

# Employees' Emotional Intelligence Determinants in Handling Dengue Fever (*Case Study: Jember Regency, East Java Province, Indonesia*)

A.T. Hendrawijaya, T.A. Gumanti, Sasongko, Dan Z.Puspitaningtyas

FKIP – The University of Jember, Indonesia

**Abstract**— Dengue fever is one of endemic diseases in Jember regency. The research observes and analyzes the effect of working motivation, compensation, working satisfaction, and working climate towards emotional intelligence of employees. The research samples are 96 operational employees of civil servants in handling dengue fever (DBD) in Jember regency. The research data was analyzed using double linier regression analysis. The research result indicated that working motivation, compensation, working satisfaction and working climate showed significantly positive effect towards emotional intelligence. The variable of working satisfaction showed the most dominant effect towards emotional intelligence.

**Keywords**— Working Motivation, Compensation, Working Satisfaction, Working Climate, Emotional Intelligence.

## I. INTRODUCTION

The effort of handling dengue fever (DBD) in Jember regency has been regulated in the Regent Regulation of Jember regency no. 188.45 / 222/012/2015. However, in the execution prevention and handling of dengue fever (DBD) the local government frequently encountered various problems. The problems were generally posed by policy factors released by the local government including people and other medical institutions and other external factors Such as factor of social environment. This arises because of a mismatch between what was expected and what was conducted by the field officer. Dengue fever (DBD) is one of endemic diseases growing each year in Jember regency. The number of victim of dengue fever (DBD) in Jember regency by the end of 2015 is approximately 905 people. Yet, as a matter of fact, the Department of Health of Jember regency confirmed that It was due to lack of human resources especially field staff in terms of both quantity and quality (Department of Health of Jember regency 2016). Limited capacity of human resources of local civil servants in fulfilling the need for public services such as DBD counter measures leads to the

use of democratic public administration concept / paradigm / new public service (NPS) in practice. This particular paradigm suggested that people or citizens are assumed to possess sufficient human resources to meet the need through synergy and collaboration with human resources of other agents.

Emotional intelligence works as intra as well as extra-personal skill in which one can motivate and have self-control in dealt with social relationship (Goleman, 1997). Thus, emotional intelligence refers to ability of identifying own and others' feeling, ability to motivate our own selves, and ability to control own emotion well in social relationship.

Dann (2002) suggested that emotional intelligence is one's ability to cope with their emotions to solve problems in getting through the life well and effectively. Abraham (1997) also stated the same thing that someone with great emotional intelligence can eventually achieve something best and work well. The research aims at observing and analyzing the effect of working motivation, compensation, working satisfaction and working climate towards employees' emotional intelligence.

According to Dann (2002), working motivation and emotional intelligence is desperately needed in an organization for the sake of dynamics as expected. When an employee is in charge of performing the task of always keeping the working spirit, the positive emotional intelligence will eventually (Shapiro, 2003). Working motivation works as a driving force in working and is closely related to as well as proof of the employees' emotional intelligence in an organization (Sala, 2004). Cooper dan Sawaf (2001) even confirmed that working motivation is closely related to emotional intelligence. Furthermore, the previous researches showed that working motivation had significantly positive effect towards emotional intelligence (Rizal, 2012). Whereas, another research conducted by Diab and Ajlouni (2012) suggested that working motivation also showed effect towards

emotional intelligence. In short, working motivation is closely related to emotional intelligence.

*H<sub>1</sub> : working motivation showed positive effect towards emotional intelligence.*

Compensation is the reward of services obtained by employees in the form of material or non-material, direct or indirect, extrinsic or intrinsic to create healthy emotional conditions that work productivity increases (Carruso, 1999). Compensation comprises financial changes, services and allowances in the form of non-financial such as testimonials, promotions, rewards among individuals, achievement, autonomy and growth achieved by someone changing their contribution to the organization where they work and dedicate themselves. Thus, the organization will grow and develop stronger due to the employees' emotional intelligence (Chakraborty, 2004).

Nawawi (2005) stated that compensation is anything instituted and assumed as compensation or equivalent to create healthy balance emotion. Function of compensation handover in an organization declared by Handoko, while Day (2004) states: a) efficient allocation for human resources, b) effective and efficient use of human resources, c) to encourage economic growth. This means that sufficient compensation will be encouraged by the achievement of productive performance.

