

**THE INFLUENCE OF PERFORMANCE APPRAISAL TOWARD
EMPLOYEE'S MOTIVATION AND PRODUCTIVITY IN
TRIBUNNEWS.COM-SOLO**

A THESIS

Presented as Partial Fulfillment of the Requirements
to Obtain the Bachelor Degree in Management Study Program



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MANAGEMENT STUDY PROGRAM
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YOGYAKARTA
2020**

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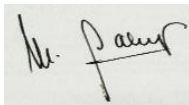
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DECLARATION OF AUTHENTICITY

Herein I declare the originality of the thesis; I have not presented anyone else's work to obtain my university degree, nor have I presented anyone else's words, ideas or expression without acknowledgment. All quotations are cited and listed in the bibliography of the thesis.

If in the future this statement is proven to be false, I am willing to accept any sanction complying with the determined regulation or its consequence.

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Afifatul Maimunah

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Yogyakarta, April 8, 2020



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TABLE OF CONTENTS

Approval page	i
Legalization Page.....	ii
Declaration of Authenticity	iii
Acknowledgment	iv
Table of Contents.....	vi
List of Tables.....	ix
List of Figures.....	x
List of Appendices	xi
Abstract	xii
Abstrak	xiii
CHAPTER I. INTRODUCTION	1
1.1. Background of Study.....	1
1.2. Problem Formulation	5
1.3. Research Objectives	5
1.4. Research Contributions	5
1.5. Systematic of Writing.....	6
CHAPTER II. LITERATURE REVIEW.....	8
2.1. Previous Research.....	8
2.2. Theoretical Review	13
2.2.1. Performance Appraisal	13
2.2.1.1. Definition of Performance Appraisal.....	13
2.2.1.2. The Objective of Performance Appraisal.....	15
2.2.1.3. Historical Development of Appraisal	15
2.2.1.4. Who Conducts a Performance Appraisal?	16
2.2.1.5. Tools for Appraising Performance	18
2.2.2. Motivation	20
2.2.2.1. Definition of Motivation	20
2.2.2.2. Theories of Motivation.....	21
2.2.3. Productivity.....	25
2.3. Theoretical Framework	26

2.4. Hypotheses Formulation.....	26
2.4.1. The Influence of Performance Appraisal on Employee’s Motivation	27
2.4.2. The Influence of Performance Appraisal on Employee’s Productivity	27
CHAPTER III. RESEARCH METHOD	29
3.1. Type of Study	29
3.2. Population and Sample	30
3.3. Data Collection Method	31
3.4. Research Variables.....	32
3.5. Analysis Technique	33
3.5.1. Descriptive Analysis	33
3.5.2. Validity Test	33
3.5.3. Reliability Test.....	34
3.5.4. Normality Test	34
3.5.5. Simple Regression Analysis	34
CHAPTER IV. DATA ANALYSIS AND DISCUSSIONS	35
4.1. Descriptive Analysis	35
4.1.1. Descriptive Analysis of Respondents.....	35
4.1.1.1. Gender	35
4.1.1.2. Age.....	35
4.1.1.3. Education.....	36
4.1.1.4. Work Experience	37
4.1.2. Descriptive Analysis of Research Variables	37
4.1.2.1. Variable of Performance Appraisal (X)	38
4.1.2.2. Variable of Employee’s Motivation (Y ₁).....	39
4.1.2.3. Variable of Employee’s Productivity (Y ₂).....	40
4.1.2.4. Summary of Descriptive Analysis Results.....	41
4.2. Validity and Reliability Test.....	41
4.2.1. Validity Test	41
4.2.2. Reliability Test.....	44

4.3. Normality Test	45
4.4. Simple Regression Analysis	48
4.4.1. Regression Analysis of Model Equation 1	48
4.4.2. Regression Analysis of Model Equation 2	48
4.5. Hypotheses Testing	49
4.5.1. T-Test	49
4.5.2. F-Test	51
4.5.3. The Coefficient of Determination Test	52
4.5.4. Summary of Hypotheses Test	53
4.6. Discussions	54
4.6.1. The Influence of Performance Appraisal toward Employee's Motivation	56
4.6.2. The Influence of Performance Appraisal toward Employee's Productivity	56
CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS	58
5.1. Conclusions	58
5.2. Recommendations	59
REFERENCES	61
APPENDICES	63

LIST OF TABLES

Table 1. Summary of Previous Researches	11
Table 2. Characteristics of Respondents by Gender	35
Table 3. Characteristics of Respondents by Age	36
Table 4. Characteristics of Respondents by Education.....	36
Table 5. Characteristics of Respondents by Work Experience	37
Table 6. Assessment of Performance Appraisal Variable.....	38
Table 7. Assessment of Employee's Motivation Variable.....	39
Table 8. Assessment of Employee's Productivity Variable.....	40
Table 9. Summary of Descriptive Analysis Results	41
Table 10. Distribution Statement Based Variable	42
Table 11. Performance Appraisal (X) Validity Test Result	42
Table 12. Employee's Motivation (Y_1) Validity Test Result.....	43
Table 13. Employee's Productivity (Y_2) Validity Test Result.....	44
Table 14. Reliability Test Results.....	45
Table 15. Result of Kolmogorov-Smirnov Test	46
Table 16. Linear Regression of Model 1.....	48
Table 17. Linear Regression of Model 2.....	49
Table 18. T-Test Result of First Hypotheses.....	50
Table 19. T-Test Result of Second Hypotheses	50
Table 20. F-Test Result of First Hypotheses	51
Table 21. F-Test Result of Second Hypotheses.....	52
Table 22. Coefficient of Determination Test Result for Model 1	52
Table 23. Coefficient of Determination Test Result for Model 2	53
Table 24. Summary of Hypotheses Testing	53

LIST OF FIGURES

Figure 1. Theoretical Framework	26
Figure 2. Normality Test for Model 1	47
Figure 3. Normality Test for Model 2.....	47

LIST OF APPENDICES

Appendix I Questionnaire	64
Appendix II Research Data	68
Appendix III Validity and Reliability Test Result.....	74
Appendix IV Normality Test Result	81
Appendix V Simple Regression Analysis Result	85

ABSTRACT

Performance appraisal is acknowledged as one of the most important human resource practices. Performance Appraisal is important because it has contribution to many decisions of Human Resource Management. A performance appraisal system is a critically needed tool for human resource management if it is done systematically and effectively.

This research examined whether performance appraisal has an influence on employee's motivation and employee's productivity in Tribunnews.com-Solo. This research was conducted in Solo. This research used quantitative method. The questionnaire method was used to collect data from 50 employees of Tribunnews.com-Solo. Normality test and simple regression analysis were used to analyze the data using SPSS 25. The results of this research showed that performance appraisal has significant influence on employee's motivation and productivity.

Keyword: Performance Appraisal, Motivation, Productivity

ABSTRAK

Penilaian kinerja diakui sebagai salah satu praktek sumber daya manusia yang paling penting. Penilaian kinerja penting karena memiliki kontribusi terhadap banyak keputusan Manajemen Sumber Daya Manusia. Sistem penilaian kinerja adalah alat yang sangat dibutuhkan untuk manajemen sumber daya manusia jika dilakukan secara sistematis dan efektif.

Penelitian ini bertujuan untuk menguji apakah penilaian kinerja memiliki pengaruh terhadap motivasi dan produktivitas karyawan di Tribunnews.com-Solo. Penelitian ini dilakukan di Solo. Penelitian ini menggunakan metode kuantitatif. Metode kuesioner digunakan untuk mengumpulkan data dari 50 karyawan Tribunnews.com-Solo. Uji normalitas dan analisis regresi sederhana digunakan untuk menganalisis data menggunakan SPSS 25. Hasil penelitian ini menunjukkan bahwa penilaian kinerja memiliki pengaruh signifikan terhadap motivasi dan produktivitas karyawan.

Kata kunci: Penilaian Kinerja, Motivasi, Produktivitas

CHAPTER I

INTRODUCTION

1.1. Background of Study

An organization consists of many people who work in same goals and objectives. We recognize that each organization has vision, mission, and objective. Every person in the organization will perform the best as they can to achieve those vision, mission, and objectives, even in individual, group, and organizational level. Every people can perform differently in achieving same objective. One of the components to be measured in achieving objective is performance. Even though performance is a difficult word to define because it has various interpretations, companies should have standard to measure the performance and to appraise the performance. According to Mathis and Jackson (2010) assessing how well employees perform their jobs is the focus of performance management.

Performance management refers to the wide variety of activities, policies, procedures, and interventions designed to help employees to improve their performance (DeNisi & Murphy, 2017). The process of performance appraisal helps the employees and the management to know the level of employee's performance compared to the standard/predetermined level (Deepa, Palaniswamy, & Kuppusamy, 2014). Performance Appraisal is important because it has contribution to many decisions of Human Resource Management, such as: employee's training and development decisions, validation of selection process,

promotions & transfers, layoff, compensation decisions, human resource planning (HRP), and career development (Anggarwal & Thakur, 2013, p. 617).

Every aspect in organization should have a goal, so does performance appraisal. Managers will not make systematic performance appraisal system if they do not consider its goal. Beside performance appraisal can be vital component in other Human Resources function, Manasa and Reddy (2009) stated that the goal of performance appraisal system is to ensure alignment and effective management of all organizational resources in order to facilitate optimal performance. Strategic performance measurement system allows enterprise to plan, measure and monitor its performance, so the making decisions, resources and activities can be better aligned with the business strategies to achieve the desired results and creating value for shareholders (Bento, Bento, & White, 2014). The other objective of appraisal is to provide employees with feedback on their performance provided by the line managers (Prowse & Prowse, 2009). Employees need to know in a timely manner how well they are performing. They need to be told what they are doing well and if there are areas needing improvement (Ncube, 2016).

Company should appraise the performance of employee periodically to keep them perform well in achieving the objectives. Managers will tell the employees about their perception of employees' performance. Every organization should have standards or indicators in measuring employees' performance, then employees will try their best to meet those standards. By optimizing employees' performance according to standards, organizations will be able to reach their goals. In other word, there must be connection between the goal of the organization and the goal of

performance appraisal. A performance appraisal system can tightly link strategy—mission, vision and values—with daily performance (Grote, 2002). If there is no connection between the goal and the performance appraisal system, people will be confused about the stated mission.

Performance appraisal system may be considered as one of the indicators of the quality of Human Resource Management in an organization (Anggarwal & Thakur, 2013, p. 617). A performance appraisal system is a critically needed tool for effective human resource management if it is done systematically and effectively. Performance appraisal systems need to be effective in improving or sustaining employee performance, otherwise they are a sheer waste of time and money spend on development and implementation (Ncube, 2016). Employees with low quality performance appraisal experiences are more likely to be dissatisfied with their job, be less committed to the organization, and more likely to be contemplating leaving the organization (Brown, Hyatt, & Benson, 2010).

If the performance appraisal is done effectively, it can increase motivation of the employees. The use of more than one appraisal techniques produce greater satisfaction and higher motivational levels (Idowu, 2017). Good quality of performance appraisal can increase employees' motivation and enhance employees' performance (Olanipekun, Brimah, Brimah, & Rabi, 2016). The other research indicates that the process of evaluating employees' performance affects their intrinsic motivation (Ali, Mahdi, & Malihe, 2012). The fairness in performance appraisal, performance appraisal feedback, performance rewards and performance goal setting has a positive and significant effect on teacher motivation

(Okoth & Florah, 2019). In other word, the employees who are appraised properly according to their performance using performance appraisal system will get motivated automatically.

Performance appraisal system helps both the employees and the organization in increasing their productivity (Deepa, Palaniswamy, & Kuppusamy, 2014). Effective performance systems leads to improvement in productivity, conversely an ineffective appraisal system will result organization decrease (Arslan, Sohail, & Zaman, 2014). The research conducted in Nakuru town Kenya found that the major supermarkets have implemented performance appraisals to enhance employee productivity (Gichuhi, Abaja, & Ochieng, 2012). The research by Onyije (2015) also found the significant relationship between performance appraisal and employee productivity and that effective appraisal system could boost the morale of workers especially when they are rated adequately.

Tribunnews.com-Solo is one of media companies in Indonesia. Tribunnews.com-Solo is the online news site which is a subsidiary of Kompas Gramedia (KG) Media. The online news site provides a variety of news. In order to provide a real-time and fast news and to maintain the good performance, the company should conduct performance appraisal to ensure the employees do their job according to the performance standard. According to the description above, the researcher examined the impact of performance appraisal by conducting a research with the title: **“The Influence of Performance Appraisal toward Employee’s Motivation and Productivity in Tribunnews.com-Solo”**

1.2. Problem Formulation

From the background that has been discussed before, the problems that can be formulated are below:

- a. Is there any influence of performance appraisal toward employee's motivation?
- b. Is there any influence of performance appraisal toward employee's productivity?

1.3. Research Objectives

The objectives of this research are:

- a. To examine whether performance appraisal has an influence on employee's motivation
- b. To examine whether performance appraisal has an influence on employee's productivity

1.4. Research Contributions

This research has several contributions:

- a. Theoretical Contribution

This research can be useful to add more knowledge for researcher in implementing performance appraisal, its influence toward employee's motivation and productivity, and try to analyze the real condition in company. This research also can be additional reference for conducting

further research about performance appraisal, employee's motivation, and employee's productivity especially in media industry.

b. Managerial Contribution

This research can be source of evaluating the application of human resource management in the company related to performance appraisal, employee's motivation, and employee's productivity.

1.5. Systematic of Writing

The research is divided into five chapters in order to provide clarity and elaboration on the discussion of the relationship between independent variable and dependent variables.

