

THE INFLUENCE OF MOTIVATIONAL BEHAVIOR LEARNING AND EXERCISE OF THE ORGANIZATIONAL COMMITMENT

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ABSTRACT

Motivation to Learning has an important function in organizing commitment organized. Likewise with Displacement Knowledge Exercise also owns role in motivation description learn in influencing worker towards organizational commitment. So that employee continues to maintain their commitment to the organization. Therefore, this nature is very important in producing organization that is high quality and make a transfer towards training knowledge. This study was conducted on labor in the private sector with a total number of respondents of 189 workers. The research used was to identify and analyze the empirical model study with Partial Least square and moderating.

Keywords : Worker's Commitment, Learning Motivation, Skill Transfer, PLS

ABSTRAK

Motivasi Belajar memiliki fungsi penting dalam mengatur komitmen yang terorganisir. Begitu juga dengan Latihan Pengetahuan Pemindahan berperan dalam deskripsi motivasi, pembelajaran dalam memengaruhi pekerja terhadap komitmen organisasi. Sehingga karyawan tetap menjaga komitmennya pada organisasi. Oleh karena itu, sifat ini sangat penting dalam menghasilkan organisasi yang berkualitas dan melakukan transfer ke arah pengetahuan pelatihan. Penelitian ini dilakukan terhadap ketenagakerjaan di sektor swasta dengan jumlah responden sebanyak 189 pekerja. Penelitian yang digunakan adalah mengidentifikasi dan menganalisis model penelitian empiris dengan Partial Least square dan moderating.

Kata kunci: Komitmen Pekerja, Motivasi Belajar, Transfer Keahlian, PLS

Pendahuluan

Human resources are factors that have the potential to be learned to be the key factor in producing quality products and enhancing human skills. This is the best way to maintain the sustainability of an efficient organization. (Gollan, 2005). Human Resources Development is an activity where human resources are enhanced (Mc Guire and Csen, 2006, Wang and Mc Lean, 2007; Abdullah, 2009) including organizational development, career, training, and work improvement.

Another thing is the intellectual Capital (intellectual capital), by Nahapiet and

Goshal (1998; in sugeng, 2002), is derived from the knowledge and capabilities possessed by one social collectivity, such as an organization, intellectual community, or professional practice. Klein and Prusak (Stewart, 1997), intellectual capital is the already substantial, captured, and exploited intellectual material for producing higher value assets. Intellectual capital is derived from three sources, namely employee capabilities, organizational structures and market relations.

According to Ulrich (1998) that intellectual capital is a product of interaction between competence and commitment. Meanwhile, Stewart (1997) states that intellectual capital is an intellectual material of knowledge,

information, intellectual property and experience that can be used to create wealth. Intellectual capital consists of human capital, rational capital and organizational capital (Noradiva Hamzah and Mohd Ismail Nazari, 2008)

Training on employees is a process of forming new or existing workers, on the basic skills they need to carry out their work (dessler, 1997). While organizational commitment is an emotional connection between individuals and an organization. Commitment depends on the importance of being a member of a group as their social identity (Tajfel and Turner, 1986). With the existing morale of work satisfaction and organizational commitment, it will show workers to do the work with maximum and beyond what is expected (Moreland and Levine, 1982), this study has three objectives that must be answered: (1). Is there any influence between student motivation variable, knowledge transfer Training on organizational commitment?; (2) Which variables of learning motivation and transfer of training knowledge have the greatest impact on commitment to the organization?; (3) What improvements must be made by Sony EMCS (Malaysia) Sdn. Bhd. to empirically variable that influences organizational commitment?

