subject, and usually student didn't get the certificate.

2.7.2 Level of Education

Education levels or stages of education are determined by the level of development of the learners, the objectives to be achieved, and the capabilities developed. Level of formal or academic education in Indonesia includes:

a. First Level of Education

According to Law No. 20 of Education System 2003, Early childhood education (ECD) is a development effort aimed at children from birth to the age of 5 (five) years through the provision of educational stimulus to

help the growth of physical and spiritual development so that children have the readiness to enter further education.

b. Basic level of education

Primary education is the beginning of education for 6 (six) years of schooling that underlie children's secondary education, which includes the elementary school and Junior High School.

c. Middle Level of Education

Secondary education is the education level of primary education should be conducted at least 14 years above of covering high school and Vocational School or similar level.

d. High Level of Education

Higher Level education is education after middle level education program that includes education diploma, bachelor, master, doctoral, and specialists are organized by the college.

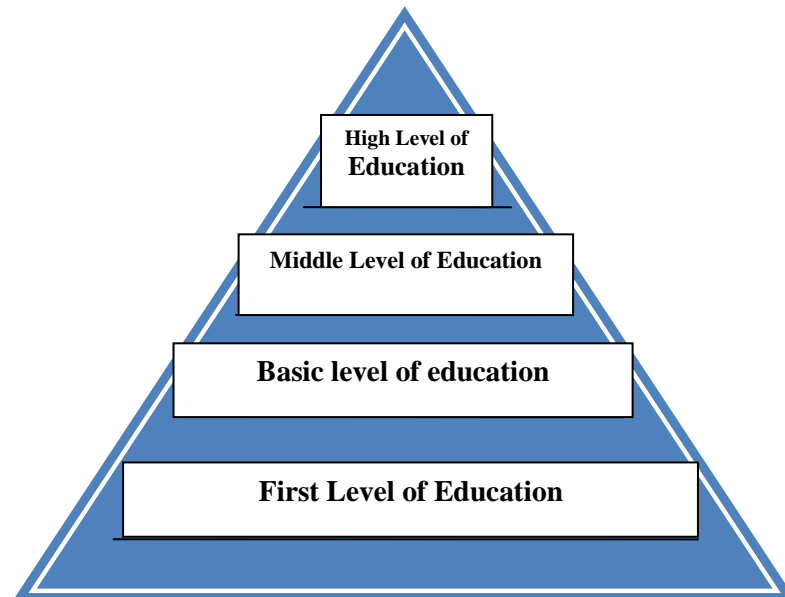


Figure 2.3

Level of Education, (Law No. 20 of Education System, 2003)

Source: Self Construct

2.7.3 Role of Education in Human Resource Development

Education here means education school and outside the institutionalized and none institutionalized. Human resources include all the energy skills, talent and of human knowledge that is used for production purposes and services useful. Human resource approach emphasizes that the purpose of development is to exploit human labor as much as possible in activities that produce products or services. The role of education in the development of human resources is as follows:

- a. The education that will carry out socio-economic transformation in accordance with the objectives of the Indonesian nation to grow and develop on its own power toward a just and prosperous society, for the development of skills needed to use advanced technology.
- b. The Education is huge role in the development of human resources, the fostering of human being productive power or man power. That is why, there is an educational approach known as the man power approach.
- c. Mediated education are feasible socio-cultural changes, the development of science, the adjustment values and attitudes that support the development, mastery of various skills in the use of advanced technologies to accelerate the development process.
- d. Education is able to contribute people in order to take into account the human dimension of human resources development and employment.
- e. Education whose role is to provide good care to workforce development that will fill about his health, increase the ability, work discipline, knowledge and skills.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Place for Research

This research was conducting in PT Bank XXX that located in medan North sumatra, there are some consideration of, why researcher choose this Bank Bumi Putra as an object of research. Based on researcher experience of find the data from another company the reseracher got the dificulties of got the data, because in some company the data is confidential. But in this PT Bank XXX, I can get the data easily and they are very welcome and all the data that researcher need can be giving by company.

3.2 Research Method

According to the Bryaman and Bell (2007), there are two types of research methods, which are Qualitative Method and Quantitative method; identifying a study's research design is important because it communicates information about key features of the study, which can differ for qualitative, quantitative, and mixed methods.

Qualitative method is a naturalistic, interpretative approach concerned with understanding the meanings of certain observed phenomenon or action. It examines to analysis and interprets observations for the purpose of discovering underlying meanings and patterns of relationships in a manner that does not involve mathematical models. Qualitative research is characterized by the collection and analysis of textual data (surveys, interviews, focus groups, conversational analysis, observation, ethnographies (Olds, 2005).

Quantitative method uses numbers to prove or disprove a notion or hypothesis. The process of measurement is central to quantitative research because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationship. Quantitative research uses data that are structured in the form of number or that can be immediately transported into numbers (Ross, 1999).

Quantitative methods are a good fit for deductive approaches, in which a theory or hypothesis justifies the variables, the purpose statement, and the direction of the narrowly defined research questions. The hypothesis being tested and the phrasing of the research questions govern how data will be collected (locally developed survey, commercial instrument, or final course grades) as well as the method of statistical analysis used to examine the data (Cresswell, 1994). Quantitative research is research techniques that seek to quantify data and typically, apply some form of statistical analysis (Malhotra and Birks, 2006).

A mixed methods study involves the collection or analysis of both quantitative and/or qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research (Cresswell, 1994).

3.2.1 Research Instrument

In this research researcher try to apply Quantitative method as the method for completed this research. There are two different categories for data collection, primary and secondary data, in this research researcher used primary data for doing this research. Primary data are collected from questionnaire that distributed to 60 respondents, the questionnaire researcher separated to the employee at PT Bank XXX.

3.2.2 Data Collection Tools

Research used survey as method in collecting data. Survey techniques are based upon the use of structured questionnaire given to a sample of population. Structure refers to formal questionnaires that already have been prepared before hand with prearranged order questions. (Malhotra and Birks, 2006).

Survey can be defined as structured questionnaire given to a sample of population and designed to elicit specific information from respondents (Schiffman and Kanuk, 2007).

Survey, it has been understood that, it can only exist through questionnaire, the primary data collection instrument is the questionnaire, which can be sent through the mail, interview, or telephone to selected respondents for self administration. The questionnaire itself can be distinguishes or undistinguished as to its true purpose. Question can be “open-ended” (requiring answer in the respondent’s own words). Or “closed-ended” (the respondent merely checks the appropriate answer from a list of options), (Schiffman and Kanuk, 2007).

Survey method has several advantages. The questionnaire is simple to use and the data obtained are consistent because the answer are limited to the scale stated in the questionnaire Malhotra and Briks (2006), researcher can be finishing the survey effectively with the lowest cost. The questionnaire designed by using close ended question. In this research, researcher used five-point likert scale, the respondent only need to fill the space provided with 1-5 scale.

A questionnaire is a data collection technique which is done by giving a set of questions or written statement to the respondent to answer. From the answers to the results it will be used to measure the influence of training employee performance at Bank Indonesia Branch Solo. The questionnaire designed by using five-point likert scale, the respondent only need to fill the space provided with 1-5 scale.

3.2.3 Data Measurement

The research design used two scales to collect data:

1. The normal scale was used to collect personal information about respondents such as Age, Sex, Grade, Education, etc.
2. The likert scale is the most popular form of attitudes scale, because it is easy for researcher to prepare and to interpret, and simple for customer answer. They check and write the number corresponding to their level below.

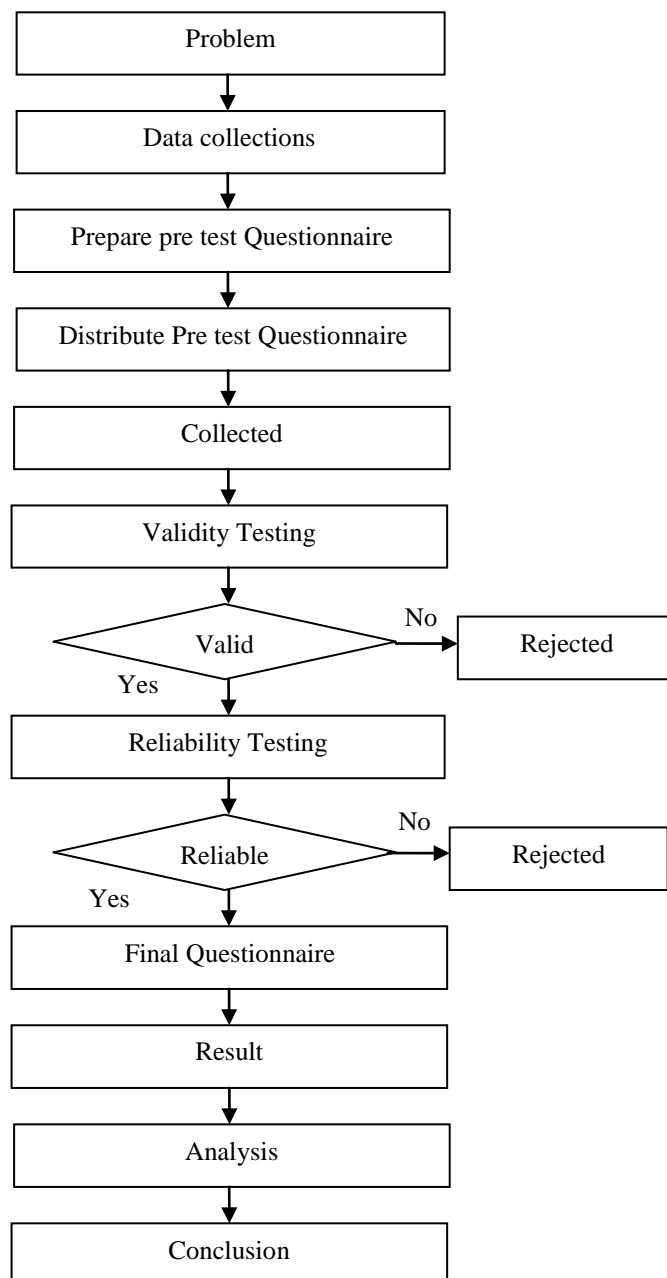
Scale	Rating
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

Table 3.1. Likert Scale

The scale that will be using is five- point likert scale. Likert scale is a widely used rating scale that requires the respondents to indicate a degree of agreement with each of a series of statement about the stimulus object (Malhotra and Briks, 2006).

