

The Influence of Bidikmisi Scholarships and Learning Environment on Learning Achievement through Student Motivation at Private College

Nuryani, Akmal Umar and Nasruddin Nawawi

Magister Program, Sekolah Tinggi Ilmu Ekonomi AMKOP Makassar, Indonesia
nuryani@gmail.com, akamal.u@gmail.com, nas.nawawi@yahoo.com

Misnawati

Sekolah Tinggi Ilmu Hukum Pengayoman, Indonesia
ninamismawati@ycit.or.id

Muhammad Dedad Bisaraguna Akastangga

Universitas Nahdlatul Wathan Mataram
gunabisara@gmail.com

Sukardi

Universitas Nahdlatul Wathan
sukardi@unwmataram.ac.id

Putu Ari Suprapta Pratama

Fakultas Ilmu Budaya Universitas Udayana
arisuprapta@unud.ac.id

Abstract

The purpose of this study was to analyze the effect of Bidikmisi scholarship and learning environment on learning achievement through student motivation of Private College (PTS) in the scope of Higher Education Service Institute (LLDIKTI) IX Sulawesi and Gorontalo students, directly or indirectly. This study uses a quantitative approach with correlation research—data collection using questionnaires and documentation. The respondents were 500 students who received the Bidikmisi scholarship. Sampling proportionally random sampling using the Slovin formula with a margin of error of 25%. Processing the data using the SPSS version 22 computer program and processed again with a validity test with an expected value of $r > 0.3$ and a reliability test with a Cronbach alpha standard value > 0.60 . Technical analysis of the data using path analysis (Path Analysis) with linear regression equations and Sobel test. The results of this study indicate that: (1) the Bidikmisi scholarship has a positive and significant effect on student learning motivation (2) the learning environment has a positive and significant effect on student learning motivation (3) the Bidikmisi scholarship has a positive and significant effect on student learning achievement (4) the learning environment positive and significant effect on student learning achievement (5) learning motivation has a positive and significant effect on student learning achievement (6) Bidikmisi scholarship has a positive and significant effect on learning achievement through student learning motivation (7) learning environment has a positive and significant effect on learning achievement through student learning motivation.

Keywords

Bidikmisi scholarship, learning environment, learning motivation, and learning achievement.

1. Introduction

Bidikmisi scholarships are intended for prospective students or high school graduates or equivalent whose parents have financial limitations to continue their education until college but have adequate academic potential. In addition,

the student has a strong desire to finish on time (Mufidah 2017). Many prospective students are unable to continue their studies until college due to economic limitations. Many students must quit or do not finish college because of financial problems. And many students do not excel because of economic constraints. Thus, students who have good finances will find it easier to choose the college they dream of and excel at.

On the contrary, students who do not have finances will be underdeveloped and impact their low learning achievement. The government is ready to meet the needs of life and the needs of lecturers to students who people are less able to pay tuition fees in a predetermined period through a scholarship Bidikmisi. This is in line with Government Regulation No. 66 of 2010 concerning amendments to Government Regulation No. 17 Tahun 2010 Article 35 A. The Central or Regional Government is obliged to provide scholarships for outstanding Indonesian citizens. It is obliged to allocate a place for prospective students, at least 20% of poor students but has adequate academic ability. With the scholarships, it is expected that students with economic limitations can participate in developing various aspects of the nation's life (Dahri et al. 2017).

In addition to scholarships, students' learning environment mission also improves students' achievements and learning motivation. The environment in a broad sense is interpreted as the area around us, such as the family environment, community environment and educational environment (Hendrayana 2014; Nath et al. 2021; Suharyanto et al 2021.; Sa'adah et al. 2019). The learning environment is a learning activity conducted by students in other settings. In understanding and master the learning materials, a conducive atmosphere or a calm and comfortable situation is needed. In the learning process, the learning environment influences learning motivation.

Learning motivation is an intense desire or driving force within and outside a person who gives direction to learn to achieve his goals or goals. Ideals and goals are very closely related to his motives. If a goal or aspiration is fundamental to a person, then one's desires or motives are also more robust so that the reason is precious for one's actions or efforts. Thus, motivation is the motivation, passion or wants that makes us will do, keep doing, and directing where we will do so that we can achieve achievement in the end.