Whereas, previous research carried out by Rizal (2012) and Saeed, et al (2011) found that working motivation had significantly positive effect towards emotional intelligence. From the above-mentioned description, it can be concluded that the higher the compensation is obtained, the better is the employees' emotional intelligence. In other words, compensation and emotional intelligence show a positive correlation.

*H<sub>2</sub> : Compensation has a positive impact towards emotional intelligence.*

Working satisfaction is a pleasant emotional condition resulted in working assessment as expected working values are achieved so that positive and healthy emotional conditions are created to support the development of the organization (Anoraga, 2005). People will experience reduced satisfaction when their needs are well-fulfilled, and they will also experience less working satisfaction when their needs are not well-fulfilled. In other words, the level of working satisfaction is the function of need fulfillment (Porter, 1962; Locke, 1968; Shaffer, 1987). Locke (1968), in Firmansyah (2006) considered that working satisfaction might be more closely related to values than needs. Values are defined as passion or wish to achieve certain result as expected (content) or how many contents as expected (intensity).

How big the satisfaction is achieved by people is the result of a comparison between perceptions of what should be achieved and what has been achieved (Lawler, 1973). The perception achieved is shown in three aspects: perception of working input-output such as education, expertise seniority, input-input and other results perceived and perceptions, working characteristics such as level of jobs, level of difficulties and responsibilities. Whereas, perceptions of quantity perceived is the real results achieved and other perceived results. Thus, each individual achieves good emotional intelligence in the organization. Muhamad Idrus (2002) stated that the dominant determinant of working satisfaction is physical simulation located in central network, not in the process of comparison. According to Muhamad Idrus, though job remains the same, everybody's satisfaction varies over the time depending on working environment and each person's emotional intelligence.

The previous research has found that working satisfaction indicated significantly positive correlation with emotional intelligence (Munawaroh dkk, 2011; Saeed, dkk, 2011), while another research by Diab and Ajlouni (2012) found different result that working satisfaction do not significantly affect emotional intelligence. Thus, the higher the working satisfaction is, one has better emotional intelligence. It means that there is a positif correlation between working satisfaction and emotional intelligence.

*H<sub>3</sub> : Working Satisfaction showed positive impact towards Emotional Intelligence.*

According to Joseph (1997) in Sergiovanni (2005) working climate is working condition and situation in an organization. It will absolutely influence the members' emotional condition that can be described through the characteristic values of the organization. Miner (1998) in Firmansyah (2006) stated that working climate are as follows: 1) working climate is closely related to big organizations with specific characteristic, 2) Working climate refers to the organization not the value, 3) working climate comes from organizational practice, and 4) working climate influences the members' behavior and emotional intelligence.

The previous researches found various results. The research conducted by Munawaroh, et al (2011) found that working climate do not significantly influence emotional intelligence, while the research by Saeed, et al (2011) found that there is a significantly positive correlation of variables of working climate towards emotional intelligence. Further research by Sekar (2012) found that working climate plays a pivotal role in encouraging employees to do the jobs which will likely affect the

employees' emotional intelligence. Thus, working climate indeed affects the emotional intelligence.

H<sub>4</sub> : Working climate shows positif impact towards Emotional Intelligence.

Based on theoretical and empirical analysis, the research hypothetical frame is illustrated as follows:

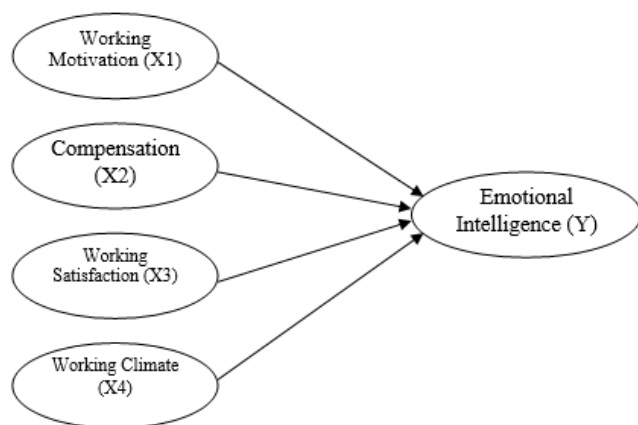


Image.1: Conceptual Frame

## II. RESEARCH METHOD

The research deployed quantitative approach. The data was shown in numbers and the research aims at testing certain hypothesis (Arikunto, 1989; Tuckman, 1999). The research works in correlational design, in the work of survey with the use of cross sectional survey (Borg dan Gall, 1993; Ardhana, 1987).