3.3 Research Framework

In this research framework researcher try to explain what the process of processing the data that researcher get form the questionnaire, in this figure below; start from the problem identify, after that collecting the data, prepare for pre test questionnaire, distribute the pre test questionnaire, collected the questionnaire, using SPSS to testing about the validity and reliability, final questionnaire, get the result, make an analysis, and make the conclusion. The (**figure 3.1** of data process), as you can see below:



3.4 Sampling design

3.4.1 Size of the Population

Population is the aggregate of all elements, sharing some common set of characteristic that comprise the universe for the purpose of the marketing research problem (Malhotra and Birks, 2006). Population also means the total group of respondents that the researcher wants to study. In this study, the total population of employees at PT Bank XXX branch Medan is 45 people, but when I distributed the questionnaire on that company I collected only 45 from total 65 questionnaires that I distributed. According to the Husein Umar (2002), which is total minimum of sample size that can be accepted are 30 people, with consideration of time, budget, and any other consideration.

3.4.2 Sampling

Sampling procedure using census means the entire population was used as the sample. It is done when the population is relatively small (Sugiyono, 2005). Thus, samples in this study were 45 people. While in choosing Bank XXX branch Medan as a sample, sampling procedure used is convenient sampling. Convenient sampling is one of nonprobability sample in which the primary criteria for selecting cases are that they are easy to reach, convenient, or readily available (Neuman, 2011).

3.5 Statistical Treatment

3.5.1 Validity Test

To test validity of this research, researcher used Pearson correlation. Correlation is a term that refers to the strength of a relationship between two variables. A strong, or high, correlation means that two or more variables have a strong relationship with each other while a weak, or low,

correlation means that the variables are hardly related. The formula of Pearson correlation can be explained by following quotation



Where:

r = the coefficient of total item correlation

n = number of pairs of scores

$\sum xy$ = sum of the products of paired scores

$\sum x$ = sum of x scores

$\sum y$ = sum of y scores

$\sum x^2$ = sum of squared x scores

$\sum y^2$ = sum of squared y scores

In this validity test, researcher use 20 respondent of PT Bank XXX, to looking for which the statement in the questionnaire that valid and which are invalid. If researcher got invalid statement of questionnaire, researcher directly removed the any invalid statement in the questionnaire for doing next test that is reliability testing.

Validity testing performed using SPSS version 16.0, with the following criteria:

1. If the $r_{\text{count}} > r_{\text{table}}$ then it's a valid question
2. If the $r_{\text{count}} < r_{\text{table}}$ then the question is invalid

3.5.2 Reliability Test

Reliability testing is testing that doing after validity testing, in this reliability the invalid question has been removing, and in this testing test the only valid question that accepted. Reliability is defined as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials. The test is done after the test of validity and what is tested is a question that has been valid. . Reliability test is being able to demonstrate the consistency of the respondent's answers contained in the questionnaire. The researcher used Cronbach Coefficient Alpha to test reliability of the data

The formula for cronbach alpha is:

$$\alpha = \frac{k}{1 + k} \left(1 + \frac{1}{k} \sum_{i=1}^k r_{ii} \right)$$

Where:

- = Instrument reliability's coefficient
- = Mean correlation coefficient between variables
- = Number of questions

In this reliability test, researcher use 20 respondent of PT Bank XXX, to looking for which the statement in the questionnaire that reliable and which are unreliable. In this reliability testing the invalid question has been removing and only processing the valid statement of questionnaire.

Reliability testing performed using SPSS version 16.0, with the following criteria:

1. If r_{α} positive or $> r_{table}$, the question of reliable
2. If r_{α} negative or $< r_{table}$, the question of unreliable

3.6 Statistical Technique

3.6.1 Classical Assumption Test

Statistical analysis tools used in this study is multiple regression analysis it is necessary to test the assumptions required in the multiple regression analysis to meet criteria BLUE (Best Linear Unbiased Estimate) that has been explain by (Gujarati, 2003). Test classical assumption in this study include, multicollinearity, heteroscedasticity, and autocorrelation.

3.6.2 Normality Test

Normality test is testing residual normal distribution assumption. This assumption must be met for a good linear regression model. Normality test performed on the residual value of the model. Normality test can be done with normal PP plot test, Kolmogorov-Smirnov test, Anderson-Darling, Shapiro-Wilk test, or the Jarque-Bera test (Test Skewness-Kurtosis). Assumptions Normalitas met when the P-value (Sign.) $> \alpha$ with α value was set at 5% or 1%. (Draper N.R., and Smith, H. 1998)

3.6.3 Multicollinearity Test

Multicollinearity test has a function to test whether the model regression found a strong correlation between the variables independent. According to the Hair (1998) the way to find out absence of multicollinearity, which is by looking at the value of tolerance or Variance Inflation Factor values (VIF). If the VIF value is SMALLER than 0.10 or GREATER than 10 then there is multicollinearity, otherwise if there is no multicollinearity between the independent variables VIF values, in the range of 0.10 to 10.

1. If VIF Value < 0.10 / VIF Value $> 10 \rightarrow$ There is Multicollinearity
2. If VIF Value = 0.10 / VIF Value = 10 \rightarrow There is NO Multicollinearity

3.6.4 Heteroscedasticity Test

Test is a test of this assumption heteroscedasticity residual variance is not constant. Hoping, this assumption is not met because the model assumes linear regression residuals with constant variance (homoscedasticity). Heteroscedasticity detection can be done by showing a scatter plot of the values ZPRED (predictive value, the X axis) with SRESID (residually value, Y axis). Good model obtained if there is no particular pattern in the graph. Pattern is such gathering in the middle, then widened and narrowed or vice versa (Draper N.R., and Smith, H. 1998). Testing whether or not the symptoms heteroscedasticity with the following steps:

- a. If $t_{\text{count}} > t_{\text{table}}$ or value prob. Sig. < 0.05 then the assumption Homocedasticity rejected or there is heteroscedasticity.
- b. If $t_{\text{count}} < t_{\text{table}}$ or value prob. Sig. > 0.05 then the assumption Homocedasticity received or there is no heteroscedasticity.

3.6.5 Autocorrelation Test

Autocorrelation can be defined as the relationship (correlation) between members of the observations is sorted by time (time series) or space (cross section) (Gujarati, 2003). Consequences of the autocorrelation are a wide confidence interval, and variation and standard error underestimated, and the subsequent result is that testing by using the T test and F test are no longer valid. If implemented would give serious mistaken conclusions, about the meaning of statistics of the estimated regression coefficient.

According to the Gujarati (2003), Testing whether there is any autocorrelation in the regression equation this value is to look at the state of Durbin Watson (DW test) from calculated and compared to the DW tables.

3.6.6 Analysis of Multiple Linear Regressions

After the classical assumptions can be met then the stage next step is to analyze the data and test hypotheses proposed in this study using regression analysis moderating variable regression with the interaction test. Test interaction or often called a Moderate Regression Analysis (MRA) is a special application of multiple linear regression where the regression equation contains elements of interaction (multiplication of two or more independent variables) (Ghozali, 2006).

The independent variables in this study are Job Performance Appraisal (X1), Education (X2), and dependent variable is the Career Promotion (Y). The formula of Multiple Regression follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e$$

Where:

Y = Dependent (Career Promotion)

β_0 = Constanta

β_1, β_2 = Coefficient Regression

X₁ = Job Performance Appraisal

X₂ = Education

e = Error

3.6.7 T Test

To examine the variables that influence the Job Performance Appraisal (X1), Education(X2), and Career Promotion (Y) individually (partial), that is why t test was used.

Basis for decision-making are:

- c. If the $t_{\text{value}} < t_{\text{table}}$ value or significance value of $t > 0.05$ H_0 is accepted
- d. If the value of $t_{\text{count}} > t_{\text{table}}$ value or significance value of $t < 0.05$ H_0 is rejected or H_a accepted

3.6.8 F Test

To test whether the Job Performance Appraisal variable (X1), Education (X2), as together (simultaneous) effect on and Career Promotion (Y), that is why F test used.

Basis for decision-making are:

- a. If the value of $F_{\text{count}} < F_{\text{table}}$ or significance of $F_{\text{values}} > 0.05$, H_0 accepted, its mean there is no influence together or simultaneous between independent variables (X1, X2) toward dependent variable Career Promotion (Y).
- b. If the value of $F_{\text{count}} > F_{\text{table}}$ or value Significance $F_{\text{values}} < 0.05$, H_0 rejected its mean that, there is an influence together or simultaneous between independent variable (X1, X2) toward dependent variable career promotion (Y).

3.6.9 Coefficient Determination

The coefficient of determination was essentially measures how much the ability of the regression equation model (independent variables) in variation the dependent variable explained. Coefficient of determination is between 0 and 1. Small value of R^2 means the ability of independent variable on the explain variation of dependent variable is very limited. Value close to 1 means that, the independent variables give almost all the information needed to predict the variation of dependent variable.