Theoretical Review

The term motivation (motivation) comes from the Latin, *movere* which means "move" (to move). According to Robbins (2003), employee motivation is a willingness to carry out high efforts to achieve organizational goals, constrained by business capabilities, to meet the needs of certain individuals. Abraham Maslow's hierarchy of needs at Sigit (2003: 46) in Sulistyani, 2008: 168) in his theory of motivation based on the level of need

according to his strengths priorities. The lowest level that needs to be met is physiological, safety, social needs. and the need to earn rewards. This requirement has two dimensions. The first dimension is the need for self-esteem, the ability of a person to accept himself and be satisfied with himself, which happens when the individual is working with others. The second dimension of the need for recognition is the need to receive recognition and appreciation of the people who are his/her friends.

The need for Maslow's highest hierarchy is a requirement for self-realization, which is the need to achieve full potential in its own way. Other requirements that are not enforced in the hierarchy are the need for beauty and recognition requirements. Maslow said again that this needs group formed an order to motivate people. The implementation of motivational theory of two factors Frederick Herzberg was reviewed by Sigit (2003) based on the assumptions associated with the emergence of motivation, there are two sets of conditions that affect a person in his work which is a factor that makes people satisfied and who makes people dissatisfied. Motivational theory closely related to the concept of learning, McClelland argues that many of the cultural needs (McClelland in Gibson et al., 1997) are cited (in Arifin, 2010: 40), there are 3 of those requirements; the need for achievement, the need for a combination and the need for power.

Robbins and Judges (2007) define commitment as a state in which the individual with its organizations and goals and wants to maintain its membership in the organization. Luthans (2006) defines organizational commitment as an attitude,

namely: 1 strong desire to remain a member of a particular organization; 2 desire to work for organizations, 3 specific beliefs, and the acceptance of organizational values and goals. In other words, it is an attitude that reflects employee loyalty to the organization a sustainable process in which members of the organization express their concern for the organization and their continued success and progress. While Mathew and Jackson (Sopiah, 2008) define organizational commitment as to what extent employees believe and are willing to accept the organization's goals and will or not leave their organization). Organizational commitment is the ability and willingness to harmonize personal behavior with the organization's needs, priorities and goals. These include ways to develop goals or meet organizational needs that prioritize organizational missions from personal interests. The dimensions of organizational commitment according to Meyer and Allen (Luthan, 2006) are: Affective commitment is an employee's emotional attachment, introduction, and engagement in organization, continuance commitment is a commitment based on the loss associated with the removal of workers from the organization. This is due to loss of preference for promotion or benefits. Normative commitment is a compulsory feeling of staying within the organization as it must be, that action is the right thing to do.

Human resource development through education and training is a key factor in improving competitiveness. A global challenge to create a good quality education (Quality Education) is required for individuals who have the competence to improve the quality, professionalism, attitudes of devotion, and loyalty to the

cause of the organization. Koentjoroningrat (2009) and Simamora (2010) cite that in improving the performance of the officers there are factors that can influence, among others are leadership, motivation, compensation, utility and work infrastructure, education and training, organizational commitment, loyalty and job satisfaction as well as several other factors.

Suhartiningsih (2009), Budi Leong (2011) and Rahardian Hutama (2012) have learned that the influence of education and training on employee achievement among others was conducted by Suhartiningsih (2009), Budi Leong (2011) object research. In addition to education and training, the performance of employees according to some theories and research findings can also be influenced by their motivation. According to Siagian (2009) motivation is the driving force that resulted a member of the organization wishes and willingly submits his / her ability in the form of expertise or skills, energy and time to carry out the various activities which are his or her responsibilities and fulfill his / her obligations in order to achieve the goals and the various organizational targets set.