The research population was taken from all field officers in handling dengue fever (DBD) in the filed under the Department of Health of Jember regency. The research samples were taken by using the total sampling method. In other words, 96 field staff in handling of dengue fever (DBD) in the area of the Department of Health of Jember regency works as the research respondents.

The research focuses on the efforts of identifying the effect of working motivation, compensation, working satisfaction and working climate towards the emotional intelligence of field staff in handling dengue fever (DBD) in Jember regency.

The primary data was collected through questionnaire as the main method. Technique of data collection was conducted through respondents' cooperation by filling out the questionnaire and interview by the researcher. The

questionnaire and data collection was conducted in December 2016 to February 2017 whereas the secondary data was collected from the Department of Health of Jember regency and related references.

The questionnaire used 5 point Likert scale adapted from reference related to the research. The measurement of working motivation variables adopted the questionnaire developed by Borich (1977), Lerry (1984), Robbins (1996), Sulton (2005), Daresh (1989), Rudi (2007) and Arikunto (1996). The measurement of compensation variables adopted the questionnaire developed by Opshal and Dunnette (1996), David (1981), Rudi (2007), Handoko (1998), Henry (1997) dan Martoyo (1998). Rudy (2007) and Smith (1975 The measurement of working satisfaction variables adopted questionnaire developed by). The measurement of working climate variables adopted questionnaire developed by Halphin (1971), Soetopo (2001), Rudi (2007), Owen (1991), Salabi (2006), Meter (1993), Julie (2005) and Gaspar (2006). The measurement of emotional intelligence variables adopted questionnaire developed by Shapiro (2003), Mulyani (2008), Abraham (1997), Carison (2004) dan Gowell (2003).

Data analysis method used double linier regression to identify the impact of working motivation, compensation, working satisfaction and working climate towards emotional intelligence.

## III. RESULT AND DISCUSSION

The test result of instrument validity of variables such as working motivation, compensation, working satisfaction, working climate and emotional intelligence has correlation ranging 0,366 to 0,731 with significant value ranging 0,000 to 0,047 that it shows significant value less than  $\alpha$  (0,05). Thus, it concludes that all items in the research are valid. The test of instrument reliability obtained coefficient value of Cronbach's Alpha ranging 0,873 to 0,955 and higher than 0,70 that instrument of working motivation variables is absolutely reliable.

The research result tried out to the field officer with the status of civil servant in handling dengue fever (DBD) in Jember regency with 96 respondents which is the description of various results. Whereas, respondents' general data lies as follows: sex, age, education and workplace illustrated in the following table.

Table.1: General Description of Respondents

Characteristic	Description	Distribution	
		Frequency	Percentage (%)
Sex	Male	64	66,7
	Female	32	33,3
Age	15-24 years	0	0,0
	25-34 years	8	8,4
	35-44 years	63	65,6
	45-54 years	25	26,0
	Over 55 years	0	0,0
Education	SLTA	75	78,1
	D3	11	11,5
	S1	10	10,4
	S2	0	0,0
Years of Service	< 6 years	0	0,0
	6-12 years	8	8,4
	13-18 years	27	28,1
	19-24 years	51	62,5
	> 24 years	1	1,0
Total		96	100

The research respondents are mostly males; 64 people (66,7%) and females (33,3%). The respondents are mostly at 35 to 44 years of age around 63 people (65,6%), then respondents of 45-54 years of age around 25 people (26,0%). Most respondents have educational background of secondary schools / senior high schools (SMA/SMK) around 75 people (78,1%), then respondents with educational background of diploma and undergraduate study consecutively 11 people or 11,5% (Diploma) and 10

people or 10,4% (Undergraduate). Most respondents around 60 people (62,5%) have years of service between 19 to 24 years then 27 respondents (28,1%) with years of service between 13 to 18 years. Only 1 (1,0%) respondent with years of service more than 24 years.

The result of double linier regression analysis of the impact of working motivation, compensation, working satisfaction and working climate towards emotional intelligence is illustrated in the table 2.

