



THE EFFECT OF ORGANIZATIONAL COMMUNICATION PROCESS FOR POLYTECHNIC LECTURER'S PERFORMANCE AND PRODUCTIVITY IN THE IMPLEMENTATION OF TRIDHARMA

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ABSTRACT

The lecturer is the main driving factor and academic practitioner, i.e. implementing college's Tridharma which include: education, teaching, research, and community service. To analyze organizational communication processes that reflected in the used form of communication messages, communication media, communication channel, and communication flow in Polytechnic Surroundings which directly impact positive and significant on the lecturer's productivity in implementing college's tridharma, lecturers need to get information about any purpose the colleges want to achieve, the efforts to achieve these objectives, mechanism that needed in the learning process, and the efforts required to develop themselves.

The lecturer's performance in polytechnic directly impact positive and significant on the lecturer's productivity in implementing college's tridharma. Therefore lecturer performance is heavily influenced by the ability and willingness as well as their knowledge and skills. It needs to be driven by organizational communication in motivating lecturer to improve their performance and productivity. In fact it can be optimize more if the lecturers have an inner self boost to improve their performances. A good organizational communication is necessary for the organizational life. The quality of communication within the organization related to overall performance improvement. Communication will affect the success of the organization and with good organizational communication, will improve the work life quality. Thus, organizational performance and productivity will increase.

Keywords: *The lecturer is academic practitioner, implementing college's Tridharma: education, teaching, research, and community service*

I. PROBLEMATIC BACKGROUND

In the Republic of Indonesia laws Number 20 of 2003 on National Education System chapter 3, it is stated that: National Education serves to develop skills and form the character and civilization of the nation's dignity in order to educate the life of the nation, aimed developing the potential of students to become a man of faith and the throne of God Almighty, noble, healthy, knowledgeable, skilled,

creative, independent, and become a responsible and democratic citizens. So the purpose of education is to develop the student's potential to become a noble n competitive Indonesian man.

Regarding higher education specifically regulated in the PP Number 60 of 1999 chapter 2 which aims to: a) prepare students to be a members of the citizens who have the academic ability and / or professionals who can implement, develop and / or enrich the science, technology and / or the arts; b)





developing and disseminating science, technology, and / or art and trying to use it to improve the lives of the people and enrich the national culture.

A very high normative demands on the higher education above, showed how the mission of higher education so important. As subsist of the national education system, higher education has a mission to develop human personality through the development of reasoning power of the individual as one of its main strengths, so that graduates have a competitive supremacy. However, in reality the condition of higher education in Indonesia is still far from expectations; generally the quality is still low.

This situation put Indonesian science and technology development in dangerous position which in turn will affect its position in the world economic because of its dependence on experts from abroad Nathan Keyfitz and Mayling Oey-Gardiner (1996). This may have implicated to the low competitiveness of Indonesian workers in gaining employment in the global era.

Related to that case, revamping colleges in Indonesia seemed very urgent. So for that purpose the data about factors that affect the quality of higher education, both internal and external it's very needed. External factors are the forces that can not be controlled by university leaders. Therefore, the review of internal resources as well as aspects of organizational behavior is more likely to be implemented.

Among the resources that support the college administration, human resources are the most important asset and determine the success of universities roles. One of the human resources is the

faculty (lecturers) who play role as the spearhead of college success Lehrer (Djarmiko, 2000'2). Because of its very important role, a lecturer at the college is an expensive resource, a long term investment and vulnerable to internal and external threats that easily can be damage either due to science obsolescence or because of motivation interfering that can affect the lecturer performance and productivity. Motivation as one of the important elements in organizational behavior and is needed by every individual in the organization. Faculty and colleges staffs need encouragement so that they feel that their work is something beneficial for themselves and others. Without Lecturers good performance and productivity, the effectiveness of the organization can not be optimal.