Methods

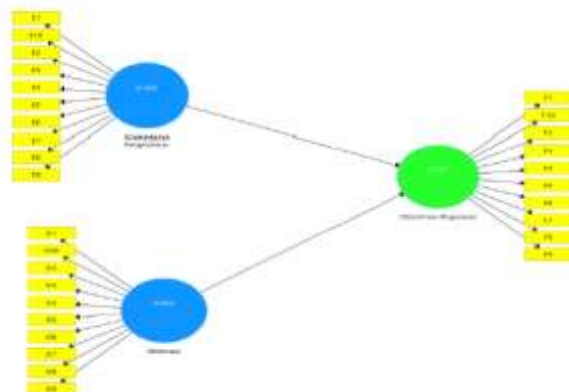
1. Research Design

The object of this research is Sony EMCS (Malaysia) Sdn. Bhd. which is addressed at. 5, Jalan Kemajuan, Bangi Industrial Estate, Bandar Baru Bangi, 43650, Bandar Baru Bangi, Malaysia, Bandar Baru Bangi, 43650 Bangi, Selangor. The company focusing on producing electronics various types of electronic devices. Like television, radio, and so on. Data was obtained through the dissemination of questionnaires to employees who worked in hopefully. The

worker is asked to choose one of five answers written on a scale Likert measurements 1 to 5, each indicating strongly disagree (1), disagree (2), neutral (3), agree (4), strongly agree (5) to each statement in the Questionnaire Form. The Smart PLS software is used to process and analyze the latent variables in the research model. In this research use moderating variable analysis. Moderate variables are independent variables that will strengthen or weaken the relationship between other independent variables and dependent variables, this moderating relationship occurs in Ghozali's contingent variables, 2006).

2. Graph

Figure 1 : Relationship model without Moderating



This research shows the effect by not using moderating. All indicators together including its relation have a good signification.

Figure 2 : Relationship Model by using

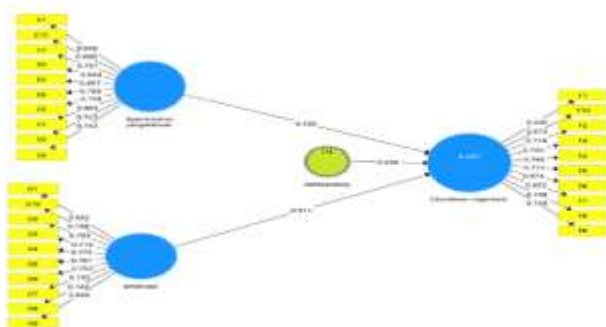


Figure 2 explains the motivation to learn is a moderating variable by it may weaken or reinforce the relationship between knowledge transfer variables exercise and organizational commitment.

3. Hypothesis Development

3.1 Moving Knowledge Training and Organizational Commitment Transfer of training knowledge can also be acknowledged as workshops, which are short-term educational processes that use systematic and organizational measures to learn knowledge and skills in a limited purpose (Sikula, 2007). Workers get workshops with workers who have a basic understanding of the basic principles of a job responsibility assigned to them. Organizational commitment is the relative strength of the individual in identifying his or her involvement in the organization (porter, 1998). Based on that definition, organizational commitment has an element of transparency towards employees working in the company. So it can be summarized the following hypothesis:

H1: Work Training or training knowledge has an effect on organizational commitment.

3.2 Motivation for Learning and Organizational Commitment

Orientation of learning is a condition of the employee to have the motivation to learn. Learning orientation can be formed as an ability to enhance organizational values that influence the likelihood of companies creating and utilizing knowledge. Learning orientation affects the level of organizational satisfaction with the theory used and then the level of proactive learning process. In this case, learning orientation affects information

that leads to translation, evaluation, and primarily acceptance or rejection (Argyris and Schon 1978; Dixon 1992; Hedberg 1981 in Sinkula et al, 1997). Commitment to learning is related to the discussion of Senge (1990) on the principles of learning (eg whether the value given to learning activities can be seen as a real proof), Tobin (1993) explaining "think based on facts" as well as Galer and van der Heijden (1992) believes that "a culture in line with the learning process" is an important part of the ability to develop an understanding of the environment from time to time. Shaw and Perkins (1991) explain that companies with learning efficiencies demonstrate that they value the need for understanding the cause and effect of their actions. The mental model gives a profound picture of the working world, limiting us to the common ways of thinking and acting (Day and Nedungadi, 1994). So it can be summarized the following hypothesis:

H2: Motivation for learning affects organizational commitment.

