

Motivation Engineering to Employee by Employees Abraham Maslow Theory

by Sri Wiwoho Mudjanarko

Submission date: 10-Aug-2023 02:02AM (UTC-0700)

Submission ID: 2143894392

File name: 6._Jurnal_Terakreditasi_S2.pdf (549.55K)

Word count: 5331

Character count: 28592

Motivation Engineering to Employee by Employees Abraham Maslow Theory

Joko Suyono¹⁾, Sri Wiwoho Mudjanarko²⁾

Universitas Narotama, Surabaya, Indonesia
E-mail: sri.wiwoho@narotama.ac.id

Abstract. Among many existing motivational theories, perhaps Maslow's Hierarchy of Needs Theories are widely known. This theory passes a message to us that once a person passes a certain level of need, he is no longer motivated by the level of motivation below. This provides an understanding that a manager or leader or motivator in the organization should know what is needed by subordinates. The need of a daily production worker with staff of managerial staff is different. To provide motivation that can improve performance to both, a motivator must provide different treatment according to their needs.

Keywords: Motivation; Employees; Abraham Maslow's Theory

I. INTRODUCTION

The individual nature of motivation requires managers to take an indirect approach, creating motivation through an organizational atmosphere that encourages employees to be more productive. Man is a creature who has a desire and rarely reaches a state of complete satisfaction except for a short time. If one's wishes have been fulfilled, the other will arise in place of the previous wish. If that desire is fulfilled, there are other desires that will follow, and so on. This fact requires us to examine the relationships of all the motivations of each other. At the same time, we must also release individual units of motivation to achieve the broader understanding sought. According to one study that intrinsic motivation for academic activity has been associated with value [1] and predictions of achievement and adjustment [2]. In contrast, extrinsic motivation has predicted negative consequences [3].

Culture influences the dominant belief systems of society, educational practices and desired behaviors according to [4]-[5] and individuals implicitly study ways of adapting to social environments [6]. The consequence of cultural influence affects several aspects such as motivation [7] and achievement [8].

The Great Indonesian Dictionary defines motivation as "attempts that can cause a person or group of people to be moved to do something because they want to achieve the desired goal or get satisfaction with their deeds". According to Stephen P. Robbins [9], motivation is "a process that determines the intensity, direction, and perseverance of individuals in an effort to achieve goals". The three keywords in this definition are intensity, direction, and persistence (which presupposes for a long time). Intensity refers to how

hard someone tries. In order to produce good performance, intensity (at any rate) must have a favorable direction to the organization. And finally, the intensity and direction that have been possessed must be applied diligently and last for a long time. This is the measure of the extent to which people can keep their business. Motivated individuals will stay with their work long enough to achieve their goals. Conversely, an unmotivated person will only give minimum effort in terms of work. The concept of motivation would be an important concept in the study of the performance of individuals within the organization. In other words, motivation is one of the important determinants for individual performance in addition to other determinant variables such as the ability of the person concerned and / or previous work experience.

Koontz [10] motivation is as a reaction that begins with the need, which raises the desire or effort to achieve the goal, which further raises the tension, namely the desire fulfilled, leads to action that leads to the goal and ultimately satisfy the desire. Handoko [11] the definition of motivation as a force or factor that is contained within man. George R. Terry [12] interpreted "Motivation is the desire that is in an individual who stimulates to perform actions". So the desire of the individual is something that encourages the individual to do something / work. Motivation is a powerful force that drives people to behave.

II. DISCUSSION

A. History Motivation theory

Motivation actually has some motivational theories of some opinions by world figures. The theory includes classical motivational theory by F.W Taylor, Maslow's Need Hierarchy theory by A.H. Maslow, Herzberg's two factor theory by

Frederick Herzberg, Mc. Clelland's achievement Motivation Theory by Mc. Clelland, Alderfer Existence, Relatedness And Growth (ERG) Theory by Alderfer, Human Relation theory, Claude S. Geogre theory. However, from these theories there are only two very famous theories of Maslow's motivation theory and Herzberd's theory. Here's an explanation of both theories:

1. Theory of Needs of Abraham H. Maslow

Abraham Maslow was born in 1908 in a Russian-Jewish immigrant family in Brooklyn, New York. He is shy, neurotic, and depressed but has great curiosity and extraordinary brain intelligence. As a teenager, Maslow began to admire the work of philosophers such as Alfred North Whitehead, Henri Bergson, Thomas Jefferson, Abraham Lincoln, Plato, and Baruch Spinoza. In addition to dwelling on cognitive activities, he also has a lot of practical experience. He works as a newspaper delivery and spends the holidays working with a family company.

