

# 1<sup>st</sup> INTERNATIONAL CONFERENCE ON BUSINESS & SOCIAL SCIENCES

"SUSTAINABLE BUSINESS PRACTICES IN DIGITAL ENVIRONMENT"

## CERTIFICATE OF PRESENTER

This certificate is awarded to:

**RIKA RAHAYU**

for the significant presentation:

**The Role Of Family Economic Conditions, Attraction Of Lecturers, And Activeness In Organization To The Improvement Of College Student Achievement**

At

**1<sup>st</sup> INTERNATIONAL CONFERENCE ON BUSINESS & SOCIAL SCIENCES (ICOBUSS) 2020**

Organized by:

**Indonesia School of Economics (STIESIA) Surabaya, East Java, Indonesia  
October, 3rd - 4th 2020**

**Assoc. Prof Nur Fadjrih Asyik  
President of STIESIA**

**Dr. Suwitho, M.Si.  
Chairman of Conference**



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## THE ROLE OF FAMILY ECONOMIC CONDITIONS, ATTRACTION OF LECTURERS, AND ACTIVENESS IN ORGANIZATION TO THE IMPROVEMENT OF COLLEGE STUDENT ACHIEVEMENT

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### Abstract

Educator's achievement is important in competition in the academic world. Student achievement can be a measure of the general ability of the college students. There are many things that affect college student achievement, including the family economic conditions, learning methods delivered by the lecturer and college student activities in organizations, both academic and non-academic organizations. This study aimed to analyze the role of the family economic conditions, the attraction of the lecturers and the activeness of joining the organization in the achievements obtained by college students. This study aimed to analyze the relationship between the independent variables and the dependent variable using regression analysis. The results of this study indicated that the family economic conditions of the college students and the activeness of organization had contributed positively to the achievements of the college students. However, the attraction of the lecturers in the form of styles or methods in delivering the material did not contribute to increasing the college student achievement.

**Keywords:** Student Achievement, Family Economic Conditions, Attraction of lecturers and Organizational Activity

### 1. Introduction

Education is a basic need for every human being in order to survive in an era of competitive competition. Education is not only in formal education, but also in non-formal education. Primary education includes education from kindergarten to tertiary level. Informal education involves certain skills courses. The level of success of formal education can be measured by the value of report cards and National Exam scores for elementary to high school levels. The level of higher education, success can be measured by the Grade Point Average (GPA) owned by college students. GPA is the cumulative score college students get from the semesters they have completed. GPA is a general description of the achievements achieved by college students. GPA is the initial reference used by the general public to see the level of college student achievement

There are many factors that influence college students' success rates. When parents have a high level of income and education, the awareness of education will be higher. The high awareness can be seen from meeting the fulfilled educational needs, this can increase motivation to learn and college student achievement.

The activeness in the organization also affects learning achievement. College students who are active in organizations have wider space in developing their thinking and applying knowledge. Organization means providing opportunities for college students to be more

critical and think more deeply about every activity carried out. In joining organizations, college students also learn to manage time between lectures and organizational activities.

The achievements of the students are, of course, inseparable from the role of the lecturers who are the teacher in the classroom. The college student behavior in the classroom is influenced by the attraction of the lecturers. The attraction of lecturers can come from various things. The attraction of the lecturers can come from the physical appearance of the lecturers, the teaching style and the communication between the lecturers and the college students. In this case, college students' performance is seen from the score of GPA they get. Based on the explanation above, the family economic conditions, the activeness in the organization and the attraction of lecturers affect the college student performance (GPA obtained). The purpose of this study was to analyze the relationship between the family economic conditions, the attraction of lecturers and the activeness in organization on the achievements of college students.

## **2. Theoretical Review**

### **Needs Theory by McClelland**

The theory in this study is the theory of needs proposed by McClelland and Stahl (1986). This theory basically explains that achievement, strength and relationships are important needs that can explain motivation. In this theory, it is explained that the need for achievement by college students is an encouragement to exceed, achieve a certain standard in an effort to succeed. The need for a relationship is a desire to have a friendly and intimate interpersonal relationship (Robbin and Judge, 2017).