3.3 Hypotheses for Moderating Variables

So it is clear that learning motivation is moderating, since these variables reinforce or weaken the relational transfer of training knowledge and organizational commitment.

H3: The effect of transfer of training knowledge on organizational commitment will be high if the learning motivation is high and will be low if learning motivation is low.

4. Research model by using moderating

The relationship between variables is described in the initial research model (figure 1). Knowledge transfer variable, learning motivation is independent

variable, while organizational commitment is dependent variable while variable moderator is variable transfer of knowledge with learning motivation. Multivariate statistics explain the relationship of this moderator to moderated regression analysis (MRA). MRA is a specialized application of linear multiple regression wherein in its regression equation contains interaction elements (multiplied by two or more independent variables). The formula that can be placed in this case is;

$$Y = a + b_1X + b_2Z + b_3X*Z + e \dots \dots (1)$$

As moderators are then used to form the form of interactions by means of each indicator X and Z. We must assure that the indicators X and Z individually and theoretically are parallel sizes. We must assume that the indicators for each form are concurrently aligning all the indicators that reflect the predictors and the form of moderators with mean = 0 and variance = 1 (Jaccard, Turisi, and Wan, 1990 in, Ghozali, 2006).

Result and Discussion

Respondent profile

Respondent profile from Sony EMCS (Malaysia) Sdn. Bhd. can be seen in table 4.

Outer Model Loading Factor Testing

The initial step to interpret the output of PLS software output is to test whether the model has been made convergent validity. Loading factor is the correlation value between item score / component score and construct score calculated by PLS software (Ghozali,

2011). Loading factor above 0.70 is highly recommended, but loading factor 0.50-0.60 can still be maintained for a model that is still under development (EQ, Mustafa Zainal & Wijaya Tony, 2012). Outer model is assessed by seeing convergent validity (large loading factor for each form). From the output image below to any reliable enough indicator no value is below 0.50. besides it can also be seen from the alpha cronbach value for all exogenous and moderating forms all are highly reliable because its value is above 0.70.

Table 1. Composite Reliability

	Composite Reliability
Transfer of Knowledge	0.910
Motivation	0.921
Organizational Commitment	0.913
Moderating	1.000

Outer model can also be seen from the composite reliability value of the form. The composite reliability results for each form are shown in table 1 above. The reliability of each form is very good above 0.80. It can also be seen from alpha cronbach values as shown in table 2 below. All values of cronbachs' alpha for each shape above 0.70.

Table 2. Cronbachs Alpha

	Cronbach's Alpha	rho_A
Transfer of Knowledge	0,890	0,893
Motivation	0,905	0,910
Organizational Commitment	0,893	0,896
Moderating	1,000	1,000

Validity of each shape value can be tested with average variance extracted (AVE). Forms with good validity are required AVE values should be above

0.50. Table 3 results below show the AVE values of each form above 0.50.

Table 3. AVE

	(AVE)
Transfer of Knowledge	0,505
Motivation	0,539
Organizational Commitment	0,514
Moderating	1.000