Maslow studied psychology at the University of Wisconsin Madison, and earned a BA in 1930, an MA in 1931 and a Ph.D. in 1934. Maslow lived in an age in which emerging many new schools of psychology grew as a relatively young scientific discipline. In America William James developed Functionalism, Gestalt Psychology developed in Germany, Sigmund Freud triumphed in Vienna, and John B. Watson popularized Behaviorism in America. When in 1954 Maslow published his book Motivation and Personality, two very popular and influential theories in American universities were Psikoanalisa Sigmund Freud and Behaviorism John B. Watson.

In the realm of psychology, Freud psychoanalysis is considered the first school (force). While Behaviorism is called the second school. Presumably Maslow (although never admired the two schools) has a different principle. Freud's research sample is neurotic and psychotic patients in his clinic. Our question is: how the conclusions of the sample of the mentally disturbed people can be applied to the common people (the mentally healthy). Maslow had the principle that before understanding mental illness, one must first understand mental health. At other poles, Behaviorists collect data from research on animals such as pigeons and white mice. Maslow noticed that their conclusions could be true for fish, frogs, or mice, but not for the human race. Radically opposite to both streams, Maslow sought samples on humans who in society were seen as "figures". He involves his research on seven modern figures and nine historical figures: Abraham Lincoln and Thomas Jefferson (US president), Eleanor Roosevelt (First Lady philanthropist), Jane Addams (pioneer of social workers), William James (psychologist), Albert Schweitzer Humanist), Aldous Huxley (author), and Baruch Spinoza (philosopher). The investigation of these figures (and others) of their habits, traits, personalities, and abilities-has led Maslow to the theory of mental health and the theory of motivation in humans. Dialectically, Freud's thesis and antithesis Watson et al. Gave

birth to the synthesis of Abraham Maslow. Therefore, Maslow calls his theory a third school.

2. Motivation Theory Abraham Maslow: The Hierarchy of Needs

Maslow developed a theory of how all motivations are interrelated. He called his theory a "need hierarchy". These needs have different levels. When a level of need is met or dominated, people are no longer motivated by the need. Furthermore, people will try to meet the needs of the next level. Maslow divides the level of human needs into the following:

- a. Physiological needs: basic needs, such as hunger, thirst, shelter, sex, sleep, oxygen, and other physical needs.
- b. The need for security: including safety and protection against physical and emotional losses.
- c. Social needs: includes the need for belonging and belonging, affection, acceptance, and friendship.
- d. Need for rewards: includes internal respect factors such as self-esteem, autonomy, and achievement; As well as external factors such as status, recognition, and attention.
- e. The need for self-actualization: includes the desire to become more fully self-abilities, to be anything according to his ability.

How the identification of each of the above needs and their impact on motivations affecting individual performance within the organization will be explained in the next.

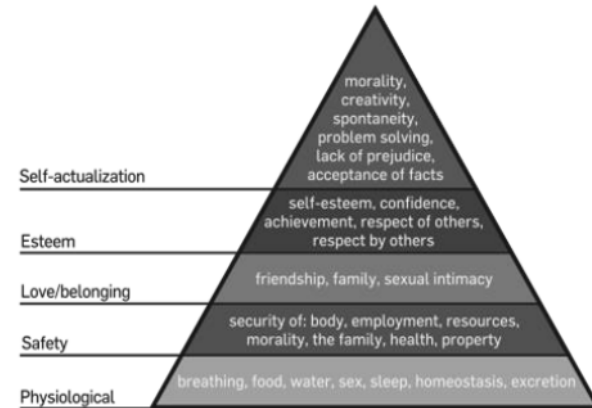


Fig. 1 Maslow's Hierarchy of Needs

3. Identification of Hierarchy of Requirements and Management Applications

a. Physiological Needs

Physiological needs are the most basic human needs to maintain a physical life, namely the need for food, drink, shelter, sex, sleep, rest, and air. A person with a lack of food, self-esteem, and love, will first find food first. For people who are in a state of hunger and dangerous, there is no interest other than food. For the community prosperous these types of needs have been generally met. When these basic needs are satisfied,

immediately other (higher level) needs will emerge and dominate human behavior. ²¹

There is no doubt that this physiological need is the most powerful and urgent need. This means that in the very man who feels lack of everything in his life, it is very likely that the greatest motivation is the physiological needs and not the others. In other words, a life-threatening individual may very likely be motivated by these needs.

