

LECTURER'S ORGANIZATION CITIZENSHIP BEHAVIOR (OCB)

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Abstract

The research is a preliminary study of lecturer's organizational citizenship behavior (OCB) in Private Universities in Bogor, Indonesia. Organizational citizenship behavior (OCB) to be the focus of the research due to the fact that organizational citizenship behavior (OCB) put some effects to lecturer and organization. If the lecturer has organizational citizenship behavior, then the lecturer will be a great educator, can make college life and continue to take places well, and helping the college out of the crisis also. This research takes the advantages of survey using questionnaire with 50 lecturers in Bogor Indonesia as the respondents. This research reveals that the organizational citizenship behavior (OCB) are not maximized because the lecturers are still carrying out their duties in accordance with the job description (in role) and have not had an (extra role) behavior required. This fact leads to a need of improving lecturer's organizational citizenship behavior (OCB) that private universities will have competitiveness and competitive advantage as the requirements of getting involved in globalization era, and to achieve its objectives.

Keywords: Organizational citizenship behavior(OCB), Private Universities, Competitive advantage

INTRODUCTION

Nation's advancement is determined by several factors. Philip Kotler (1997: 22) argues that there are four factors: (1) *Natural Capital such as land, mineral, mining, and water* (2) *Physical Capital* such as machineries, buildings and infrastructures, (3) *Human Capital -human productivity value- such as creativity and innovation* (4) *Social Capital* such as facility quality community and social organization.

Human Capital is the most determining factor for the nation's advancement. This in line with Frederick Harbison's argument stating that Human Capital is the main factor of nation's advancement as the quality human capital enables fund management and mobilization, technology development, goods or service production and trade activities (1965: IX). Therefore, failure in developing human capital will result in nothing, neither modern political systems nor nationalism and the wealth of the nations.

Efforts in creating quality human capital are greatly influenced by the role of higher education. It is proven that advanced nations are the result of advanced higher educations. United state, as the leading global power, provide its nations with many quality universities. Therefore, it is the fact that higher educations are very important for the sake of the nation. As stated by Soedijarto (2007: 179), higher educations or universities are a place for general development of the society, Universities play important roles in developing countries that research conducted in higher education institutions take part in providing the basis of development program, policy formulation, as well as middle and high training for human capital of a nation.

Along with the argument above, Harbison and Myer (1965:IX) stated that the wealth and advanced nation are subject to the ability to develop the human capital. *The wealth of the country is based upon its power to develop and effectively utilizes the innate capacities of the people. The economic development of nations, therefore, is ultimate the result of human effort. It takes human agents to discover and exploit national resources, to mobilize, to develop technology, to produce goods and to carry on trade.*

As other nations on earth, Indonesians put high expectations on higher educations. Such expectations are reflected in Delor's report to the United Nations(1996:131): *Nowhere is the universities' responsibility for the development of society as a whole more acute than in developing countries. Where research done in institutions of higher learning plays a pivotal role in providing the basis for development programs, policy formulation and training of middle-and higher-level human resources.*

Expectations on higher education will meet the reality if higher education have and keep developing the existing human capital. One kind of human capitals needed to be develop in higher education is the lecturer. Lecturers are one kind of human capital becoming the supporting and the key factor of sustainable affectivity in higher educations.

Higher education need of OCB is due to the globalization and a paradigm shift from working as individuals to working as a team. In addition, higher education are basically encountering difficulties, especially the private universities as argued by Elfindri, the former kopertis X coordinator, that many private universities experiences such problems. In fact, around 70% of Indonesian children, during their golden age, were students of private universities. Ironically, the development of private universities is at minimum scale, while it has complex internal problems. It is not to mention the internal conflicts, lecturers quality and the foundation accountability. The government has paid much attention to state universities yet overlooked the private universities that should be made advanced.

Higher educations performing well and coping with the crisis are our expectations, yet it is still far from reach as lecturers have not yet perform the OCB that is expected. Some facts spread through the mass media concerning the issue of lecturers' OCB are as follow: Lecturers of ISI are to Strike, Campus to Sealed (Kompas, Friday 19 September 2008), Many Lecturers and Students of FIKP UMRAH Perform Demonstration (Batam Today, Thursday, 8 November 2012), Without Projector, Lecturer Hesitates to Teach (unm.com, 31 October 2013).