College students who have a strong drive to succeed strive for personal achievement rather than reward achievement. College students who have this need are doing things better or more efficiently than before. The need for power is the desire to have influence, to be influential, and to control other individuals. College students who have a high need for strength, like responsibility and struggle to influence other individuals and are happy to be placed in competitive and status-oriented situations and tend to prioritize their prestige. College students with relationship needs will struggle to gain friendship and prefer cooperative situations to competitive situations and want relationships that involve a high level of mutual understanding (Robbin and Judge, 2017).

### **Students Achievements**

In the process of achieving achievement, college students are required to go through a learning process, both formal and informal. According to Winkel (1999) learning is a mental or psychological activity that takes place in active interaction with the environment which results in changing of knowledge, skills and attitudes. Achievement is always associated with the terms of learning or training outcomes which are a stated in satisfying the value whether the value is above average or below average. The factors that influence the achievement of learning outcomes are internal factors and external factors (Slameto, 2003):

#### **1. Internal Factors**

- a. Physiological conditions, in general, every human being when his body is in a healthy and fresh condition will be more productive in thinking and behaving
- b. Psychological conditions, are the main factors that determine the size of a human being on the intensity of his learning

#### **2. External Factors**

- a. Family factor, one of the factors supporting a child to carry out learning activities. The conditions in question are how to educate children, economic conditions, and parents' backgrounds

- b. A school that is used as a forum for managing a child's desire to learn. Usually the factors that influence a lot are learning methods, school time or duration, learning tools, lesson curriculum, teachers / lecturers, friends and others
- c. The community or environment around a child or college student who interacts with the environment more often. Either through the mass media or friends.

The two factors above are a reference for college students in achieving optimal achievement. The level of learning outcomes or achievement is obtained from the ability of a college student in terms of ability to memorize, level of knowledge, application in activities outside of education. The support from the three factors above is able to increase the number of achievements to be obtained, both from the influence of internal, external factors and the ability that is present in oneself as an impact of increase or decrease. College student achievement is indicated by scores or numbers that indicate the values of a number of courses that describe the knowledge and skills acquired by the students, and to be able to obtain scores, tests are used on subjects first. These test results indicate the high and low level of achievement achieved by students.

For college students, the achievement results can be seen at the end of the semester based on the scores generated through the Mid-Semester Exam scores, assignment scores and Semester Final Exam scores which are then averaged according to a certain percentage. This list of scores is obtained every semester from the Semester Achievement Index score and the overall scores are estimated to be a Grade Point Average (GPA). The higher each semesters score, the higher the level of achievement obtained. In addition, the more often a college student participates in informal activities in organization and obtains a high GPA, the higher the level of achievement.

#### **Family Economic Conditions**

Rejeki (2012) states that there is a positive correlation between the family economic conditions and the learning outcomes achieved by students. Students who come from relatively good economic families will get adequate attention from their parents regarding education while students who come from less economic families will get less attention about their education. The families from a less economic level are more likely to focus on meeting the needs of daily life than awareness to the level of education.

#### **Attraction of Lecturers**

Ponzo and Scoppa (2012) found that the beauty of teacher (the beauty of lecturers or the attractiveness of lecturers) affects the teaching evaluation of lecturers. Evaluation of lecturer teaching can be seen from the achievements of students. When students have good achievements, the lecturers have good learning evaluations. This is also supported by Westfall (2011) which states that teacher attraction affects the ability of students to do learning tasks and attraction not only affects people's perceptions but can create a real effect on human performance in real life. However, this is different from several studies. They suggest that there is no influence of attraction of lecturer on student achievement, one of the studies was stated by Boney, et al., (2015) who conducted in Ghana which stated that the high quality of teachers in academic and professional qualifications did not have an effect on learning achievement.

#### **Activeness of College Students in Organization**

Saleh (2014) proves that there is a significant relationship between active organization and student academic achievement. The experience that students get in organizing increases their knowledge. Based on this, college students who are accustomed to being active in organizations help the level of student activity in the classroom. Febriana, et al., (2013) stated that there was no positive correlation between being active in the organization and student achievement. Febriana, et al., (2013) stated that the decision to be active in organization is a

good thing, but involvement in the organization requires sacrifice and high effectiveness. Being active in the organization means that there is an extra burden to bear. If you do not have the ability to carry out this load properly and optimally, then there must be one sacrifice. Therefore, according to Febriana, et al (2013) students who are not active in the organization have a greater chance of getting a higher GPA than those who are active in the organization.