Application Management

First of all keep in mind that for a very starving person, there is no other concern except food. A leader or manager should not expect too much from hungry employees. Different from the needs of the next level, these basic needs can only be met by the triggers of its shortcomings. Hunger can only be satisfied with food. Do not expect that godly counsel and advice can satisfy him. Maslow illustrates that for humans who are always and very hungry or thirsty, utopia can be formulated as a place full of food and drink. He tends to think that if his food is assured throughout his life, then his happiness is perfect. Such people only live to eat. To motivate employee performance like this, of course the food solution. An extra allowance for consumption will further drive people's morale like this compared to advice about individual integrity within the organization.

Elton Mayo of the Harvard Graduate School of Business Administration in 1923 conducted research at a textile factory in Philadelphia. He wanted to find the cause of the frequent turnover of labor in one part of the production where the work was quite difficult and monotonous. He departs from the assumptions of labor fatigue and the need for rest periods. So he schedules a series of rest periods. Employees are asked to work together in setting a schedule. The results obtained are quite fantastic: employee turnover decreases dramatically, productivity increases, and morale becomes better. Mayo precisely finds what the employee needs, namely breaks and self-esteem because it gives them the opportunity to participate in decisions that usually become a monopoly of the company's leadership.

b. Safety Needs

As soon as basic needs are satisfied, what Maslow describes as the need for security or safety. ²² is need presents itself in the category of need for steadiness, protection, freedom from fear, anxiety and confusion; The need for structure, order, law, boundaries, and so forth. This need we can observe in a child. Usually a child needs a world or predictable environment. A child likes consistency and kerutinan to some extent. If those things are not found then he will become anxious and insecure. Insecure people have a need for order and stability and will try hard to avoid things that are foreign and unexpected.

Application Management

In the context of individual performance behaviors within the organization, the need for security presents itself in the behavior of individual preference for a cool, secure, orderly, predictable, law-abiding, orderly, reliable, ²⁰ no-action Unexpected, chaotic, frantic, or dangerous. To be able to motivate employees, a manager must understand what the needs of employees. When all they need is a sense of security in work, their performance will be motivated by a security offer. This level of understanding understanding can also be used to explain why certain employees do not like new innovations and tend to pass on what has been done. Or used to understand why certain people are more willing to risk, while others do not.

In organizations, we often find individual behaviors that seek to permeable behavior. He wants freedom in a certain extent rather than unlimited freedom. A person who does not have enough knowledge of the limits of acceptable behavior for himself can have feelings of threat. Presumably he will attempt to find such limits, even at certain moments, he must behave in unacceptable ways. Managers can accommodate the need for security within the organization by shaping and enforcing clear standards of behavior. It is also important to note that human ²² feelings about security are also threatened if they feel dependent on others. He feels that he will lose certainty if he accidentally does something unwanted. Individuals in such dependent relationships will feel that their greatest need is guarantee and protection. Almost every individual in this level of need will want continuous tranquility, supervision, and job opportunities.

Today there is a widespread discourse of the possibility of employees being laid off due to technological factors that develop. In this situation, managers can motivate employees by providing a job-security-pledge.

c. Social Need (Love / Belonging Need)

Once satisfied with the need for security, the social needs that include the need for belonging, trust, love, and compassion will be important motivators for behavior. At this level of need, and never before, people will feel the absence of friends, lovers, wives, husbands, or children. He is thirsty

Will be meaningful and loving relationships with others in general. It requires primarily a place in the middle of the group or its environment, and will strive to achieve and sustain it. The person in the position of this need may even have forgotten that while still satisfying the need for food, he never underestimates love as unreal, unnecessary, and unimportant. Now he will feel the pain of loneliness, social exclusion, rejection, lack of friendliness, and uncertain circumstances.

