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HUMANITIES**

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TABLE OF CONTENTS

PART B. SOCIAL SCIENCES AND HUMANITIES

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Mardiyono, Choirul Saleh SOCIAL POLICY ON ERADICATING URBAN POVERTY A CASE HIGHLIGHTED FROM INTERNATIONAL PERSPECTIVE | 5 |
| Samaneh Karami, Firooz Sedighi THE EFFECTIVENESS OF USING CORRECTIVE FEEDBACK (A CASE STUDY IN EFL CONTEXT) | 11 |
| Ali Aljabir EFFECTIVE MANAGEMENT OF BIG DATA IN BUSINESS ENVIRONMENTS: REVIEWED STUDY | 16 |
| Issa Nickbakht, Kaveh Qadery TO COMPARE THE SATISFACTION OF PHYSICAL AND MENTAL HEALTH STATUS OF ELDERLY LIVING IN NURSING HOMES, AND ELDERLY LIVING IN A FAMILY | 21 |
| Rahim Qorbani, Fariba Rashidi ROLE AND EFFECT OF THE IMPLANTATION OF KNOWLEDGE MANAGEMENT SYSTEM ON ORGANIZATIONAL PERFORMANCE OF COMMUNICATION AND INFORMATION TECHNOLOGY PART OF ANSAR BANK (The survey of the headquarters of Ansar Bank) | 26 |
| Mona Asalemnejad, Behjat Yazdkhasti SOCIOLOGICAL ANALYSIS OF READING HABITS FOCUSING ON BOURDIEU'S SOCIAL SPACE (Case study of students of Rasht city) | 32 |
| Morteza Masroor, Vahid Ghasemi IRANIAN POLITICAL CULTURE ORIENTATION; APPLYING TESSLER AND GAO'S THEORY OF POLITICAL CULTURE ORIENTATION IN IRANIAN CONTEXT (FOCUSING ON RASHT CITY) | 39 |
| Mahdi Salehi CONCEPT OF CUSTODY IN PRINCIPLES OF JURISPRUDENCE AND LAW | 43 |
| Leila Raisi, Abdolhossein Barzegarzadeh PRELIMINARY INVESTIGATION OBJECTIONS TO THE INTERNATIONAL CRIMINAL COURT | 47 |
| Mohammad Lotfi, Narges Hassan Moradi, Farhad Fakhimi IDENTIFY AFFECTING FACTORS ON CUSTOMER LOYALTY OF INSURANCE COMPANY IN TEHRAN CITY | 52 |
| Fatemeh Mohebbiari, Seyed Abbass Hosseini IDENTIFICATION OF SOCIAL RESPONSIBILITY FACTORS FOR PERFORMANCE IMPROVEMENT IN ENTERPRISES | 57 |
| Akbar Faydel THE NATURE OF THE SOUL, FROM THE PERSPECTIVE OF KHAJEH NASIR, AND COMPARING IT WITH FAKHR RAZI'S VIEWPOINT | 65 |
| Yousef Mohammadi Moghadam, Sogol Azadeh, Abolghasem Delkhosh Kasraie INVESTIGATE THE EFFECTING FACTORS AND BEING AFFECTED ON ORGANIZATIONAL CYNICISM IN IRANIAN OIL PRODUCTS DISTRIBUTION NATIONAL COMPANY'S EMPLOYEE | 74 |
| Bunyamin PERSONAL AND PEDAGOGICAL COMPETENCIES FOR TEACHER PERFORMANCE USING STRUCTURAL EQUATION MODELING | 82 |
| Zahra Poorzamani, Rasam Akbari A COMPARISON OF THE EFFECT OF COMPETITION IN PRODUCT MARKET ON ABNORMAL LEVELS OF PRODUCTION EXPENSES AND DISCRETIONARY EXPENSES | 86 |
| Bambang Budi Wiyono EFFECT OF LEARNING ENVIRONMENT, HABIT, AND MOTIVATION ON STUDENT'S ACADEMIC ACHIEVEMENT | 91 |
| Zahra Poorzamani, Hamideh Gholami Biglugi THE EFFECT OF OWNERSHIP STRUCTURE ON INTELLECTUAL CAPITAL EFFICIENCY | 95 |
| Enkelena Qafleshi THE FORMS OF VIOLENCE IN THE LITERATURE OF COMMUNIST ALBANIA | 99 |
| Amir Namatoiahi, Abolfazl Jafar Qoli Khani LEGAL NATURE OF GOVERNMENT'S RELATION WITH PUBLIC PROPERTIES IN ISLAMIC REPUBLIC OF IRAN | 102 |
| Agus Arman, Bambang Widjanarko Otok EFFECT OF CONCENTRATION FOREIGN OWNERSHIP ON FINANCIAL PERFORMANCE OF BANK INDONESIA STOCK EXCHANGE USING FIXED EFFECT MODEL | 108 |
| M.K. Mirhosseini, M.H. Aminnaji, Alireza Delafkar, M.V. Asadi AN INVESTIGATION ON ETERNALITY OF HELLISH ONES BASED ON HUD SURAH | 112 |
| Seyyed Mahdi Joulaee REVIEW THE STATUS OF SOCIAL TRUST (Case study of District 1 and 19 of Tehran City) | 119 |
| Eddy Poemomo, Rusdi N. Hidayat, Bambang Widjanarko Otok MODERATING REGIONAL TAX REGULATION ON SERVICE QUALITY TO TAXPAYERS COMPLIANCE USING PARTIAL LEAST SQUARE | 126 |
| Allmohammad Ghaderi, Meghdad Jahromi, Abbas Salehifard THE IMPORTANCE OF STRATEGIC FOCUS AND ORGANIZATIONAL CULTURE, ALIGNMENT PROJECTS THE PROJECT-DRIVEN ORGANIZATIONS | 131 |