Chapter I: INTRODUCTION

This chapter contains the problem uncovered by the researcher and provide sample background on the topic. The chapter contains an introduction to the whole research and the statement of the problem in order to present the basic of the research. The chapter also has discussion on the scope of the research as well as the significance of the research to society in general and specific effects on the management of firms.

Chapter II: LITERATURE REVIEW

This chapter discusses about theories and previous researches which related to performance appraisal, motivation, and productivity. This chapter also discusses the development of the hypotheses.

Chapter III: RESEARCH METHOD

This chapter describes the methods and procedures used in the research. This chapter comprised of the presentation of the utilized techniques for data collection and research methodology. It also contains a discussion on the used techniques in data analysis as well as the tools used to acquire the said data.

Chapter IV: DATA ANALYSIS AND DISCUSSION

This chapter describes the data analysis about the research and the interpretation of the findings generated. The data will be statistically treated in order to uncover the relationship of the variable involved in the research. With this data, the research seeks to address the statement of the problem noted in the first chapter.

Chapter V: CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the conclusion of the research findings and the research recommendations for future research.

CHAPTER II

LITERATURE REVIEW

2.1.Previous Research

Previous research was used in this research as a material comparison. The points that were going to be explored in this section were previous research from different sources that examine the following:

- a. Performance appraisal influencing motivation
- b. Performance appraisal influencing productivity

The main research to refer is the research by Olanipekun, Brimah A, Brimah B and Rabi (2016) entitled “Impact of Performance Appraisal on Employees Motivation and Performance- Evidence from Food and Beverage Industry” examined the impact of performance appraisal on employee motivation and performance in Dangote Flourmills, Ilorin, Kwara State, Nigeria. The findings indicated employee performance appraisal was generally high and this increased job satisfaction and enhanced employee performance. The study recommended that performance appraisal should not be perceived just as a regular activity but should be recognized and communicated down the line to all the employees. There should be a review of job analysis and job design based on the performance appraisal. The employees also should be given feedback regarding their appraisal to help them improve their weak areas.

Idowu (2017) conducted a research entitled “Effectiveness of Performance Appraisal System and its Effect on Employee Motivation”. The main objective of

the study is to establish the moderating role of performance appraisal as a motivational tool. The research adopted a mixed methods research design which implies that both quantitative and qualitative methods are applied in the collection of primary data from the case study organization. The finding of the study shows the presence of significant positive outcomes when the organization uses performance appraisal as a motivation tool. The statistical analysis showed that use of performance appraisal for identifying employee strengths and weaknesses as well as a basis for employee promotion are the most statistically factors that influence employee motivation. The study also finds that the use of more than one appraisal techniques produce greater satisfaction and higher motivational levels.

Ali, Mahdi, and Malihe (2012) in their research entitled “The Effect of Employees’ Performance Appraisal on Their Intrinsic Motivation” investigated the influence of employees’ performance evaluation process on their intrinsic motivation. The research conducted in transportation department in Esfahan province. The results indicated that the process of evaluating employees’ performance affected their intrinsic motivation ($P\text{-Value} < 0.05$) and the effectiveness is positive, equals to 0.414. An effective and suitable evaluation process in the organization should provide necessary feedback to the employees and take action for inner motivation of them.

The research by Okoth and Florah (2019) which entitled “Influence of Performance Appraisal on Motivation of Public Secondary School Teachers in Gem-Sub County, Kenya” showed that fairness in performance appraisal, performance appraisal feedback, performance rewards and performance goal

setting had a positive and significant effect on teacher motivation in Gem sub-county. The study concluded that performance appraisal enhances teacher motivation. This study recommended that the government of Kenya through teachers service commission should continue employing performance appraisal mechanisms. Additionally, there are some human aspects of performance appraisal such as integrity and ethical values that enhance trust in appraisal process. The study therefore recommended that the government should adopt appraisal processes that incorporate integrity and ethical values which will ensure continuous trust in the appraisal process, adopt effective reward mechanisms and effective feedback policies.

The research which was conducted by Deepa, Palaniswamy, and Kuppusamy (2014) entitled “Effect of Performance Appraisal System in Organizational Commitment, Job Satisfaction, and Productivity” found that the employees who are appraised properly according to their performance using the performance appraisal system will get motivated automatically. Performance appraisal system helps both the employees and the organization in increasing their productivity. Once the employees found that they are satisfied with their job, then they engage themselves towards the work until they find that there is an increase in their productivity.

Gichuhi, Abaja, & Ochieng (2012) in their research entitled “Effect of Performance Appraisal on Employee Productivity; A Case Study of Supermarkets in Nakuru Town, Kenya” stated that the major supermarkets in Nakuru Town have implemented performance appraisals to enhance employee productivity. The study found that performance criteria, feedback, and frequency significantly influenced

employee productivity. The study recommended that feedback should involve discussions of strength and weaknesses of the employee and actionable.

Onyije (2015) in the research entitled “Effect of Performance Appraisal on Employee Productivity in a Nigerian University” stated that there was a significant relationship between performance appraisal and employee productivity and that effective appraisal system could boost the morale of workers especially when they are rated adequately. The findings also revealed that performance criteria also affect the relationship between performance appraisal and employee productivity. Performance appraisal should provide accurate and relevant rating of an employee performance as compared to pre-established criteria. Employees should not be appraised based on their personal trait but on performance variables.

Arslan, Sohail, & Zaman (2014) in their journal entitled “Improving Productivity through Appropriate Performance Appraisal in Pakistan State Oil Limited” found that performance appraisal system has significant effect on personal skill that can increase productivity. Effective performance system leads to the improvement of productivity, conversely an ineffective appraisal system leads to the organization decrease. Effective performance system monitors the employee performance according to the need of the organization and plays a vital role in its success.

The summary of previous researches will be shown in Table 1.

Table 1. Summary of Previous Researches

Researcher and Year	Research Title	Result
--------------------------------	-----------------------	---------------

Olanipekun, Brimah A, Brimah B and Rabi (2016)	Impact of Performance Appraisal on Employees Motivation and Performance- Evidence from Food and Beverage Industry	Performance appraisal is significantly related to employee's motivation and performance
Idowu (2017)	Effectiveness of Performance Appraisal System and its Effect on Employee Motivation	The use of performance appraisal can increase the motivation
Ali, Mahdi, and Malihe (2012)	The Effect of Employees' Performance Appraisal on Their Intrinsic Motivation	Performance appraisal process has effective impact on the employees' intrinsic motivation
Okoth and Florah (2019)	Influence of Performance Appraisal on Motivation of Public Secondary School Teachers in Gem-Sub County, Kenya	Performance appraisal has a positive and significant effect on teacher motivation
Deepa, Palaniswamy, and Kuppusamy (2014)	Effect of Performance Appraisal System in Organizational Commitment, Job Satisfaction, and Productivity	Performance appraisal system helps both the employees and the organization in increasing their productivity
Gichuhi, Abaja, & Ochieng (2012)	Effect of Performance Appraisal on Employee Productivity; A Case Study of Supermarkets in Nakuru Town, Kenya	There is a significant relationship between performance appraisal and employee productivity
Onyije (2015)	Effect of Performance Appraisal on Employee Productivity in a Nigerian University	There is a significant relationship between performance appraisal and employee productivity
Arslan, Sohail, & Zaman (2014)	Improving Productivity through Appropriate Performance Appraisal in Pakistan State Oil Limited	Appropriate Performance appraisal improves organizational productivity

2.2. Theoretical Review

2.2.1. Performance Appraisal

2.2.1.1. Definition of Performance Appraisal

Performance appraisal is the activities of determining how well employees do their jobs relative to a performance standard of the organization and communicating that information to them (Mathis & Jackson, 2010, p. 320). Performance appraisals are conducted to assess an employee's performance and supply a feedback about past, current, and future performance expectations. Performance appraisal is variously called employee rating, employee evaluation, performance review, performance evaluation, or results appraisal.

Performance appraisal (PA) is a term related to a basic process involving a line manager completing an annual report on a subordinate's performance and (usually, but not always) discussing it with him or her in an appraisal interview (Fletcher, 2001). It sometimes becomes a part of integrating human resource management strategies referred as performance management (PM). Performance management is an activities designed to make sure that the organization gets the performance it needs from its employees (Mathis & Jackson, 2010, p. 320). The performance management process starts by identifying the strategic goals of the organization to stay competitive and profitable. After these ideas are crystallized, managers identify how they and their employee can help support organizational objectives by successfully completing work. A systematic performance management system should do the following:

- a. Explain what the organization expects

- b. Provide performance information to employees
- c. Identify areas of success and needed development
- d. Document performance for personnel records

Performance criteria vary from job to job, but the foremost employee performance measures include the following:

- a. Quantity of output
- b. Quality of output
- c. Timeliness of output
- d. Presence/attendance
- e. Efficiency of task completed
- f. Effectiveness of task completed

There are three differing types of data which will be used by managers to explain employee performance: trait-based information (identifies the character trait of the workers such as attitude, initiative, or creativity), behavior-based information (specific behaviors that cause job success), and results-based information (employee accomplishments). Performance measures are often viewed as objective or subjective. The objective target measures can be observed, for instance the amount of products sold, while subjective measures require judgment of the evaluator and are harder to examine (Mathis & Jackson, 2010, pp. 325-327).

Every company or organization should have performance standards that outline the expected levels of employee performance, which sometimes labelled as benchmarks, targets, or goals. The character of appraisal includes: content appraisal

(what is being appraised) and process of appraisal (how it is being appraised) (Fletcher, 2001).

2.2.1.2.The Objective of Performance Appraisal

Randell (1994) argued that appraisals are the systematic evaluation of individual performance linked to workplace behavior and/or specific criteria. Appraisals often conduct an appraisal interview, usually annual, supported by standardized forms/paperwork. The key objective of appraisal is to supply the workers with feedback on their performance provided by the manager (Prowse & Prowse, 2009).

Performance appraisal may become a critical human resource function. Its process are often effectively used to identify strengths and weaknesses of employees then improve the weaknesses. Its process can also be used as input to the skills inventory of companies (Buhler, 2005).

Organizations generally use performance appraisals for two purposes. First is to use a measure of performance for consideration in making pay or other administrative decisions about employees. The other use focuses on the development of individuals.

2.2.1.3.Historical Development of Appraisal

Prowse & Prowse (2009) stated that the historical development of performance feedback has developed from a variety of approaches. Formal observations of individual work performance were reported in Robert Owen's

factory in New Lanark within the early 1800s, hanging a piece of coloured wood over machines to point the superintendent's assessment of the previous day's conduct. The 20th century led to F.W. Taylor and his measured performance and also the scientific management movement. The psychological tradition developed within the 1930s used approaches that identified personality and performance used feedback from graphic rating scales, a mixed standard of performance scales noting behavior in likert-scales ratings.

Within the 1940s the behavioral methods were developed using a motivational approach, including Behavioral Anchored Rating Scales (BARS), Behavioral Observation Scales (BOS), Behavioral Evaluation Scales (BES), Critical Incident, and Job Simulation. Post 1945 developed into the results-oriented approaches and led to the development of management by objectives (MBO) which provided aims and specific targets to be achieved. Within the 1960s the self-appraisal by discussion was developed, the appraiser evaluate the employees' performance in the discussion and interview. The final development of appraisal interviews developed within the 1990s with the emphasis on linking performance with financial reward.

2.2.1.4. Who Conducts a Performance Appraisal?

Performance appraisals are often conducted by anyone who knows the performance of employees. Possible rating situations include the following:

- a. Supervisors rating their employees
- b. Employees rating their superiors

- c. Team members rating each other
- d. Employees rating themselves
- e. Outside sources rating employees
- f. A number of parties providing multisource, or 360-degree, feedback

The following five-step approach to conduct a performance appraisal is recommended:

1. Identify key performance criteria
2. Develop appraisal measures
3. Collect performance information from different sources
4. Conduct an appraisal interview
5. Evaluate the appraisal process

Performance appraisal are often conducted in two ways: informally and/or systematically. A supervisor conducts an informal appraisal whenever necessary. Frequent informal feedback to employees can prevent “surprises” during a proper performance review. An appraisal called systematic when there is formal contact between a manager and employee, and also provided with a system to report managerial impressions and observations on employee performance.

Many companies require managers to do the appraisals once or twice a year, most often annually. Employees usually receive an appraisal 60 to 90 days after hiring, then 6 months after that, and annually thereafter.

2.2.1.5. Tools for Appraising Performance

Performance can be appraised by a number of methods. Some employers use one method for all jobs and employees, some use different methods for different groups of employees, and others use a combination of methods.

a. Category Scaling Method

The simplest method for appraising performance is category scaling methods. It requires a manager to mark an employee's level of performance on a selected form, which divided into categories of performance. Often, a scale indicating perceived level of accomplishment on each statement is included, which becomes a kind of graphic rating scale. The graphic rating scale allows the rater to mark an employee's performance on a continuum indicating low to high levels of a specific characteristic.