**3. Research Methods**

A quantitative study was conducted to analyze the relationship between the dependent variable and the independent variable. This research used primary data through a questionnaire to the college students. The population in this study were all students majoring in Management and Accounting in the odd semester of the 2017/2018 academic year. The samples were determined by multiplying the number of variables by 5x the number of variables (Malhotra, 1993). To maintain outlier data, the sample used is 100 respondents. The analysis technique used in this research was regression analysis. In this study, the dependent variable was college student achievement, and the independent variable is the family economic condition, the attraction of lecturers and activeness in organizations. The models produced in this study are:

$$PM = \alpha + \beta_1 KEK + \beta_2 DTD + \beta_3 AOR + \varepsilon$$

Information:

- PM* = college student achievement
- $\alpha$  = constant
- $\beta_1, \beta_2, \beta_3$  = regression coefficient variable
- KEK* = family economic condition
- DTD* = attraction of lecturer
- AOR* = organizational activity
- $\varepsilon$  = error

In this study, based on the explanation that has been given, hypothesis can be formulated as follows:

H<sub>1</sub>: there is a relationship between the family economic conditions and college student achievement

H<sub>2</sub>: there is a relationship between attraction of lecturer and college student achievement

H<sub>3</sub>: there is a relationship between organizational activity and college student achievement

**Descriptive Statistics**

Based on the results of the descriptive statistics test of this study, it can be seen in table 1 below:

**Table 1**  
**Descriptive Statistics Test Results**

	N	Minimum	Maximum	Mean	Std. Deviation
Gender	108	1.00	2.00	1.5833	.49531
Age	108	19.00	23.00	20.4722	1.11455
Study Program	108	1.00	2.00	1.8981	.30386
Number of Credits	108	16.00	137.00	83.9815	2.50060
Study Period	108	1.00	9.00	5.1296	1.78306
Valid (listwise)	108				

Source: primary data, process in 2020

Based on table 1, the gender of the respondents in this study had a minimum value of 1 and a maximum of 2, while the average value was 1.5833.

Most of the respondents in this study were women. Based on the age of the respondents, they had a minimum value of 19, a maximum value of 23 and an average value of 20.4722 so it can be said that the average age of the respondents in this study was 20 years. The study program had a maximum value of 2, a minimum value of 1 and an average value of 1,898, thus, the majority of respondents in this study came from the undergraduate management study program.

The number of credits that had been taken had a maximum value of 137, a minimum score of 16 and an average score of 83,981. Based on these conditions, the average respondent in this study at the time of distributing the questionnaire had taken 89 credits or about 30 courses. During the study period, the maximum score was 9 and the minimum score was 0, the average score of the study period was 5.1296. The average respondent when filling out the questionnaire was in 5<sup>th</sup> semester.

**Classic Assumption Test**

The classic assumption test is something that needs to be done when using regression analysis to produce an estimated value of a model. A model generated in this analysis is suitable for use as a predictive model if it meets classical assumptions. The results of the classical assumptions can be explained as follows:

**1. Multicollinearity Test**

Detecting the presence or absence of multicollinearity in the regression model using the value of Variance Inflation Factor (VIF). The multicollinearity test results can be seen in table 2 below:

**Table 2**  
**Multicollinearity Test Results**

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
KEK	.795	4.005
DTD	.755	4.047
AOR	.752	4.051

Source: primary data, processed in 2020

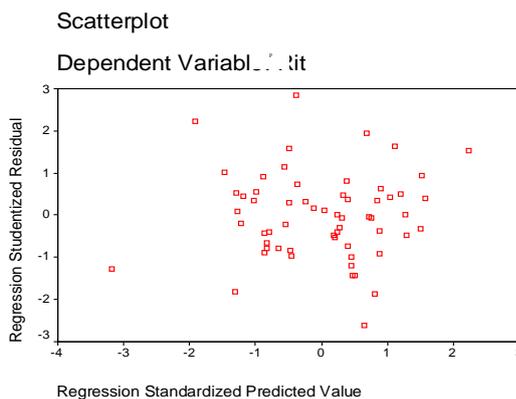
Based on the table 2, each variable in this study had VIF values less than 10, so it can be concluded that the variables in this study did not have a strong correlation.