Figure 3 : Moderating

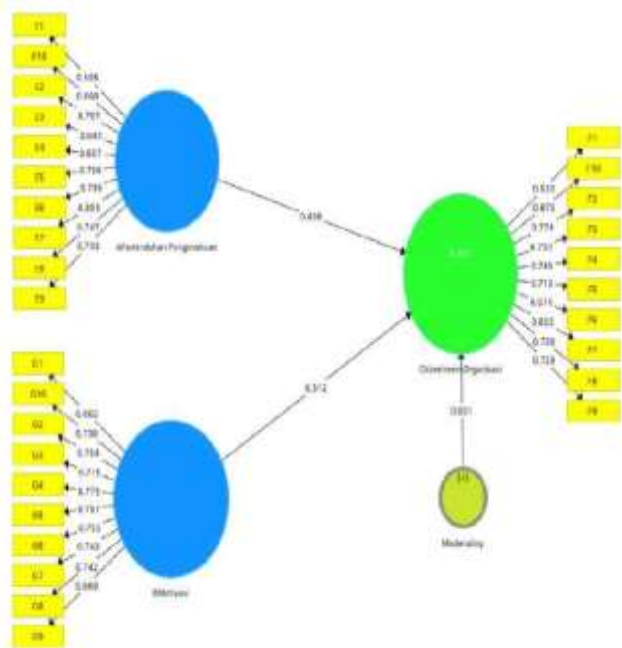


Table 4. Respondent Profile (N = 188)

Characteristic		
Gender		
Male	68 People	36 %
Female	120 People	64 %
Age		
21-25	48 People	25.5 %
26-30	38 People	20 %
31-35	45 People	24 %
36 above	57 People	30.5 %
Marital Status		
> 5 years	64 People	34 %
6-10 years	32 People	17 %
11-15 years	30 People	16 %
16-20 years	34 People	18 %
> 21 years	28 People	15 %
Education		
Postgraduate Ph.D	3 People	1.5 %
Postgraduate Master	12 People	6 %
Degree	103 People	55%
Diploma	35 People	19%

STMP	9 People	5%
SPM/SPMV/MCE	23 People	12%
SEP/PMR/LCE	3 People	1.5%

Assessing the Inner Model

Inner model wants to see the relationship between form and significance value and R-square value as in table 5.

Tabel 5. R-Square

	R Square
Organizational Commitment	0,437

Table 6. Part Coefficients

	Original Sample (O)	Sample Mean (M)	Standart Deviation	T Statistics ((O/STDEV))
Transfer of Knowledge -> Organizational Commitment	0,430	0,437	0,085	5,071
Motivation -> Organizational Commitment	0,312	0,313	0,070	4,456
Moderating -> Organizational Commitment	0,031	0,033	0,038	0,799

R-square value of 0.437 means variability of organizational commitment that can be explained by the form of learning motivation and skill knowledge acquisition and its interaction is 43.7%. The test of the relationship between the forms shows that the form shows that the learning motivation has a positive effect on organizational commitment with coefficient value of 0.312 and significant at 5%, while the transfer of skill knowledge positively affects organizational commitment by 0.430 and significant at 5% (t arithmetic larger 1.96). the form of interaction between knowledge transfer and motivation does not affect organizational commitment (t <1.96). so we may conclude that no moderation

relationship or construct of performance motivation is not a moderation construct.

Cross loading

The greater crossload value of the indicator on its independent form, each indicating the accuracy of the independent construct measurement with the indicator indicator when compared to the measurement with the other independent form, but vice versa if the value of cross loading from indicator to other independent form then it can be said indicator it is less precise measuring its independent form. However, the variable of learning motivation is still lower than the skill transfer variable. But overall these variables have good discriminant validity.

Table 7. Recapitulation of latent variable correlation and AVE root

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
3 Motivation * A Transfer of Knowledge <- D Moderating	1.373	1.331	0.206	6.668	0.000
E1 <- A Transfer of Knowledge	0.595	0.592	0.061	9.810	0.000
E10 <- A Transfer of Knowledge	0.690	0.691	0.042	16.588	0.000
E2 <- A Transfer of Knowledge	0.707	0.709	0.043	16.451	0.000
E3 <- A Transfer of Knowledge	0.643	0.642	0.049	13.008	0.000
E4 <- A Transfer of Knowledge	0.657	0.653	0.053	12.330	0.000
E5 <- A Transfer of Knowledge	0.758	0.757	0.044	17.193	0.000
E6 <- A Transfer of Knowledge	0.739	0.736	0.039	19.013	0.000
E7 <- A Transfer of Knowledge	0.803	0.799	0.033	24.200	0.000