Other evidence of low lecturer OCB is the ineffective program in various higher educations. Based on Kopertis database of region IV 2013, there are 479 private universities. However, after further evaluation, there are 73 programs that are not clearly registered, and 50 of which are of 20 private universities considered inactive. Therefore, there are 461 private universities deemed to be reliable. There are 1.986 programs in total. Among those, 68% has been accredited by BAN-PT: A, B, C and D (without accreditation) levels are performed by 50, 500, 801, and 1 program respectively. The rest of 495 programs are accredited at the minimum level based on Law No,12/2012. From the data, it is indicated that extra role *behavior* of the lecturers is due to the fact that achieving standard performance is very difficult, let alone *the extra role*.

Other data that indicates the low lecturer OCB is the data containing the number of studies performed by lecturers. Based on Scopus data (www.sciencedirect.com) since 9 February 2012, National University of Singapore has recorded 64.991 publications, and become the "champion" of ASEAN. Mahidol University in Thailand has published the most 17.414, while University of Malaya has recorded 16.027 as their top score in Malaysia. Institute Teknologi Bandung (ITB), the mostly publishing in Indonesia, has recorded 2.029. The compilation in terms of publication among the four ASEAN Countries (Singapore, Thailand and Indonesia) indexed by Scopus (1996-2010) has shown that Indonesian is far left behind the three (Hardjito, 2012: 7).

It shows the importance of OCB in the higher education and the low lecture OCB. Hence, efforts should be taken into account to improve lecturer OCB. This research is expected to help improve the lecturer OCB.

LITERATURE REVIEW

Organizational Citizenship Behavior (OCB)

Organizational citizenship behavior (OCB), according to Robbins and Judge (2013:61). is the discretionary behavior that is not part of an employee's formal job requirements, and that contributes to the psychological and social environment of the workplace.

Paul E. Spector (2007:265) defines *organizational citizenship behavior (OCB)* as *behavior that goes beyond the core task requirements of the job (task listed in a job description) and is beneficial to the organization.*

Colquitt, Lepine, and Wesson (2009:43) define *organizational citizenship behavior (OCB)* as *voluntary employee activities that may or may not be rewarded but that contribute to the organization by improving the overall quality of the setting in which work task place.*

Organ and Moorman (1993:6) argue that *OCB* means *those contributions to organizational effectiveness that are neither mandate by individual job requirements not recognized by the formal reward system.*

Nelson and Quick (2006:123) state that *organizational citizenship behavior (OCB)* is *above and beyond the call of duty.* Kreitner and Kinicki (2007:174) define *OCB* as *employee behavior that exceed work role requirements.*

Robbins and Coulter (2012:373) states that *organizational citizenship behavior (OCB)* is *discretionary behavior that's not part of employee's formal job requirements, but which promotes the effective functioning of the organization.*

Wirawan (2013:721) defines *organizational citizenship behavior (OCB)* as *voluntary behavior in the working place regardless of one's job requirement and organization rules, that no reward system from the organization that if it is implemented by the workers, it will increase the organization function.*

McShane and Von Glinov (2010:17) states that *OCB* is *various form of cooperation and helpfulness to others that support the organization's social and psychological context.* *OCB* according to Newstrom and Davis (2002:217) is *discretionary action that promotes the organization's success.*

Gibson et. al., (2010:147) defines *OCB* as *behavior of employee which he does his assignment with effective and efficient way (out-of-role) without expect the repayment in his organization (out of role) due to the call for their inward to work without benefits and rewards from the organization for which they work..*

Moorhead (2007:76) defines *OCB* as *behavior of individuals who make a positive overall contribution to the organization.* *OCB* according to Slocum and Hellriegel (2007:415) *OCB* is *exceeds formal job duties but is often necessary for the organization's survival including is image and acceptance.*

According to the description of *OCB* made by the experts it is found that there is interconnectedness between one to the others. Therefore, *OCB* is a voluntary action performed by workers in doing the tasks out of the main tasks without expecting *reward* from the organization as *such conduct* is *aimed* at sustaining the organization.

OCB was built on several dimensions. According to Colquitt, Lepine, and Wesson (2009:44) *Organizational citizenship behavior (OCB)* falls into two categories: *interpersonal citizenship behavior (OCB among individual workers)* and *organizational citizenship behavior (OCB for the organization).* The explanations of the two are as follow:

Interpersonal citizenship behavior is more relevant to the context in which workers work in a team or small group that they tend to help each other, pay respect, be well mannered and provide positive environment in which trust is among the members. This situation is essential to support the team member willingness to work while *organizational citizenship behavior* is behavior is more beneficial to the organization that it supports and stands for the company, works to improve the company development and shows faith to it. *Citizenship behavior interpersonal* consists of (1) **Courtesy**: an attitude that always gives relevant information to the colleagues and show tendencies to keep relevant and confidential facts that it is not to be revealed. (2) **Sportsmanship** means good attitudes among colleagues even when they have done something disturbing or when the rainy days come. Never criticize, whine, and complain; always shows good attitude in working.