Observing the development of colleges in Indonesia nowadays which are increasingly required to improve its quality, one of the interesting issues is the low effectiveness of state Universities (PTN) organizations especially found in several State Polytechnics. The question is, why there are number of state polytechnics that growing n develop properly meanwhile there are others were stagnant? Are there dominant factors that can increase the effectiveness of this state polytechnics so they can made a significant improvement to maintain their live (survive)?

if we seen from the teachings percentage data, research data, community service activities, and the average length of a student's study, its showed poor performance and productivity of the organization. This can be happen because the individual performance n productivity also poor. The data can be seen in Table 1.1 and tabel 1.2.





Table 1.1
College Tridharma Implementation Data on Rare/Even Semester 2013/2014

Polytechnic	Teaching on rare/even semester 05/06	Title n type number in 2013				Community service in 2013		
		RUT	Grant Of Goods	Basic Assessment	Routine	Voucer/ science and technology	KWU	Routine
Bandung state Polytechnic	81,24 %	1 title	-	7 title	23 title	6 title	3 title	16 title
Ujung pandang state Polytechnic	87,44 %	-	-	6/1 title	26 title	6 title	-	8 title
	89,53%	-	1 title	7 title	3 title	1/3 title	1 title	14 title

In order to improve the quality of education to meet the needs of the above-mentioned industrial aspects (table 1.1) is a very supportive indicators. If the condition like that, so the assumption about the low effectiveness and efficiency of the organization in

several polytechnics are very reasonable. The reason that the aspect described above is the main task for the lecturer which should be implemented as effectively as possible.

Table 1.2
Lecturers Position and Functional with Student Graduation Rates

Polytechnics	Level of education			Functional position				Student graduation rates
	S1/D 4	S2/S PI	S3/S P2	Non functional	Expert assistant	Lck	Lecturer chiefs	
Bandung State Polytechnic	214	225	16	24	195	218	28	93 %
Ujung Pandang State	114	123	3	13	84	86	60	76.53 %





Polytechnic								
State Agriculture Polytechnic Pangkep	83	51	10	17	95	66	28	73,84 %

Higher education systems management paradigm Soehendro presented above, intended to allow the performance of higher education in Indonesia can always refer to “the sustainable improvement of quality” which can be achieved only if all the administration of higher education parties involved play role in obvious framework of the obligations, duties, and authority. In this context, lectures are required to continuously improve performance and productivity held Tridharma College as the main task.

Through the National Accreditation Board (BAN) that is formed by the Ministry of Education and Culture under Government Regulation (PP) No. 30 of 1990 to implement autonomous control of any public university, official, and private sector so their work can give a positive contribution for continuous quality improvement. This board function is to provide opinions and advice to the Directorate General of Higher Education regarding: a) higher education development planning b) prioritization and research execution in universities and others (Soehendro, 1996: 34-35). Colleges are accredited classified in category A, B, and C based on the BAN category assessment, so next the supervision and guidance can do by Diden Dikti.

Based on the research problem, as described previously, eventually there are two main factors that cause low Polytechnic organizational effectiveness, namely: 1) human resources performance and productivity 2) organizational behavior aspects. It is based on the point view that human performance and productivity is strongly influenced by the organizational behavior aspects.

II. PROBLEM IDENTIFICATION

The increasing of performance and productivity in this study are part of educational management / administration section, especially human resource management and organizational behavior aspects that based on Sutermeister productivity theory (I976). One of this operative functions, is the development function. The improvement performance of lecturers in college’s tridharma implementation is expected to be achieved by improving the quality of organizational communication processes, which include communication media effective used, appropriate selection of communication channels, rapid used of communication flow and increased accuracy of the messages conveyed in communication. With high performance will spur them to increase their productivity.