E8 <- A Transfer of Knowledge	0.747	0.745	0.043	17.391	0.000
E9 <- A Transfer of Knowledge	0.743	0.739	0.039	18.823	0.000
F1 <- Ckomitmen organisasi	0.530	0.530	0.061	8.656	0.000
F10 <- C Organizational Commitment	0.673	0.674	0.053	12.599	0.000
F2 <- C Organizational Commitment	0.774	0.775	0.031	24.962	0.000
F3 <- C Organizational Commitment	0.730	0.730	0.033	22.331	0.000
F4 <- C Organizational Commitment	0.745	0.744	0.041	17.947	0.000
F5 <- C Organizational Commitment	0.713	0.713	0.047	15.079	0.000
F6 <- C Organizational Commitment	0.674	0.670	0.059	11.343	0.000
F7 <- C Organizational Commitment	0.822	0.820	0.029	28.122	0.000
F8 <- C Organizational Commitment	0.738	0.738	0.040	18.420	0.000
F9 <- C Organizational Commitment	0.729	0.726	0.052	14.067	0.000
G1 <- B Motivation	0.662	0.657	0.047	14.032	0.000
G10 <- B Motivation	0.738	0.737	0.038	19.231	0.000
G2 <- B Motivation	0.764	0.764	0.031	24.685	0.000
G3 <- B Motivation	0.715	0.712	0.042	16.985	0.000
G4 <- B Motivation	0.775	0.776	0.027	29.246	0.000
G5 <- B Motivation	0.767	0.765	0.042	18.342	0.000
G6 <- B Motivation	0.753	0.753	0.034	22.049	0.000
G7 <- B Motivation	0.743	0.740	0.045	16.558	0.000
G8 <- B Motivation	0.742	0.741	0.040	18.469	0.000
G9 <- B Motivation	0.669	0.668	0.051	13.240	0.000

Significant Value

The level of construct significance can be seen from the T-statistics of each construct. The value of T-statistics can be seen in the outer loading (mean, STDEV, T-Values). A variable is said to be significant if it has a T-statistics value > 2.228 for significance 0.05 (Ghozali, 2011). Recapitulation of significant

indicators (Mean, STDEV, T-Values) can be seen in table 8.

Hypothesis Testing

Table 6 shows the value of the coefficient path between forms, where the T-statistics value is used to determine the level of mastery or influence between the constructs of the research model. Alpha 0.05, the value of T-statistics above 2222 indicates that the variable has an influence on other variables. Based on the result of T-statistics of PLS software output in table 6, obtained the result of hypothesis testing as follows.

1. H1: Displacement Knowledge Exercise affects organizational commitment
2. H2: Learning Motivation affects organizational commitment
3. H3: Moderating effect on organizational commitment

All hypotheses can be accepted as a result of the answer to the data obtained. Therefore, this research can be interpreted as part of the theoretical proof of the relation of knowledge transfer exercise and learning motivation to organizational commitment.

Conclusion

Based on the research conducted, it was found that the relationship between the variable transfer of training knowledge, learning motivation toward organizational commitment. Displacement of training knowledge positively and significantly affects organizational commitment, as well as learning motivation also positively affects organizational commitment. Both have a significant influence on organizational commitment. Other cases for moderating have no significant effect, because moderating is not an absolute factor. The management of Sony

companies need to look back at each activity about the exercise and motivation to learn that both have keskesanan. More monitoring, evaluation and monitoring needs to be conducted so that the learning activities and exercises will be more memorable. After that it is necessary to control in a more detailed learning process. The results of this study certainly can not be generalized as a situation that occurs outside Sony's company in seeing the effect of training and learning on organizational commitment. In order to increase the generalization level of the research results, in subsequent research can involve more samples with multiple interprise variations.

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