Organizational citizenship behavior consists of: (1) **Voice** to engage conversation and to offer construction suggestion for changes. A good citizens reacts well to good-for-nothing rules and policies and constructively try to change the policy (2) **Civic Virtue** is an attitude that refers to the level of

participation to the company that exceeds the main task such as attending the meeting voluntarily, improving competence through reading and always running the rule of the organization, as well as following the organization development and advancement, (3) **Boosterism** means representing organization in a more positive way in front of the public, away from the office and away from the task that they keep the good will of the organization (Colquitt, Lepine, and Wesson, 2009:45).

Organ in LePine, Erez, & Johnson(2002:52) classifies *Organizational citizenship behavior (OCB)* that embraces dimensions following: (1) Altruism, that is a tendency to help performed by certain individuals. Helping new colleagues and providing time without hoping any rewards from others are some of the examples. (2) Careful Actions, that is to do things bringing advantages for the organization. Coming on time, obeying the rules, using the time efficiently and doing the task more than the minimum standard are some of them. (3) Politeness, it means a tendency to avoid problems among individuals in relation to the job. Prior notifications, notification letter and accurate information deliverance are some of the examples. (4) Benevolence means engaging themselves in the organization in responsible manner and paying attention and showing care to the life in the organization. Serving in the committee and doing the functions voluntarily. (5) Sportive means showing gratitude to an inconvenient working place without complaining. It can be showed by avoiding complaints and whimper.

Organ's five dimensions of framework are mostly used in empirical research since the framework has a long history and it is proven through many empirical studies that in the time continuum, the organization in these behavior factors is beneficial in various situations and organizations (LePine, Erez, & Johnson,2002:54).

McShane and Von Glinov (2010:18) argues that *OCB forms different shapes, among them is individualism*, such as helping colleagues, adjusting the schedule, gaining the real friendship *and sharing* resources with the colleagues. Another form of OCB is to represent cooperation and help to the organization that embrace: improving the company goodwill, working voluntarily so that the organization is free from various problems, contributing ideas to the work, voluntary presences of not in the working hours, and maintaining the organization to run well.

Luthans (2008:149) explains that the dimensions of *OCB* consists of: (1) Altruism (an attitude of helping the colleagues), for example covering the task of colleagues unable to work from disease (2) Hard worker (still working though the time work is over), (3) organizational virtue (working voluntarily to advance the organization), (4)sportive attitude (mutual support among fellow colleagues in the team for the success of the organization), (5) Polite behavior (understanding and having deep empathy). *OCB* is also highly related with the performance of working groups and organizations that lead the organization to become effective.

Wirawan (2013:723) classifies *organizational citizenship behavior (OCB)* into four sections, namely: (1) Altruism (Altruism): *help and motivate employees to help each other to solve the problem of the job with the true respect*, (2) *listen to the inward part (consciousness): extra role behaviors that go beyond the requirements of duties, work, and the work ethic*, (3) *Sportive (sportsmanship): any behavior that shows tolerance to ideal circumstances without complaining*, (4) virtues of citizenship (civic virtue): *the behavior of the employees participating in the practice of the organization in maintaining the sustainability of the organization*.

Why is *OCB* needed in an organization? This is a big question. From the conclusions about OC above, *OCB* is one of the functions to sustain *the organization*. This is reinforced by the theory of Robbins and Coulter (20373) explaining that organizations need employees who can do the job more than the main job and evidence shows that there are employees who can do: it is the employee who has the *OCB*.

Successful organizations require employees - willing to work beyond the obligation (Robbins, Judge, 2013:61). *OCB* is a very important aspect of employee behavior that contributes to the effectiveness of an organization.*OCB* is also said to be something very vital to make the organization function (Spector, 2007:266).

Wirawan (2013:722) argues that the company will not be able to compete, change the sources, and serve the stakeholders if their employees only do the work in the job descriptions. They also have to carry out organizational citizenship behavior (OCB): various types of cooperation and mutual help for other employees in the social and psychological context; *in other words contextual performance of the organization is required in addition to the performance implementation of the task*.

Colquitt, Lepine, and Wesson (2009:43) explains that the OCB is beneficial to the co-workers; that it involves, helps, supports, and develops other members of the organization through working *beyond the* normal tasks. Among them are helping colleagues who have heavy workloads, helping them with things - personal things, and helping the recruitment.