Application Management

Individuals in the organization want themselves to belong to a particular group. He wants to associate with other colleagues, accepted, shared, and accepts friendship and affection. Although many managers today understand the existence of such needs, sometimes they mistakenly consider it a threat to their organization so that their actions are adapted to that view. Organizations or companies that are too sharp and clearly distinguish the position of leadership and subordinates often ignore the needs of employees will sense of belonging (sense of belonging). Employees should be at this level of need to be motivated to have a sense of ownership of the organization's mission and vision and integrate personal ambition with organizational ambition. Between personal and organizational development have reciprocal relationships that results are perceived on a reciprocal basis. In the realm of Organizational Behavior, we know what conflict management is called. Different from the traditional view that sees conflict negatively, there is an interactionist view that sees conflict not only as a positive force within the group but also indispensable for the group to perform effectively. Conflict can be good or bad depending on the type. Without intending to reject or support any of the views, it can be said that the potential for conflicts within the organization apart from disturbing the sense of security can also create alienation that results in disorientation. The potential for excessive mobility generally imposed by industrialization threatens to uproot work within the working group, the challenge of adaptation in new and foreign groups, and ultimately raises the need for a sense of belonging and the various needs that fall within the hierarchy of this stage.

d. Need for Award (Esteem Need)

According to Maslow, everyone in society (except some pathological cases) has a need or wants a steady, strong, and usually high-quality, self-respect self-esteem assessment of himself. Therefore, Maslow distinguishes this need into a need for rewards both internally and externally. The first (internal) includes the need for self-esteem, self-confidence, competence, mastery, adequacy, achievement, independence, and freedom (independence). The second (external) involves respect from others, prestige, recognition, acceptance, fame, dignity, attention, position, appreciation or reputation. People who have enough self-esteem will be more confident. Thus it will be more potential and productive. On the other hand, a poor self-esteem will cause a sense of inferiority, sense of helplessness, even a sense of hopelessness and neurotic behavior. Freedom or independence at this level of need is the need for a sense of non-attachment by the things that inhibit the manifestation of the self. This need can not be exchanged for a pack of fried rice or some money because the need for those things has been satisfied.

Application Management

It is not uncommon to find workers at the managerial level deciding to withdraw from their jobs. What's wrong? Does his pay compensation not satisfy him? It turns out that money is not always able to motivate the behavior of individuals within an organization. Of all the indications listed, it seems that organizations that rely on improving their employees' performance, the financial aspect, do not get the expected results. It is true that money is one powerful motivational tool, but its use must be tailored to the perceived value of each employee. Certain individuals in times and conditions may no longer feel money as performance drivers.

Instead of money, individuals at this level need more challenges that can explore their potential and talents. Not surprisingly, a number of top managers suddenly resigned when they felt that there was no longer any challenge in the company they worked for. The desire or the competitive desire to stand out or transcend others may be regarded as the universal nature of man. The need for this award if managed appropriately can lead to outstanding organizational performance. Unlike the needs of the lower levels, the need for this award is rarely fulfilled.

As part of a more constructive approach, participatory management and positive feedback programs can be used to meet the needs of rewards. The delegation of autonomy and wider responsibilities to employees has proven to be effective in order to motivate better performance and performance. The success of the Mayo experiment as previously described shows that financial rewards prove to be not always as effective as psychic awards. The problem is, many managers often forget or think a lot of times to give

Praise and sincere acknowledgment for the employee's achievement, and on the other hand without a second thought to cast criticism over the poor work of his subordinates.

Leadership expert, William Cohen, said that do not ever waste a good opportunity to give recognition to the work performance in the organization. Recognition is one of the most powerful human motivators. Famous psychologist, B.F. Skinner added that to get the maximum motivation, one should praise it as soon as possible after it appears that behavior deserves praise. Even Napoleon Bonaparte was surprised to witness the power of recognition as a motivator. After knowing that his soldiers were willing to do anything to get the medals he gave, Napoleon exclaimed: "It is amazing what people will do for such trivial items."

e. The Need for Self-Actualization (Self-Actualization Need)

According to Maslow, everyone must grow fully. The human need to grow, develop, and use his abilities is

called Maslow as self-actualization. Maslow also called self-actualization as a desire to become more fully self-ability, to what according to ability possessed. The need for self-actualization usually arises after the need for love and appreciation will be adequately satisfied.