**2. Autocorrelation Test**

Detecting the presence or absence of autocorrelation using the Durbin-Watson test value (DW test). The results of the autocorrelation test were obtained in terms of DW at 1.306. Based on the criteria mentioned above, this model was free from autocorrelation problems.

**3. Heteroscedasticity test**

The heteroscedasticity test aims to test whether in the regression model there is an inequality of variance from the residuals of one observation to another (Ghozali, 2006: 105). The results of the heteroscedasticity test can be seen in the image below:

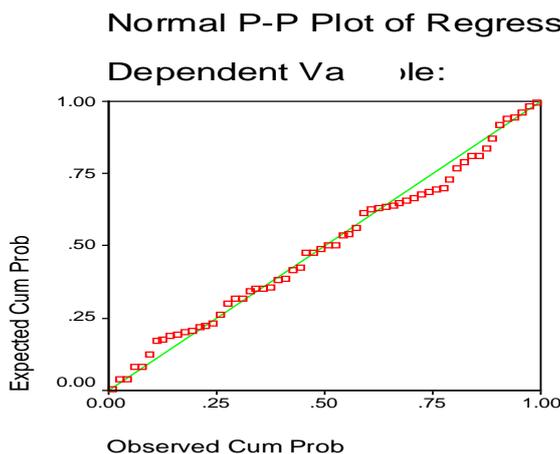


**Figure 2**  
**Graph of Scatter Plot**

Based on Figure 2, the scatter plot graphic formed a certain pattern so that it can be said that this model was not free from heteroscedasticity problems. Based on Figure 2, in the model there was an inequality of variance from the residuals of one observation to another so that it had a fairly large residual value.

**4. Normality Test**

The normality test aims to test whether in the regression model, confounding variables or residual have a normal distribution (Ghozali, 2006: 110). In this study, the results of the normality test can be seen in Figure 3 below:



**Figure 3**  
**Graph of Normality Test**

Based on the normality test, the model had confounding variables, or the residuals have an abnormal distribution, so it can be said that the resulting model cannot be used as an estimate.

**Statistic Test**

The statistical test was performed with the F test and t test. In this study, the value F test was 4.762 with a significance of 0.004. Based on the results of the analysis, the resulting model was suitable for estimating. Based on the F test, it can be concluded that the model generated simultaneously can be used as an estimation model. The t test was

performed using a significance level of 0.05. The results of this analysis can be seen in Table 3 below:

**Table 3**  
**t Test Results**

Model		t	Sig.
1	(Constant)	5.769	.000
	KEK	2.639	.010
	DTD	2.008	.147
	AOR	2.317	.022

Source: primary data, process in 2020

Based on table 3, the t test on each of the independent variables in this study had a significance value of less than 0.05. This condition can be concluded that each of these independent variables can affect the independent variable, namely college student achievement.

**Hypothesis Testing**

Hypothesis testing is used to ascertain whether there is an effect of the independent variable on the dependent variable. Based on the results of the analysis, it is known that the hypothesis test results are in the table below:

**Table 4**  
**Hypothesis Testing**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.310	.574		5.769	.000		
	X1	.133	.050	.243	2.639	.010	.795	4.005
	X2	.141	.070	.189	2.008	.147	.755	4.047
	X3	.135	.058	.218	2.317	.022	.752	4.051

a. Dependent Variable: Y

Source: primary data, process in 2020

Based on table 4, the model in this study has the following model:

$$PM = 3.310 + 0.133KEK - 0.141DTD + 0.135 AOR + \varepsilon \quad (2)$$

Information:

- PM* = college student achievement
- $\alpha$  = constant
- $\beta_1, \beta_2, \beta_3$  = regression coefficient of each variable
- KEK* = family economic condition
- DTD* = attraction of lecturer
- AOR* = organizational activity
- $\varepsilon$  = error