PERSONAL AND PEDAGOGICAL COMPETENCIES FOR TEACHER PERFORMANCE USING STRUCTURAL EQUATION MODELING

Bunyamin

Universitas Muhammadiyah Prof. DR HAMKA (UHAMKA), Jakarta (INDONESIA)
mazben@gmail.com

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ABSTRACT

The research aimed to determine the effect of personal competence, pedagogic competence to self-efficacy and teachers performance using Structural Equation Modeling (SEM). The results showed that the model fit to the criteria is chi-square and p-value, this is indicated on the chi-square smaller than the table and the p-value greater than 0.05. Furthermore, indicators that form latent variable on personal competence, pedagogic competence, self-efficacy and teacher performance is a valid and reliable indicators. Pedagogic competence is greatest effect on self-efficacy and performance of teachers. Self-efficacy is providing indirect effect on pedagogic competence to teacher performance.

Key words: personal competence, self efficacy, teacher performance, SEM, chi-square

1. INTRODUCTION

Teachers are professional educators with the primary task of educating, teaching, guiding, directing, train, assess and evaluate students on early childhood education, formal education, basic education and secondary education [1]. Teachers as implementing national education holds the key factors, that should be recognized teachers hold a major role in the educational process. Although complete and advanced educational facilities, but if not supported by the existence of qualified teachers, the impossible will lead to the process of teaching and learning are maximized [2].

Teachers professional should consciously moral and behavior that could emulate, spirited 18 characters in accordance with of Law 20/2003 which could hold the mandate as a teacher, has extensive knowledge, intellectual soul and the field that competent, confident and motivated achievement. States that qualified teachers are teachers who are competent, who are able to carry out its obligations in a responsible and viable, have a good performance [3]. Kane (1986), states that performance is not a characteristic of talent or ability, but rather a manifestation of the talent or the ability itself [3]. The opinion indicates that the performance is a manifestation of the ability in the form of real work. Prawirosentono (1999) argues that as a result of work performance can be achieved by a person or group of people within an organization in an effort to achieve the goals legally. Performance depends on the setting ability, effort and skills [4].

According to article 10, paragraph 1 of Law No. 14 2004 on Teachers and Lecturers [5], and article 28, paragraph 3 No. 19 2005 [6]. Government Regulation on National Education Standards, stating that the competence of teachers consists of: a) pedagogic competence; b) personal competence; e) professional competence, d) social competence. Pedagogical competence is the ability to manage learning learners includes understanding the learner, the design and implementation of learning, evaluation of learning outcomes and development of students to actualize various potentials. Personal competence is the ability personality steady, stable, mature, wise, authoritative, become role models for students and noble. Mastery of professional competence is the ability of the eye is broad and deep learning that allows guiding learners to meet the standards of competence specified in the National Education Standards. Social competence is the ability of educators as part of the community to communicate and interact effectively with students, fellow teachers, staff, parents / guardians of students and the surrounding community.

Self-efficacy is an attempt to understand the functioning of human life in self-control, setting the process of thinking, motivational, affective and psychological conditions [7]. Introduced the concept of self-efficacy beliefs, that person's assessment of his capacity to organize and conduct a series of exercises necessary actions in various situations that require performance [8]. The process implies that a person believing themselves able to control your thoughts, feelings and actions to achieve its objectives. Self-efficacy is the belief in the educator will change her ability to handle tasks in organizational change education and address the situation of uncertainty as a result of changes that occur. Supervisors who have high confidence in her abilities will show performance better than those with less or are not sure.