Be related with the lecturer’s activities in carrying their main job obtained a less favorable data, that’s lecturer’s teaching presence percentage in average only just 81,24% in Bandung state polytechnic, 87,44% in Ujung Pandang state polytechnic, and 89,35% in State Agricultural Polytechnic Pangkep. The number of research titled RUT and RUK in the research activities which are considered to be the most competitive at national level, are generally still very low. As for the situation of public service communication organization process with a number of variables such as communication messages, communication media, communication channels, and the flow of communication in the public universities, especially in the Polytechnic has not been effective so it’s not much different affected to lecturer’s performance and productivity. This phenomenon is an indication of the





low organizational effectiveness, particularly in human resource management and organizational behavior concepts that includes organizational communication, not optimal implemented, thus affecting the lecturer performance and productivity.

III. PROBLEM FORMULATION

Related to research problem formulation above, research questions can be formulated as follows:

1. Was organizational communication processes reflected in the use form of communication messages, communication media, communication channels, and the flow of communication in the Polytechnic Surroundings directly impact positive and significant on the lecturer's performance in implementing tridharma?
2. Was organizational communication processes reflected in the use form of communication messages, communication media, communication channels, and the flow of communication in the Polytechnic Surroundings directly impact positive and significant on the lecturer's productivity in implementing tridharma?
3. Was the lecturer's performance directly impact positive and significant on the lecturer's productivity in implementing tridharma?

IV. PURPOSE OF THE RESEARCH

The purpose of this research can be explained as follows:

1. To analyze organizational communication processes reflected in the use form of communication messages, communication media, communication channels, and the flow of communication in the Polytechnic Surroundings which directly impact positive and significant on the lecturer's performance in implementing colleges tridharma.
2. To analyze organizational communication processes reflected in the use form of communication messages, communication media, communication channels, and the flow of communication in the Polytechnic Surroundings which directly impact positive

and significant on the lecturer's productivity in implementing college's tridharma.

3. To analyze the lecturer's performance which directly impact positive and significant on the lecturer's productivity in implementing college's tridharma.

V. RESEARCH BENEFIT

Theoretically the result of the research are expected to be useful for the development of science, particularly the development of human resources and organizational behavior, especially on organizational communication and the enrichment of the results from the previous research. The practical benefits are as input for the college, especially college who becomes the object of research in formulating policies that should be done in the process of organizational communication that encourages lecturer performance and productivity.

VI. IDEA FRAMEWORK

Variables that have been revealed and could be expected to affect the performance and productivity of professors is the communication factor. The organizational goals in organizational life achievement require effective communication. Similarly the achievement of higher education goals that produces high quality output and requires communication. Therefore, the involving factors in the communication process need to be optimally developed in improving organizational effectiveness. The factor's are; 1) information media quality, 2) information accessibility, 3) information dissemination, 4) information load, and 5) information accuracy (Pace and Faules, 2005: 496).

The lecturers need to get information about any purpose the college wants to be achieve, what kind of resources owned by the college in an effort to achieve these goals, what mechanisms are needed in the learning process, what kind of effort required to develop themselves, and others .

One of the most important aspect in the higher education management are the leaders ability in building an effective communications that encourage