Table.2: The Recapitulation of result of double linier regression analysis

No.	Free Variables	Koefisien regresi	Hypothesis		Sign.
			t-count	t-table	
1.	Working motivation ( $X_1$ )	0,271	3,324	1,986	0,001
2.	Compensation ( $X_2$ )	0,287	3,273		0,002
3.	Working Satisfaction ( $X_3$ )	0,307	3,660		0,000
4.	Working Climate ( $X_4$ )	0,186	2,006		0,048
Konstanta		= -0,161			
$R^2$		= 0,614			
Adjusted $R^2$		= 0,597			
F-count		= 36,242			
F-table (5%;4;91)		= 2,472			
Significance		= 0,000			

The result of data analysis of working motivation impact towards emotional intelligence showed regression

coefficient as 0,271 indicating the increase of working motivation and at the same time will likely lead to the

increase of emotional intelligence with the assumption of other free variables are constant. The test for the impact of working motivation towards emotional intelligence. Emotional intelligence shows value t-count as 3,324 (p-value = 0,001). Significant value is 0,001 less than  $\alpha$  (0, 01) which means that working motivation variables show significant impact towards emotional intelligence. Thus, it is proven that hypothesis 1 ( $H_1$ ) stating that working motivation shows significant impact towards emotional intelligence.

The result of data analysis on the impact of compensation towards emotional intelligence shows regression coefficient as 0,287 which indicates the increase of compensation will likely cause increase of emotional intelligence with the assumption that other free variables are constant. Test of the impact of compensation towards emotional intelligence shows value t-count as 3,273 (p-value = 0,002). Significant value is 0,002 less than  $\alpha$  (0, 01) indicating that compensation variables show significant impact towards emotional intelligence. Thus, it is proven that hypothesis 2 ( $H_2$ ) stating that compensation shows significant impact towards emotional intelligence.

The result of data analysis on the impact of working satisfaction towards emotional intelligence shows regression coefficient as 0,307 which indicates the increase of working satisfaction will likely cause the increase of emotional intelligence with the assumption that other free variables are constant. Test of the impact of working satisfaction towards emotional intelligence shows value t-count as 3,660 (p-value = 0,000). Significant value is 0,000 less than  $\alpha$  (0, 01) indicating that working satisfaction variables show significant impact towards emotional

intelligence. Thus, it is proven that hypothesis 3 ( $H_3$ ) stating that working satisfaction shows significant impact towards emotional intelligence.

The result of data analysis on the impact of working climate towards emotional intelligence shows regression coefficient as 0,186 which indicates the increase of working climate will likely cause the increase of emotional intelligence with the assumption that other free variables are constant. Test of the impact of working climate towards emotional intelligence shows value t-count as 2,006 (p-value = 0,048). Significant value 0,048 less than  $\alpha$  (0, 05) indicating that working climate variables show significant impact towards emotional intelligence. Thus, it is proven that hypothesis 4 ( $H_4$ ) stating that working climate shows significant impact towards emotional intelligence.

Determination coefficient ( $R^2$ ) mainly measures to what extent the ability of model in describing dependent variables. The value of determination coefficient is between zero and one. The small value of  $R^2$  means the ability of independent variables in describing the variety of dependent variables is fairly limited. The value closed to one means the independent variables offer almost all information needed to predict the variety of dependent variables (Ghozali, 2006). Effective support is used to identify which variables own big support towards the income of street vendors or which is the most dominant factor among the independent variables. The identification of effective support is through standardized coefficient multiplication with correlation zero order to each independent variable. The result of effective support is illustrated in Table 3.

Table.3: Effective Support of Free Variables

Free Variables	Standardized Coefficient	Correlation of Zero Order	Effective Support
Working Motivation ( $X_1$ )	0,254	0,575	0,146
Compensation ( $X_2$ )	0,276	0,636	0,176
Working Satisfaction ( $X_3$ )	0,303	0,647	0,196
Working Climate ( $X_4$ )	0,167	0,580	0,097
Determination Coefficient ( $R^2$ )			0,614

Based on the above table value of coefficient of determination ( $R^2$ ) of 0.614 means that the independent variables (Working motivation, compensation, working satisfaction and working climate) affect the dependent variable (emotional intelligence) as 61.4%, while the rest of 38.6% is influenced by other factors beyond the model. The effective contribution of each independent

variable is working motivation of 0.146 (14.6%), compensation of 0.176 (17.6%), job satisfaction of 0.196 (19.6%) and work climate of 0.097 (9.7 %). From the results it can be concluded that the most dominant variable that affects emotional intelligence is the variable of job satisfaction with a contribution of 19.6%.