CHAPTER IV

ANALYSIS DATA AND INTERPRETATION OF RESULTS

4.1 Interpretation of Questionnaire data

4.1.2 Characteristic of Respondent

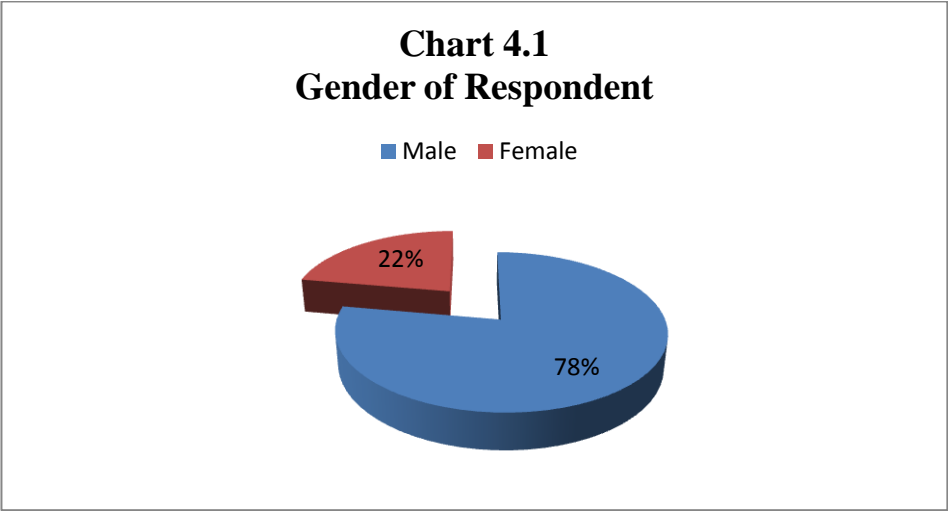
In this research, researcher got the data from respondent of PT Bank XXX branches Medan, North Sumatra around 45 respondent from total questionnaire that researcher distributed total 65 respondent, and because another factors researcher only collected 45 data and missing 20 data. Respondents characteristic can be seen from Gender, Age, Educational Level, Work Period, and Grade of employee.

a. Characteristic based on Gender

Gender	Respondent
Male	35
Female	10
Total	45

Table 4.1 Characteristic based on Gender

Based on this characteristic of gender, researcher can make a conclusion that; in PT Bank XXX branch Medan the total male employee much more rather than female, from the total employee 65. Male 35, female only 10 and if we average of the total women in the PT Bank XXX we got only 30 number of women from total 65 employees in this PT Bank XXX, based on that characteristic of gender, researcher make a percentage that shown by the chart below:

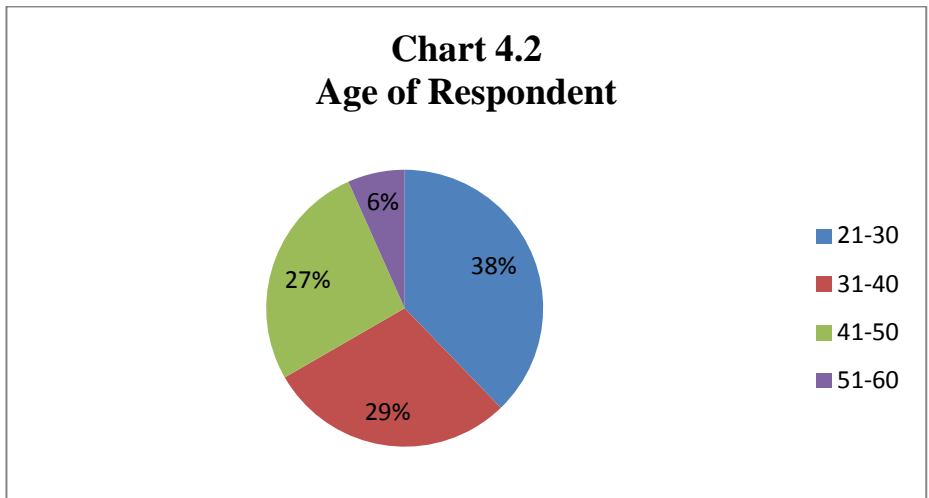


b. Characteristic based on Age

Age	Number of Respondent
21-30	17
31-40	13
41-50	12
51-60	3
Total	45

Table 4.2 Characteristic based on Age

Based on this characteristic of age, researcher can make a conclusion that; in PT Bank XXX branch Medan the total age 21-30 employee most dominant that show by total employee 17 people, in age 31-40 employee are 13 people, in age 41-50 are there 12 people and the small number of total employee from age 51-60 show only 3 people, from the total number of respondent. Based on that characteristic of age, researcher makes a percentage that shown by the chart below:

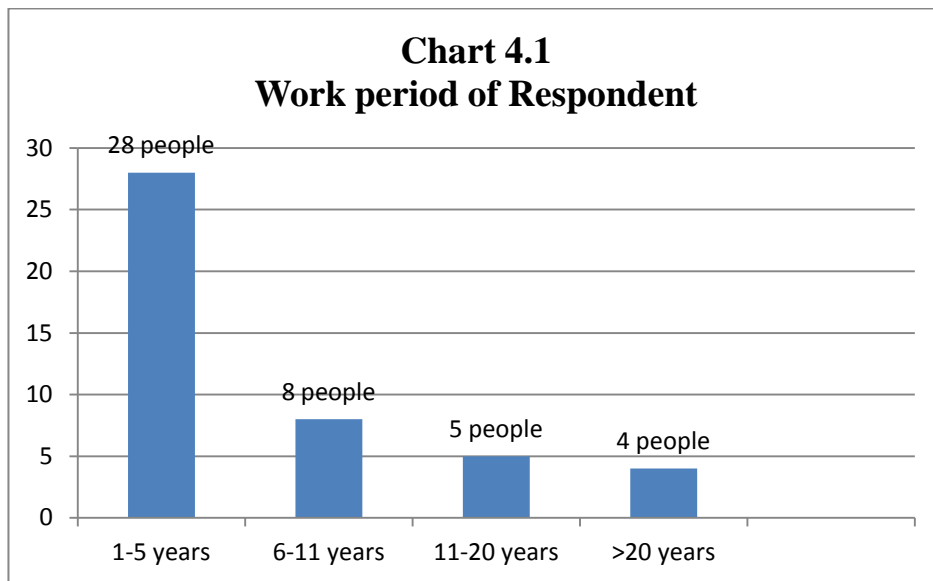


c. Characteristic based on Work Period

Period of work	Number of Respondent
1- 5	28
6 -11	8
11-20	5
>20	4
Total	45

Table 4.3 Characteristic based on Work period

Based on this characteristic of work period, researcher can make a conclusion that; in PT Bank XXX branch Medan the most dominant period of work is from period 1-5 years there are 28 people. In period 6-11 years there are 8 people, in work period 11-20 years there are 5 employees, and the last more than 20 years work period there are only 4 employees. Based on that characteristic of work period, researcher makes a percentage that shown by the chart below:

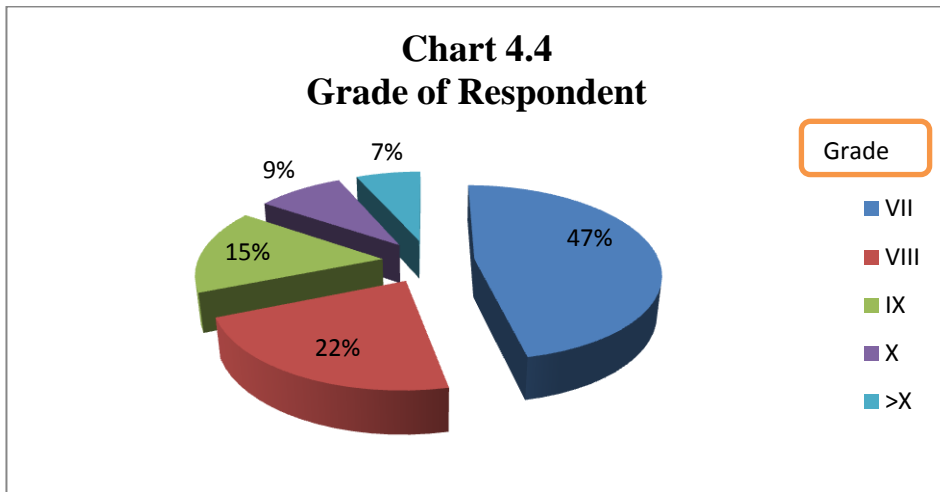


d. Characteristic based on Grade

Grade	Number of Respondent
VII	21
VIII	10
IX	7
X	4
>X	3
Total	45

Table 4.4 Characteristic based on Grade

The chart show that grade VII, the total respondent is 21 with the percentage of 47%. Grade VIII, the total respondent is 10 with the percentage of 22%. The total respondent for grade IX is 7 with the percentage of 15%. For grade X, the total respondent is 4 and the percentage of 9%. The rest is 3 respondents in grade >X with the percentage of 7%. Based on that characteristic of grade, researcher makes a percentage that shown by the chart below:

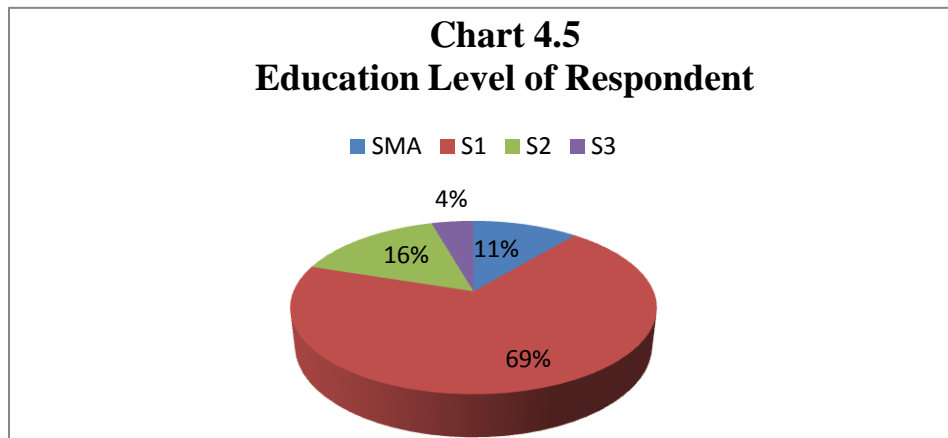


e. Characteristic based on Education Level

Level of Education	Number of Respondent
SMA	5
S1	31
S2	7
S3	2
Total	45

Table 4.5 Characteristic based on Education Level

Based on this characteristic of education level, researcher can make a conclusion that; in PT Bank XXX branch Medan the most dominant education level is from S1, there are 31 people, education levels from SMA there are 5 people, education level from S2 there are 7 people, and the last education level from S3 there are 2 people. Based on that characteristic of education level, researcher makes a percentage that shown by the chart below:



4.2 Validity and Reliability test

The writer processed the data by using SPSS version 16.0, to get the result of Validity and Reliability of the Questionnaire. Before researcher directly distributed the questionnaire, first time researcher make a pre test of questionnaire, which the questionnaire only distributed to 20 respondents with the total question are 20.