Noting the problems mentioned above, this research is to examine the relationship between personal competence, pedagogical competence and self-efficacy with teacher performance used the Structural Equation Modeling (SEM) approach [11,12,15,16].

2. METHODOLOGY

The data will be analyzed in this study are primary data taken directly by giving the questionnaire questions via questionnaire to the respondent. The sampling method to be used is probability sampling with simple random sampling and analysis techniques used are Structural Equation Modeling (SEM) [13,14, 15,16].

Modeling a complete SEM basically consists of a measurement and structural models. Measurement models aimed at confirming the dimensions that are developed on a factor, while the structural model of the structure of relationships that make up or explain the causality between factors [15,16]. SEM models is based on the conceptual framework of personal competence (X1), pedagogic competence (X2), self-efficacy (Y1) and teacher performance (Y2) taken from the literature. The conceptual framework is presented as follows:

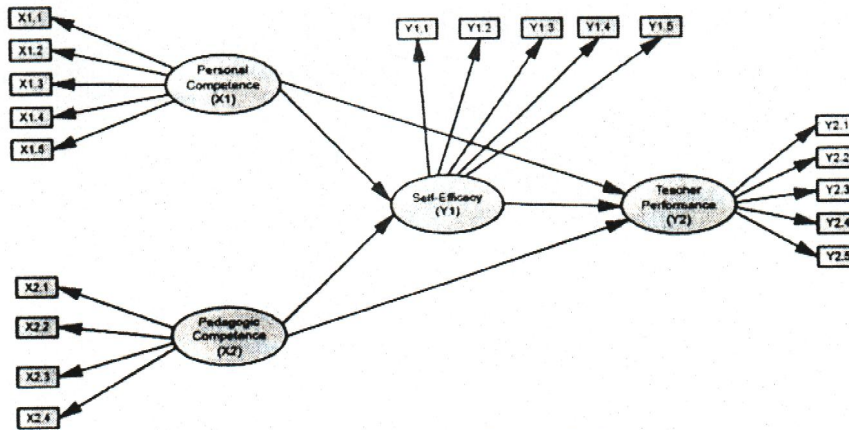


Fig. 1. Conceptual Framework Teacher Performance

3. RESULTS AND DISCUSSION

Validity and reliability tests conducted by using confirmatory factor analysis results are presented in the following table.

Table 1. Test Validity and Reliability Indicators on Latent Variables

| Latent variable | Indicators | Loading (λ) | p-value | variance error | p-value | Composite – Reliability (C-R) |
|--------------------------|----------------------------------------------|-------------|---------|----------------|---------|-------------------------------|
| Personal Competence(X1) | personality steady and stable(X1.1) | .732 | .000 | .096 | .000 | 0.732 |
| | adult personality(X1.2) | .840 | .000 | .041 | .000 | |
| | personality wise(X1.3) | .725 | .000 | .057 | .000 | |
| | authoritative personality(X1.4) | .793 | .000 | .048 | .000 | |
| | noble and a role model(X1.5) | .895 | .000 | .056 | .000 | |
| Pedagogic Competence(X2) | learners understand in depth(X2.1) | .859 | .000 | .026 | .000 | 0.795 |
| | designing learning(X2.2) | .909 | .000 | .015 | .001 | |
| | implement learning(X2.3) | .538 | .000 | .028 | .000 | |
| | implementing learning evaluation (X2.4) | .859 | .000 | .019 | .000 | |
| Self-Efficacy (Y1) | experience performance (Y1.1) | .859 | .000 | .038 | .000 | 0.780 |
| | verbal persuasion(Y1.2) | .807 | .000 | .053 | .000 | |
| | vicarious experience / modeling (Y1.3) | .868 | .000 | .038 | .000 | |
| | imaginal experience(Y1.4) | .802 | .000 | .037 | .000 | |
| | the physiological state of emotional(Y1.5) | .718 | .000 | .068 | .000 | |
| Teacher Performance (Y2) | Planning Learning program(Y2.1) | .866 | .000 | .059 | .000 | 0.875 |
| | Implementation of learning activities (Y2.2) | .927 | .000 | .042 | .000 | |
| | assessment of learning(Y2.3) | .848 | .000 | .054 | .000 | |
| | Developers knowledge and skills (Y2.4) | .750 | .000 | .178 | .000 | |
| | School curriculum developer(Y2.5) | .830 | .000 | .123 | .000 | |

Table 1, shows that the indicators all of each latent variable a value of loading factor above .5 with a p-value less than $\alpha = .05$ [9,10,11,12]. This shows that the indicators are valid and significant. The largest contribution in shaping the personality competence (X1) is a noble and a role model (X1.5) of .895, for pedagogic competence (X2) is designing learning (X2.2) of .909, self-efficacy (Y1) is a vicarious experience (Y1.3) of .868 and teacher performance (Y2) formed is an implementation of learning activities (Y2.2) of .927.