### Discussion



Hypothesis 1 (H<sub>1</sub>) suggested that working motivation shows significant impact towards emotional intelligence. The research confirmed that working motivation shows significantly positive impact towards emotional intelligence. This indicates that the indicators in the working motivation such as discipline in carrying out tasks, responsibilities of completion of tasks, seriousness in solving problems, increasing the business in work, developing tools to work, the innovation and creativity, seriousness in evaluating the work, working on target as well as working motivation and attendance which enable to improve emotional intelligence.

The world of work has a variety of problems and challenges, such as tight competition, task demands, uncomfortable working climate and social problems with other colleagues. Such problems in the world of work do not only require intellectual ability, but also require ability of solving problems, emotional ability or emotional intelligence is even needed more desperately. If someone can solve problems in the workplace dealing with his / her emotions then he will produce better work (Agustian, 2001). The results of this study support research conducted by Rizal (2012) and Diab and Ajlouni (2012) found that morale has a positive and significant effect on emotional intelligence.

Hypothesis 2 (H<sub>2</sub>) states that compensation has a significant effect on emotional intelligence. This study found that compensation has a significant positive effect on emotional intelligence. This indicates that indicators in compensation such as financial rewards, interpersonal rewards and sense of settlement, recognition and autonomy and promotion, achievement and growth are sufficient to improve emotional intelligence.

The function of compensation in an organization is an efficient allocation of human resources, the use of human resources more effectively and efficiently and the driver of economic growth. According to Handoko (2004), the intent of providing such compensation will encourage better employees' emotional intelligence that will likely lead to more productive works. These results support a research conducted by Rizal (2012) and Saeed, et al (2011) who found that working motivation positively and significantly influences emotional intelligence.

Hypothesis 3 (H<sub>3</sub>) states that working satisfaction has a significant effect on emotional intelligence. This study found that working satisfaction has a significant positive effect on emotional intelligence. It concludes that indicators in working satisfaction such as working with current employment, current salary, opportunity for promotion, supervision on the current job, supportive

colleagues and jobs in general are sufficient to improve emotional intelligence.

Working satisfaction is a physical simulation that exists in the central network organs, not the comparative process, although the work remains the same, each person's working satisfaction varies over time depending on the work environment and each individual's emotional intelligence (Idrus, 2002). The results of this study are in line with the research conducted by Munawaroh et al (2011); Saeed et al. (2011) suggesting that working satisfaction has a positive and significant relationship to emotional intelligence, while another study conducted by Diab and Ajlouni (2012) found different results that is working satisfaction has no significant effect on emotional intelligence.

Hypothesis 4 (H<sub>4</sub>) states that the working climate has a significant effect on emotional intelligence. This study found that working climate has a significant positive effect on emotional intelligence. This way, indicators in the working climate such as non-participation, obstacles, spirit, intimacy, joy, emphasis on results, confidence and attention / humanity are sufficient to improve emotional intelligence.

Working climate is an climate of work within an organization that greatly affects the emotional state of the members and this problem can be described with the organization's characteristic values. According Firmansyah (2006), working climate affects the behavior and its members' emotional intelligence. The results of this study are not relevant to the results of Munawaroh's research, et al. (2011) which found that the working climate do not significantly affect the emotional intelligence, while Saeed, et al. (2011) found that there was a significant and positive correlation between the atmosphere variables of Emotional Intelligence. Further research by Sekar (2012) found that the working climate becomes an important role in motivating employees to carry out their duties which will likely be able to affect the employees' emotional intelligence.

### **Implication**

These findings may contribute to the testing and clarification of the theories developed in this study and the consistency of the findings resulted from previous studies. The assessment of working motivation variables, compensation, working satisfaction, working climate and emotional intelligence in this research are included in the scope of human resource management.