Based on equation 2, the independent variable family economic conditions had a positive relationship with college student achievement. If the family income had increased by 1%, there was an increase in the achievement obtained by college students by 0.133%. The

attraction of lecturer variable had a negative relationship with college student achievement. If the lecturers' delivery were interesting enough, the college student achievements would decrease. Organizational activity variables had a positive influence on college student achievement. If college students can increase their involvement in organizational activities, the achievements obtained by college students will increase. The coefficient of determination ( $R^2$ ) was used to measure the ability of the model to explain the variation in the dependent variable. The R square adjusted value in this study is 0.495, which means that the resulting model can only estimate student achievement by 4.95%.

## **Discussion**

### **The Influence of Family Economic Conditions on Student Achievement**

The economic condition is one of the factors that support the success of college students in achieving achievements. When they have families, who are quite well economically, all educational needs and facilities are met. The fulfillment of the basic needs of students to carry out lectures makes them more focused on learning. The focus of students in learning is one reason students can achieve good achievements. This is in accordance with the theory put forward by Rejeki (2012) that there is a positive correlation between the economic conditions of the family and the learning outcomes achieved by students.

A good family economic condition usually brings a family to a fairly good and comfortable living environment. A comfortable living environment gives students a sense of security. A comfortable living environment that supports academic activities has an impact on students in the form of an atmosphere that makes them focus on academic activities. The main focus on this academic activity enables students to achieve good achievements in academics. Moreover, an environment that supports academic activities can also support improving student achievement in non-academic activities.

### **The effect of attraction of lecturer on college student achievement**

The attraction of lecturer is described in the ability of the lecturer to provide learning to the college students. So, the attraction of a lecturer can be interpreted as the method given by the lecturer in providing learning material and how the lecturer looks when giving learning. This is in accordance with the research conducted by Boney, et al., (2015) in Ghana which states that the high quality of teachers in academic and professional qualifications does not have an effect on learning achievement.

The more interesting the learning method used; the more comfortable students are in receiving learning material. However, there are several criteria for students that are not affected by the attraction of the lecturer so that they do not significantly influence the college student achievement. By outlining, this condition generally can increase students' enthusiasm for learning so that achievement will increase. The unique thing about this research is that the attractiveness of lecturers does not have a positive effect on college student achievement.

The attraction of lecturers cannot give a positive influence on students because they want to get learning methods that provide more flexibility for them in learning. So far, the role of lecturers is quite large in providing learning to be a one man show, while college student prefers a learning method that prioritizes openness, discussion in a relaxed and more intimate atmosphere. If the lecturer can provide a relaxed learning atmosphere, can have warm discussions and trust they will be more enthusiastic in developing their knowledge.

### **The Effect of Organizational Activities on College Student Achievement**

Organizational activities are defined as college student involvement in both academic and non-academic activities in organizations on campus. This is in accordance with the

theory put forward by Saleh (2014) which proves that there is a significant relationship between organizational activities and student academic achievement. Students who are active in organizations have wider space in developing their thinking and applying knowledge. The more students are involved actively in campus organizational activities, the more friends they have. The more friends they have, the more friends they can discuss with about the lecture material that is being taken. The more friends who are known can affect the increased enthusiasm of students in carrying out learning activities so that it has an impact on increasing college student achievement.

Moreover, the active involvement of college students in campus organizations provides them with wider opportunities to learn new things outside the academic environment. The large number of experiences have allowed them to see the wider world. Thus, their thinking patterns are increasingly developing and open. This condition can help them in the learning process as well as motivate them to continue to be enthusiastic about learning and develop their potential. This is because they know more about conditions outside their environment and know what to prepare to compete in society later. The enthusiasm to achieve all the best things, both in the academic and non-academic fields, makes students increase their enthusiasm for learning so that the achievements are also good.

## 5. Conclusions

1. Broadly speaking, a good family economy can provide a sense of comfort for college students to focus on learning and develop their abilities so that the achievements obtained increase.
2. The college students who are active in organizations have wider opportunities to discuss learning materials with friends from different classes. Furthermore, being active in the organization also provides a richer life experience for students. Knowing the realities of life encourages them to think of survival in society by improving their skills.

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