In an effort to beat a number of the concerns with graphic rating scales, employers may use behavioral rating scales which designed to assess individual actions rather than personal characteristics. Different approaches are used, but all describe specific samples of employee job behaviors. In a behaviorally-anchored rating scale (BARS), these examples are "anchored" or measured with a scale of performance levels.

b. Comparative Methods

Comparative methods is comparing the performance levels of the employees with another employees, and these comparisons can provide

useful information for performance management. Comparative techniques include ranking and forced distribution. The ranking method lists the individuals being rated to highest to lowest based on their performance levels and relative contributions. Forced distribution may be a technique for distributing ratings that are generated with another appraisal methods and comparing the ratings of individuals during a work group.

c. Narrative Methods

Managers and HR specialists often are required to give written appraisal information. However, some appraisal methods are entirely written, instead of counting on predetermined rating scales or ranking structures. Documentation and descriptive text are the essential components of the critical incident method and also the essay. In the critical incident method, the manager keeps the written document of employees' performance during the rating period, both highly favorable and unfavorable actions. The essay method requires a manager to write down a brief essay describing each employee's performance during the rating period. Some "free form" essays are without guidelines; others are more structured, using prepared questions that has got be answered.

d. Management by Objectives

Management by objectives (MBO) specifies the performance goals that an employee and manager identify together. Another names of MBO are appraisal by results, target coaching, work planning and review,

performance objective setting, and mutual goal setting. MBO process implementing a guided self-appraisal system in a four-stage process. The stages are job review and agreement, development of performance standards, setting of objectives, and continuing performance discussions.

e. **Combination of Methods**

There is no a single appraisal method which is best for all situations. Therefore, a performance measurement system that uses a combination of methods may be sensible in certain circumstances. Using combinations may offset some of the advantages and disadvantages of individual methods.

2.2.2. Motivation

2.2.2.1. Definition of Motivation

Motivation is the desire of a person which cause the person to act (Mathis & Jackson, 2010, p. 157). People usually act to succeed in a goal, which suggests that motivation may be a goal-directed drive. The words need, want, desire, and drive are all almost like motive. Armstrong (2012) defines motivation as something that energizes, directs, and sustains behavior. It is concerned with the strength and direction of behavior, and the factors that influence people to behave in certain ways (Olanipekun, Brimah, Brimah, & Rabi, 2016).

According to Robbins (2005) motivation is internal and external factors that lead a person to engage in goal-related behavior. Motivation can affect the intensity,

direction, and persistence that an individual shows in working toward a goal. There are two kinds of motivators which can motivate people, they are extrinsic motivators and intrinsic motivators. Extrinsic motivators come from outside the person, it include such things as pay, bonuses, and other tangible rewards. Intrinsic motivators come from a person's internal desire to do something, motivated by such thing such as interest, challenge, and personal satisfaction.

2.2.2.2.Theories of Motivation

The main theories of motivation are divided into two categories: need theories and process theories. Need theories describe the type of needs that must be met in order to motivate people. Process theories help us understand the actual ways in which people can be motivated (Robbins, 2005, p. 108).

Need Theories of Motivation

1. Maslow's Hierarchy of Needs Theory

Abraham Maslow hypothesized that every human being has a hierarchy of five needs:

- a. **Physiological Needs:** Includes hunger, thirst, shelter, sex, and other bodily needs.
- b. **Safety Needs:** Includes security and protection from physical and emotional harm.
- c. **Social Needs:** Includes affection, belongingness, acceptance, and friendship.

- d. Esteem Needs: Includes internal esteem factors such as self-respect, autonomy, achievement, status, recognition, and attention.
- e. Self-actualization Needs: Includes growth, achieving one's potential, and self-fulfillment. It is the drive to become what a person is capable of becoming.

The theory argues that lower-order needs must be satisfied before one progresses to higher-order needs (Robbins, 2005, p. 109).

2. Alderfer's ERG Theory

Clayton Alderfer has reworked Maslow's hierarchy of needs. He aligned the needs with the empirical research. His revised need hierarchy is called ERG theory. Alderfer reduced Maslow's five level of needs into three categories of core needs—existence, relatedness, and growth—therefore the name is ERG theory. The existence group includes the items that Maslow considered to be physiological and safety needs. The relatedness group align with Maslow's social needs and the external component of Maslow's esteem need. Finally the growth group includes the intrinsic component of Maslow's esteem need and the characteristics included under self-actualization need (Robbins, 2005, p. 110). ERG theory is not hierarchical.

3. McClelland's Theory

McClelland's theory of needs was developed by David McClelland and his associates to help explain motivation. The theory focuses on three needs, they are achievement, power, and affiliation. They are defined as follows:

- a. Need for achievement: The need to excel, to achieve in relation to a set of standards, to strive to succeed
 - b. Need for power: The need to make others behave in a way that they would not have behaved otherwise
 - c. Need for affiliation: The desire for friendly and close interpersonal relationship (Robbins, 2005, p. 110)
4. Herzberg's Motivation-Hygiene Theory

The motivation-hygiene theory was found by psychologist Frederick Herzberg. He found that intrinsic factors—such as achievement, recognition, the work itself, advancement, and growth—seem to be related to job satisfaction. Herzberg also found that there were characteristics that led to job dissatisfaction. The factors that caused dissatisfaction were extrinsic—such as company policy and administration, supervision, interpersonal relations, and working conditions.

Herzberg's research led him to conclude that the reverse of satisfaction is not dissatisfaction, as was traditionally believed. Removing dissatisfying characteristics from the work does not necessarily make the work satisfying. Herzberg explained that the factors resulting in job satisfaction were motivators that are separate and distinct from the hygiene factors that cause job dissatisfaction (Robbins, 2005, p. 111).

From the need theories we can conclude that individuals have needs and that they can be highly motivated to achieve those needs.

Process Theories of Motivation

While needs theories identify the different needs that could be used to motivate individuals, process theories focus on the broader picture of how someone can set about motivating another individual. Process theories include expectancy theory, goal setting theory, and equity theory (Robbins, 2005, p. 114).

1. Expectancy Theory

Expectancy theory explains that individuals are motivated based upon their evaluation of whether their effort will lead to good performance, then whether good performance is going to be followed by a given output, and whether that output is attractive to them.

From a practical perspective, expectancy theory says that an employee is going to be motivated to exert a high level of effort when he or she:

- Believes that the effort will result good performance
- Believes that good performance will result organizational rewards, such as a bonus, a salary increase, or a promotion
- Believes that the rewards will satisfy his or her personal goals

The theory, therefore, focuses on the three relationships (expectancy, instrumentality, and valence) (Robbins, 2005, p. 114).

2. Goal-Setting Theory

The research on goal setting by Edwin Locke and his colleague Professor Gary Latham at the University of Toronto shows that intentions to work toward a goal are a major source of work motivation. A goal is what someone is trying to reach; it is the object or aim of an action. Goals tell an

employee what needs to be done and how much effort will be expended. According to Locke, the model of goal setting is goals motivated by directing attention, regulating effort, increasing persistence, and encouraging the development of strategies and action plans. In order for goals to be effective, they should be SMART (Specific, Measurable, Attainable, Results-oriented, and Time-bound) (Robbins, 2005, pp. 116-117).

3. Equity Theory

Equity theory recommends that workers compare their job inputs (effort, experience, education, competence, creativity) and output (salary levels, raises, recognition, challenging assignments, working conditions) with those of others and then react to eliminate any inequities (Robbins, 2005, p. 119).

2.2.3. Productivity

An organization or group can be classified as productive if it achieves its goals by transferring inputs (labor and raw materials) to outputs (finished goods or services) at the lowest cost. Productivity implies a priority for both effectiveness and efficiency. Effectiveness is the achievement of goals, while efficiency is the ratio of effective work output to the input required to produce the work. The late management expert Peter Drucker stated that effectiveness is doing the right thing, while efficiency is doing things right (Robbins, 2005, p. 17).

Measuring productivity is measuring the quantity and quality of work done, considering the cost of the resources used. Productivity can be a competitive advantage because when the costs to produce goods and services are lowered by effective processes, lower prices can be charged or more revenue made. Better productivity does not necessarily mean more output; perhaps fewer people (or less money or time) are used to produce the same amount (Mathis & Jackson, 2010, p. 9).

2.3. Theoretical Framework

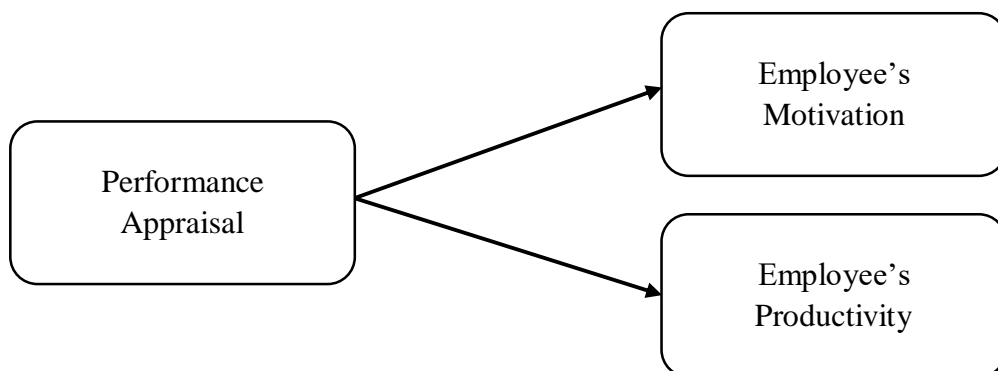


Figure 1. Theoretical Framework

2.4. Hypotheses Formulation

A hypothesis can be defined as a tentative, yet testable, statement, which predicts what the researcher expects to find in the empirical data. Hypotheses are derived from the theory and are often relational in nature. Hypotheses can be defined as logically conjectured relationships between two or more variables expressed in the form of testable statements (Sekaran & Bougie, 2016). By testing the

hypotheses and confirming the conjectured relationships, it is expected that solutions can be found to correct the problem encountered.

2.4.1. The Influence of Performance Appraisal on Employee's Motivation

The result of previous research stated that performance appraisal was significantly related to employee's motivation and performance (Olanipekun, Brimah, Brimah, & Rabi, 2016). Good quality of performance appraisal can increase employees' motivation and enhance employees' performance. The other study concluded that the use of performance appraisal can increase the motivation (Idowu, 2017). The other study about the influence between performance appraisal and intrinsic motivation found that performance appraisal process had effective impact on the employees' intrinsic motivation (Ali, Mahdi, & Malihe, 2012). The last research found that performance appraisal had a positive and significant effect on teacher motivation (Okoth & Florah, 2019).

From the previous researches we can conclude that the performance appraisal has a significant influence toward employee's motivation, then the researcher proposed the following hypotheses:

H₁: Performance appraisal has a significant influence toward employee's motivation

2.4.2. The Influence of Performance Appraisal on Employee's Productivity

According to previous research, performance appraisal system helps both the employees and the organization in increasing their productivity (Deepa,

Palaniswamy, & Kuppusamy, 2014). There was a significant relationship between performance appraisal and employee productivity (Onyije, 2015). Other research by Gichuhi, Abaja, & Ochieng (2012) also stated that there was a significant relationship between performance appraisal and employee productivity. Appropriate Performance appraisal improves organizational productivity (Arslan, Sohail, & Zaman, 2014).

From the previous researches we can conclude that the performance appraisal has a significant influence toward employee's productivity, then the researcher proposed the following hypotheses:

H₂: Performance appraisal has a significant influence toward employee's productivity

CHAPTER III

RESEARCH METHOD

3.1. Type of Study

This research contained a series of activities for the purpose of identifying the influence between independent and dependent variables. These activities consisted of data collection by spreading questionnaire, testing the hypotheses and describing the phenomenon in the company to know the relationship between the independent variable and dependent variables.

The researcher conducted this research using quantitative method. Quantitative research described as business research that addresses research objectives through empirical assessments that involve numerical measurement and analysis approaches (Zikmund, Babin, Carr, & Griffin, 2009, p. 134). Quantitative research uses measurable data to formulate facts in research.

The type of research used was exploratory research and causal research. Exploratory research was conducted at the beginning of the research to understand and gain deeper knowledge in conducting research. The researcher conducted a research based on the literature by analyzing journals and books. Exploratory research established the basis for causal research. According to Zikmund, Babin, Carr, & Griffin (2009) causal research allows causal inferences to be made, it seeks to identify cause and effect relationship. By conducting this study, the researcher can see a clear statement of the problem, specific hypotheses, and data is obviously related to the requirement.

3.2. Population and Sample

This research was conducted in Tribunnews.com-Solo, which located at Adi Sumarmo street number 333, Plalangan, Klodran, Colomadu, Karanganyar, Central Java 57137. The population in this research was 150 employees of Tribunnews.com-Solo.

The population refers to the entire group of people, events, or things of interest that the researcher wishes to investigate. It is the group of people, events, or things of interest for which the researcher wants to make inferences (based on sample statistics) (Sekaran & Bougie, 2016, p. 236). Due to the company regulation which does not allow involving all employees as respondents to conduct census population, the researcher conducted sampling technique. A sample is a subset of the population. It comprises some members selected from it (Sekaran & Bougie, 2016, p. 237). In other words, some, but not all, elements of the population form the sample. From the population, the researcher took 50 employees as sample which taken from tribunnews unit.

The demographics of respondents were classified into gender, age, education, and work experience.

1. Gender

The researcher classified the respondents' gender into male and female. The data obtained from respondents' gender was measured in nominal term.

2. Age

The age of the respondents who followed the research were grouped into age between 20-25 years and between 26-30 years. Respondents' age scale was measured in ordinal term.

3. Education

The level of education was taken from the education level of respondents which was grouped into diploma and bachelor. Respondents' education scale was measured in ordinal term.

4. Work Experience

Work experience was the length of working in the company which was grouped into less than 1 year, between 1-2 years, and more than 2 years. The scale of respondents' work experience was measured in ordinal term.

3.3. Data Collection Method

In order to obtain the required data, the researcher did the data collection activities in two ways:

1. Questionnaire Method

In the research, the researcher used quantitative research. For this reason, the researcher made a list of statements to measure the value of each variable. The researcher used Likert Scale as a reference to measure the value of each statement and question. The questionnaire used likert scale, which was based on Sekaran & Bougie (2016) was designed to examine how strongly subjects agree or disagree with statements on a five-point scale with the following anchors:

- a. Strongly Agree (SA) is given a score of 5

- b. Agree (A) is given a score of 4
- c. Neutral (N) is given a score of 3
- d. Disagree (D) is given a score of 2
- e. Strongly Disagree (SD) is given a score of 1

2. Literature Research

The other method used was by taking secondary data from previous research theories. The source of this research were taken from the articles, journals, and books that provide information and had correlation to the object of the research.