Working motivation consists of discipline in carrying out tasks, responsibilities of completion of tasks, seriousness

in solving problems, increasing business in work, developing tools to work, innovation and creativity, seriousness in evaluating the work, working on target and working motivation And presence can enhance employees' emotional intelligence. Compensation consists of financial rewards, interpersonal rewards and a sense of settlement, recognition and autonomy and promotion, achievement and growth which will likely be able to enhance emotional intelligence. Working satisfaction consists of working with current employment, current salary, opportunity for promotion, supervision on current work, supportive colleagues and employment in general which will likely be able to improve emotional intelligence. Working climate consists of non-participation, obstruction, enthusiasm, intimacy, joy, emphasis on results, confidence and attention / humanity which will likely be able to enhance emotional intelligence.

This study found that working motivation, compensation, working satisfaction and working climate have significantly positive effect on emotional intelligence. This contributes to the government, especially the District Health Office of Jember to emphasize on improving working motivation, compensation, working satisfaction and working climate in an effort to improve employees' emotional intelligence in response to dengue fever more effectively and based on target.

#### **Constraints**

This research was conducted specifically in Jember District Health Office especially in the prevention of dengue fever, so that generalization cannot be carried out on a wider scale. The research sample was only taken from the field officers carrying out the tasks. Thus, it was conducted through the level of decision makers. The field officer is in direct contact with the dengue fever victims (DBD), but with no recommendation released by the superior (the decision maker), the field officer will not be able to take actions.

#### **IV. CONCLUSION**

Working motivation, compensation, working satisfaction and working climate have a significant effect on emotional intelligence. In other words, these four combinations are sufficient to improve emotional intelligence. However, working satisfaction is the most dominant variable which influences emotional intelligence.

#### **REFERENCES**

- [1] Abraham, C. dan Shanley E. 1997. Social Psychology for Nurse. Jakarta: Buku Kedokteran EGC.
- [2] Agustian, A.G. 2001. Rahasia Sukses Membangun Kecerdasan Emosi dan Spiritual : ESQ. Jakarta: Arga.
- [3] Anoraga, P. 2005. Psikologi Kepemimpinan, Cetakan Ketiga, Jakarta: Penerbit Rineka Cipta.
- [4] Ardana. 2003. "Pengaruh Beberapa Variabel Terhadap Kepuasan Kerja Pegawai Negeri Sipil Dinas Pariwisata Kota Denpasar". Tesis. Denpasar: Program Studi Magister Manajemen Universitas Udayana.
- [5] Arikunto, S. 1996. Prosedur Penelitian, Suatu Pendekatan Praktek. Jakarta: Pt. Rineka Cipta.
- [6] Borich, G.D. 2007. Effective Teaching Methods Research Based Practice. New Jersey : Pearson Education, Inc.
- [7] Carlson, N.R. 2004. Psychology : The Science of Behavior. Boston : Allyn & Bacon.
- [8] Carruso, D.R. 1999. Applying The Ability Model Of Emotional Intelligence To The World Of Work. <http://cjwolfe.com/article.doc>, 15 Oktober 2016.
- [9] Chakraborty, S.K. dan Chakraborty, D. 2004. The Transformed Leader and Spiritual Psychology : A Few Insight, Journal of Organizational Change Management, Vol.17 No.2: 184-210.
- [10] Cooper, RK dan A. Sawaf. 2001. Executive EQ : Emotional intelligencedalam Kepemimpinan dan Organisasi. Jakarta: PT Gramedia Pustaka Utama.
- [11] Dann, J. 2002. Memahami Emotional intelligencedalam Seminggu. Jakarta: Prestasi Pustaka.
- [12] Daresh, J.C. 1989. Supervision as a Proactive Process. New York & London: Longman.
- [13] David, F.R. 1981. Manajemen Strategis: Konsep, Edisi Bahasa Indonesia. Diterjemahkan oleh Alexander Sindoro. Jakarta: Prenhallindo.
- [14] Firmansyah. 2006. Pengaruh Iklim Organisasi terhadap Kepuasan Kerja Guru di Mojokerto. Disertasi. Malang: Program Pascasarjana Universitas Brawijaya.
- [15] Gasperz, V. 2006. Kualitas dalam Industri Jasa. Jakarta: PT Gramedia Pustaka Utama.
- [16] Ghozali, I. 2004. Aplikasi Analisis Multivariate dengan program SPSS, Edisi Ketiga, Semarang: Badan Penerbit Universitas Diponegoro.