Achievement is an achievement for the efforts that we have done well as individuals or with the team. Learning achievements describe the output of learning methods in a certain period. Gives an understanding that learning achievement is a value that is the final formulation that lecturers can give to students about progress or achievement in a specified period (Sandra 2021; Anwar 2021; Arfan 2021; Makmur 2021). The achievement is seen from the final process of the teaching and learning process, which is the final score of students in each course achieved. The assessment can be expressed in the form of symbols, letters, or sentences. Measurement of learning achievements to learners using instrument tests or relevant instruments that include 3 (three) factors, namely cognitive factors related to material mastery, the ability to understand, remember, ability to analyze, application, synthesis (Sam et al. 2019; Hamiru et al. 2019; Rachman et al. 2019; Yusuf et al. 2019; Kembauw et al. 2021). Affective factors are related to receiving ability, ability to respond, ability to judge, organizing ability, and characteristics. As well as psychomotor factors related to skills and ability to act such as replies to movement and can perform Actions naturally.

2. Literature Review

2.1 Mission aim scholarship

Scholarships can be interpreted as a form of appreciation for prospective students to continue their studies until college. The award can be in the form of finance or the state of special access to an institution (Rachmawaty; Aliyyah et al.; Takriyuddin et al.). The cost of education of poor students or Bidikmisi is the assistance given to students who have adequate academic potential but do not have enough finances to continue their education until college. The target of the mission target program is graduates or alumni of SMA /SMK/MA/ or equivalent graduates of the current year and one year in advance. Since 2010 the government has provided education funding and living needs funds to poor students through the Directorate General of Higher Education (Ditjen Dikti). Bidikmisi scholarships prepare tuition fees and living expenses for these students. Bidikmisi is help for students who have good academic potential and are poor in the form of education costs and living costs (Rohman and Mintarti 2018; Widayanti and Wijaya 2016).

Bidikmisi is applied based on Uud 1945 Article 31 paragraph 1, Law No. 20 Yr. 2003 on National Education System, Chapter V article 12 (1c) and article 12 (1.d), Law of the Republic of Indonesia No. 12 Yr. 2012 on Higher Education article 76 paragraph (1), PP No. 48 of 2008 on Education funding, Government Regulation No. 66 of 2010 on amendments to government regulation No. 17 of 2010 and Government Regulation No. 96 of 2014 on the

implementation of Education Cost Assistance. Previous research on the mission target includes (Heriawan and Subawa).

2.2 Understanding the Learning Environment

A learning environment is an environment that has an impact or effect on the learning process both formally and non-formally. A good learning environment can have a significant influence on improving learning achievement.

The learning environment is everything in the background that affects the learning process and learning achievements. From this understanding, it can be said that the environment that can affect the learning process include the family environment, campus environment and community environment (Mahrinasari et al. 2021; Usman et al. 2020).

The family environment can be briefly interpreted as the unity of co-living that we first know and main in education, providing the primary basis for the learning process in the campus environment and the community environment. That the first and foremost educational environment for children is the family environment because it is in this family that the child first gets upbringing and guidance.

The campus environment is the area or place where the formal education process takes place. This is where the teaching and learning process takes place to acquire knowledge by implementing campus rules and interacting (Jannah et al. 2019; Rumaolat et al. 2017; Djibu et al. 2019). The campus environment includes learning methods and assignments, teaching methods, curriculum, lecturer relations with students, student relations with students, learning tools and campus disciplines.

Environment community is a place to socialize with others because, as social beings, we cannot live alone. Humans need the help of others. Activities in the community such as friends hanging out, organizing, social media and community life forms. When viewed the concept of sociology, the understanding of society, is a group of people who live in a place and interact with each other to achieve the common goal (Sahid et al. 2020). Previous researchers on the learning environment include:

2.3 Motivation to learn

Motivation to learn, if widely interpreted, can be described as support and enthusiasm that exists in a person based on his own will caused by the existence of goals or desired goals. That support can be sourced from within a person or from someone else. A person who aspires or expectations will always be motivated to learn, always want to do activities, organize, and do other positive things so that his ability is more honed both academic and non-academic skills.