3.4. Research Variables

A variable is anything that varies or changes from one instance to another. Variables can exhibit differences in value, usually in magnitude or strength, or in direction (Zikmund, Babin, Carr, & Griffin, 2009, p. 119). The variables in this research are:

1. Independent variable is a variable that is expected to influence the dependent variable in some way (Zikmund, Babin, Carr, & Griffin, 2009, p. 120). The independent variable in this research is Performance Appraisal (X)
2. Dependent variable is a process outcome or a variable that is predicted and/or explained by other variables (Zikmund, Babin, Carr, & Griffin, 2009, p. 120). The dependent variables in this research are Employee's Motivation (Y₁) and Employee's Productivity (Y₂).

3.5. Analysis Technique

Data analysis technique used SPSS Statistics version 25 to analyze the collected data by using descriptive and inferential statistics. Descriptive statistics analyze basic pattern of data. Mean, frequency, standard deviation, and range inferential statistics were used to make influences concerning to research proposition which was applicable to the research respondents.

In order to get great quality of research result, the step of research should be well conducted. Good planning and the tools used must also be in a good condition before the test is performed. Thus, the data obtained is valid and reliable.

3.5.1. Descriptive Analysis

The objective of a descriptive study is to obtain data that describes the topic of interest (Sekaran & Bougie, 2016, p. 43). It was designed to collect data that described the characteristics of respondents. Respondents' characteristics include gender, age, education, and work experience. Descriptive analysis also collect data which obtained from the questionnaire.

3.5.2. Validity Test

Validity defined as accuracy of a measure or the extent to which a score truthfully represents an idea. In other words, are we accurately measuring what we expect we are measuring? The instrument was said to be valid if it is able to measure what was desirable and if the variable data were taken appropriately (Zikmund, Babin, Carr, & Griffin, 2009, p. 307).

3.5.3. Reliability Test

Reliability defined as an indicator of a measure's internal consistency. Consistency is the key to understanding reliability. A measure is reliable when different attempts at measuring something cause an equivalent result. The concept of reliability revolves around consistency. Reliability is most often assessed using cronbach coefficient alpha. Coefficient alpha should be at least 0.6 for a scale to be considered as acceptably reliable (Zikmund, Babin, Carr, & Griffin, 2009, pp. 305-306).

3.5.4. Normality Test

Normality test is aimed to test whether in regression, dependent variable and independent variable both have normal distribution or not. Normality test is part of classical assumption test.

3.5.5. Simple Regression Analysis

Simple regression analysis is used in a situation where one independent variable is hypothesized to affect one dependent variable (Sekaran & Bougie, 2016, p. 312). There are two model examined in this research. Model 1 is the relationship between performance appraisal and employee's motivation and model 2 is the relationship between performance appraisal and employee's productivity.

CHAPTER IV
DATA ANALYSIS AND DISCUSSIONS

4.1. Descriptive Analysis

Descriptive analysis in this research was divided into two analysis: the characteristics of respondents and analysis of respondents' perceptions of the research variables.

4.1.1. Descriptive Analysis of Respondents

4.1.1.1. Gender

Based on data obtained from 50 respondents regarding to their gender, the data was as follow:

Table 2. Characteristics of Respondents by Gender

Respondents' Gender	Frequency	Percentage (%)
Female	28	56
Male	22	44
Total	50	100

Source: Primary data processed, 2020 (Appendix II page 68-69)

According to Table 2, we can see that 28 people or 56% of respondents were female and 22 people or 44% of respondents were male.

4.1.1.2. Age

Based on data obtained from 50 respondents regarding to their age, the data was as follow:

Table 3. Characteristics of Respondents by Age

Respondents' Age	Frequency	Percentage (%)
20-25 years	41	82
26-30 years	9	18
Total	50	100

Source: Primary data processed, 2020 (Appendix II page 68-69)

According to Table 3, we can conclude that most of respondents were between 20-25 years old, which was 41 people or 82% of respondents. The second group of age which was between 26-30 years old was only 9 people or 18% of respondents. This was in accordance with the characteristics of the employees where most of them were between 20-25 years old.

4.1.1.3. Education

Based on data obtained from 50 respondents regarding to their education, the data was as follow:

Table 4. Characteristics of Respondents by Education

Respondents' Education	Frequency	Percentage (%)
Bachelor	41	82
Diploma	9	18
Total	50	100

Source: Primary data processed, 2020 (Appendix II page 68-69)

According to Table 4, we can see that 41 people or 82% of respondents were educated bachelor (S1), while 9 people or 18% of respondents were educated diploma (D3). This was in accordance with the characteristics of the employees where the majority of them were bachelor graduates.

4.1.1.4. Work Experience

Based on data obtained from 50 respondents regarding to their work experience, the data was as follow:

Table 5. Characteristics of Respondents by Work Experience

Respondents' Work Experience	Frequency	Percentage (%)
Less than 1 year	34	68
1-2 years	10	20
2-3 years	2	4
More than 3 years	4	8
Total	50	100

Source: Primary data processed, 2020 (Appendix II page 68-69)

According to Table 5, we can see that 34 people or 68% of respondents have been working for less than 1 year, 10 people or 20% of respondents have been working between 1-2 years, 2 persons or 4% of respondents have been working between 2-3 years, and 4 people or 8% of respondents have been working for more than 3 years. This was in accordance with the characteristics of the employees where most of them have been working less than 1 year.

4.1.2. Descriptive Analysis of Research Variables

Perceptions of respondents obtained from the answers were presented in the form of descriptive table. To explain the results of respondents' assessment, it was carried out based on the average value of each characteristic. The highest score of respondents' perception is 5 and the lowest score is 1. The interval can be determined as follow:

$$\text{Interval} = \frac{5-1}{5} = 0.8$$

Thus, we can determine the range of answers of the variable as follows:

1. The average score between 1.00 to 1.8 : strongly disagree (very low)
2. The average score between 1.81 to 2.6 : disagree (low)
3. The average score between 2.61 to 3.4 : neutral (high enough)
4. The average score between 3.41 to 4.2 : agree (high)
5. The average score between 4.21 to 5.00 : strongly agree (very high)

4.1.2.1. Variable of Performance Appraisal (X)

The variable of Performance Appraisal had several statements measured by scales of 5, ranging from very low score for strongly disagree and very high score for strongly agree. The descriptive results or the respondents' assessment of the variable were shown in Table 6 below:

Table 6. Assessment of Performance Appraisal Variable

No.	Statement	Average	Category
1.	Performance appraisal can evaluate employee properly	3.70	High
2.	Employee performance is effectively monitored	3.78	High
3.	Getting high or low scores from performance appraisal is actually related to being successful or unsuccessful	3.30	High Enough
4.	I am satisfied with the current performance appraisal system in my organization	3.38	High Enough
5.	I agree with the evaluation results I get	3.64	High

6.	I always get the expected results of the performance evaluation whatever I am expecting	3.44	High
7.	I always get feedback of my evaluation	3.76	High
8.	When my performance has not met the minimum standards, my manager discusses with me the reasons	3.76	High
9.	I need to work hard to go beyond a certain score in performance appraisal	4.04	High
10.	My evaluation results impact my behavior, my attitudes, and my morale	3.76	High
Total Average		3.656	High

Source: Primary data processed, 2020 (Appendix II page 69-70)

4.1.2.2. Variable of Employee's Motivation (Y₁)

The variable of Employee's Motivation had several statements measured by scales of 5, ranging from very low score for strongly disagree and very high score for strongly agree. The descriptive results or the respondents' assessment of the variable were shown in Table 7 below:

Table 7. Assessment of Employee's Motivation Variable

No.	Statement	Average	Category
1.	I have full responsibility for my job	4.24	Very High
2.	I can handle my tasks smoothly	3.90	High
3.	I want to develop my capabilities and skills during in organization	4.10	High
4.	I am highly motivated to succeed	4.32	Very High
5.	I set high standards for myself	3.88	High

6.	I have opportunities to innovate and work on my initiative	3.70	High
7.	I feel comfortable with the work environment	3.90	High
8.	I can socialize with other employees	4.00	High
9.	It is effective to motivate employees in order to have high performance	4.16	High
10.	Appreciation and being praised by the managers increase employees' success at work	3.94	High
Total Average		4.014	High

Source: Primary data processed, 2020 (Appendix II page 70-71)

4.1.2.3. Variable of Employee's Productivity (Y₂)

The variable of Employee's Productivity had several statements measured by scales of 5, ranging from very low score for strongly disagree and very high score for strongly agree. The descriptive results or the respondents' assessment of the variable were shown in Table 8 below:

Table 8. Assessment of Employee's Productivity Variable

No.	Statement	Average	Category
1.	I master the field of work that I am working on	4.02	High
2.	I have good capability and skill in doing my job	4.04	High
3.	The tasks are given according to my ability	3.98	High
4.	I always do the best in accomplishing my job	4.02	High
5.	My job result has met the standard of company	3.64	High
6.	I always try to finish my job before the deadline	3.84	High
7.	I always try to correct my mistakes	4.04	High
8.	I always try to improve my quality of work	4.20	High

9.	I always follow training held by organization to improve my skill	3.78	High
Total Average		3.951	High

Source: Primary data processed, 2020 (Appendix II page 72-73)

4.1.2.4. Summary of Descriptive Analysis Results

Perceptions of respondents about the research variables were described in

Table 9:

Table 9. Summary of Descriptive Analysis Results

No.	Variable	Average	Category
1.	Performance Appraisal	3.656	High
2.	Employee's Motivation	4.014	High
3.	Employee's Productivity	3.951	High
Total Average		3.874	High

Source: Primary data processed, 2020 (Appendix II page 69-73)

Based on the descriptive analysis in Table 9, the characteristic assessment for performance appraisal variable was 3.656, employee's motivation variable was 4.014, and employee's productivity variable was 3.951. Overall, the respondents' assessment toward the variables was 3.874 which was in the category of agree.

4.2. Validity and Reliability Test

4.2.1. Validity Test

Validity is a test of how well an instrument that is developed measures the particular concept it is intended to measure (Sekaran & Bougie, 2016, p. 220). In other words, validity is concerned with whether we measure the right concept or

not. Measurement instrument is said to have a high validity if the tool measuring function is consistent with the intent to do such measurement. The technique used to test the validity is *Pearson product correlation*, specified significance level of 5 percent. If the result is greater than the correlation r_{table} at a significance level of 0.05, the statements are valid.

There were 50 respondents which had given their perceptions on 29 items of statements.

Table 10. Distribution Statement Based Variable

Variable	Amount of Statements
Performance Appraisal	10
Employee's Motivation	10
Employee's Productivity	9
Total Amount of Statements	29

Source: Primary data processed, 2020 (Appendix I page 64-67)

Statistically, the correlation numbers obtained should be compared with figures criticism correlation table r-value. In this research, validity test was conducted on a sample of 50 respondents. The calculation of validity of the instrument was based on a comparison between the r_{count} and r_{table} , where $r_{table} = 0.279$ ($df = \text{number of cases} - 2$, so $50 - 2 = 48$). If r_{count} was bigger than r_{table} ($r_{count} > r_{table}$), the statement was considered valid. Likewise, if the r_{count} was smaller than r_{table} ($r_{count} < r_{table}$) the statement was considered invalid.

Table 11. Performance Appraisal (X) Validity Test Result

Statement	Correlation score items with the total score	r_{table}	Information
1	0.465	0.297	Valid

2	0.546	0.297	Valid
3	0.660	0.297	Valid
4	0.565	0.297	Valid
5	0.679	0.297	Valid
6	0.679	0.297	Valid
7	0.534	0.297	Valid
8	0.534	0.297	Valid
9	0.514	0.297	Valid
10	0.543	0.297	Valid

Source: Primary data processed, 2020 (Appendix III page 74-75)

From the results of Table 11, we can see that correlation coefficient on performance appraisal variable ranged from 0.465 to 0.679, which stated that all statements in this variable were valid.

Table 12. Employee's Motivation (Y₁) Validity Test Result

Statement	Correlation score items with the total score	r_{table}	Information
1	0.706	0.297	Valid
2	0.704	0.297	Valid
3	0.745	0.297	Valid
4	0.610	0.297	Valid
5	0.582	0.297	Valid
6	0.515	0.297	Valid
7	0.548	0.297	Valid
8	0.618	0.297	Valid
9	0.622	0.297	Valid
10	0.698	0.297	Valid

Source: Primary data processed, 2020 (Appendix III page 76-77)

From the results of Table 12, we can see that correlation coefficient on employee's motivation variable ranged from 0.515 to 0.745, which stated that all statements in this variable were valid.

Table 13. Employee's Productivity (Y₂) Validity Test Result

Statement	Correlation score items with the total score	r_{table}	Information
1	0.742	0.297	Valid
2	0.775	0.297	Valid
3	0.777	0.297	Valid
4	0.827	0.297	Valid
5	0.736	0.297	Valid
6	0.606	0.297	Valid
7	0.711	0.297	Valid
8	0.804	0.297	Valid
9	0.616	0.297	Valid

Source: Primary data processed, 2020 (Appendix III page 78-79)

From the results of Table 13, we can see that correlation coefficient on employee's productivity variable ranged from 0.606 to 0.827, which stated that all statements in this variable were valid. After going through the calculation of the validity using SPSS 25, the result showed that all of the items in the questionnaire were valid.