- [17] Goleman, D. 1997. Emotional Intelligence : Mengapa EI lebih penting dari pada IQ. Jakarta: PT Gramedia Pustaka Utama.
- [18] Gordon, E. 2004. EQ dan Kesuksesan Kerja, Focus-online, <http://www.epsikologi.com>. 12 Desember 2016.
- [19] Halphin, A.W. 1971. Manual for Leader Behavior Description Questionnaire. Columbus, OH: Bureau of Educational Research, Ohio State University.
- [20] Handoko, T.H. 2004. Manajemen Personalia dan Sumber Daya Manusia. Yogyakarta: BPFE.
- [21] Henry, N. 2004. Public Administration & Public Affairs. 6<sup>th</sup> Edition. USA: Pearson Prentice-Hall.
- [22] Idrus, M. 2002. Kecerdasan Spiritual Mahasiswa Yogyakarta, Psikologi Phronesis, Jurnal Ilmiah dan Terapan, Vol.4 No.8, Desember 2002.
- [23] Lawler III, E.E. 1973. Motivation in Work Organization Monetary, CA: Brooks/Cole.
- [24] Locke, E.A. 1968. The Natural and Causes of Job Satisfaction, Handbook of Industrial and Organizational Psychology. Chicago: Rand Mc Nally.
- [25] Martoyo, S. 1998. Manajemen Sumberdaya Manusia. Edisi 5. Yogyakarta: BPFE.
- [26] Meter, D.V. dan C.E. Van Horn, 1975, The Policy Implementatiton Proces: A Conceptual Framework. Journal Administration and Society, Vol 6. No. 4.
- [27] Mulyani, S. 2008. Analisis Pengaruh Faktor-faktor Kecerdasan Emosi terhadap Komunikasi Interpersonal Perawat dengan Pasien di Unit Rawat Inap RSJD Dr. Amino Gondohutomo Semarang Tahun 2008. Thesis. Semarang: Program Pascasarjana Program Ilmu Kesehatan Masyarakat Universitas Diponegoro.
- [28] Nawawi, H. 2000. Manajemen Sumber Daya Manusia. Yogyakarta: Gajah Mada University Press.
- [29] Opshal, R.L. dan Dunnette, M.A. 1996. The Role of Financial Compensation in Industrial Motivation. Psychological Bulletin. Agustus 1966.
- [30] Owens, R.G. 1991. Organizational Behavior in Education. Bonston: Allyn and Bacon.
- [31] Porter, M.E. 1962. Competitive Advantage, Creating and Sustaining Superior Performance, With a New Introduction, New York: The Free Press.
- [32] Robbins, S.P. 1996. Organizational Behavior: Concept, Controversies and Application. New Jersey: Prentice Hall.
- [33] Sala, F. 2004. Do Programs Designed to Increase Emotional Intelligence at Work, Emotional Intelligence Consortium Research Journal. Boston.
- [34] Salabi, A. 2006. Hubungan Keterampilan Manajerial Kepala Sekolah, Komunikasi Organisasi, Pengendalian Konflik dan Iklim Organisasi dengan Keefektifan Organisasi Madrasah Aliyah Negeri di Propinsi Kalimantan Selatan. Disertasi. Malang: PPS Universitas Negeri Malang.
- [35] Sergiovanny, T.J. 1987. Educational Governance and Administration. New Jersey: Prentice Hall Inc.
- [36] Shaffer, D.R. 1987. Social and Personality Development. Belmont, California: Thomson Wadsworth.
- [37] Shapiro, L.E. 2003. Mengajarkan Emotional Intelligence Pada Anak. Jakarta: PT Gramedia Pustaka Utama.
- [38] Smith, H.W. 1975. Kepuasan Kerja. New Jersey USA: Prentice-Hall, Inc. Englewood Cliffs.
- [39] Soetopo, H. dan W. Sumanto. 2001. Pengantar Operasional Administrasi Pendidikan. Surabaya: Usaha Nasional.
- [40] Sumarsono, R. 2007. Hubungan Tunjangan Kinerja, Keikutsertaan dalam Pengambilan Keputusan, Suasana Kerja dengan Semangat Kerja Guru di Kabupaten Jember. Thesis. Jember: Universitas Jember.
- [41] Tuckman, B.W. 1999. A Tripartite Model of Motivation for Achievement: Attitude / Drive / Strategy. New York: John Wiley & Sons Inc.