The motivation of learning is a stimulus that arouses and provides direction for learning activities because it becomes a driving force in a person. This is in line with the opinion, who said that the motivation of learning is to awaken and give direction and encouragement that causes individuals to do learning activities. Motivation is broadly divided into 2 (two) intrinsic motivation and extrinsic motivation (Anwar 2021).

This intrinsic motivation is a motivation that arises from within a person even without the support of others. It means that a person does something on his consciousness without waiting for instructions from others. Like a student who wants to score a good exam, then on his awareness, he is actively studying without waiting to be told by his parents. That he is likely to show more robust behavior to achieve the goal if a person has solid intrinsic motivation.

Extrinsic motivation is a motivation that comes because of encouragement from outside. That is to say that a person does something because of an invitation, coercion, or order from someone else. Students want to do tasks for fear of their lecturers, afraid of their parents or because they expect rewards or gifts. That a person who does something because of his extrinsic motivation has very little activity related to the training done because it is only to get a reward, avoid punishment, or some other reason suffocating the hearts of others. Previous researchers on learning motivation include: (Arfan 2021; Anwar 2021; Makmur 2021)

2.4 Learning achievements

Learning achievements are the result of the learning process. The learning process in question is learning, both formally and non-formally. So, whether a person succeeds depends on the learning process. If the learning process is

good, then the achievements are also excellent and vice versa. If the learning process is not good, then the achievement is also not good. Learning achievements can be known after the student has done the learning process, namely midterm exams and final semester exams. Argues that learning achievement is the maximum result achieved by a person after carrying out learning efforts (Zacharias et al. 2021; Yusriadi 2020; Mu'adi et al. 2020).

Learning achievement is the end of evaluating learning achievements that include cognitive, affective, and psychomotor abilities after the education and guidance process. Success in a learning process can also be seen from the final score obtained by students. If the final score is good, then showing that the student has exemplary learning achievements means that the lecturer's science transfer towards his students is considered successful. Thus, it can be said that learning outcomes are something that can be achieved or not achieved. Internal and external factors can influence achievement achievements. Internal factors include intelligence factors, interests, and physical and psychic factors. External factors are the learning environment, the campus environment, the family environment, and the community environment. Previous researchers on learning achievements include (Awaluddin et al. 2019).

3. Methods

The quantitative approach used in this study aims to test specific theories by looking at the relationship between variables in numbers. This research was conducted at PTS recipients of Bidikmisi scholarships in the scope of LLDIKTI Region IX Sulawesi and Gorontalo. This research took place from August to October 2020. The population is students of PTS Bidikmisi scholarships scope LLDIKTI Region IX Sulawesi and Gorontalo as many as 7,627 students.

The number of samples in this study was obtained using the Slovin formula with a margin of error of 25%. So that 500 samples were obtained. The sampling technique used is a proportional sampling method. This research instrument is a questionnaire with a Likert scale of 1-5. Data processing using SPSS computer program version 22 and processed again with validity test with standard value $r > 0,3$, and reliability test with Cronbach alpha average value > 0.60 .

4. Results

Hypothetical test of direct influence using path analysis with regression equations models 1 and 2 are:

4.1 Mode Regressions I

From the equation of regression above, it can be interpreted as follows: The direct influence of Bidikmisi scholarships on learning motivation. The standardized Coefficient Beta scholarship aims mission (X1) against learning motivation (Y1), which is 0.345, and std Error value of 0.041 insignificant stages 0.000. The value shows that the scholarships aim to have a tangible impact on learning motivation. This means that with a scholarship, the motivation to study will increase because the factors that affect the motivation of learning are considered constant.

The direct influence of learning environment on learning motivation; The beta coefficient of the direct influence of the learning environment (X2) on learning motivation (Y1) is 0.488 with a value of SE 0.043 at a significant level of 0.000. The coefficient shows that the learning environment positively affects learning motivation. This means that a good learning environment can increase learning motivation if it is assumed that other factors that influence learning motivation are constant (Table 1 and Table 2).