The obvious benefit of organizational citizenship behavior (OCB) according to Colquitt, Lepine, and Wesson (2009:44) is *the effectiveness* of the work unit and the organization. *OCB also becomes very important when the organization experiences period of crisis for employees* who have OCB will work *voluntarily out of the working* hours without demanding salaries which is not a burden for the company.

Nelson and Quick (2006:123) asserts that employees who have OCB are happy to help their colleagues, always make positive comments on the organization and never complain that the circumstances could not go along with that. Nelson and Quick (2006:123) explains that employees who have OCB perform *extra role without expecting a reward from* the company. Employees who have their own OCB perform well *such as* like creating innovation and having good self-control.

Robbins and Coulter (2012:373) explains that employees who have a good OCB like to encourage colleagues in a team, become an active volunteer in the work over a specified length of time, avoid unnecessary conflict, and make good responses about team work *within an* organization.

Wirawan (2013:722) strengthens the opinion from McShane and Von Glinov on OCB that without OCB, *no organization can run effectively, no maximum process in transformation* of resources, *and no good service for the needs of the customer*. Newstrom (2007:245) explains that the employees with high OCB are responsible for the organization where *they* work. When working, the employee having the OCB are helpful coworkers voluntarily working together and *making* collaboration. Employees with OCB also use their skills and talents. They are also energized to help the organization so that the organization can achieve the goals *effectively* and efficiently.

Descriptions from the experts on how *OCB* appears and the issues that can affect the growth and development of OCB above show a similarity or difference. *In conclusion* the OCB arises from the employee's own choice, *which is due to the willingness of the heart appearing* spontaneously and without coercion from the another, *and not a command or encouragement from others*, and is not influenced by the system reward. *Other experts say that OCB appear from, in addition to the employees' own choice, expectation of special attention from others, good relations with others that foster a sense of trust and the culture and climate within the organization* to support the growth of OCB.

Lecturers

Administratively, the lecturer has the main task to fulfill the Tridarma Ethics: providing education-teaching, research, and community service. In Tridarma Ethics, lecturers act as (1) the students' learning facilitator and resource person; (2) researchers and experts in each distinctive field of knowledge to develop science, technology, culture and art; (3) community servants by applying their expertise for the sake of the public welfare and the advancement of humanity (Unpak, 2011:11).

In addition to carrying out basic tasks mentioned above, the lecturers also perform the function of academic and professional development, and participate in institutional governance. Some duties and functions of specific faculty members are (1) to become facilitators of student learning, so that students can acquire knowledge according to the respective fields; (2) to guide students to think critically and analytically, so that they can independently develop science they acquired; (3) to train students in terms of intellectual, as well as to become counselors; (4) to use concepts, theories, and methodologies applicable in the field, and be able to create a number of concepts, theories, operational methodology in the context of scientific activity; (5) to conduct research and publish the result through discussions, seminars, scientific journals, or exhibition, in the fields of science, technology, culture or art; (6) to apply knowledge in community service activities; (7) to improve the quality of academic and self-competence as educators; (8) to be cooperative when managing the academic team to realize the vision of the university; (9) to develop professionalism through an active role in the organization of seminars; (10) to conduct semi-annual activity plan, the realization of monthly activities, and to evaluate the implementation; and (11) to compose a self portfolio/ description as to the implementation of education and teaching, research, and community service, as well as other activities that support Tridarma ethics (Unpak, 2011:23).

Lecturer profession is identified as one of the essential components higher education system. The role and task of the lecturer is very important to achieve national education goals: educating the nation, improving the quality of Indonesian people, including quality of faith/integrity, noble character, mastery of science, technology and art, as well as the developed fairly prosperous and civilized Indonesia, (Higher Education, 2010). The main task of the lecturers as educators and professional scientists are transforming, developing and disseminating science, technology and the arts through education, research and community service.

Based on the description above it can be synthesized that OCB lecturer is extra role behavior performed by lecturers that support the effectiveness of the college so that the college lecturers and professors working is able to thrive and get through the crises.

METHOD AND SAMPLING

This study is a preliminary one to gain data of faculty ethical behavior. This study applied survey method through a questionnaire containing statements about OCB faculty. Research was conducted at some private universities in Bogor West Java, namely: Pakuan University, Juanda Islamic University, Islamic University and Ibn Khaldun University and Nusa Bangsa University in April 2014. A total of 50 questionnaires were distributed to the lecturers, then only 45 questionnaires were returned and fit the research. In order to get an overview descriptively, the collected data was accordingly processed by using SPSS version 19.