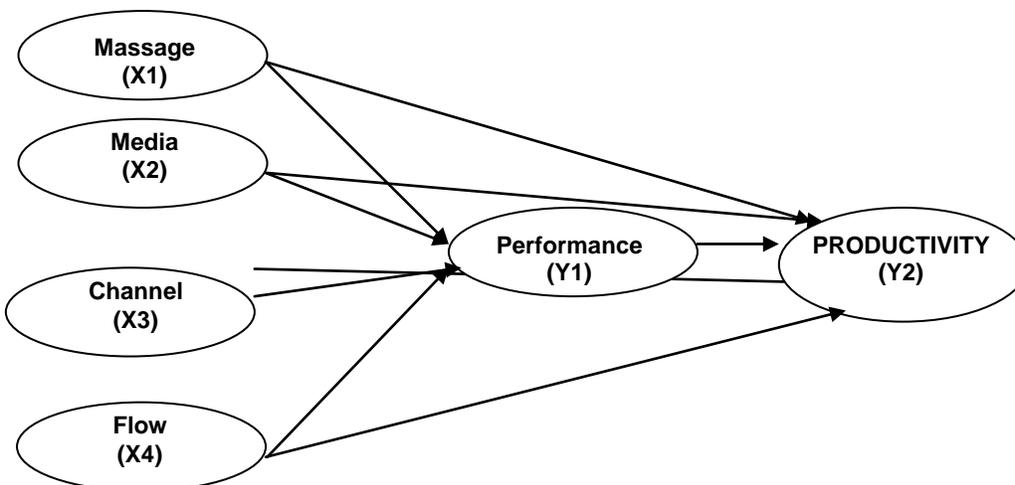
all personnel to improve performance and productivity, therefore, according to Sweeney and McFarlin (2002: 214) and Sutermeister (1976 67-68) Good communication is important for the organizational life. The quality of communication within the organization associated with the overall goal of performance improvement. Communication will affect the success of the organization and with good organizational communication will improve work life quality. With the increasing performance of the organization, the productivity will also increase.

Lecturer productivity in teaching should be seen from the quantity and quality of teaching. According to the Department of Education (1981: 43-49), the ability of lecturer will be reflected through his mastery in: 1) the ability to master the material, 2) the ability to manage learning programs, 3) the ability to manage the classroom, 4) the ability to use the

media, 5) the ability to master the foundations of education, 6) the ability to manage the learning interaction, 7) the ability to asses student achievement in instruction and education 8) the ability to know the functions and programs of guidance and counseling services, 9) the ability to recognize and organize school/college administration, 10) the ability to understand the principles and analyze the results of educational research for teaching purposes.

Schermerhorn et al (1982: 502) as an effective communication, which is expressed as: "effective communication Occurs when the intended meaning of the source and the perceived meaning of the receiver are one and the same". Based on description above conceptual framework and research paradigms can be formulated such as the image 1.3 and 1.4.

Image 1.1
Research Conceptual Framework



VII. RESEARCH HYPOTHESIS

Based on problem formulation and the purpose of the research above, research hypotheses can be formulated which are the tentative conclusions to the examined problems. The hypothesis as follows:

1. communication messages, communication media, communication channels, and

communication flow directly impact positive and significant on the lecturer's performance in implementing colleges tridharma at polytechnics;

2. communication messages, communication media, communication channels, and communication flow directly impact

positive and significant on the lecturer's productivity in implementing colleges tridharma at polytechnics;

3. communication messages, communication media, communication channels, and communication flow simultaneously impact positive and significant on the lecturer's performance in implementing colleges tridharma at polytechnics;
4. communication messages, communication media, communication channels, and communication flow simultaneously impact positive and significant on the lecturer's productivity in implementing colleges tridharma at polytechnics;
5. the lecturer's performance directly impact positive and significant on the lecturer's productivity in implementing colleges tridharma at polytechnics.

VIII. RESEARCH METHODS

Referring to the problems and the purpose of the research, this research classified as non-experimental that using explanatory survey approaches with questionnaire and documents study

in the data collection techniques (Blaxter et al, 1998:59). It is said non experimental because the researcher are not controlled all the variables. While the explanatory survey method according to Singarimbun (1987: 8) used to describe the symptoms and problems of the object under research with the aim of explaining the phenomena that occur by way of examining the research variable relation.

Data to be collected by a survey technique are communication messages, communication media, communication channels, communication flow, and faculty performance variable data , while the productivity variable data (partial productivity / people) in this study were collected using a lecturer documents. This is practiced because according Sutermeister productivity is output produced each hour by each person.