Table 1. Individual Parameter Significance Test (t-test)
Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	9,915	1,089		9,102	,000
Bidikmisi Scholarships (X1)	,392	,041	,345	9,575	,000
Learning Environment (X2)	,583	,043	,488	13,520	,000

a. Dependent Variable: Motivation to Learn (Y1)

Table 2. Coefficient of determination (R2)

Model Summary

Model	R	R-Square	Adjusted R- Square	Std. Error of the Estimate
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1	,733 ^a	,537	,535	1,880
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4.2 Regression model II

The direct influence of Bidikmisi scholarships on learning achievements; The beta coefficient of scholarship Bidikmisi (X1) affects learning achievement (Y2) of 0.246 with a value of SE 0.60, at a significant stage of 0.000. The beta shows the meaning of Bidikmisi scholarships has a considerable influence on learning achievements. With a scholarship, learning achievement will increase if other factors that affect learning achievement are considered constant.

The direct influence of learning environment on learning achievements; The beta coefficient of the learning environment (X2) influenced learning achievement (Y2) of 0.224 with a value of SE 0.086 at a significant stage of 0.000. Beta shows the meaning of the learning environment has a significant influence on learning achievements. A good learning environment will improve students' learning achievement if other factors that affect learning achievement are considered constant.

The direct influence of learning motivation on learning achievements; The beta coefficient of the direct influence of learning motivation (Y1) on learning achievement (Y2) is 0.227, std. Error 0.061 at a significant stage of 0.000. Beta shows the meaning of learning motivation to have a tangible impact on learning achievements. This means that good learning motivation can improve learning achievement if the factors that affect learning achievement are constant (Table 3 and Table 4).

Table 3. Individual Parameter Significance Test (t-test)
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5,842	1,590		3,675	,000
	Bidikmisi Scholarships (X1)	,347	,060	,264	5,778	,000
	Learning Environment (X2)	,310	,068	,224	4,555	,000
	Motivation to Learn (Y1)	,263	,061	,227	4,340	,000

a. Dependent Variable: Learning Achievement (Y2)

Table 4. Coefficient of determination (R2)
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,612 ^a	,374	,371	2,540

a. Predictors: (Constant), Bidikmisi Scholarships (X1), Learning Environment (X2), and Motivation to Learn (Y1)

5. Discussion

The Effect of Bidikmisi Scholarship on Student Learning Motivation of PTS in the scope LLDIKTI IX Sulawesi and Gorontalo; Bidikmisi scholarships have a positive influence directly on the learning motivation of PTS students in the scope of LLDIKTI IX Sulawesi and Gorontalo. Seen from direct influence path analysis that shows the scholarship of Bidikmisi has a positive and significant effect on learning motivation. In addition, several respondents also said that continuing their studies with the existence of a scholarship Bidikmisi. This means that when the Bidikmisi scholarship is given, the motivation to study will improve and when the scholarship is not provided, the motivation to learn will decrease.

The Influence of Learning Environment on Student Learning Motivation of PTS in the scope LLDIKTI IX Sulawesi and Gorontalo; The learning environment provides a natural effect directly to increase students' motivation to study

at PTS in the scope of LLDIKTI IX Sulawesi and Gorontalo. Seen from direct influence path analysis shows the learning environment has a positive and significant influence on learning motivation. In addition, some respondents said that families are very supportive of the achievement of their learning achievements. This means that when the learning environment is good, the learning motivation is also good. When the learning environment is not good, the learning motivation will also decrease.

The Effect of Bidikmisi Scholarship on Student Learning Achievement of PTS in the scope LLDIKTI IX Sulawesi and Gorontalo; Bidikmisi scholarships directly impact the learning achievement of PTS students in the scope of LLDIKTI IX Sulawesi and Gorontalo. Seen from the analysis of natural influence pathways showed that the mission objectives had a positive and significant effect on learning achievement. This means that if a scholarship is awarded, then the learning achievement will increase and when the scholarship is not granted, the learning achievement will decrease.

The Influence of Learning Environment on Student Learning Achievement of PTS in the scope LLDIKTI IX Sulawesi and Gorontalo; The learning environment has a positive influence directly on the learning achievements of PTS students in the scope of LLDIKTI IX Sulawesi and Gorontalo. Seen from direct influence path analysis shows the learning environment is positive and has significant value to learning achievement. This means that when the place or area of learning is good, the learning achievement will increase and when the learning environment is not good, the learning achievement will decrease.