Researcher make 20 questions which are consist of 13 question of Independent variable and 8 question from Dependent variable. Dependent variable are divided by two, first is Job Performance Appraisal (X1) which are have 10 question, and second is about Education (X2) which are consist of 3 question. Dependent variable only single which is Career Promotion (Y) and consist of 8 questions.

4.2.1 Validity Test

The writer test the validity based on the Corrected Item-total Correlation Table or r table. Based on my respondent that fills in the questionnaire, I only distributed the questionnaire to 20 respondents, its mean that, if you use only 20 respondents, the mean Correlation coefficient between Variables or $r = 0.444$ (from r Table), it is means:

- a. If the $r_{\text{count}} > 0.444$ then it's a Valid question
- b. If the $r_{\text{count}} > 0.444$ then it's an Invalid question it will rejected

Table 4.6**The result of Validity Test****Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1.1	77.25	68.408	.530	.836
X1.2	77.25	68.724	.547	.836
X1.3	77.10	70.621	.446	.840
X1.4	77.30	81.484	-.273	.868
X1.5	77.05	77.208	.018	.855
X1.6	77.20	70.589	.510	.838
X1.7	76.85	69.713	.578	.835
X1.8	77.10	70.095	.483	.839
X1.9	77.30	67.695	.536	.836
X1.10	77.20	67.642	.633	.832
X2.1	77.15	80.661	-.256	.863
X2.2	76.90	70.832	.512	.838
X2.3	76.90	70.726	.520	.838
Y1	77.05	69.945	.470	.839
Y2	77.20	70.168	.605	.835
Y3	77.25	67.987	.646	.832
Y4	77.00	71.368	.526	.838
Y5	76.95	68.787	.546	.836
Y6	76.60	76.463	.088	.852
Y7	77.25	67.671	.579	.834
Y8	77.15	69.187	.535	.836

Source: The result of validity testing (show by SPSS 16.0)

Based on table 4.1 above, it shows the result of validity test. This result of test can be seen in column "Corrected item Total Correlation" above which are 4 questions are invalid because the result is lower than 0.444

the Invalid question must rejected from the questionnaire. The rejected question come from Independent variable, consist of 2 questions from X1, and 1 rejected question from X2, and Dependent rejected question Y consist of 1 question. Those invalid items are determined based on the analysis result from SPSS version 16.0.

Table 4.7
Result of Valid and Invalid Question

Corrected Item-Total Correlation	r table	Status
0.529898	0.444	Valid
0.546613	0.444	Valid
0.445875	0.444	Valid
-0.27251	0.444	Invalid
0.017515	0.444	Invalid
0.509817	0.444	Valid
0.578313	0.444	Valid
0.483464	0.444	Valid
0.535745	0.444	Valid
0.632582	0.444	Valid
-0.25602	0.444	Invalid
0.511557	0.444	Valid
0.520182	0.444	Valid
0.469964	0.444	Valid
0.6052	0.444	Valid
0.646063	0.444	Valid
0.526486	0.444	Valid
0.546308	0.444	Valid
0.087931	0.444	Invalid
0.578535	0.444	Valid
0.534825	0.444	Valid

Source: Result of validity testing (show by SPSS 16.0) and convert by Microsoft Excel Valid and Invalid Question.

Table 4.8

Result of only valid question

Corrected Item-Total Correlation	r table	status
0.529898	0.444	valid
0.546613	0.444	valid
0.445875	0.444	valid
0.509817	0.444	valid
0.578313	0.444	valid
0.483464	0.444	valid
0.535745	0.444	valid
0.632582	0.444	valid
0.511557	0.444	valid
0.520182	0.444	valid
0.469964	0.444	valid
0.6052	0.444	valid
0.646063	0.444	valid
0.526486	0.444	valid
0.546308	0.444	valid
0.578535	0.444	valid
0.534825	0.444	valid

Source: The result of validity testing (show by SPSS 16.0) and convert by Microsoft Excel only Valid question.

Based on table 4.3 above, after separated from invalid question, it shows the valid items in the questionnaire that will use as parts of the questionnaire. There are 17 valid questions which represent 10 valid questions from independent variable consist of 8 questions from Job Performance Appraisal (X1), 2 questions for Education (X2), and 7 questions for Career Promotion(Y).

Table 4.9
Result of only invalid question

Corrected Item-Total Correlation	r table	status
-0.27251	0.444	invalid
0.017515	0.444	invalid
-0.25602	0.444	invalid
0.087931	0.444	invalid

Source: The result of validity testing (show by SPSS 16.0) and convert by Microsoft Excel only Valid question.

Based on table 4.4 above, it shows the Invalid items in the questionnaire that will reject parts of the questionnaire. There are 4 Invalid questions which represent 3 Invalid questions from independent variable consist of 2 questions from Job Performance Appraisal (X1), 1 question from Education (X2), and 1 question for Career Promotion(Y).

4.2.2 Reliability Test

Reliability test is used to find out the items in the questionnaire whether it is consistent or not when the items are used. The Researcher used SPSS version 16.0 for the computation, and Cronbach Alpha method to measure the reliability of the items in the questionnaire. The important thing that should be remembered is, a reliability of coefficient must .60 or higher than .60 to make the result "acceptable" which means it can be use to continue the study.

Based on the table 4.9, 17 from 21 statement are reliable, because the value of cronbach's alpha based on standardized item for each variable is > 0.6.

Table 4.10 Result of Cronbach's Alpha of 17 valid statements

Cronbach's Alpha	N of Items
.896	17

Source: Spss 16.0

Table 4.11 Result of Reliability Test

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1.1	61.55	71.945	.528	.891
X1.2	61.55	71.734	.581	.889
X1.3	61.40	73.937	.463	.893
X1.6	61.50	74.263	.501	.892
X1.7	61.15	73.292	.575	.889
X1.8	61.40	72.989	.529	.891
X1.9	61.60	70.989	.548	.890
X1.10	61.50	70.579	.671	.886
X2.2	61.20	74.484	.504	.892
X2.3	61.20	74.589	.496	.892
Y1	61.35	72.555	.533	.891
Y2	61.50	73.737	.603	.889
Y3	61.55	71.208	.666	.886
Y4	61.30	75.379	.488	.892
Y5	61.25	72.724	.518	.891
Y7	61.55	70.682	.610	.888
Y8	61.45	72.787	.530	.891

Source: Data result of reliability test from SPSS 16.0

4.3 Descriptive Statistics

Descriptive statistics are used throughout data analysis in a number of different ways. Simply stated, they refer to means, ranges, and numbers of valid cases of one variable.

Table 4.12
Descriptive Statistics

	Mean	Std. Deviation	N
Y	4.0413	.39315	45
X1	3.9944	.39524	45
X2	3.9667	.63425	45

Source: Data result of Descriptive Statistics test from SPSS 16.0

a. Job Performance Appraisal

The mean of Job Performance Appraisal is 3.9944 and standard deviation .39524

b. Education

The mean of Education is 3.9667 and standard deviation .63425

c. Career Promotion

The mean of Career Promotion is 4.0413 and standard deviation .39315

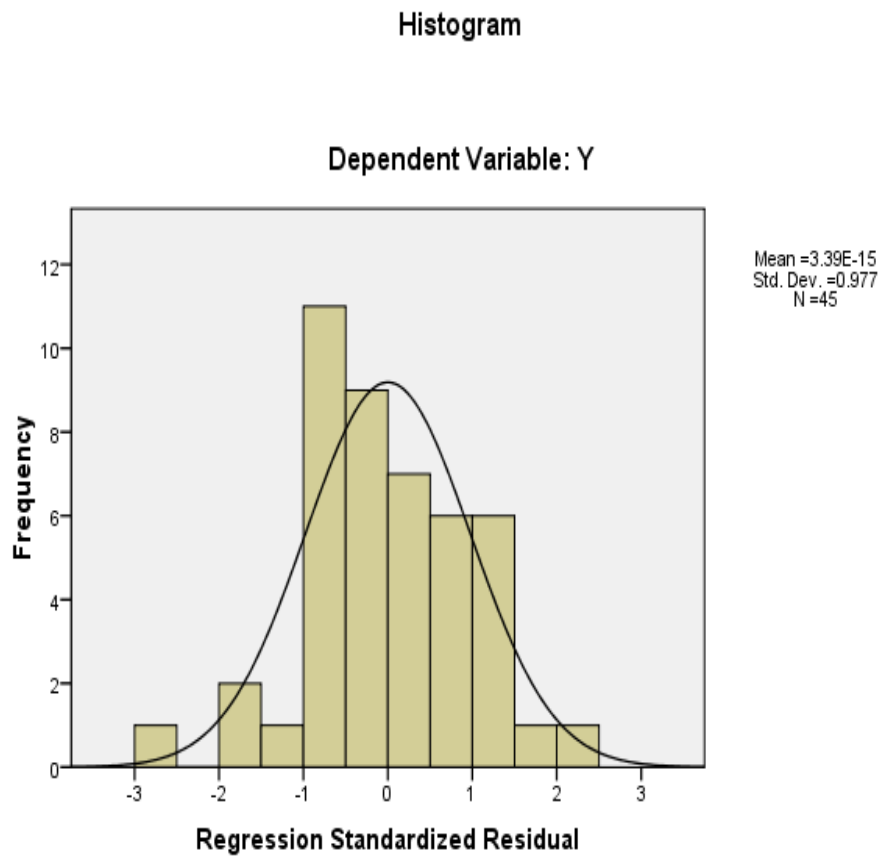
4.4 Classical Assumption Test

4.4.1 Normality Test

Normality test is testing residual normal distribution assumption. This assumption must be met for a good linear regression model. Normality test performed on the residual value of the model. Normality test can be done with Histogram normality PP plot test, and Grafik of normal probability plot, as we can see below:

a. Normality Probability Plot Histogram

Figure 4.1
Normality Probability Plot Histogram

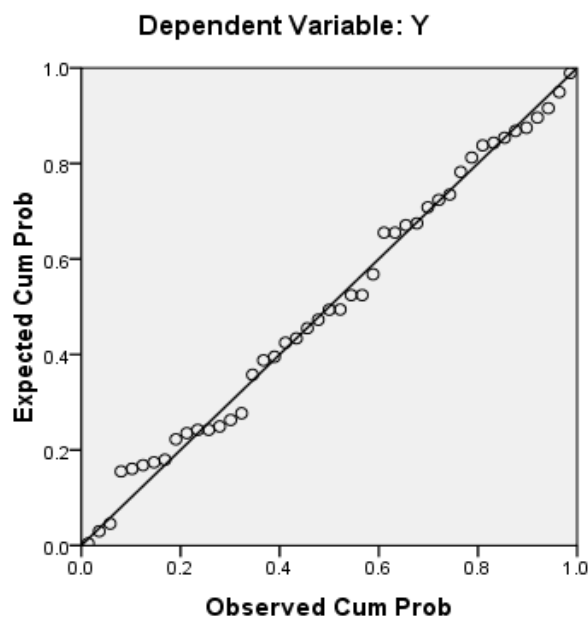


Source: Data result of Normality Probability Plot Histogram from
SPSS 16.0

b. Normality Probability Plot Graph

Figure 4.2
Normality Probability Plot Graph

Normal P-P Plot of Regression Standardized Residual



Source: Data result of Normality Probability Plot Graph from SPSS 16.0

4.4.2 Multicollinearity Test

Test statistic often used to test for multicollinearity disorder is the variance inflation factor (VIF) or the Pearson correlation between the independent variables. The criteria used is, if the tolerance > 0.1 and VIF < 10 so there is no multicollinearity problems. In this research, the researcher used SPSS 16.0 and the output from SPSS will show us in the table 4.12 SPSS Multicollinearity Test below:

Table 4.13
Multicollinearity test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	1.023	.545		1.875	.068		
X1	.557	.117	.560	4.783	.000	1.000	1.000
X2	.200	.073	.322	2.749	.009	1.000	1.000

a. Dependent Variable: Y

Source: Data result of Multicollinearity test from SPSS 16.0

Explanation of the table above is independent variables that consist of VIF of Job Performance Appraisal value is 1.000 and Education is 1.000 when tolerance of Job Performance Appraisal is 1.000 Education is 1.000. All of VIF value shows the number of independence variables less than 10 and tolerance more than 0.1 or avoid 0. From the statement the above, we can make conclusion that:

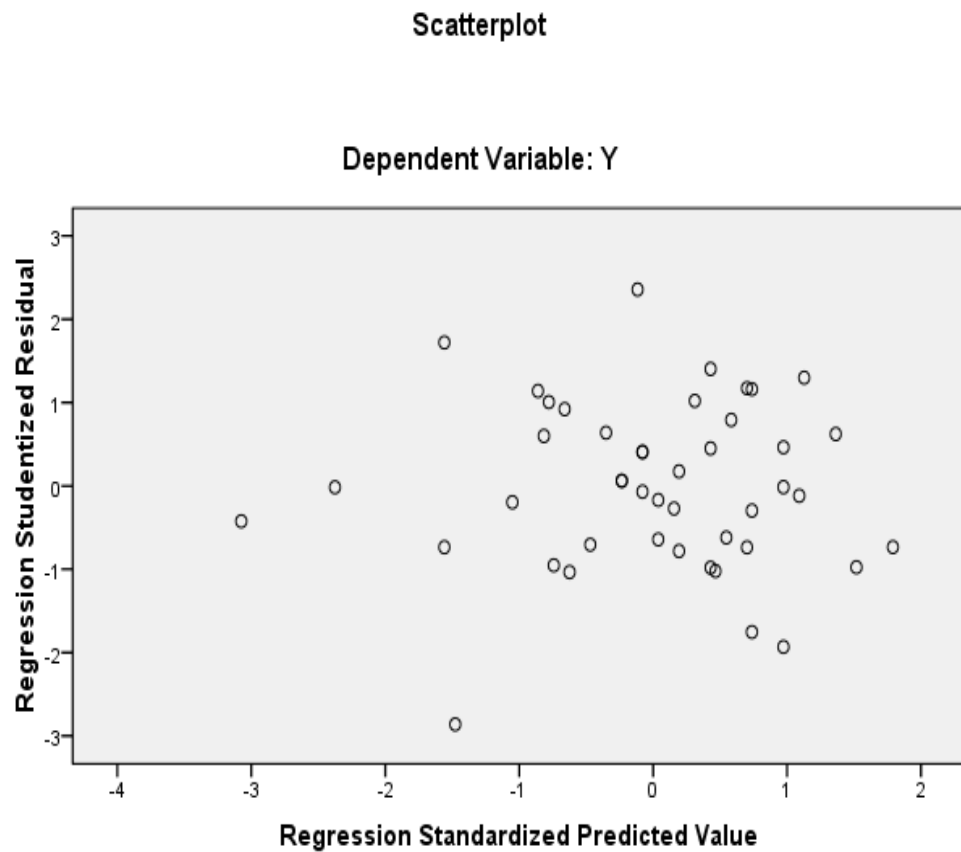
If the tolerance value > 0.1 and VIF value < 10 it is mean, there is no **multicollinearity problems**.

4.4.3 Heteroscedasticity Test

Heteroscedasticity detection can be done by showing a scatter plot of the values ZPRED (predictive value, the X axis) with SRESID (it residual value, Y axis). Good model obtained if there is no particular pattern in the graph. Pattern is such gathering in the middle, or widened and narrowed or vice versa. The analysis of scatterplot graphic determine, the regression model if there is no heteroscedasticity by looking the output of SPSS scatterplot graphic as follow:

Figure 4.3

Result of Heteroscedasticity Test



Source: Data result of Heteroscedasticity Test from SPSS 16.0

The conclusion of graphs result the above are such at the below:

- a. The points of data do not accumulate just above or below the number.
- b. The points of data spread out above or below or around the number.
- c. The spread of data points should not be patterned.
- d. The spread of data points should not form wavy patterns widen narrowed and widened again later.

4.4.4 Autocorrelation Test

According to (Ghozali, 2006), the autocorrelation doesn't exist when the value of Durbin Watson is between > -2 and < 2 . From table below, the Durbin Watson shows the value in 1.708 it is mean that, there is no autocorrelation exist in this multiple regression equation.

Table 4.14
Durbin Watson for Autocorrelation Test

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.651 ^a	.424	.396	.30549	1.708

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Source: Data result of Durbin Watson for Autocorrelation Test from SPSS 16.0

4.5 Multiple Linear Regression Analysis

Multiple linear regressions is used as a quantitative method and computed by SPSS. The general purpose of multiple regressions is to learn more about the relationship between several independent or predictor variables and a dependent or criterion variable.

4.5.1 Multiple Linear Regressions Model

Method of multiple linear regression analysis is to predict the value of the dependent variable (employee performance) by taking into account to the values of the independent variables which is training (need assessment, development, evaluation).

Table 4.15
Multiple Linear Regressions Model
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	1.023	.545		1.875	.068		
X1	.557	.117	.560	4.783	.000	1.000	1.000
X2	.200	.073	.322	2.749	.009	1.000	1.000

a. Dependent Variable: Y

Source: Data result of Coefficients^a, from SPSS 16.0

From the table above, we can use the formula below:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e$$

Which

$$Y = 1.023 + 0.557 X_1 + 0.200 X_2 + e$$

a. Constant

The value of constant alpha is 1.023. This value is the constant value which means if there is no change of Independent variable, so the career promotion will be 1.023. The interpretation of Regression Coefficient:

a. Job Performance Appraisal

The coefficient regression of Job Performance Appraisal in (X1) is in a positive number that is 0.557, its mean that if the Job Performances Appraisal increases 1 constant, it will bring impact of the increasing Career Promotion too as 0.557 point.

c. Education

The coefficient regression of Education in independent variable (X2) is in a positive number that is 0.200, its mean that if the Education increases 1 constant, it will bring impact of the increasing Career Promotion too as 0.200 point.

4.5.2 Coefficient of Determination (R^2)

In the coefficient of determination have a number that represent the percentage of influence of the independent variable. You can see the result of percentage R^2 about how significant influence between independent variable toward dependent variable, in the table below:

Table 4.16
Coefficient of Determination (R^2) Table
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.651 ^a	.424	.396	.30549	1.708

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Source: Data result of Coefficients Determination, from SPSS 16.0

As you can see on the table above the coefficient determination (R^2) is 0.424. It is mean that the significant of independent variable, which are Job Performance Appraisal and Education if we percentage the influence of both independent variable is 42, 4% bring influence for dependent variable, that is Career Promotion. And 57, 6% is influence by the other factors that researcher doesn't explain in this research.