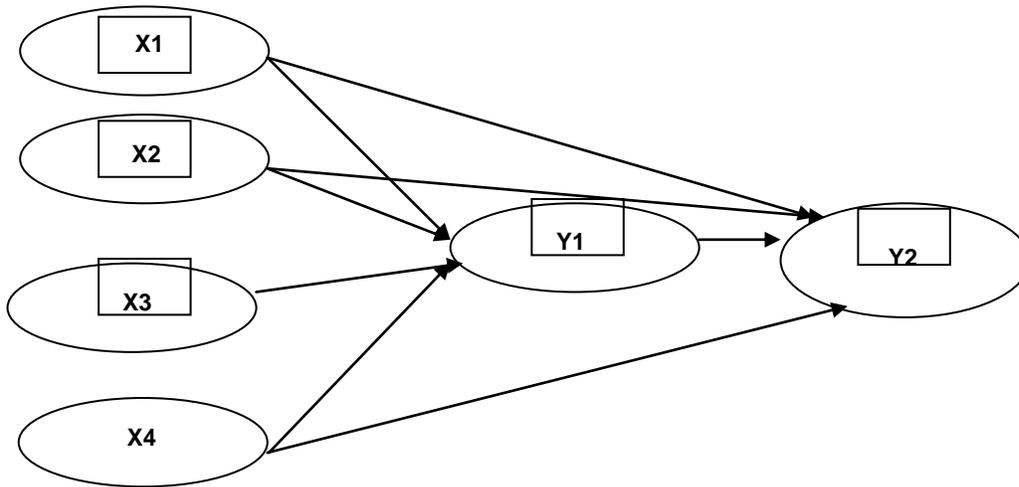
That is, the measure of productivity is equal to the result obtained by measuring a person, not a process. Therefore, it is not appropriate to measure productivity with survey methods because the survey respondents tend to predict the results that they did some time ago. Data obtained in this way will not be accurate.

**Table 1.3
 Research Population Data**

Polytechnic	Population samples		Population targets	
	S1 + DIV	S2/Spl + S3/Sp2	S1 + DIV	S2/Spl + S3/Sp2
Bandung state polytechnic	214	242	162	214
U. Pandang state polytechnic	114	126	85	108
state agriculture polytechnic Pangkep	83	61	73	51
Jumlah	454	409	320	373

Samples from at least three of the Polytechnic are 79+ 66 + 56: 201 people. This means that the expected sample in SEM and Slovin formula formulas are met, between 100-200 people.

Image 1.2
Causality Structure Model of Research Variables



Specification:

- | | | | |
|----|--------------------------|----|-------------------------|
| X1 | : communication Message | Y1 | : lecturer Performance |
| X2 | : communication media | Y2 | : lecturer Productivity |
| X3 | : communication channels | X4 | : communication flow |

Research Operational Variables

Table 1.4
Dimensions and Communication Message Indicators

Variable	Dimension	Indicators
Communication message (X1)	Clarity	The extend to which a message can be understood by the communicant (recipients)
	Accuracy	The extend to which the truth content of the message
	Current	currency of the message (the message is not out of date)
	Credibility	The extend to which a message can be delivered by a trusted one
	Relevance	The extent to which the message relates directly to the subject

Table 1.5
Dimensions and Communication Media Indicators

Variable	Dimension	Indicator
Communication media (X2)	Oral	1) face to face 2) Telephone 3) Teleconferences
	written	1) Memo 2) written reports 3) publishing 4) billboard 5) Pamphlets
	picture	1) graphics 2) Poster 3) photo

Table 1.6
Dimensions and Communication Channel Indicators

Variable	Dimension	Indicators
Communication channel (X3)	above – under (Director - lecturer)	1) information on why and how to do a job 2) information about policies and organizational practices 3) information about lecturer performance 4) information to develop sense of mission (sense of mission)
	under – above (lecturer-director)	1) lecturer tasks performed, achievements, progress, and future plans information 2) unsolved task and solution support information 3) unit and organizational improvement suggestions information 4) Information about the lecturer thoughts and feelings



		regarding his job, co-workers, and organizations
	Horizontal (lecturer – lecturer)	1) work assignments, problem solving and mutual understanding coordination 2) Reconcile, negotiate and mediate difference 4) Cultivate support among each others
	Diagonal (cross channel)	Coordination and cooperation between lecturers a cross major/study programs
	Interpersonal (informal)	The original sources of information is not clear and less accurate