The need for self-actualization is the most important aspect of Maslow's motivational theory. Today even a number of thinkers make this need as a priority point to foster superior personality. In recent years there has been an idea of the need for a bridge between the economical ability of the empire and the spiritual depth. The manager is expected to be a reliable leader without forgetting the spiritual side. In this context, Maslow's pyramid of needs departs from the point of departure of physiological needs to self-actualization is twisted. Thus the behavior of the expected organism is not a greedy behavior and constantly pursues the satisfaction of needs, but rather the behavior that prefers to understand rather than be understood, to give than to receive. In this paper, the idea of self-actualization will get a wider and deeper spotlight before entering into the discussion of the application of theory.

Personal Characteristics of Self-Actualization

From the results of the research which is a long process of analysis, Maslow finally identified 19 personal characteristics that reached the level of self-actualization.

- 1) A clear perception of life (reality), including the ability to detect falsehood and judge a person's character well. Thanks to a sharp perception, they are more assertive and telling to predict events that will happen. They are better able to see and penetrate hidden realities in various events; More sensitive to see the wisdom of various problems.
- 2) The person thus sees life as it is and not according to their desires. They are more objective and not emotional. Self-actualized people will not allow personal expectations and desires to mislead their observations. On the other hand most other people may just listen to what they want to hear from others even when it comes to things that are not true and honest.
- 3) Have a higher spontaneity. They are more sensitive to rich and unconventional inner life, and have the ability to see the world from a new perspective and appreciate beauty in ordinary things. Usually they do not feel the need to hide their feelings or thoughts, or behave artificially. Personalized individuals have a high appetite for art, music, and political and philosophical issues.
- 4) Centering-on-the-problem. They are very consistent and pay attention to questions and challenges from outside the self, have a clear mission or purpose so as to produce integrity, uncertainty, and diligent introspection. They have a clear commitment to the task they have to do and are able to forget themselves, in the sense of being able to dedicate themselves to the work, duties, or calls they deem important.
- 5) Longing for silence. In addition to seeking solitude that produces inner peace, they can also enjoy it.
- 6) They are very independent and autonomous, but at the same time love other people. They have a healthy desire for privacy distinct from neurotic freedom (secretive and fearful). Sometimes they look very autonomous, because they depend entirely on their own capacity. This is the paradox: they are the most individualistic and social in society. If they obey a rule or order, it is based on an understanding of the benefits that can be achieved from the compliance of the rules concerned, and not by joining in.
- 7) There are times when they experience what is called a "peak experience"; The times when they feel they are in the best of circumstances, when they are filled with solemn feelings, deep happiness and happiness or ecstasy. This relates to their ability to concentrate remarkably. Sometimes this ability makes them seem dazed. Not infrequently they experience flow in the activities they do.
- 8) A sense of kinship to fellow human beings accompanied by a sincere spirit to help others.
- 9) This superior person is more humble and respectful to others. They believe that in many ways they have to learn from others. This makes them able to listen to others with patience. Virtue is born from a deeper understanding of oneself. Just like children, they are able to listen to others without a priori or previous judgment. Maslow calls this advantage "Being cognition" or "B-cognition"; Passive and receptive observation.
- 10) They have a clear ethic of what is good and what is evil. But for them, the conflict between good and bad is not a problem. Consistently, they will choose and prefer higher values.
- 11) Good sense of humor. They are not interested in jokes that hurt or imply an inferiority that makes others feel abused. They prefer a philosophical, cosmic, or humorous humor that is contained in the logic of words. They also stand out in terms of tolerating the natural weaknesses of others. But they are very anti against dishonesty, deceit, lies, cruelty, and hypocrisy.
- 12) Creative in saying, doing, and getting things done. This property is associated with flexibility, not afraid to make something that in the future turns out to be a mistake, and an openness. Like an innocent child, they are not afraid to be creative because of the scorn of others. They are creative and see events happily without prejudice. According to Maslow, almost every child is capable of making songs, poems, dances, plays, or games unexpectedly, without being