In addition, from Table 1 also indicated that all the indicators and the latent variables provide error variance p-value less than 0.05 and C-R values above the cut-off value of 0.7 so it can be said to be reliable [10,11,12]. Having tested the validity and reliability of each latent variable, some of the prerequisites that must be met in structural modeling is a normal multivariate assumption, assuming the absence of multicollinearity or non singular and non outliers. Normal multivariate data is one of the requirements in the modeling of structural equation modeling (SEM), it is shown by multivariate Critical Ratio (CR) value of 1.754 and this value lies between 1.96 to 1.96, so that it can be said that the data is normal multivariate distribution [10]. Singularities can be seen through the determinant of covariance matrix by .042, almost approach value a zero so that it can be said that there is non singularity problem on the analyzed data. It is indirectly all latent variables non multicollinearity. Outlier is an observation that appears with extreme values are univariate and multivariate Mahalanobis distance greater value of Chi-square table or value $p1 < .001$ is said observation outlier [10]. In this study, there is one outlier data, but it is still below 5% of the data it can be said not occur outlier.

Having tested the validity and reliability on all latent variables are valid and reliable results, multivariate normal data, does not occur multicollinearity and no outliers, then continue the analysis of the shape of the path diagram is presented as follows:

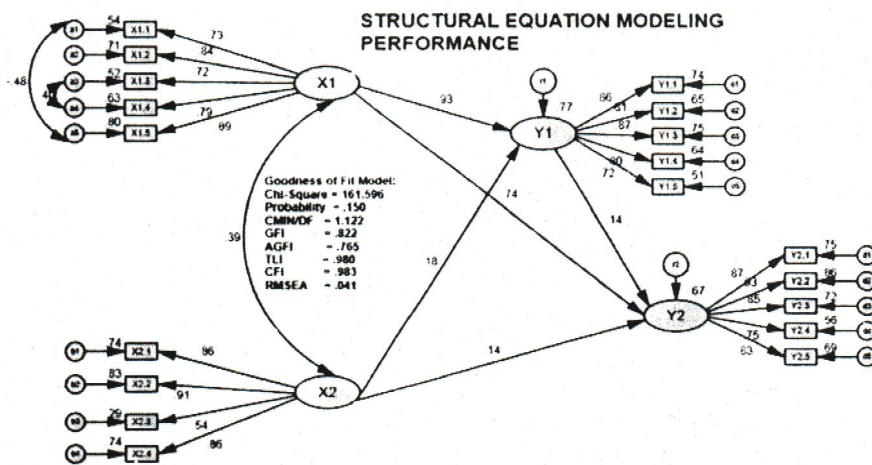


Fig. 2. The relationship between latent variables exogenous to endogenous

The test results over the complete model with AMOS complete program can be seen in the following table:

Table 2. Results of Conformity Model Teacher Performance Testing

| Criterion | Cut – Off Value | Results Calculation | Description |
|--------------------------|-----------------|---------------------|-------------------------------------------|
| Chi – Square | expected small | 161.596 | χ^2 with df = 144 is 173.004 Good |
| Significance Probability | $\geq 0,05$ | 0.150 | Good |
| RMSEA | $\leq 0,08$ | 0.041 | Good |
| GFI | $\geq 0,90$ | 0.822 | Marginal |
| AGFI | $\geq 0,90$ | 0.765 | Marginal |
| CMIN/DF | $\leq 2,00$ | 1.122 | Good |
| TLI | $\geq 0,95$ | 0.980 | Good |
| CFI | $\geq 0,95$ | 0.983 | Good |

Based on the Table 2., shows that 6 (six) the criteria used to judge the worth / absence of a model of good states. It can be said that the model is acceptable, which means there is a match between the model with data. Of the appropriate model, it can be interpreted each path coefficient. The coefficients of these pathways is hypothesized in this study, which can be presented in the following structural equation :

$$Y1 = .932 X1 + .180 X2$$

$$Y2 = .736 X1 + .142 X2 + .137 Y1$$

with,

- X1 = personal competence
- X2 = pedagogical competence
- Y1 = self efficacy
- Y2 = teacher performance