The Influence of Learning Motivation on Student Learning Achievement of PTS in the scope LLDIKTI IX Sulawesi and Gorontalo; Learning motivation has a positive influence directly on the learning achievements of PTS students in the scope LLDIKTI IX Sulawesi and Gorontalo. Seen from direct influence path analysis shows that learning motivation has a positive and significant effect on learning achievement. This means that when the motivation of learning increases, the learning achievement will increase and when the learning motivation decreases, then the learning achievement will decrease.

The Effect of Bidikmisi Scholarship on Learning Achievement through Learning Motivation of PTS in the scope LLDIKTI IX Sulawesi and Gorontalo; Bidikmisi scholarships have a significant impact on improving learning achievement through the motivation of PTS students in the scope of LLDIKTI IX Sulawesi and Gorontalo. Seen from the results of the Sobel test, which shows the scholarship of Bidikmisi has a positive and significant effect on learning achievement through learning motivation. This means that when a scholarship is awarded, the learning achievement will increase and when mediated by motivation, the learning achievement will be further improved.

The Influence of The Learning Environment on Learning Achievement through Learning Motivation of PTS in the scope LLDIKTI IX Sulawesi and Gorontalo; The learning environment positively influences learning achievements through the motivation of PTS students in the scope LLDIKTI IX Sulawesi and Gorontalo. The Sobel test results show that the learning environment provides benefits relevant to learning achievements through learning motivation. It means that when the learning environment is good, the learning achievement will increase and when mediated by learning motivation, the learning achievement will be increased.

6. Conclusions

Based on the results, it can be concluded that the scholarship and learning environment can generate learning motivation for students and ultimately can excel. If scholarships are given and supported by a good learning environment, the higher the motivation of students' learning so that learning achievements will also increase. Thus, all the results of the study are in line with the proposed hypothesis. If the motivation of learning increases, then the learning achievement also increases and vice versa. If the motivation of learning decreases, then the learning achievement also decreases, meaning that the fulfilment of the needs of students on the scholarship and the learning environment will be more motivated to excel.

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Biographies

Nuryani is a student at Magister Program of Economic Science of STIE AMKOP, Indonesia. Her areas of interest and research include social science and economic. She has published some articles in national journals.

Akmal Umar is a lecturer at Economics Department of STIE AMKOP, Indonesia. His areas of interest and research include economic, management, management human resource. He has published some books and many articles in national and international journals.

Nasruddin Nawawi is a lecturer at Economics Department of STIE AMKOP, Indonesia. His areas of interest and research include economic, management, management human resource. He has published some books and many articles in national and international journals.

Misnawati is a lecturer in the Department of Law at the Sekolah Tinggi Ilmu Hukum Pengayoman, Indonesia. She earned a master's degree through scholarship assistance from the Ministry of Youth and Sports of the Republic of Indonesia. In addition to being a lecturer, she is also a social worker who assists the poor in empowering themselves to get out of the poverty line. She has published a book about his profession as a social worker. Besides that, she has also published many international and national journals through collaboration with several other lecturers who focus on multidisciplinary science.

Muhammad Dedad Bisaraguna Akastangga is an Arabic Literature lecturer at Faculty of Letters University of Nahdlatul Wathan Mataram. He obtained his Master's degree in Arabic Linguistics from State Islamic University of Sunan Kalijaga Yogyakarta in 2017. Now, he is pursuing his doctoral degree in linguistics at Udayana University Bali, Indonesia. His research interest is in linguistics, sociolinguistics and literature. He has published several articles in national indexed journals

Sukardi is an English lecturer at Faculty of Letters, the University of Nahdlatul Wathan Mataram. He obtained his master's degree in Linguistics from Udayana Univerisity Bali in 2017. Now, he is a head of study program in English Department at Faculty of Letters the University of Nahdlatul Wathan Mataram. His research interest is in Pragmatics, Sociolinguistics and Syntax. He has published several articles in national indexed journals.

Putu Ari Suprapta Pratama Born in Denpasar Bali, graduated from the ancient Javanese literature study program at the faculty of cultural sciences, Udayana University, after completing his undergraduate studies continuing his Masters in Linguistics at Udayana University, currently continuing his dictatorial studies in linguistics at Udayana University, he is a researcher as well as a lecturer active in university activities.