4.2.2. Reliability Test

Reliability is a test of how consistently a measuring instrument measures whatever concept it is measuring (Sekaran & Bougie, 2016, p. 220). Reliability is concerned with stability and consistency of measurement. To find a reliable

measuring instrument in this research, the instrument tested by using *Cronbach Alpha*.

The test was performed to determine the extent of the measuring instrument which can provide consistent results when it was used to measure the same object. A research instrument was said to be reliable if the alpha value was more than the critical value (0.60).

Table 14. Reliability Test Results

Variable	Coefficient Cronbach Alpha	Critical Value	Information
Performance Appraisal	0.771	0.60	Reliable
Employee's Motivation	0.832	0.60	Reliable
Employee's Productivity	0.888	0.60	Reliable

Source: Primary data processed, 2020 (Appendix III page 80)

Based on the reliability test result in Table 14, it can be seen that the values of Cronbach's alpha coefficient in all variables were greater than the critical value (0.60). Thus, the result was declared reliable.

4.3. Normality Test

Normality test aimed to test whether in regression, dependent variable and independent variable both have normal distribution or not (Ghozali, 2011). A good regression model had the data distribution of normal or close to normal. Kolmogorov-Smirnov was used to test the normality in this research. Residual normal distribution occurred when the significance level was greater than 0.05. The result of normality test was as follow:

Table 15. Result of Kolmogorov-Smirnov Test

Research Model	Sig	Information
Model 1	0.200	Normal
Model 2	0.200	Normal

Source: Primary data processed, 2020 (Appendix IV page 81)

From the result of classical assumption of normality using Kolmogorov-Smirnov test, it is generated that the significant value of each model research was above 0.05. It means that the model in this research was normally distributed.

A good regression model is one that has a normal or near normal data distribution. In principle, normality can be detected by spreading data (dots) on the diagonal axis of a graph or looking at the histogram of the residuals. If the data spreads around the diagonal line and follows the direction of the diagonal line, the regression model meets the normality assumption. If the data spreads far from the diagonal line and does not follow the direction of the diagonal line, then the regression does not meet the assumption of normality (Ghozali, 2011).

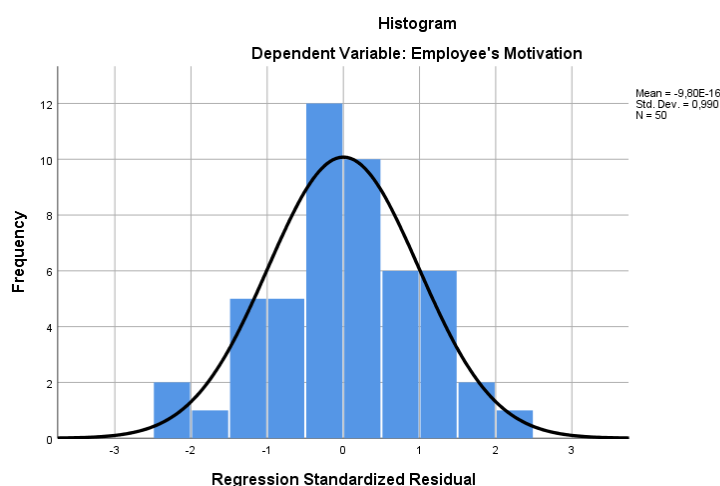




Figure 2. Normality Test for Model 1

Source: Primary data processed, 2020 (Appendix IV page 82)

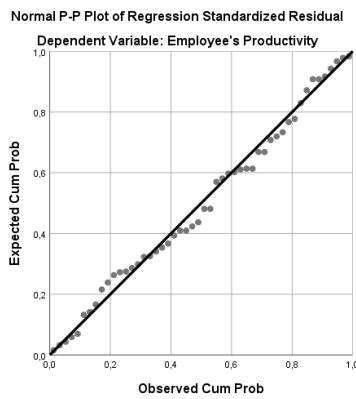
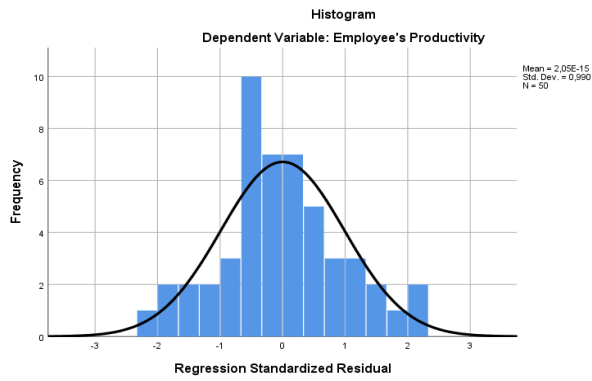


Figure 3. Normality Test for Model 2

Source: Primary data processed, 2020 (Appendix IV page 83-84)

Based on Figure 2 and Figure 3, it can be concluded that the dots was always spreading around the normal line. Thus, the data were normally distributed.

4.4. Simple Regression Analysis

4.4.1. Regression Analysis of Model Equation 1

Regression analysis of model equation 1 was used to determine the influence of performance appraisal toward employee's motivation. The test result of simple regression analysis will be explained in Table 16.

Table 16. Linear Regression of Model 1
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
		1	(Constant)	2,368			,456	
	Performance Appraisal	,450	,124	,464	3,629	,001	1,000	1,000

a. Dependent Variable: Employee's Motivation

Source: Primary data processed, 2020 (Appendix V page 85)

Based on Table 16, the formulation of simple regression was as follow:

$$\gamma = 2.368 + 0.450X + \varepsilon$$

From the formulation of simple regression above, it can be interpreted that the regression coefficient of the performance appraisal variable (X) was approximately 0.450. If the variable of performance appraisal increased by one unit, the amount of the employee's motivation (Y_1) would be increased by 0.450.

4.4.2. Regression Analysis of Model Equation 2

Regression analysis of model equation 2 was used to determine the influence of performance appraisal toward employee's productivity. The test result of simple regression analysis will be explained in Table 17.

Table 17. Linear Regression of Model 2

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics		
	B	Std. Error	Beta			Tolerance	VIF	
1	(Constant)	2,195	,551		3,986	,000		
	Performance Appraisal	,480	,150	,420	3,208	,002	1,000	1,000

a. Dependent Variable: Employee's Productivity

Source: Primary data processed, 2020 (Appendix V page 86)

Based on Table 17, the formulation of simple regression was as follow:

$$\gamma = 2.195 + 0.480X + \varepsilon$$

From the formulation of simple regression above, it can be interpreted that the regression coefficient of the performance appraisal variable (X) was approximately 0.480. If the variable of performance appraisal increased by one unit, the amount of the employee's productivity (Y₂) would be increased by 0.480.

4.5. Hypotheses Testing

4.5.1. T-test

T-test was used to determine how far the effect of the independent variable toward the dependent variable. This test aimed to examine whether performance appraisal has an influence toward employee's motivation (first hypotheses). The test result of the first hypotheses will be shown in Table 18.

Table 18. T-test Result of First Hypotheses

		Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2,368	,456		5,189	,000		
	Performance Appraisal	,450	,124	,464	3,629	,001	1,000	1,000

a. Dependent Variable: Employee's Motivation

Source: Primary data processed, 2020 (Appendix V page 85)

From table 18, we can conclude that the result of the t-test showed t-count value of 3.629 with significance level 0.001, which is lower than 0.05 of alpha value ($0.001 < 0.05$). It means that H_1 was accepted. Performance appraisal has a significant influence toward employee's motivation.

T-test also examined whether performance appraisal had an influence toward employee's productivity (second hypotheses). The test result of the second hypotheses could be seen in Table 19.

Table 19. T-test Result of Second Hypotheses

		Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2,195	,551		3,986	,000		
	Performance Appraisal	,480	,150	,420	3,208	,002	1,000	1,000

a. Dependent Variable: Employee's Productivity

Source: Primary data processed, 2020 (Appendix V page 86)

From Table 19, we can conclude that the result of the t-test showed t-count value 3.208 with 0.002 of significance level, which was lower than 0.05 of alpha

value ($0.002 < 0.05$). It means that H_2 was accepted. Performance appraisal had a significant influence toward employee's productivity.

4.5.2. F-Test

F-test was used to determine the influence of the independent variable on dependent variable. This test used to determine the influence of performance appraisal on employee's motivation (first hypotheses) and the influence of performance appraisal on employee's productivity (second hypotheses).

Table 20. F-Test Result of First Hypotheses

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1,670	1	1,670	13,167	,001 ^b
	Residual	6,090	48	,127		
	Total	7,760	49			

a. Dependent Variable: Employee's Motivation

b. Predictors: (Constant), Performance Appraisal

Source: Primary data processed, 2020 (Appendix V page 85)

From Table 20, we can conclude that f-test result of the influence of performance appraisal (X) on employee's motivation (Y_1) showed f-count of 13.167 with significance value of 0.001, which was lower than 0.05 ($0.001 < 0.05$). It means that H_1 was accepted. Performance appraisal has a significant influence toward employee's motivation.

F-test result of second hypotheses was as follow:

Table 21. F-Test Result of Second Hypotheses

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1,902	1	1,902	10,293	,002 ^b
	Residual	8,868	48	,185		
	Total	10,769	49			

a. Dependent Variable: Employee's Productivity

b. Predictors: (Constant), Performance Appraisal

Source: Primary data processed, 2020 (Appendix V page 86)

From Table 21, we can conclude that the f-test result of the influence of performance appraisal (X) on employee's productivity (Y₂) showed f-count of 10.293 with 0.002 of significance value, which was lower than 0.05 (0.002 < 0.05). It means that H₂ was accepted. Performance appraisal has a significant influence toward employee's productivity.

4.5.3. The Coefficient of Determination Test

The coefficient of determination test used to measure how far the model in explaining the variation of the dependent variable. The coefficient of determination ranged between 0-1. The closer to zero (0), the smaller the effect of independent variable. The test result for model 1 will be shown in Table 22.

Table 22. Coefficient of Determination Test Result for Model 1

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,464 ^a	,215	,199	,35619

a. Predictors: (Constant), Performance Appraisal

b. Dependent Variable: Employee's Motivation

Source: Primary data processed, 2020 (Appendix V page 85)

Based on the test result in Table 22, value of R^2 for model 1 was 0.215. It means that 21.5% variation of employee's motivation variable can be explained by performance appraisal variable, while the rest which was 78.5% was influenced by other variables which were not included in the research model.

The test result for model 2 is shown in Table 23.

Table 23. Coefficient of Determination Test Result for Model 2

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,420 ^a	,177	,159	,42982

a. Predictors: (Constant), Performance Appraisal

b. Dependent Variable: Employee's Productivity

Source: Primary data processed, 2020 (Appendix V page 86)

Based on the test result in Table 23, value of R^2 for model 2 was 0.177. It means that 17.7% variation of employee's productivity variable can be explained by performance appraisal variable, while the rest which was 82.3% was influenced by other variables which were not included in the research model.

4.5.4. Summary of Hypotheses Testing

The result of hypotheses test could be summarized in Table 24.

Table 24. Summary of Hypotheses Testing

	Hypotheses	Result
H ₁	Performance appraisal has a significant influence toward employee's motivation	Proven
H ₂	Performance appraisal has a significant influence toward employee's productivity	Proven

4.6. Discussions

According to Table 2, 3, 4, and 5, it can be concluded that from 50 employees or respondents of this research, it consisted of 28 female respondents (56%) and 22 male respondents (44%); 41 respondents (82%) who were between 20-25 years old and 9 respondents (18%) who were between 26-30 years old; 41 respondents (82%) who were bachelor graduates and 9 respondents (18%) who were diploma graduates; 34 respondents (68%) who have been working for less than 1 year, 10 respondents (20%) who have been working between 1-2 years, 2 respondents (4%) who have been working between 2-3 years, and 4 respondents (8%) who have been working more than 3 years.

The questionnaire consisted of 29 statements which was distributed into 50 respondents. The respondents were the employees of Tribunnews.com-Solo. They gave their perception on the statements in questionnaire by answering strongly agree, agree, neutral, disagree, or strongly disagree. Each answer had different score ranged from 5 to 1. The variables of the questionnaire were performance appraisal, employee's motivation, and employee's productivity.

After all the data had been gathered, it can be concluded that the average score of respondents assessment on performance appraisal variable was 3.656 which was in category of agree, meaning the respondents agreed with the assessment of the performance appraisal characteristics. The average score of respondents assessment on employee's motivation variable was 4.014 which was in category of agree, meaning the respondents agreed with the assessment of the employee's motivation characteristics. The average score of respondents assessment on employee's

productivity variable was 3.951 which was in category of agree, meaning the respondents agreed with the assessment of the employee's productivity characteristics. Overall the average score of respondents' assessment was 3.874 which was in category of agree.

Even though the average score of respondents' assessment was in category of agree, there were some statements which got lowest score. In the statements about performance appraisal, the point number 3 and 4 got the lowest score. Some respondents did not agree about getting high or low scores from performance appraisal is actually related to being successful or unsuccessful. Some respondents also did not satisfied with the current performance appraisal system. In the statements about employee's motivation, the point number 6 got the lowest score, meaning that some of respondents did not have opportunity to innovate in their work. In the statements about employee's productivity, the point number 5 got the lowest score, meaning that some respondents' job result have not met the company's standard.

All the data obtained were being analyzed using SPSS version 25. The first statistical analysis was validity test and reliability test. The test result showed that all the measuring instruments in the questionnaire were valid and reliable. Another statistical analysis conducted were normality test and simple regression analysis. The test result showed that the data were normally distributed.

After some statistical analysis being conducted, the hypotheses were being tested using t-test and f-test.