4.5.3 T-Test

Researcher has done do the F- Test to find out the significant of all the independence variables to dependable variable collectively with the result of significance or positively influential for the independent variables toward dependent variable. In the next test, the researcher uses T-Test in order to identify the significance of separate independent variables toward dependent variable in the multiple is below 0.05. Result of T-Test below 0.05 means each independent variables have significant influence toward dependent variable

Table 4.17
T-Test
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	1.023	.545		1.875	.068		
X1	.557	.117	.560	4.783	.000	1.000	1.000
X2	.200	.073	.322	2.749	.009	1.000	1.000

a. Dependent Variable:Y

Source: Data result of Coefficients^a for T-Test, from SPSS 16.0

The conclusion of the table the above are:

- a. There are significant influence of Job Performance Appraisal that represent of X1 which is total significant point is 0.000 it is mean that the significant number of Job Performance Appraisal (X1) is lower than 0.05, otherwise X1/ independent variable Job performance have significant influence toward dependent variable (Y). So in this case the

alternative hypothesis (H_1) is ACCEPTED and hypothesis (H_0) is REJECTED.

- b. There are significant influence of Education that represent of X2 which is total significant point is 0.009 it is mean that the significant number of Education (X2) is lower than 0.05, otherwise X2/independent variable Education have a significant influence toward dependent variable (Y). So in this case the alternative hypothesis (H_1) is ACCEPTED and hypothesis (H_0) is REJECTED.

4.5.4 F-Test

F-test used to test the significance of the multiple regressions model. It can be found out whether the set of regression model is valid or invalid. When the result in the range of tolerance, significance result is below 0.05, it is means a set of independent variables in the multiple regression models can influence the dependent variable collectively and opposite,

Table 4.18 ANOVA of F-Test

ANOVA ^b					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2.881	2	1.441	15.437	.000 ^a
Residual	3.920	42	.093		
Total	6.801	44			

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Source: Data result of ANOVA for F-Test, from SPSS 16.0

The ANOVA table above shows F value of 15.437 which is significant of 0.000 (lower than 0.05). It means the independent variables together have significant influence to the dependent variable in the regression model, so all the independent variables can influence the dependent variable.

4.5.5 Final Result

In this final result the researcher want to make some conclusion of what researcher have got of the test that have been doing by researcher above. First is about job performance appraisal, the result that researcher got about this independent variable (X1) is a lower than 0.05, it is mean that there is a significant effect result between X1 toward Y and also in the second independent variable (X2) the result is also lower than 0.05 which means that, X2 (education) is also significant toward Y (career promotion). So the Final of Multiple linear Regression model can be made below:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e$$

Which

$$Y = 1.023 + 0.557 X_1 + .200 X_2 + e$$

a. Constant

The value of constant alpha is 1.023. This value is the constant value which means if there is no change of Independent variable, so the career promotion will be minus to 1.023. The intrepretation of Resgression Coefficient:

b. Job Performance Appraisal

The coefficient regression of Job Performance Appraisal in (X1) is in a positive number that is 0.557, its mean that if the Job Performances Appraisal increases 1 constant, it will bring impact of the increasing Career Promotion too as 0.557 point.

c. Education

The coefficient regression of Education in (X2) is in a positive number that is 0.200, its mean that if the Education increases 1 constant, it will bring impact of the increasing Career Promotion too as 0.200, point.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusions

Nowadays employee that working in the company of course want to have good career position in their working place, every single thing employee have done to get promotion, but most of them is couldn't get a career promotion, even they have doing the good thing in their working place to get career promotion such as they have good Job performance appraisal, they have good education, they have loyal for the company, etc but still, they haven't got career promotion in their working place. Starts form that narration, writer thing that, want to make research about the how much Influence of Job Performance Appraisal and Education toward Career Promotion in The Company. Researchers choose PT Bank XXX, of place doing research. The researcher using Questionnaire method of research, the researcher want to know whether Job performance Appraisal and Education have a strong influence toward career promotion in PT Bank XXX, as a simultaneously and partially by using some test that researcher has been doing in the chapter 4, and researcher got the result of:

a. Simultaneously Result

Based on the simultaneously result, Job Performance Appraisal and education have a significant influence toward Career promotionn.

b. Partially Result

Based on the partially result, Job Performance Appraisal and education have a significant influence toward Career promotion.

5.2 Recommendation

Nobody perfect maybe this statement is suitable for elaborate your personal statement, but according to the research that researcher has done in PT Bank XXX, researcher want to give recommendation for Employee, for the Company and for the other Researcher:

1. For Employee

If the employee wants to get career promotion, they should consider about their performance of the job, their level of education and also another thing, such as Training about their job etc.

2. For Company

If company wants to give career promotion to the employee, company should make a good performance employee appraisal method. This is an only method of Researcher Recommendation for the company to make the company more selective to choose employee who actually able to get career promotion and who is not able.

3. For Next Researcher

For next researcher, if you want to make a research about career promotion, try to choose another factor that influence of career promotion to find how big influence of another factor toward career promotion beside Job Performance Appraisal and Education.

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APPENDICES

APPENDIX I

QUESTIONNAIRE

Terima kasih atas partisipasi Anda menjadi salah satu responden untuk mengisi kuesioner ini. Kuesioner ini merupakan salah satu instrumen penelitian yang dilakukan oleh :

Peneliti : Ahmad Morteza
ID : 014200900007
Jurusan : Manajemen/ Banking & Finance
Fakultas : Ekonomi, President University

Saya sangat menghargai kejujuran Anda dalam mengisi kuesioner ini dan menjamin kerahasiaan Anda. Semoga hasil penelitian ini dapat menjadi masukan bagi pihak-pihak membutuhkan dalam rangka pengelolaan sumber daya manusia. Atas kerjasama dan bantuan Anda, saya ucapkan terimakasih.

IDENTITAS RESPONDEN

Jenis Kelamin : Laki-laki Perempuan
Usia : Tahun
Pendidikan Terakhir : SMU Diploma S1
S2 S3
Masa Kerja : Tahun
Golongan :

PETUNJUK PENGISIAN

Berikanlah tanda "X" pada kolom penilaian yang sesuai dengan pilihan Anda.

Keterangan:

1. STS = Sangat Tidak Setuju
2. TS = Tidak Setuju
3. RR = Ragu-ragu
4. S = Setuju
5. SS = Sangat Setuju

NO	Pernyataan	Jawaban				
		STS	TS	RR	S	SS
PENILAIAN PRESTASI KERJA						
1	Saya sangat menjaga nama baik perusahaan saya					
2	Saya selalu mengerjakan tugas saya dengan baik					
3	Saya tdiak pernah terlambat untuk datang ke kantor					
4	Saya selalu memikirkan hal baru, untuk pengembangan perusahaan saya					
5	Saya selalu bekerja sama dengan teman saya dalam memmecahkan suatu masalah					
6	Saya dapat mengambil keputusan yang benar demi kemajuan perusahaan saya					
7	Hubungan dengan sesama pegawai selalu terjaga.					
8	Saya senang memecahkan masalah dengan pemikiran saya sendiri					
9	Saya adalah orang yang paling di andalkan dalam perusahaan					
10	Saya bersedia mendapat teguran dari perusahaan apabila saya melanggar peraturan perusahaan					
PENDIDIKAN						
11	Saya merasa apabila pendidikan saya tinggi saya akan mudah mednapat promosi jabatan.					
12	Saya merasa apabila saya belajar dalam pendidikan formal lebih berpengaruh dalam promosi jabatan dibandingkan dengan apabila saya belajar dalam pendidikan non formal.					

13	Saya merasa pendidikan sangat berperan dalam membangun sumberdaya manusia yang berdampak pada peningkatan kinerja karyawan.					
----	---	--	--	--	--	--

NO	Pernyataan	Jawaban				
		STS	TS	RR	S	SS
PROMOSI JABATAN						
14	Jabatan saya yang sekarang telah sesuai dengan latar belakang Pengalaman saya.					
15	Instansi telah melaksanakan promosi jabatan dengan memperhatikan tingkat pendidikan.					
16	Atasan telah bertindak tepat dengan memberikan jabatan sesuai dengan kesetiaan pegawai terhadap perusahaan yang dibuktikan terhadap lamanya masa jabatan.					
17	Menurut saya kejujuran saya dalam bekerja telah membuat saya mendapat promosi jabatan.					
18	Menurut saya tanggung jawab dalam bekerja adalah hal terpenting untuk mendapat promosi jabatan.					
19	Keramah tamahan/ supel, merupakan salah satu syarat dalam mendapat promosi jabatan diperusahaan saya.					
20	Kinerja dalam bekerja merupakan salah satu syarat mutlak bagi karyawan untuk mendapat promosi jabatan.					
21	Menurut saya, pegawai yang Inisiatif dan kreatif dalam pekerjaannya menjadi prioritas pertama instansi dalam memberikan kesempatan promosi jabatan.					

Thank you for your participation being one of my respondents to fill in this questionnaire. This questionnaire is one of instrument of research who has been done by:

Researcher : Ahmad Morteza

ID : 014200900007

Major : Manajemen/ Banking & Finance

Faculty : Economic, President University

I am appreciated of your honesty on fill in this questionnaire and I warrant your secret personal data. Hopeful the result of this research could be suggestion for the other parties, that necessary this data for Human Resource Management process. I would like to say thank you very much for your kind and cooperation.

RESPONDENT IDENTITY

Gender	:	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>		
Age	:	Years	<input type="checkbox"/>				
Last of Education	:	SMA	<input type="checkbox"/>	Diploma	<input type="checkbox"/>	S1	<input type="checkbox"/>
		S2	<input type="checkbox"/>	S3	<input type="checkbox"/>		
Work Period	:	Years	<input type="checkbox"/>				
Grade	:		<input type="checkbox"/>				

INSTRUCTION

Give the label "X" on the Colum appraisal which is necessary with your choice.