Table 1.7
Dimensions and Communication flow Indicators

Variable	Dimension	Indicator
Communication flow (X4)	Rate	The extent to which the message arrives quickly
	Distortion	Message meaning from the sender intention are deviated by receiver interpretation
	Burden	The size of amount of information received

Table 1.8
Dimensions and lecturer performances Indicators

Variable	Dimension	Indicator
Lecturer performance (Y1)	Teaching and Education	1) attending every lecture existing schedule 2) Advising and guiding students during office hours 3) Regularly updating lecture materials 4) Develop, implement, and gave a test that focuses on





		<p>material that has been taught</p> <p>(5) Teaching effectively</p> <p>(6) class discussion and self learning Facilitating (self directive learning)</p> <p>(7) Completing all of the material in accordance with the syllabus</p> <p>(8) Generating and maintaining interest in learning</p>
	Research	<p>(1) Conduct research independently or in groups</p> <p>(2) Creating scientific papers or research reports correctly</p> <p>(3) Write a scientific books</p> <p>(4) Review the latest scientific materials</p>
	Community service	<p>(1) Provide information to the community according to their field or community development in general</p> <p>(2) Active in solving social n environment problems</p> <p>(3) Write a community service work</p>
	Tutoring	<p>(1) Guiding student's final report</p> <p>(2) Guiding field practice</p> <p>(3) Guiding extracurricular activities</p>
	academic administration	<p>(1) Developing curriculum</p> <p>(2) Rearrange and obey the class schedule</p> <p>(3) evaluated the learning result</p> <p>(4) hand over the mark on time</p>





Table 1.9
Dimensions and Productive Individual Indicators

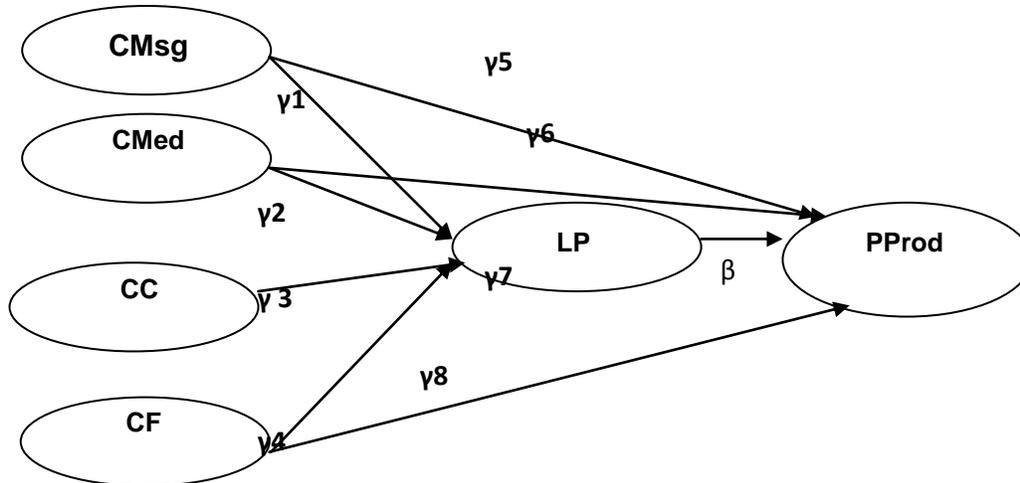
VARIABEL	DIMENSI	INDIKATOR
Productivities (y2)	Teaching and education	1) teaching hour amount in every week 2) lab and workshop guiding hour amount in every week 3) Average percentage of student who graduated from the manage subject 4) Passing Grade distribution from the manage subject
	Research	1) Research amount in every year 2) Type of research conducted 3) numbers of articles written in the journal 4) number of book written 5) numbers of journal/module written 6) papers Carrier in seminars, symposia or other scientific activities (international, national., And local)
	Community service	1) spread over scientific papers or research results 2) Provide lectures to the public 3) Participate in community activities 4) Helping society in others scientific activities
	Tutoring	1) Number of guidance student in every years 2) Percentage number of graduated guidance student
	academic administration	1) Number of subject with organize syllabus 2) Teaching attend percentage 3) Submit grade on time