- planned or preceded by a certain purpose before. Similarly, too, is the creativity of the self-actualized person.
- 13) They have a healthy self-esteem based on the recognition of their own potential. They can receive praise and appreciation but not depend on the rewards of others. They do not deify fame and empty fame.
 - 14) Imperfection. They certainly also have feelings of guilt, anxiety, guilt, jealousy and others. But the feeling is not like that of the neurotic people. They are closer to a positive way of thinking. They are not always quiet, can sometimes blow up anger too; Bored with the chattering chatter, the nonsense, and the frenzy of the party scene.
 - 15) They have a clear "hierarchy of values". They are able to see and distinguish which is more important and should be prioritized in certain situations. The level of conflict itself is low. They have more energy for productive purposes than to spend time regretting themselves and things. For them, the conflict between good and bad is not a problem. Consistently, they will choose and prefer the higher values, and sincerely follow them. For these people, self-discipline is relatively easy because what they want to do is in line with what they believe to be true. Their values are based on what is real to them, not what others say to them.
 - 16) Resistance to inculturation. They are able to see things beyond the boundaries of culture and the times. Maslow calls them what they call "psychological independence." This is reflected in their decisions that are sometimes "against the flow" of public opinion. They do not hesitate to reject their culture if it is not in line with common sense. For small things like politeness, language, and clothing, food, and so on are not at issue. But when it comes to things that are deemed to be against basic principles, they can be independent and act out of the ordinary.
 - 17) They tend to seek friendships with people of the same character, such as honest, sincere, kind and courageous, but ignore superficial features such as social class, religion, racial background, and appearance. In this case they are not bothered by differences. The more mature their personality, the more they do not care about the appearance ayu, sturdy body, body plump, and so on. On the contrary they are very upholding about compatibility, kindness, sincerity, and honesty.
 - 18) In general it can be said that self-actualized people tend to foster a solid, happy, and lasting marriage life. In a healthy person, an established marriage allows both parties to increase mutual trust and self-esteem, mutually benefiting.

- 19) They are very philosophical and patient in demanding or accepting changes that need to be orderly. While most people in society tend to be very practical or very theoretical, self-actualized people are more inclined to be both practical and theoretical depending on the conditions concerned. They try to love the world as it is, keeping an eye on the existing shortcomings while working to fix them.

III. CONCLUSIONS

Humans are dynamic and multidimensional beings. All theories of science about man must deal with that reality. From this fact, one sees that Maslow's theory should be backed up with more empirical evidence. To this day, there is not enough clear evidence to show that human needs can be categorized into five different groups or in a hierarchy. Some experts are skeptical because the results of the studies give different results; Some research supports, while others refuse. Wahba and Bridwell (1976) conclude a paradox for Maslow's theory: that the theory is widely accepted, but not much supported by research evidence.

It is unfortunate that the bulk of the research results are achieved from studies that do not test Maslow's theory properly. The above evaluation shows a number of common limitations to a scientific theory. But in general it can be said that Maslow's theory has laid the first stone for the study of individual structures especially concerning what further encourages certain behaviors within the organization. Maslow's contribution is not small for the development of organizational psychology. Looking more specifically, evaluations or research that produce conclusions that do not support theory may depart from an incomprehensive understanding of Maslow's theory and thought. Not infrequently, in many cases of research, good theory fails to prove because of poor research methods and applications. The absence of success is often caused by misconceptions of the theory, or the poor application of good motivational concepts.

In the book Motivation and Personality, Maslow repeatedly reminded not to occasionally absolutize the five levels of need or distinguish it sharply and stiffly. May Maslow fully realize from the start that talking about the dynamic structure of human personality is not as easy as turning the palm of the hand.

REFERENCES

- [1] M.R.Lepper, J.H.Copus, and S.S.Iyengar. "Intrinsic and Extrinsic Motivational Orientations in The Classroom: Age Differences and Academic Correlates". *Journal of Educational Psychology*, vol. 97, pp. 184-196, May. 2005.
- [2] A.E.Gottfried, G.A.Marcoulides, A.W. Gottfried and P.H.Oliver. "Longitudinal Pathways from Math Intrinsic Motivation and Achievement to Math Course Accomplishments and Educational Attainment". *Journal of Research on Educational Effectiveness*, vol. 6, pp.68-92, Jan. 2013.