Where:

- | | |
|-----------------------------|------------------------|
| 1. SNA = Strongly Not Agree | 4. A = Agree |
| 2. NA = Not Agree | 5. SA = Strongly Agree |
| 3. H = Hesitate | |

NO	Statement	Answer				
		SNA	NA	H	A	SA
JOB PERFORMANCE APPRAISAL						
1	I am always keeping my good company names					
2	I am finishing my job with well					
3	I never late come to the office everyday					
4	I always have a new idea, to make my company more develop.					
5	I do cooperation with my friends, in solving the problem of the job.					
6	I always keep my relationship with my boss					
7	I always make right decision to make my company more develop					
8	I am glad to solving the problem with my own thinking.					
9	I am the only one that very needed person in company					
10	I am willing to get punishment from the company if I am not obeying the company rules.					
EDUCATION						
11	I feel that, if I have a high level of education it is make me easier to get career promotion.					
12	I think that if I come from formal education it more influence me on my career promotion rather than if I study in the non formal education.					
13	I think education has a role in build the human resources					

NO	Statement	Answer				
		SNA	NA	H	A	SA
CAREER PROMOTION						
14	My position now has suitable with my background experience					
15	Company has doing the career promotion for the employee based on level of education					
16	Boss has do the right thing in giving position suitable with employee loyalty toward company, proofed by work period					
17	In my opinion my honesty in working has make me get the career promotion					
18	In my opinion responsibility of the work is the important thing to get career promotion					
19	Supple is one of criteria of getting career promotion from the company.					
20	Performance employee in a company is absolute criteria for make employee itself getting career promotion.					
21	In my opinion employee who has an initiative and creative on working, being one of priority for company in giving chance of get career promotion.					

**DATA QUESTIONNAIRE VALIDITY AND RELIABILITY 20
RESPONDENTS, 21 STATEMENT INDEPENDENT VARIABLE X1 X2,
and DEPENDENT VARIABLE Y**

	X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7
R1	5	2	3	5	4	3	4
R2	4	3	4	4	5	4	5
R3	3	5	3	3	4	3	4
R4	5	4	5	3	4	4	5
R5	5	5	4	2	4	5	4
R6	4	4	5	3	4	4	3
R7	3	3	5	3	3	4	3
R8	4	4	4	4	4	4	5
R9	2	4	4	5	3	4	3
R10	5	5	5	3	4	5	5
R11	4	2	4	4	5	2	4
R12	3	4	5	4	3	4	5
R13	3	3	3	3	5	3	4
R14	2	3	3	5	3	4	3
R15	3	3	4	3	3	3	4
R16	3	3	3	3	4	3	3
R17	4	4	4	4	4	3	5
R18	5	4	4	3	5	4	4
R19	3	5	3	5	4	5	4
R20	4	4	2	4	3	4	5

	X1.8	X1.9	X1.10	X2.1	X2.2	X2.3	Y.1
R1	3	2	3	4	5	4	3
R2	3	4	4	4	5	5	4
R3	4	5	3	3	3	5	5
R4	5	5	5	3	5	5	5
R5	5	4	5	4	4	4	4
R6	2	4	4	4	4	3	3
R7	4	3	3	5	5	4	4
R8	4	3	4	4	4	4	4
R9	4	2	3	4	4	5	5
R10	5	5	5	3	5	5	5
R11	5	2	4	3	4	4	4
R12	4	4	3	4	5	4	4
R13	3	3	3	4	3	3	2
R14	3	2	2	3	3	4	3
R15	4	4	4	3	4	3	5
R16	3	4	3	5	3	3	3
R17	3	4	4	4	4	5	5
R18	4	4	5	4	4	4	4
R19	5	5	3	5	3	4	3
R20	4	4	5	3	4	3	3

	Y.2	Y.3	Y.4	Y.5	Y.6	Y.7	Y.8
R1	3	3	4	5	4	2	3
R2	3	4	4	5	5	4	4
R3	3	4	3	5	4	5	3
R4	5	5	5	5	5	4	5
R5	4	4	4	4	3	5	4
R6	4	5	4	3	5	4	5
R7	3	4	3	4	4	3	4
R8	4	4	4	4	3	3	4
R9	4	3	4	5	4	4	3
R10	5	4	5	5	5	5	4
R11	4	4	4	4	4	2	5
R12	5	4	5	4	5	4	4
R13	3	2	3	3	4	3	2
R14	4	3	4	2	5	2	4
R15	3	3	3	3	4	4	3
R16	3	2	4	3	5	3	2
R17	3	4	3	5	4	4	4
R18	4	3	4	4	5	4	4
R19	4	4	4	4	4	5	4
R20	4	5	5	3	5	4	5

**DATA FINNAL QUESTIONNAIRE, 45 RESPONDENTS, 21 STATEMENT
INDEPENDENT VARIABLE X1 X2, and DEPENDENT VARIABLE Y**

	X1.1	X1.2	X1.3	X1.6	X1.7	X1.8	X1.9	X1.10
R1	5	5	5	5	4	3	4	5
R2	5	5	3	3	4	3	5	3
R3	3	5	5	4	4	4	5	3
R4	3	5	3	3	4	4	4	3
R5	5	4	3	5	4	3	5	5
R6	5	3	4	3	4	5	4	5
R7	3	4	5	4	5	4	3	4
R8	3	3	5	4	3	4	3	3
R9	3	4	5	4	3	4	5	4
R10	2	4	4	4	3	4	2	3
R11	4	4	4	4	3	5	4	5
R12	4	2	4	2	4	5	5	4
R13	4	5	4	5	4	3	4	5
R14	3	3	3	3	4	3	3	4
R15	3	4	5	4	3	4	5	4
R16	3	3	4	3	4	4	4	4
R17	4	5	4	5	4	5	4	3
R18	4	4	4	3	5	3	4	4
R19	5	4	4	5	4	3	4	5
R20	3	5	3	5	4	5	5	3
R21	5	3	4	5	4	5	4	3
R22	4	4	2	4	5	4	4	5

	X1.1	X1.2	X1.3	X1.6	X1.7	X1.8	X1.9	X1.10
R23	3	5	4	5	5	5	4	4
R24	5	4	4	4	4	4	4	5
R25	4	5	5	4	5	5	4	4
R26	3	3	3	3	3	3	4	3
R27	4	5	4	5	3	4	3	3
R28	2	3	3	4	3	3	2	2
R29	5	4	3	4	4	5	4	3
R30	3	4	5	4	5	4	4	3
R31	5	4	5	3	5	4	3	5
R32	5	4	5	4	4	5	5	4
R33	2	3	4	5	3	4	3	4
R34	4	4	5	4	5	4	3	4
R35	5	3	4	5	4	3	4	3
R36	4	4	5	4	4	3	5	4
R37	5	4	3	5	5	4	5	3
R38	5	4	5	4	4	3	5	3
R39	4	5	5	4	5	4	4	5
R40	4	3	4	3	5	3	4	3
R41	5	3	5	3	4	4	3	4
R42	4	4	3	4	3	5	4	5
R43	5	4	5	3	4	5	3	4
R44	5	4	5	4	5	4	5	4
R45	5	5	5	4	5	4	4	5

	X2.2	X2.3	Y1	Y2	Y3	Y4	Y5	Y7	Y8
R1	5	3	4	5	5	4	5	5	5
R2	4	5	5	3	3	5	3	4	5
R3	4	3	3	5	3	4	5	3	5
R4	3	3	5	4	4	3	4	5	4
R5	5	5	5	5	4	4	5	4	5
R6	5	5	4	5	5	4	5	4	3
R7	4	5	5	4	5	4	5	4	5
R8	3	5	4	3	4	3	4	3	5
R9	5	3	5	4	4	3	4	4	4
R10	5	5	5	4	3	4	5	4	3
R11	3	2	3	4	5	5	3	4	5
R12	5	4	4	5	4	5	5	5	5
R13	4	5	5	4	4	5	5	4	3
R14	3	3	2	3	4	5	5	3	2
R15	2	4	3	4	5	4	3	3	3
R16	3	3	5	3	3	3	3	4	3
R17	4	5	5	5	4	3	5	4	5
R18	5	5	5	3	4	3	5	4	4
R19	4	4	5	4	5	4	3	5	5
R20	3	4	3	4	4	5	4	5	4
R21	2	4	4	4	5	3	4	3	3
R22	4	3	3	4	5	5	3	4	5

	X2.2	X2.3	Y1	Y2	Y3	Y4	Y5	Y7	Y8
R23	3	4	3	3	5	5	4	4	3
R24	4	3	4	4	3	4	4	4	4
R25	5	4	4	5	4	4	4	4	4
R26	4	5	3	3	2	4	3	3	2
R27	3	4	5	2	4	2	4	4	4
R28	4	3	3	4	3	4	2	2	4
R29	5	4	5	4	3	4	3	5	3
R30	4	5	4	5	4	5	4	4	4
R31	3	4	3	5	4	5	4	5	3
R32	4	3	5	4	4	5	5	5	4
R33	5	4	4	5	5	5	3	3	4
R34	4	4	4	5	4	5	4	4	5
R35	3	5	5	4	4	5	4	3	3
R36	4	3	3	4	5	4	5	3	5
R37	5	4	3	4	5	2	5	3	4
R38	4	5	5	5	4	5	4	4	5
R39	3	4	4	3	3	4	5	3	4
R40	5	3	4	3	4	5	5	4	4
R41	4	4	4	4	3	5	5	3	4
R42	3	5	3	4	5	4	3	3	5
R43	5	4	4	4	5	5	2	3	5
R44	4	3	4	3	5	4	4	5	4
R45	5	4	4	4	3	5	5	5	4

APPENDIX II

SPSS RESULT

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
Y	4.0413	.39315	45
X1	3.9944	.39524	45
X2	3.9667	.63425	45

Correlations

		Y	X1	X2
Pearson Correlation	Y	1.000	.566	.331
	X1	.566	1.000	.016
	X2	.331	.016	1.000
Sig. (1-tailed)	Y	.	.000	.013
	X1	.000	.	.458
	X2	.013	.458	.
N	Y	45	45	45
	X1	45	45	45
	X2	45	45	45