IX. SESSION

For simplicity of writing, the conceptual framework written as image 3.2 with all parameters and simplest form is expressed in an equation which will be explained further.

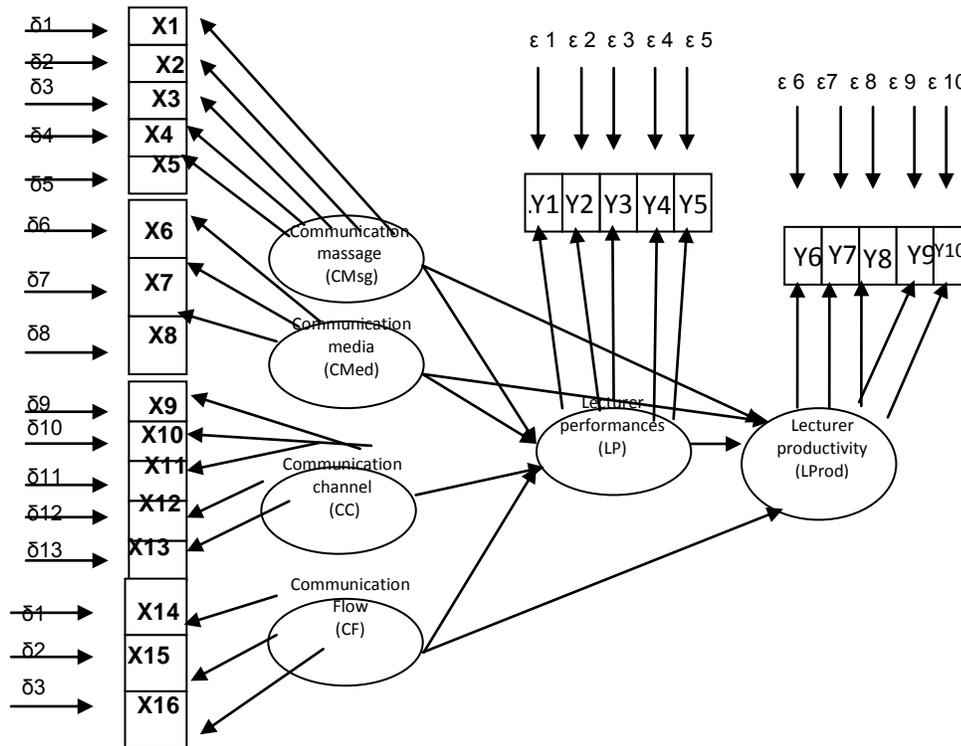
Image 1.3
Coefficient Conceptual Framework



Six variables namely Communication Message (CMsg), Communication Media (CMed), Communication Channels (CC), Communication flow (CF), Lecturer performance (LP), and Lecturer Productivity (PProd) were all latent variables or constructs that variables can not be measured directly (unobserved) and commonly depicted in the ellipse.

So that these variables can be measured, necessary to formulate as a measurable variable and this variable is called the manifest variable and commonly described in terms of square, (Ghozali, 2004: 3). Manifest variables in this study were named to the issues that have had numbers of indicator.

Image 1.4
Structural Equation Model



For example communication latent variable measured by 5 dimensions (indicators), namely X1, x2, x3, x4, and x5. From each indicator then formulated a number of questions in the form of a certain scale with wrong measurement (error) each with 61, 62, 63, 64, and 55 as can be seen in image 3.3.