- [3] K. Murayama, R. Pekrun, S. Lichtenfeld, and R. Vom Hofe. "Predicting Long-Term Growth in Students' Mathematics Achievement: The Unique Contributions of Motivation and Cognitive Strategies". *Child development*, vol. 84, pp. 1475-1490, Dec. 2012.
- [4] P.M. Greenfield, H. Keller, A. Fuligni, and A. Maynard. "Cultural pathways through universal development". *Annual review of psychology*, vol. 54, pp. 461-490, Feb. 2003.
- [5] M.J. Kang, J.Kim, and M. Park. "Investigating presence as a predictor of learning outcomes in e-learning environment." In *Proc. EdMedia: World Conference on Educational Media and Technology*, 2008, pp. 4175-4180.
- [6] J. Hofer and M.H.Bond. "Do Implicit Motives Add to Our Understanding of Psychological and Behavioral Outcomes Within and Across Cultures" in *Handbook of motivation and cognition across cultures*. R. Sorrentino and T. Tamaguchi, Ed. Cambridge: Academic Press, 2008, pp. 95-181.
- [7] S.S.Iyengar and M.R. Lepper. "Rethinking the value of choice: A cultural perspective on intrinsic motivation". *Journal of Personality and Social Psychology*, vol. 76, pp. 349-366, Mar. 1999.
- [8] C. Chen and H.W. Stevenson. "Motivation and Mathematics Achievement: a Comparative Study of Asian-American, Caucasian-American, and East Asian High School Students". *Child development*, vol. 66, pp. 1215-1234, Aug. 1995.
- [9] S.P. Robbins and T.A. Judge. *Organizational Behavior*. New York: Pearson Education Limited, 2015.
- [10] H. Koontz, C. O'Donnell, and H. Wehrich. *Manajemen*. Jakarta: Erlangga, 1990.
- [11] H.T.Hani. *Manajemen Personalita dan Sumber Daya Manusia*. Yogyakarta: BPFE, 2008.
- [12] George.R. Terry. *Prinsip-Prinsip Manajemen. (edisi bahasa Indonesia)*. Bandung: PT. Bumi Aksara, 2000.

Motivation Engineering to Employee by Employees Abraham Maslow Theory

ORIGINALITY REPORT

20%

SIMILARITY INDEX

2%

INTERNET SOURCES

3%

PUBLICATIONS

21%

STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Le Cordon Bleu Australia Student Paper	1%
2	Submitted to University of Strathclyde Student Paper	1%
3	Submitted to University of Witwatersrand Student Paper	1%
4	Submitted to Canterbury Christ Church University Student Paper	1%
5	Submitted to American Public University System Student Paper	1%
6	Submitted to University of Sunderland Student Paper	1%
7	Submitted to Aspen University Student Paper	1%
8	Submitted to Colorado Technical University Student Paper	1%

9	Takuma Nishimura, Shigeo Sakurai. "Longitudinal changes in academic motivation in Japan: Self-determination theory and East Asian cultures", Journal of Applied Developmental Psychology, 2017 Publication	1 %
10	Submitted to Bournemouth University Student Paper	1 %
11	Submitted to Athlone Institute of Technology Student Paper	1 %
12	Submitted to University of Abertay Dundee Student Paper	1 %
13	Submitted to Purdue University Student Paper	1 %
14	Submitted to Louisiana State University Student Paper	1 %
15	Submitted to Colorado State University, Global Campus Student Paper	1 %
16	Submitted to Swinburne University of Technology Student Paper	1 %
17	Submitted to University of Lancaster Student Paper	1 %
18	Submitted to Global College Malta Student Paper	

1 %

19

Submitted to Open University of Mauritius

Student Paper

1 %

20

Submitted to Rutgers University, New Brunswick

Student Paper

1 %

21

Submitted to University of Wolverhampton

Student Paper

1 %

22

Submitted to Bob Jones University

Student Paper

1 %

23

Submitted to University of Northampton

Student Paper

1 %

24

Submitted to Wilkes University

Student Paper

1 %

Exclude quotes On

Exclude matches < 1%

Exclude bibliography Off