FINDINGS AND DISCUSSIONS

The results of the preliminary study of lecturer OCB showed that lecturer OCB level in private universities Bogor Indonesia has not met the need. The lack of lecturers' OCB behavior recorded in the results of the preliminary study can be seen in table 1.1 as follows:

Table 1.1 Preliminary Results of Lecturer's OCB in Private University Bogor

No	Statement	Often to Always (percent)
1	I explain how to write a journal to associate lecturers who are new to research.	28.8
2	I give you the latest information about journal writing seminars to fellow lecturers.	33.3
3	I motivate fellow faculty to participate in community services,	48.9
4	I canceled the lecture because the projectors were damaged.	85.5
5	I taught with very limited lecturing facilities.	26.6
6	I remind the vision of the institution when giving lectures.	40
7	I object to write the name of the institution in my scholarly writing.	81.1
8	I asked the student to understand the existing drawback in the institution.	20
9	I use reference books made by research institutes.	17.7
10	I keep the good name of the institution any where.	97.8

Initial survey findings from this study indicate that lecturer OCB should be promoted and developed.

The other facts that indicate the lecturers have not had such OCB as written by Agus Suwignyo (Kompas, 2013) were the exodus of lecturers in three waves. First, professors no longer use their profession as a living. Many lecturers shifted from being educators to becoming politicians or officials

in government bureaucracy. Second, the exodus of lecturers from the intellectual life of intention and orientation. In general, most professors who remain working at campus no longer intend to be intellectuals yet officials of campus structural body. The orientation is no longer a work of research, scientific publications, and quality services to students, but rather the managerial positions. The third, the lecturers' exodus from their intellectual profile and characteristics.. They generally do not show more interesting academic work that inspires. Some of them run their profession as faculty members as "*business as usual*" by making a demand of administrative career (grade, certification, performance sheet) as a reference of the highest productivity - the only intellectual profile reduced to a mere fulfillment of the demands of administrative careers, which does have an impact on lecturers' earning. In this context, the disappearance of intellectual character is reflected in the academic ethics violations, such as plagiarism.

Along with the effort of improving lecturer OCB, knowledge about factors that directly influence lecturer OCB is needed. Wirawan (2013) describes some of the factors that directly influence the OCB: personality, organizational culture, mutual cooperation, organizational climate, job satisfaction, organizational commitment, leadership and social responsibility of employees, job satisfaction, employee age, job involvement, collectivism, and justice organizations.

Based on the review of the existing literature, lecturer OCB can be improved through improving the quality of one's personality lecturer in the case that lecturers have selfish characteristics and introverted personality that hinder the promotion and development of lecturer OCB, improving the organizational culture, such as the norms and values that promote justice and sportsmanship in the organization that will promote lecturer OCB, improving leadership, where leaders set an example and inspire as well as empower the subordinates to promote the lecturer OCB, increasing the organizational climate such as finding a solution to the conflict that affects the behavior of OCB faculty, increasing the involvement of such work and feel responsible for the work that has an effect on the cultivating lecturer OCB, increasing the organizational commitment such as loyalty and emotional bond to the organization that influence the cultivating lecturer OCB, improving the equity in the organization such as fair benefit sharing and providing information in a fair way will influence the behavior of lecturer OCB. Increasing confidence in the organization such as integrity and openness, and competent organizations that influence the behavior of lecturer OCB.

OCB can not occur when the work that is overload, family conflict and stress take place (Robbins and Cuolter, 2012:347). To foster *OCB* behaviors in work of team, the members of the team must show mutual respect, helpfulness and friendly attitude. The climate of the team work must also be positive that all team members must trust each other so that the situation can develop the willingness of team members to do their work. *OCB* can cultivate if the job is done together as a team. Nelson and Quick (2007) explains that there was research proving that *OCB is very good and increases when it cultivates among the team members because if one employee has OCB, then the employee will pass the OCB on other employees.*

Conclusion

The results of this study found that the lecturer organizational citizenship behavior (*OCB*) in private universities (PTS), especially in Bogor, does not meet the full need as the lecturers *are* still carrying out their duties in accordance with the job description (in role) and have not had an extra role behavior. This situation can certainly inhibit the competencies of faculty and society members in the globalization era.

Based on the findings of this research, efforts will be needed to increase *organizational citizenship behavior (OCB)* so that the existence of lecturers in private universities will remain preserved, competitive, and perform competitive advantage to cope with the demand of globalization. Efforts to increase lecturer OCB can be implemented by increasing the effective leadership behaviors, improving its confidence in the organization, improving decision-making processes quality, improving employee commitment to the organization, and improving the equity in the organization.

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