4.6.1. The Influence of Performance Appraisal toward Employee's Motivation

T-test result of first hypotheses showed that performance appraisal variable (X) obtained significance value of $0.001 < 0.05$ alpha value. H_1 was accepted, meaning that performance appraisal has a significant influence toward employee's motivation.

F-test result of the first hypotheses obtained significance value of 0.001, which was lower than 0.05 ($0.001 < 0.05$). It means that H_1 was accepted. Performance appraisal has a significant influence toward employee's motivation.

The results of this research proved that performance appraisal has a significant influence toward employee's motivation. The better the performance appraisal, the better the employee's motivation. It can be concluded that the better the performance appraisal implementation, the more employees will be motivated in their work.

4.6.2. The Influence of Performance Appraisal toward Employee's Productivity

T-test result of second hypotheses showed that performance appraisal (X) obtained 0.002 of significance level, which was lower than 0.05 of alpha value ($0.002 < 0.05$). H_2 was accepted, meaning that performance appraisal has a significant influence toward employee's productivity.

F-test result of second hypotheses obtained 0.002 of significance value, which was lower than 0.05 ($0.002 < 0.05$). It means that H_2 was accepted. Performance appraisal has a significant influence toward employee's productivity.

The result of this research also proved that performance appraisal has a significant influence toward employee's productivity. The better the performance appraisal, the better the employee's productivity. It can be concluded that the better the performance appraisal implementation, the more productive employees will be.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

Based on the results of the research, it can be concluded as follows:

1. The results of descriptive analysis showed that the dominant characteristics of employees in Tribunnews.com-Solo was 56% female, 82% employees between 20-25 years old, 82% bachelor graduates, and 68% have been working for less than 1 year.
2. The coefficient of determination value (R^2) for model 1 was 0.215. It means that 21.5% variation of employee's motivation variable can be explained by performance appraisal variable, while the rest of 78.5% was influenced by other variables which were not included in the research model. According to t-test, it showed t-count value of 3.629 with significance value of $0.001 < 0.05$ alpha value, which means that there was a significance influence of performance appraisal on employee's motivation. The f-test result of the influence of performance appraisal (X) on employee's motivation (Y_1) showed f-count of 13.167 with significance value of $0.001 < 0.05$, which means that performance appraisal has a significant influence toward employee's motivation.
3. The coefficient of determination value (R^2) for model 2 was 0.177. It means that 17.7% variation of employee's productivity variable can be explained by performance appraisal variable, while the rest of 82.3% was influenced by other variables which were not included in the research model. According to t-test, it showed that t-count value of 3.208 with significance of $0.002 < 0.05$ of alpha

value, which means that there was a significance influence of performance appraisal on employee's productivity. The f-test result of the influence of performance appraisal (X) on employee's productivity (Y_2) showed that f-count of 10.293 with significance of $0.002 < 0.05$, which means that performance appraisal has a significant influence toward employee's productivity.

5.2. Recommendations

Based on the analysis result, here are some recommendations:

1. The performance appraisal implemented by Tribunnews.com-Solo was quite good, but there were some elements which needed to be improved. Some employees were not satisfied with the current performance appraisal system. The appraiser or the supervisor should give the employees feedback of their performance appraisal. The employees should know their strengths and weaknesses so they can perform better to meet the company standard. The result of performance appraisal should be given objectively according to the performance. The company also should give opportunity to the employees to innovate and work on their initiative.
2. For those readers who will use this paper as a reference, it would be better to do analysis first because the research conducted by the researcher still have many weaknesses. It was realized due to the researcher is still in the learning process.
3. For those students who want to conduct the research, the researcher recommends to use motivation variable as intervening variable on

relationship between performance appraisal and productivity. It is quite different with model in this research but there are many journals supporting it.

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APPENDICES

Appendix I

Questionnaire

KUESIONER PENELITIAN

Pengaruh Penilaian Kinerja terhadap Motivasi dan Produktivitas Karyawan

Perkenalkan saya Afifatul Maimunah, mahasiswi jurusan Manajemen Universitas Islam Indonesia. Saat ini saya sedang melakukan penelitian untuk menyelesaikan tugas akhir. Penelitian ini bertujuan untuk menguji pengaruh penilaian kinerja terhadap motivasi dan produktivitas karyawan.

Kuesioner ini semata-mata digunakan untuk penelitian. Seluruh data dan informasi yang diberikan akan dijamin kerahasiaannya. Kebenaran dan kelengkapan jawaban anda sangat membantu dalam pelaksanaan penelitian. Atas kesediaan saudara untuk mengisi kuesioner ini, saya ucapkan banyak terima kasih.

Identitas Responden

1. Nama Inisial :
2. Jenis Kelamin :
3. Usia : a. Antara 20-25 tahun
b. Antara 26-30 tahun
4. Pendidikan Terakhir : a. Sarjana (S1)
b. Diploma (D3)
5. Lama Bekerja : a. Kurang dari 1 tahun
b. Antara 1-2 tahun
c. Antara 2-3 tahun
d. Lebih dari 3 tahun

Mohon untuk memberikan tanda centang (✓) sesuai dengan pendapat anda dengan pernyataan di bawah ini. Keterangan:

SS : Sangat Setuju

- S : Setuju
 N : Netral
 TS : Tidak Setuju
 STS : Sangat Tidak Setuju

Pernyataan tentang Penilaian Kinerja

No.	Pernyataan	SS	S	N	TS	STS
1	Penilaian kinerja yang dilakukan perusahaan saya bisa mengevaluasi kinerja karyawan dengan baik					
2	Kinerja karyawan di perusahaan saya termonitor dengan efektif					
3	Mendapatkan skor penilaian tinggi berarti sukses dalam pekerjaan, sebaliknya skor rendah berarti gagal dalam pekerjaan					
4	Saya puas dengan penilaian kinerja yang dilakukan perusahaan saya saat ini					
5	Saya sepakat dengan hasil evaluasi yang saya terima					
6	Saya selalu mendapatkan hasil evaluasi sesuai yang saya harapkan					
7	Saya selalu mendapatkan <i>feedback</i> dari evaluasi saya					
8	Ketika kinerja saya tidak memenuhi standar, atasan saya menjelaskan alasannya					
9	Saya harus bekerja keras untuk mendapatkan skor tinggi dalam penilaian kinerja					
10	Hasil evaluasi saya berdampak pada tingkah laku, sikap, dan moral saya					

Pernyataan tentang Motivasi Karyawan

No.	Pernyataan	SS	S	N	TS	STS
1	Saya bertanggung jawab penuh atas pekerjaan saya					
2	Saya dapat mengatasi tugas-tugas saya dengan sangat baik					
3	Saya ingin mengembangkan kemampuan dan ketrampilan saya selama di perusahaan					
4	Saya sangat termotivasi untuk sukses					
5	Saya menetapkan standar tinggi untuk melakukan pekerjaan saya					
6	Saya mempunyai kesempatan untuk berinovasi dan bekerja sesuai inisiatif saya					
7	Saya merasa nyaman dengan keadaan lingkungan kerja					
8	Saya dapat bersosialisasi dengan karyawan lain					
9	Sangat penting bagi perusahaan untuk memotivasi karyawan agar mempunyai kinerja yang baik					
10	Apresiasi dan pujian oleh atasan dapat meningkatkan kinerja karyawan					

Pernyataan tentang Produktivitas Karyawan

No.	Pernyataan	SS	S	N	TS	STS
1	Saya menguasai bidang pekerjaan saya saat ini					
2	Saya mempunyai kemampuan dan ketrampilan yang baik dalam mengerjakan pekerjaan saya					
3	Tugas dan tanggung jawab yang diberikan sesuai dengan kemampuan saya					

4	Saya selalu melakukan yang terbaik dan bersungguh-sungguh dalam menyelesaikan pekerjaan saya					
5	Hasil kinerja saya sudah sesuai dengan standar perusahaan					
6	Saya selalu berusaha menyelesaikan pekerjaan saya sebelum batas waktu yang ditentukan					
7	Saya selalu berusaha memperbaiki kesalahan yang pernah saya lakukan dalam melaksanakan pekerjaan					
8	Saya selalu berusaha untuk meningkatkan kualitas pekerjaan saya					
9	Saya selalu mengikuti pelatihan yang diadakan oleh perusahaan untuk meningkatkan keahlian saya					

Appendix II

Research Data

Respondent	Gender	Age	Education	Work Experience
1	Female	20-25 years	Diploma (D3)	less than 1 year
2	Female	20-25 years	Bachelor (S1)	less than 1 year
3	Male	20-25 years	Bachelor (S1)	less than 1 year
4	Male	26-30 years	Bachelor (S1)	less than 1 year
5	Female	20-25 years	Bachelor (S1)	less than 1 year
6	Female	20-25 years	Bachelor (S1)	less than 1 year
7	Female	20-25 years	Bachelor (S1)	less than 1 year
8	Female	20-25 years	Bachelor (S1)	less than 1 year
9	Male	20-25 years	Bachelor (S1)	less than 1 year
10	Female	20-25 years	Bachelor (S1)	less than 1 year
11	Male	20-25 years	Bachelor (S1)	less than 1 year
12	Female	26-30 years	Bachelor (S1)	1-2 years
13	Female	26-30 years	Bachelor (S1)	more than 3 years
14	Female	20-25 years	Bachelor (S1)	1-2 years
15	Male	20-25 years	Diploma (D3)	1-2 years
16	Female	20-25 years	Diploma (D3)	1-2 years
17	Female	26-30 years	Diploma (D3)	more than 3 years
18	Female	20-25 years	Bachelor (S1)	less than 1 year
19	Male	20-25 years	Bachelor (S1)	1-2 years
20	Male	26-30 years	Bachelor (S1)	more than 3 years
21	Male	20-25 years	Bachelor (S1)	1-2 years
22	Female	20-25 years	Bachelor (S1)	less than 1 year
23	Male	26-30 years	Bachelor (S1)	less than 1 year
24	Male	26-30 years	Bachelor (S1)	1-2 years
25	Male	20-25 years	Bachelor (S1)	less than 1 year
26	Female	20-25 years	Bachelor (S1)	less than 1 year
27	Female	20-25 years	Bachelor (S1)	less than 1 year
28	Male	20-25 years	Bachelor (S1)	less than 1 year
29	Male	20-25 years	Bachelor (S1)	less than 1 year
30	Female	20-25 years	Bachelor (S1)	2-3 years
31	Male	26-30 years	Diploma (D3)	2-3 years
32	Male	26-30 years	Bachelor (S1)	more than 3 years
33	Female	20-25 years	Diploma (D3)	less than 1 year
34	Female	20-25 years	Bachelor (S1)	less than 1 year
35	Female	20-25 years	Bachelor (S1)	less than 1 year

36	Female	20-25 years	Bachelor (S1)	less than 1 year
37	Male	20-25 years	Bachelor (S1)	less than 1 year
38	Male	20-25 years	Bachelor (S1)	1-2 years
39	Female	20-25 years	Bachelor (S1)	less than 1 year
40	Male	20-25 years	Bachelor (S1)	less than 1 year
41	Male	20-25 years	Bachelor (S1)	less than 1 year
42	Male	20-25 years	Bachelor (S1)	less than 1 year
43	Female	20-25 years	Diploma (D3)	1-2 years
44	Male	20-25 years	Diploma (D3)	less than 1 year
45	Female	20-25 years	Bachelor (S1)	less than 1 year
46	Female	20-25 years	Bachelor (S1)	less than 1 year
47	Male	20-25 years	Bachelor (S1)	less than 1 year
48	Female	20-25 years	Diploma (D3)	less than 1 year
49	Female	20-25 years	Bachelor (S1)	less than 1 year
50	Female	20-25 years	Bachelor (S1)	1-2 years

X.1	X.2	X.3	X.4	X.5	X.6	X.7	X.8	X.9	X.10	Mean X
4	4	3	3	3	3	4	4	4	4	36
4	4	3	3	3	3	4	4	4	3	35
4	4	4	4	4	4	4	4	5	5	42
3	4	3	3	4	4	4	4	4	3	36
4	4	3	4	4	4	4	3	4	5	39
2	3	5	2	3	4	4	5	5	5	38
4	4	5	4	5	5	5	4	4	4	44
4	4	2	3	4	3	4	4	4	4	36
5	5	5	5	5	5	3	3	5	4	45
3	3	3	2	3	1	3	2	5	3	28
4	4	3	4	4	3	4	4	4	3	37
3	4	3	4	3	3	3	4	4	4	35
4	4	3	2	4	4	4	3	4	4	36
4	3	4	4	4	4	4	5	4	4	40
4	4	1	3	4	4	4	3	3	2	32
4	4	2	3	4	4	3	4	4	5	37
4	4	4	4	4	4	4	4	4	4	40
3	3	2	3	3	3	3	4	4	4	32
3	5	2	4	4	3	3	4	4	3	35
4	4	3	3	3	4	4	3	3	4	35
4	4	4	4	4	4	4	4	4	4	40

4	4	4	3	3	3	3	4	4	4	36
4	4	4	3	3	3	4	4	4	3	36
4	4	2	3	4	3	5	5	3	3	36
4	4	5	3	4	4	5	5	5	4	43
4	3	3	3	4	4	4	4	4	4	37
4	4	2	4	3	4	4	4	3	4	36
4	3	3	3	3	3	3	3	3	3	31
4	3	4	4	3	4	4	4	5	4	39
4	4	4	3	3	4	5	3	4	3	37
4	4	3	4	4	4	3	5	4	3	38
4	4	4	4	4	4	4	4	4	4	40
4	4	3	4	4	3	4	4	4	4	38
4	4	4	4	4	4	4	4	4	4	40
3	5	4	3	3	2	5	4	4	4	37
4	4	4	4	5	5	5	5	5	5	46
3	3	3	3	3	3	3	3	3	3	30
4	3	4	3	3	3	4	4	4	3	35
3	3	2	2	2	2	2	3	4	5	28
3	4	4	3	4	3	3	4	5	4	37
3	4	3	4	4	3	3	3	4	4	35
4	4	4	4	4	3	4	4	5	4	40
4	4	4	4	4	3	4	4	4	4	39
3	3	3	3	3	3	3	3	4	3	31
4	3	3	3	4	3	4	4	3	3	34
4	3	3	2	4	4	4	3	4	3	34
3	2	2	3	3	3	3	3	3	1	26
2	3	4	5	4	3	4	3	3	4	35
3	5	3	4	4	3	3	3	5	5	38
5	5	3	3	3	3	3	3	5	5	38