Testing the path coefficients in Figure 2 and equation above in detail is presented in the following table :

Table 3. Testing Results Model Teacher Performance Path Coefficient

| Variable | Coefficient | Critical Ratio (CR) | Prob. | Description |
|--------------------------------------------------------|-------------|---------------------|-------|-------------|
| personal competence (X1) → self efficacy (Y1) | .932 | 8.070 | .000 | significant |
| pedagogical competence (X2) → self efficacy (Y1) | .180 | 2.112 | .035 | significant |
| personal competence (X1) → teacher performance (Y2) | .736 | 3.018 | .003 | significant |
| pedagogical competence (X2) → teacher performance (Y2) | .142 | 1.994 | .041 | significant |
| self efficacy (Y1) → teacher performance (Y2) | .137 | 2.226 | .032 | significant |

Based on Table 3, the interpretation of each path coefficient is as follows:

- Personal competence (X1) and significant positive effect on self-efficacy (Y1). This can be seen from the path coefficient that is positive for .932 with a value of CR at 8.070 and obtained a significance probability (p) of .000 which is smaller than the specified significance level of .05. Thus the personality competence (X1) directly effect self-efficacy (Y1) of .932, which means that every increase in personality Competence (X1) will raise self-efficacy (Y1) of .932.
- Pedagogical competence (X2) and significant positive effect on self-efficacy (Y1). This can be seen from the path marked positive coefficient of 0.180 with a value of CR at 2.112 and obtained a significance probability (p) of .035 which is smaller than the specified significance level of .05. Thus the pedagogic competence (X2) directly effect self-efficacy (Y1) of .180, which means that every increment of pedagogical competence (X2) will raise self-efficacy (Y1) of .180.

- Personal competence (X1) positive and significant impact on teacher performance (Y2). This can be seen from the path coefficient that is positive for.736 with a value of CR at 3.018 and obtained a significance probability (p) of.003 which is smaller than the specified significance level of.05. Thus the personality competence (X1) directly effect the performance of the teacher (Y2) of.736, which means that every increase in personality Competence (X1) will increase the teachers performance (Y2) of.736.
- Pedagogical competence (X2) positive and significant impact on teacher performance (Y2). This can be seen from the path coefficient that is positive for.142 with a value of CR at 1.994 and obtained a significance probability (p) of.041 which is smaller than the specified significance level of.05. Thus the pedagogic competence (X2) directly effect the teacher performance (Y2) of.142, which means that every increment of pedagogical competence (X2) will increase the performance of teachers (Y2) of.142.
- Self-efficacy (Y1) positive and significant impact on teacher performance (Y2). This can be seen from the path coefficient that is positive for.137 with a value of CR at 2.226 and obtained a significance probability (p) of.032 which is smaller than the specified significance level of.05. Thus the self-efficacy (Y1) directly effect the performance of the teacher (Y2) of 0.137, which means that every increase in self-efficacy (Y1) will increase the teachers performance (Y2) of.137.

The indirect effect of self-efficacy (Y1) on the competence of personality (X1), pedagogic (X2) on teacher performance (Y2) is presented as follows.

Table 4. Effect of Variable Indirect Research

| Indirect Effect | | Intervening variable | Endogenous variables |
|----------------------|---------------------------|----------------------|--------------------------|
| | | self-efficacy (Y1) | teachers performance(Y2) |
| Exogenous variables | Personal competence (X1) | | 0.127 |
| | pedagogic competence (X2) | | 0.025 |
| Intervening variable | self-efficacy (Y1) | | |

From Table 4, it can be explained that self-efficacy (Y1) provide the greatest immediate effect on personal competence (X1) on teacher performance (Y2).

4. CONCLUSIONS

The results showed that the model of teacher performance is a fit model. Personal competence (X1), pedagogic (X2) and self efficacy (Y1) affect the teachers performance. Furthermore, personal competence which includes personality steady and stable (X1.1), adult personality (X1.2), personality wise (X1.3), an authoritative personality (X1.4), noble and a role model (X1.5) gives the greatest influence on the self-efficacy. Self-efficacy which includes experience performance (Y1.1), verbal persuasion (Y1.2), modeling experience (Y1.3), imaginal experience (Y1.4) and the physiological state of emotional (Y1.5) gives an indirect effect on the competence the personality of the teacher's performance.

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