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	X2, X1 ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: Y

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.651 ^a	.424	.396	.30549	.424	15.437	2	42	.000	1.708

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2.881	2	1.441	15.437	.000 ^a
Residual	3.920	42	.093		
Total	6.801	44			

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error				Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	1.023	.545		1.875	.068	-.078	2.123					
X1	.557	.117	.560	4.783	.000	.322	.793	.566	.594	.560	1.000	1.000
X2	.200	.073	.322	2.749	.009	.053	.346	.331	.390	.322	1.000	1.000

a. Dependent variable: Y

Coefficient Correlations^a

Model			X2	X1
1	Correlations	X2	1.000	-.016
		X1	-.016	1.000
	Covariances	X2	.005	.000
		X1	.000	.014

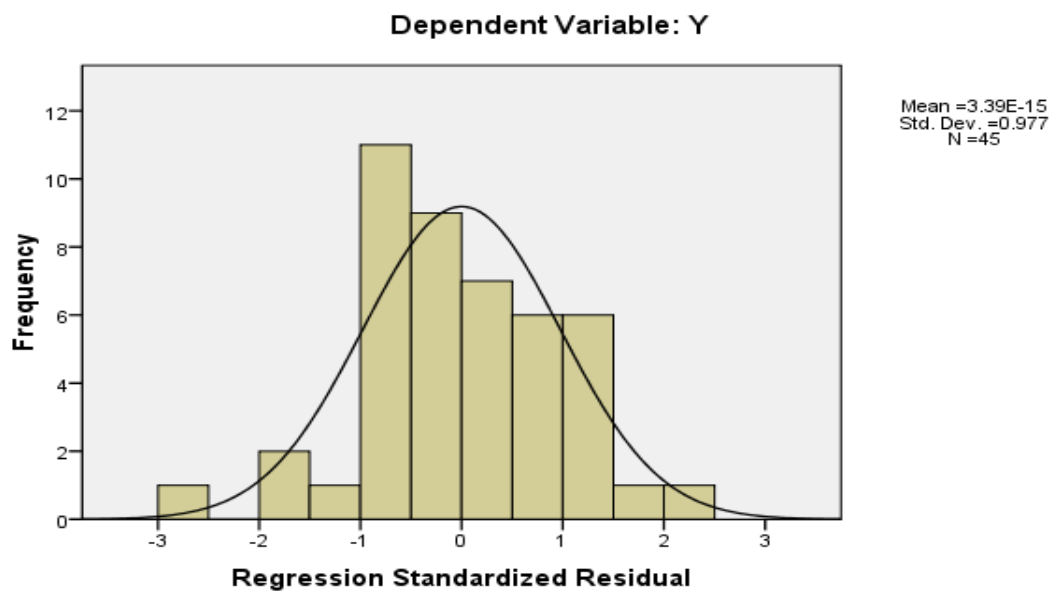
a. Dependent Variable: Y

Collinearity Diagnostics^a

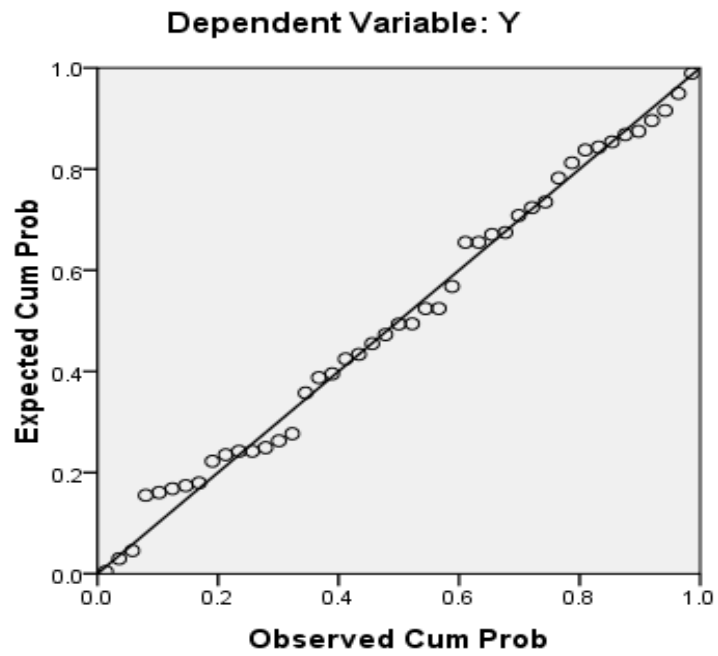
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	X1	X2
1	1	2.978	1.000	.00	.00	.00
	2	.018	12.782	.03	.15	.86
	3	.004	26.435	.97	.85	.13

a. Dependent Variable: Y

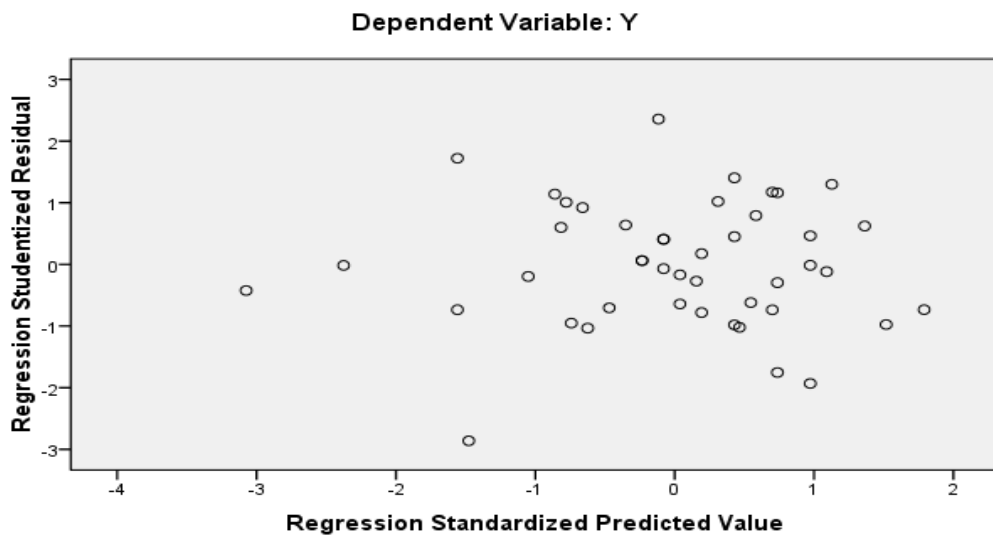
Histogram



Normal P-P Plot of Regression Standardized Residual



Scatterplot



Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	69.0
	Excluded ^a	9	31.0
	Total	29	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.896	17

Item Statistics

	Mean	Std. Deviation	N
X1.1	3.70	.979	20
X1.2	3.70	.923	20
X1.3	3.85	.875	20
X1.6	3.75	.786	20
X1.7	4.10	.788	20
X1.8	3.85	.875	20
X1.9	3.65	1.040	20
X1.10	3.75	.910	20
X2.2	4.05	.759	20
X2.3	4.05	.759	20
Y1	3.90	.912	20
Y2	3.75	.716	20
Y3	3.70	.865	20
Y4	3.95	.686	20

Y5	4.00	.918	20
Y7	3.70	.979	20
Y8	3.80	.894	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1.1	61.55	71.945	.528	.891
X1.2	61.55	71.734	.581	.889
X1.3	61.40	73.937	.463	.893
X1.6	61.50	74.263	.501	.892
X1.7	61.15	73.292	.575	.889
X1.8	61.40	72.989	.529	.891
X1.9	61.60	70.989	.548	.890
X1.10	61.50	70.579	.671	.886
X2.2	61.20	74.484	.504	.892
X2.3	61.20	74.589	.496	.892
Y1	61.35	72.555	.533	.891
Y2	61.50	73.737	.603	.889
Y3	61.55	71.208	.666	.886
Y4	61.30	75.379	.488	.892
Y5	61.25	72.724	.518	.891
Y7	61.55	70.682	.610	.888
Y8	61.45	72.787	.530	.891

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
65.25	81.671	9.037	17

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	69.0
	Excluded ^a	9	31.0
	Total	29	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.848	21

Item Statistics

	Mean	Std. Deviation	N
X1.1	3.70	.979	20
X1.2	3.70	.923	20
X1.3	3.85	.875	20
X1.4	3.65	.875	20
X1.5	3.90	.718	20
X1.6	3.75	.786	20
X1.7	4.10	.788	20
X1.8	3.85	.875	20

X1.9	3.65	1.040	20
X1.10	3.75	.910	20
X2.1	3.80	.696	20
X2.2	4.05	.759	20
X2.3	4.05	.759	20
Y1	3.90	.912	20
Y2	3.75	.716	20
Y3	3.70	.865	20
Y4	3.95	.686	20
Y5	4.00	.918	20
Y6	4.35	.671	20
Y7	3.70	.979	20
Y8	3.80	.894	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1.1	77.25	68.408	.530	.836
X1.2	77.25	68.724	.547	.836
X1.3	77.10	70.621	.446	.840
X1.4	77.30	81.484	-.273	.868
X1.5	77.05	77.208	.018	.855
X1.6	77.20	70.589	.510	.838
X1.7	76.85	69.713	.578	.835
X1.8	77.10	70.095	.483	.839
X1.9	77.30	67.695	.536	.836

X1.10	77.20	67.642	.633	.832
X2.1	77.15	80.661	-.256	.863
X2.2	76.90	70.832	.512	.838
X2.3	76.90	70.726	.520	.838
Y1	77.05	69.945	.470	.839
Y2	77.20	70.168	.605	.835
Y3	77.25	67.987	.646	.832
Y4	77.00	71.368	.526	.838
Y5	76.95	68.787	.546	.836
Y6	76.60	76.463	.088	.852
Y7	77.25	67.671	.579	.834
Y8	77.15	69.187	.535	.836

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
80.95	77.945	8.829	21