Structural equation of image 3.3 furthermore stated in linear functional factors as follows:

$$\left. \begin{aligned}
 LP &= f(\text{CMsg}, \text{CMed}, \text{CC}, \text{CF}) \\
 \text{CMsg} &= f(\text{CMsg}, \text{CMed}, \text{CC}, \text{CF}) \\
 \text{Lprod} &= f(\text{LP})
 \end{aligned} \right\} (3.1)$$



These three linear functions can be made into a structural equation model

$$\left. \begin{aligned} LP &= a_1CM_{sg} + a_2CM_{Ed} + a_3CC + a_4CF + e_1 \\ L_{prod} &= b_1CM_{sg} + b_2CM_{Ed} + b_3CC + b_4CF + e_2 \\ L_{prod} &= cLP + e_3 \end{aligned} \right\} (3.2)$$

$a_1, b_1,$ and c Are Path coefficients (effect)

e_1 is error (error factor)

To determine the effect of independent variables (exogenous) to the dependent variable (endogenous) the mathematics model have been made with placing all endogenous variable from the equation (3.2) on the left side and exogenous variable on the right side so the shape become :

$$\begin{aligned} LP &= a_1CM_{sg} + a_2CM_{Ed} + a_3CC + a_4CF + e_1 \\ L_{prod} &= b_1CM_{sg} + b_2CM_{Ed} + b_3CC + b_4CF + e_2 \\ -cL_{prod} &= e_3 \end{aligned}$$

Equation (3.3) then written in the form of matrix multiplication as bellow:

$$\begin{pmatrix} 1 & 0 & 0 \\ 0 & 1 & 0 \\ -c & 1 & 0 \end{pmatrix} \begin{pmatrix} LP \\ L_{prod} \\ L_{prod} \end{pmatrix} = \begin{pmatrix} a_1CM_{sg} + a_2CM_{Ed} + a_3CC + a_4CF + e_1 \\ b_1CM_{sg} + b_2CM_{Ed} + b_3CC + b_4CF + e_2 \\ c_3 \end{pmatrix}$$

The matrix above can be expressed by the matrix $A Y=X$

$$Y = A^{-1} X$$

$$A^{-1} = \frac{1}{|A|} \text{adj}A$$

$$\text{Where's } |A| = \sum_{j=1}^3 (-1)^{1+j} M_{1j} = 1(-1)^2 = 1 \text{ adj } A = (\text{kofaktor } A)$$

X. CONCLUSION

1. In a college, the lecturer is the main driving factor and academic practitioner, i.e. implementing college's Tridharma which include: education, teaching, research, and community service. One of the variables that can affect the performance and productivity of lecturers are the communication factor. In organizational life, the achievement of organizational goals requires effective communication to analyze organizational communication processes that reflected in the used form of communication messages, communication media, communication channel, and communication flow in Polytechnic Surroundings which directly impact positive

and significant on the lecturer's performance in implementing college's tridharma.

2. to analyze organizational communication processes that reflected in the used form of communication messages, communication media, communication channel, and communication flow in Polytechnic Surroundings which directly impact positive and significant on the lecturer's productivity in implementing college's tridharma, lecturers need to get information about any purpose the colleges want to achieve, the efforts to achieve these objectives, mechanism that needed in the





learning process, and the efforts required to develop themselves.

3. The lecturer's performance in polytechnic directly impact positive and significant on the lecturer's productivity in implementing college's tridharma. Therefore lecturer performance is heavily influenced by the ability and willingness as well as their knowledge and skills. It needs to be driven by organizational communication in motivating lecturer to improve their performance and productivity. In fact it can be optimize more if the lecturers have an inner self boost to improve their performances. A good organizational communication is necessary for the organizational life. The quality of communication within the organization related to overall performance improvement. Communication will affect the success of the organization and with good organizational communication, will improve the work life quality. Thus, organizational performance and productivity will increase.

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