Y1.1	Y1.2	Y1.3	Y1.4	Y1.5	Y1.6	Y1.7	Y1.8	Y1.9	Y1.10	Mean Y1
4	3	4	4	3	3	3	4	4	4	36
4	4	4	5	4	4	4	4	4	4	41
5	4	4	5	3	4	5	5	4	4	43
3	3	3	4	3	4	4	4	4	3	35
5	3	4	4	3	4	4	3	4	3	37
5	5	4	5	5	3	3	5	5	5	45
5	4	5	5	4	4	4	4	5	5	45

4	4	4	4	3	4	4	4	4	3	38
4	4	5	5	4	4	4	4	5	4	43
4	4	5	4	4	3	4	4	5	5	42
4	4	5	5	4	4	4	5	4	4	43
5	5	5	5	3	4	5	5	4	5	46
4	4	4	4	5	4	4	4	4	5	42
4	3	4	4	4	3	4	4	4	3	37
5	5	4	5	5	3	5	4	5	5	46
5	4	4	4	3	3	4	4	3	5	39
5	5	5	5	4	4	4	5	4	4	45
4	3	3	4	3	4	4	4	4	4	37
5	4	4	4	4	4	4	4	4	4	41
4	3	4	4	4	4	3	4	4	4	38
4	4	4	4	3	3	4	4	4	4	38
4	4	4	4	3	3	4	4	4	4	38
5	4	4	4	4	4	4	4	3	3	39
5	4	5	4	5	3	4	5	5	3	43
4	4	4	5	4	3	4	4	4	4	40
4	4	4	4	3	4	4	4	4	4	39
4	4	4	5	4	4	4	4	4	4	41
4	3	4	4	4	5	4	3	4	3	38
5	5	5	5	4	5	5	4	4	4	46
4	4	3	4	4	2	3	2	3	3	32
4	4	3	5	4	4	4	4	4	3	39
4	4	4	4	4	4	4	4	4	4	40
4	4	4	4	4	4	4	4	5	4	41
4	4	4	4	4	4	4	4	4	4	40
4	4	4	4	4	4	5	5	5	5	44
5	4	5	5	5	5	5	5	5	5	49
3	3	3	3	3	3	3	3	3	3	30
4	4	4	5	4	4	3	5	4	3	40
5	4	4	5	4	4	2	3	5	4	40
4	3	4	4	4	3	4	4	5	4	39
4	4	4	4	4	4	4	3	4	3	38
4	4	5	5	5	4	4	4	4	5	44
4	4	4	4	4	4	4	4	4	4	40
3	3	4	3	3	2	3	3	4	3	31
4	4	4	4	3	3	4	4	4	3	37
4	4	4	4	4	4	4	4	4	3	39

3	3	3	5	4	3	3	4	3	3	34
4	4	4	3	4	4	4	4	4	5	40
5	4	5	4	5	5	4	4	5	5	46
5	5	4	5	5	3	3	3	5	5	43

Y2.1	Y2.2	Y2.3	Y2.4	Y2.5	Y2.6	Y2.7	Y2.8	Y2.9	Mean Y2
4	4	4	4	3	4	4	4	3	34
4	4	4	4	3	4	4	4	3	34
5	5	5	5	3	4	4	4	4	39
4	4	3	3	3	3	4	4	3	31
3	3	3	3	3	4	4	3	4	30
4	4	4	4	4	4	3	5	4	36
4	4	4	4	4	3	5	5	4	37
4	4	4	4	4	4	4	4	4	36
5	5	4	4	4	4	4	5	5	40
3	4	4	4	3	5	5	5	4	37
4	4	5	4	3	3	4	4	4	35
4	4	5	5	4	5	5	5	4	41
4	4	4	5	4	5	5	5	3	39
4	4	4	4	4	4	4	5	5	38
4	4	4	4	4	4	4	4	4	36
4	4	4	4	3	3	3	4	5	34
5	5	4	5	4	4	4	5	4	40
4	3	4	4	3	2	4	4	4	32
4	4	4	4	4	4	4	4	4	36
4	4	4	4	3	4	3	4	4	34
4	4	4	4	4	4	4	4	3	35
3	3	3	3	3	3	3	3	3	27
4	4	4	4	3	3	4	4	3	33
4	4	4	4	4	5	4	4	4	37
4	4	4	4	4	5	4	4	3	36
4	3	3	4	3	3	4	4	4	32
4	4	4	4	4	3	5	5	4	37
4	4	3	3	3	3	3	3	3	29
5	5	5	5	4	4	4	5	4	41
4	4	4	4	4	4	4	5	5	38
4	5	3	4	4	3	4	4	3	34

3	3	3	4	3	3	4	4	4	31
4	4	4	4	3	4	4	5	4	36
4	4	4	4	4	4	4	4	4	36
5	5	5	5	5	4	5	5	5	44
5	5	5	5	5	5	5	5	5	45
3	3	3	3	3	3	3	3	3	27
4	4	4	4	4	5	4	4	4	37
5	5	4	3	4	4	4	4	4	37
3	4	4	4	4	3	4	4	3	33
5	5	5	5	5	4	5	5	3	42
3	4	4	4	3	5	4	4	3	34
4	4	4	4	4	4	4	4	4	36
3	3	3	3	3	3	3	3	2	26
3	4	4	3	4	4	3	4	3	32
4	3	4	3	3	4	4	4	4	33
4	4	4	4	3	3	4	3	3	32
5	4	4	4	4	4	4	3	4	36
4	4	5	5	3	4	5	5	4	39
5	5	4	5	5	5	5	5	5	44

Appendix III

Validity and Reliability Test Result

		Correlations			
		Performance Appraisal 1	Performance Appraisal 2	Performance Appraisal 3	Performance Appraisal 4
Performance Appraisal 1	Pearson Correlation	1	,343*	,091	,169
	Sig. (2-tailed)		,015	,528	,240
	N	50	50	50	50
Performance Appraisal 2	Pearson Correlation	,343*	1	,114	,355*
	Sig. (2-tailed)	,015		,429	,011
	N	50	50	50	50
Performance Appraisal 3	Pearson Correlation	,091	,114	1	,288*
	Sig. (2-tailed)	,528	,429		,043
	N	50	50	50	50
Performance Appraisal 4	Pearson Correlation	,169	,355*	,288*	1
	Sig. (2-tailed)	,240	,011	,043	
	N	50	50	50	50
Performance Appraisal 5	Pearson Correlation	,295*	,351*	,263	,528**
	Sig. (2-tailed)	,038	,012	,065	,000
	N	50	50	50	50
Performance Appraisal 6	Pearson Correlation	,419**	,159	,337*	,357*
	Sig. (2-tailed)	,002	,270	,017	,011
	N	50	50	50	50
Performance Appraisal 7	Pearson Correlation	,261	,154	,379**	,105
	Sig. (2-tailed)	,067	,286	,007	,469
	N	50	50	50	50
Performance Appraisal 8	Pearson Correlation	,116	,108	,281*	,187
	Sig. (2-tailed)	,422	,455	,048	,194
	N	50	50	50	50
Performance Appraisal 9	Pearson Correlation	,083	,318*	,507**	,055
	Sig. (2-tailed)	,565	,024	,000	,706
	N	50	50	50	50
Performance Appraisal 10	Pearson Correlation	,057	,359*	,317*	,190
	Sig. (2-tailed)	,696	,011	,025	,186
	N	50	50	50	50
Performance Appraisal	Pearson Correlation	,465**	,546**	,660**	,565**
	Sig. (2-tailed)	,001	,000	,000	,000
	N	50	50	50	50

Correlations

Performance Appraisal 5	Performance Appraisal 6	Performance Appraisal 7	Performance Appraisal 8	Performance Appraisal 9	Performance Appraisal 10	Performance Appraisal
,295*	,419**	,261	,116	,083	,057	,465**
,038	,002	,067	,422	,565	,696	,001
50	50	50	50	50	50	50
,351*	,159	,154	,108	,318*	,359*	,546**
,012	,270	,286	,455	,024	,011	,000
50	50	50	50	50	50	50
,263	,337*	,379**	,281*	,507**	,317*	,660**
,065	,017	,007	,048	,000	,025	,000
50	50	50	50	50	50	50
,528**	,357*	,105	,187	,055	,190	,565**
,000	,011	,469	,194	,706	,186	,000
50	50	50	50	50	50	50
1	,592**	,362**	,267	,189	,145	,679**
	,000	,010	,061	,190	,316	,000
50	50	50	50	50	50	50
,592**	1	,402**	,324*	,089	,205	,679**
,000		,004	,022	,538	,153	,000
50	50	50	50	50	50	50
,362**	,402**	1	,438**	-,024	,004	,534**
,010	,004		,001	,867	,976	,000
50	50	50	50	50	50	50
,267	,324*	,438**	1	,162	,185	,534**
,061	,022	,001		,261	,198	,000
50	50	50	50	50	50	50
,189	,089	-,024	,162	1	,525**	,514**
,190	,538	,867	,261		,000	,000
50	50	50	50	50	50	50
,145	,205	,004	,185	,525**	1	,543**
,316	,153	,976	,198	,000		,000
50	50	50	50	50	50	50
,679**	,679**	,534**	,534**	,514**	,543**	1
,000	,000	,000	,000	,000	,000	
50	50	50	50	50	50	50

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

Correlations

		Employee's Motivation 1	Employee's Motivation 2	Employee's Motivation 3	Employee's Motivation 4
Employee's Motivation 1	Pearson Correlation	1	,607**	,524**	,421**
	Sig. (2-tailed)		,000	,000	,002
	N	50	50	50	50
Employee's Motivation 2	Pearson Correlation	,607**	1	,455**	,515**
	Sig. (2-tailed)	,000		,001	,000
	N	50	50	50	50
Employee's Motivation 3	Pearson Correlation	,524**	,455**	1	,324*
	Sig. (2-tailed)	,000	,001		,022
	N	50	50	50	50
Employee's Motivation 4	Pearson Correlation	,421**	,515**	,324*	1
	Sig. (2-tailed)	,002	,000	,022	
	N	50	50	50	50
Employee's Motivation 5	Pearson Correlation	,337*	,395**	,352*	,365**
	Sig. (2-tailed)	,017	,005	,012	,009
	N	50	50	50	50
Employee's Motivation 6	Pearson Correlation	,285*	,130	,337*	,246
	Sig. (2-tailed)	,045	,369	,017	,085
	N	50	50	50	50
Employee's Motivation 7	Pearson Correlation	,292*	,315*	,372**	,147
	Sig. (2-tailed)	,039	,026	,008	,308
	N	50	50	50	50
Employee's Motivation 8	Pearson Correlation	,270	,330*	,440**	,381**
	Sig. (2-tailed)	,058	,019	,001	,006
	N	50	50	50	50
Employee's Motivation 9	Pearson Correlation	,359*	,289*	,494**	,264
	Sig. (2-tailed)	,010	,042	,000	,064
	N	50	50	50	50
Employee's Motivation 10	Pearson Correlation	,438**	,491**	,472**	,270
	Sig. (2-tailed)	,001	,000	,001	,058
	N	50	50	50	50
Employee's Motivation	Pearson Correlation	,706**	,704**	,745**	,610**
	Sig. (2-tailed)	,000	,000	,000	,000
	N	50	50	50	50

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

Correlations

Employee's Motivation 5	Employee's Motivation 6	Employee's Motivation 7	Employee's Motivation 8	Employee's Motivation 9	Employee's Motivation 10	Employee's Motivation
,337*	,285*	,292*	,270	,359*	,438**	,706**
,017	,045	,039	,058	,010	,001	,000
50	50	50	50	50	50	50
,395**	,130	,315*	,330*	,289*	,491**	,704**
,005	,369	,026	,019	,042	,000	,000
50	50	50	50	50	50	50
,352*	,337*	,372**	,440**	,494**	,472**	,745**
,012	,017	,008	,001	,000	,001	,000
50	50	50	50	50	50	50
,365**	,246	,147	,381**	,264	,270	,610**
,009	,085	,308	,006	,064	,058	,000
50	50	50	50	50	50	50
1	,192	,020	,145	,475**	,389**	,582**
	,182	,889	,314	,000	,005	,000
50	50	50	50	50	50	50
,192	1	,417**	,283*	,175	,161	,515**
,182		,003	,047	,223	,264	,000
50	50	50	50	50	50	50
,020	,417**	1	,468**	,159	,290*	,548**
,889	,003		,001	,269	,041	,000
50	50	50	50	50	50	50
,145	,283*	,468**	1	,273	,333*	,618**
,314	,047	,001		,055	,018	,000
50	50	50	50	50	50	50
,475**	,175	,159	,273	1	,477**	,622**
,000	,223	,269	,055		,000	,000
50	50	50	50	50	50	50
,389**	,161	,290*	,333*	,477**	1	,698**
,005	,264	,041	,018	,000		,000
50	50	50	50	50	50	50
,582**	,515**	,548**	,618**	,622**	,698**	1
,000	,000	,000	,000	,000	,000	
50	50	50	50	50	50	50

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

Correlations

		Employee's Productivity 1	Employee's Productivity 2	Employee's Productivity 3	Employee's Productivity 4
Employee's Productivity 1	Pearson Correlation	1	,757**	,558**	,579**
	Sig. (2-tailed)		,000	,000	,000
	N	50	50	50	50
Employee's Productivity 2	Pearson Correlation	,757**	1	,576**	,594**
	Sig. (2-tailed)	,000		,000	,000
	N	50	50	50	50
Employee's Productivity 3	Pearson Correlation	,558**	,576**	1	,725**
	Sig. (2-tailed)	,000	,000		,000
	N	50	50	50	50
Employee's Productivity 4	Pearson Correlation	,579**	,594**	,725**	1
	Sig. (2-tailed)	,000	,000	,000	
	N	50	50	50	50
Employee's Productivity 5	Pearson Correlation	,538**	,627**	,420**	,486**
	Sig. (2-tailed)	,000	,000	,002	,000
	N	50	50	50	50
Employee's Productivity 6	Pearson Correlation	,229	,380**	,415**	,407**
	Sig. (2-tailed)	,109	,006	,003	,003
	N	50	50	50	50
Employee's Productivity 7	Pearson Correlation	,377**	,386**	,518**	,649**
	Sig. (2-tailed)	,007	,006	,000	,000
	N	50	50	50	50
Employee's Productivity 8	Pearson Correlation	,431**	,534**	,579**	,675**
	Sig. (2-tailed)	,002	,000	,000	,000
	N	50	50	50	50
Employee's Productivity 9	Pearson Correlation	,473**	,307*	,381**	,381**
	Sig. (2-tailed)	,001	,030	,006	,006
	N	50	50	50	50
Employee's Productivity	Pearson Correlation	,742**	,775**	,777**	,827**
	Sig. (2-tailed)	,000	,000	,000	,000
	N	50	50	50	50

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

Correlations

Employee's Productivity 5	Employee's Productivity 6	Employee's Productivity 7	Employee's Productivity 8	Employee's Productivity 9	Employee's Productivity
,538** ,000 50	,229 ,109 50	,377** ,007 50	,431** ,002 50	,473** ,001 50	,742** ,000 50
,627** ,000 50	,380** ,006 50	,386** ,006 50	,534** ,000 50	,307* ,030 50	,775** ,000 50
,420** ,002 50	,415** ,003 50	,518** ,000 50	,579** ,000 50	,381** ,006 50	,777** ,000 50
,486** ,000 50	,407** ,003 50	,649** ,000 50	,675** ,000 50	,381** ,006 50	,827** ,000 50
1 50	,443** ,001 50	,466** ,001 50	,512** ,000 50	,367** ,009 50	,736** ,000 50
,443** ,001 50	1 50	,380** ,006 50	,396** ,004 50	,243 ,088 50	,606** ,000 50
,466** ,001 50	,380** ,006 50	1 50	,635** ,000 50	,307* ,030 50	,711** ,000 50
,512** ,000 50	,396** ,004 50	,635** ,000 50	1 50	,525** ,000 50	,804** ,000 50
,367** ,009 50	,243 ,088 50	,307* ,030 50	,525** ,000 50	1 50	,616** ,000 50
,736** ,000 50	,606** ,000 50	,711** ,000 50	,804** ,000 50	,616** ,000 50	1 50

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

Reliability Test Result

Reliability Test Result of Performance Appraisal

Case Processing Summary

		N	%
Cases	Valid	50	100,0
	Excluded ^a	0	,0
	Total	50	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,771	10

Reliability Test Result of Employee's Motivation

Case Processing Summary

		N	%
Cases	Valid	50	100,0
	Excluded ^a	0	,0
	Total	50	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,832	10

Reliability Test Result of Employee's Productivity

Case Processing Summary

		N	%
Cases	Valid	50	100,0
	Excluded ^a	0	,0
	Total	50	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,888	9

Appendix IV

Normality Test Result

One-Sample Kolmogorov-Smirnov Test			
		Unstandardized Residual	Unstandardized Residual
N		50	50
Normal Parameters ^{a,b}	Mean	,0000000	,0000000
	Std. Deviation	,35253391	,42541381
Most Extreme Differences	Absolute	,106	,066
	Positive	,099	,066
	Negative	-,106	-,061
Test Statistic		,106	,066
Asymp. Sig. (2-tailed)		,200 ^{c,d}	,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

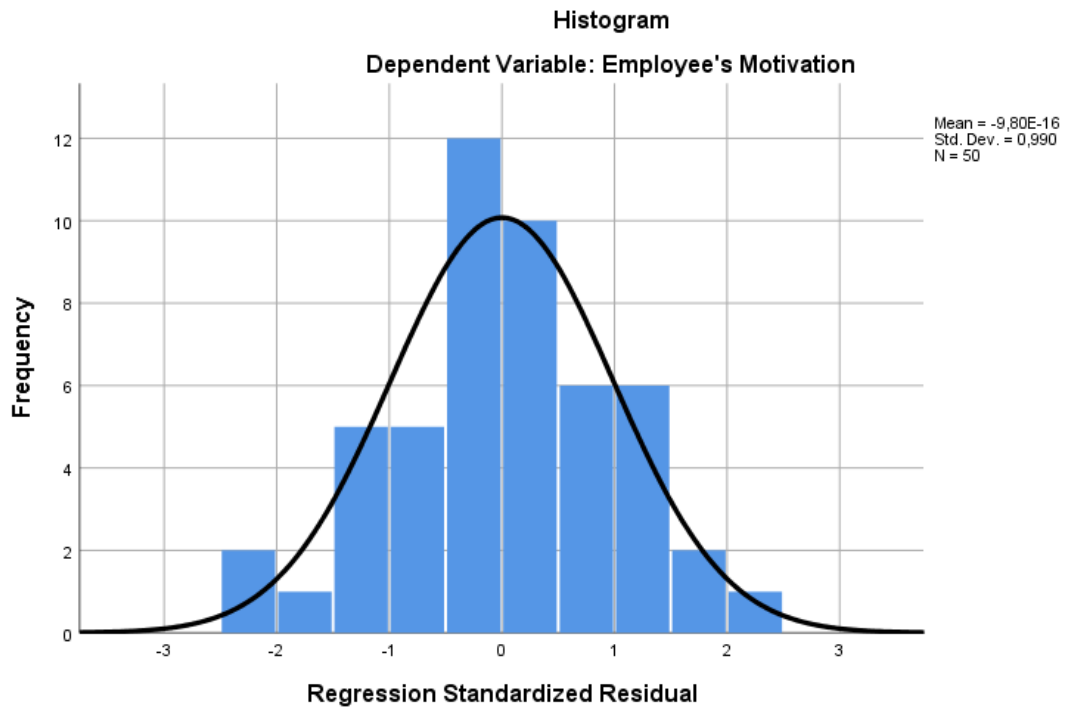
c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3,5386	4,4390	4,0140	,18464	50
Std. Predicted Value	-2,575	2,302	,000	1,000	50
Standard Error of Predicted Value	,051	,140	,067	,023	50
Adjusted Predicted Value	3,5588	4,4051	4,0127	,18496	50
Residual	-,83381	,79128	,00000	,35253	50
Std. Residual	-2,341	2,222	,000	,990	50
Stud. Residual	-2,365	2,274	,002	1,013	50
Deleted Residual	-,85103	,82876	,00127	,36953	50
Stud. Deleted Residual	-2,490	2,382	,001	1,034	50
Mahal. Distance	,012	6,629	,980	1,565	50
Cook's Distance	,000	,176	,025	,044	50
Centered Leverage Value	,000	,135	,020	,032	50

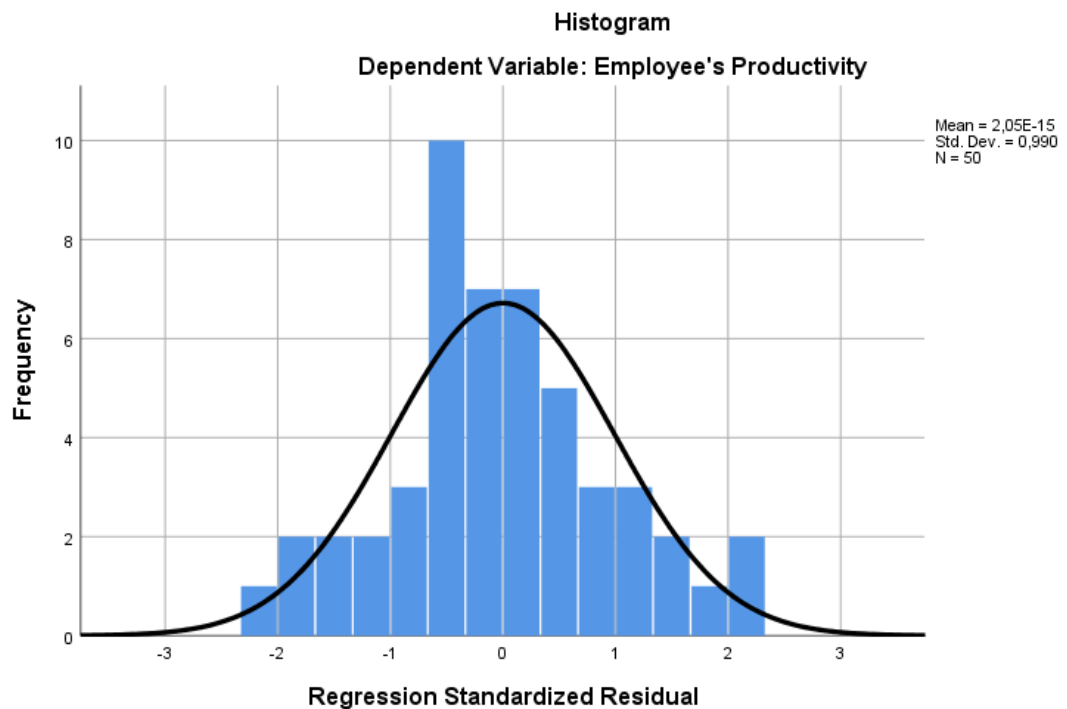
a. Dependent Variable: Employee's Motivation



Residuals Statistics^a

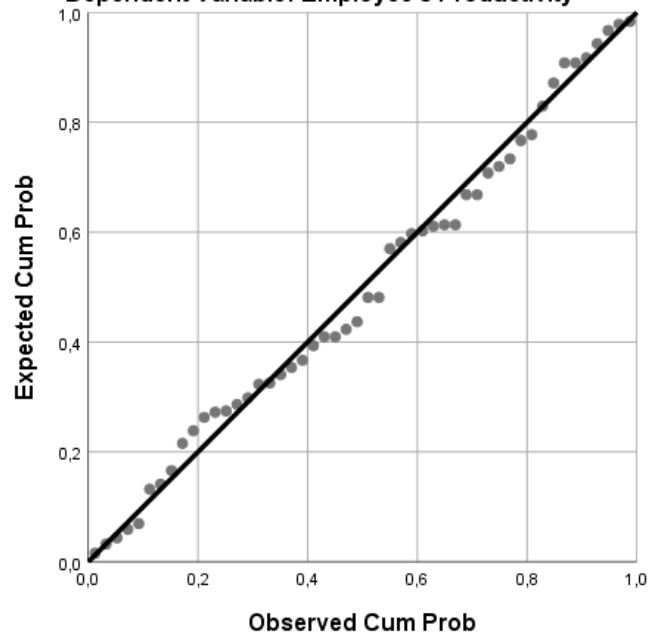
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3,4439	4,4045	3,9511	,19699	50
Std. Predicted Value	-2,575	2,302	,000	1,000	50
Standard Error of Predicted Value	,061	,169	,081	,028	50
Adjusted Predicted Value	3,4234	4,3460	3,9492	,19903	50
Residual	-,92421	,91665	,00000	,42541	50
Std. Residual	-2,150	2,133	,000	,990	50
Stud. Residual	-2,172	2,155	,002	1,011	50
Deleted Residual	-,94344	,93558	,00193	,44427	50
Stud. Deleted Residual	-2,264	2,243	,003	1,031	50
Mahal. Distance	,012	6,629	,980	1,565	50
Cook's Distance	,000	,162	,023	,037	50
Centered Leverage Value	,000	,135	,020	,032	50

a. Dependent Variable: Employee's Productivity



Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Employee's Productivity



Appendix V

Simple Regression Analysis Result

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Performance Appraisal ^b		Enter

a. Dependent Variable: Employee's Motivation

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,464 ^a	,215	,199	,35619

a. Predictors: (Constant), Performance Appraisal

b. Dependent Variable: Employee's Motivation

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1,670	1	1,670	13,167	,001 ^b
	Residual	6,090	48	,127		
	Total	7,760	49			

a. Dependent Variable: Employee's Motivation

b. Predictors: (Constant), Performance Appraisal

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2,368	,456		5,189	,000		
	Performance Appraisal	,450	,124	,464	3,629	,001	1,000	1,000

a. Dependent Variable: Employee's Motivation

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Performance Appraisal ^b		Enter

- a. Dependent Variable: Employee's Productivity
 b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,420 ^a	,177	,159	,42982

- a. Predictors: (Constant), Performance Appraisal
 b. Dependent Variable: Employee's Productivity

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1,902	1	1,902	10,293	,002 ^b
	Residual	8,868	48	,185		
	Total	10,769	49			

- a. Dependent Variable: Employee's Productivity
 b. Predictors: (Constant), Performance Appraisal

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2,195	,551		3,986	,000		
	Performance Appraisal	,480	,150	,420	3,208	,002	1,000	1,000

- a. Dependent Variable: Employee's Productivity